

## Chapter 2

# Review Methodology

The review is based on three sources:

- Analysis of teacher education policy and curriculum documents from Kenya, Tanzania and Uganda;
- Analysis of teaching/learning materials (where available) used in selected teacher education institutions/colleges in each country; and
- Interviews with a small number of teacher educators and trainee teachers in the selected institutions/colleges in the three countries.

### Sample

In each country, we selected six teacher education colleges representing the urban, rural, public and private sectors. The samples from Kenya and Uganda included a large public university as well. This was not possible in Tanzania, where no information was accessible despite consistent efforts by the research team. In each college, group interviews were conducted with six students, while six other students were asked to fill in a questionnaire. In-depth interviews were conducted with four tutors in most colleges. A flexible approach had to be adopted, with group interviews conducted with tutors in some colleges because tutors' schedules did not allow the time required for individual interviews.

Access to curriculum documents and materials was extremely difficult, particularly in Tanzania. These were either not available in colleges or other relevant institutions, or people were reluctant to share them. Nor was it possible to observe teaching practices in any of the colleges, because HIV and gender-related topics were integrated and infused in different subjects and these topics were not being taught during the time of data collection. In some colleges, the trainees and tutors were not sure about when the

topics were being taught; in others, the topics had already been taught. In the absence of observation, students and tutors were asked to describe how these topics had been taught in the past.

A consultative workshop was organised from 11 to 13 March 2007 to share the findings of the review with key stakeholders from the three countries, to invite their experiences and perspectives on HIV and gender education, and to provide an opportunity to discuss possibilities of improving teacher preparation for HIV and gender education. Participants of the workshop included the principal and one tutor from each of the colleges in the sample, relevant representatives from the ministries of education in each of the three countries, the review team and a representative from the Commonwealth Secretariat. Overall, the participants confirmed the review findings which highlighted numerous challenges to HIV and AIDS education, in particular resilient cultural beliefs and biases about sexuality and gender, contradictory information about HIV disseminated by different sources (by churches, the media and schools, for example) and gaps between ministry of education policies curricula at primary teachers' colleges (PTCs).