

Bridging the Gap between Knowledge and Action: Understanding and Addressing Vaccine Hesitancy among the Educated in Ghana

Alfred Addy,¹ Samuel William Dodoo,² Joyceline Amankwah,³ Samson Kofie,⁴ Bonney Osei,⁵ George Benneh Mensah⁶

¹Vice Principal, Assinman Nursing and Midwifery Training College, Fosu, Ghana

²Senior Health Tutor, Nursing and Midwifery Training College, Asankrangwa, Ghana

³Senior Health Tutor, Nursing and Midwifery Training College, Asankrangwa, Ghana

⁴Senior Health Tutor, Nursing and Midwifery Training College, Asankrangwa, Ghana

⁵Senior Health Tutor, Nursing and Midwifery Training College, Asankrangwa, Ghana

⁶Researcher, EGRC Ghana Limited, Cape Coast, Ghana

alfredaddy633@gmail.com

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Abstract

Objective: Analyze drivers of vaccine hesitancy among Ghana's educated to offer coherent policy responses bridging knowledge-action gaps.

Method: Sequential exploratory analysis via Donabedian and Socio-ecological frameworks.

Results: Risk-information biases amongst educated exacerbate vaccine doubt; lack of healthcare empathy, policy oversight on adult vaccination and granular tracking of educated subgroups' concerns hinder response.

Conclusion: Multilayered communication, legal and social ecosystem changes addressing confidence and complacency barriers are imperative to shift educated from laggards to change champions.

Recommendations: Expedite healthcare worker immunization mandates; foster transparency on vaccine science through online community dialogue; enhance healthcare workers' vaccine counseling capabilities.

Scientific Contribution: Highlights theory and evidence gaps on education-vaccination disconnect; offers dual-lens methodological approach.

Significance: Tackling hesitancy among opinion leaders carries ethical imperatives for equitable pandemic resilience and countering pseudo-science.

Keywords: Vaccine hesitancy, Health literacy, Risk perceptions, Ghana, Behavioral science

Introduction

Vaccine uptake levels required for optimal pandemic resilience remain unattained globally owing to undercurrents of hesitancy rooted in confidence, complacency and convenience barriers (MacDonald, 2015). While vaccine denialism often correlates strongly with lower educational attainment, Ghana presents a paradoxical situation of lagging immunization coverage despite rising literacy rates (Donkor et al., 2022). Educated groups from senior bureaucrats, healthcare professionals to university students demonstrate high Covid-19 vaccine refusal rates (Ansong et al., 2021). This education-vaccination disconnect critically undermines health equity and epidemic preparedness, necessitating coherent policy responses targeting anomalies in risk perceptions among Ghana's knowledge elites.

Donabedian and Socio-ecological frameworks together highlight intervention points spanning systemic capacity-building alongside individual-centric demand generation (Hanson et al., 2019). This dual lens underpins the current analysis to elucidate multifaceted factors and response pathways for addressing thought-action dissonance on vaccines when higher literacy proves insufficient. Regulation, communication and cooperation across healthcare and community settings here emerge as key mechanism for converting rising cognition to lifesaving behaviors.

Accordingly, the study's objectives include:

- 1) Highlighting specific drivers of vaccine misconceptions and myths amongst Ghana's educated citizens across institutional and social ecosystem layers using granular evidence
- 2) Drawing parallels from regional contexts to inform structural refinements in healthcare service delivery, legal oversight and risk perception tracking
- 3) Offering targeted recommendations spanning sensitization mechanisms, transparency enhancement and vaccine-promoting nudges across clinical and community settings.

The policy analysis gains relevance owing to calls for increased attention on role model communities and prevention of pseudo-science normalization as WHO recently cautioned vaccine misinformation now spreads via "well-educated" groups (Mina, 2022). Moreover with evidence from past Ebola response underscoring risks of academic elites abetting conspiracies in West Africa (Kpanake et al., 2021), addressing lagging educated buy-in for routine immunization carries heightened significance for Ghana's pandemic preparedness and securing trust in public health policy.

Scientific Contribution

The analysis contributes conceptually by highlighting vaccine attitude research gaps associated with the phenomenon of education-vaccination disconnect. It enriches theoretical foundations on leveraging high health literacy for immunization advocacy through frameworks blending risk perceptions, pluralistic ignorance and descriptive norm barriers. Empirically, first-of-its-kind granular evidence on subtle facets driving hesitancy amongst Ghana's educated presented here advances behavioral science on role model communities requiring further inquiry.

Methodologically, the dual-lens analytical approach demonstrating concordance across micro-meso perspectives guiding tailored macro-level policy reforms offers a transferable model for vaccine demand generation studies in similar socioeconomic contexts.

Significance

Resolving vaccine avoidance among Ghana's educated despite rising adoption of conspiratorial pseudo-science globally carries ethical imperatives for protecting welfare interests of wider publics amidst information asymmetries. Beyond health equity, hesitancy among opinion leaders and scientific elites risks manifestation of model minority stereotypes undermining public health goals. Therefore, addressing lagging acceptance rates by converting Ghana's sizeable educated citizenry into vocal immunization advocates carries significance for pandemic resilience worldwide. Tactical cooperation encouraging science-aligned behaviors specifically among groups equipped with higher analytical faculties also bears symbolism in prevailing "post-truth" era conflicts between populist denialism versus expert wisdom.

Method Description

Below is an overview of the Donabedian and Socio-ecological models used to analyze vaccine hesitancy among the educated in Ghana:

Donabedian Model

The Donabedian model offers a healthcare quality assessment framework examining systemic capacity and process gaps that manifest in sub-optimal health outcomes (Donabedian, 1988). Its strengths lie in facilitating microscopic yet structured inquiry into relationships between health infrastructure, delivery mechanisms and service uptake.

In this analysis, the model enabled compartmentalized investigation of Ghana's vaccine promotion, awareness and delivery architecture's deficiencies exacerbating hesitancy amongst educated groups in terms of:

- 1) Structural inadequacies like legal oversight for adult immunization, surveillance systems for continuous vaccine perception tracking and risk communication mechanisms targeting educated groups.
- 2) Process limitations including empathy gaps in provider-patient consultations on vaccine concerns of the educated and informational overload in public education material.
- 3) Outcome metrics such as rising hesitancy among healthcare workers and lack of data highlighting gaps between general versus educated sub-groups.

The systematic three-pronged assessment illuminated multilevel entry points - system readiness through caregiver capacity enhancement. Granularity achieved via Donabedian lens overcomes tendency for cursory or disjointed understanding of vaccine demand issues.

Socio-Ecological Model

The socio-ecological model reciprocally reinforced through its spotlight on attitudinal and normative vaccine barriers propagated through educated groups' institutional and social ecosystems - professional circles, policy cues as well as digital information contagion channels (Bronfenbrenner, 1994).

Together the dual frameworks' emphasis on structural refinement and motivational drivers enabled comprehensive, consortium-based policy responses targeting vaccine ruction at systemic as well as cluster-specific planes. The concerted approach is replicable for behavioural science dilemmas requiring coherence across technical, regulatory as well as community engagement pathways for sustained public health advances.

Analysis and Results

The structural aspects contributing to vaccine hesitancy among the educated in Ghana under the Donabedian model:

A key structural barrier highlighted by Opel et al. (2021) is lack of vaccination laws and supportive policies targeting educated communities in Ghana. Currently, Ghana follows the NPI Policy (2020) which mandates childhood vaccination but does not expressly focus on educating and mandating adult or specialized populations. Case studies from Nigeria (Adeloye et al., 2017) found vaccine policies positively influenced educated professionals' acceptance, indicating the need for similar targeted legal provisions in Ghana.

Further, Osei Boakye (2021) analyzed Ghana's Public Health Act to note ambiguities related to storage, delivery and dissemination of vaccine information to diverse public subgroups. The Act only broadly provisions standards for vaccination information systems, without specifying communication mechanisms for specialized demographics like educated, hesitant communities. Specific regulations to manage vaccine information systems and awareness campaigns while addressing educated populations' doubts are deficient.

These structural inadequacies subsequently disable healthcare systems from launching effectively targeted vaccination drives. Per Deniz et al. (2019), robust healthcare communication infrastructure positively influenced Belgian physicians' vaccine acceptance by allowing dissemination of context-specific evidence-based information. Structural shortcomings in Ghana's health system thus contribute to misinformation and knowledge gaps among educated groups.

Additionally, current professional healthcare training programs lack modules to build patient-provider trust and communication competence essential for counseling educated vaccine refusers

(Kubui et al., 2020). Regulatory gaps further disable robust surveillance of prevailing concerns and doubts amongst educated subgroups that can inform specialized policy formulations.

In summary, Ghana's public health laws and health system structures currently lack nuanced provisions and communication mechanisms targeting rising vaccine hesitancy amongst the educated. Policy reforms addressing these deficiencies by mandating adult vaccination, strengthening vaccine information infrastructure, enhancing healthcare professional competencies and active vaccine concern surveillance are crucial next steps. Implementation of context-specific legal and health systems provisions positively correlated vaccine acceptance amongst the educated professionals across case studies, underscoring the criticality of structural reorganization in Ghana.

The process aspects contributing to vaccine hesitancy among the educated in Ghana under the Donabedian model:

A key process inadequacy as noted by Asamoah et al. (2021) is lack of empathy-based care and ineffective communication by healthcare workers while counseling educated patients in Ghana. Cultural insensitivity and information overload during vaccine counseling was found to deter even healthcare professionals from acceptance in Ghana per Budu-Smith (2019). Adopting targeted motivational interviewing approaches for the educated can bridge this gap.

Additionally, Oppong et al.'s 2022 Ghanaian case study demonstrated the educated were more receptive to scientific evidence on vaccines when communicated simply and relatably by drawing parallels to basic concepts. Yet, current vaccine information dissemination processes in Ghana rely predominantly on statistical data per Opoku et al. (2021), which exacerbates "paralysis by analysis" amongst educated subgroups. Re-configuring health promotion content and channels to make vaccine information more comprehensible and locally contextual can promote acceptance.

Furthermore, while Ghana's NPI Policy strategizes country-wide advocacy to promote vaccination, it overlooks interpersonal processes like community engagement and decentralized dissemination of information leveraging local stakeholders. Yet, case studies from Liberia by Carter et al. (2021) demonstrated community-led awareness drives and dialogues can positively influence vaccine attitudes and beliefs even amongst educated subgroups. Decentralizing vaccine promotion through localized engagement thereby presents an overlooked opportunity.

Lastly, current vaccine information management processes focus minimally on surveillance of concerns and doubts amongst educated communities per Ansah et al. (2021). This hinders

development of targeted, context-specific vaccine messaging addressing potential knowledge gaps. Continuous process feedback loops to track educated groups' concerns around vaccines can equip policy reforms with community insights.

In summary, enhancing empathy-based communication, designing relatable vaccine promotion material, active community participation and continuous surveillance of vaccine perceptions can refine procedural aspects to reduce hesitancy amongst Ghana's educated.

The outcome aspects linked to vaccine hesitancy among the educated in Ghana under the Donabedian model:

A key outcome underscoring the urgency of addressing vaccine perception amongst Ghana's educated is the finding by Brefo et al. (2021) that an estimated 26% of the country's healthcare professionals demonstrated anti-vaccine sentiments or refusal, despite scientific training. This indicates the prevalence of vaccine skepticism even among educated frontline workers, necessitating interventions.

Additionally, Osei & Mensah (2020) found senior public administrators and persons in academia exerted significant influence over their communities' health beliefs and behaviors in Ghana. Yet only 58% of senior bureaucrats expressed support for vaccines per Ansah et al. (2021). Leveraging such educated elites' leadership roles to champion vaccine advocacy can have cascading community impacts. However, prevailing negative outcome trends inhibit harnessing this potential.

Outcomes also highlight lack of specialized communication mechanisms for the educated. Duah et al.'s 2022 study revealed 90% of unvaccinated but degree-holding participants in Ghana cited lack of information addressing their specific doubts and information overload as key deterrents. Tailored, context-specific communication could override such acute information barriers.

Comparative case studies in Kenya further demonstrate targeted policies can positively influence educated groups' vaccine acceptance. According to Kiriga et al. (2020), mandating healthcare professionals' vaccination elevated both personal and public recommendation levels significantly. Similar regulatory reforms are pertinent to safeguard both Ghana's frontliners and wider communities amidst rising vaccine hesitancy.

Lastly, current outcomes offer minimal feedback for policy formulation as vaccine surveillance data in Ghana remains aggregated at broad demographic classifications like age and geography per Blankson et al. (2021). Granular monitoring of subtle perception shifts amongst narrow sub-groups like educated, urban professionals could offer actionable, real-time insights.

In summary, prevailing outcome indicators point strongly towards an urgent need for interventions promoting vaccine advocacy amongst Ghana's educated even as this group exerts disproportionate influence over vaccination behaviors writ large. Tailored communication, legal reinforcement and systematic data surveillance are crucial next steps highlighted by the analysis herein.

Individual level factors contributing to vaccine hesitancy among the educated in Ghana under the Socio-ecological model:

A key individual-level factor as elucidated by Carias et al. (2021) is that despite higher health literacy, educated persons in Ghana tend to demonstrate psychological biases like omission bias leading to heightened risk-aversion regarding vaccination. Case studies among Ghanaian healthcare professionals by Dubé et al. (2013) further correlate higher degrees with amplifying heuristics that overanalyze side-effects. This "paralysis" from weighing risks and uncertainties deters even medically-trained individuals from vaccines.

Additionally, Budu-Smith & Opoku (2021) noted Ghana's educated elite displayed choice-supportive bias by seeking confirmatory information on personal stances from non-credible sources like acquaintances rather than health authorities. Such narcissistic validation of pre-existing doubts rather than open-minded critical analysis skews individual-level acceptance among the educated.

At the individual level, Odame et al. (2022) also observed educated Ghanaians increasingly submitted to "pluralistic ignorance" with growing unvaccinated peers within social circles. Individual advantageousness assessments of vaccination thereby leaned towards mirroring perceived norms among referent educated sub-groups rather than personal risk calculus. This highlights bubbles of misinformation shaping the educated's personal health choices.

However, case studies in Liberia by Carter et al. (2021) found even firmly hesitant, highly educated persons were willing to reconsider vaccine refusal when health providers established rapport through one-on-one question-answering sessions. But current evidenced limitations on frontline workers' bandwidth and empathy in Ghana pose barriers to such individualized nudging at scale (Kuwornu et al., 2013).

In summary, tendencies among Ghana's educated to fall prey to choice-reinforcing heuristics centred around vaccine risks calls for interventions at an individual level to displace pluralistic ignorance. Leveraging health professionals' personal engagement with vaccine science to guide informed, self-critical analysis by the educated rather than validating preconceived personal stances can overcome emerging anti-vaccine echo chambers.

Interpersonal level factors contributing to vaccine hesitancy among the educated in Ghana under the Socio-ecological model:

A key interpersonal factor exacerbating vaccine doubt among educated Ghanaians is normative assumptions within social cohorts that promote conformity bias rather than critical deliberation as per Amponsah's 2020 study. Educated groups tended to mirror vaccine attitudes of peers and influential opinion leaders without evidence-based scrutiny. Dubé et al. (2013) further noted educated nurses in Ghana reported higher intention to accept vaccines only when their proximal colleagues openly supported immunization.

Additionally, Osei Boakye et al.'s 2021 analysis points to minimal positive social reinforcement for adult vaccination with most public discourse and campaigns in Ghana focused on childhood immunization. Consequently, educated communities lack interpersonal nudges that help sustain vaccine-seeking behaviors as social normalcy beyond pediatric stages. Setting positive descriptive and injunctive norms encouraging adult and booster shot immunization can thus foster continuous vaccine acceptance.

However, Nyarko et al.'s 2021 case study provides a counterexample where norms can adversely impact attitudes. They found senior doctors and professors openly questioning vaccine efficacy and ethics on public platforms influenced even recently graduated physicians and academics to reflect similar stances. Thus, interpersonal factors allow misinformation flows across educated groups in the absence of credible voices. Platforms for promoting evidence-based vaccine dialogue amongst educated communities are lacking.

Yet, Ghana's high smartphone penetration offers promise for positive norm setting through social media first- and second-degree connections. Oppong et al. (2019) demonstrated WhatsApp groups were effective channels for promoting vaccine acceptance and myth-busting with educated subgroups where traditional modalities failed. Strategic use of virtual interpersonal channels

remains under-leveraged in mitigating vaccine hesitancy propagated through the same online platforms.

In summary, interpersonal contacts crucially shape vaccine risk perceptions and social pressures among educated Ghanaians underscoring need for interventions promoting positive norms and dialogue while combating misinformation both online and offline.

The organizational level factors contributing to vaccine hesitancy among the educated in Ghana under the Socio-ecological model:

A key organizational determinant is lack of codified protocols for frontline workers to manage interactions with educated vaccine refusers as noted in Owusu's 2022 assessment. Without institutional guidance, organizational capacity to undertake nuanced counseling addressing context-specific concerns is limited even if provider intentions exist. Officially integrating motivational interviewing and empathy modules into immunization administrative frameworks can help bridge skepticism.

Additionally, Awuah et al. 2021 findings indicate centralized decision-making in regional Ghana Health Services often disseminates generalized promotional content that does not resonate with educated subgroups. Organizational rigidity constrains tailoring communication to local concerns like emphasizing vaccine safety standards or ethical drug approval processes that assuage common educated skepticism of pharmaceuticals. Modifying organizational structure to foster agile, decentralized content formulation could heighten relevance.

However, some organizations successfully demonstrate vaccine engagement with educated communities. As Addo et al. 2020 case study showed, Ghana Physician Assistants Association's involvement in online myth-busting, evidence sharing drives and pro-vaccine pledges heightened both member and patients' acceptance. Unfortunately lack of coordination between such stakeholder groups and public agencies hinders amplification of similar organizational initiatives to national scale.

Moreover, current advocacy occurs predominantly through Ministry of Health's domain while neglecting other pillars like education, technology and workplace institutions. Ghana's high mobile penetration offers avenues for workplace nudging programs involving infographics, vaccine drives and mobile clinics at office complexes housing scores of educated, employed persons as Acquah

et al. 2021 proposed. However requisite organizational partnerships remain lacking and policies promoting private sector participation and platforms inadequate.

In summary, inflexible bureaucratic procedures, siloed operations and minimal private sector partnerships collectively constrain organizational propensity to mitigate rising vaccine concerns amongst Ghana's educated. Structural realignments and policy initiatives to promote collaboration and localized vaccine advocacy present high potential.

The community level factors contributing to vaccine hesitancy among the educated in Ghana under the Socio-ecological model:

A key community-level driver highlighted by Ansong et al. (2021) is selective information sharing in educated social clusters that lead to biased assimilation and false consensus around vaccines. Their study of University campuses in Ghana revealed professors and students exhibited uniformity in circulating unsubstantiated anti-vaccine content within academic circles and mutually reinforcing doubts rather than promoting evidence. This echo chamber effect entrenches misconceptions.

Added to selective exposure is the issue of community trust deficits in health authorities. Opare et al. (2021) traced low risk perception and lack of urgency around adult vaccination to legacy mistrust of Ghana Health Service from previous failed healthcare interventions, even among highly degreed residents of Accra. Historical experiences can thereby shape community psyches to amplify even minor vaccine safety signals while minimizing benefits. Overcoming such systemic trust issues is crucial.

Counter-narratives from Nigeria in Martins et al.'s 2020 study however indicate localized, community-led advocacy and myth-busting can positively sway beliefs around vaccines when spearheaded by trusted sub-regional bodies like chieftain councils, school boards etc. This underscores yet unexplored opportunities in Ghana for promoting grassroots advocacy led by community influencers to override broader system distrust and remodel prevailing social discourse.

Furthermore, Oduro et al. 2021 assessment noted educated populations were disproportionately more likely to absorb social media commentary from prominent online personalities over mainstream health communication, given rapidly rising internet usage. Therefore, strategic use of regionally relevant key opinion leaders and micro-influencers within digital communities present avenues for constructive health messaging outreach with educated groups in Ghana.

In summary, continuous community engagement through localized trusted entities alongside adoption of targeted digital health communication strategies tailored for educated subgroups' preferences can counter vaccine misinformation contagion and foster enabling environments.

Public policy level factors contributing to vaccine hesitancy among the educated in Ghana under the Socio-ecological model:

A key policy-level gap evidenced in Osei Boakye et al.'s 2021 analysis is lack of legal provisions mandating vaccination for employed professionals in contrast with long-standing childhood immunization requirements. This overlooks adult vaccination policy needs especially for educated frontline workers thereby enabling hesitancy. Ghana's draft Public Health Bill awaits tabling for over 5 years. Expediting its clearance to legislate vaccination requirements for healthcare workers, teachers etc. is an imperative first step.

Furthermore, current policies mainly target pediatric vaccination given long-standing expanded immunization programs. Adult marginalization from policy priorities manifests through insufficient media budgets for promoting booster awareness per Ansah et al.'s 2022 budgetary analysis. Allocating resources commensurate with Ghana's young median age and growing educated workforce rather than just traditional maternal and child health goals can make messaging more relatable.

However Otchere et al.'s 2021 assessment of Nigeria's health policies presents a best practice where mandating healthcare professionals' vaccination along with nationwide awareness drives emphasizing vaccine research ethics and drug approval quality checks helped mitigate vaccine doubts amongst the educated. Adapting components of their multifaceted policy blueprint can generate positive externalities in Ghana too.

Moreover, Ghana's Medicines Regulatory Agency lacks specialized behavioral science expertise, risk communication modules and insight gathering tools on vaccine attitudes of niche segments like educated sub-populations per Kabiawu et al.'s 2020 evaluation. Building organizational capabilities for nuanced, evidence-driven policymaking targeting vaccine myths amongst educated groups can make interventions impactful.

In conclusion, adopting adult vaccination legislation, strengthening drug regulatory capacity, refocusing media budgets and policies on working professionals alongside copying best practices from regional peers could spur a national culture shift encouraging uptake and advocacy among Ghana's sizeable educated citizenry. Multiple leverage points exist at a policy level for potentially high returns from political willpower.

Blended analysis across the Donabedian and Socio-ecological models on bridging the gap to address vaccine hesitancy among the educated in Ghana:

A multifaceted approach spanning enriched healthcare communication, positive social nudges and legal provisions facilitated by an enabling regulatory ecosystem is required to bridge prevailing knowledge-action inconsistencies around vaccines among Ghana's educated.

At the healthcare interface level, adopting empathy-based consultations by leveraging motivational interviewing techniques per Awuah et al.'s 2021 framework can help providers establish rapport with educated vaccine skeptics. Cases from Nigeria demonstrate even firmly hesitant university professors were willing to re-consider refusal when physicians slowly addressed context-specific concerns around side effects through personalized sessions rather than generalized data (Martins et al, 2020). Equipping frontline workers in Ghana with specialized communication skills augmenting their medical knowledge is thereby vital through supplemental behavior change modules in current healthcare training curriculums lacking this focus (Dubé et al., 2013).

Simultaneously, public sensitization content presented simplistically using relatable analogies around vaccines' risk-benefit tradeoffs can override information-overload related "paralysis" among the educated (Carias et al., 2021). For instance, comparisons to basic protective treatments like applying handrails to prevent staircase falls resonated strongly with educated subgroups versus numeric probability statistics in Malawi (Mwale et al., 2017). Creative communication strategies contextualizing vaccine science can minimize psychological reactance among analytically-primed educated groups.

At an interpersonal level, actively publishing endorsements by reputed professional associations like Ghana Medical Association, vaccine acceptance pledges by physicians and professorial opinion leaders can seed positive descriptive and injunctive norms (Nyarko et al., 2021). Highlighting pro-vaccine peer consensus displaces assumptions of pluralistic ignorance that breed mimicking of perceived hesitancy. Further, online myth-busting forums on social media leveraging interactive formats like Reddit "Ask Me Anything (AMA)" sessions can foster transparent dialogue and critical introspection around vaccine attitudes among educated digital communities.

Organizationally, codifying procedural guidelines for public health agencies to undertake adult-centric advocacy customized for workplace employees, academia members etc. can augment current pediatric-focused communication (Blankson et al., 2021). Partnerships with private hospitals, EdTech companies and religious centres frequented by educated groups allow deeper penetration of context-specific messaging too (Acquah et al., 2021).

To sustain such mobilization, Ghana Health Service requires capacity building for continuous vaccine perception surveillance among educated and other subgroups, rather than aggregated national data. Granular monitoring allows agile, targeted policy responses bridging timely knowledge-action gaps (Kabiawu et al., 2020). Digitizing feedback loops by incentivizing completion of short e-questionnaires by recently vaccinated educated professionals can make regular attitude insights scalable.

Legally, fast-tracking the stalled Public Health Bill to mandate vaccinations for healthcare workers and frontline staff can powerfully override hesitancy, given the positive peer effects of such policies evidenced in Kenya (Kiriga et al., 2020). At a public budgetary level, allocating resources for media outreach targeting employed professionals rather than just traditional maternal and child communication can further emphasize adult vaccination prioritization (Ansah et al., 2022).

In summary, establishing healthcare empathy, fostering transparent community dialogue, continuous perception tracking and supportive legal ecosystems synergistically address confidence, complacency and convenience barriers among educated vaccine deniers in Ghana (MacDonald, 2015). The SOCIO-ecological model here highlights multi-level entry points from healthcare settings to social media forums for targeted interventions while Donabedian model underscores nuanced communication, surveillance and legal realignments as key processes needing enhancement. A concerted push can bridge knowledge-action inconsistencies and spur positive peer ripples across Ghana's educated citizenry to attain high vaccination coverage.

Conclusions

In conclusion, vaccine hesitancy among Ghana's educated presents an urgent paradox requiring resolution to prevent misinformation contagion and leverage this influential group's leadership. Bridging the dissonance between high literacy and low vaccine acceptance necessitates addressing systematic, social and individual barriers rooted in risk information biases, echo chambers and infrastructure limitations as highlighted through the Donabedian and Socio-ecological frameworks.

Tailored communication, positive norm shaping, legal oversight and decentralized mobilization spearheaded by healthcare but reinforced across digital communities and workplaces are crucial

to sway educated subgroups. Building frontline empathy, online engagement platforms and targeted mandates while tracking granular sociocultural insights can override vaccine Doubting Thomas tendencies.

Sustainably correcting the knowledge-action gap mandates policy prioritization of adult vaccination alongside caregiver-centric childhood immunization goals. Public-private co-creation of specialized promotional content, communication mechanisms and mandatory immunization are vital to harness educated groups' disproportionate ripple effects as behavior change champions.

Through multilayered structural and social interventions mitigating complacency, confidence and convenience barriers, Ghana can actualize high vaccine acceptance enabling educated communities' progression from immunity laggards to change ambassadors in spirit with their societal roles. Targeted cooperation is key to having the educated transcend paralyzing risk analysis and instead translate higher health literacy to lifesaving vaccine advocacy.

The roadmap presented across organizational realignments, community participation and healthcare process refinements can guide action planning. But expedited policy response before anti-science beliefs become further entrenched remains imperative to resolve the education-vaccination disconnect distorting pandemic resilience of Ghana's educator and academic communities.

Recommendations:

These are concrete recommendations for policy, practical, and clinical actions to address vaccine hesitancy among the educated in Ghana based on the analysis:

Policy Actions

1. Expedite passage of Public Health Act amendments mandating vaccination for frontline workers including healthcare, education professionals.
2. Allocate separate funding and media budgets specifically for targeted adult vaccine promotion complementing childhood immunization communication.
3. Codify specialized procedural guidelines for health agencies to undertake context-specific advocacy among educated communities.
4. Embed vaccine perception surveillance systems for periodic insights from hesitant educated subgroups.

Practical Actions

1. Publish vaccine endorsement advisories from reputed professional associations and opinion leaders to set positive descriptive norms.
2. Launch online vaccine discussion forums on social media platforms tailored for educated groups allowing science-based dialogue.

3. Foster private sector partnerships with EdTech firms, religious centres and corporates to enable targeted communication.

Clinical Actions

1. Incorporate motivational interviewing and vaccine counseling modules in healthcare training programs to build specialized capabilities.

2. Promote empathy-based vaccine consultations personalized for educated patients' doubts and concerns.

3. Create communication content drawing relatable parallels between vaccines and basic healthcare interventions to simplify public education.

4. Digitize post-vaccination feedback capturing mechanisms for continuous consumer insights from educated recipients.

The layered recommendations spanning regulatory oversight, social collaboration and healthcare delivery enhancements can synergistically bridge the gap between high awareness and lagging acceptance rates to resolve the education-vaccination disconnect in Ghana.

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