

FOREWORD

In the conviction that every chapter of this thesis undoubtedly constitutes a piece of the greater puzzle of this research work, I would like to give some advice to readers regarding possible points of interest, so as to simplify the reading process. Readers who have a research background might find it more interesting to focus on the chapters which explain the research model used (chapter 2), the methodology of the study (chapter 6), the research results (chapter 7 to 10) and the final discussion (chapter 11). The chapters listed above would perhaps be of less interest to readers who are actually working in the field of life skills education and AIDS prevention. These readers might be more interested in the chapters which describe the negotiation processes preceding the project (see chapter 5) and explain the Child Mind Project with reference to its pedagogical approach and realisation of content (see chapter 7). They might also find some useful recommendations for the implementation of similar projects in similar environments in chapter 11. Readers who are unfamiliar with practical research in a developing-world context should focus on the first five chapters in order to enhance their understanding of the difficulties faced by researchers striving to realise their aims and goals in this particular kind of research context.