

Chapter 10

Recommendations

A general conclusion from this review is that syllabus content, teaching materials and teaching practice in teacher education are inadequate to impact personal beliefs, attitudes and behaviours of future teachers significantly or to prepare them to influence and shape the beliefs, attitudes and behaviours of children and youth in schools about and towards HIV and gender. The syllabus and its implementation in the colleges seem to focus on raising awareness and reviewing trainees' existing knowledge about modes of transmission and prevention, without going into depth. Perhaps there is an assumption that this awareness will lead to changes in behaviour. That this is an unwarranted assumption is underscored by the recommendations presented below. These emanate from our review and from the suggestions made by tutors and trainees in the colleges in our sample.

1. HIV and AIDS education should be a separate examinable subject. This would increase its importance for both tutors and trainee teachers, provide adequate time to deal with the topic in depth and ensure equal opportunities for all trainees. Currently, those who take biology or civics receive more input than those with different specialisations. However, if this is impossible to do in an already crowded curriculum, there should be a more thoughtful integration across the existing course.
2. A variety of teaching learning materials to support pre-service teacher education, with better content relevant to HIV and gender education, should be available at all teacher training colleges. At present, syllabi recommend that tutors use a variety of materials, including video. However, such materials are unavailable in the colleges, and tutors depend on information that students might already have or on other sources such as subject modules or course books for basic science subjects.

3. Curricula should include the objective of developing teachers' knowledge and ability to provide HIV and AIDS education to children in schools. Existing curricula completely ignore this aspect.
4. Tutors themselves need preparation and support to teach these topics to future teachers. Professional development programmes must be organised to support tutors to become effective teacher educators, who can prepare and support teacher trainees to teach HIV and gender education to young people and address related issues in schools.
5. Tutor preparation programmes must include opportunities for teacher educators and teachers to examine and challenge their own existing beliefs and attitudes about HIV and gender.
6. At present, curricula recommend participatory methods, but tutors are unable to implement those methods effectively. Tutors need a clear understanding of the purpose of participatory methods, and a better ability to use them effectively. Professional development for tutors and pre-service courses for teachers must ensure that this need is addressed.
7. While tutors and trainees express awareness of the significance of HIV education for all, they lack similar awareness of the relevance of gender to the process of teaching and learning. Gender education for teachers must emphasise examination of their own concepts and beliefs about gender and understanding of a teacher's responsibility to practice gender-aware pedagogy.
8. Teacher education curricula should adequately address the need to prepare teachers to be aware of gender inequality, to promote gender equality and to adopt gender-sensitive pedagogy in their own practices. Curricula must also highlight the links between gender and HIV and AIDS.