

Using Participatory Visual Methodology as a Pedagogical Tool to Teach Sexuality Education to Learners with Hearing Impairment in Primary Schools in Kenya

^{*1}David Kipkemboi Lagat, ²John Boit Mugun, ³Bernard Lushya Misigo

^{1,2}Department of Education Management and Policy Studies, School of Education, Moi University,

³Department of Educational Psychology, School of Education, Moi University

***Corresponding Author**

DOI: <https://doi.org/10.47772/IJRISS.2026.100800776>

Received: 27 August 2026; Accepted: 01 September 2026; Published: 17 September 2026

ABSTRACT

This paper explores how teachers could use Participatory Visual Methodology (PVM) as a pedagogical strategy in Sexuality Education (SE) for Learners with Hearing Impairments (LWHI) in primary schools. SE for LWHI should be delivered differently from the regular peers without disabilities due to impairments needs and challenges. LWHI experience communication barriers that limit their access to information from parents and the community. They have difficulties in understanding abstract and complex concepts such as those of sexuality. Hence, they may have limited sexual education. Technology also provides readily available sexual information that may entice them to imitate inappropriate sexual behaviour and engage in risky sexual activities. This, coupled with sexuality being a sensitive and complex subject shrouded in varied teacher beliefs, perspectives and attitudes stemming from their cultural backgrounds teachers may find it difficult to convey sexuality content appropriately. Therefore, teachers experience difficulties in sexuality content delivery and learner engagement. Consequently, LWHI are left without adequate sexuality education to handle their sexuality challenges. Hence are exposed to misinformation sexual abuse, coercion and molestation. This necessitates that teachers use suitable, specific strategies to teach them to acquire knowledge and skills to make informed decisions to reduce risky behaviours and safeguard their lives. Guided by Transformative Learning Theory steps during the introduction of the PVM strategy, the study employed a qualitative approach within a critical paradigm and PVM design. Data were generated through photo elicitation, focus group discussions, and narrative-photo voice from 12 purposively selected teachers in two primary schools for LWHI in the North Rift region of Kenya. Teachers used PVM tools—photography and collage—to teach and engage learners in 16 lessons over 8 weeks of learning. Thematic analysis revealed that PVM improved classroom interaction by creating a safe space for discussing sexuality, enhanced learner participation in lessons, complemented Kenya Sign Language used to communicate with LWHI, supported understanding of sexuality concepts, prompted learners to disclose hidden sexuality experiences, and served as a tool to transform sexual misbehaviour. The study recommends Kenya Institute of Curriculum Development (KICD) develop visually engaging sexuality education materials with simple clear explanations in Kenya Sign Language to facilitate understanding of SE by LWHI and to integrate PVM as a pedagogy in teaching sexuality education to LWHI.

Keywords: Learners with Hearing Impairment (LWHI), Sexuality Education, Participatory Visual Methodology (PVM)

INTRODUCTION

Sexuality refers to aspects such as sex, sexual orientation, relationships, intimacy, gender, gender identity, reproductive body parts, emotional attachment, reproduction, and pleasure (UNESCO, 2018). According to WHO (2010), it also includes prevention of unintended pregnancy, HIV and AIDS, sexual abuse, sexism, gender-based violence, female genital mutilation, contraceptive use, homophobia, and online bullying. These issues pose serious risks to the well-being of children and young people with disabilities. They are 3–4 times more likely to be sexually coerced, abused, molested, and exploited (Taylor & Abernathy, 2022; Keogh et al.,

2020; UNESCO, 2018).

Learners with Hearing Impairment (LWHI) are a category of children with Disabilities who experience communication barriers and isolation as a result of having a hearing impairment. This limits their interaction with members of the family and the community. Thus, lack appropriate sexual information and guidance on sexuality. Parents and the community may not be proficient in the sign language used in their communication (Lagat, 2026). They have difficulties in grasping abstract and complex ideas and concepts. This exposes them to misinformation, sexual abuse and social exclusion (Chamida, 2024). They face risks such as early sexual initiation, teenage pregnancies, sexual abuse, gender-based violence, female genital mutilation, sexually transmitted infections, and HIV and AIDS (UNESCO, 2018). They are coerced into sexual activities or exploited by family members and the community, who take advantage of their inability to express themselves and defend themselves (Aderemi, 2014; Keogh et al., 2020; Rhuno & Pasha, 2017). In addition, exposure to inappropriate digital content further compounds their vulnerability. It entices them to engage in sexual misbehaviour without accurate sexual information, putting their lives at risk (Murungi & Birgen, 2018; Zulu et al., 2019; Yassin & Yohan, 2019). They need to be empowered with knowledge and skills to protect themselves from harmful people and situations (UNESCO, 2021). (Lagat, 2026). This situation emphasises the significance of SE as a mechanism for empowering LWHI with Knowledge and skills to protect their lives.

Comprehensive Sexuality Education (CSE) is a mechanism to equip LWHI with adequate information on sexuality. CSE is a curriculum-based process of teaching and learning about the cognitive, emotional, physical, and social aspects of sexuality (UNESCO, 2018). CSE is taught either as a stand-alone subject or infused into subjects such as biology, home science, health education, and social or religious studies (Sidze et al., 2017). CSE is to be taught by teachers specifically trained on how to teach the subject. However, in Kenya, teachers are not specifically trained (Sidze et al, 2017; Yego, 2017).

Untrained teachers experience difficulties in the delivery of content and learner engagement. They have difficulties in addressing sensitive topics of sexuality (Chamida, 2024). Teachers have limited understanding of what sexuality entails and lack effective strategies to teach CSE to LWHI (Lagat, 2026). Thus lack confidence to teach and avoid or teach sexuality topics that they are comfortable with (Yego, 2017). Teachers also have negative beliefs about sexuality that emanate from their communities (Lagat, 2026). They carry these beliefs into the classroom, and this affects their content delivery. This shows that teachers need help to mitigate these challenges. This study was undertaken to explore how teachers could use Participatory Visual Methodology to teach CSE to LWHI as a remedy to difficulties teachers experienced in CSE content delivery and learner engagement.

Research Question

How could teachers employ Participatory Visual Methodology as a pedagogical tool to teach sexuality education to Learners with Hearing Impairment in primary schools in the North Rift region of Kenya?

Research Objective

To explore how teachers can employ Participatory Visual Methodology as a pedagogical tool to teach sexuality education to Learners with Hearing Impairment in primary schools in the North Rift region of Kenya.

LITERATURE REVIEW

Teachers' Challenges in Comprehensive Sexuality Education

CSE is a sensitive and complex subject surrounded by controversies brought about by varied and conflicting beliefs, perspectives and attitudes about its significance to the lives of children and young people. First-world countries have made strides in its delivery and have reaped its benefits, whereas many countries in Sub-Saharan Africa, including Kenya, have struggled to fully deliver in order to fulfil SDG 3 of ensuring healthy lives for all at all ages (UNESCO, 2021; Allen & Rasmussen, 2017). Problems range from policy to curriculum and classroom implementation. This paper delves into teacher issues in teaching the subject.

CSE requires trained teachers for its successful delivery. However, studies show that teachers are not trained

and so experience difficulties in teaching the subject (Murungi & Birgen, 2018; Sidze et al., 2017). First, they have limited knowledge of sexuality that affects their confidence in teaching the subject. Secondly have negative beliefs and misconceptions about the subject, such as the fear of being sexually labelled and facing opposition from parents and the community (Yego, 2017; Lagat, 2026). Thirdly, they are unprepared, uncomfortable, unwilling and not ready to teach the subject. Hence, they avoid or use discretion in their teaching of CSE (Keogh et al., 2021; Zulu et al., 2019; Chirawu et al 2014; WHO, 2017).

In addition, teachers employ ineffective strategies that are teacher-centred (UNESCO, 2021). These pedagogies are not responsive to learners' needs and so deprive learners of opportunities to acquire sexuality knowledge and practical skills to manage their sexuality challenges (Maia and Vilaca, 2020; Sidze et al., 2017). Moreover, the strategies do not provide a safe space in the classroom for learners to explore sensitive topics such as sexuality (Sidze et al., 2017). Therefore, ineffective strategies limit the acquisition of accurate information on sexuality. LWHI require visual materials with simple instructions to facilitate understanding of sexuality concepts. This means LWHI engage in sexual activities without accurate information to make informed decisions. Learners are deprived of crucial information on sexuality that is so pertinent to their life well-being. This heightens vulnerability to sexual misbehaviour, abuse and molestation (Murungi and Birgen, 2018). Sexual misbehaviour among Children with Special Needs can be overcome by teachers using participatory strategies that suit their specific needs (UNESCO, 2021; Bonjour & Vlugt, 2018). Children who are given sexuality information early delay the initiation of sexual intercourse, and there is a decrease in teenage pregnancies (UNESCO, 2018).

Learners with Hearing Impairment require strategies that suit their needs. They experience communication barriers as a result of being hearing impaired. They have difficulties in grasping abstract and complex ideas and concepts. This exposes them to misinformation, sexual abuse and social exclusion (Chamida, 2024). Consequently, they rely largely on vision to get information. This affects their access to information and socialization. Therefore, they require strategies that utilize visual materials and engage them in learning. Hence, the adoption of Participatory Visual Methodology (PVM) is proposed as a strategy to help teachers overcome content delivery and learner engagement in CSE for LWHI. In Kenya, LWHI are enrolled in special schools, integrated schools, or special units. Most begin schooling at ages 6–7 due to delayed identification and placement. The Competency-Based Education curriculum being undertaken in Kenya has domiciled junior school (Grade 7-9) in primary school. This means many learners would undergo puberty while still in primary. This underscores the urgency of effective CSE delivery at this level to enable LWHI to cope early with sexuality challenges in their lives.

Rationale for PVM

Participatory approaches are recommended in CSE because of learner engagement (UNESCO, 2021). Participatory Visual Methodology (PVM) is an approach that involves participants', collaborative and reflective. It utilizes of visual and art-based tools such as photography, painting, sculpting, filming, drawing, photo-voice, collage video narratives, drama, role play and tableau (Richards, 2011). It is useful in sensitive topics such as sexuality to break silence around the subject and allow participants to express ideas that are difficult to articulate and to reveal deep, complex experiences. PVM is a creative approach that leads to the generation of multifaceted knowledge, stimulates participants to take action for change and ensures reciprocity of the research (ownership and sustainability of the skills gained in research (Khau et al., 2013; Buthelezi et al. (2007). PVM has been used in CSE among regular students in secondary schools in Kenya (Yego, 2017). Teacher education in the context of HIV and AIDS, emancipatory and inclusive studies (McAntee, 2020; Mitchell et al., 2017; De Lange, 2015), gender-based violence, and teacher training (Childs, 2020; Gudyanga, 2017). Less seems to have been done about LWHI in primary schools in the Kenyan Context. This study therefore sought to explore how teachers of LWHI in primary schools could overcome pedagogical challenges by using Participatory Visual Methodology (PVM) tools—photography and collage—to teach sexuality education to LWHI.

MATERIALS AND METHODOLOGY

The study adopted a qualitative approach situated in the critical paradigm and designed around Participatory Visual Methodology (PVM) design. This approach enabled collaborative knowledge construction between the

researcher and participants, raising consciousness for transformative action in practice (Creswell & Creswell, 2018; Taylor & Medina, 2013). Through this lens, participants interrogate unjust social structures, beliefs, policies, and practices to initiate change (Taylor & Medina, 2013; Cohen et al., 2018; Kivunja & Kuyini, 2017). PVM was selected because it aligns with the critical paradigm and is effective in exploring sensitive topics such as sexuality education (Khau et al., 2013). It allows participants to work in natural settings, encourages critical self-reflection, and generates rich, in-depth experiences through images and text. Methods such as drawings, photography, collage, and filming provide multiple perspectives and a holistic understanding of phenomena (Mitchell et al., 2017). In this study, teachers were the participants, while the researcher acted as a facilitator and moderator.

The study was conducted in West Pokot and Elgeyo Marakwet, two neighboring counties in the North Rift region of Kenya. These communities are entrenched in cultural practices such as cattle rustling, female circumcision, early marriages, and night dances, which heighten risks of teenage pregnancy, gender-based violence, and sexual abuse. Despite government and NGO sensitization efforts, cases remain widespread. One public mixed boarding primary school for LWHI was purposively selected from each county, as these are the only established institutions serving this population in the region. Most learners come from the local communities, making these schools suitable for exploring CSE in their schools

Twelve purposively selected special needs teachers of Learners with Hearing Impairment (LWHI) from two primary schools in West Pokot and Elgeyo Marakwet Counties, as depicted in Table 1 below

Table 1.

Criteria for selecting participants' of the Study

Target	Criteria
Counties	- Must be within the North Rift region of Kenya - Must have a prevalence of sexuality issues - Residents are <u>Pokot</u> or <u>Elgeyo Marakwet</u> communities
Primary schools	Must be primary schools for Learners with Hearing Impairment in <u>West Pokot</u> and <u>Elgeyo Marakwet</u> Counties
Teachers	Be special needs teachers for Learners with Hearing Impairment teaching in selected primary schools in <u>West Pokot</u> and <u>Elgeyo Marakwet</u> Counties

Table 2

Characteristics of Participants' of the Study

Name of participant (Pseudonyms)	Sex	School	County	Teaching Grade
<u>Peris</u>	Female	Mara school for H.I	<u>West Pokot</u>	7 & 8
<u>Kadolu</u>	Female	Mara school for H.I	<u>West Pokot</u>	5 & 6
<u>Alice</u>	Female	Mara School for H.I	<u>West Pokot</u>	7 & 8
<u>Lomada</u>	Male	Mara School for H.I	<u>West Pokot</u>	5 & 6
<u>Kemei</u>	Male	Mara School for H.I	<u>West Pokot</u>	7 & 8
<u>Kisang</u>	Male	Mara School for H.I	<u>West Pokot</u>	7 & 8
<u>Rachel</u>	Female	Hilltop School for H. I	<u>Elgeyo Marakwet</u>	5 & 6
<u>Sanga</u>	Female	Hilltop School for H.I	<u>Elgeyo Marakwet</u>	5 & 6
<u>Rotich</u>	Male	Hilltop School for H.I	<u>Elgeyo Marakwet</u>	6 & 7
<u>Magut</u>	Male	Hilltop School for H.I	<u>Elgeyo Marakwet</u>	7 & 8
<u>Katam</u>	Male	Hilltop school for H.I	<u>Elgeyo Marakwet</u>	7 & 8

Participation, collaboration and reflexivity in PVM guided the use of narrative photovoice for data generation. The purpose was to draw out teachers' in-depth experiences of teaching sexuality using the PVM strategy. A

narrative-photovoice is a photograph taken by the participants, and write a short narrative written about it. The narrative depicts the meanings and views participants attach to the issue in the photograph. The content of the photograph and the narrative represents the participant's emotions, views, perspectives and experiences (Simmonds et al., 2015). This enables the researcher to visualize what is at stake through the eyes of the participants. Narrative photo voice captures in-depth accounts to draw rich text about the lived experiences of the participants. Through the photograph-making process and analysis, the participants are engaged in critically reflecting and finding solutions to an issue of concern (Christensen, 2019). Through interactions while making and discussing photographs, participants can create shared knowledge about the issue under study.

Using narrative photovoices allowed the researcher to involve the participants and gave power to the participants to find solutions to the problem, and it was able to draw out their voices about the phenomenon. It empowered the participants through critical dialogue and raising their consciousness, to moving them to develop the agentic potential to bring about change (Simmonds et al., 2015). Therefore, it is a tool for social change that participants use to identify, represent, and improve their practice and disseminate knowledge to a wider audience (Christensen, 2019).

This study used narrative photo voice as a data generation tool for a research question in which the researcher sought to explore the experiences of teachers after using PVM as a pedagogical tool in teaching sexuality education for primary school LWHI. Teachers had a one-day training on how to take photographs of their classroom teaching session, and they had notebooks to write their reflections. Teachers were given 8 weeks to teach sexuality lessons using PVM tools- photography and collage. In case of difficulty, the teachers would contact the researcher for debriefing sessions. During the lessons, teachers were to use their smartphones to take pictures of their lessons. Teachers were expected to take many photographs. Then, at the end, they selected those that they felt represented their experiences, had them printed, and they wrote narrative captions on them. The teachers were given the following photovoice prompts were used to guide teachers:

- Conduct six sexuality education lessons focusing on a sexuality topic. In every lesson, use one of the PVM tools per session.
- During every session, you are required to take at least 6 photographs of your sessions using a smartphone or camera.
- The photographs should be appropriate and specifically on classroom engagement.
- Print the photographs and write a short narrative explaining your teaching experience.
- Bring the photographs during our group meeting. You will choose 3 of your best photos and discuss them with colleagues.
- During the meeting, you will arrange your photographs on a poster to create a story of your experience of using PVM tools.
- Display the posters and share with colleagues your experiences in using PVM tools.

After the 8 weeks were over, the researcher met the teachers again to reflect on their experiences of teaching CSE using PVM. In doing this, teachers shared their experiences with other teachers. In their respective schools and displayed their work in their schools as part of the dissemination of the findings. Later, the teachers created photo albums for further dissemination and reference for practice. Thus, they continue to propagate change long after the study is done. This promoted the aspect of reciprocity in research. The research analysed narrative photovoices using thematic analysis.

Data Analysis

Data was analysed thematically that involves the process of organizing raw data, transcribing, coding, categorizing, and generating themes within the dataset (Braun & Clarke, 2006; Ary et al., 2018). The process began with organizing and preparing data for analysis, which included familiarizing and arranging it in storage

files for easy retrieval (Ary et al., 2018). FGD interviews were then transcribed. This involved scanning, typing field notes, cataloguing, visualizing, and arranging data (Creswell & Creswell, 2018). These steps enabled the researcher to be immersed in the data and facilitated screening of data to winnow unnecessary information (Ary et al., 2018; MacQueen & Namey, 2012). To minimize bias, the audio clips were transcribed verbatim of the participants. This was followed by repeated reading and listening to confirm data accuracy (Creswell & Creswell, 2018; Norton, 2009). Page and line numbers were added to the verbatim for clear referencing during analysis. Next, the researcher read the transcripts to make sense of the data while noting ideas in the margins that would later help in deriving codes. Yin (2015) refers to this as the disassembling procedure, where labels or codes are assigned to fragmented pieces of text. Coding also involved writing summary sentences in the margins, making sure that codes emerged from the data (Ary et al., 2018). Codes addressing similar concepts were merged into categories, and categories formed themes, with 2–4 themes addressing each research question (Creswell & Creswell, 2018). The themes were arranged into a narrative that addressed the main research question (Ary et al., 2018). Finally, findings were presented in diagrams to provide visual representation and aid conceptualization (Charmaz, 2014). The analysis concluded with a discussion of the findings in light of the reviewed literature, enabling comparison and interpretation (Creswell, 2014).

Trustworthiness

Lincoln and Guba (1985) argued that trustworthiness assures researchers and readers that findings are reliable and worthy of attention. They identify credibility, transferability, dependability, and confirmability as key criteria. These are achieved through crystallization, use of multiple data generation methods, maintaining research rigour, providing an audit trail, and member checks, with data verified by others beyond the initial participants.

Ethical Considerations

The researcher obtained written consent from Moi University, the School of Education, the National Commission for Science, Technology and Innovation (NACOSTI), the Ministry of Education, West Pokot County) and Elgeyo Marakwet County, as well as from the Ministry of Interior and Coordination, West Pokot and Elgeyo Marakwet County. The researcher sought written consent from head teachers, who are the gatekeepers of the institutions to allow the researcher access to the teachers (Participants) as well as to use their institution for the study, I obtained written consent from the teachers. The form was written in simple language and contained the benefits, risks and rights of the teachers for accepting to engage in the study. The teachers read the consent form, and after they understood the implications of participating in the study, they signed. The teachers had the autonomy to participate or not. Pseudonyms were used to conceal the identities of teachers and schools. The teachers and I agreed to uphold the confidentiality of information.

KEY FINDINGS AND DISCUSSIONS

The findings were data generated through teachers' narrative photovoices to answer the research question:

How could teachers use Participatory Visual Methodology as a pedagogical tool in sexuality education for Learners with Hearing Impairment in primary schools?

Data generated and analysed thematically revealed the theme: Participatory Visual Methodology (PVM) as an effective strategy to teach sexuality education to LWHI. Data on teachers' experiences of using PVM tools [photography and collage] in this theme generated the following categories: (i) PVM as an effective tool for sexuality content delivery, (ii) PVM Enhanced Classroom Interactions, (iii) PVM tools enhanced learners' participation, (iv) PVM complemented Kenya Sign Language Teaching Method, (v) PVM Facilitated Learners Understanding of Sexuality Content, (vi) PVM as a Tool to Expose Learners' hidden Sexuality Experiences, (vii) PVM as tool to transform LWHI Sexual Misbehaviour

PVM as an Effective Tool for Sexuality Content Delivery

PVM, as an effective tool, is how the use of photography and collage assisted teachers' explanations and discussions about sexuality concepts to enable LWHI to understand what they mean and contribute to the

classroom discussion. Participants in the study reported that the use of PVM helped them to deliver sexuality content with ease and made their explanations simple to be understood by LWHI.

Teacher Peris in the narrative-photovoice below revealed that initially they difficult time explaining sexuality concepts, but in using PVM tools, the explanations were simple to understand and the lesson became interesting and enjoyable.

Figure 1

PVM as an Effective Tool to Deliver Sexuality Information to LWHI (Photovoice produced by teacher Peris, 2023)



2
3 This picture is about my experience of using participatory Visual Methodology. I used photographs
4 and collage to teach sexuality education to grade six and seven learners who are approaching and
5 other are already at adolescent stage. This method assisted me to deliver the content with ease,
6 made my explanation simple, understood, enjoyable and very interesting in the past during
7 sexuality education lesson, it has been very hard for me to explain because of cultural norms it is
8 always a taboo to name private parts like penis, vagina, testis by their names. The learners were
9 able to express their internal feelings freely with more confidence.

The same views were echoed by Kilimo in the following excerpts.

PVM [tools collage and photography] has greatly eased my teaching [of sexuality]PVM has made it easy to teach and guide learners (Photovoice caption for teacher, Kilimo lines 7-8).

Teachers observed that PVM is the best method to share information and to teach sexuality education to LWHI as compared to other methods previously used

This strategy is a good way of sharing information with the hearing-impaired learners (Photovoice for teacher, Katam, line 12).

The use of participatory visual methodology was the best method used to teach sexuality, especially to learners with hearing impairment, as compared to common traditional methods that we normally use in our lessons (Photovoice for teacher, Kadolu, line 6).

The above quotations show that the use of PVM tools was effective in teaching sexuality education to LWHI. It builds teachers' confidence and pedagogical skills to effectively teach sexuality education (MacEntee, 2020). These findings concur with Yego (2017), who found that the use of PVM was effective for use by teachers and learners in the classroom. Sexuality is a sensitive and complex subject to teach. Richards (2011) emphasises that PVM enables participants to remain stimulated and engaged throughout the project. Teachers and learners may find it difficult to talk about sexuality. But in using PVM tools, teachers were able to navigate issues around sexuality comfortably. Therefore, PVM can be used to improve the teaching of sexuality education by providing tools for content delivery and learner engagement.

PVM Enhanced Classroom Interactions

Classroom interactions are connections amongst teachers and learners through effective communication and working collaboratively. Teachers reported that using photographs and collage stimulated and enhanced classroom communication. The use of pictures opened room for discussions, it enabled teachers to ask questions about the photographs and provoked learners to talk about what they were seeing. This is evident in the narrative-photovoice and quotations below.

Figure 2

PVM Enhance Classroom Interaction (Photovoice by teacher Alice, 2023)



It facilitated communication in the classroom (Photovoice for teacher, Sanga).

Learners were able to talk about these issues freely (Photovoice for teacher, Rachel).

In my lesson [sexuality], I showed them [LWHI] the pictures and asked them what the pictures were all about. These pictures opened room for discussions (Photovoice for teacher, Kilimo, line 6).

It gave the learners an opening point. The pictures provoked them to bring out what they know (photovoice for teacher, Katam, lines 10-11).

Use of PVM tools enhances classroom communication. Teachers and learners were able to communicate freely, discussing what the pictures entailed. Sexuality topics are sensitive, and often learners and teachers feel shy and avoid talking about them. However, using PVM tools provoked and offered a safe space for classroom discussion. The use of PVM tools helped to break the communication barrier and the fear of talking about sexuality, resulting in enhanced classroom communication. This is in line with Mitchel et al. (2017), who claimed that PVM is suitable when working with marginalized groups on sensitive topics, as it allows participants to express their ideas around an issue that is difficult to articulate or seems inappropriate for discussion or difficult to express or articulate. Gudyanga (2017) asserted that PVM offers room in which sensitive topics can be discussed. PVM is an important tool that breaks communication barriers in sexuality education discussions; hence, teachers should utilize this tools in their teaching practice of sexuality education.

PVM Tools Enhanced Learners' Participation

Learner's participation refers to how learners were engaged in the lesson. Effective learning of sexuality education occurs when learners are actively involved in the lesson. Sexuality education demands learner-centred pedagogies.

In this study, teachers noted that the use of PVM tools helped teachers to engage the LWHI in the lesson. LWHI watched and described what was happening in the pictures and relating them to their real-life experiences. This also encouraged LWHI contribution to classroom discussions through talking about their

sexuality issues freely

PVM has greatly eased the explanation because learners can see the pictures and describe what is happening (Photovoice for teacher, kilimo, lines 6-7).

The learners participated actively in the lesson unlike before. PVM made learners contribute to the discussion during the lesson, not as before (Photovoice for teacher, Magut, line 8-11).

Learners participated in the lesson by watching the pictures and relating them to their life experiences (Photovoice caption for teacher, Magut, line 6-7).

When I used photographs and collages, it was very interesting and enjoyable to teach, and the classroom was alive. Learners were able to talk about these issues freely (Photovoice caption for teacher Rachel, lines 7-8).

The excerpts above portray that PVM tools enhance learners' engagement in sexuality education lessons. This affirms Enright and O'Sullivan (2012) assertion that PVM tools are practical activities that promote active, enjoyable, and relevant engagement with learners. Goldman (2014) states that pedagogies that engage learners are highly effective. These findings support this notion and illustrate that PVM tools are effective in enhancing LWHI in sexuality education. Teachers should embrace and employ the use of PVM tools in content delivery and learner engagement.

PVM complemented the Kenya Sign Language Teaching Method

Kenya Sign Language is a medium of communication used by deaf people in Kenya. It is used as a main mode of instruction in schools for Learners with Hearing Impairment. Teachers are trained in KSL by the Kenya Institute of Special Education. It has a dictionary that is used to interpret the meaning of words. However, it is still under development and review to include new signs. In this category, teachers revealed that the use of PVM supplemented the use of Kenya Sign Language, a medium commonly used in teaching LWHI. The photographs were related to signs, and those concepts without signs were explained using pictures by replacing signs with pictures. This reduced the constraint of using long explanations, and LWHI were able to understand what teachers were saying, as asserted by teachers in the following narrative below.

Figure 3 *LWHI Retell Sexuality Experiences through Collage (photovoice by teacher, Rachel, 2023)*



7 When I used photographs and collage it was very interesting and enjoyable and classroom was
8 alive. Learners were able to talk about this issues freely. other teachers were curious and wanted
9 to know what I was doing. I involved them and each one of them appreciated the use of this method
10 to reach children with hearing impairment. This method is effective than using a lot of words
11 which learners may not understand because Kenya Sign Language has limited signs for sexuality
12 vocabulary. So use of pictures is easy because you replace the word with picture and learners get
13 what you are saying. The problem is that it takes time a lot of resources and preparation. I
14 recommend that this method is suitable and effective for teaching learners with hearing
15 impairment. I also encourage my colleagues to use this strategy to improve learning of sexuality
16 I am ready to train my colleagues who seems interested so that they also gain skills and use them.

In the findings, participants reveal that PVM complemented teachers' explanations made in Kenya Sign Language (KSL). This is because KSL is deficient in vocabulary signs for sexuality concepts. This posed a challenge to teachers in explaining sexuality concepts to LWHI, but with the use of PVM tools, teachers found an alternative way. In doing this, LWHI were able to understand what teachers were saying. This resonates with Simmonds et al. (2015), who also concluded that PVM complements other methods and is good for sensitive topics such as sexuality. The complementarity of PVM means it can be adapted and used in various ways and settings. It can be integrated to enhance deficiencies in other methods to provide a holistic understanding of sexuality concepts. MaCntee (2020) discusses that teachers' benefit a lot when they integrate PVM in their teaching of sexuality issues,

PVM Facilitated Learners' Understanding of Sexuality Content

To have an understanding is to have the know-how about a sexuality issue. Teachers viewed that learners PVM tools helped learners to visualize, form a mental picture of the sexuality situation and internalize the content. To further ascertain if learners had understood, teachers asked learners to create sexuality situation stories and display and retell to the class, as depicted in the narrative-photovoice and excerpts below

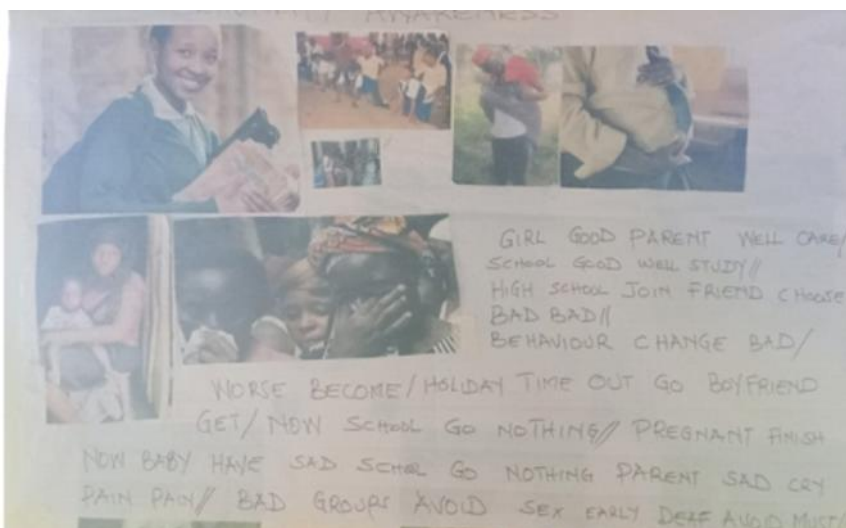
Figure 4 *PVM Facilitate Understanding" LWHI Retelling their Collage Sexuality Experience Story in Kenya Sign Language (Photovoice by teacher Peris, 2023)*



It has also empowered them because they were able to understand sexuality and internalize the same (Photovoice, Kadolu, lines 11-12).

Use of these photographs allows the learners to form a mental picture of the situation and concept. This helps learners to internalize the content with ease (Photovoice, Lomada).

Figure 5 *PVM Facilitate Understanding:" Learners Wrote Sexuality Experience Stories on their Collage in Kenya Sign Language (Photovoice by teacher Rotich, 2023).*



When asked questions, learners responded effectively, as Peris reveals in the excerpts below

They [LWHI] collaborated and responded to questions well (Photovoice for teacher, Peris, line 11-10).

In LWHI, creating collage stories, teachers proved that learners had understood and acquired sexuality knowledge. Since, LWHI relies mainly on sight to perceive information. PVM tools played a key role in simplifying the understanding of sexuality content. This affirms Ford et al. (2017), who reported that the use of photographs generates a deeper understanding of the phenomena. PVM tools. PVM tools are reliable in creating an understanding of sexuality education by LWHI

PVM as a Tool to Expose Learners' Sexuality Experiences

Sexuality experiences are sensitive, and LWHI seemed unwilling and not ready to reveal what they were going through they are guided by teachers.

Figure 6 *PVM Expose Learner's Sexuality Experience (Photovoice by teacher Katam, 2023)*



During my lesson I showed them pictures and the learners responded on what the pictures were all about. This pictures opened room for discussions and learners were able to reveal what they had experienced and knew. Through this method we discovered that so it gives the learner an opening point for someone to bring out what they didn't what to share or what they were not ready to share. They told us there were condoms in the school. Again this method brought about change behaviour and learners understood that they had personal responsibility to control their sexual behaviour. They also understood that they had personal choice in what to indulge in. They now know that you can speak about sexuality and also share what you go through. So learners are coming out to share their stories. When learners saw the pictures they responded that they know what they had seen. So it gave the learners an opening point. It is clear that the pictures provoked them to bring out what they know and have learned.

So it is a good strategy for sharing information with learners with hearing impairment and I will share with my colleagues during subject panels on the effectiveness of this method.

However, teachers using PVM tools provided an avenue for the learners to reveal what they knew and the negative sexuality activities they were already engaging in.

... it was interesting and made learners share their experiences of what they know about sexuality (Photovoice for teacher, Lomada, line 3).

The learners were able to express their internal feelings freely with more confidence (Photovoice by teacher, Peris, lines 8-9).

...were [LWHI] able to tell what they were going through (Photovoice by teacher, Rotich, line 4).

They now know that you can speak about sexuality and also share what you go through. So learners are coming out to share their stories (Photovoice by teacher Katam, lines 8-9).

Through this method, learners accepted that they had already engaged in sexual activities and they required guidance and counselling on how to handle sexuality (Photovoice by teacher, Sanga, lines 9-10).

Teachers seemed not aware of learners' sexuality challenges and issues they were facing and suffered in silence without a way to defend themselves.

.. I was deeply saddened to know that my learners had been sexually abused because they did not know how to defend themselves (Photovoice by teacher, Sanga, lines 4-5).

Teachers revealed that PVM tools prompted LWHI to expose their hidden sexuality experiences they didn't want to share. These hidden sexuality behaviours could have been difficult to know without the use of PVM tools

..it gives the learner an opening point for someone to bring out what they didn't want to share or what they were not ready to share (Photovoice for teacher, Katam, lines 6-7).

.... as a teacher, I was able to identify what learners had gone through so that I could help them otherwise, without photographs, it could have been difficult to know (Photovoice for teacher, Rotich, lines 4-6).

The teacher mentions that through the use of collage, LWHI were able to tell their stories about their behaviours and experiences they had gone through at school, home and community.

For example, we discovered that there were condoms in the school. The boys revealed and gave to us, and we were able to guide them appropriately (Photovoice for teacher, Katam, lines 7-8).

It helped us know what they go through, their behaviours, and their experiences while at home (Photovoice for teacher, Kadolu lines 8-9).

In doing that, learners brought out their fears, challenges and experiences they face here and in the community. During the lesson, I was able to identify cases of molestation in the school and at home (Photovoice for teacher, Kilimo, lines 7-10).

When learners revealed sexuality issues they were experiencing, and teachers were able to guide learners appropriately

Learners accepted that they had already engaged in sexual activities and they require guidance on how to handle sexuality (Photovoice by teacher, Alice, line 11).

.... as a teacher, I was able to identify what learners had gone through so that I could help them. Otherwise, without photographs, it could have been difficult to know (Photovoice for teacher, Rotich, lines 4-6).

During the lesson, I was able to identify cases of molestation in the school and at home. This made us take further steps to guide and counsel the parents and guardians. So our learners have benefited from the use of this method. (Photovoice for teacher, Kilimo, lines 6-8).

The findings reveal that PVM became a tool to expose LWHI hidden sexuality experiences they were already engaging in, going through or experiencing in their surroundings. In observing, choosing and talking about the photographs and in creating collage stories. LWHI had difficulty expressing their sexuality; however, PVM tools gave them a safe space to discuss the sexual experiences that they were unwilling to reveal. This concurs with Macntee (2020), who asserted that PVM helps break the silence around sex, health and sexuality, and provides opportunities for interaction. It also ascertains that Umurungi et al. (2008) claim that using PVM captures deep nuances that help participants tell their stories; it is evident that PVM tools became instruments for LWHI to do self-introspection that prompted them to accept revealing their sexual experiences. Bates et al.

(2017) added that photographs prompt emotions, connect to memories and provide meaningful accounts of participants' experiences. PVM helped to bring to the surface sexual challenges in the home, school and community affecting the lives of LWHI. As a result, teachers were able to identify LWHI sexuality challenges and guide them appropriately. PVM tools helped teachers to establish opportunities to help LWHI identify and talk about their experiences and generate ways of dealing with them. Therefore, this indicates that teachers of sexuality education should harness the strengths of PVM tools to improve the teaching of sexuality education to LWHI.

PVM as A Tool to Transform LWHI Sexuality Misbehaviour

Learners with Hearing Impairment changed their bad behaviours after effectively learning about sexuality. Teachers reported that LWHI understood the consequences and the risks sexuality poses to their lives, leading to positive behaviour change, as depicted in the following teachers' excerpts

Over the two weeks, I have seen behaviour changes in our learners (Photovoice for teacher Rotich, line 4).

...the use of this method brought about behaviour change, and learners understood that they have a personal responsibility to control their sexual behavior. They also understood that they have personal choices on what they indulge in (Photovoice for teacher Katam, line 11).

Use of PVM led to positive behavioural change among LWHI. Teachers attributed this to learners' improved understanding of the consequences of destructive sexual activities. Learners acknowledged their misbehaviour and took responsibility for controlling their sexual conduct. This aligns with Khau et al. (2013), who argued that PVM fosters shared knowledge that influences behaviour change. Similarly, Mitchell et al. (2017) noted that PVM encourages participants to take action, even in small ways, by promoting engagement, reflection, and transformation. As tools of self-introspection and reflection, PVM activities enabled learners to recognize misbehaviour and adopt positive practices. Thus, PVM as a pedagogical approach can transform the lives of LWHI by helping them make informed decisions, accept responsibility, and manage their sexual behaviour safely.

CONCLUSION

This paper discusses how teachers could use Participatory Visual Methodology (PVM) as a pedagogical strategy utilizing tools such as photography and collage to deliver sexuality content and engage learners. This could enable LWHI to gain sufficient knowledge and skills to sexually express and protect themselves from risky sexual behaviours, people and situations in their local environments. As a result of hearing disability, LWHI have communication barriers that limit their access to accurate information, thus struggle to understand complex concepts as those used in sexuality education. Teachers also, as a result of cultural beliefs, found it difficult to address sensitive topic of sexuality. In using PVM visual tools-collage and photography teachers were able to overcome these pedagogical challenges. The study concludes that PVM when teachers use PVM visual materials that engage LWHI in activities when teaching sexuality, it enhances classroom interaction, increases learners' participation, PVM complements Kenya Sign Language, improves understanding of sexuality concepts, it prompts learners to reveal their hidden sexuality experiences, and helped transform sexual misbehaviours. LWHI were able to gain sexuality knowledge thus promoting access to sexual information to make informed decision to cope with sexuality challenges to safeguard their lives.

RECOMMENDATIONS

1. Based on the study findings, the following recommendations are made: the study recommends Kenya Institute of Curriculum Development (KICD) to develop visual sexuality education materials with simple and straight forward explanations in Kenya Sign Language to facilitate easy understanding of SE concepts by LWHI.

2. KICD should continue updating the Kenya Sign Language (KSL) dictionary by developing, expanding, and revising its vocabulary to include new and complex terms, especially those related to sexuality. This would make it easier for teachers to effectively teach sexuality education.
3. Ministry of Education in Kenya to induct teachers on the significance of CSE to LWHI, use of participatory approaches such as PVM and strengthen sexuality education curriculum guidelines to include mechanism of assessment as feedback to ascertain whether CSE is really being taught in the classroom as envisaged.

LIMITATION OF THE STUDY

This study is an exploratory qualitative study was undertaken in west Pokot and Elgeyo Marskwet Counties of North Rift Kenya with a small purposeful selected sample size of twelve teachers from only two schools of Learners with Hearing Impairment. This limits the generalizability of the findings. Qualitative studies do not aim for statistical representation but a broader geographical scope could have provided greater depth and diversity of perspectives. Additionally, this study focused on teachers' experiences, leaving out the direct voices of learners with hearing impairment and their parents. Including these perspectives could have enriched the analysis and offered a more comprehensive understanding of the challenges involved in sexuality education delivery such as school administrators, curriculum support officers or parents, yet they could have been valuable to the study. But those selected offered sufficient data to answer the research sub-questions.

CONFLICT OF INTEREST

The authors declare that they have no financial or personal interests that could influence the results of this paper.

About the Authors

David Kipkemboi Lagat is a PhD student in Educational Research and Evaluation at the Department of Educational Management and Policy Studies, School of Education, Moi University, Kenya, under the German Academic Exchange Service (DAAD; German: Deutscher Akademischer Austauschdienst) scholarship and the South African-German Centre for Excellence in Education Research Methodologies and Management (CERM-ESA). He and a Master of Education in research at Moi University, Kenya. Holds Bachelor of Education in Special Needs Education, Hearing Impairment Education, Moi University, and Diploma in Special Needs Education at Kenya Institute of Special Education, P1 teacher certificate at Egoji Teachers College, Kenya and A Kenya National Examination Council examiner in Kenya Sign Language. His research interests are in advancing Special Needs Education and qualitative research using Participatory Visual Methodologies.

Prof. John Mugun Boit is a distinguished academic specializing in Higher Education Policy and the Economics of Education, holding a PhD and a M.Ed. from the University of Bristol (UK) alongside a B.Ed. from the University of Nairobi (Kenya). A prominent member of the University Senate at Moi University, he lectures extensively on economics of education courses, with a particular focus on educational financing, supply and demand dynamics, and the strategic planning challenges facing developing nations. His academic leadership extends across the School of Education, where he plays a pivotal role in shaping policy and doctoral curricula. An expert in quantitative research methodologies, Prof. Boit has decades of experience training doctoral and master's candidates in multivariate analysis, SPSS applications, and rigorous survey design. His scholarly impact is reflected in extensive peer-reviewed research on gender equity and institutional access, as well as his authorship of foundational textbooks on educational management and research methods. A frequent facilitator at international fora like the CERM-ESA Research School, he remains a central figure in mentoring the next generation of researchers through thesis supervision and high-level methodological training.

Bernard Lushya Misigo (PhD), Dean School of Postgraduate Studies, Research and Innovation, Associate Professor Educational Psychology. Research interest in Education and Mental Health. Member ISSBD.

REFERENCES

1. Aderemi, T. J. (2014). Teachers' perspectives on sexuality and sexuality education of learners with intellectual disabilities in Nigeria. *Sexuality and Disability*, 32(3), 247-258.
<https://doi.org/10.1007/s11195-013-9307-7>
2. Allen, L., & Rasmussen, M. L. (Eds.). (2017). *The Palgrave handbook of sexuality education*. London: Palgrave Macmillan.
3. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. Cengage Learning. Retrieved from https://books.google.ro/books/about/Introduction_to_Research_in_Education.html?id=N1g_PgAACAAJ&redir_esc=y
4. Bates, E. A., McCann, J. J., Kaye, L. K., & Taylor, J. C. (2017). "Beyond words": a researcher's guide to using photo elicitation in psychology. *Qualitative Research in Psychology*, 14(4), 459-481.
5. Berg, B.L., & Lune, H. (2017). *Qualitative research methods for the social sciences*. (Ed.9). Pearson
6. Bonjour, M. & Van Der Vlught, I. (2018). Comprehensive sexuality education. Knowledge file. Rutgers, Utrecht.
7. Buthelezi, T.M., Mitchell, C., Moletsane, R., & de Lange, N. (2007). Youth voices about sex and AIDS: Implications for life skills education through the 'Learning Together' project in KwaZulu-Natal, South Africa. *International Journal of Inclusive Education* 11(4), 445-459. DOI:[10.1080/13603110701391410](https://doi.org/10.1080/13603110701391410)
8. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. Retrieved from <https://doi.org/10.1191/1478088706qp063oa>
9. Chamidah, A., Pamungkas, B., Yusuf, S., Ariyanti, S. Y., & Mumpuniarti, M. (2024). Challenges and needs in implementing sexual education for deaf students: A case study from Indonesia. *International Journal of Learning, Teaching and Educational Research*, 23(8), 572-590. Retrieved from <https://www.ijlter.org/index.php/ijlter/article/view/10970>
10. Charmaz, K. (2014). *Constructing grounded theory*. Sage. Retrieved from https://books.google.ro/books/about/Constructing_Grounded_Theory.html?id=v_GGAwAAQBAJ&redir_esc=y
11. Childs, M. (2020). Visual participatory methodology as a prompt for agentic creativity: Revealing views and visions of a teacher learning journey. *Journal of Education (University of KwaZulu-Natal)*, (80), 106-125.
12. Chirawu, P., Hanass-Hancock, J., Aderemi, T. J., de Reus, L., & Henken, A. S. (2014). Protect or enable? Teachers' beliefs and practices regarding provision of sexuality education to learners with disability in KwaZulu-Natal, South Africa. *Sexuality and Disability*, 32(3), 259-277. Retrieved from <https://doi.org/10.1007/s11195-014-9355-7>
13. Christensen, M. C. (2019). Using photovoice to address gender-based violence: A qualitative systematic review. *Trauma, Violence, & Abuse*, 20(4), 484-497. Retrieved from <https://doi.org/10.1177/1524838017717746>
14. Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (eight edition). Abingdon, Oxon
15. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications. Retrieved from https://books.google.ro/books/about/Research_Design.html?id=335ZDwAAQBAJ&redir_esc=y
16. De Lange, N., Khau, M. A. T. H. A. B. O., & Athiemoolam, L. O. G. A. N. (2014). Teaching practice at a rural school? And why should we go there?: Part 1: exploration of the critical relationship between higher education and the development of democracy in South Africa. *South African Journal of Higher Education*, 28(3), 748-766.
17. Enright, E., & O'Sullivan, M. (2012). 'Producing different knowledge and producing knowledge differently': Rethinking physical education research and practice through participatory visual methods. *Sport, education and society*, 17(1), 35-55
18. Ford, K., Bray, L., Water, T., Dickinson, A., Arnott, J., & Carter, B. (2017). Auto-driven photo elicitation interviews in research with children: Ethical and practical considerations. *Comprehensive Child and Adolescent Nursing*, 40(2), 111-125.

19. Goldman, J. (2014). A critical analysis of UNESCO's international technical guidance on school based education for puberty and sexuality. *Sex Education*, 12 (2), 199-218.
20. Gudyanga, Ephias. 2017. Teaching Sexuality Education in the HIV and AIDS Education Curriculum: The Voices of Zimbabwean Secondary School Guidance and Counseling Teachers. Doctoral Thesis, Nelson Mandela University, Port Elizabeth, South Africa
21. Keogh, S. C., Stillman, M., Leong, E., Awusabo-Asare, K., Sidze, E., Monzón, A. S., & Motta, A. (2020). Measuring the quality of sexuality education implementation at the school level in low-and middle-income countries. *Sex Education*, 20(2), 119-137. Retrieved from <https://healtheducationresources.unesco.org/library/documents/measuring-quality-sexuality-education-implementation-school-level-low-and-middle>
22. Khau, M., De Lange, N., & Athiemoolam, L. (2013). Using participatory and visual arts-based methodologies to promote sustainable teaching and learning ecologies: through the eyes of pre-service teachers. *TD: The Journal for Transdisciplinary Research in Southern Africa*, 9(3), 401-412.
23. Kivunja, C., & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of higher education*, 6(5), 26-41
24. Lagat, D. K., Mugun, J. B., & Misigo, B. L. (2026). Primary school teachers' experiences and perspectives of teaching sexuality education to learners with hearing impairment in Kenya. *European Journal of Education Studies*. [European Journal of Education Studies Article](#)
25. Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications. Retrieved from <https://uk.sagepub.com/en-gb/eur/naturalistic-inquiry/book842>
26. MacEntee, K. (2020). Participatory visual methods and school-based responses to HIV in rural South Africa: insights from youth, pre-service and in-service teachers. *Sex Education*, 20(3), 316-333.
27. MacQueen, K. M. & Namey, E. E. (2012). *Applied thematic analysis*. Sage Publications, Inc., Thousand Oaks. Retrieved from <http://www.sagepub.com/books/Book233379>
28. Maia, A. C. B., & Vilaça, T. (2020). Teachers' conceptions about the sexuality of students with disabilities: effects of teacher training. *Trends in Psychology*, 28(1), 118-132. <https://doi.org/10.9788/s43076-019-00003-4>
29. Michielsen, K., & Brockshmidt, L. (2022). Comprehensive sexuality education: why is it important? Policy Department for Citizens' Rights and Constitutional Affairs. Retrieved from [https://www.europarl.europa.eu/RegData/etudes/STUD/2022/719998/IPOL_STU\(2022\)719998_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2022/719998/IPOL_STU(2022)719998_EN.pdf)
30. Mitchell, C., De Lange, N., & Moletsane, R. (2017). *Participatory visual methodologies: Social change, community* Phasha, T. N., & Runo, M. (2017). Sexuality education in schools for learners with intellectual disabilities in Kenya: empowerment or disempowerment?. *Sexuality and Disability*, 35(3), 353-370.
31. Richards, N. (2011). *Using participatory visual methods*. University of Sheffield
32. Monaco, E. A. H., Gibbon, T., & Bateman, D. (2018). Talking about sex: Sexuality education for learners with disabilities. Rowman & Littlefield. Retrieved from https://books.google.ro/books/about/Talking_About_Sex.html?id=jUaAEQAAQBAJ&redir_esc=y
33. Murungi, C. G., & Birgen, D. C. (2018). Introduction of Life Skills Curriculum and the Influence of Teacher Related Factors on its Implementation in Pre-Primary Schools in Ainamoi Division, Kericho County, Kenya. Retrieved from https://www.researchgate.net/publication/327882752_Introduction_of_Life_Skills_Curriculum_and_the_Influence_of_Teacher_Related_Factors_on_its_Implementation_in_Pre-Primary_Schools_In_Ainamoi_Division_Kericho_County_Kenya
34. Phasha, T. N., & Runo, M. (2017). Sexuality education in schools for learners with intellectual disabilities in Kenya: empowerment or disempowerment? *Sexuality and Disability*, 35(3), 353-370. <https://doi.org/10.1007/s11195-017-9480-1>
35. Sidze, E. M., Stillman, M., Keogh, S., Mulupi, S., Egesa, C. P., Leong, E., & Izugbara, C. (2017). From paper to practice: sexuality education policies and their implementation in Kenya. Retrieved from <https://www.guttmacher.org/report/sexuality-education-kenya>
36. Simmonds, S., Roux, C., & Avest, I. T. (2015). Blurring the boundaries between photovoice and narrative inquiry: A narrative-photovoice methodology for gender-based research. *International Journal of Qualitative Methods*, 14(3), 33-49.

37. S. Taylor, S., & V. Abernathy, T. (2022). Sexual Health Education for Youth with Disabilities: An Unmet Need. In Human Sexuality. IntechOpen. <https://doi.org/10.5772/intechopen.104420>
38. Taylor, C., & Medina, .D. (2013). Educational research paradigms: From positivism to multi-paradigmatic. *Journal for Meaning-Centered Education*, 1. <http://www.meaningcentered.org/journal/volume-01/educational-research-paradigms-from-positivism-tomultiparadigmatic/>
39. Umurungi, J. P., Mitchell, C., Gervaise, M., Ubalijoro, E., & Kabarenzi, V. (2008). PhotoVoice as a methodological tool to address HIV and AIDS and gender violence amongst girls on the streets in Rwanda. *Journal of Psychology in Africa*, 18(3), 413-420.
40. UNESCO (2018). International technical guidance on sexuality education. Paris. UNESCO. Retrieved from <https://www.unesco.org/en/articles/international-technical-guidance-sexuality-education-evidence-informed-approach>
41. UNESCO (2021). Journey towards comprehensive sexuality education. Global Status Report. Paris. UNESCO. Retrieved from <https://www.unesco.org/en/articles/journey-towards-comprehensive-sexuality-education-global-status-report>
42. Van Der Vlugt, I., & Bonjour, M. (2018). Comprehensive sexuality education knowledge file index. Rutgers International, December 1-31. Retrieved from <https://rutgers.international/wp-content/uploads/2021/09/Knowledgefile-CSE.pdf>
43. Walker, R., Drakeley, S., Welch, R., Leahy, D., & Boyle, J. (2021). Teachers' perspectives of sexual and reproductive health education in primary and secondary schools: a systematic review of qualitative studies. *Sex Education*, 21(6), 627-644. <https://doi.org/10.1080/14681811.2020.1843013>
44. WHO. (2017). Comprehensive sexuality Education Fact Sheet Series. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/comprehensive-sexuality-education>
45. Yego, L. J. (2017). Exploring the Use of Participatory Visual Methods in Teaching Sexuality Education Within the HIV and AIDS Education Programme in Selected Kenyan Secondary Schools (Doctoral dissertation, Nelson Mandela University). Retrieved from <https://cermesa.uol.de/wp-content/uploads/2018/05/Lily-Jerotich-Yego.pdf>
46. Yin, R. K. (2015). Qualitative research from start to finish. Guilford Publications. Retrieved from https://books.google.ro/books/about/Qualitative_Research_from_Start_to_Finis.html?id=DvpPCgAAQB-AJ&redir_esc=y
47. Yohan, S. K., & Yassin, M. H. M. (2019). Knowledge and Practice of Sexual Education Teachers of Special Needs Students. *Journal of ICSAR*, 3(1), <http://dx.doi.org/10.17977/um005v3i12019p001>
48. Zulu, J. M., Blystad, A., Haaland, M. E., Michelo, C., Haukanes, H., & Moland, K. M. (2019). Why teach sexuality education in school? Teacher discretion in implementing comprehensive sexuality education in rural Zambia. *International journal for equity in health*, 18(1), 1-10. <https://doi.org/10.1186/s12939-019-1023-1>