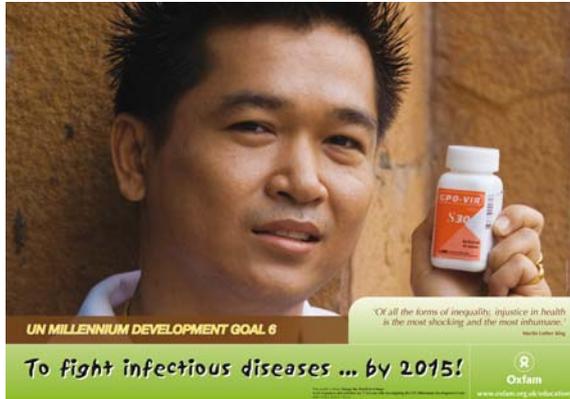


Millennium Development Goals

Millennium Development Goal 6 – To combat HIV/AIDS, malaria and other diseases

Information and activities



Target – To have halted and begun to reverse the spread of HIV/AIDS by 2015.

Target – To have halted and begun to reverse the spread of malaria and other diseases by 2015.

Diseases such as HIV/AIDS and malaria have a devastating impact on poorer countries. They are huge killers of people and contribute to the slowing of economic development as well. In 2007, 40 million people were living with HIV/AIDS, the great majority of them in sub-saharan Africa.

Combating infectious diseases requires a combination of preventative measures and access to adequate treatment and medicines. 9.7 people in developing countries need treatment, and only one-third of them receive it. As well as access to medicine, education is a vital factor in reducing the spread of disease. More practical solutions include bed nets treated with insecticide to protect against malaria.

Reversing the growth of such widespread killer diseases by 2015 will be a crucial element in the global battle against poverty.

Activities for this goal include

Affordable medicines case study

Information about action taken by the Thai government to provide its people with affordable medicines.

What we need to keep healthy

Pupils think about what is needed for good health and what happens if they are not present.

Vicious circle

Pupils sort statements in a sequence showing how HIV and AIDs affect people in poorer countries. They think about what could be done to break this cycle.

Millennium Development Goal 6 – To combat HIV/AIDS, malaria and other diseases

Target – To have halted and begun to reverse the spread of HIV/AIDS by 2015.

Target – To have halted and begun to reverse the spread of malaria and other diseases by 2015.

Diseases such as HIV/AIDS, malaria and TB have a devastating impact on poorer countries. They are killing many people, causing suffering in families and communities, and contributing to the slowing of economic development as well. In 2007, nearly 40 million people were living with HIV and AIDS, the great majority of them in sub-Saharan Africa. In 2005 there were an estimated 15.2 million children who had lost one or both parents to AIDS, 80 per cent of them in sub-Saharan Africa. For children, losing parents does not mean only a loss of psychological, emotional and social security, but also huge economic loss, which puts a heavy burden on them. It also means that skills that are normally transferred from one generation to another are lost, making the children even more vulnerable. Poverty, gender inequality and lack of access to health services are driving the epidemic in Africa. Sub-Saharan Africa has 64 per cent of all people living with HIV but only three per cent of the world's health workers capable of treating people with HIV and AIDS.

Combating infectious diseases requires a combination of preventative measures and access to adequate treatment and medicines. By the end of 2007, three million people had access to HIV medicines. While this is a major achievement, it represents less than a third of the 9.7 million people in developing countries who need treatment. As well as access to medicines, education is a vital factor in reducing the spread of disease.

Each year, malaria causes at least one million deaths, and there are an additional 300 to 500 million clinical cases, the majority of which occur in the world's poorest countries.¹ Malaria control efforts are paying off, but additional effort is needed. For example, in sub-Saharan Africa only five per cent of children under five sleep under insecticide-treated bed nets. While international funding for malaria control has risen tenfold over the past decade, more funding is still needed to tackle the disease effectively.

Reversing the growth of such widespread killer diseases by 2015 will be a crucial element in the global battle against poverty.

¹ *Fact Sheet*, Global Fund to Fight AIDS, Tuberculosis and Malaria 2006

Affordable medicines in Thailand

This poster shows Apiwat Kwangkaew (or Jeed, as most people call him) holding the medicines that are helping him to stay healthy despite the fact he is HIV-positive. In fact, Jeed nearly died from an AIDS-related illness a few years ago, before he was given the medicines, which are known as 'anti-retrovirals'. At first he had to pay for them, and they were very expensive. He also had to pay to stay in hospital, and his mother used up all her savings to save his life. Now however, he gets the medicines he needs free of charge from the government.



Jeed is very lucky to live in a country where he can receive free medicines. Anti-retroviral drugs are too expensive for most of the millions of people with HIV. Big companies spend a lot of money developing the medicines, and they charge high prices in order to get their money back and make a profit. However, governments of poorer countries where a lot of people need treatment for HIV and AIDS have the right to make cheaper copies of the medicines or to get a company to do this for them. The Thai government did this because there were many people in Thailand who needed this treatment and would have died if they had not had it. The big drug companies tried to stop the Thai government from going ahead with this, and they were supported by some of the rich countries. Nevertheless, in the end the Thai government was allowed to buy anti-retrovirals from India where they are produced more cheaply, and now millions of people like Jeed can have the medical treatment they need, whether they are rich or poor.

Poster activity (ages 7–11)

You will need

- Poster 6 displayed
- A copy of *Affordable medicines in Thailand* on page 2

1. Ask pupils to look carefully at the poster, then ask them what they see. What are their reactions to the photograph? Why do they think these people are in a photograph together? What is missing from the photograph?
2. Brainstorm what they would like to know about the people.
3. Read the story that goes with the picture. Does it give any answers to their questions? What does it tell them about the lives of those in the photograph?

Activity 6.1

Aims

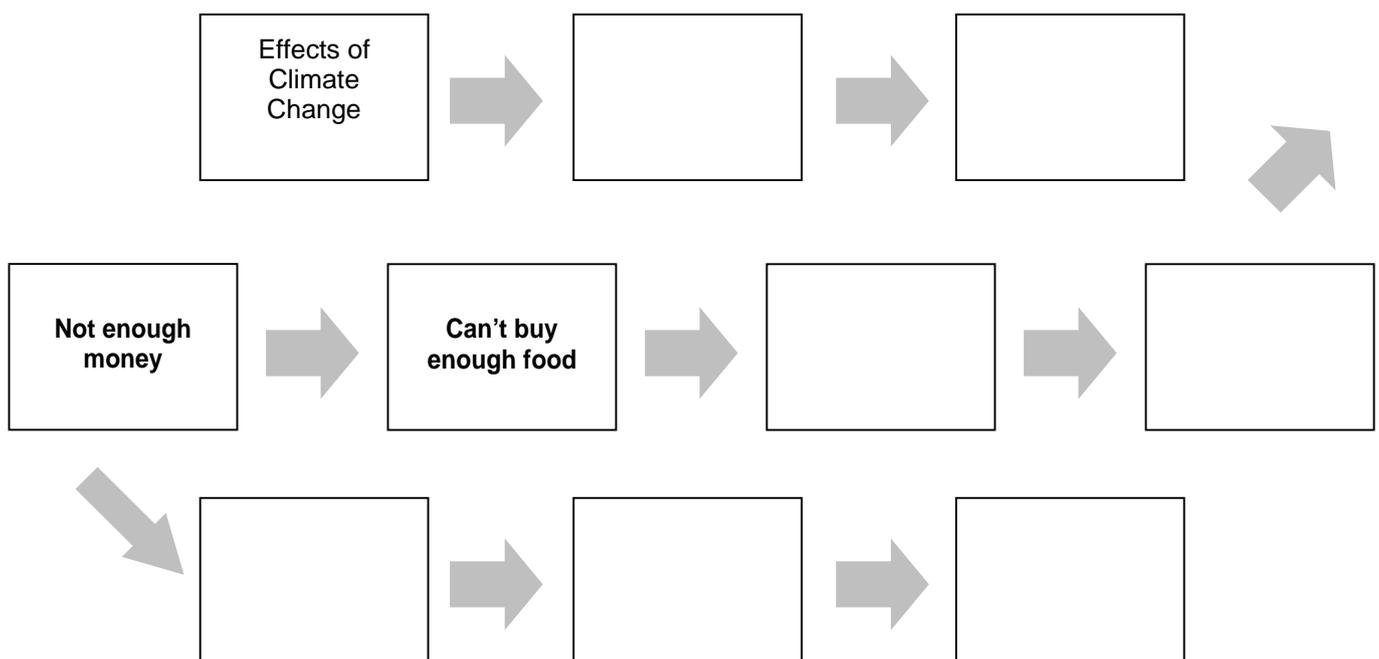
- To inform pupils about the risks involved in giving birth in developing countries and the inequalities in access to healthcare for mothers worldwide.
- To inspire pupils to think about this problem and take interest in the lives people in different countries.

You will need

- Poster 5 displayed
- A copy of *Affordable medicines in Thailand* on page 2

What we need to keep healthy (ages 7–14)

1. Ask pupils either individually or in groups, to list, what items they need if they are to stay healthy. Encourage them to think beyond healthy eating and consider the wider implications of staying healthy (home, clothes, care, etc.).
2. Show pupils the box containing the objects. One by one, take the objects out of the box and ask the pupils in what way each of them is important to their health (glass of water: clean drinking water; apple: healthy food; bandage: health care; £1 coin: money to pay for medicines etc.; toilet roll: hygiene). Discuss the reasons why each is important.
3. In groups of three or four, ask pupils to come up with ideas as to how all these aspects of health are connected (for example, you need clean water to cook food in). Can they think of a way to illustrate, in a diagram, how they are interconnected?
4. Explain that in countries where there are few healthcare facilities, diseases that used to be common in the UK, and from which people generally recover, can be major killers. Give the examples of HIV and AIDS, where people cannot afford the expensive medicines to treat the illness; and measles, which children who are already malnourished do not have the strength to fight off.
5. Working in groups, pupils should think about what happens if one or more of the key aspects, e.g. money or clean water, is missing or is in short supply. They could record the consequences using a web similar to the one below. Ask the groups to report back.



Activity 6.2

Aim

- To develop further pupils' understanding of the factors needed for good health and the consequences if all or some of the factors are missing or in short supply.

You will need

- Materials for making displays, etc.

Activity 6.3

Aim

- To investigate the links between poverty and HIV and AIDS.

You will need

either

- large sticky notes – one for each pupil

or

- to photocopy and cut up the statements on page 5 and give each group of three or four pupils a set

Activity 6.4

Aim

- To explore attitudes to HIV and AIDS and to discrimination

Communicating about how to keep healthy (ages 7–14)

As a follow-up to activity 6.1, ask pupils to devise ways of communicating to others in the school just how connected the factors of adequate food, clean water, sanitation, healthcare and money are to keeping well. They could consider creating posters or noticeboard displays, making a video or a web page or developing a board game, e.g. Snakes and Ladders.

Vicious Circle (ages 12-14)

1. The 12 steps shown in Vicious circle statements on page 4 are the stages in a cycle that results in people dying of AIDS-related diseases in developing countries. Ask pupils to work in groups of 12 if possible. Allocate leftover pupils to groups so that each group is not much bigger than 12. Copy the statements below onto sticky notes and stick one onto the back of each person in the group. In groups bigger than 12, some pupils will have the same statement. Make sure they know this.
2. Ask each group to put themselves into the right order. They will have to talk to each other to do this. For a simpler version of this activity, divide pupils into groups of three or four and ask each group to put the sentences into the right order.
3. After the activity, discuss how many stages involved moral decisions. How many involved political or economic factors? What could be done to break the cycle? Consider all the factors that lead to AIDS-related deaths.

Adapted from Youth Topics: The Ultimate Collection, Christian Aid, Cafod, SCIAF 2002 Vicious circle (ages 12–14)

Illness and discrimination (ages 7–14)

1. Read the quotation in the box about N'kosi Johnson on page 5 and explain very briefly who he was. Ask pupils to explain in their own words what they think his message is.
2. Ask them in what ways people who have certain illnesses or disabilities are discriminated against (for example, some people might treat wheelchair users as being less intelligent than able-bodied people).
3. Discuss with pupils why they think discrimination happens and how people's attitudes are formed.

Further work

Pupils could find out more about N'kosi Johnson and what he did to make a difference to people's attitudes towards HIV and AIDS. (Note that if you type N'kosi's name into a search engine, it is better to miss out the apostrophe.)

Suggested website: myhero.com/nkosi

Measles activity

Activity 4.4, in Unit 4 "To Reduce the number of babies and children who die", is about measles.

Vicious circle statements

The government finds it difficult to pay its international debts.
The government cuts back its services in both health and education.
There are fewer education campaigns about HIV and AIDS.
People don't learn about how to protect themselves against HIV and AIDS.
People get HIV from having unprotected sex.
There aren't enough hospitals to treat patients and they can't afford medicines that slow the disease.
People develop full-blown AIDS.
Poor living conditions mean that people with AIDS quickly catch tuberculosis.
Hospitals can't afford medicines to treat tuberculosis.
People die.
Fewer workers pay taxes to contribute to the government's finances.
The government has less money.

N'kosi Johnson

N'kosi, a South African boy, was infected in the womb with the HIV virus. With his dying mother unable to care for him, N'kosi was adopted by a volunteer worker at an AIDS care centre. Prejudice and fear on the part of parents prevented him enrolling in school. N'kosi and his adoptive mother, Gail Johnson, fought against this and provoked a media storm. In July 2000, aged 11, he addressed 10,000 delegates at the opening ceremony of the 13th International AIDS conference in Durban. N'kosi died aged 12 – he is thought to have been the longest-surviving child with HIV since birth in South Africa.

“We are normal. We have hands. We have feet. We can walk, we can talk, we have needs just like everyone else. Don't be afraid of us. We are all the same!”

N'kosi Johnson

Killer diseases

About 6,500 people died each day from AIDS in 2007.

About 1 million people die from malaria each year.

About 2 million people die from tuberculosis each year.

Success Stories in Fighting Infectious Diseases

The Global Fund¹ has supported comprehensive prevention, treatment and care programmes in 137 countries through investments of \$7.2 billion. By June 2009, 4 million people who otherwise would have died of AIDS, TB or malaria over the past 5 years were alive as a result of the interventions delivered by programs supported by the Global Fund.

This estimate is calculated from the results of Global Fund-supported programmes achieved by 1 June 2009:

- 2.3 million people on ARV therapy for HIV
- 5.4 million people provided with effective TB treatment
- 88 million insecticide-treated bed nets distributed to protect families from malaria

1 "The Global Fund is a global public/private partnership dedicated to attracting and disbursing additional resources to prevent and treat HIV/AIDS, tuberculosis and malaria. This is a partnership between governments, civil society, the private sector and affected communities.

How To Take Action

To ensure our government continues to support partnerships like this, campaigning NGOs like Oxfam take actions to remind those in power of promises they have made. Here are some suggestions of things pupils could do to MDG 6 meets its target in 2015.

Actions

- Decorate your school or a local landmark (make sure you have permission and it is safe) with mosquito nets and add slogans about MDG 6 and the importance of continued support in meeting this target.
- Send a get well soon card to someone like your local MP or Councillor highlighting the issues around infectious diseases that you have learnt about.

Fundraisers

- Choose Doctor & Nurse outfits for next mufti day & promote the need to support MDG 6 in assembly or during a lunchtime event on the day. Get people to sponsor you for dressing up.

NB Please remember to pass on stories of any actions you or your pupils take. education@oxfam.org.uk

For more resources on infectious diseases try:

www.oxfam.org.uk/education/resources/water_for_all

Oxfam is committed to providing the best possible support to schools and youth groups and we wish to assess the impact of our work with young people.

Please use the slip below to tell us about your MDG lessons and projects or e-mail us at education@oxfam.org.uk

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Name of Teacher:

Age of pupils:

Name & Address of School:

Description of MDG learning:

Postcode:

Please return this slip to:

Email*

Oxfam Youth & Schools Team

Oxfam House

Number of pupils taught about the MDGs:

John Smith Drive

Oxford OX4 2JY

*Please provide your email address to receive messages from us about our projects and activities. You can unsubscribe at any time.

We would like to keep you informed about our projects and activities. However, if you'd rather not receive such information, please either email us at changes@oxfam.org.uk, phone 0300 200 1300 or write to Supporter Relations, Oxfam House, John Smith Drive, Oxford OX4 2JY