

## CERM-ESA Master's Programme

### Exploring the use of participatory visual methods in teaching Sexuality Education within the HIV and AIDS education programme in selected Kenyan secondary schools

#### Introduction

Kenya has a high HIV and AIDS prevalence among the young people, even though the HIV and AIDS Education Program has been introduced in schools (Oginga, Muola, Mwanja, 2014). Teachers are uncomfortable teaching the components of sexuality (Chege, 2006) and thus teach only certain aspects such as abstinence till marriage, with an assumption that, that is what matters to the learners. Few studies have engaged on the inclusion of participatory and visual methods as pedagogical strategies to effective teaching and learning of sexuality education in Kenyan secondary schools. My study, therefore, focussed on exploring the use of participatory visual methods in teaching sexuality education in Kenya secondary schools.

#### Research Question

What are teachers' experiences of using participatory visual methods in teaching sexuality education within the HIV and AIDS Education Programme in selected Kenyan secondary schools?

#### Literature

Explores HIV and AIDS prevalence globally, sub-Saharan Africa and Kenya. It also narrows down to sexuality education globally with specific insight into the Kenyan context.

#### Methodology

**Research approach:** qualitative research approach, **Research paradigm:** interpretivist paradigm, **Research design:** phenomenological design

**Participants:** Purposive sampling: 3 schools, 3 participants per school

**Research Methods:** Memory accounts, Reflective journals and Focus group discussion. Workshop: Drawing, Collage, Music, Poetry, Role-play

**Analysis:** Thematic analysis.

#### Findings

**The memory accounts:** Themes: **Feelings of fear:** categorised into fear of leading learners astray: *'It was not easy explaining to the learners on the safe and unsafe days yet I always carried a pregnancy'*, fear of misleading and hurting learners because of lack of knowledge: *'I always find it difficult addressing it with the learners and end up hiding some of the information'* and fear of sexualisation and victimization: *'I was attacked by one of the girls in that class and she accused me of breaking her relationship'*. **Guilt:** *'I was always guilty for not teaching the learners on sexuality'*.

#### Findings

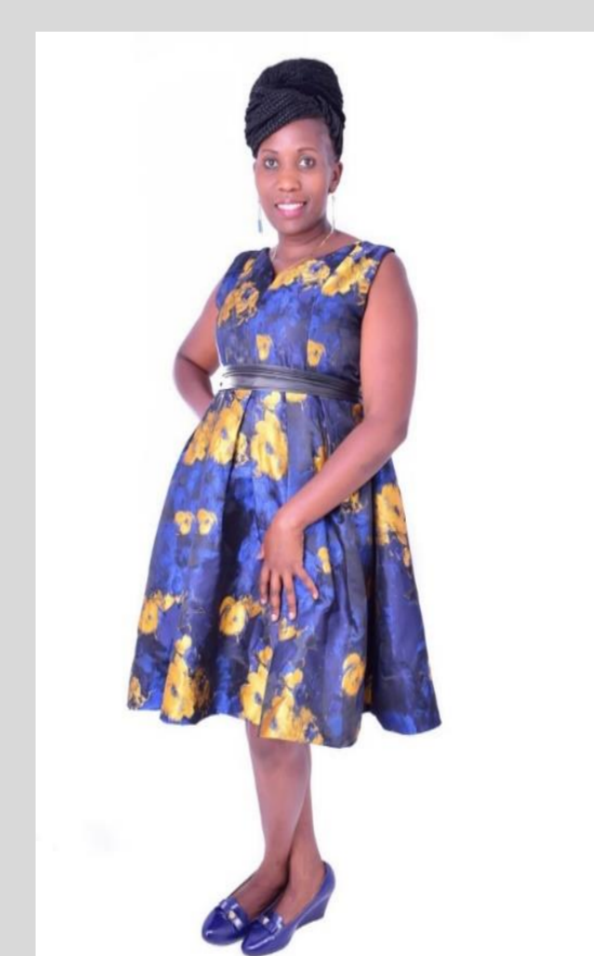
**The reflective journals:** The journal entries are categorised: **The usefulness of participatory visual methods in teaching sexuality, HIV and AIDS education** subcategorized into: **Learner centred/based:** *'I decided to implement it in my teaching as it was more of learner based'* and **Learners as knowers/knowledge producers:** *every detail came from them and not me hence this made my work easier and it was also very interesting to the students*. **Optimism:** *'when the sun goes down, one shouldn't cry for the tears will not let them see the stars, to mean that even with HIV and AIDS, one can still have a partner, practice safe sex and live happily'*.

#### Recommendation

The Ministry of Education should partner with other institutions of learning in Africa and beyond to become involved in exchange programmes aimed at broadening sexuality, HIV and AIDS education for the teachers and the learners beyond their horizons.

#### Conclusion

Participatory visual methodology simplifies teaching and learning on matters that had remained silent and unrevealed using other teaching methods. The teachers noted that the methods were effective in the delivery of the subject. Therefore, the education system should emphasize on a revision of the pedagogical structures that prepare the young people for the challenges that they are bound to face in and out of school.



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#### References

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- Oginga, E., Muola, J., & Mwanja, J. (2014). The factors influencing the teaching of HIV and AIDS education in public primary schools in Kisumu East district, Kenya. *International Journal of Education and Research*, 2, 1-14.