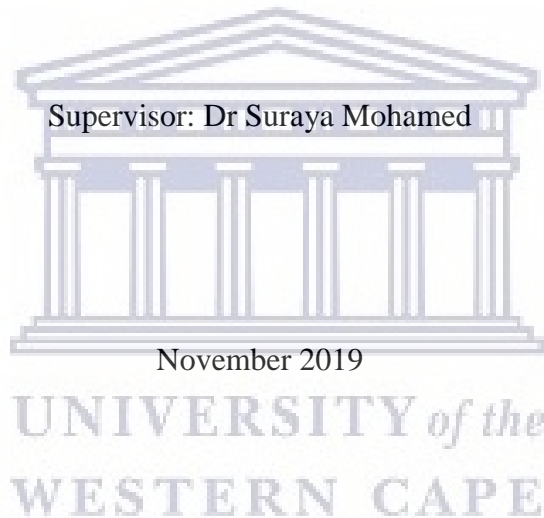


**Factors Influencing the Teaching of Comprehensive Sexuality Education in High  
Schools in Kwa-Zulu-Natal**

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A mini-thesis submitted in partial fulfillment of the requirements for the degree of Master in  
Public Health at the School of Public Health, University of the Western Cape



## ABSTRACT

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The South African Department of Basic Education (DBE), in response to escalating HIV infection, teenage pregnancy and risky sexual behaviours among learners, introduced and implemented comprehensive sexuality education (CSE) within the Life Orientation (LO) curriculum using scripted lesson plans (SLP) in the year 2015. The implementation of CSE globally, and in Africa, though assessed to be successful, is not without its challenges. In South Africa, A five year DBE pilot programme (2015-2020) is being implemented and facilitated by Education Development Centre (EDC) in five provinces of South Africa. Life Orientation educators are responsible for the implementation of CSE lessons, utilising the newly developed DBE CSE scripted lessons plans in the five pilot provinces. These scripted lessons are an improved version of the existing prescribed CAPS LO content on sexuality, to make teaching CSE easier for the LO educators. However, regular monitoring reports by EDC indicate that there was higher implementation of the CSE lessons in primary schools than in high schools. This does not bode well for the programme because it means that learners in high schools were not receiving sufficient dose of the improved CSE content. Therefore, this qualitative study aimed to explore the factors influencing the implementation of CSE in grades 8 and 9 classes after LO educators had received CSE training. To achieve this, the study sought to understand the perceptions and attitude of participants towards CSE after receiving CSE training, the facilitators and barriers to CSE implementation and participant recommendations for improvement. This qualitative study was conducted in uMhlatuze local municipality of KwaZulu-Natal, in King Cetshwayo Education District, South Africa, between January and November 2019. The study purposively sampled six LO educators trained by EDC, school principals and the LO subject advisor at district level. Data was gathered using semi-structured individual interviews. The findings from this study revealed that the experiences and issues participants faced were at personal, school, classroom, and community level. At the personal level, LO educators acknowledged the need for CSE due to the risky sexual behaviours they observed in learners. Some LO educators, however, had their reservations, due to religious and cultural reasons that contradicted the objectives of CSE. Educators acknowledged that the five day CSE training by EDC, helped them to deliver content. Some male LO educators seemed to have gender discriminatory practices towards girls, despite CSE scripted lessons training received prior to teaching CSE lessons. At the school level, some support was received from school management and some colleagues, but there were challenges of shortage of time, LO content overload, opposition to CSE from some colleagues, and low support from other

government departments. At the classroom level, there were factors enhancing CSE, for example, learners were eager for CSE lessons. However, educators struggled to teach using interactive methods as recommended for CSE, thus resorting to rote teaching methods. At the community level, there were traditional norms and practices contradicting CSE messaging, and indirectly promoting early sex debut amongst learners. The study recommends: future training should include gender equitable norms in both pre and in service training; provision of ongoing CSE training; training of more educators on CSE; provision of mental wellness services for LO educators and skills to develop resilience; avoid educator rotation; allow extended time for CSE lessons; mobilise external stakeholders to provide sexuality education in schools; further encourage use of interactive methods when teaching CSE; sensitise local community on CSE to prevent conflicting messaging.



## LIST OF KEYWORDS AND ABBREVIATIONS

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<b>HIV:</b>	Human-Immuno Deficiency Virus
<b>CSE:</b>	Comprehensive Sexuality Education
<b>SLP :</b>	Scripted Lesson Plans
<b>DBE:</b>	Department of Basic Education (National Office)
<b>DoE:</b>	Department of Education (Provincial and District Office)
<b>EDC:</b>	Education Development Centre
<b>SMT:</b>	School Management Team
<b>LO:</b>	Life Orientation
<b>USAID:</b>	Unites States Agency for International Development



## DECLARATION

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I Juliet Mlungwana declare that *Factors Influencing the Teaching of Comprehensive Sexuality Education in High Schools in Kwa-Zulu-Natal* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

November 2019

Signed : 



## **ACKNOWLEDGEMENTS**

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I would like to thank God Almighty, who gave me the wisdom and energy to accomplish this dissertation. I also want to thank my Supervisor, who gave her all to ensure that I produce good work. I also appreciate all the academic friends who assisted me to complete this journey.

I dedicate this work to my family, who have been very supportive and understanding of my endeavours to accomplish this postgraduate degree.



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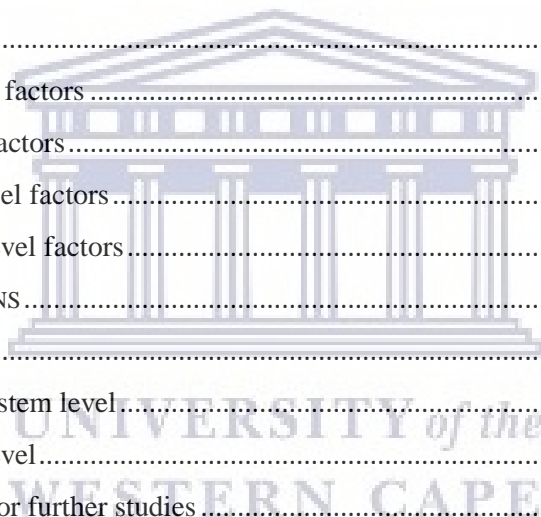
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## CHAPTER 1

### INTRODUCTION & BACKGROUND

---

#### 1.1 INTRODUCTION

This chapter introduces the readers to the background of the study. It discusses the rationale for the study and narrows down to the statement of the problem. The aim, research objectives were thereafter presented, and these were followed by the contextual setting of the study. The chapter closes with the synopsis of the organisation of the chapters of the thesis.

Globally, the youth population is reported to have grown exponentially, comprising of adolescents and young adults (Salam, Das, Lassi *et al.*, 2016). The World Youth Report of 2018 states that there are 1.2 billion 15-24 year olds, making up sixteen percent of global population (United Nations, 2018). It is asserted that this age range are vulnerable to sexually transmitted infections, early sexual debut, and high HIV infection (Plummer, Obasi, Wamoyi, Mshana *et al.*, 2007; UNESCO & UNFPA, 2012) contributing a high percentage of the global burden of disease (Chandra-Mouli, Svanemyr, Amin *et al.*, 2015). UNESCO (2013), attributed the risk factors that expose young people to sexually transmitted infections and HIV to the decreasing child-bearing age (due to escalating teenage pregnancy, young girls engaging in transactional sex, inability to negotiate condom use, and low condom usage) sexual and gender-based violence. This scenario makes it critical for adolescent and young people to be provided with comprehensive sexuality education, so that they are able to make informed decisions, especially when engaging sexually, develop positive self concept and accept their sexuality (UNESCO, 2018).

Studies have revealed that comprehensive sexuality education (CSE) is critical in sensitising young people of their sexuality and thus help them to form positive sexual identity and experience (UNESCO, 2018). It is also used as a tool in combating risky sexual behaviour, especially of adolescents and young people (Department of Basic Education, 2017a; Department of Basic Education, 2012; UNESCO, 2012). The Human Sciences Research Council report on teenage pregnancy in South Africa, recommended that the country needs to adopt CSE in teaching about sexuality (Reddy, Sewpaul, & Jonas, (2016) . The Willan (2013) review asserted that CSE will tackle entrenched gender norms and gender relations that seem to play a significant role in young people's sexual activity, thus perpetuating teenage pregnancy (Willan, 2013). The South African Department of Basic Education (DBE) and other 21 South

and Eastern African countries agreed to introduce CSE in the classroom as a means of teaching learners about sexuality, in order to decrease the spread of HIV infection among learners (UNFPA & UNESCO, 2012; UNESCO, 2015)

Extensive international and local literature on CSE highlights the fact that there are both successes and challenges in the implementation of CSE as a school subject (Francis, 2012; Sani, Abraham, Denford *et al.*, 2016). The successes of CSE include: increased knowledge of one's own sexuality, delayed sexual debut and reduction of risky sexual behaviour (UNESCO, 2012.). However, some of the CSE challenges include the fact that religion and culture makes the subject controversial and thus difficult to teach due to the sensitivity and taboo nature of some of the topics. There are also fears that CSE may promote desire to experiment with sexual activity (UNESCO, 2012). The school environment also reveals various factors such as shortage of time and lack of CSE trained educators which make CSE teaching cumbersome.

## **1.2 BACKGROUND**

In South Africa, Life Orientation (LO) educators are the implementers of DBE's CSE scripted lessons plans (SLPs) in the classroom that are being piloted in grades 7, 8 and 9. The scripted lessons were developed by curriculum experts within DBE, thus DBE is the owner of SLPs. Scripted lesson plans are lessons that have been written in a step to step format to guide the LO educator to teach each CSE lesson. As educators of CSE within the LO curriculum, they undergo different experiences, which are unique from those of other educators, and these experiences impact on the subject and how it is being implemented (Swanepoel & Beyers, 2019). The LO educator experiences are unique due to the fact that over and above teaching additional subjects, they also engage with learner social issues and thus know more about learners' social circumstances than other educators because of the nature of the LO curriculum. This study, which was conducted in Kwa-Zulu Natal, explores the experiences of LO educators, after they had been trained by EDC to implement CSE SLPs specifically, in grades 8 and 9, in the high schools of King Cetshwayo Department of Education district. It is important to understand and appreciate these experiences, and to devise improvement strategies, given the fact that CSE has been attested to be a solution to rampant HIV infection among the youth (UNESCO, 2015).

The researcher works for the Education Development Centre (EDC), an organisation that has been contracted to lead the implementation of CSE on behalf of DBE, funded by Unites States Agency for International Development (USAID). The DBE is piloting the CSE lessons for five

years in certain provinces, namely: Gauteng, Mpumalanga, Western Cape, Free State and Kwa-Zulu-Natal. These five provinces were selected by DBE to pilot CSE scripted lessons based on HIV prevalence, different population demographics and socio economic factors (EDC, 2015). The pilot was aimed to be on a small scale, thus making it manageable. The programme, if successful, could be cascaded nationally. The role of the researcher in the EDC programme is to train, support, monitor, report and advocate for the implementation of CSE scripted lessons by the LO educators, who are an integral part of the study. This role is specific to CSE activities only. The researcher is thus well versed with the programme and is familiar with the LO educators who teach CSE.

The EDC CSE programme commenced in 2015 in the above mentioned pilot provinces. Between 2015 and 2018, the CSE teaching materials available were for grades 7, 8 and 9, while the materials for grades 10, 11 and 12 were made available later in the year 2018. The scripted lessons, are aligned to the South African current curriculum, which is Curriculum and Assessment Policy Statement (CAPS), and they are taught during the LO theory period. The educator replaces a lesson in the current school prescribed LO book with a CSE SLP. The programme uses CSE scripted lessons as a method to assist the LO educator to teach sexuality education content to grades 7, 8 and 9 learners, in a guided manner. Scripted lesson provides educators with the appropriate approach to start talking to learners about sexuality matters, provides various interactive activities learners can engage in during class and also relevant assessment activities, which are given to learners as homework. The sexuality content is contained in scripted lessons as written by the DBE (Department of Basic Education, 2017b).

The CAPS LO senior phase document has five broad topics (Appendix 13) that have to be taught by the LO educator across the four terms of the school calendar. The majority of the CSE scripted lessons (Appendix 14: lesson example 9.7), specifically for grades 7, 8 and 9 mainly cover issues drawn from one CAPS topic, Development of Self in the Society, which is taught in Term 1 of the school term (Department of Basic Education, 2011). Other CAPS topics are covered by SLP's, but to limited extent. The scripted lessons for grades 8 have 8 lessons, while grade 9 consist of 11 lessons (Department of Basic Education, 2017b). These lessons take time due to the number of sub activities within one lesson. This already goes beyond one hour allocated for the LO theory period per week in a school (Department of Basic Education, 2011). The length of SLP thus impacts on completion of other Term one CAPS LO work which the educator still needs to teach, which does not include sexuality content. This means that the educator does not have sufficient space also to teach the prescribed content

which the learner is meant to be formally assessed on. Learners also have to learn other CAPS LO content as they write external papers which do not yet include contents of SLP.

Prior to teaching CSE using the DBE scripted lessons, the educator undergoes five-day training facilitated by EDC. At the onset of the CSE SLP training in 2015, LO educators were trained for five days. This period, was later reduced to three days due to concerns by education districts that the educator lost too much educator and learner contact time (EDC Report- South Africa School Based Sexuality Education Activity, 2017). Also the training dates in the district were changed to be Friday to Sunday to minimise time the educators are away from learner. The training largely focuses on the educators' understanding of CSE concepts, their level of comfort, their perceptions of, and attitudes towards CSE. This is done through participatory activities that challenge the educators to interrogate their personal beliefs and practices. This is followed by addressing CSE content which entails puberty, social skills, making decisions about sex, condom usage and accessing sexual reproductive health services. The greater part of the training is when the educators practise how to conduct lessons using interactive methods, which are highly recommended for teaching CSE (Harberland & Rogow, 2011). They practice teaching the CSE lessons in front of one another and give feedback. There is no formal assessment attached to the training. After receiving training, educators return to their respective schools to teach these SLP's during LO periods, using the EDC provided teacher's guide, while learners are provided with the SLP learner's book. The EDC staff visits the school on a regular basis to assist educators with the challenges they might encounter in the course of teaching the CSE lessons.

### **1.3 PROBLEM STATEMENT**

On a quarterly basis, schools report to EDC on the number of lessons they have taught and the number of learners they have reached, using the EDC monitoring tool. It is this reporting system that has discovered that educators in high schools are performing lower in teaching SLPs, as compared to the primary schools counterparts who had higher performance (EDC, 2017). According to internal EDC programme monitoring reports of 2017, there was less implementation of CSE lessons in high schools, compared to primary schools. Primary schools were found to be delivering the SLPs to learners, thereby reaching out to more learners with critical sexuality information. The cause of low implementation in the high schools became a concern to the programme, particularly since the young people involved are most at risk, and likely to be engaging in sexual activity (UNESCO, 2015). All LO educators from both high and primary schools received the same training by EDC for the three day duration. The teaching

materials, both the SLP teacher's guide and the learner's book, provided to the pilot schools so that they could implement the lessons with ease. This implies that lack of teaching materials cannot be attributed to the low implementation of the CSE in high schools (EDC, 2017). Low implementation in high schools results in the learners not receiving all the CSE lessons as stipulated in the provided teacher's guide. This low implementation puts learners at risk of making uninformed sexual choices, because they potentially lack correct information on sexuality issues. According to DBE scripted lessons, at primary school, learners are more exposed to understanding their body, puberty and bullying content, whereas in high school they start to be exposed to content such as addressing risky sexual behaviours, sexually transmitted infections, HIV, love relationships and gender issues. In all the five pilot provinces where the CSE scripted lessons are being implemented, the EDC monitoring reports show a similar trend of low implementation in high schools. It thus became necessary for the programme to understand the factors that influence the implementation of CSE, especially in high schools; so that the EDC programme can achieve its set goal of reducing new HIV infections among learners and reaching out to half a million learners from 2015 to 2020. The programme goal is fully outlined in the EDC project unpublished documents (EDC, 2015)

#### **1.4 PURPOSE OF THE STUDY**

The purpose of this study was to understand the low implementation of CSE in grades 8 and 9 by exploring the factors influencing LO educators' ability to implement CSE after receiving SLP training. The lessons learnt from the results of this study would be useful for schools that are part of the programme. It will also ensure that learners are exposed to critical sexuality education so that they are equipped to make life choices that will impact positively on their health and future development. The recommendations from the findings of this study will hopefully facilitate the improvement of CSE implementation, both at individual school level and across the other CSE implementing pilot schools within the DBE programme. It will also hopefully influence DBE and related stakeholders, to make adjustments where necessary, in order to ensure effective and successful CSE implementation and contribute to the decision-making on whether or how to scale up the programme nationally.

#### **1.5 AIM OF THE STUDY**

To explore and understand the factors influencing the teaching of comprehensive sexuality education (CSE), after LO educators have been trained in using scripted lesson plans in high schools, King Cetshwayo District, Kwa-Zulu Natal.

## **1.6 RESEARCH OBJECTIVES**

1. To explore LO educators' attitude to, and perceptions of CSE after scripted lessons training
2. To explore the enablers that facilitate the teaching of CSE after scripted lessons training
3. To explore the challenges that hinder the teaching of CSE after scripted lessons training
4. To explore participants' opinions on how to improve the implementation of CSE

## **1.7 CONTEXTUAL SETTING OF THE STUDY**

The study was conducted in uMhlathuze local municipality, which is a sub-district of King Cetshwayo Department of Education District (KCD). The uThungulu (now King Cetshwayo) District HIV/AIDS Plan, authored by Snyman (2015), states that this is a vast and mainly rural district in the North Coast of KwaZulu-Natal (Snyman, 2015). The uMhlathuze sub-district is densely populated because it is the economic hub of King Cetshwayo District. It consists of five Department of Education (DoE) sub-districts. These include: uMlalazi, uMhlathuze, Mthonjaneni, Nkandla and uMfolozi. uMhlathuze sub-district consists of three townships and a number of outlying semi and deep rural areas. The total number of high and primary schools trained by EDC on CSE using SLP in this sub-district is 125. The number excludes private and special schools.

The uThungulu District HIV/AIDS Plan (2015) shows in the population pyramid, that there are 104 318 in the 15-19-years age range while 109 068 are in the 10-14 years' age range. The district has a high birth rate with an increasing incidence of HIV cases in ante natal clinics, which increased from 33.4% (2011) to 38.5% (2012) (Snyman, 2015). There is a high incidence of HIV, TB, non-communicable diseases and injuries in the age range 15-45 years. The District Plan also states that there is a need to improve school coverage of health services including sexual reproductive health (Snyman, 2015). There are various non-governmental organisations (NGOs) in the district with focus on health issues such as HIV testing, male circumcision and provision of sexuality education, in and out of school. These organisations include: Broadreach, Foundation for Professional Development (FPD), Doctors without Borders/ MSF and Mpilonhle. Clinics are still taking the initial steps, with the technical assistance from some of the mentioned organisations, be more youth- friendly (Snyman, 2015).

## **1.8 STRUCTURE OF THE THESIS**

This study is organised into 6 chapters.

### **Chapter One: Introduction and Background**

This chapter introduced the study and includes the background to study, the statement of the problem, the purpose of the study. It also presented the rationale for the study, the aim, research objectives and the contextual setting of the study.

### **Chapter Two: Literature Review**

This chapter reviewed extant literature that is relevant to the factors that influence the teaching of Comprehensive Sexuality Education. This includes the global and local perspectives on CSE and the implementation factors.

### **Chapter Three: Research Methodology**

This chapter explains the research design and methods utilised for the study. These include the study design, study population, study sample, data collection and analysis methods, rigour and ethical considerations.

### **Chapter Four: Findings**

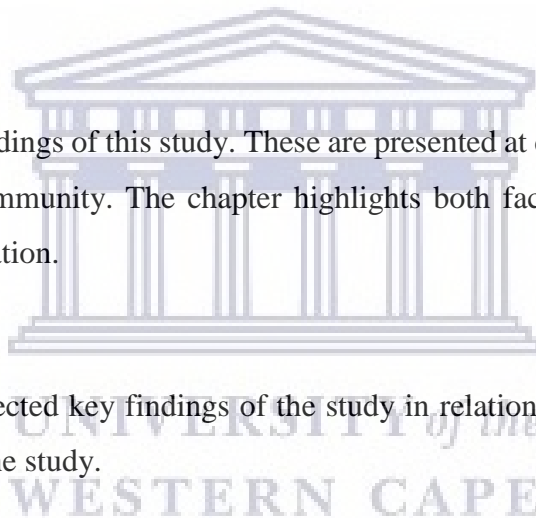
This chapter details the findings of this study. These are presented at different levels: personal, school, classroom and community. The chapter highlights both facilitators and challenging factors in CSE implementation.

### **Chapter Five: Discussion**

This chapter discusses selected key findings of the study in relation to the literature. It then reflects on limitations of the study.

### **Chapter Six: Conclusion and Recommendations**

The chapter draws conclusions and makes recommendations from the study findings and discussions.





## CHAPTER 2

### LITERATURE REVIEW

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#### 2.1. INTRODUCTION

For this chapter, the researcher reviewed literature pertaining to the provision of sexuality education in schools, as delivered by the educator. This included UNESCO's Guidelines on comprehensive sexuality education, various academic theses, mostly in the South African context. Others reflect African and international trends on the subject. Articles that have been systematically reviewed, and research that was conducted using both qualitative and quantitative approaches were included in this study. Also reviewed were peer reviewed African and international papers, as well as policies and guidelines of the South African Department of Education pertaining to the subject of the study. The chapter addresses the significance of CSE, how CSE is delivered, challenges in CSE implementation, and lessons learnt from CSE implementation.

#### 2.2. SIGNIFICANCE OF COMPREHENSIVE SEXUALITY EDUCATION

Comprehensive Sexuality Education in the classroom aims to provide a safe space to learn about sexuality and reproductive health, and helps to avoid early and unintended parenthood, prevent sexually transmitted infections, including HIV, and to prevent the perpetuation of gender-based violence and gender inequality (UNESCO, 2018). Historically, sexuality education (SE), as a school subject, is said to have started in Sweden in 1955 and was followed by other Western countries in the 1970s. Sexuality education in schools later progressed to more countries and continents (European Expert Group on Sexuality Education, 2015). Providing sexuality education is critical, in order to ensure good health outcomes for adolescents. Sexuality education enables adolescents to understand and deal effectively with their sexuality (United Nations Population Fund, 2014; Chandra-Mouli, Lane & Wong, 2015).

There seems to be a fine line between SE and CSE, as these concepts are sometimes used interchangeably by various authors in the subject of SE and CSE. According to UNESCO (2013: 44):

*“...Sexuality education usually involves teaching and learning on issues relating to human sexuality...”*

On the other hand, CSE has been said to go a step further by including components that make it broader than SE. These components include issues of gender and various social skills that build the capacity of young people to make informed decisions (UNESCO, 2013) . UNESCO (2018:16) defines CSE as:

*“Comprehensive sexuality education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and, understand and ensure the protection of their rights throughout their lives”.*

The definition of CSE above clearly indicates that it is a broad topic that encompasses all aspects of a person, including sexual relationships. It can be curriculum-based as it can be embedded in a school subject. In the South African education system, CSE is taught within the LO subject by a LO educator (Tucker, George, Reardon & Panday, 2017).

A study conducted by UNESCO (2015) in 21 Eastern and Southern Africa (ESA) countries found that the HIV epidemic was the main reason why these countries adopted CSE in schools. There was escalating teenage pregnancies and various challenges arising from young people’s risky sexual behaviours. The findings of the UNESCO (2015) study further revealed that lifeskills and sexuality education at the time, did not achieve the expected outcomes, which was to reduce HIV infections and teenage pregnancy. The realisation of this shortcoming resulted in the decision of some of these countries, including South Africa, to transition to CSE, so that the scope of issues covered could be wider and impactful, as outlined in the following UNESCO excerpt:

*“...CSE can address a broader range of education, health and social outcomes, including, better overall education outcomes, gender equality, GBV, early and unintended pregnancy, child marriage, uptake of contraception and services...”*  
(UNESCO, 2015:18 ).

In South Africa, CSE is even more critical as the country is grappling with HIV/AIDS, which has reached epidemic proportion (Department of Basic Education, 2012; Zuma, Shisana, Rehle *et al.*, 2016). Furthermore, taking care of adolescents' holistic well-being, which includes sexuality, is beneficial to the country, and leads to a positive life trajectory (Patton, & Temmerman, 2016). Various South African Department of Education documents attest to the fact that the introduction of lifeskills and sexuality education in the classroom was largely a response to curb the rate of prevalence of HIV infection and teenage pregnancy among young people. It was expected that this type of education would equip the learners with skills to cope with puberty, and to be able to understand their sexuality and make informed decisions (Department of Education, 1999; Harrison, Newell, Imrie *et al.*, 2010; Plummer, Wight, Obasi *et al.*, 2006; Visser, 2005).

### **2.3. CSE DELIVERY PROCESS**

UNESCO (2018) provides clear guidelines on CSE delivery based on international standards. Comprehensive sexuality education is provided in formal and non-formal settings. One of the formal settings is a school classroom, where CSE is embedded in the curriculum and the content is age-appropriate and developmental (UNESCO, 2012b). There is a plethora of studies showing that CSE is being offered in the classroom by educators in various countries. These studies, from high and low middle income countries, are in the form of single country experiences to systematic reviews and meta analyses of different countries. For example, Eisenberg *et al.* (2012) reflect on the implementation in USA; Iyer *et al.* (2014) unveil the Asian experience in CSE implementation; De Haas and Hutter (2019) consider the implementation by educators in Uganda; Leung *et al.* (2019) investigate the implementation of CSE in three English and Chinese speaking countries; and Koegh *et al.*, (2018) conducted a comparative study on the policy environment of school-based CSE in Ghana, Peru, Kenya and Guatemala (Eisenberg, Madsen, Oliphant *et al.*, 2012; Iyer, Clarke, & Aggleton, 2014; Koegh, Stillman *et al.*, 2018; De Haas & Hutter, 2019). Different countries, and even education districts, decide their method of implementing CSE in schools. The CSE content can be: stand-alone or integrated into other subjects, examinable or non-examinable, mandatory or optional in some grades (UNESCO, 2015) The systematic review by Fonner *et al.* (2014) on the implementation of CSE in low and middle income countries, provides evidence of the variety of approaches used (Fonner, Armstrong, Kennedy *et al.*, 2014). It is interesting to note that only nine out of the 64 studies included in the review showed a strong preference for abstinence- only type of sexuality education while the rest were CSE.

Educators have to be trained prior teaching CSE. This is to ensure that the content is taught in an informative, skilful, non-judgemental and participatory manner, without imposing their values on learners (UNESCO, 2015). Participatory approaches are favoured for CSE instead of using rote learning methods (Harberland & Rogow, 2011; UNESCO, 2015). Participation during the learning of CSE offers learners the opportunity to actively engage with facts, skills, and emotions that are associated with different aspects of sexuality. Participatory approaches include: using games, stories, discussion, research, role plays debates amongst other techniques, that encourage learners to engage actively in the learning process (Schweisfurth, 2011; Ollis, 2014).

## **2.4. CHALLENGES IN THE IMPLEMENTATION OF COMPREHENSIVE SEXUALITY EDUCATION**

### **2.4.1. Challenging role of Life Orientation educators**

In South Africa, educators are faced with challenging situations due to the HIV pandemic and its implications. A study on educator stressors found that LO educators are stressed because of changes to the curriculum, dealing with learners who have emotional problems and too many roles over and above teaching (Schulze & Steyn, 2007). Educators in South Africa are expected to teach different school subjects in the curriculum, including HIV education and change behaviours (HEAIDS, 2010).

Besides teaching CSE, LO educators become confidantes, nurses, social workers, and disciplinarians of the learners, who entrust the educators with their deeply held secrets, including being infected or affected by HIV (Glover, 2016). This is because learners develop trust and a special bond with their LO educators. This puts emotional strain on educators which then impacts on their ability to teach effectively, decreases their morale, and even leads to depression (Bhana, Morrell, Epstein, *et al.*, 2006; Bhana, 2009; Delpport, Strydom, Theron *et al.*, 2011)

The study by Mosia (2011) found that when educators are allocated to teach LO, which includes the sexuality content, the school does not consider if the educator has the academic qualification to handle sexuality content. The feelings, perceptions and views of the educators about sexuality are not factored in when they are given this responsibility. Educators of LO are thus expected to teach sexuality, just as they would teach any other subjects (Mosia, 2011).

#### **2.4.2. Educator lack of skills and competence to teach CSE**

Literature from different countries found insufficient training of educators to be a barrier in their ability to teach CSE (UNESCO, 2012b; Appalsamy, 2015; Wood & Rolleri, 2014). In the USA, a body called, Teacher-Preparation Standards for Sexuality Education Advisory Committee, was established to develop the standards for training sexuality educators before they functioned in their CSE teaching role. This was done because it was identified that sexuality is a unique content, that requires specific skills and approaches (Barr, Goldfarb, Russel *et al.*, 2014). In South Africa, various studies also highlight that inadequate educator training is one of the challenges that results in the poor implementation of CSE (Appalsamy, 2015; Francis, 2012; James-Traore, Finger, Ruland *et al.*, 2004). Life orientation educators are reported to have been skipping some sections of the lessons that they think are too sexual and sensitive.

Essentially, educators need to be specifically skilled on the delivery of CSE content. This subject cannot be taught like other information-based subjects where there is delivery of hard facts and figures. A participatory approach is more empowering and develops the skills of learners (Haberland & Rogow, 2011; Shefer & Macleod, 2015; Strydom, 2011; Wood & Rolleri, 2014). An interactive approach increases learning and engagement, and improves the understanding of the contents (Harberland & Rogow 2011; UNESCO, 2015). This is a deviation from the normal rote teaching methods that educators are used to, so they struggle to incorporate the interactive approach. For the educators to fully utilise these approaches, they need to be specifically trained and supported (Haberland & Rogow, 2011 ).

A survey was conducted with 266 educators teaching sexuality in both high and primary schools in South Africa and Tanzania that were implementing the SATZ programme. The programme implemented HIV/AIDS education to the learners. The survey aimed at investigating educators' confidence in teaching HIV/AIDS in schools. The survey found that providing LO educators with good training on sexuality and HIV issues boosts their confidence to teach the subject. Communication skills were the most emphasised because educators could not always communicate some aspects of sexuality effectively, as required by the programme (Helleve, Flisher, Onya *et al.*, 2009). For example, the use of drawings in sexuality education as an interactive approach has been explored, where the LO educator is encouraged to hand over the power to the learner, so that they are free to express themselves on matters of sexuality (Beyers, 2012). This study by Beyer (2012), experimented with allowing participants to draw

on paper their feelings and thoughts on sexuality. The lack of training on CSE also means that the educators' personal values and beliefs can impact on the way they deliver it, as is evident in the next section.

#### **2.4.3. The influence of social, cultural and religious norms**

Sexuality is a controversial topic in many communities and religious settings. UNESCO (2018) states that many societies are uncomfortable about discussing sexuality openly. Therefore public discussions about sexuality are discouraged because such discussions between adult and young person, can lead to embarrassment by both parties, silence by younger person by not participating in the discussion, and even fear. For example, in African communities, the taboo around the topic of sexuality makes it a very uncomfortable topic, which leads to the avoidance of the topic ( Browes, 2015; Chau, Seck, Chandra-Mouli, 2016; Francis, 2013). In Nigeria, it was found that speaking about sexuality is the prerogative of the married or soon-to-be married (Uchechukwu, 2011). This is even further complicated when the discussion is between an adult and a younger person because there are feelings of discomfort due to the topic being taboo for young people (Mayeza & Vincent, 2019). This kind of societal behaviour transpires even in the classroom, where the educator might have some reservations on broaching sexual matters with learners because of the age difference. Invariably, such educators avoid discussing sensitive topics, like sex and sexuality, with the learners (Mkumbo, 2012; De Haas & Hutter, 2019). Not only are educators often uncomfortable discussing sexuality issues with learners, but learners also experience discomfort (Goldman, 2008; Francis & DePalma, 2015; Helleve *et al.*, 2009; Hu, Wong, Prema *et al.*, 2012).

In South Africa, there have been various studies that attest to the fact that LO educators believe that the topic of sexuality is value laden, and therefore does not have a place in the classroom (Ahmed Flisher, Mathews *et al.*, 2009; Francis, 2013; Helleve *et al.*, 2009). Some religious and cultural institutions have been very vocal about their disapproval of CSE (Department of Basic Education, 2012; Helleve, *et al.*, 2009; UNFPA, 2015). The expression of sentiments opposing CSE are thus common place; hence, the LO educators have to find their feet and teach effectively in this controversial territory of sexuality.

In South Africa, the findings on teachers' discomfort to talk about sexuality issues, indicating that teachers would rather have another person external to the school providing sexuality lesson (Ahmed, Flisher, Mathews *et al.*, 2009; Appalsamy, 2015; Francis, 2012; Mathews, Boon,

Flisher *et al.*, 2006; Mkumbo, 2012; Smith & Harrison, 2013). The mentioned studies emphasise that educators' personal values inhibit their ability to engage with sexuality contents, and this had an impact on teaching CSE. Similarly, a Malaysian study found that their educators could not teach sexuality education. They felt that the government should rather form partnerships with Non-Governmental Organisations (NGOs) and appoint "professional sexuality educators" to teach sexuality education. The study further asserts that the multi-cultural nature of the country means there is no common set of societal values, making it difficult to teach sexuality (Khalaf, Low, Merghati-Khoei *et al.*, 2014).

The Mpondombili school-based intervention project implemented in rural Kwa-Zulu Natal involved peer educators to work with learners instead of educators in their intervention programme. The concept of peer educators has been widely used in South African school based HIV education initiatives. Some of the documented advantages include, being open and free on discussion of sexual matters, being able to share knowledge and experiences, ability to influence each other's behaviours and thus become role models to each other (Visser, 2007). Mpondombili project's experience with educators was that they had inhibitions with content and interactive methodology (Mantell, Harrison, Hoffman *et al.*, 2006). This project was a school-based intervention which sought to delay sexual debut, and at the same time popularise condom usage among learners. Educators, nurses and out of school youth or peer educators were trained and teaching materials were developed, however, it was the peer educators who delivered lessons, instead of educators and nurses.

In some studies conducted in Southern Africa on sexuality education, educators' personal values have been highlighted as challenging factors in teaching sexuality education (Helleve, *et al.*, 2009; Francis, 2012; UNFPA, 2015). Some educators moralise, imposing their own values, and portraying gender insensitivity and many other negative attributes that are not conducive to CSE. In some studies, it is highlighted that CSE lessons present the opportunity to pick on pregnant learners, which leads to pregnant learners leaving the school or totally dropping out of school (Bhana, Morrell, Shefer *et al.* , 2010; Gaoaketse, 2013; Mutshaeni, Manwadu, & Mashau, 2015; Ngabaza & Shefer, 2013). In a study conducted in South Africa, learners claimed that educators engaged in shaming girls, gender stereotyping, being moralistic and promoting heteronormativity at the expense of learners, who might have a different sexual orientation (Mayeza & Vincent, 2019).

Another prevalent perception was that teaching of CSE will encourage sexual experimentation among adolescents. This was found in a study in Nigeria (Uchechukwu, 2011) and in South Africa where this perception of CSE was shared by both educators and parents (James-Traore *et al.*, 2004). Some of these perceptions and beliefs also impacted on the way that CSE was delivered as is discussed in the following section.

#### **2.4.4. Fidelity of implementation**

Some educators have been found to modify evidence-based CSE lessons, thereby diminishing their efficacy (Vanwesenbeeck, Westeneng, de Boer *et al.*, 2016; Wang, Stanton, Lunn *et al.*, 2016). For example, in Ghana, it was found that although CSE was in the school curriculum, yet not all aspects of CSE were implemented (Panchaud, Koegh, Stillman *et al.*, 2018). Various studies found that practitioners and educators eliminate, shorten or add to the content. Some of the reasons provided for modifying the content was that educators were uncomfortable with sexuality content, had competing teaching priorities and did not attend the full training of the programme, which makes them lack the basic skills required to implement the full programme (Wang, *et al.*, 2016; Wang, Stanton, Deveaux *et al.*, 2015).

In a study conducted in Cape Town, South Africa, using the American adapted Healthwise programme, it was found that educators ‘improvised’ some aspects of the lesson to be context relevant. Educators in this programme underwent training and were provided with teaching manuals, with which they were expected to teach. However, at times, an educator would cut out some content which learners may battle to understand or contextualise. Furthermore, the content was written and taught in English, which was a challenge for some of the learners, as English was not their mother tongue. It was thus not easy to present the content strictly according to the educator guides (Wegner, Flisher, Caldwell *et al.*, 2008). These findings highlight the difficulty of using material from one context which might not work in another context thereby posing a challenge for effective implementation.

#### **2.4.5. Structural challenges in CSE**

Several factors in the policy and school environments have been found to negatively influence the implementation of CSE. Eisenberg *et al.* (2012), in a USA study, found that there were a plethora of challenges at school level, such as limited time to conduct CSE lessons, financial constraints and the fact that the learners came from diverse backgrounds (Eisenberg, *et al.*, 2012). In South Africa, high educator rotation was reported, with them having to go and teach other subjects instead of LO, leading to learners being left without an LO educator at times



(Appalsamy, 2015). Educators in South Africa were found to be over-burdened with other curriculum subjects, making LO the least taught subject, because it was a non-examinable. (Van Rooyen & Van Den Berg, 2009). In an investigation in four countries, Panchaud *et al.* (2018), found that LO, being non-examinable, was accorded low status compared to other subjects. The broad LO CAPS content has topics that needs to be unpacked further, which is said to leave the educator to fill in the gaps without guidance on how to teach it (Swanepoel & Beyers, 2019). Swanepoel & Beyers (2019) also found that the location of a school affects how the educator teaches CSE, as it has to be aligned with local practices and context (Swanepoel & Beyers, 2019). It was further reported that two hours per week, allocated to LO and split as one hour for theory and one hour for physical education, is not sufficient to cover the five broad CAPS topics. Each LO CAPS topic has a variety of sub-topics to be covered that sometimes go beyond the available time in a school term. CSE SLP replaces a few lessons in the CAPS sub-topics, thus the other content remains to be taught within the allocated term.

## **2.5. LESSONS LEARNT FROM SCHOOL-BASED PROGRAMMES**

In the analysis of ten CSE programmes in USA, it was recommended that schools need advanced technical support to ensure that programme planning, implementation, monitoring and evaluation took place as planned. These interventions will ensure that CSE programmes yield productive and sustainable results for learners (Cushman, Kantor, Schroeder *et al.*, 2014). Another lesson learnt in the USA was the use of Working to Institutionalize Sex Education (WISE) programme (Saul Butler, Sorace, Hentz Beach, 2018). WISE was a privately funded programme aimed to advance the teaching of sexuality education in district public schools that were ready to implement. Best practices of institutionalising sexuality education were made possible with this programme. WISE increased the number of learners reached with CSE. School participation was optional and this eliminated the challenges and barriers that would otherwise have been experienced by other sexuality education programmes that were made mandatory.

In Africa, a systematic review of 11 school-based HIV programmes was conducted by Gallant & Maticka-Tyndale (2004). The countries in this review included Nigeria and South Africa. The findings of this review revealed that some programmes were successful in changing behaviour while others did not have any significant impact. The recommendations made in this review included that educators be adequately trained, programmes be monitored for proper implementation, and resources should be provided, especially for schools in poor settings. It

was also noted that programmes had to be context relevant so that it addresses the sexual behaviour prevalent on the African context (Gallant & Maticka-Tyndale, 2004).

A four-country CSE implementation analysis, which included Ghana, Kenya, Guatemala and Peru, reflect strikingly similar challenges. The recommendations were that CSE has to be an examinable stand-alone subject; time and space should be created in the curricula for CSE; educators should be trained specifically on CSE; and stakeholders like traditional leaders and religious groups should be sensitised on CSE (Panchaud *et al.*, 2018).

Lessons learned from CSE implementation at school level of *The World Starts with Me programme*, which combined sexuality education with learning information technology (IT) skills also had various recommendations (Vanwesenbeeck *et al.*, 2016). The lessons learned indicated that interventions had to take place at the educator, school, community and parental levels. Educators have to be better equipped; the school environment has to be conducive; advocacy for CSE has to be strong; CSE has to be embedded in school programmes, and not to be implemented as an extra-curricular activity; communities have to be sensitised for support; and CSE content has to be contextualised (Vanwesenbeeck *et al.*, 2016).

These recommendations, are corroborated by Visser (2005) in an evaluation of the South African lifeskills programme for schools, that was implemented from 1998-1999 in Gauteng and KwaZulu-Natal Provinces. On realisation of the various challenges the programme encountered, remedial actions were implemented. These included: conducting awareness campaigns on HIV/AIDS led by nurses and private organisations, and forming action committees that included learners, teachers and parents, which were to act as support and advocates for the programme. All these strategies were implemented to ensure buy-in by the various stakeholders.

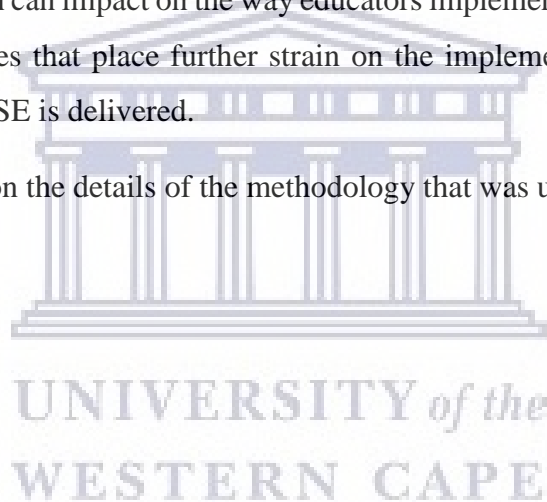
A supportive environment is a critical aspect of a successful CSE programme. Internally, schools have to have supportive environments created by educators, school management, parents and the school governing body. Externally, various government departments like health, social welfare, and the police have a critical role to play in the success of the programme (Pillay, 2012) . These sectors need to make relevant services available in case of any school needs that may arise. Sani (2017), who evaluated CSE in sub-Saharan Africa, recommended that CSE be implemented using a combination approach, which will involve using multiple

stakeholders to address adolescent sexuality through behavioural, biomedical, social and structural interventions ( Sani, 2017). Sexuality is embedded in a society, and thus, behaviour change communication alone will not work. A health promoting school approach is suggested, because it is a multi-sectoral and holistic approach, which goes beyond the attempt to merely alter the behaviour of learners, but to also address the broader contextual issues that impact on the teaching of CSE (Sani, 2017).

## **2.6. CONCLUSION**

The literature reviewed in this chapter clearly shows that CSE is being implemented worldwide. The implementation, while successful in certain places, is also riddled with challenges and controversies in others, as defined by country specific and contextual issues. These challenges emanate from the society in the form of religious, cultural, traditional beliefs, norms, and practices which can impact on the way educators implement CSE. In addition, there are education system issues that place further strain on the implementation of CSE, and all these factors affect how CSE is delivered.

The next chapter focuses on the details of the methodology that was used in this study.



## CHAPTER 3

### METHODOLOGY

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#### 3.1. INTRODUCTION

The previous chapter detailed the literature review, while this chapter provides insight on the study aim and objectives, the research design, study setting and population. The sampling process, data collection methods, data analysis, study rigour and finally, the ethical considerations are also presented.

#### 3.2. AIM

To explore and understand the factors influencing the teaching of comprehensive sexuality education (CSE), after LO educators have been trained in using scripted lesson plans in high schools, King Cetshwayo District, Kwa-Zulu Natal.

#### 3.3. OBJECTIVES

1. To explore LO educators' attitude to, and perceptions of CSE after SLP training
2. To explore the enablers that facilitate the teaching of CSE after SLP training
3. To explore the challenges that hinder the teaching of CSE after scripted lessons training
4. To explore participants' opinions on how to improve the implementation of CSE.

#### 3.4. STUDY DESIGN

This research seeks to understand and explore human experiences on the implementation of CSE after SLP training, in order to obtain meaningful responses from which the research objectives will be achieved. Hence, the research was conducted using a qualitative descriptive design because the meanings can be understood from first-hand narration, and will be seen and felt through the lens of an individual or the group experiencing the phenomenon (Creswell, 2013). Qualitative research design allows for a better understanding of human interactions, that are difficult to explain through quantitative designs (Elliott & Timulak, 2005; Wahyuni, 2012). This design provided the study participants with a platform to fully articulate their lived experiences in implementing CSE lessons. Participants were able to use their own verbal and non-verbal forms of expression, and in their own preferred language. This design provided rich data on the thinking and feeling of LO educators about implementing CSE. The discussion with

all the participants brought to life the events, thoughts, interpretations and beliefs of the participants experiencing the phenomenon (Sofaer, 1999).

### **3.5. STUDY POPULATION**

The study population comprised of grades 8 and 9 (high school) LO educators teaching CSE in co-education schools. The focus was on grades 8 and 9 educators because the implementation of CSE lessons in these grades commenced in 2016, while grades 10-11 only started in late 2018, after data collection had commenced already. The study population for the key informants consisted of high school principals, a deputy principal and LO curriculum advisor in the district.

### **3.6. SAMPLE AND SAMPLING**

The researcher approached high schools in uMhlathuze that had educators who were trained by EDC, to be part of the study. The schools were approached based on their proximity to the researcher, as she resides in uMhlathuze municipality; thus, making schools in this sub-district easily accessible. One LO educator teaching grades 8 and 9 from each of the first six schools who agreed to participate, were recruited (a brief description of the schools is presented in Appendix 1). The sample of LO educators included three females and three males. The educators were purposively sampled and the inclusion criterion for selecting LO educators was that they must have been trained by EDC between 2016 and 2018. The EDC CSE programme and training commenced in 2015. Those who were trained in 2015, and those who no longer teach LO in grades 8 and 9 were excluded to avoid recall bias (Pannucci, Wilkins, & Pannucci, 2010). The principals identified the relevant LO educators, who the researcher subsequently met in person to request for their participation in the study. The process of identifying CSE trained LO educators was challenging due to prevalent educator rotation in schools. Some schools that the researcher had initially identified no longer had trained CSE trained LO educators; hence, the researcher had to identify an alternative school for the study to continue.

Five key informants were also purposively sampled, consisting of three high school principals, one deputy principal and one LO subject advisor. Key informants were included as they provided an expert view on the subject under study (Marshall, 1996; O'Day & Goldstein, 2005). The key informants gave their perspectives on the phenomenon of CSE, which augmented what the LO educators expressed. They also provided more information on systemic issues that were affecting the implementation of CSE in their context. The principals

(including the vice principal) were limited to four, due to their limited involvement in CSE implementation.

Challenges in securing interviews were encountered with the school principals of the identified schools. When approached by the researcher for the study, they agreed to participate, but kept on changing appointments. They attributed this to their hectic work schedules. However, the researcher finally managed to conduct interviews with all the principals selected for the study.

### **3.7. DATA COLLECTION METHOD, PROCESS AND TOOLS**

Data collection was done through individual in-depth interviews (Gill, Stewart, Treasure, *et al.*, 2008) and took place between 20 February and 30 May 2019. Conducting an in-depth interview entails having an intensive individual engagement with an individual, in order to gain their individual perspective and understanding on a phenomenon or a life experience (Boyce & Neale, 2006; Sutton & Austin, 2015). The in-depth interview technique was therefore the preferred technique for this study because it allowed the participants to share deep-seated beliefs, feelings and thoughts that may not have been suitable to discuss in a group setting, especially due to the sensitive nature of the contents of CSE. The individual interviews created a conducive environment for them to talk comfortably and openly on the issues of implementing CSE (Boyce & Neale, 2006).

The researcher used semi-structured interview guides that were piloted twice, and modified under the guidance of the supervisor. Piloting of the interview guide was done with an LO educator who was trained by EDC on CSE, but was then not included in the study sample. The interview was led by questions that guided the conversation with promptings, whenever this was required (Ritchie & Lewis, 2003). The questions were open-ended, which enabled the participant to freely articulate themselves, without being confined to one-word responses. The setting was like that of a normal conversational interaction (Elliott & Timulak, 2005). Allowing the first-hand narration of the phenomenon brought back the emotions associated with the CSE experiences. This added to the richness of the data collected because participants shared more than what the researchers enquired about (Gill *et al.*, 2008).

There were three separate interview guides used in the study: one for LO educators (Appendix 4) and key informants guide - school principals (Appendix 5) and the LO Subject Advisor (Appendix 6). The interview guides were prepared using both English and IsiZulu languages,

to allow for choice on preferred language with the participants (Family Health International, 2005). All the interviews for LO educators and principals were conducted in an office within a school setting, which was a familiar environment, and where the phenomenon was experienced (Ritchie & Lewis, 2003). The interview with the LO Subject Advisor was held at her office.

On the day of the interview, participants read and signed the consent form prior to commencing the interview (Family Health International, 2005). The participants were asked their preferred language for the interview. The majority opted to be interviewed in IsiZulu, while the rest opted for English. However, during the interviews, the participants used a mixture of IsiZulu and English, depending on how best they could express themselves. The researcher is fully conversant in both English and IsiZulu languages, thus there was no challenge in comprehension and transcription of data. There was also no need for translating the full transcripts, as the researcher analysed the data herself.

The scheduled time for each interview, especially for LO educators, was one hour. The shortest interview with an LO educator lasted thirty-five minutes because the participant was in a hurry to finish and proceed with school activities. The longest interview lasted one hour and twenty minutes, with a female LO educator, who shared her experiences regarding CSE implementation. Most of the time, she became emotional and shared a number of stories of her experiences. Most of them were challenging for her and she said they affected her health in a negative way. Even when the interview ended, she still continued talking.

The researcher conducted all the interviews herself. All the interviews were audio-recorded and the researcher took short written notes to supplement the audio-recording. The researcher transcribed the audio-recordings verbatim. Transcribing the data was an ongoing process as the data collection progressed. This was the longest activity of the research process, as the researcher had to be careful not to omit or misrepresent the participants. Forms of expression used by participants were transcribed verbatim even though they were grammatically incorrect at times (Mero-Jaffe, 2011). The researcher endeavoured to keep to the same phrases and the language used by study participants. This was also observed when using quotations from the transcripts (for illustration purposes), in order to retain the meaning articulated by participants. Where the quotations were in IsiZulu, the researcher translated them into English for inclusion in the research report (Elliott & Timulak, 2005).

### 3.8. DATA ANALYSIS

Thematic coding analysis was the method chosen for this study (Ritchie & Lewis, 2003). This method identifies themes that are found in the data set, then they are organised in a logical manner, described for clarity and analysed in order to establish meaning (Nowell, Norris, White, *et al.*, 2017).

The steps followed in this manual iterative process included:

- ✓ **Familiarisation and immersion in data:** The researcher commenced by transcribing the interviews as they were completed. During transcription, the researcher was able to immerse herself in the data and started making meaning of the data (Nowell, *et al.*, 2017). Notes and comments were inserted into the transcripts. The researcher read through all the transcripts, repeatedly, to ensure understanding across all data. Through transcribing, the researcher was also able to get to the minute detail of the collected data because this process was very slow, and involved careful listening including to the tone of voice, which helped to shed light on the emotions and perceptions of the study participants.
- ✓ **Generating codes:** After familiarisation, chunks of data which had similar ideas were put together and labelled with initial codes. For example, codes such as “time”, “stress” were identified with many participants. These codes were inserted in the transcripts using different colours to differentiate the codes (Nowell, *et al.*, 2017).
- ✓ **Searching for themes:** Potential themes were generated next, by grouping together codes that had similar trend of thoughts, for example “lack of time”, “small classroom” which were then placed under the theme called, “structural issues”. Themes were therefore determined inductively by the data (Nowell *et al.*, 2017). Based on the study objectives, which were to identify factors influencing CSE implementation, the codes were put into categories of negative and positive factors. Codes that had to do with participants’ attitudes, beliefs and perceptions about CSE were then categorised into a theme tagged “personal factors”. Codes that had to do with school system issues were put into the theme, “school factors”, while codes that had to do with what transpired in the classroom were put into the theme tagged “classroom factors”.
- ✓ **Reviewing themes:** Themes were reviewed to identify patterns. Themes assisted the researcher to reduce the collected data into manageable data sets (Nowell *et al.*, 2017).



### 3.9. RIGOUR

Rigour is about demonstrating the quality and trustworthiness of data produced by the qualitative study (Merriam, 1995; Wahyuni, 2012). Several methods were used to ensure rigour in this study:

**Reflexivity-** Reflexivity means the self-awareness of the researcher, throughout the research process, where the researcher consistently reflects on her/his own "... personal beliefs, values, and biases that may shape their inquiry." (Creswell & Miller, 2000: 127). After each interview, the researcher compiled reflective notes of her own thoughts and feelings in a personal diary. These notes entailed the thoughts that came to the researcher's mind when the participants were responding to the questions posed to them. The notes also consisted of thoughts and ideas that the researcher had related to what she knows about the CSE programme in schools. These notes assisted in separating what existed in the mind of the researcher and what the participants were communicating during the data collection process.

The researcher also made brief notes during the interaction with participants, which were an effort to assist the researcher not to impose her pre-conceived ideas of CSE on to the data that was generated during the study (Wahyuni, 2012) because of her role in the training of educators for CSE. These notes were derived from verbal and non-verbal responses with participants. The researcher is a district representative of EDC and is mainly responsible for training and mentoring LO educators in the programme. The researcher jotted down her reactions, ranging from how the interview was conducted, to the feeling the researcher had when participants were responding. For example, two male LO educators spoke in a demeaning manner about girls, when they explained how they taught CSE. The researcher, being a female, wrote down the feelings she had about those statements.

**Thick rich description and audit trail-** - The researcher had a notebook, which included descriptions of school environments, and in which she also recorded the transcriptions (Pandey & Patnaik, 2014). The researcher described the school setting and surroundings where the CSE programme was being implemented. This is helpful so that the study reader can comprehend the context in which the LO educators were working (Sutton & Austin, 2015).

Every step of the study process, included any changes, was also recorded. For example, the interview guide was tested and consequently revised. This was due to the responses that were insufficient to address the research. The records of the first and second versions of the interview

guide were kept to show the changes. The appointments list, with dates, venues and documentation of the interviews has been kept as part of the audit trail.

**Triangulation of data-** Using multiple sources and methods to acquire rich data on the same phenomenon is a common research practice (Patton, 1999; Heale & Forbes, 2013). The researcher obtained data from multiple sources; male and female educators from different schools were interviewed, as well as school principals and the District Subject Advisor, who did not directly implement CSE, but were knowledgeable about it, for the purpose of triangulation of data (Merriam 1995; Denzin, 1978, cited in Pandey & Patnaik, 2014).

**Peer debriefing:** The researcher had ongoing discussions with her supervisor during the data collection process, to ensure that the data collected was of quality, and that it aligned with the study aim and objectives. The coding process was done in consultation with the supervisor, also to ascertain that the themes generated were in line with the study objectives. Reflective notes were also shared with the supervisor, who was able to look at it objectively and advised accordingly. This latter part was deemed necessary because the researcher was close to the programme being studied.

### 3.10. ETHICS CONSIDERATIONS

The researcher sought and obtained ethics approval from University of Western Cape Biomedical Research Ethics Committee (Appendix 2). After receiving approval in December 2018, the researcher applied for authorisation for the study from KwaZulu-Natal Provincial Department of Education (KZN-DoE) (Appendix 3). When the authorisation was received from KZN-DoE, the letter was sent to King Cetshwayo DoE District Director for permission to access the schools, educators and the LO Subject Advisor. Participant information sheets (Appendices 8, 9 and 10) and consent letters (Appendix 10) were printed and provided to participants.

These were provided a few days prior to the interview, to allow participants to have a thorough understanding of the study and the commitment they were making. When sharing these documents, the researcher also gave a verbal explanation, thus providing an opportunity to clarify the study. The researcher informed the participants about the details of the study, the data collection process, the audio-recording that will take place and notes that will be taken. Permission was also sought from them for the audio-recording.

The consent forms that were provided to participants stated that they were participating voluntarily, had a right to withdraw at any time from the study, that their personal identity and that of the school would be disguised, and that there would be no incentives provided (Richards & Schwartz, 2002). Code names were used to replace actual names. The information stating the professional role of the participants was, however, included.

The researcher informed the participants that the information collected was important to EDC and DoE, as the programme was going through a pilot process. Their information would therefore be beneficial to improve the programme, where possible. Educators were assured that the information was for study purposes only and would not be used for any other purpose (Aluwihare-Samaranayake, 2012). The researcher also explained that the information generated from the study will not be used as part of monitoring their performance, but rather for programme improvement. This helped to alleviate the fears educators may have had in sharing their experiences.

The transcribed data was put in a password locked folder, which was only accessible to the researcher. The original audio-recordings of the interviews were also transferred to the computer and also put in password locked folder. The data will be destroyed after five years. The contact details of participants were kept securely, in order to contact them should the need arise, but was not accessible to anyone else (Baxter & Jack, 2008).

Apart from some disturbances at the school (such as noises and distractions experienced due to movements during the interviews), all the interviews, except one, went smoothly and no participants displayed or indicated discomfort. Only one female educator became very emotional during her interview. After the interview, the researcher discussed with her about accessing the District Employee Wellness Programme. However, having voiced her dissatisfaction with the programme during the interview, she said she would rather see her private psychologist. The researcher will share the study summary report with the participating schools and King Cetshwayo District DoE and with EDC.

### **3.11. CONCLUSION**

This chapter described the methodology utilised for the study. The following chapter describes the main findings of the study.

## CHAPTER 4

### FINDINGS

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#### 4.1. INTRODUCTION

This chapter includes the findings on the factors influencing the implementation of CSE by LO educators after SLP training in high schools, King Cetshwayo Department of Education district in KwaZulu-Natal. The chapter opens with the summary of the participants' socio-demographic information (Table1). This is followed by the themes that emerged from the data, which are categorised as: LO educators' attitude towards and perceptions of CSE, LO educators' readiness to implement CSE lessons, enablers that facilitate the teaching of CS, challenges that hinder the teaching of CSE and suggestions on ways to improve CSE implementation. Excerpts from the transcripts are used as illustrations to highlight some of the findings in this chapter.

#### 4.2. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESEARCH PARTICIPANTS

The study participants consisted of six LO educators. The key informants included three principals, one deputy principal, and one LO subject advisor, all within the age range of 33-55 years. The key informants, excluding the subject advisor, did not receive any CSE training prior to the EDC SLP training. It was difficult to recruit both males and females as key informants, because the participating schools mainly had male principals. However, both sexes of LO educators were represented. The majority of the sample had more than five years work experience in the field of education. Only one LO educator had pre-service training in LO. Table 1 shows the summary of the socio-demographic characteristics for each participant and key informant. All interviewed LO educators attended a training workshop run by EDC. This training aims to improve the educator's teaching capacity and to strengthen the knowledge, skills and level of comfort needed to effectively teach the scripted sexuality education lessons.

**Table 1: Demographic characteristics of LO educators and key informants**

<b>Educator No.</b>	<b>Sex</b>	<b>Age</b>	<b>Work Experience in LO</b>	<b>Pre-service study in LO</b>
1	Female	53	+ 6 years	None
2	Male	38	+ 5 years	None
3	Female	43	+ 5 years	None
4	Male	33	+ 10 years	Yes - specialist in LO
5	Male	40	+ 5 years	None
6	Female	52	+ 4 years	None

<b>Key informant No.</b>	<b>Sex</b>	<b>Age</b>	<b>Work Experience in Education</b>
1	Female	+53	3 months
2	Male	+ 55	7 years
3	Male	+ 53	6 years
4	Male	+ 54	10 years
5	Female	+55	+10 years as LO subject advisor

### 4.3. PERCEPTIONS OF AND ATTITUDES TOWARDS CSE

#### 4.3.1. Positive perceptions and attitudes about CSE

Both key informants and LO educators articulated that they were in favour of the teaching of CSE. Some of the reasons cited for favouring CSE were the myriad of social ills that manifested in schools. These included learner pregnancy and learners having sex on school premises. Comprehensive sexuality education was seen as a solution to some of these social ills that were confronting learners, and which could no longer be ignored. The need for, and benefits of CSE was therefore recognised.

*“...for the past 6 years, I am seeing the impact of being part of this thing [CSE], unfortunately others think we should not talk about it because of religious reasons....., the truth is that we need to talk about it, we cannot run away from it....”* (Key Informant

1)

Some key informants said that there was something good about teaching CSE because it discourages early sex debut, and they have seen a decrease in learner pregnancy as a result of CSE.

*“... I have 25 years here in this school...there was baby boom years from 2000-2006, our school was even identified by DoE as high pregnancy school...we agreed with other teachers that we need to call girls and talk to them....in my observation since we started with lento [referring to CSE] in the classroom, pregnancy is dropping, this year I saw one girl pregnant....”* (Key Informant 2)

Participants noted that learners were engaging in sexual activities without fully comprehending the effects of early sexual debut and its consequences. Five out of six schools, who were part of the study, mentioned that learners were engaging in sexual activities on the school premises. The participants indicated that CSE would play an important role in reducing such risky sexual behaviours.

*“...in the past years, even now, I always complain about that, that learners will stay after school because they think no one is around and they take that opportunity to ...practice sex in the classroom or toilets. There is no security at the school, which is why maybe they think it's the right time to do that... but with CSE we will be able to teach our learners.”* (Key Informant 1)

#### **4.3.2. Personal values and ambivalent feelings about CSE**

The educator's social background, such as traditional practices and religion seemed to have played a role in how they interacted with CSE when teaching learners. Most educators said that they were able to put aside their personal values to teach CSE after they received CSE training. This was due to prevailing social ills in the local community, and an acknowledgement that learners were already engaging sexually.

*“...no!!! no! Values are no longer having effect on me, the world has changed, you have to change...”* (Educator 5)

Other educators said that they are fully aware that CSE goes against their personal values and culture, but they had to do it anyway.

*“...I was shy because by the time I grew up I was taught about my family culture, so I know family values, I know my society values, now I am supposed to go against those values and teach their child about sexuality, and teach them what was not good about it.”* (Educator 1)

Some educators felt comfortable with topics relating to social skills, such as decision making and goal- setting, but had some reservations about teaching some other aspects of CSE. These other aspects included talking about parts of the body like genitals, love relationships, explaining condom usage and termination of pregnancy. The reasons cited for such reservations were largely related to culture and religion which, according to their knowledge and experience, does not promote talk about sexuality matters between an adult and a child. should

*“.... And I feel shy because I know some of the learners in my church. I am something else in the church, inside the classroom, I am something else, so I felt shy because of those learners inside the classroom...”* (Educator 1)

This was the sentiment expressed by an educator, who had a leadership role in the same church her learners attended. She felt that she was confusing her learners by the conflicting roles she was playing.

Despite having attended the CSE training, some educators had ambivalent feelings about teaching CSE, as they felt that it had the potential to incite learners to engage in sexual activities. The fact that CSE does not promote sexual experimentation is emphasised during CSE training. These educators said that they have seen an increase in teenage pregnancy. Some attributed the rise in pregnancies to open discussion about sex in the classroom.

*“.... They [learners] are taught about sex, but it's like you are sending them to do it [sex] even more...”.* (Educator 3)

Learners who spoke openly during CSE lesson, by freely uttering words like sex, genitals or related sensitive terms, created mixed feelings among LO educators. Other educators felt appreciated because learners were talking freely and that meant that they were happy with CSE, while, other educators felt disrespected. Those who felt disrespected said that learners failed to understand the appropriate and culturally acceptable way to talk about sexuality with their LO educators as adults. For example, one educator was shocked by a girl learner who had the courage to share intimate information in the classroom without fear:

“... yes, *isnemfu TSU*, [the snuff which girls insert in the vagina to make it dry] *they told me how to use it, so that you become hot with your boyfriend, can you imagine...?*”  
(Educator 3)

#### 4.3.3. Other educators' negative perceptions and attitudes about CSE

On the other hand, both the educators and key informants shared the fact that some of their colleagues had negative attitudes towards the teaching of CSE. There were various reasons cited for this.

“.. *you see, other educators are sceptical about this teaching of sexuality, they think it's encouraging learners to go and have sex...*” (Key Informant 2)

Some LO educators felt that they were being vilified just for being LO educators.

“... *my colleagues don't care if I do CSE or not, they take me as bad teacher, the other teachers directly told me that I am corrupting children's minds. I will not teach CSE, I don't even know where I would start. They say it's good for me because I am used to talking foul language, they say I am corrupt....*” (Educator 3).

Another participant made reference to some colleagues who were in love relationships with learners. There was a sense of fear by these educators that the learners would be sensitised to their rights through CSE, and would stop having love relations with their educators. As an LO educator, she thus felt ostracised by colleagues who were into this practice.

“.... *Some educators are living other lifestyles [like being in love relationships with learners], so they see an LO educator as something who wants to interveeeeeeeene [elongated pronunciation for emphasis] in the lifestyle of learners, so they tend to ask learners 'what is she teaching?'*” (Educator 1).

There seemed to be an attitude of distancing oneself from CSE by some non LO teaching participants by referring to CSE as *lento* (it) instead of calling it by its correct term. The colleagues of LO educators would also refer to HIV issues as '*your thing*'. This created a sense that CSE was only for the specific LO educator, and not educators that are not directly involved in teaching CSE. On the other hand, it was very rare that the LO educators in this study referred to CSE as '*lento*', as they would use the actual term of CSE showing that they were comfortable with it.



Another concern raised by one educator was the fact that learners were trivialising HIV. The educator said that when she discussed HIV with learners, they tell her that it is not a threat anymore because of the treatment available. She expressed that this may lead to the practice of unsafe sex. Teaching CSE therefore, assists learners to make informed decisions about sexual engagement.

*“...the learner would say, that HIV is like flu, you see that they don’t care about HIV?... It’s the same as high blood pressure, you take pills [referring to anti retro viral treatment] and life goes on...”* (Educator 3)

#### **4.4. ENABLERS OF CSE IMPLEMENTATION**

This theme refers to factors that created a conducive environment for the educators to implement CSE. The enablers of CSE implementation emerged at personal, classroom and school levels.

##### **4.4.1. Personal enablers**

These enablers refer to what the LO educators experienced on a personal level, and it includes the impact of the CSE training received, their understanding of CSE and the feeling of affirmation from teaching CSE.

The academic training in LO played a major role in capacitating one of the educators to teach CSE. In the following response, one educator spoke confidently and passionately about teaching CSE in grades 8-11.

*“...yes, I did study LO at varsity. LO was my major, so I never ever was lacking when it comes to information on how to groom someone, how to help someone to live a responsible life...”* (Educator 4)

All educators highlighted the importance of the CSE training they received from EDC, which equipped them to teach the sensitive contents of CSE.

*“...So those workshops were very important for us as educators, so we know now what we supposed to do and what not supposed to do, we know how to do lesson plan, as well as how to follow lesson plan and how to do the tasks.”* (Educator 1)

Some educators commented that they gained the confidence to use sexuality terms, speak about genitals, and discuss topics, which they had not been confident to do prior the training, even though some of the content was in the prescribed books. Educators referred to genitals as

private parts most of the time. They said it was difficult to the proper term (genitals), especially if it is Zulu, as it sound like an insult.

*“...with the training you provided, it was the start of the good thing, because there were those topics like I would say let me skip here, I am skipping this topic, ...I can't say this word, woohh this picture!!!! (making shocked face), I am no longer scared of private parts....”* (Educator 5)

Educators also asserted that the orientation they received from DoE to teach LO did not adequately address sexuality matters and how to teach CSE. This is the orientation which is provided by subject advisor at the beginning of the year to introduce LO educators to the LO content. The educators and subject advisor commented positively on scripted lessons teacher guides which made teaching CSE easier.

*“...these lessons (CSE teacher's guides) are very practical for teachers, they even have more activities, clear homework, they are very good compared to the prescribed materials. When I monitor LO, I tell them to use SLP [Scripted Lesson Plans] activities, tasks and homework, because the prescribed book does not have them...”* (Key informant 5)

Understanding the concept of CSE by educators was helpful in facilitating and enhancing the teaching of the CSE lessons. Almost all the educators interviewed were able to articulate their understanding of sexuality.

*“.... ok, when it comes to relationships, I think sexuality has to do with how do they (learners) relate to each other as male and female, how do they control themselves to each other, how do they perceive each other, taking out the negative attitude towards other learners that a male is supposed to do this towards female learners, its where they are supposed to make healthy relationships, when it comes to their sexuality ...”* (Educator 1)

Messages of affirmation and positive outcomes gave LO educators encouragement to continue teaching CSE despite some challenges.

*“There are 3 girl-learners I am proud of. I started teaching them CSE in grade 9, now they are in grade 12 and they are still virgins, that gives me satisfaction, as an LO educator.”* (Educator 3)

The learners referred to in the quotation were very close to their female LO educator and they constantly shared their personal lives with her. They told her that they were virgins and they were learning so much from CSE. One of these girls wrote an essay for another subject, praising the LO educator for being brave to teach CSE and acknowledging that she wants to be a virgin until she gets married. The LO educator acknowledged that she gains satisfaction from this kind of affirmation. To her, virginity meant that they learnt from CSE and thus abstained from sexual activities.

#### **4.4.2. Classroom enablers**

These refer to the circumstances in the classroom that make it easy for the educator to deliver CSE lessons.

The LO educators articulated that the interactive teaching methods advocated by CSE scripted lessons were effective in class, as it made the lessons interesting to the learners. They found that the scripted lessons were useful, compared to the prescribed books that they used for normal teaching. The educators stated that learners were more participative when practical and visual methods were used for the lessons rather than didactic teaching.

*“... visual things like videos make them to focus and talk a lot, like having more videos, they tend to look at those movies...the way we generally teach our learners is boring.... I download sexuality things [information] from Google and project them in class...”*

(Educator 2)

The method of CSE delivery created a conducive environment for debate and counteracting community accepted stereotypes. One LO educator highlighted the fact that in the community where he taught, the boys were physically abusive to the girls. In the community, the woman is referred as a ‘thing’ (sub human) and is easily slapped by her partners. Due to the prevalence of this practice (gender based violence) in this particular community, girls used the classroom debates to challenge boys on community practices.

*“...the boy has hit the girl with a sharp slap [participant makes sound of a slap]. ... maybe the boy was calling a girl to come to him but she didn't go or she kept quiet. The boys are used to this violence, they learn in community, boy says the girl is a THING, you can hit her anytime, it's not a human ...”* (Educator 5)

The classroom interaction between learners and the LO educator was therefore useful as a platform for dealing with prevalent violence against women. The girls were comfortable in

class to confront boys about issues of gender-based violence in the community and how they were maltreated by boys in school.

The LO educators acknowledged that the learners were eager to talk about sexuality matters. The learners even offered to demonstrate condom usage, thereby displaying their knowledge of the subject. The learners' openness towards the topic made it easier for the educators to teach CSE content.

*"...at first talking CSE was scary, but as you talk to learners you find out the opposite, there is more openness and actually they enjoy talking about it. Learners talk openly on issues adults are very scared to talk about. Learners openness makes the teacher comfortable to talk CSE..."* (Educator 5)

Learners often displayed excitement during CSE and this was considered to be a success, but also a challenge for programme. The LO educators acknowledged that it was a challenge because in the classroom setting, learners would be uncontrollably noisy. Learners would ask many questions and the educator would end up not being able to finish the lesson. Sometimes, the learners would ask the educator to continue with the lesson, even if the period for LO had ended, showing their enthusiasm for CSE.

Learners, sometimes went to the extent of refusing to do physical education (which is also part of LO), preferring the talks about sexuality matters.

*".....they don't want me to leave the classroom, they (learners) come to get me [from staff room] come and teach (CSE), they don't even want to go for a break or do physical education."* (Educator 6)

All the LO educators acknowledged being friendly with their learners in class, and this provided a conducive environment for learners to freely interact with them, on social, personal and academic issues, without fear of being judged.

#### **4.4.3. School level enablers**

School level enablers were influenced mainly by support from other educators, the school management and external organisations. In one particular school, the LO educator revealed that all the educators and school management worked as a team to address learner behaviour challenges. This minimised the burden of LO educators of taking responsibility for learner social issues. The following quotation illustrates that this educator felt that his school was coping better than other schools in this regard.

*“...so learners are groomed holistically by all educators, we are collectively training our learners how to behave in a certain way, so we don't have lots of challenges that other schools are facing, like high teenage pregnancy, it's not in our school, its high out there, but not in our school... we are a school with a certain culture, we don't just behave like any other school....”* (Educator 4)

In another school, all educators played a role in conducting separate talks for boys and girls. These talks mainly dealt with learners' risky sexual behaviours and the consequences. These were facilitated by all educators, even those who were not part of LO. 'Boys and girls' talks facilitated by non-LO educators were also mentioned in other schools.

The support of the management structures of the school was identified as another facilitating factor. Some participants confirmed that after they had explained the aim and content of CSE to their school governing bodies (SGB) and school management team (SMT), teaching CSE became easier as there were no objections to it. The principals, who worked closely with their LO educators, took the initiative to talk to parents about CSE scripted lessons. This was significant in that it reduced the objections to CSE during parents' meetings.

*“...I can start with the principal, he is an organised person, he told the SMT [about CSE], they know very well what is going on in the LO content, even the SGB know what is happening very well about LO, I am well covered, when I started with CSE, I thought more parents will come and give me a problem, but there is nothing, its peaceful, so I am teaching with confidence.”* (Educator 1)

There were also NGOs that assisted some schools to provide sexual and reproductive health education to learners, and this supported the role of the LO educator. Participants felt that these organisations were professional, and much more equipped to deal with learner issues on sexual and reproductive health.

*“... We are also working with social workers, there is this programme called Mpilonhle that is run by government, they come to school and assist learners in many ways ...”.* (Educator 4)

Some educators reported observing the health calendar and this assisted in increasing learners' awareness on reproductive health issues. This was seen as an extension of CSE to the whole school. The health calendar activities mostly observed were STI week and school AIDS Awareness week. Other schools had nurses, police and social workers, who come to educate

learners on different matters relating to sexuality education. Despite the enablers identified above, various challenges emerged that confronted CSE implementation in these research schools.

#### **4.5. CHALLENGES IN CSE IMPLEMENTATION**

The challenges are categorised into four levels: personal, classroom, school, and community level factors. The personal level factors relate to inner feelings and thoughts, experiences, values, as well as their interaction with others.

##### **4.5.1. Personal level challenges.**

###### LO educators and stress

Some educators felt overwhelmed by certain issues learners reported to them, on a regular basis. There were various social issues experienced by the learners, which the educators felt helpless to address in many instances.

*“... if we can allow them to come to us, in this big number we will die... because of stress, knowing in that class I’m going to face this learner...”* [saying in long discouraged tone] (Educator 1)

The comment above was by a female educator from a high enrolment school, who felt overwhelmed by the number of cases she had to support. Another female LO educator expressed her deep frustration about teaching LO. She narrated different negative experiences she has had since she started teaching LO. She asserted that if she had a choice and another opportunity, she would not teach LO. She cited the issues presented to her by the learners as the cause of her being emotionally drained. Her responses were very long, laden with heavy sighs and she presented some instances in a dramatised manner (acting out how learners spoke to her in some instances). Even after the interview, she continued talking. She compared an LO educator to being a ‘doormat’, thereby expressing her frustration at the lack of support, and how demoralised she felt as an LO educator; especially because she was not specifically trained to teach LO.

*“... ok, I teach LO but it was not my major subject while studying. I took this LO educator position because it was the only remaining subject in school that had no teacher. In my mind, I thought it was general. Ok, while I was teaching, eyy [exclamation] found challenges, cos I was a social worker somehow. If a learner is*

*affected by the topic I have just taught, they will follow me outside the classroom and ask questions, others tell you difficult things!! .... An LO educator is just a doormat...”*  
(Educator 3).

#### Male educators’ attitude towards girl learners

There were instances in which male educators allowed their personal moral attitudes to surface while teaching CSE scripted lessons, thereby displaying their gender bias. Two male LO educators spoke disparagingly about girl-learners. When they explained how they taught CSE lessons, even after CSE training, the point of reference was mainly females and girls. For example, they attributed sexual activity to girls allowing themselves to be used by men. These male LO educators spoke in a demeaning manner when referring to girls’ sexual activity.

*“... there you are uvule imilenze<sup>1</sup>, a boy is sleeping with you and tells you that you will not be pregnant... it’s impossible!!!...\_boys come to you because they want to sleep with you, you seem to be more desperate.... Because a boy says I am walking away if you don’t have sex with me, you [girls] tend to say, ‘Don’t walk away I will give you what you want...’ [I will have sex with you]”* (Educator 2).

Another example of vilifying girls was the following comment made by a male LO educator regarding learner pregnancy.

*“...I always say in classroom, ‘You have chosen to be a mother, stay at home and be a mother ikushikashike ingane.’<sup>2</sup> Instead you come to school wearing your tiny skirts [school uniform for girls], you have left your baby with grandmother... ”* (Educator 5)

#### **4.5.2. Classrooms challenges**

These are the experiences of LO educators with regards to the difficulty they experienced in classroom while conducting CSE lessons. These included sensitive topics, learners labelling and teasing each other, and age variations in same class.

Participants admitted that some topics covered in CSE raise strong emotions in learners who were experiencing sensitive issues at the time. One LO educator reported that in one of her classes, a number of learners had privately shared with her their HIV status. This made it

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<sup>1</sup> In Zulu vernacular language *uvule imilenze*. it means ‘with your legs open’ this is crude and insulting to a woman

<sup>2</sup> *Ikushikashike ingane*- This is a figure of speech in Zulu which mean ‘suffer the consequences (of being teenage mother)’, which is said when someone is angry with a person and doesn’t wish her/him well. Also, it has a judgemental and punitive message in it.

difficult for her to discuss HIV in that class, as it would appear as if she was specifically addressing the concerned learners.

*“...there are lots of learners who are HIV positive and even experience rape. So it’s a challenge because at times you feel guilty when you know that a learner spoke to you, maybe about that particular thing or experience, remember you are teaching in that class, it’s as if you are speaking about her, whereas you are focusing on the content, not directing to that learner so it’s a challenge when it comes to learners with problems...”* (Educator 1)

Educators also mentioned that learners would label each other based on the type of questions they asked during CSE lesson. The issues of homophobia and being sexually active were the most mentioned.

*“...Some challenges in the classroom is that they tend to label each other..., for example asking questions as if you know more, or you doing sex, or if you asking questions as if you know more, others ask innocently, those who are lesbians are the ones with more problems (of being labelled) ... and they are being stigmatized with those things...”* (Educator 2)

Learners also found an opportunity to tease and mock each other in class, when the CSE topic was related to something they knew about each other, for example homosexuality and pregnancy.

*“... ‘Thoko, the teacher is talking about you,’ whereas the teacher is teaching in general about issues, then you end up unable to proceed with the lesson because you feel as if there is someone you offending ....”* (Key informant 2)

The learner who was being teased would sometimes react negatively, thereby leading to tension that negatively impact on learners’ participation in class. The LO educators confirmed that, sometimes pregnant learners even left school long before they were due to give birth because of being teased by other learners.

Another classroom challenge raised by the educators was the age differences between the learners in one classroom where they taught scripted lesson. They voiced a concern that teaching CSE in a class where learners’ ages varied was difficult because the topic discussed might not be appropriate for all ages that were represented in the class. They said they



sometimes skipped or added to contents, in order to accommodate all learners, which was not ideal.

*“...the age of learners varies in each and every class, they are those learners who know [about sex] and they are older they are even above 21 years. There are those who are about 16-18 whereas there are those who are 15-16, they are very young [sad soft voice], they are innocent. So I feel shy, because to me I feel as if I am telling something that parents doesn't want them to know....”* (Educator 1)

#### **4.5.3. School system challenges**

The majority of participants acknowledged school system challenges when implementing CSE, such as shortage of time to do CSE lessons; lack of floor space to do interactive activities in class; LO content overload, and thus, the inability to finish the syllabus; educator rotation; the low status of LO; and limited support from other government departments.

##### Impact of lack of time and space

Most participants asserted that the lack of time was the major reason that they did not follow the CSE scripted lesson plans as prescribed in the educator guide. This affected fidelity of implementation.

*“...Yooooohhhh!!!, we don't have sufficient time to teach LO, we got only two periods per week, [one hour for LO theory, which also includes scripted lessons and one hour for physical education which is outside the classroom] so it's very difficult... we got too much content [in LO], then the time is limited... because you have to utilise one period in class, the other outside the next period, so we don't have sufficient time cover all the content we supposed to cover to teach...”* (Educator 4)

Scripted CSE lessons require interactive methods, which educators stated takes up a considerable amount of time. Many educators further indicated that apart from time, because of the challenges of big class sizes, and lack of space, it was easier to revert to the traditional methods of teaching.

*“...the methods .... OK ... it's not easy, we are overcrowded in our classes, those are the challenges we face, being one teachers to teach all these grades is very challenging...so it's difficult to use these methods that are proposed in SLP, like debating and stuff, there is no time and space to do that... giving them classroom and homework, giving*

*them role plays and debating will not work, we don't have floor space for that ....”*  
(Educator 4)

Another concern raised that is related to time was the challenge of LO subject content overload, which was already allocated only one hour theory period per week. The 5 LO CAPS topics had too much content to be taught, than time provided for it.

*“... how are the teachers supposed to teach all this in one period per week? This is compromising the LO content, which is already overloaded....”* (Key informant 5).

This concern was also acknowledged by another educator, who explained that LO content in grades 8 and 9 is overloaded educators do not finish that syllabus. The addition of scripted lessons is therefore further eroding that time. Educators expressed that scripted lessons were an addition, which was not factually correct. This was thoroughly explained during CSE training.

*“... right now, they are writing exam and we did not cover the content, we are supposed to cover [LO theory prescribed content], so we are just trusting that during holidays we will be teaching ...”* (Educator 4)

#### Educator rotation and low status of LO

The educators raised the issue of educator rotation as a key factor that negatively impacted on the implementation of CSE. This point was also emphasised by the key informants, who admitted that they had no control over educator rotation. Participants explained that LO was a filler subject, meaning that the educator with a lesser workload would be allocated to LO. Also, when another subject did not have an educator, the LO educator would be the first to be allocated to replace that educator, leaving LO without an educator.

One educator commented on the implications that educator rotation had on the teaching of LO and stressed the importance of having only dedicated skilled educators to teach LO and CSE.

*“.. the challenge is teacher rotation; the management keeps on moving LO teachers. There is so much investment that has been made in training the LO teachers [to teach CSE scripted lessons], if they are suddenly moved to the [other] subjects, the information is not passed on in a way that should be. As a result, LO and CSE falls apart. LO must have dedicated teachers....”* (Educator 2)

Some educators acknowledged that LO was regarded as a low status subject because it was not externally examinable, implying that it had no academic value. Other subject educators would ask LO educators to give up their class periods, so that they could use it for their ‘more important’ subjects.

*“... other teachers when they are short of periods, they ask me please give me your LO periods’, it's like LO is not a subject, it's like I don't use it [time] fruitfully...” (Educator 3)*

Participants acknowledged that because of shortage of staff, LO would sometimes not have an allocated educator, for as long as six months. At times, the school would allocate the principal to teach LO. However, the principal’s hectic schedule would result in minimal teaching of LO and CSE.

#### LO Subject Advisors are limited and not skilled in CSE

Other key informant expressed that the district has only one subject advisor for the whole district which was creating support challenges for the schools. The issue of lack CSE knowledge and skills by subject advisors was also expressed by key informants. The participants articulated that they (subject advisors), are not well versed in CSE, even though it is part of the curriculum.

*“...Department [DoE] has to provide specialist LO educators, who will just focus on this [CSE] content. They must also give us LO and CSE skilled Subject Advisors, right now it's a struggle.... What do you do with one advisor for the whole district with so many schools....” (Key informant 4)*

#### Limited support from other government departments

The poor provision of government services, such as from Department of Social Development (DSD) and Department of Education’s Employee Assistance Programme, (EAP) were seen not to be helpful in some instances when support was required by the school.

*“...the things [services] of the Department are not reliable, because you ask for help now, today, you can only get help next year....” (Educator 3)*

The above LO educator narrated various examples where DSD services had failed her in time of need at the school. The cases she narrated were about social workers, who did not come to school when she called them for assistance with learner cases. She also emphasised the fact that the EAP was not useful for her own needs when she had a traumatic experience at school

with a learner being shot at school, in her presence. The counselling that the EAP was supposed to provide was delayed, and when the service was eventually provided, the educator said that the intervention was not satisfactory.

#### **4.5.4. Community level challenges**

These will be discussed from the point of view of local culture, the media and social networks.

##### Local cultural practices

One educator linked the prevalent pregnancies in her school to the locally encouraged practice of *ukuqoma*. This was her concern as she said she saw more and more learners in grades 8 and 9, fully practicing *ukuqoma* and some becoming pregnant.

*“.....for example, the community we live in [where school is located], you find that very young girls get into sexual relationship very very young, through this ukuqoma practice. Parents say ‘now because you are menstruating, it means you must have a boyfriend who will pay bride price for you’, this makes it difficult (for educator) to undo that education from her family because sexuality education promotes delaying sexual debut and discourages teenage pregnancy....., so that girl becomes pregnant and many other very young girls in this community...so it is very important that we (educators) talk to these children about this (sexuality)....”* (Educator 6)

The LO educators said that some local community practices contradicts what learners were taught through CSE scripted lessons, such as risky sexual behaviours and related consequences

*“...eyi [exclamation], there is a challenge, teachers say this and community says something else, our language is not the same. The community needs to be sensitised that it is okay to talk about sexuality and discouraging early sex debut. Children must be told the truth...sometimes you hear that grade 8 learner is not in school for a week or a month because she is visiting her boyfriend. When you call and ask the parent, she (parent) has no problem with that, instead she says you talk like that because it’s not your child...”* (Educator 6)

The above comment is from an educator who teaches at a rural school. She said the community where the school is located practices *ukumisa iduku* or *ukuqoma*. The educator explained that this is a ceremony between the families of a boy and a girl, and gifts are exchanged, as a symbol of a relationship between the two families. The boy and girl are then allowed to have sexual relations. The community is said to justify this practice by saying that if the girl has done

*ukumisa iduku* or *ukuqoma*, if she becomes pregnant, it is already known who made her pregnant because it is common that girls would be rejected by their partners– disputing paternity. Therefore, in order to avoid rejection, fatherless children and bringing girl’s family name to shame, the practice of *ukumisa iduku/ ukuqoma* is justified.

An educator, in another rural school, highlighted that the local community and their local chief did not want to hear anything about promoting the use of condoms. The fear of local traditional leadership, who might take action against the school for teaching ‘foul language’, was also cited as an inhibitor. The LO teacher was being blamed for contradicting local traditional practices. This traditional leader is said to encourage his community to bear more children so that his village grows in numbers. Condom usage for him counteracts what he wants for this community.

*“...We are a little bit scared of the community..., if I say use a condom...I don’t want your fiancée standing at school gate and saying I don’t have a child because of you [LO educator] .... they [community], are looking at girls as wives. Mother of their children, yet us [LO educators] are teaching different things...”* (Educator 5)

In both these rural schools, the educators said that early marriages involving very young learners are common. Both these communities were reported to be prioritising marrying their young girls over education. The community sees girls as wives as soon as they reach grade 10. Girls were said to take pride in being pregnant because it gave them a status symbol. One LO educator narrated that when he asked why a particular grade 9 learner became pregnant, she answered: *‘he [the partner] promised to come and meet my parents so that he will make me his wife’*.

### Role of media and social networks

Most participants said that media and social networks, especially television and mobile phones, promote sexual activity among learners. The participants asserted that television programmes with sexual contents were shown early in the evening when young children would also be watching. The media was blamed for exposing young people to sexual information without considering childhood innocence. Mobile phones were also said to be the problem because they give access to the internet, where they believe learners are exposed to inappropriate sexual content.

*“...and our children are more into technology, they learn a lot of things from the media internet and parents are absent...., again all the tempting the kind of lies they are getting out there in the society. They [parents] are buying their children smart phones [repeats in loud voice]. We are having problems with these phones (talking in an upset tone) ....”* (Educator 4)

#### **4.6. SUGGESTIONS ON HOW TO IMPROVE THE IMPLEMENTATION OF CSE**

Participants expressed their own recommendations to improve the implementation of CSE lessons in schools. These are the contributions of both educators and key informants.

##### **4.6.1. An interdisciplinary approach to CSE**

Schools were said not to have all the necessary resources, including educators with all the relevant skills and would therefore need external support. All the participants recommended a multi-sectorial approach, whereby different stakeholders (government and private organisations), play an active and supportive role in advancing the CSE programme in schools.

The most mentioned stakeholders were DoH, DSD and South African Police Services (SAPS). The participants recommended that the DoH should send nurses to provide information on sexual reproductive health services and even bring these services in schools. They also recommended that the DSD should provide much needed psychosocial support to learners with emotional and psychological issues. For example, one educator mentioned that if some learners find out that their HIV positive status is known by others, they would contemplate suicide.

Participants said even though the DoE placed Learner Support Agents (LSA) in some schools, it was insufficient. These (LSA's) are young people employed by DoE on short term contracts, to assist the school to handle non-academic problems facing learners. Participants said that DoE should fully capacitate LSA to work with learners and address their social problems.

The participants still recommended that schools be provided with various audio-visual materials to implement CSE. This will enhance learner participation, focus, and stimulate discussion. The inclusion of videos with CSE content was suggested to stimulate learners visually and psychologically. Conducting separate dialogues with boys and girls was also said to be a step in the right direction. Some LO educators reported that they do these separates talks because, sometimes, girls do not talk freely in front of boys.

*“... hmm, I think we invite important stakeholders like social workers, like nurses... any stakeholders... they must come and just inform learners what is happening, even on the assembly [morning or afternoon praying time for the whole school] or even separate between the boys and girls and tell them what is happening in real life so I think this is really important...”* (Key informant 1)

#### **4.6.2. Sensitise local community on CSE**

Educators, mostly in rural schools, pleaded that more work needed to be done with the community, to sensitise them about various aspects of CSE. The request to address community practices emanated from schools where there were practices of *ukumisa iduku*, which they (educators) claimed it leads to early sex debut, early marriages and gender-based violence. Mobilising parents to play an active role and to be aware of conflicts between CSE and community practices was an overriding plea from all educators.

*“.. for real, there has not been any community education or creating awareness amakhosi [tribal chiefs] on sexuality and young people, its only in schools, education [on CSE] must also go to the community as it is done with male medical circumcision....”* (Educator 6).

#### **4.6.3. Implement school policies**

Participants recommended that schools should implement policies that address learners' misdemeanours, especially sexual behaviour on school premises. The participants highlighted that the DoE system has various policies that were not being implemented and that it was high time that these policies be brought to productive use.

*“...health education programme needs to be revived and be implemented not be decorative policies or be done for compliance....”* (Educator 2)

Some participants expressed that condoms be made available in schools, to help those who are already sexually active.

*“...I can say that condoms be put in school, so that those who are failing to abstain from sex can get them, instead of them having unprotected sex...”* (Educator 6)

#### **4.6.4. Address rotation of educators**

The role of DoE Circuit Managers was said to be key in dealing with educators' rotation. Principals report to the Circuit Manager, and if principals could highlight the importance of

CSE scripted lessons and having dedicated educators for it, the problem of the rotation of educators could be addressed. One participant suggested that CSE scripted lessons, should have a stand-alone teacher because it is a specialised subject that needs sufficient time, and someone with specialist skills, to teach it.

*“... according to me, unfortunately things cannot happen at my will...government must employ one educator who can teach at school about this thing [CSE scripted lesson]...this must be a person who knows their story (CSE)...this person must receive thorough training on CSE...”*  
(Key informant 2)

Participants felt that the ordinary educator is not professionally capable of implementing CSE.

#### **4.6.5. Integrate CSE into other subjects**

The integration of CSE into other subjects, over and above LO was also suggested. One key informant emphasised that every aspect of life and learning content can include sexuality (It does already form part of biology/life sciences). This integration would make CSE everyone's responsibility, and make learners understand that CSE is about life. The educators of the different subjects can link their subjects to CSE matters. For example, the Natural Sciences were seen as an automatic fit.

*“...as I am a geography teacher, there are areas like in my subject like population growth, urbanisation, so I can touch those things and include sexuality, and make some examples so that learners understand and get information from all of us, not just one LO teacher...”* (Key informant 2)

#### **4.7. CONCLUSION**

These findings are the views and experiences of the study participants. The key findings reveal that there were both positive and negative factors influencing the delivery of CSE. On the positive side is the fact that most schools, education districts and educators appreciate and welcome CSE. They see the potential of it alleviating risky sexual behaviours among learners, and training educators to teach CSE. Another positive factor is that learners seemed to enjoy the CSE lessons, and hence, took notice of its content. There was also support from colleagues in some schools. On the negative side, there was the concern about the shortage of time to teach CSE and its resultant consequences; high LO educator rotation resulting in the underutilization of CSE trained teachers; the issue of community practices that were contradicting the essence of CSE; the negative attitude of some of the male LO educators towards the girl learners; and



the negative attitude of some colleagues towards CSE. The discussion chapter will reflect on selected issues emanating from findings.



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## CHAPTER 5

### DISCUSSION

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#### 5.1. INTRODUCTION

Various studies report on the vulnerability of young people to HIV infection and also their susceptibility to risky sexual behaviours. The exposure of young people to CSE has a positive impact in influencing the sexual choices they make, thus minimising HIV infections and teenage pregnancy, enhancing a positive view of one's sexuality (Chandra-Mouli, Svanemyr, Amin *et al.*, 2015; UNESCO, 2017). The school environment has been pronounced as a conducive environment to teach CSE (UNESCO, 2018). However, there are factors in the school environment that act as facilitators and barriers to the implementation of CSE. The findings of this high schools study indicate that these factors exist at various levels, namely personal, classroom, school, and community levels. Similarly, the study conducted in America by Eisenberg, *et al.* (2012), found that CSE implementation in USA schools had facilitators and enablers of CSE at different levels, which apart from intrapersonal factors, included interpersonal, organisational and community levels (Eisenberg, Madsen, Oliphant *et al.*, 2012). This chapter discusses the findings of this study, by highlighting some key areas within these different levels, and relating these to relevant literature on the subject.

#### 5.2. PERSONAL LEVEL FACTORS

These will be discussed from the angle of the perceptions about CSE, personal beliefs, male attitudes towards girls in teaching CSE, training, and multiple roles of LO educators

##### 5.2.1. Educator perceptions of relevance of CSE

A positive factor at the personal level was that the LO educators had a strong perception and thinking that CSE is valuable for addressing learners' risky sexual behaviours. This perception is advantageous for CSE implementation because it means educators see the relevance of CSE and how it could have impact on learners' lives if they received CSE. Educators referred to various incidences where their learners were displaying and engaging in risky sexual behaviours. These educators' experiences served as a motivating factor for them to implement CSE scripted lessons, so that learners could be influenced to engage sexually in a responsible manner. The perception of educators in this study is corroborated by a plethora of international and South African studies that emphasise the importance of CSE for learners. According to UNESCO (2018), CSE prepares young people to have positive view of their sexuality, helps

them to lead productive, safe sexual lives, enhances and improves gender sensitivity, develops decision making on various aspects pertaining their lives.(UNESCO, 2018) . Another key aspect of CSE implementation argued for in various literature is to address the many other social ills that negatively impact on the future trajectory of young people including: early sex debut; high teenage pregnancy; prevalence and incidence of STI's including HIV; substance abuse and high learners school drop-out rates (Department of Education, 1999; Plummer, Wight, Wamoyi *et al.*, 2007; Department of Basic Education, 2017; UNESCO, 2012; Patton & Temmerman, 2016; Department of Basic Education, 2012; Zuma, Shisana, Rehle *et al.*, 2016).

### **5.2.2. Benefits of CSE training**

Another positive finding revealed by this study was that receiving training on how to deliver CSE scripted lessons facilitated by EDC, played a critical role in enhancing the ability and confidence of educators to implement these lessons. The three-day training received resulted in some LO educators gradually becoming confident in handling CSE scripted lessons content in the classroom. The findings indicate that being knowledgeable about CSE gave educators the confidence in the classroom, as they were able to develop their skills, strategies, comfort levels and ease to handle sensitive topics (UNESCO, 2012).

Various literature on CSE clearly states that training educators on CSE implementation is a key component of ensuring that educators are skilled in delivering CSE lessons. The training can eliminate a variety of challenges and attitudes that hinder CSE implementation (Wood & Roller, 2014; Ponzetti, 2015; UNESCO, 2015; Appalsamy, 2015). Only one male educator among those interviewed in this study, had academic professional training in LO, as he had studied LO as a specialty. This educator displayed confidence in delivering CSE scripted lessons and had a positive attitude regarding teaching the subject. This can be attributed to intense training in LO while studying for his teaching qualification. By contrast, the other five educators interviewed in this study, only received the three-day training provided by EDC on CSE scripted lessons. Some of the challenges the LO educators experienced in handling CSE scripted lessons, can be attributed to the short duration of the EDC in-service training.

The skills and attitudes required to teach CSE cannot be learnt and assimilated in a short space of time (UNESCO, 2015). UNESCO argues that CSE content is sensitive, covers areas which the educator may not have learnt about while they were studying for their qualification. These factors have to be fully considered when designing educator training on CSE. If the educators are adequately trained on CSE, they should: have full knowledge of all the content; be fully

aware of their personal values and attitudes and how to manage these during CSE implementation; be confident in their ability to deliver the content; and be able to create safe spaces for learners to discuss the content using interactive techniques, instead of just giving CSE information to learners in a didactic manner (UNESCO, 2015). This will be highly beneficial to the learners as using interactive techniques enables them to personally identify with the situation, thus developing skills on how to practically handle the situation. It also makes the experience real, easy to remember and usable in real life (Harberland & Rogow, 2011).

Despite these positive personal factors there were also some personal challenges that influenced the implementation of CSE as discussed in the following section.

### **5.2.3. Impact of beliefs, religion and culture on teaching CSE**

Despite the educators' motivating factors for implementing CSE and the EDC CSE training received, the findings in this study revealed that there were some deep-seated personal beliefs and attitudes that strongly influenced how educators interacted with and delivered CSE content. These beliefs and attitudes were dominated by religion and culture which impacted on the way educators implemented CSE. A number of educators in this study mentioned that in the culture and religion they were brought up in, issues of sexuality were not discussed between parents and children. Some educators felt that teaching learners CSE was tantamount to sending them to actually go and have sexual intercourse. Some said they were even reluctant to look at images of genitals because of the negative connotations in the Zulu culture. These social and religious norms and beliefs then made it difficult and uncomfortable for some of the educators to discuss sexuality matters with learners in the classroom. The two male educators who made disparaging comments about girls seemed to be asserting male authority, by being judgemental about the girls. Such behaviours and reactions were not expected from CSE trained educators who are meant to be non-judgemental and more open to sexuality matters after the training received. These findings reveal the strong influence that culture, beliefs and attitudes can have despite the training which is meant to counteract some of these factors.

These findings are in line with various studies, in South Africa and internationally, which found that culture and religion were the top factors negatively influencing the implementation of CSE. In Malaysia, CSE faced challenges due to diverse religion and cultural beliefs (Khalaf, Low, Merghati-Khoei, *et al.*, 2014). In the USA, some of the issues regarding CSE included whether to have abstinence only or the abstinence plus CSE (Collins, Alagiri, Summers, *et al.*, 2002; Leung, Shek, Leung *et al.*, 2019). In South Africa, and in other low income countries, culture

and religion were dominating negative factors. Francis & DePalma (2014) conducted a study in the Free State Province and highlighted the fact that abstinence only was favoured by some LO educators in the province (.Francis & DePalma, 2014). Culture and geographical location of the school were also found to affect the teaching of CSE, as the educators were sensitive to the context where they taught (Swanepoel & Beyers, 2019).

Some educators in this study also acknowledged that teaching CSE can damage their social standing in their community, as the learners would lose the respect they accorded to them. It has been highlighted that educators and nurses are well respected in their communities and can exert power over young people (Mantell, Harrison, Hoffman *et al.*, 2006). These personal feelings, beliefs and practices if left unchecked, are a threat to effective CSE implementation. The mentioned studies emphasise that educators' personal beliefs and values, whether informed by religion or culture, inhibited their engagement with sexuality content and this in turn, influence the teaching of CSE. Therefore, it is critical during training for CSE that educators go through a personal interrogation of their personal beliefs and values and how these are influenced by religious and cultural norms that they ascribe to (Beyers, 2013). This will ensure that the educators are better equipped to present CSE content to the learners.

Educators in this study admitted to skipping some sections that they felt uncomfortable or did not have enough time and space to discuss in class. However, adapting lessons changes the message and its potential impact, which means that the learners could be receiving inadequate and adapted information and messages from the CSE lessons. Selective teaching of CSE content, which affected the fidelity of implementation, was also found in other studies (Wegner, Flisher, Caldwell *et al.*, 2008; Eisenberg *et al.*, 2012; Vanwesenbeeck, Westeneng, de Boer, *et al.*, 2016). Literature shows that in doing so, the lesson loses its essence, and potentially the intended message (Vanwesenbeeck *et al.*, 2016; Wang, Stanton, Lunn *et al.*, 2016). Educators have to be sensitised that CSE lessons have to be delivered as scripted in the CSE educator guide, to ensure that the learners receive the full content and intended messages of the lessons. CSE training, therefore, does not only have to build the educators' knowledge and attitudes on the content, but also to impart relevant skills for its delivery and getting the trainees to understand the importance of full delivery of the content for maximum benefit to the learners.

#### **5.2.4. Gender insensitivity of male educators**

Another challenging factor that emerged in this study was the derogatory, insensitive and highly judgemental attitude towards girl-learners by two participant male LO educators. Such attitude is unexpected from these educators, who had gone through the three-day EDC CSE training to use scripted lessons. These two male educators displayed moralistic, gender stereotyping and traditional male authority approach to teaching CSE. This behaviour is similar to findings of the study, conducted in the Eastern and Western Cape (South Africa) which explored the views of male and female learners on how the LO educators taught the subject. Educators used gender stereotyping and authority to teach CSE (Mayeza & Vincent, 2019).

Male educators' demeaning of girls during CSE lessons was also found in a study conducted with female LO educators in the Eastern Cape (South Africa). The study explored how these female educators learnt about their sexuality. Most of these educators acknowledged that the information on sexuality was transmitted to them through fear tactics and shaming of girls. One of these participants said that one of her male educators called girls who have had sexual intercourse "squeezed oranges" (Msutwana & de Lange, 2017). Such expressions are insulting to girl-learners because they are judgemental and may create a negative attitude towards CSE content because it is being used as a disciplinary and mocking platform. This may undo the positive effects of CSE in helping young people to form positive and healthy perception of their sexuality (UNESCO, 2018). Some male LO educators have been found to be authoritative, promoting unequal gender practices, reinforcing stereotypes, and viewing young people's sexuality as irresponsible and requiring adult control (Shefer & Macleod, 2015). Another study found that pregnant girls were teased and judged by both male and female educators in LO class. As a result, these pregnant girls would leave school long before they were due to give birth, and some would never return to school or move to another school (Ngabaza & Shefer, 2013).

Derogatory assertions by men directed at women can be traced to societal unequal gender roles that are prevalent in different communities worldwide. Gender inequality is at the centre of such attitudes and should be purposely addressed in order to uproot it (Barker, Ricardo & Nascimento, 2010). Programmes dealing with male involvement in health matters need to purposely address gender issues, so that unhealthy masculinities are challenged and discouraged in any community (Barker *et al.*, 2010) It is thus incumbent upon CSE training design and planning to include intense gender sensitivity training when capacitating LO educators, in order to promote gender equitable norms.

### **5.2.5. Multiple roles of educators**

Another challenging factor found in this study was the multiple roles LO educators had to perform. The LO subject put them in the position of having to go beyond just being an educator. Some educators recounted that they had to play the role of counsellor, nurses and police, among other roles, resulting in educator stress. For example, some LO topics raise traumatic experiences in learners and this needed to be followed up through the assistance of the LO educators. If such stressful conditions persist, the educators may avoid teaching certain CSE scripted lesson topics that may require further action, just to avoid stressful situations emanating from learners.

This finding is corroborated by other findings in different studies where educators found themselves performing roles outside their teaching duties (Schulze & Steyn, 2007; Strydom, 2011; Coultas, Broaddus, Campbell, *et al.*, 2016). The learners' personal challenges made the educators feel obliged to provide support to the learners, thereby becoming overburdened and stressed. Educators are not trained nor supported to perform these role, despite the calls for support (Hall *et al.*, 2005; Kinghorn & Kelly, 2005; Shisana *et al.* cited in Delpont, Strydom, Theron, *et al.*, 2011). This lack of support for educators results in their low morale, depression and difficulty in performing teaching duties (Shisana *et al.* cited in Delpont *et al.*, 2011) as is evident in this current study too. Educators needs to be capacitated with relevant skills and be supported to handle issues and so that they are able to teach CSE effectively.

Apart from personal level factors, the implementation of CSE was also influenced by school level factors, which is discussed next.

## **5.3. SCHOOL LEVEL FACTORS**

School level factors refer to factors that emanated from school policies and practices, and which were affecting the implementation of CSE.

### **5.3.1. Support from school management and colleagues**

A supportive environment is critical for the effective implementation of CSE (UNESCO, 2010). In this study, a positive factor that emerged was that the school management and colleagues supported LO educators in the implementation of CSE. This went a long way in assuring that the roles played by LO educators in the school were valuable and would enable them to counteract the negativity they experienced from opponents of CSE. Different studies assert that educators teaching CSE are confronted with opposition from school management

and colleagues, and this negatively impacts on their ability to teach CSE effectively (Khalaf *et al.*, 2014; Eisenberg *et al.*, 2012). The fact that the school management assisted LO educators to access and invite external stakeholders to educate learners on sexual reproductive health and other social issues, proves that they were willing to support CSE implementation. Such efforts enhance the CSE lessons. Such collaborative initiatives between educators make the work bearable for the LO educator and need to be encouraged and transferred to more schools (Sani, 2017).

On the other hand, the colleagues of some LO educators in this study were said to have an antagonistic attitude towards CSE. This resulted in some LO educators feeling discouraged to teach CSE scripted lessons. Limited support from colleagues and school management does not augur well for teaching CSE. Other studies have revealed that some educators did not believe CSE belonged in the classroom (Ahmed, Flisher, Mathews, *et al.*, 2009; Francis, 2013; Helleve *et al.*, 2009). Some key informants in this study also seemed to be distancing themselves from CSE because of the degrading language they used when referring to CSE. If the school management, particularly the principal, does not perceive CSE to be relevant, the chances of supporting its implementation will be drastically reduced. Educators need a conducive and supportive environment to conduct CSE lessons.

### **5.3.2. Structural factors**

The findings of this study also revealed that other school level factors were found to be challenging for CSE implementation, which included: high educator rotation; lack of time; LO content overload; and low status of LO. This is corroborated by a Minnesota (USA) study which reported system policies, administration, limited time, and lack of resources as factors influencing the implementation of CSE (Eisenberg *et al.*, 2012). Other studies conducted in South Africa, and beyond, also asserted that lack of time and resources and LO content overload are some of the factors, at systems level, that negatively influence the implementation of CSE (Naidoo, 2006; Prinsloo, 2007; Leung *et al.*, 2019).

The main concerns raised by both educators and key informants in this study was the fact that LO is swamped with content (CAPS LO Topics), yet allocated only a two -hour period per week, one hour for theory and another hour for physical education ( Department of Basic Education, 2011). Time is a critical factor in delivery of CSE lessons because the educators have to ensure that learners fully comprehend new CSE concepts and acquire the necessary information and skills by engaging with them interactively (Harberland & Rogow, 2011). The interactive method of teaching requires more time than the usual didactic approach, and the



limited time compromises the delivery of CSE. This calls for a review of the time allocated to LO so that CSE can be implemented the way it is meant to be (Keogh, Sillman, Awusab-Asare *et al.*, 2018). Furthermore, the findings reveal that LO educator rotation compromises CSE implementation because learners are not adequately taught. Educator rotation is problematic for CSE implementation and schools can avert this by proper planning of educator allocations (Prinsloo, 2007; Appalsamy, 2015). Some of the school level factors cannot be addressed by the school, but rather at the higher level of the Department of Education.

The classroom levels factors are discussed below.

#### **5.4. CLASSROOM LEVEL FACTORS**

The teaching methodology was the main classroom factor revealed in this study. This study found that there were positive feelings about using participatory methods during CSE, which increased learner interaction with the educator during CSE lessons, and that the learners seemed to enjoy this learner-centred way of learning. The CSE literature states that participatory approaches are favoured in CSE, instead of using rote learning methods (Haberland & Rogow, 2015; UNESCO, 2015). Interactive methodology is recommended for CSE because it enables learners to acquire the interaction skills required in real life situations (Haberland & Rogow, 2011; Strydom, 2011; Wood & Roller, 2014; Shefer & Macleod, 2015 (Haberland & Rogow, 2015) . Some educators in this study used this method in class when opportunities arose, to broach pertinent social issues in their environments, such as unequal gender norms.

On the other hand, this study also found that there were challenges when attempting to use interactive methods in the classroom. The educators explained that the physical space in the classroom limited the types of interaction they could engage in due to overcrowded classes. As indicated before, educators confirmed that interactive techniques require more time than usual and was therefore not always possible. In this study, it seemed that the rote teaching method was easier for educators, because it ensured the coverage of more content within the limited allocated time, thereby replacing the interactive aspects. However, it is encouraging to see that they do not seem to be averse to the interactive method of teaching CSE despite the discomfort some of them felt, as was found in some other studies. These challenges reduce the opportunities for the educators to learn more about the learners' perspectives and understanding of CSE, as participation is limited, and it is found that educators struggle with using interactive methods (Vanwesenbeeck *et al.*, 2016). These studies report that educators are faced with

multiple challenges in the classroom, and the discomfort they experience if they have to facilitate a discussion with learners, makes them resort to instructional methods. Educators' intense training in using interactive approaches will assist them to embrace interactive methods better (HEAIDS, 2010).

Talking about sexuality matters between the adult and the child was mentioned in the current study as taboo. This made some educators skip certain sections that they believed was not appropriate for an adult to discuss with young people. An educator in rural school in this study was also hesitant to discuss condom use with learners, fearing the reaction of the local chief (traditional leader) who was said to be against condom distribution in his area of jurisdiction. This affected how this educator handled CSE content in class because he had to educate about condoms to promote safer sex putting him in conflict with the leader, which might have unwanted consequences. The community chief is a dignified leader in their communities, and is very influential in different local structures, including the schools. Taboos on discussion about sexuality matters have been mentioned in various studies worldwide, as a huge challenge negatively impacting CSE implementation (UNESCO 2012)

#### **5.5. COMMUNITY LEVEL FACTORS**

The community level factors include the local culture, traditional practices and taboos. LO educators attributed some of the challenges they faced in CSE implementation to local community practices, such as traditions related to locally accepted sexual behaviours. For example, the educators in this study mentioned the practice of *ukuqoma* in two communities, as a factor that encouraged early sex debut among learners, which they claimed increases teenage pregnancy and HIV infection. This conflicts with the CSE teachings, which advocates for delayed sexual activity, practice of safer sex using condoms, prevention of unplanned early parenthood and gender equitable norms, among others (Department of Basic Education, 2012; UNESCO, 2018). A Namibian study, focusing on educator counsellors, reported that teaching CSE was a challenge in communities where traditional practices were prevalent. These educator counsellors felt that the messages they were teaching were in conflict with community practices and this negatively impacted on CSE in schools (Mushaandja, 2013).

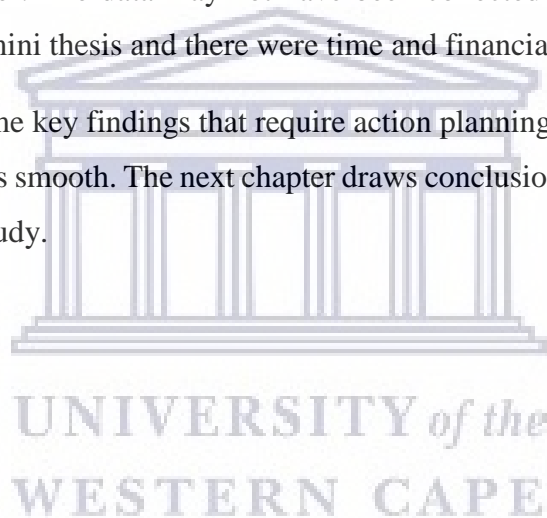
#### **5.6. LIMITATIONS OF THE STUDY**

The study was conducted using a small sample of participants, and the context is rural and confined to a small town. The findings may thus not be applicable in different environments

where a similar CSE school based programme is being conducted but may be transferable to a similar context.

The researcher is employed by EDC and is familiar with the educators as she has trained, mentored and coached them in the programme. This could create bias on how educators responded to the interview by saying what they think she wanted to hear (Pandey & Patnaik, 2014). The researcher, however, followed the study protocol by obtaining official permissions from province, district, school and educators, rather than selecting educators with whom she closely associates. The researcher also reminded the educators of the purpose and possible value of the study and that confidentiality and anonymity will be ensured and hence the importance of truthful responses. To further counteract this bias, key informants brought balance because they were not directly involved in lessons implementation, nor were they familiar with the researcher. The data may not have been collected to a point of saturation, since the study was for a mini thesis and there were time and financial constraints.

This chapter discussed some key findings that require action planning and execution to ensure that CSE implementation is smooth. The next chapter draws conclusions and recommendations from the findings of the study.



## CHAPTER 6

### CONCLUSION & RECOMMENDATIONS

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#### 6.1. INTRODUCTION

The aim of the study was to explore and understand the factors influencing the teaching of CSE after LO educators have been trained in using scripted lesson plans in high schools, King Cetshwayo District, Kwa-Zulu Natal. The objectives of the study were to:

1. To explore LO educators' attitude to, and perceptions of CSE after SLP training
2. To explore the enablers that facilitate the teaching of CSE after SLP training
3. To explore the challenges that hinder the teaching of CSE after SLP training
4. To explore participants' opinions on how to improve the implementation of CSE

#### 6.2. CONCLUSION

Although the findings of the study are limited to a small sample in a rural area, it concurs with findings from the literature and therefore adds to the body of knowledge in the field. The findings reveal that there were factors at the personal, school, classroom and community levels that influenced the implementation of CSE at the study schools. The influencing factors at these differing levels had both facilitating and challenging factors.

##### 6.2.1. Personal level factors

All participants (educators and key informants), were in favour of CSE scripted lessons implementation, due to prevalent risky sexual behaviours and its consequences on learners which they witnessed in their schools. They also attested the positive influence of CSE as some mentioned that there were fewer learners getting pregnant. However, there were many challenging factors, such as local cultural practices, personal attitudes and religion, which impeded free, non-judgemental and open discussion about sensitive topics between learners and educators. This affected how educators taught CSE despite SLP training. Some male educators, when discussing sexuality, expressed disparaging comments about girls. Some of the utterances were tantamount to insult of girls. Educators played multiple roles, which led to their being stressed and unable to teach CSE effectively. Some would avoid certain topics that they believe would rouse emotions in learners. As a result, the content of CSE was compromised. Also, other colleagues had negative sentiments to CSE and were thus not supportive of the implementing LO educators. The limited period of CSE training for LO educators also seems to be another challenging factor, as the content and the methods of

delivery of CSE cannot be dealt with in-depth to develop the educators' skills, confidence and competence.

### **6.2.2. School level factors**

Some CSE studies pronounce schools as a good environment for CSE delivery because it reaches a large number of learners over prolonged period. Schools however have their own structural and system challenges that have a negative impact on CSE implementation. This study found that the study schools had high educator rotation, LO curriculum content was overloaded thus educator struggling to find time to fit in all the content and required tasks, CSE lessons are then negatively affected. Many of these challenges cannot be resolved at a school level as they are designed and informed by the National Department of Basic Education policies and guidelines.

### **6.2.3. Classroom level factors**

Studies on CSE recommended that lessons should be conducted using interactive methods, a teaching style which this study found to be challenging for the educators to utilise. Participants knew about participatory methods but said they were time consuming. There was also no floor space in the classroom for such methods, makes classroom difficult to manage (noise from discussions) and thus a least used approach. As a result, some educators in the study reverted to the traditional rote teaching methods. This meant that the CSE scripted lessons were not delivered using recommended participatory methods. Also, some of the lessons were shortened or skipped, thus leading to loss of fidelity.

### **6.2.4. Community level factors**

This study found that some community cultural practices were promoting early sex debut, thus contradicting CSE messages on delaying sexual debut. The educators' difficulty with discussing sexuality topics with the learners seemed to be emanating from the cultural and religious norms and beliefs of the communities which the educators came from, and from respect for local beliefs and traditions.

All these factors colluded to make the implementation of CSE, even after SLP training, a challenge for many of the educators, thus limiting learners' access to information that will ensure that they make positive decisions for their healthy development. Based on these key factors, the following recommendations are put forward.

### **6.3. RECOMMENDATIONS**

#### **6.3.1. Personal level**

Building the capacity of the LO educators is at the apex of CSE implementation. The training thus needs to thoroughly address gender issues in pre and in service training by prioritising gender education and sensitivity. This will ensure that LO CSE educators are conscious of values that reinforce gender stereotypes and how to break them (Shefer & Macleod, 2015). Educators of CSE have to advance and advocate for healthy gender norms. Such stereotypes can be addressed through gender training, which would assist educators to review their attitudes towards CSE and gender (Mayeza & Vincent, 2019; Shefer & Macleod, 2015; UNESCO, 2015).

Provide CSE training that is ongoing instead of a once-off three-day training. Confidence in teaching CSE scripted lessons content will be increased by minimising the feelings of fear, guilt and shame when dealing with sensitive topics. The training will also enhance the skills to use interactive methodology, which is the cornerstone of effective CSE teaching. Ongoing CSE workshops will assist educators to get regular practice to reach a point where they are confident about content and method. Repeated exposure to training will assist educators to acclimatise to interactive methodology (HEAIDS, 2010; UNESCO, 2015; Haberland & Rogow, 2015). This will positively impact on, and minimise the adaptation of CSE lessons. Strategies to manage the classroom should also be explored deeper as this is one of the challenges cited in using interactive methods (Schweisfurth, 2011). Training should also emphasise and eradicate the prevalent misconception that CSE promotes sexual activity and that it's not an add-on content.

Other educators also needs to be sensitised and be made part and of parcel of CSE as the learners' challenges cannot be addressed by the LO educators only(Sani, 2017). Also, there should be lessons that are clearly marked in the prescribed book that they can be replaced by scripted lessons, so as to minimise confusion and create concrete space for scripted lessons implementation.

Provide debriefing platforms for LO educators to ensure mental wellness to address the stress that educators experience (Schulze & Steyn, 2007). If the mental wellness of educators is compromised, they will be unable to teach CSE effectively. Educators needs to be supported to be able to mobilise resources within the schools and externally. They also need to learn mental self-care to develop resilience to cope with challenges presented to them by learners

and be able to work effectively (HEAIDS, 2010; Ebersöhn, Loots, Eloff *et al* , 2015; Pillay , 2012).

### **6.3.2. School and system level**

The rotation of educators should be addressed. The schools can plan better to avoid removing LO/CSE trained educators. This may include developing a recruitment and retention plan of subject specialised educators and setting time frames for the educator to teach a particular subject (Appalsamy, 2015). Training more educators on CSE across all the school subjects is a possibility that should be explored, so that all educators engage with CSE matters across subjects they teach. If more educators are trained on CSE, it is advantageous for CSE implementation, as it reaches more learners and the information is reinforced (UNESCO, 2012). Allow extended time for CSE lessons because of the special methods of delivering the scripted lessons requiring more time (Appalsamy, 2015). This will have to be a school policy level and likely also a Department of Education level intervention.

Mobilise various external stakeholders to support CSE to do sexual reproductive health education in high schools on a regular basis (Sani, 2017). This will complement what the educator has done and also lessen the burden on LO educators, who are overwhelmed and are often not experts on the topic (Khalaf, Low, Merghati-Khoei *et al.*, 2014).

Subject Advisors for LO are short, in the case of King Cetshwayo DoE District, there was one Advisor for 650 schools in the district. This is a mammoth task as it can be challenging for one person to support and monitor so many schools. There is also a need for DoE to provide CSE skilled advisors who will be best able to support implementation of CSE scripted lessons.

### **6.3.3. Community level**

Sensitise local community about CSE because some community practices are sometimes not congruent with CSE values. The perceived taboo nature of CSE content needs to be discussed at the local community level. Religious and cultural opposition to CSE is prevalent in various communities which impacts on the educators who then struggle with conflicting values and this affects CSE teaching (UNFPA, 2015). Therefore, ongoing engagement between school, parents and local communities would lessen the impact of taboos in teaching CSE (UNESCO, 2012). These could take the shape of school governing body and parents meetings, clarifying what CSE and scripted lessons are about and what values are being promoted and the positive impact it could have on the lives of the learners in the future. This can create a dialogue where the parents can give input regarding their opinions on CSE ( Sani, 2017). It is, therefore, critical

to sensitise the community, and especially the community leaders about the contents and the importance of CSE, because they play an influential role in community and hence can influence learner behaviour (Bialostocka, 2017).

In conclusion, this study has elaborated on the factors influencing the implementation of CSE after the training of LO educators to teach CSE with SLP in grades 8 and 9 of Kwa-Zulu Natal high schools. It is evident that the training had some positive impact on the way CSE was delivered. However, there are still many challenges that face these educators and more will need to be done to ensure better implementation of CSE in the future. Training of LO educators in CSE is evidently at the centre of effective scripted lessons implementation. It aims to address personal level discomforts and prevalent gender prejudice, impart skills and knowledge of how to transmit CSE content, develop educator self-care strategies to alleviate related stress caused by multiple roles and demystify various misconceptions about CSE. Local community as the central influencer of how educators approach and teach CSE have to be sensitised on CSE. This is to ensure that they have an opportunity to reflect on socially accepted practices, which are placing learners at risk of early sex debut and its negative impact on the learner life path trajectory.

#### **6.3.4. Implications for further studies**

Future studies should further research what content that needs to be covered in training to debunk several myths about CSE; what approaches need to be used in addressing gender stereotyping and male authority over girl's sexuality. How to increase comfort levels of educators to effectively use interactive methods should be further explored. It will also be critical to learn about what initiatives have been implemented and what their impact is, since the negative publicity CSE has received in 2019. This will assist with CSE advocacy efforts which are critical for implementation and better reception of CSE by different communities.

The limitation of this study is that it was done on a small scale. Further studies should sample more schools in different provinces with rural and urban settings, to explore the impact of SLP training deeper. This would produce findings that would be applicable in other settings, because the EDC scripted lesson programme is being conducted in five provinces. Such findings could be valuable for better implementation of CSE using the SLP.



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## APPENDICES

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### Appendix 1: Schools Description

<u>School</u>	<u>Location and description</u>
School 1 (educator 1)	Located in the township, under the local councillor. It is a well-built school, brick buildings and asbestos roof. The school is near a busy tarred road and a big local shopping mall. It is surrounded by suburban homes. There is security at the school gate. Enrolment was reported to be about 950. Two health facilities are accessible to the school, but it is a trip by taxi to any of the facilities. School is reported to be targeted by criminals who break in and steal equipment. The home economics class, where the interview was held, was broken into and stoves and microwaves were all stolen resulting in the discontinuation of home economics classes. During the interview, various educators came in, as they use this empty kitchen/ classroom as a quiet space to sit. The LO educator ended up locking the door to avoid further disruption. The noise from passing cars on the nearby tarred road and people on the street, who were shouting at each other, could be heard in the room. The room was very hot, with no fan or air-conditioner.
School 2 (educator 2)	Located in a village, a few minutes away from a big local town. A taxi rank is located outside the school gate. Schoolgirls are reported to be in love with the taxi drivers, and miss classes by spending time with the taxi drivers during school hours. It is a well-built school, but the building did not appear well maintained. School enrolment was 400.
School 3 (educator 3)	The school is located in a village under the local chief, just outside the township. It is a well-built school with bricks and asbestos roof. There was no security at the gate when the researcher arrived for data collection. Enrolment was reported to be about 400. Health facility is far away from the school; therefore, a taxi trip is required to the nearest clinic. The school is surrounded by thick gum tree plantation, and was reported to be targeted by criminals. The school has a huge yard, mainly consisting of open spaces. Interview was held in one of the offices in the administration building. The office was uncomfortably hot and windows could not open. There was noise from the reception side and the staff room.

School (educator 4)	4	The school is located in the township with a two storey building. The school is surrounded by suburban homes and playground. Classrooms are approximately 30. There was no security at the gate when the researcher visited the school; the gate was ajar. Health facility is a few minutes' walk from the school. The area is under a municipality councillor. The premises looked well-kept and appeared orderly. The school has a high enrolment of 853 learners. During the data collection, a group of about 20 girls were seen under the tree, in groups, interacting with an organisation that works with girls on sexual reproductive health issues. Other learners were in class. The interview took place in the school laboratory.
School (educator 5)	5	The school is located in a far out village, under the administration of a local chief. The school is well built, with bricks and corrugated iron roof, with 4 blocks of classrooms, located at the foot of the mountain. Enrolment is reported to be about 450. The security guard at the gate recorded the entry of the researcher. The school is very far from local health facility. A mobile clinic visits once a month from the nearby village to assist the community. The local chief is reported to have a strong influence on the community, which results in certain behaviours exhibited by learners. This includes encouraging early sex debut through <i>ukuqoma</i> practice. The interview was held in the principal's office, as it was the only vacant space that was private, compared to the staff room.
School (educator 6)	6	The school is located in the village, far out of town, and under the administration of a local chief. The school building structure is bricks and mortar. There was security at the gate. Enrolment was reported to be about 300. The health facility is a walking distance from the school; about 15 minutes' walk. The interview was held in an empty classroom, which the educator used as her space for marking. There was noise near the class where the interview was conducted because some learners were playing in the school yard.





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05 December 2018

Ms J Mlungwana  
School of Public Health  
Faculty of Community and Health Science

**Ethics Reference Number:** BM18/9/11

**Project Title:** Factors influencing the teaching of comprehensive sexuality education in high schools, Kwazulu Natal.

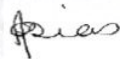
**Approval Period:** 22 November 2018 – 22 November 2019

I hereby certify that the Biomedical Science Research Ethics Committee of the University of the Western Cape approved the scientific methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

**Please remember to submit a progress report in good time for annual renewal.**

The Committee must be informed of any serious adverse event and/or termination of the study.



*Ms Patricia Josias  
Research Ethics Committee Officer  
University of the Western Cape*

**BMREC REGISTRATION NUMBER -130416-050**

FROM HOPE TO ACTION THROUGH KNOWLEDGE.



## education

Department:  
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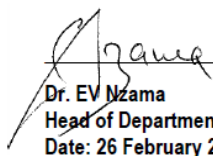
Dear Ms Mlungwana

### PERMISSION TO CONDUCT RESEARCH IN THE KZN D<sub>o</sub>E INSTITUTIONS

Your application to conduct research entitled: "**FACTORS INFLUENCING THE TEACHING OF COMPREHENSIVE SEXUALITY EDUCATION IN HIGH SCHOOLS, KWAZULU-NATAL**", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 25 February 2019 to 20 July 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

King Cetshwayo District

  
Dr. EV Nzama  
Head of Department: Education  
Date: 26 February 2019

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## **Appendix 4**

### **Interview guide for Life Orientation educators'**

Welcome and thank you very much for availing yourself for the interview. Feel free to answer questions. If at any moment you would like to stop or not continue with the interview anymore, you are free to do so.

How many years have you been teaching in Life Orientation and which grades?

#### **1. Attitudes and perceptions of comprehensive sexuality education**

- ✓ Tell me more about your feelings and thoughts on teaching sexuality education in the classroom.

Prompts

- ✓ What do you think about sexuality education being taught in the classroom?
- ✓ How does the sexuality content make you feel and think?
- ✓ Why do you feel like that? Is there a particular incidence you would like to share?
- ✓ Tell me about how learners respond when you are teaching CSE lesson. How do feel about those responses?

#### **2. Educator readiness to teach sexuality education**

- ✓ What was the process of preparing you to teach sexuality education?

Prompts

- ✓ Tell me about the orientation or training you received in preparation for you to teach sexuality education.
- ✓ How was your confidence after receiving training?
- ✓ In the classroom, how did you feel when you presented the lesson?
- ✓ The lessons differ in content, some lessons are more of general information, others are close to talking about sexual content, tell me how it works out in the classroom?
- ✓ Why do you say that?

#### **3. Enablers for sexuality education**

- ✓ Would you like to share if there were things that might have made it easy for you to be able to do sexuality lesson with your learners. You can talk about different experiences with learners, the classroom or anything else that comes to mind.

#### **4. Challenges in sexuality**

- ✓ Would you like to share if there were things that might have made it difficult for you to be able to do sexuality education lesson with your learners.
- ✓ Are there examples of experiences you would like to share?

#### **5. Improving teaching comprehensive sexuality education**

In your view what can be done to improve the situation?

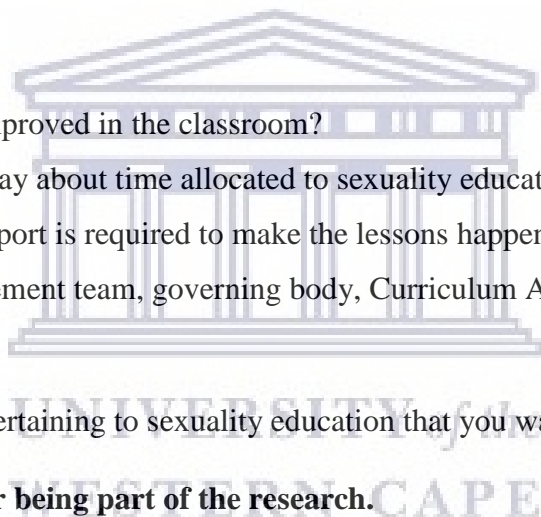
*Probes:*

- ✓ What can be improved in the classroom?
- ✓ What can you say about time allocated to sexuality education and why?
- ✓ What other support is required to make the lessons happen?  
(school management team, governing body, Curriculum Advisor and parents)

#### **Conclusion**

Is there any other matter pertaining to sexuality education that you want to talk to talk about?

**Thank you very much for being part of the research.**



## **Appendix 5**

### **Key informant interview guide – Principal**

#### **Principals.**

##### School perception of Comprehensive Sexuality Education (CSE)

- ✓ How does the school feel being part of the pilot CSE programme? Why would you say that?
- ✓ What do you think of sexuality education being implemented in the classroom?
- ✓

##### Lesson implementation

- ✓ How are teachers performing in implementing comprehensive sexuality education using sexuality education in the school?
- ✓ Why do you hold such a view?
- ✓ Are there successes you have observed and what are those?
- ✓ What challenges teachers are faced in implementing CSE in this particular school?

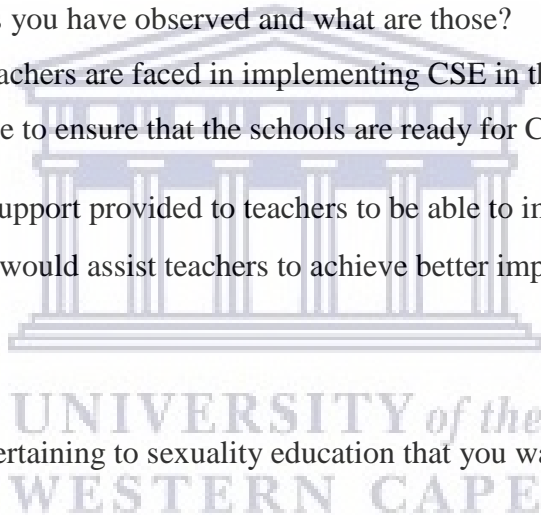
##### Support - What can be done to ensure that the schools are ready for CSE?

- Tell me about the support provided to teachers to be able to implement lessons.
- What do you think would assist teachers to achieve better implementation if needed?

#### **Conclusion**

Is there any other matter pertaining to sexuality education that you want to talk to talk about?

Thank you very much for being part of the research.



## Appendix 6

### Key informant interview guide –Life Orientation Subject Advisor.

#### CSE perception

- ✓ How does the district feel being part of the CSE scripted lessons pilot? Why would you say that?
- ✓ What advantages and disadvantages has been identified in the district about being part of the CSE programme?

#### Lesson implementation

- ✓ The CSE lessons are offered during the time for LO lessons, - how is influencing the teaching of the prescribed content as per annual teaching plan (ATP)?
- ✓ What role does the district plays in ensuring that schools are able to do CSE lessons?

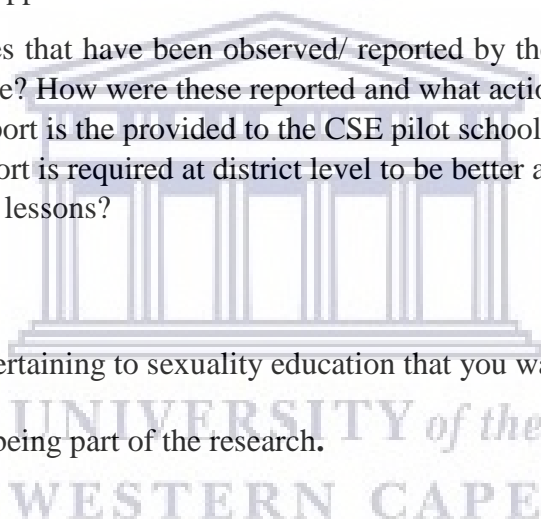
#### Challenges, success and Support

- ✓ What are challenges that have been observed/ reported by the district with regards to the CSE programme? How were these reported and what actions did the district take?
- ✓ What form of support is the provided to the CSE pilot schools by the district?
- ✓ What form of support is required at district level to be better able to support schools in implementing CSE lessons?
- ✓

#### Conclusion

Is there any other matter pertaining to sexuality education that you want to talk to talk about?

Thank you very much for being part of the research.





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**Appendix 7**

**CONSENT FORM**

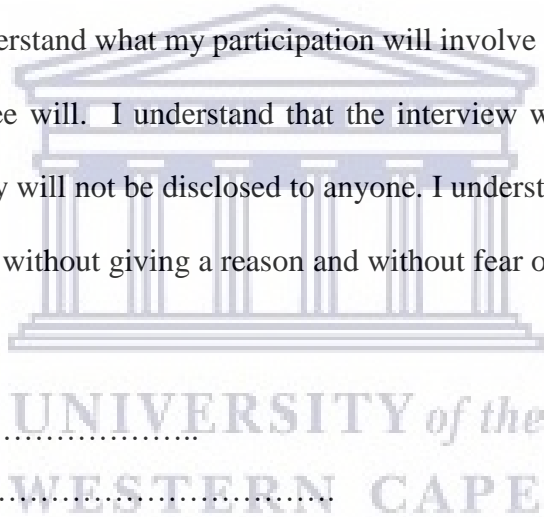
**Title of Research Project:** Factors influencing the teaching of comprehensive sexuality education in high schools, Kwa-Zulu Natal.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that the interview will be audio recorded. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name.....

Participant's signature.....

Date.....





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### Appendix 8

#### INFORMATION SHEET FOR EDUCATORS

**Project Title:** Factors influencing the teaching of comprehensive sexuality education in high schools, Kwa-Zulu Natal

#### **What is this study about?**

This research project is being conducted by Juliet Mlungwana from the University of the Western Cape. We are inviting you to participate in this research project because you are you are a Life Orientation Educator with the Department of Education in Kwa-Zulu Natal. The purpose of this research project is to understand your experiences and perceptions of the Life Orientation Educator while conducting comprehensive sexuality education in the classroom. This will help us to learn more about what educators go through, the challenges you face and what will make the programme successful. This will help us to develop strategies to enhance what makes it successful and what can be done to counteract challenges in the programme.

#### **What will I be asked to do if I agree to participate?**

The procedure of the study is that firstly you sign the letter of consent. This letter is stating that you voluntarily agree to be the part of the study. Secondly, you will be asked to identify a suitable place and time for the researcher to conduct the interview with you. Thirdly is that you go through an interview with researcher lasting a maximum of one hour. The interviewer will ask you to share your experiences, thoughts, beliefs, observations and recommendations on comprehensive sexuality education which will be audio-recorded. It may be necessary to call you if some parts of the interview are not clear. That will be the end of the process until the results of the study are available at the end of 2019. The researcher will communicate with you to find out if you would like to have a copy of the report.

#### **Would my participation in this study be kept confidential?**

The researcher undertakes to protect your identity and the nature of your contribution. To ensure your anonymity, the information you provide will remain confidential and there will be no negative consequences from any of your responses. The information you provide will not in any way be shared with anyone except the researcher involved in this study project and the



researcher's supervisor. No personally identifiable information will be gathered. This means that the researcher will not be recording your name nor the school's name anywhere on the notes and transcripts and no one will be able to link you to the answers you have given. Only an anonymous identification number will be used to record your data. Only the researcher involved in this research will have access to the linked information and her supervisor. To ensure your confidentiality, the paper-based data, that is transcripts and audio recorded conversation generated from the interview, will be locked in a secure filing cabinet in the researcher's office that will be locked at all times. The researcher will keep the key in the safe place. She will be the only person who will have the key to the cabinet. The transcripts on the computer will be stored in a password locked file. Only the researcher will have this password. This data will not be linked to your name but can only be identified by the anonymous number given to it. Also, if a report or an article about this research project is published, your identity will be protected. In accordance with legal requirements and/or professional standards, if you share experiences that need further action, we will advise that you share them with school management for proper attention. Also, we would like your permission to share the study findings with other schools that are part of the comprehensive sexuality education programme and the Department of Education. However, we will ensure that you or your school will not be identifiable in any way.

### **What are the risks of this research?**

All human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. If you agree to take part and share incidences that need to be reported, the researcher will ask you to report it to the school management and relevant authorities. You might share some experience that could be traumatic emotionally, and in that case you will be referred to the Department of Education Wellness Employee Programme for assistance if you agree.

### **What are the benefits of this research?**

There is no direct benefit to you on the study, but you would have contributed positively to gaining a better understanding of the experiences and perceptions in teaching comprehensive sexuality education. Your recommendations will also assist in guiding improvements to the programme which then could be of benefit to you too. If you would like the transcript of the interview, we will record your phone number on a separate sheet of paper and can send you the transcript when the study is completed at the end of 2019.

### **Do I have to be in this research and may I stop participating at any time?**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

### **What if I have questions?**

This research is being conducted by **Ms Juliet Mlungwana** who is doing a Master's degree at the University of the Western Cape. Dr Suraya Mohamed is her Supervisor. If you have any questions about the research study itself, please contact Juliet Mlungwana 061 876 7330 or email [jjpholana@gmail.com](mailto:jjpholana@gmail.com) or [3706290@myuwc.ac.za](mailto:3706290@myuwc.ac.za)

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

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### Appendix 9

#### INFORMATION SHEET FOR PRINCIPAL

**Project Title:** Factors influencing the teaching of comprehensive sexuality education in high schools, Kwa-Zulu Natal.

#### **What is this study about?**

This research project is being conducted by Juliet Mlungwana from the University of the Western Cape. We are inviting you to participate in this research project because you are a Principal of the high school participating in the grade 8 and 9 comprehensive sexuality education programme, using scripted lessons. The purpose of this research project is to understand your perspective, experience, observation and recommendations on comprehensive sexuality programme taking place in your school. This will help us to learn more about what issues facing the Life Orientation educator when they endeavour to implement the programme. Your contribution is valuable in planning, supporting and monitoring implementation of sexuality education lessons in the high school context. It is also critical to highlight what makes the programme successful. This will help the researcher and Department of Education to develop strategies to enhance what makes the programme successful and what can be done to counteract challenges in the programme.

#### **What will I be asked to do if I agree to participate?**

The procedure of the study is that firstly, you sign the letter of consent. This letter is stating that you voluntarily agree to be the part of the study. Secondly, you will be asked to identify suitable place and time for the researcher to conduct the interview with you. Thirdly, is that you go through an interview with researcher lasting a maximum of one hour. The interview will ask you to share your experiences, thoughts, beliefs, observations and recommendations on comprehensive sexuality education. When the interview is done, the researcher will transcribe the interview. It may be necessary to call you if some parts of the interview are not clear. That will be the end of the process until the results of the study are available at the end of 2019. The researcher will communicate with you to find out if you would like to have copy of report.

#### **Would my participation in this study be kept confidential?**

The researcher undertakes to protect your identity and the nature of your contribution. To ensure your anonymity, the information you provide will remain confidential and there will be no negative consequences from any of your responses. The information you provide will not in any way be shared with anyone except the researcher involved in this study project and the researcher's supervisor. No personally identifiable information will be gathered. This means that the researcher will not be recording your name nor the school's name anywhere on the notes and transcripts and no one will be able to link you to the answers you have given. Only an anonymous identification number will be used to record your data. Only the researcher involved in this research will have access to the linked information and her supervisor. Any reports or publications that may be written on the findings of the study will be done anonymously.

To ensure your confidentiality, the paper – based data, that is transcripts and audio recorded conversation generated from the interview, will be locked in a secure filing cabinet in the researcher's office that will be locked at all times. The researcher will keep the key in the safe place. She will be the only person who will have the key to the cabinet. The transcripts on the computer will be stored in a password locked file. Only the researcher will have this password. This data will not be linked to your name but can only be identified by the anonymous number given to it. Also, if a report or an article about this research project is published, your identity will be protected. In accordance with legal requirements and/or professional standards, if you share experiences that need further action, we will advise that you share them with relevant Department of Education officials for proper attention. Also, we would like your permission to share the study findings with other schools that are part of the comprehensive sexuality education programme and the Department of Education. However, we will ensure that you or your school will not be identifiable in any way.

### **What are the risks of this research?**

All human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. If you agree to take part and share incidences that need to be reported, the researcher will ask you to report it to the district management and relevant authorities. You might share some experience that could be traumatic emotionally, and in that case, you will be referred to the Department of Education Wellness Employee Programme for assistance if you agree.

### **What are the benefits of this research?**

There is no direct benefit to you on the study, but you would have contributed positively to gaining a better understanding of the school experiences and perceptions in managing and overseeing Life Orientation educators implementing comprehensive sexuality education lessons in the high school setting. Your recommendations will also assist in guiding improvements to the programme which then could be of benefit to you too. If you would like the transcript of the interview we will record your phone number on a separate sheet of paper and can send you the transcript when the study is completed at the end of 2019.

### **Do I have to be in this research and may I stop participating at any time?**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

### **What if I have questions?**

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**Appendix 10**

**INFORMATION SHEET FOR LIFE ORIENTATION CURRICULUM ADVISOR**

**Project Title:** Factors influencing the teaching of comprehensive sexuality education in high schools, Kwa-Zulu Natal.

**What is this study about?**

This research project is being conducted by Juliet Mlungwana from the University of the Western Cape. We are inviting you to participate in this research project because you are you are a grade 8 and 9 Life Orientation Curriculum Advisor for schools, in the Department of Education, KwaZulu Natal. The purpose of this research project is to understand your perspective, experience, observation and recommendations on the implementation of comprehensive sexuality education programme takin place in the district. This will help us to learn more about the challenges that are faced by the district with regards to planning, supporting and monitoring implementation of comprehensive sexuality education lessons. It is also critical to highlight what makes the programme successful. This will help the researcher and Department of Education to develop strategies to enhance what makes the programme successful and what can be done to counteract challenges in the programme.

### **What will I be asked to do if I agree to participate?**

The procedure of the study is that firstly you sign the letter of consent. This letter is stating that you voluntarily agree to be the part of the study. Secondly, you will be asked to identify suitable place and time for the researcher to conduct the interview with you. Thirdly, is that you go through an interview with the researcher lasting a maximum of one hour. The interview will ask you to share your experiences, thoughts, beliefs, observations and recommendations on comprehensive sexuality education. The interview will be audio recorded using a recording device. When the interview is done, the researcher will transcribe the interview. It may be necessary to call you if some parts of the interview are not clear. That will be the end of the process until the results of the study are available at the end of 2019. The researcher will communicate with you to find out if you would like to have a copy of the report.

### **Would my participation in this study be kept confidential?**

The researcher undertakes to protect your identity and the nature of your contribution. To ensure your anonymity, the information you provide will remain confidential and there will be no negative consequences from any of your responses. The information you provide will not in any way be shared with anyone except the researcher involved in this study project and the researcher's supervisor. No personally identifiable information will be gathered. This means that the researcher will not be recording your name nor the school's name anywhere on the notes and transcripts and no one will be able to link you to the answers you have given. Only an anonymous identification number be used to record your data. Only the researcher involved in this research will have access to the linked information and her supervisor. To ensure your confidentiality, the paper-based data, that is transcripts and audio recorded conversation generated from the interview, will be locked in a secure filing cabinet in the researcher's office that will be locked at all times. The researcher will keep the key in the safe place. She will be the only person who will have the key to the cabinet. The transcripts on the computer will be stored in a password locked file. Only the researcher will have this password. This data will not be linked to your name but can only be identified by the anonymous number given to it. Also, if a report or an article about this research project is published, your identity will be protected. Also, we would like your permission to share the study findings with schools that are part of the comprehensive sexuality education programme and the Department of Education.

### **What are the risks of this research?**

All human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. If you agree to take part and share incidences that need to be reported, the researcher will ask you to report it to the district management and other relevant authorities. You might share some experience that could be traumatic emotionally, and in that case you will be referred to the Department of Education Wellness Employee Programme for assistance if you agree.

### **What are the benefits of this research?**



There is no direct benefit to you, but you would have contributed positively to gaining a better understanding of the experiences and perceptions in managing and overseeing comprehensive sexuality education implementation in the high school setting. Your recommendations will also assist in guiding improvements to the programme which then could be of benefit to you too. If you would like the transcript of the interview we will record your phone number on a separate sheet of paper and can send you the transcript when the study is completed at the end of 2019.

**Do I have to be in this research and may I stop participating at any time?**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

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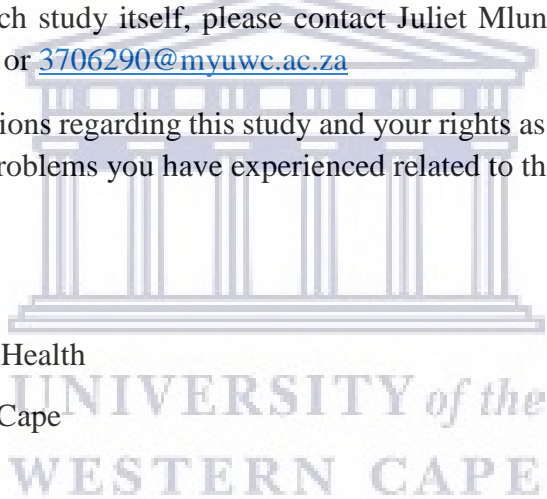
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### Appendix 11

#### Zulu interview guide for educators

Thank you very much for availing yourself for the interview. Feel free to answer questions. If at any moment you will like to stop, you are free to do so.

*Wamkelekile futhi sibonga kakhulu ukuthi ube yingxenywe yalengxoxo. Phendula ngokukhululeka, uma ufisa sime okweiskhashana noma siyeke, khululeka ungazise.*

Usunesikhathi esingakanani ufundisa I Life Orientation, kumaphi amazinga?

#### Attitudes and perceptions of comprehensive sexuality education

*Imibono nendlela ozizwa ngayo mayelana nezifundo ezixoxa ngokujulile ngokukhula komuntu nezocansi*

- ✓ Ngokwazi kwakho, ngabe kukhulunywa ngani uma kuthiwa kuzofundwa ngokujulile mayelana nokukhula komuntu nezocansi?
- ✓ Siyini isimo mqondo sakho mayelana nokufundiswa kwabantwana ngekukhula Kanye nezocansi?
- ✓ Kungani uzizwa kamjalo? Kukhona mhlambe okwake kwenzeka ongafisa ukuxoxa ngakho?
- ✓ Uma ubheka lezizinto okumele uzifundise, zikwenza uzizwe futhi ucabange ini? Ziye zenzenjani izingane uma uzifundisa ngalesisifundo sokukhula nokushitsha komuntu? Wena uye uzizwe kanajni?

#### Educator readiness to teach sexuality education

*Ukulungiseleleka kukathisha ukuze akwazi ukufundisa ngokujulile ngokukhula nezocansi*

- ✓ Ake ungoxoxele ngokulungiselelwa kwakho ukuze ukwazi ukufundisa ngokujulile ngezokukhula nocansi.

- ✓ Chaza ngezanga lokuzethemba owalithola emva kokuba sewuqeqeshelwa lokhukufundisa ngokukhula nezocansi.
- ✓ Kade sewufika phambi kwabafundi, ngabe waphumelela kanjani ukusebenzisa lokho owawukufundile?
- ✓ Izinto okumele uzifundise (content) nendlela umele ufundise ngayo (method) lezizifundo zokukhula nocansi yenzeka kanjani ma sewufika phambi kwabafundi?

### **Enablers for teaching sexuality education**

#### ***Izinto ezenza kubelula ukufundisa ngokujulile ngokukhula nezocansi.***

- ✓ Iziphi izinto ezenza kubelula ukuthi ukwazi ukufundisa ngokukhula naezocansi? Ungaxoxa ngokuning njengabafundi, isimo segumbi lokufundela nokuningi.
- ✓ Ingabe kukhona isigameko noma okwake kwenzeka ongafisa ukwenaba ngakho?

### **Challenges in teaching sexuality**

#### ***Izingqinamba ekufundiseni ngokujulile ngokukhula nezocansi.***

- ✓ Iziphi izimo ezenza kubenzima ukufundisa lezifundo ngokukhula noxansi?
- ✓ Zikhona izibonelo ongafisa ukwenaba ngazo?

### **Improving teaching comprehensive sexuality education**

#### ***Ukwenza ngcono izimo ukuze izifundo zokukhula nocansi ziphumelele***

Ngokombono wakho. Yini engenziwa ukuze isimo sibengcono, nokungenza ukuthi lezizifundo ngokukhula zibe yimpumelelo? Ungakhuluma ngemikhakha ehlukenene, isibonelo, ngothisha wesufundo, ingqikithi yesifundo, ozakwenu enifundisa nabo, abafundi nokuningi,

### **Conclusion**

#### ***Isiphetho***

Kukhona mhlambe okunye mayelana nalezifundo ogathanda ukukusho?

#### **Siyabonga kakhulu ukuthi ube yingxenye yalolucwaningo**



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### Appendix 12

#### **INFORMATION SHEET FOR EDUCATORS: ZULU**

##### **Project Title:**

Izimo ezinemithelela ekufundisweni ngokujulile ngokukhula nokuziphatha ezikoleni zamazinga aphakeme, Kwa-Zulu Natal

##### **Lumayelana nani lolucwaningo?**

Lolocwaningo lwenziwa u Juliet Mlungwana ongumfundi e University of the Western Cape. Uyanxuswa ukuthi ube yingxenye yalolucwaningo ngoba ungumfundisi we Life Orientation esiskoleni samazinga aphakeme esise Mnyangweni weze Mfundo Kwa-Zulu Natal. Inhloso yalolucwaningo ukuqondisisa ngezimo obhekana nazo, indlela osibheka nosiqonda ngayo lesisifundo esimayelana ngokufunda ngokujulile ngokukhula nokuziphatha. Singathanda nokwazi nangezizameko ezike zivele, izingqinamba obhekana nazo ekufundiseni ngalesisifundo. Lokhu kuzosiza ekusaseni nokuthuthukisa kwaloluhlelo. Sidinga amaqhinga okulwenza ngcono loluhlelo ukuze lube ngolunempumelelo.

##### **Yini edingeka kimi uma ngivuma ukuba yingxenye yalolucwaningo?**

Okokuqala uyacelwa ukuba usayine incwadi achaza ukuthi uyavuma ukuba yingxenye yocwaningo. Lencwadi isho ukuthi uba yingxenye yocwaningo ungaphoqiwe, ukhululekile. Okwesibili, ucelwa ukuba ukhethe indawo nesikhathi esihambelana nawe lapho singaba nalengxoxo emfushane mayelana nocwaningo. Okwesithathu soba nengxoxo engathatha ihora nangaphansi lapho ngizobe ngikubuza mayelana nokufunda ngokujulile ngalesisifundo esimimayelana nokukhula nokuziphatha. Sizobe sixoxa nawe, ungixoxela ngezimo obhekene nazo, imicabango, izinkolelo, imibono, nezincomo onazo mayelana naloluhlelo. Ingxoxo yethu izoqoshwa ngesiqophamazwi. Uma ngabe kukhona okungacaci kahle ngengxoxo eqoshiwe, ngingadinga ukukuthinta ngocingo. Emva kwalokhu sekobe sekuphelile kuze kubale kuphume

imiphumela yocwaningo ekupheleni kuka 2019. Ngiyobe sengixhumana nawe ngikwazisa ngemiphumela nanokuthi uyathanda yini ukuthola umbiko omfushane wocwaningo.

### **Kuyoba imfihlo yini ukuba yingxenye kulolucwaningo?**

Ummcwangingi uyazibophezela ukuthi akasoze akudalula ukuthi wena uyingxenye yalolucwaningo nanokuthi okushilo ngeke kulanyaniswe negama lakho. Ukuqinisekisa ukuthi igama lakho aliveli ndawo, konke okushoyo uzoba imfihlo nanokuthi okushilo akusoze kwasetshenziswa ukuthi uphenywe noma ulandelelwe. Okushilo ngeke kuchazelwe noma kutshelwe abanye abangahlangene nalolucwaningo, abayoba nalolulwazi yimina umcwangingi kanye nomqondisi wami kulolucwaningo. Angeke siyithathe imininingwane engaveza ukuthi ungubani noma yenze kusoleke ukuthi nguwena osho okuthile. Lokhu kusho ukuthi sogwema ukusebenzisa igama lakho, elesikole, indawo nanoma yikuphi lapho sizozophakha khona lengxoxo yethu. Ngakho akekho umuntu okweyamanisa igama lakho nalokho okushilo. Sizosebenzisa indlela ethile egwema igama lakho njengokuthi sikuphe igama elingekho noma inamba. Yimina njengomcwangingi nomphathi wami kulolucwaningo esiyoba nalolulwazi futhi yithina kuphela esiyokwazi ukuthola lolulwazi.

Ukuqinisekisa ubumfihlo, okubhalwe phansi nesiqophamazwi ngengxoxo yethu kuzogcinwa ekhabetheni elikhiywayo, lohlala likhiyiwe, ukhiye wobe waziwa umcwangingi kuphela. Lokhu okuyobe sekubhalwe kwi computer, kuyobe kugcinwe ngendlela ephephile esebenzisa ukukhiyela ulwazi ukuze luphephe. Lowokhiye wobe waziwa yimina njengo mcwangingi nomphathi wami. Lonke lolulwazi soze lube negama lakho ukuvikela ukuthi waziwe. Nangesikhathi sekukhishwa umbiko wocwaningo, ngeke lisetshenziswe igama lakho nanoma yini engaveza ukuthi ungubani. Ngokwemithetho yocwaningo, uma kukhona, okushilo okunesidingo sokuthi kubikwe ezinhlakeni (zesikole) ezingaba nosizo, sizokucela ukuba uthathe izinyathelo ubike. Socela nemvume yakho ukusabalalisa umbiko walolucwaningo nomMnyango weseMfundo nezinye zizikole ukuze luthuthukiswe uhlelo. Lokho sokwenza siqikelela ukuthi igama lakho noma isikole sakho aliveli nangephutha.

### **Buyini ubungozi balolucwaningo?**

Konke ukuxhumana nokuxoxisana kwabantu kunobungozi, sokwenza ngawo wonke amandla ukuthi kungabikho ubungozi. Sokwenza ngokusemndleni ukuthi usizwe lapho ungabonisi

kahle khona. Uma kukhona okungakukhululi noma uzizwa uhlukumezeka ngesikhathi kuqhubeka ucwaningo, siyacela usazise ukuze sikutholele usizo olufanele. Uma kunezimo ezehlakele ezidingwa ukubikwa, sokucela wazise abaphathi besikole ukuze kuthathwe izinyathelo ezifanele. Uma kuyisimo esikuhlukomezayo, uyoyalelwa ukuthi ubonane nabazehlalakahle nempilo enhle yabasebenzi bomnyango wezeMfundo e King Cetshwayo.

### **Yikuphi engiyokuthola ngokuba yingxenye yocwaningo?**

Akunalutho okuyoba umhlomulo oqondene nawe, kodwa ulwazi oyosinika lona luyosiza ukuqondisisa izimo uthisha baloluhlelo ababhekene nazo, siyoqonda indlela oluthatha nolubheka ngayo, ukuze sikwazi ukubona lapho kumele kulungiswe khona. Izincomo osinika zona zoba usizo olukhulu ezosiza nabanye ukuze uhleo lukhule luphumelele. Uma ufisa ukuthola ingxoxo yethu ebhaliwe, sothatha imininingwane yakho siyiqophe eceleni ukuze sikunike uma sekuphele ucwaningo ekupheleni kuka 2019.

### **Kumele yini ngibe yingxenye yocwaningo, ngingaphuma noma yinini?**

Uba yingxenye ngokukhululeka nokuthanda kwakho, akunalutho okukuphoqayo. Usenganyomuka noma inini. Uma ungaphumeleli akunalutho oluzokwenziwa kuwe noma ulahlekelwe okuthile okungaba amalungelo.

### **Uma ngabe nginemibuzo ngikhuluma nobani?**

Lolucwaningo lwenziwa u Ms **Juliet Mlungwana** owenza iziqu eziphakeme Masters e University yase Western Cape. Umqondisi nomphathi wakhe kulezifundo u Dr Suraya Mohamed. Ukuxhumamana ungasebenzisa lemininingwane ebhaliwe ngezansi, Juliet Mlungwana 061 876 7330 or email [jjpholana@gmail.com](mailto:jjpholana@gmail.com) or [3706290@myuwc.ac.za](mailto:3706290@myuwc.ac.za)

Uma ufuna ulwazi olubanzi, noma ukubika okuthile, njengenzinkinga nokuqondisisa amalungelo akho, ungaxhumana nomphathi omkhulu ngalemininingwane engezansi.

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This research has been approved by the University of the Western Cape's Biomedical Research Ethics Committee

**BIOMEDICAL RESEARCH ETHICS ADMINISTRATION**

**Research Office**

**New Arts Building,**

**C-Block, Top Floor, Room 28**

**University of the Western Cape**

**Private Bag X17**

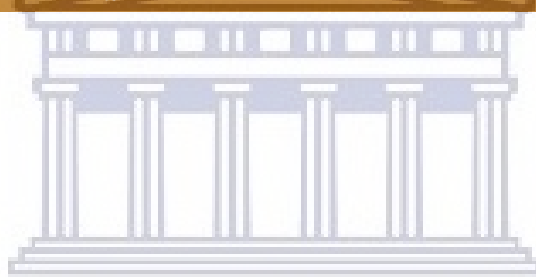
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Appendix 13: Life Orientation Curriculum –Topics

<p><b>DEVELOPMENT OF THE SELF IN SOCIETY</b>            Goal-setting skills: personal lifestyle choices            Sexual behaviour and sexual health            Challenging situations: depression, grief, loss, trauma and crisis</p>	<p><b>HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</b>            Concept: volunteerism            Health and safety issues related to violence            Decision-making about health and safety: HIV and AIDS</p>	<p><b>CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES</b>            Issues relating to citizens' rights and responsibilities            Constitutional values            Contributions of various religions in promoting peace            Sport ethics</p>	<p><b>WORLD OF WORK</b>            Time-management skills            Reading and writing for different purposes            Options available after completing Grade 9            Knowledge of the world of work            Career and subject choices  <b>Study and career funding providers</b>            Plan for own lifelong learning</p>	<p><b>PHYSICAL EDUCATION</b>            Improves own physical wellness level            Executes a game plan for individual or team sport            Refines own and peer performance in movement activities            Refines own performance in an outdoor recreational activity            Safety issue</p>
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# Lesson 9.7

## Are you ready for parenthood?

Grade	9
Subject	Life Orientation
CAPS topic(s)	Development of the self in society Health, social and environmental responsibilities
CAPS subtopic(s)	<ul style="list-style-type: none"> <li>Sexual behaviour and sexual health</li> <li>Goal-setting skills: personal life style choices</li> </ul>
Link to other subtopics in CAPS	<ul style="list-style-type: none"> <li>Appropriate responses to influences on personal lifestyle choices               <ul style="list-style-type: none"> <li>Informed decision-making skills: positive and negative influences.</li> </ul> </li> <li>Sexual behaviour and sexual health:               <ul style="list-style-type: none"> <li>Risk factors leading to unhealthy sexual behaviour</li> <li>Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS and low self-image and emotional scars</li> <li>Factors that influence personal behaviour including family, friends, peers and community norms</li> <li>Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour</li> <li>Adverse consequences and implication of teenage pregnancy for teenage parents and the children born to teenagers</li> </ul> </li> </ul>
This lesson will deal with the following:	<ul style="list-style-type: none"> <li>listing ways in which their lives would be affected by pregnancy and parenting;</li> <li>identifying how boys and girls might experience parenthood similarly and differently; and</li> <li>discussing ways to postpone parenthood until they are ready.</li> </ul>
Concepts	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <li>community norms</li> <li>emotional scars</li> <li>family finance</li> <li>legal responsibilities</li> <li>parenthood</li> <li>peers</li> <li>physical and emotional changes</li> </ul> </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <li>pregnancy relationships</li> <li>risk factors</li> <li>social life</li> <li>teenager</li> </ul> </div> </div>
Teaching Methodologies	<ul style="list-style-type: none"> <li>anonymous question box</li> <li>brainstorming</li> <li>brief lectures</li> <li>classroom discussions</li> <li>role play</li> <li>small group work</li> <li>guest speakers</li> <li>worksheets</li> </ul>
Time	60 minutes

Appendix 14

### BRIEF LESSON SUMMARY

During Lesson 9.7: *Are you ready for parenthood?*, your learners will explore the ways parenthood would affect a teenage father and teenage mother with respect to relationships, school and education, finances, legal responsibilities, social life and physical and emotional health. At the conclusion of the lesson, your learners will discuss steps they can take to postpone parenthood until they are ready to become parents.

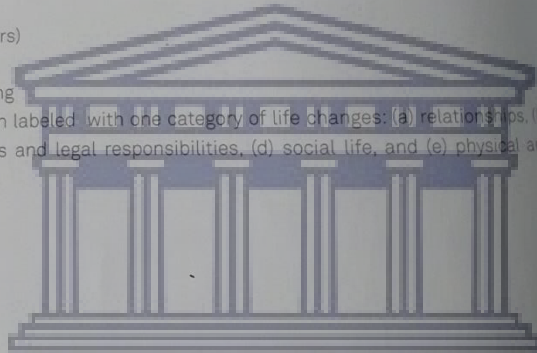
### KEY POINTS

1. **Remember: "I am strong, smart and in charge of my future!"**
2. Parenting is a big responsibility. You have to take action to prevent a pregnancy until you and your partner are ready to become parents.
3. Do not allow harmful gender messages to make you do something that you do not want to do.
4. BOTH men and women are responsible for preventing pregnancy, HIV and other STIs
5. Abstinence is the safest way to prevent pregnancy. The SAFEST choice is NOT to have sex.
6. If you choose to have sex, use a condom and hormonal form of contraception to reduce your chance of pregnancy.



### RESOURCES/MATERIALS

- chalkboard
- chalk
- flip chart paper
- easel
- thick magic markers (various colours)
- tape
- watch or cell phone for time-keeping
- five pieces of flip chart paper, each labeled with one category of life changes: (a) relationships, (b) school and education, (c) finances and legal responsibilities, (d) social life, and (e) physical and emotional.



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**NOTE TO THE EDUCATOR**  
 In a social that you do not enforce negative stereotypes about gender during this exercise. A pregnancy and childbirth will affect BOTH boys and girls. Do not give the idea that caring responsibilities lie only on the woman. Emphasise that BOTH men and women are responsible for providing medicine. Be sure to include both perspectives. Emphasise that BOTH men and women are responsible for providing pregnancy, HIV and other STIs.

**A.2 Rotating brainstorm**

1. Divide your learners into five small groups and ask each group to choose one of the flip charts to rotate around the room and stand next to it. There should only be one group per flip chart.
2. Explain that you would like your learners to come up with a list of ways in which they think a teenage parent's life would change for each category, and write them all down, using the marker provided. Each group will have two minutes to come up with as many changes as they can before moving on to the next category.
3. Provide an example to help them to understand the assignment. For example, under the category of "social life" a small group might write, "A teenage parent may miss spending time with their friends after school." Confirm that everyone understands the assignment and ask your learners to start writing.
4. After two minutes have passed, tell the small groups to move to the next flip chart to try to bring their marker along with them (one colour for each group). Ask them to add to the list, or to write under this category and then add as many changes as they can think of to this list. Allow them up to two minutes to do so.
5. Continue this process until each group has visited each of the five categories and they have added to their original one.

**NOTE TO THE EDUCATOR**

If your class is too large to manage group rotating around the room, consider creating a worksheet with each of the five categories described above. Illustrative materials e.g. posters, handouts etc. might make it easier to rotate information. Ask your learners to create small groups at their desks and allow small groups 10 minutes to complete the assignment.

**A.3 Life changes discussion**

**Brainstorm review**

1. Ask your learners to take a few minutes to walk around and look at all five charts on the wall. Explain that you will discuss these points with them in a moment.
2. Explain that you will now talk a little about each of the five charts. For each chart, ask a few learners to share which examples on the flip chart are most important to them and why. In the cases where your learners discuss positive aspects of parenthood, be sure to explore how these issues could also potentially lead to more challenges. The point is not to deny any positive reasons for having a baby, but to look at these reasons with more depth and see how realistic they are.

**TEACHING METHODOLOGY**

**NOTE TO THE EDUCATOR**  
 This SLP can be delivered in the time frame allocated. Preparing materials and resources before the lesson will assist you with achieving that.

**ACTIVITIES**

**A.1 Life changes brainstorm**

1. Explain that the lesson today will be about parenthood, and in particular, how parenthood can affect a teenager's life. Explain to your learners that there are many ways in which parenthood can affect a teenager's life. Explain to your learners that there are many ways in which a teenager's life would change if he/she became a parent. In this activity, you want to explore what those changes are. Start by exploring what your learners already know about parenthood. Point to the five pieces of flip chart paper around the room. Review each of the five categories and describe what each category means (see below).

**Relationships:**

Explain that relationships can include your family, friends and your romantic relationships. For example, your relationship with your parents may change if you were to become a parent.

**School and education:**

Explain that things at school may be different, or your education may be affected. For example, it is unlikely that you will have the same time you used to have to study.

**Finances and legal responsibilities:**

Explain that when you become a young parent, you have legal obligations to your child. You will have new financial obligations too. Try to think of what some of those may be (e.g., diapers, clothing, medicines, etc.)

**Social life:**

Explain that your social life, the time you spend with your friends and doing the things you like, will definitely change. For example, you probably will not be able to go out with your friends on weekends, especially at night.

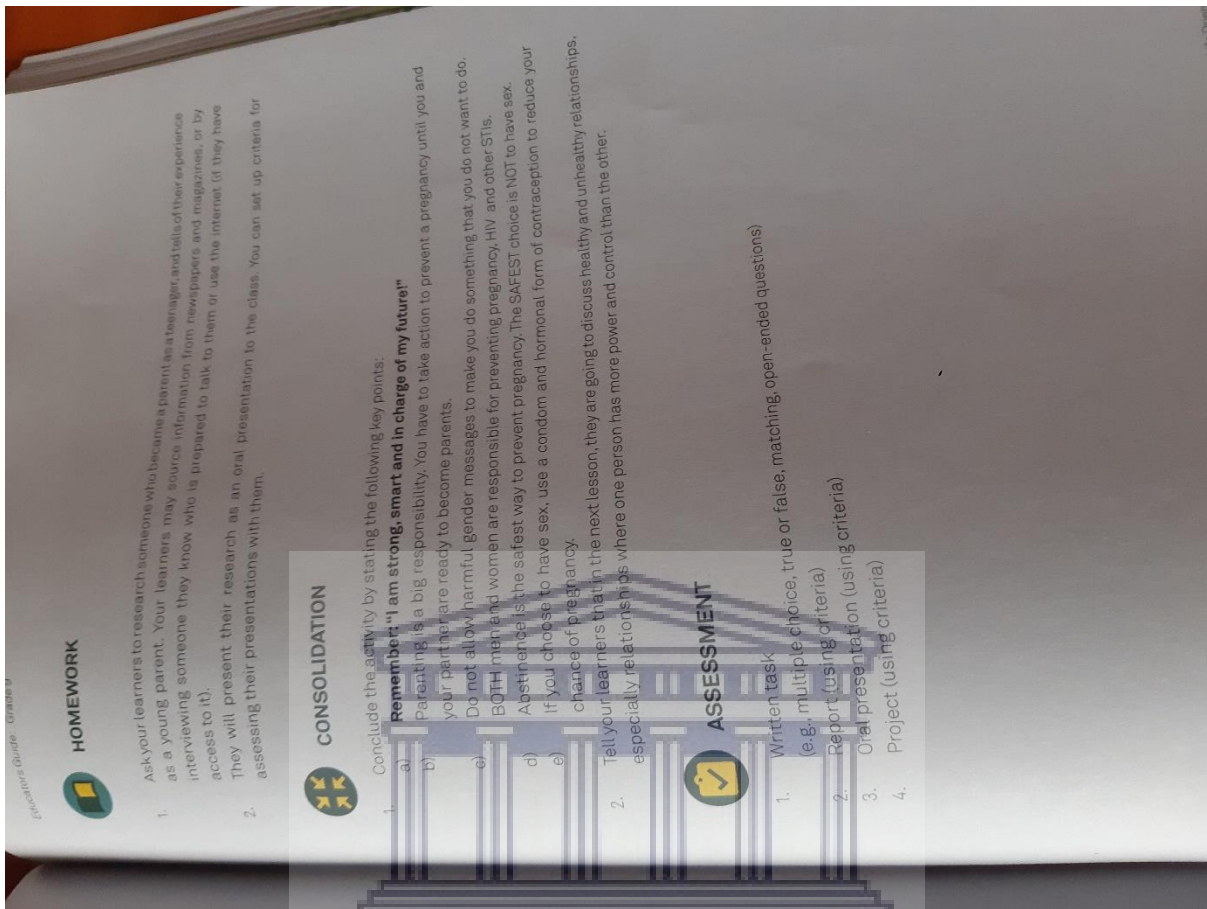
**Physical and emotional:**

Explain that some physical changes may seem obvious, but you may also go through some emotional changes too. For example, you will likely deal with new kinds of stress (e.g. caring for the baby in the middle of the night, attending to all the baby's needs, worrying about the health of the baby etc.).

3. Ask your learners if they can think of any other major categories in which their lives would change if they became a father or a mother as a teenager? Record these ideas on the board.



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### HOMEWORK

1. Ask your learners to research someone who became a parent as a teenager, and tell of their experience as a young parent. Your learners may source information from newspapers and magazines, or by interviewing someone they know who is prepared to talk to them or use the internet (if they have access to it).  
They will present their research as an oral presentation to the class. You can set up criteria for assessing their presentations with them.
- 2.

### CONSOLIDATION

Conclude the activity by stating the following key points:

- a. **Remember!** "I am strong, smart and in charge of my future!"  
Parenting is a big responsibility. You have to take action to prevent a pregnancy until you and your partner are ready to become parents.
- b. Do not allow harmful gender messages to make you do something that you do not want to do.
- c. BOTH men and women are responsible for preventing pregnancy, HIV and other STIs.
- d. Abstinence is the safest way to prevent pregnancy. The SAFEST choice is NOT to have sex.
- e. If you choose to have sex, use a condom and hormonal form of contraception to reduce your chance of pregnancy.

### ASSESSMENT

1. Written task (e.g. multiple choice, true or false, matching, open-ended questions)
2. Report (using criteria)
3. Oral presentation (using criteria)
4. Project (using criteria)

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