CENTRE FOR CONTINUING EDUCATION
UNIVERSITY OF CAPE COAST,
GHANA, WEST AFRICA

TITLE:
AN IMPACT EVALUATION OF STUDENT-TEACHER TRAINING IN
HIV/AIDS EDUCATION, THE CASE OF THE CENTRE FOR
CONTINUING EDUCATION, UNIVERSITY OF CAPE COAST,
GHANA

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AUDITORIUM, UCC
GHANA
INTRODUCTION

- HIV/AIDS is one of the World’s most widespread infectious diseases. The extent of its devastation has raised a global concern. The estimated number of persons living with HIV and AIDS worldwide in 2007 was 33.2 million according to the AIDS epidemic update 2007 by UNAIDS.
- Sub-Saharan Africa bares the greatest burden with more than two thirds (68%) of all persons infected with HIV.
- The first case of AIDS in Ghana was diagnosed in 1986, and by 1990 the number was around 1,130. The figure rose steadily to 5,500 in 1994, 22,500 in the year 2000 and 36,000 in 2004 (National HIV/AIDS/STI Control Programme, 2004).
- The alarming spread of the pandemic at the time led to the realization of the need for a strong political will and commitment, openness and a multi-sectoral and multi-pronged approach to control and manage HIV/AIDS in the country.
- Consequently, the Ghana AIDS Commission was established in 2000 by an Act of Parliament to co-ordinate programmes and activities of all relevant stakeholders including public and private sector groupings, civil society organizations, and developmental partners in the implementation of the national response to the epidemic.

INTRODUCTION (CONT’D)

- In line with the above, the Centre for Continuing Education, University of Cape Coast, University of Education, Winneba, and University of Ghana, Legon, collaborated with Simon Frazier University, Vancouver, Canada to launch the “Reducing HIV/AIDS and stigmatization through Education programme in 2005”.
- The main objective of the programme is to equip adult learners with relevant knowledge, desire and skills that will enable them to take good care of themselves and to serve as agents of dissemination and change in their schools and communities.
- It must be pointed out that the Centre for Continuing Education, University of Cape Coast (CCE-UCC) developed a course module on HIV and AIDS and mounted a 3-credit semester course for student-teachers pursuing its Diploma in Basic Education programme.
- This paper specifically evaluates changes in student-teacher trainees at the CCE-UCC on level of knowledge about transmission, symptoms, prevention and control of STIs and HIV/AIDS. It also considers stigmatization, attitude of students towards people living with HIV/AIDS (PLWHA) and their sensitivity to impart knowledge on the pandemic.
METHODOLOGY

- The Research study was a descriptive survey and it covered a total of six hundred (600) Diploma in Basic Education (DBE) student-teachers at the Centre for Continuing Education.

- The six hundred students form about 10% of a total of 6,574 DBE student-teachers who have gone through the “HIV/AIDS Education and Stigmatization” course since its inception in 2006.

- The instrument used for data collection was a 32-item questionnaire consisting of sections A and B. Section A collected data on participant’s age, sex, study centre and level or year group. Section B focused on five (5) Research Questions.

- Any ten readily available student-teachers of each year group (from year 1 to year 3) were served questionnaires and asked to complete and return before close of lectures.

- The return rate of the questionnaire was 96%.

- Data collected were compiled and analyzed using the simple percentage comparison method.

RESULTS AND DISCUSSION

BACKGROUND INFORMATION
Table 3.
Level of Knowledge of Student-teachers

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes Response</th>
<th></th>
<th>No Response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>No difference between HIV and AIDS</td>
<td>16</td>
<td>2.77</td>
<td>562</td>
<td>97.23</td>
</tr>
<tr>
<td>Herbalist have a cure for AIDS</td>
<td>36</td>
<td>6.23</td>
<td>542</td>
<td>93.77</td>
</tr>
<tr>
<td>FGM can result in HIV/AIDS transmission</td>
<td>556</td>
<td>96.19</td>
<td>22</td>
<td>3.81</td>
</tr>
<tr>
<td>AIDS can be transmitted without sexual contact</td>
<td>544</td>
<td>94.12</td>
<td>34</td>
<td>5.88</td>
</tr>
<tr>
<td>PLWHA should be discriminated against</td>
<td>24</td>
<td>4.15</td>
<td>554</td>
<td>95.85</td>
</tr>
<tr>
<td>Stakeholder collaboration relevant to control</td>
<td>566</td>
<td>97.92</td>
<td>12</td>
<td>2.08</td>
</tr>
</tbody>
</table>

STUDENTS’ LEVEL OF KNOWLEDGE ON HIV/AIDS

- Generally, the students exhibited great understanding of all the issues raised. As shown in table 3, as many as 562 (97.23%) students out of a total of 578 knew that there is a difference between HIV and AIDS.

- On whether herbalists have a cure for AIDS, 93.77% of students gave a negative response.

- Again, while as many as 94.12% of the respondents knew AIDS can be transmitted even without sexual contact, 5.88% thought sexual intercourse was the only channel through which the disease could be transmitted.

- The trend was the same for other related questions on HIV and AIDS.
The high understanding of HIV and AIDS issues demonstrated by student-teachers is consistent with the findings of the Ghana Statistical Service and Macro-International (published in the National HIV/AIDS Strategic Framework II - 2006-2010).

The report states that there is near-universal awareness of the HIV/AIDS epidemic.

This finding is an indication that the programme is making a positive impact on the teacher-trainees. The broad knowledge base of the students on HIV and AIDS may also be attributed to other intervention activities by MOESS and GES.

Some of these include the “Teachers as agents of Dissemination and Change (TAD)” programme, HIV and AIDS Alert Model and HIV and AIDS Manuals for Basic and Senior High Schools.

Attitude of student teachers before course on HIV/AIDS

- Was afraid of PLWHA and hence avoided and discriminated against them
- Saw PLWHA as immoral people receiving punishment from God
- Did not respect PLWHA
- Pleasant to PLWHA but refused to interact with them
- Unfriendly or hostile towards PLWHA
Table 4.
Attitude of Student-teachers after Course on HIV and AIDS

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Yes response</th>
<th>%</th>
<th>No response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking to people suffering from HIV/AIDS</td>
<td>550</td>
<td>95.16</td>
<td>28</td>
<td>4.84</td>
</tr>
<tr>
<td>Shaking hands with PLWHA</td>
<td>518</td>
<td>89.62</td>
<td>60</td>
<td>10.3</td>
</tr>
<tr>
<td>Living with PLWHA in the same house</td>
<td>546</td>
<td>94.46</td>
<td>32</td>
<td>5.54</td>
</tr>
<tr>
<td>Eating from the same bowl with PLWHA</td>
<td>484</td>
<td>83.74</td>
<td>114</td>
<td>16.2</td>
</tr>
<tr>
<td>Washing the beddings of PLWHA</td>
<td>468</td>
<td>80.97</td>
<td>110</td>
<td>19.0</td>
</tr>
<tr>
<td>Sharing an office with PLWHA</td>
<td>552</td>
<td>95.50</td>
<td>26</td>
<td>4.50</td>
</tr>
<tr>
<td>Walking with PLWHA</td>
<td>564</td>
<td>97.58</td>
<td>14</td>
<td>2.42</td>
</tr>
<tr>
<td>Respecting and loving PLWHA</td>
<td>544</td>
<td>94.12</td>
<td>34</td>
<td>5.88</td>
</tr>
</tbody>
</table>

ATTITUDE OF STUDENTS AFTER COURSE ON HIV/AIDS

- Prior to the course on HIV and AIDS, student-teachers did not respect PLWHA because they saw them as immoral people receiving punishment from God.
- Students therefore discriminated against PLWHA and avoided them.
- It is however seen from Table 4 that there has been a reversal of the trend since the CCE-UCC HIV/AIDS programme was introduced.
- The study however shows that students still shun activities that bring them into direct contact with PLWHA.
- Comparatively lower numbers of responses for “shaking hands with PLWHA, eating from the same bowl with PLWHA and washing the beddings of PLWHA” as against activities that keep people at reasonable distances from PLWHA.
- Some students probably feel that having direct contact with PLWHA could be risky as it may result in transmission of the AIDS virus or other opportunistic diseases if one was not careful.
Table 5
Students’ involvement in dissemination of information on HIV/AIDS

<table>
<thead>
<tr>
<th>Item</th>
<th>Positive response</th>
<th>Negative response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Take part in radio/FM discussion on HIV/AIDS</td>
<td>56</td>
<td>9.69</td>
</tr>
<tr>
<td>Organizing workshops, seminars etc</td>
<td>260</td>
<td>44.98</td>
</tr>
<tr>
<td>Share knowledge on HIV/AIDS with people I come across</td>
<td>576</td>
<td>99.65</td>
</tr>
</tbody>
</table>

STUDENTS’ INVOLVEMENT IN DISSEMINATION OF INFORMATION ON HIV/AIDS

- With information dissemination on HIV and AIDS by student-teachers, Table 5 shows that out of the 578 respondents used for the study only 56 (9.69%) were involved in radio/FM discussions on HIV and AIDS.
- On workshops, seminars and conferences as well as being used as resource persons 44.98% of respondents said they had been involved in such programmes while the remaining 55.02% replied in the negative.
- 99.65% of teacher-trainees said they shared their knowledge on HIV/AIDS with people they came across while 0.35% said they did not.
- The above may be the reason for the current high awareness of the HIV/AIDS epidemic in the country.
- Positive results to national issues are achieved when the populace is adequately informed
- Table 6 shows that 96.44% of teacher-trainees teach very often or sometimes. The remaining 3.46% have never taught HIV/AIDS lesson in class.
Table 6
Rate at which HIV/AIDS lessons are taught in class

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>164</td>
<td>28.37</td>
</tr>
<tr>
<td>Sometimes</td>
<td>394</td>
<td>68.17</td>
</tr>
<tr>
<td>Not at all</td>
<td>20</td>
<td>3.46</td>
</tr>
<tr>
<td>Total</td>
<td>578</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*to a very appreciable extent, it can be concluded that student teacher-trainees are involved in dissemination of information on HIV and AIDS. When people are well informed, it is easy to share.

Table 7
HOW STUDENTS PROTECT THEMSELVES FROM HIV/AIDS

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>188</td>
<td>32.53</td>
</tr>
<tr>
<td>No</td>
<td>390</td>
<td>67.47</td>
</tr>
<tr>
<td>Total</td>
<td>578</td>
<td>100.00</td>
</tr>
</tbody>
</table>
HOW STUDENTS PROTECT THEMSELVES FROM HIV/AIDS

- Of the 578 student-teachers who were involved in the study, 32.53% were found to have gone through VCT while the remaining 67.47% had not.
- People are not translating their broad knowledge on HIV/AIDS to the importance of VCT. This may partly be attributable to the fear of discrimination and the stigma society attaches to HIV.
- The low rate of VCT among respondents could also be due to the lack of VCT centres in a number of communities.
- Knowing your HIV status serves as a control measure. It enables those who are negative to protect themselves from infection and provides the infected ones with the opportunity to take good care of themselves.
- There is therefore the need to intensify education on VCT.

MEASURES FOR IMPROVING COURSE ON HIV/AIDS

- Majority of the respondents (95%) mentioned showing of Video films, review of course module to include more pictures and diagrams for “seeing is believing”.
- Measures such as using people suffering from HIV/AIDS (PLWHA) as resource persons, reducing the content of the module to ensure better understanding and organizing in-service training programmes for course tutors were also mentioned by students.
- In addition to the above, students recommended the use of condoms, piercing instruments (needles, knives, blades etc), hand gloves and artificial penis and vagina for teaching. To them, this will enable teachers to demonstrate the correct way of using these items and lead to an overall control of HIV and AIDS.
CONCLUSIONS

This study was undertaken principally to evaluate the impact of HIV/AIDS education on student teacher-trainees pursuing DBE at CCE-UCC.

Specifically, it considered transmission, symptoms, prevention and control of STI and HIV/AIDS. Again the study looked at stigmatization, attitude of students towards people living with HIV/AIDS (PLWHA) and their readiness to impart knowledge on the pandemic. The results showed that knowledge of student-teachers on issues of HIV/AIDS was very high.

- The previous perception of students has changed and students now welcome PLWHA.
- However some students still spurn activities that bring them into direct contact with PLWHA.
- On dissemination of information on HIV and AIDS, the results showed generally that the majority of student-teachers engaged in various activities aimed at educating members of the public.
- It must however be stated that a lower patronage was observed for money-driven activities such as organizing workshops and using the electronic media for public education.
- Student-teachers apply various options to protect themselves from getting infected with the AIDS virus. Some of them are abstinence, condom usage, refusing blood transfusion and not sharing sharp and piercing objects.
- Student-teachers suggested showing of Video films on HIV/AIDS, using PLWHA as resource persons, running course for more than a semester and organizing in-service training programmes for course tutors as ways of improving the programme.
- On the course module, students recommended a reduction of the content and inclusion of more pictures and diagrams to make meanings clearer.
- Again with the module, student suggested inclusion of new findings.

RECOMMENDATIONS

The findings of the study have implications for the HIV and AIDS programme at the CCE-UCC and other programmes alike being implemented in the education sector. It is therefore recommended that:

- the high level of awareness is sustained and this is likely to be the case.
- student-teachers are encouraged to translate the high level of awareness of HIV/AIDS to behavioural change.
- the programme focuses attention and resources on the promotion and use of VCT services.
- CCE-UCC opens VCT centres at least in the regional study centres as a means of encouraging student-teachers to access the service.
- face-to-face interaction attendance is made compulsory for student-teachers at least during HIV/AIDS lessons
- funds are allocated to students who wish to undertake some specific programmes
- the content of the “HIV/AIDS Education and Stigmatization” course module be made more interactive and updated to include current issues on the pandemic
REFERENCES

AIDS Epidemic Update 2007, UNAIDS and WHO.
MOESS (December, 2008): A study of the Education Sector’s response to HIV and AIDS in Ghana; HIV/AIDS Secretariat, MOESS.

REFERENCES (CONT’D)

END OF PRESENTATION

THANK YOU

ALABAMA EVERYWHERE