

Full Length Research Paper

Content analysis of the status and place of sexuality education in the national school policy and curriculum in Tanzania

Kitila A. Mkumbo

Department of Educational Psychology and Curriculum Studies, School of Education, University of Dares Salaam, P O Box 35048, Dar es Salaam, Tanzania. E-mail: kitilam@edu.udsm.ac.tz, kitilam@yahoo.com. Tel/Fax: +255 22 2410608.

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In Tanzania, sexuality education in schools is not provided as a standalone subject; rather it is mainstreamed in other subjects, namely Social Studies, Science, Civics and Biology. However, it is not clear how much sexuality education is covered in these subjects. The purpose of this study was to examine the status of sexuality education in the Tanzanian national school curriculum. In order to discern the amount and nature of sexuality education in the school curriculum, the syllabi for the above subjects were subjected to content analysis. The results have revealed three major trends of school-based sexuality education delivery in Tanzania. First, only a few aspects of sexuality education, particularly in the area of HIV/AIDS, are covered in the Tanzanian national school curriculum. Second, a greater part of sexuality education is covered during secondary education level, which is arguably too late given that sexuality education works effectively if it is provided early before young people reach puberty, in this case during primary education level. Third, the current sexuality education delivery mainly focuses on knowledge, and little attention is paid to the other aspects of sexuality education, namely skills and relationships and attitudes and values.

Key words: Sexuality education, HIV/AIDS, school curriculum, guidelines, Tanzania.

INTRODUCTION

Tanzania is among the countries in the sub-Saharan African region that still has the highest levels of HIV infection. It is estimated that 1.4 million people were living with HIV by the end of 2007, with the HIV prevalence rate of 6.5 percent among adults aged 15 to 49 (UNAIDS/WHO, 2007). As in other sub-Saharan African countries, young people are most affected by the AIDS epidemic in Tanzania. For example, it is estimated that more than 60 percent of all new HIV infections in Tanzania occur among young people aged 15-24 (Tanzania Commission for AIDS [TACAIDS], National Bureau of Statistics and ORC Macro, 2005).

Evidence has demonstrated that, if given a chance, the provision of sexuality education in schools can help young people, who are not yet sexually active, to delay sexual intercourse until they are cognitively and emotionally ready for mutually beneficial and healthy sexual relationships (Kirby, 2001). Furthermore, teaching young people about sexuality education has been associated with the increase in the prevalence of effective and consistent condom and contraceptive use for those who are already sexually active (Mueller and Kulkarni, 2008). Thus, the provision of effective school-based sexuality education programmes can be an effective strategy for

rescuing young people from HIV infection and other negative consequences of sexual behaviour, and therefore in protecting the future generation of the region. Nevertheless, the potential of school-based sexuality education in protecting young people's sexual health remains largely unexplored in Tanzania.

An overview of the Tanzanian education system

The formal education and training system in Tanzania is divided into three major levels. The first level is basic education consisting of two years of pre-primary education (approximately ages 5-6) and seven years of primary education (approximately ages 7-13). The second level is secondary education consisting of four years of ordinary level (approximately ages 14-17) and two years of advanced level (approximately ages 18-19). The third level is the technical and higher education level, which comprises 3+ years and is mainly involved in skills and/or academic training.

Due to limited opportunities for secondary and higher education, with the exception of the entry into primary education, progression from one level of education to another is not automatic or a function of age. It is a highly competitive process, whereby students have to pass a series of prescribed national examinations to be able to proceed into the next levels of education. For example, in order for primary school students to get a chance of a secondary education level, they have to sit and pass a primary school leaving examination (PSLE). Similarly, for secondary school students to proceed to advanced secondary education, they have to sit and pass an even more competitive certificate of secondary education examination (CSEE) taken after seven years of primary education. An advanced certificate of secondary education examination (ACSEE) marks the completion of secondary education, and the results of this examination are used to select students for entry into higher education levels, including university education.

In the drive to achieve universal primary education (Millennium Development Goal#2), the Government has undertaken concerted efforts to ensure that all school age children are enrolled into and complete a full course of primary schooling; these efforts have resulted into some positive developments. For example, enrolment in primary schools increased from almost 6 million students in 2002 to 8 million students in 2006, an increase of 33.1 percent (United Republic of Tanzania [URT], 2006).

While primary school enrolment has been increasing

steadily over the years, secondary school enrolment has remained relatively stable at fewer than 10 percent for ordinary secondary school level and at lower than one percent for advanced level (Galabawa et al., 2001). Though in recent years the Government has taken several steps to expand the secondary education sector, it is still far too small to absorb all the primary school leavers. For example, Government statistics show that, while primary school enrolment was 85.3 percent of the primary school age (7-13) population by 2006, secondary school enrolment during this period was lower than 10 percent of the secondary school age (14-17) population (URT, 2006). This implies that, in terms of the provision of school-based sexuality education, the primary school level presents the most reliable avenue for reaching a majority of young people.

The primary school curriculum consists of five compulsory subjects; namely, Swahili, English, Maths, Science and Social Studies. Similarly, the ordinary secondary school curriculum consists of five compulsory subjects: Swahili, English, Maths, Civics and Biology. In addition to these subjects, secondary students are also required to choose one subject from either the Arts stream (History or Geography) or the Science stream (Physics or Chemistry). In the advanced school level, students do a combination of at least three subjects in physical sciences or social sciences and arts.

School policies on sexuality education in Tanzania

Until recently, there was no clear policy related to the provision of sexuality education in schools in Tanzania. However, in 2004 the Ministry of Education developed a policy on HIV/AIDS education titled Guidelines for Implementing HIV/AIDS and Life-Skills Education Programmes in Schools (URT, 2004). The name assigned to these guidelines clearly indicates that school policy on sexuality education in Tanzania has been spurred by the advent of the AIDS epidemic whose impact in the country reached a significant toll in the early 1990s.

The objectives of the guidelines are twofold: Firstly, to mainstream the teaching of HIV/AIDS education in schools and other educational institutions. Secondly, to guide and control the amount and type of HIV/AIDS information and materials that should reach school premises and classrooms. Each organisation that intends to implement any form of sexuality education in schools is required to follow these guidelines.

Through this policy, the Government of the United

Republic of Tanzania has committed itself to ensuring that HIV/AIDS/STIs preventive education is accessible to all schools and other educational institutions in the country. The guidelines envisage an interdisciplinary approach to providing sexuality education in schools. The guidelines stipulate that HIV/AIDS/STIs preventive education should be integrated into the core curriculum through Science and Social Studies for primary schools, Biology and Civics for ordinary secondary school and General Studies and Biology for advanced secondary school.

According to the Guidelines for Implementing HIV/AIDS and Life-Skills Education Programmes in Schools, the content of HIV/AIDS, STI and Life skills education should reflect two major elements, namely (a) providing basic information and facts about the transmission and prevention of HIV and STI and (b) promoting responsible sexual behaviours, including delaying sex and protected sex.

The Guidelines also stipulate what should constitute the content of sexuality and HIV/AIDS education at various levels of education. For primary and secondary school levels, the Guidelines stipulate that the content of sexuality and HIV/AIDS education should comprise two major components. The first component is the basic knowledge of HIV/AIDS, STIs and life skills education. This aspect should cover such areas as the meaning of HIV/AIDS/STI and life-skills, HIV/STI transmission modes, HIV/STI prevention strategies, impact of HIV/AIDS and voluntary counselling and testing of HIV.

The second component of sexuality and HIV/AIDS education as envisaged in the guidelines covers aspects related to responsible relationships and sexual behaviour. This second part of the component encompasses broad aspects of sexuality, including such aspects as: promoting responsible sexual behaviour in sexual relationships, prevention of risk behaviours such as drug and substance use and unprotected sex, developing positive values and life skills. Other aspects covered in this category include meaning of sex and sexuality, value clarification with respect to sexuality, biological, social and emotional changes associated with puberty and safer sex practices.

Clearly, the content of sexuality and HIV/AIDS education as provided in the guidelines is broad, reflecting the three major components of any sexuality education, namely: knowledge, skills and relationships and attitudes and values (Bruess and Greenberg, 2004).

Furthermore, the content of sexuality and HIV/AIDS

education envisaged in the guidelines is generally and largely in line with the second aspect of the characteristics of effective programmes with respect to the content of the sexuality and HIV/AIDS education curriculum as established by Kirby et al. (2004). According to Kirby et al. (2006), the content of sexuality and HIV/AIDS education, among other things, should address multiple sexual psychosocial risk and protective factors affecting sexual behaviours, including knowledge, perceived risks, values, attitudes, perceived norms and self-efficacy.

It is, therefore, reasonable, in accordance to the provisions of the guidelines, to assume and expect that some sort of sexuality education is covered and taught in both primary and secondary school syllabi. Nevertheless, both the nature and the exact amount of sexuality education in these syllabi are unclear. This study, therefore, aimed to examine the status and place of sexuality education covered in the primary and secondary school curricula.

METHOD

In order to determine the amount and nature of sexuality education in the national school curriculum, a content analysis was carried out on the school syllabi. As noted above, the *Guidelines for Implementing HIV/AIDS and Life Skills Education Programmes in Schools* state that HIV/AIDS and life skills education should be covered in Social Studies and Science subjects for primary schools and in Biology and Civics subjects for secondary schools. In light of these guidelines, quantitative content analysis was carried out on four subjects where sexuality and HIV/AIDS education is expected to be covered, namely: the Social Studies, Science, Biology and Civics syllabi (URT, 2005a, b, c, d).

The following procedures were followed in examining the position of sexuality education in the national school curriculum. First, all main topics and sub-topics in the Social Studies, Science, Biology and Civics syllabi were listed. Second, to ensure reliability of the rating regarding the relevance of the topics to sexuality education, the researcher read all sub-topics several times and at different intervals before the final rating into a sexuality education category was confirmed. Third, the relevance and relatedness of the sub-topics to sexuality education were assessed by the researcher on a five point scale ranging from "Not at all related (1) to Strongly related" (5).

RESULTS

The following sections present the results of the content analysis regarding the position of sexuality education in the national primary and secondary school curricula.

The place of sexuality education in the national primary school curriculum

The primary school Social Studies and Science syllabi were subjected to quantitative content analysis to determine the scope and nature of sexuality education in these subjects. The analysis was done at two levels. First, all sexuality education related topics were identified and listed down. Second, in order to assess the comprehensiveness of sexuality education covered in the school curriculum, these topics were classified into the three basic three dimensions that characterise sexuality education programmes, namely: knowledge, skills and relationships and attitudes and values (Bruess and Greenberg, 2004). The results are presented below:

The place of sexuality education in the primary school General Studies syllabus

The General Studies subject is taught first in Standard III and continues up to Standard VII. A total of 24 main topics, 40 sub-topics and 604 periods¹ are covered in the General Studies syllabus.

In Standard III, a total of 18 sub-topics and 108 periods are covered; of these, only three (16.7%) sub-topics can be said to be somewhat related or relevant to sexuality education, which are allotted six periods (5.6%). These topics are *the concept of family and family relationships*. In Standard IV, a total of 20 sub-topics and 92 periods are covered. Of these four (20%) sub-topics can be said to be somewhat related to sexuality education, with only 18 periods (19.6%) allotted to them. These sub-topics are: *the concept of social norms, features of good social norms and values, benefits of social norms and values and the effects of bad social norms and values*.

In Standard V, there are eight main topics and 21 sub-topics covered in 135 periods, with four (19%) somewhat related to sexuality education, which are covered in 10 periods (7.5%). In Standards VI and VII, there are 13 sub-topics in each class; none of these is related to sexuality education.

¹ A period means one class session which runs for 30 minutes for Standard I and II and 40 minutes for Standard III-VII and ordinary secondary school classes.

The place of sexuality education in the primary school Science syllabus

Science is taught in all the seven classes (Standards I-VII) in the primary school curriculum. In Standard I, there are eight main topics and 20 sub-topics covered in 102 periods. Of these, five (25%) sub-topics are somewhat or strongly related to sexuality education. The topics related to sexuality education are covered in 25 periods, which is 24.5 percent of the total number of periods covered in Standard I. The topics that are somewhat related to SE are the human body, body cleanliness and tidiness and body health; the topics that are strongly related to sexuality education are the meaning of HIV and AIDS and HIV transmission and prevention modes.

There are eight main topics and 21 sub-topics covered in 80 periods in Standard II. Two sub-topics, the human body and body cleanliness and tidiness, are somewhat related to sexuality education, whereas two sub-topics, the meaning of HIV and AIDS and HIV transmission and prevention modes, are strongly related to sexuality education.

Twenty two sub-topics and 148 periods are covered in Standard III. Four (18.2%) sub-topics can be said to be related to sexuality education, with two sub-topics, *the human body and body cleanliness and tidiness*, being somewhat related to SE and two sub-topics, *the meaning of HIV and AIDS and HIV transmission and prevention modes*, being strongly related to sexuality education. The SE related sub-topics are covered in 15 periods, which is equivalent to 10.1 percent of the total periods covered in Standard III.

In Standard IV, there are seven main topics and 26 sub-topics covered in 160 periods. Of these, six (23.1%) sub-topics are either somewhat related to sexuality education (principles of good health, body health and preventing infectious diseases) or strongly related to sexuality education (the importance of body immunity in preventing HIV infection and AIDS, the effects of low body immunity and its relationships with AIDS and food types that can enhance body immunity to fight with AIDS disease). Twelve (7.5%) periods are allotted for sub-topics related to sexuality education.

Seven main topics and 23 sub-topics are covered in Standard V, in which four (17.4%) sub-topics are strongly related to sexuality education; namely, *the differences between HIV and AIDS, HIV transmission modes, effects of HIV/AIDS and ways of protecting against HIV infection*. A total of 160 periods are covered in Standard V, of

Table 1. Summary of the position of sexuality education (SE) in General Studies and Science primary school syllabi.

Subject Standard	General Studies							Science						
	# Sub- topics	# Periods	# SE related topics		# periods for SE	% SE related topics	% SE periods	# Sub- topics	# Periods	# SE related topics		# periods for SE	% SE related topics	% SE periods
			<i>somewhat related</i>	<i>strongly related</i>						<i>somewhat related</i>	<i>strongly related</i>			
I							20	102	3	2	25	25.0	24.5	
II							21	80	2	1	18	14.3	22.5	
III	18	108	3	0	6	16.7	5.6	22	148	2	2	15	18.2	10.1
IV	20	92	4	0	18	20.0	19.6	26	160	3	3	12	23.1	7.5
V	21	134	4	0	10	19.0	7.5	23	160	0	4	10	17.4	6.3
VI	13	135	0	0	0	0.0	0.0	22	147	0	2	17	9.1	11.6
VII	13	135	0	0	0	0.0	0.0	15	160	0	0	0	0.0	0.0
Totals:	85	604	11	0	34	12.9	6.5	149	957	10	14	97	16.1	10.1

which 10 (6.3%) periods are allotted for sexuality education related sub- topics.

In Standard VI, eight main topics, 22 sub- topics and 147 periods are covered; of these, two (9.1%) sub- topics are strongly related to SE topics; namely, the reproductive system and HIV and STI infection; 17 (11.6%) periods are allotted for topics related to sexuality education. None of the topics covered in Standard VII is related to sexuality education.

In summary, as shown in Table 1, there are 85 sub- topics covered in 604 periods in the General Studies primary school syllabus. Of these, only 11 (12.9%) sub- topics, covered in 34 (5.6%) periods, can be 149 sub- topics covered in 957 14

Overall, there are 234 sub- topics and 1561 periods in both the Social Studies and Science primary school syllabi. In these, sexuality education related topics appear in 35 (15%) sub-topics and 131 (8.4%) periods.

The place of sexuality education in the national secondary school curriculum According to the

Guidelines for Implementing HIV/AIDS and Life-Skills Education Programme in Schools (URT, 2004), the delivery of sexuality education in secondary schools is envisaged through Civics and Biology subjects. Thus, in order to examine the status and place of sexuality education in the secondary school curriculum, quantitative content analysis was carried out on the Civics and Biology secondary school syllabi. The results regarding the amount and nature of sexuality education in these subjects are presented below.

be said to be related to sexuality education. In the Science syllabus, there periods, of which 24 (16.1%) are somewhat related and(9.1%) are strongly related to sexuality education.

The place of sexuality education in the secondary school Civics syllabus

In order to determine the place and amount of sexuality education covered in the Civics second-

ary school syllabus, all main topics, sub-topics and periods covered for each class were listed. The extent to which the sub-topics were relevant or related to sexuality education was assessed on a five point scale ranging from "Not at all related" (1) to "Strongly related" (5).

A number of some sub-topics covered in the secondary school Civics syllabus clearly appear to be related to sexuality education. For example, of the 20 sub-topics and 159 periods covered in Form I, eight (40%) sub-topics and 64 (40.3%) periods appear to be somewhat related to sexuality education. Again, of the 11 sub-topics and 154 periods covered in Form II, two (18.2%) sub-topics and 28 (18.2%) periods are somewhat related to sexuality education. In Form IV, eight sub-topics and 160 periods are covered, of which three (37.5%) sub- topics and 80 (50%) periods are related to sexuality education.

The sub- topics related to sexuality education in Form I include meaning and types of life skills, importance of life skills, courtship and marriage, the concept of family, rights and obligations of

family members, meaning and types of behaviour, elements of proper behaviour and responsible decision making. In Form II, the sexuality education related sub-topics are the concept of gender and issues that hinder equal opportunities between men and women. In Form IV, the sexuality education related sub-topics are: aspects and elements of culture, positive and negative aspects of culture, customs that lead to the spread of HIV/AIDS and STIs and promotion of Tanzanian cultural values.

The place of sexuality education in the secondary school Biology syllabus

As done in the case of the Civics syllabus, in order to determine the place and amount of sexuality education covered in the Biology syllabus, all topics, sub-topics and periods covered there were listed in a tabular form. The relevance and relatedness of the sub-topics to sexuality education were assessed on a five point scale as explained above.

The topics related to sexuality education appear in Forms I, III and IV syllabi. In Form I, the Biology syllabus consists of six main topics and 19 sub-topics, which are covered in 120 periods. Of these seven (36.8%) sub-topics, covered in 44 (36.7%) periods, can be said to be somewhat or strongly related to sexuality education. The sub-topics that are somewhat related are: the concept of health and community and infections and diseases. The sub-topics that can be regarded as strongly related to sexuality education are: personal hygiene and good manners, meaning of HIV, AIDS, STIs and STDs, management and control of STIs and HIV/AIDS and care and support for people living with HIV/AIDS. In Form III, six main topics and 22 sub-topics are covered in 120 periods. Of these, three (18.2%) sub-topics can be said to be either somewhat related or strongly related to sexuality education, which are covered in 22 (18%) periods. The sub-topic that are somewhat related to sexuality education is the concept of reproduction, and those that can be regarded as strongly related to sexuality education are reproduction in mammals (in humans), sexuality, sexual health and responsible sexual behaviour, family planning, maternal and child care and prevention of mother to child HIV infection.

Five main topics and 23 sub-topics are covered in Form IV in 108 periods. Of these, five (21.7%) sub-topics covered in 23 (21.3%) periods are either somewhat or

strongly related to sexuality education. The somewhat sexuality education related sub-topic is the concept of growth, and the sub-topics that can be considered as strongly related to sexuality education are growth and developmental stages in human, relationship between HIV and AIDS, management and control of HIV/AIDS and STIs and HIV counselling and testing.

In summary, as shown in Table 2, 15 main topics and 51 sub-topics are covered in the Civics secondary school syllabus and delivered in 539 periods. Of these, 13 (25.5%) sub-topics and 172 (31.9%) are allotted for sexuality education. In the science syllabus, 22 main topics and 82 sub-topics are covered, which are delivered in 470 periods. Of these, 16 (19.5%) sub-topics and 89 (18.9%) periods are allotted for sexuality education.

Classification of sexuality education (SE) related topics into the SE dimensions

The content of each of the topics that were categorised as related to sexuality education in the national school curriculum was examined to determine their relevance and relatedness to the three common dimensions of sexuality education: knowledge, skills and relationships and attitudes and values (Bruess and Greenberg, 2004). As can be seen in Table 3, almost all SE related sub-topics in the school curriculum were found to be mainly focused on knowledge and only a few of them focused on skills and relationships and attitudes and values. Table 3 shows that, of the 32 sub-topics identified as related to SE, 31 sub-topics are exclusively focused on knowledge and only five are considerably focused on the other two dimensions.

DISCUSSION

This study has examined the position of sexuality education in the Tanzanian national school policy and curriculum. The analysis of school policy was done with respect to the Guidelines for Implementing HIV/AIDS and Life-Skills Programme in Schools (URT, 2004), whereas the analysis of school curriculum involved the Social Studies and Science primary school syllabi as well as the secondary school Civics and Biology syllabi.

Several issues have emerged from the analysis of the school policy on sexuality education. Firstly, the promulgation of the guidelines on HIV/AIDS education was

Table 2. Summary of the position of sexuality education (SE) in the Civics and Biology secondary school syllabi.

Form	Civics										Biology									
	# Sub-topics	# Periods	Number of SE related topics	somewhat related	strongly related	# periods for SE	SE related topics	% SE related topics	% SE periods	# Sub-topics	# Periods	Number of SE related topics	somewhat related	strongly related	# periods for SE	SE related topics	% SE related topics	% SE periods		
I	20	159	2	6	64	40.0	40.3	19	120	2	5	44	36.8	36.7						
II	11	154	1	1	28	18.2	18.2	18	120	0	0	0	0.0	0.0						
III	12	66	0	0	0	0.0	0.0	22	122	1	3	22	18.2	18.0						
IV	8	160	2	1	80	37.5	50.0	23	108	1	4	23	21.7	21.3						
Totals:	51	539	5	8	172	25.5	31.9	82	470	4	12	89	19.5	18.9						

mainly prompted by the advent of the AIDS epidemic and the need to protect young people from HIV infection. Secondly, in view of the above factor, HIV/AIDS education features more prominently in the policy than other aspects of sexuality education.

Thirdly, and perhaps paradoxically, though the guidelines acknowledge that about 50 percent of young people below the age of 15, most of whom are still in schools, are already sexually active and provided for the teaching of condom use, they prohibit the distribution of condoms to students in schools and in teachers' colleges for the reason that such an act would compromise moral ethics about pre-marital sex. The guidelines state that:

Education for proper use of condoms will be given in schools and teachers' colleges. However, the distribution of condoms in schools and teachers' colleges will not be permitted. It is important to underline the point that young people need to be exposed to correct and proper information and education about protected sex (safer sex) and moral ethics related to pre-marital sex (URT, 2004).

This is indeed counterproductive and inconsistent with the Tanzanian Government's efforts to protect young people against HIV infection. This is because it has been demonstrated that teaching the use of condoms without demonstrating their proper use and making them available does not increase the prevalence of effective condom use in young people (Holmes et al., 2004). Several studies have demonstrated that condom education and availability are essential elements to successful HIV/AIDS prevention efforts (Guttmacher et al., 1997; Furstenberg et al., 1997; Kirby and Brown, 1996; American Academy of Pediatrics, Committee on Adolescence, 1995). For example, a study in New York revealed that making condoms available in schools increases the prevalence of condom use, which is ultimately associated with reduced incidence of STIs among sexually active young people (Guttmacher et al., 1997).

The analysis of the school curriculum has shown that some aspects of sexuality education are covered both at primary and secondary school levels. The sexuality education related topics appear in the Social Studies and Science primary

school syllabi and Civics and Biology secondary school syllabi.

However, a careful analysis of the topics covered in the school curriculum shows that very few of them would qualify to be categorised as related to sexuality education in the strict sense of the name and meaning. For example, of the total 22 main topics, only two main topics in the Social Studies primary school syllabus can be said to be related to sexuality education; these are family types and roles and social norms and values, which are allotted 34 periods out of the 640 periods delivered in the entire Social Studies syllabus. In the Science primary school syllabus, of the total 49 main topics covered, only one topic can be considered to be related to SE; namely, HIV/AIDS. Again, of the total 957 periods delivered in the Science primary school syllabus, only 45 (or 4.7%) are allotted to the SE related topic (HIV/AIDS).

A relatively much higher proportion of topics related to sexuality education is covered in the secondary school than in the primary school curriculum. For example, overall, three topics to sexuality education are covered in the primary

Table 3. Classification of SE topics appearing in the school curriculum by SE dimensions.

Sub- topic	Level covered	Subject in which it is covered	SE Dimension		
			Knowledge	Skills and relationships	Attitudes and values
The concept of family	PIII; S1	Social Studies/Civics	√		
Family relationships	PIII	Social Studies	√	√	
The human body	PI	Science	√		
Body cleanliness	PI and PII	Science	√		
The meaning of HIV and AIDS	PI, PII and PIII	Science	√		
Ways of preventing HIV transmission	PI, PII and PIII	Science	√	√	
The differences between HIV and AIDS	PV	Science	√		
Effects of HIV/AIDS	PV	Science	√		
The reproductive system	PVI	Science	√		
The relationship between HIV and STI infection	PVI	Science	√		
Meaning and types of life skills	S1	Civics	√	√	
Importance of life skills	S1	Civics	√		
Courtship and marriage	S1	Civics	√		√
Rights and obligations of family members	S1	Civics	√		√
Meaning and types of proper behaviour	S1	Civics	√		
Decision making	S1	Civics	√		
The concept of gender	S2	Civics	√		
Differences between men and women	S2	Civics	√		
Customs that lead to the spread of HIV/AIDS and STIs	S4	Civics	√		√
The concept of health and community	S1	Biology	√		
Personal hygiene and good manners	S1	Biology	√		
Diseases and infections	S1	Biology	√		
Meaning of HIV, STI, AIDS and STDs	S1	Biology	√		
Modes of HIV and STI transmission	S1	Biology	√		
Management and control of STIs and HIV/AIDS	S1 and S4	Biology	√		
Care and support for people living with HIV/AIDS	S1 and S4	Biology	√		√
Family planning			√		
Sexuality, sexual health and responsible sexual behaviour	S4	Biology	√		√
Maternal and child care	S4	Biology	√		
Prevention of mother to child HIV transmission	S4	Biology	√		
Growth and developmental stages in human beings	S4	Biology	√		
HIV counselling and testing	S4	Biology		√	
		Totals	31	5	5

Note that "P" stands for primary school and "S" stands for secondary school.

school curriculum, which are family types and roles, social norms and values and HIV/AIDS, compared to six topics covered in the secondary school curriculum; namely, life skills, gender, responsible decision making,

personal hygiene, HIV/AIDS and STDs and reproduction. This means that only 4.1 percent of the total 73 main topics covered in the primary school curriculum are related to sexuality education. In contrast, 17.9 percent of

the total 39 main topics covered in the secondary school curriculum are related to sexuality education.

One of the important sub-topics covered under reproduction in the Biology secondary school syllabus is family planning. Interestingly, however, there is no reference to contraception and, instead, only the meaning and importance of family planning are referred to. Again, this is inconsistent with the Government efforts to address the problem of the increasing rates of teenage pregnancy among school girls.

Furthermore, though the Guidelines for sexuality and HIV/AIDS education advocate a broad content of such programmes, reflecting the three main components of sexuality education (knowledge, skills and relationships and attitudes and values), only the knowledge aspect seems to be somehow adequately covered in the school curriculum. The current content of sexuality and HIV/AIDS education in the school curriculum also falls far short of the characteristics of effective content of sexuality and HIV/AIDS education curriculum, which require that such content to address multiple sexual psychosocial risk and protective behaviours, including knowledge, perceived risks, values, attitudes, perceived norms and self-efficacy (Kirby et al., 2006).

Conclusion

This study has established that a substantial amount of sexuality education is covered in the Tanzanian national school curriculum, especially in the secondary school syllabi. However, most of the topics related to sexuality education that are covered in the national school curriculum appear to be somewhat disorganised and scattered across four subjects to the extent that they can hardly be said to constitute a meaningful sexuality education programme. This is in contradiction with one of the key characteristics of effective sexuality and HIV/AIDS education, namely that the topics should be covered in a logical sequence (Kirby et al., 2006).

The content analysis of the national school curriculum has also shown that a great deal of sexuality education is covered during secondary education. This is arguably ineffective and somewhat unhelpful given that, as demonstrated above, only a small proportion of primary school leavers get the opportunity to attend secondary education in Tanzania. This means that, by providing sexuality education during secondary education instead of primary education, only a small proportion (less than

10 percent) of students are reached. Additionally, providing sexuality education at secondary education level is probably too late as it has been argued that sexuality education works effectively if, among other factors, it is provided early, before young people reach puberty (Grunseit et al., 1997). In Tanzania, it has been observed that a majority of young people reach puberty before age 15, and while still attending primary education (Omari and Mkumbo, 2006). It would therefore be useful and more effective to provide sexuality education to young people much earlier during the primary school education level.

Recommendations

It should be noted that the current research has only attempted to analyse the amount of sexuality education appearing in the school curriculum; it did not attempt to examine what type of sexuality education is actually being taught and how it is taught. Future studies need to examine the effectiveness of the teaching of sexuality education, as well as the competence and confidence of teachers in delivering a sexuality education curriculum in its current form.

This analysis has also shown that the current guidelines on HIV/ADS and life skills education are limited in scope and mandate with regard to enforcing effective delivery of sexuality education in schools, especially at the primary school level. There is therefore a need for the Government of the United Republic of Tanzania to review the current guidelines with a view to developing a clearer, focused and comprehensive policy on the provision of sexuality education in schools. In particular, there is a need for the guidelines that will clearly spell out the content of school-based sexuality education at various levels of schooling, which, among other issues, take into account the divergent and varied social and cultural backgrounds of the Tanzanian population.

Previous research in Tanzania (Mkumbo and Ingham, [accepted]) has clearly demonstrated strong support for the provision of sexuality education in schools in Tanzania among parents, teachers and students. However, teachers demonstrated a clear lack of competence and confidence in teaching sexuality education due to poor preparation during their teacher training. Thus, alongside introducing it in primary and secondary schools, the Tanzanian Ministry of Education and Vocational Training should introduce sexuality education in teacher colleges

and integrate in the university teacher preparatory courses so as to equip would be teachers with the requisite knowledge, skills and confidence to teach such education in schools

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