



Institut  
"Jožef Stefan"  
Ljubljana, Slovenija

UNESCO Chair on Open Technologies  
for Open Educational Resources  
and Open Learning

United Nations  
Educational, Scientific and  
Cultural Organization



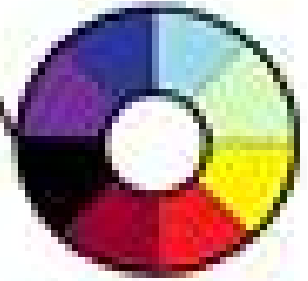
Kenya Medical Training College

LONDON  
SCHOOL of  
HYGIENE  
& TROPICAL  
MEDICINE



International Centre  
for Eye Health

COMMUNITY  
EYE HEALTH  
INSTITUTE



# Control of Diabetic Retinopathy



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University of Cape Town

ONLINE COURSE

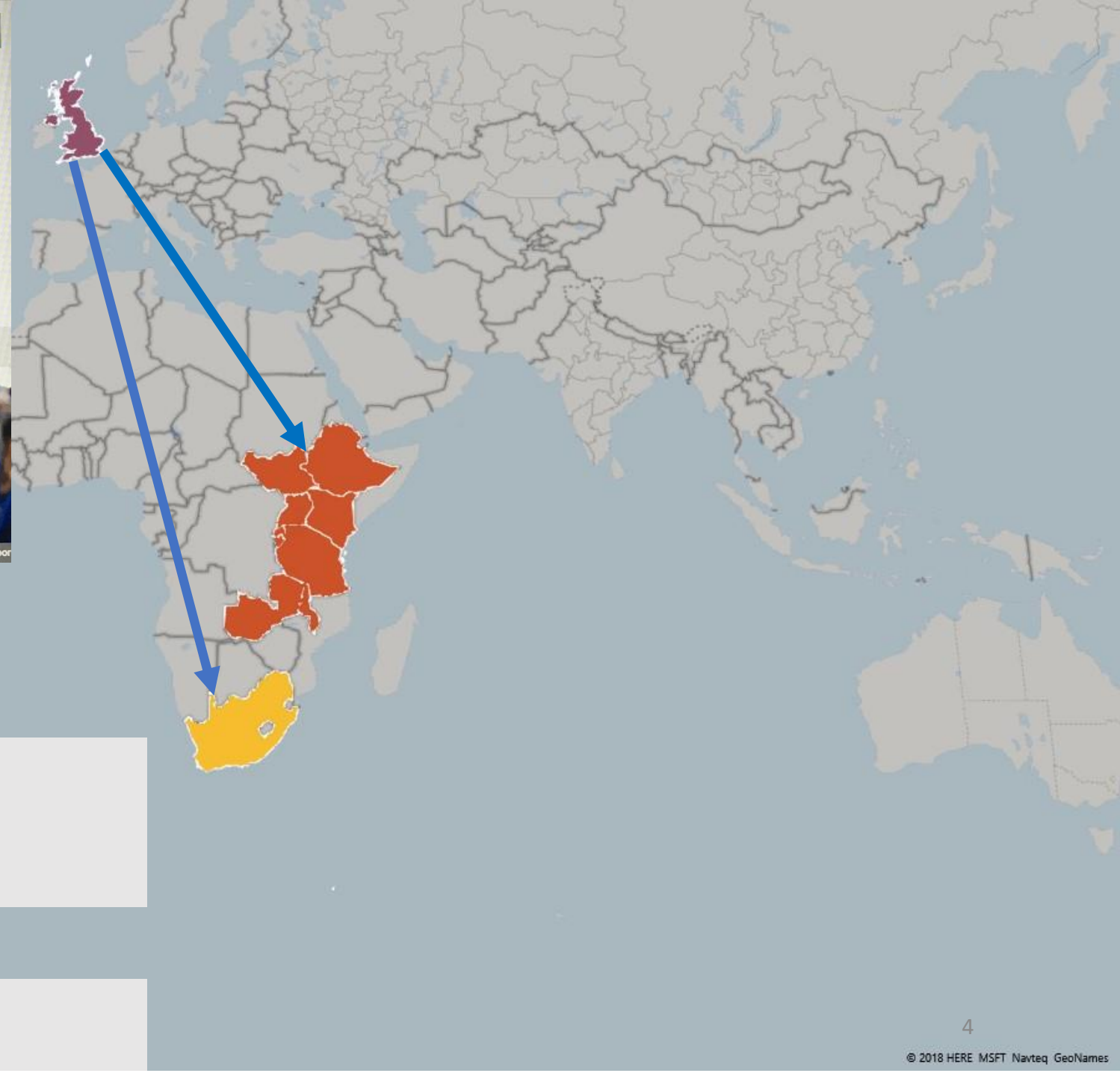
# Global Blindness: Planning and Managing Eye Care Services



Understand global blindness and how to plan effective eye care with this online course for health professionals.

Add to Wishlist

Overview Topics Start dates Requirements Educators



# Trans-contextual use of Open Education Resource

# North South collaboration

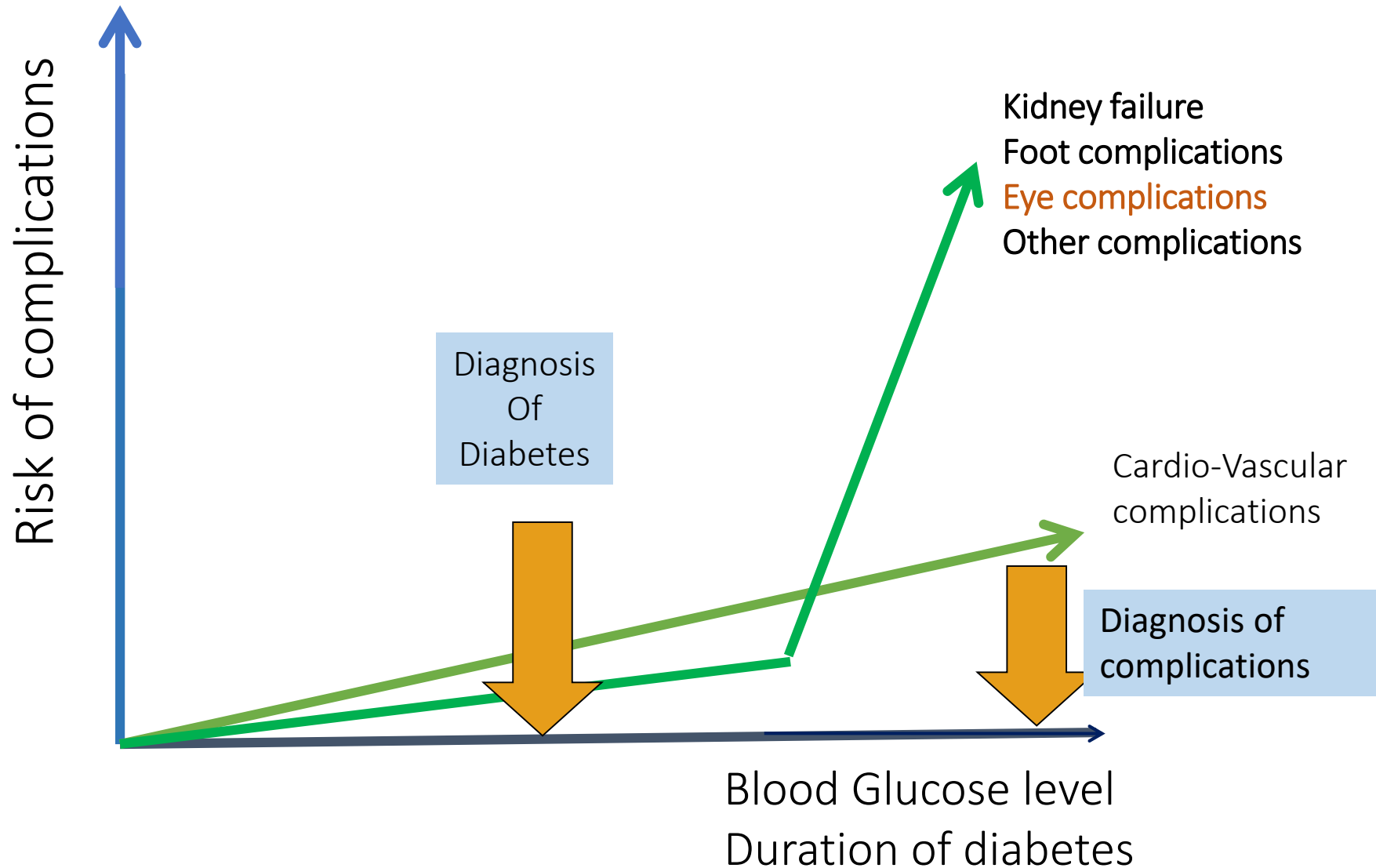
11/07/2018

# What is diabetic retinopathy (DR)?

A cause of visual impairment and blindness

Occurs in people living with diabetes

# Complications of diabetes

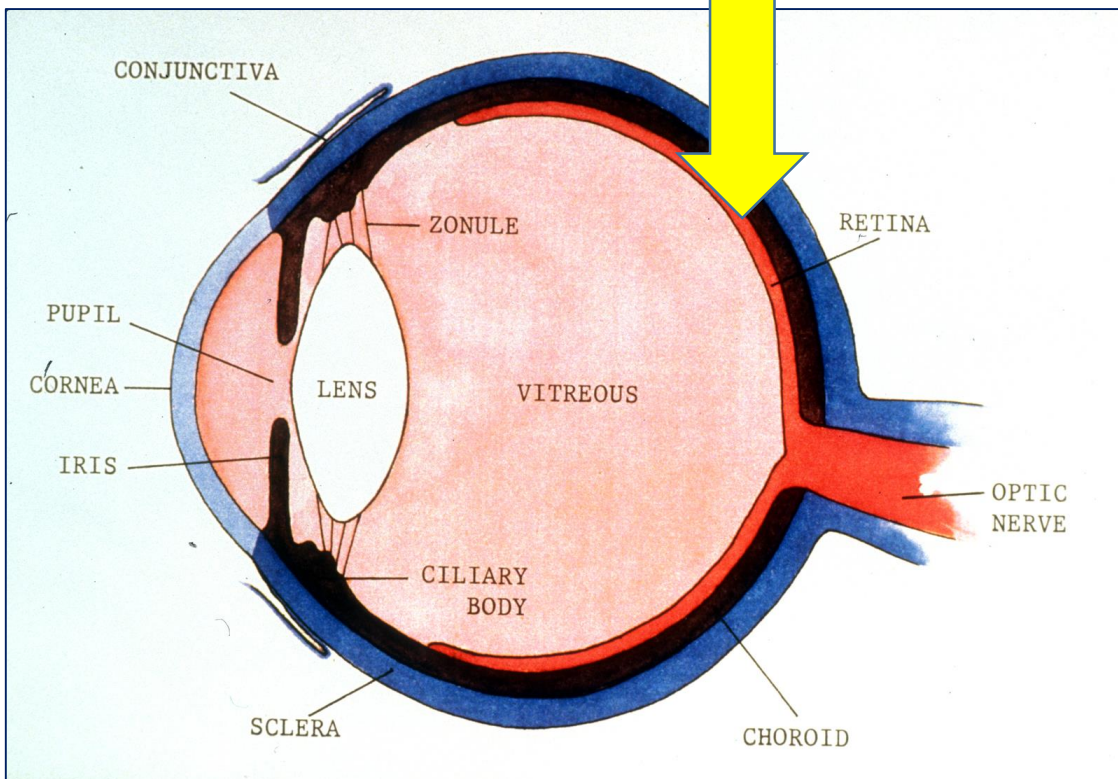


Diabetes

Persistently raised blood glucose

Diabetic retinopathy

Blindness



**415m**

ADULTS LIVING WITH DIABETES

**145m (35%)**

HAVE SOME FORM OF DR

**45m (11%)**

HAVE VISION-THREATENING DR

YEAR  
**2015**

YEAR  
**2040**

**642m**

ADULTS LIVING WITH DIABETES

(35%) **224m**

HAVE SOME FORM OF DR

(11%) **70m**

HAVE VISION-THREATENING DR



Why do we need this course?

Globally: inequities exist in **access to health care** as well as in **training human resource for health**

The World [#HealthStatistics](#) 2018

<https://twitter.com/WHO/status/1001031803547906048/photo/1>



# Why do we need this course?

Mwangi *et al.* *Tropical Medicine and Health* (2017) 45:41  
DOI 10.1186/s41182-017-0080-7

Tropical Medicine  
and Health

RESEARCH

Open Access

## Predictors of uptake of eye examination in people living with diabetes mellitus in three counties of Kenya



Nyawira Mwangi<sup>1,2\*</sup> , David Macleod<sup>1</sup>, Stephen Gichuhi<sup>3</sup>, Lawrence Muthami<sup>4</sup>, Consuela Moorman<sup>5</sup>, Covadonga Basaran<sup>1</sup> and Allen Foster<sup>1</sup>

### Abstract

**Background:** Diabetic retinopathy (DR) is a significant public health concern that is potentially blinding. Clinical practice guidelines recommend annual eye examination of patients with diabetes for early detection of DR. Our aim was to identify the demand-side factors that influence uptake of eye examination among patients already utilizing diabetes services in three counties of Kenya.

### Locally:

Access to eye care is affected by performance gaps among health care workers



**Diabetes clinic**

# How does the course links to SDGs?



# What did we aim to do?

To increase **access to open education on control of DR**,  
by reducing transactional distance between **educators and**  
eye care providers, diabetes care providers and others,  
in a **sustainable** and **cost-effective** manner,  
in order to increase **access** to diabetes eye care services

## Target learners

Persons with an interest in diabetes eye care services, including clinicians, educators, students, public health specialists, health system specialists, policy-makers and program implementers.

## Course goal

To improve the applied knowledge of the learner in the prevention of visual impairment and blindness from Diabetic Retinopathy

# Key modules in the course

Module 1: Understanding the disease (DR)

Module 2: Understanding the patient

Module 3: Understanding the health care provider

Module 4: Understanding the health system

+ an introductory and closing session

Videos

Text

Images

Links

Quizzes

Duration: 1 week

Downloadable videos for offline use

Institutional and open platforms

Institutional accreditation



# Facilitators

Inspiration from the OE4BW program and link with mentors

Mentorship + access to different expertise

Institutional interest

Previous experience with MOOC

Research

Peer review

# Challenges

Time needed vs competing demands

Limited range of open education resources and open access materials in eye care

Platforms

Institutional paradigm- free course vs business case

Accreditation

## Lessons learnt:

1. Mentoring process is a catalyst for course development
2. Learning from research and field experience can inform content development for OER
3. The content needs to be customized for the target audience
4. Learning design is a crucial aspect to consider
5. Accommodating appropriate peer review may enhance quality assurance
6. Resource planning activities need to be documented, as a learning point
7. There are significant costs in course development, such as time spent in content development

# What do we plan to do?

- Run the course on institutional and open platforms
- Assess the benefits of the course
- Develop additional courses
- Share our experience to inspire others to develop courses

# Acknowledgement

- OE4BW program and UNESCO team
- Mentor- Sally Parsley
- Mentor- Deon Minnies
- Peer reviewers and advisors



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