



UiO : **University of Oslo**



Visioning the future: governance pathways to better health futures -
Wilton Park, 8Oct2020

Health in the Digital World

Josef Noll

University of Oslo (UiO)
Basic Internet Foundation

m: +47 9083 8066,
josef@basicinternet.org

Christine Holst

University of Oslo
Centre for Global Health

m: +47 482 34 044
christine.holst@medisin.uio.no

Suggestion by Norway for Digital Transformation

- ➔ White Paper to the Parliament
Meld. St. 11 (2019-2020)
 - **Priorities:** Access, skills, regulations, inclusion
- ➔ **Integrated model** for digital inclusion
 - School connectivity (SDG indicator 4.A.1)
 - Digital Health Promotion at Schools
 - Knowledge Portal as facilitator
 - **Trusted** (health) information
 - Knowledge transfer & **collaboration**
 - **Free Access** to Knowledge
 - **Community** involvement



Norwegian Ministry
of Foreign Affairs

Summary

Access

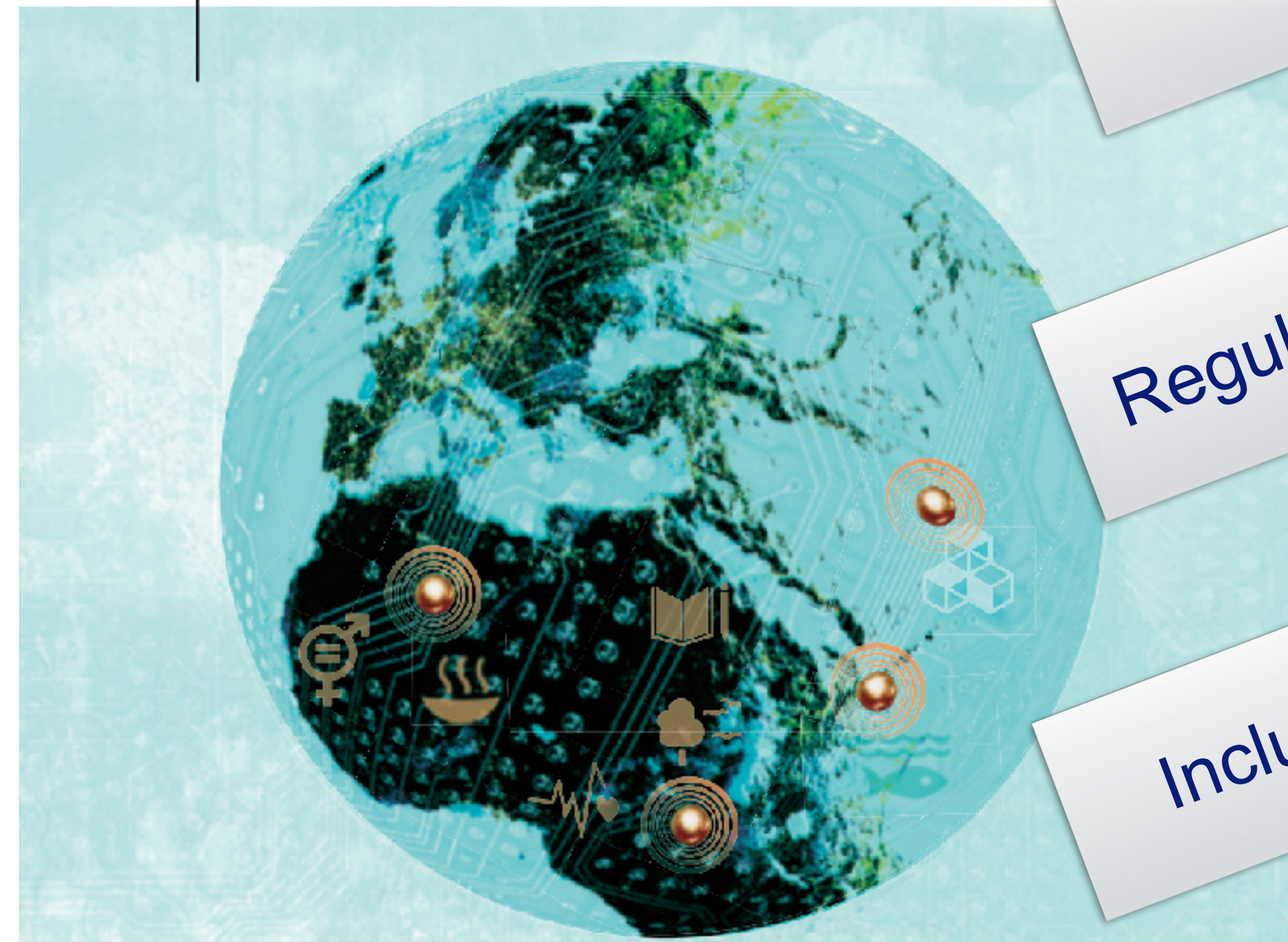
Meld. St. 11 (2019–2020) Report to the Storting (white paper)

Digital transformation and development policy

Skills

Regulations

Inclusion



https://www.regjeringen.no/no/dokumenter/meldst11_summary/id2699502/?ch=1

Reality of the Digital Divide

→ “Boys have the toys”

- digital divide in both devices
 - Example Smartphone ownership: 33% male, 16% female (Bangladesh)
- mobile broadband access

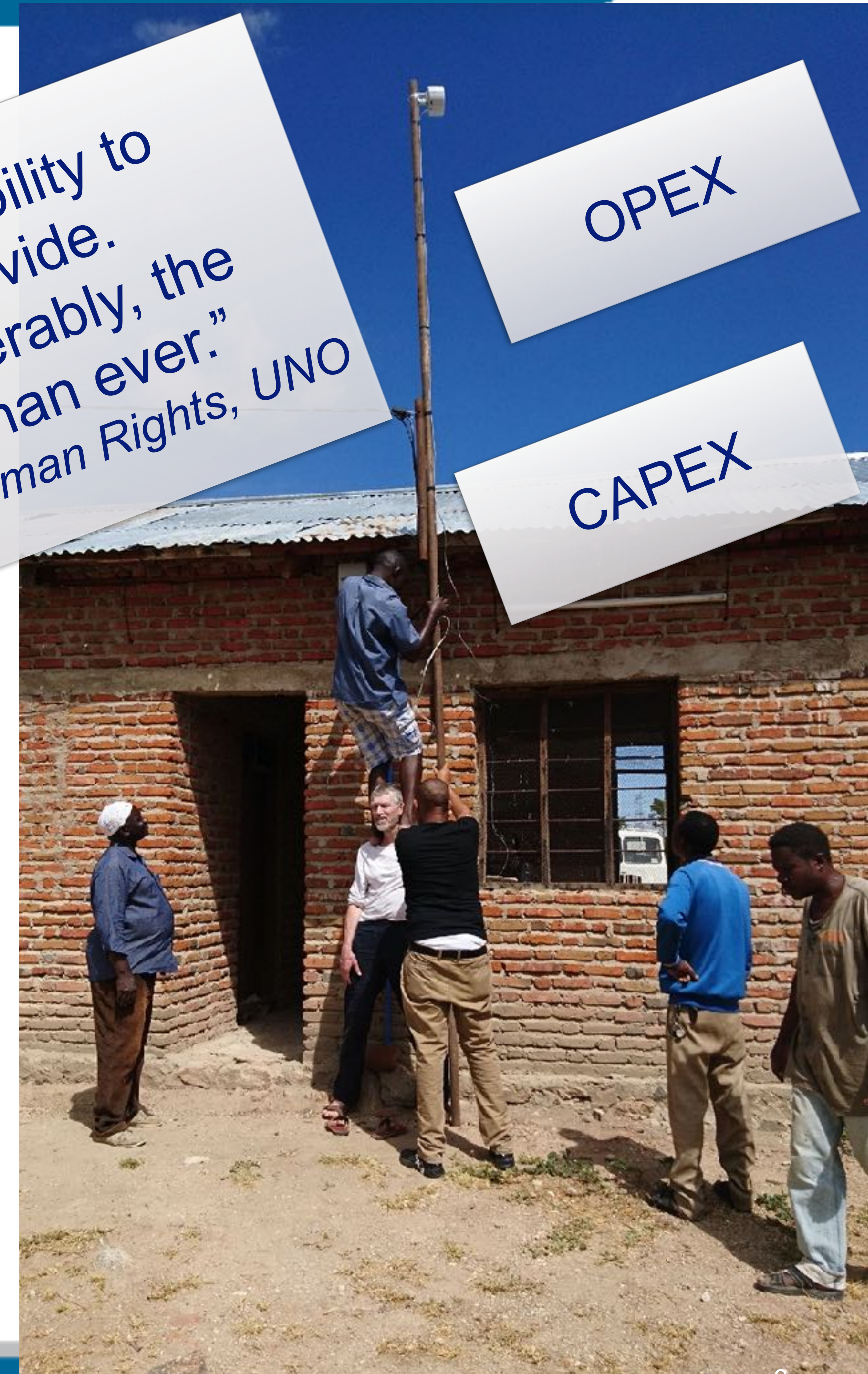
→ Costs of Access

- School connectivity (SDG indicator 4.A.1)
 - TZ: ~3% of schools are connected to Internet
- Digital Health for primary health facilities
 - <1% of primary health facilities have Internet (TZ)
- Community involvement/digital transformation

“Internet had the ability to dismantle the divide. Internet failed miserably, the divide is bigger than ever.”
Kate Gilmore, Human Rights, UNO

OPEX

CAPEX



Published: 14 January 2020

Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution

As globalization and rapid advancements in technology continue to transform civic space and the world of work, education systems have grown increasingly disconnected from the realities and needs of global economies and societies. Education models must adapt to equip children with the skills to create a more inclusive, cohesive and productive world.



[Source: World Economic Forum: <https://www.weforum.org/reports/schools-of-the-future-defining-new-models-of-education-for-the-fourth-industrial-revolution>]

From Education to Inclusive Health

- ➔ Cognitive skills
 - literacy and numeracy
 - critical thinking
 - problem solving
- ➔ Social and emotional skills
 - empathy, teamwork
 - leadership, cultural awareness
 - **fraternity & social friendship**
- ➔ Global challenges
 - Climate, **Sustainability (SDGs)**



Local presence - Village Platform

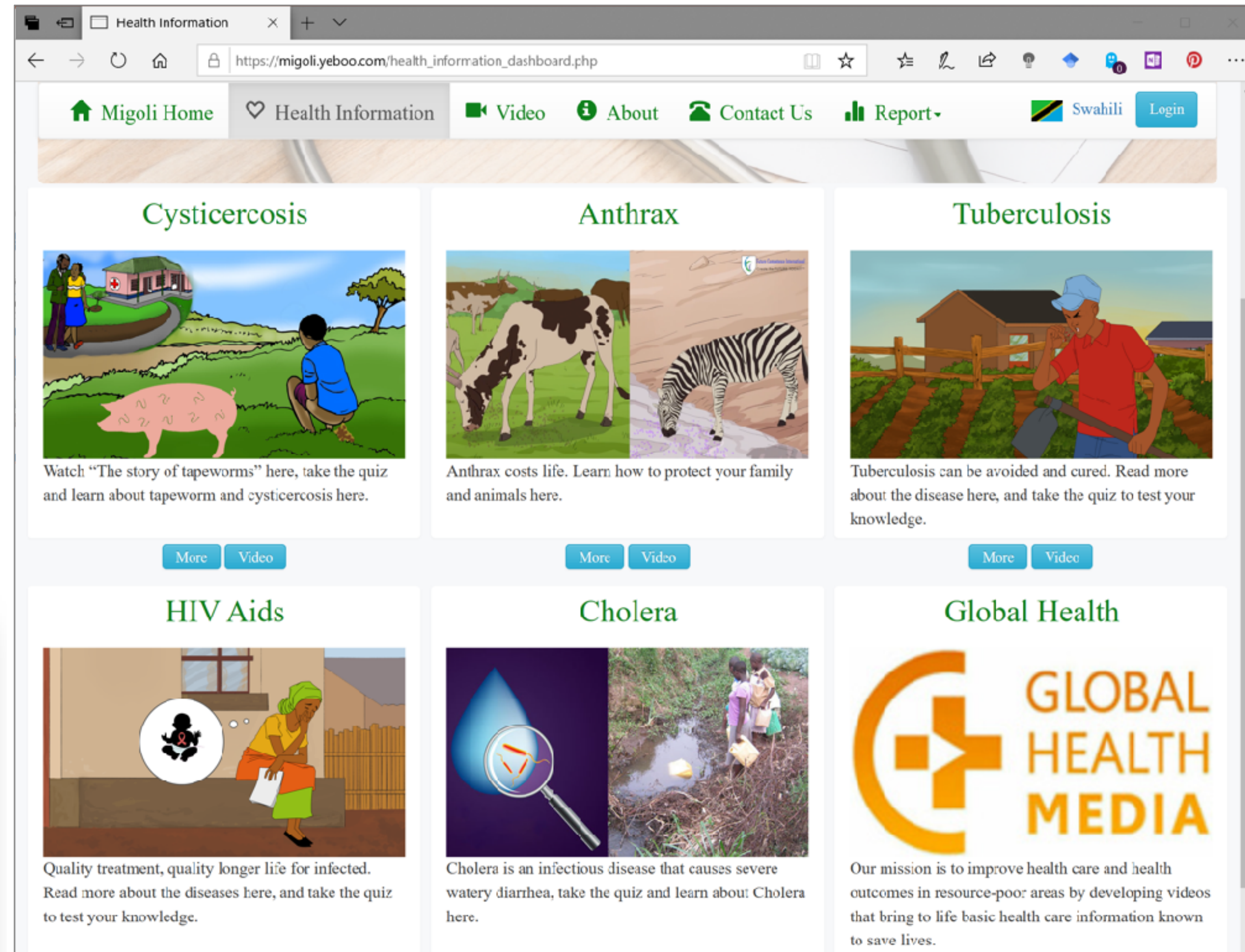
<http://Yeboo.com>



**Village server
with locally stored
information on
health care etc.**

**The website will
contain locally stored
information on**

- Health
- Entrepreneurship
- Education
- Agriculture
- Financial inclusion
(e.g. via Women
Community Centers)



Exemplary: Digital Health Information



Snapshots from platform, HIV and Cysticercosis animations

[Mwanzo](#) [Afya](#) [Kuhusu](#) [Wasiliana nasi](#) [Repoti](#) [Videos](#) English [Login](#)

Epuka Tegu

Kisababishi ya Tegu

Minyo hapa aitwae *Taenia solium*, husababisha binadamu kungua vibaya sana. Binadamu hupata minyo hao kwa kula nyama ya nguruwe mbichi au isiyoiva vizuri, yenye malengelenge ya minyo (cysts). Ndani ya utumbo wa binadamu, malengelenge hayo hutoka katika nyama na kujishikiza kwenye ukuta wa utumbo na kufanyika minyo ambao hukua na kutaga mayai.

Dodoso ya Tegu

Tafadhali jaza utafiti kuhusu Tegu

Jinsia yako ni ipi?

☐ A) Me

☐ B) Ke

Je, umewahi kusikia kuhusu minyo aina ya tegu?

☐ A) Ndio

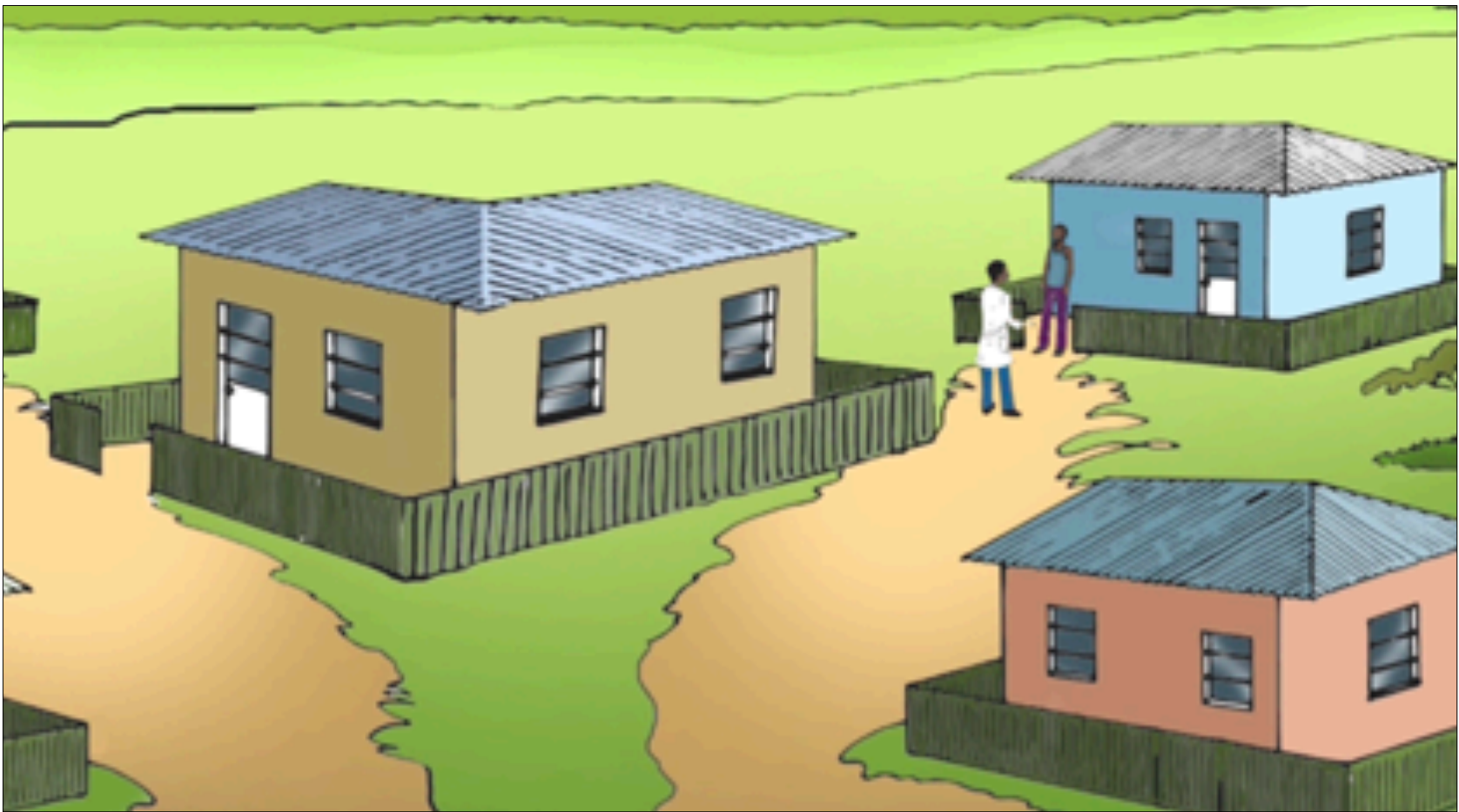
☐ B) Hapana

☐ C) Sina

Je! Umewahi kusikia kuhusu minyo ya tegu kwenye wanyama aina ya nguruwe?

☐ A) Ndiyo

☐ B) Hapana



First Results: **Knowledge increase** in
Cysticercosis (TSCT) **60%**
Tuberculosis **30%**
HIV/AIDS **13%**

[Source: Christine Holst, UiO (Nov2019)]



Preliminary findings from intervention villages: Number of participants with correct answers, before and after exposure

	Before exposure	After exposure	Increase
HIV / AIDS	234 (78.5%)	274 (91.9%)	40 (13.4%)
Tuberculosis	192 (64.4%)	280 (94.1%)	88 (30.0%)
<i>Taenia solium</i> cysticercosis/taeniosis	49 (16.3%)	225 (75.3%)	176 (60.0%)

First Results: **Knowledge increase** on

Cysticercosis	60%
Tuberculosis	30%
HIV/AIDS	13%

Calculated only on questions with one correct option, not multiple choice questions.
Preliminary results have not yet been adjusted for confounders (age, gender, education etc.)

Findings from the qualitative interviews with users and non-users of the platform

Different use of the platform

- Health workers
- Agriculture officers
- Vets
- Teachers
- Students
- Low educated groups (digital divide in practice)

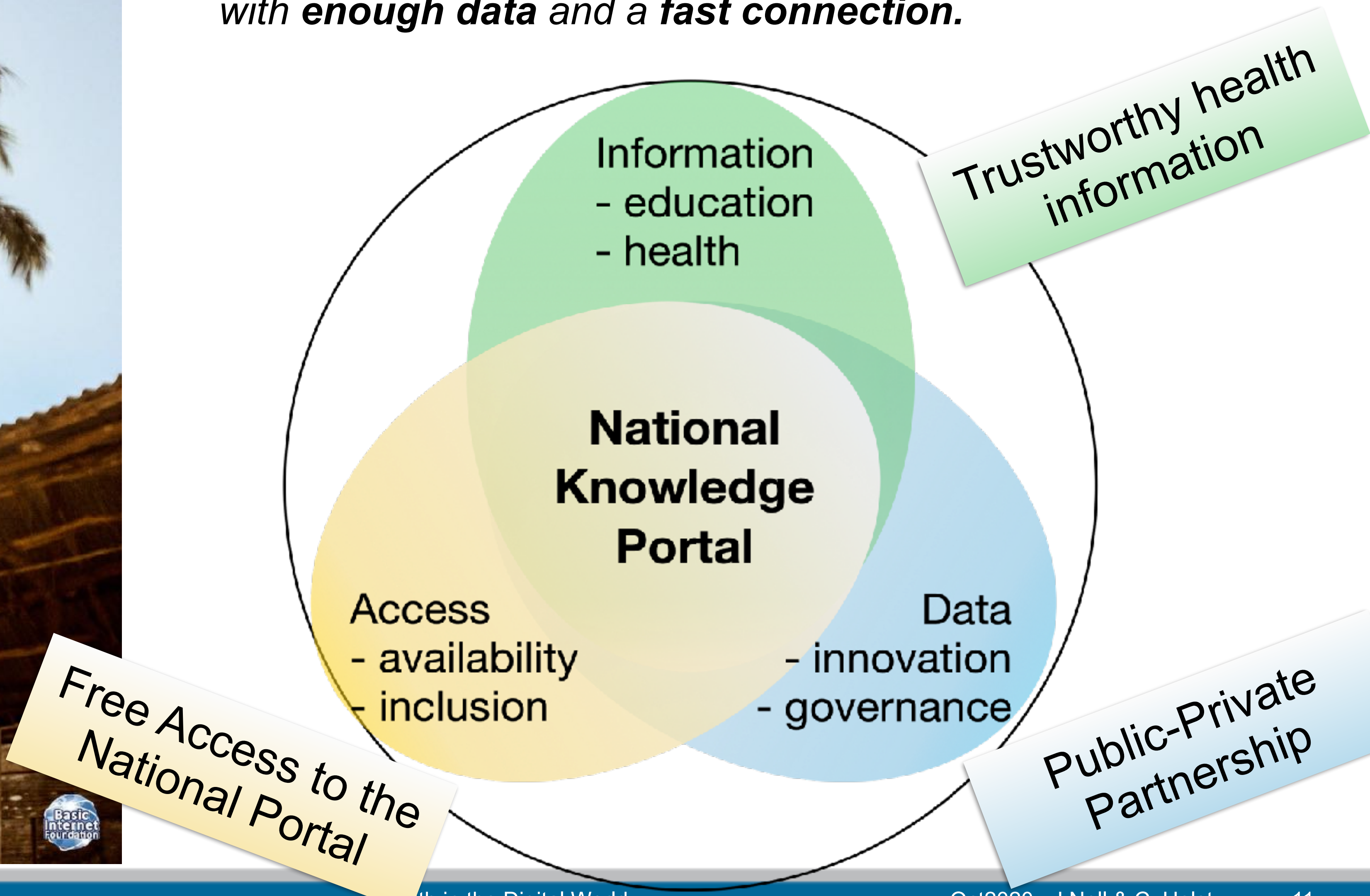




Addressing Health in the Digital World through Innovations & Collaborations



Meaningful connectivity to the internet on daily basis and skills for using an appropriate device with enough data and a fast connection.





Core people of our DigI team (11 partners from 9 countries)



Christine Holst
UiO - Norway



Dr. Bernard Ngowi
NIMR - Tanzania



Prof. Josef Noll
BasicInternet
UiO - Norway



Prof. Andrea Winkler
UiO - Norway



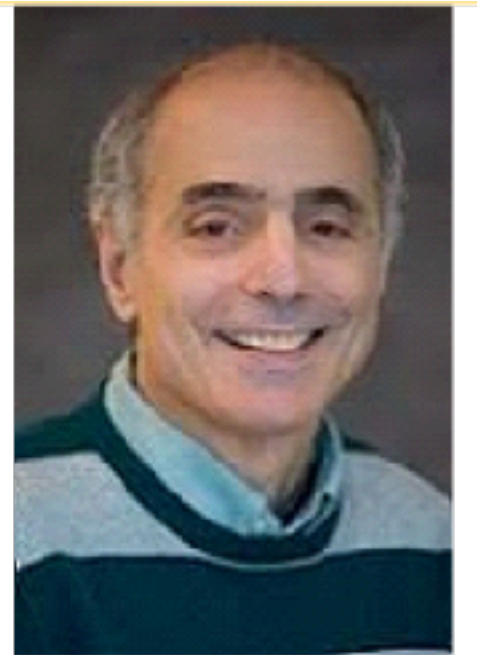
Prof. Helena Ngowi
SUA - Tanzania



Mr. Erwan Le Quentrec
Orange - France



Dr. Maurice Isabwe
FCI - Rwanda



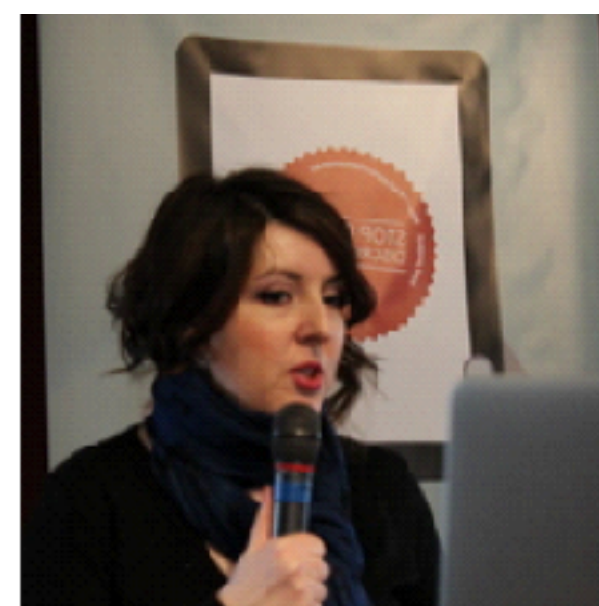
Dr. Peter Cardellichio
Global Health Media - USA



Mrs. Flora Kajuna
SUA - Tanzania



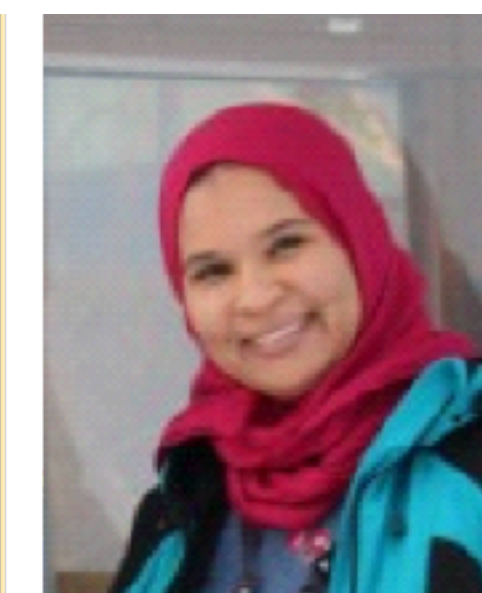
Dr. Felix Sukums,
Muhas - Tanzania



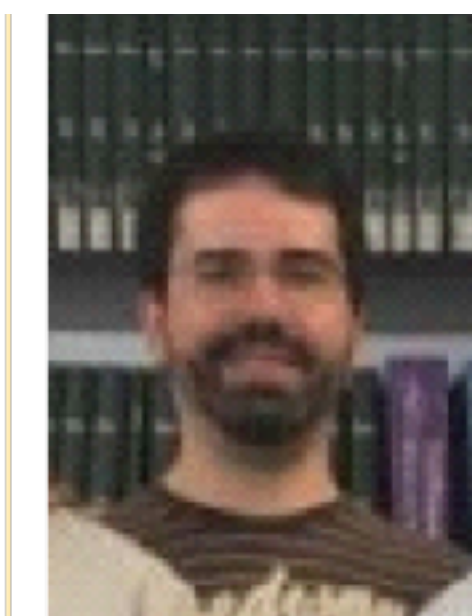
Dr. Danica Radovanovic
BasicInternet - Serbia



Dr. Elibariki Mwakapeje
MoH - Tanzania



Mrs. WisamA. Mansour
BasicInternet - Norway



Dr. Inaki Garritano
Mondragon University - Spain



Dr. Sudhir Dixit
BasicInternet - USA