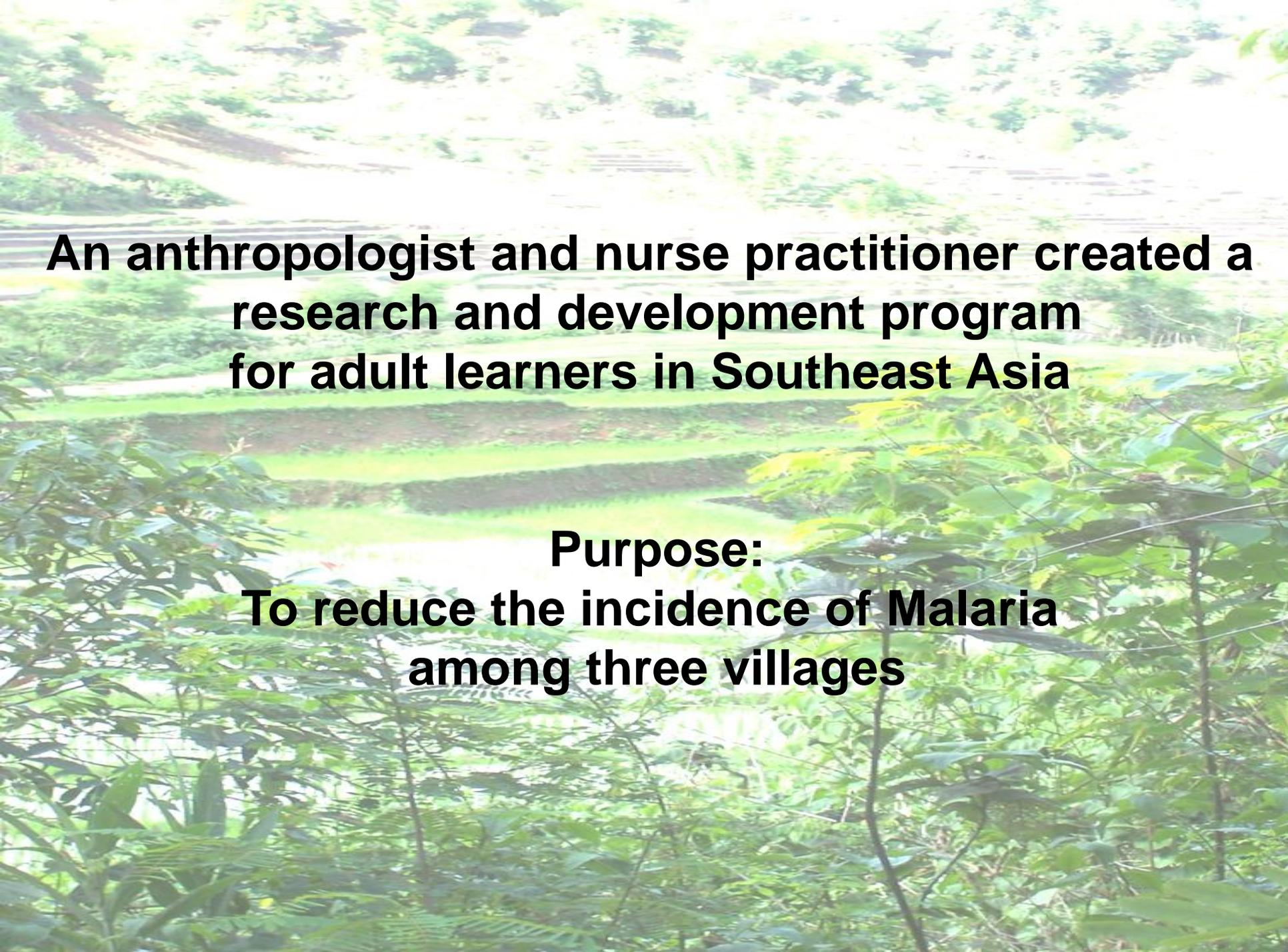
The background of the slide is a vibrant, natural scene. It features a wide, shallow river or stream with clear, light-colored water, surrounded by dense, green vegetation. The foliage includes various types of trees and bushes, with some leaves showing signs of being eaten or damaged. The overall atmosphere is bright and natural, suggesting a rural or forested area.

**TRADITION AND NEW WAYS OF LEARNING
AMONG AKHA AND LAHU:
REINTERPRETING MALARIA PREVENTION**

**Ellen A. Herda, PhD
University of San Francisco**

**Valerie Dzubur, EdD, FNP-C
Samuel Merritt University**

A lush green landscape with a river and dense foliage. The scene is bright and vibrant, with various shades of green and some brown earth visible in the background. The text is overlaid on this background.

An anthropologist and nurse practitioner created a research and development program for adult learners in Southeast Asia

**Purpose:
To reduce the incidence of Malaria
among three villages**



TIBET

CHINA

INDIA

YUNNAN

• Mandalay

• Kunming

BURMA



LAOS

Hanoi •

GULF OF TONKIN

Rangoon •

• VIENTIANE

THAILAND

RIVER

ANDAMAN SEA

• Bangkok

CAMBODIA

Phnom Penh •

• Ho Chi Minh City

GULF OF THAILAND



Keys to Adult Learning:

Cultural Traditions, Fusion of Horizons and Narrative

Our project concepts are drawn from Critical Hermeneutic theories. These theories rely on the ability that each person has to **interpret their lives and to tell new stories about who they are. Adults carry in their history and in their imagination the possibility to live out their lives in different ways.**

Assumptions going into this project:

Adult learning through these keys allow for both stability and novelty to be interwoven into the life story of a people in community.

People Groups' staid sense of tradition, helps retain the very aspect of their identity that holds them in place while other aspects of their lives change.

Context of this project:

Three villages with people from the Akha and Lahu People Groups numbering about 75 families.

Over several years, we worked with them on education and health projects.

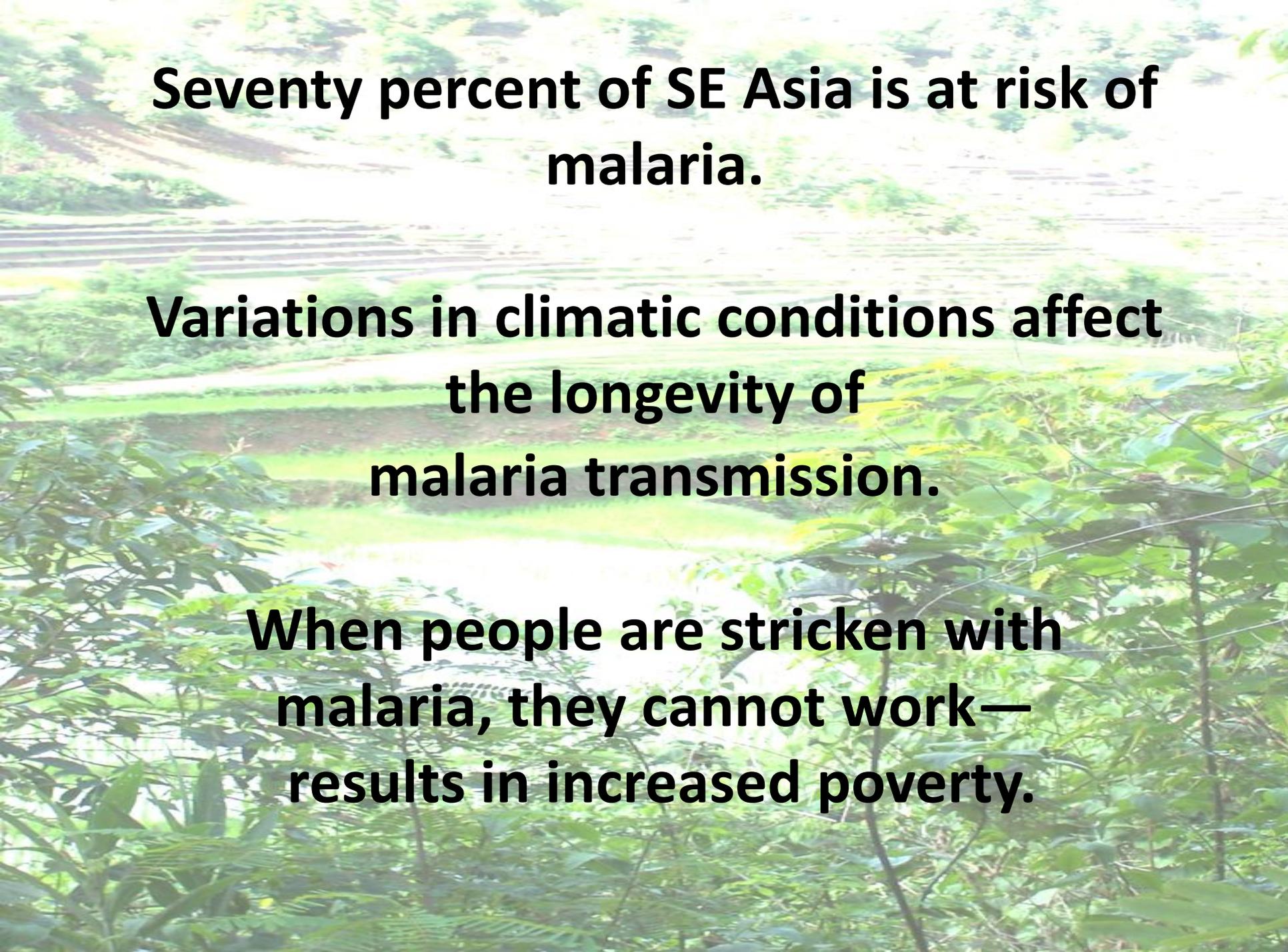


**healthcare
projects**





**school
projects**

A lush green landscape with a river and terraced fields. The scene is vibrant with various shades of green, from deep forest greens to bright, sunlit grasses. In the background, a river flows through a valley, and terraced fields are visible on the slopes. The foreground is filled with dense, out-of-focus foliage, creating a sense of depth and immersion in the natural environment.

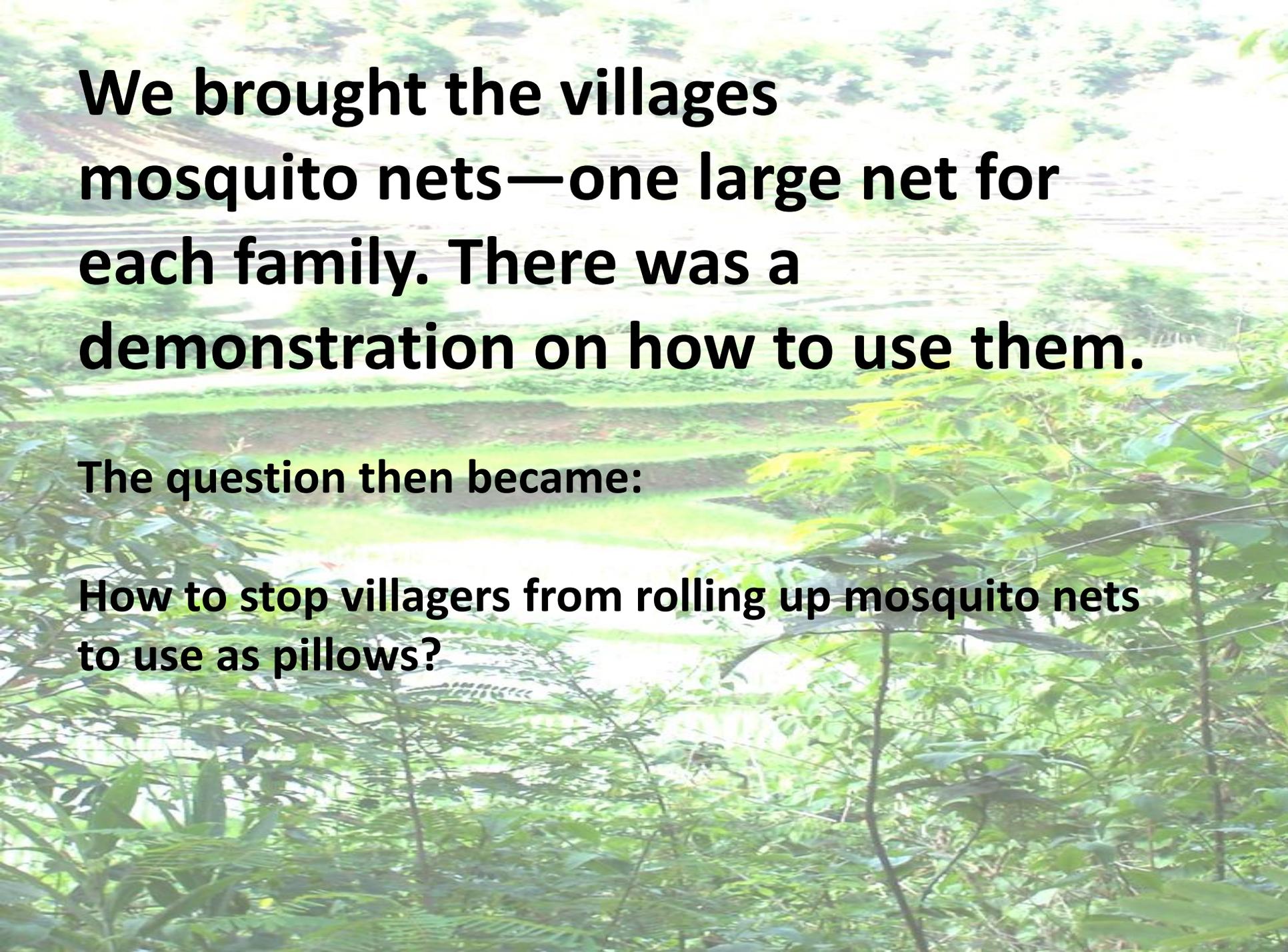
Seventy percent of SE Asia is at risk of malaria.

Variations in climatic conditions affect the longevity of malaria transmission.

When people are stricken with malaria, they cannot work—results in increased poverty.

People cannot attend to their rice fields, carry wood to use or to sell, or care for cattle—all which affect income and food supply.

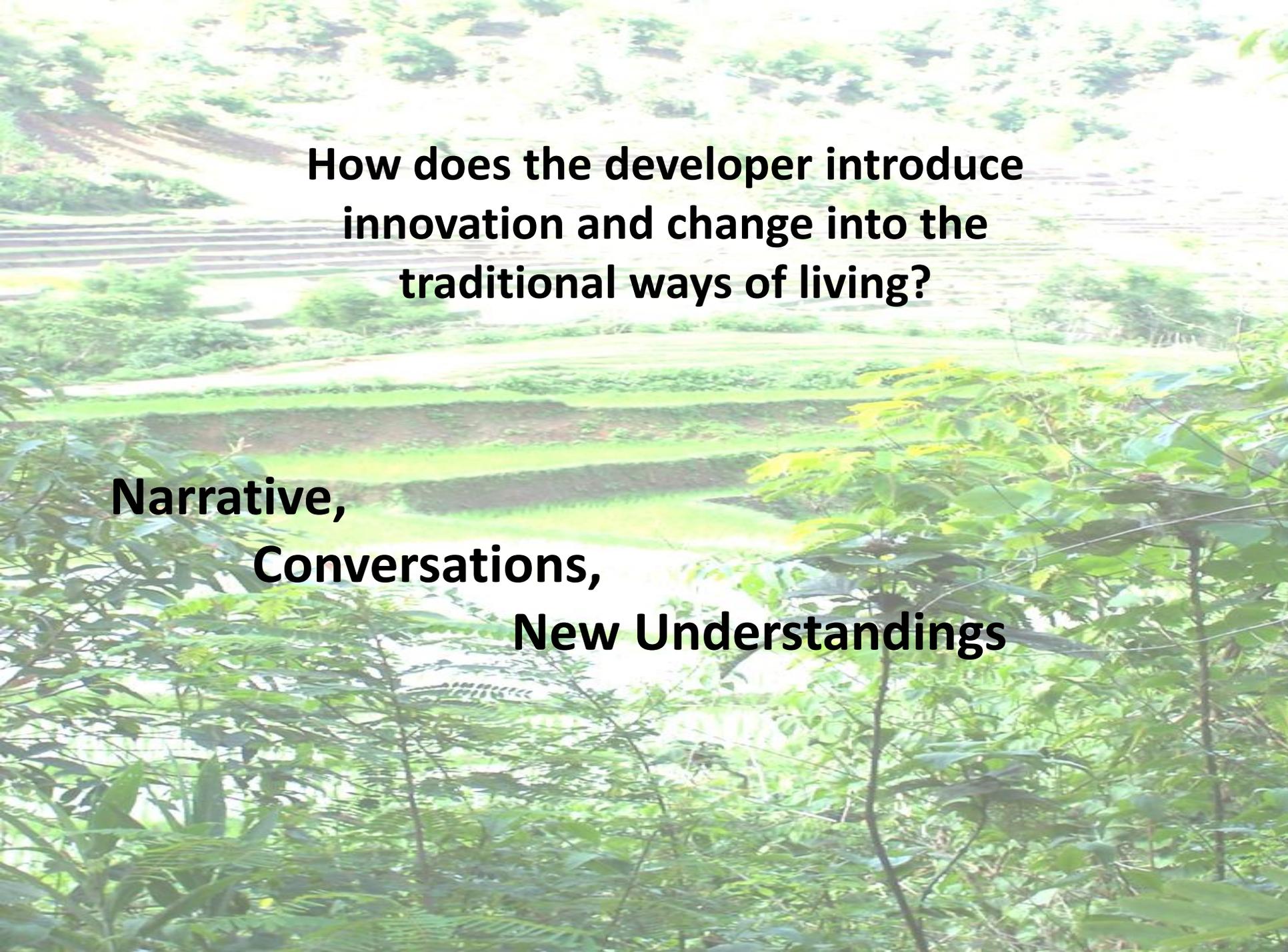


The background of the slide is a vibrant, natural scene. It features a wide river or stream flowing through a lush, green landscape. The banks are covered in dense, tropical-looking vegetation, including various types of trees and bushes. The lighting is bright, suggesting a sunny day, and the overall atmosphere is peaceful and scenic.

**We brought the villages
mosquito nets—one large net for
each family. There was a
demonstration on how to use them.**

The question then became:

**How to stop villagers from rolling up mosquito nets
to use as pillows?**

A scenic view of a valley with a river, green fields, and a forested hillside. The text is overlaid on the image.

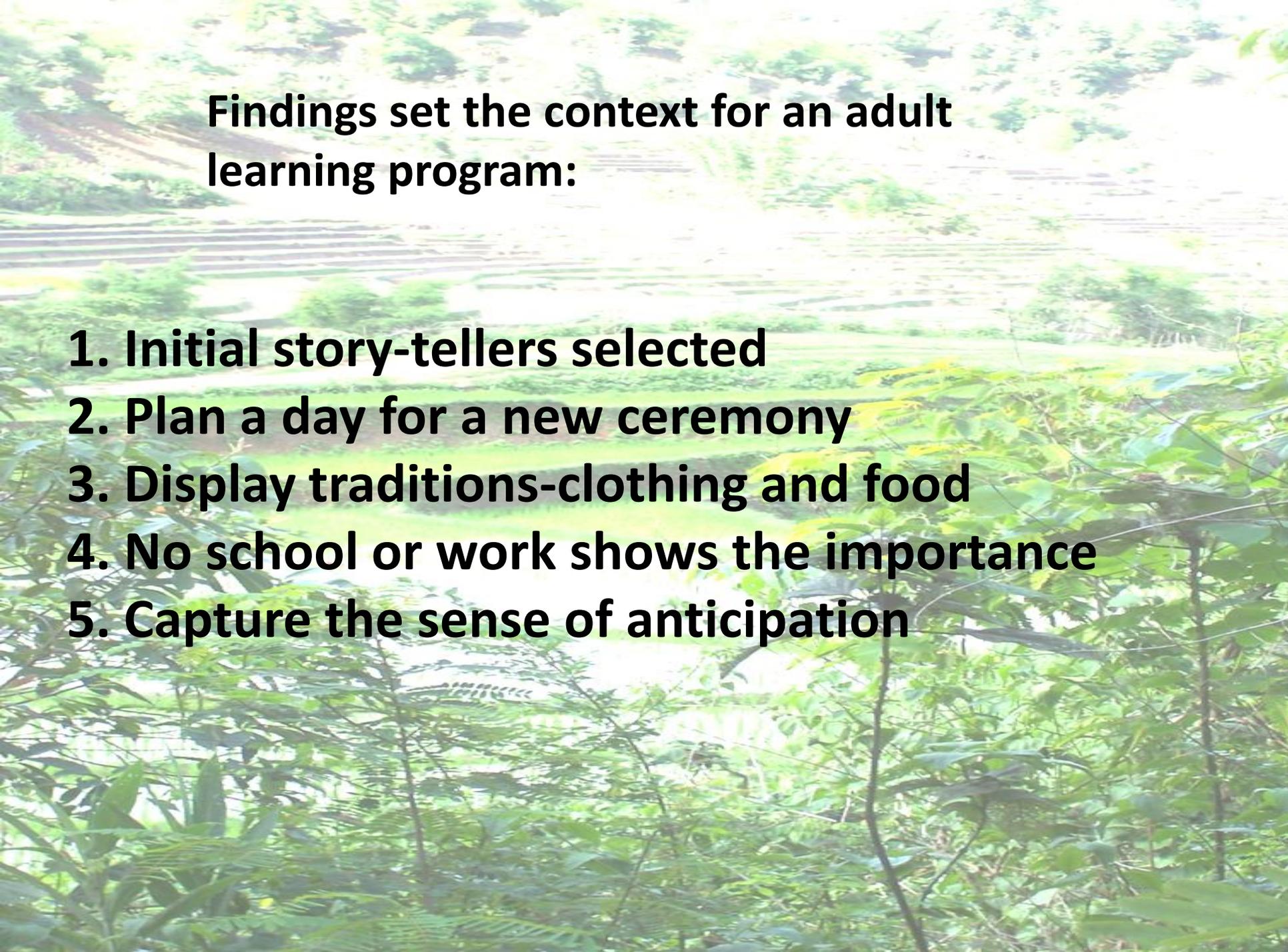
**How does the developer introduce
innovation and change into the
traditional ways of living?**

**Narrative,
Conversations,
New Understandings**



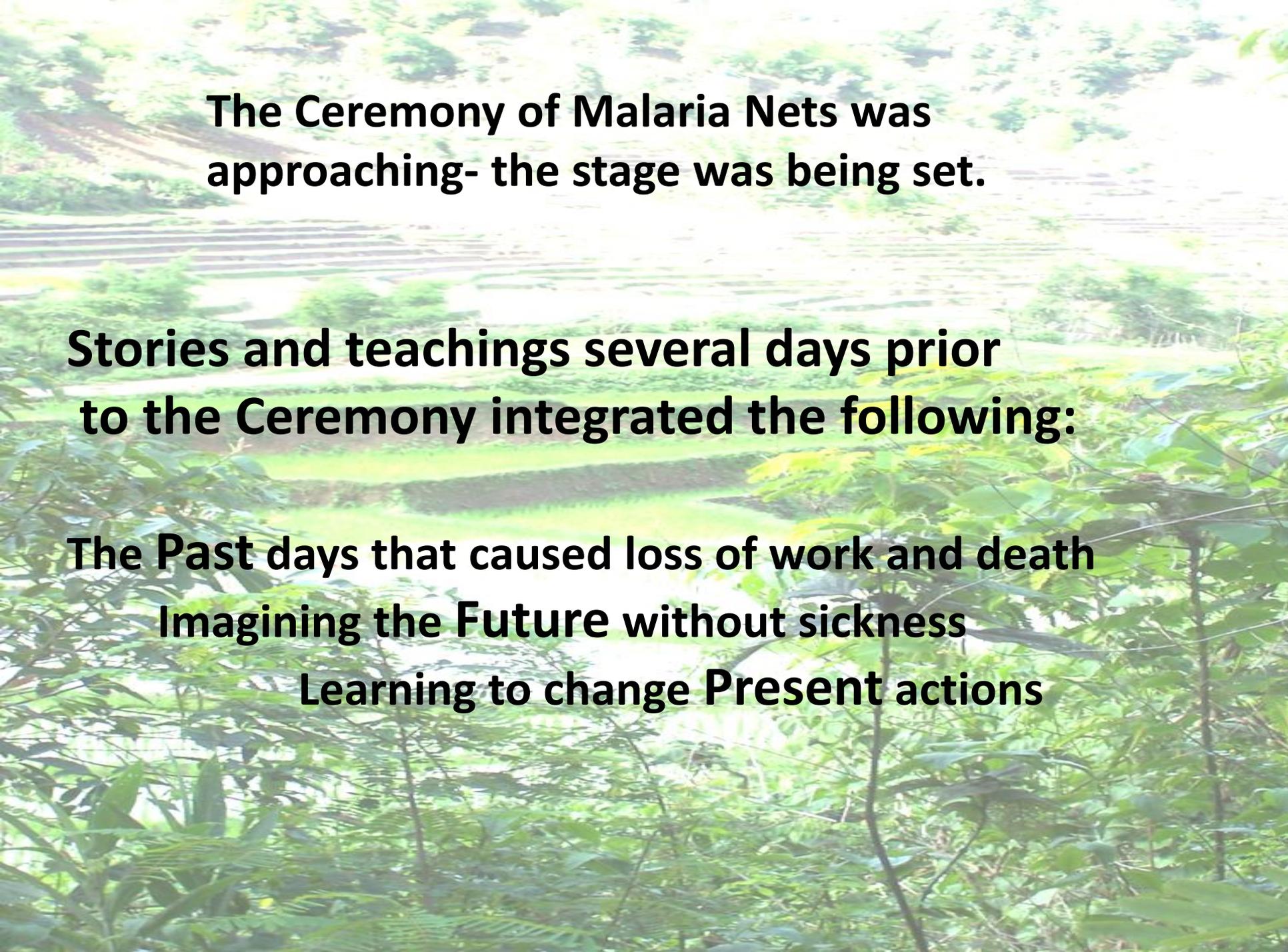
Research conversations and observations established five main findings:

- 1. Story-telling is constitutive of culture**
- 2. Ceremony is most meaningful activity**
- 3. Aware of their plight**
- 4. Do not know what to do- despair**
- 5. Do not connect malaria with mosquitoes**



Findings set the context for an adult learning program:

- 1. Initial story-tellers selected**
- 2. Plan a day for a new ceremony**
- 3. Display traditions-clothing and food**
- 4. No school or work shows the importance**
- 5. Capture the sense of anticipation**

The background of the slide is a vibrant, slightly blurred photograph of a rural landscape. In the foreground, there are dense green plants and trees. In the middle ground, a river flows through a valley, flanked by terraced agricultural fields. The background shows more greenery and a bright sky, suggesting a sunny day.

The Ceremony of Malaria Nets was approaching- the stage was being set.

Stories and teachings several days prior to the Ceremony integrated the following:

The Past days that caused loss of work and death
Imagining the Future without sickness
Learning to change Present actions



The Day of the Malaria Nets Ceremony

Everyone, adults and children, watched as the first demonstration started– dipping and drying the nets, with final steps hanging the nets in the houses.



Followed by a meal to remember!!

The Day of the Malaria Nets Ceremony

**Her story changed as
did her actions.**



**People talked about the Ceremony
Families began sleeping under nets
Adults soon saw a reduction in malaria
Children began to learn about nets
Incidents of Malaria were reduced 40-50 %**

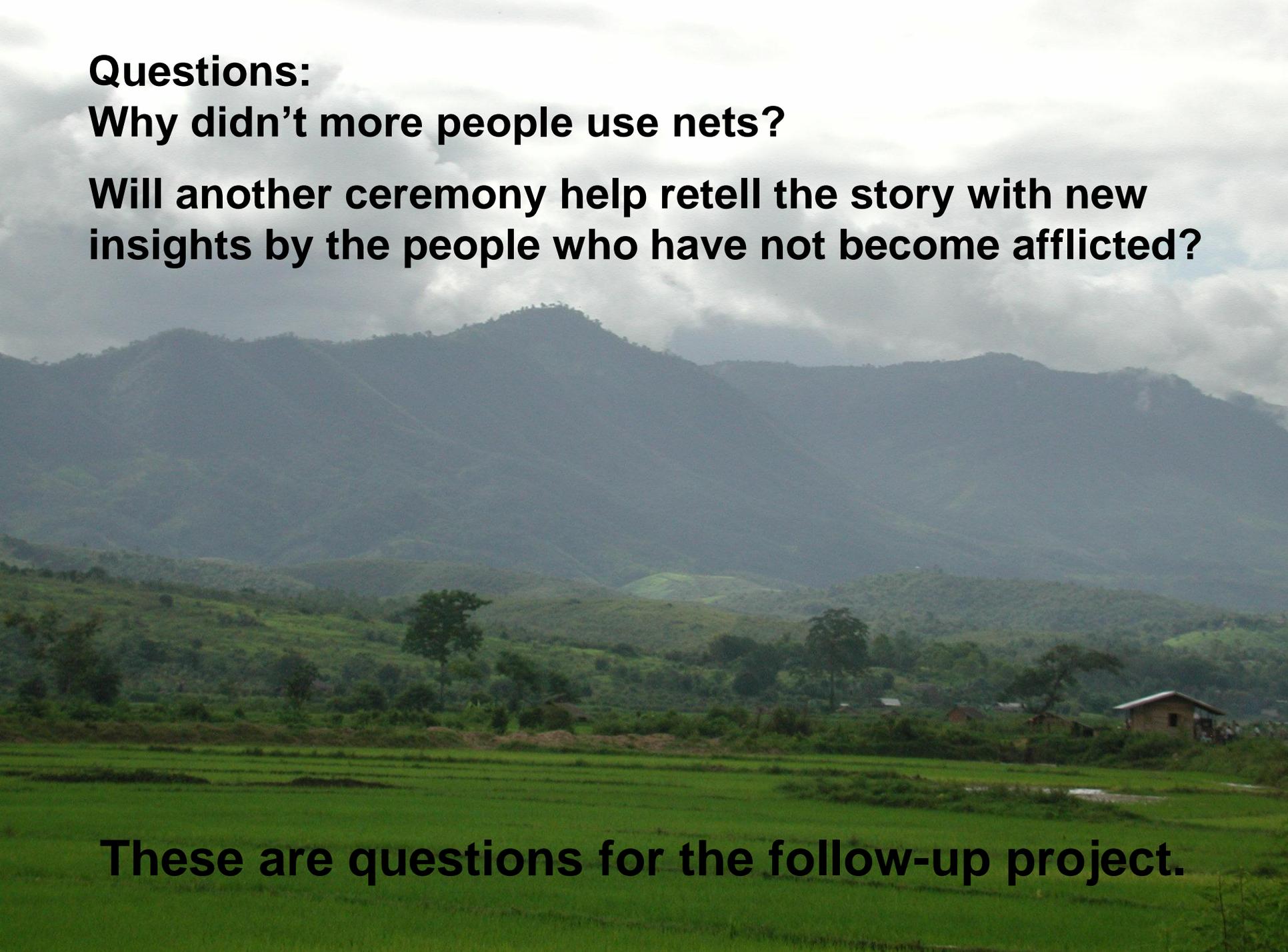


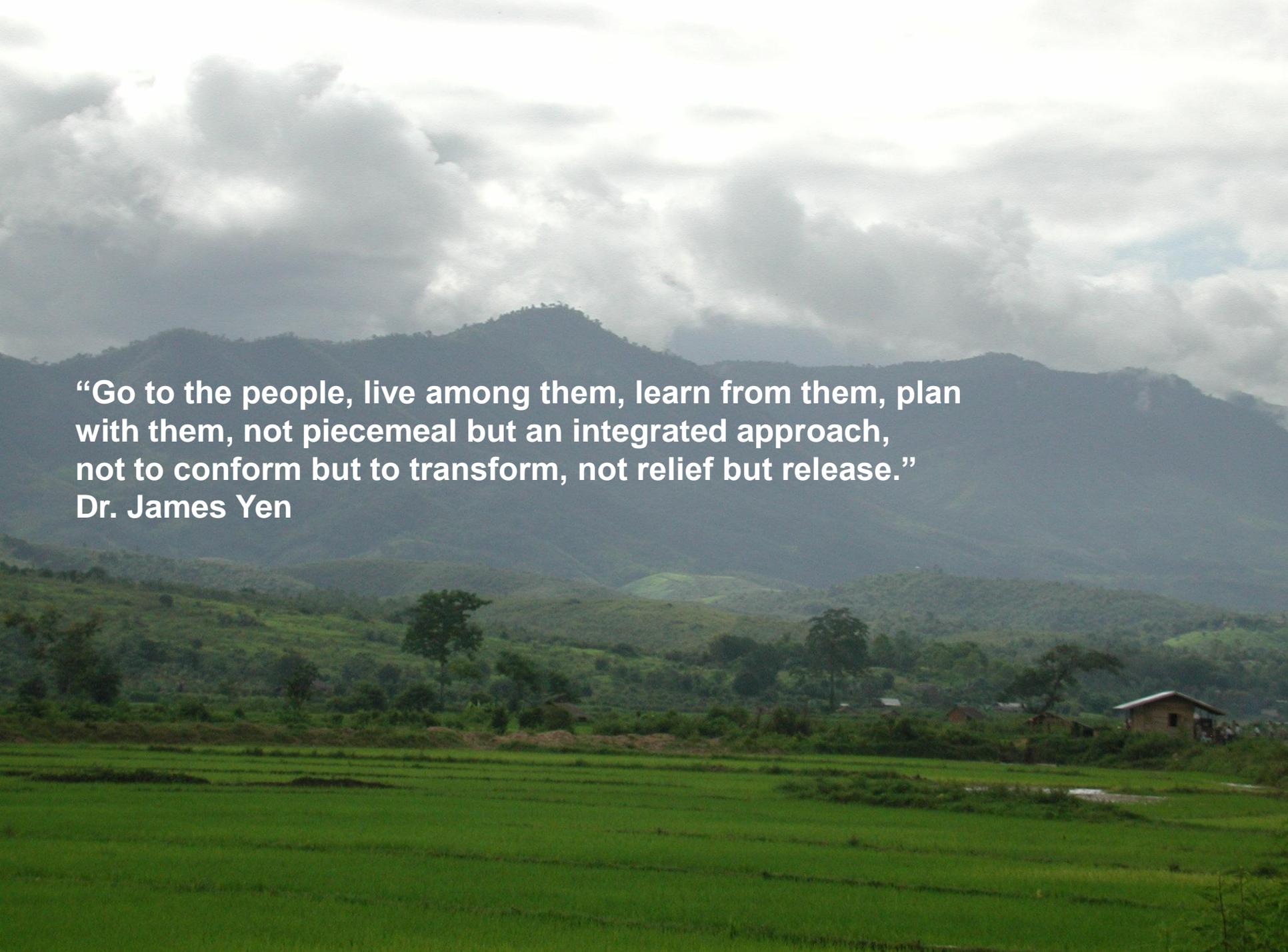
Questions:

Why didn't more people use nets?

Will another ceremony help retell the story with new insights by the people who have not become afflicted?

These are questions for the follow-up project.





“Go to the people, live among them, learn from them, plan with them, not piecemeal but an integrated approach, not to conform but to transform, not relief but release.”

Dr. James Yen



THANK YOU!!