

Sumer Social Innovation Course Project

Ancestral Health Care Promotion

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## Ideation

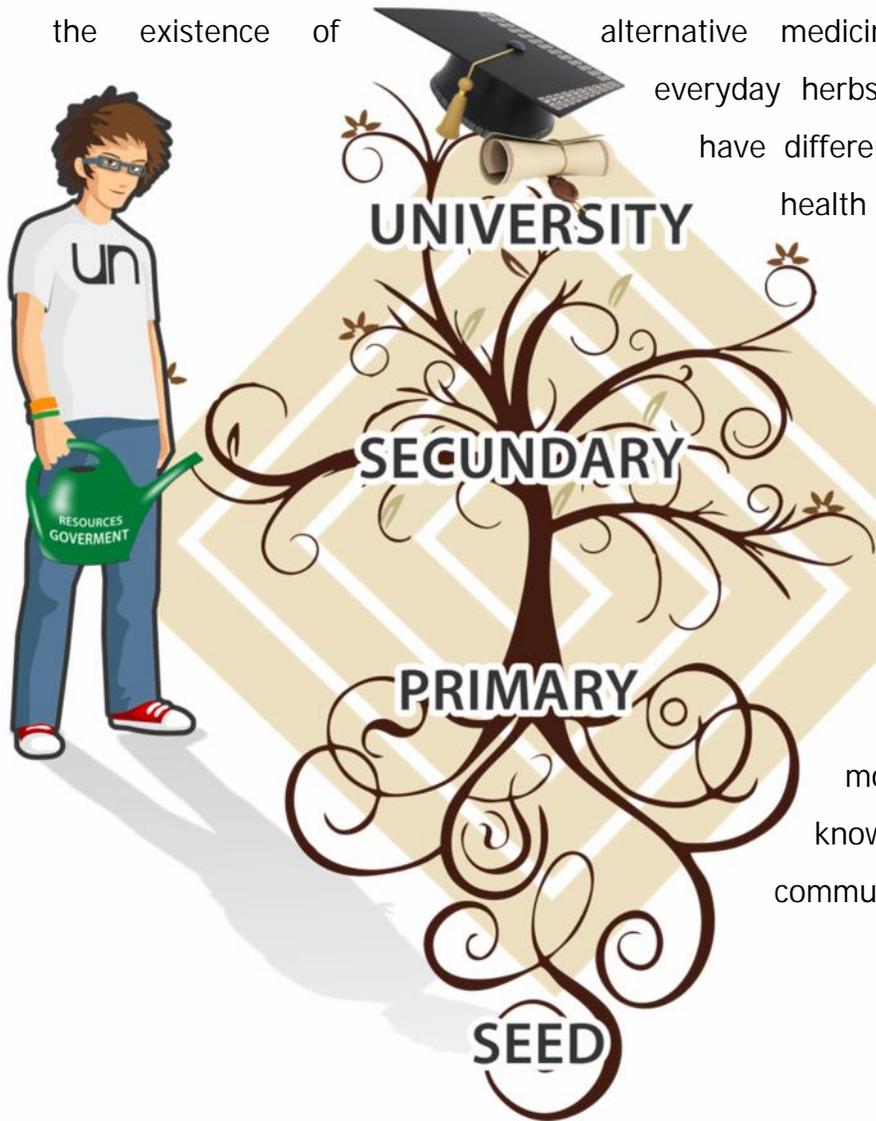
The global overview for the twenty-first century appears to be dominated by scientific thought and philosophical materialist, which has brought humanity to live a paradigmatic transition, now had a tax precepts for a long time for religion to new standards paradigmatic own rationalist thought. This phenomenon has permeated many areas of knowledge bringing with it the loss of recognition of praxis as an empirical process of obtaining valid knowledge for problem solving.

One of the fields of applied knowledge most affected has been the area of medicine, because its scope of work involves interaction of doctors with different types of cultures. All the cultures have immersed a series of customs inherited from the oral tradition , this feature of nature is often attacked by the medical practices of scientific knowledge from the secrecy raised from rational.

In this way Colombia is a country with a rich cultural diversity, according to figures from the National Statistics Department (DANE) Colombia 710 indigenous features distributed throughout the territory, therefore is also rich in traditional methods to cure diseases. However, in the processes of interaction of these knowledge with modern medicine undermines the validity of their procedures, which results in the loss of traditions and empirical knowledge. Against this background it is not difficult to conclude that we are dealing with exclusion of ancestral knowledge, caused by secrecy in medical procedures offered at hospitals and health centers offered throughout the Colombian territory.

## Intervention

In the development of this work we are going to use a participatory-interactive methodology focused on the inclusion in the academic curriculum of the recognition of the existence of



alternative medicines that primarily include everyday herbs and permeated by culture have different connotations and uses in health care.

The field of education as schools, colleges and universities, is central to the progressive development of awareness and cultural motivation to assess and gain knowledge from other communities and cultural groups.

The Methodology Is Build On The Following Phases

Inclusion Of Actors: first stay were developed in strategic network-allied actors as health ministry-education-culture and beneficiaries of the idea put forward such as educational institutions and people that will guide these processes internally and externally along with family and community. They create a climate that encourages the establishment of relations between scientific knowledge and ancestral.

Validation Of Knowledge: It will be mediated by the scientific characterization and ancestral on the topics to be included in certain areas to complement the academic curriculum and the teaching strategy for each group based on the level of schooling.



Implementation In The Curriculum: After structuring knowledge in their respective modules according to educational level, proceed with your application for further analysis of results.

The main stakeholders educational community, scientific body (medicine and researchers). Indigenous and ancient actors. As potential partners include the Ministry of Education, Ministry of Culture and Ministry of Health.

He could foresee limitations of culture clash between scientific and ancestral parties for the development of the content of the curriculum. Limitations regarding pedagogy approach specifies different educational institutions. Limitations on internal training of counselors in each school. And obviously the most important problem of this type of projects, the lack of financial resources.

## Implementation

It is easy to win supporters, because the promotion of ancient knowledge within the medical community and educational institutions can easily earn followers in various isolated ethnic communities, areas with low coverage in healthcare institutions, just for the sake of generating the inclusion of their knowledge in the health system.

RESPs (School Environmental Projects) are required for each of the courses in public schools so that policies geared towards promoting ancient medical knowledge can be included in a transversal way, across the projects such as the rescue activities and planting of ancestral medicinal plants, this practices can be accompanied by activities such as the preparation of creams or oils prepared from these type of plants.

The project can be attached to the initiative of the National Indigenous Organization of Colombia, to create a OHSII (Own Health System Intercultural Indigenous) whose purpose is to generate a public policy in comprehensive health care to indigenous peoples, our project thus encourage promote ancestral practices in health care outside the indigenous community.

Particularly efforts would focus on changing the curriculum of the carriers about health care within the University in order to include materials that promote other type practices, so this must have political support within the faculties of Nursing and Medicine. To support this type of initiatives it is necessary a political support from the government, particullary from the Secretary of Health Care.

To develop the project we need supportive Institutions like Universidad Nacional de Colombia, District Department of Health, World Health Organization, UNESCO United Nations Educational Scientific and Cultural Organization, District Secretary of Education, National Indigenous Organization of Colombia.

The estimated time for completion of the first cycle of the program is 4 years, in order to have guaranteed political support, because changes of government can stop this type of initiatives, in addition to four years can reach the effects professionals in the

health sciences with these new skills in the civil society. Depending on the success of this first cycle implant look like a state policy environment to health and education in Public Educational Institutions.

It is relevant from the following question:

How to validate the approach and the traditional knowledge knowledge communities to modern medicine?

First proposal: One way to generate a rapprochement between communities and the medical profession since ancient knowledge would be through the strategic alliance of health centers, eco villages and ethnic groups that treat diseases ancient healing methods, for mount a health tourism program to disseminate and validate the ancestral knowledge as a means to the treaty of diseases.

Second proposal: From the Ministry of Health Creating a training program in first aid work developed from co-creation between doctors and people from ethnic groups and treated handle basic knowledge of ancient wisdom to cure diseases.

Third proposal: Training from the medical universities in ethnic medicine study to promote understanding of empirical knowledge and ancestral.

Fourth proposal: Develop a network among Ethnic Groups, the Ministry of Education and the Ministry of Health to ancestral health campaigns in schools.

Evolving The Ideas ...

Considering the potential of education to encourage the development of thinking and the ability to provide a broad view of the world, is relevant rescue potential ideas that have three and four, to thereby form a final proposal:

The final proposal involves adding thereto the curriculum curricula of schools, colleges and universities ethnic curriculum where rescue ancestral knowledge.

Below is an overview of the proposal applied to the different levels of training:

### Primary Education

We propose a matter ethnic formation applied in the training program will be present at the 6 levels comprising primary studies, this will enable the early childhood population have six years of training where you will learn techniques for the appropriation of ancestral knowledge through:

The development and knowledge of the ancestral pride through elements of the oral tradition.

The appropriation of the traditions through the practices of medicinal crops guided by high school students

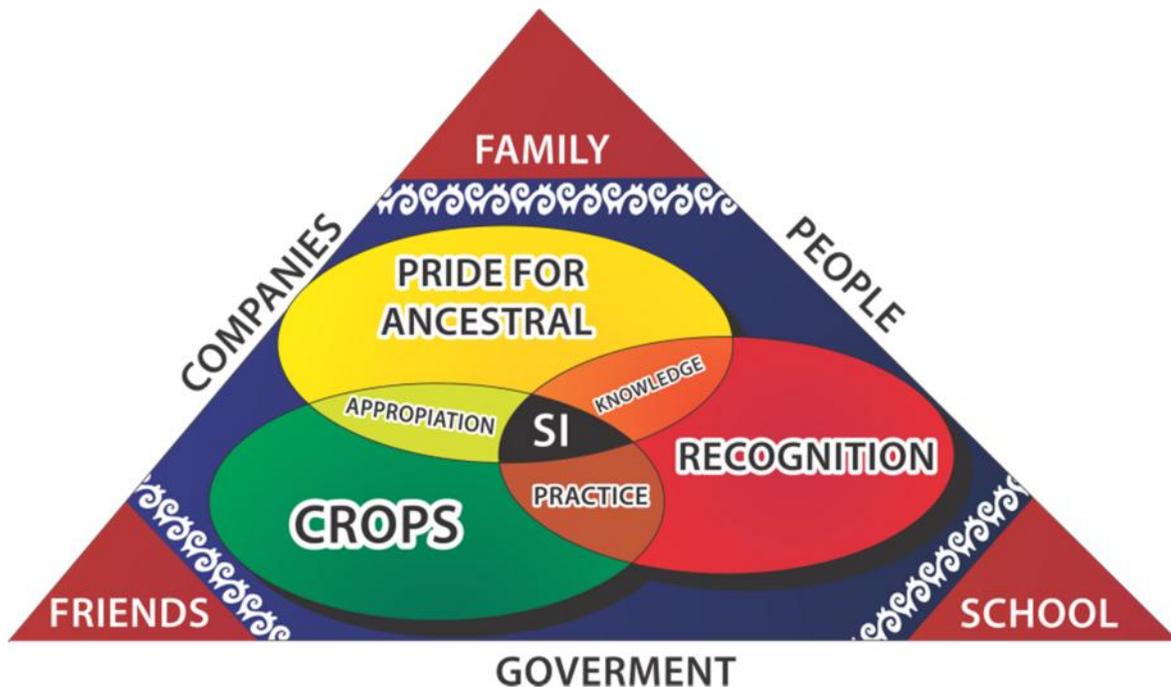


Figure 1. Model of Primary Education.

## Secondary Education

We propose a matter ethnic formation applied in the training program will be present at the 6 levels comprising secondary studies, this will allow the population of preteen and teen consolidate the knowledge acquired during the first six years of training and in turn to new activities such as:

Seed bank where they learn to conserve native medicinal plant species, and in the future will allow exchanges with other regions of the country.



Figure 2. Model of Secondary Education.

Labs guided by university students in the area of health

Techniques for the development of medicinal recipes

Social work teaching elementary school children about the cultures of medicinal plants.

## College Education:

Training in higher education careers related to the area of Health Care

We propose a matter ethnic formation applied in the training program of professional and technical careers where students can understand and validate the importance of the techniques and ancestral wisdom as an alternative for the cure of disease, to this point raises two types of training activities:

Research programs for scientific validation of ancestral wisdom.

Programs guided labs in college student's high school students.



Figure 3. Model of College Education.

## Impact

Assuming project implementation achieves the most practical ways to make measurements will be related to the participation of the people in the activities, including traditional practices can return to become part of the family oral tradition creating new habits in generation's future. Another mechanism to measure the project's success is satisfaction survey of the new curriculum in the various careers, the number of medical practices developed in indigenous communities, the number of native seeds delivered in schools.

Side effects should be considered as a decrease in assisting medical specialists, the proliferation of ancestral practices of self-care. The fact of making medicinal preparations out of the context from which they were created may make you miss the real significance of either medicine.

A potential risk of this project is that with the pass of the generations the oral tradition modify the original knowledge around the health care on ancestral plants, this fact become a very important issue to the future benefactor of this type of practices.