

PRIMARY SCHOOL ACTION FOR BETTER HEALTH



Transferred Teachers Research - Nyanza

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LIST OF ABBREVIATIONS

THT	Trained head teacher
TDHT	Trained deputy head teacher
TST	Trained senior teacher
UHT	Untrained head teacher
UDHT	Untrained deputy head teacher
UST	Untrained senior teacher

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EXECUTIVE SUMMARY

Six PSABH trained teachers who had been transferred from their original school were located and together with untrained teachers in the new schools where they were located, they were interviewed (total of 12 interviews). The primary question to be answered through these interviews was:

To what extent are PSABH trained teachers incorporating elements of the programme in their new school following a transfer?

Teachers acknowledged the importance of discussing HIV and AIDS in their schools. The most common approach was to use the syllabus and textbooks as provided through the government. Various forms of training were described in some of the schools which had similarities to PSABH training. In schools where the PSABH trained teacher was known and there were other forms of at least week long training, co-curricular components of the programme used in PSABH were more likely to be present, including the question box and health club. Where the PSABH trained teachers had not informed the school about their training and/or where there were briefer forms of training described for other teachers in the school, only classroom teaching related to HIV/AIDS (i.e. infusion and integration throughout the subject matter) was evident.

INTRODUCTION

Primary School Action for Better Health (PSABH) is an HIV/AIDS prevention programme for primary schools being delivered in Kenya by CfBT with funding from the Department for International Development (DFID). The goal of PSABH is to create a positive behaviour change in upper primary school pupils to reduce their risk of exposure to HIV. This is done using a modified cascade approach to training teachers in the delivery of an HIV/AIDS education programme in standards 6-8. The early stages of the evaluation of this programme acknowledged that the extent to which PSABH is evident in any one school can be compromised if even one of the trained teachers is no longer part of the school community. It was suggested, however, that when teacher absence in one school is due to the teacher being transferred to another, the potential arises that PSABH could be spread through this trained teacher to a new school. With this in mind, the central question raised in the analysis for this report is:

To what extent are PSABH trained teachers incorporating elements of the programme in their new school following a transfer?

The question will be answered by comparing the interview responses of trained teachers to those of one of their colleagues in their current school. This document reports on interviews conducted in 6 schools. Although data were collected from an untrained senior teacher in one school, the inability to contact the trained teacher leaves no corroboration of information presented; thus, the information gained from this school should be viewed with caution.

Design

Using CfBT training notes and Steadman Field notes, teachers who had been trained through PSABH but had been transferred to other schools were identified and efforts were made to determine where these teachers were currently stationed. Through this process 6 trained teachers were located. Interviews were arranged with each of these teachers to discuss their experiences with PSABH both in their previous and current school. To further corroborate the information provided by these trained teachers, a second (untrained) teacher was interviewed in each school where they now were teaching. The goal in this process was to interview the head teacher and a senior teacher in each school so that if the head teacher had been trained, a senior teacher was interviewed and vice versa. In one school, Steadman staff were unable to interview the trained head teacher.

Data Collection

In July, 2005 representatives from Steadman Research Services Incorporated went to the 6 identified schools to hold in-depth interviews with the respective staff. These interviews were then transcribed by Steadman staff and transferred to the University of Windsor where the research team entered the transcripts into Scolari N6 for analysis. The key foci of this analysis was to identify what elements of PSABH training may exist within the school and what role the trained teacher played in bringing HIV/AIDS information to the school. Consideration was given for the role the trained teacher played in the new school and the other forms of training that may have existed.

ANALYSIS RESULTS

Demographics:

	Trained Teachers	Untrained Teachers
Number of Head Teachers	2	1
Number of Deputy Head Teachers	1	3
Number of Senior Teachers	2	2

Note: In one school only senior teachers were interviewed and the trained teacher in another school was unavailable for interview.

HIV/AIDS in the Schools

Virtually all teachers interviewed spoke of the need to address HIV/AIDS within the schools. Head and deputy head teachers were viewed as knowledgeable and responsible and therefore were expected to provide training or methods to inform teachers. As a trained head and a trained deputy head teacher comments with respect to expectations in their new school:

They expect me to pass the information to the pupils and also to the members of the community even though we do not have enough resources as the previous school had...They expect me to give them more information though the information is in the books already (THT3:106-112).

They know me as a responsible person. Further they have taken me to be very much exposed having attended the in-service training and for that matter they expect everything (TDHT4:68-70).

Teachers in general were also expected to be carriers of HIV and AIDS information regardless of whether they were new or established at the school. Expectations were higher for teachers who had taken part in any form of training, including at teacher training colleges.

We normally tell them [the new teachers] so that they do not lag behind; we want them to feel part of the team (UDHT6:145-146).

I think all the staff members are active and keen on addressing the AIDS topics. What they expect from me is what I would expect from them. They are trained teachers and would obviously know about HIV/AIDS. We positively campaign and have informed the young people and the community alike (TST5:33-37).

...the government took the issue in full swing and now I am sure in the Teachers' colleges it is very much taught. So, the teachers who are joining the teaching nowadays are in a better position and well informed than ourselves and we expect them to do better than we do (UDHT3:137-140).

If there is a new teacher there is no problem they can still support. The ones present the issue of HIV and AIDS (UDHT2:87-88).

Both trained and untrained teachers acknowledged the need to inform pupils, teachers and the community about HIV and AIDS. The inclusion of HIV/AIDS information in the syllabus and textbooks was referenced as one of the main ways that this is accomplished.

We teach it formally and informally because you see nowadays it is included in the curriculum and there are times we discuss it within the other subjects (UDHT3:31-33).

We are given textbooks from STD 1 to STD 8, by the government and we have already given the pupils and every class has a teacher who has been allocated and also HIV/AIDS has been taken care of in other subjects (UDHT6:24-26).

When you come to class 1,2 and 3 then class 5,6 and 7, the information about HIV/AIDS has been put into those books. It has also been integrated in mathematics so that they can solve those problems requiring the mathematics knowledge (THT3:250-254).

Other ways in which HIV/AIDS was addressed in the schools included:

- At parent-teacher meetings
- During the pastoral programme
- In assemblies
- As part of guidance and counselling

Training

According to the untrained teachers, the ability to deliver HIV and AIDS information was often facilitated by various forms of training. It was rarely clear who provided this training.

There was a time when teachers were taken for a seminar. We were called for a seminar and we were shown how to put the issue of HIV in the other subjects, so that it can be in the process throughout the teaching (UDHT3:88-90).

...some people have been going to seminars organized by the zonal office. They normally organize various seminars some on HIV/AIDS, some on subjects like maths, English and also Kiswahili by teachers who are concerned, they are the ones given first priority (UDHT6:181-184).

In two schools, the training sounded similar to PSABH.

We went through a seminar and then we were supposed to pass this on to any person. We had to start with the staff then the pupils and then the community around here...There was a workshop for one week that needed a head teacher, one parent and a senior teacher (UHT4:81-87).

We took one week ...It was in Kericho training college. We went covered some of it after a while we went back after the one week (UST1:128-133).

The untrained head teacher in the first, however, suggested that only the deputy head had been PSABH trained. In the second school, the untrained teacher was not familiar with PSABH and the trained teacher was unavailable for interview.

Having multiple teachers attend seminars had some influence on the types of activities present in the school.

We have a lady teacher here who organizes the girls to do a kind of guidance and counselling... (UDHT3:75-76).

Yes, there are songs, although they all were composed by a teacher who has since been transferred. But they are a key to aid in teaching (THT6:161-162).

Elements of PSABH in Schools

In two schools, the trained teacher suggested, and untrained teachers confirmed, that other teachers in the school were aware of his/her PSABH training. The head teacher in one of these schools built awareness of his training through the certificate given by PSABH.

You see when the certificate was awarded and every one of them saw it. I also wanted them to know that I was a trained teacher in handling the subject (THT6:143-145).

Beyond these schools, trained teachers were guarded about sharing that they had been trained.

I have not talked to them about the training itself, we have just talked about the HIV/AIDS generally (THT3:242-243).

The extent to which schools moved beyond the integration of HIV and AIDS into classes using the syllabus and textbooks and discussing it at assemblies, meetings and in guidance and counselling seemed to be influenced by the commitment of teachers in following through on training.

Of the two schools where both interviewees acknowledged the existence of PSABH training, only one school had corroboration of the presence of a question box, school health club and teacher training. The fact that there were other members of the school trained by a week long programme and that the PSABH trained teacher was committed to its implementation may have contributed to the successful implementation of these aspects of PSABH.

He talks when we are in staff meetings that once he was taken to that course and one may sometimes introduce that one to the staff, he supports us by saying that one time he attended and that is what he was told (UHT4:141-143).

In the other school, both of the teachers interviewed seemed to confuse the purpose of the school health club (one suggested it had not started because there were no funds for a first aid kit and the other indicated that there was a club but the focus was on hygiene). They both acknowledged that there was no existing question box (the trained teacher saying that it started but didn't survive and the untrained teacher suggested that it was too difficult for some students to write questions). Information about teacher training suggests that the trained head teacher has at least discussed the need for teachers to address HIV/AIDS in meetings.

Yes, even the head teacher has suggested we should move forward in dealing with HIV&AIDS epidemic telling the pupils every now and then (UDHT6:164-165).

Although the trained teacher was unavailable for interview in a third school, according to the untrained teacher interview there were regular extra-curricular meetings on Wednesdays that functioned similar to a health club but had no official status.

*Q: Are clubs on Wednesdays? The programme you were talking of on Wednesday is it a club?

I can call it a club or I don't know whether to call it extra curriculum activity like instead of having games we are having AIDS programme at that particular time (UST1:78-82).

The school also has a question box with questions answered during these Wednesday meetings. This teacher also suggested that teachers in the school attended a one-week training session similar to PSABH which may have contributed to the implementation of these aspects.

In the remaining three schools, there is no evidence of a question box or a health club. Reasons provided by trained teachers for not attempting to introduce PSABH in the new school include:

- Leaving resources from PSABH at previous school
- Lack of material resources to implement PSABH at current school
- School programmes too vigorous, it is difficult to find time
- Had not thought about addressing it at this school
- Haven't implemented PSABH yet, but maybe later

CONCLUSIONS

Anecdotal evidence from these interviews suggest that teachers who are trained at one school and then transferred to another are more likely to impart elements of the training at the new school if they feel confident about sharing the fact that they have been trained and there has been some other form of training with staff in the new school that has similarities to the training received by the transferred teacher. In all schools, however, there was evidence of HIV and AIDS information being discussed with pupils and, in some cases, with the parents and/or community. This was generally accomplished by using the resources provided by the government (e.g., the syllabus and textbooks containing HIV and AIDS information) and the training available to the school. In some cases, this training had been arranged at the zone or district level.