

Access to learning for health, with particular reference to HIV/Aids: some ideas



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Dilemma



Poverty: incapacity to access and/or use the resources that are available to improve conditions of life;

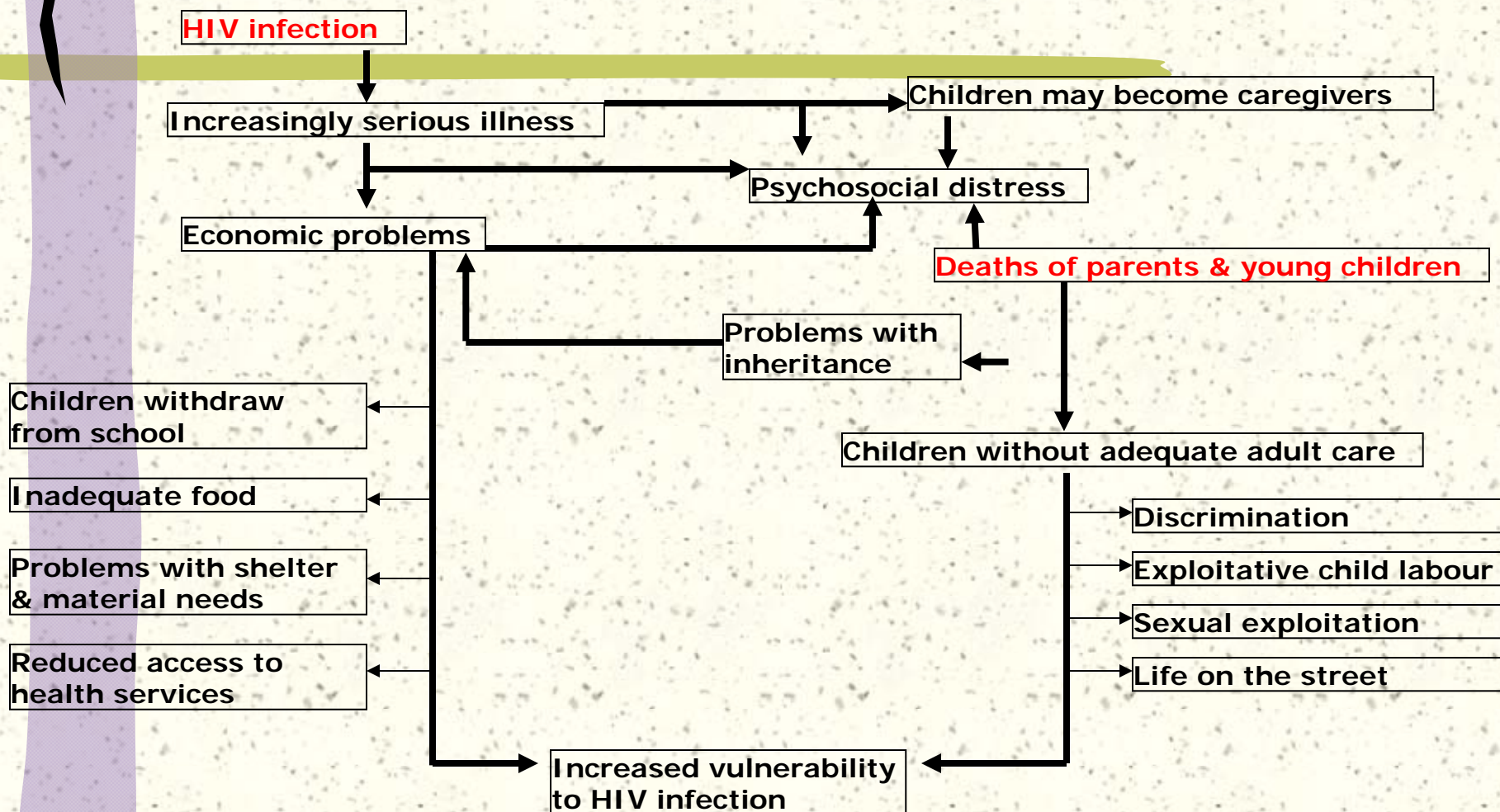
Impact of poverty

Vulnerability:
incapacity to react in
time and in a way
that reduces impact;



Reduction of Human
security and increase
of poverty.

Cycle that increases vulnerability

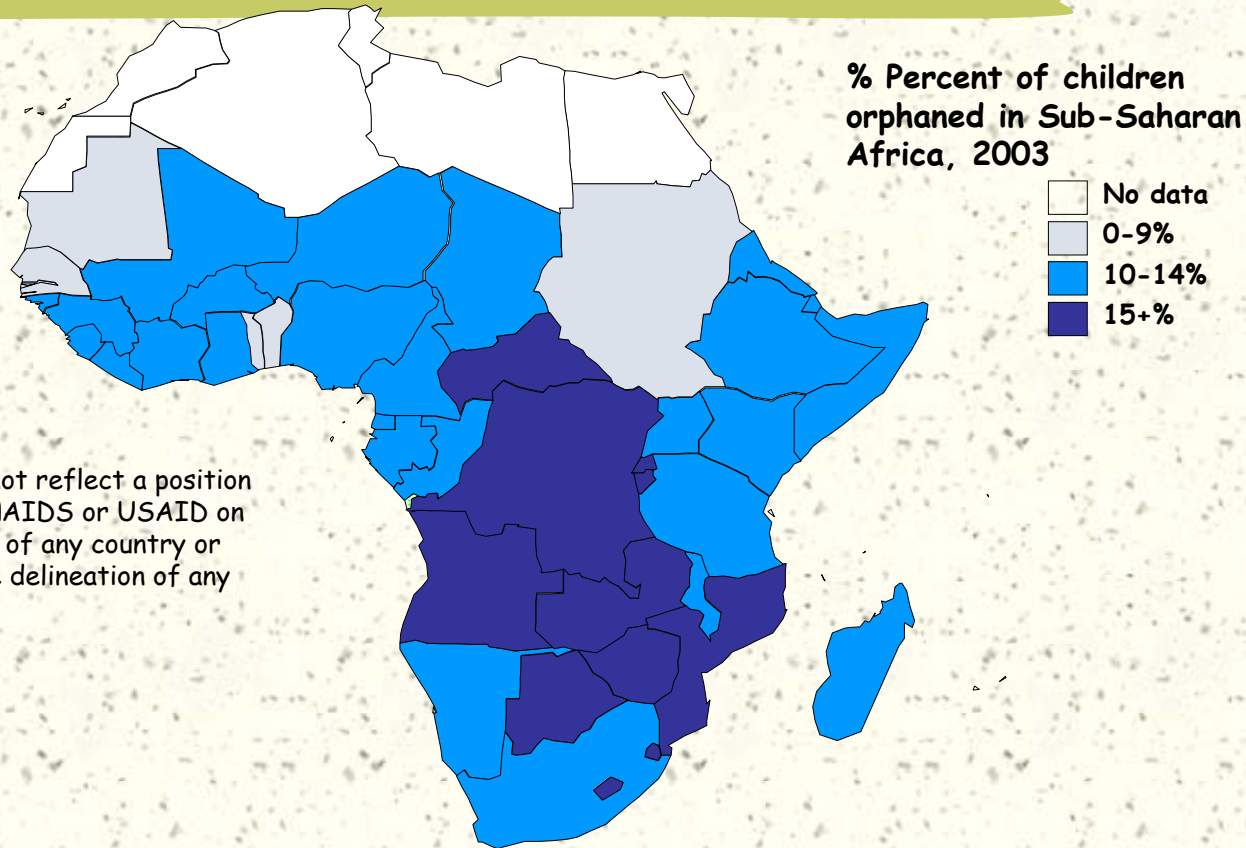


Source: Williamson 2000

Slide presented by Peter McDermott, Chief HIV/AIDS of UNICEF, Addis Ababa, 2006



HIV/AIDS in Africa



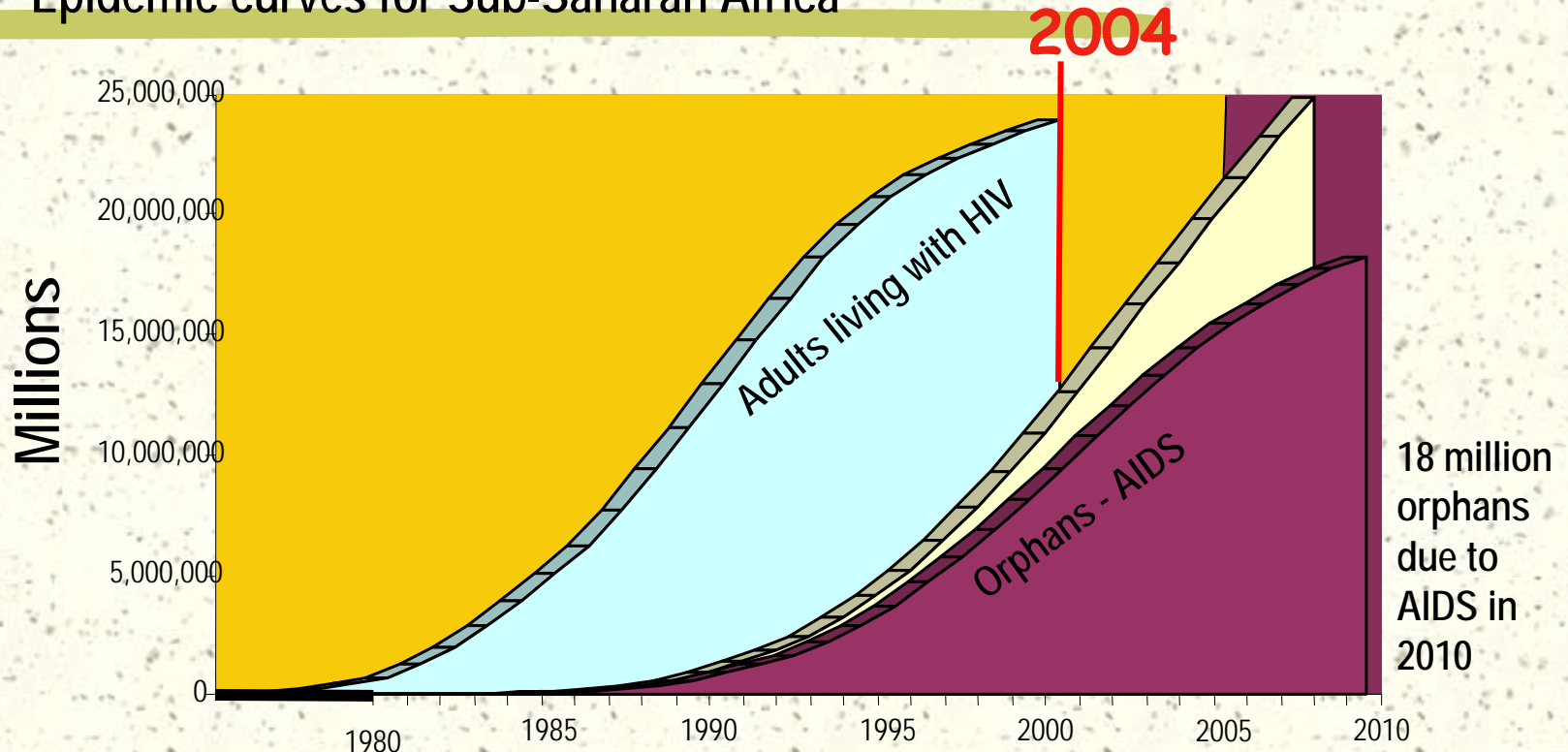
This map does not reflect a position by UNICEF, UNAIDS or USAID on the legal status of any country or territory or the delineation of any frontiers.

Source: UNICEF/UNAIDS/USAID Children on the Brink 2004



We are running out of time

Epidemic curves for Sub-Saharan Africa



* Mortality is cumulated over 17 years to represent parents that have died.
Based on projections of the AIDS epidemic 2004 by UNAIDS/WHO working group on HIV/AIDS/STI surveillance

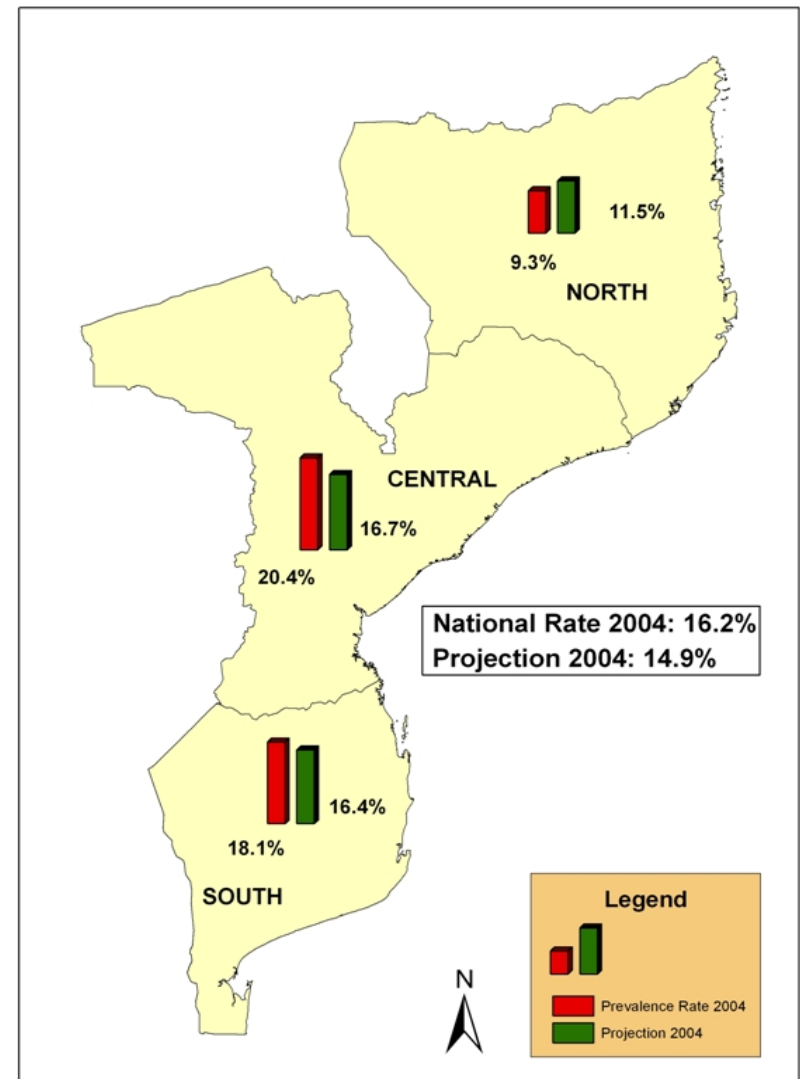
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HIV/AIDS programmes and interventions in Mozambique

- # Use of preservatives
- # Day-clinics
- # Introduction of HIV/AIDS content in curricula
- # Anti-retroviral program
- # Nutrition program
- # Awareness campaigns
- # Testing and counselling programmes
- # Newly approved research agenda

Is it working? Not yet!

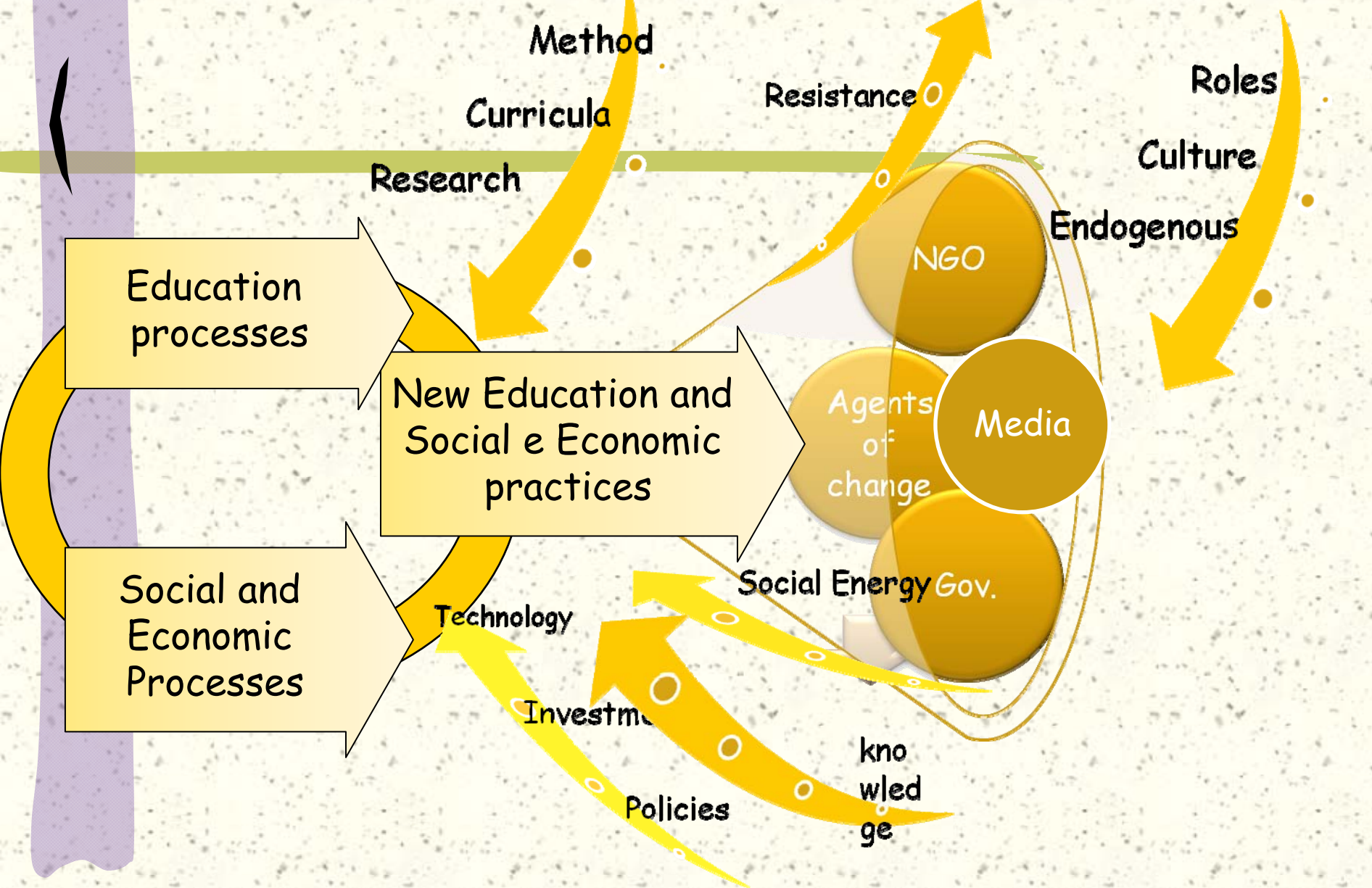
- # 7th worst-affected country by HIV/AIDS
- # HIV prevalence estimated at 16.2% in 2004, above projections
- # 100,000 children living with HIV/AIDS
- # Estimated 1.9 million orphans (20% of all children)
- # Children orphaned due to AIDS 20% of the total, and will rise rapidly in the next decade
- # 2.6m vulnerable children
- # Total of 4.5m OVC



Why is not working?

- # Culture appropriateness
- # Resources and priority use
- # Awareness campaigns versus life long education with appropriate contents
- # Fragmentation of approach and programs;
- # Exclusion of crucial actors: e.g traditional healers, social researchers, educators
- # Focus on the individual behaviour change and not in collective behaviour change= cultural

Need to integrate Education and practice



Needs for education includes several strata of society

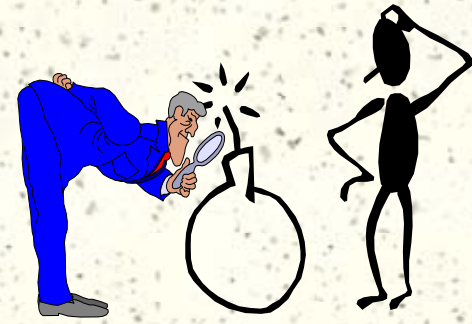
- # Specialists: health care and teachers - we need many more specialists
- # Traditional healers: most of our people use their services
- # Young people infected with HIV: to give them better skills to support their contribution to community development
- # Communities: to understand better the challenges and develop adaptation and prevention behaviors
- # Vulnerable Children: to give them a chance to live

Needs different content

Knowledge to be a healthy individual and productive member of society:

- # Skills and attitudes
- # Hygiene, diseases, and nutrition
- # Knowledge to improve their health condition with few resources (e.g. producing vegetables and fruits, clean water)
- # Knowledge about how to take care of themselves and of younger ones;
- # Human rights

Training of specialists



- # Constant improvement and re-training
- # Scientific quality
- # Understanding of the context and the challenges in society
- # New methodologies (both for health care and for teaching)
- # New roles to be played due to the high number of orphans

Clearly ODL have a major role to play

Education of traditional leaders

- # Trust
- # Long exposure time to new concepts
- # Responding to what they are looking for and need
- # Deep knowledge of their practices and benefits or treats of those practices

Difficult to develop using ODL only

Training for young people



- # Focus on Vocational and Professional training
- # Link training with work experience;
- # Linking needs to skill development: e.g. school maintenance, school furniture, and others
- # Will need to test models for delivery;
- # Will need to be a well synchronized intervention between several actors: schools, Day-Clinics, NGO and public institutions at local and central levels)
- # Language of delivery

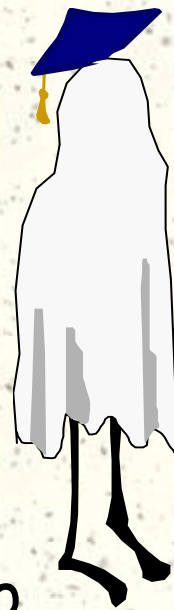
ODL can play a major role here but with linkages to work experience

Community education



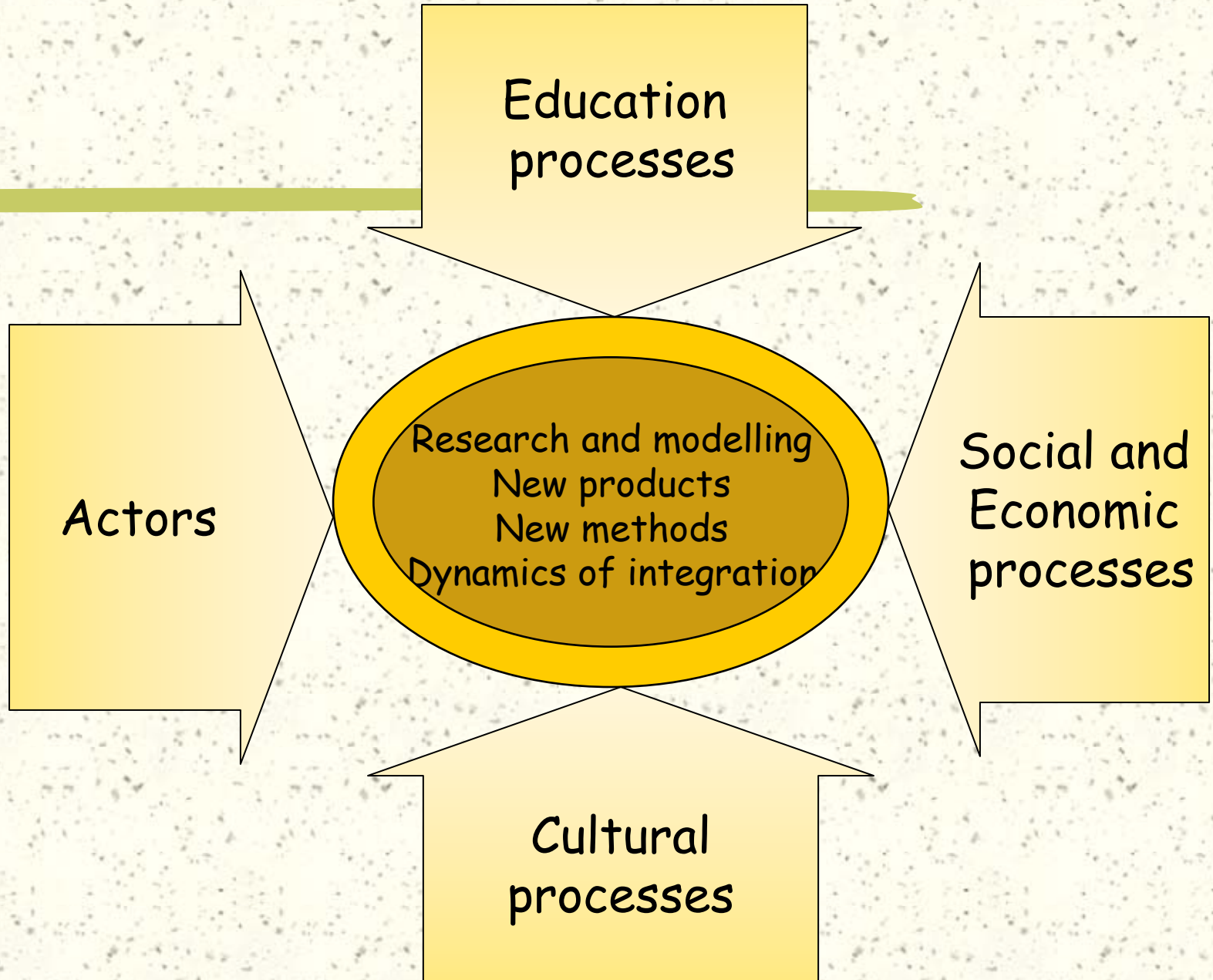
- # Important to link education messages with practices: principally relating to stigmatization
 - # Understand the social context and practices;
 - # Content: hygiene, diseases and nutrition
 - # Will need to be a well synchronized intervention between several actors: CBO, Day-Clinics, NGO and public institutions at local and central levels
 - # Long term education programs that requires strong modeling and testing of delivery;
 - # Different forms and languages of delivery
- ODL can play a major role here but with strong linkages to media**

Children education



- # Curricula content
 - # Life skills component for prevention, for a better understanding the risks of vulnerability and how to reduce/mitigate them: hygiene, diseases and nutrition
 - # Human rights
 - # Need for special and well trained instructors so that education can be an effective tool for behavior change
- ODL can play a major role here by supporting existing schools with high quality material for the children, training of teachers and social specialists.

Education, only a part of the solution?



The importance of ODL for access to learning for Health

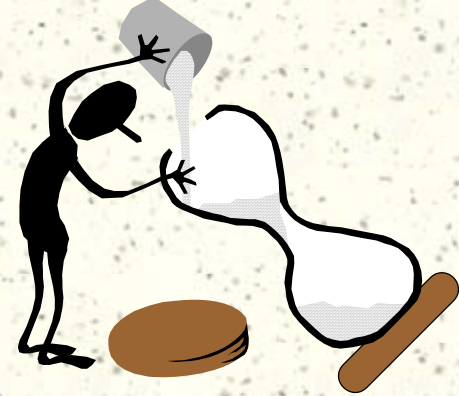
In classroom
Education

ODL

Education and
training for more
and about more!

- # Can reach more - economy of scale and pedagogic and didactic skills
- # Complementary
- # Can be used in different conditions - versatile
- # Involves several actors - formal and informal
- # Public-Private partnerships

Issues for discussion



- # Research programs to inform education content
- # Cultural issues as part of the education agenda
- # Integration of education processes in the social and economic processes
- # Partnerships that work: experiences
- # Delivery methods: what works, when and where - culture sensibility
- # Target groups for ODL: the traditional or new groups can be added?

Issues for discussion

- # A Plan of Action to integrate the different experiences that have shown results so that scale-up can happen;
- # A solid network of ODL specialists with media, NGOs and other organizations involved in community education for health;
- # A global movement to ensure political will and resources for programmes related to access to learning for health.

As a way of concluding....

"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails.

Explore. Dream. Discover "

Mark Twain

"The natural flights of the human mind are not from pleasure to pleasure, but from hope to hope."

Samuel Johnson

Acknowledgements

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Thank you