

The Struggle for Health – IPHU on Line

Presented by People's Health Movement and International People's Health University

28 June – 17 Oct, 2013

Welcome and introduction

Welcome to the first IPHU On Line (IPOL) for 2013, scheduled to run from 28 June to 17 October 2013. The IPOL program involves 8 units over 16 weeks. Each unit includes readings, exercises and discussion. The full reading program and associated exercises are set out below in this Study Guide.

The course website is at: www.iphu.org/en/ipol. Keep an eye on this page as notices will be posted here from time to time.

Purposes

The purpose of the IPOL program is to provide opportunities for people's health activists to learn, share and plan. Through IPOL (and other movement-building initiatives) PHM aims to strengthen the networks, organisations and movements around the world struggling to achieve 'health for all'. Read more about the PHM vision in the [People's Charter for Health](#).

IPOL also provides basic preparation for participation in one of PHM's face to face IPHU courses. Activists who have successfully completed the IPOL program will be given preference should they apply to participate in future face to face IPHU courses. More about [IPHU](#).

Study program

The IPOL comprises eight topics:

1. activism and the struggle for health
2. social and environmental determinants of health
3. health services
4. political economy of health
5. working across difference
6. global health governance
7. right to health
8. about PHM

Each topic includes:

- a set of learning objectives,
- a reading program,
- a webinar discussion,
- one written exercise (with feedback), and
- one on line small group discussion.

Each topic cycle will take two weeks including the webinar, reading, submitting the written exercise, circulation of feedback and the small group on line discussion. Participants can of course move faster than this if they choose.

Topic	Reminders to be posted	Webinar	Deadline for exercises to be shared	Group Skype conference to be scheduled
Topic-1: Activism and the struggle for health	Fri 28 Jun 13	Sun 30 Jun 13 UTC 1400	Sun 07 Jul 13	Mon 08 Jul through Thu 11 Jul
Topic-2: Social determinants, physical environments and health	Fri 12 Jul 13	Sun 14 Jul 13 UTC 1130	Sun 21 Jul 13	Mon 22 Jul through Thu 25
Topic-3: Health services and health systems	Fri 26 Jul 13	Sun 28 Jul 13 UTC 1200	Sun 04 Aug 13	Mon 05 Aug through Thu 08 Aug
Topic-4: Political economy of health	Fri 09 Aug 13	Sun 11 Aug 13 UTC 1200	Sun 18 Aug 13	Mon 19 Aug through Saturday 22 Aug
Topic-5: Working across difference	Fri 23 Aug 13	Sun 25 Aug 13UTC 1200	Sun 01 Sep 13	Mon 02 Sep through Thu 05 Sep
Topic-6: Global health governance	Fri 06 Sep 13	Sun 08 Sep 13 UTC 1400	Sun 15 Sep 13	Mon 16 Sep through Thu 19 Sep
Topic-7: The Right to Health	Fri 20 Sep 13	Sun 22 Sep 13 UTC1200	Sun 29 Sep 13	Mon 30 Sep through Thu 03 Oct
Topic-8: About PHM	Fri 04 Oct 13	Sun 06 Oct 13 UTC 1200	Sun 13 Oct 13	Mon 14 Oct through Thu 17 Oct

Table 1. IPOL Course Schedule

Small groups

We will be working in small groups who will communicate with each other by email and via Skype (text and voice) or other platforms where preferred. Each small group will have two facilitators who are part of the IPHU family. Each small group will have their own listserv identity. Write to this address and it will go to all the members of your group.

Your facilitator will email you shortly to arrange the first Skype discussion for your group (early in the second week for each topic). You should ensure that your facilitators and all of your group members are 'accepted' as contacts so you can communicate easily by Skype. (See more below about adding contacts in Skype.)

The Course Schedule in Table 1 includes the deadline dates by which your responses to the written exercise for each topic must be shared with the rest of your group. There is no right number of words for the written exercises. If you are a practised wordsmith able to pump out the paragraphs we would urge you to limit your production to perhaps 1000 words. On the other hand if you find writing slow and painful and you would prefer to limit your exercises to say 300-400 words that would be fine too. But please submit something on the due date.

Webinars

There will be an interactive webinar with each topic. The UTC times for these webinars are shown in Table 1 (above). You should go to www.timeanddate.com to convert these UTC times to your own time zone. Keep your eye on the IPOL web page (<http://www.iphu.org/en/ipol2013/webinar>) for any changes to this schedule.

The webinars will be broadcast in real time on YouTube and discussion will be mediated via Skype (text only). The URL for the YouTube broadcast will be notified at the commencement of the webinar via Skype and will also be posted on the IPOL web page.

If you are not already a Skype user, please [download Skype](#) now and start exploring its functions. To join the conversation on the Skype channel you will need to add the PHM/IPHU Skype account (IPOL2013) as a contact. (In the Skype user interface, hit Contacts > Add Contact > Search Skype Directory. Insert 'IPOL2013' and when the name is returned (IPOL2013 with the logo of the IPHU) double click and follow the prompts.)

Internet problems

Please let us know if you have difficulty accessing the web, email or Skype; if so we will try to make alternative arrangements. Write to hserag@phmovement.org with IPOL in the subject line.

Study Guide

Topic 1. Activism and the struggle for health

Learning objectives

- develop a shared understanding of the role of the people's health movement in 'the struggle for health' and the role of a 'people's health activist' in the people's health movement (what does an activist do?);
- identify and analyse the kinds of skills and knowledges needed to support health activism; and identify our own personal learning needs.

Readings

The **background paper** for this topic ([People's Health Activism](#)) provides an overview account of people's health activism and links and references to further reading. It commences with five case studies of activism and some headings for reflection. It includes brief notes on the logic of the social movement and the role of the activist. The paper characterises the elements of activist practice in terms of principles, forms of action and skills. It includes an annex on policy analysis.

Read the case studies of health activism in the background paper:

- the Promotores de Salud in Guatemala
- Community monitoring in India
- Treatment Action Campaign
- Universities Allied for Essential Medicines
- WHO Watch

Reflect on the three analytical questions used in the paper:

- what were the large scale dynamics of social change that the activists were engaging with?
- what were strategies (drivers of change) deployed by these activists?
- which of the 'levers of power' (inspiration, delegitimation, mass refusal, practising differently, others) can we discern in these episodes?

Read also also [the story of the Green Area of Morro da Policia](#). Reflect on these analytical questions here also: the large scale dynamics of social change with which the activists were engaging; the strategies deployed by the activists, and the levers of power they were accessing.

The background paper identifies the elements of activist practice in terms of principles, forms of action and skills. Do these make sense? What is missing?

Webinar

The webinar for this Topic will feature Maria Hamlin Zuniga and is scheduled for Sunday 30 June at UTC 1400. You will need to go to www.timeanddate.com to convert this date/time to your own time zone. Even if you are unable to attend the webinar live a recording of it will be available on YouTube. The URL for the recorded webinar will be posted on the IPOL web page (www.iphu.org/en/ipol).

Exercise

Identify an episode of social change relating to health which involved popular struggle (like the campaigns linked above); hopefully this will be an episode that you were involved in; otherwise find such an episode in the literature or on the web (other than those referred to above).

Prepare a brief description of the background, context and what happened. Identify:

- the large scale dynamics of social change that the activists were engaging with;
- the strategies deployed by the activists; and
- the levers of power which they sought to access.

Discuss the theories of social and political change which might have informed the work of the activists.

Share your ideas with the other members of your group by email; be prepared to report on your thinking in our first small group Skype discussion. (Responses to this first exercise to be shared with your group by Sunday 7 July.)

Skype discussion

(To be scheduled sometime between Monday 8 and Thursday 11 July; to be finalised within the group)

- Have you had logistic problems?
- How did you find the readings?
- Share briefly your chosen episode of activism.
- What is a people's health activist?
- Comment on each others' written exercises.
- Foreshadowing of next topic.

Topic 2. Social determinants, physical environments and health

Learning objectives

- identify the range of social and environmental determinants which affect the health of our communities;
- be broadly familiar with the evidence regarding the pathways and mechanisms through which social determinants and physical environments shape the health chances of communities;
- be familiar with the political and economic dynamics, from national to global, which reproduce health damaging environments;
- be familiar with the principles of comprehensive primary health care and the dynamics and pathways through which PHC can support action on the social and environmental determinants of health;
- be familiar with the broad range of strategies which may be used to address the social and environmental determinants of health;
- be skilled in planning campaigns and other initiatives which will help to address the social and environmental determinants of health;
- be familiar with 'other social movements' which are working on environmental issues and issues which are also social determinants of health;

- be aware of the opportunities for collaborative projects and campaigns involving the people's health movement and the other social movements, at local, national and global levels.

Readings

WHO Commission on Social Determinants of Health

- [Final Report](#)
- [Knowledge Network Reports](#)
- [Report of the Civil Society Consultation.](#)

[SDH page in IPHU Library](#)

[SDH page on WHO Watch site](#)

[Environment and Health page on IPHU Library](#)

GHW1:

D1: [Climate change](#)

D2: [Water](#)

D3: [Food](#)

D4: [Education](#)

D5: [War](#)

GHW2:

[C1: Carbon trading and climate change](#)

[C2: Terror, war and health](#)

[C3: Reflections on globalisation, trade, food and health](#)

[C4: Urbanisation](#)

[C5: The sanitation and water crisis](#)

[C6: Oil extraction and health in the Niger Delta](#)

[C7: Humanitarian aid](#)

[C8: Education](#)

GHW3:

[C1. The Global Food Crisis](#)

[C2. Conflict, Information and Right to Health](#)

[C3. Trade and Health](#)

[C4. The Future is Now: Genetic Promises and Speculative Finance](#)

[C5. Climate Crisis](#)

[C6. Challenging the Population Climate Connection](#)

Webinar

The webinar for this Topic will feature Fran Baum and is scheduled for Sunday 14 July at UTC 1130. You will need to go to www.timeanddate.com to convert this date/time to your

own time zone. Even if you are unable to attend the webinar live a recording of it will be available on YouTube. See the IPOL webpage for the URL.

Exercise 2. PHM's Health for All Campaign

PHM has adopted a series of priorities under its Health for All Campaign including: [extractive industries](#), [trade and health](#), [fair and healthy work](#), [gender and health justice](#), food sovereignty, and health systems.

Can you select one of these priorities and suggest how PHM country circles (or perhaps your own circle) might organise and develop a campaign around that priority? How do you analyse the problem? What strategies have you considered what is your suggested program of action?

Share your thoughts with the other members of your group and be prepared to comment in our online discussion.

(Exercise responses to be posted by Sunday 21 July.)

Skype Discussion for Topic 2

(To be scheduled between Mon 22 and Thurs 25 July.)

- Have you had logistic problems?
- Which of the readings did you read? Can you summarise and comment?
- Comment on each others' exercises.
- Foreshadowing of next topic, 'working across difference'.

Topic 3. Health services and health systems

Learning objectives

- become more familiar with the language of health systems policy: the jargon, the theories, the principles, the cases;
- become more familiar with the main debates in health systems policy globally, including the arguments at the technical level as well as the politics of those debates;
- become more familiar with the links between global debates over health system policies and the politics of globalisation;
- become more familiar with the principal debates regarding health policy nationally including the technical arguments and the political dynamics;
- be more skilled in policy analysis and policy development at the local, national and global levels.

Readings

See background paper: [Health systems strengthening](#)

Global Health Watch 3 (2011):

- [B1 Primary health care](#)
- [B2 Financing health care](#)
- [B3 Health financing models that work](#)
- [B4 Dysfunctional health systems](#)

See [Health Services page](#) in IPHU Library for more extended background and further readings.

Webinar

The webinar for this Topic will feature David Sanders and is scheduled for Sunday 28 July UTC 1200. You will need to go to www.timeanddate.com to convert this date/time to your own time zone. Even if you are unable to attend the webinar live a recording of it will be available on YouTube.

Exercise 3.

What are the 'hot topics' in health systems development in your country? What are the main policy issues in debate? Who are the main players?

How well prepared is PHM to participate in this debate?

How could PHM build its capacity to participate more effectively in these debates?

(Responses to be posted by Sunday 4 August)

Skype Discussion

(To be scheduled between Mon 5 and Thurs 8 Aug.)

- Have you had logistic problems?
- How did you find the readings?
- Comment on each others' written exercises.
- What could PHM be doing more broadly to be more effective in the politics of health system development?
- Foreshadowing of next topic, 'social and environmental determinants'.

Topic 4. Political economy of health

Learning objectives

- develop the background knowledge and conceptual tools for analysing the political and economic structures and dynamics (at the local, national and global levels) which frame the determinants of health and which frame health policy and funding directions;
- develop the analytical skills needed to apply such tools to the analysis of a particular set of health issues and for strategising around possible actions.

Readings

The discipline of political economy seeks to locate economic analyses within their political context and seeks to understand the interplay between politics and economics. This perspective is critical for understanding the roots of various health 'wrongs' (denials of the right to health) and the stability of the regime which reproduces such 'wrongs'. It is critical for evaluating strategic options in the struggle for health.

Start your reading on globalisation on the [Political Economy of Health](#) page of the IPHU site and from there click to [Globalisation and Health](#).

The [globalisation knowledge network](#) of the WHO Commission on SDH states that over the last 15 years there has been a net flow of wealth from the global South to the Global North. Reflect on the mechanisms mediating such resource flows.

Navigate also to [Chapter A1 of GHW3](#). What is the picture of globalisation that emerges from this chapter?

Webinar

The webinar for this Topic will feature Amit Sen Gupta and is scheduled for Sunday 11 August, UTC 1200. You will need to go to www.timeanddate.com to convert this date/time to your own time zone. Even if you are unable to attend the webinar live a recording of it will be available on YouTube.

Exercise 4

What are some of the main trade agreements which your country is party to (or is negotiating)? What are the main avenues, positive and negative, through which such trade agreements might affect population health? Share your thoughts with the other members of your group.

(Responses to be posted by Sunday 18 August.)

Skype Discussion

(To be scheduled between second Monday 19 Aug and Thurs 22 Aug, to be arranged.)

- Have you had logistic problems?
- How did you find the readings?
- What are the avenues through which trade relations affect population health?
- Comment on each others' written exercises.
- Foreshadowing of next topic.

Topic 5. Working across difference

Learning objectives

- a heightened reflexivity regarding our own assumptions, attitudes and practices in relation to 'others' who are 'different'; likewise a heightened reflexivity regarding the culture and norms of the organisations of which we are part;
- a clearer understanding of the mutually reinforcing links between ideology, institutional structures and interpersonal practice in maintaining inequality and oppression across various axes of difference (gender, race, class, caste, etc) and the implications of this understanding for strategy and practice;
- a broadened range of strategic options for organising at the local, national and global level to address the health consequences of unequal relations across gender, class, race, caste etc.

Readings

See [Working across Difference](#) in IPHU Library. See in particular the 'Discussion Questions about Activist Practice'

Webinar

The webinar for this Topic will feature Sarojini and is scheduled for Sunday 25 August, UTC 1200. You will need to go to www.timeanddate.com to convert this date/time to your own time zone. Even if you are unable to attend the webinar live a recording of it will be available on YouTube.

Exercise 5. Patriarchy

How does patriarchy determine maternal health? Share your thoughts and prepare for online discussion. (Responses to be posted by Sunday 1 Sept.)

Skype Discussion for Topic 5

(To be scheduled between Mon 2 and Thurs 5 Sept)

- Have you had logistic problems?
- How did you find the readings?
- How does patriarchy determine maternal health? Where does patriarchy come from? How does PHM address patriarchy?
- Comment on each others' written exercises.
- Foreshadowing of next topic, 'global health governance'.

Topic 6. Global health governance

Learning objectives

- deeper understanding of the concept of governance and governance reform as a common approach to all of the various different health care and SDH issues that we care about;
- deeper understanding of the structures and dynamics of governance at the global, national and local issues;
- sharper clarity regarding the power relations which shape the structures and dynamics of governance and the requirement to change those power relations as a condition for achieving 'health for all';
- a clearer understanding of PHM's 'Democratising Global Health Governance Initiative'; in particular, the principle of addressing the local priority issues in ways which also address the global dimensions of those issues;
- understanding the place of WHO Watch in this initiative; how WHO Watch works and how WHO-Watch can contribute to 'thinking globally, acting locally'.

Readings

GHW1 (2005)

- E1: [World Health Organization](#)
- E2: [UNICEF](#)
- E3: [World Bank and International Monetary Fund](#)
- E4: [Big business](#)
- E5: [Aid](#)
- E6: [Debt relief](#)
- E7: [Essential health research](#)

GHW2 (2008)

- [D1.1: The global health landscape](#)
- [D1.2: The World Health Organization and the Commission on the Social Determinants of Health](#)
- [D1.3: The Gates Foundation](#)
- [D1.4: The Global Fund to Fight AIDS, Tuberculosis and Malaria](#)
- [D1.5: The World Bank](#)

GHW3 (2011)

- [D1](#). WHO: Captive to Conflicting Interests
- [D2](#). UNICEF and the Medicalisation of Malnutrition in Children
- [D3](#). Conflict of Interest Within Philanthrocapitalism
- [D4](#). The Pharmaceutical Industry and Pharmaceutical Endeavour
- [D5](#). Health and Global Security: Reasons for Concern
- [D6](#). International Health Partners+: Glas Half Full or Half Empty

Visit the WHO Watch website (www.ghwatch.org/who-watch) and browse through the introduction, the events, the regions and the topics. Scan some of the PHM statements tabled at the most recent governing body meeting.

Browse to the website documenting the most recent (or forthcoming) meeting of the regional committee for WHO in your region and browse through the issues being discussed.

Webinar

The webinar for this Topic will feature Hani Serag and is scheduled for Sunday 8 September, UTC 1400. You will need to go to www.timeanddate.com to convert this date/time to your own time zone. Even if you are unable to attend the webinar live a recording of it will be available on YouTube.

Exercise 6. GHG

Select an issue being discussed in one of WHO's governing bodies (EB, WHA or RC) which has particular relevance to one or more priority health issues in your country. Read the current WHO documents on this issue. What is at issue in the WHO debates over this issue? How did it get onto the agenda? Who is pushing for what outcomes? What should PHM's position be: (i) globally at WHO; (ii) nationally? (Hint: you can access most of WHO's governing body reports and resolutions from <http://apps.who.int/gb/>).

Prepare a brief paper on this issue for circulation to PHM networks in your country.

(Responses to be posted by Sunday 15 Sept.)

Skype Discussion for Topic 6

(To be scheduled between Mon 16 and Thurs 19 Sept.)

- Have you had logistic problems?
- How did you find the readings?
- What was the issue you chose to work on? What did you suggest for PHM locally?
- Comment on each others' written exercises.
- Foreshadowing of next topic, 'the right to health'.

Topic 7. The Right to Health

Learning objectives

- be more familiar with existing international covenants that give legal force to the right to health;
- understand more deeply the basic principles of the human rights approach to the struggle for health;

- be more familiar with case studies where the rights approach has been used successfully
- be more familiar with the power and the limitations of the rights approach;
- be more familiar with PHM's use of the RTH as a unifying principle giving coherence to different struggles around health care and the SDH in different settings.

Readings

GHW3: [E2: the right to health: from concept to action](#).

The human rights paradigm provides a powerful, persuasive and authoritative framework for mobilizing around health care and the social determinants of health. Fundamentally the rights paradigm reinforces the legitimacy of saying, 'this is wrong!'; 'we shall campaign to right this wrong'.

The legal and conceptual frameworks through which human rights are institutionalised and elaborated enshrine a consensus around what is right and what is wrong which, with the various treaties and commissions, provides strong authority around the right to health. Read [General Comment 14](#) which is the main official document explaining the Right to Health. Visit also the [Special Rapporteur \(for the UN High Commission on Human Rights\) on the Right to Health](#).

See [RTH page](#) on IPHU Library site. Read key documents linked from there.

PHM sees the right to health as an umbrella framework within which our campaigns and projects are implemented and which gives them authority. As such it plays a key role in authorizing and inspiring local groups, country circles, thematic networks in developing their campaigns and carrying out their activities.

At the third People's Health Assembly in Cape Town in July 2012 participants identified a number of priority issues where campaigns could be developed on an international basis. Internationalising these campaigns would strengthen local action and strengthen global action.

PHM proposes that these campaigns regarding both health care and the social determinants of health (SDH) should draw upon the right to health and be progressed under the broad umbrella of the *Health for All Campaign*.

Specific campaigns proposed around the social determinants of health include:

- food sovereignty;
- [fair trade and health](#);
- [regulation of extractive industries](#);
- [gender and health justice](#); and
- war and occupation.

Campaigns proposed around access to quality health care include:

- community monitoring of health service delivery;
- sexual and reproductive health rights;
- universal health coverage;
- community health workers;
- quality use of medicines; and

- against privatization and austerity policies.

Many of these topics deal with both social determinants and health care. For example, debates around intellectual property rights, in relation to trade agreements clearly concern access to medicines and health care. Sexual and reproductive rights encompasses gender based violence and maternal mortality. Food sovereignty and extractive industries both have a significant trade component.

Webinar

The webinar for this Topic will feature Claudio Schuftan and Abhay Shukla and is scheduled for Sunday 22 September, UTC 1200. You will need to go to www.timeanddate.com to convert this date/time to your own time zone. Even if you are unable to attend the webinar live a recording of it will be available on YouTube.

Exercise 7. The right to health

Select one of the proposed campaigns (listed above) which would have particular relevance in your country or in your work. In what sense does the ‘right to health’ give authority and drive to this campaign? Sketch how you would like to see this campaign unfold, including local actions, global actions and international collaborative actions.

Share your thinking with the other members of your group and prepare for the on line discussion

(Responses to be posted by Sunday 29 Sept.)

Skype Discussion

(To be scheduled for sometime between Mon 30 Sept and Thurs 3 Oct.)

Have you had logistic problems?

- How did you find the readings?
- The PHM campaign you would like to see?
- Comment on each others’ written exercises.
- Foreshadowing of next (and final) topic, ‘about PHM’.

Topic 8. About PHM

Learning objectives

- understand the activist orientation which defines PHM;
- be familiar with the People’s Charter for Health, including not just the commitments but the underlying logic and assumptions;
- be familiar with the various civil society movements in your country or region which are struggling around the social determinants of health and the right to decent health care;
- critically appraise the degree to which PHM is integrated within this network of organisations and movements in your country and how PHM is working to strengthen the broad ‘health for all’ movement;
- critically appraise the strength and direction of PHM in your country and region;
- reflect on what might be needed to strengthen PHM in your country and region.

Readings

PHM (www.phmovement.org) is made up of ‘country circles’ and a number of global networks. Between PHAs it is governed by the global Steering Council.

The People’s Charter for Health (<http://www.phmovement.org/en/resources/charters/peopleshealth>) is the foundational document of PHM. It was developed before and during the first People’s Health Assembly and adopted in the final session of the Assembly. The Charter reflects the broad commitment which holds PHM together. Take the Quiz (<http://www.iphu.org/files/phcquiz.html>).

Browse through the PHM website (www.phmovement.org), in particular, browse through:

- the People’s Health Assemblies (Savar in 2000; Cuenca in 2005; Cape Town in 2012)
- the country circles and their websites; and
- the news and analysis department.

Read the background paper [Building PHM](#)

Webinar

The webinar for this Topic will feature David Sanders and is scheduled for Sunday 6 October, UTC 1200. You will need to go to www.timeanddate.com to convert this date/time to your own time zone. Even if you are unable to attend the webinar live a recording of it will be available on YouTube.

Exercise 8. Building PHM

Describe and evaluate how PHM operates in your country. What are the strengths and weaknesses? What sorts of strategies should PHM activists in your country adopt to build the movement?

Share your thoughts with the other members of your group and be prepared to comment in our online discussion.

(Responses to be posted by Monday 13 Oct.)

Skype Discussion for Topic 8

(To be scheduled between Mon 14 and Thurs 17 Oct.)

- Have you had logistic problems?
- How did you find the readings?
- How can we build PHM?
- Comment on each others’ written exercises.
- Review and evaluation of IPOL; check the learning objectives for each topic; how did we go?

Completion

Participants will receive an email request to fill in the on line evaluation questionnaire.

Certificates of completion will be mailed out (to those completing the questionnaire).

A final facilitators’ evaluation meeting will be arranged.