

# CROSS-CUTTING ISSUES IN EDUCATION

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**EAPS DEPT**

# LECTURES TO BE COVERED

- EDUCATION AND HEALTH
- EDUCATION AND HIV AND AIDS
- EDUCATION AND GENDER

# EDUCATION AND HEALTH

- DEFINITION OF HEALTH
- EDUCATION AND HEALTH CORELLATION
- THE EFFECTS OF HEALTH ON EDUCATION
- IMPACT OF EDUCATION ON HEALTH

# DEFINITIONS

- **Health** has been defined from 1948 as a state of complete physical, mental and social well-being, and merely absence of disease or infirmity by World Health Organisation WHO
- **Mortality rate** is the number of deaths per given unit of population over a given period of time.
- **Morbidity rate** is the frequency with which a disease appears in a population.

# CONTN'

- **Maternal mortality rate (MMR)** is the annual number of female deaths per 100,000 live births aggravated by pregnancy.
- **Infant Mortality Rate (IMR)** is the number deaths of infants under 1 year old 1000 live births.
- **Active Learning Capacity** is a child's ability to interact with and take optimal advantage of resources offered by any environment.

# EDUCATION AND HEALTH CORRELATION

- Many scholars have demonstrated through research that there is correlation between education and health.
- Some of the variables discovered include the following;
  1. Increasing levels of education improves skill levels and help keep people healthier and productive for many years.

# CONT'N

2. The higher the education levels the lower the mortality rate.
3. Education reduces habits of health hazards ie smoking.
4. More education can reduce a woman's risk of depression and obesity.
5. Educated men tend to drink less and have less of a chance of dying young.

# THE EFFECTS OF HEALTH ON EDUCATION

- A child's school enrolment, attendance and achievement are influenced by a host of variables which includes good health.
- Nutritional status is an important determinant of Active Learning Capacity (ALC). Some of the nutrients which are of importance in the education of a child includes the following;

# CONTN'

- 1. Protein deficiency**-leaves children with insufficient fat for normal development of the brain. In addition, it reduces cognitive development.
- 2. Iron deficiency (anaemia)**-This mostly affects the pre-school age children. It causes brain defects and poor attentiveness.
- 3. Vitamin A deficiency**-It impairs immune system and increases exposure to risk of life-threatening illness. It also affects sight.

# CONTN'

- 4. Parasitic infection** (hookworm, Bilhazia, ringworm etc)-contribute to malnutrition and loss of concentration.
- Failure to address health problems also damage the implication for education or erode the benefits of public investment in education.

# IMPACT OF EDUCATION ON HEALTH

- The education of both men and women has a positive impact on health of the family. The benefits are more if a woman is educated. Some of the benefits includes the following;
  - **Reduces Women's Fertility Rates**-through use of reliable family planning methods, delay in marriage and child bearing (with health children). It is estimated that one year of female schooling reduces fertility by 10%.

# CONTN'

- **Lowers maternal mortality rates**-because educated women have better health care practices (seek pre-and post-natal care).
- **Protects against HIV infection**-because education reduces girls' vulnerability through economic independence, delayed marriage, use of condoms and have greater information about the disease.
- **Increases women's labour force participation rates and earnings**-as education increases income to seek better health services.

## CONTN'

- **Creates intergenerational educational benefits**-as education of mothers affects children's educational attainment and opportunities.
- **Lowers Infant and Child Mortality rates**-as educated women seek medical care and ensure that their children are immunised. They also give their children nutritional requirements. As a result, such children have higher survival rates, tend to be healthier and better nourished.

# WHAT NEXT

- **GET EDUCATED FOR ZAMBIA  
TO HAVE HEALTH CITIZENS!!!!**

# HIV AND AIDS IN EDUCATION

- BACKGROUND
- DRIVERS OF HIV EPIDEMIC
- MODES OF TRANSMISSION & PREVENTION
- SITUATIONAL ANALYSIS
- IMPACT OF HIV AND AIDS ON EDUCATION
- ROLE OF EDUCATION IN THE PREVENTION OF HIV INFECTIONS

# ACRONYMS

- **HIV** – Human Immunodeficiency Virus
- **AIDS** - Acquired Immune Deficiency Syndrome
- **SIV**- Simian Immunodeficiency Virus
- **PANDEMIC** - a disease spread over the whole area eg HIV and AIDS
- **LENTIVIRUS** - slow acting

# THEORIES OF HIV ORIGIN

- HUNTER/MOKEY/CHIMPANZEE THEORY
- CONSPIRACY THEORY
- LABORATORY DISFUNCTION/EMERGENCY
- GOD'S PUNISHMENT
- COLONIALISM
- ORAL POLIO VACCINE

# DRIVERS OF HIV EPIDEMIC

- Mother to child
- Vulnerability and marginalized
- Mobility and migrant labour
- Low rates of male circumcision
- Low and inconsistent condom use
- Multiple concurrent partners

# MODES OF TRANSMISSION

- Blood
- Breast milk
- Semen
- Vaginal fluid
- Injectable needles

# BODY FLUIDS WITH LESS HIV QUANTITIES

- Saliva
- Sweat
- Tears and Urine
- Urine
  - Sufficient quantities of the virus, **A**ccess to the bloodstream and **D**uration of exposure (SAD) OR **Q**uantity, **Q**uality and **R**oute (QQR) are used.

# MODES OF TRANSMISSION

- Blood
- Breast milk
- Semen
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- Injectable needles

# GENERAL PREVENTION OF THE SPREAD

- Prevention of Mother-to-Child Transmission (PMTCT)
- Post-exposure prophylaxis (PEP)
- Microbicides
- Circumcision
- Condom use
- Education about sex
- Vaccine

# Sexual Intercourse

- Sex education
- Be faithful
- Condom use- Circumcision

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# BASIC CLINICAL FACTS ABOUT HIV

1. BIOSYNTHESIS OF THE BODY
  - PRIMARY INFECTION (RECEPTOR)
  - ASSYMPTOMATIC PHASE
  - SYMPTOMATIC PHASE

# HIGH RISK SITUATIONS

- The first 3 weeks as viral is very high
- Those with STIs
- Those in AIDS stage

# HIV TESTING

## **1. Detecting the antibodies;**

- Rapid test ( blood, saliva and urine) takes few minutes
- ELISA (Enzyme-Linked Immunosorbent Assay)-blood is used
- Western Blot- can confirm a positive ELISA result

# CONT'N

## **1. OTHER DETECTIONS;**

- P24 Antigen detect pieces of HIV within 3 weeks of infection
- Quantitative Polymerase Chain Reaction (PCR) can detect quantity of virus within 48 hours.
- Quality Polymerase Chain Reaction (PCR-DNA) can detect presence of HIV

# ANTIRETROVIRAL DRUGS

- These suppresses the virus to below the limit of detection but does not mean that someone has no Virus. The same is applied to herbal medicine.
- All the drugs are combined so that they work well (trimune). Some examples are ; **Stavudine, Lamivudine, Nevirapine, Zidovudine, Abacavir, Didanosine etc**

# WHEN TO START TREATMENT

1. TEST AND TREAT

# IMPACT OF HIV AND AIDS ON EDUCATION

## 1. DEMAND FOR EDUCATION

- Reduced size of school going children
- Increased child mortality
- High maternal deaths
- Young discouraged by the aged
- Strained support for school
- Increased child-headed households
- Stigma and Discrimination

# CONT'N

## 2. QUALITY

- Diminished human resource
- Poor educational services
- Stigma and discrimination
- Absenteeism
- Diverting of resources

# CONT'N

## **3 ETHICAL AND MANAGERIAL PROBLEMS**

- Posting of HIV- positive teachers
- Confidentiality
- Support for HIV-affected families
- Pre-training/employment screening for HIV

# ROLE OF EDUCATION IN THE PREVENTION OF HIV INFECTIONS

- Learning institutions to adopt protecting value systems ie sex education, counseling etc
- Integrate HIV and AIDS issues in the curriculum
- Professional study of HIV and AIDS
- Innovate the posting policy

# EDUCATION AND GENDER

## LECTURE OUTLINE

- DEFINITIONS
- CHARACTERISTICS OF GENDER ROLES
- SITUATIONAL ANALYSIS
- FACTORS WHICH HINDERS GIRL EDUCATION
- MEASURES TAKEN

# GENDER AND EDUCATION

## DEFINITIONS

- **Sex:** biological term referring to male or female depending on sex organs or genes
- **Sex roles:** roles due to anatomical nature
- **Gender:** psychological or cultural term referring to one's subjective feeling of maleness or femaleness
- **Gender roles:** roles culturally or determined ie culture, political, religious or economic

# CONTN'

- **Sex roles stereotype**-these are rigidly **beliefs** that males and females hold by virtue of their **sex**.

# CHARACTERISTICS OF GENDER ROLES

- Dependent on society
- Can be performed by both sexes
- Not similar to animals
- Change with history

# SITUATIONAL ANALYSIS IN EDUCATIONAL SYSTEM

## **1. ACCESS AND RETENTION BY 1994**

- At grade 1 there is equal access
- # of girls decreases from grade 4
- 70% complete grade 7
- Less than 50% complete grade 9
- Less than 30% complete grade 12

# CONT'N

## 2. ADMINISTRATIVELY BY 1994

- Only 1 PEO
- On the Copperbelt; 2 out of 6 DEBS were females while all 9 on the Southern were males
- For primary school heads; only 54 out of 4304 nationwide were females

# FACTORS WHICH HINDERS GIRL EDUCATION

## **1. INSTITUTIONAL**

- Distance of schools
- Institutional culture
- Negative image of girls portrayed by schools
- Various forms of harassment from male teachers
- Poor sanitation

# CONT'N

## 2. SOCIO-CULTURAL

- Low value placed on educating a girl
- Unschooled mothers
- Over burdening of girls with chores
- Early marriages
- Doubt over girls' intellectual
- Dependency syndrome on males

# CONT'N

## **3. PERSONAL**

- Lack one's self-concept (self view) ie self esteem, self confidence and locus control (helpless, avoid difficult tasks)
- High impression management to society
- Engage in self-fulfilling prophecy

# DIMENSIONS OF GENDER EQUALITY IN EDUCATION

- **Equality of Access**
- **Equality in the Learning Process**
- **Equality of education outcomes**
- **Equality of External Results**

# MEASURES TAKEN TO CONTER HINDERANCES

- Introduction of free middle basic education.
- The 50-50 enrolment by gender at entry points, grades 1, 8, and 10.
- Re-entry policy for girl's education.

# CONTN'

- Bursary schemes offered to pupils especially females at the upper basic high schools e.g. FAWEZA, CamFed, other NGO's, and some churches.
- Ensuring that 25% of available bursaries are reserved for female

# CONTN'

- Expanding distance and open learning programmes and evening/parallel classes.
- Converting some existing colleges into university colleges.
- Many NGOs are partnering to help in the sponsoring of the vulnerable

# SO WHAT????

- **HAVE HOPE IN THE FUTURE SO THAT YOU  
PUT STRENGTH IN THE PRESENT !!!!!!!**