



Bridging the Global-Local Divide in Academia: Best Practices and Models

Peace Corps: a Remarkable Model for Global/Local Education and Practice



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Peace Corps' Mission

To promote world peace and friendship by fulfilling three goals:

1. To help the people of interested countries in meeting their need for trained men and women
2. To help promote a better understanding of Americans on the part of the peoples served
3. To help promote a better understanding of other peoples on the part of Americans



GOAL 2

To help promote a better understanding of Americans on the part of the peoples served



Second Goal

- PCVs are placed in communities that may have little exposure to Americans and those Americans are part of the community
- PCVs live in those communities - often with host families
- PCVs are selected, trained and supported for their ability to achieve this engagement, just as they are for the work they do



GOAL 3

To help promote a better understanding of other peoples on the part of Americans



The Office of Third Goal and Returned Volunteer Services (3GL)

- World Wise Schools
 - Free cross-cultural learning resources to promote cultural awareness, broaden perspectives, and encourage service among students
 - Enables educators to connect their classrooms with current and Returned PCVs
- PC Blogs and Blog it Home
(<http://passport.peacecorps.gov/>)



3GL, cont.

- Peace Corps Partnerships Program
 - Connects interested people to the pressing needs in developing communities where PCVs serve
 - Donors provide either cash or in-kind donations, up to USD \$10,000
- Peace Corps Prep
 - Helps undergraduates prepare to be highly effective PCVs, with a focus on sector-specific skills, foreign language proficiency, and intercultural competence



3GL, cont.

- Master's International
 - Students incorporate 27 months of Peace Corps service into their Master's, for example Peace Corps and the University of Maryland School of Social Work
- Paul D. Coverdell Fellows Program
 - Financial assistance offered to RPCVs. Fellows complete internships in underserved American communities, allowing them to bring home, and expand upon, the skills they learned as Volunteers



3GL, cont.: *Bonus*

- Health RPCVs are future public health leaders
 - 3rd year volunteer opportunities: language capability and cultural awareness
 - Public health degrees
 - Careers with U.S. government (NCE) and non-governmental organizations



GOAL 1

To help the people of interested countries in meeting their need for trained men and women



FOCUS IN/TRAIN UP MENU

The Peace Corps Health Sector Schematic

| | | | | |
|---|--|--|---|---|
| Global Sector Competency | <p align="center">Support community capacities to apply life-saving interventions in addressing global health issues</p> <hr/> <p align="center">Global Health Sector Training Package</p> | | | |
| Sector Competencies | <p align="center"><i>Support HIV Prevention and Care</i></p> | <p align="center"><i>Foster Improved Maternal, Neonatal and Child Health</i></p> | <p align="center"><i>Advance Community Health</i></p> | <p align="center"><i>Promote Healthy Living</i></p> |
| Project Areas Project Activities/ Training Packages <div data-bbox="220 948 487 1114" style="background-color: #f4a460; padding: 5px; margin-bottom: 10px;"> Monitoring, Reporting & Evaluation </div> <p><u>KEY to Abbreviations:</u></p> <p>¹ Orphans and Vulnerable Children</p> <p>² Noncommunicable Disease</p> | <div data-bbox="554 716 856 870" style="background-color: #f4a460; padding: 5px; text-align: center;"> HIV MITIGATION </div> <div data-bbox="554 870 856 1000" style="background-color: #f4a460; padding: 5px; text-align: center;"> HIV Prevention <small>(Behavioral, Biomedical, Structural)</small> </div> <div data-bbox="554 1000 856 1130" style="background-color: #f4a460; padding: 5px; text-align: center;"> HIV Care, Support, and Treatment </div> <div data-bbox="554 1130 856 1243" style="background-color: #f4a460; padding: 5px; text-align: center;"> Community Care of OVC¹ </div> | <div data-bbox="898 716 1201 870" style="background-color: #f4a460; padding: 5px; text-align: center;"> MATERNAL, NEONATAL AND CHILD HEALTH </div> <div data-bbox="898 870 1201 1000" style="background-color: #f4a460; padding: 5px; text-align: center;"> Maternal and Neonatal Care </div> <div data-bbox="898 1000 1201 1130" style="background-color: #f4a460; padding: 5px; text-align: center;"> Infant and Young Child Health </div> <div data-bbox="898 1130 1201 1260" style="background-color: #f4a460; padding: 5px; text-align: center;"> Early Child Development </div> <div data-bbox="898 1260 1201 1373" style="background-color: #f4a460; padding: 5px; text-align: center;"> Malaria Prevention and Control </div> | <div data-bbox="1243 716 1545 870" style="background-color: #f4a460; padding: 5px; text-align: center;"> ENVIRONMENTAL HEALTH </div> <div data-bbox="1243 870 1545 1000" style="background-color: #f4a460; padding: 5px; text-align: center;"> WASH: Water, Sanitation, and Hygiene </div> <div data-bbox="1243 1000 1545 1130" style="background-color: #f4a460; padding: 5px; text-align: center;"> Improved Cookstoves </div> | <div data-bbox="1587 716 1890 870" style="background-color: #f4a460; padding: 5px; text-align: center;"> LIFE SKILLS FOR HEALTHY BEHAVIORS </div> <div data-bbox="1587 870 1890 1000" style="background-color: #f4a460; padding: 5px; text-align: center;"> NCD² Mitigation and Nutrition </div> <div data-bbox="1587 1000 1890 1130" style="background-color: #f4a460; padding: 5px; text-align: center;"> Alcohol and Substance Use Prevention </div> <div data-bbox="1587 1130 1890 1276" style="background-color: #f4a460; padding: 5px; text-align: center;"> Youth Sexual and Reproductive Health </div> |

Note: This schematic represents the sector globally; a focused-in project would not attempt to work in all of these areas. Please refer to the Health Sector Guidance for more information regarding focusing in.



PCLive

PCLive HOME LIBRARY LEARN & EXPLORE LOGIN/REGISTER

PEACE CORPS KNOWLEDGE HUB

PCLive is an online platform that facilitates the exchange of agency and community-authored knowledge and information among staff, Volunteers, and the larger international development community.

SEARCH LIBRARY NOW JOIN A COMMUNITY

Feedback

| | | | |
|--------------------|-------------------|-----------|-------------------------|
| | | | |
| 664 | ~1,200 | 57 | 13 |
| Staff & Volunteers | Downloads & Links | Countries | Communities of Practice |





Diarrhea

Immunizations



Family Planning



Early/Exclusive Breastfeeding



Iron Folate for WRA



Malaria



ARIs



Newborn Care

PMTCT

WASH



Accelerator Behaviors



President's Malaria Initiative

- Goal: reduce malaria-related mortality by expanding coverage of four highly effective malaria prevention and treatment measures:
 - insecticide-treated mosquito nets (ITNs)
 - indoor residual spraying (IRS) with insecticides
 - intermittent preventive treatment for pregnant women (IPTp)
 - prompt use of artemisinin-based combination therapies (ACTs) for those who have been diagnosed with malaria
- Peace Corps' role



Ebola – PC's emergency response

- Created training package for PCVs, using CDC materials
- PCVs and PC staff served as the local 'cultural' experts for CDC's emergency response on the ground
- PCVs trained HCWs



PEPFAR's Evolution

From Emergency Response to Sustainable Impact for an AIDS-free Generation

2003 – 2007: PEPFAR I

- Emergency response
- Delivering prevention, care, & treatment services
- Building & strengthening health systems to deliver HIV services

2008 – 2012: PEPFAR 2

- Shift from emergency to sustainable response
- Shared responsibility & country-driven programs
- Scaling up core interventions (ART, PMTCT & VMMC) for impact

2013-2018: PEPFAR 3

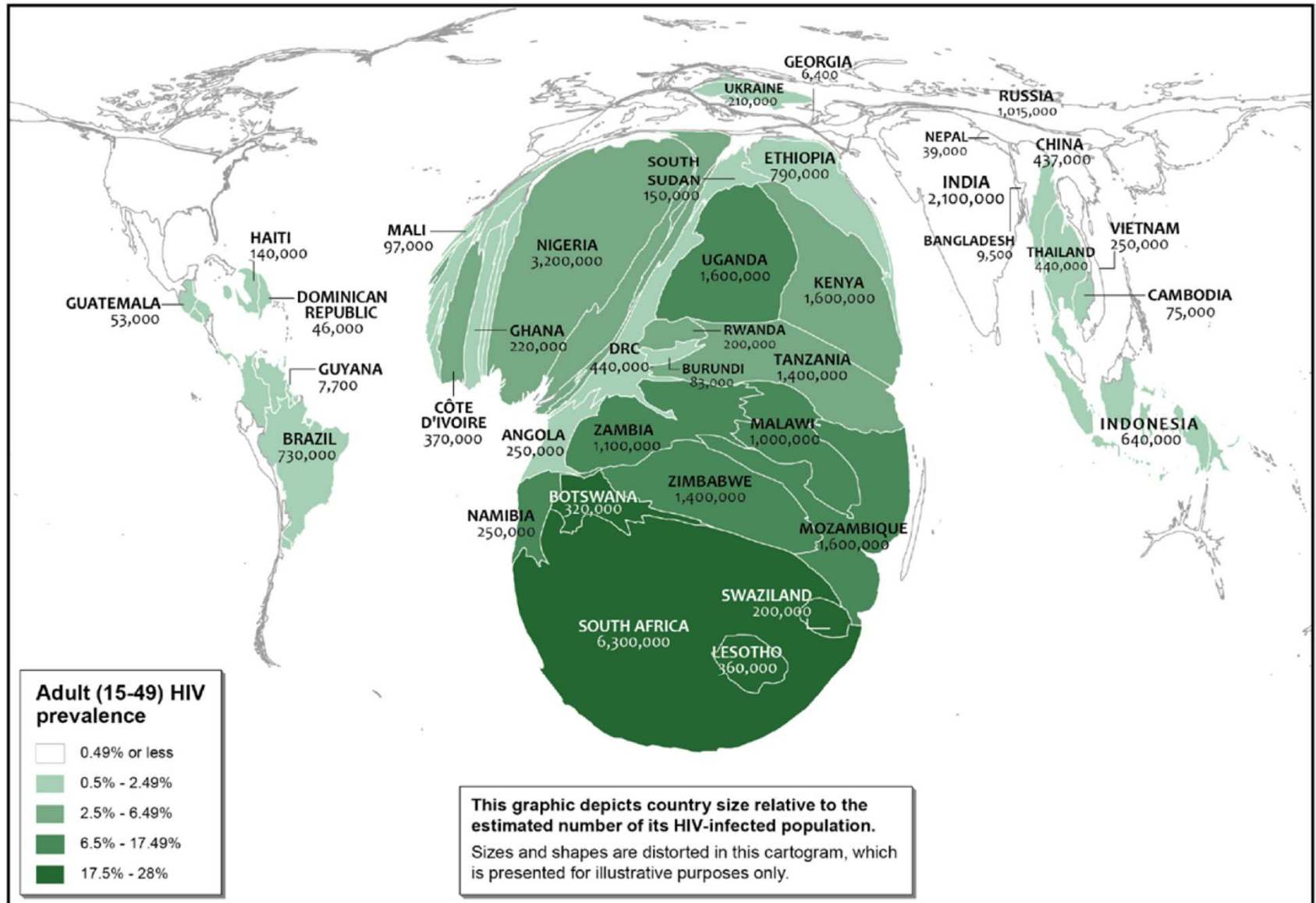
- Sustainability & shared responsibility
- Quality, oversight, transparency, & accountability for impact
- Accelerating core interventions for epidemic control



HIV Prevalence & PLHIV, 2013



HIV Prevalence and Estimated Number of Adults and Children Infected with HIV, 2013

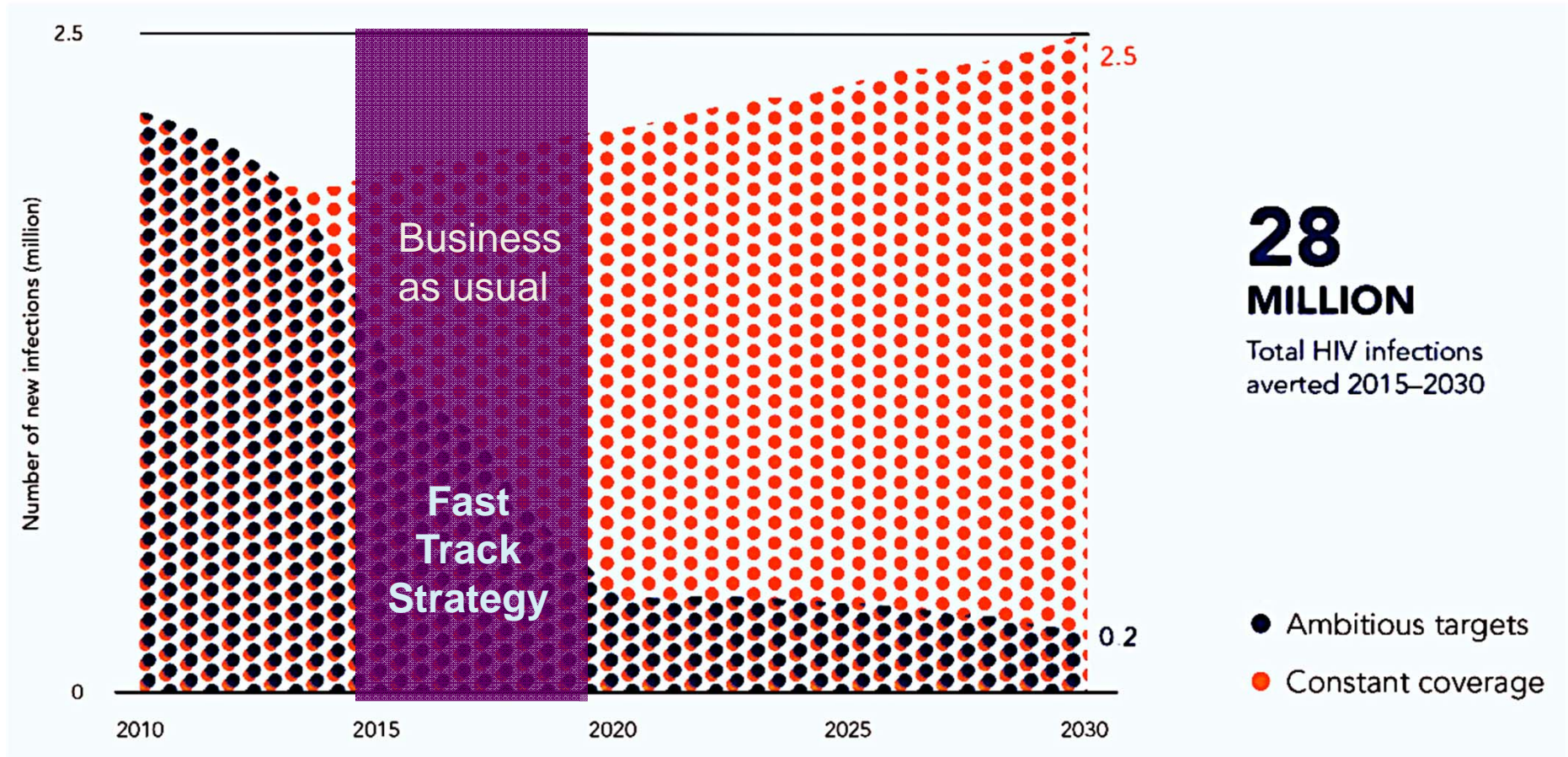


UNCLASSIFIED

Sources: WHO; CDC; UNAIDS; National Health and Family Planning Commission of The People's Republic of China

February 20, 2015 U1183 STATE (HIU)

We have a **5**-YEAR WINDOW



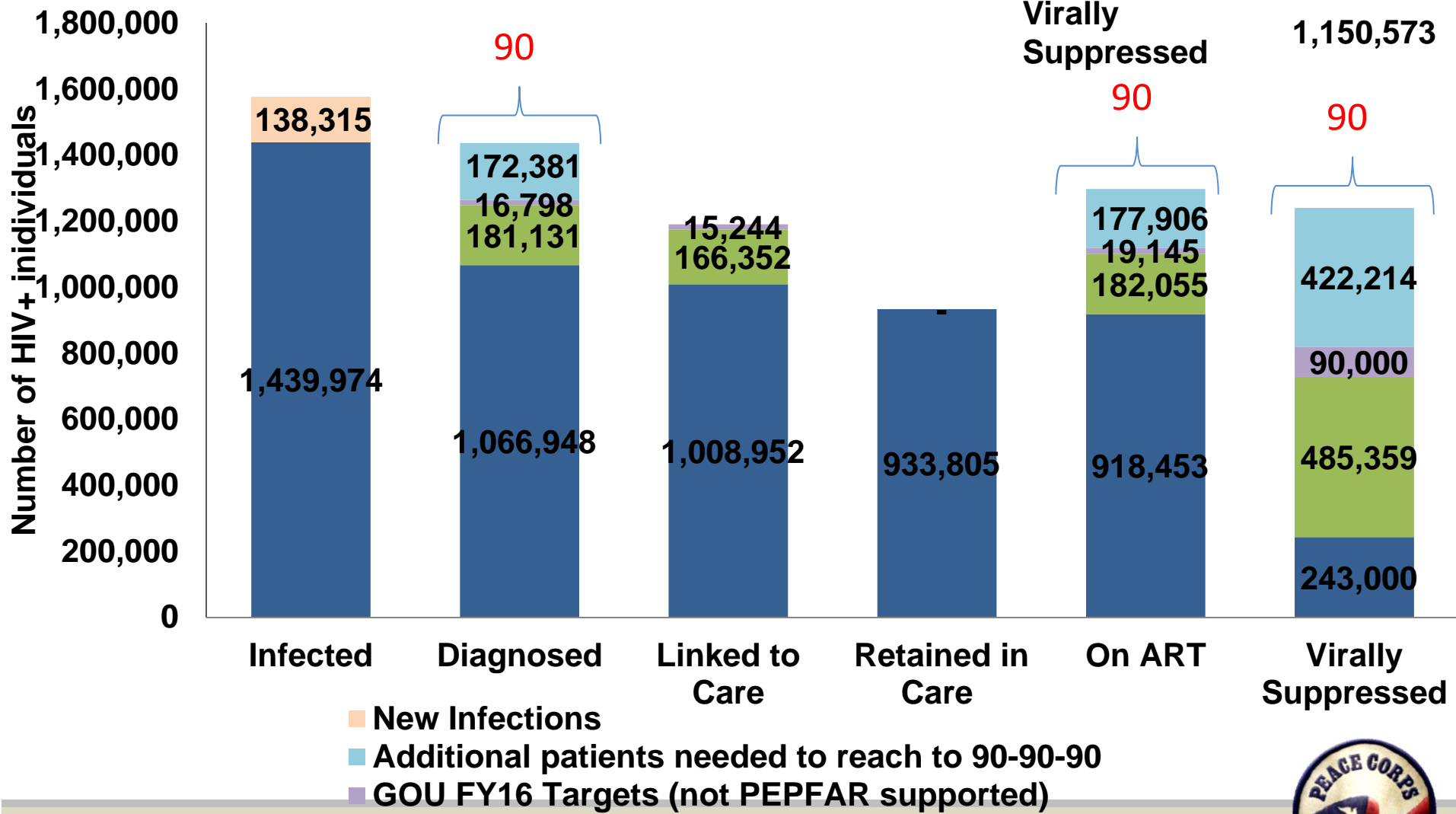
Source: UNAIDS, 2015



90:90:90 is within Uganda's reach

90-90-90 TARGETS

| | |
|--------------------|-----------|
| Infected | 1,578,289 |
| Diagnosed | 1,420,260 |
| On ARVs | 1,278,414 |
| Virally Suppressed | 1,150,573 |



PEPFAR



The U.S. Response to the Global AIDS Crisis



PEPFAR Strategy

RIGHT THING

The core interventions to maximize epidemic impact.

RIGHT PLACE

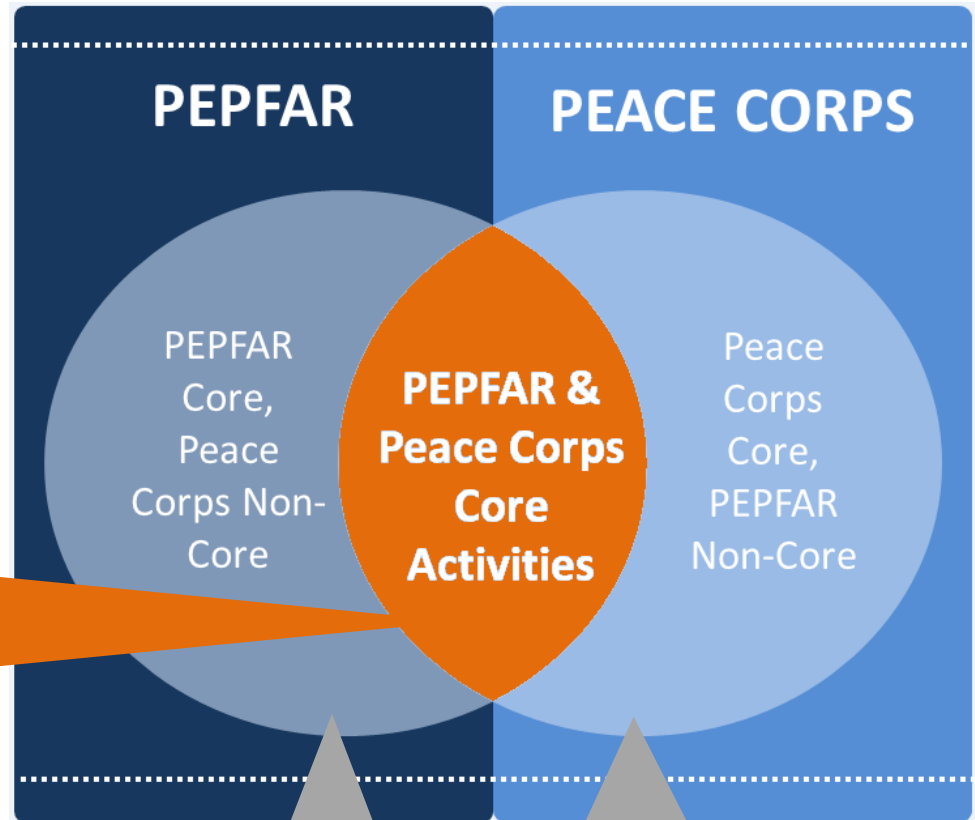
Geographically-focused interventions, reaching those most affected.

RIGHT NOW

Assuring HIV services are provided at the time they are needed.



PEPFAR & Peace Corps



PEPFAR & Peace Corps Core

Target Populations | **Youth, Young Mothers, PLHIV, OVC**

Build target group HIV knowledge and skills by promoting healthy behaviors (strong life skills) through:

- Camps
- Clubs
- Grassroots Soccer
- In-school program

Mobilize target populations, linking to key services:

- HTC
- VMMC
- PMTCT
- ART
- Condoms
- Supply Chain

PEPFAR Core Peace Corps Non-Core

- Interventions with key populations (MSM, FSW, etc.)

Peace Corps Core PEPFAR Non-Core

- Other health interventions to support Care & Treatment (MNH, Nutrition, Malaria)
- Economic Empowerment (VSCC)
- School Programs (CBBI)
- Permagardening

HIV Bootcamps

- Improved training curricula
- Usable skills and resources to do meaningful and effective work
- Skills and confidence to be able to implement evidence-based activities at site
- Evidence-based and up-to-date packages that meet the minimum standards required by PEPFAR
- Skills to mobilize community members and link them to HIV services



HRH Challenges in Medical and Nursing Education

- Schools limited in size and number
- Faculty shortages
- Lack of infrastructure and equipment
- Limited advanced training
- Emigration of graduates
- **Shortage of clinical mentoring and supportive supervision of students**



❖ **GHSP clinicians spent over 11,000 hours providing clinical instruction in each of the first 2 years of the program**



Who Were Our 2014-15 Volunteers?

Physician Educators -

- Internal Medicine - 6
- Pediatrics - 5
- OB/GYN - 2
- Family Medicine - 2
- Anesthesia - 1
- Surgeons - 2
- Emergency Medicine - 1

Nurse Educators -

- Medical-Surgical - 7
- Midwifery/Women's Health - 3
- Public/Community Health - 5
- Pediatrics - 2
- Mental Health - 2
- ICU - 2
- Master's program development & mentoring - 2

SEED
GLOBAL HEALTH



“Realities from the Field” (RFF)

- Presentation and Panel Discussion
- Volunteer led and facilitated
- Topics chosen are relevant to PCV experiences and Post development and diplomatic priorities
- Audience can include PEPFAR Management Team, Mission staff, stakeholders, development partners, implementing partners etc.



Realities from the Field → Real Impact

- PCVs check for supplies of ARVs, test kits, and condoms at local and district facilities
- Third year PCVs train others in supply chain management to ensure supplies reach patients in communities
- PCVs work with the Logistics Management Unit of the MOH to provide insights into community level realities
- Presentation to U.S. Ambassador and PEPFAR Management team (heads of U.S. government agencies)
 - **Volunteer observations led to cancellation of supply chain contract and major changes to country's supply chain management systems.**



