

PN-ACB-924
96365

**EVALUATION OF AIDS EDUCATION IN
THE CLASSROOM: A NATIONAL SURVEY**



Report Series: No. 7

USAID Contract No. 623-0238-C-00-4058-00, Support to AIDS
and Family Health (STAFH) Project 612-0238

BEST AVAILABLE COPY

ACKNOWLEDGMENT

The authors express their appreciation to Mr. J. B. Matola, Assistant Director of Education, Methods Advisory Services (Sciences) and Mr. G.R. Phiri, Careers Guidance Advisor, both of the Ministry of Education, for facilitating initial contacts with the regional and district education offices and participating schools. Many thanks to the Headmasters and Headmistresses of all the participating schools who so kindly accepted to both participate in the study themselves and allow their teachers and pupils to be interviewed as well. Much appreciation is due to the cooperation of the participating teachers and pupils..

The Principal Investigators were fortunate to have a team of outstanding research assistants: Mrs. N. Chamdimba, Mrs. N. Chando, Mr. L. Chilando, Mrs. J. Chirwa, Mr. B. Makonde, Mr. G. Massa, Mr. L. Mzungu, Mr. F. Phiri, Mr. B. Simbota and Mr. F. Simtowe. Their dedication contributed greatly to the quality of the data collection and resulting report.

Support for the study was provided by JSI-STAFH with funds from the US Agency for International Development (USAID) under the cooperative agreement no. 6332-0238-C00-4058-00. The views expressed in this report are those of the researchers and not the funding agency.

*Nahid Mazloum
Ruth Kornfield
Ann Domatob*

Requests for further information or copies of this report should be addressed to: the Research Advisor, JSI-STAFH PROJECT, P.O. Box 1011, Lilongwe, Malawi or the Ministry of Education, Methods Advisory Services, P/B 328, Lilongwe 3.

TABLE OF CONTENTS

<u>Title</u>	<u>Page</u>
Table of Contents	i
List of Tables	ii
List of Figures	iii
Acronyms	iii
Executive Summary	iv
I. Introduction	
Background	1
Objectives	3
Methodology	3
II. Findings	
Sources of Information	7
Participation of Teachers in the Orientation Seminars	10
Status of AIDS Education Instruction in the Classroom	11
Students Preferences in relation to AIDS Education	27
Material Resources	29
Extra-Curricular Activities	34
Examination Results	35
III. Discussion and Conclusion	
Sources of Information	36
Participation of Teachers in the Orientation Seminars	36
Status of AIDS Education	36
Material Resources	38
Extra-Curricular Activities	39
IV. Recommendations	39

List of Annexes

Annex I	List of participating Schools
Annex II	Survey Questionnaires
Annex III	Secondary Schools AIDS Education Questions and Exam Results
Annex IV	List of Research Assistants and Enumerators
Annex V	Additional Tables

LIST OF TABLES

Table	Title	Page
1	Participants of the Survey	4
2	Number of Schools and their Location	4
3	Number of Participants by Sex	5
4	Whether Students heard about AIDS	7
5	Source of Information by Educational Level	8
5-a	Source of Information by Sex	10
6	Source of Information by Location	9
7	Whether the teachers attended orientation seminars on AIDS	10
8	Students' Report of whether AIDS was taught in the classroom	12
9	Whether teachers taught AIDS education in the classroom	12
10	Students view on who taught about AIDS in the Classroom	13
11	The Subject under which AIDS was taught as reported by students	13
12	The Subject under which the teachers taught about AIDS	14
13	Content of AIDS Education as reported by Students	15
14	Content of AIDS Education as reported by Teachers	16
15	Language used in AIDS Education as reported by students	17
16	Language of Instruction used by Teachers	17
17	Teaching Methods used by Teachers	19
18	Methods of Teaching AIDS Education as preferred by Students	20
19	Problems faced by Teachers in relation to AIDS Education	22
20	Whether HM asked the teachers to teach AIDS Education	24
21	Teachers' Reasons for not Teaching about AIDS	26
22	Whether the students liked to be taught	27
23	The Students Preference of who should teach them about AIDS	28
24	Materials available for AIDS Education at Schools	30
25	Whether the Students have seen the AIDS Education Booklets	31
26	Whether the Students have read the AIDS Education Booklets	31
26-a	The Students who read the AIDS Education Booklet by Sex	32
27	Resources needed at Schools as expressed by Teachers	33
28	The Status of AIDS Clubs at Schools	34
29	Students Involvement in the AIDS Clubs	34
30	Teachers Involvement in AIDS Clubs	35

List of Figures

Figure 1	Students Preferred Method of being taught about AIDS	18
Figure 2	Problems Faced by Teachers	23
Figure 3	Teachers' Reasons for not teaching AIDS Education	25
Figure 4	Whether Students like to be taught AIDS Education	27
Figure 5	Students Preference of who should teach AIDS Education	28
Figure 6	the Students Preference of who should teach them (by Sex)	29
Figure 7	Comparison of Students and Teachers Responses in relation to the Status of AIDS Education	37

LIST OF ACRONYMS

ADRA	:	Adventist Development and Relief Agency
AIDS	:	Acquired Immune Deficiency Syndrome
DEO	:	District Education Officer
HIV	:	Human Immune Virus
IEF	:	International Eye Foundation
HM	:	Headmaster/Headmistress
L.P.	:	Lower Primary
MANEB	:	Malawi National Examination Board
MOE	:	Ministry of Education
MOH	:	Ministry of Health
NACP	:	National AIDS Control Programme
PTA	:	Parents Teachers Association
REO	:	Regional Education Officer
SCF	:	Save the Children Foundation
STAFH	:	Support to AIDS and Family Health
U.P.	:	Upper Primary
USAID	:	United States Agency for International Development

EXECUTIVE SUMMARY

With the alarming rate of HIV infection in Malawi, various strategies have been used by the government and the international donors to combat the epidemic. One of these strategies focuses on education and educational institutions in order to reach and educate the children and youth at schools before it is too late. The implementation of AIDS education programmes in the schools throughout Malawi started in the early 1990's. The programme aimed at the development of age-specific school AIDS education learning and teaching materials, and utilizing them in formal classroom education at all levels of the school system.

“Evaluation of AIDS Education in the Classroom” aims at:

- a. determining the extent to which the teachers actually taught AIDS education in the classroom during the academic year 1995/96;
- b. identifying the problems they face in teaching; and
- c. to make recommendations to address the issues raised.

The methodology used include conducting a survey to selected students and teachers in the sample schools, interview with those directly involved in the programme and examining the national exam results on AIDS education questions in the sample schools.

A total of 100 primary schools and 30 secondary schools from all the regions in the country and from various rural, urban and semi-urban locations were visited by the research teams to conduct the survey. The participants included 4025 students, 566 teachers, and 112 headmasters/headmistresses. The main findings of the evaluation include the following:

Status of AIDS Education in the Classroom

- On average, more than 90 percent of the students had heard about AIDS through various media, mainly radio followed by teachers in the classroom.
- AIDS education is being taught in the majority of the schools, however the difference between the students and the teachers reports of the actual teaching, suggests that the teaching is not consistent.
- Over 70 percent of the teachers who participated in the survey had not attended any orientation seminar on AIDS education.
- There was a direct correlation between the attendance at AIDS education orientation seminars and teaching AIDS Education in the classroom.
- On average, 70 percent of the students at upper primary and secondary level expressed that they like to be taught about AIDS in the classroom.
- AIDS education had been mainly taught by the teachers. The upper primary and the secondary students, however, prefer to be taught by the health workers as well.

- At the lower primary level, AIDS education is being taught in general studies. At the upper primary level, it is incorporated in health education and at the secondary level in biology.
- The topics covered under AIDS education basically consist of the following:
 - What is AIDS
 - How does AIDS spread
 - Signs and symptoms of AIDS
 - How to avoid AIDS
- The language used in teaching AIDS education is Chichewa in the lower primary, mixed English and Chichewa in the upper primary and mainly English in the secondary schools.
- On average, 70 percent of the lower primary students, 50 percent of the upper primary and 35 percent of the secondary students had not seen the AIDS education booklets.
- On average, 15 percent of the lower primary students, 38 percent of the upper primary students and 47 percent of the secondary students had read the AIDS education booklets.
- Lack of information is reported as one of the main problems faced by over 30 percent of the primary teachers, followed by embarrassment to talk about condoms reported by over 23 percent.
- As reported by over 25 percent of the secondary teachers, embarrassment to talk about AIDS issues was a problem they faced, followed by the problems of students' giggling and lack of materials.
- In relation to the teachers' discomfort in talking about sexual issues related to AIDS, there was no significant difference between the responses of the teachers who attended the orientation seminars and those who did not.
- On average 65 percent of the teachers and the students at upper primary and secondary confirmed the existence of the AIDS TOTO Clubs at their schools. Over 30 percent of the teachers and the students at upper primary and secondary were involved in the AIDS clubs activities.
- There was a direct correlation between the teachers attendance at the orientation seminars and their participation at AIDS clubs activities.
- The main methods utilized for teaching AIDS education included: lecture, group discussion, play/drama, and songs.
- The majority of the schools did not have any resource materials on AIDS. About 30 percent of the teachers stated that AIDS education booklets for teachers were available at their schools. Only about 23 percent knew of the availability of AIDS education booklets for students at their schools.

Obstacles in AIDS Education in the Classroom

- The teachers' lack of information, since the Teachers' Guides are the only source of information accessible to them.
- Lack of instructional material
- The teachers discomfort in talking about sexual issues related to AIDS.
- Confusion over where in the time table and under what subject AIDS education should be included.

Recommendations

- In order to effectively implement the AIDS education programme, all the parties involved in the school system need to be sensitized. These include all the teachers regardless of the subject they teach and the PTAs. Sensitization of all the teachers and the PTAs can be done at schools in the form of regular in-service workshops. The continuity in organizing such workshops at schools, will gradually accustom the teachers to the idea of constantly planning to incorporate AIDS education in their subjects and overcome their discomfort in discussing AIDS issues.

Possible Implementors: Community Health Professionals, Designated MOE Trainers, or the Head Teachers who received orientation.

- The heads of the schools and the teachers who are more directly involved in AIDS education need a more in-depth training on AIDS education on a regular basis. The content of the training should consist of explanation and expansion of the topics already presented in the Teachers' Guides. This training may be done in the form of sub-zonal workshops, where teachers of the same sub-zones can be trained together, and encouraged to share experiences. One of the advantages of the sub-zonal workshops is the formation of a team of teachers who can support and inspire each other in carrying out the AIDS education programme.

Possible Implementors: MOE Zone Officers, Designated Schools in the Sub-Zones with support from Community Health Professionals

- Resource materials need to be produced in the country's main languages, other than Chichewa, for the lower primary level. These include materials in Tumbuka, Yao and Tonga.

Possible Implementors: MOH, MOE

- Provision of supplementary resource materials on the content of AIDS education booklets, especially AIDS preventive measures will facilitate instruction of topics on AIDS. These material may be in the forms that encourages participatory methods of teaching including play/drama scripts, stories with follow-up group discussion ideas, etc. Provision of

posters, books, magazines and various other audio-visual materials where feasible will enhance the quality of AIDS education programme.

Possible Implementors: STAFH Project, AIDS Secretariat, Various NGOs and Donors

- Production of materials on AIDS awareness for the purpose of inclusion in other subjects such as Geography, Math and English will speed up the process of awareness and the change in attitudes.

Possible Implementors: MOE, MIE, STAFH Project, Other NGOs and Donors

- The schools require specific communication and instructions from MOE in relation to AIDS education, and its inclusion in the time table to guide them in carrying out AIDS education programme and activities.

Possible Implementors: MOE

- An external monitoring system should be established by the MOE in order to ensure effective implementation of inclusion of AIDS education in the educational system. This includes a follow-up to see if the teachers are adequately sensitized on the subject and if they indeed impart their knowledge to the students.

Possible Implementors: MOE through their District and Zonal Officers

- The schools should be encouraged to utilize every opportunity to address the students about AIDS such as during assemblies and in all school clubs, and even in regular class sessions. Health professional and AIDS experts should be invited to address the students in the classroom.

Possible Implementors: Heads of Schools, AIDS Clubs

- Since Radio was the main medium in which the students heard about AIDS, it may be advisable to propose to the agencies involved in radio broadcasting, to prepare and broadcast programmes that can actually address some of the AIDS issues that are more difficult for the teachers to discuss with their students.

Possible Implementors: MASO, Youth Arm

- AIDS clubs, being more student centered, and in some schools the main implementor of AIDS education programme, require support in terms of resources to carry out their activities. The resources may consist of provision of materials required for their activities such as presentations, drama and community performances.

Possible Implementors: AIDS Secretariat, Various NGOs

EVALUATION OF AIDS EDUCATION IN THE CLASSROOM

I. INTRODUCTION

1.1 BACKGROUND:

1.1.1 An AIDS Education program has been the focus of various discussions among the educators and the health workers in Malawi in the past decade. The objectives of this program include the development of age-specific school AIDS education learning and teaching materials, and their utilization in formal classroom education at all levels of Malawi's school system.

1.1.2 Numerous government and non governmental organizations have been involved in the process of introducing AIDS education in Malawi's schools. The early attempts date back to late 1989, when NACP in collaboration with AIDSCOM, a USAID funded project, and the MOE organized briefing sessions and workshop with the goal of educating the youth in school about AIDS. In general, the preliminary approach in introducing AIDS education included: the sensitization of policy-makers; assessment of AIDS knowledge, attitudes and practices of students, teachers, and community members; drafting and field testing of teachers' guide and learners' handbooks; training of trainers; printing and distribution; review, assessment and further advocacy; orientation of teachers and headmasters; and reprinting and distribution of additional materials.

1.1.3 Shortly after the policy decision to introduce AIDS education in the schools, the AIDS Control Secretariat and the Ministry of Education developed the AIDS education curriculum for schools. In 1992 all District Inspectors of schools were oriented to the curriculum. The new syllabus containing AIDS education was introduced to the school system and AIDS education was announced as an examinable subject. Also, during 1992, the Ministry of Health handed over to the Ministry of Education the booklets which were prepared for use in the implementation of the school curriculum. The booklets were printed with financial support from AIDSCOM/ USAID and UNICEF. However, due to logistical problems, the delivery of these booklets from the REOs and DEOs offices to schools were delayed. Furthermore, although there are indications that most of the schools have received some books, based on the data available, there are still some that have not received any.

1.1.4 For effective implementation of AIDS education in the classroom, the orientation of teachers and headmasters/headmistresses was necessary. In 1995, one day orientation seminars, funded by STAFH/USAID, were conducted by the Ministry of Education to orient selected teachers and headmasters/headmistresses from all the primary schools in the country and the secondary schools in the central and southern region on AIDS education in the classroom (the secondary schools from Northern region are yet to be oriented.). The purpose of the orientation seminars was to familiarize and sensitize the teachers and headmasters/headmistresses on AIDS education in the schools. It also aimed at identifying the obstacles in teaching about AIDS in the classroom. During these orientations, about 16000 primary school teachers and headmasters/headmistresses and about 456 secondary and MCDE teachers became familiar with the AIDS education programme and books. They were also

encouraged to implement the programme and utilize the books in their schools. The evaluation of the orientation seminars indicated that it had positive results as indicated by the teachers' responses to a questionnaire before and after the orientation seminar.

Structure of the AIDS Education Books for Primary Schools

1.1.5 There are 6 pupils' handbooks and 2 teachers' guides for use by the primary schools. These include pupils' handbooks for each of the classes up to Standard 4 which are in Chichewa, a pupil's handbook for Standard 5 and 6 and another for Standard 7 and 8 in English. The teachers' guides include one for lower primary containing guides for the books of Standards 1 to 4, and the other for upper primary containing guides for the books for Standards 5 and 6 and Standards 7 and 8.

1.1.6 In the lower primary, AIDS education is integrated in general studies, and in the upper primary, in health education. The language of instruction at the primary level is supposed to be English. However, a recent statement from the Ministry of Education suggests the use of the district's predominant vernacular at the lower primary level.

Structure of the AIDS Education Books for Secondary Schools

1.1.7 There are three books at the secondary school level: one teachers' guide and two students' handbooks. Book one is intended for Forms 1 and 2, and book two is for Forms 3 and 4. These are in English. In the secondary schools, AIDS education is mainly incorporated in biology. The language of instruction is basically English.

Contents of the Books

1.1.8 The AIDS education books contain basic facts about AIDS, aiming at raising the pupils' awareness of the seriousness of the disease and its impact on their lives.

Some of the topics covered in the AIDS education books are:

- What is AIDS
- How is it spread
- How can AIDS be avoided
- What are the signs and symptoms of AIDS
- How to care for AIDS patients
- Impact of AIDS on family
- Social impact of AIDS

1.1.9 In the books of Standard 1 to 4, the emphasis is on blood transmission through cuts as a mode of transmission. There is no mention of sex in these books. In the books of Standard 5 to 8 and in the secondary school books, however, sex is mentioned as one of the modes of transmission of AIDS and the use of condoms is also mentioned as one way individuals can protect themselves from contracting the disease.

Extra-Curricular AIDS Activities

1.1.10 Establishment and activities of various anti-AIDS clubs at schools constitute the main extra-curricular AIDS activities. There are two clubs that are most common: AIDS Toto clubs and Why Wait clubs.

- The "AIDS Toto" club's programme is based on materials prepared by UNICEF. Activities of the clubs are centered on empowering youngsters by providing them with all the necessary information and knowledge about HIV/AIDS to enable them to make informed decisions about their relationships.

- The "Why Wait" clubs initiated by the Family Enrichment Programme is a religion-based programme which emphasizes Christian ethics in encouraging the formation and maintenance of healthy interactive relationships among boys and girls. The programme is based on a curriculum which stretches from Primary through to Secondary levels. The facilitators of the programme are guided by Teachers' Guide books while students are provided with Student Work books.

- There are other clubs with limited scope such as Bible clubs which are church oriented, and UNESCO clubs supported by UNESCO that run on the basis of a curriculum that pivot on life skills and family life education.

These clubs are engaged in various activities such as drama presentations, singing, community awareness activities, AIDS counseling on ways of contracting the virus, its prevention and care of AIDS patients, etc, depending on the situation of the club and their available resources.

1.1.11 "Samala Moyo" is the newsletter of AIDS Toto Clubs. It contains articles related to AIDS and other information in relation to anti-AIDS activities.

1.1.12 AIDS classroom education was expected to be fully implemented during the academic year 1995-1996. However, the MOE did not have any clear indication of whether or not the teachers had effectively taught about AIDS in the classroom. Therefore, in order to find out the actual status of classroom instruction, the MOE requested that a national evaluation be conducted.

1.2 OBJECTIVES OF THE EVALUATION

The objectives of the evaluation were as follows:

- a. To determine the extent to which the teachers actually taught AIDS education in the classroom during the academic year 1995-96.
- b. To identify the problems teachers faced in implementing AIDS education programme.
- c. To make recommendations to address the issues realized.

1.3 EVALUATION METHODOLOGY

1.3.1 In order to evaluate AIDS education in the classroom, various strategies were planned to obtain the necessary data. These include the following:

- a. Conducting a survey to selected students and teachers in the sample schools. (See Annex I for the list of schools, and Annex II for the survey questionnaires)
- b. Interviewing the persons directly involved in the program including the MOE officers in charge and the headmasters/headmistresses.
- c. Reviewing the examination results on AIDS education in Standard 8, Form 2 and Form 4.

Population Studied:

1.3.2 A total of 100 primary schools and 30 secondary schools from all the regions in the country participated in the evaluation. The sample constitutes about 3% of all primary and 10% of all secondary schools in the country. In order to select the sample schools, a number of districts in each region were identified on the basis of their accessibility within the short time frame of the survey and the cultural diversity of the district to represent the region. In each district, various zones were selected to represent urban, semi-urban and rural locations. At each school, 5 pupils were randomly selected from each class to participate in the evaluation. The random selection was done by utilizing the class register and calling all students of certain numbers on the register (e.g. If there were 100 students on the register and 5 were needed, Nos. 20, 40, 60, 80, and 100 were called). The other participants of the survey included the teachers who were assigned for AIDS education or were expected to teach about AIDS. These teachers were nominated for the survey by the headmaster/headmistress of the schools. The headmasters/headmistresses also took part in the study through participation in an interview.

1.3.3 A total of 4025 students, 566 teachers, and 112 headmasters/headmistresses from 130 primary and secondary schools participated in the survey. Table 1 indicates the number and class of participants in each region.

Table 1
Number and Percentage* of the Participants in the Survey

	North		Centre		South		Total
	Primary	Secondary	Primary	Secondary	Primary	Secondary	
Students	778 19.3%	50 1.3%	1856 46.1%	302 7.5%	929 23.1%	110 2.7%	4025
Teachers	97 17.1%	10 1.8%	240 42.4%	19 3.4%	166 29.3%	34 6%	566
H.M	25 22.2%	5 4.4%	42 37.4%	10 9%	22 20%	8 7%	112

* Percentage based on the total number of the participants in each group

1.3.4 The sample was selected from 16 districts in the three regions. The districts included in the evaluation were: Karonga, Rumphu, Mzimba, Nkhata Bay, Nkhotakota, Kasungu, Lilongwe, Dowa, Dedza, Ntcheu, Mchinji, Chikwawa, Mulanje, Mangochi, Chiradzulu and Blantyre. Table 2 indicates the geographical location of the schools. As the table reveals, more primary schools were chosen in the rural areas since that is where more of them are located.

Table 2
Number of Schools and their Location

	Rural		Sub-Urban		Urban		Total
Primary	52	52%	20	20%	28	28%	100
Secondary	10	33%	11	37%	9	30%	30
Total	62	48%	31	24%	37	28%	130

1.3.5 The survey was conducted in September 1996. Form 2 and Form 4 classes had already finished their examinations and Standard 8 classes were writing theirs. Therefore, these three classes could not be directly included in the survey. However the exam results on AIDS education topics were studied to supplement the information from the schools.

1.3.6 The students participating in the survey were selected randomly, and although the male/female ratio was not a criteria, the selection showed a fairly balanced ratio. The teachers' selection, recommend by the headmasters/headmistresses of the schools, was based on whether they were teaching AIDS education or were expected to teach. This also appeared to be relatively gender balanced. However, most of the school Heads were men. Table 3 indicates the number of participants by sex.

Table 3
Number of Participants by Sex

	Male		Female		Total
Students	2128	53%	1897	47%	4025
Teachers	296	52%	270	48%	566
HM	89	79%	23	21%	112

1.3.7 The students' ages varied from 5 to 22. In the lower primary, the average age of the students was 10 years old. In the Upper Primary, the average age was 14. In the secondary the average age of students participating in the survey was 17 years old.

Administration of the Questionnaire

1.3.8 In order to administer the questionnaire to the sample population, three teams were formed. Each team was composed of one research assistant team leader and two other enumerators (See Annex III for the list). The teams had an orientation workshop before they embarked on their trip in order to become familiarized with the questionnaires and how to administer them. The teams were also supervised in the field during the first week by the research coordinator to ensure that the research process was being implemented properly.

1.3.9 The students from Standard 1 and 2 were interviewed to eliminate the limiting factor of their inability to read. Questions were asked in an open ended manner, followed by mentioning other responses. Standard 3 and 4 students were guided through the questionnaire to ensure that they understood the format. The research assistant read the questions one by one, and explained it if the students still could not understand. The students from upper primary and secondary classes answered the questionnaire on their own with a research assistant present in case of any inquiries. All of the primary students responded to the questionnaire translated in Chichewa or Tumbuka language depending on their need. The secondary students and teachers responded to the English version of the questionnaires.

Limitations of the Study

1.3.10 The main limiting factor was the short time frame of the survey. The survey was to be conducted during the month of September prior to the close of the schools on the 27th day of the month. The research team chose the first two weeks of September for this purpose in order to complete it before the last week of school. Therefore, to reach as varied a sample as

possible, taking into account the time and distance of traveling, the districts and the zones that were representing the whole region were selected for the survey by the research team on the basis of relative accessibility and their cultural diversity.

1.3.11 The selection of teachers was done by the headmasters/headmistresses, who identified those who were teaching AIDS education or were expected to teach it in their classes. However, a number of teachers including some of the biology teachers were engaged in marking exam papers and therefore were not available to participate in the survey.

1.3.12 The lower primary students especially Standards 1 and 2 had difficulty responding to the questionnaires. In some cases the research assistants felt that they did not understand what AIDS was all about.

II. FINDINGS

2.1 Sources of Information

Students' Actual Sources of Information

2.1.1 The findings of the survey indicate that the majority of the students had heard about AIDS. It also indicates that the possibility of having heard about AIDS is increased with the grade level of the students. For example as Table 4 reveals, almost all the secondary students reported that they had heard about AIDS.

2.1.2 The findings also point out that the students from the southern region rated the highest on this issue, since 90% of the lower primary students, 98,5% of upper primary and 100% of the secondary students in that region indicated that they had heard about AIDS. Table 4 shows the percentage of the students who had heard about AIDS in each region.

Table 4
Whether the students had heard about AIDS*

	North		Centre		South		No Res. %	Total
	Yes	No %	Yes %	No %	Yes %	No %		
Lower Primary	268 70%	127 30%	745 80%	190 20%	469 90%	24 5%	27 1%	1880
Upper Primary	339 96%	14 4%	881 96%	40 4%	403 98.5%	6 1.5%	0 0%	1983
Secondary	50 100%	0 0%	301 99.7%	1 0.3%	110 100%	0 0%	0 0%	462

* Percentage based on the total number of students in each educational level in each region

2.1.3 The students had heard about AIDS through various media. Radio can be considered as the main medium in reaching the people on AIDS as expressed by the students, regardless of the educational level (Table 5) or the location whether rural, urban or semi urban (Table 6 and Annex V). Table 5, also, brings into light the other informants. In the case of the lower primary students, 59% heard about AIDS from radio. 42% said that their teacher told them in the class and 28% mentioned that they heard it from their mother. In the case of the upper primary students also "teacher in the class" got the highest rating after the "radio". The secondary students, being older and more exposed, indicated various means through which they heard about AIDS. The choices that got over 40% ratings include radio, newspapers and magazines. teacher in the class, posters, and their mother.

2.1.4 The survey findings indicate (Table 5-a) that in general the students obtain their information from their friends of the same sex. However, the percentage of the students who get their information about AIDS from their friends of the opposite sex increased in the secondary level. The study also points out that the boys obtain information on AIDS from both parents almost equally, whereas girls get information from their mothers more than their fathers. Furthermore, secondary students get more information from their parents than primary students, especially the boys. The responses according to sex did not show any significant differences in terms of other informants.

Table 5

Source of Information about AIDS, Comparison of Educational Level* **

	Radio	Male Friend	Female Friend	H/master H/mistress	Teacher in the Class	Teacher out of class	Newspaper magazine	Poster Picture	Mother	Father	Aunt	Uncle	Grand mother	Grand Father
LP	1116	278	296	277	789	206	265	293	520	395	186	120	134	122
%	59%	15%	16%	15%	42%	11%	14%	16%	28%	21%	10%	6%	7%	6%
UP	1488	219	254	362	815	155	621	365	446	371	146	116	106	102
%	88%	13%	15%	22%	48%	9%	37%	22%	27%	22%	9%	7%	6%	6%
SEC	413	150	125	105	228	81	297	199	196	168	85	49	36	12
%	89%	32%	27%	23%	49%	18%	64%	43%	42%	36%	18%	11%	8%	3%

* Percentage based on the total number of students in each educational level.

** The respondents could choose more than one response

Table 6

Source of Information about AIDS: Geographical Comparison* **

	Radio	Male Friend	Female Friend	H/master H/mistress	Teacher in the Class	Teacher out of Class	Newspaper magazine	Poster Picture	Mother	Father	Aunt	Uncle	Grand mother	Grand Father
Rural	1535	364	373	410	980	257	626	460	619	498	232	148	152	119
%	73%	17%	18%	20%	47%	12%	30%	22%	29%	24%	11%	7%	7%	6%
Sub Urban	705	142	137	157	432	89	294	190	256	198	87	77	67	49
%	80%	16%	16%	18%	49%	10%	33%	22%	29%	23%	10%	9%	8%	6%
Urban	764	136	164	173	413	94	253	204	282	231	98	60	57	68
%	73%	13%	16%	17%	39%	9%	24%	19%	27%	22%	9%	6%	5%	6%

* Percentage based on the total number of students in each location category

** The respondents could choose more than one response

Table 5-a
Source of Information about AIDS by Sex*

	Sex	Male Friend	Female Friend	Mother	Father
Lower Primary	M	218 12%	91 5%	281 15%	234 12%
	F	60 3%	205 11%	239 13%	161 8%
Upper Primary	M	167 10%	56 3%	207 12%	210 12%
	F	52 3%	198 14%	239 14%	161 9%
Secondary	M	110 24%	60 13%	113 24%	109 23%
	F	40 9%	65 14%	83 18%	59 13%

* Percentage on the basis of the total number of students in each educational level

2.2 Participation of Teachers in the Orientation Seminars

2.2.1 The teachers who participated in the survey were those who were expected to have taught AIDS education in their classes. They were recommended by the schools' headmasters/headmistresses. As such, it was expected that they had attended the AIDS education orientation seminars. Among the teachers who participated in the survey, only 32 percent had attended the seminars, representing 28 percent of the primary and 31 percent of the secondary teachers. Table 7 indicates the number in relation to the level of the school and the region. The survey indicated that approximately, 70 percent of these teachers had not attended any of the orientation seminars. Of course it was noted that some of the teachers who did carry AIDS education in their schools were not available to participate in the survey and so the headmasters/headmistresses had asked other teachers to respond to the questionnaires instead. This may have been one of the factors contributing to a high percentage of participating teachers who did not attend the orientation seminars.

Table 7
Whether the teachers attended orientation seminars on AIDS*

	North		Centre		South	
	Yes	No	Yes	No	Yes	No
Lower Primary	15 24%	48 76%	26 22%	91 78%	17 26%	49 74%
Upper Primary	12 35%	22 65%	44 36%	79 64%	28 28%	72 72%
Secondary	0 0%	10** 100%	10 53%	9 47%	10 29%	24 71%

* Percentage based on the total number of the teachers of each educational level in each region

** No Orientation Seminar was carried out in the North.

2.2.2 Of all the headmasters/headmistresses interviewed, only 13 percent expressed that none of the teachers from their school had participated in the AIDS education orientation seminars.

2.2.3 Over 70 percent of the teachers who participated in the survey did not attend any orientation seminars on AIDS education. However, in looking at the relationship between the attendance at the orientation seminars and teaching AIDS education, it was found out that, at the upper primary and the secondary level, the proportion of those teachers who attended the orientation seminars and taught AIDS education, was significantly higher than those who did not attend the orientation seminars and were teaching about AIDS ($P= 0.004$). At the lower primary level, there was no significant relationship between the two. These findings confirm the significance of orientation seminars, or at least going through their guidelines, especially at the upper primary and the secondary level.

2.2.4 Comparison by attendance at the orientation seminars did not show any significant difference in the teachers responses on the issues of talking about sexual issues related to AIDS and in finding an appropriate language to discuss these issues.

2.2.5 The survey, also, established that the attendance of teachers at the orientation seminars was directly related to their involvement in the AIDS clubs. The proportion of the teachers who attended the orientation seminars and were involved in AIDS club activities was significantly higher than the proportion of those who did not attend the orientation seminars ($P= 0.000$). It can therefore be suggested that AIDS education orientation seminars may have inspired the teachers to become more active in AIDS education activities, or that there was a greater tendency for those already involved to attend the seminars.

2.3 Status of AIDS Education Instruction in the Classroom

Reports on Actual Instruction

2.3.1 The students were asked whether they were taught AIDS education in their class during the academic year 1995-96. In general 67 percent of the students confirmed this, whereas the other 33 percent mentioned that they were not taught in their class about AIDS. Table 8 indicates the students' reports on whether AIDS was taught in their classes. The findings also establish that AIDS education is reported to be taught to the upper primary and the secondary classes more than in the lower primary. The only exception seems to be in the North, where due to the fact that secondary teachers in the region did not participate in any AIDS education orientation seminars, a higher percentage of students mentioned that they were not taught AIDS education.

Table 8
Students report of whether AIDS was taught in the classroom*

	North				Centre				South			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
Lower Primary	188	44%	237	56%	492	53%	443	47%	350	67%	170	33%
Upper Primary	253	72%	100	28%	715	78%	206	22%	335	82%	74	18%
Secondary	28	56%	22	44%	233	77%	69	23%	83	75%	27	25%

* Percentage based on the total number of the students of each level in each region

2.3.2 The majority of the teachers, however, indicated that they taught AIDS education in their class during the past academic year. As it is shown in Table 9, more than 75 percent of the lower primary teachers stated that they taught about AIDS in their classes. At the upper primary level, over 65 percent of the teachers reported that they had taught this subject in their classes, and at the secondary level, with the exception of the Northern region, over 60 percent stated that they had taught AIDS education. In the North, despite the fact that there was no orientation seminars for the secondary schools, 40 percent of the teachers indicated that they did teach about AIDS.

Table 9
Whether teachers taught AIDS education in the classroom*

	North				Centre				South			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
Lower Primary	47	75%	16	25%	100	85%	17	15%	50	76%	16	24%
Upper Primary	22	65%	12	35%	108	88%	15	12%	76	76%	24	24%
Secondary	4	40%	6	60%	16	84%	3	16%	20	59%	14	41%

* Percentage based on the total number of teachers of each level in each region

2.3.3 In the interview with the headmasters/headmistresses, the majority of the primary headmasters/headmistresses (84%) reported that AIDS education was included in their curriculum. However at the secondary level, only 18 percent confirmed this point. They reported that AIDS education is mainly done through anti-AIDS club activities.

2.3.4 Teachers and Health Workers were the main group who taught AIDS education to the students in the classroom. Among the students who were taught about AIDS, 48 percent of the lower primary students said that their teacher taught them, whereas the figure was 70 percent for the upper primary and 62 percent for the secondary students. Health Workers also taught about AIDS as it was expressed by 17 percent of the lower primary students, 25 percent of the upper primary and 33 percent of the secondary students (Table 10).

Table 10
Students view on who taught AIDS education in the classroom* **

	Teacher %	Health Worker %	Other Visitor %	Nobody %
Lower Primary	904 48%	311 17%	146 8%	13 1%
Upper Primary	1183 70%	423 25%	137 8%	94 6%
Secondary	285 62%	152 33%	91 20%	59 13%

* Percentage bases on the total number of students in each educational level

** The respondents could choose more than one response

2.3.5 AIDS education had been mainly taught by the teachers. However, the health workers and other individuals representing various health based NGOs also visited the schools to offer AIDS education classes. As it was expressed by a number of headmasters/headmistresses, this provided an excellent learning opportunity for both teachers and the students, since a health professional is more equipped with knowledge as well as teaching materials to discuss any topics on AIDS.

2.3.6 In relation to the subject under which the students were taught AIDS education, at the upper primary level 72 percent of the students reported that they were taught during counseling. Among the secondary students, 34 percent listed biology as the subject covering AIDS education.

Table 11
Subject under which AIDS was taught as reported by students* **

	Biology %	Counseling %	English %	Health Ed. %	Chichewa %
Upper Primary	170 10%	1210 72%	270 16%	174 10%	33 2%
Secondary	155 34%	50 11%	85 18%	97 21%	26 6

* Percentage based on the total number of students in each educational level

** The respondents could choose more than one response.

2.3.7 The teachers of the upper primary indicated that AIDS education was mainly incorporated in Health Education, whereas 44 percent of the secondary teachers said Biology was basically the subject under which they taught AIDS education and 34 percent stated that AIDS education was included in English. Table 12 indicates the frequency of the responses.

Table 12
The subject under which the teachers taught AIDS education* **

	Biology %	Counsel %	English %	Health Ed %	Chichewa %
Upper Primary	13 5%	31 12%	49 20%	195 79%	11 4%
Secondary	28 44%	5 7.5%	22 34%	1 1.5%	4 6%

* Percentage based on the total number of teachers in each educational level

** The respondents could choose more than one response.

2.3.8 At the lower primary level, AIDS education was taught under general studies. At the upper primary, the responses given by the teachers and the students did not correspond and indicated different responses. The students reported that they were taught AIDS education in counseling, whereas the teachers reported the inclusion of AIDS education in the subject of Health Education. In discussions with MOE officials, it was noted that the upper primary schools, generally, do not offer counseling as a subject or service. However, any presentation at the schools assembly time or by various individuals or organizations on AIDS counseling is regarded as counseling by the students. What was obvious from the findings of the upper primary students, was the fact that the majority did not report the inclusion of AIDS education in their health education subject. This discrepancy suggests the sporadic nature of current AIDS education.

Content of AIDS Education

2.3.9 The main content of AIDS education according to the students emphasized the following: what is AIDS, and how it spreads. The topics that got ratings from more than 50 percent of the students include how AIDS is spread (69%), in the lower primary; what is AIDS (69%) and how it spreads (82%), in the upper primary; and what is AIDS (79%), how AIDS spread (85%), signs and symptoms of AIDS (50%), and how to avoid AIDS (55%), in the secondary level. Table 13 shows the detail on the content of AIDS education.

2.3.10 From the teachers' perspective, the findings indicate that there are four topics that over fifty percent of the teachers in all the three levels have included in their lessons on AIDS education. These are: what is AIDS, how does AIDS spread, how to avoid AIDS, and signs and symptoms of AIDS. None of the teachers in the upper primary or the secondary included these topics: moral issues, sexual issues, social behavior issues or high risk behaviour issues. Only two teachers in the upper primary stated that they talked about sexual transmission, and none in the secondary. Table 14 provides the detail on frequency of the topics taught.

Table 13

Content of AIDS Education as reported by the students* **

	What is AIDS	How does AIDS spread	Signs Symptoms	How to avoid AIDS	How to care AIDS patients	Moral issues	Sexual issues	Social behaviour issues	High risk behaviour
Lower Primary	803	1298	447	601	171	17	24	3	2
%	43%	69%	24%	32%	9.1%	0.9%	1.3%	0.2%	0.1%
Upper Primary	1160	1379	656	840	340	148	154	148	92
%	69%	82%	39%	49.9%	20.2%	8.8%	9.2%	8.8%	5.5%
Secondary	366	394	229	254	156	78	113	82	19
%	79%	85%	50%	55%	33.8%	16.9%	24.5%	17.7%	4.1%

* Percentage based on the total number of students in each educational level

** The respondents could choose more than one response

Table 14

Content of AIDS Education as reported by Teachers* **

	What is AIDS	How does AIDS spread	Signs Symptoms	How to avoid AIDS	How to care AIDS patients	Impact on Family	Social Impact	Sexual Transmission	Moral issues	Sexual issues	Social behaviour issues	High risk behaviour
Lower primary	197	187	125	171	116	2	12	2	32	0	4	0
%	80.08%	76.02%	50.81%	69.51%	47.15%	0.81%	4.88%	0.81%	13.01%	0.00%	1.63%	0.00%
Upper primary	191	205	172	184	10	5	2	2	0	0	0	0
%	73.18%	78.54%	65.90%	70.50%	3.83%	1.92%	0.77%	0.77%	0.00%	0.00%	0.00%	0.00%
Secondary	31	37	29	34	1	0	3	0	0	0	0	0
%	52.54%	62.71%	49.15%	57.63%	1.69%	0.00%	5.08%	0.00%	0.00%	0.00%	0.00%	0.00%

* Percentage based on the total number of teachers in each educational level

** The respondents could choose more than one response

Language of Instruction

2.3.11 In response to the question about the language used in teaching about AIDS, the students could identify more than one language if it was the case. As reported by the students, the language used in teaching AIDS education in the primary schools is primarily Chichewa, and Tumbuka in the North. AIDS is taught mainly in English in the secondary school. Table 15 indicates this preference.

Table 15
Language used in AIDS Education as reported by Students* **

	English %	Chichewa %	Tumbuka %	Yao %
Lower Primary	84 4%	1501 80%	165 9%	13 1%
Upper Primary	730 43%	1080 64%	217 13%	24 1%
Secondary	350 76%	235 51%	30 6%	10 2%

* Percentage based on the total number of students in each education level

** The respondents could choose more than one response

2.3.12 Language of instruction about AIDS that the teachers utilized in AIDS education (Table 16), was mainly Chichewa in the lower primary, and English in the upper primary and the secondary.

Table 16
Language of Instruction as reported by Teachers* **

	English %	Chichewa %	Tumbuka %	Yao %	Tonga %
Lower Primary	6 3%	180 81%	31 14%	3 1.5%	1 .5%
Upper Primary	222 60%	130 35%	18 6%	2 1%	1 .3%
Secondary	60 79%	14 18%	0 0%	0 0%	2 3%

* Percentage based on the total number of teachers in each educational level

** The respondents could choose more than one response

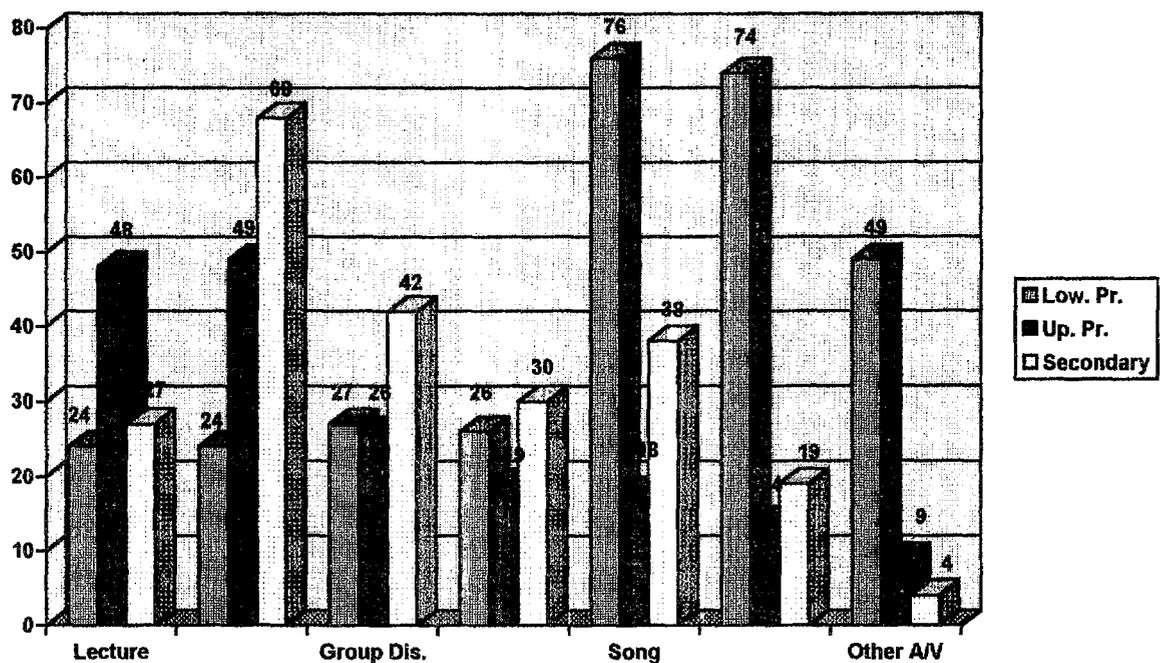
2.3.13 In general, the findings indicate that the language used in teaching AIDS education was mainly Chichewa in the lower primary, mixed English and Chichewa in the upper primary and English in the secondary level. The findings also point to the use of other languages especially at the lower primary level. The MOE has recently made a statement that all the primary schools throughout the country may use their district's predominant vernacular in teaching the lower primary students. This necessitates the translation of AIDS education materials into the country's other major languages for the ease of understanding for students of the lower primary.

Methods used in AIDS Education Instruction

2.3.14 In relation to the methods used by the teachers in teaching AIDS education, the lower primary teachers mainly use the methods of lectures and songs. For the upper primary and the secondary teachers, the most utilized method was group discussion, followed by lecture method. Table 17 shows the frequency of the methods reported by the teachers.

2.3.15 The preferred method of teaching AIDS education from the students point of view is play/drama , followed by lecture, group discussion, song, use of posters/pictures, story and video for the students from the upper primary and the secondary classes. The lower primary students, however, prefer songs and stories. Table 18 outlines the preferred method by the grade level. Figure 1 indicates the percentage frequency of the responses.

Figure 1
Students' Preferred Method of being taught in AIDS Education



2.3.16 Comparison of the students' preferences to the way teachers reported teaching AIDS education indicates that the most utilized method was lecture, whereas most preferred method is participatory method. Some participatory methods were being utilized, however the main method according to teachers was the lecture method.

Table 17

Teaching methods used by teachers* **

	Lecture %		Play drama %		Group discus. %		Poster pictures %		Song %		Story %		Other audio %	
													visual	
Lower primary	128	52%	72	29%	85	34%	70	28%	111	45%	68	28%	5	2%
Upper primary	148	57%	94	36%	153	59%	91	35%	106	41%	58	9%	0	0%
Secondary	32	51%	15	24%	43	68%	12	19%	9	14%	5	4%	4	6%

* Percentage based on the total number of teachers in each educational level

** The respondents could choose more than one response

Table 18

Methods of teaching AIDS education as preferred by the students* **

	Lecture %		Play drama %		Group discussion %		Poster pictures %		Song %		Story %		Other audio visual %	
Lower primary	446	24%	455	24%	506	27%	490	26%	1435	76%	1388	74%	924	49%
Upper primary	805	48%	825	49%	441	26%	324	19%	306	18%	243	14%	155	9%
Secondary	126	27%	316	68%	196	42%	139	30%	177	38%	87	19%	20	4%

* Percentage based on the total number of students in each educational level

** The respondents could choose more than one response

Problems faced by Teachers in AIDS Education

2.3.17 In relation to the problems faced by the teachers in teaching AIDS education, 47 percent of the lower primary and 45 percent of the upper primary teachers did not respond to the question, half of them due to the fact that they did not teach about AIDS. As it appears in Figure 2, out of those who responded, 33 percent of the teachers in the lower primary said they were embarrassed to talk about condoms (even though this is not necessary in the lower primary), and 31 percent stated lack of information as a concern. In the upper primary, lack of information was rated the highest, followed by the issue of embarrassment in talking about condoms and AIDS issues. 25 percent of the secondary teachers also found it embarrassing to talk about AIDS issues; 23 percent mentioned that students giggle, and 20 percent stressed lack of material as a problem (Table 19).

2.3.18 In comparing the findings from those who attended the orientation seminars and the ones who did not, it was established that the percentage of the teachers who did not attend the orientation seminars and considered lack of information as a problem was twice as much as those who attended the orientation seminar (27.1% vs 14.6%). In fact, none of the secondary and the upper primary teachers who attended the seminars reported the lack of information as a reason for not teaching AIDS education in their classroom.

2.3.19 In general, there were two main problems, mentioned by the headmasters/headmistresses as the main issues. These include the issue of integration of AIDS education into the curriculum. Apparently, despite the fact that the new syllabus in addition to the orientation notes provide the answers, it is still difficult for the schools to decide where in the curriculum and the time table to include AIDS education. The second issue is the lack of appropriate teaching learning materials. The headmasters/headmistresses stated that the AIDS education books were not adequate in terms of serving as a resource book for the teachers and the students. The other problems mentioned include the following:

- no official communication on the necessity of AIDS education and how to integrate it in the curriculum has been received from MOE;
- lack of trained or knowledgeable teachers to handle AIDS education;
- lack of external monitoring system by MOE;
- impossible to find the right vocabulary in line with culture and tradition;
- since most of the teachers have not attended the orientation seminars, they do not feel confident or committed;
- difficulty in teaching the students of the opposite sex or in co-ed classes;
- lack of incentives for the AIDS clubs; and
- teachers' shyness in discussing and teaching AIDS education.

2.3.20 The MOE's point of view in relation to the schools' confusion over inclusion of AIDS education and the absence of an official communication from the MOE, is that the syllabus sent to all the schools was the official communication from the Ministry. Therefore, it was left to the heads of the schools and the teachers to ensure that the syllabus is covered.

2.3.21 Also, the majority of the headmasters/headmistresses stated that their PTAs were supportive of AIDS education in the school. However, 35 percent mentioned that their PTAs were not interested or supportive of AIDS education activities.

Table 19

Problems faced by teachers in relation to AIDS education* **

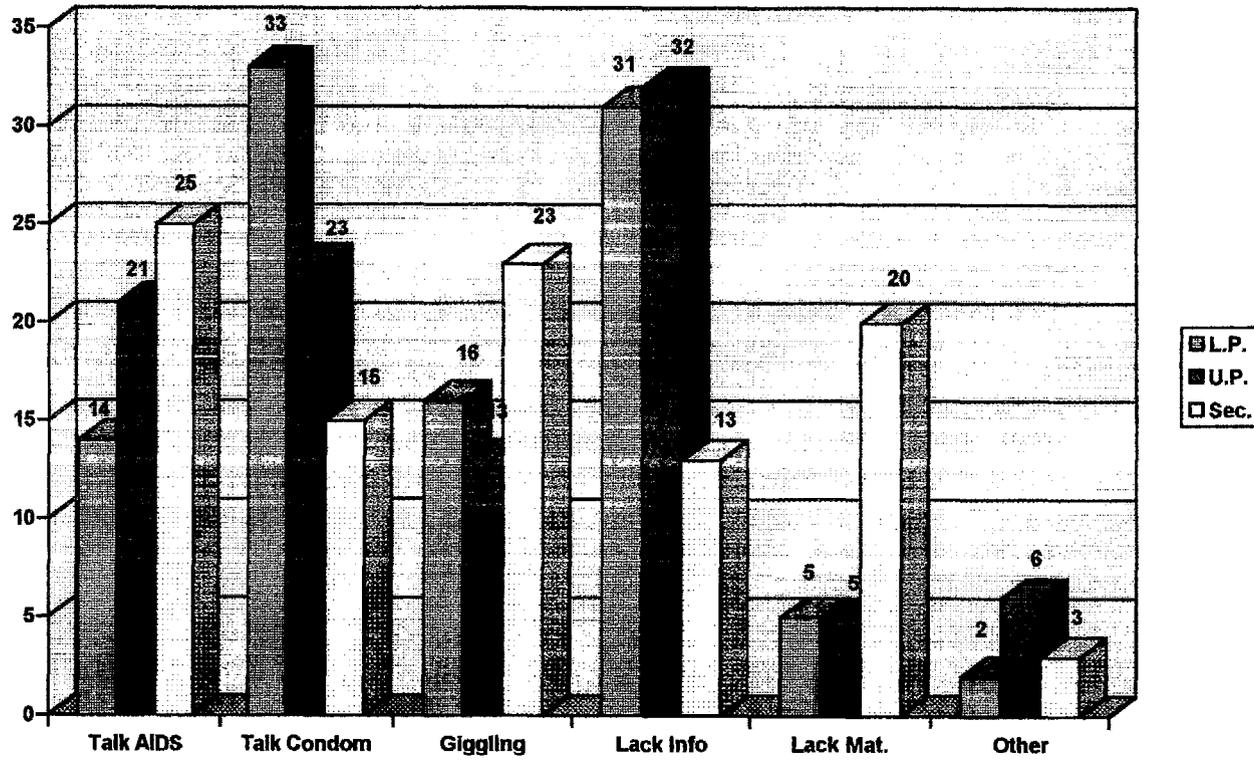
	Embarrassed % Talking AIDS issues		Embarrassed % Talk Condoms		Student % Giggle		Lack % Information		Lack % Material		Objection % Parents		Objection % School Com	
Lower primary	47	14%	110	33%	54	16%	103	31%	16	5%	6	2%	0	0%
Upper primary	70	21%	78	23%	43	13%	109	32%	17	5%	17	5%	5	1%
Secondary	15	25%	9	15%	14	23%	8	13%	12	20%	0	0%	2	3%

* Percentage on the basis of the total number of teachers in each educational level

** The respondents could choose more than one response

Figure 2

PROBLEMS REPORTED BY TEACHERS



Reasons for not Teaching AIDS Education

2.3.22 With the exception of the teachers in the secondary schools in the North, the majority of the teachers interviewed stated that they were asked by the headmaster/headmistress to teach AIDS Education (Table 20)

Table 20
Whether HM asked the teachers to teach AIDS Education*

	North				Centre				South			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
Lower primary	49	78%	14	22%	86	74%	31	26%	50	76%	16	24%
Upper primary	32	94%	2	6%	97	79%	20	16%	78	78%	20	20%
Secondary	0	0.0%	8	80%	10	52.6%	6	32%	20	59%	14	41%

* Percentage based on total number of teachers in each educational level in each region

2.3.23 As it appears from Table 20, a significant number of the teachers indicated that they were not asked by their headmasters/headmistresses to teach AIDS education. The headmasters/headmistresses were asked to nominate, for the survey, those teachers who were teaching or expected to teach AIDS education. However, some teachers were nominated to respond to the questionnaire instead of those who were actually involved in AIDS education but were not available. This was primarily done at the upper primary and the secondary level where most of the science teachers were engaged in marking exam papers and were not available at their schools.

2.3.24 The teachers who did not teach AIDS education had various reasons for it. As it appears in the Figure 3, in the lower primary, 42 percent stated that no one asked them to teach; 24 percent did not have information; 16 percent lacked material; and 16 percent found it difficult in terms of the use of language. For the upper primary and the secondary, the main reasons included lack of information and material for use in teaching AIDS education. Of the upper primary teachers, 17 percent found it embarrassing to talk about AIDS to students. Among the secondary teachers, 30 percent said that no one asked them to teach AIDS education (Table 21). These findings correspond to the problems faced by the teachers in teaching about AIDS. The two main issues that appear in both questions are lack of information and discomfort in talking about issues relating to AIDS.

Figure 3
Teachers' Reasons for not Teaching AIDS Education

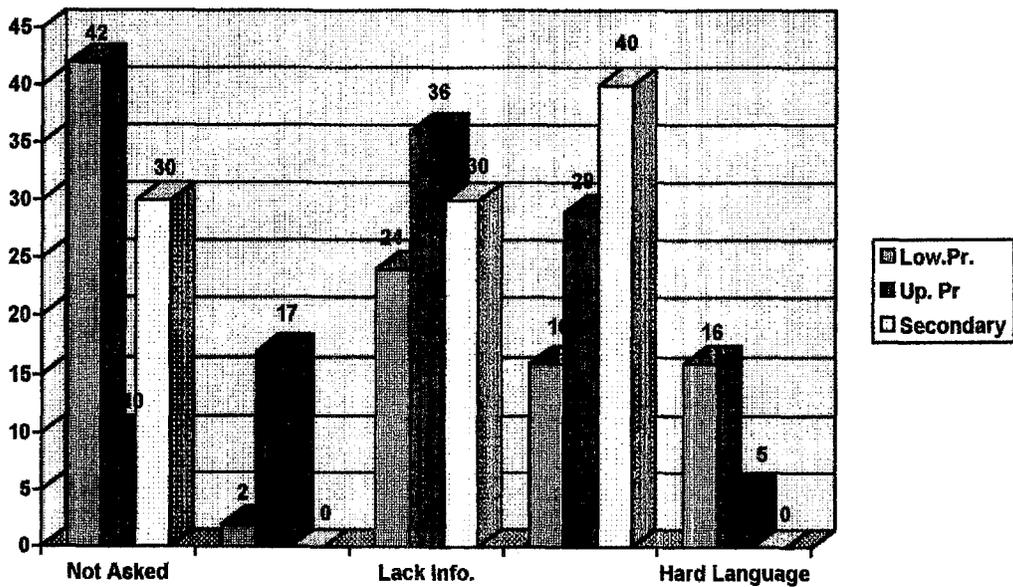


Table 21

Teachers reasons for not teaching AIDS education* **

	No one Asked	%	Embarrass to talking about AIDS	%	Lack info.	%	Lack Materials	%	Students giggle	%	Hard Language	%
Lower primary	21	42%	1	2%	12	24%	8	16%	0	0%	8	16%
Upper primary	10	10%	18	17%	37	36%	30	29%	3	3%	5	5%
Secondary	6	30%	0	0%	6	30%	8	40%	0	0%	0	0%

* Percentage based on the total number of teachers in each educational level

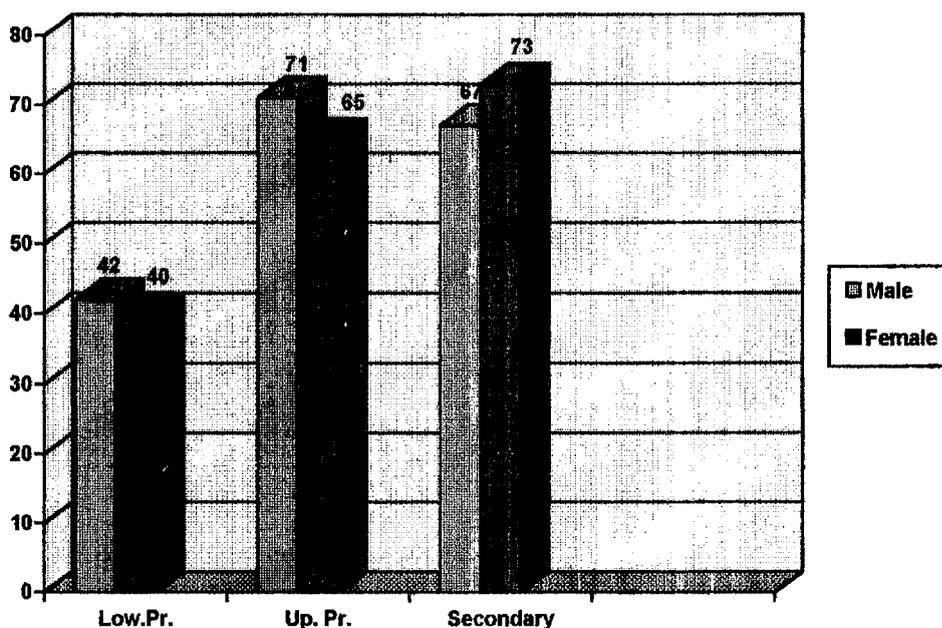
** The respondents could choose more than one response

26

2.4 Students' Preferences in relation to AIDS Education

2.4.1 In expressing whether the students liked to be taught AIDS education, about 70 percent of the upper primary and the secondary students stated that they like to be taught. It also appeared that more male students in the primary level liked to be taught than the female students. Whereas in the secondary level, slightly more female than male students stated that they like being taught AIDS education. Figure 4 indicates the frequency.

Figure 4
Whether Students like to be taught AIDS Education



2.4.2 Approximately half of the lower primary students and a quarter of the upper primary and the secondary students did not respond to the question of whether they liked to be taught AIDS education. This may be because they did not know what AIDS education was all about, or had never thought of it. They consider it as part of the subjects they ought to learn without thinking of their opinion on it. Table 22 indicates the number and percentages of students in each category and their liking. It indicates that the majority of those who responded to the question, liked to be taught.

Table 22
Whether the students liked to be taught*

	Yes				No				No Response	Total
	M	%	F	%	M	%	F	%		
Lower Primary	418	42%	354	40%	121	12%	137	16%	850	45%
Upper Primary	602	71%	546	65%	75	9%	80	10%	380	23%
Secondary	193	67%	128	73%	13	5%	10	6%	118	26%

* Percentage based on the total number of students in each educational level and sex category

2.4.3 The students also indicated their preference of whom should teach them AIDS education. It appears that 53 percent of the upper primary students and 67 percent of the secondary students prefer a Health Worker to teach them (Table 23). The second choice is their teacher. Figure 5 indicates the percentage of the choices according to the educational level.

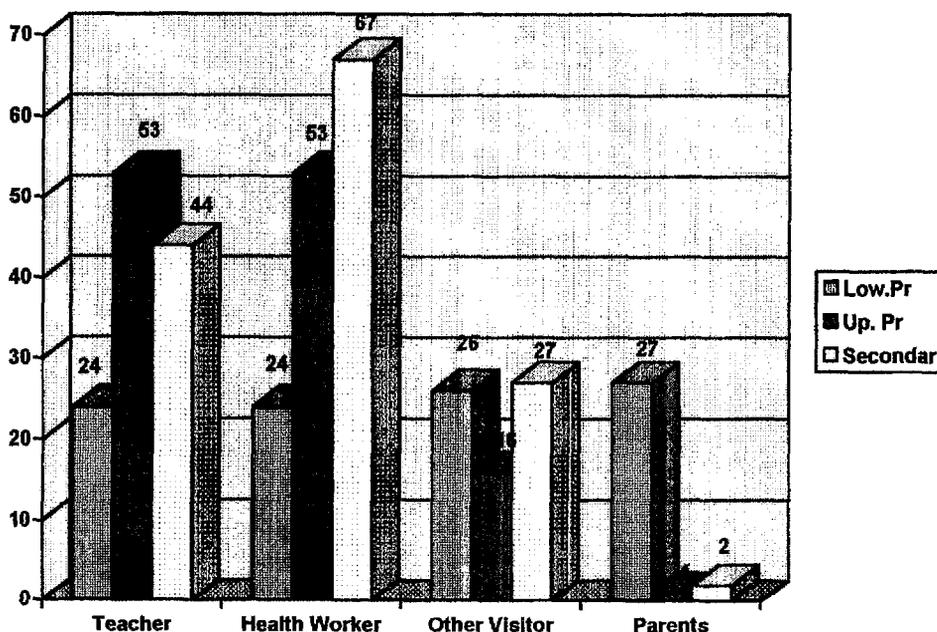
Table 23
The students' preference of who should teach them AIDS Education* **

	Teacher	Health Worker	Other Visitor	Parents
	%	%	%	%
Lower Primary	452 24%	450 24%	490 26%	501 27%
Upper Primary	891 53%	894 53%	262 16%	11 1%
Secondary	204 44%	311 67%	127 27%	9 2%

* Percentage based on the total number of students in each educational level

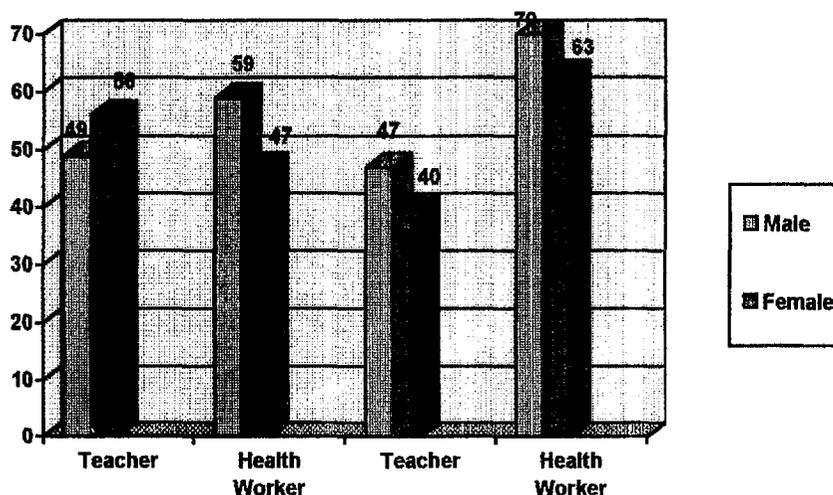
** The respondents could choose more than one response.

Figure 5
The Students' Preference of who should teach AIDS Education



2.4.4 Comparison between the boys' and the girls' responses indicate that in the upper primary level more girls than boys preferred to be taught by their teacher, whereas boys preferred to be taught by a health worker. In the secondary level both boys and girls preferred to be taught by a health worker.

Figure 6
The Students' Preference of Who should teach them (Comparison by Sex)



2.5 Material Resources

Availability of Resources

2.5.1 The survey findings indicate that the materials available at the schools on AIDS education is insufficient. The main source of information apparently is the AIDS education booklet, which is not accessible to the majority of the teachers according to their report. Only about 37 percent of the primary teachers and 22 percent of the secondary teachers reported the availability of the AIDS education booklet for teachers. The availability of the student' booklet is reported by an average of 23 percent of all the teachers. Also, 16 percent of the headmasters /headmistresses mentioned that they did not receive AIDS education booklets. The other materials available mainly consist of the AIDS Toto club magazine called Samala Moyo reported by 24 percent of the secondary teachers, and posters/pictures reported by over 14 percent of the teachers. Table 24 shows the status of AIDS education material available at schools, as reported by the teachers.

Table 24

Materials available for AIDS Education at Schools* **

	AIDS book teachers %		AIDS book students %		Edzi toto Samala %		Post %		Booklet Leaflets %		Video Tapes %		Audio Tapes %		Bks %		None %	
Lower primary	187	38%	121	25%	41	8%	75	15%	28	6%	2	0%	0	0%	27	6%	9	2%
Upper primary	182	36%	107	21%	48	10%	70	14%	37	7%	9	2%	3	1%	30	6%	15	3%
Secondary	35	22%	31	20%	37	24%	32	20%	10	6%	1	1%	0	0%	9	6%	2	1%

* Percentage based on the total number of teachers in each educational level

** The respondents could choose more than one response

2.5.2 The students were also asked whether they have seen the AIDS education books. In the lower primary level, the majority of the students (70%) indicated that they had not seen the books. In the case of the upper primary, only 50 percent had seen the books. The situation improved in the case of secondary students where 63 percent had seen the books (Table 25).

Table 25
Whether the students have seen the AIDS Education booklets*

	North				Central				South			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
Lower Primary	121	28%	304	72%	316	34%	619	66%	133	26%	387	74%
Upper Primary	191	54%	162	46%	475	52%	446	48%	179	44%	230	56%
Secondary	35	70%	15	30%	178	59%	124	41%	68	62%	42	38%

* Percentage based on the total number of students in each educational level in each region

2.5.3 Although the majority of the pupils reported they had seen the books, the number decreased when it came to actually having read them. The number of those who had read these books is shown in Table 26 where the majority of the primary students had not read the books. However, over 42% of the secondary students said that they had read the books. The results also showed that slightly more students in the Centre had read the books than their fellow students in the South and the Northern regions.

Table 26
Whether the students have read the AIDS Education booklet*

	North				Central				South			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
Lower primary	69	16%	356	84%	196	21%	739	79%	43	8%	477	92%
Upper Primary	157	44%	196	56%	423	46%	498	54%	124	30%	285	70%
Secondary	25	50%	25	50%	157	52%	145	48%	46	42%	64	58%

* Percentage on the basis of the total number of students in each educational level in each region

2.5.4 The findings also indicate that there is no significant difference between boys and girls in relation to reading the AIDS education booklet at the primary level. However, slightly more boys than girls indicated that they had read the AIDS education booklets (Table 26-a)

Table 26-a

The Number and Percentage of the Students who read the AIDS Education Booklets*

	North		Centre		South	
	Male	Female	Male	Female	Male	Female
Lower Primary	34 8%	35 8%	105 11%	91 10%	24 5%	19 4%
Upper Primary	83 23%	74 21%	225 24%	198 21%	94 23%	63 15%
Secondary	18 36%	7 17%	94 23%	63 15%	29 26%	17 15%

* Percentage on the basis of the total number of students in each educational level in each region

2.5.5 Some schools reported that they had not received any AIDS education booklets. These include 3 schools in the North, and 4 schools in the Centre. There were also at least 7 schools that reported that they did not receive any AIDS education Teachers' Guides. These include one school in the North, 3 schools in the Centre and 3 schools in the South. There were also other schools that had the booklets in the headmaster's office, without the teachers knowing of their existence. Some headmasters/headmistresses reported that the teachers were informed of the availability of these booklets, but they did not seem to be interested in using them. The other resource materials available at schools were few and insufficient.

Resources Needed

2.5.6 The teachers were asked to express their opinion on what resources are needed at their schools on AIDS education. The majority of the primary school teachers asked for posters and the Samala Moyo magazine. The other resources mentioned by at least half of the teachers include: AIDS education books for students, booklets and leaflets, and books. The secondary teachers have rated video tapes as their highest priority (82%). It was not ascertained whether these schools have access to a video machine. Table 27 provides the detail in this area.

Table 27

Resources needed at school as expressed by teachers* **

	AIDS Book %		AIDS %		Samata %		Posters %		Booklet %		Video %		Audio %		Bks %		None %	
	Teachers		book	students	Moyo				Leaflets		Tapes		Tapes					
Lower primary	133	54%	146	59%	155	63%	163	66%	118	48%	88	36%	40	16%	99	40%	1	0%
Upper primary	107	42%	130	51%	163	63%	176	68%	141	55%	102	40%	63	24%	135	52%	3	1%
Secondary	31	49%	23	36%	18	28%	25	40%	25	40%	52	82%	26	41%	13	20%	0	0%

* Percentage based on the total number of teachers in each educational level

** The respondents could choose more than one response

CS

2.6 Extra-Curricula AIDS Activities

2.6.1 The students were asked to indicate if they had AIDS clubs at their schools and to identify which club. The students responses in their schools were not consistent, which means that some of the students were not aware of the existence of AIDS clubs in their school. In general, 46 percent of the upper primary students and 64 percent of the secondary students stated that they had AIDS Toto Clubs at their schools, and 8 percent of the upper primary and 18 percent of the secondary students reported that they had Why Wait clubs at their schools (Table 28).

Table 28
Presence of AIDS clubs at schools as reported by students and teachers*

	AIDS Toto Club				Why Wait Club			
	Students	%	Teachers	%	Students	%	Teachers	%
Upper Primary	771	46%	153	60%	127	8%	30	12%
Secondary	295	64%	50	79%	83	18%	17	27%

* Percentage based on the total number of either students or teachers in each educational level and in each club

2.6.2 Also, according to the teachers reports, the majority of the schools had AIDS Clubs in operation in their schools. 60 percent of the upper primary and 79 percent of the secondary teachers confirmed the presence of AIDS Toto Clubs at their schools. The presence of Why Wait clubs was also reported by 12 percent of the upper primary teachers and 27 percent of the secondary teachers. In total, 69 headmasters/headmistresses reported that they had AIDS clubs at their schools, 49 (50%) in primary and 20 (67%) in secondary schools. The findings indicate that these clubs are in more secondary schools than in primary. (Table 28)

2.6.3 In relation to the participation and involvement in AIDS clubs, the findings indicate that the majority of the students are not involved in their school AIDS club. The reports show that a total of 37 percent of the upper primary students and 52 percent of the secondary students are involved in their school AIDS club (Table 29). There is no significant difference between the involvement of boys and girls in the AIDS clubs at the upper primary level. However, the data on the students' involvement in AIDS Toto clubs in the secondary level indicates that 27% were boys and 13% were girls.

Table 29
Students Involvement in the School AIDS Club*

	AIDS TOTO CLUB				WHY WAIT			
	Yes	%	No	%	Yes	%	No	%
Upper primary	542	32%	1141	68%	76	5%	1607	95.5%
Secondary	186	40%	276	60%	57	12%	405	87.7%

* Percentage based on the total number of students in each educational level for each club

2.6.3 When the teachers were asked if they were involved in the AIDS Clubs at their school, the majority of the teachers indicated that they were not. The participation of the secondary teachers however, in the AIDS Clubs was more frequent than the primary teachers (Table 30).

Table 30
Teachers' Involvement in AIDS Clubs*

	AIDS Toto Club				Why Wait Club			
	Yes	%	No	%	Yes	%	No	%
Lower Primary	39	16%	207	84%	3	1%	243	99%
Upper Primary	69	27%	188	72%	10	4%	20	8%
Secondary	22	35%	4	6%	9	14%	8	13%

* Percentage based on the total number of teachers in each educational level for each club

2.6.4 According to the reports of the headmasters/headmistresses, various organizations and people had been involved in AIDS education activities at schools. In addition to the teachers and health workers, the list include: HIV infected people, IEF, SCF, hospitals, School Inspectors, Project Hope, ADRA, Scripture Union, AIDS drama members, AIDS club officials, community workers, etc.

2.7 Examination Results

2.7.1 There were three parts in the question on AIDS in the national exam paper of the secondary schools. The examination result of the sample secondary schools indicate that the candidates did well in the structured parts of the questions. On the first part of the question, the students were expected to name a disease after the organism that caused it. The mean score for this question marked out of 2, was 1.7. On the second part, The students were asked to state two differences between AIDS and Tuberculosis in relation to the type of causative agent and the body part attacked. This question was marked out of 4 and the mean was 3.2. However, the performance in the part which required explanation on how the AIDS preventive measures work, was not good. The mean score of this question marked out of 4, was 0.95. MANEB suggests that language problem has adversely affected the performance of the candidates. (See Annex IV for the questions and the exam results).

III. DISCUSSION

3.1 Sources of Information

3.1.1 The survey data confirms that the national public awareness campaign and advertising have provided the opportunity for the majority of the pupils to hear about AIDS. Nearly 75 percent of the students reported that radio has been the main medium. This stresses the importance of utilizing the radio in providing the public, including the students, with AIDS education information necessary for the formation of the right attitude to protect them from HIV/AIDS.

3.1.2 The choice of having heard about AIDS through 'teacher in the class' got ratings of above 40 percent which indicates that the teachers have actually begun teaching AIDS education in the classroom. Considering the fact that the new syllabus containing AIDS education was only introduced in 1994, it has been a positive beginning for integration of AIDS education in the curriculum.

3.2 Participation of the Teachers in the Orientation Seminars

3.2.1 Some of the headmasters/headmistresses reported that none of their teachers had any orientation. The high turn over of the teachers may be one of the reasons for this. Also, at the primary level, AIDS education is either incorporated in general studies or taught under health education. This means that the majority of the teachers were involved in AIDS education whereas very few teachers from each school could have the chance of attending the orientation seminars.

3.2.2 The attendance at the orientation seminars had positively influenced the teachers in becoming involved in AIDS education. A higher proportion of the teachers who attended the orientation seminars taught AIDS education and were involved in AIDS club activities. Lack of information was not reported by these teachers as a main problem. This is an indication that the teachers were sensitized to AIDS education and felt confident in implementing the programme.

3.2.3 A common factor between those who attended the orientation seminars and those who did not, was in relation to teaching the sexual issues related to AIDS. It appears that one day orientation seminars cannot influence the attitudes that have roots in cultural and social belief of the people. It will take more efforts and more activities to gradually make an impact on the teachers. The formation of support groups in the schools and the sub-zones, that can share experiences and inspire each other may facilitate the process.

3.3 Status of AIDS Education

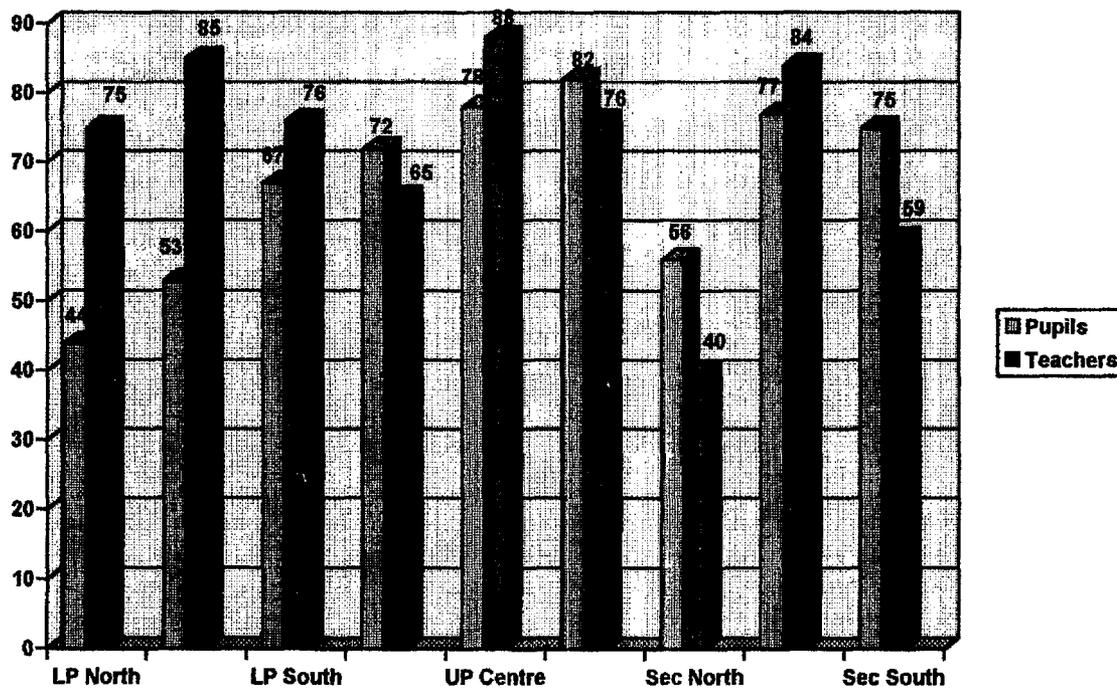
3.3.1 AIDS education was taught in the majority of the schools during the academic year 1995-96. The difference between the pupils and the teachers viewpoints (Figure 7) was especially notable at the lower primary level where more teachers reported teaching AIDS education than the pupils confirmed. Various elements contribute to this gap. One reason could be the fact that some of these younger pupils of lower primary cannot associate the topics on AIDS discussed by their teachers, with the disease. For instance, they may not relate the topics on not sharing needles for ear piercing with learning about AIDS. The other contributing factors include the possibility that the teachers taught it earlier in the year and the

pupils have forgotten, or the fact that some teachers did not actually teach AIDS education but did not want to admit for fear of causing a negative impression of themselves on their job.

3.3.2 Another large difference between the teachers' and students' viewpoints on the status of AIDS education was at the secondary level where the students from the North and the South reported being taught about AIDS more than the teachers reported. There are three contributing factors to this gap: a. The students may have been taught by other teachers who were not part of the survey. b. Since AIDS clubs are more common in the secondary schools, the students may have attributed those activities to classroom AIDS education. c. The difference between the pupils and the teachers responses on the status of AIDS education may also suggest that the teaching was not consistent.

3.3.3 The low percentage of the teachers in the North who taught AIDS education in the classroom is due to the fact that there were no AIDS education orientation seminars conducted in that region.

Figure 7
Comparison of pupils and teachers responses in relation to whether AIDS education was taught in the classroom during academic year 1995-96



3.3.4 The findings indicated that the topics covered under AIDS education basically consisted of the following:

- What is AIDS
- How does AIDS spread
- What are the signs and symptoms of AIDS
- How to avoid AIDS

However, very few teachers reported lessons on sexual issues related to AIDS, or high risk behaviour. Therefore, it appears that even the above topics were not fully covered. Another speculation suggests the possibility that some of the teachers did teach these topics but missed half of the answers related to the question of content in the questionnaire since it appeared in

the second page (refer to Annex II). The other thought suggests that since most of the science teachers could not be reached for the survey, the other teachers appointed to respond to survey were not fully aware of the content. This thought is reinforced by the students' responses on the content of AIDS education (Table 13) where about 8 percent of upper primary and over 17 percent of secondary students reported on the content of moral, sexual, and social behaviour issues and high risk behaviour.

3.3.5 Nevertheless, the low ratings on the content of social, sexual and moral issues of AIDS and high risk behaviour, is a cause of concern since the topics of how AIDS is spread and how to avoid it can in no way be fully covered unless the teachers discuss the above issues. The secondary students' poor exam results on the question on AIDS preventive measures testify to the lack of awareness of the students on these very crucial issues.

3.3.6 The teachers also expressed their discomfort in talking about sexual issues related to AIDS, and in finding an appropriate language to discuss these issues with the students. Comparison by attendance at the orientation seminars did not show any significant difference in the teachers' responses. It is obvious that even though the teachers' level of information increased by attending the orientation seminars, their attitude towards discussing sexual issues related to AIDS has not changed.

3.3.7 The main methods utilized for teaching AIDS education included: lecture and songs in the lower primary; lecture, group discussion and songs in the upper primary, and group discussion, lecture and play/drama in the secondary level. The findings indicated that the students prefer participatory methods of teaching. The lower primary students prefer to be taught through stories and songs. The upper primary and the secondary students favor being taught through play/drama and group discussions. The AIDS education booklets provide the basic information, however it is left to the teachers to use their own initiative and plan the lesson in a participatory manner. This will not be an easy task for teachers on a subject matter that has various negative cultural and social implications attached to it. The provision of materials such as script for play/drama, group discussion questions, stories and songs would facilitate AIDS education instruction for teachers.

3.3.8 From the MOE's point of view, as long as the topic of AIDS is included in the syllabus, and the students are taught to answer the questions in the exam papers, the objective of the AIDS Education programme is achieved. However, to prepare the country's future generation in a way to combat AIDS takes the effort of the whole education system. It needs all the teachers and the school heads to be sensitized and committed to AIDS education. In order to increase the level of AIDS awareness in a manner that fosters the development of the right attitude to protect the young, all the teachers in all the subjects should be sensitized and encouraged to take an active part.

3.4 Material Resources

3.4.1 In addition to AIDS education booklets, the teachers and headmasters/headmistresses reported the need for various other resource materials to enhance the quality of AIDS education in the classrooms. The list includes the Samala Moyo magazine, posters/pictures, booklets/leaflets, books and videos. It was reported that the AIDS education booklets are not sufficient since the students get bored going through the same topics over and over. They need various other resources to reinforce the messages on AIDS education. These resource

materials may cover an explanation or expansion of the topics included in the AIDS education booklets. Such supplementary materials may assist the teachers to overcome their difficulty in discussing AIDS preventive measures with their students. Provision of such materials in the form of play/drama script or stories with discussion questions will simplify the instruction.

3.4.2 In addition to the specific resource materials mentioned above, all the subjects need to be reassessed to include AIDS issues. For instance, Mathematics problems can refer to AIDS statistics. Geography can look into the AIDS impact on the country. English literature can include literature on topics of AIDS. Supplementary materials and information in each subject can provide the necessary guidance for teachers.

3.5 Extra-Curricular Activities

3.5.1 The inconsistency in the responses from the students of the same school, about the existence of AIDS Clubs, is an indication that not all the students are aware of these clubs. The number of students that are actually involved in these clubs are a small proportion of the school population. In spite of the fact that these clubs attract many students, the majority of the school population will not participate in these activities, and it therefore necessitates the classroom teaching.

3.5.2 On the other hand, many schools depend solely on their AIDS clubs to handle AIDS education. These clubs, being more student centered, often positively influence the students. However, they are limited in their resources and capacity to accommodate the whole school population. Provision of resources and support will foster the development of AIDS clubs activities.

IV. RECOMMENDATIONS

4.1 In order to effectively implement the AIDS education programme, all the parties involved in the school system need to be sensitized. These include all the teachers regardless of the subject they teach and the PTAs. Sensitization of all the teachers and the PTAs can be done at schools in the form of regular in-service workshops. The continuity in organizing such workshops at schools, will gradually accustom the teachers to the idea of constantly planning to incorporate AIDS education in their subjects and overcome their discomfort in discussing AIDS issues.

Possible Implementors: Community Health Professionals, Designated MOE Trainers, or the Head Teachers who received orientation.

4.2 The heads of the schools and the teachers who are more directly involved in AIDS education need a more in-depth training on AIDS education on a regular basis. The content of the training should consist of explanation and expansion of the topics already presented in the Teachers' Guides. This training may be done in the form of sub-zonal workshops, where teachers of the same sub-zone areas can be trained together, and encouraged to share experiences. One of the advantages of the sub-zonal workshops is the formation of a team of teachers who can support and inspire each other in carrying out AIDS education programme.

Possible Implementors: MOE Zone Officers, Designated Schools in the Sub-Zones with utilization of Community Health Professionals

4.3 Resource materials need to be produced in the country's main languages, other than Chichewa, for the lower primary level. These include materials in Tumbuka, Yao and Thonga.

Possible Implementors: MOH, MOE

4.4 Provision of supplementary resource materials on the content of AIDS education booklets, especially AIDS preventive measures will facilitate instruction of topics on AIDS. These material may be in the forms that encourages participatory methods of teaching including play/drama scripts, stories with follow-up group discussion ideas, etc. Provision of posters, books, magazines and various other audio-visual materials where feasible will enhance the quality of AIDS education programme.

Possible Implementors: STAFH Project, AIDS Secretariat, Various NGOs and Donors

4.5 Production of materials on AIDS awareness for the purpose of inclusion in other subjects such as Geography, Math and English will speed up the process of awareness and the change in attitudes.

Possible Implementors: MOE, MIE, STAFH Project, Other NGOs and Donors

4.6 The schools require specific communication and instructions from MOE in relation to AIDS education, and its inclusion in the time table to guide them in carrying out AIDS education programme and activities.

Possible Implementors: MOE

4.7 An external monitoring system should be established by the MOE in order to ensure effective implementation of inclusion of AIDS education in the educational system. This includes a follow-up to see if teachers are adequately sensitized on the subject and if they indeed impart the knowledge to students.

Possible Implementors: MOE through their District and Zonal Officers

4.8 The schools should be encouraged to utilize every opportunity to address the students about AIDS such as during assemblies and in all school clubs, and even in regular class sessions. Health professional and AIDS experts should be invited to address the students in the classroom.

Possible Implementors: Heads of Schools, AIDS Clubs

4.9 Since Radio was the main medium in which the students heard about AIDS, it may be advisable to propose to the agencies involved in radio broadcasting, to prepare and broadcast programmes that can actually address some of the AIDS issues that are more difficult for the teachers to discuss with their students.

Possible Implementors: MASO, Youth Arm

4.10 AIDS clubs, being more student centered, and in some schools the main implementor of AIDS education programme, require support in terms of resources to carry out their activities. The resources may consist of provision of materials required for their activities such as presentations, drama and community performances.

Possible Implementors: AIDS Secretariat, Various NGOs

ANNEX I

Participating Schools in AIDS Education Evaluation

Central Region

Lilongwe CCAP F.P.	St. John's Sec
Nkhotakola P	Nkhotakota Sec
Nkhotakota CCAP P.	Robert Blake Sec
Nkhotakota LEA	Dowa Sec
Dowa P. (1)	Ntcheu Sec
Dowa P. (2)	Dedza Sec
Mponela (I) P.	Madisi Sec
Mponela (II) P.	Mchinji Sec
Bua F.P.	Kochilira DEC
Kamuzu F.P.	Chimphalika DEC
Livalo P.	
Dedza F.P.	
Matamangwe F.P.	
Liwaladzi F.P.	
Walempera F.P.	
Kongwe P.	
Madisi F.P.	
Kawere F.P.	
Kholoni F.P.	
Chazuka F.P.	
Waliranji F.P.	
Pinda F.P.	
Guilleme Boys F.P.	
Gumbu P.	
Bilira P.	
Mpotola F.P.	
Chilobwe F.P.	
Lizulu F.P.	
Mlanda F.P.	
Mlanda F.P.	
Likuni Girls F.P.	
Mkukula F.P.	
Nathenje F.P.	
Nkhoma CCAP	
Ntentera F.P.	
Mtendere F.P.	
Chimphalika F.P.	

Northern Region

Mzuzu CCAP P.

Katoto P.

Chibavi

St. Peter's P.

St. Denis

Bumba

Rumphi Catholic

St. Mary's

Lulindo

Karonga Demo

Kalambwe

St. Maria Goetti

Kasungu LEA

Kasungu Demo

Chaukhauga F.P.

Boma (Kasungu?) F.P.

Sonda

Luzu

Thumbi

Mkombezi

Mzokoto

Chozoli

Ipyana

Mwenilondo

Karonga CCAP

Kavuzi

Mpobnells

Pundu

Mkondezi

Lisasadzi

Chilanga

Bwatalika

Bwiba

Mpighu

Njewa

Katoto Sec

Rumphi Sec

Nkhata Bay Sec

Ekwendeni Sec

Chamuiade Sec

Southern Region

Soche SDA P.

Mlambalala

Chichiri P.

Chilomoni Catholic

Chilomoni LEA

Lumbira P.

Chikwawa P

Njedza P.

St. Augustine I

St. Augustine II

St. Augustine III

Mehbub P

Lunzu P

Ntenjera

Chisenjera

Makande

Changa

Muloza

Mitawa

Nalingula

Kaduya

Phalombe

Masongola

Majuni

St. Micheal

Mbombwe

PIM P

Chichiri Sec

Njamba DEC

Chikwawa Sec

Mulanje Sec

Mangochi Sec

Makande DEC

Muloza DEC

Phalombe Sec

Namwera Boys DEC

Namwera Girls DEC

PIM DEC

AIDS EDUCATION IN THE CLASSROOM
(Lower Primary, Students)

Region _____

District _____

Zone _____

School _____

Class (Standard) _____

Age _____

Sex _____

Please circle your chosen answer(s)

1. Have you heard about AIDS?

- a) Yes
- b) No

2. If yes, where did you hear about AIDS?

- a) Radio
- b) Boyfriends
- c) Girlfriends
- d) Headmaster/Headmistress
- e) Teacher in the classroom
- f) Teacher outside the classroom
- g) Newspapers
- h) Posters
- i) Mother
- j) Father
- k) Aunt
- l) Uncle
- m) Grandmother
- n) Grandfather
- o) Others, please specify, _____

3. Were you taught about AIDS in your class during academic year 95/96?

- a) Yes
- b) No
- c) I don't know

4. If yes, did you like being taught about AIDS ?
 - a) Yes
 - b) No
 - c) I don't know

5. If no, would you like to be taught about AIDS?
 - a) Yes
 - b) No
 - c) I don't know

6. By whom would you like to be taught about AIDS?
 - a) Teacher
 - b) Health worker
 - c) Other visitor
 - d) Others, please specify, _____

7. By whom were you taught about AIDS in your classroom?
 - a) Teacher
 - b) Health worker
 - c) Other visitor
 - d) Others, please specify, _____

8. What were you taught about AIDS?
 - a) What is AIDS
 - b) How does AIDS spread
 - c) Signs and symptoms of AIDS
 - d) How can AIDS be avoided
 - e) How to care for AIDS patients
 - f) Others, please specify, _____

9. In what language were you taught about AIDS?
 - a) English
 - b) Chichewa
 - c) Tumbuka
 - d) Yao
 - e) Others, please specify, _____

10. Did you see the students' handbook about AIDS?
 - a) Yes
 - b) No
 - c) I don't know

11. Did you read the students' handbook about AIDS?
 - a) Yes
 - b) No
 - c) I don't know

AIDS EDUCATION IN THE CLASSROOM
(Upper Primary, Secondary)
Students

Region _____

District _____

Zone _____

School _____

Class (Standard/Form) _____

Age _____

Sex _____

Please circle your chosen answer(s).

1. Have you heard about AIDS?

- a) Yes
- b) No

2. If yes, where did you hear about AIDS?

- a) Radio
- b) Male friends
- c) Female friends
- d) Headmaster/Headmistress
- e) Teacher in the classroom
- f) Teacher outside the classroom
- g) Newspapers
- h) Posters
- i) Mother
- j) Father
- k) Aunt
- l) Uncle
- m) Grandmother
- n) Grandfather
- o) Others, please specify, _____

3. Were you taught about AIDS in your class during academic year 95/96?

- a) Yes
- b) No

4. If yes, did you like being taught about AIDS ?

- a) Yes
- b) No
- c) I don't know

5. If no, would you like to be taught about AIDS by your teacher?

- a) Yes
- b) No
- c) I don't know

6. By whom were you taught about AIDS in your classroom?

- a) Teacher
- b) Health worker
- c) Other visitor
- d) Others, please specify, _____
- e) Nobody

7. Under what subject were you taught about AIDS?

- a) Bilology
- b) Counselling
- c) English
- d) Health Education
- e) Chichewa
- f) Others, Please Specify, _____
- g) N/A

8. What topics were you taught about AIDS?

- a) What is AIDS
- b) How does AIDS spread
- c) Signs and symptoms of AIDS
- d) How can AIDS be avoided
- e) How to care for AIDS patients
- f) Moral issues concerning AIDS
- g) Sexual issues concerning AIDS
- h) Social behavior issues concerning AIDS
- i) High risk behavior
- j) Others, please specify _____
- k) N/A

9. In what language were you taught about AIDS?

- a) English
- b) Chichewa
- c) Tumbuka
- d) Yao
- e) Others, please specify, _____
- f) N/A

10. Did you see the students' handbook about AIDS ?

- a) Yes

b) No

11. Did you read the students' handbook about AIDS ?

- a) Yes
- b) No

12. Do you have AIDS Club at your school?

- a) AIDS Toto club i) Yes ii) No
- b) Why Wait i) Yes ii) No
- c) Others, please specify, _____

13. If yes, do you participate in the activities of the Club?

- a) AIDS Toto club i) Yes ii) No
- b) Why Wait i) Yes ii) No
- c) Others, please specify _____

14. How would you like to be taught about AIDS?

- a) Lecture
- b) Play/Drama
- c) Group discussion
- d) Use of posters/ pictures
- e) Song
- f) Story
- g) Other audio-visual material, please specify, _____
- h) Other methods, please specify, _____

15. By whom do you like to be taught about AIDS?

- a) Teacher
- b) Health worker
- c) Other visitors
- d) Others, please specify, _____

AIDS EDUCATION IN THE CLASSROOM
(Lower Primary, Teachers)

Region _____

District _____

Zone _____

School _____

Class (Standard) _____

Sex _____

Please circle your chosen answer(s)

1. Did you attend an AIDS Education Orientation Seminar?

- a) Yes
- b) No

2. Did you teach about AIDS in your class during academic year 95/96?

- a) Yes
- b) No

3. If yes, what topics have you taught about AIDS during the last academic year 95/96?

- a) What is AIDS
- b) How does AIDS spread
- c) Signs and symptoms of AIDS
- d) How can AIDS be avoided
- e) How to care for AIDS patients
- f) Impact of AIDS on family
- g) Social impact of AIDS
- h) Moral issues concerning AIDS
- i) Sexual issues concerning AIDS
- j) Social behavior issues concerning AIDS
- k) Others, please specify, _____
- l) N/A

4. What language did you use in teaching about AIDS?

- a) English
- b) Chichewa
- c) Tumbuka
- d) Yao
- e) Others, please specify, _____
- f) N/A

5. What teaching methods/means did you use to teach about AIDS?

- a) Lecture
- b) Play / Drama
- c) Group Discussion
- d) Use of posters/ pictures
- e) Song
- f) Story
- g) Other audio-visual material, please specify, _____
- h) Other methods, please specify, _____
- i) N/A

6. If you did not teach AIDS, the reason was:

- a) No one asked you
- b) Embarrassed to talk about issues related to AIDS
- c) Lack of information
- d) Lack of material
- e) Students giggle a lot
- f) Students too young to understand
- g) Hard to find an appropriate language
- h) Others, please specify, _____
- i) N/A

7. Do you have AIDS Club at your school?

- a) AIDS Toto club _____ Yes _____ No
- b) Why Wait _____ Yes _____ No
- c) Others, please specify, _____

8. If yes, are you involved in the activities of the Club?

- a) AIDS Toto club _____ Yes _____ No
- b) Why Wait _____ Yes _____ No
- c) Others, please specify _____

9. While teaching AIDS Education, what problems have you encountered?

- a) Embarrassed to talk about AIDS
- b) Students' too young to understand
- c) Lack of information
- d) Lack of materials
- e) Objection of parents
- f) Objection of the school committee
- h) Others, please specify _____
- i) N/A

10. What material on HIV/AIDS do you have available at your school?

- a) AIDS booklets for primary schools, Teachers' Guide
- b) AIDS booklet for primary schools, Students' Handbook
- c) EDZI Toto Club newsletter "Samala Moyo"
- d) Posters
- e) Booklets, Leaflets
- f) Videos Tapes
- g) Audio Tapes
- h) Books
- i) Others, please specify, _____
- j) Nothing

11. What resource materials on HIV/AIDS would you need to have at your school?

- a) AIDS booklet for primary schools, Teachers' Guide
- b) AIDS booklet for primary schools, Students' Handbook
- c) Edzi Toto Club newsletter "Samala Moyo"
- d) Posters
- e) Booklets, Leaflets
- f) Video Tapes
- g) Audio Tapes
- h) Books
- i) Others, please specify, _____
- j) Nothing

12. Did the headmaster/headmistress ask you to teach about AIDS?

- a) Yes
- b) No

AIDS EDUCATION IN THE CLASSROOM
(Upper Primary, Secondary)
Teachers

Region _____

District _____

Zone _____

School _____

Class (Standard/Form) _____

Sex _____

Please circle your chosen answer(s).

1. Did you attend an AIDS Education Orientation Seminar?

- a) Yes
- b) No

2. Did you teach about AIDS in your class during academic year 95/96?

- a) Yes
- b) No

3. If yes, under what subject did you teach about AIDS?

- a) Biology
- b) Counselling
- c) English
- d) Health Education
- e) Chichewa
- f) Others, please specify, _____
- g) N/A

4. What topics have you taught about AIDS during the last academic year 95/96?

- a) What is AIDS
- b) How does AIDS spread
- c) Signs and symptoms of AIDS
- d) How can AIDS be avoided
- e) How to care for AIDS patients
- f) Impact of AIDS on family
- g) Social impact of AIDS
- h) Prevention of sexual transmission

- i) Moral issues concerning AIDS
- j) Sexual issues concerning AIDS
- k) Social behavior issues concerning AIDS
- l) High risk behavior
- m) Others, please specify, _____
- n) N/A

5. What language did you use in teaching about AIDS?

- a) English
- b) Chichewa
- c) Tumbuka
- d) Yao
- e) Others, please specify, _____
- f) N/A

6. What teaching methods/means did you use to teach about AIDS?

- a) Lecture
- b) Play/Drama
- c) Group Discussion
- d) Use of posters/pictures
- e) Song
- f) Story
- g) Other audio-visual material, please specify, _____
- h) Other methods, please specify, _____
- i) N/A

7. If you did not teach AIDS, the reason was:

- a) No one asked you
- b) Embarrassed to talk about issues related to AIDS
- c) Lack of information
- d) Lack of material
- e) Students giggle a lot
- f) Hard to find an appropriate language
- g) Others, please specify, _____
- h) N/A

8. Do you have AIDS Club at your school?

- a) AIDS Toto club i) Yes ii) No
- b) Why Wait i) Yes ii) No
- c) Others, please specify, _____

9. If yes, are you involved in the activities of the Club?

- a) AIDS Toto club i) Yes ii) No
- b) Why Wait i) Yes ii) No
- c) Others, please specify _____

10. While teaching AIDS Education, what problems have you encountered?

- a) Embarrassed to talk about sexual transmission of AIDS

- b) Embarrassed to talk about condoms in the classroom
- c) Students giggle a lot
- d) Lack of information
- e) Lack of material
- f) Objection of parents
- g) Objection of school committee
- h) Others, please specify _____
- i) No problems

11. What material on HIV/AIDS do you have available at your school?

- a) AIDS booklet for primary/secondary schools, Teachers' Guide
- b) AIDS booklet for primary/secondary schools, Students' Handbook
- c) EDZI Toto Club newsletter "Samala Moyo"
- d) Posters
- e) Booklets, Leaflets
- f) Video tapes
- g) Audio tapes
- h) Books
- i) Others, please specify, _____
- j) Nothing

12. What resource materials on HIV/AIDS would you need to have at your school?

- a) AIDS booklet for primary/secondary schools, Teachers' Guide
- b) AIDS booklet for primary/secondary schools, Students' Handbook
- c) EDZI Toto Club newsletter "Samala Moyo"
- d) Posters
- e) Booklets, Leaflets
- f) Video tapes
- g) Audio tapes
- h) Books
- i) Others, please specify, _____
- j) Nothing

13. Did the headmaster/headmistress ask you to teach about AIDS?

- a) Yes
- b) No



BEST AVAILABLE COPY

ANNEX III

THE MALAWI NATIONAL EXAMINATIONS BOARD

P.O. BOX 191, ZOMBA, MALAWI TEL: ZOMBA (265) 523 277 CABLE: MANEB, ZOMBA TELEX: 44428 MANEB MI FAX: (265) 523 351

EXECUTIVE SECRETARY
Catherine Chirwenje, B.A., UCE, PGELT, M.A.(CEPMIND), D.Phil

All communications should be addressed to
The Executive Secretary

FACSIMILE TRANSMISSION

To: JSI/STAFH PROJECT Date: 21/01/97
Attention: DR WAHID MASHAYI F-f: 013-273125
Subject: AIDS EDUCATION EXAM RESULTS
Recipient Fax No. 013-273125 Our fax no. : (265) 523 351
No. of Pages: 2 (including this page)

Please receive the AIDS Education Exam results which you requested. The results contain means, standard deviations and correlations of marks for the whole paper (marked out of 100), the whole AIDS question (marked out of 10), parts 1, 2 and 3 (marked out of 2, 4 and 4 respectively.)

It was observed that the candidates did better in the structured parts of the question, i.e. parts 1 and 2. The performance in part 3, which required the candidates to explain how the AIDS preventive measures work, was not good. It would appear language problem adversely affected the candidates in this part of the question.

The AIDS exam question is attached.

I hope you will find these results useful for your report.

D J KHEMBO

Att.

BEST AVAILABLE COPY

1. a. Name a disease caused by each of the following organisms:

(i) Schistosome _____ (1 mark)

(ii) Plasmodium _____ (1 mark)

b. Give two differences between AIDS and Tuberculosis in relation to the type of causative agent and the part of the human body attacked:

Table 1

	Tuberculosis	AIDS
Causative agent		
Part of body attacked		

(2 marks)

(2 marks)

c. Explain how each of the following AIDS preventive measures works:

(i) Blood Screening _____

 _____ (1 mark)

(ii) Use of condoms _____
 _____ (1 mark)

(iii) Monogamous partner-relationship _____
 _____ (1 mark)

(iv) Abstinence _____
 _____ (1 mark)

Continued/...

2144 observations

Means

PSCO	QTOT	SCO1	SCO2	SCO3
40.448	5.8783	1.7006	3.2267	0.95196

S.D.'s

PSCO	QTOT	SCO1	SCO2	SCO3
14.009	1.7011	0.53864	0.87209	1.0333

Correlations

	PSCO	QTOT	SCO1	SCO2	SCO3
PSCO	1.0000				
QTOT	0.6412	1.0000			
SCO1	0.3661	0.5484	1.0000		
SCO2	0.4334	0.7031	0.2320	1.0000	
SCO3	0.4979	0.7642	0.1863	0.1959	1.0000

note: PSCO = Paper score, QTOT = Question mean; SCO1, SCO2 and SCO3 are mean.
note: for parts 1, 2 and 3 of the question marked out of 2, 4 and 4
note: respectively. Maximum mark for the whole question was 10.
2144 observations

Means

PSCO	QTOT	SCO1	SCO2	SCO3
40.448	5.8783	1.7006	3.2267	0.95196

S.D.'s

PSCO	QTOT	SCO1	SCO2	SCO3
14.009	1.7011	0.53864	0.87209	1.0333

Correlations

	PSCO	QTOT	SCO1	SCO2	SCO3
PSCO	1.0000				
QTOT	0.6412	1.0000			
SCO1	0.3661	0.5484	1.0000		
SCO2	0.4334	0.7031	0.2320	1.0000	
SCO3	0.4979	0.7642	0.1863	0.1959	1.0000

note: PSCO = Paper score; QTOT = Question mean; SCO1, SCO2 and SCO3 are mean.
note: for parts 1, 2 and 3 of the question marked out of 2, 4 and 4
note: respectively. Maximum mark for the whole question was 10.

ANNEX IV

LIST OF RESEACH ASSISTANTS AND ENUMERATORS

Mrs. Nancy Charndimba
Mrs. Nora Chando
Mr. Laston Chilando
Mrs. Josephine Chirwa
Mr. Bazolo Makonde
Mr. Grieve Massa
Mr. Luka Mzungu
Mr. Franklin Phiri
Mr. Bright Francis Simbota
Mr. Franklin Simtowe

ANNEX V

Table 6 a

Source of Information about AIDS: Geographical Comparison* **

		Radio	Male Friend	Female Friend	H/master H/mistress	Teacher in the Class	Teacher out of Class	Newspaper magazine	Poster Picture	Mother	Father	Aunt	Uncle	Grand mother	Grand Father
Rural %	Male	816 39%	281 13%	126 6%	224 11%	525 25%	137 6.5%	356 17%	260 12%	327 15.5%	300 14%	125 6%	97 5%	91 4%	55 2.5
	Female	719 34%	83 4%	247 12%	186 9%	455 22%	120 6%	270 13%	200 9.5%	292 14%	198 9%	107 6%	51 2%	61 3%	64 3%
Sub Urban %	Male	387 44%	125 14%	41 5%	93 10.5%	245 28%	58 6.5%	173 20%	131 15%	135 15%	126 14%	46 5%	49 5.5%	41 5%	21 2.5
	Female	318 36%	17 2%	96 11%	64 7%	187 21%	31 3.5%	121 14%	59 7%	121 14%	72 8%	41 5%	28 3%	26 3%	28 3%
Urban %	Male	382 36%	89 8.5%	40 4%	87 8.5%	199 19%	50 5%	117 11%	96 9%	139 13%	127 12%	42 4%	30 3%	33 3%	21 2%
	Female	391 37%	52 5%	125 12%	90 8.5%	221 21%	46 4%	146 14%	111 10.5%	148 14%	111 10.5%	56 5%	30 3%	24 2%	47 4.5

* Percentage based on the total number of students in each location category

** The respondents could choose more than one response

JSI-STAFH PROJECT REPORT SERIES

<u>Serial no.</u>	<u>Report Title</u>
1.	AIDS in Malawi: an annotated bibliography
2.	Condom Initiative (condom, contraceptive and marriage)
3.	Family Planning in Malawi: an annotated bibliography
4.	Analysis of quality of family planning : community -based distribution services
5.	Condom use in marriage among urban workers and their wives
6.	Condom use in marriage among family planning providers in the cities of Blantyre, Lilongwe and Mzuzu