



Life Skills Education with a Focus on HIV/AIDS

Eastern and Southern Africa Region



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Acknowledgements

This document would not have materialised without the consistent efforts of the UNICEF countries offices sending to the Regional Office the life skills materials that have been published in their countries. We encourage all countries in the region to continue sending us the life skills materials being published to ensure that when this document is updated 2004-05 all countries in the region are represented. Kjersti Okkelmo was instrumental in ensuring that this project gets off the ground and this publication is testimony to her unwavering commitment to HIV/AIDS prevention and Life Skills Education. Our wholehearted thanks go to Annabel Ojoo for her tireless compilation of this document as it went through several revisions. Thanks also go to Sheila Wamahiu who edited this document to ensure that it is user friendly.

Organisation of the Report

The document is divided into three major sections: *Section I*, besides containing background information, presents the findings of an assessment done of selected materials on LSE and HIV/AIDS using a Quality Checklist. *Section II* consist of abstracts of each item reviewed and organised by country in an alphabetical order. A matrix summarising strengths and weaknesses of the reviewed materials follow the annotations per country. Finally in *Section III*, a listing of the titles annotated are presented alphabetically by name of the authors.

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Preface

Life Skills Education (LSE) is increasingly being recognised as a key strategy in the prevention and management of HIV/AIDS. In countries of Eastern and Southern Africa (ESAR), where the pandemic has reached dangerous levels, attempts have been made to include LSE in the school curricula and link it to HIV/AIDS prevention in the education sector. Examples of out-of school programmes on HIV/AIDS prevention, with LSE as a major focus, are also to be found. However, no systematic compilation, let alone assessment of these materials, has previously been done to guide the users on their quality. This document consisting of selected LSE materials from twelve countries in the ESAR rectifies the omission; not only does it list and annotate the materials but it provides a brief analysis of their quality based on a checklist that is rights-based and gender sensitive. The materials, numbering some sixty items, are drawn from Botswana, Ethiopia, Kenya, Lesotho, Malawi, Namibia, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe and include pupils' books, teachers' guides, manuals for peer educators, and magazine.

It is expected that this publication will be useful not only to UNICEF officers, but to policy makers in education, designers, teachers trainers, teachers, peer educators, facilitators and others working in the area of HIV/AIDS prevention in the education sector. In Malawi in July 2001 a number of delegates participating at the UNICEF workshop *on Young People, Gender, Sexuality and HIV/AIDS in Education* were of the view that if Life Skills Education was to be effective in preventing and mitigating the impact of HIV/AIDS it needed to be relevant. A review of these materials has proved invaluable because it also showed the gaps in Life Skills materials available. More Life Skills Education that is informed by young people's concerns, experiences, identities and desires relating to gender and sexuality is required. For instance, young people are of the view that Life Skills should also address the concerns of parents and teachers (*Young People, Gender, Sexuality and HIV/AIDS in Education, Regional Study, UNICEF ESARO, October 2002*). Given the above, the information provided in the reviews and analysis should prove invaluable in improving the quality of life skills' materials focusing on HIV/AIDS prevention and of the participatory learning-teaching methodologies.

It is hoped that the information contained in this document will help to correct the myths and biases young people may have internalised regarding HIV/AIDS. With one new HIV-infection arising globally every sixth second there is no time to waste! The time to equip young people with life skills to prevent and/or manage HIV/AIDS is now.

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