

ABSTRACT

The School-based Health and Family Life Education (HFLE) Programme in Grenada: An Examination

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The development of the CARICOM Multi-Agency Health and Family Life Education (HFLE) Project was influenced by international proclamations, such as Education for All which have been informing curriculum reform in the Caribbean. The HFLE Project coordinates and informs the Health and Family Life Education programme in CARICOM countries. The Health and Family Life Education programme is a planned, comprehensive, interdisciplinary, thematic, life-skills based curriculum, aimed at promoting health and wellness through a partnership arrangement. The programme's health promoting schools' principles are consolidated into several distinct conceptual framework documents replacing the former Family Life Education curriculum generally perceived as mainly content-based and overloaded. Included in the findings of this qualitative case study is that (a) the Health and Family Life Education programme was externally driven and as a result was significantly influenced by decision makers external to the school system; and (b) the programme is rooted in the biomedical model. As an alternative to the biomedical or persuasion-type approach to the current Health and Family Life Education programme in Grenada, this study has developed a model for curriculum development in School Health. The model which is labeled, *A School-Community of Curriculum Planners*, borrows from the principles of Community Organization and Community Building theory.

Keywords: Curriculum reform; Education for All; Caribbean; CARICOM Multi-Agency Health and Family Life Education; School health; life-skills based curriculum; health and wellness; qualitative case study; externally driven; Health promoting school; biomedical model; a School-Community of Curriculum Planners.