

Title: Factors influencing effective implementation of HIV/AIDS component of curriculum in primary school in Nairobi province

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Abstract: In Kenya HIV/AIDS remains a major challenge in all sectors including education. Failure to address the impact of HIV/AIDS would put the country at the risk of losing all gains it has made in education sector. Therefore, this study aimed to determine the status of HIV/AIDS education and factors influencing its effective implementation. The Kenya government through the MOE incorporated HIV/AIDS education in the school curriculum as a key means of prevention of HIV/AIDS in year 2003. Since then curriculum has gone largely unutilized and affected due to teachers inexperience and discomfort in teaching the sensitive materials (UNESCO, 2006). However, the subject is not examinable hence becomes difficult to assess the level of knowledge acquired by learners. Effective implementation of this subject would probably equip these children with knowledge and skills to enable them to live positively and to prevent further, more children from becoming infected. By establishing how HIV / AIDS education curriculum is being implemented and factors influencing its implementation will help in identifying areas where the ministry of education and other stakeholders would enhance its effective implementation. This Cross sectional study was carried out in primary schools in Nairobi province. Random sampling procedure was used in selecting schools where data was to be collected. Data was collected using structured interview guides with open and closed type questions where a total of 303 primary school teachers teaching in Nairobi were interviewed. Focused group discussions for pupils and key informant interviews in the local communities were conducted. The data collected was analyzed using the SPSS version 12. Chi-square was computed to determine association between variables of interest. The study found that most respondents (54%) had high levels of education. Teachers with high level of training on HIV/AIDS were more likely to teach of HIV/AIDS ($\chi^2 = 17.985$ df = 1 $p=0.0001$). The findings of the study indicated that few teachers (37.6%) had training on HIV/AIDS and had adequate knowledge in teaching HIV/AIDS. It was observed that teachers with training on HIV/AIDS were more likely to have 'knowledge adequacy in teaching HIV/AIDS ($\chi^2=13.084$ df= 1 $P = 0.0001$). Teachers who got information through literature had adequate knowledge in teaching mV/AID ($\chi^2=60.716$ df=1 $p=0.0001$). Various methods were used in teaching HIV/AIDS. The most popular method of teaching was discussion method (60.7%), role play (17.8%), enquiry method (11.3%) and lecture method (10.2%). It was observed that teachers who used discussion method in teaching HIV/AIDS were more likely to encounter no problems in teaching HIV / AIDS education ($\chi^2 = 40.333$ df = 1 $p = 0.001$). However, no method of teaching was adequate on its own. Time and resource materials allocated to teach HIV/AIDS were not adequate. Most teachers (75.2%) were comfortable teaching all topics on HIV and AIDS. Parents interviewed approved HIV/AIDS education in schools. However, some parents disclosed that they felt inadequate to discuss HIV/AIDS with their children. The church and school sponsors also supported HIV/AIDS education in schools. But the responsibility of teaching the subject was left entirely on the teachers. It was concluded that most respondents lacked requisite knowledge of HIV / AIDS and time and resource materials allocated for HIV / AIDS education are inadequate. Based on these findings to ensure effective implementation

of HIV / AIDS component of curriculum in primary schools, the study recommends that KIE should prepare more resource materials and in-service training for teachers on HIV/AIDS education.