Health services and policy poster session 6:
services

**P5-S6.01**

**TOWARDS UNIVERSAL ACCESS TO PREVENTION MOTHER TO CHILD HIV-TRANSMISSION (PMTCT) SERVICES LEADING TO ELIMINATION OF MOTHER TO CHILD HIV-TRANSMISSION (MTCT) IN RWANDA**

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doi:10.1136/sextrans-2011-050108.558

**Objectives** In May 2010, Rwanda commissioned the Mid-term review of PMTCT scale up plan in order to document achievements made, best practices, challenges faced and guide a development of MTCT elimination plan.

**Methods** Mid-term review was a cross-sectional descriptive and analytical study employing rapid participatory assessment techniques. Data collection was undertaken at national level and 15 selected health facilities located in five districts. In-depth interviews with local authorities, providers and HIV-infected mothers were conducted. Key programmatic indicators data were gathered. Data analysis was done using a range of qualitative techniques and secondary quantitative data.

**Results** In Rwanda, 96% of pregnant women attend antenatal care (ANC) at least once during pregnancy and receive HIV testing and counselling. In 2009, over 74% of pregnant women attended PMTCT sites and 97% of them got tested and received their HIV results. Of the expected HIV infected pregnant mothers, 78% actually received antiretroviral prophylaxis for the PMTCT. Of the expected HIV exposed infants, 64.5% actually received antiretroviral prophylaxis and the rate of MTCT dropped from 10.4% (2007) to 4.1% at 18 months of age in 2009.

**Conclusions** The review showed that significant progress has been made in achieving national PMTCT targets; however there is a need for interventions to increase the uptake for the PMTCT program in the country to achieve the Millennium development Goals (MDG). Implications Rwanda is on-track to attain MDGs and the review findings lead to the development plan aiming at elimination of MTCT in Rwanda by 2012.

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**P5-S6.02**


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**Background** Current Sexual education program in country wide Colombia has been analysed. Conceptual frame of pedagogical approaches used in the program was analysed as well. Other issues including context, background, gender and social class were the main aspects evaluated.

**Methods** Qualitative research methods were performed for this pedagogical evaluation. Four phases were developed during the evaluation: Data collection (documentary analysis of official documents and 40 in-depth interviews with teachers and government employees) information organisation, analyse/critical evaluation and result dissemination.

**Results** The results show that Program’s main approach is competence-based education. Results of this research suggest that program intends to arrange and to conduct people’s sexual life. Values underling program’s approach are those of a society looking for order, stability and individual freedom. Narrow analyses of sexism-gender duality predominate such as: permanent monogamy, mandatory heterosexuality and marriage keeping an eye on different options for sexual practice. Sexuality presented in the program reflects the moral values of the prevailing group. Current implemented program is clearly the expression of the Colombian government ideological perspective led by the elites. Controlling and oppressive approaches for the vast majority were identified as being an important axis of evaluated program.

**Conclusions** New citizenship construction in a Latin American country implies abandon of existing racial, sexual, and class-based educational approaches. This requires the implementation of a wide approach underlying elimination of ideological and material conditions driving to different forms of oppression, subjugation or marginalisation. Design of educational programs must consider historical, social, economic and politic context in which people live. States should be able to guaranty human rights.