

Education Research in African Contexts

Traditions and New Beginnings
for Knowledge and Impact

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Practical implications

The development of a valid measure of stakeholder participation has clear practical implications.

- A valid and reliable measure can be used with confidence internally by school management to help them assess and improve their management effectiveness. The use of a reliable measure enables a confident assessment of whether stakeholder participation evaluations in school management change over time and identifies the directions in which they change.
- Similarly, school inspectors can use these dimensions to audit school management on the extent of collaborations as well as propose changes that can be adapted to contribute to the educational goals.
- Valid measures of stakeholder participation help school administrators and policymakers make more informed and inclusive decisions. When various stakeholders, such as parents, teachers, students, and community members, are actively involved in decision-making processes, the resulting decisions are likely to be more well-rounded and reflective of the needs and concerns of all parties.
- When stakeholders are actively engaged in school management, there is a higher degree of accountability. This accountability extends to school leaders, teachers, and even parents or community members who are involved. Knowing that their decisions and actions are subject to scrutiny encourages responsible behaviour and better governance.
- A valid measure can guide stakeholder participation in the identification of educational needs and priorities that might otherwise be overlooked. This can result in the allocation of resources and the implementation of policies and practices that directly benefit students and improve the overall quality of education.

Limitations of the study

While the current study has provided new insights into important elements contributing to stakeholder participation in school management to enhance learners' academic achievement, some limitations need to be acknowledged. The results relied on self-report measures and as such are subject to the threat of common method variance (CMV). This refers to the variance in data that is attributable to the measurement method itself rather than to the constructs being studied and it affects participants' responses across multiple items or measures (Kock et al., 2021). However, given that the measurement model demonstrated an acceptable fit to the

data, given that the correlations between the measured constructs were moderate and varied quite considerably, given the very modest average reduction in the standardised loadings after a common methods factor was included, and given that all the factor loadings remained statistically significant after the common methods factor was modelled, the issue of CMV does not appear to be a significant concern. Nevertheless, future research could incorporate multi-rater or longitudinal data points to help address the risk of CMV.

In addition, no objective data were collected concerning the organizing and directing functions of the management of the schools sampled. Therefore, although the current model and measure suggest a range of dimensions that are important for effective stakeholder participation in school management to enhance learners' academic achievement, their impact or success in enhancing the learners' academic achievement or educational goals could not be determined. Furthermore, to answer the research question, 'What are the underlying structures within each discrete domain – planning, budgeting, coordinating, and academic achievement – of the school-based management model that support stakeholders' participation in school management to enhance learners' academic achievement in public secondary schools?', this study considered only EFA and found the involvement of 5 factor solutions from the 3 original constructs with 42 items.

Future research

Future research should employ confirmatory factor analysis (CFA) to validate the dimensions identified in this study. Such an approach would provide a more robust empirical basis for the constructs within the school-based management model (SBMM), thereby enhancing the generalisability and validity of these findings. It would perhaps be more expressive if the chapter confirmed the findings using oblique rotation.

The present results suggest that if reliable outcome measures can be accessed using the dimensions and measures described, then such future research can be conducted and interpreted with confidence.

Conclusion

This study aimed to validate the underlying structure of observed dimensions that support stakeholders' participation in school management to enhance learners' academic achievement in public secondary schools. Considering the total variance there was a need to reduce the linear correlated observed items of the dimensions to a smaller set of important independent composite dimensions. The EFA technique condensed the data into a smaller set of summary dimensions that were used to explore the underlying theoretical structures that enhance learners' academic achievement through stakeholder participation in school management. In totality,

the findings make significant contributions to the literature on the multifaceted conceptualisation of the SBMM, which supports stakeholder participation in school management. The study presents empirically validated dimensions for the SBMM model that can be used with confidence in support of stakeholder participation in school management. This can lead to more informed decision-making, increased accountability, improved educational quality, greater community support, enhanced inclusivity and equity, better teacher and staff morale, effective conflict resolution, long-term sustainability, and alignment with democratic values. These practical implications contribute to the overall success and effectiveness of the education system.

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CHAPTER 8

Exploring the use of participatory visual methods in teaching sexuality education within the HIV and AIDS education programme in Kenyan secondary schools

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Introduction

The study on which this chapter is based aimed at exploring the outcomes of integration of participatory visual methods (PVM) into sexuality, HIV and AIDS education in selected Kenyan secondary schools. There is generally a high degree of teacher discomfort when teaching these topics in Kenyan schools (Mukonyi, 2020; Ochieng et al., 2014). This challenge often stems from teachers' unease with delivering content related to HIV prevention (Ringisai, 2023; Gudyanga et al., 2019), necessitating the exploration of innovative teaching strategies to mitigate the pandemic's spread.

Robert et al. (2020) highlight that most new HIV infections in Kenya occur among adolescents aged 15 to 24 years, despite the introduction of the HIV and AIDS Education Programme into the curriculum in 2000. Despite its objectives to impart life skills, sexual reproductive health knowledge, and awareness of sexually transmitted infections (STIs) and HIV/AIDS, the programme's effectiveness remains questionable, with reports of continued risky sexual behaviours among youth (Manyibe, 2023; Muchiri & Omulema, 2020). Moreover, studies indicate that Kenyan learners still exhibit low levels of knowledge regarding sexuality, HIV and AIDS (Chory et al., 2021), with a significant gap between behavioural change objectives and actual outcomes (Njenga, 2019). This suggests either ineffective implementation of the programme or inadequacies in imparting the required knowledge, skills, and values. Notably, the predominant teaching method in Kenyan schools for HIV and AIDS education remains the lecture method, which is heavily reliant on textbooks (Chesaro, 2019), exacerbating teachers' discomfort in addressing the subject of responsible sexual behaviours with learners (Khan, 2019).

Despite the global inclusion of HIV and AIDS education in school curricula, there is still a paucity of studies exploring the integration of PVM as a pedagogical tool for the teaching of sexuality, and HIV and AIDS education in Kenyan secondary schools. Recognising the need for diverse pedagogical approaches to promote

effective learning, particularly in sensitive subjects, such as sexuality education, this chapter presents a critical exploration of teachers' experiences with PVM within the HIV and AIDS Education Programme in Kenyan secondary schools. The study aims to elucidate how such methods impact the teaching of sexuality education in order to provide insights to inform future educational interventions.

HIV and AIDS education

Kenya ranks fourth globally in HIV epidemic prevalence, with 1.4 million individuals living with HIV in 2022 (UNAIDS, 2023; UNAIDS, 2023). Despite a decrease in new HIV infections, particularly in sub-Saharan countries like Kenya, young people aged 15 to 24 remain disproportionately affected (UNAIDS, 2023). Given the implications of HIV and AIDS on the future workforce and economy, addressing the pandemic is critical for the country's development (WHO, 2022). The Kenyan government has taken steps to combat the spread of HIV by setting targets to reduce infection rates, especially among youth (UNAIDS, 2023). However, effective HIV and AIDS education is essential for behaviour change, particularly among adolescents who are most affected.

While HIV and AIDS education is integrated into many national curricula, high infection rates persist in some countries due to teachers' discomfort in delivering prevention content (Ringisai, 2023; Gudyanga et al., 2019). Hence, there is a pressing need for innovative teaching approaches to mitigate the pandemic's spread. Participatory visual methods (PVM) are recognised as effective tools to engage both teachers and learners, fostering a conducive learning environment for sensitive topics like sexuality education (Hira et al., 2021). In Bangladesh and New Zealand, governments have invested in training teachers on diverse teaching methods, including PVM, to enhance learners' trust and participation in discussing HIV and AIDS (Sarma et al., 2017; Igbokwe et al., 2020).

Similarly, South Africa prioritizes HIV and AIDS education in schools, recognising them as ideal settings for promoting behaviour change and life skills among youth (Wood et al., 2013). However, challenges persist, such as inadequate time allocated for teaching sexuality education and its integration into other subjects (Daka et al., 2021). In India, despite initiatives like the Adolescent Education Programme, gaps in HIV knowledge among youth persist, underscoring the need for effective education strategies (National Art Education Association, 2009).

In countries like Thailand and Zambia, where HIV and AIDS education delivery is directive and selective, respectively, challenges in promoting learner participation and addressing comprehensive topics persist (Boonmongkon et al., 2019). Kenyan teachers, too, face challenges in delivering comprehensive HIV and AIDS education due to discomfort, inadequate training, and fear of promoting perceived immoral behaviour (Kiswili, 2021). Some resort to extracurricular activities or PVM to engage

students in discussions on sexuality and HIV (Kiswili, 2021). However, research on the effectiveness of PVM in promoting behaviour change among Kenyan youth remains limited (Kafwa et al., 2015).

Addressing these challenges requires equipping teachers with adequate subject knowledge and engaging teaching methods to promote active learning and behaviour change (Kafwa et al., 2015). Given the dearth of proper PVM utilization in Kenyan schools, incorporating such methods into HIV and AIDS education could enhance teacher-student interaction and improve learning outcomes.

Challenges faced by Kenyan teachers in teaching sexuality, HIV and AIDS education

Despite efforts by the Kenyan government to integrate the HIV and AIDS programme into the school curriculum, challenges persist regarding its delivery and content. Kiswili (2021) highlights the inconsistency among teachers in delivering the programme, with many often focusing on comfortable topics like morals and abstinence, while neglecting sensitive aspects such as contraceptives and condom use. This discomfort stems from inadequate training and fear of promoting perceived immoral behaviour, leading some teachers to avoid teaching sexuality education altogether (Chavula et al., 2023; Kiswili, 2021; Machawira et al., 2020). Consequently, some teachers resort to discussing sexuality education during extracurricular activities, such as drama, music, and counselling sessions. Additionally, participatory visual methods (PVM), such as print media and folk tales, have been used by some teachers in Kenyan schools to address these challenges.

Despite the high prevalence of HIV among Kenyan youth, there is limited research on the effectiveness of PVM in promoting behaviour change and curbing HIV spread. Kafwa et al. (2015) emphasise the need for teachers to be well-versed in the subject matter and actively engage learners in the learning process. Hence, participatory visual methods have emerged as a suitable approach to facilitate teacher-student interaction and enhance learning outcomes.

Using participatory visual methods in teaching sexuality, HIV and AIDS education

Participatory approaches empower learners to express their perspectives on sexuality, HIV, and AIDS, fostering meaningful engagement (Johnson et al., 2020). Teachers play a crucial role in educating students about sexuality and HIV/AIDS before they become sexually active (Martin et al., 2020; Beyers, 2013). Participatory visual methods not only motivate teachers and learners to participate actively but also facilitate conversations and meaning making. Social interactions during

these activities influence cognitive development and individual thinking processes (Vygotsky, 1978).

The liberalization of sexual norms exposes young people to various risks, such as unprotected sex and HIV infection (Johnson et al., 2020). PVM offer a simplified approach for teachers to provide guidance and enable learners to make informed choices about their lives. Through participatory strategies, learners share experiences, co-construct knowledge, and engage in critical dialogue (Johnson et al., 2020; Leshem et al., 2015; McTavish et al., 2012). By interacting with teachers and peers, learners develop a deeper understanding of sexuality, HIV and AIDS, empowering them to make informed decisions. Participatory learning environments facilitate secure and creative spaces for critical discussions, promoting hope among teachers and learners (Cherrington, 2017). Optimism is essential in teaching practices, as it fosters self-determination and promotes justice and equity (Kovach, 2021).

Materials and methods

The study presented in this chapter adopts a qualitative research approach, employing an interpretive paradigm and a phenomenological design to investigate methods of teaching sexuality education in schools, aiming to sensitize learners to make informed choices about sexuality, HIV and AIDS. According to Creswell and Poth (2018), a phenomenological study delves into individuals' experiences of a phenomenon, fundamentally seeking to describe its nature. Participants in this study were purposively selected to gather focused information from those directly involved. Purposive sampling involves deliberate selection of participants based on specific criteria. Participant teachers were chosen from county and sub-county school levels where the HIV and AIDS Education Programme is integrated into the curriculum. Three schools were selected, with three participant teachers per school, representing different subjects: biology, English/literature, and guidance and counselling. Purposive sampling often involves a small sample size, as it allows for in-depth exploration and detailed data collection. The selected schools included both co-educational and single-sex schools for girls and boys, situated in urban and semi-urban areas, providing a comprehensive understanding of diverse learner characteristics and experiences.

Data generation employed reflective journals and focus group discussions (FGDs). Prior to data collection, participants attended a one-day workshop facilitated by the researcher. The workshop, attended by eighteen teachers (nine of whom were study participants), introduced participatory visual methods (PVM) for teaching sexuality education, including drawings, collages, role-plays, songs, and poetry. Subsequently, participants implemented PVM in their classrooms, maintaining reflective journals to document classroom experiences. Reflective journals provide insights into participants' experiences, facilitating a deeper exploration of phenomena by bringing

unconscious thoughts to light. During FGDs, meanings and insights emerging from discussions are socially constructed, offering a collective understanding of experiences. Focus groups are well-suited for exploring diverse perspectives and experiences, making them appropriate for this study. FGDs were used to gather teachers' views on their previous methods of teaching sexuality education and their experiences after adopting PVM. The discussions allowed participants to share varied experiences and perspectives, fostering a sense of support and empowerment.

Data analysis involved thematic analysis, aimed at identifying patterns across qualitative datasets. Initially, the researchers familiarized themselves with the data by reading transcripts multiple times, identifying units of meaning and generating initial codes. These codes were grouped into categories and used to develop themes, which were presented and discussed as study findings. Thematic analysis facilitates the extraction of themes directly from the data, providing concrete and tangible findings that contribute to advancing knowledge in social research.

Ethical considerations were meticulously observed throughout the study. Prior to data collection, ethical approval was obtained from the university's Ethics Committee and permission was obtained from the Education Department in Kenya and school principals. Participants provided informed consent, with full assurance of confidentiality and anonymity. Pseudonyms were used to protect participants' identities. Triangulation of data ensured credibility, while confirmability was established through rigorous data analysis processes. Transferability was ensured by providing a detailed context description and rationale for research methods. Confidentiality in FGDs was maintained through a confidentiality clause signed by participants, affirming their commitment not to disclose discussion content.

Findings

Findings related to teachers' experiences of using participatory visual methods in teaching sexuality education are presented. These were recorded in reflective journals by each teacher participant immediately after their try out lessons and were later discussed in a focus group discussion. Teachers' reflective journals are presented herein:

Tuti used poetry in his class. He asked the learners how HIV and AIDS spread and also the ways of curbing it. The learners engaged in group activities under the guidance of the teacher. The learners shared knowledge among themselves in the groups. They picked content words in a passage and composed poems. Their poems were about engaging in safe sexual practices and ways of protecting others from HIV infection in the event that one is infected, and one's partner is not. He also went further to guide the learners on the use of protection. Tuti noted that the discussion was impressive in that it encouraged hope, especially to those infected and affected by HIV. He wrote:

Tuti

After attending a training on the use of participatory methods in teaching sexuality education, I decided to implement it in my teaching as it was more of learner based and the students would come up with ideas as I was not the main source of the knowledge. I tried poetry. I went back to the same story in Literature on “When the sun goes down.” I decided to use it for revision with the Form Four students who were about to sit for the national examination before they were free to face the world. I felt this came in time so that my students would brace themselves enough to face the world. I got to class so enthusiastic and asked the students if we could revise the story once more as I predicted would be the compulsory story in the national examination. After reading the story as a class, I asked the students to mention how HIV and AIDS are spread, and ways to curb the spread of HIV and AIDS. The students did that in groups and as I went round checking on what they had written in their groups; I was so impressed: the discussion was fruitful! Those who knew on the preventive measures discussed that with those who did not know about it. I asked them to further pick the content words and compose a poem using the words. They did. Being a young school, I had divided the class to two groups only. The first group in their poem recited how AIDS was a killer disease and it was affecting the young generation a lot in that they engaged in unsafe sexual practices and how hard it was for them to resist sexual pleasures. The second group recited on the fact that Veronica and Makanga lived together for so long and Makanga lived even after Veronica’s death simply because they were using protection and therefore Makanga was not infected with AIDS. After the presentations I was able to guide them on the need of using protection- that’s the use of condoms any time they engaged in sex if at all they couldn’t wait for the right time. The students were so co-operative, as it was even simpler asking them other questions based on the story. We concluded the lesson by saying that actually 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, practise safe sex and live happily as a family and also on the need to accept those who are HIV positive in the society.

Tuti’s and Enai’s experiences share similarities, with both expressing admiration for the effectiveness and ease of use of participatory visual methods (PVM) in teaching. Enai highlighted that these methods facilitated a sense of comfort in her teaching approach. Following training on PVM, Enai felt a sense of obligation to impart knowledge to her students, recognising her responsibility in guiding them. Employing role-play, Enai engaged her students in discussions about socializing with peers outside of school. Their responses varied, with some expressing excitement about newfound freedoms while others expressed concerns about pregnancy. Notably, one student emphasised the importance of contraceptives and condoms, indicating a level of knowledge about responsible sexual behaviours among the learners. Enai then emphasised the reality of HIV and the necessity of

protection and safe sexual practices. She found PVM to be more encouraging and engaging compared to traditional lecture methods, which often led to discomfort among students.

Enai

After going through training on using participatory methods in teaching, I decided to adopt a new way of teaching my learners. The training made me realize that I had to teach the learners as it was my responsibility and duty to do so. It was necessary for them to know about their sexuality as a guide to make informed choices. I chose to use Role-play with my Form Four learners. I asked them to stage a play on how they would behave immediately they finished their fourth form examination. They were so excited. Being a double lesson, I gave them the first lesson to prepare for the play. In the second lesson, some selected characters staged the play, [where they] would be meeting with their boyfriends every day. One of the characters was worried that school was better as she escaped being impregnated by her boyfriend as they did not have enough time over the holiday and one was quick to react that she would always be safe if she used contraceptives. By now I was getting amused how the girls had so much information. One character snapped in to say that contraceptives were good but that was only meant to control pregnancy, how about deadly diseases? The main character summed it up by saying she was so excited to be free from school at last but she was always careful to choose her friends and if possible, she would stay a virgin till she got married. After the play, I took them through a discussion on the need to have healthy relationships and that it was important to choose friends wisely. I also led them to understand that HIV and AIDS are real and they should take care of themselves, I also encouraged them to share that with their friends. I asked them of how they would go about it to protect them and their partners in case they were sexually active. They contributed in the discussion by saying that it was good to use condoms as it was known to be a barrier or stay cool till the ripe time. I was quick to tell them that even in marriage condoms can still work in case you feel you have a straying partner and of course you need to take care of the children. At the end of the lesson, I felt I had been wasting my learners' time a lot for not teaching them on what they needed to know about their sexuality. Using these participatory methods was so encouraging in that it was more of a discussion with the learners than the usual lecture method which to me I felt I owned the lesson and brought about some discomfort.

In the same way Enai wrote of the interactive nature of participatory visual methods, Krea admitted that she was more encouraged and equipped to teach than before when she used the lecture method of teaching. Furthermore, she wrote that her learners actively participated unlike before.

Krea admitted being more equipped than before in delivering sexuality education in her class. She used collages. The learners were grouped in three groups for the activities. In the collages, they expressed their awareness of the societal expectations of a family. Afterwards, Krea led them in a discussion on the biological functions of the body and in ways to avoid irresponsible sexual behaviour. Krea wrote that the method was very encouraging and helpful because it was learner-based. She wrote:

Krea

The training on participatory teaching methods was God sent to me because I now have better skills on how to cope with teaching topics related to sexuality. I employed the use of collage by asking the students to paste pictures that represent a family unit. After they did that, I asked them to explain their pictures. I had three groups: the first group had pictures of a father, a mother and three children together with their grandparents, the second group pasted pictures of a single mother with several children and lastly the last group had pictures of parents without children but had the extended family. In their explanation, the first group said that people get married and the society expects them to get children so as to continue the family lineage, so many cheeky girls came from this class and they even used my example that maybe the reason as to why I get children rapidly is because of the family expectation, especially my mother-in-law. Deep inside my heart, I was surprised that these learners were conversant with the customary expectations and somehow understood my situation. The second group explained that so many of them came from homes of single parents and their parents couldn't explain to them why they were so and the third said because of some biological reasons some parents were not blessed with children. I took their explanations to my advantage and explained to them the biological functions of our bodies and in depth of the hormones responsible for childbearing, and their rightful age to get children and be responsible parents. All along, I engaged them in my discussion, and I took advantage of the lesson to teach them of the irresponsible sexual behaviours. Using participatory methods are very helpful as you discuss with the learners rather than lecturing to them so they grasp it better.

Raed shared a similar experience with Krea. Just like in Krea's classroom, the learners in Raed's classroom actively participated for they owned the lesson; the method boosted their esteem in learning. Since the method was learner-based, Raed was encouraged to teach and she admitted that the learners were cooperative. Raed used poetry in her class to explore the students' understanding of human sexuality. She wrote that the learners exploited their talents in developing poems. They described what they saw in the picture presented to them. She noted that even the shy learners in her class participated actively. It was a fast way to learn as the learners owned the lesson:

Raed

I used poetry as a learning method to interpret one's understanding of what human sexuality is. A group of form 3 students were able to exploit their talent in development of poems. Having seen a photo of a couple spending time together, they could not hide their excitement. They moved closer to the photo with lots of description of what they saw. Even the known shy students were in the front line.

Writing of poetry was a fast way to learn or rather share an idea about human sexuality. They only see the positive side of life even when the negative is obvious. This means their understanding is that as sexual beings, love never ends. It was less involving for the teacher and the students took the methods and owned them.

Raed and Seng shared similar observations regarding their experiences in the classroom. Both found the method of using participatory visual methods (PVM) to be straightforward and conducive to rapid learning. They noted that this approach also had a positive impact on their students' self-esteem by encouraging them to address issues from a constructive perspective.

Seng's decision to incorporate collage into her teaching stemmed from a previous incident where a student felt negatively affected by the teaching method. To prevent such occurrences in the future, Seng adopted a learner-centred approach with the use of collage. She found this method to be both easy to implement and engaging for her students. Additionally, Seng utilized role-play in her lessons and observed that it led to significant improvements in her students' attitudes towards their bodies, fostering self-appreciation and confidence among them.

Seng

After being guided on participatory and visual ways of teaching sexuality, I decided to use collage so that I can see to what extent the students would think about themselves and the stages of development in both types of sexes. I tried this method because of my previous experience of being attacked by a student after handling this topic and giving them the details. I was very impressed when I used this method because this changed their perception and mine too. This was due to the fact that every detail came from them and not me hence this made my work easier, and it was also very interesting to the students. I also used them to do role-play whereby I watched great performances from them which made the lesson very enjoyable and students could now understand some details that are more real than the written documents in the textbooks. In this session, they turned the lack of hips and enlarged breasts to be an advantage like being an athlete.

In Seng and Tessy's classrooms, the learners easily expressed themselves by using the participatory methods. They were excited and positive about their sexuality. The two teachers' journal entries reflect that the method encouraged hope in teaching because of the cooperation of the learners.

Tessy used drawings in her classroom. She stated that the learners were still unaware of themselves as sexual beings. She further stated that this method was different from the lecture method that she had always used. The learners were excited and cooperative during the lesson.

Tessy

It was a cool afternoon having assembled my students, anxious as they were I asked them how they can express their sexual personality by use of a drawing (diagram). We had just completed a topic in Christian Religious Education called human sexuality. This was an awesome summary of the topic.

According to what they are told by friends. They are still unaware of whom they are as sexual beings. However, having taught them about human sexuality in class mostly using lecture method, this other approach was totally different. They were excited more co-operative, quick to respond and easy to express themselves.

There was a similarity in Tessy and Sue's experiences in using participatory methods. Their learners enjoyed working with the methodology. They wrote that the learners responded and expressed themselves easily; thus, the method was effective for use.

Sue used songs in her teaching. She asked the learners to compose songs and noted that they came up with lovely melodies and lyrics of how they saw themselves as sexual beings. They praised their sexuality. She also used drawings. The learners drew themselves in appreciation of themselves and how valuable they were. Sue wrote that the method was effective:

Sue

In my previous experience, I did not know how to approach and teach issues to do with sexuality. After the participatory methods were introduced, I engaged my students on the use of song; they were able to construct songs on sexuality and came up with very good melodies on how they saw themselves as sexual beings. The girls could praise themselves in a song referring to themselves as flowers. After the participatory methods were introduced, I went back to the same class and introduced the use of drawings and interestingly, the students were able to draw various pictures describing themselves as sexual beings some girls drew themselves as a pineapple illustrating that they are juicy but you cannot get them easily unless you ready to be pierced. Others drew themselves as sugarcane, coconut and many more. So the participatory methods of teaching sexuality are effective because students participate freely without fear of victimization.

Emar's experience with the participatory visual methods (PVM) mirrored that of Raed, Tessy, Seng, Sue, and Tuti's learners—excitement and engagement were prevalent in the classroom. Emar observed that his students thoroughly enjoyed using these methods, which made it effortless for him to guide them through interactive sessions comfortably.

Recognising Kenya's cultural context, Emar acknowledged that some parents might be apprehensive about their children gaining sexual knowledge. Initially, he assumed his students were naive in this regard, only to discover their awareness of sex and sexuality, largely influenced by peer interactions and social media exposure. Utilizing songs as a method, Emar observed that the compositions reflected the students' sense of freedom at home and hinted at their sexual activity and knowledge of contraceptives and condoms. Emar then took the opportunity to guide his students towards making informed decisions. Overall, Emar found the method exciting and enjoyable for both himself and his students.

Emar

During the training on the use of participatory methods in teaching, we were informed that it was necessary to guide our students on the need of healthy sexual practices. Based on the Kenyan culture, most parents would be mad to hear that their children are being taught about sex! Many at times we assume our children are naïve but they seem to know more than we would ever imagine. The training was a wakeup call to me as I realized I have not been guiding my learners in the right way. That question that I was once asked during one of the sessions made me realize that we as teachers and parents have been lying to ourselves that our children do not know anything about sex yet they learnt it from the peers or the social media. I decided to implement the participatory methods and change my way I delivered my guiding sessions. During this particular session, I asked the learners to compose songs of how they felt as young people, how useful the social media was to them and their relationships with their parents. As I listened to their presentations, I realised that the students were so enslaved to social media and were learning a lot. Another thing I learnt is that most of the students were given so much freedom at home and there was so much negligence from the parent's side as they highlighted of how they would always meet their friends in town or the house and how they always longed for holiday to catch-up with friends. I asked them if they were aware that HIV and AIDS was on the rise and that it was also affecting the youth and there was silence in the hall. I made them understand that it was good to spend time with their peers, but they also had to take care of themselves. Using the knowledge, I acquired in the training, I told the students that their songs suggested that some of them were sexually active, for once I told them that was not wrong but they needed to use protection. I asked them of the appropriate way to do so. I got responses like; using contraceptives and condoms. I then told them that condoms were the most appropriate as with those they would control pregnancy and HIV and AIDS. After our discussions, the learners commented that we should be having more of such sessions unlike the previous ones which I was always domineering.

The teachers' focus group discussions recording transcriptions are presented below:

Emar: The learners were able to have fun. At the end of the lesson, they were asking questions as compared to those other times. The students were able to recall because of using songs. And also on the role-play, although there wasn't enough time especially their performance plays, you know most of the time, they have not been incorporated to drama. I took care of one class and because of time, the teachers will be able to pick up from there. In the role-play, the students were able to bring out and remember most customs that they staged. For example, I gave them a bit of one scene, it was a set text and then I assigned them characters. With that play, so many were able to come out. The students were able to play roles, in the process learnt various ideas on their sexuality.

Raed: I teach English and literature. I used two methods; role-play and poems. The role-play: I used it when I was teaching poetry and I used some of the poems whereby I engaged the students to take up that role of being the persona and they recited the poems which have some words which when pronounced, when said in class, you see the students saying (surprise look). You mean the teacher can say that? So, I made them say those words so that they could know that it is something normal and we are in class. It's not that when you utter some words then that is what you do. It was very successful when it came to answering some questions in poetry. Then I used the poems. That one I used in comprehension. We read a comprehension, then I told the students to write some of the words and phrases they think had some content concerning some behaviour and later came up with a poem which enabled us to answer questions easily. Yes.

Enai: I also did the same: role-play and drawings. The students drew various things and I made them to be open. I told them they can draw anything. They did it. Some drew houses, some pencils, all sorts of drawings. They were happy, curious, and also wanted to know what the others were thinking. I also engaged in the role-play and they were able to. They made a play about child abuse. I recorded and it was fun. They really wanted to play again and again, only time could not allow. They just did one.

Tessy: I teach CRE and guidance and counselling. I tried out the use of drawings and poetry. For me I think this really came out the right time. After dealing with the Form Three; taking them through a topic on human sexuality. It was actually at the peak of the topic. I told them to draw themselves, what they understand, their general understanding on human sexuality, and the boys were really excited. For them, they wanted to express themselves, what they think about themselves. I just told them to express themselves, their sexual beings. None of them was negative. They were all positive. I realized that when they are given opportunities, they give you the ideas about themselves. Sometimes according to what they are told by others, what they hear, they believe that that is what they are. I did guide after teaching them about sexuality, there were some words that were difficult to mention and explain

and at some point, I would chew some information because of being embarrassed especially being boys, my state, I am expectant. So, it was hard to teach them about sexuality, but when I now gave them that opportunity, I think they understood the topic better, those who were shy, I saw them really participate that was the drawing. There are a lot of drawings here. I teach the Form Three and the Form Four poetry. I gave them a picture, a photo and told them to make a poem of what they were seeing. They were able to come up with a poem; they could open up when I gave them a chance to.

Sue: Yes. I realized that when you are teaching such topics as sexuality, they actually come out. There is that something that comes out as compared to when we were teaching before. There is also something they have been hiding. I told them you are not talking about you but the drawing. You could see that openness; they were really open. In fact, when the bell rung, they were like aaah. In fact, they are asking for more lessons because we did not exhaust. And also, you capture their attention because everyone is involved. The responses were, I was happy. Then now the music. You see our students are very creative. They are really creative. Although we did not do much, it is really amazing; you could see that fear gone. Ask issues so openly as compared to those other times when they were reserved. Now students can stand and say, they have to protect their virginity, until marriage.

Seng: Good afternoon (response from group). ... I used two: the collage and role-play. I used in biology lessons. For sure there was a difference in how the students participated. In this case, I told them to use collage to explain characteristics of ladies and men. Like in class, you say there is the widening of the chest, muscles, but when they took magazines and saw pictures, cutting them, enjoying with all the fun, they really enjoyed it so much and in fact, it made it easy when explaining to them. When you talk of widening of the chest, you tell them, look at this man, then the hip. When you talk of the hips, they tell you, look at this lady the way she is and the rest. They really impressed me with how active they were. On the role-play, they worked. Of course there is that distinction, how those characteristics are portrayed amongst them. In fact, I really enjoyed teaching and they enjoyed the learning process.

Tuti: Yeah, I think the way we handle these students, for example, there are bad things we don't want them to do now. I think from what we have learnt here; it is better when we meet with teachers from other schools or even within the school. Then maybe we get time like one lesson to teach students especially on HIV and AIDS. So especially now that we teach them on the need to take care of themselves, control themselves and so on about these issues and handle the sexuality issues well.

Discussion of findings

The findings from the reflective journals of the participating teachers shed light on their experiences using participatory visual methods (PVM) in teaching sexuality education. Across the various classrooms, teachers employed methods such as poetry, role-play, collage, drawings, and songs to engage their students in discussions about sexuality, HIV and AIDS. The results indicate several key themes regarding the effectiveness and impact of these methods.

First, it is evident that teachers found PVM to be highly effective in facilitating student engagement and participation. Tuti, Enai, Raed, Krea, Sue, and Emar all noted the enthusiasm and cooperation of their students when using these methods. Students were actively involved in group activities, discussions, and creative tasks, demonstrating a genuine interest in the subject matter. This high level of engagement is crucial for effective learning, as it indicates that students are more likely to absorb and retain information when they are actively involved in the learning process.

Second, PVM was found to enhance students' understanding and awareness of sexuality-related issues. Teachers reported that their students demonstrated a deepened understanding of topics such as safe sexual practices, HIV prevention, and healthy relationships. Through activities like poetry composition, role-play, and drawing, students were able to express their thoughts and feelings about these issues in a creative and meaningful way. This suggests that PVM can serve as a powerful tool for facilitating open and honest discussions about sensitive topics, ultimately leading to greater awareness and knowledge among students.

Furthermore, the use of PVM was found to have a positive impact on students' self-esteem and confidence. Teachers like Raed, Seng, and Tessy observed that their students became more self-assured and willing to express themselves when using these methods. By providing students with opportunities to showcase their talents and creativity, PVM helped to boost students' confidence and self-esteem, creating a supportive and empowering learning environment.

Lastly, the findings from the focus group discussion further highlight the benefits of using PVM in teaching sexuality education. Teachers shared their experiences and insights, noting the effectiveness of PVM in promoting student learning and engagement. They also discussed the importance of collaboration and sharing best practice among teachers, suggesting that ongoing professional development and support are essential for effective implementation of PVM.

In conclusion, the findings of this study underscore the effectiveness of participatory visual methods in teaching sexuality education. By actively involving students in the learning process and providing opportunities for creative expression and discussion, PVM can enhance students' understanding, awareness, and self-esteem, ultimately leading to more informed and empowered individuals. Moving forward, it is essential for educators and policymakers to recognise the value of PVM and invest in training and resources to support its widespread implementation in schools.

Conclusion

The study outlined in this chapter aimed to investigate Kenyan secondary school teachers' experiences with using participatory visual methods (PVM) to teach sexuality education, focusing specifically on collages, role-play, music, poetry, and drawings. The effectiveness of PVM was evident in its facilitation of learner interaction and the teachers' comfort in fostering open dialogue in the classroom. Learners exhibited creativity, emerging as primary sources of knowledge, understanding more about their sexuality through interactive sessions guided by teachers. Teachers appreciated the simplicity, creativity, and enjoyment derived from guiding learners to deepen their understanding of sexuality.

PVM emerged as suitable for addressing sensitive topics like sexuality, HIV and AIDS, enabling teachers to simplify complex issues and foster an environment conducive to learning. Through collages, drawings, music, role-play, and poetry, learners developed comprehensive knowledge under teachers' guidance, thereby easing the teaching process and empowering learners to actively engage in their education. Consequently, PVM appears to be an effective pedagogical approach, providing a safe and inclusive space for effective teaching and meaningful learner expression, thereby facilitating behaviour change and promoting comprehensive sexuality education.

In summary, this chapter supports the efficacy of PVM in enhancing teaching effectiveness and promoting informed decision-making among learners. By prioritizing learners' needs and preparing them for life's challenges, the education system can contribute to the overarching goal of fostering a supportive environment for teaching and learning about sexuality, HIV and AIDS.

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