Reviewer’s report

Title: Impact of Training of Teachers on Their Ability, Skills, and Confidence to Teach HIV/AIDS in Classroom: A Qualitative Assessment

Version: 2 Date: 27 August 2013

Reviewer: Lesley Wood

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1. Essential revisions:
Background: the first sentence and last sentence seem to offer contradicting evidence. What is the claim in this paper?
Methods: there need to be references to justify the choice of qualitative methodology/methods. There is a bit of repetition in the methods section, as each method is described, in addition to the overview.
Discussion: This section appears to be disjointed, as results are presented in themes and then only discussed later – very reminiscent of quantitative research, rather than qualitative where it makes more sense to present and discuss each theme. There is also a lack of a theoretical framework underpinning the study that could be pulled through as a lens to analyse the data. The literature cited ranges from behavioural approaches to HIV prevention (e.g. Kirby) to critical sociological approaches (Francis) and therefore the reader does not know what epistemological and pedagogical theories of HIV education were used to develop this programme. This should be clarified.
Language is still poor - especially use of definite/indefinite article

Level of interest: An article of limited interest

Quality of written English: Needs some language corrections before being published

Statistical review: No, the manuscript does not need to be seen by a statistician.

Declaration of competing interests:

I declare I have no competing interests