

**CENTRE FOR INTERNATIONAL  
CHILD HEALTH**

**INSTITUTE OF CHILD HEALTH**

**MSc/DIPLOMA EXAMINATION**

**MOTHER AND CHILD HEALTH  
COMMUNITY DISABILITY STUDIES**

**24<sup>th</sup> MAY 2001**

**PAPER III MODULES**

**Thursday, 24<sup>th</sup> May 2001**

<b>Blue Group</b>	<b>Start: 10:00</b>	<b>Finish: 10:45</b>
<b>Yellow Group</b>	<b>Start: 10:00</b>	<b>Finish: 11:30</b>

**QUALITATIVE RESEARCH METHODS CHLDG03**  
**Module Coordinator: Sue Rifkin**

**Answer ONE of the following:**

1. You want to investigate why HIV/AIDS has a rapidly increasing prevalence in a peri-urban area in central Africa. List the methods (qualitative and quantitative) you would use in your investigation and what you expect each method to tell you.

**OR**

2. Discuss ways in which you can make sure that the findings of a qualitative research project are not biased. Illustrate your discussion with reference to a specific question.

**OR**

3. Explain triangulation of data and give examples to illustrate how it is undertaken. From your mini-research project, explain how you would triangulate the information you collected.

**ESSENTIAL PUBLIC HEALTH CHLDG08**  
**Module Coordinator: Therese Hesketh**

**Answer ONE of the following:**

1. Outline four different methods for carrying out health economics analysis and describe one in more detail.

**OR**

2. A new low-cost blood spot screening test has been developed for identifying HIV carriers. What criteria should it fulfil before field testing? What information would you like to obtain from the field-testing before you decide whether to use it more widely?

**OR**

3. The Ministry of Health in a country you know has set a target for reducing smoking in adults by 10% by the year 2010. What measures would you recommend in an attempt to meet this target?

**INCLUSIVE EDUCATION CHLDG10**  
**Module Coordinator: Prue Chalker**

**Write an essay on ONE of the following topics:**

1. What do you see as the differences between '*integrated education*' and '*inclusive education*'? Will the possibility of being part of an inclusive education system always be a dream for the majority of the world's children?

**OR**

2. How do you think the Child-to-Child approach helps to make schools better places for all children? Please give examples of how Child-to-Child activities could aid the inclusion of children with additional needs into both their local school and the life of their community?

**OR**

3. Country X is a poor country with a predominantly rural economy. Government policy is to include all children with disabilities into their neighbourhood schools. However, no extra resources have been allocated to the local education authorities to implement this policy.

If you were the local CBR worker, how could you support the head teacher of a village primary school to make her school more welcoming to children with a range of abilities and possible additional needs?

**THE CHILD-TO-CHILD APPROACH CHLDGO9**  
**Module Coordinator: Prue Chalker**

**Write an essay on ONE of the following topics:**

1. The Child-to-Child approach has been adopted in more than 80 countries around the world.

What is it about the approach which makes it applicable to such a wide variety of different situations? Please illustrate your answer with examples from case studies.

**OR**

2. The Child-to-Child approach promotes the use of active learning methods. How would you describe 'active learning'? Please give some examples.

How can active learning methods enhance the school experience of both teachers and students and help make schools more 'inclusive'.

**OR**

3. In Zambia, some teachers using the Child-to-Child approach say that this has led to 'democratisation' in the classrooms. Describe some of the activities that have led to 'democratisation' and its effect on the children and the teachers.

**END OF PAPER**