Section Two:

Annotated Bibliography

Botswana

Perlman, H. & J. Ngare.
Choose Life*: *Living with HIV and AIDS in Our World.
Botswana Edition, Soul City and PSI Botswana: Department for International Development/Ministry of Education, n.d. (45pp.)

Designed for the 12-18 age group, this magazine is intended both for individual use as well as supplementary teaching material on HIV/AIDS. Featuring celebrities from Soul City (who the target audience can identify with), it passes on positive messages about STDs, HIV/AIDS, sex and selected gender issues. It's content may be used to stimulate discussion in either peer-learning situations or the classroom.

The magazine is user-friendly. Not only visually attractive, it attempts to address the needs of a readership that may not be very familiar with the English language: It includes boxes with words written in Tsetwana that could be new to the readers. It also presents in Tsetwana some of the opinions expressed by teenagers.

The magazine is a frank presentation of a number of sexually related issues in a manner that facilitates discussion. It identifies some social norms and myths that act as barriers to smooth relationships, and proposes ways of overcoming them. However, though it introduces some gender stereotypes, it does not go far enough to enable the reader see the fallacious assumptions underlying them.

Quality Criteria	**Choose Life- Living with HIV/AIDS in Our World**
1. Behaviour change- Total score- 10	**2**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	1 1
2. Knowledge/Information- Total score- 20	**14**
- How clear is the information?	3
- How accurate is the information?	4
- How current is the information?	4
- How relevant is the information for HIV prevention?	3
3. Attitudes- Total score- 10	**4**
- Are discrimination and stereotypes sufficiently addressed?	2
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	2
4. Skills- Total Score- 25	**14**
- Does the material teach communication skills?	4
- Does the material address negotiation and conflict?	3
- Does the material teach decision making and critical thinking?	2
- Does the material adequately address stress management?	1
- Does the material offer realistic situations as examples?	4
5. Gender sensitivity- Total score- 20	**13**
- Are illustrations gender sensitive?	3
- Are methodologies gender sensitive?	4
- Is the language gender sensitive?	3
- Is the overall content gender sensitive?	3
6. Methodology- Total score- 10	**6**
- How appropriate is the methodology in achieving objectives?	4
- Are participatory activities used? E.g., role plays, drama, dance, debates…	2
Type of Material	Magazine

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

Ethiopia

Ezra, M., & S.G. Selassie.
Handbook on Population and Family Life Education for Secondary School Teachers in Ethiopia. **Addis Ababa: Institute for Curriculum Development and Research; 1998. (392pp.)**

A comprehensive support handbook for teachers of secondary schools in Ethiopia who by virtue of their profession, provide guidance and counselling services to adolescent students. Topics of Population and Family Life Education (POP/FLE) are integrated in the two subjects of Geography and Biology. The idea of the handbook is to supply these subject teachers with supplementary POP/FLE materials to enhance their guidance and counselling abilities. Its goal is "to help the youth acquire life skills that will enable them to prepare for responsible parenthood".

The life skills' component consists of detailed data on different STDs with lengthy sections dedicated to each type that has ever been identified in Ethiopia. The handbook adopts an historical perspective presenting comparative data disaggregated by sex, age and regional prevalence. All information, including that relating to HIV/AIDS, though treated in an in-depth manner, is presented factually. No consideration is given to whether such an approach can actually induce behaviour change and prepare the youth for "responsible parenthood".

The handbook goes as far as summarising existing legislation governing issues such as women and contraception. However, it does not suggest how the information provided may be applied. The depth of information given, and the language used are both too technical, and unless guided, secondary school teachers might experience difficulty understanding, using and applying the information. Neither does the book equip users with skills that can diminish their chances of contracting the HIV/AIDS virus, nor does it instruct in coping mechanisms for the affected and infected. It is a sterile and technical piece of work that shows no recognition of cultural influences at play in Ethiopia, and how these exacerbate the spread of HIV/AIDS. Overall, the book is not user-friendly.

Hiwol, Y.G.
Responsible Parenthood: Population Education Monograph.
Addis Ababa: Institute for Curriculum Development and Research, 1994. (51pp.)

The institutionalisation of Population/Family Life Education (POP/FLE) through integration of relevant concepts and contents in the regular curriculum has led to the development of materials to supplement the information that teachers have. This booklet is one in a series of materials developed for use by teachers during pre- and in-service training. It aims to educate the teachers about human sexuality, and documents the different STDs including HIV/AIDS. However, due to lack of data on HIV/AIDS infections and deaths in Ethiopia, the book is unable to show the gravity of the situation.

The book presents information factually without offering suggestions on how it can be used to benefit the students. Though there is a section that introduces the issue of gender imbalance in Ethiopian society, it is also tackled in a very factual manner that does not impress upon the reader the need for change. The book does not identify concrete methods that may be used to impart life skills' messages effectively.

In addition, there is a distinct lack of mention of cultural issues that would play a large part in affecting the reception and usability of the information given in the books. This brings to question its ability to help the students cope with the three environments of school, community and family.

Mengesha, G.
***Biology Student Text, Grade 8*. Addis Ababa: Educational Materials Production and Distribution Enterprise, 1999. (173pp.)**

Under the broad topic of "Humans and Diseases", this Grade 8 pupil's book outlines the classes of disease-causing agents. The aim of the topic is to inform the students of the many types of diseases, and it does a commendable job with this. There is however a complete lack of life skills' lessons to be learnt here because the book does not have a behaviour-change component.

The book is factual, and not learner-friendly because none of the methodology used encourages learner participation in any way, means or form. Like the above two resources, this is a clinical discourse that omits completely cultural perspectives and their role in sustained behaviour change.

Quality Criteria	Responsible Parenthood	Handbook on POP/FLE for Secondary School Teachers	Biology Student Text, Grade 8
1. Behaviour change- Total score- 10	**2**	**2**	**2**
- How prominent is behaviour change as part of the objectives? - Cultural perspective? (Score- 5)	1 1	1 1	1 1
2. Knowledge/Information- Total score- 20	**8**	**9**	**4**
- How clear is the information?	3	2	1
- How accurate is the information?	2	3	1
- How current is the information?	2	2	1
- How relevant is the information for HIV prevention?	1	2	1
3. Attitudes- Total score- 10	**3**	**4**	**2**
- Are discrimination and stereotypes sufficiently addressed?	1	2	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	2	2	1
4. Skills- Total Score- 25	**5**	**5**	**5**
- Does the material teach communication skills?	1	1	1
- Does the material address negotiation and conflict?	1	1	1
- Does the material teach decision making and critical thinking?	1	1	1
- Does the material adequately address stress management?	1	1	1
- Does the material offer realistic situations as examples?	1	1	1
5. Gender sensitivity- Total score- 20	**4**	**4**	**4**
- Are illustrations gender sensitive?	1	1	1
- Are methods gender sensitive?	1	1	1
- Is the language gender sensitive?	1	1	1
- Is the content gender sensitive?	1	1	1
6. Methodology- Total score- 10	**3**	**3**	**2**
- How appropriate is the methodology in achieving objectives?	2	2	1
- Are participatory activities used? e.g., role plays, drama, dance…	1	1	1
Type of Material	Teaching Material	Teaching Manual	Learning Text

Types of material include the following: Curriculum Text, Learning Materials/Worksheet, Teaching Manuals/Teaching Materials, Peer Learning Materials, Training Manuals, Video, Comic, Magazine and Others.

Kenya

Ministry of Education/Kenya Institute of Education.
AIDS Education for Youth Action Programme: A Facilitator's Handbook. **Nairobi: UNICEF Kenya/Kenya Institute of Education, 1997. (84pp.)**

This handbook, using a format that is appropriate, provides guidance to teachers on how to handle HIV/AIDS education in schools. It suggests ways that teachers may use to effectively deliver factual information on HIV/AIDS-related issues including how to avoid getting infected. Addressing issues perceived to induce behavioural changes, it incorporates materials on helping the youth to cope with the pressures that they are confronted with in their lives.

The usefulness of the handbook is enhanced by the concrete recommendations it makes on the integration of HIV/AIDS education into various subjects in the school curriculum. It also advises on the measures that teachers should take in preparation for community-based activities.

Ministry of Education/Kenya Institute of Education.
Doom or Bloom: Your Choice. A Resource Book for Youth in Secondary Schools.
Nairobi: Kenya Institute of Education/Ministry of Education, 1997. (143pp.)

An in-depth factual textbook on STDs and HIV/AIDS meant for youths in and out-of-school. Its objective is to inform the readers of the nature of transmission of different STDs and their effects on the human body.

The book is thorough in information content. However, the methodology used here is instructional with very little participatory roles included. Furthermore, some illustrations found in the book have not been fully exploited for maximum gain by the readers. Overall, this text is not user-friendly and though factual, might not result in the desired behavioural changes.

Ministry of Education/Kenya Institute of Education.
Good Health: Facts about STDs and AIDS. **Nairobi: Kenya Institute of Education, 1997. (21pp.)**

The main message of this magazine is "Say No" to sex. It uses illustrations to give certain facts about STDs and HIV but the content stresses "what to do" and "what not to do".

The magazine is limited and does not help the readers develop useful skills: The students are not armed with the ability to cope with difficult situations requiring critical thinking and decision-making skills. In addition, there is nothing in the content that can enable the youth to identify with the people in the illustrations.

Ministry of Education/Kenya Institute of Education.
Let's Talk About It: Pupil's Book 1 for Standard 1,2 & 3. **Nairobi: Kenya Institute of Education, 1997. (31pp.)**

This book, intended for use by children in and out of school aged between 7 and 10 years old, has been specifically developed for HIV/AIDS education. It introduces the concept of personal awareness and safety.

Considering that the books are to be used by students in the three lowest classes, the language used is too complex for their level, and the methodology is examinations oriented. Aspects of life skills such as self-awareness are introduced. The examples used assume that teachers have a moral obligation to correct every perceived wrong in society. This gives the teachers a policing role. In addition, the book assumes a dictatorial stance because there are many instances where the phrases "Do not" appear. This is laying the foundation for a passive target group when Life Skills Education require active participation from the learners. The illustrations used depict men as the main perpetrators of violence, with young girls as the victims. There is no recognition that young boys too may be vulnerable, thereby leaving them open to unforeseen dangers.

Ministry of Education & Kenya Institute of Education.
Let's Talk About It: Pupil's book II for Standard 4 & 5. **Nairobi: Kenya Institute of Education, 1997. (32pp.)**

Aimed at youth of Class Four to Six (i.e., 11- 13 age group), the book builds upon the concepts introduced in the previous volume. The book is moralistic in tone and encourages gender stereotyping. It uses non-conclusive arguments, for example, to give instructions on what the students are not supposed to do and circumstances they are not supposed to find themselves in. It does not consider those unexpected and unforeseen circumstances that may arise in a real-life situation. "Tell your teacher" is given as the panacea for all ills.

All of the illustrations used present set points of view with little room for negotiation. The most commonly used method for presenting arguments is dialogue between two people where one has the "correct" opinion, while the other is "wrong". Learner-participation is not encouraged; the students are therefore not enabled to develop skills of dealing with difficult situations on their own. The principal goal of the learning of life skills, that is learning to think and act independently, is thus not achieved.

Ministry of Education & Kenya Institute of Education.
Let's Talk About It: Pupil's Book II for Standard 6,7 & 8. **Nairobi: Kenya Institute of Education, 1997. (55pp.)**

This book builds upon the information that has been introduced in the previous two ones. No new topics are introduced though the themes are addressed in a more in-depth manner. The methodology remains the same, mainly consisting of dialogue between two persons where one is the custodian of information whereas the other is always needing to hear more. Short stories are sometimes used to "show how" something is supposed to be done. Though token questions are given for discussions and debates, learner participation is not encouraged.

Gender issues are introduced in so far as identifying the kind of work females and males can do, but this is only addressed in one topic. Gender sensitivity is not discernible in the other topics included in the book.

Ministry of Education & Kenya Institute of Education.
Secondary Population and Family Life Education: Pupil's Book for Form Four.
Nairobi: Kenya Literature Bureau, 1993. (136pp.)

A fact-filled text, the book aims at educating the student on "living in modern Kenya". However, some of the illustrations used in the book conform to typical gender stereotypes. The impression one gets on reading the text is that the information has been lifted straight from certain carrier subjects, and pasted onto this book without adequate adaptation to suit the needs of the new subject. The learning methodology used is academic-oriented. It is important to note the lack of conformity between the content of the teachers' guide and the pupils' book.

Ministry of Education & Kenya Institute of Education.
Secondary Population and Family Life Education: Teachers' Guide for Form Four.
Nairobi: Kenya Literature Bureau, 1991. (15pp.)

This is a brief guide that highlights the specific objectives, background information and suggested teaching and learning activities that the teacher requires to instruct in the topics below. There is no continuity or correlation between the activities suggested by the teacher's guide, and those put down in the pupil's book.

Behaviour change does not appear to be the aim of the book. Instead, the topics are expected to be learnt for passing examinations. However, the guide does suggest use of selected learner-friendly methods such as discussions, role-plays, narratives and resource persons. Though this is the last class before students go to university, vocational schools or start work, this book does not equip the students with behavioural changing life skills

Tabifor Henry, MD.
***The Dignity of Human Sexuality and the AIDS Challenge*. Nairobi, Kenya: Alpha and Omega Publications, 2002 (212pp).**

The Dignity of Human Sexuality and the AIDS Challenge was written in partnership with young people. It is an easy to read reference book, written in simple language and sensitively addressing issues on sex and sexuality among young people. It is also a good resource for teachers, parents, curriculum developers and development workers implementing educational programmes for young people. It covers a wide range of inter-related topics on sex and sexuality, HIV/ AIDS, gender, youth and drugs. This book answers different questions regarding sex, gender and sexuality, the w*hat*, the h*ow*, the w*hen* and the w*hys* in a friendly manner.

The author thoughtfully integrated views held by different people on sexuality. It has a non-judgmental stand on sex and sexuality that is also factual and sensitive. The book is provides many practical suggestions including suggestions on what to teach children of different ages and suggests opportunities that parents can use to introduce sex education to them.

Quality Criteria	**AIDS Education Syllabus for Schools and Colleges**	**AIDS Education for Youth Action Programme: A Facilitator's Handbook**	**Doom or Bloom: Your choice, A Resource Book for Youth in Secondary Schoo**
1. Behaviour change- Total score- 10	**2**	**2**	**2**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score-5)	1 1	1 1	1 1
2. Knowledge/Information- Total score- 20	**14**	**11**	**12**
- How clear is the information?	4	3	3
- How accurate is the information?	3	3	4
- How current is the information?	4	2	2
- How relevant is the information for HIV prevention?	3	3	3
3. Attitudes- Total score- 10	**7**	**6**	**5**
- Are discrimination and stereotypes sufficiently addressed?	4	3	3
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	3	3	2
4. Skills- Total Score- 25	**11**	**8**	**8**
- Does the material teach communication skills?	2	2	2
- Does the material address negotiation and conflict?	2	1	1

- Does the material teach decision making and critical thinking?	2	2	2
- Does the material adequately address stress management?	3	1	1
- Does the material offer realistic situations as examples?	2	2	2
5. Gender sensitivity- Total score- 20	**4**	**5**	**5**
- Are illustrations gender sensitive?	1	1	1
- Are methodologies gender sensitive?	1	2	2
- Is the language gender sensitive?	1	1	1
- Is the overall content gender sensitive?	1	1	1
6. Methodology- Total score- 10	**4**	**5**	**5**
- How appropriate is the methodology in achieving objectives?	2	2	2
- Are participatory activities used? e.g., role plays, drama, dance, debates…	2	3	3
Type of Material	**Curriculum Text**	**Training Manual**	**Learning Material**

Quality Criteria	**Good Health, Facts about STDs and AIDS**	**Secondary Population and Family Life Ed. Pupil's Book Form 4**	**Secondary Population and Family Life Ed. Teacher's Guide for Form 4**
1. Behaviour change- Total score- 10	**2**	**2**	**2**
How prominent is behaviour change as part of the objectives? Cultural perspective? (Score- 5)	1 1	1 1	1 1
2. Knowledge/Information- Total score- 20	**13**	**6**	**6**
- How clear is the information?	4	2	2
- How accurate is the information?	4	2	1
- How current is the information?	3	1	1
- How relevant is the information for HIV prevention?	2	1	2
3. Attitudes- Total score- 10	**2**	**2**	**2**
- Are discrimination and stereotypes sufficiently addressed?	1	1	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1	1	1
4. Skills- Total Score- 25	**5**	**5**	**6**
- Does the material teach communication skills?	1	1	2
- Does the material address negotiation and conflict?	1	1	1
- Does the material teach decision making and critical thinking?	1	1	1
- Does the material adequately address stress management?	1	1	1
- Does the material offer realistic situations as examples?	1	1	1
5. Gender sensitivity- Total score- 20	**5**	**4**	**5**
- Are illustrations gender sensitive?	2	1	2
- Are methodologies gender sensitive?	1	1	1
- Is the language gender sensitive?	1	1	1
- Is the overall content gender sensitive?	1	1	1
6. Methodology- Total score- 10	**2**	**2**	**4**
- Is the methodology appropriate for achieving objectives?	1	1	1
- Are participatory activities used? e.g., role plays, drama, dance, debates…	1	1	3
Type of Material	**Magazine**	**Learning Materials**	**Teaching Material**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

Quality Criteria	Let's Talk about It Book 1	Let's Talk about It Book 3	Let's Talk about It Book 2	The Dignity of Human Sexuality
1. Behaviour change- Total score- 10	**2**	**2**	**2**	**6**
- How prominent is behaviour change as part of the objectives? - Cultural perspective? (score-5)	1 1	1 1	1 1	
2. Knowledge/Information- Total score- 20	**4**	**6**	**5**	**19**
- How clear is the information?	1	1	1	4
- How accurate is the information?	1	2	2	5
- How current is the information?	1	1	1	5
- How relevant is the information for HIV prevention?	1	2	1	5
3. Attitudes- Total score- 10	**2**	**3**	**3**	**8**
- Are discrimination and stereotypes sufficiently addressed?	1	1	1	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1	2	2	4
4. Skills- Total Score- 25	**5**	**5**	**5**	**20**
- Does the material teach communication skills?	1	1	1	3
- Does the material address negotiation and conflict?	1	1	1	4
- Does the material teach decision making and critical thinking?	1	1	1	5
- Does the material adequately address stress management?	1	1	1	3
- Does the material offer realistic situations as examples?	1	1	1	5
5. Gender sensitivity- Total score- 20	**4**	**4**	**4**	**16**
- Are illustrations gender sensitive?	1	1	1	1
- Are methodologies gender sensitive?	1	1	1	5
- Is the language gender sensitive?	1	1	1	5
- Is the overall content gender sensitive?	1	1	1	5
6. Methodology- Total	**2**	**2**	**3**	**5**
Type of material	**Learning material**	**Learning material**	**Learning material**	**Book**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/ Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

Lesotho

Mpeta, M., et al.
Junior Secondary Science Course Book 1. **Lesotho: Heinemann, n.d. (16pp.)**

In its chapter on healthy living, this textbook introduces aspects of HIV/AIDS and uses a few illustrations to show how certain behaviour leads to the spread of various STDs and HIV/AIDS. Because Science, the subject within which HIV/AIDS education is infused, is examinable, emphasis is placed on the presentation of facts. What could be termed learner-friendly teaching methods such as debates and discussions are included but in a perfunctory manner.

As a Life Skills Education resource, this book has limited value as it lacks a behaviour change component.

Quality Criteria	**Junior Secondary Science Course Book 1**
1. Behaviour change- Total score- 10	**2**
- How prominent is behaviour change as part of the objectives?	1
- Cultural perspectives? (Score- 5)	1
2. Knowledge/Information- Total score- 20	**5**
- How clear is the information?	1
- How accurate is the information?	2
- How current is the information?	1
- How relevant is the information for HIV prevention?	1
3. Attitudes- Total score- 10	**2**
- Are discrimination and stereotypes sufficiently addressed?	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1
4. Skills- Total Score- 25	**5**
- Does the material teach communication skills?	1
- Does the material address negotiation and conflict?	1
- Does the material teach decision making and critical thinking?	1
- Does the material adequately address stress management?	1
- Does the material offer realistic situations as examples?	1
5. Gender sensitivity- Total score- 20	**4**
- Are illustrations gender sensitive?	**1**
- Are methodologies gender sensitive?	**1**
- Is the language gender sensitive?	**1**
- Is the overall content gender sensitive?	**1**
6. Methodology- Total score- 10	**2**
- How appropriate is the methodology in achieving objectives?	1
- Are participatory activities used? e.g., role plays, drama, dance, debates…	1
Type of Material	**Learning Material**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

Malawi

Ministry of Education, Sports and Culture.
***Life Skills Education: ATraining Manual*. Domasi: Malawi Institute of Education, 2000. (31pp.)**

This is a short manual intended as a training tool for facilitators who are expected to instruct teachers and head teachers on learner-centred teaching methodologies for use in teaching life skills. It briefly outlines the content and teaching methodologies which Life Skills' teachers must master. It also gives tips on how to use the teachers' guide and pupils' books. The manual reiterates what has been included in the teachers' guides without the extras (such as sample lessons and proposed activities). At the end of the manual is a section that gives sample schemes of work and lesson plans.

The manual is gender blind, failing to recognise gender as a key variable in the spread of HIV/AIDS. In addition, though the content is pertinent, the presentation is not very user-friendly.

Ministry of Education, Science and Technology.
***Life Skills for You and Me.* Domasi: Malawi Institute of Education, 2001. (79pp.)**

This comprehensive, user-friendly handbook is dedicated to guiding Class Five teachers in the use of participant-centred teaching methodologies. It assists teachers with planning and executing learner-centred lessons focusing on life skills. The lesson plans suggest activities designed to develop each of the identified skills. They also recommend ways of performing these activities in the classroom.

Each of the early lessons centres on a different type of life skill. But as the book progresses, the lessons tackle problems whose resolution requires multiple skills. Each lesson ends with a summary and an assessment tool.

The handbook concentrates on creating awareness and guiding teachers on teaching life skills in general. Information on HIV/AIDS-related issues is limited in it, comprising only a third of the content. However, one can sense that the book is laying a foundation for more in-depth treatment of the subject in the future.

National AIDS Control Programme & UNICEF Malawi.
***EDZI TOTO: A Handbook for Anti-AIDS Clubs,* Club Activities. Lilongwe: UNICEF Malawi, 1997. (38pp.)**

This handbook provides youth with guidelines on how to form anti-AIDS clubs and participate in HIV/AIDS prevention activities. Participation in the anti-AIDS clubs is proposed as an extra-curricula activity with teachers as non-active patrons. With emphasis placed on behaviour change, the main goal of the handbook is to equip the youth with life skills and transmit the same to the wider community.

Activities designed to enhance the learning of life skills are suggested in the handbook. It goes on to explain, in short chapters, how those particular activities may be used to transmit HIV/AIDS prevention messages. Though it has a short section on "gender", the book does not follow through with relevant lessons to support this topic.

Though club members are the primary targets of the handbook, it attempts to cater for non-members through the extension activities.

Quality Criteria	Life Skills Education Training Manual	Life Skills for You and Me	EDZI TOTO: A Handbook for Clubs
1. Behaviour change- Total score- 10	**3**	**6**	**3**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	2 1	4 2	2 1
2. Knowledge/Information- Total score- 20	**8**	**17**	**14**
- How clear is the information?	2	5	4
- How accurate is the information?	2	4	3
- How current is the information?	2	3	3
- How relevant is the information for HIV prevention?	2	5	4
3. Attitudes- Total score- 10	**2**	**10**	**3**
- Are discrimination and stereotypes sufficiently addressed?	1	5	2
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1	5	1
4. Skills- Total Score- 25	**12**	**22**	**14**
- Does the material teach communication skills?	3	5	4
- Does the material address negotiation and conflict?	2	4	2
- Does the material teach decision making and critical thinking?	4	5	3
- Does the material adequately address stress management?	2	3	1
- Does the material offer realistic situations as examples?	1	5	4
5. Gender sensitivity- Total score- 20	**4**	**16**	**8**
- Are illustrations gender sensitive?	**1**	**3**	**2**
- Are methodologies gender sensitive?	**1**	**5**	**2**
- Is the language gender sensitive?	**1**	**4**	**2**
- Is the overall content gender sensitive?	**1**	**4**	**2**
6. Methodology- Total score- 10	**7**	**10**	**9**
- How appropriate is the methodology in achieving objectives?	2	5	4
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	5	5
Type of Material	**Training Manual**	**Teaching Material**	**Peer Learning**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals, Peer Learning Materials, Training Manuals, Video, Comic, Magazine and Others.

Namibia

Cloete, D. & E. du Toit.
***Life Skills for Learners, Grades 8, 9 & 10*. Windhoek: Gamsberg Macmillan Publishers, 1994. (220pp.)**

This is a comprehensive well-illustrated textbook that builds upon concepts introduced in *Life Skills Grade 7*. In this volume, the activities and discussions have graduated from requiring simple factual responses to critical thinking and decision-making skills, where the students are required to support their opinions. On the whole, the content is covered within the book in a user-friendly manner. The book offers ample opportunities for skills development.

The authors have tried to minimise the amount of extra research the teachers would be required to undertake by providing in-depth information. In addition, at the end of every chapter, detailed references have been supplied, should either the teachers or students need to investigate an issue further.

The positive aspects as described above notwithstanding, the textbook suffers from some weaknesses. Most notably, the issues discussed are not domesticated to ensure relevance in the Namibian context. Similarly, the terminology used in the text and the supporting photographs appear to be alien to the reality existing in the country. Moreover, the topics are not conclusively handled and examples used limit themselves to the classroom and not real life situations. Finally, the complete lack of information on HIV/AIDS is a glaring omission.

Government of the Republic of Namibia.
***My Future Is My Choice, Extra-Curricula Life Skills Training Manual for Adolescents 13 to 18 Years of Age.* Windhoek: The Youth Health and Development Programme, 1999. (120pp.)**

This manual targets facilitators working with teenagers aged between 13 and 18. It draws attention to the fact that the concerns raised by the 13-14 year olds may differ from those raised by the 15-16 and the 17-18 age groups. It thus recommends the formation of groups of (a maximum of) twenty-two persons based on the above age groups for training purposes. It is assumed that the messages transmitted would trickle-down even to those who do not benefit from the training.

There is an emphasis in the manual on the acquisition of knowledge and skills intended to improve decision-making by the youth, more so in situations that demand that the decision made be an informed one. It adopts a modular approach that promotes progressive and participatory learning methods; new activities cannot be embarked upon without a good understanding of the previous one.

Ten training sessions are required to cover the course content. The manual recommends that only those attending all the ten be given recognition for their participation.

The facilitators are advised on the kinds of background checks they would need to do on an area before initiating "My Future My Choice" (MFMC) sessions. They are informed of the need to meet certain set criteria, and undergo evaluation by both an external evaluator and session participants. Though the facilitators are put in a position of responsibility, the manual recognises the "facilitating" role they have to play as opposed to the instructional one of the traditional teachers.

Accountability measures for both the facilitators and participants are outlined in the manual. Similarly, a feedback mechanism that allows the immediate correction of misconceptions is described.

It should be noted that gender biases that enhance vulnerability of a particular sex, especially in relation to HIV/AIDS, are addressed in the manual. It also recognises the age-related disparities that exist in substance abuse.

Government of the Republic of Namibia.
My Future Is My Choice, Extra Curricular Life Skills Manual for Youth of 15 to 18 Years of Age. **Windhoek: The Youth Health and Development Programme, 1999. (120pp.)**

Similar to the manual discussed previously, this is designed for facilitators who will be working with the older youth between the ages of 15 and 18. Consequently, emphasis is placed on slightly different issues. For example, it recognises that a higher percentage of youth within this age group are likely to be sexually active than the younger ones. Therefore the messages are tailored to respond to this difference. The difference in age is also reflected in the types of activities proposed—more sedate and intellectual games are suggested in contrast to the more exuberant games found in the manual for the 13 to 18 age group.

The manual tackles sensitive issues by providing factual information so that the participants can make the right choices from an informed position. They are given the information on whether or not certain sexual activities enhance possibility of contracting HIV/AIDS infections as opposed to others. The emphasis is on "caring" for oneself and one's partner. This caring is expected to translate into careful behaviour.

Gender sensitivity of the content is reflected in the recognition that not only girls but boys too can be victims of sexually related assaults. In addition the manual highlights the age disparity in drug abuse.

Government of the Republic of Namibia.
My Future Is My Choice, Participants Workbook, Life Skills Education Training for Youth of 15 to 18 Years of Age. **Windhoek: The Youth Health and Development Programme, 1999. (77pp.)**

This is a workbook for participants to record vital aspects of particular sessions after each activity. In addition, the workbook contains important information concerning each topic so as to enable the participants to verify their knowledge later on. For all of the topics covered, not only are relevant facts provided misconceptions people have about them are addressed and highlighted. It must be noted that the workbook for each age-group emphasises different issues based on what is deemed important by that particular group.

The workbook develops the topics and skills sequentially. It includes an action component at the end of the ten sessions, with the participants being "bonded" to decisions they propose to take in relation to promoting peer education.

Overall, this is a useful tool for participants to have as backup for development of Anti-AIDS activities and clubs.

Government of the Republic of Namibia.
A Handbook for AIDS Awareness Activities for Clubs. **Windhoek: The Youth Health and Development Programme, 2000. (71pp.)**

A handbook designed to support the Youth Health and Development Programme (YHDP), its aim is to sustain peer education activities of MCMC graduates and those of other young people. The handbook takes the peer "teacher" through the steps they can use to develop Anti-AIDS activities to help teenagers avoid HIV infection, and incorporates a care and support component. It includes activities the peer teachers might not have been taught during the ten sessions on MFMC, but that could be used in a "club". Noteworthy is the fact that every activity that could be used by a club such as drama, role playing and games are broken down to their basic component with emphasis on the messages that the activities are intended to pass on.

The handbook does not limit the proposed activities to Anti-AIDS clubs. It recommends their incorporation into the existing social structures. For example, it observes that a sports club could organise a "Run for AIDS", while a health club could organise a nutritional festival that deals specifically with AIDS concerns.

Nicanor, N. & H. Speelman.
Discovering Science, A Primary Course for Namibia Grade 6.
Windhoek: New Namibian Books and Heinemann, 1997. (122pp.)

This book presents an exciting new course designed to make science and health education enjoyable and interesting. It promotes the use of participatory and discovery approaches so that the students form an integral part of teaching and learning activities.

Though the subject is examination-oriented, it has a strong behavioural component. Life skills are taught under three topics, i.e., "Personal Health", "Human Development" and "Social Health". It is an effective way for introducing life skills to pupils because of its radical and interesting approach to information gathering as well as a learner-friendly layout.

The textbook is relevant to Namibia today, and is age specific in its approach to issues relating to life skills. It gives the students an opportunity to develop the requisite skills needed to be successful and healthy citizens.

Nicanor, N. & H. Speelman
Discovering Science, A Primary Course for Natural Science and Health Education, Grade 7. **Windhoek: New Namibian Books and Heinemann, 1998. (138pp.)**

As the title reads, "Discovering Science" aims to help students get as much information on the topics of study as possible through the discovery approach. Though the subject is examination-oriented, it has a strong behavioural component. The methodologies promoted by the book are learner- and discovery-centred, with a cross-curricula approach to teaching.

Life skills is taught under three distinct sections on "Healthy Lifestyles", "Alcohol and Drug use", and "Sexually Transmitted Diseases". It is an effective text for teaching life skills because of its radical approach to information gathering.

The book is gender balanced, and its layout is user-friendly.

Nott, K., & D. du Toit.
Life Science for Namibia, Human Biology and the Global Environment; Grade 10. **Windhoek: Longman Namibia, 1997. (190pp.)**

This is a text meant for Grade 10 students in formal school setting. It has two main topics that address aspects of HIV/AIDS related life skills. Under the topic "Human Health and Diseases" the authors establish a general foundation upon which the impact of viruses (of which HIV is one) on the immune system can be understood. Based on this understanding the topic "AIDS and Other Sexually Transmitted Diseases" can be better understood by the students. Considering that these are Grade 10 students, HIV/AIDS information contained in this book is sufficient.

The book presents information on HIV/AIDS in different ways. Graphs are used to show them the magnitude of infection rates in different cities in Namibia. Though implicit in the text is the message for a change in behaviour, the book does not explicitly advocate for behaviour change. It assumes that being armed with adequate knowledge will lead to the desired changes. The textbook offers multiple opportunities for learner-centred activities.

Pottas. M.
Life Skills for Namibia: Grade 7. **Windhoek: Namibia Publishing House, 1996. (100pp.)**

This is a comprehensive Life Skills' textbook for use by Grade 7 teachers and students in formal school setting. It highlights important aspects of daily living that youth need addressed, but are not adequately tackled by formal schooling or in any other recognised fora. The book recognises the need to consider a wide range of issues when dealing with the youth. It is therefore high in content matter. This augurs well for teachers regardless of their location in the country as it means less research is required from them.

On sexuality, the textbook addresses the needs of girls and boys due to general bodily changes at the onset of puberty. One of the STDs mentioned is HIV/AIDS. Teachers are advised to call in professionals to teach on preventive measures, transmission and contraction of HIV/AIDS. However, there is no mention either of the gravity of the pandemic, or on its differential impact on girls and boys.

The textbook is visually appealing as each topic has either photographic or drawn illustrations. The methodology concentrates on group work and written answers to questions, with very few instances of guided discussions. Learning activities are not participatory and do not encourage diverse and active student participation. Therefore, life skills' development is likely not to be effective.

Pottas, M.
Namibian Guide to Modern Living. **Windhoek: Gamsberg Macmillan Publishers, 1999. (237pp.)**

This book contains a brilliant exposition of the basic rules underlying a wide range of subjects on everyday living in Namibia. It aims at integrating marginalized Namibians with the more affluent using information that has long been elusive and off-limits to the latter group.

The objective of this book is to furnish the reader with information on Namibia and supply them with the competence to be a useful member of society. This book covers all those aspects of life which, if properly learnt and applied to real situations, will no doubt contribute to the emergence of a more enlightened and progressive citizenry anywhere in the world. The book recognises that many Namibian youth still require a thorough grounding and polishing in etiquette and general rules of behaviour. It is underscores the importance of ensuring that the readers learn the new culture of modern living, not only for their own benefit, but also for those with whom they come into contact in their daily life.

Quality Criteria	Life Skills for Learners- Grades 8,9 &10	Discovering Science, Primary Course, Grade 6	Discovering Science: A Primary Course for Grade 7
1. Behaviour change- Total score- 10	**4**	**2**	**4**
How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	3 1	1 1	3 1
2. Knowledge/Information- Total score- 20	**11**	**14**	**15**
- How clear is the information?	4	4	4
- How accurate is the information?	4	4	4
- How current is the information?	2	3	3
- How relevant is the information for HIV prevention?	1	3	4
3. Attitudes- Total score- 10	**2**	**3**	**2**
- Are discrimination and stereotypes sufficiently addressed?	1	1	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1	2	1
4. Skills- Total Score- 25	**11**	**6**	**6**
- Does the material teach communication skills?	4	1	2
- Does the material address negotiation and conflict?	2	1	1
- Does the material teach decision making and critical thinking?	2	1	1
- Does the material adequately address stress management?	2	1	1
- Does the material\ offer realistic situations as examples?	1	2	1
5. Gender sensitivity- Total score- 20	**9**	**8**	**11**
- Are illustrations gender sensitive?	**3**	**3**	**3**
- Are methodologies gender sensitive?	**2**	**1**	**2**
- Is the language gender sensitive?	**2**	**1**	**3**
- Is the overall content gender sensitive?	**2**	**3**	**3**
6. Methodology- Total score- 10	**5**	**8**	**7**
- How appropriate is the methodology in achieving objectives?	2	3	3
- Are participatory activities used? e.g., role plays, drama, dance, debates…	3	5	4
Type of Material	**Learning Material**	**Learning Material**	**Learning Material**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

Quality Criteria	My Future is My Choice- 13-18 Year Old Training Manual	My Future is My Choice- 15- 18 Years Old Training Manual	My Future is My Choice- Participants' Workshop
1. Behaviour change- Total score- 10	**8**	**8**	**8**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	4 4	4 4	4 4
2. Knowledge/Information- Total score- 20	**15**	**15**	**15**
- How clear is the information?	4	4	4
- How accurate is the information?	4	4	4
- How current is the information?	3	3	3
- How relevant is the information for HIV prevention?	4	4	4
3. Attitudes- Total score- 10	**9**	**9**	**8**
- Are discrimination and stereotypes sufficiently addressed?	5	5	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	4	4	4
4. Skills- Total Score- 25	**25**	**25**	**25**
- Does the material teach communication skills?	5	5	5
- Does the material address negotiation and conflict?	5	5	5
- Does the material teach decision making and critical thinking?	5	5	5
- Does the material adequately address stress management?	5	5	5
- Does the material offer realistic situations as examples?	5	5	5
5. Gender sensitivity- Total score- 20	**16**	**16**	**16**
- Are illustrations gender sensitive?	**4**	**4**	**4**
- Are methodologies gender sensitive?	**4**	**4**	**4**
- Is the language gender sensitive?	**4**	**4**	**4**
- Is the overall content gender sensitive?	**4**	**4**	**4**
6. Methodology- Total score- 10	**10**	**10**	**10**
- How appropriate is the methodology in achieving objectives?	5	5	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	5	5
Type of Material	**Peer Manual**	**Peer Manual**	**Peer Learning Book**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Peer Learning Book, Training Manuals, Video, Comic, Magazine and Others.

Quality Criteria	Handbook for Awareness Activities for Clubs	Life Science for Namibia, Human Biology, Grade 10	Life Skills for Namibia, Grade 7
1. Behaviour change- Total score- 10	**4**	**2**	**2**
- How prominent is behaviour change as part of the objectives? - Cultural perspective? (Score- 5)	3 1	1 1	2
2. Knowledge/Information- Total score- 20	**13**	**13**	**5**
- How clear is the information?	3	4	1
- How accurate is the information?	3	4	2
- How current is the information?	3	2	1
- How relevant is the information for HIV prevention?	4	3	1
3. Attitudes- Total score- 10	**4**	**2**	**2**
- Are discrimination and stereotypes sufficiently addressed?	2	1	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	2	1	1
4. Skills- Total Score- 25	**15**	**5**	**5**
- Does the material teach communication skills?	3	1	1
- Does the material address negotiation and conflict?	4	1	1
- Does the material teach decision making and critical thinking?	3	1	1
- Does the material adequately address stress management?	1	1	1
- Does the material offer realistic situations as examples?	4	1	1
5. Gender sensitivity- Total score- 20	**9**	**6**	**5**
- Are illustrations gender sensitive?	**2**	**1**	**2**
- Are methodologies gender sensitive?	**2**	**1**	**1**
- Is the language gender sensitive?	**2**	**1**	**1**
- Is the overall content gender sensitive?	**3**	**3**	**1**
6. Methodology- Total score- 10	**8**	**2**	**4**
- How appropriate is the methodology in achieving objectives?	3	1	2
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	1	2
Type of Material	**Peer Learning Bk.**	**Learning Material**	**Learning Material**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Peer Learning Book, Training Manuals, Video, Comic, Magazine and Others.

Quality Criteria	Namibian Guide to Modern Living
1. Behaviour change- Total score- 10	**3**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	1 2
2. Knowledge/Information- Total score- 20	**7**
- How clear is the information?	2
- How accurate is the information?	2
- How current is the information?	1
- How relevant is the information for HIV prevention?	2
3. Attitudes- Total score- 10	**2**
- Are discrimination and stereotypes sufficiently addressed?	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1
4. Skills- Total Score- 25	**5**
- Does the material teach communication skills?	1
- Does the material address negotiation and conflict?	1
- Does the material teach decision making and critical thinking?	1
- Does the material adequately address stress management?	1
- Does the material offer realistic situations as examples?	1
5. Gender sensitivity- Total score- 20	**7**
- Are illustrations gender sensitive?	**1**
- Are methodologies gender sensitive?	**1**
- Is the language gender sensitive?	**3**
- Is the overall content gender sensitive?	**2**
6. Methodology- Total score- 10	**3**
- Is the methodology appropriate for achieving objectives?	2
- Are participatory activities used? e.g., role plays, drama, dance, debates…	1
Type of Material	**Curriculum Textbook**

Types of material include the following: Curriculum Textbook, Learning Materials/ Worksheets, Teaching Manuals/Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

South Africa

Mather, C.
***What are HIV and AIDS?* African AIDS Education Series. Gallo Manor: Awareness Publishing, 2002. (24pp.)**

This is the first in a series of eight booklets that aims at introducing young readers to what HIV is, the nature of the virus, how it can be contracted, and what it does to the body. Using simple language, this introductory booklet does an excellent job of introducing certain pertinent terminology often used when talking about HIV/AIDS.

The booklet uses very striking pictures and examples to achieve its objective of introducing the meaning and implications of HIV/AIDS virus and pandemic to the readers. Readers are easily able to identify with the issues presented since every example cited is taken from the South African setting. The message for prevention is paramount, and examples are given of how the HIV virus could be contracted while undertaking everyday activities.

Mather, C.
***AIDS in Africa, African AIDS Education Series*. Gallo Manor: Awareness Publishing, 2002. (24pp.)**

The second in the series of eight publications dealing with AIDS Education, this booklet introduces the readers to the status of AIDS in Africa. In its endeavour to demystify HIV/AIDS, the booklet shows how tests are done to determine HIV status, then goes on to give examples of people living with HIV. The concept of AIDS orphans is introduced as is the effect of HIV/AIDS on families. Just like the previous booklet, this one also emphasises the lack of a cure, and advocates for prevention.

The booklet includes concerns expressed by different African heads of states about the AIDS epidemic, and what they are doing to control it. This series offer a message of hope.

Mather, C.
***Children and AIDS, African AIDS Education Series.* Gallo Manor: Awareness Publishing, 2002. (24pp.)**

This third booklet in the African AIDS Education Series concentrates on the topic "Children and AIDS". Showing the different ways children can contract the HIV virus, it illustrates how everyday activities need not be curtailed should a child be HIV positive. It suggests ways of making everyone safe in various situations including when children are playing.

The authors of the booklet must be commended for providing an account of the possibilities that exist even for HIV positive people.

Johnson, N., & Mather, C. (ed.)
***Care for Us and Accept Us*. African AIDS Education Series. Gallo Manor: Awareness Publishing, 2002. (24pp.)**

This book presents a very touching account of the life story of an AIDS activist, young Nkosi Johnson. It is adapted from a speech he gave at an international AIDS conference in Durban South Africa in June 2000. It shows that even HIV positive people can make great contributions to society. The example of Nkosi's Havens or the homes that have sprung up for HIV positive people as a result of Nkosi's work in the short time he lived is cited.

This account brings home to the reader the many ways in which HIV positive individuals are affected. It describes some of the hurdles they have to overcome including stigmatisation by other people. The negative attitude of others, it is argued, often stem from ignorance.

Mather, C.
***Rights and AIDS,* African AIDS Education Series. Gallo Manor: Awareness Publishing, 2002. (24pp.)**

This booklet in the African AIDS Education Series highlights the rights of people infected by the HIV virus in South Africa. Drawing upon the Constitution of South Africa, it asserts that children have the right to HIV information. It also stresses the non-mandatory nature of AIDS' tests and the importance of doctor confidentiality.

A variety of rights such as the rights to education, medical care, medicines, work, protection and a safe environment that HIV-positive people are entitled to are described in the booklet. The readers are informed that all the rights identified are guaranteed by the South African Constitution. Therefore, infringement of these rights amounts to violations of the Constitution, which is the supreme law of the country.

The role of Nkosi Johnson as an AIDS activist is highlighted. The authors argue the case for activism citing the urgent need for cheaper medicines and advocacy for the achievement of equal rights for infected people in job situations

Mather, C.
***Masakhane*: *Working together to stop AIDS*, African AIDS Education Series. Gallo Manor: Awareness Publishing, 2002. (24pp.)**

Sixth in the series, this booklet is about what can be done by everybody, in their own small ways, to stop the spread of HIV/AIDS. The messages passed on here are not just preventive, but also proactive. Examples of the kinds of activities that have been held in South Africa in the fight against AIDS are included in this booklet, including the Memorial Quilt and homes offered as havens for the infected and affected by common people.

This booklet also includes examples of HIV-positive people who have publicly declared their status. It describes the contribution of these people in de-mystifying AIDS, and their role in fighting against the disease. Their declarations have resulted in improving people's access to correct information, and encouraging a positive outlook among the general populace regarding HIV/AIDS.

Mather, C.
***Living with AIDS*, African AIDS Education Series. Gallo Manor: Awareness Publishing, 2002. (24pp.)**

This seventh booklet addresses questions that the readers might have regarding HIV and AIDS. It gives comprehensive but simply worded explanations to the questions asked. The questions deal mainly with differences between being HIV-positive and having full-blown AIDS, going for tests, coming out with one's condition, examples of children living with the virus, and ends with a message of hope.

Mather, C.
***The Truth about AIDS*, African AIDS Education Series. Gallo Manor: Awareness Publishing, 2002. (24pp.)**

This last booklet addresses myths and misconceptions people might have about HIV and AIDS.

The issues discussed range from the mode of contracting HIV to the fact that it affects people of all races and sexes indiscriminately. It also gives reassurances about everyday activities that would not result in the spread of HIV. It ends on the positive note that one can protect oneself against AIDS.

The Africa AIDS Education Series does an excellent job of enlightening young readers about not just the disease, but also provides additional information one requires in a community where people are infected and affected. The use of photographs is appropriate, and the quality of material used –hard cover books in a boxed coffer- is ideal for longevity.

Overall, a great set of introductory materials for the younger readers.

Quality Criteria	What are HIV and AIDS	AIDS in Africa	Children and AIDS
1. Behaviour change- Total score- 10	**8**	**8**	**8**
- How prominent is behaviour change as part of the objectives? (Score-5) - Cultural perspectives (Score- 5)	4 4	4 4	4 4
2. Knowledge/Information- Total score- 20	**20**	**20**	**20**
- How clear is the information?	5	5	5
- How accurate is the information?	5	5	5
- How current is the information?	5	5	5
- How relevant is the information for HIV prevention?	5	5	5
3. Attitudes- Total score- 10	**8**	**6**	**10**
- Are discrimination and stereotypes sufficiently addressed?	4	3	5
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	4	3	5

4. Skills- Total Score- 25	**8**	**10**	**10**
- Does the material teach communication skills?	1	2	2
- Does the material address negotiation and conflict?	1	1	1
- Does the material teach decision-making and critical thinking?	1	1	1
- Does the material adequately address stress management?	1	1	1
- Does the material offer realistic situations as examples?	4	5	5
5. Gender sensitivity- Total score- 20	**10**	**10**	**8**
- Are illustrations gender sensitive?	2	3	2
- Are methodologies gender sensitive?	3	2	2
- Is the language gender sensitive?	3	3	2
- Is the overall content gender sensitive?	2	2	2
6. Methodology- Total score- 10	**6**	**6**	**6**
- How appropriate is the methodology in achieving objectives?	5	5	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	1	1	1
Type of material	**Informative**	**Informative**	**Informative**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/ Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	Care for Us and Accept Us	Rights and AIDS	Masakhane
1. Behaviour change- Total score- 10	**10**	**8**	**10**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives (Score-5)	5 4	5 3	5 5
2. Knowledge/Information- Total score- 20	**20**	**20**	**20**
- How clear is the information?	5	5	5
- How accurate is the information?	5	5	5
- How current is the information?	5	5	5
- How relevant is the information for HIV prevention?	5	5	5
3. Attitudes- Total score- 10	**10**	**8**	**9**
- Are discrimination and stereotypes sufficiently addressed?	5	5	5
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	5	3	4
4. Skills- Total Score- 25	**11**	**11**	**10**
- Does the material teach communication skills?	3	2	1
- Does the material address negotiation and conflict?	1	1	1
- Does the material teach decision-making and critical thinking?	2	2	3
- Does the material adequately address stress management?	1	1	1
- Does the material offer realistic situations as examples?	4	5	4
5. Gender sensitivity- Total score- 20	**8**	**8**	**8**
- Are illustrations gender sensitive?	2	2	2
- Are methodologies gender sensitive?	2	2	2
- Is the language gender sensitive?	2	2	2
- Is the overall content gender sensitive?	2	2	2
6. Methodology- Total score- 10	**6**	**6**	**6**
- How appropriate is the methodology in achieving objectives?	5	5	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	1	1	1
Type of material	**Informative**	**Informative**	**Informative**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	Living with AIDS	Truth about AIDS
1. Behaviour change- Total score- 10	**7**	**8**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives (Score- 5)	4 3	4 4
2. Knowledge/Information- Total score- 20	**20**	**20**
- How clear is the information?	5	5
- How accurate is the information?	5	5
- How current is the information?	5	5
- How relevant is the information for HIV prevention?	5	5
3. Attitudes- Total score- 10	**9**	**10**
- Are discrimination and stereotypes sufficiently addressed?	5	5
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	4	5
4. Skills- Total Score- 25	**10**	**8**
- Does the material teach communication skills?	2	1
- Does the material address negotiation and conflict?	1	1
- Does the material teach decision-making and critical thinking?	1	1
- Does the material adequately address stress management?	1	1
- Does the material offer realistic situations as examples?	5	4
5. Gender sensitivity- Total score- 20	**8**	**8**
- Are illustrations gender sensitive?	2	2
- Are methodologies gender sensitive?	2	2
- Is the language gender sensitive?	2	2
- Is the overall content gender sensitive?	2	2
6. Methodology- Total score- 10	**6**	**6**
- How appropriate is the methodology in achieving objectives?	5	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	1	1
Type of material	**Informative**	**Informative**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Swaziland

Maseko, F.
Pupil's Book for Science Grade 6. **Mbabane: Macmillan Swaziland National, 1996, (74pp.)**

This textbook contains clear aims and objectives for the student. It uses child-centred and enjoyable activities and experiments while giving a solid foundation in science in a way that reflects the Swazi way of living. Completely revised, it adopts a contemporary approach to the study of such issues as health (including AIDS) and the environment.

Life skills are incorporated in the science curriculum under the following topics:

- Revision of good health habits
- Common diseases among children
- Talking about AIDS

The book uses very simple language to teach about HIV/AIDS. It also makes use of illustrations that could be role-played by the students to further understand the facts about the disease and how to live with it. Since the teaching of this topic has academic intent, emphasis is on facts and not life skills development per se.

Maseko, F., C. Thomas, & R.M. Magagula.
Teacher's Guide for Science Grade 6. **Mbabane: Macmillan Swaziland National, 1995. (102pp.)**

Incorporated in the science syllabus is the topic "Health and Human Body" which addresses common ailments found in children. While mentioning the causes, preventive measures and cures for the common ailments, the fatality of HIV/AIDS is emphasised.

Though the syllabus is examination oriented and most of the subject matter is teacher-centred, the teaching advocated for HIV/AIDS has learner-participatory components. It must be understood that the goal of the science syllabus is cognition, and understand the emphasis the syllabus places on mastering the content. No observable gender bias may be discerned at this point. The information is suitable for the level of the students that the book is targeting.

Maseko, F.
Science Grade 7 Pupil's Book. **Manzini: Macmillan Swaziland National, 1997. (101pp.)**

Components of life skills are found in the science syllabus under the topic "Learn more about AIDS", which builds upon information that was acquired from the previous grade. Though the aim is cognition, the methodology used in imparting the information is participatory. In order to facilitate understanding of how fast HIV/AIDS can be transmitted games and role-plays are included among the teaching methods. The language and illustrations used show a high level of gender sensitivity.

Maseko, F.
Science Grade 7 Teacher's Guide. **Manzini: Macmillan Swaziland National, 1997. (142pp.)**

Building upon the information that was given in the previous grade, this guide includes more technical elements about HIV/AIDS and the effect of the virus on the body. It builds upon the communication skills introduced in the previous grade and has a section on counselling.

Though the content emphasises the factual information, the guide proposes use of learner-centred methodology such as games to enhance understanding among the pupils.

Government of Swaziland, Ministry of Health.
Youth Sexual, Reproductive Health and Counselling Training Manual and Youth Sexual and Reproductive Health General Issues. **Mbabane: Schools HIV/AIDS Population Education (SHAPE), n.d. (227pp.)**

This comprehensive document highlights the situation of Swazi youth in relation to HIV/AIDS within the global context. The wide range of topics covered in the book include

• Training – from needs assessment, techniques to evaluation, and adult training;

• The global scenario on HIV/AIDS *vis-à-vis* the youth;

• Adolescence and the turbulence that characterises that stage of life; and

• Sexuality and the myths/cultural practices that place the youth at risk of STDs, STI's and HIV infection.

Aimed at furnishing the trainers with facts, the book draws its content mainly from secondary sources. The manual has a section that introduces a gender perspective to sex/sexuality and adolescence.

Family Life Association of Swaziland.
Your Reproductive Health, Book One. **Manzini: Family Life Association of Swaziland, 1995. (24pp.)**

This magazine on Reproductive Health targets youth of 10-14 years. Justifying the selection of the target group, it notes that there is a distinct lack of correct reproductive, development and health information for them. The publication addresses aspects of teenage concerns such as pregnancies, STDs and reproductive health.

The document discusses the physical differences between the sexes, focusing on the distinct functions of the male and female reproductive organs. Using a "frank" approach to illustrate the changes in reproductive organs, the authors draw attention to the importance of engaging in responsible sex.

This magazine does not have any information on HIV/AIDS but acts as a foundation for Book Two, which has an in-depth section on the issue.

Family Life Association of Swaziland (FLAS).
Your Reproductive Health; Facts You Should Know on Preventing Pregnancy, STDs and AIDS, Book Two. **Manzini: Family Life Association of Swaziland, 1995. (24pp.)**

The second in the series, this booklet focuses on methods of preventing pregnancy, STDs and AIDS. It targets the 15-19 age group.

The booklet is quite explicit on the dangers of early pregnancy and emphasises that at 15-19, an adolescent is not ready to have complete responsibility for another human being. Describing all the known methods of contraception, it uses picture illustrations to highlight the use of different contraceptive types.

Though it has a separate section that deals specifically with HIV/AIDS, the booklet does not emphasise the seriousness of HIV/AIDS. It introduces all the contraception types besides the condom before giving information on HIV/AIDS. As a book for youth in the 15-19 age group, it is user-friendly, and can stand alone as a resource.

Family Life Association of Swaziland.
Talking Together: A Handbook for Parents and Their Teens. **Manzini: Family Life Association of Swaziland, 1995. (96pp.)**

This handbook recognises that parents have to participate in reducing the information gap on sex and sexuality between the generations. As people who care for their children, parents have to be involved in the provision of sex education.

The book proposes topics that may be used to initiate in-depth and frank communication between parents and children. It advocates for the establishment of an environment by parents where their children are able to confer with them on every issue of concern to them. Parents are called upon to be approachable, honest, open-minded, prepared to dialogue, and be willing to listen and share experiences with their children.

The authors of the handbook observe that parents, in order to communicate effectively on sex and sexuality issues with their children, must change their perspectives on gender roles and accompanying value system. Directive activities are introduced to enable them to perform their role better.

The handbook has a user-friendly, well illustrated factual component that should enhance parent-child communication, encourage affirmation and equip children with life skills.

Ministry of Education.
Trainers Manual on Gender Issues in Education and Children's Rights.
Mbabane: Ministry of Education/UNICEF, 2000. (108pp.)

This manual is a guide for trainers responsible for sensitising groups of people within their communities. It aims at demystifying "gender and rights" issues by using methods that make the participants question their perception of things and what led to their having certain mindsets. The topic on "Child and Women Rights" is discussed from an historical perspective, and applied to present-day Swaziland.

The manual is designed as an activity workbook. Using a step-by-step approach that goes from the known and accepted to the acknowledged, but yet-to-be-accepted ideas, it introduces learners to the supporting conventions and declarations by looking at examples of everyday issues. The accepted social norms governing gender relationships are introduced by using such resources as videos and stories.

All of the learning experiences used here are participant-centred. The activities form a context and basis for understanding human rights and gender issues.

Noteworthy is the fact that though the manual does not teach life skills *per se*, the subject matter, and the methodology can be used as the basis for teaching them later on. The learner-centred skills introduced in tackling gender and children rights issues can be transposed when dealing with life skills for the prevention and control of HIV/AIDS.

Quality Criteria	**Science Grade 6 Teachers' Guide**	**Pupil's Book for Science, Grade 6**	**Science Grade 7 Pupil's Book**
1. Behaviour change- Total score- 10	**3**	**3**	**2**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives (Score- 5)	2 1	2 1	1 1
2. Knowledge/Information- Total score- 20	**9**	**8**	**7**
- How clear is the information?	3	3	2
- How accurate is the information?	3	3	2
- How current is the information?	1	1	2
- How relevant is the information for HIV prevention?	2	1	1
3. Attitudes- Total score- 10	**2**	**2**	**2**
- Are discrimination and stereotypes sufficiently addressed?	1	1	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1	1	1
4. Skills- Total Score- 25	**5**	**5**	**5**
- Does the material teach communication skills?	1	1	1
- Does the material address negotiation and conflict?	1	1	1
- Does the material teach decision making and critical thinking?	1	1	1
- Does the material adequately address stress management?	1	1	1
- Does the material offer realistic situations as examples?	1	1	1
5. Gender sensitivity- Total score- 20	**6**	**4**	**5**
- Are illustrations gender sensitive?	1	1	2
- Are methodologies gender sensitive?	1	1	1
- Is the language gender sensitive?	3	1	1
- Is the overall content gender sensitive?	1	1	1
6. Methodology- Total score- 10	**5**	**6**	**5**
- How appropriate is the methodology in achieving objectives?	3	3	2
- Are participatory activities used? e.g., role plays, drama, dance, debates…	2	3	3
Type of Material	**Teaching Material**	**Learning Material**	**Learning Material**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	Science Grade 7 Teacher's Guide	Reproductive Health and Counselling Training Manual	Your Reproductive Health, Book One
1. Behaviour change- Total score- 10	**3**	**6**	**2**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	2 1	4 2	1 1
2. Knowledge/Information- Total score- 20	**11**	**15**	**11**
- How clear is the information?	3	4	4
- How accurate is the information?	3	4	4
- How current is the information?	2	3	2
- How relevant is the information for HIV prevention?	3	4	1
3. Attitudes- Total score- 10	**2**	**10**	**2**
- Are discrimination and stereotypes sufficiently addressed?	1	5	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1	5	1
4. Skills- Total Score- 25	**5**	**16**	**5**
- Does the material teach communication skills?	1	4	1
- Does the material address negotiation and conflict?	1	4	1
- Does the material teach decision making and critical thinking?	1	4	1
- Does the material adequately address stress management?	1	1	1
- Does the material offer realistic situations as examples?	1	3	1
5. Gender sensitivity- Total score- 20	**4**	**12**	**15**
- Are illustrations gender sensitive?	1	2	4
- Are methodologies gender sensitive?	1	3	4
- Is the language gender sensitive?	1	3	3
- Is the overall content gender sensitive?	1	4	4
6. Methodology- Total score- 10	**6**	**10**	**6**
- How appropriate is the methodology in achieving objectives?	3	5	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	3	5	1
Type of Material	**Teaching Material**	**Training Manual**	**Magazine**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/ Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

Quality Criteria	Your Reproductive Health Book Two	Talking Together, A Handbook for Parents and Their Teens.	Trainers' Manual on Gender Issues in Education and Children's Rights 2000
1. Behaviour change- Total score- 10	**3**	**7**	**7**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	2 1	4 3	4 3
2. Knowledge/Information- Total score- 20	**13**	**15**	**13**
- How clear is the information?	4	4	4
- How accurate is the information?	3	4	4
- How current is the information?	3	3	4
- How relevant is the information for HIV prevention?	3	4	1
3. Attitudes- Total score- 10	**2**	**8**	**5**
- Are discrimination and stereotypes sufficiently addressed?	1	4	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	1	4	1
4. Skills- Total Score- 25	**6**	**17**	**15**
- Does the material teach communication skills?	2	5	4
- Does the material address negotiation and conflict?	1	4	4
- Does the material teach decision making and critical thinking?	1	3	4
- Does the material adequately address stress management?	1	3	1
- Does the material offer realistic situations as examples?	1	2	2
5. Gender sensitivity- Total score- 20	**9**	**12**	**16**
- Are illustrations gender sensitive?	3	3	4
- Are methodologies gender sensitive?	2	3	4
- Is the language gender sensitive?	2	3	4
- Is the overall content gender sensitive?	2	3	4
6. Methodology- Total score- 10	**6**	**7**	**8**
- How appropriate is the methodology in achieving objectives?	4	4	4
- Are participatory activities used? e.g., role plays, drama, dance, debates…	2	3	4
Type of Material	**Magazine**	**Magazine**	**Training Manual**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

Tanzania

Ibrahim, S.A. (ed.)
FEMINA: Women of the African Continent. **Dar es Saalam: East African Movies, 2001. (59pp.)**

This is a quarterly magazine aimed at older out-of-school youth (15+). Apart from having an entertainment value, it aims at transmitting life skills messages to the youth. Acknowledging the disadvantaged position women hold in Tanzania generally, it attempts to elevate their status by highlighting their achievements. Noteworthy is the fact that even though the magazine does not target men, it does not ignore "men's issues".

The magazine uses topical articles to pass on life skill messages. Most of the articles featured are based on the experiences of Tanzanians the youth might consider as role models such as radio Disc Jockeys and fashion models. They are written to give the youth insights into the lives of these "celebrities" who have undergone traumatic experiences, and what they did to surmount the difficulties.

The language used is a mix of Kiswahili and English in a way that the target audience understands and can relate to. In addition, issues that are covered are of interest to the youth. Since the target audience is the older youth, the layout is just ideal for them with just enough glossy photographs to add colour and spice to the articles.

Ministry of Health and Ministry of Education.
Guide to Peer Education on HIV/AIDS/STDs and Reproductive Health in Primary Schools Standard 5-8. **Mbeya: GTZ Regional AIDS Control Project, 2000. (54pp.)**

This book targets pupils in Classes 5 to 8. It is intended to be an instructional aid to help peer educators from these classes acquire the pertinent facts about not only HIV/AIDS, but also information on reproductive health and sexuality. The exercise is aimed specifically at the Mbeya region because of the exceedingly high HIV prevalence there compared with other regions in Tanzania.

An informative guide, it includes assessments to ensure that the peer educators have the facts at the tip of their fingers. It is divided into two sections – one that presents information and the other concentrating on aspects of peer education. Though the book introduces aspects of Life Skills such as "risk situations" being a cause for the spread of HIV/AIDS, these are not conclusively tackled. Moreover, the situations given as examples are too simplistic.

The authors' perception of the role of the peer educator appears to be restricted. They present the peer educator to be similar to the traditional teacher who is the custodian of knowledge. The peers are viewed as *tabula rasa* waiting to have information on HIV/AIDS/STDs and sexual reproductive issues fed to them.

The illustrations used in the text demonstrate a lack of gender awareness.

Quality Criteria	FEMINA- A Youth Magazine	Guide to Peer Education in HIV/AIDS/STDs
1. Behaviour change- Total score- 10	**5**	**3**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	4 1	2 1
2. Knowledge/Information- Total score- 20	**11**	**7**
- How clear is the information?	3	2
- How accurate is the information?	3	2
- How current is the information?	3	2
- How relevant is the information for HIV prevention?	2	1
3. Attitudes- Total score- 10	**6**	**3**
- Are discrimination and stereotypes sufficiently addressed?	4	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	2	2
4. Skills- Total Score- 25	**11**	**5**
- Does the material teach communication skills?	2	1
- Does the material address negotiation and conflict?	2	1
- Does the material teach decision making and critical thinking?	2	1
- Does the material adequately address stress management?	1	1
- Does the material offer realistic situations as examples?	4	1
5. Gender sensitivity- Total score- 20	**7**	**4**
- Are illustrations gender sensitive?	**3**	**1**
- Are methodologies gender sensitive?	**1**	**1**
- Is the language gender sensitive?	**1**	**1**
- Is the overall content gender sensitive?	**2**	**1**
6. Methodology- Total score- 10	**4**	**3**
- How appropriate is the methodology in achieving objectives?	3	1
- Are participatory activities used? e.g., role plays, drama, dance, debates…	1	2
Type of Material	**Magazine**	**Peer Learning Bk.**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/ Teaching Materials, Training Manuals, Video, Comic, Magazine and Others.

Uganda

Birungi, S., Lwanga. P. & K. Musisi.
***"The Hydra,"* AIDS Drama Competition for Uganda Secondary Schools and Post-Primary Institutions. Kampala: Ministry of Education School Health Project, 1992. (25pp.)**

The objectives of this play are multiple:

a. To create awareness on HIV/AIDS;
b. To prevent HIV infection by advocating for change in morals;
c. To look for alternative and safe ways in which youth could spend their leisure time, counselling their peers; and
d. To try to appeal to the government of Uganda to enforce laws to protect children against defilement of any sort.

The Government of Uganda has recognised the difficulty inherent in educating the youth on behaviour changing issues. This recognition has led to the HIV/AIDS problem being addressed using multiple strategies. Drama is just one of the strategies used.

The content, plot and language of the play are age-specific and relevant to learners in secondary schools. Additionally, it is gender sensitive; taking the male perspectives into account, it does not present them as the sole perpetrators of violence. The play gives the audience the options available to them, and depicts the effects of these on the lives of many people. Finally, it shows how one can empower her/himself even under adverse circumstances.

Education for Life.
***A Behaviour Process for Groups: Choose Life, Fight Against HIV/AIDS. n.p., n.d.* (39pp.)**

This book presents "an education for life process". Its primary objective is to set forth a step-by-step guide to behaviour change that is crucial in reducing the incidence of HIV/AIDS.

"Education for life" comprise a three-stage process that is dependent upon group support. It works on the premise that if one is going to start changing a habit, they will need back-up support from people either participating in a similar activity, or who are aware of this change, and therefore will be able to give the requisite support.

The motto "One never fails unless one stops trying" runs throughout the book. The participants in this behaviour-changing endeavour are encouraged to think that they are participating in life by changing certain behaviours for the good of their later lives. They are also encouraged to consciously plan their futures and not let circumstance define it for them.

This book targets a wide range of people. It contains "generic" information that can be adapted to suit different scenarios. The authors also take note of the gender biases that characterise sexual relationships. One shortcoming of the book, however, is assumption that the users are already familiar with the processes introduced and therefore do not require thorough explanations.

The Republic of Uganda.
Life Skills for Young Ugandans: Primary Teachers' Training Manual.
Kampala: UNICEF Kampala and Government of Uganda, n.d. (184pp.)

This training manual is intended for the use of tutors and lecturers of teachers' training institutes. It aims at giving trainee-teachers the knowledge and skills required for introducing life skills to their pupils in schools.

The manual perceives life skills within the framework of children's rights. It addresses issues arising from existing gender biases in Ugandan society especially as they relate to the girl child, and how these biases translate into survival problems for her later in life. The themes of children's rights and gender issues run through all the topics covered. This gives the trainee-teachers the ability to recognise age- and gender-based inequalities and take action to rectify the situation.

The manual has a broad mandate and doubles as a teaching aid for the tutors and reference material for the trainee-teachers. It may also used by teachers as reference material especially when developing lessons. As a teaching aid, it includes a sample framework for integrating life skills' components into the teaching process. The manual suggests the use of Sara Communication Initiative materials as a means of supplementing the teaching of life skills.

Making use of multiple sample activities, the manual presents different views of the same problem so that the trainee-teachers acquire a balanced perspective. It recognises cultural barriers that cause difficulty in the acquisition of life skills especially among the vulnerable (children in general and the girl child in particular), and through a thorough study of the different cultural practices, de-mystifies them.

Overall, this particular manual was a draft copy that required some changes and clarifications, but has the makings of an excellent resource that succeeds in the objectives it set out to achieve.

The Republic of Uganda.
Life Skills for Young Ugandans: Secondary Teachers' Training Manual. **Kampala: UNICEF Kampala and Norad. n.d. (246pp.)**

This is a training manual for use by lecturers of secondary schoolteachers in teacher training institutes. The aim of the manual is to provide them with required knowledge and skills that would enable them to introduce life skills to their students.

Using children's rights' perspective to Life Skills, the manual addresses the issue of gender biases that exist in society, especially as they relate to the girl child. It shows how systemic biases result in negative consequences for the psycho-social development of girls, denying them the knowledge and skills necessary for survival. The themes of children's rights and gender issues that run through all the topics covered equip the teacher-trainees with the ability to recognise gender and age-based imbalances and take action to rectify the situation.

The manual has a broad mandate; it can double as a teaching aid for the lecturers and reference material for the teacher-trainees. As a teaching aid, it includes a sample framework for integrating life skills' components into the teaching process. The manual suggests the use of Sara Communication Initiative materials as a means of supplementing life skills' teaching.

Making use of multiple sample activities, the manual presents different views of the same problem so that the trainee-teachers acquire a balanced perspective. It recognises cultural and gender-based barriers that cause difficulty in life skills development, especially among the vulnerable (children in general and the girl child in particular), and through a thorough study of the different cultural practices, de-mystifies them.

The Republic of Uganda.
Talking With Our Children about Sex and Growing Up. **Kampala: UNICEF Uganda. n.d. (39pp.)**

Targeting parents, this booklet is an attempt to compensate for the lack of discussions on sexual matters between the youth and older family members, traditionally the aunts and uncles. Hoping to introduce certain changes in the performance of parental roles, the booklet encourages parents to talk with their children about the changes occurring in their bodies and the implications of such changes. It facilitates the process by identifying the kinds of issues that could be used to provoke the discussions.

The booklet, however, remains incomplete as it does not address the important issue of parental reticence possibly stemming from their traditional culture. In addition, it fails to recognise the crucial role of women in child rearing and the gender biases that characterise Ugandan society.

Watson, C. (ed.)
Children First: Talking with Your Community about Child Welfare and Development **Series. Kampala: UNICEF Uganda/Ministry of Education, Gender & Community Development & Local Government, 1996. (49pp.)**

The main objective of this document is to raise awareness on child welfare and development issues in the community. It acknowledges the low status children in general, and girl-children in particular, are accorded within the Ugandan society. The book raises concerns about a citizenry who, should the practices continue, will not be able to hold their own in the global arena. The importance of the family unit (in a broad manner of speaking) is advocated and its role in the well being of children espoused.

Aspects of child welfare are analysed from a cultural perspective. Open discussions that question these cultural influences in light of what is good for the children are included. The Ugandan Constitution and the UN Convention on the Rights of the Child, of which Uganda is a signatory form a basis of these discussions. The role of women as major influences in the lives of the children is also addressed from the perspective of empowering them. The booklet highlights shortcomings of the present family arrangements in a culturally sensitive manner.

The information provided highlight gender sensitivity. It shows how these affect the ability to adopt or teach life skills, especially as it relates to HIV/AIDS. The booklet is informative and learner-centred, and approaches the issues from a culturally sensitive perspective.

The book uses interesting quotes from those involved in the research, and these quotes are used to introduce sub-topics within the chapters. It urges action on children's rights; gender bias in the treatment of women and girl-children; families and their role in the development of the child; education as an essential right of children; and violence against children.

Through addressing pertinent issues and challenging existing gender-based power relations, women and children are empowered.

Quality Criteria	"The Hydra" AIDS Drama for Ugandan Secondary Schools	Education for Life- A Behaviour Process for Groups	Life Skills for Young Ugandans- Primary T. T. Manual
1. Behaviour change- Total score- 10	**5**	**7**	**9**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	4 1	5 2	5 4
2. Knowledge/Information- Total score- 20	**14**	**16**	**18**
- How clear is the information?	3	3	5
- How accurate is the information?	4	4	4
- How current is the information?	3	4	4
- How relevant is the information for HIV prevention?	4	5	5
3. Attitudes- Total score- 10	**6**	**9**	**10**
- Are discrimination and stereotypes sufficiently addressed?	3	4	5
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	3	5	5
4. Skills- Total Score- 25	**17**	**17**	**22**
- Does the material teach communication skills?	3	4	5
- Does the material address negotiation and conflict?	4	3	5
- Does the material teach decision-making and critical thinking?	4	4	5
- Does the matrial adequately address stress management?	2	1	2
- Does the material offer realistic situations as examples?	4	5	5
5. Gender sensitivity- Total score- 20	**14**	**5**	**18**
- Are illustrations gender sensitive?	4	2	4
- Are methodologies gender sensitive?	4	1	5
- Is the language gender sensitive?	3	1	4
- Is the overall content gender sensitive?	3	1	5
6. Methodology- Total score- 10	**8**	**8**	**10**
- How appropriate is the methodology in achieving objectives?	4	5	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	4	3	5

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Reference Materials, Peer Learning Materials, Training Manuals, Video, Comic, Magazine and Others.

Quality Criteria	Life Skills for Young Ugandans- Secondary T. T. Manual	Talking with Your Children about Sex and Growing Up	Children First: Talking with Your Community
1. Behaviour change- Total score- 10	**9**	**4**	**9**
- How prominent is behaviour change as part of the objectives?	5	2	4
- Cultural perspectives? (Score- 5)	4	2	5
2. Knowledge/Information- Total score- 20	**18**	**7**	**13**
- How clear is the information?	5	1	4
- How accurate is the information?	4	2	4
- How current is the information?	4	1	3
- How relevant is the information for HIV prevention?	5	3	2
3. Attitudes- Total score- 10	**10**	**3**	**8**
- Are discrimination and stereotypes sufficiently addressed?	5	1	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	5	2	4
4. Skills- Total Score- 25	**22**	**8**	**19**
- Does the material teach communication skills?	5	2	4
- Does the material address negotiation and conflict?	5	2	5
- Does the material teach decision making and critical thinking?	5	2	4
- Does the material adequately address stress management?	2	1	2
- Does the material offer realistic situations as examples?	5	1	4
5. Gender sensitivity- Total score- 20	**18**	**5**	**16**
- Are illustrations gender sensitive?	4	2	4
- Are methodologies gender sensitive?	5	1	4
- Is the language gender sensitive?	4	1	4
- Is the overall content gender sensitive?	5	1	4
6. Methodology- Total score- 10	**10**	**5**	**9**
- How appropriate is the methodology in achieving objectives?	5	2	4
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	3	5
Type of Material	**Teaching Material**	**Learning Material for Parents**	**Training Manual**

Types of material include the following: Curriculum Text, Learning Materials/Worksheets, Teaching Manuals/Teaching Materials, Peer Learning Materials, Training Manuals, Video, Comic, Magazine and Others.

Zambia

Family Health Trust Zambia-Anti-AIDS Project.
Happy, Healthy and Safe: Youth-to-Youth Learning Activities on Growing Up, Relationships, Sexual Health, HIV/AIDS and STDs Life Skills. **Lusaka: n.p., 1998. (295pp.)**

This handbook aims at helping children and youth acquire and have the opportunity to practice "life skills" such as making the right decisions, recognising danger, being assertive and negotiating for their rights. It is meant to be used by youth leaders to help other young people acquire the life skills espoused in this book. As such, it is written in a manner they can understand and relate to.

The book is learner-centred. There are fifty participatory learning activities covering growing up, relationships, sexual health, HIV/AIDS and STDs and life skills. The activities are very well explained and adequate time given for each skill to be learnt. Learning takes place through the use of games, discussions, role-plays, dramas, rap music, songs and poems. The author urges learners to participate in all the activities so as to effectively develop their life skills.

The handbook does not just arm the participants with life skills for personal use, but also with the knowledge and confidence to be facilitators. This is a good resource that succeeds in achieving its objectives.

Katebe, M., D. Mutale & C. Chabu.
Behaviour Formation for an AIDS Free Society: Reflection for Parents, Guardians and Teachers. **Kitwe: Copperbelt Health Education Project, n.d. (11pp.)**

A short paper targeting parents, guardians and teachers that traces the roots of children's behaviour to the foetal stage. It defines behaviour as an external expression of internal attitudes, beliefs and emotions that are developed before the physical birth of an individual, and not limited by cultural, traditional and external influences.

The paper focuses on the child. It proposes that life-long attitudes and behaviours are normally developed between 0-18 years of age. It argues that since parents, teachers and guardians have the most contact with children, they must be made aware of the influence they have on their attitudes and behaviours and be held responsible for the development of Life Skills in them. The paper concludes by pointing out that Life Skills' Education should ideally begin at birth of an individual and continue to the end of adolescence.

The information contained in this paper forms an excellent launching point for Life Skills training, but on its own, is an incomplete skills' development manual.

Mzumara, H., D. Chunga, & D. Mutale.
Life/Social Skills: Our Approach. **Out-of-School Youth Department.**
Kitwe: Copperbelt Health Education Project, n.d. (14pp.)

This is a short document outlining the activities of the Copperbelt Health Education Project (CHEP) Out-of-school Youth Department. The objectives of the department include the following:

1. Identifying the issues present in the youths' lives through observation of the activities in their towns, and then unpacking these issues with the youths;
2. Developing strategies to assist the youth in self-exploration; and
3. Having sessions on sex, sexuality and healthy living.

The main method of sharing information is through workshops, which are designed as fully participatory and non-academic due to the diverse educational backgrounds of the targeted participants.

Realistic timing has been allotted for each workshop (four days) and a day is allotted to each major objective. It is proposed that the actual issues discussed in the workshop be identified by the participants as major areas of concern. The session contents are flexible and contextual.

This is a very interesting document that focuses on area-specific problems and tries to give the learners a forum for self-expression in a non-judgemental manner. It contains very valid information, and has succeeded in raising awareness among the out-of-school youth, a group that is usually ignored by society.

Quality Criteria	**Happy, Healthy and Safe**	**Behaviour Formation for an AIDS-free society**	**Life/Social Skills, Our Approach**
1. Behaviour change- Total score- 10	**9**	**4**	**5**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	5 4	3 1	4 1
2. Knowledge/Information- Total score- 20	**19**	**9**	**14**
- How clear is the information?	5	2	3
- How accurate is the information?	5	3	3
- How current is the information?	4	1	3
- How relevant is the information for HIV prevention?	5	3	5
3. Attitudes- Total score- 10	**10**	**2**	**7**
- Are discrimination and stereotypes sufficiently addressed?	5	1	3
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	5	1	4
4. Skills- Total Score- 25	**24**	**10**	**19**

4. Skills- Total Score- 25	**24**	**10**	**19**
- Does the material teach communication skills?	5	3	4
- Does the material address negotiation and conflict?	5	2	3
- Does the material teach decision making and critical thinking?	5	2	4
- Does the material adequately address stress management?	4	2	3
- Does the material offer realistic situations as examples?	5	1	5
5. Gender sensitivity- Total score- 20	**20**	**4**	**12**
- Are illustrations gender sensitive?	5	1	3
- Are methodologies gender sensitive?	5	1	3
- Is the language gender sensitive?	5	1	3
- Is the overall content gender sensitive?	5	1	3
6. Methodology- Total score- 10	**10**	**5**	**10**
- How appropriate is the methodology in achieving objectives?	5	3	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	2	5
Type of Material	**Peer Learning**	**Informative Manual**	**Peer Training**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Zimbabwe

African Heritage Dance Drama.
A Play About AIDS: Secondary Schools' Drama Competition. **Harare: Ministry of Education and Culture/UNICEF Harare, 1993. (20pp.)**

The play, targeting secondary and out-of-school youth, draws the spectators into the conflicts that arise over issues of trust and faithfulness within relationships. It highlights the risks that accompany decisions the youth make, and the effects on their lives.

With its focus on HIV/AIDS prevention and action messages, the play should be of benefit to the out-of-school youth. Its simple plot easily recalled and comprehensible by the youth audience, forms a basis for tackling deeper issues at a later date. Condom use is reinforced by the play. Gender issues are not overtly addressed in the document.

Chifunyise, S.
To love is to Care: A Play about AIDS. **Primary Schools' Drama Competition.Harare: Ministry of Education and Culture/UNICEF Harare, 1995. (34pp.)**

This is a beautiful, well-written and age-specific play to be acted out by Grade 7 students for schoolmates and their community. It aims to:

a. Create better awareness about HIV/AIDS among young people;
b. Help young people recognise the seriousness of AIDS;
c. Promote the role of schools in educating their communities about HIV/AIDS; and
d. Foster a caring attitude in communities and young people for people with HIV/AIDS.

The author has kept the script simple enough to be grasped by Grade 7 yet the plot expounds the hard educational facts about HIV/AIDS. The play is informative sending positive messages about the effectiveness of activities promoted by school clubs.

Cunningham, D. & J. Cunningham.
Adventure Unlimited: Life Skills for an AIDS-Free Generation. **Bulawayo: Scripture Union, 1994. (69pp.)**

This is a book written for young people 11–14 years of age, and could be used either in class or for individual reading. It looks at life as an adventure that one has to undergo, with the decisions one makes determining its outcomes. Based upon Christian guidelines, the Biblical ethos forms the basis for much of the advice given.

The insecurities that adolescents might experience are addressed in different chapters. The book gives general principles that can be adapted to other issues in life, and emphasises the joy, privilege and sheer adventure of living rather than highlighting the problems of life. Stories are used to pass on

messages, and in some cases, Biblical stories are adapted to modern-life situations to emphasise certain values.

Content-wise, the book does a good job transmitting the requisite values, but its presentation needs to be made user-friendly and content more gender responsive.

Curriculum Development Centre, Ministry of Education and Culture.
Let's Talk: An AIDS Action Programme for Schools, Grade 4 Pupil's Book.
Harare: Ministry of Education and Culture/ UNICEF Harare, 2000. (63pp.)

This book aimed at Grade 4 pupils is not just about AIDS; it is about the students, their life now and in the future. The pupils are gently made aware of themselves as part of a wider society, and how their decisions affect themselves, their friends and families. Behaviour change is the main goal of this book, and the students are introduced to issues in a learner-friendly manner.

Acknowledging that both girls and boys are at risk of sexual abuse, the book provides pupils with advice on how to recognise and act in risky situations. It identifies pupil-centred methods for promoting learning. The content takes into consideration the stage of maturity of the target audience.

Overall, it is a useful book that meets the objectives it set out to achieve.

Curriculum Development Centre, Ministry of Education and Culture.
Let's Talk: An AIDS Action Programme for Schools, Grade 5 Pupil's Book.
Harare: Ministry of Education and Culture/ UNICEF Harare, 1995. (64pp.)

This is a simple book that builds upon the issues that has previously been introduced in Grade 4. The themes are developed sequentially as one progresses through the chapters. The issues identified and the lessons learnt in one chapter form the basis for the decisions made in the subsequent sections.

Use of interesting illustrations to get the messages across works to make the overall presentation pupil-friendly. In addition, the illustrations take into account the situation in Zimbabwe thereby making the booklet relevant. The book emphasises providing the readers with the kind of information that would be beneficial for them in their lives. Questions asked after each issue is introduced are designed to develop skills of critical thinking and decision-making in the pupils.

A well thought-out resource for introducing students to life skills, it uses relevant examples to familiarise them with vital aspects of life skills that pertain to the prevention and control of HIV/AIDS.

Curriculum Development Centre, Ministry of Education and Culture.
Let's Talk: An AIDS Action Programme for Schools, Grade 5 Teachers' Book.
Harare: Ministry of Education and Culture/UNICEF Harare, 1995. (63pp.)

As part of the AIDS Action Programme for Schools, this book gives the teachers an insight into the kinds of issues they might have to tackle in teaching the course to Grade 5 pupils. Divided into two main parts, the first one puts the course in context and provides the teacher with background information. The second part deals with the lessons as they appear in the student book, with tips on the desirable features.

The first part starts off by outlining the aims of the programme, and in so doing, identifies teachers' expectations. Suggested teaching methodologies are introduced, their usage explained and use of particular methods over others justified. The role of the teacher in each instance is well laid out. A specific section in this part of the book presents basic information on HIV/ AIDS, emphasising on how the virus is transmitted and the fact that there is no cure for it.

The second part, focusing on pupils' lessons, builds, in a gentle and guided manner, the teacher's capacity for participatory teaching. Preparations that the teacher needs to make for the lessons are also mentioned.

On the whole, this book is a useful resource for providing information and guiding teachers on effective teaching of Life Skills Education with an emphasis on HIV/AIDS.

Curriculum Development Centre, Ministry of Education and Culture.
***Let's Talk: An AIDS Action Programme for Schools, Grade 6 Pupil's Book*.**
Harare: Ministry of Education and Culture/UNICEF Harare, 1996. (64pp.)

This book begins by informing pupils that the many issues they would be tackling in the AIDS Action Programme would enable them to deal with difficult situations later on in their lives. It acknowledges the fact that the students are growing and are noticing changes in their physiological make-up. It emphasises the fact that each student is special, and this theme of "being special" runs throughout the book, forming the basis upon which certain issues are discussed and decisions reached.

Factors that lead to students getting into risky situations are identified, including famine and the resultant poverty and the death of a parent leading to possible mistreatment of the children by step-parents. Reasons why parents tend to be very wary of giving permission especially to their daughters to attend late afternoon activities are also discussed. All the proposed activities require the students to take on the roles of parents so as to understand the adult point of view on issues relating to sex and sexuality.

Organised into two major parts, the first presents in-depth discussions of activities that pupils can undertake. Pupils are provided with simple guidelines on how to undertake various activities, including projects and the tools needed to do so effectively. Specific instructions are given on constructing questionnaires, their content and form, whom to ask, analysis of information, and how to report back. The second part of the book concentrates on answering specific questions pupils might have on HIV/AIDS. It ends with listing physical and postal addresses of places country-wide that provide services for living positively with HIV/AIDS.

Let's Talk: An AIDS Action Programme for Schools, Grade 7 Pupil's Book. **Harare: Ministry of Education and Culture/UNICEF Harare, 1993. (64pp.)**

This book is one of the first in the set that was developed for the AIDS Action Programme for Schools. The authors have done a commendable job of ensuring that themes introduced in the Grade 6 book are built upon. These themes include relational issues such as friendship and choices. Aspects of gender awareness are introduced though in a basic manner.

It also includes a section that deals with HIV/AIDS. Most of the life skills being taught here focus on "saying no to sex". The examples given of sexual assaults tend to portray only girls as victims. Considering that this is one of the first books developed on Life Skills for the prevention and control of HIV/AIDS, it makes an attempt to tackle issues related mainly to sexual activities.

A noticeable shortcoming in the book is the overuse of the discussion method as a learning tool. There is a need to incorporate the other types of participatory techniques to ensure greater involvement of the targeted learners.

Curriculum Development Unit, Ministry of Education.
Think About It: An AIDS Action Programme for Schools Form 1 Student's Book. **Harare: Ministry of Education/UNICEF Harare, 1994. (64pp.)**

The first part of the book concentrates on relational issues as well as the physiological changes accompanied by the emotional upheavals that accompany adolescence. The book tackles issues in a very student-friendly manner: Not only do the themes follow one another in a manner that builds upon previously tackled issues, but the book uses student-centred activities.

More complex concepts such as child abuse and gender differences are introduced in a very interesting manner using appropriate illustrations and a participatory methodology. This makes for not only interesting reading but for an appealing layout.

The overall content enables students to start thinking independently, an excellent quality upon which to build the teaching of Life Skills.

Curriculum Development Unit, Ministry of Education.
Think About It: An AIDS Action Programme for Schools Form 3 Teachers Book. **Harare: n.p., 1995. (63pp.)**

This handbook is a well-illustrated guide for teachers that encourages honest and open communication with secondary school students in an effort to promote understanding of Life Skills. The guide equips teachers with factual information on HIV/AIDS.

In order to achieve its goal of inducing behaviour change, learner-centred teaching methods are emphasised. This is accompanied by the provision of basic information on HIV/AIDS and related matters, giving students access to the facts that should enable them make informed decisions.

The guide describes the participatory learning/teaching methods and gives examples of how each method can be used and in what context. It gives lists of videos that could help teach the different units in the book. The handbook also goes a step further in developing, for the teachers, the different lessons found in the units.

Curriculum Development Unit, Ministry of Education.
Think About It: An AIDS Action Programme for Schools Form 4 Pupil's Book.
Harare: Ministry of Education/UNICEF Harare, 1996. (64pp.)

Under the umbrella of formal education, this well-illustrated pupil's book aims to expose the students to typical real-life experiences, and gives them an opportunity (as a group) to work out the problems. It enables them to have open and honest communication about myriad issues.

As part of the AIDS Action Programme, this book builds upon themes that have been introduced previously in earlier classes, and introduces more intricate, but realistic issues. Students are enabled to see that life is never really either black or white. It introduces the grey tinges that colour life.

As the goal of this programme is behaviour change, students are fortified with requisite skills to successfully avoid HIV infection. Learner-centred methods are used to equip them with life skills, particularly the skills of listening, discussion and decision-making.

The book recognises the existence of gender biases in all sectors of society, from home to the workplace, and everywhere in between. It highlights real life situations where the social system seems to reward those perpetuating gender discrimination and injustice.

Overall, a very good book that succeeds in fulfilling the objectives it sets out for itself.

Ministry of Health & Child Welfare/National AIDS Co-ordination Programme.
Living with HIV & AIDS. **Harare: National AIDS Co-ordination Programme/ UNICEF Harare, 1994. (54pp.)**

A factual book that gives information about HIV/AIDS, it suggests ways of coping with life as an HIV positive person. The target audience is the general public and the language used is simple.

The book's objectives include awareness raising about the "what, who, how, when" questions, relating to HIV/AIDS. It provides information on such issues as how to live in a family where one of the members is HIV positive and what actions can put the uninfected people at risk. At the end of the book, physical and postal addresses of AIDS organisations all over Zimbabwe are provided.

Government of Zimbabwe & UNICEF Harare.
Insights and Foresight: A Collection of Extracts and Activities about AIDS for A Level and College Students. **Harare: UNICEF Harare, 2001. (81pp.)**

The objective of this handbook is to give mature students (over 18 years of age) an opportunity to get the knowledge and skills that should help them prevent the spread of HIV/AIDS. The book concentrates solely on HIV/AIDS, and uses different scenarios to show how it is spread.

Tracing the history of the HIV/AIDS virus, the book narrows down on its spread in modern day Zimbabwe. Interesting excerpts are taken from newspaper articles featuring issues relating to HIV/AIDS from all over the world. The articles are presented thematically within relevant sections of the book. Prompting questions are included to invite student participation in discussions on the issues highlighted.

Similarly, the book encourages students to examine gender stereotypical behaviours and biases that enhance the spread of HIV/AIDS. It describes myths, misconceptions and traditions that lead people to risky behaviours.

The book presents comparative statistics on certain interesting but disturbing issues such as drug use disaggregated by age groups. In addition, it describes the laws that have been passed by the Zimbabwean Government to improve the status of HIV-infected people especially in schools and work places.

As a means of raising HIV/AIDS awareness among the older youth, the book achieves its objectives admirably.

Makawa, J. et al
Methods on AIDS Education, A Training Manual for Trainers. **Harare: Ministry of Education and Culture and UNICEF Harare, 1993. (80pp.)**

This is a hands-on, methodology-oriented resource book targeting AIDS Education trainers. It has two aims: to facilitate the development of relevant attitudes and behaviours which, it is hoped, will result in the young people's ability to effectively avoid HIV-infection, and to disseminate factual information. The factual information on HIV/AIDS contained in the manual is kept basic, relevant and precise but sufficient for training purposes.

The book advocates use of participatory learning approaches. The knowledge and experience that students possess are viewed as relevant, and trainers are advised to build upon that foundation. Sample programmes are provided for the trainers complete with session plans and time schedules.

The manual has a comprehensive section on projects that target the community. It expounds on aspects of project implementation, monitoring and evaluation of AIDS awareness campaigns. A stand-alone manual, it goes a long way in addressing pertinent HIV/AIDS related issues in an action-oriented manner.

Talk in the Age of AIDS.
***About Love & Relationships,* Issue No. 2. NACP/UNICEF Harare. Harare: Grasshopper Publications, n.d. (16 pp.)**

This booklet contains an informative and entertaining blend of information that should help the youth make the right decisions regarding love and relationships. It also consists of a write-up by a young person questioning the behaviour of fellow youth in this age of HIV/AIDS.

Making use of illustrated stories, poems, cartoon figures and articles by young people, messages about love and relationships are transmitted.

Talk in the Age of AIDS.
***About STDs,* Issue No. 3. NACP/UNICEF Harare. Harare: Grasshopper Publications, n.d. (16 pp.)**

This is a short well-illustrated magazine that describes different STDs, ranging from the incurable (i.e. HIV/AIDS) to the curable ones. However, issues are neither discussed in depth nor are they analysed from a gender perspective, leaving readers with an incomplete picture of the situation. There is little in its content and methodology to suggest that the readers will be influenced to make the right decisions regarding sexual relationships. All in all, the magazine fails to draw attention to the seriousness of the HIV/AIDS pandemic.

Talk In the Age of AIDS.
***About Faithfulness,* Issue No. 4. NACP/UNICEF Harare. Harare: Grasshopper Publications, n.d. (16 pp.)**

This issue describes various scenarios within the broad spectrum of faithfulness. Two stories on faithfulness are presented with interesting effects. The booklet also explores the interpretation of the word "trust" by a cross-section of people.

All of the issues discussed in "Body Talk" concentrate on one aspect of relating, and tackles it fairly well. The magazine, however, promotes gender stereotypes, especially in relation to intergenerational sexual alliances. Moreover, the AIDS prevention messages contained in it are not very clear.

On the positive side, the variation in the magazine format from page to page succeeds in holding the attention of the target audience.

Tsvere, M.
***How to Use the Narrative Method, Facilitator's Handbook: Innovative Methods in AIDS Education 1*. Harare: Ministry of Higher Education and UNICEF Harare, 1995. (21pp.)**

The first in a series dealing with innovative methods in AIDS Education, this guide is directed at teachrs, facilitators and youth trainers working with young people. It mixes factual information with radical education strategies such as reflective thinking and teaching which greatly influence individual decision-making, behaviour change and life skills development.

The methodology used discourages judgmental instructions on how youths should behave and instead works on helping them get the right skills to cope with the stresses in their lives. Role-playing is the main strategy used to provide the youth with insights into relationships and motives for certain behaviour, and to prepare them to anticipate risk situations.

The narrative method is described as involving situations where young people attempt to shape their own experiences and knowledge. It owes much to psycho-drama and generates interesting and often valuable and realistic interactions. Because the youth create the scenarios themselves, the method tends to be rich in content.

The book advocates for the use of language that the youth are familiar with so that the situations described are meaningful to them.

Quality Criteria	**Secondary Schools' Drama: A Play about AIDS**	**To Love is to Care, A Play about AIDS- Primary Schools Drama- Chifunyise**	**Adventure Unlimited, Life Skills for an AIDS-Free Generation**
1. Behaviour change- Total score- 10	**6**	**7**	**3**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	4 2	5 2	2 1
2. Knowledge/Information- Total score- 20	**19**	**15**	**11**
- How clear is the information?	5	4	3
- How accurate is the information?	5	4	3
- How current is the information?	4	3	3
- How relevant is the information for HIV prevention?	5	4	2
3. Attitudes- Total score- 10	**4**	**7**	**2**
- Are discrimination and stereotypes sufficiently addressed?	2	5	1
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	2	2	1
4. Skills- Total Score- 25	**14**	**20**	**7**
- Does the material teach communication skills?	2	5	2
- Does the material address negotiation and conflict?	3	3	1
- Does the material teach decision making and critical thinking?	4	4	2
- Does the material adequately address stress management?	1	3	1
- Does the material offer realistic situations as examples?	4	5	1

5. Gender sensitivity- Total score- 20	**8**	**13**	**4**
- Are illustrations gender sensitive?	2	3	1
- Are methodologies gender sensitive?	2	4	1
- Is the language gender sensitive?	2	3	1
- Is the overall content gender sensitive?	2	3	1
6. Methodology- Total score- 10	**8**	**9**	**4**
- How appropriate is the methodology in achieving objectives?	3	5	2
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	4	2
Type of Material	**Peer Learning**	**Learning Material**	**Learning Material**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/ Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	**Let's Talk: An AIDS Action Programme for Schools, Grade 4 Pupil's Book**	**Let's Talk: An AIDS Action Programme for Schools, Grade 5 Pupil's Book**	**Let's Talk: An AIDS Action Programme for Schools, Grade 5 Teacher's Book**
1. Behaviour change- Total score- 10	**6**	**7**	**8**
- How prominent is behaviour change as part of the objectives? - Cultural perspective? (Score- 5)	4 2	4 3	5 3
2. Knowledge/Information- Total score- 20	**18**	**19**	**19**
- How clear is the information?	5	5	5
- How accurate is the information?	5	5	5
- How current is the information?	4	4	4
- How relevant is the information for HIV prevention?	4	5	5
3. Attitudes- Total score- 10	**8**	**6**	**9**
- Are discrimination and stereotypes sufficiently addressed?	4	3	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	4	3	5

4. Skills- Total Score- 25	**18**	**20**	**20**
- Does the material teach communication skills?	4	5	5
- Does the material address negotiation and conflict?	2	2	2
- Does the material teach decision-making and critical thinking?	5	5	5
- Does the material adequately address stress management?	2	3	3
- Does the material offer realistic situations as examples?	5	5	5
5. Gender sensitivity- Total score- 20	**16**	**14**	**13**
- Are illustrations gender sensitive?	4	4	3
- Are methodologies gender sensitive?	4	4	3
- Is the language gender sensitive?	4	3	4
- Is the overall content gender sensitive?	4	3	3
6. Methodology- Total score- 10	**10**	**10**	**10**
- How appropriate is the methodology in achieving objectives?	5	5	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	5	5
Type of Material	**Learning Material**	**Learning Material**	**Teaching Manual**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	Let's Talk: Grade 6 Pupil's Book	Let's Talk: Grade 7 Pupil's Book	Let's Talk: Grade 7 Teachers' Book
1. Behaviour change- Total score- 10	**10**	**5**	**6**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	5 5	2 3	4 2
2. Knowledge/Information- Total score- 20	**17**	**14**	**16**
- How clear is the information?	5	3	4
- How accurate is the information?	5	4	4
- How current is the information?	4	3	4
- How relevant is the information for HIV prevention?	3	4	4
3. Attitudes- Total score- 10	**8**	**5**	**8**
- Are discrimination and stereotypes sufficiently addressed?	4	3	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	4	2	4
4. Skills- Total Score- 25	**23**	**11**	**18**
- Does the material teach communication skills?	5	2	4
- Does the material address negotiation and conflict?	4	2	3
- Does the material teach decision-making and critical thinking?	5	3	4
- Does the material adequately address stress management?	4	2	2
- Does the material offer realistic situations as examples?	5	2	5
5. Gender sensitivity- Total score- 20	**13**	**9**	**17**
- Are illustrations gender sensitive?	3	2	4
- Are methodologies gender sensitive?	4	2	5
- Is the language gender sensitive?	3	3	4
- Is the overall content	3	2	4
6. Methodology- Total score- 10	**10**	**6**	**10**
- How appropriate is the methodology in achieving objectives?	5	3	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	3	5
Type of Material	**Learning Material**	**Learning Material**	**Teaching Material**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	Think About It: Form 1 Student's Book	Think About It: Form 3 Teacher's Book	Think About It, Form 4 Students' Book
1. Behaviour change- Total score- 10	**10**	**7**	**8**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	5 5	5 2	5 3
2. Knowledge/Information- Total score- 20	**18**	**16**	**17**
- How clear is the information?	5	4	5
- How accurate is the information?	5	4	4
- How current is the information?	4	4	4
- How relevant is the information for HIV prevention?	4	4	4
3. Attitudes- Total score- 10	**10**	**7**	**10**
- Are discrimination and stereotypes sufficiently addressed?	5	4	5
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	5	3	5
4. Skills- Total Score- 25	**23**	**20**	**20**
- Does the material teach communication skills?	5	4	4
- Does the material address negotiation and conflict?	5	4	4
- Does the material teach decision-making and critical thinking?	5	4	5
- Does the material adequately address stress management?	3	4	2
- Does the material offer realistic situations as examples?	5	4	5
5. Gender sensitivity- Total score- 20	**16**	**15**	**16**
- Are illustrations gender sensitive?	4	4	4
- Are methodologies gender sensitive?	4	3	4
- Is the language gender sensitive?	4	4	4
- Is the overall content gender sensitive?	4	4	4
6. Methodology- Total score- 10	**10**	**10**	**10**
- How appropriate is the methodology in achieving objectives?	5	5	5
- Are participatory activities used? e.g., role plays, drama, dance, debates…	5	5	5
Type of Material	**Learning Material**	**Teaching Material**	**Learning Material**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/ Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	Living with HIV and AIDS	Insights and Foresight, Extracts	Methods on AIDS Education, A Training Manual for Trainers
1. Behaviour change- Total score- 10	**4**	**7**	**5**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	3 1	5 2	4 1
2. Knowledge/Information- Total score- 20	**15**	**18**	**15**
- How clear is the information?	4	5	4
- How accurate is the information?	4	4	3
- How current is the information?	3	4	3
- How relevant is the information for HIV prevention?	4	5	5
3. Attitudes- Total score- 10	**7**	**10**	**8**
- Are discrimination and stereotypes sufficiently addressed?	4	5	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	3	5	4
4. Skills- Total Score- 25	**10**	**21**	**19**
- Does the material teach communication skills?	2	5	4
- Does the material address negotiation and conflict?	2	4	4
- Does the material teach decision making and critical thinking?	2	5	4
- Does the material adequately address stress management?	1	2	2
- Does the material offer realistic situations as examples?	3	5	5
5. Gender sensitivity- Total score- 20	**9**	**16**	**12**
- Are illustrations gender sensitive?	2	4	3
- Are methodologies gender sensitive?	2	4	3
- Is the language gender sensitive?	2	4	3
- Is the overall content gender sensitive?	3	4	3
6. Methodology- Total score- 10	**4**	**8**	**10**
- How appropriate is the methodology in achieving objectives?	2	4	5
- Are participatory activities used? e.g., role plays, drama, dance, debates	2	4	5
Type of Material	**Learning Material**	**Learning Material**	**Training Manual**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	About Relationships, Issue No 2	About STD., Issue No. 3	About Faithfulness, Issue No. 4
1. Behaviour change- Total score- 10	**4**	**4**	**4**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	3 1	3 1	3 1
2. Knowledge/Information- Total score- 20	**14**	**14**	**14**
- How clear is the information?	4	4	4
- How accurate is the information?	4	4	4
- How current is the information?	2	2	2
- How relevant is the information for HIV prevention?	4	4	4
3. Attitudes- Total score- 10	**5**	**5**	**7**
- Are discrimination and stereotypes sufficiently addressed?	3	3	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	2	2	3
4. Skills- Total Score- 25	**15**	**17**	**16**
- Does the material teach communication skills?	4	4	3
- Does the material address negotiation and conflict?	3	4	3
- Does the material teach decision making and critical thinking?	4	4	4
- Does the material adequately address stress management?	1	2	2
- Does the material offer realistic situations as examples?	3	3	4
5. Gender sensitivity- Total score- 20	**11**	**10**	**10**
- Are illustrations gender sensitive?	3	2	2
- Are methodologies gender sensitive?	2	2	3
- Is the language gender sensitive?	3	3	2
- Is the overall content gender sensitive?	3	3	3
6. Methodology- Total score- 10	**8**	**7**	**8**
- How appropriate is the methodology in achieving objectives?	4	4	4
- Are participatory activities used? e.g., role plays, drama, dance, debates	4	3	4
Type of Material	**Informative Comic**	**Informative Comic**	**Informative Comic**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.

Quality Criteria	How to use the narrative method, A facilitator's handbook
1. Behaviour change- Total score- 10	**6**
- How prominent is behaviour change as part of the objectives? - Cultural perspectives? (Score- 5)	4 2
2. Knowledge/Information- Total score- 20	**14**
- How clear is the information?	3
- How accurate is the information?	4
- How current is the information?	3
- How relevant is the information for HIV prevention?	4
3. Attitudes- Total score- 10	**6**
- Are discrimination and stereotypes sufficiently addressed?	4
- Are norms & myths *vis-à-vis* HIV/AIDS discussed?	2
4. Skills- Total Score- 25	**18**
- Does the material teach communication skills?	3
- Does the material address negotiation and conflict?	4
- Does the material teach decision making and critical thinking?	4
- Does the material adequately address stress management?	2
- Does the material offer realistic situations as examples?	5
5. Gender sensitivity- Total score- 20	**11**
- Are illustrations gender sensitive?	3
- Are methodologies gender sensitive?	3
- Is the language gender sensitive?	2
- Is the overall content gender sensitive?	3
6. Methodology- Total score- 10	**9**
- How appropriate is the methodology in achieving objectives?	5
- Are participatory activities used? e.g., role plays, drama, dance, debates	4
Type of Material	**Learning Material**

Types of material include the following: Curriculum Text, Learning Materials, Informative Manual, Teaching Manuals/Teaching Materials, Training Manuals, Peer Learning/Training, Comic, Magazine and Others.