

Full Length Research Paper

Objectives and actual HIV and AIDS education programme delivery and behavioral changes among Kenyan secondary school students

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Although there seems to be a high level of awareness of the HIV and AIDS menace among the youth, their behavior does not reflect this level of awareness. There seems to be a mismatch between HIV and AIDS Programme objectives and behavior change among the youth. However, this level of mismatch has not been established for effective intervention strategies to be put in place. The purpose of this study was to determine the gap between the objectives and actual HIV and AIDS education programme delivery in Siaya district public secondary schools, Kenya. Four instruments were used in the study: questionnaire, focus group discussions, interview schedule and documents analysis guide. Population of the study was 3205, which comprised of 68 head teachers, 719 teachers and 2418 students. The study selected 1/3 of the population by stratified random technique by sex to form the sample. The study established that whereas students believed they had begun exhibiting the expected change of behaviour, teachers felt that this was minimal to enable them prevent and control the spread of HIV among the youth. This suggested that there seem to exist a gap between objectives and actual HIV and AIDS education programme delivery and behavioral changes among the youth in secondary schools in Siaya district. Strategies of closing the gap are explored from the perspectives of teachers and students respectively.

Key words: Objectives, actual programme delivery, HIV and AIDS, behaviour change.

INTRODUCTION

Due to high prevalence of HIV among the youth aged 15-24 years (UN, 2005); various governments have diverted their strategies to emphasize on social behavioral change other than the focus on curative and hospitalization measures. For instance, in 1987, the Ugandan government had already developed an HIV and AIDS education syllabus for primary schools which was to make health education an examinable part of science curriculum (UNICEF and AMREF, 1987). The HIV and AIDS curriculum was integrated in the primary school science subject. In Kenya, the government introduced an integrated HIV and AIDS education programme in various subjects like Biology, Agriculture, History Languages and Religious Education in the year 2000 (K.I.E, 1999). The objectives of

the programme included: acquiring necessary knowledge and skills about HIV and AIDS and sexually transmitted diseases; appreciation of facts and issues related to HIV and AIDS and sexually transmitted diseases; develop life skills that will lead to AIDS and sexually transmitted diseases free life; identify appropriate sources of information on HIV and related issues; make decisions about personal and social behaviour that reduce risk of HIV and sexually transmitted infections (K.I.E, 1999).

Although various studies (Ochieng, 2005; Nyinya, 2007) suggest high level of awareness of HIV and AIDS among students, there is still lack of observable behaviour change amongst them. Likoye (2004) in a study on knowledge and praxis: the implication of Freire's concept of critical consciousness for HIV and AIDS awareness, observes that despite evidence that a large proportion of older adolescents and young adults in both rural and urban settings in Kenya appear to have high level of

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knowledge and awareness about the prevalence, method of transmission and deadliness of HIV and AIDS however, this does not imply that they have changed their sexual behaviour. He observes further that knowledge's failure to generate or develop in the people a disposition that translates into practice or action definitely casts doubt on the kind (usefulness) of that particular knowledge.

A reflection is therefore needed on the ultimate nature and meaning of HIV and AIDS awareness especially within the education context. The reflection should therefore be in terms of what should be the objectives and actual behavior change among the recipients of the programme. Jensen and Schnack (1994) argue that the objectives of a programme like the HIV and AIDS education in secondary schools should be able to give direction on the type of knowledge that would focus on making the learners agents and to enable them participate in the transfer of that change in the society so as to make more people to embrace that change; youth should therefore transform the community towards HIV and AIDS control. However, the HIV and AIDS education programme has not enabled the young adults to acquire the readiness and ability to adopt lifestyles that are compatible with prevention attitude and practice in relation to HIV and AIDS prevention (Likoye, 2004); there seems to exist a gap between knowledge and actual behaviour towards HIV and AIDS prevention. Freire (1974) observes that critical consciousness enables people to evaluate their environments and their situation and critically examine myths therein. The objectives of the HIV and AIDS Education therefore should take on the manifestation of practical response characterized by reflect ability, creativity and liberative action that positions human beings as actors and subjects in the world.

The forgoing therefore shows that the users of the HIV and AIDS education programme should not be considered objects for change; however, the objectives should enable them to become actors and subjects of change. In this vein, the present study tried to establish whether through the HIV and AIDS education programme the learners have developed the expected behaviour change as stipulated by its objectives.

Awareness of HIV and AIDS should enable the learner to acquire knowledge that is part of life experiences. It should promote in the learners knowledge that is integrated with reality of HIV and AIDS as it exists empirically and its casual and circumstantial correlation in their community (Likoye, 2004). Being conscious of something is therefore a process by which a human being, not as a recipient of a phenomenon (HIV and AIDS education) but as a knowing subject reaches a deeper awareness to both the socio-cultural reality on which his/her life is built and of his/her ability to transform that reality. It is a process of raising human consciousness.

Educative process therefore is the world's transformative process by the conscious action of human beings

which should be embraced in any programme's objectives (Freire, 1974).

In this vein, the present study therefore strived to evaluate the current HIV and AIDS education programme as it is in the context of secondary schools so as to establish whether the objectives as proposed by the HIV and AIDS education programme designers has been reflected on the behavioral change among the youth in Siaya district secondary schools. Likoye (2004) observes that a more useful examination of the specific objectives and teaching and learning activities recommended in some of the texts especially in the integrated approach reveals an inadequacy in terms of the learner empowerment. The objectives therefore do not emphasize action, change of behaviour as the end of lesson should pursue. The programme objectives should have a reflection of both cognitive and affective domains that may influence behaviour change among the youth. Level of knowledge alone which is purported by the current programme in schools does not bring behaviour change expected of the users. This however, suggests a gap between the knowledge and behavior change among the youth.

The authors therefore tried to determine the gap that exist between the objectives and actual HIV and AIDS education programmer's delivery and behavior change in Siaya district public secondary schools, Kenya. The study specifically tried to:

- i) Analyze the HIV and AIDS education programme's objectives in relation to existing practice.
- ii) Analyze actual HIV and AIDS Education programme delivery and behavior change.
- iii) Establish a shared meaning of the HIV and AIDS education programme's objectives.

METHODOLOGY

This study adopted descriptive survey design to enable gathering data from head teachers, teachers and students in Siaya district public secondary schools. The study population was 3203, which included 68 head teachers, 630 teachers and 2505 form four students. The study sampled a 1/3 of the population, which comprised of 23 head teachers, 210 teachers and 834 form four students by stratified random sampling technique by sex. The instruments used in the study included: questionnaire, focus group discussion guide, interviewer's schedule and a document analysis guide. Piloting of the instruments was done for both validity and reliability establishment. Reliability at alpha level of 0.811 and 0.855 were obtained for teachers' and students' questionnaire respectively. Face validity of the instruments was attained by giving the instruments to three experts in the field of study for review. The instruments were then revised with assistance of the research supervisors. The quantitative data obtained from questionnaire were coded and analyzed using descriptive statistics like frequency counts and percentages with an aid of SPSS computer software. The information was then presented in form of frequency distributions. The data gathered from the document analysis, interviews and focus group discussions were also transcribed, organized thematically before analysis. The data was then reported in form of text.

RESULTS AND DISCUSSION

The study received back was 189 and 851 duly filled questionnaire from both teachers and students respectively. This was a 90.0% return rate for both categories of the respondents. The data gathered were organized according to the study objectives as presented below.

HIV/AIDS education programme's Objectives in relation to existing practice

Objectives of a programme normally give a big picture of what content, methods and evaluation procedures the programme should adopt. A programme like the HIV and AIDS education therefore requires a critical reflection when constructing its objectives so that it enables change of behaviour not only at cognitive domain but more so at the affective level which may lead to behavior change among the learners (Freire, 1974; Likoye, 2004). Based on this argument the present study tried to analyze the HIV/AIDS education programme's objectives in light of the needs of the youth in secondary schools in Kenya based on the findings of the existing studies. This paper discusses each of the objectives as below.

Objective 1: Acquisition of necessary knowledge and skills about HIV and AIDS and sexually transmitted diseases (STDs)

The assumption underlying this objective is that it would enable effective drawing of the HIV and AIDS education programme's content and learning experiences which would expose the learners to the right knowledge and skills. That is, the content that gives the youth relevant knowledge from time to time to enable them adopt and adapt such behaviour that would be in tandem with prevention and control of HIV and AIDS spread among the youth in general. The authors believe that any new information that emerge regarding management of HIV and AIDS spread would be included in the content through its upgrading in order to imbue the youth with the relevant (necessary) knowledge from time to time. The present study therefore holds that the objective under discussion deals entirely with knowledge of HIV and AIDS, which should bring awareness among the recipients of that knowledge. Studies also show that there is high level of awareness or knowledge of the HIV and AIDS among learners in various learning institutions in Kenya (Likoye, 2004; Irimu, 2003; Ladhani, 2005). However, some of the studies, (Likoye, 2004; MOEST, 2001) cast doubt on the HIV and AIDS education programme's knowledge as a result of the observed outcome from students exposed to the programme. For instance, Likoye (2004) argues that HIV and AIDS awareness effort should be carried out in such a way that during the process, learners should acquire knowledge that is part of life experiences which should enhance behavior change amongst the youth. Conscientization

therefore a process by which human beings as knowing beings reach a deeper awareness of both the socio-cultural reality on which their life is built and of their ability to transform their behavior to suit changes that exist in their settings from time to time. Education therefore opens up possibilities for free choice and individual decision. Education (knowledge) should help the individual to explore many aspects of the world and even his/her own feelings and emotions (Freire, 1974). However, indoctrination is viewed as reducing the possibilities of free choice and decision. It is regarded as an attempt to persuade and coerce the individual to accept a particular viewpoint or belief to act in a particular manner and to profess a particular value and way of life.

Although there is claim of high level of knowledge among the learners by various studies, Hussein (2005) in his study on socio-economic and cultural factors in the transmission of HIV and AIDS among the school and college going youth in central division of Garissa district in Kenya observed that many young people were unaware of what constitutes risky sexual behaviour that could expose them to HIV and AIDS infection. And a few who understood such behaviour believed that they were invulnerable. This leads to casting of doubt on the knowledge, which has been acquired since the inception of the programme in schools in the year 2000. A similar view as advanced by Johnston (2000) that even though knowledge about the nature and transmission of HIV and AIDS is over 90.0% among Kenyan youth, however, perceptions towards chances of contracting the virus are disturbingly poor. A study by Ego (2005) on readability of HIV and AIDS printed materials used by students in Kenyan's secondary schools revealed that young people already know something about sex and HIV and AIDS, however, the information could be inadequate and wrong or incomplete. She still casts doubt on the knowledge acquisition among the learners in the HIV and AIDS education programme thereby suggesting that there is a gap between the objectives and the actual HIV and AIDS education delivery and behavior change in Kenyan's secondary schools.

Discussions with the respondents from Siaya district secondary schools revealed that since the introduction of the programme in the year 2000, its content has not been reviewed to keep it in tandem with the emerging issues in HIV and AIDS management especially among the youth. For instance, materials on voluntary counseling and testing (VCT) services were clearly missing from the content of the programme. The respondents also observed that the programme lacked practical orientation and only concentrated on delivery of superficial knowledge integrated in various subjects in the secondary education curriculum. That is, the programme is mainly taught as a contemporary theme in the secondary education curriculum.

The forgoing suggests that there seems to exist a gap between the objectives and actual HIV and AIDS education programme delivery and behavior change in schools. This however may be emanating from the nature of presenta-

presentation of that knowledge itself or lack of proper focus. The youth in school are exposed to HIV and AIDS education knowledge in form of contemporary themes which they expect to memorize during examinations and not to influence them to change their behavior.

Objective 2: Appreciation of facts and issues related to HIV and AIDS

This objective is purported to deal with affective domain of the learners. Appreciation here may refer to a persons being aware of a phenomenon and being able to perceive it. At a higher level, appreciation may refer to a person's ability to identify with the knowledge relating to a phenomenon like HIV and AIDS and readily verbalizes the information to others.

As it was discussed in acquisition of knowledge, high HIV and AIDS knowledge among the youth is revealed by several studies; however, some indicators of low appreciation of high-risk levels among the youth also exist. That is, high prevalence level of HIV and AIDS is still reported among the youth; early pregnancies which suggests that no use of HIV and AIDS protective measures. Discussions with students in Siaya district secondary schools revealed that lack of appreciation of HIV and AIDS control measures still exist as early pregnancies among the school girls is still common. This suggests that the youth are indulging in unprotected sex. Schools were reported by the respondents as hindering appreciation of HIV and AIDS protection measures as they said that being found with a condom in school was an offence and a breach of school rules and regulations. The student discussants therefore felt that schools are not providing enabling environment for them to really understand and appreciate HIV and AIDS control measures. The students added that VCT services are very rare in schools thus denying them an opportunity to develop courage to go for such services as most of the time they are confined in schools with a lot of academic work. Interviews with teachers also revealed that VCT services are not within reach of the students. Teachers also added that the secondary education curriculum is so congested such that even guidance and counseling sessions are not allocated in the school programmes.

Agyei et al. (1992) allude to this fact that there is a wide disparity between contraceptive knowledge and use. From their findings of a study in Uganda, they reported that 3/4 of the youth knew that condoms prevent STDs, yet fewer than 13.0% of males and virtually no female (less than 1.0%) said they used condoms during their sexual encounters. A study by Mumah (2003) among physically challenged youth in Rachuonyo district in Kenya revealed that youth harboured very negative attitude towards condom use. That is, 93.3% of the respondents did not use condoms yet more than 56.0% had two or more sexual partners. They gave a reason that they trusted their partners. This suggests that they do not appreciate control measures against HIV and AIDS

spread, thus ignoring them during their sexual activities. The present study also revealed that female students in Siaya district secondary schools still experienced early pregnancies; an indication that the students indulge in unprotected sex. The present study therefore holds that some of the learners in Siaya secondary schools have not yet come to realization to appreciate HIV and AIDS control measures like use of condoms during sexual intercourse thereby risking their lives with contracting HIV.

If appreciation refers to awareness, then awareness is a state of being conscious. The present study therefore casts doubt on whether the learners of the programme are conscious of the control measures of the scourge. Likoye (2004) expounds on the term consciousness by observing that it is a state of alertness to any stimulus. And as such, it is a state of awareness of the immediate reality (like the HIV and AIDS). To be conscious of something in this sense implies being in a state of alertness by way of senses, the mind or both. However, this most likely is lacking among the Kenyan youth based on the already cited research findings. This therefore puts the appreciation objective to doubt, thus the suspected gap between the objectives and actual HIV and AIDS education programme's delivery and behavior change in secondary schools.

Objective 3: Develop life skills that would lead to AIDS free life

The present study holds that a learner should develop a positive attitude towards a programme like the HIV and AIDS education before developing the life skills. Discussions with students revealed that they believed to have developed life skills like negotiation for safer sex, promotion of information regarding HIV and AIDS prevention among the youth and community at large.

Interviews with teachers on the other hand showed that early pregnancies are still rampant among school girls in the district. The teachers therefore reported that the girls seem not to be knowledgeable on the risks that exist in relation to indulging in unprotected sex. This implies that they are unable to negotiate for safer sexual encounters. Teachers also reported that most of the school girls hang out with youth who belong to the risk group; the touts and taxi drivers. This tends to expose them to more risk of contracting the disease.

A study by Nyinya (2007) on attitude of pupils on the HIV and AIDS education programme within Kisumu municipality in Kenya revealed that students had negative attitude towards the programme. However, Allport (1969) defines attitude as a mental state predisposing one to action, that is, a disposition to act for or against an object. Like appreciation, attitude is a term, which describes involvement of the student who is willing to grant a positive feeling about something. It further means that the student goes out of his/her way to express it and even seeks instances in which he/she can communicate it to

others. And the term communicate becomes a skill that can enable the student participate in prevention and control of HIV and AIDS spread among the youth. It is the disposition of this study that a good communicator is also a good negotiator and is therefore fully aware or conscious of the phenomenon he/she is talking about. Life skills as used in the objectives of the HIV and AIDS Education Programme are believed by this study to encompass all those ways by which students can escape contracting the HIV. They are expected to know their risk levels and act responsibly. They should be acquainted with the interdependence of humanity, which does not allow for individualism (Njoroge and Benaars, 1987). The authors also tried to find out whether the students in Siaya district secondary schools had developed these life skills as a result of the programme. However, if the objectives were guideposts for development of life skills among the youth, then the prevalence of HIV would have reduced. This therefore casts doubt between the objectives and actual HIV and AIDS education programme's delivery and behavior change among the youth in Siaya district secondary schools.

Objective 4: Identify appropriate sources of information on HIV/AIDS related issues

The objective refers to students' ability to develop attention to selected content of the programme. The student therefore expresses interest, appreciation, values and develops emotional sets towards the HIV and AIDS materials. The present study revealed that students never get time to identify resources in order to improve their knowledge and skills about HIV and AIDS. The student respondents reported that in schools the HIV and AIDS education resources just gather dust in the libraries since they are not updated therefore are boring to read. Some of the content does not reflect on the learners' expectations since the content was not developed with the learners' literacy level in mind. Therefore, language used in writing these materials should be simplified for better understanding of the concepts by the learners. Teachers also reported that even if students were to read the information regarding the HIV and AIDS education, this was not provided for in the school time as emphasis is put on examinable subjects.

A study by Ladhani (2005) on knowledge, attitude and practices towards HIV and AIDS among urban upper primary school children in Kisumu revealed a high (97.0%) level of HIV and AIDS awareness. However, only 48.6% of the respondents perceived themselves to be at risk of contracting HIV. A similar study by Ochieng (2005) revealed that there is a misconception that a person with HIV always looked unhealthy. The symptoms of HIV and AIDS are facts documented in HIV materials. If students were involved in identifying these materials to read what the materials contain, they would be clear about several issues including such misconceptions. The present study also revealed that the learners in Siaya district did not

have time to read extra materials on HIV and AIDS apart from what they are taught either in classroom or by invited guests. Reason for this is that the secondary education curriculum is too congested and therefore learners only concentrate on examinable materials to improve their grades. This suggests that there is a gap between objectives and actual HIV and AIDS education programme's delivery in schools.

Objective 5: Making decisions about personal and social behaviour

Education as a process makes the learners explore many aspects of the world and even their own feelings and emotions thereby leading them to make choice and personal decisions on world phenomena. Personal decision-making regarding social behaviour is of a higher level than mere appreciation of facts. It involves adjustment of an individual's behaviour due to an interaction between the individual's feelings and knowledge about a phenomenon like HIV and AIDS. The term adjustment hereby refers to a behaviour that appears in the social interaction between two persons, or may refer to one's whole outlook on life. It therefore involves internal balancing of self-concept and self-ideal and how these affect the entire environment in which one lives. In a situation of HIV and AIDS spread among the youth, adjustment involves emulating such behaviour that enhance control and prevention of the scourge as well as discarding those others that promote the spread of the same. Decision making as an objective in the programme is therefore taken by this study to refer to balancing of overt behaviour with some role concept. By making decision on social behaviour, the learner identifies with his/her role within the society after conceptualizing the phenomenon in question. External forces therefore do not influence personal decision-making once an individual has conceptualized and internalized a phenomenon like HIV and AIDS. Discussions with the respondents in Siaya district secondary schools revealed that VCT services were rare since they were not brought to schools. A few respondents who have ever gone for such services would do it during school holidays or through church/non-governmental organizations which are community based. This was an indication that very few learners in Siaya district know their sero-status. However, the respondents suggested that the VCT services should be introduced to schools in order to enable more learners go for HIV tests as well as counseling. This therefore brings doubt between the objectives and actual HIV and AIDS education programme's delivery in schools.

However, a study by Wachira (2005) among 400 undergraduate students in Nairobi's universities revealed that 94.0% of the respondents were aware of vital facts concerning HIV and AIDS and VCT, but only 45.0% of them showed that they knew their sero-status. They however reported that the main barriers hindering use of VCT were stigmatization (51.0%) and fear (37.0%) of positive

Table 1. Students' perception of the HIV and AIDS education programme's objectives (n=751).

Statement	Students' perception		
	Agree	Undecided	Disagree
Students have developed effective communication skills	59.7(442)	22.8(168)	17.4(129)
Students are able to make personal decisions	68.5(501)	19.1(141)	13.0(96)
Students show compassion towards people living with HIV/AIDS	55.8(413)	25.1(186)	19.0(138)
Students participate in community activities aimed at HIV/AIDS prevention	50.5(372)	26.2(193)	23.3(172)
Students identify HIV/AIDS Education resource materials	16.6(121)	17.7(129)	65.6(480)
Students have developed life skills in HIV/AIDS prevention	47.6(350)	24.2(178)	28.2(208)
Students find classroom lessons with HIV/AIDS issues interesting	56.9(421)	21.4(158)	21.8(181)

results. This suggests that the youth still act in a naïve manner on making personal decision on their social behaviour. Although behavioral change is required from the whole community within which an individual lives, it must begin from an individual him/herself before people will embrace it. However, without individual change, change in the whole community is at stake.

HIV/AIDS Education programme's delivery and behavior change

The HIV and AIDS education programme was meant to enable the learners to change their sexual behaviour in order to prevent and control HIV spread among the youth. This study therefore looked at the perception of both teachers and students of the HIV and AIDS education programme's objectives with respect to behaviour change amongst the students. The findings were as presented below. A five-point Likert scale was used in construction of the questionnaire items. Opinions on a strong agreement were considered by the authors as positive while disagree and strongly disagree were considered negative responses respectively. The numbers outside the bracket are percentages while those inside the bracket are number of respondents.

The study sought to establish whether the HIV and AIDS education programme has enabled the learners to develop effective communication skills: findings shown in Table 1 59.7% (442) of the respondents felt they had developed such skills. The respondents also felt that they had been enabled to make personal decisions by the programme as 67.9% (501) of them responding positively. A significant majority also reported that they normally show compassion to people living with HIV and AIDS. However, on whether the students participate in

activities aimed at HIV and AIDS prevention in the community, only 50.5% (372) of them said they were doing it. It was also evident that student were not identifying HIV and AIDS related resource materials as 65.7% (480) of the respondents said they were not doing this. At the same time, those respondents who believed they had developed life skills to enable them prevent and control spread the HIV and AIDS were only 46.6% (350). However, 38.2 (208) said they had no skills while 24.2% (178) of them were unaware of this fact. This suggest that majority of the student respondents have not developed life skills expected of them by the programme among Siaya district public secondary schools. However, the finding showed that student had started appreciating facts and issues related to HIV and AIDS since 56.9% (421) of the respondents reported that classroom lessons with HIV and AIDS issues were interesting. The study also sought to establish teachers' perceptions of the HIV and AIDS education programme's objectives in light of the students' behaviour change. The findings were as presented in Table 2.

As indicated from Table 2, only 37.9% (71) of the respondents felt that students could communicate HIV and AIDS related issues to their peers, however, another 34.6% (66) of them did not commit themselves to this fact. On whether students make personal decisions concerning HIV and AIDS prevention, 45.2% (85) of the respondents reported the students were able to do this; however, 36.0% (68) of them were unaware of this. On showing compassion to people living with HIV and AIDS, 40.2% (76) were unaware whether students could do this, however, only 34.0% (64) of them reported student were able to do this. Even on community participation by students only 31.6% (60) of the respondents reported that they were involved in this. However, 30.7% (58) of the respondents said students were not involved while 37.0%

Table 2. Teachers' perception of the HIV and AIDS education programme's objectives.

Statement	Teachers' Perception		
	Agree	Undecided	Disagree
Students have developed effective communication skills	37.9(71)	35.3(66)	26.7(50)
Students are able to make personal decisions	45.2(85)	36.2(68)	18.6(34)
Students show compassion towards people living with HIV/AIDS	34.0(64)	40.4(76)	25.5(48)
Students participate in community activities aimed at HIV/AIDS prevention	31.9(60)	37.2(70)	30.9(58)
Students identify HIV/AIDS education resource materials	15.4(29)	14.8(28)	69.8(132)
Students have developed life skills in HIV/AIDS prevention	24.5(46)	29.8(56)	45.7(86)
Students find classroom lessons with HIV/AIDS issues interesting	41.6(77)	37.8(70)	20.6(38)

(70) were unaware of this fact. On identifying HIV and AIDS related resource materials, 69.8% (132) of the respondents said the students were doing this at all. This suggests students have not developed interest in the materials. However, only 45.7% (86) respondents said students have developed life skills to enable them prevent and control HIV and AIDS. Only 41.6% (77) of the teachers felt that students find classroom lessons integrating HIV and AIDS issues interesting. This raises concern about teachers' approach to teaching these issues.

The forgoing suggests that there is still a problem with the perceptions of both teachers and students on the HIV and AIDS education programme's objectives in use in Siaya district public secondary schools. By use of focus group discussions to verify some of the issues from the respondents it came out clearly that students were not being influenced by the programme to change their sexual behaviour in a manner that would enable prevent and control spread of the HIV among the youth. The following were the respondents' views which indicated lack of change of behaviour among the students:

- i). Students did not bother with information relating to HIV and AIDS prevention and control.
- ii). Early pregnancies still exist among school girls, a sign that they indulge in unprotected sexual activities.
- iii). Students still fight amongst themselves over opposite sex friends. This is irresponsible behavior which should be addressed.
- iv). Some students have never come into close contact with people living with HIV and AIDS.

The main goal in the HIV and AIDS education programmed in secondary schools was to imbue the youth

with such knowledge, attitude and skills that would lead them to exhibit behaviour change that would combat spread of HIV among the youth. The youth were expected to develop a corresponding behaviour change that would positively enable them contain and/or reduce the high HIV and AIDS prevalence amongst them. They were therefore expected to internalize the HIV/AIDS education information, reflect on it and begin to act responsibly. The programme was therefore aimed at removing fear and superstition from the youth. However, this study establishes that no objective has been developed to take care of this among those outlined by the programme's designers. The beginning point for the entire HIV and AIDS Education objective would have been the evaluation of the environment in which the Programme was to be implemented. The socio-economic and cultural background of these settings would have been incorporated in the Programme in order to enable the students know where they are coming from, what beliefs to discard and which ones to embrace in order to combat HIV.

Towards a shared meaning of the objectives of the HIV and AIDS education programmed

Based on the state of HIV and AIDS education programmed in public secondary schools in Siaya district, the study tried to find out from the respondents what they would suggest for further improvement. The study therefore established from their suggestions their shared meaning of the programme's objectives as presented below:

- i). That for students and teachers to get committed to the Programme, it should be made compulsory and examinable in secondary education curriculum and should be

accorded a practical orientation.

ii). Objectives to articulate specific life skills to be disseminated to the learners; this may make them face the HIV and AIDS situation with courage in terms of going for HIV status tests thereby deciding on how to approach life with or without HIV based on the outcome of the test and counseling sessions.

iii). Objectives to address the problem of fear and stigmatization among students; this may enable them understand their lives better and HIV and AIDS prevention thereby actively participate in its control; this may be attained by introducing the programmed in childhood in order to clear cultural traditions that make HIV a myth and not a reality, demystifying cultural superstitions that make HIV to spread easily among most African communities. The HIV status should be equated to terminal conditions like diabetes, asthma, hypertension, ulcers which are easily managed by nutrition and prophylactic drugs because doing so will make it possible for victims to positively live with it.

iv). Objectives to address the ultimate goal of the programme which should be to direct the student to knowing their HIV status and begin acting responsibly regarding their sexual behaviour;

v). Objectives should address the issues and concerns in relation to cultural beliefs that lead to spread of the HIV and AIDS due to superstitions inherited by youth from their societal backgrounds; such societal beliefs may include beliefs that camel's milk can cure AIDS, rituals which involves cutting family members using same razor blade, circumcision and

vi). Objectives to address the conscious knowledge that would enable learners to possess information that should make them reflect on and critically analyze the environment they live in and thereafter adopt what lifestyles are in tandem with the demands of HIV and AIDS control measures; for instance HIV and AIDS requires that people change from certain ways of life and to embrace situations which may not lead to its spread in the society.

Conclusions

The study tried to analyze the HIV and AIDS education programme's objectives in light of the existing research findings. Even though the objectives are well structured in behavioral terms; various studies show that the programme has low impact on the sexual behavior change among the youth. This suggests some weakness on the delivery of the programme's objectives in Siaya district secondary schools.

The study also tried to analyze the actual programme delivery by collecting data from both teachers and students in order to establish their perceptions of the Programme's objectives. The study found that majority of students felt they had attained most of the programme's objectives, however, teachers felt that students had not achieved much yet. Teachers and some students gave

indicators of lack of sexual behaviour change to include: early pregnancy cases among the school girls and fights among students over sexual partners. The foregoing suggests that there is still gap between the objectives and actual programme's delivery; early pregnancy suggests that some of the students still indulge in unprotected sex, which endangers their lives with contracting HIV.

The study also tried to establish a shared meaning of the HIV and AIDS education programme's objectives. Various suggestions were therefore given by the respondents, which seem to have implications for the objectives to be adopted by the programme in secondary schools. Some of these suggestions include: training of teachers to improve their communication skills in HIV and AIDS related issues; the programme should be made lifelong that is, it should begin from childhood to adulthood; the programme to be taught in all subjects of the secondary education curriculum and the programme should be given a practical orientation. This study therefore conclude that the users of the programme in Siaya district secondary schools felt that there was low level of achievement of desired results in the HIV and AIDS education programme's delivery in Siaya district secondary schools.

Recommendations

The study reviewed the HIV/AIDS education programme's objectives based on existing research findings besides those from the Siaya district secondary schools' respondents. The study revealed that there exist some weaknesses on the Programme's delivery thereby hindering effective achievement of the objectives. Reason being, that the programme content has been integrated in the secondary education curriculum. The study therefore recommends that the programme should be separated and taught as a field on its own and not as an integrated content. This would allow incorporation of more content as well as review of the information given to students from time to time.

The study found out that as much as student respondents felt that they had achieved most of the programme's objectives, teachers on the other hand felt that students had achieved very little from the programme. Teacher respondents supported their opinion by reporting that there still exist early pregnancies among female students as well as fights among students over sexual partners. A case of early pregnancy implies that those sexual partners involved never use protective measures against contracting HIV thereby risking their lives. The study therefore recommends that an elaborate HIV and AIDS control measures should be designed and taught to students especially use of condoms during sexual intercourse. The learners should be made aware of the dangers of indulging in unprotected sex. This may be easily done by peer counselors than teachers themselves since students may not be free with teachers because of the age gap. On shared meaning of the HIV and AIDS education programme's objectives, the respondents sugges-

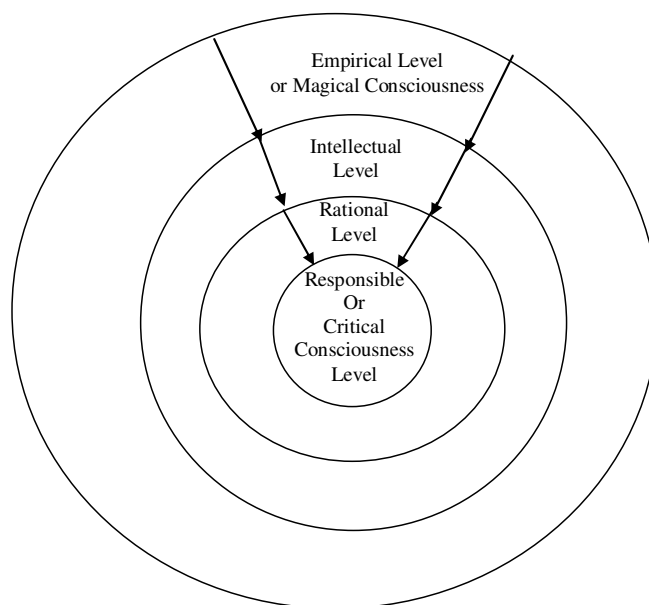


Figure 1. The proposed model for screening the HIV/AIDS education programmed objectives for secondary schools.
Source: Adopted and adapted from Freire (1974).

ted that training of teachers would improve their ability to communicate HIV and AIDS issues effectively to students. Both category of the respondents reported that the nature of training teachers undergo during their pre-service does not give the capacity to talk openly and boldly on issues related to HIV virus which in most cases involve detailed discussion of sexual encounters. The respondents also suggested that the Programme should be delinked from the secondary education subject and taught on its own to enable incorporation of more information as well as updating the content from time to time to keep the Pro-gramme in tandem with the improvement in HIV and AIDS prevention and management. The present study therefore recommends training of teacher on the HIV and AIDS issues. The study also recommends teaching of the Programme as integrated content in secondary education curriculum as well as a separate subject in secondary schools. the Programme should be given a practical orientation to enable the students reflect on the realities of HIV and AIDS instead of making them imagine that HIV and AIDS is just a body of theoretical knowledge and statistics the way it is in the curriculum currently.

This study recommends further that the Programme's delivery in schools should embrace the roots of the HIV and AIDS problem particularly in Kenyan setting. This is because, review of literature revealed that there is still fear of positive results from the tests. In addition, in Siaya district, students still take for granted their HIV risk level and therefore ignore control measures recommended therein, however, they still respect cultural traditions like being cut by one razor while undergoing family rituals and

at times equating AIDS symptoms with signs of being bewitched. Based on the forgoing, this study proposes an objective-screening model to be used while designing the programme's objectives for secondary education. The model is shown in Figure 1.

The model in Figure 1 above may be used to design the programme's objectives to embrace cultural traditions of people especially at empirical level or magical consciousness. This means provision of statistics and relevant education on HIV status among people. Proper understanding of people's cultural traditions may enable the curriculum developers to demystify some of the retrogressive beliefs on such cultures or practice them in a way that they do not interfere with prevention of HIV spread among people. For instance, circumcision among some communities in Kenya should be done in a manner that does not lead to spread of HIV especially by using different sterilized blades on people involved.

At the intellectual level a belief by this study is that it will enable the curriculum designers to develop appropriate objectives that may guide in development of the programme's content that may lead the learners to adopt rational thinking instead of being superstitious. That is, superstitions do not allow a person to reason and instead it develops fear in individuals. At the rational level this may enable the curriculum designers to develop objectives that may imbue youth with reasoning capacities by reflecting on the effects of HIV in their society thereby emulating a positive behaviour change that may reduce HIV prevalence among the youth. Critical consciousness may enable the curriculum designers to develop those objectives that may encompass various methods of HIV

and AIDS control. That is making the youth understand that societal development relies on how they manage their lives now. That if they mismanage their lives then the society is doomed. Such objectives, therefore may direct the learners to appreciate VCT services and eventually go for HIV tests so as to adopt responsible behaviour.

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