



Workshop 6

AIDS, health and Education for Sustainable Development

Time: 31 March: 15.00 - 18.00h (first part), 1 April: 11.00 - 13.00h (second part)

Organizers: Donald Bundy, World Bank; Chris Castle, UNESCO

Health and Sustainable Development

Health is at the center of human aspirations and a basic right, resource and outcome for sustainable development. Health cuts across all Millennium Development Goals (MDGs), while 3 of the 8 MDGs focus on health: reducing child mortality; improving maternal health; and combating HIV/AIDS, malaria and other diseases. The goals of sustainable development cannot be achieved when there is a high prevalence of debilitating illnesses.

The Bonn Call for Action on Promoting Sustainable Global Health 2007 emphasizes that:

- **Good health is good wealth** - Health is the bed-rock of economic prosperity, and fosters improved human productivity and, consequently, better investment opportunities;
- **Good health is good governance** - A healthy workforce, safe living and working conditions, social health protection, and access to water and sanitation foster stable cities, rural areas, and societies; and
- **Good health is good for security and peace building** - Providing sufficient health services to all is not only an expression of social solidarity, but the foundation of social stability and sustainable development, and an indispensable pillar of human security.

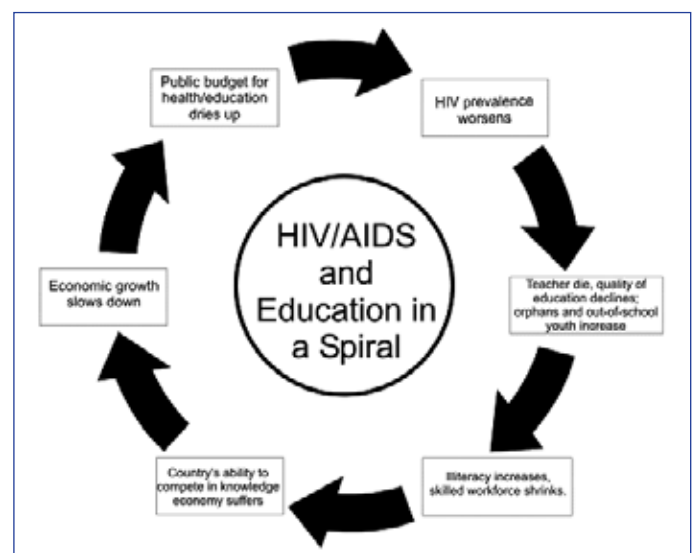
Despite steady gains in past decades towards the fulfillment of the MDGs, the health-related MDGs remain those least likely to be achieved by 2015, based on current rates of progress.

Health and Education

The goal of universal education cannot be achieved while the health needs of children and adolescents remain unmet. The expanded commentary on the Dakar Framework for Action describes three ways in which health relates to the achievement of Education for All (EFA):

- as an **input and condition necessary for learning;**
- as an **outcome of effective quality education;** and
- as a **sector that must collaborate with education** to achieve the goal of EFA.

HIV&AIDS and Education in a Spiral



Source: *HIV/AIDS and Education: A Toolkit for Ministries of Education*, UNESCO Bangkok, 2003



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The impact of ill health on the education sector can be exemplified by HIV and AIDS. In highly-affected countries, the AIDS epidemic is eroding the capacity of the education sector, causing shortages of teachers and education staff, increasing the vulnerability of children and learners, and adding new difficulties for planning.

On the other hand, world leaders have agreed that education is a powerful tool for meeting goals aimed at improved health. The education sector has an essential advocacy role to play in highlighting the links between health and its determinants, and empowering individuals with values, knowledge and skills to maintain health-seeking behaviors.

The FRESH (Focusing Resources on Effective School Health) initiative, launched at the World Education Forum in Dakar in April 2000 with UNESCO, UNICEF, the World Food Programme (WFP), WHO and the World Bank among the early partners, was established to promote the implementation of a core group of cost-effective activities to deliver on the promise of EFA.

The framework proposes four core components of an effective school health and nutrition programme:

- *Policy*: health- and nutrition-related school policies that are nondiscriminatory, protective, inclusive, and gender-sensitive;
- *School environment*: safe and psychologically supportive; with access to safe water and separate sanitation facilities for girls, boys, and teachers;
- *Education*: skills-based education, that addresses health, nutrition, HIV prevention, and hygiene issues and promotes positive behaviours;
- *Services*: simple, safe, and familiar health and nutrition services that can be delivered cost-effectively in schools and increased access to youth-friendly clinics.

The framework suggests that the programme will be:

- most equitable and cost-effective if all of these components are made available, together in all schools;

- most effective if delivered through strategic partnerships between: health and education sectors (especially teachers and health workers); schools and the community; children and other key stakeholders.

Health and Education for Sustainable Development (ESD)

Health issues, including HIV and AIDS, should be mainstreamed into all aspects of the ESD framework. Effective responses to health challenges, including HIV and AIDS, require approaches that are holistic, multi-sectoral, learner-centred, rights-based, culturally sensitive, gender responsive and locally relevant. Traditional education programmes and systems therefore need to be re-oriented:

- Education does not only have academic purposes - it should also enable educators and learners to learn to live healthily in a world with HIV and AIDS and other health risks;
- Educational institutions are not only venues for teaching and learning, but can be centres of support for learners and educators, or promote referrals to such services;
- Policy, management and systems should provide guidance, oversight, coordination, monitoring and evaluation, to ensure an effective, sustainable and institutionalized educational response to health challenges;
- Educational content, curriculum and materials should emphasize value clarification, capacity-development and skills-building to enable learners to adopt caring and supportive attitudes to others and protective and health-seeking behaviors for themselves;
- Learning outcomes should not only address academic performance, but should also be directed to the full development of human potentiality;
- Education is a life-long process and should be available at all levels and in all social contexts (family, school, workplace, community).

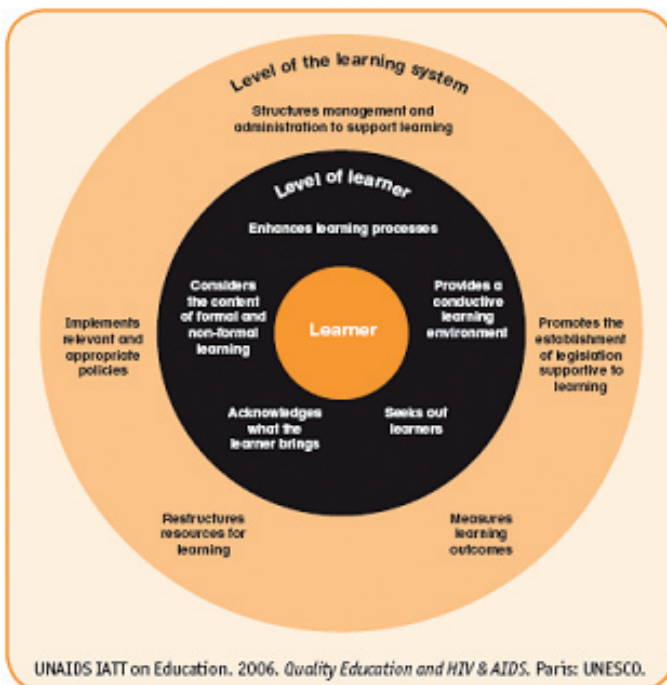


ESD goals and methodologies provide a useful framework for developing effective responses to the causes of ill-health, including HIV and AIDS, through: vision-building and advocacy; consultation and ownership; partnership and networks; capacity-building and training; research and innovations; use of information and communication technologies (ICTs); and monitoring and evaluation.

Similarly, incorporating health issues into the ESD framework makes education more relevant and responsive and interesting to the learners, thereby improving the outcome and quality of education.

Engagement in learning, reflecting and debating on the broader issues which impact on health, such as poverty, gender inequality, the environment, would help learners develop responsible attitudes and behaviours for a sustainable future.

A Framework for Considering HIV & AIDS and Quality Education



Workshop on AIDS, Health and ESD

The workshop is co-organized by UNESCO and the World Bank with the following objectives:

- Positioning health, including HIV and AIDS, higher on the agenda of sustainable development and ESD;
- Developing a better understanding of the essential contribution of school health responses to SD/ESD, and vice versa;
- Taking stock of DESD implementation, with a particular focus on health, including HIV and AIDS and sustainable development - good practice and evidence; and
- Fostering reflections on strategic direction, priorities for action and partnership modalities for the second half of the DESD.

The workshop will lead the participants to reflect on why and how existing education systems and programmes should/can be re-oriented towards better responding to sustainable development issues, with particular attention to HIV and health. Where appropriate, the FRESH framework will be used as an organizing principle. Specific questions to guide the discussions in the workshop would include:

- How do ESD goals and methodologies intersect with major causes of ill health including HIV and AIDS?
- How does the incorporation of health issues in the education sector help improve the relevance and quality of education?
- How can the ESD framework be adjusted to explicitly include the main causes of ill health so as to enhance the ability of the education sector to better contribute to sustainable development?
- What have we done so far and what are the lessons learnt that we can share?
- What strategic direction, action priorities and partnerships would be most appropriate in the field of AIDS, health and sustainable development?
- What is our own role, as an individual, institution or organization, in achieving sustainable global health?

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