Virtual Campus for Public Health:

An overview of the Caribbean Node
2017-2023
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Foreword

The Virtual Campus for Public Health (VCPH) is a strategic tool for technical cooperation of the Pan American Health Organization (PAHO). As such, it is a space for distributing, managing, and updating knowledge on public health and for strengthening the capacities and competencies of the region’s health teams. The VCPH plays a leading role in developing the necessary competencies in best practice and knowledge in the field of health and, moreover, in building leadership and management capacity in the sector.

To this end, actions are based on considering education as a public and collective good, and using work experience as a lever for learning. Additionally, as it is managed collaboratively, the VCPH is offered as an open and interoperable resource, which can be used and enriched by the entire educational community.

In recognition of the diversity among countries in the Americas Region, and in keeping with the principles of the VCPH, the Campus has created regional, subregional, and country nodes. The nodes help decentralise the operation of the Campus and facilitate tackling priorities within countries and subregions to respond to their unique needs. Supported by the PAHO country offices, the nodes bring together authorities and academia to better analyze educational needs and the design of quality training materials.

The Caribbean Node of the VCPH (CN-VCPH) is an excellent example of coordinated work and the creative use of VCPH resources for capacity development in a subregion that encompasses multiple countries and territories with unique characteristics.

The coordination between the subregional office for the Caribbean, the regional VCPH team, subregional authorities and recognised academic institutions has enabled the expansion of training in the Caribbean by facilitating enrolment in region-wide courses as well as the development of courses that specifically address Caribbean priorities.

This document summarises the journey of the CN-VCPH since its beginning in 2017 through 30 November 2023 and illustrates how collaborative, open, and interoperable work can boost the potential of the Campus.

The authors welcome this publication and commit to actively contributing to the growth of the CN-VCPH as a technical cooperation strategy for the development of the Caribbean health workforce.

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Executive Summary

This report was developed as the first formal documentation of the background, achievements, and challenges of the Caribbean Node of the Virtual Campus for Public Health (CN-VCPH) from its beginning in July 2017 through November 2023. It highlights the importance of the CN-VCPH and provides recommendations for its continued development.

The CN-VCPH was launched as a component of the Virtual Campus for Public Health (VCPH), the learning platform of the Pan American Health Organization (PAHO), with the purpose of building competency among health workers in the Region of the Americas. The VCPH operates as a network of nodes that constitutes the basic structure for the management of the unified space for collaboration and sharing of educational resources in public health. The CN-VCPH provides an opportunity for capacity-building and further extends the benefits of the VCPH to the Caribbean.

The CN-VCPH operates under the direction of the PAHO Subregional Advisor in Human Resources for Health (HRH) for the Caribbean, who is responsible for its overall management. It is unique, as it represents the interests of multiple countries and territories that have many aligned interests and challenges. The CN-VCPH provides an opportunity for collective action to meet these challenges. It is operated at the subregional level to help ensure equity and allows for sharing of educational resources and provision of support to countries with resource limitations. However, the support of all participating Caribbean countries is necessary for the continued development of the Node. Thus, course proposals and requests are encouraged from the various countries.

As of 30 November 2023, there were at least 15,781 users registered on the VCPH, located in 27 Caribbean countries and territories, more than quadruple the number of registered users when the CN-VCPH was launched in 2017. The highest number of users have come from (in descending order) Trinidad and Tobago, Jamaica, Belize, and Guyana. Enrolment and courses completed also grew by 70% between 2017 and 2023.

As of 30 November 2023, there were over 80 courses available in English on the VCPH, including those specifically prepared for a Caribbean audience.

The CN-VCPH has made substantial achievements since its inception. However, it continues to face the following challenges:

- Limited course proposals from the Caribbean.
- Limited number of users from some countries and territories.
- Underutilisation of Web content.
- Reduced visibility within the Caribbean.

Recommendations for addressing these challenges include:

- Identification of a steering committee and technical working group for the strategic and operational governance of the CN-VCPH.
- Stakeholder mapping and analysis.
- Increase in course proposals and development of courses tailored to the needs in the Caribbean.
- Social marketing campaign to disseminate the CN-VCPH throughout the subregion.
- Semi-annual reports to monitor the progress of the Caribbean Node.

Compared to before the COVID-19 pandemic, people and institutions are now more likely to engage in virtual learning. The CN-VCPH provides an excellent opportunity for the development of virtual public health education in the Caribbean subregion. It is hoped that new developments and the possibility of additional funding to expand virtual education will offer new opportunities to expand the reach of the CN-VCPH.
1. Introduction

The Virtual Campus for Public Health (VCPH) is the learning platform of the Pan American Health Organization (PAHO) with the primary aim of developing the competencies of health workers in the Region of the Americas (1). It provides a virtual space where countries can share learning resources to improve public health and strengthen the competencies of health teams in the region. The VCPH is a strategic tool for PAHO’s technical cooperation, and educational proposals are put forth based on regional, subregional, or national training needs (2).

The mission of the VCPH is “to lead strategic collaborative efforts among Member States and other partners, to promote human resources for health training, for all people in all places” (1). Its activities are guided by principles that are consistent with PAHO’s values of equity, excellence, solidarity, respect, and integrity (1). The principles of the VCPH are described in Table 1.

<table>
<thead>
<tr>
<th>Public good</th>
<th>Open, quality training for health personnel, which is an inexhaustible good that benefits the entire population.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent education in health</td>
<td>A model in which the right to lifelong education in the fullest sense converges with the transformation of health organizations.</td>
</tr>
<tr>
<td>Open and interoperable resource</td>
<td>Cooperative sharing of developments, data, and applications with other computer systems that multiplies opportunities for access.</td>
</tr>
<tr>
<td>Collaborative work</td>
<td>Promotion of work between education and health organizations through learning networks, together with the coordination of their interactions for local capacity building and better results.</td>
</tr>
<tr>
<td>Sustainability</td>
<td>The search for alternatives to generate resources for maintaining or increasing the availability of education at no direct cost to health workers.</td>
</tr>
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The VCPH follows the concept of permanent education in health (PEH) where learning is a continuous, lifelong experience, occurring through networks where individuals can share experiences and learn through these experiences. Thus, the VCPH is a network of people, institutions, and organisations that share courses, educational resources, and activities related to public health. The VCPH operates through a coordinated network of regional, subregional, and country nodes.

The Caribbean Node of the VCPH (CN-VCPH) was launched in July 2017 to provide an opportunity for capacity-building and further extend VCPH benefits in the Caribbean (3). It is an integral component of the continued development of the health workforce within the Caribbean and enables the development of courses that are tailored to a Caribbean audience.

The need for strengthening human resources for health (HRH) in the Caribbean has been well documented and became more apparent during the COVID-19 pandemic. In 2021, PAHO conducted an analysis of the impact of COVID-19 on health workers’ occupational health and safety concerns, working conditions, as well as policy responses to address these issues and to increase HRH surge capacity. This study included case studies in Belize, Grenada, and Jamaica and provided evidence of some of the HRH challenges in the subregion (4). This led to the development of the policy brief, *Strengthening Human Resources for Health (HRH) to respond to COVID-19 and other emerging pandemics in the Caribbean*, with four policy actions, which was approved by ministers of health of CARICOM in 2021 (5). This policy brief recommended specific action for providing appropriate and up-to-date training and developing systems to monitor and ensure the proper acquisition and practice of the necessary knowledge, skills, and competencies for responding to pandemics. Thus, the Caribbean Node represents a unique opportunity for capacity-building among health workers in the Caribbean. In the post-COVID era, virtual education has gained prominence, emphasizing the need for training platforms such as the CN-VCPH.

This document provides a description of the Caribbean Node of the Virtual Campus for Public Health and highlights resources available for building the capacity of the health workforce within the Caribbean.
2. Objective

The objectives of this document are:

- To systematize the information available on the CN-VCPH.
- To discuss the progress of the CN-VCPH from 2017 to 30 November 2023.
- To discuss the achievements of the CN-VCPH.
- To describe the current and future challenges of the CN-VCPH.
- To provide recommendations for the further development of the CN-VCPH as a tool for capacity-building for health workers in the Caribbean.

3. Methods

Data for this document were collected via desk review, unstructured interviews, and statistical data from the VCPH. The purpose of the desk review was to help describe the background of the Caribbean Node. Information was gathered from previous concept notes, meeting reports, and other VCPH documents and PowerPoint presentations, such as the Governance model (6) and Educational approach (2). A further Internet search was conducted in September 2022 to identify any news or other items related to the Caribbean Node. Keywords and phrases used in the search included “PAHO Virtual Campus,” “Caribbean Node,” “VCPH,” “PAHO VCPH,” and “PAHO Caribbean Node VCPH,” and a total of four web pages were noted to contain information relevant to the background of the Caribbean Node. Further information was obtained through unstructured, informal discussions with the staff of the VCPH and the PAHO Subregional Advisor for HRH in the Caribbean. Statistical data were obtained from the records of the VCPH and analyzed to show trends in the usage of the VCPH by persons in the Caribbean. Assessed variables included demographic characteristics of the users (age, sex, and location), distribution of the users, and the courses being utilised by Caribbean users.

The aim of data collection was to construct a comprehensive view of the Caribbean Node and usage of the VCPH by Caribbean learners based on documented and undocumented information. The information was presented to a team of experts at the Emerging Trends on Health Professions Education in Post-Pandemic Times and The Virtual Campus of Public Health – Caribbean Node Meeting, held in Trinidad and Tobago on 12 October 2022. Feedback and recommendations were drawn from the group and complemented by a team from the VCPH, as well as the Advisor and International PAHO Consultant (IPC) working in human resources for health with the Subregional Coordination Programme for the Caribbean. The statistical data was updated in 2023 to include more current usage of the VCPH by Caribbean learners.

The information was summarised within the following domains, which were chosen based on the themes emerging from the information gathered:

- Overview and management of the Caribbean Node of the VCPH
- Resources available through the Caribbean Node
- Usage of the VCPH in the Caribbean
- Course development process
- Courses offered
- Partnerships.
4. Results

4.1 Overview and management of the Caribbean Node

The Caribbean Node of the VCPH was established to facilitate the development of new courses and the adaptation of existing courses tailored to the Caribbean learner, as well as increase access to training courses for public health professionals and other persons with an interest in this area in the Caribbean. It is unique, as it represents the countries and territories of the Caribbean that have many aligned interests and challenges, and the Node provides an opportunity for collective action to meet these challenges. Thus, it allows for sharing of educational resources and the provision of support to countries with resource limitations.

The VCPH is governed through a dynamic process that provides guidance, regulation, and evaluation of the educational activities of a network of institutions, organisations, and people that participate in the VCPH. At the operational level, the VCPH is managed through a network of nodes which represents the basic structure that constitutes the space where areas, units, programs, and projects of an institution or a group of institutions and organisations collaborate and share educational resources in public health. The nodes are a form of organisation that facilitates the management of training priorities through decentralization in the PAHO Country Offices and the national teams. It allows for dynamic collaborations that support the processes of technical cooperation for each country.

The VCPH has the following categories of nodes (7):

1. Regional node: Integrating node that houses the educational initiatives coordinated by the technical departments in PAHO’s Washington, D.C. regional office (United States of America).
2. Subregional node: Manages and links projects in the subregions (Caribbean, Central America, and South America).
3. Country node: Operates under the leadership of the PAHO Country Office and national health authority. The country’s virtual classrooms offer initiatives coordinated and administered directly by country experts.

The VCPH proposes the following governance model for the different country nodes (6):

1. A steering committee, led by a PAHO advisor and the country’s health authority. It may also include subnational authorities and a network of academic institutions.
2. The technical secretariat.
3. The basic work plan/agreements on technical cooperation priorities.

The Caribbean Node is a subregional node which manages and coordinates educational projects for the Caribbean subregion. The CN-VCPH operates under the direction of the PAHO Subregional Advisor in Human Resources for Health for the Caribbean. The technical secretariat comprises an International PAHO Consultant (IPC) who works with the regional VCPH team to manage the CN-VCPH. This includes providing technical support to countries for the review and development of courses, identification and review of course proposals, and supporting the administrative processes for implementation and dissemination of new courses. Information technology (IT) and administrative support is provided by the VCPH coordination team and by IPCs hired to complete specific tasks.

As a subregional node, the CN-VCPH helps assure equity and inclusivity of all countries of the Caribbean. Thus, course proposals and requests are encouraged from all countries that are supported by the Node.

4.2 Resources available through the Caribbean Node

The website of the Caribbean Node https://caribbean.campusvirtualsp.org provides a space for sharing educational resources and materials. The following resources are available:

Courses: The Caribbean Node provides access to most of the courses available in English on the VCPH, including those specifically developed for a Caribbean audience and those translated from courses developed for other countries or languages. Courses may have been originally developed at the regional or subregional level. These include self-learning
(self-paced) courses and tutor-led courses. Self-paced courses are generally open for enrolment by users and can be completed at the participant’s own pace. Tutor-led courses include participants who have been recommended by the national health authority in their respective countries and enrolment is done through a closed process. These courses are run within a specific time frame and may include several cohorts based on the needs of the countries.

Webinars: This section includes links to upcoming webinars from within PAHO and also from close partners. Its purpose is to provide an opportunity for continuous learning.

Latest news: This section provides updates on activities that are related to human resources for health development in the Caribbean.

Open Educational Materials: These include materials and content from some completed tutor-led courses.

COVID-19 courses: These include self-paced courses related to COVID-19 that are considered to be particularly relevant for health professionals.

Link to VCPH Resources: The VCPH provides helpful resources that are available to users. These include:

- Training resources for tutors
- Guidance for the course development process
- Guidance for use of the Caribbean Node and courses
- Access to the VCPH helpdesk
- Directory of Nursing Schools.

### 4.3 Usage of the VCPH in the Caribbean

Health workers from the Caribbean have used the VCPH since before the establishment of the Caribbean Node in 2017. From the first recorded user in August 2011 to 30 June 2017 prior to the launch of the Caribbean Node, there were 2883 registered users of the VCPH from the Caribbean. This number has since more than quadrupled and, by 30 November 2023, there were at least 15 781 users from 27 countries in the Caribbean. The use of the VCPH within the Caribbean has grown exponentially in recent years, with the number of new users per year increasing from 788 in 2017 to 3898 as of 30 November 2023 (Graph 1).

Graph 1: New users of the Virtual Campus for Public Health (VCPH): Caribbean subregion, 2011 - 30 November 2023

Source: PAHO.
The majority of Caribbean users have been female (74%) with 33% between the ages of 26 and 35 years, followed by 27% between the ages of 36 and 45 years. At least 45% of the users worked within a hospital setting and more than 70% had achieved university-level education.

The highest number of users from 2011 through 30 November 2023 came from (in descending order) Trinidad and Tobago, Jamaica, Belize, and Guyana, which are some of the most populous countries in the Caribbean. These countries have surpassed 1000 users, with Trinidad and Tobago having more than 4000 users. Most other countries did not reach 1000 users. However, Dominica and Grenada have the highest number of users per capita.

Despite this steady increase in the number of users, the Caribbean Node is grossly underutilized. Over 80% of the courses utilized by Caribbean users were courses offered through the VCPH regional node, including those that have been translated into English or specifically adapted for the Caribbean context.

By 30 November 2023, the users of the VCPH in the Caribbean earned 11,652 certificates, representing a completion rate of 52%. The courses with the highest successful completion rate include (in order of number of course certificates granted):

- Virtual course on properly completing death certificates, RELACSIS
- Psychological First Aid (PFA) in disaster management in the Caribbean
- Virtual course on accurate automated blood pressure measurement
- Basic Infection Prevention and Control Training - English Course - 2023 Cohort
- Basic Epidemiological Concepts
- Food Handlers Virtual Training
- Respectful maternity and newborn care - 2021
- Preventing Self-harm/suicide: Empowering Primary Health Care providers
- Implementation of the HEARTS Technical Package in Primary Health Care

Other courses of interest included those in areas related to mental health, cardiovascular disease, social marketing, maternal and child health, and HIV management.

### 4.4 Course development process

Courses on the Caribbean Node undergo a rigorous process for validation of content and are aligned with the priority needs of the Caribbean subregion. Priority learning needs are identified through the various ministries of health and the technical areas of PAHO. They may be identified through research and include current and future public health challenges for the Caribbean. Courses are developed to address these learning needs, incorporating in their content the skills and competencies required to achieve the learning objectives.

There is a two-phase approach to course production:

**Phase 1 – Course planning**

This involves a process of establishing justification for the implementation of the course which must be evidence-based. It is important to establish communication with the VCPH coordination team early in the planning process to get guidance throughout the process.

During the planning process, a course proposal needs to be developed with details about the course and how it will be run. In addition, a course request form is submitted to initiate the work process. This requires some basic information such as the proposed course name, objectives, timeline, number of participants, modality, recruitment process, PAHO technical area supporting the course, and PAHO focal point.

The cost of developing and hosting a course is borne by the PAHO technical area responsible for the course.
Phase 2 – Design and course setup

During this phase, the learning resources for the course and each of its learning modules, if applicable, are produced. Content must be evidence-based and follow the pedagogical approach of the VCPH. The VCPH provides guidelines for creating well-designed online courses that keep participants engaged, encourage learning, and increase overall satisfaction for participants.

An example: Development of the Virtual course for community health workers on noncommunicable disease prevention and control.

1. Course Planning
   - Definition of the problem through examination of background data regarding noncommunicable diseases (NCDs) in the Caribbean.
   - Desk review and interviews conducted to facilitate the identification of the skills and competencies of community health workers (CHWs) in the Caribbean.
   - Discussions between the course development team and staff of the VCPH to establish guidelines for the development of the course.
   - Completion of the course proposal and application to initiate the work process.
   - Administrative processes for hosting courses completed by the appropriate department.

2. Course design and setup
   - Development of course material by a team of experts.
   - Presentation of content to a technical working group composed of experts from throughout the Caribbean and adjustment of content to suit the needs of the Caribbean.
   - Write-up of content on the VCPH platform using the appropriate medium in coordination with the VCPH team.

3. Other important activities
   - Dissemination of concept note to ministries of health for identification of potential participants.
   - Registration of recommended participants.
   - Orientation for participants through a live virtual session.
   - Evaluation of course post completion.

Source: Primary Care International. PAHO Community Health Worker (CHW) Project: Final Report, February 2023; [unpublished].

4.5 Courses offered

Users from the Caribbean can access courses through the Caribbean Node or elsewhere on the VCPH. These courses may have been originally developed at the regional or subregional level. Since its launch, five courses were developed especially for the Caribbean, focusing on different areas of interest, including noncommunicable disease prevention and control, public health leadership, tobacco cessation and control (2 courses), and health journalism. An additional five courses in epidemiology and surveillance were adapted specifically for a Caribbean audience and context and offered through the regional node. Other courses have been translated from courses originally developed for other countries or languages and made available to the Caribbean.

As of 30 November 2023, over 80 courses are available in English on the VCPH. These include self-learning (self-paced) courses and tutor-led courses. The courses cover the following topic areas:

- Social determinants, diversity, gender and human rights
- Health emergencies
- Noncommunicable diseases and mental health
- Communicable diseases, poisonings and environmental determinants of health
• Digital health, information systems and evidence for health action
• Health promotion, healthy life course and immunizations
• Coverage and access to health services, medicines and health technology.

Some of these courses are also available in Spanish, French, Dutch, or Portuguese.

New courses are continuously being produced by the different PAHO technical areas. In addition, courses are kept up-to-date, as they undergo periodic review by the different technical areas responsible for the course.

In addition to the above, the CN-VCPH includes a COVID-19 section which was very active during the pandemic with courses and information. Most of these COVID-19 courses were developed and translated in collaboration with and using resources and materials from OpenWHO, an online learning platform developed by the World Health Organization to address a wide range of public health topics (available at https://openwho.org). There are several courses related to COVID-19 management which address topics such as infection control, operational planning guidelines, use of personal protective equipment (PPE), and facility management of respiratory illnesses. Four of the courses are also available in Dutch. Pending necessary updates, these courses will remain relevant in the post-COVID-19 era.

Courses can be accessed through the Regional Node at https://www.campusvirtualsp.org/en and the Caribbean Node at: https://caribbean.campusvirtualsp.org/.

4.6 Partnerships

PAHO welcomes collaboration with other institutions and organizations on the development of courses for the Caribbean. Past collaborations have included academic institutions in the Caribbean, national government agencies, regional entities, and foundations. PAHO hopes to broaden these partnerships and foment new collaborations in the future.

5. Discussion

There has been a steady increase in the number of users in the Caribbean on the VCPH, with a marked expansion in the number of users since 2019. User registrations remained strong during the COVID-19 pandemic, and experienced another substantial surge in 2023. This, coupled with the current interest and expansion in virtual training worldwide, puts the Caribbean Node in a unique position to contribute significantly to the development of public health education in the Caribbean. Despite the increase in users over the years, the number of per capita users in some Caribbean countries is low.

The Caribbean Node provides an excellent platform for capacity-building and strengthening of human resources for health within the Caribbean. The commitment of the subregion toward addressing HRH challenges is evidenced by the transformation of the HRH Action Task Force (HRH-ATF) into a permanent commission, the Human Resources for Health Caribbean Commission (HRH-CC), with the mandate to advise COHSOD on the HRH challenges in the Caribbean, and develop and implement policies that help address these needs. The HRH-CC includes official delegates from CARICOM Member States and ensures continuity of the work begun by the HRH ATF, which focused on priority areas such as strengthening HRH, vaccine hesitancy, and health worker mobility. In the policy brief, Strengthening Human Resources for Health (HRH) to respond to COVID-19 and other emerging pandemics in the Caribbean, the HRH-ATF identified training and capacity-building as a priority action that can be achieved through the use of the Caribbean Node of the VCPH (5).

The Caribbean node of the VCPH offers the opportunity for the development of courses that are tailored to the context of the Caribbean and that are specifically designed to meet the learning needs of health workers of the Caribbean. Currently, the majority of courses offered for the Caribbean have been developed at the regional level. Member States, through the PAHO country offices, may submit requests for technical cooperation for the development of courses based on their needs.

The web page includes space for webinars, news, and other content, providing an opening for the Caribbean subregion to generate and disseminate content tailored to its specific needs. Finally, there is a need for wider dissemination and visibility of the Caribbean Node throughout the Caribbean to encourage more users and an increase in course proposals.
6. Recommendations

Some recommendations for strengthening the Caribbean Node and use of the VCPH within the Caribbean include:

- **Governance**

  At the strategic level, there is need for the creation of a steering committee for the CN-VCPH that will play an advisory role in terms of vision, direction, planning, monitoring, and other strategic-level functions, including resource mobilisation to support the expansion of the Node. At the operational level, a technical working group could provide support on course identification, review, development and dissemination, and coordination and harmonisation of initiatives and projects.

- **Stakeholder mapping and analysis**

  Empirical data should guide the use of the CN-VCPH. The VCPH generates statistical data on users, including demographic information, course enrolment and completion rates, etc. In addition, final course evaluations can capture information on the relevance of the subject matter and difficulties experienced during the course, among other things. However more information is needed on users’ areas of interest for training, challenges and reasons for non-completion, and utilisation of the knowledge and skills gained in professional life. This can be done through user surveys and may help build enthusiasm for the Caribbean Node by fomenting interaction with its users.

- **Partnerships**

  There is a need for the CN-VCPH to expand its partnerships with academic institutions, regional organisations, and other entities, including PAHO/WHO collaborating centres and other centres of excellence. These collaborations may focus on course development, sharing of tutors and other technical experts, and course dissemination.

- **Course development**

  Course development for the Caribbean Node needs to be a dynamic process that continuously responds to the training needs of health workers in the Caribbean. Courses must be aligned with PAHO’s strategic objectives and based on the educational approach of the VCPH, which emphasises permanent education in health and learning in a virtual environment.

- **Communication and visibility**

  There should be intentional marketing of the Caribbean Node to increase usage and facilitate capacity-building in the Caribbean. Communication materials such as videos, brochures, press releases on new courses, and infographics can be created and disseminated through ministries of health, educational institutions, and social media platforms.

- **Monitoring and Evaluation**

  Semi-annual reports are necessary to monitor the progress of the Caribbean Node. These reports should include statistical data generated by the VCPH on users, most frequently completed courses, and course enrolment and completion rates, as well as information on new courses being developed or offered and partnerships.

7. Conclusion

People and institutions are more likely to engage in virtual learning now compared to before the COVID-19 pandemic. The number of users from the Caribbean has grown exponentially in recent years but there is room for further growth. The Caribbean Node of the VCPH provides an excellent opportunity for the development of virtual public health education in the Caribbean. Through increased visibility and the exploration of new partnerships and resource mobilization, PAHO hopes to expand the reach of the CN-VCPH, thereby supporting the capacity development of the health workforce in the Caribbean.
References


This publication provides a description of the Caribbean Node of the Virtual Campus for Public Health (CN-VCPH), how it was developed, and its current management. It traces the progress of the Node from its inception in 2017 to 30 November 2023, and describes the importance of having a Caribbean Node. The publication provides information on the usage of the Virtual Campus for Public Health in the Caribbean, the courses offered on the VCPH, and the processes for course development. Finally, it includes a discussion of current challenges and recommendations for the future.