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Classroom discourse on HIV/AIDS issues in Malawian secondary schools: Who should facilitate and how?**Paul Makocho**

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The need for effective discourse on HIV/AIDS issues in Malawian secondary schools, has been explored using questionnaires and interviews. In contrast to previously reported literature on HIV/AIDS education in Malawi, the present study has drawn pupils' needs directly from the pupils' themselves, focussed on classroom practice, and triangulated data sets to give a comprehensive narrative of what pupils perceive to be effective facilitators in HIV/AIDS education. Despite a conservative cultural and religious adult world, pupils identified the need for facilitators with explicit and accurate knowledge on HIV/AIDS issues and who are willing to engage in open discussions on HIV/AIDS issues. The findings suggest that in future, effective HIV/AIDS intervention through classroom discourse needs to be informed by the pupils' needs. Additionally, there is a need to examine the extent to which classroom practice has addressed these needs and the factors influencing classroom practice.

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