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KIRIRI WOMENS' UNIVERSITY OF SCIENCE AND TECHNOLOGY
UNIVERSITY EXAMINATION, 2024/2025 ACADEMIC YEAR
FIRST YEAR, SECOND SEMESTER EXAMINATION
FOR THE DEGREE OF BACHELOR OF BUSINESS AND INFORMATION
TECHNOLOGY

Date: 12th April, 2024
Time: 2.30pm –4.30pm

KLC 2100 - HEALTH EDUCATION

INSTRUCTIONS TO CANDIDATES

ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER TWO QUESTIONS

QUESTION ONE (30 MARKS)

A CASE OF HEALTH EDUCATION FOR HIV/AIDS IN EAST & SOUTHERN AFRICA (ESA) REGION

At the time of the Alma Ata declaration of primary health care in 1978, health education was listed as one of the components of primary health care (PHC), and it was recognised as a fundamental tool for the attainment of health for all. As is the case with many other health-related concepts, health education has been defined in a multitude of ways. One universal definition is the one by Lawrence Green, who defined it as “a combination of learning experiences designed to facilitate *voluntary actions* conducive to health.” And despite its application guided by clear *principles* to motivate people to adopt health-promoting behaviours, health outcomes from many health programmes remain wanting. *Unethical conduct* by healthcare professionals during health education sessions was, however, common in the early days of the HIV virus discovery, particularly among ‘*Key Populations*’. But this has been significantly addressed through the *evaluation of training programmes*. Health education has therefore been instrumental in the response against HIV/AIDS. HIV/AIDS has had a *multi-sectoral impact* globally for more than four decades since its advent and remains a global public health threat despite efforts to use health education and other strategies under the ABCDE approach to fight against disease. According to the Joint United Nations Programme on HIV and AIDS (UNAID), despite being the home base of only 6.2% of the global population, the East and Southern Africa region (UNICEF, 2013) is the most severely hit by HIV, with above half of the total world population living with HIV (19.4 million people) finding habitation in this region (UNAIDS, 2017). In 2016, the region produced 790,000 new HIV infections, corresponding to 43% of the global total new cases UNAIDS reported. Kenya, Uganda, Tanzania, Ethiopia, Mozambique, Malawi, and Zimbabwe were responsible for 50% of the HIV new cases. These statistics, particularly the one on new infections, paint a gloomy picture of the effectiveness of health education strategies and the programmes applied to prevent a virus that is carried in certain *human body fluids* and, if not detected early and treated, progresses swiftly to the deadly condition known as AIDS. The virus's origin has also been the subject of several theoretical disputes.

Required;

- a) Lawrence Green defined Health education as “a combination of learning experiences designed to facilitate voluntary actions conducive to health.” Explain the significance of voluntary actions would have in health education programs for HIV/AIDS. (3 marks)
- b) Health education is operationalized based on certain basic principles. Highlight any SIX of the basic principles of health educators that may have used to support health-promoting behaviours and health outcomes for HIV/AIDS in ESA region. (6 marks)
- c) As it is, the case world all over the virus is transmittable from an infected person through certain human body fluids. Highlight four human body fluids that serves a vehicle for HIV transmission among the ESA region populaces. (4 marks)
- d) Even though HIV pandemic in ESA is generalized, health education has also been focused to “Key populations”. Giving examples explain the concept of ‘Key Populations’ . (6 marks)
- e) Ethical conduct is particularly important for health educators, since they are working with a mission to serve their client. Outline five basic ethical principles that HIV/AIDS Health educators in ESA region can adopt to achieve effective HIV/AIDS health education outcomes. (5 marks)
- f) Evaluation of a trainings for Health education is a stepwise process. Highlight FOUR steps for evaluation of a training for community health volunteers dealing with HIV/AIDS health education in typical ESA country. (4 marks)
- g) HIV/AIDS has had ‘multi-sectoral impact’ in ESA region and across the globe. Explain the Concept of ‘multi-sectoral impact’ . (2 marks)

QUESTION TWO (20 MARKS)

- a) ‘Peer educators’ have been synonymous with HIV/AIDS Health education in many parts of the world. Explain the Concept of “peer educators” (2 marks)
- b) Outline four types of healthy behaviours promoting health and preventing diseases that HIV/AIDS Health educators must be familiar with. (8 marks)
- c) Highlight three levels of disease prevention HIV/AIDS Health educators can focus their training on. (6 marks)
- d) Highlight two Common communication approaches adoptable by HIV/AIDS Health educators ESA region can adopt. (4 marks)

QUESTION THREE (20 MARKS)

- a) Analyze four stages that HIV virus would progress through an infected person if not early detection and treatment (8 marks)
- b) Despite great efforts to prevent new annual HIV infections in ESA region, the region still leads globally. There are obstacles to this endeavor. Describe FOUR barriers to the HIV response in East and Southern Africa. (8 marks)
- c) Analyze any four behaviors and conditions that put people at greater risk of contracting HIV in any society. (4 marks)

QUESTION FOUR (20 MARKS)

- a) Outline four common barriers to effective communication that HIV/AIDS Health educators ESA region could encounter. (8 marks)
- b) Briefly describe four Educational Methods and Materials the HIV/AIDS Health educators ESA region can use reach targeted groups. (8 marks)

- c) Article 12, Article 16(1), Article 25(1) of the Universal Declaration on Human Rights, stipulates fundamental human right to people living with HIV (PLWH). Highlight any four of these rights.

(4 marks)

QUESTION FIVE(20 MARKS)

- a) The Debate on how to prevent HIV/AIDs is not only as simple as ABCDE, but also an ABCDE in itself. Briefly describe four HIV prevention programmes that have found application in East and Southern Africa region under CDE of the ABCDE.

(8 marks)

- b) Education sector is critical for development and in the generation of human capital. However, since its advent HIV has enormously impacted on the education in most developing economies. Outline four ways in HIV has impacted education sector.

(8 marks)

- c) Highlight four theories that been advanced by scholars and researcher about the origin of the HIV virus that HIV/AIDS Health educators must acquaint themselves with.

(4 marks)