

Health Workshop

This learning workshop is designed to help young people develop their knowledge and opinions in relation to maternal health and public healthcare in Ghana.

TAGS

Health workshop

Age Range: 11- 16 years

Time: Approximately 1.5-2 hours

Outline

Pupils will explore the issue of inequality using the example of maternal health and public healthcare provision in Ghana. The lives of thousands of women in Ghana have been saved since 2008 when the Ghanaian government introduced free health care for pregnant mothers. However there are still big inequalities in providing health care between different parts of the country. Young people will explore the factors that still prevent many women from gaining access to good maternal healthcare and why investment is still needed to improve the health system, reduce maternal mortality and achieve Sustainable Development Goal 3.

This workshop is designed to help young people to think critically and share their opinions about how to tackle inequality of opportunity, based on the example of Ghana.

Young people begin by explaining the PowerPoint and these workshop activities to each other within a small group or class. Once they feel confident about how to best present the activities, they can use the Health and/or Inequality Action Guide to decide what actions they might want to take about it.

Young people and teachers should feel free to edit and amend the activities to make them fit for purpose, The support of a teacher or other adult will help young people to learn, plan and deliver the activities effectively. This workshop has two sections:

1. Learning about the issue through the PowerPoint and the video.
2. Thinking and acting about the issue with different activities.

Learning Objectives

- To understand how access to free maternal health care has reduced maternal mortality in Ghana.
- To identify the limitations of the current system and how it could be improved.
- To assess the importance of regional inequality as a priority for future investment.

Outcomes

- Analyse evidence about the maternal healthcare system in Ghana and be able to identify the main achievements and remaining problems.
- Discuss and rank the challenges faced by Ghana's maternal health system.
- Think about what could be done to reduce regional inequalities.

Resources

- Health Overview and PowerPoint.
- Inequality Even It Up Video (film, 3'00''): https://www.youtube.com/watch?v=okslgUgw_1o
- A Midwife in Ghana, Cecilia's story (film, 6'07''): <https://www.youtube.com/watch?v=Z53kOL2TMTc>
- Health – Photos for Workshop.

1. Introducing Health and Inequality (15 mins)

Show young people the Health Overview and play the Even It Up video explaining what inequality is (film, 3'00"): https://www.youtube.com/watch?v=okslgUgw_1o.

Ask them if they can think of examples of inequality both from their own experience and also from what they know in other countries. See if they can think of both income and opportunity examples of inequality.

2. Inequality in Ghana's healthcare system

Introduction (20 mins)

- Show the PowerPoint. As they listen to the presentation ask young people to take notes of the good and bad points they notice about maternal health in both the north and south of Ghana. Remember that 'good' and 'bad' are subjective, so can be interpreted in different ways.
- Groups of young people could take notes on a grid like this:

	North	South
Good		
Bad		

- If there is time groups could feed back their ideas to the class.
- Next you could watch the film of Cecilia (in English), a midwife in northern Ghana. Point out that although the film was made in northern Ghana, Cecilia makes several comments about healthcare in Accra (southern Ghana). Listen out for these.
- Watch the video and add to the notes.
- Discuss answers as a class. Do they think there is an **inequality** issue for healthcare in Ghana?

Challenges and solutions

First step: Diamond ranking of challenges (30 mins)

Materials: Strip of papers or notes.

- Now using the good/bad points, ask young people to try and agree on the nine most important challenges still facing Ghana's healthcare system that relate to inequality.
- In pairs, young people copy the nine challenges that the class decided on and sort these challenges cards into a 'Diamond 9' ranking this way:

1
2 2
3 3 3
4 4
5

- '1' should represent the most important challenge according to the young people.

- If time permits the class discusses their choices for the top three challenges. Do they refer mainly to the 'north' or to the 'south'?

Second Step: Thinking of solutions (20 mins)

Materials: Photo Presentation (and possibly the video).

- Look at the Health – Photos for Workshop pictures and captions. The captions make clear if they were taken in the 'north' or 'south' of Ghana.
- Each time they see what looks like a challenge, ask young people to think of what might be a solution to that challenge.
- They could also do this by watching the film about Cecilia and writing down the solutions she suggests in the video.

Third Step: Diamond ranking solutions (20 mins)

Material: Strips of paper or sticky notes.

- In pairs young people create nine of their own improvements cards.
- Pairs join up with another pair and as a group of four come to a decision about the top three improvements that could be made to help Cecilia and the women that she treats.
- Follow this with a whole class discussion about their top three improvements.
- How many of these improvements are about making Ghana's health care more equal?

Plenary (10 mins)

- Ask young people to think back to what they learnt about inequality as an issue at the beginning. Has this example from Ghana helped them to understand inequality as an issue?
- Why do they think there are inequalities like this in Ghana? Why might the south be better equipped than the north?
- Does thinking about this help them to understand inequality in other countries (e.g. in Europe)?
- What do they think could help overcome inequality? You could get them to think about Ghana but also more widely.
- Refer young people to the action guide to think about the role they can play as an active global citizen.