

**THE DISSEMINATION OF HIV/AIDS EDUCATION BY
USING MINIMEDIA IN ETHIOPIAN
SECONDARY SCHOOLS.**

**BY
GEBEYEHU WORKNEH**

**A thesis Submitted to the School of Graduate Studies of Addis
Ababa University in partial fulfillment of the Requirements for
the Degree of Master of Arts in Curriculum And Instruction**

**June, 2001
Addis Ababa University**

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**DISSEMINATION OF HIV/AIDS EDUCATION BY USING
MINIMEDIA IN ETHIOPIAN SECONDARY SCHOOLS**

By

GEBEYEHU WORKNEH

APPROVAL OF BOARD OF EXAMINATION




CHAIRMAN, DEPARTMENT GRADUATE
CMMITTEE





ADVISOR





EXTERNAL EXAMINER





INTERNAL EXAMINER



ACKNOWLEDGEMENTS

I would like to express my heart felt thank to may advisor Dr. Teshome Nekatibeb for his unreserved guidance, insightful and critical comments to the realization of this Thesis.

I would also like to acknowledge Dr. Tom Tilson, Professor John Gartly, Dr Margaret and Ato Mintesinot Kassa who took the trouble of editing and commenting of the thesis.

I would also like to extend my gratitude to Ato Tesfaye Simreta, for his encouragement and valuable comments. W/o Helina Yifru, Mathewos Tadesse and Minas G/meskel, educational radio experts for their critical comments.

I am also indebted to Bedru Kedir and to Abebe Feleke who assisted me enter the data into the computer editing using computer. I am also extremely indebted to W/o Asgedech Tadesse who sacrificed her leisure time to type the thesis from the beginning up to the end.

I am indebted to the Educational Media Agency General manager Ato Demissew Bekele EMA and Addis Ababa educational radio panel staff members who assisted me during my study.

Finally, I would like to extend my gratitude to directors, Assistant directors, Teachers, minimedia club coordinators, students, co-curricular experts, health experts and NGOs coordinators at sample schools and zones for their cooperation.

TABLE OF CONTENTS

| | Pag |
|--|----------|
| Acknowledgement..... | i |
| Table of Content..... | ii |
| List of Tables..... | v |
| Abbreviation | vi |
| Abstract..... | vii |
| CHAPTER 1 General background of the problem..... | 1 |
| 1.1. Introduction..... | 1 |
| 1.2. Statement of the problem..... | 3 |
| 1.3. Objectives of the study..... | 4 |
| 1.4. Research questions..... | 4 |
| 1.5. Significance of the study..... | 6 |
| 1.6. Delimitation of the study..... | 6 |
| 1.7. Limitation of the study..... | 7 |
| 1.8. Definition of terms..... | 8 |
| CHAPTER 2 REVIEW OF RELATED LITERATURE | 9 |
| 2.1. Background and framework..... | 9 |
| 2.2. Concept of Dissemination..... | 9 |
| 2.3. Different Approaches of Dissemination..... | 11 |
| 2.3.1. Research, Development and Diffusion Model.... | 11 |
| 2.3.2. Social Interaction/ Diffusion Model..... | 12 |
| 2.3.3. Participative Problem Solving Model..... | 13 |
| 2.3.4. Linkage Model..... | 13 |
| 2.3.5 Open input strategy model | 14 |
| 2.4. AIDS education in the secondary schools..... | 14 |
| 2.5. Minimedia in the Secondary Schools..... | 17 |
| 2.5.1. Print Medium..... | 19 |
| 2.5.2. Audio Medium..... | 20 |
| 2.5.3. Audio Visual broadcasting..... | 22 |
| 2.6. Specific factors Affecting Minimedia Success..... | 24 |
| 2.6.1. In ability to Identify a critical appraisal of needs and alternatives solutions..... | 24 |
| 2.6.2. Inadequate Financial resources | 25 |

| | |
|---|-----------|
| 2.7. Organization of school minimedia | 25 |
| 2.7.1. Unity of purpose among the responsible authorities | 26 |
| 2.7.2. Broad Involvement of school community and non governmental organization..... | 26 |
| 2.7.3. Equipment or Inadequacy of technical facilities... .. | 27 |
| 2.8. Role's of school directors in disseminating HIV/AIDS education using minimedia | 28 |
| 2.9 . Role of the Teacher in school minimedia to disseminate HIV/AIDS education | 31 |
| 2.10. Role of students in school minimedia to disseminate HIV/AIDS education | 32 |
| 2.11. Role of Training for school minimedia club members and target audience to disseminate HIV/AIDS education ... | 34 |
| 2.11.1. Production training..... | 35 |
| 2.12. Content and Format selection for HIV/AIDS education | 36 |
| 2.12.1. Content Selection..... | 36 |
| 2.12.2. Types of Programme formats in school minimedia.. | 37 |
| CHAPTER 3 CONCEPTUAL FRAME WORK AND METHODOLOGY | 40 |
| 3.1. Background..... | 40 |
| 3.2. Conceptual model of the study..... | 41 |
| 3.2.1. Interpretation of the model..... | 44 |
| 3.2.2. Environment..... | 44 |
| 3.2.3. Support communication..... | 44 |
| 3.2.4. Technical Facilities..... | 45 |
| 3.2.5. Programme production..... | 45 |
| 3.3.6. Time schedule..... | 46 |
| 3.2.7. Evaluation..... | 46 |
| 3.2.8. Minimedia performance..... | 47 |
| 3.3. Methodology of the study..... | 48 |
| 3.3.1. Design of the study..... | 48 |
| 3.3.2. Subject and sampling procedures..... | 48 |
| 3.4. Data collection instruments..... | 50 |
| 3.5. Procedures of data collection..... | 52 |
| 3.6. Analysis of Data..... | 53 |

| | |
|--|------------|
| 3.7. Validity and reliability..... | 54 |
| CHAPTER 4 FINDINGS AND DISCUSSION..... | 56 |
| 4.1. Findings of the study..... | 56 |
| 4.1.1. Students attitude towards minimedia..... | 56 |
| 4.1.2. Involvement of students in the school HIV/AIDS education minimedia programmme production..... | 61 |
| 4.1.3. Opinion and Involvement of teachers in school HIV/AIDS education in minimedia | 66 |
| 4.1.4. Major problems encountered to disseminate HIV/AIDS Education using minimedia..... | 71 |
| 4.1.5. The support and involvement of school directors to disseminate HIV/AIDS education using minimedia..... | 76 |
| 4.1.6. Availability of equipment and facilities in school minimedia | 79 |
| 4.1.7. The support of governmental organizations to promote HIV/AIDS education using minimedia in the secondary schools..... | 81 |
| 4.1.8. The support of non- governmental organizations to school minimedia to promote HIV/AIDS education..... | 88 |
| 4.2. Discussion..... | 91 |
| CHAPTER 5 Summary, Conclusion and Recommendation..... | 99 |
| 5.1. Summary..... | 99 |
| 5.2. Conclusion..... | 102 |
| 5.3. Recommendation..... | 104 |
| Bibliography | 107 |
| Appendix 1 Minimedia equipment checklist..... | 113 |
| Appendix 2 Student questionnaire..... | 114 |
| Appendix 3 Club members questionnaire..... | 119 |
| Appendix 4 Teachers questionnaires..... | 123 |
| Appendix 5 Club coordinator questionnaire..... | 127 |
| Appendix 6 Director questionnaire..... | 132 |
| Appendix 7 Interview guide for co-curricular exports..... | 137 |
| Appendix 8 Interview guide for health and non-governmental organizations..... | 138 |

LIST OF TABLES

| TABLE | <u>Page</u> |
|---|-------------|
| 1. Distribution of Data Sources..... | 51 |
| 2. Students willingness to follow minimedia programmes..... | 56 |
| 3. Convenience of minimedia schedule | 57 |
| 4. Format selection to follow minimedia programmes..... | 58 |
| 5. Attractiveness of the minimedia programmes..... | 59 |
| 6. Type of participation in school minimedia programmes..... | 59 |
| 7. Interest of students to participate in school minimedia..... | 61 |
| 8. Participation in media training..... | 62 |
| 9. Content selection for minimedia programmes..... | 62 |
| 10. Format preferred by the audiences..... | 63 |
| 11. Programme evaluation..... | 63 |
| 12. Evaluation results of the minimedia programmes..... | 64 |
| 13. Strength of minimedia to disseminate HIV/AIDS education..... | 65 |
| 14. The support of school administration to the minimedia club..... | 65 |
| 15. Giving attention to school minimedia..... | 66 |
| 16. Type of participation..... | 66 |
| 17. The role of minimedia in HIV/AIDS education..... | 67 |
| 18. Format selection in minimedia programmes..... | 68 |
| 19. Acceptance of HIV/AIDS education transmitted by school minimedia | 69 |
| 20. The power of minimedia to bring behavioral change..... | 69 |
| 21. The efforts made by the school to disseminate HIV/AIDS education using minimedia | 70 |
| 22. Major problems encountered to disseminate HIV/AIDS education..... | 71 |
| 23. Main objectives of the minimedia..... | 71 |
| 24. Criteria to select minimedia club members..... | 73 |
| 25. The material sources to produce HIV/AIDS programmes using minimedia | 74 |
| 26. Major problems minimedia faced..... | 75 |
| 27. Selection of club coordinators..... | 77 |
| 28. The importance of minimedia to disseminate HIV/AIDS education..... | 78 |
| 29. Basic equipment needed by minimedia..... | 79 |
| List of figure | |
| Conceptual model of the study..... | 43 |

Abbreviations Used

| | |
|------------|--|
| CCTV= | Closed circuit television |
| CVM = | Center of voluntary Marchigina it is an Italian name. (non-governmental organizations). |
| DISH= | Delivery of Improved Services for Health |
| EMA= | Educational Media Agency. |
| FP = | Family planning |
| IIEP | International Institute for Educational Planning. |
| MOH = | Ministry of Health |
| MOE= | Ministry of Education |
| NHK = | Nippon Hoso Kyokai (Japan broadcasting corporation) |
| NGO= | Non- Governmental organization |
| OSSA= | Organization for Social Services for AIDS. |
| R. D & D = | Research, Development and Diffusion. |
| STD = | Sexual Transmitted Diseases. |
| SNNPR = | Southern Nations and Nationalities Peoples Region. |
| TV = | Television. |
| UNESCO = | United Nations Education, Science and Cultural Organization. |
| UNICEF = | United Nations International Children's Emergency Fund. |
| WHO = | World Health Organization. |

ABSTRACT

Dissemination of HIV/AIDS education using minimedia in Ethiopian secondary schools is essential to educate the youth about the danger of AIDS. This study is, therefore, designed to investigate and describe the state of dissemination of HIV/AIDS education using secondary schools minimedia . Survey method was used to conduct the research. The study was conducted at relevant schools and organizations (six secondary schools, six regional and zonal education departments, three zonal health departments and three non-governmental organizations). The data were collected through questionnaires, interviews, and observation checklist. The obtained data were analyzed mainly using percentages in a qualitative way.

All respondents believed that minimedia has a strong potential to disseminate HIV/AIDS education. But programme producers, minimedia coordinators and directors have not had media training. There were some schools that did not have cables for the loudspeakers, amplifiers, loudspeakers and other necessary equipment to start the minimedia programmes. The cooperation among schools, governmental and non-governmental organizations is weak to disseminate HIV/AIDS education programmes using minimedia.

In light of these findings, Programme producers, club coordinators and directors require media training, moral and material support both from governmental and non governmental organizations. The school minimedia should be well equipped to be able to produce and disseminate programmes, particularly HIV/AIDS education programmes, that would bring behavioral change and alleviate the problem of HIV/AIDS.

The cooperation of schools, governmental and non-governmental organization is required to exploit the potential uses of school minimedia in disseminating HIV/AIDS programmes and other vital programmes in the schools.

CHAPTER 1

GENERAL BACKGROUND OF THE PROBLEM

1.1. Introduction

AIDS first appeared in 1979 and was brought to the attention of the medical community in 1981 (Daniel, 1986). Since 1979 there has been a constant upward trend in the number of newly diagnosed cases. There are no signs of the curve of incidence starting to bend and it is difficult to predict when this will happen because the disease has a long incubation period (Ibid). A person does not develop AIDS as soon as he or she becomes infected with HIV. There is a lengthy incubation period that may last about from 3 to 12 years. Some people may survive longer than 12 years with an HIV infection while others may develop AIDS and die two or three years after infection (MOH, 1998).

According to Beyene and Solomon (1993), HIV is a blood borne virus and has been isolated from many body fluids and tissues including: blood, most body organs, vaginal secretions, semen, cervical secretion, breast milk, saliva, tears, amniotic fluid, cerebro-spinal fluid, and skin / sweat. Anyone could develop AIDS if exposed to infected blood or blood products; however, some individuals who are at a greater risk of acquiring the disease are: homosexual or bisexual people, intravenous drug abusers who share hypodermic needle, hemophiliacs who have received infected blood products, transfusion patients who have received infected blood products, heterosexual partners of AIDS patients or those infected with human immune deficiency virus (HIV), infants of parents with AIDS, and some others which are not identified yet (MOH, 1998; Daniel, 1986). HIV is ‘ different’ from other diseases and epidemics, because it is ‘ new’ and no cure has yet been found. This disease mostly affects the young generation; particularly young adults are at greatest risk (MOH, 1998; Oulai etal. 1993). HIV, like other epidemics, has a differential impact by region; but it also has a differential impact according to the sector of the society considered, affecting most severely mobile population groups, youth and the very poor groups (Ibid).

As the reports of (in Olai 1993) indicate, in Kenya prevalence rates among those tested in urban areas are high. The report also indicated that AIDS is the number one killer for adults and sixth for children in Uganda. AIDS will have a large social, demographic, psychological, and economic impact on both the individuals and societies (MOH, 1998; Daniel, 1986). In Ethiopia the first AIDS case was reported in 1986 (MOH 1996).

According to the Ministry of Health (1998), currently HIV has already infected many Ethiopians and the prevalence rate has been estimated to be high. This puts the country among the group with highest levels of infection in Africa.

Most of those infected already are unaware of their status and so represent a pool capable of transmitting the virus to new, uninfected individuals. Sooner or later all those infected will eventually develop AIDS and die as the result. AIDS will increase the death rate at all ages. However, the impact will be most severe among young adults (age 15-49) and children under the age of five (MOH 1998). With this rapid increase in young adults, death would have serious consequences for economic and social development as mentioned above. Education is the vital part to control or decrease of the rapid spread of HIV/AIDS. The education system must work out how to encourage individuals, specifically the school community to incorporate with others to fight against HIV/AIDS. At this time HIV/AIDS strongly affects the age group 15-49. The majority of this group in urban areas are found in school, particularly in secondary schools, Educational efforts to foster and sustain behavioral change remain the only presently available means to stem the spread of HIV infection (National Academy of Science 1988).

School based educational programs are an essential part of the efforts to increase awareness of the risk of HIV and to combat the spread of infection. Education should begin at young age, with a level of detail and explicitness appropriate for the age group (Ibid). In the absence of vaccines, treatments and cures, education leading to knowledge about the epidemic and to behavior change is the only way to inhibit transmission of HIV. Education systems - especially formal school systems, the primary inculcators of modern knowledge and attitudes are very often unwilling and unable to address the issues, package and target the messages and adopt the approaches needed to deliver effectively what needs to be known AIDS (Oulai, et.al. 1993).

Preparing, producing and distributing materials are not enough to fight the epidemic, a message more integrated into the several aspects of school life have to be given emphasis rather than just being another curriculum item (Oulai, 1993). Dissemination is the vital part to reach the youth so as to bring behavioral change.

In order to disseminate HIV/AIDS education: content, format and media selection is also essential to get the appropriate target group, that is to say the secondary school students.

The question of which media to compare, or which learner and media characteristics to examine should be determined in the light of subject matter and task characteristics.

The different media are not equally effective in a given task with different kinds of learners. One medium may be more effective than another for a given learning task (Schramm 1977). To identify, select, organize produce and disseminate appropriate messages to the age group is essential and finally, it will not be difficult to evaluate and react to the problems appearing during the whole process. The choice of a target group is influenced by the degree to which the educational system chooses to emphasize HIV/ AIDS education or to integrate it into the youth's schooling (UNESCO, 1992).

1.2. Statement of the Problem

Targeted messages have to be produced and disseminated by appropriate channels or media to increase the awareness of the secondary school students including the school community on HIV/ AIDS. Media selection also needs specialization, experience or training. Although one medium may be preferred over the other (Schramm 1977), it will be better when it comes to specific messages, or contents for an identified target group.

In Ethiopian secondary schools there are different types of media including clubs that can be used to disseminate HIV/ AIDS education. The main problem is to identify contents for the target groups, select the contents appropriate to the target group organize the message and disseminate by using appropriate medium and format to the secondary schools; teachers, and students. The success or failure of dissemination depends on the way in which schools or institutions disseminate information within the school and the degree to which the information in question permeates the secondary schools (HUSEN and Torten 1994). These educators further explained that, the dissemination and diffusion of information and innovation in education, and the possibilities of constant improvements in education, are partly determined by a well developed infrastructure. In the case of Ethiopian Secondary schools in disseminating HIV/AIDS education using minimedia the involvement of school directors, teachers, students, governmental and non governmental organization are determinant factors.

1.3. Objectives of the study

The main objective of this study is to investigate and describe the dissemination of HIV/AIDS education using minimedia in secondary schools.

Specific Objectives

- To find out the involvement of teachers and students in secondary school minimedia in disseminating HIV/AIDS education.
- To find out the most preferred medium in disseminating HIV/AIDS education in schools.
- To indicate the techniques of content (message) and format selection for HIV/AIDS education minimedia coordinators and programme producers.
- To find out the potential of minimedia (print, audio, audio-visual) in order to disseminate HIV/AIDS education in secondary schools.
- To provide information on how to use minimedia in disseminating HIV/AIDS education in secondary schools and controlling the rapid spread of HIV/AIDS.
- To find out the efforts made to disseminate HIV/AIDS education in the secondary schools by specific groups such as MOE, MOH, NGOs and schools to bring behavioral change of the secondary school students and other school community.
 - To find out their techniques of evaluating minimedia programs.
 - To suggest solutions for the problem of school minimedia in disseminating HIV/AIDS education.

1.4. Research Questions

With these purposes, then, the study will attempt to find answers for the following ten research questions:

1. What are the types of minimedia used to disseminate HIV/ AIDS education in the secondary schools?
 - Print, audio and audio- visual media used in the school minimedia to disseminate programs, particularly HIV/AIDS education.
2. What are the major focus areas of the school minimedia programs?
 - Contents, formats, objectives and schedule of school minimedia.

3. How do the school principals involve the management of school minimedia to disseminate HIV/ AIDS education?
 - Budget allocation, assigning coordinators and club members,
 - Coordinating and evaluating minimedia programs.
4. How are the teachers involved in minimedia program production and dissemination specifically HIV/ AIDS education?
 - Program production
 - Coordination and evaluation
 - Participating in minimedia programs (listening, watching and reading).
5. How are students involved in minimedia program production and dissemination specifically HIV/ AIDS education?
 - Minimedia programs production.
 - Participating in minimedia programs by watching, listening, reading and contributing materials.
 - Evaluating programs.
6. What are the attitudes of teachers and students towards school minimedia programs?
 - Willingness, opinion, interest and commitment of teachers and students to participate in the school minimedia.
7. Which medium is most preferred by the students?
 - Print, audio and audio-visual media available in school.
8. What type of support do the governmental and non-governmental organizations provide to promote HIV/ AIDS education using school minimedia?
 - Financial, material and moral support for the school minimedia and minimedia club members.
9. What are the major problems encountered as the school minimedia to disseminate HIV/ AIDS education?
 - Organizational problem
 - Training, financial and material problems school minimedia faced to disseminate HIV/AIDS education.
10. How do the schools monitor the function of minimedia programs?

1.5. Significance of the study.

The prevalence HIV/ AIDS has been increasing rapidly in most areas of Ethiopia, particularly in large areas. At present there is no effective treatment for the underlying immune defect in AIDS. As indicated in the MOH (1988), HIV has already infected many Ethiopians and the prevalence rate has been estimated to be high. This puts the country among the group of nations with the highest levels of infection in Africa. The age group that is most strongly affected is from age 15-49 (MOH, 1998). This group is an economically productive part of the population, so these deaths constitute an important economic loss. Education is expected to be the main alternative to any other means to control the rapid spread of HIV/ AIDS.

To educate the people, specifically secondary school students, selecting appropriate contents, formats and media are very vital. Therefore, this study has the following significance.

1. How to utilize minimedia (print, audio video) properly in disseminating HIV/ AIDS education to secondary school students.
2. How to exploit the potential of minimedia to control the spread of HIV/ AIDS in Ethiopia.
3. To inform youth about the severity of HIV/ AIDS by using different formats in the minimedia programs to bring behavioral change.
4. To alleviate the problems of minimedia program producers and coordinators, effective and efficient HIV/ AIDS education programs will be produced to change the behavior of secondary school students.
5. To promote the importance of minimedia in disseminating HIV/ AIDS education in secondary school that will be appropriate to conduct the impact research for potential researchers.

1.6. Delimitation of the study

A study that attempts to study the dissemination of HIV/ AIDS education in secondary schools will be very broad. There are different means of communication to educate the secondary school students including the school community. Among all these, the emphasis

of this study was given only to the minimedia that are available in schools, specifically print, audio, and video. This restriction is made due to shortage of time, budget, facilities and materials. Dissemination has wide concepts', it is more than diffusion and implementation, however, and in this study it is restricted to the mechanisms of spreading HIV/ AIDS education in the secondary schools by using minimedia.

1.7. Limitation

The study is restricted to include only the secondary school minimedia located in the highly affected urban areas such of Awassa, Bahirdar and Nazret .

This selection was based on the information obtained from the Ministry of Health. The expected number of students to fill the questionnaires was 480. But only 246 students (audience) and 65 students from minimedia club members completed the questionnaires. The number of students who filled the questionnaires decreased for the following reasons. The school directors said that, in each academic year it is not possible to cover the voluminous textbooks of grade 9 and 10, and to permit so many students to miss class become unfair. Every time students miss class due to seminars, workshop festivals and orientation. Some students were not willing to fill the questionnaire freely.

Some models are indicated in the literature review but only open input strategy model is modified and used in this study. In addition to this, there were no reference materials related to the study in Ethiopia, because of this the study rely on related media materials and foreign sources. Even the foreign media materials were not published recently. The analysis was not done for every grade level, school and region to limit the pages and due to time and budget constraints. Because of this, some facts about the importance of minimedia to disseminate HIV/AIDS education cannot be determined for each grade level, school and region. This study is descriptive and it does not predict behavior, it only describes the phenomena not the future. The study is analytical the generalization is also analytical. The conclusion works only for sample schools.

1.8. Definition of terms

Dissemination: The diffusion or spread of HIV/ AIDS education in the secondary schools to create behavioral change among the secondary school students including other school community.

Minimedia: The means of communication with large number of students and school communities (all teachers and all students) outside the classroom, particularly secondary schools, especially audio cassette, video cassette, print and in few schools, computers, are used for dissemination purposes in the schools. The minimedia within the school has its own tape recorders and players, mixers, microphones and speakers that can be used by the school minimedia program producers to disseminate educational activities and entertainment programs during break. Sometimes it is used as a student addressing system within the school.

AIDS: Acquired immuno deficiency syndrome.

HIV: Human immuno deficiency Virus. The causative agent of AIDS.

Immune deficiency: A state, inherited or acquired, in which the immune system is deficient.

HIV/ AIDS education: Informing the audience, (Students and the school community) about the problems caused by HIV/ AIDS to bring behavioral change and control its rapid spreading in the country.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Background

Related literature is that which is obviously relevant to the problem, such as previous research investigating the same variables or a similar question, references to the theory and the empirical testing of the theory, and studies of similar practices (Mcmillan, 1989). Thus, these chapters focus on the literature review of dissemination of HIV/AIDS education using minimedia, specifically in secondary schools. This literature encompasses three main parts. The first part is the concept of dissemination. It emphasizes how HIV/AIDS education can be disseminated in secondary schools using minimedia. Emphasis is given in relation to the dissemination of other research results to the consumer. Models or approaches of dissemination are also indicated, because models are important to make the dissemination process effective. Some of the models discussed in this literature are research development and diffusion model; social interaction model; participative-problem-solving model, and linkage model, and open input strategy model. But only open input strategy model is used in this study because it can be modified easily.

The second part is minimedia in secondary schools, which includes print, audio and audio-visual media. Factors affecting minimedia; organization, equipment, role of director, role of teacher, role of students, club leader and AIDS education in secondary schools are the main focus of this literature, which is the third part. All these are indicated here in the background because a framework for media is the basis of the description and analysis (Havlock 1977). The literature review guides how to use school minimedia programs by both teachers and students at specific school level to disseminate HIV/AIDS education, so as to bring behavioral change of the youth at the secondary school to control the rapid spread of HIV/AIDS.

2.2. Concepts of Dissemination

The term dissemination implies a conscious strategy on the part of a project or central agency to affect change (Dalton, 1988). Dalton describes dissemination as any activity that is designed to communicate a project's ideas to wider audiences. Mass media researchers

have studied how mass communication channels function in the distribution of news and information. This area of study has been labeled news diffusion and is defined as the dissemination (spread) of information in a society across time (ibid.). The speed of dissemination is a function of the news value of the event. Extremely important events will reach the saturation stage in a matter of a few hours. Important events, those which receive bulletin treatment in radio and television and banner head lines in the news paper, will typically reach saturation six to twelve hours after the news break. Saturation can be defined for this purpose as occurring when 90 percent of the population has heard the news.

Less important events may take two or three days to reach saturation. This shows that identifying the message in relation to the audience need is basic before dissemination occurs. As Mc Donald and Walker pointed out (in Dalton, 1988) dissemination implies a producer- consumer relationship. Matiru et.al. (1995) Define dissemination as a technique that can be used to reveal research findings to the public or to the users. A constant stream of research results, new learning materials, policy decisions; and other forms of information needs to find its way to intended target group and potential users (Hussein, 1995).

Distribution, diffusion and dissemination are interrelated words. Few authors use distribution or diffusion instead of dissemination and vice-versa. In many countries the spreading of information in education was for a long time left more or less to processes of free distribution, collectively known as diffusion (Hussein, 1995). Investments in research and development work and the importance that was attached to educational reform increased to such an extent at the beginning of the 1970s that the distribution process came to be directed and thus referred to as a process of dissemination. Hussein (1995), further explains that Dissemination, Diffusion and Implementations are used interchangeably; however, they have differences when employed for education purposes as indicated below. Dissemination and diffusion are usually regarded as activities and processes at national or international level of schools and teachers. The term “ implementation” is sometimes also used at the level of national policy- making. However, the execution of policy decisions more often concerns procedures and conditions than the implementation of innovations in school classrooms.

Dissemination activities and diffusion processes can also be found within the organizations. The success or failure of nationwide dissemination activities often depends on the way in which institutions disseminate information within their organization and the degree to which the information in question permeates the organization. The dissemination of information and innovation in education, and the possibility of constant improvements in education, are partly determined by a well-developed infrastructure, and methods of reaching the intended audiences. There are different models or patterns that can be used for the dissemination purposes. The scarcity of research information and lack of opportunities to attend international research meetings may make research dissemination more problematic in developing and under developed countries than in developed countries. The systems or models to disseminate the information were not given emphasis to reach the target group.

2.3. Different approaches of Dissemination.

Dissemination is rather a large word. It means to scatter it may be difficult to bring changes by applying such a system, however, Havelock (1977) identified five predominant patterns or models of how change, whether in education, science, agriculture or health come about.

These models include:

1. The Research, Development and Diffusion model (R, D & D), where an innovation is conceived at the head or center for example at a central planning unit, and then fed into the system.
2. The social interaction model, where the users themselves are involved in conceiving, initiating and developing innovation at the local level.
3. Participative problem- solving, where the users start to bring solutions to the problems.
4. The linkage model, where intermediate agencies, e.g. teachers, link together the center and the users involved in the innovation process, and
5. Open input strategy

2.3.1. Research, Development and Diffusion model.

The research, development and diffusion approach is a highly organized, systematic and rational approach to innovation founded on the following logical sequence of activities. Basic research by a central teams which plans and develops the innovation.

1. Trials of the innovation in the field.

2. Planned mass dissemination of the innovation, by conferences, workshops, courses, etc.
3. Implementation of the innovation by the users. .

The advantage of such a strategy is that the more talented and experienced teachers and experts are more likely to be found at the center of an educational system, and this expertise can then be utilized for the benefit of the whole system.

Among the disadvantages indicated by Havelock (1973, and Bishop, 1986) are the following;

- Users (e.g. teachers, students) are involved in the development process only to a limited extent; they are the passive recipients of changes proposed for them by some distant agency.
- Because of the high degree of centralization, local needs and variations are often neglected.

2.3.2. Social Interaction / Diffusion model.

Social interaction is the usual way by which ideas and practices are diffused through society by informal contacts between interested individuals and groups. This strategy as depicted by Bishop (1986) usually takes the form of convincing people of the value and usefulness of an innovation and then enabling them to see for themselves the innovation in action. Social interaction model has both advantages and disadvantages. A great advantage of this model is that it is a “ natural “ process. The disadvantage is that the process can be unsystematic and unplanned (even though the original source of the innovation may be research- based). Employing different experiences of the society can alleviate the disadvantage of the social interaction model. One society or community may have better and improved means of interaction to solve their problems. Finding out such types of experiences for the improvement of others interaction is part of the activities of the community. Thus, before disseminating information or education, target groups or audiences' environment should be studied to communicate with the audience effectively to bring the desirable behavioral change. However this model does not help for school minimedia purposes, because, this model requires experience and experts to make it practical.

2.3.3. Participative problem solving model.

In this model, essentially a user- centered one, people have within themselves most if not all the ideas, resources and energy to bring about change. Innovators at the periphery set about solving their own problems. The problem solving process of innovation is carried out within the users or client system, be it a school, a community or an individual. The user identifies a need, the need is translated into a problem statement which is then diagnosed; this diagnosis leads to a search for a satisfactory solution; possible solution/ innovations are considered and the best alternatives selected, this optimum solution/ innovation is trailed and evaluated for its effectiveness, if satisfactory, the solution is adopted and implemented (Bishop 1986). This model emphasizes the satisfaction of the clients' need (Nekatibeb 1998).

Disseminators can help to create a situation, which makes learning easier for the learner (students). They can help learners (students) to become aware of what they have to learn to solve their problems. As cited by Bekele (1998), in this case the objective of dissemination is to persuade people to make some change or improvement that will bring satisfaction to them, or to solve their problem.

2.3.4. Linkage model

This model combines aspects of the three earlier strategies by using linkage procedures and agencies to intermedate between the centers of educational change and the users. These agencies mediate and link together all the parties involved in the innovation process. These linkage agencies could be teacher centers, regional resources centers, or institutes of education, which provide linkage by giving support and advice, providing resources, giving in service courses, seminars, workshops, visits, etc. They provide support to trial schools after the main innovation development team has withdrawn by suggesting innovations tried and tested elsewhere to users with similar or related problems. These agencies can also provide valuable feedback, thus, helping to improve project administration, materials, etc, and also serve to strengthen the sense of collaboration between change agent and users.

2.3.5 Open input strategy model

Open input strategy model is very wide, open, flexible, pragmatic and even opportunistic approach to innovation. The underling philosophy seems to be 'Lets' try anything and everything being as open and pragmatic as possible using power and the law where need be, informal influence and persuasion where thy can be used (Havelock 1977). The model is an all strategies approach.

These are not the only models that can be used in the dissemination processes. Though all the above-mentioned models are essential to disseminate HIV/AIDS education input model is appropriate to disseminate HIV/AIDS education using school minimedia. Because input model is very flexible and it can be modified easily.

2.4. AIDS Education in the Secondary Schools.

One of the features of the AIDS epidemic is that it infects mostly the working age groups (15-49 years) and thus, badly affects the productive sectors of the community. As indicated in the Newsletter (2000) a recent study in Namibia estimates that AIDS cost the country almost 8 percent of the GNP in 1996. A different study carried out by FAO and UNDP on the impact of AIDS on the commercial agriculture sector in Kenya indicated that the increase in HIV/ AIDS cases created steadily rising medical costs in business profits and company profitability. On the one hand, the disease reduces the productive contribution of the workforce and on the other increases the health case provision costs. The impact on the supply of education can be seen first through the constraints imposed on human and financial resources available for education. There is evidence that education and health systems in a number of African countries are surviving on seriously depleted human resources (health workers, teachers' system managers) due to AIDS. UNICEF studies on the impact of HIV/ AIDS on teachers in the central African Republic and Cote d'Ivoire indicate that the capacity of the education systems of the two countries to accommodate students are adversely affected by the increasing deaths of teachers as a result of the epidemic.

In the Cote d'Ivoire, 5 teachers at primary level and 3 at secondary level are dying from AIDS related illnesses every week. In Zambia deaths of educators in service were equivalent to the loss of about two thirds of the total annual output of the country's educator training colleges. The ministry of education of Cot d' Ivoire reported that 680 teachers (2.2%) died in

1996. The number is expected to increase to approximately 2000 by the year 2005. In Nyanza province in Kenya it is reported that as many as 20-30 out of the total number of teachers die each month from AIDS (Helen Elsie 2000).

Education is one of the determinant factors to control the spread of HIV/ AIDS in the secondary schools either in a classroom as one of the other subjects or co-curricular activities by employing mini media club which is part of co curricular activity. Minimedia clubs provide thousands of students in the school with quite an interesting form of entertainment (Ethiopian Herald Tuesday 30 January 2001). This shows that teaching in the classroom, as a subject is not enough. Concrete example is very essential to influence students so as to bring the desired behavioral change.

There is hope that AIDS can be held in check in those countries where AIDS is no longer a subject under taboo, where the silence has been broken and the causes and effects of AIDS are being publicly discussed. One example is Uganda. Here the figures for new infection dropped from 14 percent at the beginning of the nineties to 8.3 percent today (Deutschland Magazine No, 5,2000). The reason for this improvement is that students have been discussing the problem of AIDS in public since 1986; an anti AIDS campaign in every school has played a significant role in pushing back the epidemic in Uganda. Another positive example is Senegal, where the rate of new infections has dropped 1.77 percent. In Kenya and Tanzania the subject of AIDS is no longer taboo (ibid.). Guinea's anti AIDS Campaign shows how to make prevention work; its motto is " Fidelity, Abstinence, or Condom." Burkina Faso's traditional women village singers are also being used to spread the word and educate the people. In Cote d'Ivoire, a TV series educates viewers on AIDS.

A communication campaign is very essential to reach specific audiences. For example, the communication campaign design of the Delivery of Improved Services for Health (DISH) project in Uganda was effective. Each communication campaign was developed to reach specific audiences with tailored messages, materials and interventions, strategically designed to meet specific objectives. The Campaigns were designed to be implemented in three stages; first, promoting existing Family planning (FP) services and addressing HIV/ AIDS prevention; next, focussing on STDs and maternal health services to coincide with training activities to enhance the provision of these services; and then promoting HIV testing and counseling services as they became more widely available. Each stage was built upon and

reinforced the previous one. While each stage focused on a different series or issue, it simultaneously promoted the issues of the previous campaign. As many as four separate communications campaigns have been going on simultaneously. The campaigns include a mix of television, radio, print and community education activities critical to the success of the campaigns. This was the role of the district health services personnel. Strategy sessions helped District Action Committees, comprised of NGO and government officials, to incorporate strategic communication campaign management into their planning. Innovative administrative mechanisms were developed to place responsibility for funds, management and much decision making at the district level (Communication Impact, October 1999, No 6). If the message is transmitted and communicated to the target group such as the secondary school students who have the capacity of disseminating the information to their relatives and friends, the desired change would have come as planned.

Educating the secondary school students about HIV/AIDS including the school community will have an influence on their sexual behavior. Targeting the message to the appropriate audience will create effective communication. Effective communication will bring the desired changes. To bring the desired behavioral change in secondary school students and teachers, the following four questions should be considered before school minimedia disseminating HIV/AIDS education in the secondary schools.

1. Who has the capacity to teach HIV/AIDS education?
2. What does he/ she teaches?
3. How does he/she teach? and
4. When does he /she teaches?

The questions are basic to select manpower, content, format, media etc.

These questions were raised during television panel discussion by the national AIDS council office on November 21st, 2000. It will not be simple to answer these questions because programmes disseminated were not produced based on research. There will be a lot of questions in relation to HIV/AIDS education because the AIDS victims are increasing, in spite of the efforts made by mass media and others. According to the discussants, on November 21st 2000 at 9:30 p.m. on Ethiopian television, the media programmes were not targeted and contents were not selected.

Anbesu Biazen and others studied the impact of AIDS education in Ethiopian senior secondary schools in 1995. According to their evaluation results, the knowledge of Ethiopian secondary school students about the nature, spread and prevention of AIDS requires further inputs. Most schools do not get up-to-date and sufficient information on AIDS. As a result, same and redundant messages on AIDS are being disseminated in schools. This in turn has made AIDS education and anti AIDS activities in some schools boring and dull both to students and teachers.

The major sources of information for secondary school about HIV/AIDS are radio, television, newspapers, leaflets and health workers. These programs were produced by coordination of government and non-governmental organizations. However, their technique of media usage content and format selection were very poor. That is why students did not show behavioral change. This shows that, all the efforts made to control the AIDS epidemic were not education, rather they were information. The available means of educating secondary school students such as school minimedia were not given emphasis to inform and educate the youth.

According to the survey study conducted by Tesfaye, (December 1995), minimedia is available in 23 government secondary schools in Addis Ababa. The survey result indicates that the main objectives of the establishment of a minimedia club in a school is for entertainment and provision of general knowledge or for transmitting school messages and information. Less attention is given to: the ' AIDS' danger, sex & family life education, and health education

2.5. Mini-Media in the Secondary Schools.

Minimedia is part and parcel of educational media. The function of minimedia is very closely related to educational media. These media have often proved useful in supplementing and deeding direct teaching, and on a lower level of cost and complexity (MOE, 1996, Schramm, 1967). The broadcast media, especially, are most likely to be used at their full power and efficiency when a system is trying to solve stubborn basic problems or to bring about some fundamental change. Minimedia are likely to be most attractive economically and most useful educationally, when they are employed, for example, to help youth to keep themselves away from the AIDS pandemic, or on the other hand to help

extended educational opportunities to those who lack them. Media is used to upgrade the level of instruction significantly, to improve and update large number of teachers, to introduce new subjects, or a new curriculum- in other words, to do something distinctly and significantly new. Discussing the specific different topic through co-operation of the same subject teachers can do this.

There are places where educators agree that change and improvement are strongly needed but most difficult to achieve by ordinary means. The student minimedia club members will also share these type of experiences from their teachers and other professionals (Schramm, 1967). As indicated by the Ministry of education (1996) school minimedia are very useful to develop the individual skills experiences which they cannot get in the classrooms, for example, writing, reading, presenting, planning, and coordinating can be developed in the schools minimedia clubs. The practical example given by William (1964) in relation to the school minimedia is that, participation in a school newspaper provides the student with an opportunity for creative writing. These activities provide realistic situations in which to practice correct grammar usage, artistic layout and research habits. Minimedia activities are very important to educate or train students. Minimedia can be also more effective by providing more realistic experiences and filling the gap that are missed by the formal curriculum.

The activities of the school should not be confined only to teaching subject areas, but also due consideration should be given to activities that can be offered outside the regular subject areas. Co- curricular activities have become an integral part of the educational programs of secondary schools since they provide the student with diverse academic and social experiences (Zaudneh, 1987). Co-curricular activities help students to learn and work together and develop the value of cooperation and collaboration. Co-curricular activities provide a great variety of opportunities that encourage students' interest to use their leisure time in productive work through relaxation and entertainment (Wegerich 1988). There are different clubs in the secondary schools under the name of co-curricular activities. School mini- media is included in these clubs. Some of the media used in secondary school minimedia are print, audio, and audio-visual.

2.5.1. Print medium

One of the means of dissemination is print. The growth of modern communication technology begins with invention of the printed technology. Gradually, it led to more specialized print materials- religious and political books, which worked as instruments in the transformation of human beings. Even in the age of the computers and satellite communication, the most powerful and educational technology is the printed text material (Altbach, 1987). There is no concrete evidence so far, even in developed countries to show that the influence of printed materials as tools of education has declined. The printed text remains a basic tool for education throughout the world. Brown, W. (1985) indicated that print materials offer several advantages when used for classroom instructions and HIV/AIDS education:

- Individualization of instruction. Print materials help to individualize instruction by enabling learners to proceed at their own rates and, to a limited extent, according to what they are interested in studying. With printed materials such as textbooks, students need not all study the same things. They may choose what they require.
- Organization of instruction. Print materials help to organize instruction by providing common reading experiences, suggested activities, recommended readings, and questions.
- Improvement of teaching. Print materials are also regarded as helpful in improving teacher practices, especially through suggestions contained in teacher's editions and manuals.

The print materials can be prepared both by students and teachers in school minimedia. The continuing production of several types of learning packages has been stimulated by the interest of teachers in individualized instruction, especially in independent study. School minimedia uses print material to disseminate information for students and teachers.

Handouts, questionnaires, forms, written reports, manuals, pamphlets, brochures, newspapers, book, and magazines of all varieties are printing media. Use of print media depends on how well their unique capabilities accommodate instruction and how well they fit the learning environment. Print materials can also correlate with audio medium. Print materials can present large quantities of verbal information and are especially useful when a

lot of material must be learned or used over a long time period (Locates, 1984). There fore, print materials are useful to disseminate HIV/AIDS education using school minimedia.

2.5.2. Audio Medium

One of the mediums used by school mini- media clubs for dissemination is audio. In developmental education the information passed on to the audience may not be a part of any prescribed curriculum. Development is a widely used participatory process of directed social change in a society, intended to bring about both social and economic change (Signal and Rogers, 1989). The use of radio for developmental education is quite popular in developing countries. Radio has been used throughout the world for developmental education- social, political, cultural and economic. Radio is considered a powerful, direct force for development and educational activities. It acts as a one way, linear, transmitter of developmental and educational messages from the governmental and non-governmental agencies to the people or specific schools.

The main goals of developmental education are to sensitize people about their problems such as HIV/AIDS and motivate them to find a common solution. These may also be used to increase agricultural production, to improve general health of the people, to fight against social evils and HIV/AIDS pandemic, to eradicate illiteracy, and to impart social education. Jamison and Mc Anany (1978) and Schramm (1977), give the following two major objectives of developmental education:

- To inform: Radio has far greater access to the remote areas. This feature of the radio helps the messages reach a large number of people. Regular radio news covers: issues related to international and national affairs, and information about availability of social services, disaster warning, etc. Thus, radio has the potential to improve the access of developmental messages to an unlimited audience. It can be a source of information for school minimedia programmes.
- To motivate: One of the major objectives of radio programs is to motivate people for socially desirable behavior. Radio programs are aimed at improving the quality of life, to motivate people against social evils, such as drug addiction, AIDS, and so on. Radio used for enrichment are less directly related to the syllabus, but rather are intended to contribute new insights, new experiences, variety, or enjoyment. Radio provides great

opportunities for moving students into the information age. One of the sources of information for mini- media producer is radio.

Students who are exposed to this technology, on the most current information, modern effective teaching methods and dynamic teachers, can become excited, motivate learners who do not have to wait for new textbooks to be written (Schramm, 1977).

Mexico uses radio extensively in its radio primary program. In a large research project in the state of San Luis Potosi, fourth, fifth; and sixth- grade instruction was provided by radio, and tests were then given in mathematics and Spanish. An evaluation concluded that the radio students were superior in Spanish and learned about the same in mathematics as non-radio students (Knirk, 1986). This shows that radio can be used to disseminate HIV/AIDS education. Radio broadcast has weaknesses some of these weaknesses are: the radio is not a flexible medium, the doubts / queries arising in the mind of a learner cannot be attended to immediately, it may not be effective for all types of course materials, there is a shortage of adequately qualified personnel for producing worthwhile educational programs. Radio programming demands experienced and creative personnel with both production and academic background.

One of the remedial methods for these weaknesses is a audiocassette program. In audiocassettes, the focus is on pre- recorded sound delivery in a more permanent form than a transitory radio broadcast. A cassette is a device on which information is stored for the future and repeated uses. It has been indicated that audiocassette is more effective than radio in the teaching learning process (IGNOU, 1994). IGNOU Distance Education Material (1993) indicates that the audiocassettes have an advantage over the radio broadcast.

- Unlike the rigid radio broadcast, the audiocassettes present considerable freedom to the students. They are free to choose to listen at a time and place convenient to them. The audiocassettes are at their disposal to make use of. Thus, the audiocassette technology satisfies their individual needs more effectively as it suits their convenience.
- The technical facilities / devices- the stop, pause replay- are available with the audio cassette players. These devices facilitate studies according to one's style of learning and individual pace. Learning through the audiocassettes is not time and space bound. Minimedia programme producer can use audiocassette to produce their programmes in school specifically HIV/AIDS education programme.

Audiocassettes can overcome some of the limitation of radio broadcasts. An audiocassette provides considerable freedom to the learners who can use it at any time and place of convenience. The learners can replay the tape any number of times and review the taped material over and over again, even using the stop-start method. The audiocassette also permits a degree of privacy and confidentiality, which is not possible through radio broadcasts. The audio - tape or audio cassette player is comparatively in expensive, simple to operate, flexible and portable. It is a good learning device including HIV/AIDS education.

2.5.3. Audio Visual broadcasting

The two others main means of dissemination are television and video. Television and video are systems for sending and receiving visual (video) images and aural (audio) sound over a cable or through the air electronically. The images may be still or motion, colour or black and white, live or recorded. The simplest television system consists of a camera and microphone connected to a television set also called a monitor or receiver, which receives and transmits the video and audio messages that camera "sees" and the microphone "hears". A variation of this system is a monitor that is connected to either a video recorder or video playback unit (Locates, 1984).

There can be a variety of educational television broadcast delivery systems. The three main varieties are depicted in IGNOU (1994) as follows:

- Live broadcast: under this delivery system, educational events are directly telecast (live). Live broadcast is not extensively used for education in different countries. It is, however, very useful for those educational programmes that do not have specific learning objectives but have educational value, either as a source of information on current events, or famous personalities talking to the students, and HIV/AIDS.
- Recorded broadcast; under this system, the pre- recorded programs are telecast as per the transmission schedule. The existing educational television services in Ethiopia depend mainly on the already produced programs. Such programs are based on certain specific objectives to be achieved by the students.
- Closed circuit television broadcast (CCTV): Under this system, the pre- recorded and/ or live programs are transmitted on a closed circuit television. What is closed circuit television? It is the link between the studio and a series of classrooms, usually by means of cables installed in an institution to transmit educational programs. The system can

link several classrooms or institutions, and allow transmission from any of the classrooms studios, which is very related to the function of minimedia.

In the developed countries, the production and the commercialization of educational and training programs are common phenomena these days (Bates, 1984). According to Erickson (1972) there are four basic uses of television.

- A television program of educational value viewed at home. Teacher and students are aware of the program and have planned a significant assignment calling for students to observe, study, and draw conclusions from what they see, as part of on-going classroom activity. Such TV programs may originate from public educational stations or public service programs on a commercial network or local station could sponsor them.
- Scheduled television programs, specially intended for school use, viewed by an organized group in the classroom. Such programs generally are produced by a state educational TV network or by a community educational TV station and relate to general areas of the curriculum.
- A series of scheduled telecasts intended to present the content portion of a particular course and received in designed classrooms. Such programs generally are produced locally in facilities owned and operated by the school system, and distributed to schools in the area on a “ closed- circuit “ basis by cable or microwave.
- A television program from any source, recorded on videotaped for playback when requested. Playback may be either in a classroom with portable equipment or via a closed- circuit system for either group or individual viewing.

Each of these four educational television situations demands different teaching practices. In the first case, home viewing, the teacher must keep up- to- date on telecasting schedules and consider the possible contributions of selected programs to school subjects, activities, and objectives. If students who view telecasts are properly motivated they should be eager to tell about what they saw on TV and describe how they felt about it. Their schoolmates using minimedia will share their experiences.

In the second case, broadcast educational programming, the teacher presumably has a chance to learn something of the content and format of forthcoming telecasts through published schedules and teachers’ guide. Teachers should find out what system- wide agreements exist between school curriculum readers and the teaching staff (Erickson, 1972).

This experience is similar to Ethiopian educational television experience. When programming is generated locally, teaching practices usually are agreed upon within the school system. Therefore it is possible to know in advance the roles that will be played by either the television or on-camera teacher and the classroom teacher in making effective use of program content. The locally owned and operated closed-circuit system with videotape recording and playback capability is probably the most efficient and creative way to capitalize on the potential of instructional television. School minimedia plays this role in Ethiopian secondary schools, specifically to disseminate HIV/AIDS education

2.6. Specific factors affecting minimedia success.

Each school minimedia item needs to be checked as in the building of a successful project. Not every item appears in every successful case, but they appear with sufficient frequency to let us say with some assurance that if these elements are well represented in a project, there is a high probability of its success (Schramm 1967).

Some of the school minimedia are well equipped to proceed with the highest efficiency, while others are poorly-equipped to fulfill the desired objectives. As indicated above, it does not mean that all well equipped school minimedia is successful, and poorly equipped school minimedia are unsuccessful. There are major factors that affect HIV/AIDS education programme dissemination in the school minimedia. These are inadequacy of technical facilities (hardware equipment), inability to identify basic problems to be solved, inability to indicate an alternative of feasible size, inadequate financial resources, lack of interest to participate in the minimedia club, lack of training and poor minimedia management. These are the major problems of unsuccessful minimedia clubs.

2.6.1. Inability to identify a critical appraisal of needs and alternative solutions.

Schools have a habit of muddling into the use of the minimedia or schools go into the new practices because they are supposed to be a good thing, or because the school should have television, cassette player, video deck, etc., or because someone is willing to give them some electronic equipment, or a little air time. In other words, they buy technology rather than the

solution to a problem (Schramm, 1977; Teshome, 1998). There is a great advantage in beginning with the problem rather than with a commitment to any specific technology.

2.6.2. Inadequate financial resources.

The world of the electronic media is littered with cases in which the financial requirements have been under-estimated, leading to disproportionate schemes and disappointment. Well-meaning and courageous men have ventured into media projects not realizing the full resource requirements for success or else trusting that the finances would become available, and have been handicapped constantly by lack of equipment, undependable equipment, scarcity of trained personnel, inability to extend the service where it is needed, and the absence of other, essential materials they could not offered (Schramm, 1967).

Schools have sometimes accepted outside help to initiate a project without adequately considering how and whether they could eventually carry it with their own resources. These problems should be considered in the preliminary stages. How much will it cost to provide a technology that will operate efficiently enough so that the focus of attention can be on education rather than on machinery or money? How much will it cost to expand the pilot project if it works well? If resources are not likely to be available to carry these eventual costs, then the decision should be reconsidered (Hancock, 1977)

2.7. Organization of school Minimedia.

Organization is conceptualized in this study as a network of relationships among individual and activities. The probability of success is greater if a minimedia has: strong support from top authority (Government and non-governmental organizations including private Agencies), unity of purpose among the authorities responsible for different parts of the facilities and broad involvement within the educational system in the minimedia. Support from the top down, however, can be unrealized, if vested entirely in one man, whatever his rank and position, for the one man's departure from the scene can bring the project to an untimely end (Hancock 1977, Schramm 1967). Thus, it is wise to develop support from a number of well placed leaders, both inside and outside the educational system, in order to

ensure continuity of support over a sufficiently long period to get the project well established.

2.7.1. Unity of purpose among the responsible authorities.

One of the things that strong support from the top accomplishes is to minimize organizational difficulties further down the line. Where support from the top helps to integrate the services, it is useful to bring in the ministry of education early, and above all to start with a problem, rather than simply a technology (Schramm, 1967). The need for cooperation appears not only at the level of ministries, however, but also much lower. Togo, for example, reports some problems of local coordination between various rural development programmes, which sometimes seem to conflict or even to compete with the radio forum. In Honduras as indicated by Hancock (1977), the recruitment of leaders and viewing groups was effective especially in the districts where the parish organizations were strongly favorable. An instructive example of the care that has been taken in an obviously efficient operation to ensure co-operation is described in the Japanese case where an elaborate structure of interlocking committees and organizations involves the correspondence schools of the country, the NHK (Japan) school, the Ministry of Education, the NHK producers, the teachers who write the textual materials and the classroom teachers in a ten-month exercise of planning and consultation on the next year's programme (Hancock 1977, Schramm 1967).

Another place where it is necessary to seek co-operation is between the central source of programmes and the schools or groups that use them. The need to co-operate in deciding on programme schedules is an important one. This is also true for minimedia organization at school level.

2.6.3. Broad involvement of school community and non-governmental organizations.

Attitude research on media project indicates that the more experience a teacher has had with one of the educational media, the more likely he is to be favorable toward it. As indicated in Schramm (1977), teachers who had never used television in the classroom were more likely than others to oppose its use. Attitude studies in general have demonstrated the value of

involving as many teachers as possible, as deeply as possible, in the plans and preparations for the use of classroom television even in school minimedia.

In as much as the chief source of resistance to media programmes is usually in the teacher corps, and the chief source of effectiveness- after the content of the programmes is the context built up by the class-room teachers, this kind of involvement is a very important result to achieve (Schramm, 1977; Hawkrigg 1977, and Robinson, 1982,). A very good example was indicated in Samoa, where the changes were clearly imposed from the top, and they were threatening to many teachers and minor officials. Furthermore, most of the technicians, and the teachers in the television studios, came from the outside, as did the chief advisers to the project. This presented problems of moral resistance from a few officials and resulted in one showdown which had to be resolved by the governor getting rid of certain United States personnel who had preceded the television project. A wholly new strategy of educational method could hardly be developed successfully if a substantial number of persons within the programme were hostile to the new strategy (Schramm, 1977; Hancock, 1977).

Without mentioning more examples, let us merely say that wherever in these cases, there has been a broad involvement of teaching personnel there has tended to be broad local co-operation, and student participation. Planned and phased introduction; technical adequacy, a well-trained technical and programme staff, with continuity of key personnel, and quality media content, based on the national goals are needed to make the minimedia do the required activities.

2.7.3. Equipment or Inadequacy of technical facilities.

Students may broadcast over a public address system or a central radio program distribution center. Separate radio receiving sets in each classroom are expensive, and can be used for outside program listening only. Therefore, both in the furnishing of new buildings and in modernization of old ones, a central program distributing system with loud speakers for each classroom is becoming standard equipment in developed countries (Kinder, 1959).

Two or three- channel installations are favored over the single channel, because this latter limits the equipment to one use at a time. Additional equipment, such as input mixers, large-

size dual- speed turntables, tape recorders, two or more microphones, instantaneous recording units, acoustically treated rooms, power amplifier, radio-sets, monitor loud speaker, cable in meter, extension cable 220 V. 16A, audio cassettes, blank and Pre-recorded sound effects, variety of traditions, modern and instrumental music, video deck, television set, video recorder, video cassette blank, recorder, projection screen, video projector, television antenna and photocopier machines , and other facilities and devices, are necessary materials to start the school minimedia function (Kinder, 1959; Locates 1984).

A central program- distributing system, usually referred to as a central sound system or a radio sound system, is a composite sound system including facilities for radio reception, a transcription and recorded player, microphone, amplifier, and loud speakers- probably one in every classroom, shop, gymnasium, auditorium, and custodian's quarters if there are any. The central sound system, then, can care for radio broadcasts coming in from outside radio stations, or programs originating in the building. These programs can be relayed only to those plays in which loudspeakers have been installed. If two school buildings are near each other with the agreement of the directors, both may be wired to a single central sound system.

2.8. Roles' of school director in disseminating HIV/AIDS education using minimedia

National media, local and school media can be very significant in conveying messages about individual schools and about the education service in general. With careful planning and management, schools can use this power to maintain a positive image in the wider community and also to allow pupils to gain recognition for their activities (Davis, Brent and Linda 1994). When developing a program, the school director or unit leader must manage many activities. According to Knirk (1986), personnel may have to be located, hired, and trained. Budgeting must be done and the proposed activities funded, which may revise while developing personnel. Required materials and equipment must be determined, secured, and managed. The instructional development activity must be administered so that the necessary materials are developed and the supporting systems provided in such a way that the alternative solution has a chance of being adopted and used. The directors themselves are the first and for most media-use facilitators, through their active support for methodological innovation (Erickson 1968).

There are five types of management activities, as indicated by different researchers (Knirk, 1986; Hawkrige, 1977). They are organizing, planning, coordinating, evaluating and reporting. Managers or school directors need to remember that they accomplish little by themselves. The people being managed reach goals. Creating an organizational structure that facilitates productivity is one of the most critical tasks of a manager. The line and staff organizational structure itself communicates an important message to both providers and consumers of media services. Organization management requires both short and long term planning. The most important area deserving attention is continuous reassessment of the missions and objectives of the unit. Given rapid changes in education and training environments, coupled with almost daily advances in the hardware associated with instructional technology, the manager must constantly predict what shape the future will take. Relationships with other governmental, non-governmental schools or institutions are dimension of coordination.

Evaluation is a vital part of the activities. Evaluation can be subdivided into three elements people, operation, and products, each requiring unique criteria and procedures. Personnel evaluation is the most emotionally difficult management function.(bid). Director or instructional club leader will even mold the community's expectation for the school, changing satisfaction with special interests to expectations for excellence in the entire program. Directors are effective because they have a staff that allows them to behave as they do (Gerald 1997,).

There is little doubt that every secondary school should have a secondary school students mini-media club to cater for the needs of boys and girls between 15 and 21 years of age. However, the success of such clubs depend upon skilled management and new clubs should be formed only if someone with the necessary experience is available to assist in starting it on the right lines (Seville 1978). Before attempting to start a students club it is necessary to obtain the voluntary support of the young people, their parents, community, donor agencies and the more influential members of the community. That is to say the proposed mini-media club should have the support of the community as a whole including government and non-governmental organizations. Every successful club needs a club leader, who is willing to give sufficient time to help and advise the members of the club, give them special instruction and patiently discuss their problems with them. A mini-media club leader must

be interested in young people and enjoy working with them (Saville, 1978)). The school director and minimedia club leader plan to fulfil their objectives. Their planning role is concerned with..(a) Definition and amplification of the objective of the school in general, specifically the school minimedia. (b) Programme and activities planning of resource and facilities planning, including school budgets; (c) Allocation of duties and duties to teachers, students and other school personnel. e/ Work scheduling, often called time tabling (Nwankwo, 1982).

Like the director of schools, the minimedia club leader holds a position of high visibility in his/her community. The minimedia leader must demonstrate that under his/ her leadership the school minimedia is achieving the purpose in reasonable degree. The leader is at once a diagnostician of the problems which his/her school, even the community needs to solve and a synthesizer of the forces that must be brought together to solve them. If the leader fulfils this expectation, he/ she develops a congenial working relationship among staff members, and club member; encourages their creativity by seeking out the special talents of individual members and encouraging their innovation and experimentation; assesses the need for the use of resource personnel and deploys them to spots where they may be effective; appraises the effectiveness of the instructional programme and takes the steps necessary to improve it. (Campbell, Corbally & Ramseyer 1962)

According to the Ministry of education (1997), to make the minimedia programmes effective, the club leader's behaviors and skills have contributions. Therefore emphasis has to be given to select and assign leader. Therefore, the minimedia leader must be the who:

- Understands the objectives and activities of minimedia, and who has the ability to communicate positively with club members and audiences.
- Is interested to participate and conduct research about school minimedia programmes
- Has the capacity to find solutions for the problems faced by the school minimedia and other community problems.
- Is active enough to introduce him/herself and other members to new technologies and innovations.
- Can evaluate him/herself, and accept criticisms.

- Can create conducive working environment and establish strong relationship with club members, teachers, students, director and different organization, government and non-governmental agencies outside of the school.
- His/her capacity to evaluate controls and organizes to make the school minimedia effective.

2.9. Role of the teacher in school minimedia to disseminate HIV/AIDS education.

One standard for judging the competence of teachers is the inventiveness of their use of media (Erickson, 1972). Media utilization techniques should arise out of a matrix of principles and actual experiences, and should involve original thought instead of merely being a list of recipes absorbed from textbooks or borrowed from colleagues. (Erickson, 1972). Teachers should base their selection of media on valid learning objectives and the unique characteristics of learners. This principle becomes the ability to find and choose appropriate media, from textbooks to field trips, and from models and mock-ups to video tape recordings (MOE 1997). Teacher is also organizer, planner, coordinator, evaluator and reporter. Both teachers and students need to evaluate media in terms of their potential value in stimulating inquiry or meeting specific objectives. The factors of availability will enter into every final media use decision. Teachers who read educational journals, attend professional meetings, and compare notes frequently with media specialists and with colleagues in their own subject field are the ones who most frequently find out about and use modern media. Teachers should guide learners in their response to experience with media. Mutually agreed upon objectives will determine the kinds of follow up action that learners need to engage in seeing a film on a certain topic may logically be followed by some form of problem solving and application, or perhaps language activity or self- analysis. Selecting the appropriate content such as AIDS content can be the main activity of the teacher. Teachers should subject both media and their own utilization techniques to continual evaluation. This principle becomes the ability to appraise the value of the media and the appropriateness of utilization techniques. No evaluation can be sound unless valid reference points are known. Such reference points, of course, must be the performance criteria underlying organized problem- solving activities.

Finding a way in minimedia club to solve the problem of the society, which is HIV/AIDS by educating the youth or school community, should be the main focus of the teacher.

If there is experienced teacher or broadcaster, it may go to him for criticism and suggestions. Those who read the script will check it for effectiveness.

Is the script the right length for the time allowed for his programme?

Does the class (or school) have the talent to perform the parts involved?

Does the script violate any school policies?

Is music necessary? If so, can it be furnished either in "live" or in recorded form?

Does the script call for impossible sound effects?

Do the lines read well? Are the sentences too long and involved?

Is the vocabulary suitable?

Is the script interesting? Does it have dramatic effects?

Is the content of the script significant?

(Kinder 1959, Gcoug 1982, Schramm 1977).

When the script has been approved, casting is next in order, auditions may be held if the production is of major importance, or parts may be assigned so as to allow all pupils to participate for the sake of the experience.

2.10. Role of Students in school Minimedia to disseminate HIV/AIDS education and its Value for students

In everything that has been said about radio television, and print, up to the establishment of school minimedia the student has been a viewer, reader and a listener. Radio, T.V and print offers him/her a whole series of worthwhile learning activities as producer, performer, and technician, of course, training, interest and school regulations are determinant. Many schools, elementary and secondary, are regularly using student broadcasting of one or more of the following types intra- classroom and inter classroom, intra school and inter school, and to the community through the facilities of a local broadcasting station. When the school makes use of the local broadcasting company, the programme goes " on the air". In the other types, the school furnishes its own equipment and facilities and the program is carried only as far as the schools sound system extends (Kinder 1959, MOE 1997).

Students evaluate their programme, to findout the programmes' strength and weaknesses.

Evaluation is essential to make the programme effective. It is very difficult to see the strengths and weaknesses of programmes or any other mistake without evaluating the programme.

Everywhere teachers and pupils who use television and radio broadcasts regularly are asked to evaluate the programmes they use. Two purposes are served by evaluation. First, the results enable the producers to build better programmes and to suit them to students' and teachers' needs. Second, pupils and teachers become much more discriminating in their selection of programmes if they make a practice of evaluating what they hear. Evaluation, therefore, produces both beneficial and practical results; to give training, to allocate budget, and to produce effective and efficient programmes.

Students participation in school minimedia programme production has many values as indicated below by Kinder (1959).

- Thrill, interest, and motivation come from working with the medium of radio, video, and print. Probably every person, young and old, has a desire to broadcast or to take part in broadcasting.
- Opportunities are provided for creative work, since students take an active part in writing scripts, planning programmes, acting and producing programmes.
- A student who has written a play, skit or theme can be rewarded by having the composition read over the microphone or adapted for the microphone. Students who speak well will be cast in parts for the broadcasts. Special ability in planning and organizing will be utilized. Mechanically minded students can exercise their abilities in real situations. A host of other abilities can be used in like manner.
- The stimulus to better speech is great. The radio extends the opportunity offered by the classroom or auditorium stage. Listening students take note of the speech and direction of their classmates and regard it more professionally than they do in classroom exercises.
- Students broadcasting offer opportunities for the development of initiative and responsibility.
- Students learn by doing that student broadcasting requires careful preparation. A simple example may be taken from student newscasting. If the student has the responsibility of preparing and giving a newscast, he has a keen motivation in reading and learning about

news happenings, in finding interesting events, in checking veracity, and in presenting his 'news notes' to his classmates.

- Students learn to work together. The broadcast involves a great many people in a number of ways- the technician and the artist, the writer and the planner, the publicity director, and the consumer.
- Student broadcasts lead to a keener appreciation of other radio broadcasts and of radio as a form of art, and to the development of higher radio standards. Students become much more conscious of the attributes of good programmes.
- Students can contribute in larger measure to the entertainment and recreation of the other students in the school, especially in music, drama, and story telling.
- Students learn the value of radio, video and print as a means of bettering school and community relationships. Whenever students broadcast from a local station, parents and friends are certain to listen. They take pride in their children's accomplishments and their good will is reflected back to the school. Even the in-school student broadcasts give the parents reason for pride in their school programmes.
- These activities may be in the nature of pre vocational training. This function should not be over-estimated, but it has at least a minor value.
- Student's programmes unities promote in the school body and help integrate the curricular and co-curricular programmes of the school.

Student's participation in programme production is very important for getting experience and disseminating HIV/AIDS education.

2.11. The role of training for school minimedia club members and target audience to disseminate HIV/AIDS education

Training is one of the most significant needs in educational media planning. It is unlikely, except in highly developed countries that a ready-made reservoir of trained talent will be available, and special arrangements have to be made.

These kinds of training to be envisaged are:

- a) production training
- b) Technical training
- c) Specialist training (of evaluators, utilization officers, research workers, media administrators, etc.).

- d) User training (the training of teachers, students and monitors in how to make the most of media).

For school minimedia programme production, more emphasis has to be given for production training because students are expected to produce programmes in school minimedia.

2.11.1. Production training

Production training is the most important training area for educational media. A basic training course has to achieve a number of objectives. In particular, it must:

- a) Give the producer a good theoretical grounding in the techniques of media planning and productions, so that he/she both understands the media process, and has a practical experience of course planning teams, working through an analysis of objectives.
- b) Expose him/her to the whole media field, in general terms, so that he knows something of disciplines in which he will not work intimately such as graphics work, photography and camera control, as well as the theoretical problems of utilization and evaluation.
- c) Give him a practical experience of production, allow him to produce a variety of different programmes, of different styles, and at least one sustained production requiring his/ her full powers of invention.
- d) Give him a practical experience of technical roles outside his normal province-e.g. Camera man, vision mixer or sound engineer- so that he/ she will be able to temper his demands according to what is actually possible.

To do this thoroughly a good deal of time is required and according to Hancock (1977), at least seminars and workshops followed by practical assignments. However, in the nature of things, so much time is not always available and only a shorter course may be practicable – less satisfactory; but certainly better than nothing. Workshop is also considered the best means the school has developed to study radio, print, and audio- visual, (Kinder 1959). It is informal, friendly and based on the interest and ability of its members. Some schools allow students credit for participation in the workshop, others consider it co-curricular activity. Workshops are comprehensive, with studying, planning, writing, experimenting, and training in the use and understanding of every phase of the medium groups read and write scripts, produce programmes, listen to and evaluate programmes, experiment with sound

effects and encourage a more efficient community utilization of radio (*ibid.*), selecting appropriate content, format and media which is a vital part of media training

2.12. Content and format selection for HIV/AIDS education.

2.12. 1. Content

An instructional designer must be aware of characteristics of the lesson's content that will affect the way a lesson should be developed. One important characteristic is the degree to which it is possible to predict and verify that the student can function more effectively in the future as a result of the lesson (Knirk, 1986).

To select contents or messages Knirk mentioned three main points.

- The relevance of the instructions;
- The future orientedness, contemporary or out of dateness of the content;
- Related to the community values, mores, and folkways.

There are different methods or techniques to select relevant messages as indicated by IGNOU distance material (1994). When a teacher plans a lecture, he or she has to make choices about how to approach the topic and what materials to include. A teacher of botany in the north of Ethiopia may base lectures only on plants commonly found in the northern region, while a southerner may choose different examples. The teacher or designer thus tries to make the material relevant to the students. The HIV/AIDS educators should also take relevance as the main criterion for selecting content, and this requires imagination. For example as indicated by Maffiray (in Alemayehu, 1997) the contents depicted in the AIDS intervention programs conducted through schools in America were designed based on their age to give individual instructional units for each grade level. For instance, for grade 5-8 "What is AIDS, be aware of how you care, what you need to know about HIV/ AIDS, communicable and non communicable disease" Maffiray (in Alemayehu, 1997).

The content of AIDS education in Thailand gave emphasis to the nature of AIDS, modes of transmission, HIV prevention (with special attention to individual ethical life style to avoid risk behaviors) and positive attitude towards people with AIDS and their families.

The choice of subject matter may also be affected by the aims of the course, IGNOU (1994). A course in zoology might be aimed primarily at veterinary surgeons and others who work

effects and encourage a more efficient community utilization of radio (*ibid.*), selecting appropriate content, format and media which is a vital part of media training

2.12. Content and format selection for HIV/AIDS education.

2.12. 1. Content

An instructional designer must be aware of characteristics of the lesson's content that will affect the way a lesson should be developed. One important characteristic is the degree to which it is possible to predict and verify that the student can function more effectively in the future as a result of the lesson (Knirk, 1986).

To select contents or messages Knirk mentioned three main points.

- The relevance of the instructions;
- The future orientedness, contemporary or out of dateness of the content;
- Related to the community values, mores, and folkways.

There are different methods or techniques to select relevant messages as indicated by IGNOU distance material (1994). When a teacher plans a lecture, he or she has to make choices about how to approach the topic and what materials to include. A teacher of botany in the north of Ethiopia may base lectures only on plants commonly found in the northern region, while a southerner may choose different examples. The teacher or designer thus tries to make the material relevant to the students. The HIV/AIDS educators should also take relevance as the main criterion for selecting content, and this requires imagination. For example as indicated by Maffiray (in Alemayehu, 1997) the contents depicted in the AIDS intervention programs conducted through schools in America were designed based on their age to give individual instructional units for each grade level. For instance, for grade 5-8 "What is AIDS, be aware of how you care, what you need to know about HIV/ AIDS, communicable and non communicable disease" Maffiray (in Alemayehu, 1997).

The content of AIDS education in Thailand gave emphasis to the nature of AIDS, modes of transmission, HIV prevention (with special attention to individual ethical life style to avoid risk behaviors) and positive attitude towards people with AIDS and their families.

The choice of subject matter may also be affected by the aims of the course, IGNOU (1994). A course in zoology might be aimed primarily at veterinary surgeons and others who work

with animals, the same to HIV/ AIDS content selection. People might say that the content of HIV/ AIDS is “ABC” which is “ Abstain, Be faithful and Condom”. Although the contents are very simple the presentation technique to the pupils must be acceptable and convincing to the pupils. Consider, for instance, a simple theme such as “a dog” programs can be made on the relations between human beings and dogs, the history of dogs as man’s friends, the function of dogs, the different attitudes to dogs in different cultures, kinds of dogs and their breeding, some famous anecdotes on dogs, dog in relation to famous historical persons, the knowledge level of dogs, or on famous experiments like Pavlov’s on conditioned reflexes in dogs. You will be able to add many more ideas in planning one simple program on such a theme.

A producer selects the plan most suitable to the theme and its objectives. Sometimes it will be very hard to decide which one to choose. Producers need experience to help them make decisions and to move into action. HIV/AIDS educational programs, especially should aim to be interesting to pupils or students. Of course the interest factors will be different according to age, cultural background and their area (country, environment, etc.) (Shames and George Grimmett, 1979)

2.12.2. Types of programme formats in school minimedia

A wide variety of material is suitable for student broadcasting (minimedia) over the school's public address system. Schools having well organized programs of school broadcasting have found students ingenious and original in preparing programs, but the standard types of broadcasts include such as the following:

Announcements. The public address system makes it possible to provide for daily broadcasting of announcements. Not only does such an arrangement provide a valuable experience for the students who participate, but it actually saves the time of teachers and administrators. Students listen more carefully to announcements broadcast regularly than to bulletins read by teachers in the classroom. Scripts should be used. They should be clear, coherent, and well organized (Ahmed 1979).

Newscasts. News ranks high among radio programmes listened to by the Ethiopian adult population, and it has wide appeal to schoolchildren. The school newscast may be simple or comprehensive. It may deal exclusively with school and local happenings, or it may branch out and include state, nation, and world events. Students placed in charge of such a program

may be selected by student vote or by the faculty, or the responsibility may be delegated to a club or a group such as the staff of the school paper (Gouge 1982).

Musical programmes. Musical programmes are easy to produce. Recitals involve only one or two individuals, and rehearsals are no problem. No script is needed other than for opening and closing the program and announcing selections. Music club, orchestra, and band concerts present more problems because of the number of people involved, but rehearsals can be held outside the studio, and if there are sufficient microphones to pick up the performance adequately, no great amount of trouble will be experienced (Kinder 1959).

Drama. Good dramatic performances always rank high in listener preferences lists. For school broadcast purposes, scripts may be prepared in drama or suitable scripts may be borrowed from radio services and exchanges. In some countries education office scripts or programmes are available for loan to schools covering a variety of subjects and topics, notably Ethiopian educational media.

Talk or Reports. Both formal and informal talks may be presented by students, but always from prepared scripts. There is opportunity for a wide variety of subjects. They include special reports prepared as a part of the regular classroom work in any subjects, reports on trips, hobbies, experiences, sports, and books.

Interviews. A student or faculty leader can present an interesting interview with winners of contests, new teachers, new students, visiting personages, college representatives, local officials, or other interesting personalities. It takes a good leader to make such a programme a success. Ordinarily persons appearing on a programme for an interview should have advance notice of the type of questions to be asked and should be able to speak freely and easily. Scripts are recommended (Amare 2000).

Panels, Round Tables, forums. Student panel discussions of current topics make a worthwhile and popular programme with children of nearly all ages. Panel discussions provide an opportunity for all sides of a question to be presented. Scripts may be used, but extemporaneous discussion is more interesting.

Quiz programmes. Programmes of this type are molded after well-known radio programmes. If the questions to be asked are carefully planned, the programmes can be interesting and valuable.

Variety programmes. These present skits and innovations prepared for assembly use around holidays, special days, or special events. Although scripts must be used, these

programmes are informal, and students enjoy them. A good master of ceremonies is essential.

Format selection is not important, if there is no an appropriate medium to transmit messages to the intended audience. Therefore, content, format, and media selection is essential for HIV/AIDS education programme in school minimedia.

Reviewing the performance of the cumulative impact of the surveys conducted abroad and Ethiopia, it is conclusively realized that minimedia as one of the important mass media in disseminating HIV/AIDS education to secondary school community.

CHAPTER 3

CONCEPTUAL FRAMEWORK AND METHODOLOGY

3.1. Background and Framework

As mentioned in chapter one, the purpose of this study is to investigate and describe the dissemination of HIV/AIDS education using mini-media in some selected secondary schools, as well as the techniques applied to disseminate HIV/AIDS education in the secondary schools to control the rapid spread of HIV/AIDS. The method followed in this research is the descriptive survey method. Survey research is one of the most common forms of research engaged in by educational researchers. It involves researchers asking a large group of people questions about a particular topic or issue. Therefore, this method is appropriate to gather data related to the problem under study. This chapter presents the conceptual framework and methodological approach. The appropriate framework is very helpful to select techniques of data collection. According to Teshome (1998). "One way of adopting a framework to a research perspective involves reviewing the literature".

In this respect, the literature review on the dissemination of HIV/AIDS education using minimedia has provided guidance through which the present problem has been studied. It has also provided a direction for the contribution of research instruments and the areas to which attention can be paid during the process of investigation. There are various patterns or models of dissemination processes of how change came about. Some of these models are: research, development and diffusion model, social interaction model, linkage model, participative problem- solving model, and open input strategy models. Although all these models are essential to disseminate research results in different situations, selecting or constructing a model that suits the present study is essential. Thus, the above mentioned models are commented on in relation to this study to show how near/far they are in relation to the purpose of school minimedia.

Research, Development, and Diffusion model (R,D & D).

This model is not suitable for this study, because of the following weaknesses.

- users(students and teachers) are involved in the development process only to a limited extent. But teachers and students are highly involved in the school minimedia. However, their involvement will be very low if their participation at the beginning is limited.

- Because of the high degree of centralization, in this model local needs and variations are often neglected. But the school minimedia should start from the needs of the school and the community. But for these reasons the indicated model is not appropriate for the function of school minimedia.

Social interaction model is unplanned and unsystematic, because it is a natural process. It should be systematic and planned to make minimedia effective. This model also includes unnecessary and unstudied information outside of the school. Therefore this model is not suitable for school minimedia. Problem-solving model: this model starts from the grass-root-level, and it includes problems that cannot be identified easily by the school community. Identifying problems and prioritizing the problems needs experts. Teachers and students may not have these experiences and capacity. Linkage strategy. Although this model include all the above mentioned models, however the linkage agencies like regional resources center, or institute of education, which provide linkage and resources may not be available everywhere. Therefore linkage model does not work equally everywhere, because of this, the model is impractical.

The other approach is " open input strategy "which is a very flexible, open, pragmatic and even opportunistic approach to innovation (Havelock 1977). This approach can be functional in the school minimedia, because, this model does not have restricted procedure to operate, and it can be modified easily because it is very flexible. By modifying input strategy, the conceptual models have been developed and methodology have been worked out to gather important information and ideas that can be helpful for the study. Based on this framework, instruments were prepared to collect data to do the analysis.

3.2. Conceptual Model of the Study.

The preliminary and tentative representations of the system that are frequently used in the development of the model ultimately used to obtain a solution, are often called conceptual models. These models often are diagrams that record conception, of what variables are relevant and how they are related. A good model is a simplified representation of an empirical situation. It must possess the characteristics of showing outcomes reasonably well and must be consistent with effective action (Kothari, 1983; Ackoff and Sasieni, 1988).

The model is necessary to indicate the interaction of variables and to gather data. The literature review also suggests that six levels of analysis can be identified as key areas for the present investigation. These are support communication, technical facilities, programme production, time schedule, evaluation and results. These areas are in constant interaction with each other as indicated below in figure 3.1.

Environment

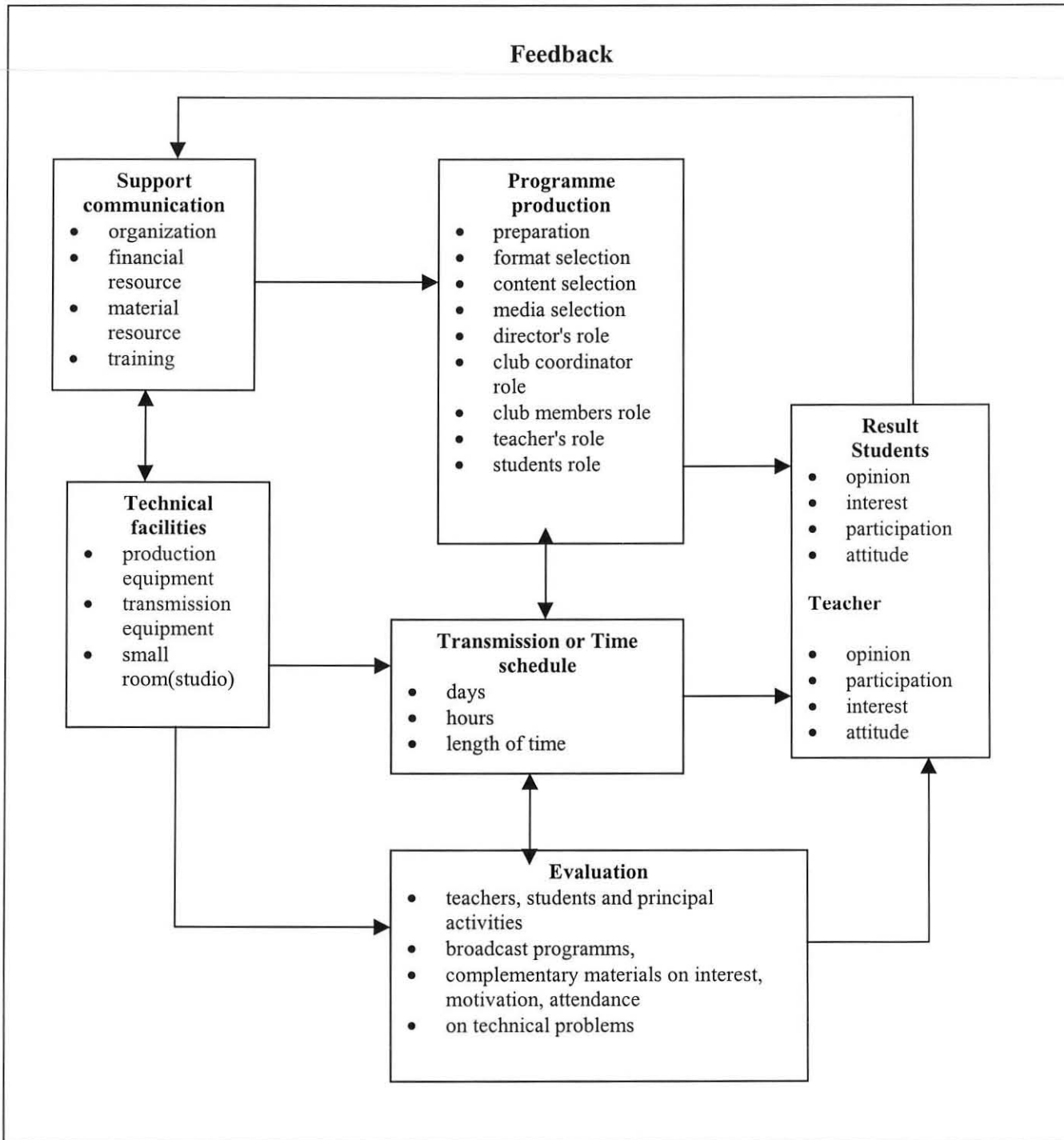


Figure 3.1 Model of The Study

3.2.1. Interpretation of the Model

Support communication, and Technical facilities are interdependent. One cannot function without the other, the arrows show for both direction to indicate their continuous interactions. Support communication and Technical facilities will not be effective without program production, Transmission or time schedule and evaluation. The arrows show to the direction of program production, schedule and evaluation. Two-way directions of arrows show the interdependence of program production, schedule and evaluation. The other arrows show to the direction of result and finally back to the support communication for the purpose of feedback and improvement. In this study only the forward arrows are used, which is from the input, to the process and then to the outcome, other interactions were not considered.

3.2.2. Environment

Environment is the major determinant factor to make the open input strategy model functional. Suitable environment is needed to make the model effective. School administration, teachers, students governmental and non governmental organization cooperation and support are required to do various programs, particularly HIV/AIDS education dissemination using the open input strategy model.

3.2.3. Support communication

For the minimedia type of services to operate well, there must already exist a flow of information, ideas and assistance among all the main parties involved. Failure here has often been a major source of inefficiency. This kind of supporting communication must be provided for so as to cover the following critical functions:

1. Participation by perspective users in deciding what programmes are to be offered, in what form, and how they will be used. Early discussions with minimedia club members (students, teachers, and directors) will greatly increase the acceptability, and actual use of minimedia. This occurs when there is a minimedia organizational structure within the school.
2. Continuous consultation and coordination among all those outside of a school whose combined efforts are required to make the system work: the broadcast and educational

policy makers, the educational programme, people, the technical people, and the evaluators, parents and non-governmental organizations.

Different functions are required to reach the target audience (students, teachers). Depending upon the specific conditions of the school, these may include a number of steps. The following are stressed for the purpose of the present investigation: organization, financial resource, material resource, and training. Organization in this case is conceptualized in terms of hierarchical structure, such as minimedia leader, secretary and other committee members (people living around the school). These people participate actively in minimedia programme production including evaluation and transmission. Financial and material resources are determinant factors for the existence of school minimedia. The resources can be government, non- government, parents and the school itself. Training is also one important factor to be considered in the school minimedia.

3.2.4. Technical Facilities

These include mainly the production and transmission equipment. Many details of the equipment necessary for minimedia programme production and transmission have to be checked, because failure of the technical equipment is failure of the function of minimedia. For the purpose of the current study the unit of analysis in the school minimedia is production equipment, transmission equipment and a small room, which is acoustically treated (Studio). Production equipment in most of Ethiopian schools includes tape, cassette recorder, microphone and mixer. There is no transmitter in the school, instead of a transmitter they use a power amplifier, microphone, and loud speakers. However there is a small transmitter with small area coverage that can be used for one school transmission. These types of transmitters are not known in Ethiopian secondary schools, even in colleges and universities. An acoustically treated small room is essential for programme production. This type of room is soundproof, so that some external noises will not interfere during recording.

3.2.5. Programme production

In many ways the art of media production is the art of doing many different things at the same time, without losing track of the whole process of which they are part. The principal

items with which this part is concerned here are those of preparation, format selection, content selection, media selection, director's role, teacher's role, student's role, minimedia club coordinator role, and minimedia club members' role.

Preparation here means making oneself and the necessary materials ready for production purpose. These include knowing the subject matter, writing script, rehearsal, and recording. Different techniques or format of presenting programmes will be employed to produce and transmit information in the school minimedia based on the audience's language ability, age, educational level and culture. Interview, announcement, drama and other formats or techniques of presentation can be selected depending on the capacity of the producer to use these techniques. Content and media selection are also very important to produce HIV/AIDS education programmes that can be listened to by the audiences (students and teachers).

Director's role: (leader, relationship with external bodies, with teachers, students and his/ her activities in programme production) was observed. Teachers' and students' roles in minimedia club (programme production, coordination, script writing, voicing etc) were observed.

3.2.6. Time schedule

Time schedule is very important to transmit the recorded programmes for specific audience here, in this case the school community. Studied time table should be set to get the audience to follow the minimedia programmes. Length of the time, hours and days of the broadcast time affect the audiences. If the minimedia programme is opened while the majority of students are learning other subject, either in the classroom or outside the class, the intended audience may not get the information transmitted by the minimedia. The unit of analysis in this study is the length of specific programme, LIKE HIV/AIDS programme hours, and days of which the programme is released.

3.2.7. Evaluation

It is important to know, not simply whether the actual teaching objective or programme objectives being supported by minimedia are being achieved, and the extent to which the use of media is contributing to their achievement, but also whether the necessary conditions for an efficient media system are being met. At the same time, because fields of knowledge and

society in general are not static, the educational media system must be flexible enough to meet the demands of such changes. This means that there should be a continuous review not only of the effectiveness of the mini media design, but also of whether it is trying to do the right things.

Objectives of an evaluation system can be spelled out as follows:

- a) providing information, to assist with the selection of appropriate policies for school minimedia system:
- b) Providing information, on the success or failure of minimedia in meeting their educational objectives.
- c) Providing information on the effectiveness of the various production and management elements involved
- d) Increasing and spreading knowledge of the most appropriate production techniques in various education contexts
- e) Increasing and spreading knowledge of how to use minimedia to their best advantage in teaching situations.

For the purpose of this investigation, evaluation is used to identify weakness and strength of school minimedia, and the unit of analysis includes; teachers, students, and directors activities in the school minimedia, complementary materials, interest, motivation, attendance and on technical problems. These can be indicators to identify whether minimedia is functioning well or malfunctioning.

3.2.8. Minimedia performance

Very limited studies had been conducted about school minimedia, particularly in developing nations. School minimedia is expected to show some results in school HIV/AIDS education. These expectations could be different from one school to another depending on the goals, availability of equipment and human resources of the school. Since HIV/AIDS education improvement is the main target of the use of school minimedia in the present study, the focus is on three areas: Students' interest, students' attitude and teachers' participation or attitude towards school minimedia. The units of analysis in students' interest and attitude are students' opinion, students' satisfaction or dissatisfaction for the minimedia programmes

including their media preferences. Teachers' opinion and their participation in the minimedia programmes, listening, viewing reading, material contribution, casting and commenting.

3.3. Methodology

The main concern in studying the dissemination of HIV/AIDS education in Ethiopian secondary schools minimedia involves the investigation of teachers and students attitude towards school minimedia including their participation, school directors, minimedia club coordinators, government and non governmental organization participations to strengthen minimedia in disseminating HIV/AIDS education within the school compound.

3.3.1. Design.

The method selected for the study was descriptive survey method. In this study both qualitative and quantitative methods of data collection were used. To this effect questionnaires, interviews and observation checklist were employed.

3.3.2. Subjects and sampling procedures.

The population of the study includes all secondary schools in Ethiopia (from grade 9-12). According to 1999/2000 educational statistics from the Ministry of Education, the total number of government owned secondary schools were 366, and non-government secondary schools were 44. Total numbers of secondary schools in Ethiopia were 410. The total number of secondary school students both male and female were 571,719.(MOE 1992/2000). There were regions that do not have private secondary schools, for instance, Benishangule, Gambela, Somali and Afar. Because of this gap, the studies focus only on government secondary schools. All secondary schools did not have the same status: there are some secondary schools without electric power, access to transmpotation, shortage of qualified teachers and electronic equipment. These types of secondary schools were found in rural areas and at the periphery. These schools' minimedia may not function as well as the other schools found in the capital cities of the regions. The focus of this study is the dissemination of HIV/AIDS education using school minimedia and the samples selected are from the regions where HIV/AIDS prevalence is high, including the secondary school population.

As indicated by the Ministry of Health (2001) among the commercial sex workers, HIV/AIDS infection levels are 69.4 percent and 65 percent, in Bahirdar and Nazireth respectively. The percentage of pregnant women with HIV positive in Bahirdar were 20.8 percent, which is the highest number and in Awassa their percentages were 14.4 percent in 1998 and 11.5 percent in 2000 (Ministry of Health, 2000). In these three cities student population is very high, and their schools minimedia are functioning well. Some commercial sex workers are also attending regular and evening classes.

To get appropriate information for this study, the secondary schools located in these three cities were selected by purposive sample selection technique by the researcher personal judgement. As indicated by Schumacher and Mcmillan (1989), purposeful sampling is a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomena of interest.

Like as Schumacher and Mcmillan, Cohen and Manion said that in purposive sampling, the researcher handpicks the cases to be included in his/her sample on the basis of his/her judgment of their typicality, in this way, he/ she builds up a sample that is satisfactory to the specific needs (Cohen and Manion 1989). These indicate that the techniques used to select Bahirdar, Nazirate and Awassa were appropriate to get the required information about the dissemination of HIV/AIDS education using school minimedia. There were two secondary schools in each sample city, that means the number of sample schools were 6. According to the information obtained from the sample school directors, the number of students in Bahirdar from grade 9-12 was 8444 and the numbers of teachers were 151.

The number of students in Nazrate secondary schools was 9413 and teachers were 193.

The number of students in Awassa secondary schools was 9057 and teachers were 174.

The total numbers of students in the sample schools were 26914 and teachers were 518.

These numbers were too large to administer within this short time, therefore sample students were selected randomly from all grade level (9-12). As indicated by Fraenkel and Wallen (1990), for descriptive study, a sample with a minimum number of 100 is essential. Koul (1996) also indicated that increasing the sample size has little value: if the population under study is homogeneous, a small sample is sufficient. However, a much larger sample is necessary if there is greater variability in the unit of the population (Koul 1996).

As indicated above the number of students and teachers were large, which makes it difficult to include all in the study. Selecting manageable size was necessary to accomplish the study within a given period of time. For 100,000 populations size 384 sample size is indicated by Gibon and Morris (1978) which they put as a standard of sample size. In this case the determinant factors are time, energy and money (Fraenkel, 1990). This shows that personal judgment is important to determine the adequate sample size in relation to time. The selection of sample from the population was not only representative of the population but also adequate enough to get the required information. In the selected secondary schools, subject teachers were taken as a source of information. From each school 10 teachers were selected randomly who were not school minimedia club members. This means the total number of sample teachers who filled the questionnaire was 60. One director and one minimedia club leader were included in the study from each sample school. Ten minimedia club members including the minimedia secretary were also selected randomly from each sample school. Out of the six secondary schools a total of 246 students were selected randomly to fill the questionnaire. Forty students were selected from each school irrespective of their school size. Five females, 5 males students were selected by stratified sampling techniques, which means 10 students from each grade level. Gender differences were considered in minimedia participation in this study.

To cross-check the information obtained from the sample schools, it was necessary to ask one co-curricular expert from the Region Education Bureau and one from Zonal department where the sample schools were located, because minimedia club is included in co-curricular activities. One concerned expert from Zonal Health Office specifically who was working on HIV/AIDS education from each region was included.

One authorized person from non governmental organization from sample regions who were participated in school minimedia club were selected based on the information obtained from sample schools' directors and mini media club leaders to get information about his/ her organizations contribution to schools minimedia clubs. Therefore, the total number of subjects involved in this study becomes 395.

3.4. Data collection instruments.

The informations which researchers can identify and accumulate to facilitate answers to their queries are data. At present both qualitative and quantitative data are used in a single

study. (Nekatibeb, 1998; Lecomplete, 1993). These methods of data collections are useful to strengthen and correct some of the deficiencies of any source of data. The data sources for this investigation were students, teachers, school directors, minimedia club members, minimedia co-ordinators, co-curricular experts, regional health bureaus who are working on HIV/AIDS, and authorities from donor organizations from the sample regions. The number of expected and actual data sources is indicated in the table below.

Table 1: Distribution of data sources

The details of the study participants are shown in the following table.

| Region | Who filled questionnaires | | | Questionnaires and Interview | | Individual in depth interview | | |
|---------------|---------------------------|-------------------------|----------------|------------------------------|-----------------|-------------------------------|--------------------|---------------------|
| | No of students | No of minimedia members | No of Teachers | No of Minimedia coordinators | No of directors | Experts from MOE | Authority from MOH | Autho rity from NGO |
| Amhara | 82 | 22 | 20 | 2 | 2 | 2 | 1 | 1 |
| Oromia | 82 | 21 | 20 | 2 | 2 | 2 | 1 | 1 |
| SNNPR | 82 | 22 | 20 | 2 | 2 | 2 | 1 | 1 |
| TOTAL | 246 | 65 | 60 | 6 | 6 | 6 | 3 | 3 |

The instruments developed to collect data were questionnaire, interview and observation check list.

Questionnaires

Five types of questionnaires were prepared to collect data. These were for school directors, teachers, minimedia club-coordinators, minimedia members, and students.

For minimedia members and students, Amharic was used for data collection because, though English is an official medium of instruction in the secondary schools, the practical medium has been Amharic. For school directors, teachers, and club co-ordinators the questionnaires were prepared in English, because the secondary school directors and teachers can communicate in English.

The questions in each questionnaire required different respondents to give their responses in different ways. For closed-ended ones, they had to:

- Circle the correct answer wherever there are multiple choice items.

For open-ended questions they had to write their responses in the space provided on the question papers

Interview

Closely allied to the questionnaire is the interview. The interview as a research method in survey research is unique in that it involves the collection of data through direct verbal interaction between individuals. The interviewer can make full use of the responses of the subject to alter the interview situation (Borg, 1983). The interview in this study is useful to crosscheck the responses of directors, teachers and club coordinators with the out side people, like co-curricular experts, experts from region health bureaus, and from donor agencies. The interview was semi-structured, with some of the questions raised from the responses of the interviewee.

Observation checklist.

The most commonly employed observation tool is the checklist (Popham, 1981). A checklist, as its name implies, simply presents a list of behaviors or materials, which an observer is to indicate whether a particular material is present in the minimedia club. The checklist was prepared to check the presence or absence of the required materials, which were expected to be available in the minimedia club. Some of unexpected materials and other information minimedia vis-à-vis HIV/AIDS education were recorded to strengthen the information obtained in the school.

3.5. Procedures of Data Collection.

School officials, education bureaus, co-curricular experts, zonal health experts specifically on HIV/AIDS education, and non- governmental organization officials were contacted before 10 days to inform them the objective of the study and to make themselves ready to answer some questions related to the study. On reaching a selected school and offices, the first task was to establish rapport with subjects and to explain the purpose of the study. When subjects were found to be mentally prepared the questionnaires were distributed among the directors, minimedia club leaders, teachers, minimedia club members and students. Each subject was requested to answer all the items in the questionnaire in a

sequential order and not to look towards others to give answers. The questions and alternatives were read whenever asked by the respondents. The minimedia club members and students filled out the questionnaire by gathering in one classroom in the presence of the researcher. This is because some of the respondents may not feel responsible to attempt all questions indicated in the questionnaire or they may not understand what they are asked to do, and the other is to avoid giving the same answers by discussing with each other about the answers.

It took them 40 minutes to finish filling the questionnaire. It was expressed that all the information they provided would be confidential. This was important to help in avoiding some tendencies of subjects not to reveal the real information concerning the school minimedia. To get the necessary information for the study from different experts and authorities, the purpose and the significance of the study were read and discussed and this established relationship with the interviewee. After they were ready to answer, the unstructured question were read slowly, one by one. Some questions were raised from the responses of the interviewee. The responses of the interviewee were recorded on audiocassettes and written on a notebook and transcribed latter after the discussion.

The "Yes", "No" observation checklists were filled by the researcher by visiting the rooms and other areas where the necessary information and materials were available. In the case of hardware equipment only the functional ones were recorded as functional and the non-functional ones were considered as non-functional.

3.6. Analysis of Data

Data obtained from various information and attitude questions were tabulated, treated and then analyzed for interpretation of results. Summarizing and organizing the data involve three steps. First, categories were selected in which the raw data can be summarized. Secondly, once the categories were selected the data are coded, that is, they are sorted into the categories. Finally, data are presented in a form, which facilitates the drawing of conclusion (Bouma and Atkinson 1996). Categories can be made in this case the variables versus the cities (Bahirdar, Nazrate, and Awassa), and further categorizing it can codify this.

The information and attitudinal questions responses obtained from students, teachers, minimedia club members, director and club coordinator in each school were tallied, and calculated by summing up the frequencies, and converted into percents.

The second stage is combining the calculated percentage of each school into one, which is very helpful to identify the status of HIV/AIDS education using minimedia in each region. Similarly, the researcher gathered the entire attitude and information questions into some selected areas, namely availability of equipment, organizational facilities, training, teachers' role, students' role, directors' role, evaluation technique and resources (financial and material). Then the level of attitude for different areas was determined (item-wise) in terms of percentage out of the total number of subjects who filled the questionnaires. The information obtained using the interview was used to strengthen relevant data that were gathered using the above-mentioned instruments.

The approaches used to analyze the information obtained from the interview were to code data in terms of ideas and themes. This is often a useful approach to adopt when several people have been interviewed. In this case the number of interviewees were 12 (experts from education bureaus, zonal health expert, and one authority from donor agencies) plus school directors and minimedia club coordinators. Some observation data, particularly at the school level were quantified based on the observation checklist, because it was considered appropriate to summarize the findings and give comparisons for the absence and presence of the units of observation (studio equipment) in each school and region. Finally, based on the systematized information obtained using the above-mentioned procedures, relevant conclusions and recommendations were suggested.

3.7. Validity and Reliability.

Validity and reliability are essential to the effectiveness of any data gathering procedures. Basic to the validity of a questionnaire is asking the right questions, phrased in the least ambiguous way (Best, 1998). To avoid this type of problem, questionnaires were given for comments to research experts of Educational Media Agency (EMA), Organization for National Examination (ONE) and secondary school educational radio programme experts. Based on the comments given from these people, the questions were improved and rewritten. According to Bouma (1996), it is very important to pre-test the research instrument to ensure that it is working properly before actually doing the

research. The pre-test was conducted in Addis Ketema Comprehensive Secondary School, and Minilik II Secondary Schools, Addis Ababa and re-arranged after the pre-test. All these ensured the validity of the questionnaires. Educational media experts commented the interview guides and the observation checklist on for both the structure and the content.

It is difficult to measure the reliability of the questionnaire and interview that can be used only for one time. However, the reliability specifically for its consistency can be checked by comparing the pre-test results and the second administration of the questionnaire (Best, 1998; Bouma, 1996). The question of reliability refers to problems of the accuracy of the measuring devices. To avoid these problems, the pre-test and comments of experts were very helpful. Therefore, from this point of view, the reliability of the instruments for this study is acceptable.

CHAPTER 4

FINDINGS AND DISCUSSION

Background

Based on the data obtained through administration of questionnaire to identify the attitude of secondary school students and teachers towards a school minimedia to disseminate HIV/AIDS education, the results have been analyzed and presented. Non-governmental and governmental organizations, zonal and regional officials and experts were interviewed and the necessary information for the study collected and analyzed. School directors and minimedia club coordinators filled the questionnaires and were interviewed. The data collected in this way was analyzed and presented. The observation checklist was used to identify the availability of minimedia materials that help to transmit programmes to school community, in this case to disseminate HIV/AIDS education.

In this chapter the data collected through the questionnaires, interviews and observation checklist are presented with the help of tables. They are then followed by interpretation and discussion to give answers to the basic questions set in the study. All the figures illustrated in the tables show percentage figures.

4.1. Findings of the study

4.1.1. Student attitude towards school minimedia.

Students were asked whether they were willing to follow minimedia HIV/AIDS programmes or not and their responses are indicated in Table 2 below.

Table 2: Results of students' responses

| Alternatives | Number | Percent |
|---------------------|---------------|----------------|
| Yes | 155 | 64.6 |
| No | 85 | 35.4 |
| Total | 240 | 100 |

As indicated in Table 2, 64.6% of the students follow the minimedia programmes, while 35.4% of the students did not follow the minimedia programmes. Students follow the programme if the preparation and the contents of the programme attract them. Even though

the majority of the students follow the programme, those who do not follow the programme are not small in number. In general most of the students follow the school minimedia programme, this indicates that the minimedia is popular by the majority of the students. As indicated in open-ended questions the convenient time to follow minimedia is during break time, before class begins in the morning and in the afternoon.

Convenience of minimedia schedule

Students were asked their convenient time to follow minimedia schedule. The results are indicated in Table 3 below.

Table 3: Result of students' response about the convenient time

| Alternatives | No | % |
|--|-----------|----------|
| A. Everyday except Saturdays and Sundays | 36 | 17.00 |
| B. 4 times a week | 7 | 3.30 |
| C. 3 times a week | 23 | 10.80 |
| D. 2 times a week | 56 | 26.40 |
| E. Once a week | 37 | 17.50 |
| F. Others (specify) | 53 | 25.00 |
| Total | 212 | 100 |

As indicated in Table 3, 17% of the students like to follow minimedia programmes everyday, 26.4% of the students like to follow twice a week, 17.5% like to follow the programmes once a week, and 25% of the students suggested different days of the week. As can be seen from the table their difference is small. This shows that the different people like different programmes depending on their interest. Some students like sport programme, others like health programme. Therefore their preference is not the same.

Most of the students (audience) preferred radio and television medium to follow the minimedia programmes. There are also others who showed high interest in the school minimedia. Most of the students preferred to follow sport and HIV/AIDS programmes of the minimedia. Some students said, " I like to be a member of minimedia". These people wrote on the questionnaire that their convenient time to follow HIV/AIDS education is Saturdays

and Sundays other than twice a week. The responses for the open ended question show that students are interested to follow the school minimedia programmes specifically, sport, HIV/AIDS education, environment and civics programmes respectively. Music show is also a loved programme by the students.

Format Selection

Students were asked about the format, which attract them in school minimedia. Giving rank in the table below indicated the results.

Table 4: Minimedia format selection rank order

| | 1 | | 2 | | 3 | | 4 | | 5 | |
|--------------------|-----|------|-----|------|----|------|----|------|---|-----|
| Alternatives | | % | | % | | % | | % | | % |
| A. Drama | 166 | 67.5 | 11 | 4.5 | 4 | 1.6 | | | | |
| B. Narration | 48 | 19.5 | 69 | 28.0 | 4 | 1.6 | 5 | 2.0 | | |
| C. Dialogue | 13 | 5.3 | 11 | 4.5 | 19 | 7.7 | 5 | 2 | | |
| D. Discussion | 5 | 2.0 | 24 | 9.8 | 10 | 4.1 | 14 | 5.9 | | |
| E. Others(Specify) | 11 | 4.5 | 3 | 1.2 | 2 | 0.8 | 1 | .4 | 4 | 1.6 |
| Total | 243 | 98.8 | 118 | 48 | 39 | 15.8 | 25 | 10.3 | 4 | 1.6 |

The Table revealed that 67.5% of the minimedia audience ranked drama first, 28.0% of them ranked narration second, and 19.5 ranked narration first. The other audience gave different rank for different format or techniques of presentation. Different methods of

presentation are required to hold the attention of the majority of the listeners.

Drama is preferred because it attracts pupils and school community.

Attractiveness of the minimedia programs.

Students were asked about the type of minimedia programs, which attracts them more than others. Their responses are indicated below in Table 5 in ranking order.

Table 5: Results of minimedia programs which attracts the students more rank order

| Alternatives | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|------------------------|-----|------|-----|------|----|------|-----|------|-----|-----|-----|-----|
| | No | % | No. | % | No | % | No. | % | No. | % | No. | % |
| A. Sport | 43 | 17.5 | 19 | 7.7 | 5 | 2.0 | 12 | 4.9 | 2 | 0.8 | | |
| B. HIV/AIDS | 73 | 29.7 | 27 | 11.0 | 5 | 2.0 | 3 | 1.2 | 3 | 1.2 | | |
| C. Literature | 46 | 18.7 | 25 | 10.7 | 14 | 5.7 | 7 | 2.8 | 5 | 2.0 | | |
| D. Letter box | 10 | 4.1 | 11 | 4.5 | 9 | 3.7 | 8 | 3.3 | 8 | 3.3 | 1 | 0.4 |
| E. Question and answer | 36 | 14.6 | 22 | 8.9 | 9 | 3.7 | 3 | 1.2 | 8 | 3.3 | 3 | 1.2 |
| F. Other (Specify) | 34 | 13.8 | 5 | 2.0 | 1 | 0.4 | - | - | 1 | 0.4 | 4 | 1.6 |
| Total | 242 | 100 | 109 | 44.8 | 43 | 17.5 | 33 | 13.4 | 27 | 11 | 8 | 3.2 |

From the minimedia transmitted programmes in the sample secondary schools the table revealed that 29.3% of the students ranked HIV/AIDS programme first, 18.7% of the students ranked literature first, 17.5% of the students ranked sport first, and 14.6 of the students ranked question and answer first. The others also ranked the programmes based on their interest. For the open-ended question, some of the students wrote

I like to participate and be a member of the minimedia club to produce sportand HIV/AIDS programs. Their ranking varies may be due to interest of individuals.

Type of Participation in school minimedia programs

Students were asked about their type of participation in the school minimedia, and their type of participation are indicated below in Table 6 in ranking order.

Table 6: The results of students participation in school minimedia rank order

| Alternatives | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|-----------------------|-----|------|-----|------|----|------|-----|-----|-----|-----|-----|---|
| | No | % | No. | % | No | % | No. | % | No. | % | No. | % |
| A. Listening | 113 | 45.9 | 15 | 6.1 | 2 | 0.8 | 1 | 0.4 | 1 | 0.4 | | |
| B. Watching | 48 | 19.5 | 31 | 12.6 | 1 | 0.4 | 2 | 0.8 | | | | |
| C. Reading | 28 | 11.4 | 16 | 6.5 | 11 | 4.5 | 5 | 2.0 | | | | |
| D. Commenting | 11 | 4.5 | 6 | 2.4 | 3 | 1.2 | 3 | 1.2 | 2 | 0.8 | | |
| E. Providing material | 25 | 10.2 | 12 | 4.9 | 8 | 3.3 | 2 | 0.8 | 6 | 2.4 | | |
| F. Other(Specify) | | 13.0 | 5.3 | 4.0 | 1 | 1 | 4 | 2 | 0.8 | | | |
| Total | 225 | 100 | 84 | 37.3 | 26 | 11.8 | 17 | 7.2 | 11 | 4.4 | | |

As indicated in Table 6 above 45.9% of the audience participated is by listening and the next 19.5% by watching. The others ranking do not have much differences in their participation rate. Although most of the students like the audio and the visual media than the other media, the other media can not be neglected because there are students who showed interest to participate in reading, voicing and other media. In general, this shows that most of the students are interested in the electronic media because 75.4 of the students participated by listening and watching. Those who participated in other ways are below 25%, or they ranked listening and watching second and below second.

The role of minimedia to disseminate HIV/AIDS education using minimedia is strongly supported by the students. Some of the suggestions written by the student's responses to the open ended questions are as follows:

- Equipping minimedia with the necessary material is and giving moral support to students or club members is vital to disseminate HIV/AIDS education and other programmes. This will strengthen the school minimedia.
- It is better to educate the youth using minimedia so that the youth would teach others who are outside of the school.
- Minimedia programme producers are not trained and their programme is not attractive and,
- The minimedia clubs give good education to the students so they should keep up.

These are some of the suggestion made by the students about school minimedia. According to the above-mentioned suggestions most of the students like to participate in school minimedia they are highly interested in the minimedea.

4.1.2. Involvement of students (Minimedia members) in the school minimedia HIV/AIDS program production.

Decision of students to become minimedia member.

Minimedia club members were asked what made them decide to be minimedia members, their responses are indicated below in Table 7 in ranking order.

Table 7: Results of minimedia club members about their decision to become club member rank order

| Alternatives | 1 | | 2 | | 3 | | 4 | |
|-------------------------------|----|------|----|------|----|-----|----|-----|
| | No | % | No | % | No | % | No | % |
| A. Interest | 55 | 84.5 | 1 | 1.5 | | | | |
| B. Experience | - | - | 5 | 7.7 | | | | |
| C. Previous training | - | - | 1 | 1.5 | 1 | 1.5 | | |
| D. Special talent | 4 | 6.2 | 11 | 16.9 | 3 | 4.5 | | |
| E. The management assigned me | - | - | - | - | - | - | 1 | 1.5 |
| F. Other(Specify) | 1 | 1.5 | - | - | - | - | - | - |
| Total | 60 | 92.2 | 18 | 27.6 | 4 | 6.0 | 1 | 1.5 |

The Table shows that 84.5% of the students ranked interest first to participate in minimedia programme production, and 16.9% of the students ranked talent second in minimedia programme preparations, others also gave a rank, though their ranking order varies as indicated in Table 7. This shows that to participate in school minimedia interest is the first criterion and talent is the second. According to this information any candidate should have the interest and talent of media programme production in order for him/her to become a member of the minimedia club

Participation in media training

Minimedia members were asked if they have got media training and their responses were indicated below in Table 8.

Table 8: Results of students responses

| Alternatives | Number | Percent |
|--------------|--------|---------|
| A. Yes | 11 | 17.2 |
| B. No | 53 | 87.8 |
| Total | 64 | 100 |

As it has been indicated in Table 8, those who did not get media training were 82.8% which is the maximum number, only 17.2% got media training. But these students were producing programmes without getting media training. The question includes their participation in media workshops, seminars or orientation. As indicated in table 8. 82% of the minimedia club members did not participate in any of the trainings. Minimedia programme producers prepare programmes from available sources of information. Because of shortage of sources of information they could not select sources. Some of the available sources indicated by minimedia club members were printed materials, such as brochures, documents, television, books, magazines, radio, audio and video cassettes.

Minimedia coordinators and members do not get training because of this problem their program is not attractive.

Content selection of minimedia programs.

Minimedia club members were asked whether or not they select contents for HIV/AIDS education programs, and their responses are indicated below in Table 9.

Table 9: Results of minimedia member's responses about content selection.

| Alternatives | Number | Percent |
|--------------|--------|---------|
| A. Yes | 51 | 82 |
| B. No | 11 | 18 |
| Total | 62 | 100 |

As indicated in Table 9, 82% of the students who were producing minimedia programmes select contents. The criteria used by students to select the contents of their programme were:

relevance, culture, objectives, age, education and living standards of the audience (students).

Minimedia program producers select contents based on the experience and feedback obtained from coordinators, from the audience and comments of teachers.

Format preferred by the audience

Minimedia club members were asked about the format that are preferred by the audience, about HIV/AIDS education, and their responses were indicated below in Table 10 in ranking order.

Table 10: Results of minimedia members responses about audience media preference rank order

| Alternatives | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|-------------------|----|------|----|------|----|------|----|-----|----|-----|----|-----|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| A. Drama | 40 | 61.5 | 5 | 2.7 | 2 | 3.1 | | | | | | |
| B. Dialogue | 5 | 7.7 | 7 | 10.6 | 6 | 9.2 | 2 | 3.1 | 1 | 1.5 | | |
| C. Magazine | - | - | 1 | 1.5 | 5 | 7.7 | | | | | | |
| D. Narration | 9 | 13.8 | 17 | 26.2 | 2 | 3.1 | 1. | 1.5 | | | | |
| E. Interview | 2 | 3.1 | 1 | 1.5 | 3 | 4.6 | | | | | | |
| F. Documentary | 2 | 3.1 | 1 | 1.5 | - | - | 1 | 1.5 | | | | |
| G. Other(Specify) | - | - | - | - | 1 | 1.5 | - | - | - | - | 1 | 1.5 |
| Totals | 58 | 89.2 | 32 | 44 | 19 | 29.2 | 4 | 6.1 | 1 | 1.5 | 1 | 1.5 |

The table reveals that 61.5% of the respondents or minimedia club members ranked drama format. The other alternatives are ranked below 26.2%.

Most of the audiences are asking by writing letters to use drama formats in the minimedia programs. Drama is also a means of attraction to hold the attention of students (audience).

Evaluating minimedia programs

Minimedia members were asked whether they evaluate their minimedia HIV/AIDS education programs or not. Their responses are indicated in Table 11 below.

Table 11: Results of minimedia member's responses about minimedia program evaluation.

| Alternatives | Number | Percent |
|--------------|--------|---------|
| A. Yes | 44 | 74.6 |
| B. No | 15 | 25.4 |
| Total | 59 | 100 |

The table reveals that 74.6% of the minimedia members evaluate their programmes, 25.4% of the respondents said that they did not evaluate their programmes they simply produce and transmit programmes. The majority of the programme producers evaluate their programmes using different techniques. Some of the techniques used to evaluate were: comments of the audience, interview, distributing questionnaires for their comments, participation rate of the audience, and comments from the coordinators. 40% of the club members collect information to evaluate their programmes. The others who indicated 20% used different techniques to evaluate their programmes.

Minimedia programs producers produce programs based on there experience and interest. But almost all of them did not get training how to evaluate the programs and evaluation instruments were not developed.

Evaluation results of minimedia programs.

Minimedia club members were asked to give grade for the evaluation results of HIV/AIDS education programs, and their responses are indicated in Table 12 below.

Table 12: Minimedia member's response results about evaluation result.

| Alternatives | Number | Percent |
|--------------|--------|---------|
| A. Excellent | 21 | 30.6 |
| B. Very good | 16 | 32.2 |
| C. Good | 8 | 15.1 |
| D. Poor | 5 | 9.4 |
| E. Very poor | 3 | 5.7 |
| Total | 53 | 100 |

The table shows that 39.6% of the respondents indicated that the evaluation results were excellent, 32.2% of the respondents said very good and 15.1% indicated good.

The strength of minimedia to disseminate HIV/AIDS education.

The role of minimedia in disseminating HIV/AIDS education was asked to the minimedia club members, their responses are indicated in Table 13 below.

Table 13: The role of minimedia to give HIV/AIDS education.

| Alternatives | Number | Percent |
|----------------|--------|---------|
| A/ Very strong | 33 | 54.1 |
| B. Strong | 15 | 24.6 |
| C. Weak | 8 | 13.1 |
| D. Very weak | 5 | 8.2 |
| Total | 61 | 100 |

The Table shows that 54.1% of the respondents indicated very strong, 24.6% of the respondents indicated strong, 13.1% of the respondents said weak and 8.2% said very weak. The majority of the respondents believed that minimedia is very strong to educate the youth about HIV/AIDS.

Even though the minimedia is ill-equipped and program producers are untrained. Everybody is interested to follow minimedia programs.

The support of school administration to the minimedia club.

The cooperation of the school administration to disseminate HIV/AIDS education using minimedia was asked to the club members. The responses are indicated in Table 14 below.

Table 14: Results for the cooperation of school administration to the minimedia.

| Alternatives | Number | Percent |
|-------------------|--------|---------|
| A. High | 16 | 26.2 |
| B. Medium | 13 | 21.3 |
| C. Low | 22 | 36.1 |
| D. No cooperation | 10 | 16.4 |
| Total | 61 | 100 |

Table 14 reveals that 36.1% of the respondents indicated that the support of the school administration to the minimedia is low, 26.2 of them indicated that the support of school administration is high, 21.3% of the respondents indicated medium, and 16.4% of them said there is no cooperation or the school administration does not support the school minimedia.

Students and teachers like minimedia programs, but students (minimedia members), coordinators and directors did not get training, minimedia is not well organized.

4.1.3. Opinion and Involvement of Teachers in School Minimedia

Teachers were asked whether they know or not about the activities of school minimedia particularly HIV/AIDS education. Their responses are indicated in table 15 below.

Table 15: Results of teachers' responses about the activities of school minimedia.

| Alternatives | Number | Percent |
|---------------------|---------------|----------------|
| A. Yes | 50 | 84.7 |
| B. No | 9 | 15.3 |
| Total | 59 | 100 |

Table 15 reveals that 84.7% of the respondents answered that they know the activities of the school minimedia, 15.3% of them did not know the activities of school minimedia. This shows that the majority of the teachers either follows the programme or participates in different ways.

Type of Teachers participation in school minimedia.

Teachers were asked about the type of participation if they participate in school minimedia particularly HIV/AIDS education.

Their responses are indicated in Table 16 below in ranking order.

| Alternatives | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---------------------------|----|------|----|------|----|-----|----|-----|----|-----|----|-----|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| A. Listening | 17 | 28.3 | | | | | | | | | | |
| B. Voicing | 3 | 5.0 | 1 | 1.7 | | | | | | | | |
| C. Reading | - | - | 2 | 3.3 | 2 | 3.3 | | | | | | |
| D. Commenting | - | - | 2 | 3.3 | 2 | 3.3 | 1 | 1.7 | | | | |
| E. Consultancy | 9 | 15.0 | 1 | 1.7 | - | - | 1 | 1.7 | 1 | 1.7 | | |
| F. Watching | - | - | - | - | - | - | - | - | - | - | 1 | 1.7 |
| G. A, C and F | 3 | 5.0 | | | | | | | | | | |
| H. Contribution. material | - | - | 2 | 3.3 | | | | | | | | |
| I. Other specify | 2 | 3.3 | - | - | - | - | | | | | | |
| Total | 34 | 56.6 | 8 | 13.3 | 4 | 6.6 | 2 | 3.4 | 1 | 1.7 | 1 | 1.7 |

Table 16 reveals that 28.3% of the respondents indicated teachers participated is by listening to the minimedia programmes which was ranked first, 15.0 % of the respondents participated through consultancy which was ranked first. The others alternatives were ranked below 10% by the respondents. For an open-ended question teachers wrote their suggestion.

*Minimedia is preferred because it is more effective to
Inform about large number of students within a short time*

The Role of Minimedia in disseminating HIV/AIDS Education.

Teachers were asked how strong the minimedia is to disseminate HIV/AIDS education in the secondary schools. Their responses are indicated below in Table 17.

Table 17: Teachers responses about the role of minimedia in disseminating HIV/AIDS education.

| Alternatives | Number | Percent |
|-----------------|--------|---------|
| A. Very strong | 6 | 10.5 |
| B. Strong | 20 | 35.1 |
| C. Weak | 16 | 28.1 |
| D. Very weak | 11 | 19.3 |
| E. I don't know | 4 | 7.0 |
| Totals | 57 | 100 |

As shown in Table 17 above 35.1% of the respondents showed that minimedia is strong to give HIV/AIDS education. 28% of the respondents indicated that the role of minimedia in HIV/AIDS education is weak, while 19.3% indicated very weak, 10.5% of them showed minimedia to be strong. Almost all teachers commented that, " Less attention is given, but minimedia is a good way of educating to educate the students outside the classroom particularly to disseminate HIV/AIDS education". The convenient time is also written in the blank space provided to write what they felt about the transmission time. Most of them preferred break time, and before class begins both in the morning and in the afternoon. The majority of teachers indicated that they preferred radio, television and print media respectively to follow HIV/ AIDS programme.

Format selection for HIV/AIDS education in the school minimedia.

The format that holds the attention of students more in the school minimedia were asked to the teachers their responses are indicated below in ranking order in Table 18.

Table 18: Results of teacher's responses about format selection.

| Alternatives | 1 | | 2 | | 3 | | 4 | | 5 | |
|-------------------|----|------|----|------|----|------|----|------|----|-----|
| | No | % | No | % | No | % | No | % | No | % |
| A. Drama | 56 | 93.3 | | | | | | | | |
| B. Dialogue | 2 | 3.3 | 17 | 28.3 | 7 | 11.7 | | | | |
| C. Narration | - | - | 7 | 11.7 | 5 | 8.3 | 1 | 1.7 | | |
| D. Single talk | - | - | 5 | 8.3 | 1 | 1.7 | 6 | 10.0 | | |
| E. Other(Specify) | - | - | 1 | 1.7 | - | - | 1 | 1.7 | 1 | 1.7 |
| Totals | 58 | 96.6 | 30 | 50 | 13 | 21.7 | 8 | 13.4 | 1 | 1.7 |

Table 18 reveals that 93.3% of the respondents ranked drama first, 28.3% of them indicated dialogue ranked second, 11.7% of them ranked narration second another 11.7% ranked dialogue second, the other alternatives rank is below 10% percent.

The majority of the respondents preferred drama format of presentation in school minimedia presentation

Drama is preferred because it attracts people.

Drama holds the attention of the audience.

Acceptance of HIV/AIDS Education Transmitted by school minimedia.

Teachers were asked about the acceptance of HIV/AIDS education, which is transmitted by the school minimedia, their responses are indicated below in Table 19.

Table 19: Results of teachers; responses about the acceptance of HIV/AIDS education transmitted by school minimedia.

| Alternatives | Number | Percent |
|---------------------|---------------|----------------|
| A. agree | 38 | 66.7 |
| B. disagree | 4 | 7.0 |
| C. I can't say | 15 | 26.3 |
| Total | 57 | 100 |

As indicated in Table 19, 66.7% of the responses show that the school community accepted the HIV/AIDS programmes transmitted by school minimedia, 26.3% of the responses show that they don't know whether it is accepted or not. But 7% of them disagreed with the acceptance of minimedia programmes in relation to HIV/AIDS education

Minimedia is information, also radio and television programs established good mood to school community.

Teachers responses about HIV/AIDS programs transmitted by school minimedia.

Teachers were asked their agreement or disagreement about HIV/AIDS programs, which were transmitted by the school minimedia that will bring behavioral change on the teacher and students. They showed their responses below in Table 20.

Table 20: Results of teachers responses about their agreement or disagreement in minimedia HIV/AIDS programs.

| Alternatives | Number | Percent |
|---------------------|---------------|----------------|
| A. agree | 40 | 72.7 |
| B. disagree | 3 | 5.5 |
| C. I can't say | 12 | 21.8 |
| Total | 55 | 100 |

The table reveals that 72.7% of the respondents agree that teachers and students will bring behavioural change by the programmes transmitted using school minimedia, While 21.8% indicated can't say, that means either they disagree or agree with the point.

Most of the students and teachers like to participate in school minimedia club, but the minimedia is not well organized.

The Efforts made by the school to disseminate HIV/AIDS education.

Teachers were asked about the efforts made by the school in disseminating HIV/AIDS education using minimedia, their responses are indicated in Table 21.

Table 21: Results of teachers responses about the effort made to disseminate HIV/AIDS education.

| Alternatives | Number | Percent |
|--------------|--------|---------|
| A. High | 7 | 12.3 |
| B. Medium | 23 | 40.4 |
| C. Low | 27 | 47.4 |
| Totals | 57 | 100 |

As shown in Table 21 the number of respondents who indicated the efforts made by the school to disseminate HIV/AIDS education are low is 47.4% and 40.4% of them indicated medium, others who indicated 12.3% are small in number that is high.

Teachers suggested the following points to improve school minimedia to bring behavioural change about HIV/AIDS.

- First of all school minimedia should be well organized financially, materially and in trained manpower to improve the programs and bring behavioural change about HIV/AIDS.
- Material support, workshops, seminars and others which are essential to strengthen minimedia should be facilitated by school administration or by the concerned bodies.
- The directors and assistant directors should show interest in the programmes and the clubs have to be organized supported by different leaflets, brochures, magazines and books. Participation of interested teachers and students is essential. Participation of different governmental, non-governmental organizations and community involvement are needed to strengthen school minimedia.

- Media and format selections are vital to hold the attention of the audience (students).

4.1.4. Major problems encountered to Disseminate HIV/AIDS education through minimedia.

Minimedia programs coordination.

Minimedia club coordinators were asked how he/she became to be a coordinator. Their responses are indicated below in Table 22.

Table 22: Results of coordinators responses

| Alternatives | Number | Percent |
|---------------------------------------|--------|---------|
| A. Assigned by the director | 3 | 50.0 |
| B. Elected by the members of the club | 1 | 16.7 |
| C. Because of your interest | 2 | 33.3 |
| Total | 6 | 100 |

The table reveals that 50.0% of the respondents were assigned by the school director, 33.3% of the minimedia club coordinators were assigned based on their interest, and one coordinator (16.7% of the respondents) is elected by the minimedia club members. This shows that 6 of the club leaders, specifically the minimedia club co-ordinators are assigned by the school directors without their experience, interest and talent. This is the major problem to run the minimedia club smoothly. Sometimes when co-ordinators are not interested or not willing to plan, to administer and to do other managerial activities, the whole minimedia programmes and programme producers will face problems. This is because less attention is given to the minimedia by the assigned club leaders during such times.

Main Objectives school minimedia.

Minimedia club coordinators were asked about the objectives of school minimedia, and their responses are indicated below in Table 23.

Table 23: Results of coordinators responses about their minimedia objectives in rank order.

| Alternatives | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|----|------|----|------|----|------|----|------|----|------|----|------|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| A. To entertain students | 1 | 16.7 | 1 | 16.7 | 1 | 16.7 | - | - | | | | |
| B. To transmit important school messages | 1 | 16.7 | 1 | 16.7 | 3 | 50.0 | | | | | | |
| C. Enrich students language skill | 1 | 16.7 | - | - | - | - | 1 | 16.7 | | | 1 | 16.7 |
| D. To transmit news to other students | - | - | - | - | - | - | 1 | 16.7 | 1 | 16.7 | 2 | 33.3 |
| E. To develop students' awareness about the danger of AIDS | 2 | 33.3 | 2 | 33.3 | 1 | 16.7 | - | - | - | - | - | - |
| F. To give family life and sex education to students | 1 | 16.7 | 1 | 16.7 | - | - | 1 | 16.7 | 2 | 33.3 | - | - |
| G. To cast sport news and encourage sports activities in the school | - | - | - | - | - | - | 1 | 16.7 | 1 | 16.7 | 2 | 33.3 |
| H. To run educational panel discussion forum in the school | - | - | - | - | - | - | - | - | 2 | 33.3 | 1 | 16.7 |
| Total | 6 | 100 | 5 | 83.4 | 5 | 83.4 | 4 | 66.8 | 6 | 100 | 6 | 100 |

33.3% of the respondents ranked to develop students' awareness about HIV/AIDS danger first, 33.3% of the respondents ranked this objectives second, other respondents' ranking order varies based on the schools priority needs. This shows that all the alternatives indicated in Table 23 are the main objectives of the schools minimedia clubs. From this table it is possible to understand that the school minimedia objectives were set without prioritizations, that is why they can not show proper rank order. Different schools priority differs depending on the objective reality of the school conditions.

According to the club coordinators' responses to the question 'who produce the minimedia programmes' 100% of the respondents indicated that teachers and students produce the minimedia programmes. But all of the minimedia programme producers did not get training. This is the information obtained from the responses of club coordinators. According to the coordinators' responses 50% of them evaluate the minimedia programmes. However, they did not rank it into excellent, very good, good, weak and very weak. Others did not show either the programmes are evaluated or not.

Criteria to select minimedia club members.

Minimedia club coordinators were asked the criteria to select minimedia club members, and their responses are indicated below in Table 24 in ranking order.

Table 24: Results of coordinators responses about their criteria to select club members rank order.

| Alternatives | 1 | | 2 | | 3 | |
|----------------------|----|-----|----|------|----|------|
| | No | % | No | % | No | % |
| A. Interest | 3 | 50 | 2 | 33.3 | | |
| B. Talent | 3 | 50 | 1 | 16.7 | 1 | 16.7 |
| C. Experience | - | - | - | - | - | - |
| D. Previous training | - | - | - | - | - | - |
| E. Management | - | - | - | - | - | - |
| F. Other specify | - | - | - | - | - | - |
| Total | 6 | 100 | 3 | 50 | 1 | 16.7 |

The table reveals that 50% of the club coordinators indicated that club members are selected based on their interest, the other 50% of the respondents showed that they are selected based on talent. This shows that the criteria to be member of minimedia club are interest and talent. According to the club-coordinators, (all indicated this) the interest of students to participate in minimedia club is high. This shows that almost all of the secondary school students like the minimedia programmes. This means that the information transmitted by the school minimedia attracts students.

As indicated by the 33.3% of club coordinators, teachers interest to participate in minimedia club is very high while another 33.3% of them indicated medium, one club coordinator labelled them as high, the other one club coordinator did not want to write his/ her choice. This means both teachers and students are attracted by minimedia programmes. Five club coordinators or 83.4% of them showed that there is no outside support for the school minimedia. The other one-club coordinator that is Awassa secondary school gets outside support. Even in this school the support is not for school minimedia, it is for the anti-AIDS club. According to the club coordinator, the school allocates very little amount of money to run the minimedia activity and this money is negligible to the school minimedia.

The Material sources to produce HIV/AIDS programs using minimedia.

Minimedia club coordinators were asked about the material resources to produce HIV/AIDS programs.

The responses of the coordinators are indicated below in Table 25.

Table 25: Results of coordinators about material resources to disseminate HIV/AIDS education rank order.

| Alternatives | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|-----------------------------|----|------|----|------|----|------|----|------|----|------|----|------|
| | No | % | No | % | No | % | No | % | No | % | No | % |
| A. Leaflets | 2 | 33.3 | - | - | - | - | - | - | 2 | 33.3 | | |
| B. Books | - | - | 1 | 16.7 | - | - | 1 | 16.7 | | | | |
| C. Brochures | 1 | 16.7 | 1 | 16.7 | 1 | 16.7 | - | - | - | - | 1 | 16.7 |
| D. Radio | 2 | 33.3 | 2 | 33.3 | 2 | 33.3 | | | | | | |
| E. Television | - | - | 1 | 16.7 | - | - | 1 | 16.7 | 1 | 16.7 | | |
| F. Magazines | 1 | 16.7 | - | - | 1 | 16.7 | | | | | | |
| G. Recorded audio Cassettes | - | - | - | - | - | - | 1 | 16.7 | - | - | 1 | 16.7 |
| H. Recorded video cassettes | - | - | - | - | - | - | - | - | - | - | - | - |
| Total | 6 | 100 | 5 | 83.4 | 4 | 66.7 | 3 | 50 | 3 | 50.1 | 2 | 33.4 |

As indicated in the table there is no limited source of information, but for 33.3% of them, the first sources of information is leaflet, for 33.3% their first source of information to produce HIV/AIDS programmes using minimedia is radio, whereas the other 33.3% ranked radio second source of information. There are others 33.3% who ranked radio third. Other alternatives are ranked by one individual as sources of information. This shows that it is difficult to select sources of information; every alternatives or variable indicated in Table 25 can be sources of information equally.

Interested coordinators were not assigned to organize and guide minimedia members. Parents are not involved and school does not allocate adequate budgets to the minimedia club.

Major problems minimedia faced in Disseminating HIV/AIDS education.

Minimedia coordinators were asked the major problems school minimedia faced in disseminating HIV/AIDS education in secondary school. The responses of the coordinators are indicated below in Table 26 in ranking order.

Table 26: Result of coordinators responses about school minimedia problems in disseminating HIV/AIDS education rank order

| Alternatives | 1 | | 2 | | 3 | | 4 | | 5 | |
|---|----|------|----|------|----|------|----|------|----|------|
| | No | % | No | % | No | % | No | % | No | % |
| A. Financial | 1 | 16.7 | 1 | 16.7 | 3 | 50. | | | | |
| B. Material | 2 | 33.3 | 2 | 33.3 | - | - | - | - | 1 | 16.7 |
| C. Trained human resources | 1 | 16.7 | 1 | 16.7 | 2 | 33.3 | | | | |
| D. Management problem | 2 | 33.3 | - | - | - | - | 1 | 16.7 | | |
| E. Program organization | - | - | 1 | 16.7 | | | | | | |
| F. Presence of other entertainment activities | - | - | - | - | - | - | - | - | - | - |
| G. Lack of equipment | - | - | - | - | - | - | - | - | - | - |
| I. Work load of teachers | - | - | - | - | - | - | - | - | - | - |
| J. Placement of loud speakers | - | - | - | - | - | - | - | - | - | - |
| Totals | 6 | 100 | 5 | 83.4 | 5 | 83.3 | 1 | 16.7 | 1 | 16.7 |

Table 26 shows that 33.3% of the respondents indicated the first problem as financial, whereas others' first problem is management problem; 33.3% make this problem third. The other 33.3% indicated material in third place. Others are ranked below 16.7%. In general all are problems for the school minimedia. Minimedia are ill equipped, club members are not trained, non-governmental organizations are not supporting the school minimedia. For responses to open ended questions, suggestions written by the minimedia club-coordinators about the role of minimedia in dissemination of HIV/AIDS education, are the following.

Though the scope of minimedia is limited to school community, the significance of the activity is immense. So, the information obtained on HIV/AIDS would be

important to the audience (students) or young generations. This is because, for one thing, they are productive force of the future and secondly they are easy victims of HIV/AIDS due to their age and social knowledge.

4.1.5. The support and involvement of school directors to disseminate HIV/AIDS education using minimedia.

A hundred percent of the directors of the six schools indicated the presence of minimedia in their schools. This shows all the six secondary schools believed in the importance of school minimedia for educational purposes. Out of six secondary schools directors, 83.3% of them did not get media training; only one secondary school director got media orientation.

The objectives of school minimedia indicated by the school directors in response to an open ended questions are the following:

- To transmit school announcement.
- To develop students' language skill (English, Amharic and Oromifa).
- To transmit HIV/AIDS information.
- To disseminate information to students.
- To motivate students to be active participants in educational activities
- For entertainment.

These are the main objectives of school minimedia in sample secondary schools. In some schools, everyday news and current affairs are included in their objectives. The role of school directors in minimedia club as indicated by six directors is coordination, which is 100%. That means all directors' responses for the questions they were asked indicated coordination Even though evaluation and material contribution were included in addition to coordination, six of them indicated only coordination. From this point of view it is possible to say that, they did not evaluate the strength and weaknesses of the minimedia. But all the six secondary school directors show interest to participate in the minimedia activities, by contributing materials to be read by the minimedia programme producers, by consultancy and other means of participation. For the question, "Who are the producers of minimedia programmes?," 33.3% of the respondents indicated teachers only, 50% of the respondents

indicated teachers and students together produce programmes; only one teacher that is 1.63% of the sample school directors indicated teachers only. The majority of the six sample schools directors showed that the minimedia programme producers are teachers and students.

The responses for the question, "How were the minimedia club members selected?" 5 school directors that is 83.3% of the respondents indicated that club members were selected only by their interest. The responses of club coordinators and teachers are similar. Only one school director showed that the director assigned the club members. According to this response, almost all minimedia members are selected based on their interest. This means both teachers and students like to participate in school minimedia.

Selection of club coordinators

Directors were asked how minimedia club coordinators were selected to become the coordinators of school minimedia. Their responses are indicated below in Table 27 in ranking Order.

Table 27: Results of directors' responses about coordinator selection rank order

| Alternatives | 1 | | 2 | | 3 | |
|----------------------------------|----|------|----|------|----|------|
| | No | % | No | % | No | % |
| A. Experience | - | - | 2 | 33.3 | | |
| B. Talent | 2 | 33.3 | - | - | 1 | 16.7 |
| C. Interest | 4 | 66.7 | - | - | - | - |
| D. The director assigned him/her | - | - | 2 | 33.3 | - | - |
| E. other specify | - | - | - | - | - | - |
| Totals | 6 | 100 | 4 | 66.6 | 1 | 16.7 |

As indicated in Table 27, 66.7% of the sample school directors select minimedia club coordinators based on the interest of club coordinators themselves. For other schools the second criterion to select club coordinators is their talent, for one school talent is the third criterion. According to the table most of the club coordinators are selected based on their interest to be minimedia club coordinators; this means that there are highly interested people who try to make minimedia club strong. But as indicated in Table 22, 50% of the club coordinators were selected by school directors.

The Importance of Minimedia to Disseminate HIV/AIDS Education.

School directors were asked about the importance of school minimedia in disseminating HIV/AIDS education their responses are indicated in Table 28 below.

Table 28: Results of directors' responses about the importance of school minimedia in disseminating HIV/AIDS education.

| Alternatives | Number | Percent |
|----------------------|---------------|----------------|
| A. Strongly agree | 4 | 66.7 |
| B. Agree | 2 | 33.3 |
| C. Uncertain | - | - |
| D. Disagree | - | - |
| E. Strongly disagree | - | - |
| Totals | 6 | 100 |

The Table reveals that 66.7% of the school directors strongly agree with the importance of school minimedia to disseminate HIV/AIDS education, 33.3% of the respondents agree the importance of school minimedia to educate the youth about HIV/AIDS. This shows that all sample school directors know the power of minimedia to bring behavioral change of the school community about the danger of HIV/AIDS. The sample school directors or 66.7% of the respondents indicated that the level of problems the school minimedia faced to disseminate HIV/AIDS are medium, but 33.3% of the school principal indicated that the problems of minimedia are high. According to this information the minimedia is not equipped, club members are not trained, and it is difficult to produce and disseminate HIV/AIDS education. But teachers and club coordinators said that school directors and assistant directors give less attention to school minimedia to disseminate HIV/AIDS education. Some of the problems school minimedia faced are the following. All of them are equally affect the minimedia according to the directors.

- Inadequate funds.
- Shortage of materials.
- Shortage of human resources.
- Lack of community involvement.
- Lack of non- governmental and governmental support.

All these are the main problems of school minimedia. As indicated by sample school directors 66.7% of the schools contacted the non governmental organizations, 16.7% of the

schools did not ask non- governmental organization for support. According to the school directors the non governmental organization visit the school only when there are celebration like world HIV days. Except on these days they don't come to schools. The response of non governmental organization on funding is not encouraging. 50% of the respondents or directors indicated that they evaluate their minimedia programmes. But 2 schools or 33.3% of the schools did not evaluate their programmes. They simply send the messages without knowing whether the programmes are effective or not. According to one school director, the evaluation results of minimedia is excellent, the other 2 directors ranked it very good, whereas one school director rated the evaluation result good.

The suggestions by the school directors to improve school minimedia to disseminate HIV/AIDS education are the following.

- To improve minimedia programmes the participation of teachers and students should increase.
- Governmental and non- governmental organization should cooperate to equip and facilitate the efforts of minimedia to disseminate information particularly that of HIV/AIDS education.

4.1.6. The types of minimedia and the availability of the equipment in the secondary schools.

Observation was conducted using the observation checklist to find out the type of medium used in each school minimedia and the availability of minimedia equipment.

Table 29. Observation results using checklist.

| Descriptions | Functional | | Non- functional | |
|------------------------------------|------------|--------|-----------------|------|
| | Number | % | Number | % |
| Microphone | 7 | 116.7 | 3 | 50 |
| Radio-cassette play | 7 | 116.7 | - | - |
| Acoustically untreated small rooms | 4 | 66.67 | - | - |
| Television set | 7 | 116.7 | - | - |
| Television antenna | 4 | 66.67 | - | - |
| Loud speaker | 8 | 133.3 | 2 | 33.3 |
| Monitor loudspeaker cable | 5 | 83.33 | - | - |
| Audio cable | 4 | 66.67 | - | - |
| Extension cable | 2 | 33.333 | - | - |
| Video Player | 2 | 33.3 | - | - |
| Power amplifier | 5 | 83.33 | - | - |
| Recorded audio cassette | 6 | 100 | - | - |
| Total | 61 | 1016.7 | 5 | 83.3 |

These equipment are basic to start minimedia programmes and, it is very difficult to think of the school minimedia without these materials. Other required materials are indicated in appendix 1 . As the table reveals, 5 secondary schools have one microphone each, whereas only one secondary school has two microphones. The same is true to the audiocassette player, which is 116.7%. Only four schools (66.67%) have minimedia studio, which is not acoustically treated, the other two do not have separate rooms for their minimedia. If the studio is not acoustically treated, the recorded or live transmitted programmes will not be clear as, there will be external interference. 25-inch television was observed in all sample secondary schools, one secondary school has 2 television sets. The total television set found in the sample secondary schools were 7, which is 116.7%.

Three television sets do not have external antenna. Some of the television sets do not work without external antennas. Observation indicated that there were 8 (133.3%) functional Loudspeakers and 2 are damaged out of these 8 Loudspeakers Adama Secondary School in Nazrate has 3 functional loudspeakers. Out of 10 loudspeakers 5 are functional and 5 are non function . Five loudspeakers do not have cables. Two schools do not have audio cable, four schools do not have extension cable. And only two secondary schools have video player, and five secondary schools have power amplifiers. Only one secondary schools has six recorded cassettes, 2 of them music and the other 4 are recorded educational programmes. All these materials are the minimum requirement. Secondary schools have minimedia time tables, for instance programmes of minimedia in Tabor Secondary School, Awassa is indicated in the next paragraph.

Monday programme is "art" The objective of the programme is to make the students participant instead of appreciating art by making oneself outside of the programme.

Contents of the programme are: poetry, dialogue, drama and fable. Teusday: the programme is "health". The objective of the programme is to identify the type of disease that occur in the society and participate in the control and eradication of diseases. The contents of the programme are: Family planning (family life education), health, anti- drugs, population education, malaria, and cleanliness. Wednesday: the programme is "Sport" The objective of the programme is to keep the mental and psychological development of the youth. Contents of the programme: Football, volleyball, athletics, tabletennis, and bicycle race. Thursday: the programme is " Science and Society." The objective of the programme is to understand

the movement and activities of the society. The contents of the programmes are: People, animals, plants, sea, space, and earth. Friday: the programme is "Tabor This Week" The objective of the programme is to inform the weekly activities of the school to the school community. Contents of the programme are: caring for the school property, students' uniform, active students' study experience, preparation for the examination and cheating, question and answer competition, classroom discipline, entrance and fence, the experience of senior teachers. Each programme covers only for 15 minutes.

This time Table is set by Tabor Secondary school minimedia coordinators. This is the only school with such type of schedule of all sample schools. The other five schools timetable was not indicated in their schedule, however, the minimedia coordinators and directors explained their programmes orally, which is not different from Tabor Secondary School. But the days of the week the schools minimedia members use to transmit the programmes are different. For instance, Tana Haik Secondary School transmits minimedia programmes every Wednesdays and Thursdays for five minutes during flag ceremony. According to the timetables of secondary schools minimedia, obtained by observation and information HIV/AIDS programme is transmitted for less than 15 minutes once a week. In some of the sample secondary schools the HIV/AIDS programme is once a fortnight from five to fifteen minutes.

4.1.7. The support of governmental organizations to promote HIV/AIDS education using minimedia in the secondary schools.

HIV/AIDS is one of the main health problem in Ethiopia. It can be said number one killer particularly of the youth. Most of the youngsters who are highly affected by this disease are found in the secondary schools. Education is believed to be one of the solution for the problem and different strategies were designed and implemented by government organization to tackle the problem. One way is establishing Anti AIDS , and minimedia clubs within the schools, but the AIDS is worsening instead of improving . This shows that there is no behavioral change among the society in general and schools communities in particular.

Do government organizations use school minimedia to disseminate HIV/AIDS education in school effectively? What is the working relationship between the government organizations and school minimedia clubs in relation to HIV/AIDS education. To find out the problems, three regional education officers and health office officials were interviewed. These are from Amhara Region Bahirdar "Liu" zone education department, and from Amhara Education Bureau co-curricular experts, from Oromia region, East Showa Zone education department co-curricular expert and Oromia region co-curricular expert and health department, health programme panel heads. From SNNPR education bureau co-curricular expert and from Sidama zone education department media and co-curricular expert and from health department in this zone HIV/AIDS committee coordinator.

Amhara Region Education Departments

According to the experts, there are around 40 clubs in the secondary schools and it is difficult to support the clubs separately. Because of this, minimedia as one of the clubs faced some problems to function properly.

Some of the problems the school minimedia faced are financial, materials and trained manpower. Even the people who are assigned in zonal education department do not have the required experience, qualification and did not get training. Because of all these and other problems the communication between schools and education offices is weak. Budget is not allocated for clubs including minimedia either from regional education office or zonal education office. The school allocates money from the budget they have for minimedia and for others (26/02/2001).

Proposals were given to donor agencies, for instance CVM, but this organization did not respond. So they are waiting for the responses of CVM to support the minimedia club materially and financially. They are also approaching the newly organized AIDS Council.

The co-curricular experts evaluate the activities of the clubs but they do not have specific criteria how to evaluate the effectiveness of the clubs. Because of this, there is no document that shows the activities of the school minimedia. According to the zonal co-curricular expert the communication between regional education office and zonal education office is weak in relation to the clubs. The experts believed that the role of minimedia to disseminate

HIV/AIDS education is strong if the minimedia is well equipped and financed by government and non-governmental organizations.

Amhara Region Health Department

One of the governmental organizations interviewed was Bahirdar Liu Zone health department, health programmes panel head. According to the panel head more emphasis is given to Anti -AIDS clubs in the schools, but the Anti AIDS clubs use the school minimedia to get the school community.

Minimedia is very powerful for educating the youth or the schoolcommunity if the programme is prepared and transmitted by the students in co-cooperation with health professionals' 27/02/2001. Minimedia is very important to make the students creative and develop experiences; moreover it is very helpful to teach their peers.

Though the panel head knows the importance of minimedia, his organization did not give attention to use it to disseminate HIV/AIDS education by equipping the minimedia. In fact distributed some HIV/AIDS education printed materials.

The contents of the printed materials used to be commented by Information Education Communication Committee to make the message to target the youth. However, this had been done only for a short time. Neither students nor teachers asked to participate in material production for HIV/AIDS education that is expected to be used by the schools.

Communication is not made between education officials and the health office. The health office directly communicated with the school. This makes the education office officials outsiders and they do not have the means to evaluate the effectiveness of the programmes that have been given by the health office. Even the health offices did not develop technique to evaluate the effectiveness of the programmes.

SNNP Region Education Department

Media and cocurricular section head in SNNPR Sidama zone education office has been working in the zonal education office as head of educational media since 1983. He knows the historical development of school minimedia. Based on the documents found in his office he said the following. Minimedia started with the beginning of student movement, the student councils were using loudspeaker, microphones, and amplifiers to agitate the students. Later on, the schools used the minimedia for school announcement and music during brake time. After some time, the school used the media to educate the pupils, to solve disciplinary problems of the students, and it was found to be effective. After 1981 the function of minimedia changed. It used systematically for educational purposes. Structural organization was designed within the schools to manage and use the school minimedia.

The structure of the minimedia were the following:

- Programme section
- Technical section
- Research section

Some of the activities or services of minimedia were the following:

- Academic competition among students through the questions and answers programmes.
- Educational entertainment and riddles.
- Interviewing invited guests from outside of the school.
- Students and social problems.
- Community development.
- Research results of science and technology.
- International and national information.
- News and current affairs.
- Announcement from school administration.
- Students' music request programme.
- Edition in literature and poetry.

All these were prepared by the students and teachers and transmitted by the school minimedia. Since 1982 this has been practical in Secondary and junior secondary schools in Harar. The zonal media heads evaluated the activities of miniemdia and it was found to be

excellent. Some of the students who were participating in the school minimedia are now working in the national radio, television and Radio Fana as professional broadcasters. Programme production training were provided by zonal education media head every two to three years but trained and experienced students obviously leave after finishing school due to other reasons. The training were given to fill this gap. The financial sources were community, government and some donor organizations.

Though school minimedia has this power and experience, it is not functioning well at this time due to lack of financial support, trained human resources, and electronic equipment. All these problems can be solved by cooperation among schools, government organizations, non-governmental organizations and interested individuals. The relationship between zonal education office, health office, regional education office and school concerning school minimedia is very weak. The schools do not run the minimedia because of shortage of financial resources. The evaluation result shows this.

SNNPR education office co-curricular expert also mentioned the problems and the strengths of school minimedia. The educational office is trying to solve the above mentioned problems with the cooperation of non-governmental organization. Minimedia is believed to be powerful to disseminate HIV/AIDS education in the schools, however it is very difficult to equip minimedia in all schools with electronic materials. It needs government and community support.

SNNP Region Health Department

According to Sidama zone HIV/AIDS council coordinator, secondary school students are victims of HIV/AIDS because of their age. To solve this problems anti AIDS clubs have been organized in every school. Club members were trained, and these students use different mechanisms or techniques to teach their peers, one of the techniques being to use school minimeida to reach the school community. But the school minimedia is ill equipped and minimedia club members do not have even orientation how to produce programmes in this situation. How can the school minimedia work together with Anti AIDS club members? According to the coordinator this was expected to be fulfilled by zonal or regional education office. " It is not possible to say that all health problems can be solved by the Ministry of

Health everyone should participate and show effort to find the solution for the health problems particularly for HIV/AIDS" (8/03/2001). The coordinator believes that, minimedia can play a major role to educate secondary school students including the school community. The minimedia and the Anti-AIDS clubs should work hand in glove. For instance, Awassa secondary school is to get minimedia equipment like loudspeakers, microphones and other minimedia materials either from health department or non-governmental organization such as OSSA. " There is a plan to work together with governmental and non governmental organization to avoid duplication of efforts " 8/03/93). Applying multimedia approach to educate the secondary school community can be the right method to make HIV/AIDS education effective, however, this may not be done because school minimedia are materially weak. Nobody gave attention except the schools themselves. As can be understood from the above information in Sidama Zone, there is no cooperation between the education office, health office and the schools to strengthen minimedia for the dissemination of AIDS education purposes.

Oromia Region Education Departments.

According to the experts all the secondary schools in Nazareth have minimedia club except one secondary school which is Goro. This school is new and the school does not have minimedia equipment. At this time Hawas and Adama Secondary schools minimedia clubs are not functioning because some of the electronic equipment are damaged. They do not have money either to repair or to buy a new one.

The minimum equipment needed to start the minimedia are loudspeakers, cassette players, cassettes, amplifiers and cables. Some of these materials are damaged and kept in the store including the others, which are functioning well. "Minimedia used as a radio and television station for schools. It needs materials required by radio and television station to transmit programmes to the target group." (14/03/2001). Minimedia club members do not get the necessary media training to produce attractive programmes for their peers. The schools do not have enough budgets to allocate money to run the minimedia clubs. Minimedia materials are too expensive for the schools to buy , especially new ones. There is no allocated budget for the school clubs including the minimedia. The school themselves are expected to allocate some amount of money from what they have. Previously parents were contributing

some amount of money, but at this time they do not do so. The non-governmental organizations' support is very limited, they give more emphasis to Anti Aids clubs and not to the school minimedia. But the Anti AIDS clubs can not function without the minimedia. To alleviate the problems of minimedia the East Shewa Zone education office prepared proposals and distributed to different non-governmental organization. Still they did not get response to the proposals from non-governmental organization.

Minimedia club members did not get training because of financial and managerial problems Schools should have strong minimedia with the cooperation of different organizations. Minimedia is the mouth piece of all the clubs particularly the Anti AIDS clubs. Thus, these non governmental organizations should support the minimedia clubs too (14/03/2001).

To strengthen minimedia clubs to disseminate HIV/AIDS education, the zonal education office planed to organize a workshop in the near future. Eventhough the minimedia are not equipped, Hawas and Adama secondary school administration are trying to repair and make the materials functional to disseminate variety of programmes including HIV/AIDS education.

Oromia Region Health Department

East Shewa zone, Oromia Region health department HIV/AIDS prevention and control panel coordinator said there is a relationship between secondary schools and the health department. Anti AIDS clubs are organized in the secondary schools. The club members are trained. When the schools need professional support the zonal health department will assign one or more professionals depending on their needs. The coordinator knew that recorded videocassette programmes were lent to the schools. If they do not have television set and video players, the schools borrow from other schools or organizations. But the health department does not give such type of materials to the schools because of economic reasons. There are non-governmental organizations in this zone, however the cooperation of non-governmental organization and health department occurs only when there is festival. On the other days non-governmental organization contact the schools directly by themselves. Some of these organizations are OSSA, Vision, World vision and Forum. Among these organizations none of them are trying to equip the school minimedia to use it for

dissemination of HIV/AIDS education. The coordinator knows only Accord Shashemene who equipped and used the schools minimedia.

The school community and other external bodies appreciated this. The role of minimedia to disseminate HIV/AIDS education is great, but some schools do not have minimedia materials—the required materials to transmit programmes that are produced by minimedia club members.

4.1.8. The support of non-governmental organizations to school minimedia to promote HIV/AIDS education using school minimedia.

Three non-governmental organizations were contacted in the three regions: Oromia, Amhara, and SNNPR. The organizations contacted were CVM, from Amhara, Forum from Oromia and OSSA from SNNPR.

Amhara Region non-governmental organization

CVM is working around west Gojam and Bahirdar Liu zone Programme co ordinator of CVM. Said that 250 anti AIDS clubs are organized by CVM in the two zones. Training was provided for both teachers and students, materials were given to the schools, but the materials were only printed materials. The printed materials contents were not selected and prepared based on the interests of the students and teachers, their target audience or readers were suggested to be used. They considered only age and religion. "Short message were transmitted during flag ceremony and during break time for both secondary and primary schools" 26/02/2001. These transmissions were done by the minimedia club members. The minimedia club members did not participate either in seminars or training programmes, more emphasis is given only to the anti AIDS club members.

According to the coordinator, they support the minimedia clubs by providing reading materials. But the school minimedia needs not only printed materials that are prepared by outsiders who do not know the character of students. They need electronic equipment to broadcast the message and machines to print and duplicate reading materials. This shows that their knowledge about minimedia is limited.

Previously minimedia materials were given to the schools such as cassette players, still camera and training to minimedia club members.

The problem is that, students are mobile because of different reasons. They leave the schools when they complete their grade 12 education and. Providing training every year is difficult to CVM. CVM does not support schools every year, the school should plan and allocate budget for themselves.

The school directors and club coordinators do not agree with the CVM coordinator. Non-governmental organizations did not appear physically except sending brochures to be read by the students. The minimedia is supported both financially and materially by the schools. This shows that the relationship between schools and non-governmental organizations is weak.

SNNP Region non-governmental Organization.

OSSA, Organization for Social Services for AIDS is working in Awassa, Sidama zone as a non-governmental organization. This organization established relationships with Awassa Secondary School. Anti AIDS clubs are organized in these schools and are supported by OSSA. Anti-AIDS clubs and minimedia clubs are working together. The Anti-AIDS clubs prepare materials and minimedia clubs produce programmes and transmit to the school community. The Tabor School minimedia is working better than the other secondary schools observed.

OSSA, provides training for Anti AIDS club members but not for minimedia club members. Sometimes the Ant-AIDS club members are invited to participate in seminars and workshop, but not the minimedia. This has created a problem between Anti AIDS club members and minimedia club members, and because of this problem sometimes the minimedia club members refuse to produce programmes and transmit it to the general audience. The school management did not give attention to such type of problems. OSSA coordinator said that this can not be a problem. The school should design a strategy to resolve such type of problems. OSSA did not know that they were not using minimedia to disseminate

HIV/AIDS education in secondary schools.

School minimedia can be powerful to disseminate HIV/AIDS education and it will not be expensive to equip minimedia. The proposal prepared by Awassa Secondary School was accepted and is to be funded. The minimedia will be strengthened, club members will be trained. This will be included in the next year plan of action 7/03/2001.

To make the clubs strong and effective, said the coordinator, the minimedia, civics, and Anti- AIDS clubs should work together. To bring behavioural change to fight against AIDS school minimedia plays a major role. OSSA are working closely with secondary schools particularly with Awassa secondary school to educate the youth that is appreciable, but the strategy of dissemination is not studied. Adis Ketema secondary school did not approach OSSA to strengthen the school clubs. OSSA coordinator said that, " It is the school who should write proposals, not the organization" One way or the other Adis Ketema is not helped by non- governmental organization to educate the students about HIV/AIDS.

Oromia Region non-governmental organization

In East Shewa, Oromia Region, Forum is working closely with Adama secondary school by giving emphasis to girls' club. The coordinator of East Shewa Zone said that the participation of the youth in the school is high. But the minimedia is not functioning well because of some technical errors. According to the coordinator the cooperation of the school directors is weak. They give priority for other things rather than HIV/AIDS and the activities of Forum in some schools are limited because of such type of problems. Forum gives more emphasis to street children not to AIDS; however, the organization is supporting Adama Secondary school minimedia to strengthen its activities. The relationship is strong with only one secondary school that is Adama secondary school. The reasons indicated for this is that girls dropout is very high in this school those who quit school may become barmaid and they may be victims of HIV/AIDS. To avoid or minimize these problems, Forum is trying to encourage girls, so training was given to the girls and Anti AIDS club members. The training does not include the minimedia club members. At this time the minimedia is not working due to some technical problems. Hawas secondary school minimedia was working

up to the year 2000, but it is not functioning at present due to financial and technical problems. This is also true to HIV/AIDS in both secondary schools.

4.2. Discussion

Minimedia is part of educational media restricted to the school compound. The minimedia could, be used at its full power and effectively if the system tries to solve the basic problems. To find out whether the minimedia is functioning well in the school, questionnaires were completed, sample secondary schools were observed and governmental and non-governmental organizations officials were interviewed and the data were analyzed. Using questionnaires students' willingness to participate in school minimedia was investigated. The convenience of school minimedia schedules, minimedia format selection, programmes preference, and type of participation in school minimedia, including students' suggestions of the role of school minimedia to educate the youth about the problem of HIV/AIDS were a focus of the discussion.

Most of the students like to follow school minimedia programmes that are prepared by the students and teachers. The minimedias in the schools have different programmes. All the programmes were transmitted according to the schedule prepared by minimedia programme coordinators. Some of the students indicated that the schedule assigned by the coordinators is not convenient. The format or technique of presentation affects the attractiveness of the programme produced. In this case most of the students (67.5%) preferred drama, and the other 32.5% preferred different techniques of presentation.

Good dramatic performances always rank high in listener preferences lists. For school broadcast purposes, scripts may be prepared or borrowed from radio services (Kinder 1959). According to this information, students or the audience preferences are determined by the programme format. The students' preferences of the minimedia programmes indicated in Table 5, spread without showing the maximum number of students whose preference is one or two programmes. This shows that the interest of the audience shifts with the techniques of presentation. Basic question number two answered here. Most students participated by listening and watching..

The students' attitude toward minimedia is positive. This has been informed by directors and club coordinator questionnaires and from responses to the interviews. As can be seen from Table, 1-7 and from the responses of directors and club leaders the interest of students to participate in school minimedia is high. This answers question Number 6, which is about the attitude of students toward minimedia. Teachers participate in school minimedia by listening, commenting and through consultancy. The teachers like to participate in school minimedia because, they feel that minimedia is more effective to inform a large number of students within a short time. As indicated in Table 17 minimedia is effective way of disseminating HIV/AIDS education. Teachers and students preferred radio, television, and printed materials respectively to disseminate HIV/AIDS education in the schools. Basic question number seven answered here.

Teachers know the value of these media for educating the youth specifically about HIV/AIDS. Zonal media experts said that minimedia serves all clubs in the school. Without minimedia it might be very difficult to send their messages to the students everyday. According to the teachers, the minimedia programmes should be presented in drama format. If the programmes produced by the school media members do not have formats that are preferred by the audience, the attention given by the audience will decrease. To do this there should be experience and training. But most of the minimedia members did not get training, and this has negatively affected the programme production. According to the sample teachers responses, the school community accepts the minimedia programmes when produced using selected formats and contents based on audience interest. However, teachers indicated that minimedia are not equipped enough to transmit programmes for the school community.

One standard for judging the competence of teachers is the inventiveness of their use of media, media utilization techniques should arise out of a matrix of principles and actual experiences, and should involve original thought instead of merely being a list of recipes absorbed from textbooks or borrowed from colleagues Erickson (1972).

Although teachers are responsible to participate in school minimedia, schools did not equip their minimedia to disseminate HIV/AIDS education, and other educational programmes. According to teachers, the major problems of school minimedia are financial, material and

training. Teachers like to participate in school minimedia, but minimedias are ill equipped to be used for educational purposes. If the minimedias are well equipped and teachers are assigned based on their interests, their attitude to participate in school minimedia is positive. This answers question Number four, which is about the involvement of teachers in school minimedia programmes and their attitude toward school minimedia to disseminate HIV/AIDS education.

Minimedia club members are selected from the students and teachers, the club members are selected based on their interest. As indicated in Table 7, 84.45% of the club members are interested in being minimedia club members and produce programmes. The students may know the importance of being club members in school minimedia.

Thrill, interest, and motivation come from working with the medium of radio, video and print. Students learnt by doing that student broadcasting require careful preparation, voicing, work together, and make them creative. The school minimedia, can supplement the larger media programmes which the school utilizes from networks, state, regional or Local sources (Kinder 1959).

To produce attractive programmes minimedia members should be creative and talented. To be creative and talented media training is essential. Students and teachers who are club members should get media training. However, according to the minimedia club members 81.5% of them did not get training meaning almost all the minimedia club members do not have media training. If the programme producers did not get training, there will obviously be a problem preparing programmes that could be attractive to the audience (students). If the programmes are not attractive to the audience, the interest of the audience will decrease, and minimedia will cease to function.

Training gives for club members a practical experience of production, allow him/ her to produce a variety of different programmes, of different styles, and at least one sustained production requiring his/ her full powers of creativity and invention (Kinder 1959).

Minimedia members are expected to select formats and contents for their programmes. The techniques of format and content selection are developed through experience and by

training. Although 81.5% of the minimedia club members did not get media training, they select formats and contents for their programmes. As indicated in Table 10, 61.5% of minimedia members select drama formats, whereas 67.5% of the audience (Table 4) preferred drama formats, that means the minimedia programme producers know the format which is liked by the audience (students). Format selection is essential for the programmes to be liked by the audience, as indicated in Table 4, most of the audiences preferred drama formats. However, using a variety of formats is recommended (Ahmed 1979). Some of these formats are: Announcement, news cast, musical programmes talk or reports interviews, panels, round table forum, quiz programmes and variety programmes. Though programme producers follow the audience interest, applying different formats can be very useful for both students (audience) and programme producers. There are some contents that cannot be presented in drama format. Therefore, trying different formats in their programme production is recommendable. The problems of not applying different formats can be identified by evaluating their programmes. Basic questions number two and five answered here.

As indicated in Table 11, 67.7% of the minimedia programme producers evaluate their programmes. The techniques used by the programme producers to evaluate their programmes are distributing questionnaires, comments from the audience and rate of participation of students (the audience). Evaluation is a technique of measuring whether the programmes produced and transmitted by minimedia are targeted to the specific audience, whether or not they are accepted by the audience. Evaluation helps the producers to improve their techniques of presentation and the contents of the programme. However, the evaluation results were not documented. Basic question number four and five answered here.

Minimedia club members strongly agree on the power of minimedia to disseminate HIV/AIDS education. However, the cooperation of the school directors, club coordinators, governmental and non-governmental organizations is required to strengthen school minimedia. These points are suggested by school minimedia club members. A minimedia should have a coordinator, the coordinator being the facilitator and participant of the programme. The facilitator is the manager of the programme.

Every successful club needs a club leader, who is willing to give sufficient time to help and advise the members of the club. The club leaders should give special instruction and patiently discuss their problems with the club members. A [minimedia] club leader must be interested in young people and enjoy working with them. He/she should have the necessary potentiality to make the [minimedia] club an influence for good in the community (Seville 1978).

The coordinator should have interest, talent and capacity for managing the minimedia. All the minimedia club coordinators are teachers and club leaders or coordinators guide the club members. According to Schramm 1977, finding a way in minimedia club to solve the problem of the society such as HIV/AIDS by educating the youth or school community should be the main focus of the club coordinator. This is possible only if the club coordinators are selected based on their interest, talent and experience. But in the sample schools 33.3% of the club coordinators were assigned by the school directors. This may create a problem on the school minimedia activities because of the club leaders' lack of interest to indicate their clear objectives, to select interested and talented club members. Some students and teachers in the sample schools informed the researcher that minimedia club coordinators and club members were assigned by the school principals and because of this problem minimedia is not functioning well. This problem had been observed in Awassa Addis Ketema Secondary School. As indicated in Table 23, minimedia club coordinators do not set their objective by prioritizing it, that is why their objectives are not clearly seen in the table. Their ranking order of the minimedia objectives is spread as can be seen in Table 23. Though objectives are set based on their schools' objective reality, the national problem i.e HIV/AIDS should be their first objective. Only two secondary schools made HIV/AIDS education in the first rank, the other two made the second problem one school indicated the third problem.

School directors and club leaders indicated that 100% of the programme producers are teachers and students, but almost all club members did not get training. 83.4% of the club coordinators showed that the minimedia did get external support. The information to produce programmes is found either from the school library or from club members only. This shows that there is a shortage of information source to produce minimedia

programmes. As indicated in Table 25, 33.3% of the club coordinators first sources of information to produce programmes are leaflet, and radio. This indicates that the sources of information for their programme are teachers and students.

Personnel may have to be located, hired, and trained. Budgeting must be done and the proposed activities funded. Required materials and equipment must be determined, Secured, and managed. The directors themselves are the first and for most media-use facilitators, through their active support for methodological innovation (Knirk 1986).

Teacher, student, minimedia club members and club coordinators showed that club members did not get media training. There is a shortage of information to produce programmes particularly HIV/AIDS programmes, and the school minimedia is ill equipped. This shows that the relationship between club coordinator and school directors is weak. This may be due to lack of interest on the part of the directors or the club leaders or, the club members' talent and creativity is low to establish relationship with donor agencies. During the interview period the minimedia club coordinators said that the school directors and the non-governmental organizations gave less attention to the school minimedia for the dissemination of HIV/AIDS education.

Directors will even mold the community's expectation for school, changing satisfaction with special interest of expectations for excellence in the programme (Gerald 1997).

According to the club coordinators the co-curricular experts from the zone and regional office have never appeared to see the problems of minimedia clubs even problems concerning HIV/AIDS education.

The factors that negatively affect the success of school minimedia indicated by (Schramm, 1967, Kinder, 1959) are the following.

- Inability to identify a critical appraisal of needs and alternatives solutions.
- Inability to indicate an alternative of feasible size.
- Inadequate financial resources.
- Organization of school minimedia.
- Unity of purpose among the responsible authorities.
- Broad involvement.

- Inadequacy of technical facilities

According to the information obtained from minimedia club- members, coordinators and teachers, all the above mentioned problems are faced by their school minimedia. Due to these problems the minimedia is about to stop functioning. This answers basic question Numbers 9. The major problems encountered to disseminate HIV/AIDS education using minimedia.

The school directors assigned club coordinators by themselves. This might have been done by evaluating the teachers' activity to carry the responsibility. Directors assign club leaders based on their personal relationship with the director instead of their talent, interest, active participation and responsibility. None of the school directors got media training to manage the media as required. Basic question number three answered here.

Absence of media training for directors is also another problem for them to control and evaluate the minimedia programmes. However, 50% of the school directors evaluate the minimedia programmes but this was not documented. The other 50% did not evaluate the programmes. According to some club leaders and club members including some teachers school directors give less attention to school minimedia and HIV/AIDS education. Basic question number ten answered here. According to the directors the support from governmental organizations such as the zonal, and regional education office and zonal health department is negligible.

The non-governmental organizations do not appear in the school unless there are some occasions to celebrate. Some non-governmental organizations give written or print material to Anti AIDS clubs, that are not targeted the directors complain. On the other hand some non-governmental organizations blame the directors for their inadequate cooperation. One way or on the other, the co-operation of schools, governmental and non-governmental organizations to disseminate HIV/AIDS education using minimedia is very weak. But all of them believe the strength of minimedia to disseminate HIV/AIDS education. However, none of them tried to solve the problem and use the school minimedia to disseminate HIV/AIDS education with its full capacity. Basic question number three and nine answered here.

Some non-governmental organizations are working closely with few secondary schools. For instance OSSA is working with Awassa Tabor Secondary School, Forum is working closely with Adama secondary school in Nazareth. However these organizations did not give support to the school minimedia which serves all the clubs. Other non-governmental and governmental organizations do not approach the schools to strengthen the minimedia. The problems of governmental organizations are financial, Amhara and SNNPR regional co-curricular experts had also mentioned material, According to them, they only encourage the schools to organize clubs and allocate money from schools' budget, which indeed is a very small amount of money. Basic question number eight answered here.

All sample secondary schools used audio and print media to disseminate HIV/AIDS education respectively. But 4 schools have television sets and deck, they locked these materials in the store. The equipment available to start the minimedia programmes is very limited. Some of the sample secondary schools do not have acoustically treated studios for recordings. This makes it difficult to record programmes with clear sound. The loudspeakers available in the sample schools are not enough, some of them do not have cables that could be used to hang the loudspeakers at places where the students could easily hear. To make the minimedia functional the basic equipment indicated in Appendix 1 should be available, otherwise the function of minimedia will be very low. Basic question number one answered here.

The equipment needed by the school minimedia is not expensive if both government and non- governmental organization cooperate to help and make the minimedia HIV/AIDS education programme effective.

CHAPTER 5

Summary, Conclusion and Recommendation

5.1. Summary

Using minimedia for further education about HIV/AIDS is an effective approach. But training, guidance, and support are needed to enable teachers and students to use these opportunities well. If a formal programme on AIDS exists in the school, informal references to the topics provide an opportunity for some education about AIDS. Non- formal or informal teaching provides opportunities for need based education. This is particularly true in the case of education about HIV/AIDS. Non- formal or informal education can also provide opportunities for the discussion of values within the natural context of a question or remark. One of the opportunities for further education about HIV/AIDS education is to disseminate HIV/AIDS education using school minimedia. Dissemination shows that new ideas, once introduced into a social system, spread in that social system from one decision making unit (individuals, households, collectives) to the next over time. The mass media, especially radio, television, film and print, have a vital role to play in the promotion of responsible behavior primarily among young people. Minimedia includes radio, television, film and print. This shows that minimedia can play a vital role to disseminate HIV/AIDS education in the secondary schools.

The main objective of this study is also to investigate and describe the dissemination of HIV/AIDS education using minimedia in some selected secondary schools. Based on this objective literatures were reviewed from different sources. The study adopted a survey design involving purposefully selected sample of schools, governmental and non-governmental organizations from three regional capital cities. The cities are Bahidar, Nazrate and Awassa. Taking 246 students, both female and male carried on the investigation, and the number of females were equal in number with male students. The minimedia members were 65, teachers were 60, club coordinators were 6 and school directors were 6. Total numbers of samples from sample schools were 383. The instruments were questionnaires, developed by the researcher. In addition to this, club coordinators and school directors were interviewed.

The other instrument used in the study was interview. The samples to be interviewed were from three regional education bureaus and zonal education department co-curricular experts, one from the region and one from the zone education department from each region. The total numbers of experts were 6. From zonal health department one authority from each region, the total numbers from the three-region health department were 3. From non-governmental organization one authority from each region, and their number became 3 from the three regions.

Overall total number of sample was 395. The other instrument used in the study was an observation checklist. By using this instrument the availability of minimedia materials including minimedia timetables were observed in each school. On the basis of the analysis made on the data obtained through these instruments, the short summary of the study is presented as follows: Students' willingness to participate in the school minimedia was high. Students preferred radio, television and print to get HIV/AIDS education. Students consider the minimedia programme transmitted by the loudspeaker as a radio programme. The format selected by 67.5% of the students was drama. The programs, which attracted the students, were HIV/AIDS, literature, sport and question and answer. Most students participated in the school minimedia by listening and watching. In general the attitude of students towards school minimedia was high.

Most of the minimedia club members were selected based on their interest; however, 81.5% of the club members did not get media training, most of the students did not know how to select formats, contents, and media for their programmes preferred. The format used by most of the programme producers is drama. Even though drama is liked by most of the audience (students), it is difficult to use drama format for all contents of the minimedia programmes, 67.7% of the minimedia members said that they evaluate their programmes by using different techniques such as participation rate of audience, comments, both from the coordinators and the audience (students). This shows that the involvement of students (minimedia members) in school minimedia is very high.

According to minimedia club members, minimedia is powerful in disseminating HIV/AIDS education. However the support of school administration to the school minimedia is medium and below.

As indicated in Table 20, 72.3% of the teachers believed that the HIV/AIDS programmes transmitted by the school minimedia can bring behavioral change in the youth. The programmes transmitted by the school minimedia have got acceptance by the school community. However, the efforts made to disseminate HIV/AIDS education is medium and below. This is because the minimedia is ill- equipped, programme producers are untrained, and there is no moral and material support for the programme producers.

Most of the secondary school teachers participate in school minimedia by listening, consulting, and watching. Their opinion towards minimedia is positive and their interest to participate is also high. Teachers said that the school directors and assistant directors give less attention to school minimedia, and this hinders the dissemination of HIV/AIDS education using minimedia.

The school minimedia programme producers do not have limited source of information. For some radio is the source of information, for others, it is leaflets and magazines. This indicates that there is a shortage of sources to prepare and produce programmes for HIV/AIDS education. The other problems the school minimedia faced were: finance, material, trained and experienced human resource, lack of equipment and workload of teachers and students.

The club coordinators said that the co-operation among governmental, non- governmental and the school administration is required to strengthen school minimedia. If this cooperation is given the school minimedia can increase its capacity to disseminate HIV/AIDS education.

In all sample secondary schools there are minimedia clubs. According to school directors, the objectives of the schools are the following:

- To transmit school announcements.
- To develop students' language skill.
- To transmit HIV/AIDS education.
- To disseminate / HIV/AIDS information for the students.
- To motivate students to be active participant in educational activities.
- For entertainment.

As indicated in Table 28, 66.7% of the school directors strongly agree that the school minimedia club is important to disseminate HIV/AIDS education. But as indicated in their

objectives and as could be seen from minimedia programme timetable in their schools, the time given to HIV/AIDS education is once a week from 5 to fifteen minutes. The club coordinators and teachers said that school directors and assistant directors give less emphasis to the dissemination of HIV/AIDS education-using minimedia. The cooperation of directors, teachers and minimedia members was observed to be weak. This shows that the support and involvement of school directors in the minimedia is limited, making the minimedia non-functional in some sample schools. The basic equipment to start the school minimedia are available in all sample schools. However, some of the school minimedia was observed to be non-functional due to minor problems. For instance, 2 secondary schools do not have extension cable, one school does not have power amplifier, and all schools do not have acoustically treated small rooms that could be used to record programmes free of interference.

This shows that there is lack of willingness on the part of the administration to make the minimedia functional. The support of governmental and non-governmental organizations to promote HIV/AIDS education uses minimedia in the secondary schools. The governmental organizations included in the study are regional education bureau and zonal education department co-curricular experts and panel heads from the health department of the zones. According to the experts and authorities, there is no financial support given to school minimedia to disseminate HIV/AIDS education. They only encourage the schools to organize school minimedia by allocating money from the school budget. The health department distributes brochures and leaflets when asked by the schools, and sends professional when required. This makes the school minimedia financially handicapped. The cooperation of non- governmental organization is limited to Anti-AIDS clubs. Some of the non-governmental organization coordinators said that cooperation of the school directors is very weak. The school directors indicated that the non-governmental organization appear in the school compound once a year for festival or for short announcements. This shows that their cooperation is very weak.

5.2. CONCLUSIONS

From the findings, it can be concluded that the potential of minimedia to disseminate HIV/AIDS education is very high. However, the dissemination of HIV/AIDS education using minimedia in the secondary schools is weak. The sample schools minimedia

timetables indicate that the HIV/AIDS education programme is from 5 to 15 minutes once a week. In some schools they don't have HIV/AIDS programmes in their minimedia programmes at all.

The interest of students in the school minimedia is high, students like to participate in the school minimedia by listening, watching, and reading. Students' responses show that the potential of minimedia to disseminate HIV/AIDS education is very high. However, school directors and assistant directors give less emphasis. Students' attitude towards minimedia is positive. Some students are minimedia club members. Based on their interest and talent, they produce minimedia programmes and transmit their programmes to the audience (school community). Even though they indicated that format and content selections are conducted for their programmes, 81.3% of them did not get media training. Their programme evaluation technique is also limited to participation rate of the audience. Even though the feedback received to improve their programme is weak, it is possible to conclude from this that the involvement of students to school minimedia is high.

The types of medium preferred by the students are radio (audio), television including video programmes and print respectively. However almost all schools minimedia focused on the audio medium. That means they used cassette records, amplifiers and loudspeakers to transmit the minimedia programmes. Though there are television sets for all schools, and video players for two schools, none of them used television and video programmes in the schools.

The major problems the school minimedia faced are lack of media training, financial problems, shortage of minimedia materials, lack of community involvement. There was little or no governmental and non-governmental organization support to the school minimedia to disseminate HIV/AIDS education. This makes school minimedia unable to function with its full power.

School directors allocate small amount of money to the clubs from very small school budgets from internal financial sources, but minimedia members, and coordinators complain that the school directors and assistant directors give less attention to the minimedia programmes particularly to HIV/AIDS programmes. According to the teachers and club

members the support of school director to the minimedia is too little. The involvement of secondary school teachers in the school minimedia is high. Teachers participate in school minimedia by coordinating, consulting, commenting and contributing scripts. Teachers believe that the power of minimedia to disseminate HIV/AIDS education is high. However, the minimedia is ill- equipped to function as expected.

Club members, club coordinators and school directors said that they evaluate the minimedia programmes. Some of them labelled the evaluation results as excellent, but, there is no any evidence that shows this evaluation results of the programme. Moreover, the school minimedia is working with the minimum effort to disseminate HIV/AIDS programmes. From this it can be concluded that the school administration is not giving the school minimedia enough support and use it fully to disseminate HIV/AIDS education programmes or other programmes produced by club members. This is due to financial problem. Governmental organizations do not support the minimedia club financially, because they themselves do not have the money to buy minimedia equipment. However, they provide brochures, other printed health materials and moral support to the schools to organize minimedia club. The non-governmental organizations support the Anti-AIDS club not the minimedia, but the Anti- -AIDS club use the minimedia to disseminate the HIV/AIDS programmes. The non governmental organizations are blaming the school directors for not cooperating. They say, the school directors' cooperation is weak. But the school directors say that the non-governmental organizations appear in the school once a year for short announcement and not to support the school either materially or financially.

In general the cooperation among the school, governmental and non-governmental organizations to disseminate HIV/AIDS education using minimedia is weak Due to this problem, the school minimedia's potential to disseminate HIV/AIDS education is not exploited effectively.

5.3. Recommendation

In view of the researcher in the area of school minimedia to disseminate HIV/AIDS education, the investigator recommends the following:

1. Students participate in the school minimedia by listening, watching and reading print materials produced by the school minimedia programme producers. However the students did not contribute materials and they did not participate by casting. Students should be encouraged to participate fully to develop their creativity and talent including to bring behavioral change about the HIV/AIDS.
2. Teachers and students who are minimedia club members produce programmes, but most of them said that they need moral support from governmental and non-governmental organization. The moral and financial support encourages both teachers and students to produce efficient and effective programmes. Otherwise their participation will decrease and will finally affect the function of minimedia.
3. Media training is essential for programme producers, coordinators and school directors and assistant directors including the zonal and regional co curricular experts to make them aware of the power of minimedia to disseminate HIV/AIDS education. This training should include the techniques of the selection of format, content and media to produce and disseminate effective programmes as these are the problems of untrained media people.
4. The school directors and club coordinators labeled teachers' participation as medium in school minimedia; this is due to lack of awareness about school minimedia. Encouraging teachers to participate in school minimedia by contributing scripts, and by giving orientation, seminars, and workshops can develop their awareness by the concerned body.
5. Some of club coordinators were assigned by the school directors, and the assignment was not based on their interest and talent. This frustrated the interested and talented teachers and students from taking part in school minimedia clubs. These people may develop negative attitude towards school minimedia and create problems for school minimedia clubs. Therefore the criteria to select club coordinators should include interest and talent.
6. School directors and assistant directors give less attention to school minimedia which disseminate HIV/AIDS education. Some schools do not have guidelines that are

prepared by Ministry of Education on the organization and activities of clubs. They are also expected to allocate money from the meagre school budgets. All school directors and assistant directors do not have orientation about media. Because of all these problems they give less attention to school minimedia. To solve these problems the directors should get some media training. The cooperation of the community, and government and non governmental organization is also essential.

7. The support of government organization to the school minimedia is negligible. Moral support alone is not enough to make the minimedia functional, finding a solution should be their part. The funding of the school minimedia should not be left to schools alone; governmental organizations should cooperate in this regard. Regional and zonal education department should give emphasis for this. Minimedia is part of educational mass media. It contributes a lot informally to the practicality of the formal curriculum.
8. The school community and Anti AIDS club members themselves know quite well that the Anti AIDS clubs make use of the school minimedia to achieve their objective, but all non governmental organizations give little support to the Anti- -AIDS club. This has created a problem between the minimedia club members and the Anti- -AIDS club members. The minimedia club members were not willing to disseminate HIV/AIDS programmes because the minimedia club members complain that the support from non governmental organization was given to the Anti- -AIDS club members and not to the minimedia members. Because of this misunderstanding the HIV/AIDS programme is not functioning as required. Therefore the non-governmental and governmental organization should give emphasis for both clubs. Strengthening the school minimedia is also essential to easily reach the school community every day.
9. The school minimedia timetable and their objectives show the time given to HIV/AIDS is five minutes a week in some schools, fifteen minutes in a week in others. But the problem of HIV/AIDS is becoming critical to youngsters or the productive forces are losing their lives. When compared to the problem the time allotted to HIV/AIDS education is negligible. Schools and other concerned bodies should readjust and more time should be given to HIV/AIDS, if possible everyday programme is preferable.
- 10.** To make minimedia powerful enough to disseminate HIV/AIDS education, they should be well equipped with the necessary equipment and make the television, video deck and photocopy machines functional.

BIBLIOGRPHY

A. Books

- Ackoff and Sasieni (1968), **Fundamentals of operations research**, New York: John Wiley & sons, Inc..
- Ahmed U. (1979). **Educational Broadcasting- Radio**. Printed by Synarikat K.m Lithographers.
- Altbach, P.G. et.al. (Ed.). **Comparative Education**, Mcmillan publishing Co.
- Amare, A. (2000), **communication and media studies, distance education set reader**, Addis Ababa: University of Addis Ababa.
- _____ (2000), **communication and media studies, distance learning programme**.
Addis Ababa: University of Addis Ababa.
- Bates, A. (1984),**Broadcasting in education**, by constable and company Ltd.
- Beschs, A. (1997), **Education and Technology notes**. publication of the world.
- Best, W. (1998), **Research in education**. India: printice- Hall of India private limited.
- Bishop G. (1986), **Innovation in education**. Mcmillan publishing, Co.Ltd.
- Bouma, D. & Atkinson, G. (1996), **A handbook of social science research a comparative and practical guide for students**. New York: Oxford University press,.
- Borg and Gall (1983), **Educational research an introduction**. by longman Inc.
- Brent and Linda (1994), **Managing the effective primary schools**, Longman group limited.
- Brown, W. (1985), Av. **Instruction, Technology, Media, and methods**, Mc Graw- Hill.
- Brown, L.(1986), **Taking advantage of media, A manual for parents and Teachers**. Routledge and kogon.
- Campbell, Corbally and Romseyer (1962). **Introduction to educational administration**. Boston: Allyn, and Bacon, Inc.
- Cohn and Manion (1989), **Research methods in education**. Printed in great Britain by mackays of chatham Plc.
- Dalton Thomas (1988), **The challenge of curriculum innovation, A study of ideology and practice**. India: the farmer press.

- Daniels (1986), AIDS, **The Acquired Immune Deficiency Syndrome**, published in USA by MTP press.
- Dominick, R. (1983), **The Dynamics of mass communication**, by Addison Wesley publishing Company, Inc.
- Emmerich, H. (1978), **The influence of parents and peers on choices made by adolescents**. Journal of youth and adolescence.
- Erickson, W.H. carlton (1972), **Fundamentals of teaching with audiovisual Technology**, Mcmillan publishing co. Inc.
- _____ (1968), **Administering Instructional Media Programme**. Mc Millan publishing . Inc.
- Farrant, J.S.(1981). **Principles and practice of education**. London and Edinburgh: Morrison and Gibb Ltd,.
- Fliegel, F.C. (1984), **Extention communication and the adopt process. in agricultural extension a reference manual**. Rome. Italy: B.E.Swanson ed. FAO.
- Frankel and Wallen (1990). **How to design and evaluate research in education**. New York : Mc Graw Hill publishing company,.
- Gerald C. Ubben (1997), **The principle, Creative leadership for effective schools**. USA: by Allyn & Bacon a viacom company,
- Gough, Haward (1982), **Planning, presenting, producing the radio programme**. published by Asia pacific Institute for broadcasting development printed by shine Art Sdn. Bhd.
- Gibbon and Morris (1978), **How to design a programme evaluation**. London.: sage publication,
- Hancock Alan (1977), **planning for educational mass media**. New York: Longman Inc.
- Hass A. (1979), **Teenage sexuality, A survey of teenage sexual behavior**. New York, Mcmillan.
- HaveLock (1977). **Planning for innovation through dissemination and utilization of knowledge**. Ann Arbor michigan
- Hawkrige, D. and Robinson, J. (1982), **Organizing Educational broadcasting**, Unesco press croom Helm Ltd.
- Indra Gandhi National Open University (1999), **Media Selection, integration and writing**.
- T.R. Manj, section officer (Pub) Stride, IGNOU (1999), Media production operational aspects. T.R. Manoj.

- Jamison & Mc Anany(1978), **Radio for educational development**. London: sage publication
- kell. L. carl and cortis. R. paw (1980), **Fundamentals of effective group communication**, New York: Mc Millan publishing Co., Inc.
- Kerlinger, (1988), **Foundations of Behavioral Research**. printed in Hong Kong.
- Kinder, S. (1959), **Audio- visual materials and techniques**. New York: By American book company
- Knight, J. (1994), **Strategic planning for school managers**, printed and bound in Great Britain by clays Ltd. St Ives Plc.
- Knirk, Frederick, G. (1986). **Instructional Technology, A systematic approach to education**. New York: Holt, Rinhart and winston,
- Kothari, C.R. (1983). **Introduction to operational research**. Vikas publishing house PUT Ltd.
- Koul, L. (1996). **Methodology of educational Research** second Revised Edition. New Delhi. Vikas.
- Leedy, D. PAUL (1989), **Practical research planning and design**. , USA: Mc millan publishing company
- Lecompte D. Margaret (1993), **Ethnography and Qualitative Design in Education**. Harcourt Brace Jovanovich, Publishers, Sandiago New York.
- Locatis and Atkinson (1984), **Media and Technology for Education and Training**. Publishing by Charles E. Merrill publishing company
- Melvin L. Defleur and Dennis, E. Everette (1985), **understanding mass communication**, by Houghton Mifflin company.
- Mohanty (1992). **School Radio programmes their effectiveness for pupils' growth**. New Dehi.:Deep and Deep publications
- Nekatibeb, T. (1998). **Media utilization and school Improvement a case study of primary education Radio support programmes**. Stockholm: in Ethiopia. Printed at Gotab
- Nwankwo, H.(1982). **Educational administration, theory and practice**. New Delhi, Vikas.
- Popham, W. James (1981). **Modern educational measurment**. by prentice Hall, Inc Engle wood cliffs.

- Romis zowski (1974) **The selection and use of Instructional media a system approach.**
Kogan page limited.
- Rogers Evertt M. (1986), **communication Technology, the new media in society** New,
York the free press.
- Shames, George (1982). **Human communication Disorders; An introduction.**
London: Longman, Charles, E. Merill
- Sevile, H. (1978). **Extension in rural communities.** U.K: oxford university press,
- Schramm, Wilbur, coombs, H.philips, etal (1967) **The new media memo to educational
planners.** Printed by Holland Breumelh of N.th. Amsterdam. (1973) Big media
little media, sage publication, Inc.
- Soresen, R.C. (1973), **Adolescent Sexuality in contemporary,** America, New York.
- Shumacher & Mc milan (1989). **Research in education; A conceptual
introduction.Scott.** London: Fereman and Co.
- Verderber, (1981). **Communicate,** Wads worth, publishing company, Inc. USA
- Wegerich, H.J. (1988). **Extra- curricular land out of school Education in European
socialist countries.** Paris: Unesco. Bulletin of the International Bureau of
Education
- Williams, S. (1964). **Educational Administration in Secondary schools. Task and
challenge.** New York: Holt Rinhart and Winston.
- Wittich and Schuller (1953) . **Audio- visual materials their nature and use.** Printed in
the united states of America. by Harper and brothers.

B. OTHERS

- Abrham Teklu (1991), Knowledge, Attitude and practice study of sexual
practice related to HIV/transmission, Addis Ababa University, Master thesis.
- Alemayehu Bishaw (1977), An evaluation of the relevance of the elementary school
(2nd phase) curriculum in developing students knowledge & Attitude to prevent
the spread of AIDS, master thesis.
- Anbesu Biazen, and others (1995), Impact of AIDS/ STD Education in
Ethiopian secondary schools, ministry of education, Addis Ababa.
- Ashebir (1995), Differences in the awareness about AIDS & Risk Reduction Behavior
among teachers training Institute students of Ethiopia.

- Bekele Tassaw (1998), An introductory teaching text for agricultural college students in Ethiopia, Agricultural extension, Ambo
- Beyene Petros & Solomon Belayneh (1993), AIDS information for college students, Addis Ababa.
- Fliegel F.C(1984), Extension communication and the adop process, In agricultural extension a reference manual, B.E Swanson ed. FAO. Rome, Italy.
- Getachew and others (1995), Needs Assessment on AIDS education for Ethiopia primary schools
- Helen Elesey (2000) HIV/AIDS Education sector impacts & Responses, April. Compiled for action aid. International Education Unit.
- Impact on HIV, September 1999 volume 1 No, 2. Family health International
- Implementing AIDS prevention and care (Impact) project.
- Johns Hopkins center for communication programmes Impact. Uganda
- communication campaign spur integrated health programmes October 1999 No,6.
- Kamwengo, M. (2001), Impact of the HIV/AIDS on lifelong learning Higher education institutions in the southern Africa region. Cape Town: University of the western cape.
- Mabala, Recharad consultant (31 Aug- Olsept 1997), Unicef National Life skills Workshop, Addis Ababa.
- Ministry of health (I1998)v , Epidemiology and AIDS department,
- AIDS in Ethiopia background projections, Impacts, Interventions.
- MOH . (1999)Summary Federal level Multisectoral HIV/AIDS strategic plan 2000-2004 Sept, Addis Ababa
- _____(1998,) HIV/AIDS of the federal Democratic Republic of Ethiopia August, Rapid Assessment on Knowledge Attitude and practices related to reproductive health in Ethiopia, (I.E.C and advocacy) health education centre. National office of population (MEDAC).
- PACT ETHIOPIA (July 2000), Assessment or study of HIV/AIDS implementing organizations. Addis Ababa Ethiopia,.
- Royal topical institute (1997 No, 3.) AIDS/ STD health promotion exchange (KIT) the Netherlands south Africa AIDS. Information Dissemination service Zimbabwe.

Sexual health exchange 2000/2, the influence of conflict and way on sexual and reproductive health executive editors Helen Jackson and others Save the children / USA. Adolescent Reproductive health knowledge and practice Baseline Survey Report 1999,

Solomon and SITOTAW , undated , know and act, AIDS/ STD Education for schools Book.

Solomon, W. and Eyob, L. (2001), The impact of HIV/AIDS on the education sectors in Ethiopia. Crisis requesting emergency- type response to change the country's national education agenda. Uganda, Entebbe: Lake Victoria hotel windsor.

Tesfaye(1995). Minimedia service in Addis Ababa government Secondary schools , Educational Media Atency.

ትምህርት ሚኒስቴር አዲስ አበባ ህዳር 1989 ዓ.ም.የተጓዳኝ ትምህርት አፈፃፀም መመሪያ (ማኑ ቁጽ) የሰውነት ማጉልመሻና የተጓዳኝ ነገራዊዎች ቡድን ትምህርት ሱፐርቪዥን መምሪያ

UNESCO Jouranal (OULAI) December 1993, the impact of HIV/AIDS on education, Printed in IEP's print shop

UNAIDS(2000) .Men and AIDS, gendered approach 2000 world AIDS campaign Joint United Nations programmes on HIV/AIDS Who AIDS series 10, School health Education to prevent AIDS and sexually transmitted diseases, world health organization, Geneva 1992.

Zaudneh Yimtatu (1987), Personnel systems in Education, Addis Ababa University, Unpublished.

Appendix 1

Mini-media equipment checklist

Basic Equipment and Materials needed for Mini Media Service

| I/No | DESCRIPTION | Yes | No | How many | Function -al | Non functional | Total |
|------|---|-----|----|----------|--------------|----------------|-------|
| 1 | Microphones | | | | | | |
| 2 | Power Amplifier | | | | | | |
| 3 | Monitor Loud Speakers | | | | | | |
| 4 | Radio Cassette-recorder (FM/Sw1/Sw2mMw) | | | | | | |
| 5 | Head Phones | | | | | | |
| 6 | Microphones table stand | | | | | | |
| 7 | Microphones floor stand | | | | | | |
| 8 | Any angle Microphones-Arm Assembly | | | | | | |
| 9 | Acoustic talks table | | | | | | |
| 10 | Cushined chars | | | | | | |
| 11 | Acoustically treated small room(Mini Studio) | | | | | | |
| 12 | Mini studio wall clock | | | | | | |
| 13 | Monitor Loud speaker cable in ft | | | | | | |
| 14 | Audio cable in ft | | | | | | |
| 15 | Extension cable 13-15 mts, 220v, 16A. | | | | | | |
| 16 | Set of screw Drivers for installation and priventive maintenance | | | | | | |
| 17 | Audio cassettes (Blank) | | | | | | |
| 18 | Pre-recorded sound Effects, Variety of traditional, musics instrumental, pop musics, etc. | | | | | | |
| 19 | Special programmes as planned by Mini-Media school committe for target Audience (Based on Health Education, population and | | | | | | |
| 20 | Photocopy Machine | | | | | | |

Appendix 2

Dear Student

The enclosed questionnaire will take only a few minutes of your time to complete. The purpose of the questionnaire is to collect data for my master thesis in the faculty of Education at the University of Addis Ababa My field of specialization is Curriculum Development and Instruction.

This project is concerned specifically with determining the present status of dissemination of HIV/AIDS education in the Secondary Schools. The results of this study will help to indicate better means of communication with secondary school students including the school community to bring about behavioral change(s) to control the spread of HIV/AIDS.

I would appreciate it if you complete the form as soon as possible. Other phases of this research cannot be carried out until we complete the analysis of the survey data. I would welcome any comment that you may have concerning any aspect of dissemination of HIV/AIDS education not covered in the instrument. Your response will be held in strictest confidence.

No need of writing your name.

Thank you in advance for your cooperation.

Direction: Indicate your responses for the following questions by circling the letter of your choice except the questions which require written responses.

1. Name of the school _____
Region _____
Zone _____
Wereda _____
Kebele _____
2. Grade level _____
3. Sex: a, Male
b, Female
4. Age _____
5. Religion _____
6. Marital status: a) married _____

- b) unmarried _____
7. Live with a) parents _____
 b) relative _____
 c) friends _____
 d) alone _____
 f) Other (specify) . _____
8. Are there minimedia programmes in your school? a) yes b) No
9. Do you follow the minimedia programmes?
 a) Yes b) No
10. If your answer is yes, how regularly do you follow the programmes?
 a) everyday except Saturday and Sunday
 b) 4 times a week
 c) 3 times a week
 d) 2 times a week
 e) once a week
 f) other (specify) _____
11. Is the minimedia broadcast time convenient to you to follow the HIV/AIDS education programme? a) Yes b) No
12. If your answer is no, what time is convenient to you to follow the programme?

13. What kind of medium do they use in your school to disseminate HIV/AIDS education? Kindly indicate in order of importance, using number 1 for first most important, number 2 for the second most important number 3 for the third most important a) print b) audio cassette c) video cassette d) Radio e) Television f) other specify) _____
14. Which type of programme attracts you more?
 Indicate in order of your priority, using number 1, the first choice, number 2 the second choice, number 3 your third choice.
 a) Sport
 b) HIV/AIDS
 c) Literature
 d) Litter box

- e) Question and answer
- f) Other (specify)

Do you have reasons why you have been more attracted by the programme you selected as number 1 and 2

- a) Yes b) No

15. If your answer is yes, please write your reasons in the following lines

16. Which technique of presentation is more attractive to you to follow HIV/AIDS education? Kindly indicate in order of priority, using number 1 for first choice, number 2 second choice

- a) Drama b) Narration c) Dialogue d) Discussion
- e) Other (specify) _____

17. Do you participate in your school minimedia?

- a) Yes b) No

If your answer is yes, what is your participation?

- a) Listening, b) watching, c) reading d) commenting,
- e) providing material f) other (specify)

18. In which of the following clubs do you participate more? You can indicate more than one in order of priority using number 1 the first choice, number 2, second choice

- a) sport e) Home economics
- b) Anti-AIDS f) Civics
- c) Minimedia g) Literature
- d) Red cross h) environment
- e) other (specify)

19. State your reasons clearly why you selected as number one and number two?

20. What is your main source of information About HIV/AIDS ' if your answer is more than one, kindly indicate in order of the main source using the number 1, the first choice, number 2, the second choice.

- a) Radio
- b) Television
- c) News papers
- d) Magazines
- e) Leaflets
- f) Posters
- g) Minimedia
- h) Anti- AIDS club
- i) Other (specify)

21. Have you made discussion on HIV/AIDS? a) Yes b) No

22. If your answer is yes, mainly with whom? you can indicate more than one, the first choice should be indicated with number 1, the second choice number 2

- a) Sisters
- b) Brothers
- c) Mother
- d) Father
- e) Friends
- f) Teachers
- g) Religious leaders
- h) School mates
- i) Director
- j) Other(specify)

23. Which medium do you prefer to get information on HIV/AIDS? You can indicate more than one in order of your preference using the number 1, the first choice, number 2, the second choice

- a) Print
- d) Television

b) Audio cassette

e) Video

c) Radio

f) Other (specify)

24 Why you preferre the medium you selected above? Please write your reasons her

25 If you have any comment about school minimedia please write on the space provided bellow

Appendix 3

Dear Club members

This questionnaire will take only a few minutes of your time to complete. The purpose of the questionnaire is to collect data for my master thesis in the faculty of Education at the University of Addis Ababa. My field of specialization is Curriculum development and Instruction.

This project is concerned specifically with determining the present status of dissemination of HIV/AIDS education in the Secondary Schools. The results of this study will help to indicate better means of communication with secondary school students including the school community to bring about behavioral change(s) to control the spread of HIV/AIDS.

I would appreciate it if you complete the form as soon as possible. Other phases of this research cannot be carried out until we complete the analysis of the survey data. I would welcome any comment that you may have concerning any aspect of dissemination of HIV/AIDS education not covered in the instrument. Your response will be held in strictest confidence.

No need of writing your name.

Thank you in advance for your cooperation

Direction: Indicate your responses for the following questions by circling the letter of your choice except the questions which require written responses.

1. Name of the School _____
Region _____
Zone _____
Woreda _____
Kebele _____

2. Sex: a) male
b) female

3. Age _____
4. Religion _____
5. Marital Status: a) married
b) single c) divorced/ separated

6. Grade level (for students) _____
 Qualification(for teachers) _____
7. Teaching experiences _____
8. When did you become a member of minimedia club? From 19 ____/
9. What made decide you to be minimedia club member? You can indicate more than one.
 a) Interest b) Experience c) Previous training
 d) special talent e) the management selected me
 f) other (specify) _____
10. What is your role in the school minimedia club? please write here

11. Did you get media training HIV/ AIDS. a) Yes b) No
12. On You can indicate more than one If your answer is yes, in which form ?
 a) Seminar b) workshop c) orientation d) other specify _____
13. Do you produce HIV/AIDS programmes in the school?
 a) Yes b) No
14. If your answer is yes, What are the main sources of your programmes? If it is more than one write in order of priority. Using number 1 for the most important , 2 for the second most import , and 3 for the third most important sources for the programme
 a) Leaflets d) Radio
 b) Books e) Television
 c) Booklets f) Magazines
 g) Recorded audio cassettes
 h) Recorded video cassettes
 i) other specify. _____

15. From where did you get these materials _____

16. Do you select contents to produce HIV/ AIDS education programmes?
a) Yes b) No
17. If your answer is yes, what technique do you use to select contents for your audience? (students?) , indicate in order of priority. Using number 1 for the most important, number 2, the second most important
The selection is based on:
a) Relevance
b) Age level
c) Education level
d) Community value
e) Objective
f) Social status
g) Other(Specify) _____
- If your choice is more than one indicate in order of priority by putting number near your choice. Number 1 should indicate your first choice
18. Do you use different formats or techniques of presentation in your minimedia programmes?
a) Yes b) No
19. Which format is more preferred by the audience to disseminate HIV/AIDS education (students)? Indicate in order of importance, using the number 1 for the most important, number the second most important.
a) Drama d) Narration
b) Dialogue e) Interview
c) Magazine f) Documentary
g) Other (Specify) _____
h)
20. Have you ever evaluated your HIV/AIDS education programmes
a) Yes b) No

21. If yes what technique do you use to evaluate? Kindly indicate in order of importance, using number 1 for the most important, number 2 for the second most important
- a) Preparing questionnaires
 - b) Interview
 - c) Collecting letters from the audience
 - d) Comments from coordinator
 - e) Audience rate of participation
 - f) Other(Specify) _____

22. What was the result of the evaluation?
- a) excellent b) very good c) good d) poor
 - e) very poor

23. The role of minimedia to give HIV/ AIDS education is :
- a) Very strong d) very weak
 - b) Strong e) No role at all.
 - c) Weak.

24. Which medium do you think will be very effective to disseminate HIV/ AIDS education in your school? If your answer is more than one, kindly indicate in order of priority , using the number 1, the first choice
- a) Print b) Radio c) Television
 - d) Audio cassette e) Video cassette
 - g) other(Specify) _____

25. The cooperation of the school administration in disseminating HIV/AIDS education using minimedia is
- a) high b) medium c) low d) no cooperation

26. If you have comments or suggestions about the role of minimedia to disseminate HIV/AIDS education you can write in the space provided below.

Appendix 4

Dear Teacher

This questionnaire will take only a few minutes of your time to complete. The purpose of the questionnaire is to collect data for my masters thesis in the faculty of Education at the University of Addis Ababa. My field of specialization is curriculum development and Instruction.

This project is concerned specifically with determining the present status of dissemination of HIV/AIDS education in the Secondary Schools. The results of this study will help to indicate better means of communication with secondary school students including the school community to bring about behavioral change(s) to control the spread of HIV/AIDS.

I would appreciate it if you complete the form as soon as possible. Other phases of this research cannot be carried out until we complete the analysis of the survey data. I would welcome any comment that you may have concerning any aspect of dissemination of HIV/AIDS education not covered in the instrument. Your response will be held in strictest confidence.

No need of writing your name.

Thank you in advance for your cooperation

Direction: Indicate your responses for the following questions by circling the letter of your choice except the questions which require written responses.

1. Name of the School _____
Region _____
Zone _____
Woreda _____
Zone _____

2. Sex: a) Male
b) female

3. Age _____

4. Religion _____

5. Qualification _____

13. The role of minimedia in HIV/ AIDS education
- a) Very strong
 - b) Strong
 - c) Weak
 - d) Very weak
 - e) I don't know
14. Which medium do you prefer to get information about HIV/ AIDS? If your answer is more than one, indicate in order of your preference using the number 1, the first preference
- a) Print b) Radio c) Audio cassette
 - d) Television e) Video cassette f) Other (specify) _____
15. Do you have reasons why you preferred the medium you selected above?
-

16. Are you interested to participate in a school club?

- a) Yes b) No

17. If your answer is yes in which club do you want to participate? If your answer is more than one, kindly indicate in order of your interest using the number 1 the first choice.

- a) Minimedia c) Civic
- b) Anti AIDS d) Environment
- f) Other (specify) _____

18. Why are you interested to participate in the club you indicated above?

19. Which format do you think holds the attention of students more to disseminate HIV/AIDS education? If your answer is more than one, kindly indicate in order of priority using the number 1, the first choice

- a) Drama b) Dialogue c) Narration d) Single talk
- d) Other (specify) _____

20. What is your opinion about the activities of school minimedia in relation to HIV/AIDS education?

21. Kindly indicate the convenient time to follow the minimedia time
22. HIV/AIDS education programmes transmitted by school minimedia that were accepted by school community..
- a) Agree b) Disagree c) I can't say
23. The interest of students to learn HIV/AIDS education in the class room is
- a) high b) medium c) Low
24. The efforts made by the school to disseminate HIV/AIDS education is
- a) high b) medium c) Low
25. HIV/ AIDS programmes which were transmitted by the school minimedia will bring behavioral change on the teacher and students?
- a) Agree c) I can't say
- b) Disagree

What is your suggestion to improve the minimedia programmes to bring behavioral change about HIV/ AIDS?

Appendix 5

Dear club coordinator

This questionnaire will take only a few minutes of your time to complete. The purpose of the questionnaire is to collect data for my master thesis in the faculty of Education at the University of Addis Ababa. My field of specialization is curriculum development and instruction.

This project is concerned specifically with determining the present status of dissemination of HIV/AIDS education in the Secondary Schools. The results of this study will help to indicate better means of communication with secondary school students including the school community to bring about behavioral change(s) to control the spread of HIV/AIDS.

I would appreciate it if you complete the form as soon as possible. Other phases of this research cannot be carried out until we complete the analysis of the survey data. I would welcome any comment that you may have concerning any aspect of dissemination of HIV/AIDS education not covered in the instrument. Your response will be held in strictest confidence.

No need of writing your name.

Thank you in advance for your cooperation

Direction: Indicate your responses for the following questions by circling the letter of your choice except the questions which require written responses.

1. Name of the School _____
Region _____
Zone _____
Woreda _____
Kebele _____
2. Grade level (Student) _____, Qualification (Teacher) _____
3. Sex: a) Male
b) female
4. Age _____
5. Religion _____

19. How many of the minimedia programme producers did not get media training? Please write their number

a) Teacher(s) _____ How many _____

b) Student(s) _____ How many _____

20. What technique do you use to control the minimedia programme? (example production, broadcast, members, etc).

21. What are the main objectives of the minimedia club? indicate in order of your priority. by putting number near your choice number, 1 should indicate your first choice or objective.

a) To entertain students

b) To transmit vital school messages

c) Enrich students language skill

d) To transmit current news to the students

e) To develop students awareness about the AIDS danger

f) To give sex education and family life education to students.

g) To cast sport news and encourage sport activities in the school

h) To run educational panel discussion forum in the school

i) Others(specify)

22. What are (is) the criterion to select minimedia club members?

a) Interest

b) Talent

c) by experience

d) Other(specify)

e) Previous training

f) Management selected them

g) other specify

Students interest to participate in the school minimedia club in

producing HIV/ AIDS programme is a) very high b) high c) medium

d) low e) very low

23. Teachers interest to participate in the school minimedia club in producing HIV/AIDS programme is

- a) very high
- b) high
- c) medium
- d) low
- e) very low

24. Do you get out side support in the Mini-media club to proeduce HIV/AIDS programme?

- a) Yes
- b) No

25. If your answer is yes, what type of support did you get?

Kindly indicate in order of priority using the number 1 for the first choice.

- a) Contributing money
- b) Providing material
- c) encouraging members
- d) consultancy
- e) Training
- f) other specify

26. Have you ever evaluated your HIV/AIDS education programmes?

- a) Yes
- b) No

27. If your answer is yes, what techniques did you use for the evaluation? Please write your answer below

28. What was the results of the evaluation?

- a) excellent
- b) very good
- c) good
- d) weak
- g) very weak

29. From where the mini-media get financial support to produce HIV/AIDS education programme.

- a) Governmental organization other than ministry of education and health.
Please write their names _____
- b) Non- governmental organization. Please write their names
- c) Ministry of education

- d) Ministry of health
- e) other specify

30. What are the material sources to produce HIV/AIDS programmes? Kindly indicate in order of importance using the number 1, the first choice, number 2, the second choice.

- a) leaflets
- b) Books
- c) Bruchers
- d) Radio
- c) Television
- f) Magazines
- g) Recorded audio cassettes
- h) Recorded video cassettes
- i) other specify

31. From where do you get these materials?

32. Who take the responsibility of minimedia equipment . if any thing goes wrong?

- a) Director
- b) Assistant director
- c) club leader
- d) selected from club members
- e) The school store keeper
- f) other (specify)_____

33. What are the major problems your minimedia club faced to produce HIV/AIDS programmes? If your answer is more than one, kindly indicate in order of priority . Using the number 1, the first choice, number 2, the second choice, number 3 the third choice

- a) Financial
- b) Material
- c) Trained human resources
- d) Management problem
- e) programme organization
- f) presence of other entertainment activity
- g) Lack of equipment
- h) work load of teachers
- i) placement of load speaker
- j) other(specify)

34. If you have further information in relation to minimedia and HIV/AIDS education, . please write here as many as you can.

Appendix 6

Dear Director

This questionnaire will take only a few minutes of your time to complete. The purpose of the questionnaire is to collect data for my master thesis in the faculty of Education at the University of Addis Ababa. My field of specialization is curriculum development and instruction.

This project is concerned specifically with determining the present status of dissemination of HIV/AIDS education in the Secondary Schools. The results of this study will help to indicate better means of communication with secondary school students including the school community to bring about behavioral change(s) to control the spread of HIV/AIDS.

I would appreciate it if you complete the form as soon as possible. Other phases of this research cannot be carried out until we complete the analysis of the survey data. I would welcome any comment that you may have concerning any aspect of dissemination of HIV/AIDS education not covered in the instrument. Your response will be held in strictest confidence.

No need of writing your name.

Thank you in advance for your cooperation

Direction: Indicate your responses for the following questions by circling the *letter* of your choice except the questions which require written responses.

1. Name of the School _____
Region _____
Zone _____
Woreda _____
Kebele _____
2. Sex of the respondent: a) male
b) female
3. Age _____
4. Region _____

Appendix 7

I. Interview Guide for Co-curricular experts.

1. Please tell me if there is a guide line to organize minimedia in secondary schools?
2. Can you please tell me the material and financial sources for school minimedia including training?
3. Did you advise the school administration to use minimedia to disseminate HIV/AIDS education?
4. Can you please tell me how you evaluate minimedia programs?
5. What techniques do you use to evaluate the minimedia programs?
6. Can you please tell me the evaluation results particularly HIV/AIDS programs in your school minimedia?
7. Please tell me about the communication you made with non governmental and governmental organization to disseminate HIV/AIDS education using minimedia?
8. Can you please tell me the responses of the governmental and non governmental organizations for your request to strengthen minimedia?
9. With whom do donor agencies first communicate if they want to give aid to school minimedia?
10. How the non governmental organizations give AIDS education to school community?
11. What techniques do they use to select contents, formats, and media to give education for school community?
12. How do you comment on their presentation?

II. Interview Guide for Health Professionals

1. Can you please tell me how you give AIDS education to school community? Which club do you use mostly to get school community to give AIDS education?
2. What is your reason for selecting the club you use to disseminate HIV/AIDS education?
3. Who disseminate HIV/AIDS education using minimedia? At what time? Do you have reason for this?
4. Have you ever supported the school minimedia? What type support do you give to the school minimedia?
5. Can you please tell me how you evaluate the HIV/AIDS education that was disseminated by school minimedia?

III. Interview Guide for Non-governmental Organization.

1. Please tell me how you support school clubs to disseminate HIV/AIDS education.
2. Have you ever supported the school minimedia to disseminate HIV/AIDS education? Do you have reasons for this?
3. Can you please tell me the efforts you made to disseminate HIV/AIDS education outside of the classroom, but in the school using minimedia?
4. Have you ever evaluated HIV/AIDS programs that were disseminated using minimedia?
5. Can you please tell me the evaluation results?

Declaration

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all resources of material used for the thesis have been duly acknowledged.


Name GEREYEHU WURKNEH

Signature 

Date 12/06/2001

Approved by:

Name Teshome Weldekires (Ph D)

Signature 

Date 12/06/2001