NCD Prevention and Control

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NCD Prevention and Control

Learning Objectives
At the end of the training, participants will be able to:

- Describe action items for accomplishing at least three of the WHO objectives from the 2008-2013 Global Strategy Action Plan in your own country.
- Describe potential barriers to implementing the recommendations and how to overcome them.

Estimated Completion Time
- 120 minutes (90 minutes interactive presentation; 30 minutes Skill Assessment)

Training Techniques
- Content and examples will be presented using lecture and group discussion. Skill assessment will be done in small groups.

Prerequisites
- Introduction to NCD Epidemiology and NCD Surveillance in Public Health

Materials and Equipment
Facilitator:
- PowerPoint file for presentation
- 2 flipcharts with markers

Participant:
- Participant Guide
- Extra markers, flipchart paper and tape for optional activities

References and Resources
NCD PREVENTION AND CONTROL


PREPARATION CHECKLIST
The following are action items to be completed by the facilitator prior to training:

___ Review slides
___ Obtain information about your country’s mission, goals, and strategies related to NCDs. You may add key points to slide 32.
___ Obtain data on some successful and unsuccessful strategies that were used for health promotion, primary prevention, and secondary prevention in your country, region, or district.

FONT GLOSSARY
The following fonts are used in this guide:

<table>
<thead>
<tr>
<th>Font Type</th>
<th>Font Meaning</th>
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</thead>
<tbody>
<tr>
<td>Plain</td>
<td>Script</td>
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<tr>
<td>Bold</td>
<td>Instructions</td>
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<tr>
<td>Italics</td>
<td>Answers</td>
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ICON GLOSSARY
The following icons are used in this guide:

<table>
<thead>
<tr>
<th>Image Type</th>
<th>Image Meaning</th>
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<tbody>
<tr>
<td>Question Icon</td>
<td>Question for facilitator to ask participants.</td>
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<tr>
<td>Image Type</td>
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<tr>
<td>Tip Icon</td>
<td>Supplemental information discussion.</td>
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</table>
• Introduce yourself to participants if you are a new facilitator.

• Tell participants that during the lesson, they will discuss goals and strategies for preventing and controlling non-communicable diseases (NCDs), and challenges to implementing those strategies and achieving those goals.

• Briefly discuss how participants will use the skills they learn in this lesson on the job.

• Briefly review the key skills participants have learned up to this point, for example calculating burden of disease, and explain how those skills are relevant to what they will learn during the lesson.

• Tell participants that the lesson will take approximately 2 hours to complete.

• Explain that after the lesson they will work in small groups to complete a skill assessment.
<table>
<thead>
<tr>
<th>Duration/ Slide Number</th>
<th>What to Do/ What to Say</th>
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<tbody>
<tr>
<td>1 minute</td>
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<tr>
<td>Slide 2</td>
<td><strong>Learning Objective</strong></td>
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<td></td>
<td>At the end of the training, participants will be able to:</td>
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<td></td>
<td>• Describe action items for accomplishing at least three of the WHO objectives from the 2008-2013 Global Strategy Action Plan in your own country</td>
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<td></td>
<td>• Describe potential barriers to implementing the recommendations and how to overcome them</td>
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<td></td>
<td>• Direct participants to Slide 1 in their participant guides.</td>
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<tr>
<td></td>
<td>• Read the learning objective from the slide.</td>
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<tr>
<td>1 minute</td>
<td><strong>Lesson Overview</strong></td>
</tr>
<tr>
<td>Slide 3</td>
<td>• Global and national goals of NCD prevention and control</td>
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<td></td>
<td>• NCD prevention and control strategies</td>
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<td></td>
<td>• Integration of chronic disease prevention programs</td>
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<td></td>
<td>• Current challenges in chronic disease control</td>
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<td>• Tell participants what they will learn during the lesson.</td>
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<td>Duration/Slide Number</td>
<td>What to Do/What to Say</td>
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<tr>
<td>1 minute Slide 4</td>
<td>• Explain that the presentation begins by defining prevention and control and then they will discuss the global and national goals for NCD prevention and control.</td>
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<tr>
<td>3 minutes Slide 5</td>
<td>• Explain that prevention and control are interrelated and used interchangeably.</td>
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<td></td>
<td>• Ask: What is the relationship between prevention and control?</td>
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<td></td>
<td>• Note: Participants should provide you with definitions or examples of prevention and control. Tell participants that you will discuss each definition separately.</td>
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<td>• Click on the slide and read the bullets one at a time.</td>
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</table>
### Duration/ Slide Number | What to Do/ What to Say
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2 minutes | Slide 6

**Definition of Control**
Control: Activities to slow the course of an existing disease or reduce its severity
- Activities to control a disease occur after the disease has been contracted
- Control activities reduce the pathological effects resulting from a disease

- Read the text on the slide.

3 minutes | Slide 7

**Goals for NCD Prevention and Control**
- Reduce incidence of disease
- Delay onset of disease and disability
- Alleviate severity of disease
- Improve health-related quality and duration of individual’s life (Doll 1985)

- Ask: How do we define a goal?
- Possible answer: the result or achievement toward which effort is directed; aim.
- Ask: What are some general goals for NCD prevention and control?
- Discuss the bulleted items on the slide.
- Explain that preventing and controlling NCDs usually takes a long time. Programs must be implemented with the knowledge that persistence and long-term commitment are vital.
3 minutes  
Slide 8

- Explain that WHO developed the 2008-2013 Action Plan for the Global Strategy to prevent and control four types of non-communicable diseases (cardiovascular diseases, diabetes, cancers, and chronic respiratory diseases) and four shared risk factors (tobacco use, physical inactivity, unhealthy diet, and harmful use of alcohol).

- Ask: Why did WHO focus on these four diseases?

- Tell participants that you will next show them a slide of the percentage of NCD-related deaths by cause, for ages 70 and younger.

3 minutes  
Slide 9

- Explain that the 2008 global burden of disease data support focus on these four diseases and four risk factors given their prevalence in low-to-middle income.
Explain that cardiovascular diseases were responsible for the largest proportion of NCD deaths under age 70 (39%), followed by cancers (27%), chronic respiratory diseases, digestive diseases and other non-communicable diseases were together responsible for approximately 30% of NCD disease deaths, and diabetes was responsible for 4%.

Tell participants that you will now discuss WHO’s six objectives for its 2008-2013 Action Plan and its recommended action items.

Explain that WHO strategies are for global prevention and control and that participants will need to adapt them to the situation in their country.

3 minutes

Slide 10

- Read the six WHO objectives. Elaborate as needed by including these points:
  - Objective 1: To raise the priority of NCDs in development work at global and national levels, and to integrate prevention and control of such diseases into policies across all government departments.
  - Objective 2: To establish and strengthen national policies and plans for the prevention and control of NCDs.
  - Objective 3: To promote interventions that reduce the main shared modifiable risk factors for NCDs. (Ask participants what these are.)
  - Objective 4: To promote research for the prevention and
Objective 5: To promote partnerships for the prevention and control of NCDs.

Objective 6: To monitor NCDs and their determinants and evaluate progress at the national, regional and global levels.

3 minutes
Slide 11

Action Items: WHO Objective #1

1. **Priority**: Raise priority and integrate prevention and control into policies
   - Assess and monitor burden of NCDs and their determinants
   - Incorporate NCD prevention and control into relevant social and economic policies
   - Implement programs that focus on social determinants of NCDs

- **Ask**: What actions do you recommend to meet Objective 1?
- **Click** and read the bullets on the slide and explain that these are action items that WHO recommended to its member states.
- **Ask**: What are social determinants?
- **Answer**: Cultural / community norms and standards, built environment, availability of clinical, public health, and social services
- **Ask**: Has there been an increase in priority for NCDs in your country? How has your country integrated NCD prevention and control into policies?
3 minutes
Slide 12

**Example of Implementing Objective #1 - Priority**

- WHO endorsed the Global Strategy on Diet, Physical Activity and Health at the 57th World Health Assembly
- Goal is “to improve public health through healthy eating and physical activity”
- Reflects international recognition of the worldwide changes in physical activity levels as a consequence of countries’ demographic and socioeconomic development, and globalization

- **Say:** This slide shows an example of how WHO has helped to raise priority and integrate prevention and control into policies through a global strategy on diet, physical activity and health.

- **Click and read the text on the slide.**

3 minutes
Slide 13

**Action Items: WHO Objective #2**

2. **Leadership:** Establish and strengthen national policies and plans
   - Establish a high-quality surveillance and monitoring system to provide population-based mortality statistics and standardized data on:
     - NCDs
     - Key risk factors
     - Behavioral patterns

- **Ask:** What actions do you recommend to meet Objective 2?

- **Click and read the bullets on the slide.**

- **Relate several key points that participants learned during the NCD Surveillance lesson about surveillance systems.**

- **Ask:** Does your country have a surveillance system that provides data on NCDs, risk factors and behavioral patterns?
Example of Implementing Objective #2 - Leadership
Thailand – Adopted national policies declaring exercise for health as priority action area (National Health Development Plan, 2002-2006)
- Working in collaboration with WHO, International Health Regulations (IHR), and Bureau of Epidemiology to rapidly identify, assess and lessen public health threats and emergencies
- High priority focus on disease surveillance, laboratory capacity and point of entry

- **Say:** Here is what Thailand did to establish and strengthen national polices and plans.
- **Click and read the text on the slide.**

Action Items: WHO Objective #3
3. Interventions: Focus on shared modifiable risk factors
- Implement strategies for reducing risk factors for NCDs that aim at providing and encouraging healthy choices
- Consider strategies that involve public and private sectors in multiple areas (agriculture, finance, urban planning, education, sports)
- Consider different settings for action; for example, schools, workplaces, local communities

- **Ask:** What actions do you recommend to meet Objective 3?
- **Click and read the bullets on the slide.**
- **Ask:** Do you know of any strategies that involve multiple sectors in your country, such as the Ministry of Health (MOH) and the Ministry of Education (MOE)?
- **Possible answer:** MOHs and MOEs joining forces to eliminate soft drinks from school, or to conduct a tobacco survey.
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<td>3 minutes</td>
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<td>Slide 16</td>
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<tr>
<td><strong>Example of Implementing Objective #3 - Interventions</strong></td>
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<tr>
<td>• China – “Healthy Exercise For All” campaign (2008)</td>
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<td>• Major promotional events with seasonal themes for the general public (e.g., Water Sport Carnival)</td>
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<td>• Fitness programs targeting children, senior citizens, disabled people</td>
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<td>• Stair climbing scheme promoting daily physical activity through stair use</td>
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<td>• “Dance for Health” programs in districts (e.g., social and aerobic dance classes)</td>
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<td>• Active Living Charter targeting people in workplaces and schools; participants get a brochure on how to organize activities in their settings</td>
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<td>• Rope skipping activities (e.g., Rope Skipping Promotion Day)</td>
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<tr>
<td><strong>Say:</strong> Here are some examples of what China did to focus on shared modifiable risk factors.</td>
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<tr>
<td><strong>Click and read the text on the slide.</strong></td>
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<tr>
<td><strong>Discuss which interventions might be most effective to different target groups.</strong></td>
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<td><strong>Ask:</strong> Could any of these interventions be implemented in your country?</td>
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<td>3 minutes</td>
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<td>Slide 17</td>
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<tr>
<td><strong>Action Items: WHO Objective #4</strong></td>
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<td><strong>4. Research:</strong> Promote research for NCD prevention and control</td>
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<tr>
<td>• Research is done at a high level within the Ministry of Health</td>
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<tr>
<td>• MOH researchers and administrators are likely to work with researchers and administrators at other national and international health agencies, academic institutions and private institutions</td>
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<tr>
<td><strong>Read the first bullet and explain that you will not go into details about the action items for Objective 4 because research and research promotion are done at a high level within the MOH.</strong></td>
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<td><strong>Read the next bullet on the slide.</strong></td>
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3 minutes
Slide 18

**Question**
- **Ask:** What actions do you recommend to meet Objective 5?
- **Click and read the text on the slide.**
- **Ask:** What are some examples of networks and partnerships in your country that are involved in NCD prevention and control? Do you have any ideas for developing collaborative networks with key stakeholders in your country?

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3 minutes
Slide 19

**Example of Implementing Objective #5 - Partnerships**

**Brazil** – “Agita São Paulo” grassroots campaign started to encourage people to exercise 30 minutes a day. Success at local levels grew to national and international levels, in part because of increased partnerships and key stakeholder participation:
- Centre for Laboratory Studies on Physical Activity of São Caetano do Sul (CELABESC)
- State Department of Health
- Scientific Committee (Physicians, Physical Education Teachers, Social Workers)
- Intersectoral Executive Committee (~300 governmental organizations, NGOs, and private health, education and sports industries)

**Question**
- **Say:** Here’s an example of what Brazil did to implement objective 5 – partnerships.
- **Click and read the text on the slide.**
- **Ask** participants how each stakeholder might be engaged.
### Action Items: WHO Objective #6

6. **Monitor and Evaluate**: Monitor NCDs and determinants and evaluate progress
   - Strengthen (or establish) surveillance systems and standardized data collection on risk factors, disease incidence and mortality by cause
   - Contribute, on a routine basis, data and information on trends in NCDs and risk factors

### Question
- **Ask**: What actions do you recommend to meet Objective 6?
- **Click and read the text on the slide.**
- **Ask**: How do you monitor NCDs and determinants, and how do you evaluate progress in your country?

### Example of Implementing Objective #6 - Monitor and Evaluate

**Colombia** – “Muévete Bogotá” exercise campaign: targeted companies and neighborhood groups to encourage physical activity in the workplace and community
- Process and outcome evaluations conducted by an evaluation committee
- Standardized data collection from:
  - databases of physical activity participants maintained by each partner company;
  - Physical Activity Questionnaire baseline results;
  - multiple surveys conducted with partner companies annually

### Say
- **Say**: Here is what Columbia has done to implement objective #6 – monitor and evaluate.
- **Click and read the text on the slide.**
NCD PREVENTION AND CONTROL

Duration/ Slide Number | What to Do/ What to Say
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3 minutes | Slide 22

What to Do/What to Say:

- Explain that participants should now have an understanding of WHO’s objectives and action items for NCD prevention and control, and that we will now discuss different types of strategies to prevent or control NCDs.

3 minutes | Slide 23-30

What to Do/What to Say:

- Note: Slides 17-25 show each box filled in one at a time.
- Read the 4 strategies used to prevent or control NCDs.
- Ask participants to help fill in the boxes, column by column, as you click through each slide. For example, ask: What population is the target of health promotion, which is also known as primordial prevention? What is the effect or result of health promotion?
- Provide a local example for each strategy.

FACILITATOR GUIDE | 18
• When you get to the end of each column (Effects), ask participants for the target of the next strategy.

• Some points to include in discussion are:
  
  o Health promotion activities involve interventions that influence behavioral and lifestyle modifications to either avoid or delay the onset of disease or disability (e.g., the promotion of quality physical education and healthy eating in schools).
  
  o The length of time needed to demonstrate risk factor modification (e.g., improving a poor diet, increasing physical activity) can take several years.
  
  o Primary prevention strategies reduce incidence through risk factor modification, and they also reduce prevalence of disease. Examples include lifestyle modification (diet plus physical activity) for the prevention of type 2 diabetes.
  
  o Strategies for secondary prevention can also be called “disease control strategies” because their goal is to reduce the consequences of having a disease.
  
  o Secondary prevention reduces prevalence but generally not the incidence of disease. Secondary interventions are effective only when they are implemented at an early treatable stage. Screenings for cervical and breast cancers are examples of secondary prevention.
  
  o In most developing countries, the public health system does not focus on strategies for tertiary prevention. An example of tertiary prevention is exercise-based cardiac rehabilitation programs for patients who suffered from myocardial infarction.

• Explain that when they identify strategies, they should choose proven intervention strategies that have an evidence base, and are appropriate to the population targeted.
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<th>Duration/ Slide Number</th>
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<tr>
<td>3 minutes Slide 31</td>
<td>In preparation for this lesson, you should have obtained information about your country’s vision, mission, goals, and strategies related to NCDs. Add key points to the slide (and additional slides, as needed). Discuss the content on the slide that you have added.</td>
</tr>
<tr>
<td>3 minutes Slide 32</td>
<td>For chronic disease control and prevention to be most effective, we must take an integrated approach. Ask: What does integration mean to you? Possible answers should include words such as “efficient”, “effective”, and “considers modifiable risk factors that affect more than one NCD”. Explain that to prevent and control NCDs, it is important to understand that many modifiable risk factors can cause (or contribute to) more than one NCD.</td>
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</table>
addition, some NCDs put people who have them at risk for other diseases. For example, people with diabetes are more likely to die of heart disease than of any other cause (Morrish et al. 2001).

Slide 33

- For chronic disease control and prevention to be most effective, we must take an integrated approach.
- Remind participants that they reviewed this slide during the first lesson and that it shows that NCDs share some of the same risk factors.
- **Ask:** Why type 2 diabetes and not just “diabetes”?
  - **Answer:** Type 2 diabetes is modifiable.
- **Point out that an unhealthy diet does not affect all cancers.**
- Explain that persons at risk for diabetes, heart disease, and cancer are generally from the same populations due to age, race, and ethnicity, shared risk factors such as tobacco use, and other underlying social factors such as education or poverty.
- **Say:** The implications of the enormous challenge of NCD prevention and control AND the overlap among the populations affected suggest the need for a more integrated approach to public health practice.
### Integrated Approach

- Integrates primary, secondary, tertiary prevention, health promotion, and related programs across sectors and different disciplines
- Responds to the need of intervention on major common risk factors with the aim of reducing premature mortality and morbidity of chronic non-communicable diseases

### How Can You Improve Program Integration?

Determine which populations are at greatest risk

Focus on social determinants of health and major risk factors: tobacco use, alcohol use, physical inactivity, and unhealthy diets

- Social economic status, income level, education level
- Food security, housing security, job security

Coordinate interventions within key settings

---

**Question**

- Ask: What is an integrated approach to public health practice?
- Click on the slide and discuss bullet points.

**Question**

- Say: Public health programs to prevent chronic disease benefit from examining how to improve its reach and effectiveness through better coordination and integration of prevention programs.
- Ask: How can we do a better job of integrating several programs to prevent chronic disease?
- Click on slide and read bullet points.
- Briefly discuss that broad interventions designed to “do it all” are unlikely to be effective.
### What to Do/ What to Say

- **Ask:** Why is coordination not easy?
  - **Answers should include the challenges of communication.**

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#### Slide 36

**CURRENT CHALLENGES IN NCD PREVENTION & CONTROL**

- Explain that preventing and controlling NCDs is often a balancing act with competing priorities for communicable diseases.
- Explain that in this final section of the lesson, the group will discuss current challenges in NCD prevention and control, in addition to this balancing act.
- Tell participants that they will next do a small group activity about challenges to NCD prevention and control.

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#### Slide 37

**Activity: Challenges to NCD Prevention and Control**

1. As a group, discuss recent challenges you have had in preventing and controlling NCDs.
2. Discuss how you overcame each challenge.
3. Choose one person’s challenge and how it was solved and present to the rest of the class.

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- Read the exercise instructions to participants.
- Tell participants to spend approximately 10 minutes on
Duration/ Slide Number | What to Do/ What to Say
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3 minutes | Slide 38

• Tell participants that they can act out the challenge in front of the class rather than discuss it if they choose.

• After 10 minutes, reconvene the class and ask each group to present their work to the rest of the class.

• Encourage everyone in the class to comment on each other’s challenges and solutions.

5 minutes | Slide 39-48

• Point out the challenges on the slide that were discussed in the previous exercise, and briefly discuss any new ones, if they relate to the audience (e.g., insufficient data on breast cancer because there are no cancer registries.)

• Tell participants that they will now participate in the
Review Game.

- Note: Adjust number of questions depending on number of tables and teams. If participants are already at small tables, you may keep them together as a team. Otherwise, divide the class into teams of four or five participants.

- After participants are in their teams, ask each team to (quickly) give you a team name. Record team names on a flip chart.

- Tell participants to discuss answers in their teams before providing them out loud. Correct answers will receive 2 points. You may give 1 point for partially correct answers.

- Begin by clicking on the following slides, one question at a time.

- To reveal the answers, click on the slide after the question appears (and participants answer the question).

- Record points on flip chart.

- (Optional) Provide a prize to winning team.

### Review: Answers 1-2

1. Which chronic diseases are the focus of WHO’s 2008-2013 Action Plan?
   - cardiovascular disease, type 2 diabetes, cancers, chronic respiratory diseases

2. Which risk factors are the focus of WHO’s 2008-2013 Action Plan?
   - tobacco use, alcohol use, unhealthy diets, physical inactivity
Review: Answers 3-4
3. What are the four strategies to prevent or control NCDs? Health promotion, primary prevention, secondary prevention, and tertiary prevention.
4. What are the target and effects of a health promotion strategy? Entire population; prevents risk factors, lowers average population risk.

Review: Answers 5-6
5. What are the target and effect of a primary prevention strategy? People with one or more risk factors; to prevent development of early disease.
6. What are the target and effect of a secondary prevention strategy? People with early stage disease; to prevent disease progression or recurrence.

Review: Answers 7-9
7. What is an example of health promotion? A marketing campaign about the importance of physical activity and healthy diets.
8. What is an example of primary prevention? Smoking cessation program.
9. What is an example of secondary prevention? Blood pressure monitoring for people with high blood pressure.
Read the misunderstanding, then click and read the ‘reality’.

Briefly discuss how cost must be addressed, but that cost-effective strategies do exist.

Tell participants that they will now apply what they learned by completing a skill assessment.

Ask participants to turn to page 14 in their participant guide. (The last page of this facilitator guide has a copy of the participants’ instructions.)

Read instructions on the slide.

If participants want to complete the assessment with a colleague from their country, they can do so; otherwise, they should work individually.
## What to Do/ What to Say

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<td></td>
<td>• Tell them to spend 20 minutes completing the skill assessment.</td>
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<td>• Reconvene the class and ask for volunteers to share their responses with the class. Encourage feedback from the participants. Spend no more than 10 minutes on the recap.</td>
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**Skill Assessment (from participant guide)**

**Instructions:** Select a minimum of three of the WHO objectives from the 2008-2013 Global Strategy Action Plan listed on the side panel and complete the following:

1. Describe a minimum of one action item you would recommend your country implements to accomplish each objective selected.

2. Describe potential barriers to implementing the recommendations and how you would overcome them.

**WHO 2008-2013 Global Strategy Action Plan Objectives**

1. **Priority:** raise priority and integrate prevention and control into policies
2. **Leadership:** establish and strengthen national policies and plans
3. **Interventions:** focus on shared modifiable risk factors
4. **Research:** promote research for NCD prevention and control
5. **Partnerships:** promote partnerships for NCD prevention and control
6. **Monitor and Evaluate:** monitor NCDs and determinants and evaluate progress