

# UNIT 4: UNITING FOR CHILD SURVIVAL

## Unit Overview:

In this Unit students will:

- Become familiar with four key strategies for a united global child survival effort;
- Reinforce the idea expressed in UNICEF's *The State of the World's Children 2008* report that the opportunity to increase the number of children surviving to age five is here;
- Develop a proposal for community health services in one of the 60 priority countries.

**Lesson 1:** In Lesson 1 students discuss the definition of “strategy” and become familiar with the four key strategies in the effort to unite for child survival. In groups or in class discussion, students investigate and present details about the four strategies — community partnerships, continuum of care, moving to scale, and global partnerships.

**Lesson 2:** In this lesson students respond to a “Request for Proposals” from a hypothetical foundation by envisioning a community health service initiative in one of the 60 priority countries.

# National Standards Unit 4

## ENGLISH LANGUAGE ARTS — Grades K-12

**Standard 1:** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

**Standard 7:** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

**Standard 8:** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## MATHEMATICS

### Mathematics Standards — Grades 9-12

#### Standard 9: Connections

In Grades 9-12 all students should recognize and apply mathematics in contexts outside of mathematics.

## HISTORY/SOCIAL STUDIES/GEOGRAPHY

### World History Standards — Grades 5-12

#### Era 9: The 20th Century Since 1945 — Promises and Paradoxes:

Students understand the search for community, stability, and peace in an interdependent world.

### Social Studies Standards — Grades K-12

#### Strand IX: Global Connections

### Geography Standards — Grades K-12

*The Geographically Informed person knows and understands*

#### The World in Spatial Terms

**Standard 1:** how to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective

## **Places and Regions**

**Standard 4:** the physical and human characteristics of places

## **Human Systems**

**Standard 8:** the characteristics, distribution, and complexity of Earth’s cultural mosaic

**Standard 13:** the patterns and networks of economic interdependence on the Earth’s surface; How the forces of cooperation and conflict among people influence the division and control of the Earth’s surface

## **Environment and Society**

**Standard 14:** how human actions modify the physical environment; the changes that occur in the meaning, use, distribution, and importance of resources

## **SCIENCE**

### **Science Content Standards—Grades 9–12**

#### **Content Standard F: Science in Personal and Social Perspectives**

*Students should develop an understanding of*

Personal and community health

Science and technology in local, national, and global challenges

## **HEALTH**

### **Health Education Standards — Grades 9–12**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

## UNIT 4:

# Lesson 1: Strategies for Uniting for Child Survival

**Suggested Class Time: 45 minutes**

## Objectives:

- Become aware of the four key strategies and the goals they address;
- Report on one strategy in detail and consider how it contributes to an increase in child survival rates.

## Session Plan:

Opening Activity: What is a Strategy? — 10 minutes

Class Activity: The Four Key Strategies — 35 minutes

## Vocabulary:

Continuum of care, packaged interventions, primary health care, moving to scale strategy

## Materials Needed:

- Copies of the *Youth Report*, Chapter 4 and Glossary
- Copies of Handout 10 (2 pages) for the whole class
- Internet Access  
UNICEF, *The State of the World's Children 2008*  
<http://www.unicef.org/sowc08/profiles/profiles.php>

## Background for Teachers

The following information on four key strategies for child survival supplements the *Youth Report*, pages 30 and 31, and Handout 10, page 2.

## Four Key Strategies

- 1. Promote Community Partnerships** — Families, especially parents and other primary caregivers, form the first line of care when young children fall sick. They make the initial diagnosis of illness, assess its severity, select treatment and care options, procure and administer drugs and other remedies, and decide whether or not to seek formal health care. Moreover, many of the preventive measures that can preserve the health and save the lives of young children and pregnant women require behavior changes that begin in the household and are reinforced in the community.

A common set of features of the most successful community-based approaches to health include:

- Strong community organization and participation;
- Families involved at every step;
- Cooperation and coordination between local health care providers and the national health system;
- Support for community health workers;
- Effective ways to refer patients to hospitals and clinics;
- Clearly defined government policies with steady financial support;
- Careful monitoring, supervision, and evaluation.

**2. Develop and Strengthen the Continuum of Care** — More than half of all maternal and newborn deaths occur during childbirth and the first few days of a baby's life; this is also the period when health care is lowest. An effective continuum of care connects essential maternal, newborn, and child health care packages through pregnancy, childbirth, and postnatal and newborn periods, and into childhood and adolescence. The advantage of a continuum is that each stage builds on the success of the previous stage. This strategy consists of two primary elements including:

- Time, or recognizing the need to ensure essential services for mothers and children during pregnancy, childbirth, the after child birth time period, infancy, and early childhood;
- Place, or linking the delivery of essential services in a primary health care system that integrates home, community, outreach, and facility-based care.

**3. Expand Services and Strategies** — It has been shown that when governments take the lead and are committed to expanding successful pilot and small-scale projects, nationwide coverage can be achieved. Country ownership and public sector leadership can increase the prospects for successful scaling up. There are several characteristics of projects that have moved from a small-scale program to one that has national coverage.

These include:

- Increasing the availability of professional health workers;
- Developing an accessible network of community-based, primary, and referral-level services;
- Improving the quality of care, as well as the living conditions and status of women;
- Ensuring equal access to health and nutrition services.

Packaging interventions helps strengthen the continuum of care and expand services. In the past, safe motherhood and child survival programs often operated separately, leaving disconnections in care that affected both mothers and newborns. Now it is being recognized that delivering specific interventions at critical points in the continuum of care has multiple benefits. If, for instance, insecticide-treated mosquito nets are distributed in a community on one day, nutrition supplementation for pregnant women is provided on another day, and immunizations take place on yet a different day, children and mothers are less likely to benefit from all three

interventions than they would if these were made available on a single day. The “packaged approach” — by combining low-cost interventions such as vaccines, antibiotics, insecticide-treated mosquito nets, and micronutrient supplementation for mothers and children, and adding the promotion of improved feeding and hygiene practices — can markedly increase their efficiency and cost-effectiveness.

**4. Develop Unity in Global Health Partnerships** — Since the early years of the Child Survival Revolution, global partnerships for health, often financed through private sources, have proliferated and reinvigorated the field. (See *Youth Report*, pages 18–19, for a summary of some of the most important.) It is estimated that there are over 100 global health partnerships.

A number of these partnerships have proved remarkably effective in offering communities free or reduced-cost medicines whose quality is assured, along with vaccines. Yet, in their single-mindedness to produce results, it has been argued that global partnerships are often donor- and product-driven rather than country- and people-centered.

There are many challenges facing developing countries as they seek to coordinate and manage these efforts. What is clear however is that developing countries must take the lead and “own” the solutions to their health problems. Global partnerships for child health and survival are beginning to move toward greater coordination and integration with the priorities, systems, and procedures of non-industrialized countries themselves.

To learn more about each of these strategies:

<http://www.unicef.org/sowc08/profiles/profiles.phpwwwl>

## Opening Activity: What is a Strategy?

### Directions

1. Write “Problem → Solution” on the board when students enter the class. Discuss what the arrow stands for—the process or strategy for solving a problem. For example, if the problem is *feeling tired all day*, the solution could be *get more sleep* and a strategy might be *go to bed earlier*.
2. Have students offer other examples for simple strategies for solving common problems.
3. Reveal the following; the word strategy comes from the Greek *strategia* meaning generalship. A useful definition is “the art of devising or employing plans to reach a goal.”

## Class Activity: The Four Key Strategies

### Directions

1. Ask students to read the Four Key Strategies on pages 30–31 of the *Youth Report*. Define any unfamiliar terms in the Vocabulary list at the beginning of this lesson and refer to the Glossary on page 38 of the *Youth Report* for additional definitions.

2. Distribute Handout 10 (2 pages). Create four groups and assign one strategy for each group. Ask students to answer questions about the Strategy that corresponds to their number. (Note that there is some overlap among the four strategies.)
3. Provide time for students to research and discuss their topics and prepare their presentations.
4. As a follow-up, discuss how the four strategies interconnect and what the role of industrialized nations should be.

 **Tip: Alternatively this activity can be structured as a class discussion without breaking into small groups.**

5. Allow time for students to answer the questions, using information from the *Youth Report*, Handout 10, page 2, and UNICEF's *The State of the World's Children 2008* website, <http://www.unicef.org/sowc08/profiles/profiles.php>.
6. Then discuss students' responses as a class.

## Extension Activity

### Directions

Invite students to reflect in writing on the following statement from page 31 of the *Youth Report*, "There is no enterprise more worthy, nor reward more precious, than saving the life of a child. The means are at hand. It is now a question of will and action."

# The Four Key Strategies for Child Survival

**Directions:** Follow your teacher’s directions and answer the questions related to your assigned strategy on a separate sheet of paper.

## Strategy 1 — Promote Community Partnerships

1. What are the key goals of this strategy?
2. Why is it an important strategy for increasing child survival rates?
3. What are some of the obstacles to creating community partnerships in the 60 priority countries?

## Strategy 2 — Develop and Strengthen the Continuum of Care

1. What are the key goals of this strategy?
2. Why is it an important strategy for increasing child survival rates?
3. What is the “continuum of care”?
4. Should the continuum of care end after age five?

## Strategy 3 — Expand Services and Strategies

1. What are the key goals of this strategy?
2. Why is it an important strategy for increasing child survival rates?
3. What are “packaged interventions”?
4. How do they contribute to reaching more children?

## Strategy 4 — Increase Unity in Global Health Partnerships

1. What are the key goals of this strategy?
2. Why is it an important strategy for increasing child survival rates?
3. Provide some examples of global health partnerships and explain briefly what they have accomplished and hope to accomplish. (See bottom of page 32 of the *Youth Report*.)

# Fast Facts about the Four Strategies

## Strategy 1 — Promote Community Partnerships

How can a community partnership ensure child survival? Many countries of the world do not have strong health systems and face a shortage of doctors and nurses. In such countries, most child deaths occur at home before the child's family has been able to seek medical care, which is often far away. Thousands of children's lives can be saved if every community has access to a package of basic health care. This package would include a network of community health workers to provide families with simple treatments for childhood illnesses and also advise on how to recognize when a child should be taken to the health clinic or hospital for more urgent care.

## Strategy 2 — Develop and Strengthen the Continuum of Care

What is a "continuum of care"? In a continuum of care, health care is provided to a mother before and during pregnancy, at the time of delivery, immediately after childbirth, and to her newborn child as she or he grows into infancy, childhood, and adolescence. In such a continuum, each stage builds on the success of the stage before. Skilled care before, during, and immediately after birth reduces the risk of complications or death for both the mother and the baby. Continued care for children supports their right to health.

## Strategy 3 — Expand Services and Strategies

What does "scaling up" mean? Scaling up means taking low-cost and effective health services and strategies from the community level to district, state, and country levels. Scaling up community health initiatives is a challenge because it needs greater funding, good coordination between levels, and strong political leadership to strengthen a country's health system.

Source: *The State of the World's Children 2008*, <http://www.unicef.org/sowc08/youth/informed.php>

## Strategy 4 — Develop Unity in Global Health Partnerships

What are the challenges to unity in global health partnerships? Depending on the definition used, it is estimated that there are over 100 global health partnerships. A number of these partnerships have proved remarkably effective in offering communities free or reduced-cost medicines whose quality is assured, along with vaccines. Yet, in their single-mindedness to produce results, it has been argued that global partnerships are often donor- and product-driven rather than country- and people-centered.

There are many challenges facing developing countries as they seek to coordinate and manage these efforts. What is clear however is that developing countries must take the lead and "own" the solutions to their health problems. Global partnerships for child health and survival are beginning to move toward greater coordination and integration with the priorities, systems, and procedures developing countries themselves.

## UNIT 4:

# Lesson 2: Proposing a Plan for Community-based Health Care

Suggested Class Time: 70 minutes

## Objectives:

- Plan a community-based health center for mothers and children under five in a developing country;
- Consider the role of community leaders in a successful local health care initiative;
- Evaluate the proposals of other students on the same topic.

## Session Plan:

Opening Activity: Proposal Request — 15 minutes

Group Activity: Proposing Community Health Centers — 55 minutes (presentations may need to extend into the second session)

## Vocabulary:

Community, philanthropy

## Materials Needed:

- Copies of the *Youth Report*, Chapter 4 and Glossary; “Highlights in Child Survival,” pages 18–19
- World map or globe
- Copies of Handouts 10 (page 2), 12, and 13 for the whole class.
- Internet Access: Lesson Activities  
UNICEF websites  
[http://www.unicef.org/sowc08/profiles/child\\_health.php](http://www.unicef.org/sowc08/profiles/child_health.php) (Milestones in health service provision)  
[http://www.unicef.org/immunization/index\\_coverage.html](http://www.unicef.org/immunization/index_coverage.html) and  
[http://www.unicef.org.uk/press/news\\_detail\\_full\\_story.asp?news\\_id=434](http://www.unicef.org.uk/press/news_detail_full_story.asp?news_id=434)  
<http://www.unicef.org/infobycountry/index.html>  
<http://www.unicef.org/sowc08/youth/informed.php#answer13>  
<http://www.unicef.org/sowc08/youth/informed.php#answer14>  
[http://www.unicef.org/sowc08/profiles/community\\_partnerships.php](http://www.unicef.org/sowc08/profiles/community_partnerships.php)

- Internet Access: Extension Activity  
[http://www.unicef.org/sowc08/profiles/child\\_health.php](http://www.unicef.org/sowc08/profiles/child_health.php) (Milestones in health service provision)  
[http://www.unicef.org/immunization/index\\_coverage.html](http://www.unicef.org/immunization/index_coverage.html) and  
[http://www.unicef.org/immunization/index\\_coverage.html](http://www.unicef.org/immunization/index_coverage.html) and  
[http://www.unicef.org.uk/press/news\\_detail\\_full\\_story.asp?news\\_id=434](http://www.unicef.org.uk/press/news_detail_full_story.asp?news_id=434)

## Opening Activity: Proposal Request

### Directions

1. Read aloud the heading on the Request for Proposal: “U.S. Foundation Supports Child Survival Programs in Africa” (page 61).
2. Tell students you’re giving them 30 seconds to list as many different ways to promote child survival in Africa as they can (based on their familiarity with the *Youth Report*). (Responses may include *educating families of young children; supplying nutritious food, micronutrients, and clean water; protecting children from malaria; inoculating children against preventable diseases; rehydrating children with diarrhea; providing health care to pregnant women*)
3. Review student responses and then distribute Handout 12. Read together the Request for Proposals. Explain that while this is a fictitious foundation, it is similar to many philanthropic organizations in the U.S. that support UNICEF’s child survival initiatives around the world.
4. Tell students that for the next activity they will be working in groups to respond to the proposal request. (You can also write one proposal as a class rather than in small groups.)

## Group Activity: Proposing Community Health Centers

### Directions

1. Divide the class into groups and assign each group a name or a number. Explain that each group will complete the “Response to Request for Proposals” section on Handout 11. Distribute copies of Handout 11 and Handout 10, page 2 (used in the previous lesson), to each group to use as a reference. Groups will need Internet access to help with some of the responses.
2. Suggest that group members divide up the responsibility for finding answers to specific questions.
3. When groups have completed their Response to the Request for Proposals, have them make an oral or PowerPoint presentation to the class.
4. Distribute Handout 12 so that students can evaluate each group’s proposed ideas.

## Extension Activity: Timeline

### Directions

1. Interested students can compare and contrast two “Highlights in Child Survival” outlined on pages 18–19 of the *Youth Report*. Working as individuals or teams, students will consider the strengths and merits of initiatives with two very different approaches to child survival—the 1974 Extended Program on Immunization and the 2002 Accelerated Child Survival and Development.
2. Direct students to find out more about these important programs at the following websites:  
[http://www.unicef.org/sowc08/profiles/child\\_health.php](http://www.unicef.org/sowc08/profiles/child_health.php) (Milestones in health service provision)  
[http://www.unicef.org/immunization/index\\_coverage.html](http://www.unicef.org/immunization/index_coverage.html)  
[http://www.unicef.org.uk/press/news\\_detail\\_full\\_story.asp?news\\_id=434](http://www.unicef.org.uk/press/news_detail_full_story.asp?news_id=434)
3. Students can then discuss or debate the two approaches or write an essay comparing and contrasting them.

## Call to Action: “My hopes, my dreams, my wishes” for you

Invite students to read the letter from Melinda Gates (*Youth Report*, pages 32-33). Ask students to imagine a young child living in one of the countries reviewed in the *Youth Report*. Ask them to write a letter to a child living in this country, expressing their hopes, dreams, and wishes for that child as he or she reaches five years of age. This assignment can be expanded beyond a single classroom and become an all-school creative writing contest. A panel of teachers and students can judge the letters for content, style, and accuracy. The top five winning letters can be posted on the school website or displayed in the library.

# The Four Key Strategies for Child Survival

**Directions:** Follow your teacher’s directions and answer the questions related to your assigned strategy on a separate sheet of paper.

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## Strategy 3 — Expand Services and Strategies

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## Strategy 4 — Increase Unity in Global Health Partnerships

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Source: *The State of the World's Children 2008*, <http://www.unicef.org/sowc08/youth/informed.php>

## Strategy 4 — Develop Unity in Global Health Partnerships

What are the challenges to unity in global health partnerships? Depending on the definition used, it is estimated that there are over 100 global health partnerships. A number of these partnerships have proved remarkably effective in offering communities free or reduced-cost medicines whose quality is assured, along with vaccines. Yet, in their single-mindedness to produce results, it has been argued that global partnerships are often donor- and product-driven rather than country- and people-centered.

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# HANDOUT 11

**Directions:** Read the *Request for Proposals* below and then follow your teacher's directions for preparing a proposal that addresses the questions in the "Response to Proposal" section.

## Request for Proposals: U.S. Foundation Supports Child Survival Programs in Africa

The "Healthy Children Around the World Foundation" is requesting proposals to develop community-based health centers. While there has been tremendous progress in improving child health and survival, far too many children are dying from preventable causes before they reach age five. Most of these deaths occur within sub-Saharan Africa.

The information presented in UNICEF's *The State of the World's Children 2008* report inspired us to take action. The Foundation is now seeking proposals to develop community-based child health centers to increase the survival and development of young children. There are many successful community-based programs around the world. Using this knowledge, the goal is to develop community health centers to provide essential health and development services to mothers and their young children.

Initial start-up funding is available for three years. If successful, continued support will be considered. All interested university and/or health institutions are encouraged to apply.

## Preliminary Response to Request for Proposal

**Directions:** Write your answers on a separate sheet of paper.

### 1. Location

- a. In which country will you establish community-based health clinics? (Choose one of the 60 priority countries in sub-Saharan Africa) What is the most recent U5MR in that country?
- b. Will you focus on an urban or rural area? (What are the advantages and disadvantages of each?) Explain your decision.

**Suggested Resources:** *Youth Report*, p. 8 (60 Priority Countries); UNICEF Information by Country, <http://www.unicef.org/infobycountry/index.html> (click on country name then "statistics" to find the U5MR)

### 2. Health Services

- a. Where will health services be located?
- b. Who will provide the services?
- c. What type of training for health care workers will be provided?

## HANDOUT 11

**Suggested Resources:** *Youth Report*, Chapter 3; *Youth Report* p. 30, “Key Strategies 1, 2, 3”; UNICEF, *The State of the World’s Children 2008*:

<http://www.unicef.org/sowc08/youth/informed.php#answer13>

<http://www.unicef.org/sowc08/youth/informed.php#answer14>

### 3. Community Involvement

- a. What community leaders will you enlist to help plan the health center?
- b. How might these community leaders be helpful?
- c. What, if any, role would families play in the management of the centers?
- d. How will you convince the local government to fund the health services after foundation funding ends in three years?

**Suggested Resources:** UNICEF, *The State of the World’s Children 2008*, What Can Be Done: Community Partnerships for Child Survival, scroll down to “Tenets for a successful community-based approach to health”

[http://www.unicef.org/sowc08/profiles/community\\_partnerships.php](http://www.unicef.org/sowc08/profiles/community_partnerships.php)

## HANDOUT 12

### Proposal Evaluation Form

**Directions:** Follow directions for using this form to evaluate the proposals responding to the Healthy Children Around the World Foundation's request.

**Proposal group name or number** .....

Questions	Responses	
In this proposal...	Y/N	Explanation
Are the proposed health services appropriate and adequate?		
Is the strategy to deliver health services practical?		
Is family/community involvement in health centers adequate?		
Could this strategy for health centers be used in other countries? Why or why not?		
Is the strategy realistic? Does the proposal anticipate some of the major challenges to the success of their program?		
What are the strengths of the proposals? What recommendations would you make to strengthen this proposal?	Strengths:  Recommendations:	