

Chapter 7

Teacher Education Curriculum

In response to the policies discussed above, HIV and AIDS education has been infused and integrated into the teacher education curricula in each of the three countries reviewed. This integration is more explicit in Kenya and Tanzania, where the curricula have recently been revised (in 2004 and 2007 respectively) than in Uganda, where the current curricula (revised in 1994) does not explicitly include HIV education in its objectives or content. Uganda's revised primary teacher training curriculum will become available in 2009. The following sections describe and discuss integration and infusion of HIV education and gender education into the curricula of each country and identify similarities and differences between them.

Kenya

In Kenya, the primary teacher education curriculum has six main objectives. While none of the six address HIV or gender directly, one relates to health education: to *'develop in the teacher awareness and appreciation for good health and environmental conservation'*. Gender education is not addressed at all in the curricular objectives, nor is it integrated in any of the subject syllabi. However, one of the country's eight National Goals for Education relates to gender education indirectly. This goal states that *'Education in Kenya should promote social equity and responsibility. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment'* (MOEST, 2004).

Kenya's primary teacher education (PTE) curriculum is spread over two years. In the first year trainees are required to study ten compulsory subjects (see table 7.1, below). The introductory comments and the general objectives identified for each of the ten courses make reference to HIV and include the objective of integrating and infusing HIV, gender and other

cross-cutting issues. However, these are not translated into the recommended content and no instruction is given on how to infuse these when teaching other topics. For example, in physical education, 'Trainees are expected to be able to express a variety of themes on contemporary issues such as gender issues and HIV and AIDS through movement'. In the first instance, this is a very vague objective, and in the second, it is not included in the specific objectives and content of the syllabus. Teaching methodology and teaching resources are recommended for each subject, but they are merely listed. The list includes participatory approaches such as story telling, play activities, role play, miming, dramatisation, lectures, educational visits, case studies, questions and answers, brain storming and debate (MOEST, 2004). However, the syllabus does not explicitly link these methods with any particular content. There is obviously an expectation that tutors will be able to use appropriate and relevant teaching methodology. That this is an unrealistic expectation becomes evident as we examine practice in the colleges.

Table 7.1 Organisation of the primary teacher education (PTE) syllabus in Kenya

Session	Subjects offered
Year one	1. Mathematics, including aspects of business studies
	2. English, including aspects of library science, native language and drama
	3. Kiswahili, including aspects of library science, native language and drama
	4. Science, integrated with home science and agriculture
	5. Religious education (Christian and Islamic religious education [CRE/IRE])
	6. Social studies, including some aspects of business studies
	7. Education, including special needs educations
	8. Creative arts (integrated music, art and craft, and drama)
	9. Physical education
	10. Information and communication technology (ICT)
	11. One session of teaching practice
Five core subjects	
Year two	1. English
	2. Kiswahili
	3. Education
	4. Physical Education
	5. ICT

Table 7.1 (continued)

OPTION A	OPTION B
<ul style="list-style-type: none"> • Science • Home science • Agriculture • Mathematics 	<ul style="list-style-type: none"> • Music • Art and craft • Social studies • Religious education
Two sessions of teaching practice	

In the second year, trainees must study five core and compulsory subjects and four elective subjects to specialise in either science (option A) or humanities (option B), with two teaching practice sessions in their chosen option. HIV and gender appear in the general goals and objectives of the five compulsory subjects, but are not carried through into the content or methodology in any significant way. The main carrier subjects for HIV are science and home economics within option A and social studies and religious education within option B (see table 7.2 below).

The syllabi for science and home science are concerned with providing scientific factual knowledge about transmission, prevention and care. The science syllabus aims to enable students to learn to:

'Define HIV and AIDS, describe modes of transmission, stages of development, testing and counselling for HIV and AIDS, identifying the myths and misconceptions about HIV and AIDS, state ways of demystifying myths and misconceptions about HIV and AIDS, explain ways of caring for those affected and infected by HIV and AIDS, list down different ways of controlling HIV and AIDS, state the impact of HIV and AIDS on the individual, the family and the nation, know about the proper nutrition for special groups such as people living with HIV and AIDS' (MOEST, 2004, vol. 2, p. 36–7, 50).

The home science syllabus focuses on home-based care for the sick. Students are expected to learn to:

'Define home-based care, state reasons for caring for the sick at home, explain how to care for the sick at home, observe/measure when taking care of the sick at home (to include HIV and AIDS), importance of voluntary counselling and testing (VCT) in HIV and AIDS, safety measures to be observed by traditional birth attendants (TBAs) during delivery in relation to HIV and

Table 7.2 Carrier subjects and integrated HIV content in the 2004 primary teacher education (PTE) syllabus in Kenya

Subject/topic	Objectives	Content	Proposed method/ resources
Subject: Science	<p>At the end of this topic the learner should be able to:</p> <ul style="list-style-type: none"> Define HIV and AIDS; describe modes of transmission, stages of development, testing and counselling for HIV and AIDS Identify the myths and misconceptions about HIV, state ways of demystifying these myths and misconceptions Explain ways of caring for those affected and infected by HIV and AIDS List different ways of controlling HIV State the impact of HIV on the individual, the family and the nation (pp. 36–38) Describe the nutrition for different special groups 	<p>Definition of HIV and AIDS; modes of transmission, stages of development, counselling and testing; myths and misconceptions, care and support for those infected and affected; control of HIV; impact of HIV on the individual, family and the nation (Vol. 2, pp. 36–37)</p> <p>Food & nutrition and HIV: Vol. 2, p. 50</p> <p>First aid and HIV: Vol. 2, p. 93</p> <p>Health care: VCT (Vol. 2, p. 108)</p> <p>Confinement: TBAs (Vol. 2, p. 110)</p> <p>Home-based care: Vol. 2, p. 94</p> <p>Nutrition for special groups: pregnant and lactating mothers, infants, people living with HIV and AIDS</p>	<p>Teaching and learning resources</p> <p>suggested include real objects, posters, charts, pictures/photographs, magazines, resource persons, newspapers, audio tapes, films, slides, tools, the environment, condoms, immunisation cards and ICT (Vol. 2, pp. 64–65)</p> <p>Suggested teaching methods for science: observation, demonstration, discussion, question and answer, drawing, practicals, visits, science walks, experimentation and a science kit (Vol. 2 p. 65)</p> <p>Suggested assessment methods: observation, oral questioning, written tests and project work</p>
Topic: Health education, food & nutrition			
Vol. 2, pp. 29–117			

Table 7.2 (continued)

Subject/topic	Objectives	Content	Proposed method/resources
Mathematics Vol. 2, pp. 1–28	<p>At the end of the course the learner should be able to:</p> <ul style="list-style-type: none"> • Relate mathematical concepts to real life situations, including emerging issues (Vol. 2, p. 2) 	No specific content mentioned	Emerging issues such as HIV, gender, integrity and human rights will be addressed in the process of problem solving (Vol. 1, p. 1)
Creative arts Vol. 1, pp. 140–207	<p>At the end of the course the learner should be able to:</p> <ul style="list-style-type: none"> • Infuse emerging issues related to child labour, drug abuse, HIV, integrity, human rights, environment and gender (Vol. 1, p. 141) <p>Vol. 1, p. 141: Creative – introduction ... ‘the content has also been carefully selected to infuse emerging issues related to child labour, drug abuse, HIV and AIDS, integrity, human rights, the environment and gender’ ...</p>	<p>Vol. 1, p. 179: Practical – specific objectives Topical songs on: Child labour, HIV, drug abuse, integrity, environmental issues, human rights, gender and corruption</p>	<p>Lyrics of songs on various issues such as: HIV, integrity, corruption, child rights, drug abuse, environmental issues, human rights (Vol. 1, p. 180)</p>

Table 7.2 (continued)

Subject/topic	Objectives	Content	Proposed method/resources
Information and communication technology Vol.1, pp. 208–235	Teachers today live in a society where there is immense pressure to address emerging issues. The introduction of the Internet, therefore, will be particularly useful as a source of information for teachers in addressing issues such as: HIV, drug abuse, the environment, gender issues and child labour (Vol. 1, p. 209)	The Internet as a source of information on emerging issues such as: HIV, drug abuse, gender issues and child labour (Vol. 1, p. 209)	A list of teaching and learning experiences are given at the end of the content ... none is given specifically to address issues related to HIV
Physical education Vol. 1, pp. 79–108	At the end of this topic the learner should be able to: <ul style="list-style-type: none"> Express themselves on a variety of themes such as drug abuse, gender issues, HIV and integrity 	Movement (Vol. 1, p. 81)	
Social studies Vol. 1, pp. 108–139	At the end of this topic the learner should be able to: <ul style="list-style-type: none"> Explain the effects of HIV on population growth in Kenya (Vol. 1, p. 119) 	Content includes the effects of HIV on population growth in Kenya (Vol. 1, p. 120); care and support of family members with special needs such as HIV, disabilities, drug and substance abuse (Vol. 1, p. 121)	List of teaching and learning experiences are given at the end of the content

Table 7.2 (continued)

Subject/topic	Objectives	Content	Proposed method/resources
Social studies (continued)	<p>Vol. 1, p. 110: Social studies – introduction</p> <p>... ‘the emerging issues relating to HIV and AIDS, drug and substance abuse, integrity, gender, legal aspects, human have been addressed through movement’.</p> <p>General objectives: No mention of HIV, though it is implied in objective number 9 under social justice and number 12: contemporary issues</p>	<p>Vol. 1, p. 119: Peoples and population – specific objectives</p> <p>‘explain the effects of HIV and AIDS on population growth in Kenya’</p> <p>Vol. 1, p. 120: Content</p> <p>‘Effects of HIV and AIDS on population growth in Kenya’</p> <p>Vol. 1, p. 120: Social organisations, institutions and cultural activities – specific objectives</p> <p>Care and support of family members with special needs:</p> <ul style="list-style-type: none"> • HIV and AIDS • Disabilities • Drug and substance abuse 	
Education	<p>Introduction: Emerging issues such as HIV, integrity and drug and substance abuse have also been integrated and infused.</p> <p>This is to enable learners to be responsive to critical issues affecting society (p. 119)</p> <p>At the end of the course, the learner should be able to:</p>	<p>Content includes:</p> <ul style="list-style-type: none"> • Children with special needs, intervention measures for children with special needs • Counselling issues in primary schools and referrals (behavioural problems, developmental problems, relationships, emotional/ 	<p>Teaching: Role play (p. 146)</p> <p>Observation, lectures, research, educational visits, demonstrations, discussions, question and answer, group work, assignments (p. 147)</p> <p>Resources: reference books, resource persons, pictures, charts, realia, audio-visual aids, case studies</p>

Table 7.2 (continued)

Subject/topic	Objectives	Content	Proposed method/resources
Education (continued)	<ul style="list-style-type: none"> • General objectives: Develop in the child appreciation for good health and environmental care, identify and provide support for children with psychosocial difficulties, acquire basic theoretical and practical knowledge about sociological issues that affect education (p. 120) • Specific objectives: Identify and discuss counselling issues in primary schools • Sociology of education: specific objectives: explain the socio-economic problems in education (p. 140) 	<p>psychological problems, HIV, special needs, academic achievement (p. 138)</p> <ul style="list-style-type: none"> • Sociology of education: socio-economic problems in education in relation to: HIV, children living in difficult circumstances, drug and substance abuse, social stratification, corruption (p. 140) 	
Christian religious education Vol. 2, pp. 148–174	<p>At the end of the course, the learner should be able to:</p> <ul style="list-style-type: none"> • Knowledge: identify contemporary issues that affect the teacher trainee's life and those of the pupils • Skills: use life skills to cope with challenges of a rapidly changing society (p. 151), explain the skills required for healthy living, desire to develop life skills (p. 160) 	<p>Content includes:</p> <ul style="list-style-type: none"> • Effects of irresponsible sexual behaviour (p. 171), HIV and sexually transmitted diseases (Vol. 2, p. 170) • Life skills: knowing and living with oneself (self awareness, self esteem, coping with emotions, coping with challenges, p. 160), knowing and living with others 	<p>Story telling, role play, visits, discussions, projects, dramatisation and discovery.</p> <p>Also question and answer, miming, song, dance, drawing, modelling, demonstrations, recitation, memorisation (p. 164)</p> <p>Resource: <i>The Bible</i></p>

Table 7.2 (continued)

Subject/topic	Objectives	Content	Proposed method/ resources
Christian religious education (continued)	<ul style="list-style-type: none"> • Contemporary Christian living: explain the meaning of human sexuality, explain the traditional African view on human sexuality, explain Christian teaching on human sexuality, identify forms and causes of irresponsible sexual behaviour, discuss Christian responsibility to those affected by irresponsible sexual behaviour, describe Christian teaching on marriage and family, discuss the traditional African view on marriage and family, state the problems affecting the family today, discuss the responsibility of parents towards their children, appreciate Christian teaching on responsible sexual behaviour, discuss how leisure is misused in society (p. 170) 	<p>(assertiveness, empathy/ sharing, negotiation/ tolerance, effective communication, conflict resolution, p. 161), making effective decisions (critical thinking, creative thinking, decision-making, p. 161)</p> <ul style="list-style-type: none"> • Contemporary Christian living: meaning of human sexuality, the traditional African view on human sexuality, Christian teaching on human sexuality (Genesis 1: 22–27, Psalms 139: 13–15), irresponsible sexual behaviour (Romans 1: 22–27), effects of irresponsible sexual behaviour: HIV and sexually transmitted diseases, early pregnancies, early marriage, school drop-outs, guilt, stress (1 Corinthians: 6: 12–20), Christian responsibility to those affected by irresponsible sexual behaviour (p. 171), misuse of leisure: drug and substance abuse, sexual immorality, pornography (p. 172) 	

Table 7.2 (continued)

Subject/topic	Objectives	Content	Proposed method/resources
Islamic religious education Vol. 2, pp. 175–195	<p>At the end of this topic the learner should be able to:</p> <ul style="list-style-type: none"> Respond and adapt to contemporary issues facing society from an Islamic perspective (p. 177) Integrate and infuse contemporary issues 	<p>Content includes:</p> <ul style="list-style-type: none"> Moral values: Islamic teaching on chastity, sexual behaviour, HIV (p. 179) Drug and substance abuse, environmental issues, etc. (Vol. 2, p. 189) <i>Muamalat</i> (relationships), care and services for the sick (care for people living with AIDS [PLWA]) (Vol. 2, p. 193) 	<p>Teaching/learning experiences: Discussion, explanation, narration, memorisation, role play, question and answer, deduction, dramatisation, project work, brainstorming, visits, case studies, debates, demonstrations (p. 195)</p> <p>Resources: Holy <i>Qur'an</i>, resource persons, collection of <i>Hadith</i>, audio-visual aids, print media models, real objects</p>
Home science Vol. 2, pp. 90–117	<p>At the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> First Aid: observe safety measures when giving first aid (p. 93), observe safety measures to include HIV when taking care of the sick at home (p. 94) Mother and child health care: explain preparation for parenthood, explain the importance of voluntary counselling and testing (VCT) when preparing for parenthood 	<p>Content includes:</p> <ul style="list-style-type: none"> First Aid: safety measures when giving First Aid to include HIV (p. 93) Home-based care: definition, reasons for caring for the sick at home (giving medicine, nutrition, feeding, bathing, clothing and bedding, utensils, cleaning the room, equipment, and materials used by the patient), safety measures to observe when caring for the sick at home 	<p>Cleaning equipment and materials: water heater, basins, buckets, dustpan, brooms, brushes (cloths, scrubbing, shoe brush, cobweb brush)</p> <p>Safety equipment: first aid kit</p> <p>Suggested teaching/learning experiences: discussion, visits, demonstrations, question and answer, observation, project work, practicals, role play (p. 117)</p>

Table 7.2 (continued)

Subject/topic	Objectives	Content	Proposed method/resources
Home science (continued)		<ul style="list-style-type: none"> • Mother and child health care: preparation for parenthood (physical, psychological, social, economic), importance of VCT in HIV and AIDS, needs of an expectant mother (diet, rest, clothing and shoes, emotional support), services offered at antenatal clinic, postnatal care (importance, services offered at postnatal clinic, health and growth monitoring chart) <p>p. 110: Confinement – content Safety measures to be observed by traditional birth assistants (TBAs) during delivery in relation to HIV</p>	

AIDS. Nutrition for special groups: pregnant and lactating mothers ... people living with HIV and AIDS'.

Within option B, the syllabi for social and religious education include objectives and content related to the psycho-social aspects of HIV. The specific HIV-related objectives and content of the social studies syllabus focus on *'the effects of HIV and AIDS on population growth and the care and support of family members with special needs, including the needs of those with HIV and AIDS'*. The objectives of the Islamic and Christian religious education syllabi include the acquisition of knowledge of contemporary issues, including HIV and AIDS, which affect life and relationships and the skills required to cope with these issues. Content such life skills and moral and religious values for responsible sexual behaviour and healthy living, and responsibilities for the care and service of the sick are included.

The HIV-related content in the syllabi of the carrier subjects is oriented towards giving basic knowledge and awareness to future teachers. The application of this knowledge in their personal lives is not explicit, except perhaps in religious education and in the core course on education. In this later course, guidance and counselling and sociology of education appear as topics. Within these topics, trainees are expected to discuss counselling issues in primary schools in relation to HIV, and to study HIV as one of several socio-economic problems in education.

The integration of different aspects of HIV education in the specialised/elective subjects (rather in most core subjects) means that those who take the science option will acquire factual knowledge about transmission, prevention and care, while those who opt for humanities will develop understanding of the social effects of HIV and moral and religious responsibilities that affect sexual behaviour. Having elective subjects as the main carriers reduces the impact of integration. Future teachers will not have the holistic knowledge, skills and attitudes required to change personal behaviour or to influence the behaviour of young people in schools, as envisaged by Kenya's education sector policy on HIV, 2004.

Universities in Kenya follow general education policies and guidelines prescribed by the central government, but devise their own programme of studies. We could not obtain information from every university in Kenya; however, we did approach one of the largest public universities, located in Nairobi. At this university, HIV education is a stand alone, compulsory and

examinable course for all students in pre-service teacher education programmes. The grade obtained in this course counts towards the overall grade obtained in the BEd degree. Faculty members have prepared the course outline and materials (including a textbook), and the content includes basic scientific information on adolescent development, fertility, sexually transmitted diseases (STDs), HIV – its nature, modes of transmission and management. The course also includes the social and personal implications of HIV, such as its impact on families and organisations, and social and cultural beliefs and practices which contribute to the spread. Unlike the syllabi in the certificate programme described earlier, which do not deal with how to teach HIV in school, the university curriculum does include topics on approaches to HIV education, such as the participatory mode and peer education.

Since the launch of the policy, MOEST has worked with other non-governmental organisations like the Centre for British Teachers (CfBT) to implement school-based HIV education and behaviour-change interventions through the Primary School Action for Better Health (PSABH). MOEST and CfBT use a cascade model, in which they train a principal (or deputy) and two tutors. The trained tutors then train their colleagues and provide HIV and AIDS education in the classrooms and organise co-curricular activities in their institutions using materials and resources provided by CfBT. In two of the colleges visited, the principal and two tutors had gone through the programme.

Tanzania

As mentioned earlier in this report, three types of pre-service programmes provide pre-service teacher education in Tanzania: certificate, diploma and degree programmes. The certificate and diploma programmes prepare most school teachers in the country (see table 7.3, below) and hence we review the syllabi for these two courses below.

Table 7.3 Number of teachers trained through different teacher education programmes in Tanzania

	Public schools			Private schools			Total		
	Male	Female	Total	M	F	T	M	F	T
BSc (Ed)	575	170	745	524	156	680	1,099	326	1,425
BSc (Gen)	234	77	311	257	62	319	491	139	630
BA (Ed)	717	213	930	973	254	1,227	1,690	467	2,157
BA (Gen)	231	67	298	467	60	527	698	127	825
Dip. Science	4,158	1,726	5,884	1,831	418	2,249	5,989	2,144	8,133
Dip. Arts	4,873	2,931	7,804	2,256	718	2,974	7,129	3,649	10,778
Grade A	409	330	739	188	70	258	597	400	997
Others	546	96	642	1,931	333	2,264	2,477	429	2,906
Total	12,339	5,885	18,224	9,072	2,181	11,253	21,411	8,066	29,477

From: Lewin (2003)

The certificate in teaching curriculum lists seven objectives, only one of which addresses HIV and gender directly, along with other issues. This objective states that the certificate course will *'enable pre-service teachers to enhance their understanding of national and international issues, particularly HIV and AIDS education, gender, children's rights and conservation of the environment'*.

Trainees must study 11 compulsory subjects, with topics relating to HIV and gender integrated in five of these (see table 7.4, below). So although HIV education does not appear as a specific topic or as a focused objective, it is infused within other topics such as adolescence and youth problems, gender and cross-cutting issues. For example, the syllabus for the subject of guidance and counselling recommends that trainees discuss youth problems such as being affected by HIV. The civics syllabus recommends class discussion on the effects of widow inheritance on the spread of HIV. Widow inheritance is a common practice in some parts of Africa, whereby a widowed woman is taken over by a brother or cousin of her dead husband.

Table 7.4 Analysis of the certificate course in teacher education

Subject	Topic	Objectives	Proposed methods	Resources
Psychology, guidance and counselling	• Child growth and development	• Trainee should be able to elaborate how gender equality contributes to child development	• In groups, trainees discuss effects of gender bias on children's upbringing	• Immunisation card
	• Youth and adolescence	• Trainee should be able to define and describe adolescent problems and ways of building good behaviour	• Trainees discuss problems that adolescents face, including using drugs, becoming affected by HIV, living responsibly, imitating and copying	• Child development programme
Social studies, teaching and learning methods	• Division of labour in the family	• To explain the concept of division of labour	• Tutors use a division of labour chart to guide learners to identify division of labour for each family member	• Pictures of family members at work
	• Roles and responsibilities in the family	• To identify appropriate divisions of labour	• Use of role play	• Division of labour chart
	• Norms and behaviour of Tanzanians	• To identify the possibility of gender inequality	• Use of brainstorming	• Chart on roles and responsibilities
		• Identify cultural practices which perpetuate gender inequality	• Group discussions	• TV
Civics	• Gender issues	• To explain the meaning of gender and gender equality	• Discussion through question and answer	• Newspapers with news on gender
		• To explain violations of gender equality in Tanzanian culture	• Discussion on violations of gender equality by the practice of gender ⁶ mutilation and widow inheritance	• Video on HIV and AIDS

Table 7.4 (continued)

Subject	Topic	Objectives	Proposed methods	Resources
Civics (continued)		<ul style="list-style-type: none"> • Explain how gender inequality hinders economic growth • State strategies for bringing about gender equality • To explain the importance of NGOs and civil society in strengthening gender equality • Elaborate on the importance of both men and women in promoting and strengthening gender equality 	<ul style="list-style-type: none"> • Discussion of the effect of widow inheritance on the spread of HIV and oppression of women • Group discussions to suggest strategies for promoting gender equality • Discussions on the importance of men and women 	
Science	• Disease	<ul style="list-style-type: none"> • To be able to explain the spread of disease by air, water and contact • Explain how to protect from various diseases 	<ul style="list-style-type: none"> • Brainstorming to identify infectious diseases such as HIV, malaria etc. • Discuss how to protect oneself 	<ul style="list-style-type: none"> • Use items from the environment
Mathematics				
Kiswahili	<ul style="list-style-type: none"> • Riddles • Stories 	<ul style="list-style-type: none"> • Identify riddles with gender bias • Identify gender bias in stories 		

Table 7.4 (continued)

Subject	Topic	Objectives	Proposed methods	Resources
Curriculum and teaching				
Foundations of education	<ul style="list-style-type: none"> Explain the importance of topics on cross-cutting issues 	<ul style="list-style-type: none"> Question and answer to explain concept of cross-cutting issues Trainees discuss cross-cutting issues such as HIV and gender to explain their importance 		
Teaching learning methods				
Early childhood care and development				
Research measurement and evaluation				

Various resources such as books, charts and videos are recommended for tutors to use in the training. However, no particular books or resource materials are prescribed and, as our discussion of practice suggests (below), not all colleges have similar quantities or quality of resources and other learning materials. Discussion and brainstorming among trainees are recommended as the main learning methods so as to encourage participation.

Where it appears as a topic, civics is the primary carrier subject for gender. Teacher trainees are expected to become aware of violations of gender equality in Tanzanian culture and discrimination against women and girls. They are also expected to be able to state strategies for bringing about gender equality, and to explain the importance of NGOs, civil societies and men and women in bringing gender equality. The syllabi for social studies and psychology and for guidance and counselling (which is one subject) also include gender-related objectives and content. In social studies, for example, students are expected to be able to identify gender inequality as part of studying family roles, responsibilities and norms. In psychology, guidance and counselling trainees are expected to elaborate how gender equality contributes to child development as an outcome of studying child growth and types of child growth. The syllabi for Kiswahili and foundations of education suggest that teachers infuse gender awareness while teaching other topics – for example, identify riddles with gender bias.

These gender-related objectives across the subjects seem to focus on awareness of an existing situation of gender inequality, so that trainee teachers can identify, explain or elaborate gender inequality in the family and in cultural practices. However, they do not expect trainees to examine their own beliefs, attitudes or experiences, or to learn to become more gender sensitive as teachers in their own classrooms. The syllabus proposes discussion as the primary method of teaching, and suggests a variety of resources to be made available in the colleges. Yet materials on gender were largely absent.

In terms of the diploma in teaching, Tanzania's two-year Diploma in Secondary Education comprises both compulsory and specialisation subjects. All students must take the following compulsory subjects: foundations of education; curriculum and teaching; development studies, educational psychology, guidance and counselling; educational research and management; and communication skills. Students must also specialise in one of the

following subjects: biology, physics, chemistry, mathematics, civics, geography, history, Kiswahili, English, information and computer studies or French. Each of these specialisation subjects has an academic (focusing on subject matter) and a pedagogy syllabus. For each syllabus, the Tanzania Institute of Education (TIE) has developed a module as a resource for students. In the discussion below, we refer to these modules along with the syllabus document. Information obtained from the sample colleges, however, suggested that the modules were not available in all colleges.

Gender and HIV appear as topics primarily in one of the compulsory subjects (development studies) and are included rather minimally in the syllabus for foundations of education (see table 7.5, below). The syllabus for the latter recommends that gender and HIV should be discussed as two of the nine factors influencing education. However, the module for this subject does not include any reference to gender or HIV, nor does it suggest any activities to discuss the influence of these two factors on education in Tanzania.

The development studies syllabus includes HIV and gender as specific topics within the broader theme of 'theories and aspects of development'. Four hours are allocated to the teaching of HIV, so as to enable trainees to determine the extent of the disease in Tanzania, assess the effectiveness of prevention strategies and point out how to avoid risk behaviour. The module on this subject provides some basic information on the prevalence of HIV and AIDS in the world and in Tanzania. It also lists the most vulnerable groups and prevention strategies: abstinence, self-control, counselling, testing, prevention of mother-child transmission and school-based prevention at primary and secondary level. No further explanations are given on this list. The module recommends that trainees use the information provided in the module to educate their students and provide guidance and counselling to the infected and affected members of the community, but does not give any input on how to do this or the pedagogy of HIV education.

The module also includes three so-called 'activities', although they primarily require trainees to answer questions such as 'What is the HIV/AIDS epidemic?' and 'How is it transmitted?' Another 'activity' requires trainees to discuss which risk behaviours lead to HIV infection, and to assess which strategies are effective in alleviating HIV-related problems in their locality. No information is given in the module to help answer these questions, suggesting that the student teachers and the tutors themselves are

Table 7.5 Analysis of the diploma course in teacher education

Course title, objectives and competencies	Topic and time allocated	Topic-specific objectives	Teaching and learning strategies	Teaching and learning resources
Curriculum and teaching: <ul style="list-style-type: none"> Integrate cross-cutting issues into the teaching and learning process 				
Foundations of education: <ul style="list-style-type: none"> Acquire knowledge and develop understanding of educational equality and equity in education Identify and integrate cross-cutting issues in area of specialisation 	Sociological factors influencing education in Tanzania: 3 hours	<ul style="list-style-type: none"> Identify and analyse sociological factors that influence education in Tanzania Explain basic ideas of distinguished sociologists Apply sociological ideas 	<ul style="list-style-type: none"> Small group discussions on the factors; HIV and gender included among nine factors listed 	<ul style="list-style-type: none"> Newspaper cuttings, encyclopaedia of sociology and education, test materials on sociological factors
Educational research and management				

Table 7.5 (continued)

Course title, objectives and competencies	Topic and time allocated	Topic-specific objectives	Teaching and learning strategies	Teaching and learning resources
<p>Development studies:</p> <ul style="list-style-type: none"> Identify, evaluate and propose solutions for socio-economic problems Develop values and skills for dealing with socio-economic and political challenges, including cross-cutting issues Apply life skills in dealing with socio-economic and political challenges, including HIV, globalisation, gender, drug abuse and corruption 	<p>Human resource development in Tanzania: 5 hours</p> <p>HIV and AIDS and development: 4 hours</p> <p>Gender and development: 5 hours</p>	<ul style="list-style-type: none"> Outline strategies for empowering youth, the disabled and disadvantaged members of the community, including women (one of 6 objectives) Determine the extent of HIV and AIDS in Tanzania Assess effectiveness of strategies to alleviate HIV Point out risk behaviours Carry out guidance and counselling for effected and affected Explain concept of gender Explain relationship between gender issues and development Analyse policies that are in place for gender equity and equality in Tanzania Analyse successes and challenges facing women's empowerment in Tanzania 	<ul style="list-style-type: none"> Case studies, group discussions and presentations, guest speakers Internet searches, library reading, brainstorming group discussion on how to avoid risk behaviour, guest speakers on guidance, counselling and support Small group discussions, case studies, use of semantic web and presentations on gender concepts, issues and their impact on development 	<ul style="list-style-type: none"> Newspapers, newsletters, magazines, reports and modules on development studies in secondary education Newspapers, magazines, books, research reports, module on development studies Newspapers, pamphlets, pictures, posters, research reports, module development studies

Table 7.5 (continued)

Course title, objectives and competencies	Topic and time allocated	Topic-specific objectives	Teaching and learning strategies	Teaching and learning resources
Biology academic: <ul style="list-style-type: none"> Use biological skills and knowledge to deal positively with cross-cutting issues 	HIV and AIDS, sexually transmitted infections (STIs) and STDs: 4 hours Drugs, drug abuse and responsible behaviour: 4 hours	<ul style="list-style-type: none"> Explain causes, transmission, symptoms, effects and preventive measures for HIV, STIs and STDs Outline ways of managing HIV and AIDS, STIs and STDs Investigate the impact and control of HIV, STIs and STDs Describe the causes and effects of drug abuse Suggest preventive and control measures on drugs and drug addiction Differentiate responsible from irresponsible behaviour 	<ul style="list-style-type: none"> Brainstorming and presentation, group project to investigate the impact and control of HIV in the neighbouring community, presentation of findings Guest speaker, role play 	<ul style="list-style-type: none"> Charts Pictures, photographs, videos, radio and radio cassettes
English pedagogy: <ul style="list-style-type: none"> Integrate cross-cutting issues in the teaching and learning of English 				

Table 7.5 (continued)

Course title, objectives and competencies	Topic and time allocated	Topic-specific objectives	Teaching and learning strategies	Teaching and learning resources
Civics pedagogy: <ul style="list-style-type: none"> Promote skills for infusing citizenship values, cross-cutting issues, and 'higher' thinking skills 	Human rights	<ul style="list-style-type: none"> Identify appropriate citizenship and higher thinking to be infused into teaching of human rights Prepare lesson plans and show how to teach selected subtopics such as human rights 	<ul style="list-style-type: none"> Peer teaching to demonstrate case studies, role play and small group discussions 	
History pedagogy: Infuse cross-cutting issues as they teach				

expected to find this information from other sources. The tutors need to provide some information on HIV and its transmission in order to make the suggested activities more meaningful.

The topic of gender and development is also included in the development studies syllabus and is to be taught over four hours, primarily to raise awareness of the topic. By the end of these sessions the teacher trainees are expected to be able to explain the concept of gender, the relationship between gender and development, and to be able to analyse policies for gender equity and equality and the successes and challenges for women's empowerment in Tanzania. Tutors are expected to use group discussions, case studies, and the semantic web as teaching strategies, and to use newspapers, research reports and the module as resource materials.

The module provides some basic information on the meaning of gender and gender roles in Tanzanian society and on the concepts of equality, equity and women's empowerment. Three activities are recommended, which require trainees to identify gender roles, assess gender equality and equity in their own college, and identify what men can do to promote women's empowerment. They are also asked to reflect on 'how gender discrimination in Tanzania undermines development'. These are context-relevant activities, and they require tutors to be knowledgeable about the topic if they are to support the suggested activities. As with the topic on HIV, so with gender – no content or activity focuses on how future teachers may promote gender-sensitive behaviour amongst young people or maintain gender equality in their own classrooms and schools.

Psychology, guidance and counselling is another compulsory subject in the diploma programme where HIV and gender-related topics are integrated. Within this subject, the topic of social development is assigned eight hours and sexual behaviour is a particular focus in this. Two of the six objectives listed for social development are related to gender and HIV. Trainees are expected to be able to 'argue for and against social cultural practices contributing to gender oppression, discrimination and stereotyping' and to 'demonstrate ways to address the society on gender in relation to HIV and AIDS'. Group study and role plays are recommended as teaching strategies to address 'gender in relation to HIV and AIDS' during this course. Despite much effort, we were unable to obtain all the modules. Hence we cannot say what information is available on this topic and what help tutors may

find in the modules to implement the teaching learning strategies recommended in the syllabus.

Amongst the subject specialisation courses, HIV and gender are integrated into biology academic⁷ and civics. HIV and sexually transmitted diseases (STDs) are a specific subtopic within the main topic of health and immunity. Approximately four hours are recommended for this subtopic. Student teachers are expected to become able to explain the causes, symptoms, effects and preventive measures for HIV and STDs, outline ways of managing these, and investigate the impact and control of HIV and STDs in their community. The recommended teaching strategies include brainstorming, bringing in guest speakers and organising group projects for investigation. Various teaching resources such as pictures, charts, television, video and radio programmes are recommended. The English and History syllabi list ‘infusion of cross-cutting issues’ – which would include HIV and gender – as one of several objectives for the courses, but do not follow these up in the recommended teaching, learning strategies or resources.

In summary, while both the certificate and diploma in teaching in Tanzania integrate and infuse HIV and gender in several courses, the purpose of integration remains limited to providing basic knowledge on these topics. For HIV, the primary focus remains on basic knowledge and awareness about the nature of the disease, modes of transmission and strategies for prevention. The syllabi do not include any objectives for influencing trainees’ own beliefs and behaviour. Although the certificate course is expected to prepare teachers to teach at the primary level, the syllabi do not include any reference to how HIV and gender issues may be addressed with children at that level. Similarly, the diploma curriculum does not include any objectives or content on how to address these topics with young adults.

Uganda

As mentioned in an earlier section, the policy environment for HIV education in Uganda is quite positive and a number of initiatives have been taken to introduce HIV education in schools, particularly under the Presidential Initiative on the AIDS Strategy for Communication to Youth (PIASCY). However, the country’s pre-service teacher education curricu-

lum was last revised in 1994; it does not include HIV or gender education in any significant manner, and neither the general aims of teacher education nor the specific objectives for primary teacher education refer to HIV or gender education directly.

HIV or gender-related content is not explicitly integrated into any of the units within the syllabus for the certificate in primary teacher education in Uganda, although there are several units where there is a possibility of integration (see table 7.6, below). A unit on science and health education, which aims to help student teachers *'acquire the scientific skills necessary for taking informed decisions on issues relating to health, the environment and population'* and *'develop values of responsible parenthood for improved quality of life'*, includes some HIV-related content (prevention and transmission and social issues under topics such as human reproduction, human health, traditional medicine and modern drugs). A unit on cultural education also infuses HIV and gender under the topics sex, marriage and family and teaching moral education.

As mentioned earlier, almost all universities in Uganda offer diploma and degree-level courses for teachers' education. However, this report has had to limit its review to the courses offered by Kyambogo University. This university offers a certificate, a diploma and a degree course in early childhood education and development (ECED); a Bachelor of Teacher Education (BTE) in ECED; and a Bachelor of Arts (BA) with education (with options to specialise in either religious studies or English language teaching). Gender and HIV are included minimally in these courses. For example, the syllabus for the certificate in ECED mentions gender under development studies. Another topic, health and nutrition, also refers to HIV and recommends teaching on appropriate nutrition for those suffering from HIV.

The diploma, BEd in ECED and BTE in ECED includes relatively more content on HIV and AIDS. The causes, prevention and care of HIV are included in the recommended content under the topics of child health and family life education. The BA with education courses make no mention of HIV or gender-related issues as topics or subtopics or recommend their infusion. However, as suggested in table 7.7, below, the course on religious studies includes topics where integration and inclusion is possible; for example, under the topics: sex, marriage, family life, life and death issues,

Table 7.6 Integration of HIV and gender into subject syllabus in primary teacher education curriculum in Uganda

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
Professional education studies (PES): 195 hours over course, i.e. 5 hours per week	<ul style="list-style-type: none"> • Acquisition of specialist knowledge • Development of deeper insight into the principles behind teaching methods • Equip students with techniques for teaching young children • Skills to interpret, implement and evaluate syllabus • Develop creative abilities 	<ul style="list-style-type: none"> • Human growth and development • Curriculum development in primary schools • Learning in the primary school • General methods and strategies of teaching • Early childhood education and instruction • Managing of instruction in middle and upper primary classes • Classroom communication and instruction aids • Development of education in Uganda • The development of Uganda's formal education system • Teaching study skills in the primary school • Guidance and counselling in primary schools 	<ul style="list-style-type: none"> • Conventional teaching methods • Dramatisation/group methods • Role playing • Peer teaching • Discussion • Brainstorming • Field trips 	<p>The PES course has 16 units, each with its own objectives. Neither HIV nor gender is mentioned in any of these objectives. HIV is not mentioned in the PES course content.</p> <p>Gender is taught under the following units:</p> <ul style="list-style-type: none"> • Development of education in Uganda: female education is discussed under topic imbalances in the education system <p>HIV and gender are also inferred in the following units:</p> <ul style="list-style-type: none"> • Guidance and counselling • Sociological issues in primary education • School and community mobilisation <p>Explicit mention and integration of HIV is possible in the following units:</p>

Table 7.6 (continued)

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
Professional education studies (PES): (continued)		<ul style="list-style-type: none"> • Educational evaluation • School administration, management and planning • Managing resources in primary schools • Sociological issues in primary schools • Application of philosophy in education 		<ul style="list-style-type: none"> • Human growth and development • School administration, management and planning • Curriculum development in primary schools • Early childhood education and instruction
English language with literature: 216 hours over course, i.e. 4 hours a week	<ul style="list-style-type: none"> • Express themselves in simple, correct oral and written English and likewise be able to teach the same to their pupils in primary schools • Practice the appropriate methods and techniques of teaching English language with literature effectively • Acquire the necessary effective reading and writing skills, which they can utilise for their personal study and also later pass on to pupils 	<ul style="list-style-type: none"> • Introduction to teaching primary English • Approaches to teaching primary English • Language acquisition young children • Teaching oral English in lower primary classes • Creativity in the teaching of oral skills • Teaching reading in primary school • Teaching writing at primary level • Controlled, guided and free composition 	<ul style="list-style-type: none"> • Lectures • Projects • Audio-visual aids • Micro-teaching 	<p>The English course has 16 units, each with its own objectives. Neither HIV nor gender is mentioned in any of these objectives</p> <p>Mention and integration of HIV and gender would apply in the following units:</p> <ul style="list-style-type: none"> • Creativity in the teaching of oral skills • Simple literature in drama and poetry

Table 7.6 (continued)

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
English language with literature (continued)	<ul style="list-style-type: none"> • Practice functional and creative writing skills, supported by wide and selective reading • Identify the basic characteristic needs and underlying psychology of individual pupils so they can be helped accordingly • Become acquainted with the various approaches, methods and techniques of teaching the four basic language skills at lower, middle and upper primary levels • Practice the techniques of organisation and improvisation at lower, middle and upper primary levels • Handle and guide learners to study literature books in primary schools 	<ul style="list-style-type: none"> • Language improvement principles and practice of teaching • Basic principles of teaching reading • Developing fluency and comprehension in reading • Note taking and summary writing • Functional and creative writing • Teaching writing to beginners • Improvisation in English language teaching • Techniques in writing 		

Table 7.6 (continued)

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
English language with literature (continued)	<ul style="list-style-type: none"> Select and use appropriate improvisation techniques for teaching various language aspects in the primary school Outline details of content of language teaching materials at each of the three levels of the primary school system Design and use appropriate teaching language games at the various levels 			
Social studies: 216 hours over course, i.e. 4 hours a week	<ul style="list-style-type: none"> Knowledge acquisition, including basic principles of social studies Acquisition of manipulative and social skills Appreciative attitudes and values, including the identification of problems in teaching and learning, social studies and solutions to them 	<ul style="list-style-type: none"> Introduction to social studies Teaching and learning social studies People's activities and the environment Our local environment Introduction to Uganda Development of Uganda into a state Post-independence developments and challenges 	<ul style="list-style-type: none"> Learner-centred approaches Experiential learning Inter-and multi-disciplinary approaches Multi-media Peer teaching Projects 	<p>The social studies course has 14 units, each with its own objectives. Neither HIV nor gender is mentioned in any of these objectives.</p> <p>The course comprises units on history and geography. Topics focus on self, family, home, school, neighbourhood, nations and the world, but no mention is made of HIV or gender.</p> <p>HIV and gender would apply in the following units:</p>

Table 7.6 (continued)

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
Social studies (continued)		<ul style="list-style-type: none"> • Map work and photographic interpretation • East Africa: physical environment and natural resources • East Africa: the people, colonialism and independence • Africa: physical environment and people • Africa: early empires, colonisation and independence • The world • International co-operation and the search for peace 		<ul style="list-style-type: none"> • People's activities and the environment • Post-independence developments and challenges
Science with health education: 216 hours over course, i.e. 4 hours a week	<ul style="list-style-type: none"> • Develop positive attitudes towards science, including the promotion of health and protection of the environment • Acquire basic understanding and knowledge of science and health through of process skills 	<ul style="list-style-type: none"> • Introduction to teaching primary science • Energy resources • Physical properties of materials • Air, water and sanitation • Raw materials and chemical products 	<ul style="list-style-type: none"> • Learner-centred approaches • Field trips • Individual research • Experimentation • Case studies • Report writing 	The science with health course has 17 units, each with its own objectives. Neither HIV nor gender is mentioned in any of these objectives, but HIV content is found in the units below: <ul style="list-style-type: none"> • Human bones, muscle and circulatory systems: HIV is

Table 7.6 (continued)

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
Science with health education: (continued)	<ul style="list-style-type: none"> • Solve problems of a scientific and technological nature • Improve individual teaching of science objectives by innovative learning activities • Analyse interaction between population and environment • Develop awareness of the effect of population on quality of the individual, the family, the community, the nation, the world • Acquire the scientific skills necessary for taking informed decisions on issues relating to health, the environment and population • Acquire communication skills for sharing important scientific information in order to improve the quality of life • Develop values of responsible parenthood for improved quality of life 	<ul style="list-style-type: none"> • Machines • Electricity and magnetism • Sound and light • Earth and space • Introduction to the environment • Introduction to the human body • Human bones, muscle and circulatory systems • Systems that process air, water and control body processes • Human reproduction • Human health • Traditional medicine and modern drugs 	<ul style="list-style-type: none"> • Dramatisation 	<p>taught as a disease of the blood (p. 42)</p> <ul style="list-style-type: none"> • Systems that process air, water and food: content covers signs and symptoms of HIV as a disease, definitions of HIV and AIDS, methods of HIV transmission, science behind HIV virus infection (pp. 44-45) • Human reproduction: content covers HIV as an epidemic, HIV in sex education, care of the reproductive system in males and females (pp. 112, 119, 133) • Human health: content covers HIV as a communicable disease and a sexually transmitted disease (pp. 141, 156) • Traditional medicine and modern drugs: HIV transmission is covered under a topic on the administration of traditional medicine (p. 187)

Table 7.6 (continued)

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
Mathematics: 216 hours over course, i.e. 4 hours a week		<ul style="list-style-type: none"> • Pre-mathematical activities and learning theories • Organising mathematics lessons • Organising mathematics classrooms • Numeration systems and place values • Teaching addition and subtraction of whole numbers • Teaching multiplication and division of whole numbers • Extending the number system • Rational numbers • Decimal fractions • Ration, proportion and percentage • Easy methods of computation • Set concepts • Relations and functions 	<ul style="list-style-type: none"> • Individual work • Group work • Dramatisation • Experimentation 	<p>The mathematics course has 21 units, each with its own objectives. Neither HIV nor gender is mentioned in any of these objectives.</p> <p>The content does not mention HIV or gender anywhere, although it would apply in the following topics:</p> <ul style="list-style-type: none"> • Statistics • Organising the mathematics classroom

Table 7.6 (continued)

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
		<ul style="list-style-type: none"> • Algebra • Linear measures • Mass, weight and capacity • Temperature, time and money • Geometry 1 • Geometry 2 • Statistics • Probability 		
Cultural education: 216 hours over course, i.e. 4 hours a week	<ul style="list-style-type: none"> • Cultural education deliberately attempts to cater for traditional cultures, norms and values that society identifies itself through; the systemic study and appreciation of aesthetic values of arts and crafts, music and dance; ethical values in moral education; and physical values in physical education 	<ul style="list-style-type: none"> • Art appreciation • Drawing, painting and graphic design • Modelling and sculpture • Fabric design • Construction and assembly • Teaching art and craft in the primary school • Music development in Uganda • Major periods in the development of Western music • Rhythm, pitch, scales and key signatures 		<p>The cultural education course has four sections and 24 units covering arts and crafts, music education, moral education and physical education. Each section has 6 units, each with its own objectives. Neither HIV nor gender is mentioned in any of these objectives, but HIV content is found in the unit below:</p> <p>Moral education:</p> <ul style="list-style-type: none"> • Sex, marriage and family – makes reference to HIV and gender in the following topic areas covering the concept of

Table 7.6 (continued)

Subject	Key objectives	Topic content/units	Suggested teaching methods	Mention and integration of HIV and gender
Cultural education (continued)		<ul style="list-style-type: none"> • Musical terms and signs, time form and aural training • Background to the study of morals • Religion and morality • Character building in contemporary society • Sex, marriage and family • Leadership • Human beings and resource management • Teaching moral education • Acquisition of motor skills and methods of teaching physical education • Build up games • Gymnastics • Athletics • Netball • Soccer 		<p>sex and sexuality, gender balance, proper use of sex, sex abuse and misuse, choosing a marriage partner, marriage, family life, separation and divorce (pp. 96–123)</p> <ul style="list-style-type: none"> • Teaching moral education in the primary school – refers to HIV in the context of need for moral education in the primary school curriculum (pp. 183–193)

work and leisure, contemporary ethical problems, the role of women and society, polygamy, property, slavery and war, and the status of women in Islam. Topics such as child rights, family life and issues of development included in the other courses also offer possibilities for inclusion of HIV and gender-related issues, although these are not mentioned specifically in the syllabi.

As apparent from the above description, gender and HIV education is only minimally integrated into the current teacher education curriculum documents in Uganda. However, teaching and learning materials for gender and HIV education have been developed and distributed to all primary teachers' colleges in the country, primarily under the Presidential Initiative on the AIDS Strategy for Communication to Youth (PIASCY). These materials include students' learning materials, as well as handbooks for teachers (see table 7.8, below). The teachers' handbooks are entitled *Helping children to stay safe*. There are two volumes, one for primary years 3 and 4 and a second for primary years 5 and 6. These volumes aim to provide teachers with content knowledge and skills for teaching children about sexuality, reproductive health, sexually transmitted diseases, HIV and AIDS, children's rights and responsibilities and life skills. Most importantly, they guide teachers on how to teach children about sexuality and to help them to choose to abstain. The objectives of the second volume (for teachers teaching primary 5 and 6) are more specific about increasing and sustaining HIV and AIDS education for school-going children, and increasing the capacity of parents and teachers to engage in constructive debates with young people on HIV. The handbooks guide teachers on how to use 'interactive activities' in class, such as pair and group work, songs and stories, as well as awareness raising activities during assembly. The design of these materials is user-friendly and they can be used in college and school assemblies to spread strong HIV messages, on abstinence, stigmatisation and inclusiveness, awareness and sensitisation in classrooms, and the 'talking compound' (schools display HIV and health messages in their compounds, referred to a 'talking compound', as part of the awareness campaign).

Similarly, two teachers' handbooks on gender and education have been developed. The first (Mlama, Marema and Makoye, 2005) published by the Forum for African Women Educationalists (FAWE), aims at helping teachers become gender responsive in their lesson planning, in the use of language

Table 7.7 Integration of HIV and gender into teacher education courses at university in Uganda

Course	Key objectives	Topic content	Suggested teaching methods	Mention and integration of HIV and gender
Certificate in early childhood education and development (ECEd)	Produce ECEd teachers who will apply knowledge, skills, values and attitudes to competently address the learning needs of children in Uganda during their early years of development	<ul style="list-style-type: none"> • Knowledge of ECEd • Professional studies • Educational technology • Language theory • Methods and approaches to teaching in ECEd • Early childhood education and development • Child study • Mathematics theory • School practice • Administration and management • Child health and nutrition • Language education in ECEd • Mathematics education in ECEd • ICT • Cultural education • Development studies • Special needs education • School practice 	<ul style="list-style-type: none"> • Lectures • Projects • Practice 	<ul style="list-style-type: none"> • Mention of gender is made in development studies. Otherwise, it can be inferred in professional studies, child-friendly centres/schools and child study • HIV is mentioned in child health and nutrition as a disease requiring special nutrition

Table 7.7 (continued)

Course	Key objectives	Topic content	Suggested teaching methods	Mention and integration of HIV and gender
Diploma in early childhood education and development (ECED)	Produce ECED teachers who will apply knowledge, skills, values and attitudes to competently address the learning needs of children in Uganda during their early years of development	<ul style="list-style-type: none"> • Knowledge of ECED • Child health and nutrition • Children's rights and responsibilities • Professional studies • Educational technology • Play as an avenue for learning • Methods and approaches to teaching • ECED curricula • Community involvement • School practice • Assessment and evaluation • Administration and management • Language in ECED • Mathematics education in ECED • Science education in ECED • Cultural education • ICT • Business skills • Environmental education • Professional education in ECED • Special needs education 	<ul style="list-style-type: none"> • Lectures • Research project • Practice 	<ul style="list-style-type: none"> • Gender coverage could be inferred in social development, children's rights and responsibilities; play as an avenue for learning • HIV is mentioned in child health and nutrition; coverage can be inferred in children's rights and responsibilities and professional studies

Table 7.7 (continued)

Course	Key objectives	Topic content	Suggested teaching methods	Mention and integration of HIV and gender
Bachelor of early childhood education and development (ECED)	Equip ECED teachers with quality knowledge, skills, values and attitudes necessary to competently address the learning needs of young children in Uganda during their early years of learning from 0–8 years	<ul style="list-style-type: none"> • Introduction to early childhood • Child growth, development and rearing practices • Child health • Child nutrition • Methods and approaches to teaching young children • Child study in ECED • ECED curricula • Play in ECED • Language development and literacy • Science education in ECED • Mathematics education in ECED • Cultural values and practices in ECED • Administration and management of early childhood institutions • ICT in ECED • Business skills and entrepreneurship 	<ul style="list-style-type: none"> • Lectures • Research project • School practice 	<ul style="list-style-type: none"> • Gender coverage could be inferred under domestic violence and its influence on child development; there is explicit mention of gender equality and equity, family issues and family life education in early childhood education • HIV is mentioned in child health; the focus is causes, prevention and care of HIV and AIDS patients

Table 7.7 (continued)

Course	Key objectives	Topic content	Suggested teaching methods	Mention and integration of HIV and gender
Bachelor of early childhood education and development (ECED) (continued)		<ul style="list-style-type: none"> • Research in ECED • Assessment and evaluation in ECED • Special needs education in ECED • Community education and involvement in ECED • Family issues and family life in ECD • Contemporary issues in ECD • School practice • Research report 		
Bachelor of Teacher Education in early childhood education and development (ECED)	Equip tutors with quality knowledge, skills and attitudes necessary to competently address the learning needs of early childhood education students in teacher education institutions		<ul style="list-style-type: none"> • Lectures • Practice 	<ul style="list-style-type: none"> • Gender coverage could be inferred in special needs education in early childhood education under inclusive education, family issues and family life education in early childhood education • Gender equality and equity are explicitly mentioned under family issues and family life education in early childhood education • HIV is mentioned in child health and nutrition; the focus is causes, prevention and care of HIV and AIDS patients

Table 7.7 (continued)

Course	Key objectives	Topic content	Suggested teaching methods	Mention and integration of HIV and gender
Bachelor of Arts in Education (religious studies)	No objectives given	<ul style="list-style-type: none"> • Phenomenology of religion • Introduction to ethics 1 and 11 • African traditional religions • Introduction to <i>The Bible</i>/Islam • Sociology of religion • <i>The Old Testament</i> • Systematic theology • Theology and traditions of Islam • Philosophy of religion • History of religion in Uganda • Methods • <i>The New Testament</i> • World religions 	<ul style="list-style-type: none"> • Lectures • Research project 	<ul style="list-style-type: none"> • The Bachelor of Arts in Education (religious studies) syllabus makes no mention of gender, but coverage is inferred in topics on sex, marriage, family life, issues of life and death; work and leisure taught under 'Introduction to ethics 1: contemporary ethical problems' • Gender coverage possible in the role of women and society, marriage, polygamy, property, slavery and war taught under 'the society'. Also in the topic status of women in Islam under 'Basic teaching of the <i>Qur'ān</i>' • There is no mention of HIV, although coverage could be inferred within the topics human dignity, human rights and freedom, duty and responsibility, justice, the state and the citizen under 'Social ethics and social development'

Table 7.7 (continued)

Course	Key objectives	Topic content	Suggested teaching methods	Mention and integration of HIV and gender
Bachelor of Arts in Education (English language teaching)	No objectives given	<p>A selection of topics include:</p> <ul style="list-style-type: none"> • Introduction to the study of language • The receptive skills of communication • Language analysis and communication • The structure of English • English phonetics and phonology • Language acquisition • Functional varieties of English • Socio-linguistics • Language policies • Discourse analysis • Introduction to literature • East African literature • African literature • Language and style 	<ul style="list-style-type: none"> • Lectures 	<ul style="list-style-type: none"> • There is no mention of HIV or gender, although it could be taught within language use in relation to sociological variables, which falls under 'Socio-linguistics'; both could also be integrated in discourse analysis • Gender coverage possible in feminism under 'Modern critical approaches and language acquisition'

Table 7.7 (continued)

Course	Key objectives	Topic content	Suggested teaching methods	Mention and integration of HIV and gender
Bachelor of Arts in Education (English literature)	<ul style="list-style-type: none"> • Understanding of what literature is • Appreciation of literary criticism • Knowledge and skills to teach literature at all levels of secondary education 	<p>A selection of topics include:</p> <ul style="list-style-type: none"> • Introduction to literature • East African literature • Modes of criticism • Oral literature • Poetry • Theatre arts • Creative writing • Literature teaching methodology • Classical literature 	<ul style="list-style-type: none"> • Lecture • Research report in English language teaching (ELT) 	<ul style="list-style-type: none"> • The Bachelor of Arts in Education (English literature) syllabus allows coverage of gender in the feminist approach, feminism and literature and feminist literary theory and criticism taught under 'Modes of criticism: critical concepts and approaches' • There is no mention or implication of coverage of HIV, though books on this theme could be included among recommended texts for the course

in the class and in classroom management and to address issues, such as sexual harassment, which affect gender relations in the classroom but which are not addressed in pre-service training. The second handbook (REPLICA, 2006) is a '*teaching resource for teachers, school managers, service providers and the community for guiding and mobilising support for promotion of girls' education*'; it provides gender responsive strategies for whole school improvement.

These materials provide clear guidance on how to integrate HIV and gender into teaching, although some of the content is pitched at a level which may not be appropriate for very young children. They are meant for in-service teacher guidance and support, and have been used to provide in-service training to almost all primary teachers in Uganda and to selected tutors from teacher education colleges. It is expected that these materials will be used in pre-service training. However, as is evident from the descriptions in the various syllabi, no space has been created within the country's current curriculum for integrating HIV or gender education.

Table 7.8 HIV and gender material used in primary teacher education in Uganda

Book	Key objectives	Teaching methods suggested	Content	Mention and integration of HIV and gender
<i>Helping Pupils To Stay Safe: A Handbook for Teachers</i> , pp. 3–4 (PIASCY First Edition)	<ul style="list-style-type: none"> Helping pupils to stay safe 	<ul style="list-style-type: none"> Interactive activities, e.g. pair and group work Story telling Dramatisation 	<ul style="list-style-type: none"> How to pass on information about sexuality to children Ethics, morals and cultural values Reproductive health Gender, children's rights and responsibilities Life skills HIV and AIDS Sexually transmitted infections Guidance and counselling Messages for assemblies, clubs and classes 	<ul style="list-style-type: none"> The entire focus of the book is HIV and AIDS. The book has detailed content on the subject and useful teaching tips and activities for teachers. However, in some sections the content is somewhat dense and pitched above the cognitive level of development of 9 to 10 year olds. The poem suggested for teaching on sexually transmitted infections (p. 84) is easy to learn and recite, but in terms of content can 9–10 year olds understand the biology of the disease or even relate it to their underdeveloped reproductive bodies? The poem makes mention of infections in the vagina and penis oozing with pus. The poem is unlikely to impact on children of this age group, because they may not understand the issues discussed in the poem. The section on myths about menstruation and sex (p. 38) is also pitched beyond the level of 9–10 year olds, many of whom may not have had the onset of menses or understand discourse related to sex and sexuality.

Table 7.8 (continued)

Book	Key objectives	Teaching methods suggested	Content	Mention and integration of HIV and gender
<i>Helping Pupils To Stay Safe: A Handbook for Teachers</i> , pp. 5–7 (PIASCY First Edition)	<ul style="list-style-type: none"> To increase and sustain HIV education for school-going children To increase the capacity of parents and teachers to engage in constructive deliberations with young people on HIV and AIDS 	<ul style="list-style-type: none"> Interactive activities, e.g. pair and group work Story telling Songs and poetry 	<ul style="list-style-type: none"> Helping pupils to choose and abstain Ethics, morals and cultural values Teaching reproductive health and HIV Understanding HIV and AIDS in Uganda Gender, children's rights and responsibilities Reproductive health STIs, HIV and AIDS Life skills Guidance and counselling Messages for assemblies, clubs and classes 	<ul style="list-style-type: none"> The entire focus of the book is HIV and AIDS. The book has detailed content on the subject and useful teaching tips and activities for teachers. The content integrates HIV and AIDS with gender, gender roles, children's rights, reproductive rights and gender violence. The book covers HIV testing, abstinence, faithfulness, condom use and pregnancy.

Table 7.8 (continued)

Book	Key objectives	Teaching methods suggested	Content	Mention and integration of HIV and gender
<i>Gender responsive pedagogy: A teachers' handbook</i>	<ul style="list-style-type: none"> To make gender responsive in the teaching process, such as lesson planning, teaching and learning materials, language use in the classroom, classroom set up and classroom interaction To delve into certain issues which greatly affect gender relations in the classrooms, but which are rarely if ever tackled in pre-service training 	<ul style="list-style-type: none"> Not explicitly indicated, but group work, interactive discussions and role modelling are inferred 	<ul style="list-style-type: none"> What is 'gender responsive pedagogy' Gender responsive lesson planning Gender responsive teaching and learning materials Gender responsive language use in classrooms Gender responsive classroom set up Gender responsive management of sexual maturation Sexual harassment Supportive gender responsive school management systems 	<ul style="list-style-type: none"> The entire focus of the book is on gender and it is specifically intended to make teachers and learners gender aware and responsive in teaching and learning processes, as well as in the support given and attitudes held.

Table 7.8 (continued)

Book	Key objectives	Teaching methods suggested	Content	Mention and integration of HIV and gender
<p><i>The basics</i> <i>promotion of girls' education:</i> <i>A handbook for guiding action and mobilising support</i></p>	<ul style="list-style-type: none"> • A teaching resource for teachers, school managers, service providers and the community for guiding and mobilising support for the promotion of girls' education 	<ul style="list-style-type: none"> • Case studies • Role play and skits • Discussions • Record keeping 	<ul style="list-style-type: none"> • Gender responsive teaching and teachers • Gender responsive school managers • Sensitising and mobilising communities towards becoming gender responsive 	<ul style="list-style-type: none"> • The focus of the book is gender. The book advocates for whole school and whole community gender aware and gender responsive strategies.