Pius Wakabi Kasajja

**ID: UD67460HCO76582**

**Doctorate in Coaching and Leadership**

**UNESCO’s Sustainable Development Goal #3: Good Health & Well-Being**

ATLANTIC INTERNATIONAL UNIVERSITY

**January / 2021**

**Introduction**

The Sustainable Development (Goals SDGs) were launched in the 2015 when Leaders from 193 Countries came together discuss the Future. The World was faced with Famines, Drought, Wars, Plagues, Poverty and others in their own cities and towns and villages. They agreed that things didn’t have to be this way. There was enough food to feed the world, but that it wasn’t getting shared equitably. Medicines for diseases like HIV, Malaria and other diseases was available, but it cost a lot. Earthquakes and floods were inevitable, but concerted efforts had to be taken on the things that could be controlled. Billions of people worldwide shared their hope for a better future. They created a plan called the Sustainable Development Goals (SDGs) with a set of 17 goals to be attained in 15 years to rid the world of poverty, hunger, and safe from the worst effects of climate change. The Sustainable Development Goals (SDGs) are Universal in the sense of embodying a Universally shared common Global Vision of Progress towards a safe, just and sustainable space for all human beings to thrive on the planet. (UN Envision 2030)

It’s an ambitious plan with seventeen Development Goals which include:

1. No Poverty
2. Zero Hunger
3. **Good Health and well-being**
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

This assignment focuses on SDG 3 which is Good Health and Well- Being. It will show why UNESCO’s goal of Good Health and Well-Being is important, how extensive are health problems in the world, Changes which need to happen to end disease and high mortality rates, the role of education in attaining a world with better health and well-being, objectives, principles and teaching techniques which can be used in education to improve health and healthcare around the world and how education can improve in community so that the next generation has the tools and mindset to improve its health and healthcare.

**Body of Assignment**

1. **Why is UNESCO’s goal of Good Health & Well-Being important, in your opinion?**

The United Nations Educational, Scientific and Cultural Organization’s (UNESCO) goal of good health and wellbeing was derived from Sustainable Development Goal Three (SDG 3) and is part of agenda 2030.Good health and wellbeing is a fundamental human right for all. Human health has been defined as ‘a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’ (WHO ,2019). Wellbeing has been defined as experience of health and happiness. However good health and well-being both have many and contested meanings.

The goal of SDG3 contributes to almost all the other goals. SDG3 s aim is to ensure that diseases like Malaria, Aids and other communicable diseases are put to an end by 2030 there is an end the epidemics of AIDS, tuberculosis, malaria and other communicable diseases by 2030. Additionally it also intends to provide vaccination to all, promote worldwide coverage of health , provision of access to effective and safe medicines. (savelyeva at el, 2019)

Good health and well-being are essential for sustainable development in any economy. For goals that are social economic and environmental in nature to be achieved, the human population needs to be healthy. With Good health in place, employment and economic growth can be achieved. Healthy human beings are a strong substance to a healthy economy. With such a goal in place that looks at good health, healthy lifestyles, preventive measure, modern and efficient healthcare for all are promoted. (UN, 2018)

Well-being is a feeling of satisfaction with life, a state characterized by health, happiness and prosperity. Good Health concerns the care of the human body and everything that can be done to protect it from sickness and intoxication and enable access to care. US$ 1 Billion is spent each year on vaccines which can save up to 1 Million children per year. Since 1990, thanks to the vaccines, 17,000 fewer children have died every day, but more than 6 Million children are still dying before their fifth birthday each year. (UN, 2018)

Good Health is essential to sustainable development and the 2030 Agenda puts emphasis on this goal. It takes into account widening social and economic inequalities, threats to the climate, rapid urbanization and the environment, the continuing burden the infectious diseases including HIV/AIDS, and challenges associated with noncommunicable diseases. Universal Health coverage is integral to achieving SDG 3, reducing inequalities. (UN, 2018)

**2) How extensive are health problems in the world?**

Excessively many women still suffer and die from serious health issues during pregnancy and child birth. About 303,000 women are estimated to have died in 2015 due to maternal issues. More than 40% of all pregnant women worldwide were not seeking for early antenatal care in 2013. This is mainly seen in the sub-Saharan Africa.

According to the global statistics provided by UNAIDS, 2020, 38 million people were currently living with HIV or AIDS in 2019. 5% of these were children below the age of 15 while the 95% were adults. 1.7m people are estimated to have acquired HIV in 2019. 15% of pregnant women with HIV are said to have transmitted the virus to the babies during pregnancy. Notwithstanding is the fact that too many people with HIV do not have access to treatment and care.

World health statistics, (2019) asserts that an estimated 5.4 million children below the age of 5 died in 2017. 2.5 million were female. The under 5 mortality rate is highest in Africa and low income countries. Unbelievably true is that 50% of the deaths suffered by children are due to diseases that are treated and preventable through affordable interventions.

**3) What changes need to happen to end disease and high mortality rates?**

Health promotion and disease prevention programs focus on keeping people healthy. Prevention of diseases should be the primary focus that countries should embark on. It’s easier to prevent transmission in order to deal with a particular situation. Once prevention has taken place cases of mortality will drop and disease will be stopped from transmission. This can be coupled with early seeking of medical attention other than at a later stage when disease has advanced.

Communication is pertinent in arising awareness about the importance of good health and healthy behavior for general public like public service announcement, health fairs, mass media campaigns, local drama programs.

WHO, (2017) encourages vaccination as one way of preventing diseases. With vaccines, the immune system is strengthened and therefore many infectious diseases are effectively prevented in a simple way. When mass vaccination are embarked on against certain diseases, the impact is also replicated in the mortality rates. Additionally, better health for the most vulnerable like women and children are promoted

Governments especially health ministries should play a stronger role in formulating risk prevention policies including more support for scientific research improved surveillance system , better access to global information.

Countries should give top priority to developing effective, committed policies for the prevention of globally increasing high risks to health such as tobacco consumption, unsafe sex in connection with HIV/AIDS, unhealthy diet and obesity

Cost effectiveness analyses should be used to identify high, medium and low priority interventions to prevent or reduce risks, with highest priority given to those interventions that are cost effective and affordable

**4. Do you think it is possible to achieve Good health and low mortality rates around the world? Why or Why not?**

A number of long-lasting strategies world over have been put into place to ensure that good health and low mortality rates are achieved. First and foremost, global report in 2015 indicated that worldwide life expectancy at birth rose from 46.8 years between 1950 and 1955 to 70.5 years in the period between 2010 to 2015 (United Nations, 2017). Other reports like the recent report by World Health Organization indicate that between 2000 and 2016 life expectancy rose by 21% in low income countries and globally it rose by 8% (WHO, 2020). WHO report further indicate that in all groups except for 65 years and older, this has been the biggest decrease in mortality rates in many low-income countries. Such facts and analyses cannot be left hanging given the ever worrying mortality rates world-over. With such, I think the world is moving in the right direction in abide to reduce and achieve good health and low mortality given other stunting issues in many of the developing and poor countries. Many countries especially developed countries continue to employee strategies that will ensure the achievement of good health and low mortality rate as well developing and poor countries are borrowing a leaf from such by employing similar and duplicated strategies to ensure good health and low mortality rate. These strategies are discussed below;

Strong and improving health systems: All countries across the world have got health systems that address key health issues that affect their people. However, these systems are different given the nature and political ideologies of the political party in government. At least of all the health care systems in different countries, they all have something in common; the ability to make access to crucial health services such as immunization, HIV antiretroviral treatment, family planning, mosquito nets to fight and prevent malaria among young ones, pregnant mothers and above all among households (Anindito, 2013). Though there are still challenges with healthcare systems especially in developing and poor countries, there is much hope that with such established systems that are identical in one way or the other, the world will achieve good health and low mortality rate. During the current global pandemic (COVID 19), all countries except very few came together to find lasting solutions to the first spreading disease, countries from Asia, Europe, Latin America, Africa among others went into a total lockdown which was required by health institutions and enforced by military and other law enforcement institutions. During the pandemic, it’s a clear indicator that countries world-over have something similar when it comes to health care systems and as a result there is hope to achieve the good health and low mortality rate.

Research and development: research in healthcare intends to link field evidences and applies its results for the improvement of healthcare system (Tulsi, 2013). Research has been carried-out in developed countries aiming at strengthening the quality of health care services and in developing and poor countries its intended to improve healthcare services. For example Egypt, Nigeria and South Africa spend an estimated 65.7% of the continent’s research and development in health care issues (Simpkin, Namubiru, Lorcan & Elias, 2018). Simpkins et al, add that majority of R&D comes from the public sector (governments) and international organizations such as the Bill and Melinda foundation that has profoundly funded research and development in many African countries in health-related issues. With such continuous funding in developed countries, developing and poor countries, there is no doubt that good health and low mortality rate will be achieved.

**5.    How can education lead to a world with better health and well-being?**

Not appreciating the impact of education on promoting good health in the world is like accepting to bury our heads into the sand. It should be noted that quality education is a critical determinant of health and health literacy during our life time. According to World Health Organization, (2020) the amount of education and its quality reinforce the effects of early year’s development and influence the individual’s health and health literacy. As more research is conducted in the relationship between education and healthcare, researchers/scholars indicate that empirically countries that improve education have healthier behaviors and lives for example studies in European region show that reforms lead to additional years in school reduced on the population’s rates of smoking and obesity (WHO, 2020). Daria, Andrzej & Bartlomiej, (2014) also pointed out that health education is a main integral part of complementary health promotion because right from the health of individuals and communities, the behavior of inter-subject variability is shaped by the educational impact.

Education has imparted a number of benefits that improve health related issues of an individual. Researchers indicate that education contributes to human capital through development of a range of skills and traits such as social skills, cognitive skills and problem solving skills which skills help an individual fight loneliness which has been identified as a silent killer of many people world-wide. With such skills, people have learnt how to give first Aid to patients before they are rushed to a nearest healthcare center. Ross & Wu, (1995) indicated that personal control impact on individual’s attitudes and behaviors including health behaviors which help an individual’s sense of mastery and control of stress and learn how to cope with occurring issues.

According to Zimmerman & Woolf, (2014), achieving health outcomes requires a variety of factors to come together that are mainly educational attainment. They add that patients benefit from the ability to understand their health needs, follow and read instructions on prescribed drugs, advocate for their healthcare rights especially HIV patients, and above all be able to communicate with healthcare workers. Numeruous studies indicate that health literacy had a relationship with healthcare improvement.

**6) What objectives, principles and teaching techniques can be used in education to improve health and healthcare around the world?**

To improve healthcare and education, we must change the mindset and ensure that the population has access to high quality education to achieve sustainable healthcare. The two are intertwined. (New Times Rwanda 2019). Education is one of the most important investments a country can make for its future and various media can be used to achieve this. It can be achieved through formal ways and informal channels. Continuous support for community radios: in many of the poor countries like Uganda, community/village radio stations are used particularly to pass on announcements (wedding, burial, among others), promoting community artists, among others. Many governments have not appreciated the value that these radio stations add on community sensitization and education. Its therefore against this that community radio stations be empowered and training and giving them incentives so as they are used particularly to air health related news for community empowerment and sensitization regarding health-related issues.

Compulsory healthcare classes for pregnant mothers. All expectant mothers and fathers need to be trained and taught on a number of health issues regarding mother care, baby care, among others. These should be made compulsory to all mothers and fathers for easy compliance to doctor’s instructions and directions. Also, such trainings should be triggered towards improving the health of mothers and their babies in absence of health care providers.

Health worker community attachment: healthcare institutions can embark on attaching healthcare trainers to particular community for mass mobilization, trainings, sensitization among others. such health care providers should be long-time residents/elders or retired healthcare workers that understand community health issues and problems that transferred healthcare workers that may fail to bond very first with the community/village.

**7) How can education improve in your community so that the next generation has the tools and mindset to improve its health and healthcare?**

How can education improve in your community so that the next generation has the tools and mindset to improve its health and healthcare?

Policy improvement to incorporate health care issues at all levels: much as education policies are triggered towards improving education quality, it can also be an avenue to ensure that along the path of acquiring knowledge, pupils/children and students at all levels understand the need for quality healthcare and how best it can be attained. The idea that policy reforms on education policy to incorporate healthcare issues at all levels can be enforced by stakeholders if at all it’s a man dented by government within a public policy.

Curriculum development that requires at least to teach health care issues at all levels in all subjects. As children climb the ladder of education from one level to another, it’s very wise that healthcare issues are put into the curriculum of these children in all subjects right from their kindergarten to university level or higher institution of learning. All subject curriculums need to have a component of health care to act as a constant reminder for children right from childhood to adulthood to ensure continuity/sustainability.

Health care related course units at university or tertiary institutions should be included in all university programs. University programs/courses should have healthcare course units that cut across for all programs regardless of whether student is offering a business course, social sciences, medical, arts among others. all students should have a feel of the health related issues in the world. Universities both public and private should redesign their courses to greatly incorporate health related units in the university programs/courses.

**Conclusion**

The SDGs are Universally shared common Global Vision of Progress towards a safe, just and sustainable space for all human beings to thrive on the planet.

This assignment has focusedd on SDG 3 which is Good Health and Well- Being. It has discussed why UNESCO’s goal of Good Health and Well-Being is important, how extensive are health problems in the world, Changes which need to happen to end disease and high mortality rates, the role of education in attaining a world with better health and well-being, objectives, principles and teaching techniques which can be used in education to improve health and healthcare around the world and how education can improve in community so that the next generation has the tools and mindset to improve its health and healthcare.

**Bibliography**

United Nations. (2017). World Mortality Report. Department of Economic and Social Affair

World Health Organization. (2020). World Health Statistics 2020: Monitoring Health for the SDGs (Sustainable Development Goals).

Chance Paul (2014). Learning and Behavior, Seventh Edition, 2009 Wadsworth, Cengage Learning

United Nations. (2017). World Mortality Report. Department of Economic and Social Affair

World Health Organization. (2020). World Health Statistics 2020: Monitoring Health for the SDGs (Sustainable Development Goals).

Daria. P, Andrzej. B & Bartlomiej. D. (2014). Health Education as an important tool in Healthcare system. Polish Journal of Public Health 124 (3). DOI: 10.2478/pjph-2014-0032.

Anindito, M. (2013). How Healthcare works around the world. Global Health

Tulsi, R. B. (2013). Health system Research: Developments, Designs and Methods. JHAS, Vol. 3, No. 1 P 68-72

Simpkins, V. Namubiru, E. M. Lorcan, C & Elias, M. (2018). Investing in Health R&B: where we are, what limits us, and how to make progress in Africa.

Ross, C. E & Wu, C. L. (1995). The links between education and health. American Sociological Review 60(5): 719-745.

Zimmerman, E & Woolf, S. H. (2014). Understanding the relationship between Education and Health.

[Bull World Health Organ](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6154072/). 2018 Sep 1; 96(9): 590–590A.

Published online 2018 Sep 1. doi: [10.2471/BLT.18.222042](https://dx.doi.org/10.2471/BLT.18.222042)

 [Savelyeva, T.](https://www.emerald.com/insight/search?q=Tamara%20Savelyeva" \o "Tamara Savelyeva), [Lee, S.W.](https://www.emerald.com/insight/search?q=Stephanie%20W.%20Lee) and [Banack, H.](https://www.emerald.com/insight/search?q=Hartley%20Banack" \o "Hartley Banack)  ( 2019) (Ed.) SDG3 – Good Health and Wellbeing: Re-Calibrating the SDG Agenda: Concise Guides to the United Nations Sustainable Development Goals (Concise Guides to the United Nations Sustainable Development Goals), Emerald Publishing Limited, pp. i-xix

https://sustainabledevelopment.un.org › content › documents › 1.

<https://en.unesco.org/themes/education/sdgs/material/03>

<https://www.newtimes.co.rw/opinions/improve-health-care-and-education-we-must-change-mindset-and-priorities>

https://en.unesco.org/sites/default/files/selected-resources-sdg3.pdf

<https://www.youtube.com/watch?v=HN9Gz7rCFo4>

<https://www.youtube.com/watch?v=BRqD6bUOsqk>

https://www.un.org/development/desa/disabilities/envision2030.html