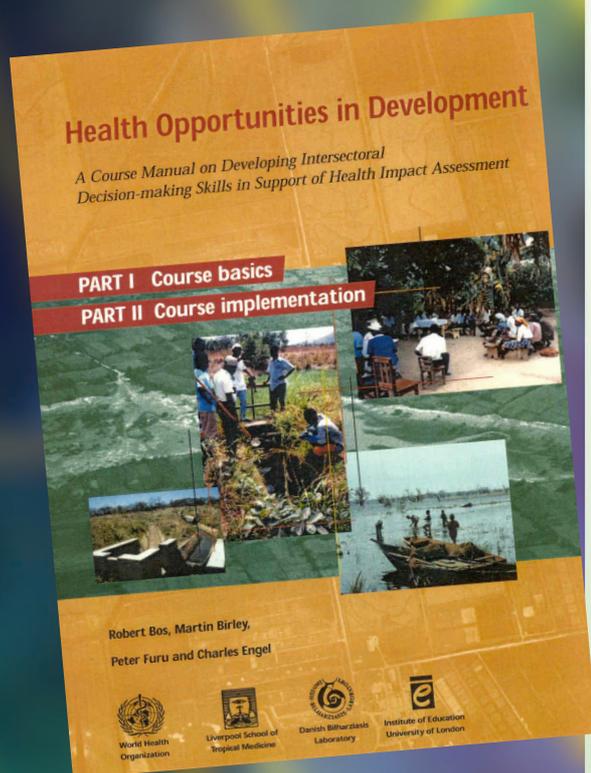


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World Health Organization



"... this is the reality of today: the demand for intersectoral decision-making skills is increasing. International bodies such as the EU, bilateral development agencies and multilateral development banks, and national governments themselves are adopting healthy public policy as part of sustainable development. They have recognised that health is not the responsibility of the health sector alone. They are searching for appropriate instruments and suitably skilled staff. This Manual contains one approach in response to this demand."

— Robert Goodland, World Bank's former Senior Environment Advisor

Health Opportunities in Development

A Course Manual on Developing Intersectoral Decision-making Skills in Support of Health Impact Assessment

Governments and the corporate sector alike are increasingly recognising the need for a distinct assessment of health impacts and opportunities of development. This joint publication of the World Health Organization and the Danish Bilharziasis Laboratory provides the framework and methodology to build capacity in the essential intersectoral functions that support a sound Health Impact Assessment (HIA). It also presents ready-to-use training materials and is accompanied by a CD ROM with textbooks on HIA and related subjects, and slide sets on environmental management for health protection.

Part 1, the course basics, contains the rationale and structure of the course, and presents the concept of problem-based learning. This educational approach requires that clear learning objectives and enabling objectives are defined, so participants can work their way through a logical sequence of realistic activities. In the case of this particular course the activities are grouped in six tasks, representing critical decision-making moments in HIA. The process of designing the Task Guides is elaborated in detail. The procedures of developing a problem-based learning course are universally applicable, and of special interest for capacity-building to deal with intersectoral and inter-professional issues.

Part 2, course implementation, covers the preparations and the actual running of the course Health Opportunities in Development comprehensively. It spells out procedures for the nomination and invitation of participants from different ministries, sets criteria for the selection of local resource persons and non-expert tutors and gives guidance on the organization of field trips and the identification of development projects that will serve as a context for the problem-based learning tasks. It also has a section on monitoring and evaluation.

Part 3, contained in volume II of the Manual, integrally presents the six Task Guides for the HIA course in a format that readily allows photocopying of this material. Other course materials include guidelines for group tutors and local resource persons, a generic field trip programme and a list of recommended books and documents, many of which are included on the CD ROM.

This Manual will be an asset for educational institutions, ministries and technical assistance agencies, as well as students of management, education and development.

World Health Organization

By R. Bos, M.H. Birley, P. Furu and C. Engel

2003, 69 + 131 pages and CD ROM

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From the book

Six crucial tasks for Health Impact Assessment

- Construct a framework for comprehensive development planning
- Explore the requirements and activities associated with a rapid health impact assessment
- Appraise a health impact assessment report
- Appraise the recommendations for health promotion and safeguards
- Construct generic Terms of Reference for health impact assessment
- Formulate an intersectoral plan of action and a Memorandum of Understanding

Planning schedule for selection of participants

	<i>Time</i>	<i>Action</i>
<i>Before the course starts</i>	<i>5-4 months</i>	<i>Identification of relevant ministries and departments to receive course announcement and request to nominate candidates for the course</i>
	<i>4 months</i>	<i>Nomination of candidates by ministries and departments</i>
	<i>3 months</i>	<i>Selection of candidates and reserves by the Steering Committee</i>
	<i>2 months</i>	<i>Formal invitation and course details sent to selected participants</i>
	<i>2-1 months</i>	<i>Participants confirm their attendance</i>
<i>During the course</i>	<i>Day 1-18</i>	<i>Course implementation, participants are present throughout</i>
<i>After the course</i>	<i>2 months</i>	<i>Final course report sent to participants, ministries and departments</i>

A typical day in the life of the anchor during the course (excerpt)

- 07:00 Finalise the programme update for the day and arrange for its reproduction
Check whether all documents needed for that day are available in sufficient numbers
Check whether the resource person(s) that were scheduled to arrive the previous evening indeed have registered and contact them to set up an appointment for their briefing
Look into any administrative issues that may be pending
- 07:30 Breakfast of participants and staff
- 08:15 Final word with the tutors about the programme of the day
Check the plenary session room to ensure that the configuration is as required for the function of today's session
- 08:30 Plenary session starts
Introduction of today's programme, distribution of course materials for today's task
Open discussions on difficulties encountered in yesterday's group work
Question and answer on aspects of the materials presented...

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