



ISSN NO. 2320-5407

Journal homepage: <http://www.journalijar.com>

INTERNATIONAL JOURNAL
OF ADVANCED RESEARCH

RESEARCH ARTICLE

THE DISCREPANCY BETWEEN THE EXPECTED HIV AND AIDS EDUCATION PROGRAMME CONTENT AND THE CONTENT OFFERED TO KENYAN SECONDARY SCHOOL YOUTH

*Ong'unya, R.O.¹; Nabwire, J. L.²; Amollo, J. W. A.³, Songok, J. R.⁴

1. Lecturer, Department of Science and Mathematics Education; Masinde Muliro University of Sciences and Technology, Box 190-50100 Kakamega, Kenya
2. Lecturer, Department of Curriculum and Instructional Technology. Masinde Muliro University of Science and Technology, Box 190-50100 Kakamega, Kenya.
3. Assistant Director, Umoja Project Kenya.
4. Lecturer, Department of Science and Mathematics Education; Masinde Muliro University of Sciences and Technology, Box 190-50100 Kakamega, Kenya.

Manuscript Info

Manuscript History:

Received: 22 January 2014
Final Accepted: 23 February 2014
Published Online: March 2014

Key words:

HIV and AIDS, Content, Youth

*Corresponding Author

Ong'unya, R.O

Abstract

Though it has been almost a decade since the HIV and AIDS Education was introduced in Kenyan schools and there is an indication of high awareness level among the youth, HIV spread still remains high among this group. This however, puts to doubt whether the content offered provides the practical orientation expected of the programme to mitigate the high HIV prevalence among the youth in the world and Kenyan secondary schools in particular. It was against this background that a study on the discrepancy between the expected HIV and AIDS Education programme content and the content offered to Kenyan secondary school youth was conducted. The study specifically attempted to establish the perception of both teachers and students on the HIV and AIDS Education content as well as the discrepancy that exists between what is expected and what is offered as HIV and AIDS Content in Siaya district secondary schools. The study involved 751 secondary school students and 189 teachers. Four instruments were employed in data collection: questionnaire; focus group discussion guide, interview schedule and Document analysis guide. The study concluded that: Students in Siaya District secondary schools have a positive perception of HIV and AIDS content offered to them; Teachers perceive the content as information meant for preparing students to pass in examinations and not to make the students attain the expected behaviour change that may mitigate spread of HIV and AIDS among the youth and; There exists a discrepancy between the proposed HIV and AIDS education content and the one offered in Siaya District secondary schools. This is shown by coherent programme content in the expected HIV and AIDS against a disjointed content appearing in patches in areas of convenient in the secondary education syllabus.

Copy Right, IJAR, 2014.. All rights reserved.

Introduction

The HIV and AIDS programme in schools has been developed with a purpose of equipping the youth in school with the necessary skills, attitude, and values that may enable them adopt behavior that may assist in preventing them from being infected with the HIV (Likoye, 2004). An evaluation by UNESCO (2001) in Senegal on HIV and AIDS programme in schools revealed that primary school pupils had satisfactory knowledge of biology, seriousness and methods of HIV transmission. However, the same study revealed a mediocre performance among secondary going

youth in biology of HIV prevention and patient care. This therefore puts to doubt the content offered at this critical level where majority of the learners are sexually active.

Voluntary Counseling and Testing (VCT) for HIV is a process by which an individual undergoes counseling enabling him or her to make informed choice about being tested for the HIV (Kipp et al., 2002). In a study by UNAIDS (2003) also observes that if people learn their HIV status, prevention education and care services can be effectively utilized. VCT services therefore give people an opportunity to learn and accept their sero-status in a confidential environment with counseling and referral for on-going emotional support and medical care (LSTM, 2001). Knowledge of sero-status enables people to make decisions to protect themselves and their partners from infection (Kamenga et al., 1991). However, the main reason cited for lack of receiving HIV test results in Africa has been limited access to treatment options (Were et al., 2003). Although The Health link report (1999) observes that VCT is a strategy considered being relatively cost effective in preventing HIV transmission, few studies have been done so far on VCT utilization among the youth in Kenya. The present study therefore attempted to establish how far the information on VCT services has been incorporated in the Kenyan secondary school curriculum to enable the youth effectively utilize such services for HIV prevention amongst themselves.

Even though the most dependable approach to controlling HIV and AIDS spread among the youth is abstinence, use of condoms has had substantial effect on HIV spread amongst people in general. However, condom use seems not fully accepted by sex partners, religious groups and society at large (Tuju, 1996). The present study also attempted to establish whether condom use has been incorporated in the HIV and AIDS education content and was being taught to the secondary school going youth in Siaya district.

Several studies (Agyei et al., 1992; Maswanya, 1999; KEMRI, 2002) show that there exists high level of HIV and AIDS knowledge among the youth, however, some indicators like high prevalence of the virus, STIs and early pregnancies still persist among the youth. This suggests that the content offered in HIV and AIDS education in schools seem not to directly address the needs of the youth regarding mitigating the fast spread of the virus amongst them. The HIV and AIDS education content is expected to be presented in a form that sends risk signals to the target group and should not be seen as materials to be learnt for the sake of passing examinations (Likoye, 2004). As observed by Hussein (2005) many young people are unaware of what constitutes risky sexual behavior that could expose them to HIV and AIDS infections, however, a few of them who seem to understand such behavior believe that they are invulnerable, he reiterates. This brings to question the nature of the HIV and AIDS education content offered to the Kenyan youth in secondary schools. A similar feeling was reported by Johnson (2000) that knowledge about the nature and transmission of HIV and AIDS is well over 90.0% among Kenyan youth, however, perception towards chances of contracting the virus is disturbingly poor.

Since youth is an age of experimentation and exploration of their social interactions, they are at higher risk of contracting the virus because of possibility of engaging in high-risk social practices (Ego, 2005). This seems to call for presentation of knowledge of HIV and AIDS in a manner easily understood by the youth instead of disjointed content patched in each curriculum area for learning. Ego further observes that the youth should get clear information that would help them develop responsible behavior for their own good and for the common good of humanity. So those who develop the content need to understand the learners' experiences in order to provide information that enables easy comprehension. This also calls for simplifying the language based on the target group's language abilities. Alderson (2000) is of the opinion that the learner's linguistic knowledge continues to develop with age experience. And that vocabulary size and depth develops and the ability to process the more complex linguistic structures associated especially with written language. This most inevitably develop with increasing literacy. This is therefore pointed out by Mann (1992) that further barrier to HIV prevention through information is the gap between the literacy level of the audience and the level at which the reading resources are written. This raises the question of integrating the HIV and AIDS content in various curriculum areas in secondary Education in Kenya. For instance, the better part of HIV biology is loaded in biological sciences; chances are that the terms used probably may not allow for easy understanding of HIV and AIDS as well as its spread among the youth. Another case in point may be content integrated in Religious Education which tends to give the learner impression of spiritual paradigm instead of a practical approach which may lead the learner to observe sanctity of human's physical existence.

Some studies which suggest existence of misconceptions among learners in schools regarding HIV and AIDS seem to put doubt of the very content of the program offered to students in such schools. Ochieng (2005) in a study in Kisumu-Kenya reported that a misconception that a person with HIV and AIDS always looked unhealthy was very high. The respondents in the study seemed to exhibit low attitude towards condoms and their use. This seems to expose them more to HIV spread. However, several studies (Murray et al., 2000; Calyle et al., 2001; Kippet et al., 2002) posit that a well organized content coupled with commitment in the implementation of the programme increased knowledge and enhanced contraceptive use, reduced sex without condoms as well as sexual partners

among the participants. In this vein, the present study attempted to evaluate the discrepancy between the proposed HIV and AIDS Education content and the one offered in Kenyan secondary schools with particular focus on Siaya district. The study therefore attempted to address the following objectives:

- i. To find out the perception of students' on the content offered to them in Siaya district secondary schools;
- ii. To find out the perception of teachers on the content of the HIV and AIDS education offered in Siaya district secondary schools; and
- iii. To establish the discrepancy between the expected HIV and AIDS content and the one offered in Siaya district secondary schools.

Methodology

This study was based on a descriptive survey design. The study focused on Siaya district public secondary schools students and teachers. The choice of the study locale was a result of overall poverty level which stood at 58.02% of the population not having sufficient food supply, high rate of HIV and AIDS related deaths among others (Republic of Kenya, 2001: 22-23). Population of the study was 3201 which comprised 68 head teachers, 630 teachers and 2503 fourth year students. Population by sex included 25 female and 43 male head teachers, 175 female and 455 male teachers, 961 girls and 1542 boys respectively. Study sampled 23 schools by stratified random technique. This gave rise to 7 girls' and 7 boys' schools and 9 co-educational schools. From each category of schools a 1/3 of the students were selected to form the sample. Finally the study involved 241 girls and 266 boys from both girls' and boys' schools respectively. From co-educational schools there were 131 girls and 196 boys involved in the study. Four instruments were used in the study which consisted of: questionnaire; interview schedule; focus group discussion guide and document analysis guide.

The instruments were piloted for their reliability and validity establishment. Validity was established by the researcher ensuring that the instruments covered the themes of the study as much as possible. Assistance of experts in the field of the study was also sought and their suggestions incorporated. They were then administered during piloting and ambiguities realized, clarified. A test retest technique was employed to determine the reliability of the instruments. A reliability of 0.811 and 0.855 at alpha level 0.05 were obtained for both students' and teachers' questionnaire respectively. Data analysis was done using Statistical Package for Social Sciences programme to generate frequency distributions and percentage for interpretation. Information was then summarized in tables. Qualitative data were transcribed, correct for coherence, categorized into study themes and sub-themes and then reported.

Results and Discussions

The study attempted to find out the perceptions of students and teachers on the HIV and AIDS education offered in Siaya district secondary schools. Study also tried to establish through document analysis the discrepancy between the proposed HIV and AIDS education content and the one offered in Siaya secondary schools.

1. Students' Perception of the HIV and AIDS Content offered in Siaya district Secondary Schools

The study attempted to find out students perception of the content offered in the HIV and AIDS Education programme in Siaya District, their views were summarized in the table 1.

Table 1: Perception of Students on the HIV and AIDS Education Programme Content offered in Siaya District Secondary Schools (n=751)

Content Issue	Perceptions		
	Agree f(%)	Undecided f(%)	Disagree f(%)
i. Integrated HIV and AIDS Education Programme's content is adequate.	381(50.7)	161(21.8)	195(26.5)
ii. Teaching of HIV and AIDS Education content separately may increase better understanding among the youth.	408(54.4)	109(14.8)	219(29.8)
iii. HIV and AIDS Education content in secondary school curriculum is making sense to the learners.	407(54.6)	205(27.5)	133(17.8)
iv. Classroom lessons on HIV and AIDS content are interesting to the learners.	421(56.9)	158(21.4)	161(21.8)
v. HIV and AIDS Education content is an easy subject to learners.	467(63.9)	120(16.3)	165(19.7)
vi. HIV and AIDS Education messages in the secondary education syllabus are enjoyable to the learners.	327(44.4)	153(20.8)	256(34.8)
vii. Students appreciate HIV and AIDS prevention facts in the secondary education syllabi.	465(61.9)	146(19.4)	125(16.6)

Key: f- frequency; %- Percentage

As observed in table 1, the students were asked whether the integrated approach was appropriate to enable learners develop the expected behaviour change, only 381 [50.7%] of them felt the content was sufficient to meet the expected behaviour change. This suggested that a good number of [49.3%] were either not sure or were in disagreement with this fact. On whether students preferred the program if taught as a separate subject, 408 [54.4%] admitted that if the program would be taught separately then the expected behaviour change would be attained. But still, this number leaves out a reasonable group who was not sure or disagreed with the fact. The students [407, 54.6%] reported that the content was making a lot of sense to them. They [421, 56.9%] also agreed that the content was interesting during classroom lessons. Students [467, 63.9%] reported that the content is easy to learn; however, on whether the messages on HIV and AIDS are enjoyable, only 327[44.4%] of the students agreed. This suggests the HIV and AIDS information is still not attracting a majority of the learners in Siaya District even though they [465, 61.9%] appreciated the HIV and AIDS prevention facts in the programme.

The researcher also employed focus group discussion techniques to allow for brain straining among students regarding their opinions on HIV and AIDS Education programme. From the discussions, the respondents reported that the HIV and AIDS education content was shallow and did not deal with significant issues learners expected to know such as development of HIV to AIDS to immune response. But they pointed out that although teaching HIV and AIDS as a separate subject could be worthwhile, learners may develop negative attitude towards it since it is not examinable. They therefore felt that the integrated approach still remained a better option. They suggested that a way should be found out such that the content is taught across the secondary education curriculum instead of just selected subject areas as was the practice. They justified this by pointing out that better part of the content of HIV and AIDS is taught in Religious Studies which tend to delink it from physical practice, to more of moral and spiritual practice. This suggests that most students particularly those who do not take Religious Studies as a subject miss out better part of the content in secondary education. Some discussants on the other hand felt that students seemed not to understand the biology of HIV and AIDS through biology as a subject because of the difficult terms used in the explanations. They suggested that language used should be simplified to enable them comprehend the content. It also came out from the discussions that information [content] of HIV and AIDS was just confined within facts that lacked practicality; that it was taught like any other subject for purposes of seating examinations and not focused on the expected behaviour change.

It comes out clearly that slightly more than half of the students involved in the study have a positive perception of HIV and AIDS Education offered in secondary schools. With regardless of whether the content is integrated or taught separately. However, their concern was on the manner of integrating the content to specific subjects, some of which are optional. Secondly, they are concerned about the updating of the topics/content to embrace

the needs of the youths in terms of effective utilization of novel prevention measures like VCT services, condom use and clear explanation of the HIV biology in the simplest language possible.

2. Teacher's perception of the HIV and AIDS Education content offered in secondary schools in Siaya district

In any curriculum or educational program implementation it is always the teacher at the center stage to interpret and identify the need of their learners. The study attempted to find out the perception of teachers in Siaya district's secondary schools, on HIV and AIDS Education content offered to the learners. Their views were summarized in table 2.

Table 2: Perception of Teachers on the HIV and AIDS Education Programme Content offered in Siaya District Secondary Schools (n=189)

Content Issue	Perceptions		
	Agree f(%)	Undecided f(%)	Disagree f(%)
i. Integrated HIV and AIDS Education Programme's content is adequate.	71(38.0)	46(24.6)	70(37.5)
ii. Teaching of HIV and AIDS Education content separately may increase better understanding among the youth.	83(43.9)	43(22.8)	63(33.3)
iii. HIV and AIDS Education content in secondary school curriculum is making sense to the learners.	76(40.2)	65(34.4)	88(25.4)
iv. Classroom lessons on HIV and AIDS content are interesting to the learners.	77(41.6)	70(37.8)	38(20.6)
v. HIV and AIDS Education content is an easy subject to learners.	75(40.1)	61(32.6)	51(27.3)
vi. HIV and AIDS Education messages in the secondary education syllabus are enjoyable to the learners.	74(39.2)	51(27.0)	62(32.8)
vii. Students appreciate HIV and AIDS prevention facts in the secondary education syllabi.	95(53.3)	56(29.6)	36(18.5)

Key: f- frequency

As indicated in table 2, only 71[38.0%] of teachers felt that the integrated content was appropriate to effect any behaviour change among the learners. However, 116 [62.1%] of the teachers could not tell whether the content was appropriate to the learners or not. Teachers did not feel the content should be taught as a separate subject area; as only 83 [43.9%] of them agreed that the program may be effective if the content is taught separately. Teachers were not sure whether the content makes the sense to the learners since only 76 [40.2%] of them agreed to this fact. This suggests that teachers probably just teach these contents as knowledge for passing in examinations and not for information that is imparted for effective behaviour change towards prevention of HIV spread among the youth. Only 77 [41.6%] of the teachers admitted that learners with HIV and AIDS education content were interesting to learners while only 75 [40.1%] of them reported that the content was easy to learn by the students. This is an indication that teachers are never keen on identifying interest development during their lessons whether they present any learning session with the HIV and AIDS education content to their learners. They could not tell whether their learners enjoyed the messages covered in the HIV and AIDS education content as only 74 [39.2%] reported that their learners enjoyed the messages.

Data gathered from teachers from focus discussions showed that they had a feeling that if the program content must remain integrated then they should be delinked and given full-topics status. They reported that this may allow for effective preparation on HIV and AIDS content, thereby giving them easy time to evaluate the reaction of the learners after every lesson presentation. However, as the content of HIV and AIDS appears in the secondary education syllabi teachers in most cases handle them like any other curriculum area for examinations purposes. They also observed that:

- i. Not very much information of HIV and AIDS education is covered by the learners since much of it is contained in Religious Education [RE] as contemporary issues;
- ii. Much of the content is treated as minor areas and therefore teachers are tempted to give them to learners in form of assignments;

- iii. In some cases, teachers touch on HIV and AIDS education content unconsciously as part of syllabus coverage devoid of the key practical orientation for which the HIV and AIDS programme was introduced and that;
- iv. The examination orientation taken in schools does not allow for making the HIV and AIDS education content be reflected on as a practical reality whose presentation among the youths is of essence for the survival of the future generation.

Teachers involved in this study seem to portray a situation that the integrated HIV and AIDS education content is in form of disjointed information which to them does not have a reflection on expected behaviour change among the youth. They therefore seem not to be very keen on HIV and AIDS education content as their perception of it [content] makes them treat HIV and AIDS as an emerging issue in the curriculum that must be learnt for the sake of passing examinations.

3. The discrepancy between the expected HIV and AIDS content and the one offered in Siaya District secondary schools.

In an attempt to establish this discrepancy the study employed document analysis on both the secondary education syllabus and the proposed HIV and AIDS education syllabus in order to establish where the gap lies. Analysis of the HIV and AIDS education syllabus revealed that the content was prepared for all the classes in secondary schools. The topics included the concept of HIV and AIDS; its biology, how it spreads, testing for its presence in human body, its socio-economic and developmental dynamics as well as its impact at different age groups in the society. Since the proposed syllabus has not been revised since 1990, it has not covered new developments such as VCT services utilization, ARV utilization, home based care, health and nutrition among others. But so far, what is contained in the proposed syllabus for secondary schools could illicit some level of behavior change if it could have been implemented in schools as it was.

A look at the secondary education syllabus gives an impression that some of the content of HIV and AIDS education has been confined within specific subject areas based on how relevant the content were to the subjects. Such subjects include; English and Literature, Kiswahili and Fasihi, History and Government, Agriculture, Biology, Religious Education and Business. In languages the content of HIV and AIDS education is handled in passages for creative readings as general format for HIV and AIDS content coverage. However, in the majority of the subjects [Agriculture, Business Studies, History and Government], the content is integrated as emerging issue which indicated superficial coverage of the HIV and AIDS information. But major content is found in Religious Education, which include; responsible behaviour, time management, and youths and sexuality. The youths and sexuality covered here takes a social and moral orientation devoid of physical aspects of the actions. This creates a gap in the process of in bringing out the prevention measures against HIV and AIDS spread. Secondly, the content is only available for those learners who take Religious Studies as a learning area for examination as the subject is optional in the third year of study. This locks out a majority of the students from accessing the information thereby making them more vulnerable to contracting the virus at a time when they need the information most.

Biology as a subject area covers the content of HIV and AIDS Education under internal body defense and organisms in Ecology. This again does not provide students with sufficient knowledge on the biology of HIV to enable develop skills on how to combat the spread among the youth. Preventive measures like use of condom and blood transfusion screening are mentioned under a topic- reproduction. In most cases, learners tend to associate this with reproductive health and not prevention against HIV and AIDS. So because of misplaced perception, they seem not to consider use of condoms as a precautionary measure against spread of HIV and AIDS, but a way by which birth control and the spread of STIs are mitigated.

Based on the forgoing, the content of HIV and AIDS in secondary education in Kenya appears disjointed and presented in patches which are handled like materials that aid learners in passing examinations. The format in which the content is integrated gives the impression of an intellectual orientation that may not bring out the expected behaviour change among the youth as envisaged in the proposed HIV and AIDS education objectives for secondary schools in Kenya. Because of this integrated format, there is a big mismatch between the expected HIV and AIDS education content and that one offered in the secondary schools in Siaya District.

CONCLUSION

Based on the forgoing findings and discussion, the following conclusions were made:

- i. Students in secondary schools in Siaya District have a positive perception of HIV and AIDS content offered to them;
- ii. Teachers perceive the content as information meant for preparing students to pass examinations and not to make the students attain the expected behaviour change that may mitigate spread of HIV and AIDS among the youth and;
- iii. There exists a discrepancy between the proposed HIV and AIDS education content and the one offered in secondary schools in Siaya District. This is shown by flowing program content in the expected HIV and AIDS against a disjointed content appearing in patches in areas of convenient in the secondary education syllabus.

RECOMMENDATIONS

- i. Curriculum developers should utilize the positive perception students in the district have and provide HIV and AIDS content which can actually bring about behaviour change among the youth in secondary schools. New developments in the prevention of HIV and AIDS should also be incorporated in the content to take care of the needs of the youth to mitigate further spread.
- ii. If the content of HIV and AIDS must be integrated, then they should be delinked from the secondary education content and be treated as separate content but within the relevant subject areas. This may enable teachers to effectively prepare for such lessons and efficiently evaluate their lessons as well as observe the behaviour change among their learners.
- iii. Information [content] of the HIV and AIDS education can only communicate the intentions if they are presented in an order by sequence that provides coherence to the readers. There is therefore need for curriculum developers to find areas or identify related topics and integrating them in relevant subject areas in secondary education in order for them to flow and become meaningful to the learners.

REFERENCES

- Agyei, W. K.; Epema, E. J.; and Lubega, M. [1992]. Contraception and prevalence of sexually transmitted diseases among adolescence and young adults in Uganda. *International journal of epidemiology*, **vol. 21** [5]:81-88.
- Alderson, J. C. [2000]. *Assessing Reading*. London, Cambridge University Press.
- Calyle; Kirby; Harvist; Parcel; Barupach and Collins [2001]. Abstinence Only Vs Comprehensive Sex Education: What are the arguments? What is the Evidence? in Collins, M.M.P.; Alagin, P.J.D., Summer, T. [2002]. San Fransisco: AIDS Policy Research Centre and Centre for AIDS Prevention Studies.
- Ego, R. J. [2005]. Readability of HIV and AIDS Printed Materials Used by students in Kenya secondary schools: A Study of Nairobi Province. *Unpublished Master of Education Thesis*; Kenyatta University.
- Health-Link [1999]. *HIV Testing: A Practical Approach*. London: Russell Press Limited
- Hussein, N. A. [2005]. Socio-Economic and Cultural Factors in The Transmission of HIV and AIDS Among School and College Going Youth in Central Division of Garissa District, Kenya. *Unpublished Master of Education Thesis*, Kenyatta University.
- Johnson, T. [2000]. The Adolescence AIDS Epidemic in Kenya. A briefing Book. Nairobi: Communication Africa and JHPIEGO Corporation.
- Kamenga, M.; Ryder, R. W.; Jingu, M.; Mbuyi, L.; Behets, F.; Brown, C.; and Heyward, W. [1991]. Evidence of Marked Sexual Behaviour Change Associated with HIV Sero-conversion in 149 married couples with Discordant HIV Sero-status: Experience at an HIV Counseling Centre in Zaire. . KEMRI AIDS Update, [2002]. HIV and the Youth. Can we avoid the Catastrophe, Vol. 4 [004].Oct. to Dec.
- Kipp, W.; Kabagombe, G. and Kond-Lule [2002]. HIV Counseling and Testing in Rural Uganda; Communities' attitude and perceptions towards HIV Counseling and Testing Programme. *AIDS CARE: Psychological and socio-medical aspects of HIV and AIDS*. **Vol. 14**[5]: 23-25.
- Likoye, F.[2004]. Knowledge and Praxis; Implications of Freire's Concept of Critical Consciousness for HIV and AIDS Awareness. *Unpublished Master of Education Thesis*, Kenyatta University.
- LSTM, [2001]. Implementing Voluntary Counseling and Testing [VCT]; *Lessons Learned from Kenya. Policy Briefings for Health Sector Reform*.**Vol. 5**; 8-11
- Mann, J. [1992]. *AIDS in the World*. Massachusetts :Harvard University Press.
- Maswanya, E. S.; Moji, K.; Horiguchi, I. ; Nagata, K.; Aoyagi , K. ; and Honda, S. [1999] . Knowledge, risk perception of HIV and AIDS and reported Sexual behaviour among students in secondary schools

- and colleges in Tanzania. **Health Education Research. Vol. 14**[2]; 185-196
- Murray, N.; Toledo, V.; Luengo, X.; Molina, R.; and Zabin, L. [2002]. *An Evaluation of an Integrated Adolescent Development Programme for Urban Teenagers in Santiago, Chile*. Washington DC ; Focus on Adults.
- Ochieng, A. M. [2005]. A Study of the Reproductive and Sexual-Health Behaviour of Adolescents' in Kisumu District, in Relation to HIV and AIDS. *Unpublished Master of Education Thesis*, Maseno University.
- Republic of Kenya [2002]. *Secondary Education Syllabus*. Nairobi: K.I.E
- Republic of Kenya [1999]. *AIDS Education Syllabus for schools and Colleges*. Nairobi : K.I.E
- Tuju, R. [1996]. *AIDS: Understanding the challenge*. Nairobi: ACE Communications Ltd.
- UNESCO [2001]. *Reaching out, Reaching All. Sustaining Effective Policy and Practice for Education in Africa and promising Education Responses to HIV and AIDS*. Papers from ADEA Biennial meeting; Arusha, Tanzania [October 7-11, 2001] Paris; UNESCO.