

The Hiding Hyena

A Study of Story-Based HIV Education in Primary and
Secondary Schools

A Tool for Knowledge Transfer to Students and
Families

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Introduction

HIV prevention education is a major area of international attention, and garners a great deal of aid money from foreign sponsors. Local government initiatives extend throughout the nation, in the same effort, putting extensive manpower and training into HIV prevention programs. Despite all this effort, studying the effects of preventative education is extremely difficult.

Many studies focus on the overall population rates, looking at birth, infection and death rates, to get an overall population risk and infection percentage, but these rates cannot tell us if prevention methods are working. In some East African countries, the death rate from HIV is now equal to the birth rate for the country, making the HIV rates appear to be levelling off, when in fact, people are just dying at a steady rate. In truth, the rates of HIV within southern and eastern Africa have never been higher, reaching peaks in Swaziland at 42% infected. With the ever increasing numbers of newly infected individuals each year, the need for HIV/AIDS prevention education for youth as young as primary school is no longer optional, but rather a dire necessity.

The need for HIV prevention methods becomes acutely more necessary with the introduction of life-prolonging anti-retroviral drugs that allow HIV infected individuals to live longer healthier lives. These drugs mean that individuals with HIV have a longer life-span both to be productive members of society, and to pass HIV to other individuals. It is not possible to identify HIV positive people by sight, so it is the responsibility of international governments to create educational policies to teach youth about HIV/AIDS and its risks before they become sexually active.

The Malawi Ministry of Health Sero-Survey of 2007 estimates that the rate of HIV infection ranges from 14-30%, nation-wide. The highest rates were found within the southern region, estimated at 20% for the region at large with the highest rates concentrated in urban and semi-urban communities. The Cape Maclear/Monkey Bay peninsula has rates higher than the regional average, with some estimates as high as 50% of the population infected. (REFERENCES)

This study aims at finding an innovative way to engage the attention and educating youth in this region about HIV/AIDS and its related issues - then measuring the knowledge transfer both in the school youth and their extended families. One such information tool, used as the basis for this study – was the educational booklet *The Hiding Hyena*.

Objectives:

- Distribute *The Hiding Hyena*, children's educational book, throughout the Cape Maclear/Monkey Bay Peninsula
- Measure the knowledge transfer from *The Hiding Hyena* to primary and secondary students as well as their families through written and oral surveys as well as essays
- Evaluate the benefits and drawbacks of an English-language health-education book in Malawian primary and secondary schools
- Create a recommendation for future story-based HIV education programs for Office of President and Cabinet, Malawi, the Ministry of Education, Malawi, and Ministry of Health, Malawi

Background

The Hiding Hyena book is the result of a Rotary Club + WWF Finland - sponsored workshop held in 2004 at a primary school in Malawi. The workshop entitled "*AIDS and the Environment: a course in*

drawing and drama” involved 15 primary school students, all interested in addressing the spread of HIV/AIDS with art and drama. Many of the children in the workshop had been affected personally by the pandemic of HIV/AIDS, as orphans of siblings of those lost, and were eager to spread a message of education and tolerance. The workshop was led by Antonia Ringbom and Alison Wiklund – integrating education with art, environmental issues and HIV. The final outcome of the program was both the book entitled *The Hiding Hyena*, as well as the short animated-cartoon movie made by Antonia Ringbom - of the same story and 20 minutes long. Both the film and the book were created as educational tools to prevent the spread of HIV/AIDS while simultaneously stimulating discussion and awareness in all categories and areas of society: students, parents, educators, and community members.

Methods

Chembe Village, Cape Maclear, Mangochi, Malawi, was used as the primary study site, with Namazizi Primary School, Mangochi, and Gracious Secondary School, Mangochi serving as comparative study sites. Cape Maclear Primary School and Cape Maclear Secondary School are located within the same village; these schools were used to monitor both the individual’s ability to learn from *The Hiding Hyena*, as well as a village’s ability to learn from the introduction of the book in mass. Namazizi Primary School is about 20 kilometres away from Chembe with little traffic between the two, especially for school-aged children. Gracious Secondary School is approximately 60 kilometers away from Chembe village, also with little traffic between the two, or to Namazizi Primary School, especially for school aged children. These two schools serve as isolated locations that can be used to compare the learning styles of students. We expect the improvement in HIV/AIDS knowledge to be approximately equal in each location. All sites are considered rural, none are urban, and so none have a significant increase in English language ability.

Notes on Methodology:

Life-Skills:

The subject of Life-Skills is part of the national Ministry of Education curriculum, and consists of many topics covering peer-pressure, HIV/AIDS, life choices, future planning, etc. The class is not a testable subject on national placement exams within Malawi. A schools Life-Skills curriculum and course schedule is determined by the School’s Head Teacher, the teaching staff available, the local education staff, and district based education staff. Because there is no set standard of curriculum for this class, different schools will put different amounts of emphasis on different Life-Skills topics. As a result, the students in one school may have a stronger base-knowledge of HIV/AIDS than the students of another school. Furthermore, students of one school may be allowed more class time per week to study Life-Skills than students of another school.

Book Integration:

The Hiding Hyena book has been approved by the Ministry of Education, Malawi, and The Office of President and Cabinet (OPC) as a teaching tool for students in Malawi to gain more knowledge about HIV/AIDS. Despite this, the book has yet to be formally integrated into the curriculum of either English or Life-Skills classes within the country. As a result, for this survey, the schools were not given teacher’s manuals, lesson plans, or teaching guides to accompany the books. At this point, we were studying the effects of the book as it is, outside the school curriculum in Malawi. The teachers were free to integrate the book into any lessons they had, but were not counselled on how to do so.

Language:

The official languages of Malawi are English and Chichewa, with many other recognized languages spoken throughout the country. In school, students begin in Chichewa, regardless of the regional language. By Standard 4, students begin studying English. Secondary School is taught entirely in English. A student’s proficiency in English is based on the level of school, the ability of teachers to

communicate in English, and the region in which they live. Some regions/districts have a larger English influence, resulting in a greater language proficiency of the population overall. Furthermore, more affluent families may have more school-educated members of the family, so younger family members may have a more constant influence in English.

The Hiding Hyena book has been translated and printed in both English and Chichewa. The English books were printed in quantity and were used for this survey.

The Chembe Village primary study consisted of three major elements:

1. Cape Maclear Primary School survey of HIV/AIDS related knowledge before and after the distribution of the *Hiding Hyena* book to the primary school students.
 - a. November 12th, 2007; 134 student of Standard 6, Cape Maclear Primary School, were surveyed on topics covered within *The Hiding Hyena* book. The survey included 40 questions consisting of “short-answer” and “yes or no” type evaluations. After the survey was complete, on the same morning, *The Hiding Hyena* book was distributed to the students of Standards 5, 6, and 7 (standard 8 was no longer in class for the year). The students were informed that these books were their own copies to be brought home, not to be left at school. Each teacher in the school was also given a copy, and 10 copies of the book were donated to the school library. The teachers were encouraged to use the book in both English and Life-Skills classes as they saw fit.
 - b. November 21st, 2007; One week after the first survey and distribution, 137 standard 6 students of the same class were re-surveyed using the same questions to ascertain if there was an increase in knowledge of HIV/AIDS information after using the book in school and at home.
2. Family survey of HIV/AIDS related knowledge before and after the distribution of *The Hiding Hyena* books to the primary school students.
 - a. First week of November, 2007; One week before the Primary School program began, 22 families from the village, who had children in primary school within the grades of Standard 5 to Standard 7, were selected at random to be surveyed on HIV/AIDS basic knowledge. The survey questions were the same as those used for the primary school students. The survey team went to the family homes in groups of 2 or 3 and conducted the survey verbally to avoid issues of illiteracy.
 - b. First week March, 2008; 4 months after the first survey, the same 22 families were re-surveyed by modified teams consisting of **new** interviewers. The second survey was meant to indicate if messages learned in schools were disseminated to the family members of school children. This indicates both the family involvement in education, and the students’ interest in sharing new ideas.
3. Cape Maclear Secondary School essay-evaluation and response to *The Hiding Hyena* books after the distribution of the book to the secondary school students.
 - a. February 15th, 2008; 3 months after the survey and distribution within the primary school, *The Hiding Hyena* book was distributed to all the students in Form 1 and Form 2 of Cape Maclear Secondary School (all classes). All teachers were given copies, and 10 books were donated to the school library. Teachers of English and Life-Skills were encouraged to use the book in classes.
 - b. February 22nd, 2008; one week after the book distribution, students of Form 2, day-students, were asked to write a short essay on their interpretation of *The Hiding Hyena*, things they learned, and opinions of its use in school.

The comparative study consisted of 2 schools overlapping the primary study in time:

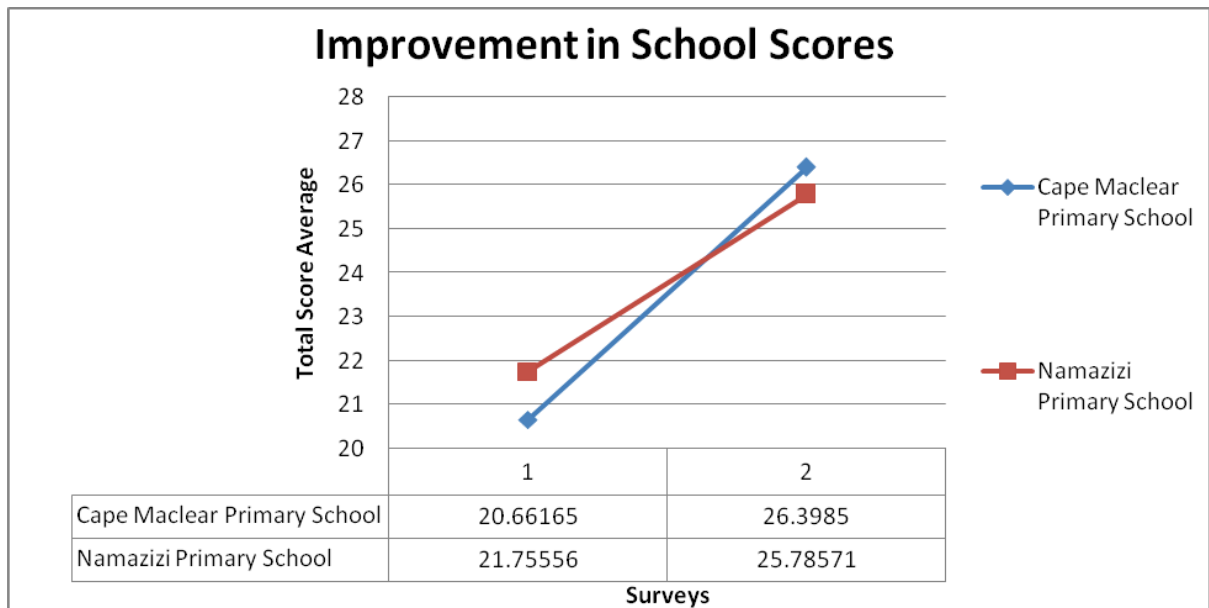
1. Namazizi Primary School survey of HIV/AIDS related knowledge before and after the distribution of *The Hiding Hyena* book to the primary school students.
 - a. February 12th, 2008; 46 student of Standard 6, Namazizi Primary School, were surveyed on topics covered within the Hiding Hyena book. The same 40 questions survey was used (described above). After the survey was complete, on the same morning, *The Hiding Hyena* book was distributed to the students of Standards 6, 7, and 8. The students were informed that these books were their own copies to be brought home, not to be left at school. Each teacher in the school was also given a copy, and 10 copies of the book were donated to the school library. The teachers were encouraged to use the book in both English and Life-Skills classes as they saw fit.
 - b. February 21st, 2008; One week after the first survey and distribution, 42 students of the same standard 6 class was re-surveyed using the same questions to ascertain if there was an increase in knowledge of HIV/AIDS information after using the book in school and at home.
2. Gracious Secondary School essay-evaluation and response to *The Hiding Hyena* books after the distribution of the book to the secondary school students.
 - a. February 20th, 2008; *The Hiding Hyena* book was distributed to all the students in Form 1, Form 2, and Form 3 of Gracious Secondary School (all classes). All teachers were given copies, and 10 books were donated to the school library. Teachers of English and Life-Skills were encouraged to use the book in classes.
 - b. March 1st, 2008; one week after the book distribution, students of Form 2 were asked to write a short essay on their interpretation of *The Hiding Hyena*, things they learned, and opinions of its use in school.

Results

In Cape Maclear Primary School, the overall response, post book distribution, was an increase in basic and specific HIV knowledge gained from *The Hiding Hyena*. The average score in the first round of surveys was 20.66165/40, or a total average of 51.65%. In the second round, the total correct answers increased by 27.77%, with an average score of 26.3985/40, total average 66.0%, or a total increase of 14.35% in the overall score.

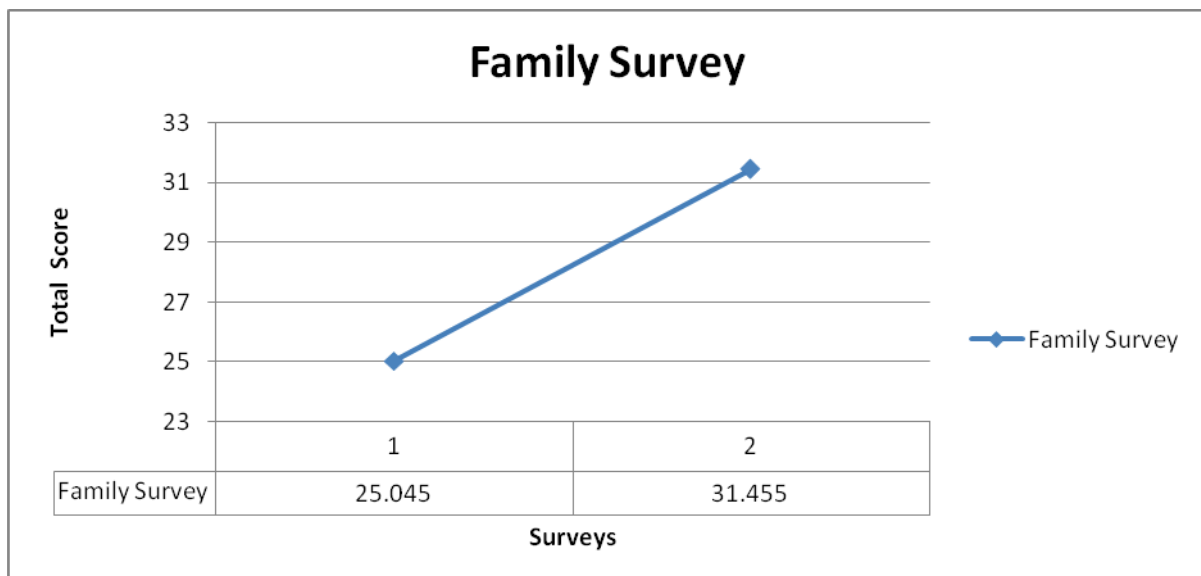
In Namazizi Primary School, the overall response, post book distribution was also a positive increase in the HIV knowledge attained for *The Hiding Hyena*. The average score in the first survey was 21.75556/40, or a total average of 54.39%. After the books were distributed, the total correct answers increased by 18.52%, with an average score of 25.78571/40, a total average score of 64.46%, or a total increase of 10.07%.

Graph of the two school's scores before and after *The Hiding Hyena* was distributed:



The family surveys also improved in the overall scores, post distribution of *The Hiding Hyena*. The average score for the first survey was 25.05 correct out of 40, or a total score of 62.61%. After the book was distributed, the total right answers increased by 25.59%, with the average score being 31.45 out of 40, or a total score of 78.64%.

Graph of Family survey scores before and after the distribution of *The Hiding Hyena*:



The Secondary School student essays cannot be evaluated quantitatively, because they are opinion based writing. However, if we look at the collection of essays as a whole, it is clear that the total comprehension of HIV issues is extremely high for the majority of students. Furthermore, the essays indicate that the knowledge was gained from or elaborated upon by *The Hiding Hyena*. Students actively compare parts of the story, such as drinking and night parties, to their own village and society. Students also quote the book in reference to HIV, saying, “HIV is a ‘Killer Disease’, and we can do things to protect ourselves.” The essays also reference treatment for pregnant mothers and girls/women’s rights to say ‘no’ which are not common topics in relation to general HIV knowledge, but are discussed within *The Hiding Hyena*. A small percentage of the secondary students did not actively participate in the writing assignment, and instead of critically thinking, chose to copy directly

from the book. We cannot judge from these essays whether students were unable to actively learn, or were unwilling to participate.

Conclusion

The results clearly indicate that when a village is saturated with *The Hiding Hyena* in all school levels, the entire community benefits from the knowledge provided. In every section of the study, the knowledge improved after the book was distributed.

English proficiency plays a major role in this study. In populations with higher English proficiency, the effects of the book were markedly improved as well, ie. Chembe Village vs. Namazizi, and Families and Secondary school students vs. Primary School students. While the book can assist with English classes, there would be more knowledge gained, and improved overall understanding, if the book was printed and distributed in Chichewa, or another relevant local language. This fact becomes more clear when we compare the knowledge gained in the secondary school with the knowledge gained in the Primary School. While both groups improved after receiving the book, the depth of understanding, especially with complex issues, was more obvious within the Secondary school population. Secondary school students understood more technical terminology, such as white blood cells, and navirapin, where primary school students on the whole, did not.

Furthermore, for the knowledge to effectively reach the maximum number of community members, local language would be a benefit. It is not until recently that education has been free in Malawi, or that women and girls have been actively allowed to participate in education. As a result, many women of previous generations are not fluent in English, and do not have strong literacy skills. Understanding a Chichewa book would be markedly easier for this population than understanding an English book.

Beyond language, a key step in making this book effective on a large scale, (District-wide or Nation-wide), would be integrating the book into the school curriculum so that teachers were encouraged to use and teach to this book. When students are left alone to teach themselves the book, they are reliant upon their own critical thinking and interpretation. Students taught a subject within class gain from both the knowledge of the teachers as well as the insights and interpretations of other students within the class. A teachers manual or reading companion given to all teachers teaching relevant subjects would ensure that students were being led through the book effectively, and gaining the maximum amount of knowledge. It would also assist teachers in becoming “experts” on HIV, thus helping them to feel comfortable teaching this relatively new subject. Furthermore, because of the strict guidelines of the Malawi Education system, teachers are reluctant to use materials that are not clearly part of the approved curriculum. By integrating this book into the curriculum of a non-tested subject, such as life-skills, it would offer flexibility in time distribution, but some structure to the elective course.

While it is clear that *The Hiding Hyena* book is understood by secondary students in its entirety, the overall concept of the book is not a method widely used in Malawi, suggesting extra help is needed. *The Hiding Hyena* acts as a metaphor for local societies, and can be used to safely address issues which are often culturally sensitive. The educational tool of metaphors is not widely used in the standard Malawian curriculum and so assistance in interpretation is needed, especially for primary school students. While these students did gain from the information in the book without assistance, we can only assume that the benefit would increase significantly with teacher assistance.

By integrating this book into the Life-Skills Curriculum, it could easily be used as a segue into other Life-Skills topics. In organizing the curriculum this way, it would offer a central theme to many different areas of Life-Skills.

The Hiding Hyena book discusses peer-pressure throughout, emphasizing the need for individuals to make good choices regardless of what others are doing. This is seen in the dancing party where animals who would not misbehave in daylight, act foolishly in the dark. It is also highlighted in the different choices by *Impala* and *Zebra* – the two central characters in the story. In one instance, *Zebra's* peer-pressure is a positive influence on *Impala* in helping her to say “NO” to unwanted sexual attention. This can be used as an introduction to the topic of peer-pressure and positive choice making.

The book discusses the topic of Nutrition and livelihood security. We see families with too many orphans to feed, and we also witness the young girls growing their own vegetables. This highlights both the problem and a solution to food scarcity, and can be used to begin discussions of food groups, nutrition, family planning, and developmental nutrition.

Another topic discussed is the idea of human rights. This comes up frequently in the book with many different contexts. Firstly, the girls have the right to say “NO,” discussing gender rights and sexual rights as well as child abuse and children’s rights. Secondly, the right to medical care and HIV testing is discussed. This section opens the door to discuss important patient rights issues of confidentiality, medication descriptions and understanding, and basic rights to be treated with respect. This section can also lead to a discussion of constitutional rights about medicine and the importance of privacy. Understanding the process of testing, and the rights to medical care can remove a lot of the fear and distrust of the medical community from people’s minds, and eventually lead to more people getting tested, and a better understanding of HIV rights and treatment.

The Environment is discussed in a few parts of the story. Deforestation is seen when Rhino is chopping down trees to make coffins. This section can promote discussions of death and dying as well as discussions of deforestation, a sustainable solution to coffin-making, as well as overall protection of the environment. Food security and gardens are also discussed, which can introduce the topics of responsible agriculture and permaculture.

Finally, the topic of Respect is a major theme throughout this book. We see it in the respect that Nurse Goat shows to all the animals and in the respect that the animals show to each other - regardless of their HIV status. We can also witness the lack of respect that the two girls are shown from both *Hyena* and *Uncle Elephant* - which is related to discrimination of both gender and age. Respect and cooperation are major topics of Life-Skills classes, and can be related to many sections of this book.

By using *The Hiding Hyena* to address many topics, students would begin to recognize the interconnectedness of all of these topics within their own life. All the areas of life-skills are related to one another, and we cannot effectively change one area without addressing the others. *The Hiding Hyena* book allows students to critically think about all the areas in the two girl’s lives that are affected by HIV, and draw conclusions about their own choices.

This book can be extremely effective in Malawian schools. The expanse of topics and the simplicity of the story allow the reader to gain knowledge at a rate and depth appropriate for their age. Older students are given information about the immune system, reproduction and sexual activities, while younger students can learn about positive choice-making and respect for one’s neighbours. This book can also promote behaviour change for older generations in a non-threatening environment, because they can learn in the privacy of their own homes, with peers, rather than in large groups with foreign health workers.

Appendices

Appendix 1: English Survey

Hiding Hyena Survey:

1. Have you ever heard of the hiding hyena? Yes / No / I don't know

If so, where?

2. What is it?

3. What are white blood cells?

4. What is HIV?

5. Where does HIV live?

6. What does HIV do to white blood cells?

7. How is HIV transmitted?

8. What is AIDS?

9. What is ABC?

10. What is A?

11. What is B?

12. What is C?

13. What eventually happens to a person with AIDS?

14. HOW can a person find out if they are infected?

15. WHERE can a person find out if they are infected?

16. How much blood is needed for a test?

17. What is HIV positive (+)?

18. What is HIV negative (-)?

19. What can vegetables do for a person with HIV/AIDS?

20. Can you see HIV? Yes / No / I don't know

21. What is unprotected sex?

22. What is protected sex?

23. Is there a CURE for HIV? Yes / No / I don't know
24. Is there medicine for HIV? Yes / No / I don't know
25. What are ARVs?
26. How can a pregnant woman WITH HIV protect her baby?

Can a person get HIV from:

27. Hugging? Yes / No / I don't know
28. Kissing? Yes / No / I don't know
29. Having sex? Yes / No / I don't know
30. Sharing food? Yes / No / I don't know
31. Using a toilet? Yes / No / I don't know
32. Sharing razors? Yes / No / I don't know
33. Witch craft? Yes / No / I don't know
34. Coughing? Yes / No / I don't know
35. Child birth? Yes / No / I don't know
36. Mosquitoes? Yes / No / I don't know
37. Insects? Yes / No / I don't know
38. Dog Bites? Yes / No / I don't know
39. Bore-holes? Yes / No / I don't know
40. What can we do to stop the spread of HIV and help people living with HIV?

Appendix 2: Chichewa Survey

KAFUKUFUKU WA FISI OBISALA

MAFUNSO KWA ANA A SUKULU

- 1.Kodi munamvapo za fisi obisala?
- 2.Ndi chiyani?
- 3.Kodi mau akuti magari oyera /waiti blood cells ndi chiyani?
4. Kodi HIV ndi Chiyani?
- 5.Kodi HIV imakhala kuti?
- 6.Nanga kachimboka kamachita chiyani m'magazi a munthu?
7. Nanga HIV imafala bwanji?
8. Nanga Edzi ndi chiyani?
9. Tingatani kuti tipewe matenda a Edzi? (ABC)
10. Kodi A ndi chiyani?
11. B ndi chiyani?
12. C ndi chiyani?
13. Chimachitika ndi chiyani kwa munthu amene ali ndi matenda a Edzi?
14. Munthu angadziwe bwanji kuti ali ndi kachilombo koyambitsa Edzi?
15. Ndikuti komwe munthu angadziwile kuti ali ndi kachilomboka
16. Ndi magari ochuluka bwanji omwe amafunika poyezetsa magari
17. Kodi HIV positive (+) ndi chiyani?
18. Nanga HIV negative (-) ndi chiyani?
- 19.Kodi ndiwo za masamba amathandiza chiyani munthupi la munthu?
- 20.Kodi mungathe kukawona kachilombo ka HIV ndi maso anu?
21. kodi kugonana kosadziteteza ndikotani?
22. Kodi kugonana kodziteteza ndi kotani?
23. Kodi HIV ingachizike?

24. Nanga HIV ili ndi mankhwala?
25. Nanga ma ARV ndi chiyani?
26. Kodi Mayi wapakati yemwe wapezeka ndikachilomboka angateteze bwanji mwana wake?
27. Kodi munthu angatenge kachilombo ka HIV munjira izi: Kuhagana/ kukumbatilana?
28. Pogundana milomo/ kitsi ?
29. Kugonana?
30. Kugawana chakudya?
31. Kugwiritsa ntchito chimbudzi chimodzi?
32. Kubwelekana malezala?
33. Mu ufiti?
34. Kutsokomola?
35. Pamene mwana akubadwa?
36. Udzuzu?
37. Tizilombo monga mpemvu, sikidzi?
38. Kulumindwa ndi galu kapena mphaka
39. Pa chitsime?
40. Tingathetse bwanji kufala kwa kachilombo ka HIV, ndikuthandiza anthu omwe ali ndi kachilomboka?.

Appendix 3: Answer Keys, book page linked

Questions Answered in the Story:

1. What are white blood cells?

p. 2, 48

2. What is HIV?

p. 2, p. 48

3. Where does HIV live?

p. 2

4. What does HIV do to white blood cells?

p.2; p. 48

5. How is HIV transmitted?

p. 5: sex; p. 19: blood, sexual contact; p. 48: unprotected sex, infected blood, needles, knives, razors

6. What is AIDS?

p. 19, p. 48

7. What are ABC?

p. 20, p. 44

A:

B:

C:

8. What eventually happens to a person with AIDS?

p. 31; p. 48

9. HOW can a person find out if they are infected?

p. 33-37

10. WHERE can a person find out if they are infected?

p.35-38

11. How much blood is needed for a test?

p.37

12. What is HIV positive (+)?

p. 38; p.41

13. What is HIV negative (-)?

p. 38

14. What can vegetables do for a person with HIV/AIDS?

p. 45; p. 49

Questions Answered in the end of the book (p. 37-38):

15. Can you see HIV?
16. What is unprotected sex?
17. What is protected sex?
18. Is there a CURE for HIV?
19. Is there medicine for HIV?
20. What are ARVs?
21. How can a pregnant woman WITH HIV protect her baby?
22. Can a person get HIV from:
 - Hugging?
 - Kissing?
 - Sex?
 - Sharing food?
 - Using a toilet?
 - Witch craft?
 - Coughing?
 - Sharing Razors?
 - Mosquitoes?
 - Insects?
 - Dog Bites?
 - Bore-holes?
23. What can we do to stop the spread of HIV and help people living with HIV?

Appendix 4: Answer Key, answer options suggested, not limited

3. What are white blood cells?

Defenders of the body

The immune system

Protection against diseases

4. What is HIV?

Human Immuno-deficiency Virus

The disease that causes AIDS

An illness of the immune system

5. Where does HIV live?

In the blood of infected individuals

In body fluid of infected individuals

6. What does HIV do to white blood cells?

It destroys white blood cells

It kills white blood cells

It makes the immune system less effective

7. How is HIV transmitted?

Unprotected sex

Sex

Blood

Body fluids

Birth

Sharing needles

Sharing razors

8. What is AIDS?

Acquired Immune Deficiency Syndrome

The disease caused by HIV

A disease that destroys the immune system

9. What is ABC?

How to protect yourself against HIV

10. What is A?

Abstinence

11. What is B?

Be Faithful

12. What is C?

Condoms

13. What eventually happens to a person with AIDS?

Become Sick

Die
The body cannot fight off other diseases
With proper care can live a healthy life

14. HOW can a person find out if they are infected?
They can get a blood test

15. WHERE can a person find out if they are infected?
At the clinic

16. How much blood is needed for a test?
A few drops

17. What is HIV positive (+)?
Someone with HIV
Being infected

18. What is HIV negative (-)?
Not having HIV
Not being infected

19. What can vegetables do for a person with HIV/AIDS?
Protect them from getting sick
Help the immune system

20. Can you see HIV? No

21. What is unprotected sex?
Having sex without a condom

22. What is protected sex?
Having sex with a condom

23. Is there a CURE for HIV? No

24. Is there medicine for HIV? Yes

25. What are ARVs?
Anti Retro-Virals
The medicine for HIV

26. How can a pregnant woman WITH HIV protect her baby?
Use Nevirapin
Get medicine from the clinic

Can a person get HIV from:

27. Hugging? No

28. Kissing? No

- | | |
|---------------------|-----|
| 29. Having sex? | Yes |
| 30. Sharing food? | No |
| 31. Using a toilet? | No |
| 32. Sharing razors? | Yes |
| 33. Witch craft? | No |
| 34. Coughing? | No |
| 35. Child birth? | Yes |
| 36. Mosquitoes? | No |
| 37. Insects? | No |
| 38. Dog Bites? | No |
| 39. Bore-holes? | No |

40. What can we do to stop the spread of HIV and help people living with HIV?

Appendix 5: School Survey Results

Cape Maclear Primary School and Namazizi Primary School Survey Results in Total

Cape Maclear Surveys 1 and 2

Pre Book Survey 1 Total Scores	Post Book Survey 2 Total Scores
19	20
17	18
30	29
16	26
15	12
30	31
21	21
30	28
18	27
19	22
20	22
8	8
7	18
17	33
12	24
13	21
29	17
21	34
21	33
13	25
16	27
24	20
21	29
10	17
23	30
21	25
21	25
13	25
29	21
30	37
9	30
14	30
13	19

Namazizi Surveys 1 and 2

Pre Book Survey 1 Total Scores	Post Book Survey 2 Total Scores
29	18
21	21
25	35
19	32
24	32
14	29
11	38
16	34
15	30
23	30
13	27
22	17
10	15
27	30
18	26
25	31
17	29
27	31
22	29
21	19
23	38
15	12
19	13
17	12
26	33
25	22
29	23
27	7
21	33
19	27
19	24
32	28
20	24

12	28	31	16
20	12	16	16
11	30	18	32
2	30	36	27
25	25	30	37
22	17	17	26
18	21	19	33
29	20	21	13
23	31	18	34
18	19	32	25.78571
17	30	23	Average, post book
15	17	27	
18	35	21.75556	
21	35	Average, first survey	
19	20		
8	20		
27	19		
25	25		
12	30		
19	37		
21	19		
21	17		
30	17		
29	20		
29	17		
27	26		
29	21		
32	21		
27	23		
20	29		
30	21		
19	22		
28	18		
11	16		
27	20		
21	34		
9	36		
12	30		
34	30		
30	33		
16	30		
18	35		
23	25		
27	36		
29	19		

31	29
21	31
10	25
27	20
19	30
32	30
31	31
27	29
30	30
29	36
30	29
17	28
23	31
17	32
24	30
29	29
25	30
22	30
25	32
21	31
25	27
27	29
18	30
12	30
11	30
16	29
19	35
21	27
17	28
23	23
16	17
12	36
13	31
27	36
17	17
16	32
11	27
12	29
15	39
13	34
18	35
21	33
19	36
13	22
23	32

30	12
25	34
27	23
29	35
0	39
27	18
27	28
30	17
23	18
25	30
20.66165	26.3985
average, first survey	average, post book

Appendix 6: Family Survey Results

Pre book Survey 1 Total Scores	Post book Survey 2 Total Scores
37	29
19	31
19	32
20	29
27	35
15	31
18	32
25	31
37	30
27	29
37	32
21	39
17	31
23	30
29	28
30	22
20	37
17	25
25	35
32	39
27	33
29	32
25.04545	31.45455
Average, First Survey	Average, Second Survey