



Exploring hybrid HIV/AIDS curriculum development through dialogue with pupils, teachers and community stakeholders

Sharlene Swartz, Colleen McLaughlin and Susan Kiragu

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Outline

1. Research design
2. School characteristics
3. Research question
4. Research methodology
5. Conceptual framework
6. Research findings
7. Implications

Research question

- What are the sources, contents and processes of children's community-based sexual knowledges; and
- How do these knowledges interact with AIDS education programmes in school?

Research methodology

- ◆ Interactive data collection methods – photovoice, documentaries, interviews, focus groups, dialogues
- ◆ Intentional dialogues analyse children's, teachers' and community stakeholders' struggles, impediments and limitations concerning AIDS and sex education.

Research design and sample

Eight primary schools in 3 countries

- 3 in Kenya – Mombasa
- 3 in Tanzania – Dar es Salaam
- 2 in South Africa – Cape Town

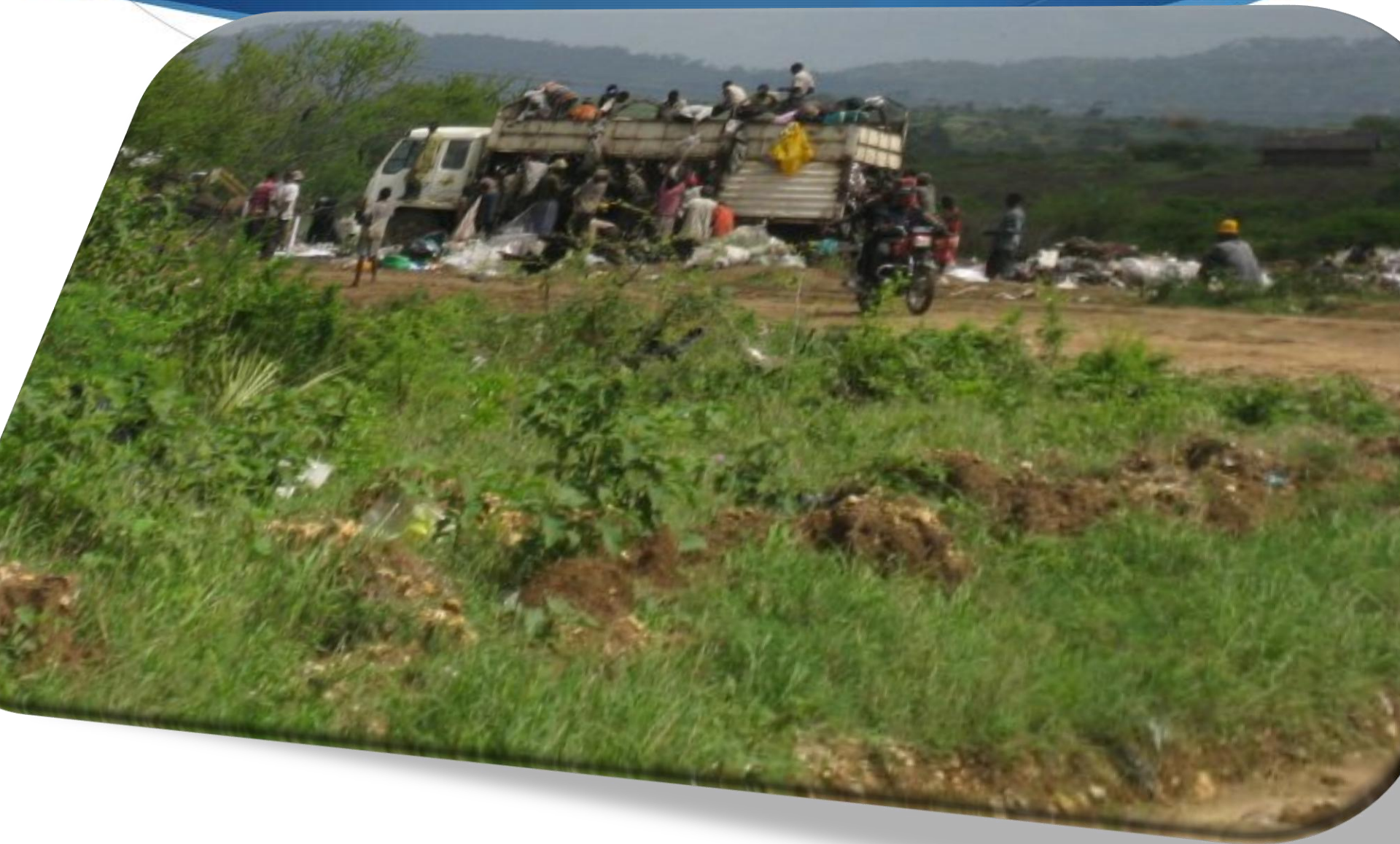
Sample size

Number of schools	8
Lesson observations	66
Child participants	125 (65 girls, 60 boys)
Children's religious affiliation	64 Christians, 61 Muslims
Mini video documentaries	21 groups
Teacher participants	45 (28 female, 17 male)
Numbers of stakeholders	40













School characteristics

- ◆ Varying poverty levels (services, feeding schemes, social disintegration, unemployment)
- ◆ High teacher to learner ratios
- ◆ High HIV infection rates
- ◆ Mixed of Christian, Muslim and traditional belief adherents

Conceptual framework

- ◆ Employing a socio-cultural perspective
- ◆ Consulting pupils framework
- ◆ Bernstein's distinction between formal (gained in the school) and informal knowledge (gained outside the school),

Research findings

1. Children's insights
2. Community views
3. Teachers inputs
4. Dialogues for change
5. The Toolkit

Children

1. Sources of knowledge
2. What is excluded
3. Social contexts expose children to sex
4. Curiosity
5. Ignored by teachers and adults
6. Silence
7. Separation of sex and disease
8. Responsibility

Alcohol



Marijuana



Public sex





Public sex

Transactional sex



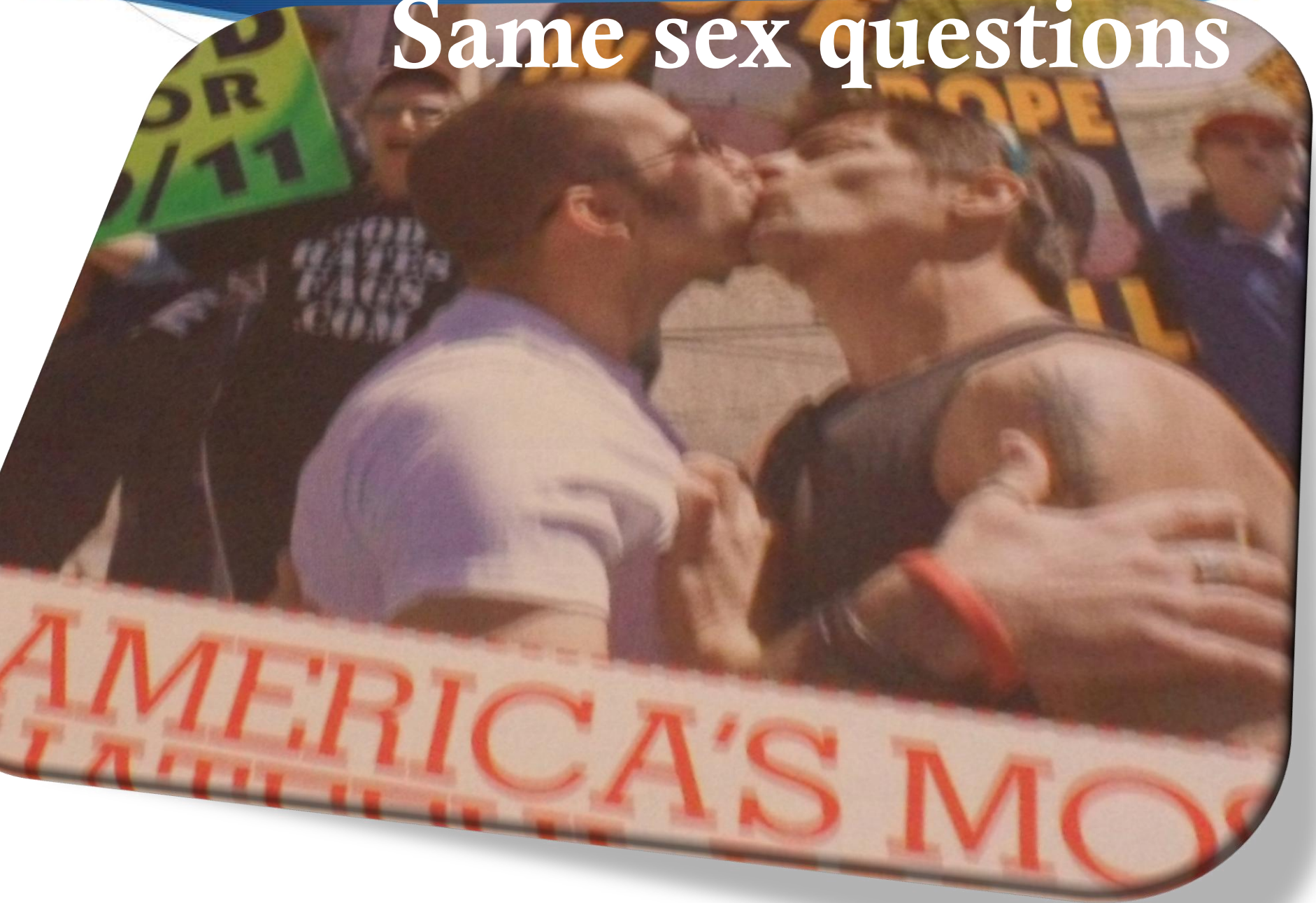
Pornography



July 23, 2009

OPWINDING: Keer dat ding afkoel en wees openlik oor jul behoeftes

Same sex questions




Observant



Main complaints

- Naledi: The teachers are careful with us because they think we are still young.
- Buyelwa: I think we can be able to process these things in Grade seven.
- Sisa: They said we were going to learn more [this year] but they have not taught us as much.
- Pinky: They think we are too young to know.
- All: The teachers are careful with us because they think we are still young... They think we are too young to know. ...They think we are going to be naughty or sometimes experiment what they told us ... [but] who wants to experiment with AIDS?

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1. Protection, silences and absences
 2. Anger from teachers
 3. Initiate – Response (little/no Feedback)
 4. Euphemisms
 5. Abstinence
 6. Consequences
 7. Facts

Children want:

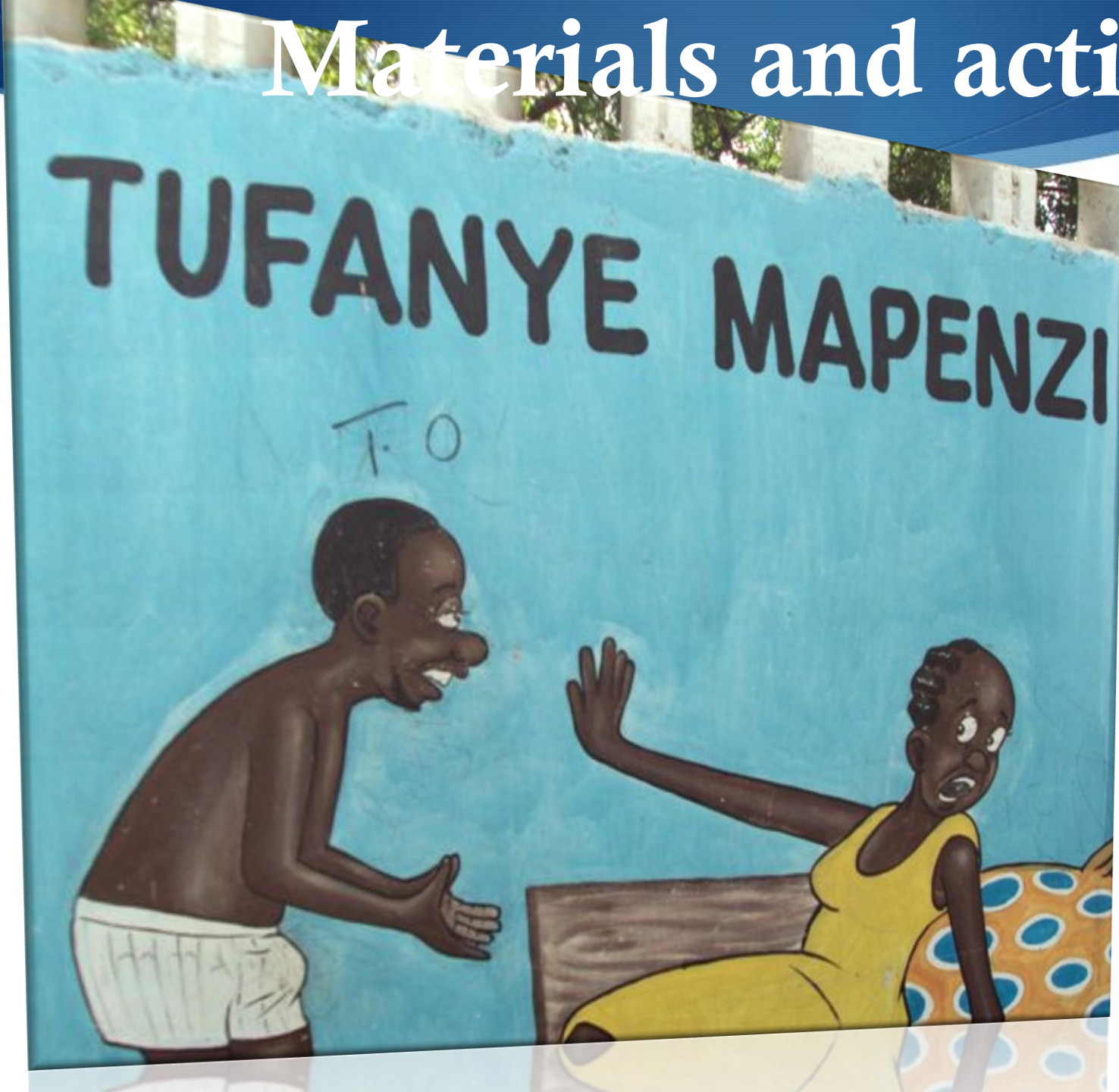
Activism and participatory methodologies

Contextual and in-depth conversations

Peer education



Materials and activism




Grandparents



Teachers

1. Competing discourse of protection vs prohibition; innocence and empowerment
2. Fear of parents – abstinence primary message
3. Fear of experimentation
4. Cultural limitations/taboo
5. Limited training and knowledge (theory, reflection and preparation)
6. Re-evaluation of children's views (after docs)

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“Everyone knows that ‘children have no sex’, which is why they are forbidden to talk about it, why one closes one’s eyes and stops one’s ears whenever they show evidence to the contrary”

(Michel Foucault, 1976, p. 4).



Ms Dube from School A, South Africa

“It is hard to affirm that you have done something effective with these children because... when they go back to their communities... they meet with those who... are street wise... and are easily influenced... and they forget all that you have taught them”.

Community stakeholders

1. Fear
2. Ignorance
3. Cultural and religious taboos
4. Protection
5. 'Pedagogy of the past'

Dialogue

1. Teachers, children, stakeholders
2. Discourses
 - 💧 Educational
 - 💧 Moralising
 - 💧 Community leadership
 - 💧 Cultural tension
3. Emerging seriousness; complex issues
4. Children's voices from margin to centre

The Toolkit

1. Now working in Ghana, Swaziland and Botswana
2. In addition to South Africa, Tanzania and Kenya
3. 18 schools in total
4. Aims to assist teachers to consult pupils before delivering HIV lessons
5. Varying levels of success

Research implications

1. Contributes towards a 'social vaccine' for AIDS in the context of poverty
2. Navigates between innocence and exposure /empowerment for children
3. Stakeholder insights moves beyond cultural impediments
4. Consulting pupils useful as a framework
5. A 'hybrid' curriculum that attempts to use both vertical and horizontal knowledge.