

**Comprehensive Sexuality Education: The experiences of teachers in one
Bloemfontein secondary school**

By

SEBOHOLI, TANKISO

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PROMOTER: MISS. V. JAGESSAR

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Dedication

I dedicate this dissertation to the individuals listed below, who have been of tremendous assistance throughout my academic career. I noticed with appreciation that they had sacrificed their precious time making my dream a reality. These beloved people undoubtedly awaited with bated breath my academic triumph, which is unarguably theirs as well.

My dearest wife and friend Malineo Seboholi

My gorgeous daughters Lineo and Limpho Seboholi

My brother John Molefe Seboholi

My parents ntate Lefu and mme Matankiso Seboholi

My mother in law mme Mamotlatsi Ntshinyi

My cousin Likhang Pheello

My best friend Phillip Lesia.

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Abstract

Comprehensive Sexuality Education (CSE) is one of the most crucial programmes, among many, that can be entrusted with reducing the prevalent risky sexual behaviours to reduce the spread of HIV and AIDS, STIs and unintended childbearing among learners in South African schools. Formal CSE instruction is mainly limited to the Life Orientation (LO) classroom which is ineffective because of the influences on the subject content as a result of cultural differences. The main objective was to gain insight into the experiences (difficulties) of teachers teaching CSE in one selected secondary school in Bloemfontein, and to explore how teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they may face.

The study used the interpretive paradigm and draws on Dewey's education and experience theory. In this study, I used a semi-structured one-on-one interview to collect data from eight participants, allowing for probing and clarifying both questions and answers. The teachers' norms and attitudes that guide their teaching of CSE posed a severe danger to its effective delivery, as did the nuanced nature of the new CSE lessons. The study's findings revealed that teachers' experiences teaching the new structured CSE lessons in LO were unquestionably driven by their culture, religious orientation as well as their belief and value system. Teachers expressed their discomfort in teaching what they referred to as 'sensitive topics' in CSE, which were considered taboo in their community. They chose to exclude such topics and select what to teach based on their values and beliefs. The decision of what to teach and what not to teach compromised the intentions of the new structured CSE lesson plans. Participants also complained that CSE was a waste of their time because the high rate of teenage pregnancy remains unchanged and the relevant authorities had failed to give CSE the attention it deserves. They also reported that they had seen no improvements in the learners' behaviour since they were introduced to the programme. Participants also expressed their dissatisfaction with teaching the new structured CSE lessons, citing issues to do with the nature of the programme's content, and lack of proper consultation from the educationists about CSE implementation and monitoring in schools.

Even though some teachers were convinced that CSE was designed to expose learners to explicit sex and pornographic issues at a young age, they discovered that it was not as bad as they thought. Participants explained that CSE enables learners to maximise their potential on the levels of the body, mind, soul, and society. Participants also suggested that through CSE,

learners learn how to constructively relate to and contribute to family, community, and society while also living up to the principles outlined in the constitution. It gave pupils the opportunity to exercise their constitutional rights and obligations, respect others' rights, and show tolerance for differences in culture and religion in order to help create a democratic society. With CSE participants further learners were urged to learn and put into practice life skills that would enable them to respond positively to challenges and play an active and responsible role in the economy and society. They were also encouraged to make informed decisions, become morally accountable for their decisions about their health and their environment. CSE is a crucial subject that can help learners become fully reliable people and responsible members who can competently handle life' challenges in their democratic society.

However, teachers discovered later that CSE curriculum was not as atrocious as they had imagined. They further noticed that it was not intended to expose students to explicit sex and pornographic material at an early age. Therefore, CSE gives students the opportunity to reach their full potential on all levels of life being, physical, mental, spiritual, and social.

In collaboration with UNESCO, I propose that the Department of Education (DoE) host seminars for parents, legislators, and cultural and religious leaders, to develop the support structure within the teaching sector focused on CSE. This study showed that, like any other subject in the classroom, CSE would be one of the most motivating factors for teachers if it received the attention it merits. I suggest that CSE be offered as a field of study at higher education institutions, allowing student-teachers with a CSE major to enrol.

Keywords:

Comprehensive Sexuality Education; secondary school; Bloemfontein; teachers' experiences

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List of Abbreviations and Acronyms:

| | |
|--------|---|
| AASECT | The American Association of Sexuality Educators, Counsellors and Therapists |
| ABCDE | Activating Beliefs Consequences Disputations and Effect |
| AIDS | Acquired Immunodeficiency Syndrome |
| ASSA | Actuarial Society of South Africa |
| CAPS | Curriculum Assessment Policy Statement |
| CEDAW | The Committee on the Elimination of Discrimination against Women |
| CESCR | The Committee on Economic, Social and Cultural Rights |
| CSE | Comprehensive Sexuality Education |
| DBE | Department of Basic Education |
| DoE | Department of Education |
| FEDSAS | The Federation of Governing Bodies of South African Schools |
| HIV | Human Immunodeficiency Virus |
| LO | Life Orientation |
| LS | Life Skills |
| SA | South Africa |
| SADTU | The South African Democratic Teachers' Union |
| SE | Sex Education |
| SGBs | School Governing Bodies |
| SIECUS | Sexuality Information and Education Council of the United States |
| SLPs | Scripted Lesson Plans |
| SRH | Sexual and Reproductive Health |
| STDs | Sexually Transmitted Diseases |
| STIs | Sexually Transmitted Infections |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNFPA | United Nations Fund for Population Activities |
| UK | United Kingdom |
| USA | United States of America |
| WHO | World Health Organisation |
| SATU | South African Teachers Union |

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CHAPTER 1: INTRODUCTION

1.1. Introduction

Since 1994, the Department of Education (DoE) in South Africa (SA) has revised the public-school curriculum numerous times in the hope of transforming the curriculum to rid it of any residual of the apartheid-era education system. One such change was the incorporation of Comprehensive Sexuality Education (CSE) into the Life Skills (LS) and Life Orientation (LO) subjects, to prevent misinformation about sex, sexuality, gender, and relationships among learners (Department of Education, 2020). The CSE was initially integrated into the LS and LO learning areas in 2000. In 2015, the DoE, with the assistance of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), established a more structured framework, known as the Scripted Lesson Plans (SLPs) (Venketsamy & Kinear, 2020). These are premeditated and detailed plans clear activities and assessment to guide teachers on how to handle sensitive topics in CSE (Kinnear, 2021). It is the kind of plan that helps teachers equip learners with life-changing sexual health skills. It also helps teachers provide accurate sexuality information to learners in line with their age (Khodakarami, 2019). Teachers can efficiently address taboo sexual and reproductive health issues in CSE such as physical reproductive body parts, childbearing, pregnancy preventive methods as well as sexually transmitted infections (STIs) and HIV and AIDS, with their learners (Kinnear, 2021).

However, CSE SLPs came under much criticism in media reports even before their implementation in 2020 (Hans, 2020). In South Africa (SA), CSE has become a controversial subject amongst the family, the school, and the church, with many suggesting that implementing the CSE curriculum is inappropriate for school-going learners (Vanwesenbeeck, 2020). The issue also led to the petition on the 14 May 2019 by the “Protect Children South Africa Coalition”, calling on parents, grandparents, teachers, doctors, counsellors, business, legislators, religious, and community leaders to stop the implementation of CSE SLPs in SA primary and secondary schools. The main claim was that CSE lessons are overtly sexual and are appropriate only for the bedroom and not for classroom (Khodakarami, 2019). Parents further lodged their claim that CSE is against the fabric of a moral society but the DoE was determined to pilot CSE SLPs in five selected provinces despite the controversy and the uproar

from various education stakeholders. According to Davis (2019, p.3), there is no doubt that the execution of SLPs in the CSE curriculum in SA schools has been a contentious move. It seems that nothing can satisfy critics opposed to the Minister of Basic Education's point of view that the new scripted plan is an excellent tool to overcome challenges related to learners' well-being. Davis (2019, p.3) states that various stakeholders, such as educationists, the South African Teachers' Union (SATU), the Federation of Governing Bodies of South African Schools (FEDSAS), and parents are discontented with the implementation of CSE SLPs in SA schools.

The complaints culminated in the conception of the hashtag *#Leaveourkidsalone* on social media, throughout the country. Kings (2018, p.5) says over 100,000 grievances or dissatisfactions with CSE SLPs flooded social media platforms in February 2020. Some parents of school going learners claimed that CSE exposes learners to explicit sex and nudity. Some parents and guardians wished to keep their children out of CSE lessons if the authorities did not attend to their grievances. Consequently, teachers were outraged by the teaching of CSE SLPs because of the content that was judged as overly explicit and misaligned to the age of learners (Kings (2018, p.5). They were also worried that SLPs would eroticise children, likely leading to sexual promiscuity since they were being exposed to sexual issues at the early age (Bhana, Crewe & Aggleton, 2019). In addition, parents of both primary and secondary school learners signed a petition titled *"Stop CSE in South African Schools"*. They clearly articulated their concerns that it is a societal offence to expose learners to detrimental and explicit ideas on human sexuality (Bhana, Crewe & Aggleton, 2019).

Parents and guardians were obviously worried, while learners had mixed feelings of both anxiety and eagerness to understand more during the discussions on sex, which put teachers in an awkward position (Naidoo, 2006). Mturi (2019) states that principals, along with CSE teachers, are reluctant to pay much devotion to CSE lessons, since the subject is excluded by tertiary institutions in admission decision making.

Religious groups also voiced concern that CSE went deeper than what it seemed to be. Johnson and Blanton (2020) further state that religious organisations claim that CSE was nothing but a ruthless and hard-nosed child sexualisation platform and an eventual deadly assault on the health and purity of learners. They condemned the programme for transforming schools into

massage parlours likely to pervert the innocent learners (Dipa, 2019). They further saw it as terrifying for teachers to stand in front of grade 4 and 7 discussing private parts, masturbation, as well as female condom use (Dipa, 2019). Furthermore, religious and cultural leaders condemned the programme, claiming that CSE imposes perversion on innocent and virtuous learners (Dipa, 2019). Hans (2020) states that during the official opening of the KwaZulu-Natal legislature in Pietermaritzburg, the DoE was bitterly castigated and accused by Zulu King Goodwill Zwelithini for failing to consult parents about the sexuality programme. He expressed the serious concern that CSE leads to early sexual initiation, therefore, it might drive learners into sexual activities at early stages of their lives until they engage in promiscuity.

According to Nel and Slatter (2019), teachers argue that they cannot participate in an education process that exposes learners to sexual pleasure with lessons which threaten the sacred foundation of marriage. To make matters worse, CSE is implemented without relevant teacher training, and teachers are expected to deal with uncomfortable and explicit sexual content without the prior training. CSE teachers in some schools in South Africa threaten to boycott CSE lessons, which would hamper the efficacy of the teaching and learning process (Nel & Slatter, 2019).

Despite the countless and bitter denunciations of the implementation of the CSE SLPs, UNESCO and the SA DoE publicly pronounced positive aspects of this initiative (Zulu, Blystad, Haaland, Michelo, Haukanes, & Moland, 2019). Therefore, CSE is a rights-based programme that intends to make learners familiar with physical, emotional, social, and mental facets of sexuality by focusing on reproduction, illnesses, risky behaviour, gender-based violence and human rights (Helmich, 2009). Since learners have a right to accurate CSE information, the DoE went ahead and integrated CSE SLPs into the South African (SA) education system in 2020 to pilot in five selected provinces with a very high HIV prevalence in South Africa.

The DoE made it clear that CSE does not solely focus on reproduction, illnesses, and risk control; but also, on gender-based violence and human rights (Herat *et al.*, 2018). Kasonde (2013) suggests that schools must be considered as places where CSE is embraced. The assumption is that DoE, through CSE in schools, stands a chance to fight and defeat HIV and AIDS, only if teachers commit to their delivery of this curriculum (Corngold, 2013). In a study conducted in Zambia, Agha (1998) notes that sex experts highly recommend the use of

condoms and other contraceptives for learners who fail to refrain from sexual activities. Bhana, Crewe and Aggleton, (2019) make it clear in a study that conducted across the world on sexuality education, that learners become confident and develop skills necessary for making sound decisions about their sex life. Since CSE encourages no sex before marriage, it is considered a good way to stem the unplanned pregnancies, and HIV and STIs infections in young people across American schools (Bleakley *et al.*, 2006). Goldman (2014) opine that, in the United Kingdom and Australian schools, learners will hardly be ready for sex-life and childbearing later if they do not receive adequate lessons through CSE. Dutch educationists declare that humans are sexual beings who must be well taught about sex issues (Landry, Darroch, Singh & Higgins, 2003). For this reason, Netherlands schools have implemented very strict and structured lesson plans that require CSE teachers to teach all outlined topics (Santhya *et al.*, 2011). Parents who are not comfortable to discuss sex matters with their children cause a gap in sexuality knowledge (Louw, 2002). Research notes that, in South Africa, inadequate teaching of CSE in schools leads to sexual harassment and sexual violence among teenagers (Mahlo, 2008). CSE has been portrayed as having the capacity to impart necessary knowledge and skills to learners, so that they develop resilience and confidence to enable them to deal with gender issues and social habits in their day-to-day lives (Lindroth, 2014).

CSE appears to be a programme with the most potential to offer young people and future generations accurate and legitimate knowledge about their bodies and sexuality (Goldman, 2010). This reduces false information, embarrassment, and fear; while also enhancing their ability to safely make quality sexual and reproductive health decisions by themselves (Boonstra 2011; UNFPA, 2010). Improved information access, through CSE, aides in the reduction of early births, unsafe pregnancy termination, sexual assault, and STIs, as well as the promotion of gender-based non-discrimination among young people (WHO, 2011). CSE assists adolescents to safely transit from childhood to adulthood and fulfilling their maximum potential in terms of educational success, economic potential, and social involvement. Proper access to CSE would contribute to South Africa's socio-economic development. Although CSE is still a contentious issue for some groups and individuals, there is mounting evidence that high-quality CSE improves sexual knowledge, attitudes, communication skills, and certain sexual behaviours (Kirby, 2011; UNESCO, 2009). No shred of evidence demonstrates the effectiveness of CSE as one of the best programmes that teaches prevention strategies, provides up to date medical information regarding use of contraceptives and condoms, and promotes

abstinence and protective behaviours among learners. Compared to less comprehensive programmes, CSE has demonstrated that it contributes to equipping learners with knowledge about their sexual health more than any other programme of this type (Fine & McClelland, 2006). In a nutshell, CSE is acknowledged as a successful approach to educating about sexual health, and the school has been chosen as an ideal location for its implementation. Its all-encompassing and inclusive methodology strives to enhance learners' understanding, attitudes, and practical abilities to safeguard their sexual and reproductive rights and health (Ngabaza & Shefer, 2019).

Research shows that, it is the DoE's strategy to highlight an urgent need for age-appropriate, resilient, self-assured, and forceful child abuse prevention education through CSE SLPs in SA schools (Thaver & Leao, 2012). It was found that cultural hurdles and conservative mindsets, along with apartheid systems of family disruption and parental (male) absence, were inhibiting honest discussions about sex and sexuality, necessitating a review of the content by the Department (Regnerus, 2005).

The International Technical Guidelines 2016 review on CSE noted that evidence on the benefits of proper CSE teaching has been prominent since 2008 (Koch & Wehmeyer, 2021). The rigorous scientific review also discovered that CSE does not sexualise children or increase their involvement in sexual activity, risky sexual behaviour, or STIs/HIV infection rates; but instead, instils good behaviour in learners. This means that CSE defers sexual initiation and encourages responsible sexual behaviour, increases understanding of various sexuality aspects, as well as the risks associated with early and unwanted pregnancy and STIs. CSE through SLPs provides age-appropriate information that leads to reduction in the number of sexual partners and sexual risk taking while increasing the coverage of condom usage and other forms of contraception (Koch & Wehmeyer, 2021).

According to research, children benefit from obtaining relevant, scientifically correct knowledge that is packaged according to their age limits. CSE emphasises the necessity to interact with local contexts such as traditional leaders, SE groups, and local communities (MacKenzie, Hedge & Enslin, 2017). CSE deals with harmful social norms and negative practices that increase vulnerability and risk among young women and girls as well as violation of their rights (Tsaliki, 2015). Parents play a critical role in teaching children and enhancing their sexuality knowledge base. CSE, on the other hand, supplements this role by delivering

all-encompassing education within an environment that is safe and supportive, helping teachers with the SLPs. There are no masturbation topics for 9-year-olds in Grade 4 because the CSE curriculum places a greater emphasis on preventing HIV, STIs, early and unintended pregnancy, healthy lifestyle choices, and hazardous behaviours using a rights-based approach than on sexual pleasure (Koch & Wehmeyer, 2021). The topics are carefully and thoughtfully selected to be relevant and appropriate for SA learners as the LO Curriculum is locally and tailored to fit the SA context.

Furthermore, all the images used for illustrations in the curriculum are guided by DoE set protocols and principles to safeguard the protection of human rights and dignity, and to prevent learners' exposure to offensive material whatsoever. The CSE in CAPS put focus on the complete person, with attention paid on relationships, life skills, and values while teaching learners age-appropriate topics. It does not teach learners how to engage in sex in any way. Since 2000, The Department has been committed in providing on the job training for teacher on Life Skills and Life Orientation. The Department has also developed training materials on the CSE SLPs to ensure that the capacity of LO educators matches the delivery requirements of the new curriculum (Koch & Wehmeyer, 2021).

While studies conducted on the phenomenon are commendable, none has been conducted on the experiences of teachers who teach SLPs on CSE in schools in the Bloemfontein Area. The new structured lesson plans on CSE were only introduced in five provinces across SA secondary schools in 2020. Free State province is among the five provinces expected to implement CSE SLPs. This study sought to find out the experiences of CSE teachers teaching SLPs to determine whether the implementation of CSE was successful in teaching young learners about sexuality, sex, gender and relationships. The study also seeks to what can be done to provide more support to schools, teachers, and learners.

In the next section, I discuss the background and rationale of this study. I further outline the study's purpose, objectives, and research questions in greater detail. I then provide the significance of the study.

1.2. Background and Rationale

The SA minister of Basic Education, Ms Matsie Angelina Motshekga was concerned that unwanted pregnancies, STIs and HIV infections among school learners remained high. That is why the CSE programme was incorporated into the LO learning area in 2000 (Koch & Wehmeyer, 2021). As a teacher for Grades 8 to 12, I have noticed that learners are exposed to media that often depicts sexual acts and promiscuous behaviour. This exposure often leads to some learners between 13 and 17 years wanting to explore their sexuality without completely understanding the dangers involved. According to the SA Child Gauge publication, from 2008 to 2017, the number of adolescent boys and young men participating in early sexual intercourse increased while the usage of condoms among young men and women aged 15–24 decreased (MacKenzie, Hedge & Enslin, 2017).

According to Weiler, (2013) statistics on the new HIV infections rate decreased with 44% in 2012, however, the youth aged between (15–24 years) remain highly vulnerable to contracting HIV (Broich, Bezuidenhout, & Coetzee, 2018). This age group constitute more than a third of all new HIV infections. Young women are predominantly at risk because it has been observed that the highest rate of the new infections is found within the age group of young women aged 15-24. It is also shown that HIV prevalence it is 3 times more among women than men (Herrman, Solano, Stotz & McDuffie, 2013). They are estimated to have 66 000 new infections while men had 22 000 similar conditions in 2017.

In addition, HIV prevalence in SA is notably higher among school girls and young women (15.6) accounting for 75% of 20–24-year-olds living with HIV in which young men who are HIV positive were accounting for only 4.8% in 2017 (MacKenzie, Hedge & Enslin, 2017). HIV prevalence increased, with 28% of pregnant women (15–49) being infected by HIV in 2019 (Chen, Luo, Pan, Lan, Zhu, Li, Zhu, Chen, Shen, Ge & Tang, 2019). The rate of pregnancy among teenagers has remained constant at 7% from 2009-2018. But the high prevalence of HIV and the rates of unwanted teen pregnancy persisted. Although CSE deals with the sexuality facets rather than merely preventing unwanted pregnancy and illness, the statistics reveals that the teaching of CSE programme has not yet shown the desirable impact.

As a result of these disturbing high rates of teenage pregnancy, HIV infections, coupled with poor decision-making in sexuality and relationships, in 2011, the Department of Basic Education (DBE) proposed a review process aimed at strengthening the LO CSE syllabus. The findings from the review indicate that teachers largely find teaching CSE to be challenging (McKee, 2012). This review process has resulted in the conception of SLPs; comprehensive pre-planned lessons with all the activities and assessment tasks that assist teachers with teaching sexuality education. According to the DBE, the SLPs did not alter the existing curriculum, instead, they guide teachers to deliver the existing CSE content more effectively (Koch & Wehmeyer, 2021).

The SLPs can help young people in SA receive effective sexuality and HIV prevention education (Speizer, Magnani, & Colvin, 2003). I recommend in my study that SLPs be implemented nationally CSE SLPs help learners delay their involvement in sexual activities, and minimise the number of sexual partners they have, take less risks, and use more contraceptives and condoms (McKee, 2012).

Internationally, studies have been conducted on the teachers' experiences of teaching CSE in schools. In the USA, CSE is implemented in 20 states. Research suggests that, in the USA, schools use CSE as a tool to reduce HIV, STDs and teenage pregnancy, by promoting abstinence and contraceptive use (Bleakley, Hennessy & Fishbein, 2006; Wight, Raab, Henderson, Abraham, Buston, Hart & Scott, 2002). Teachers are given the responsibility to provide learners with age-appropriate information on sex, sexuality and gender, and feel obliged to protect learners from harmful sex information on media platforms (Future of Sex Education Initiative, 2012; Suleiman & Brindis, 2014; Steinberg, 2008; Brown, Lamb, & Tappan, 2009; Lamb & Brown, 2006). Ashcraft (2008) states that parents have confronted teachers about their discomfort with the teaching of CSE. Teachers have complained that they lack extensive training and a structured CSE curriculum to decide age-appropriate content for learners (Cozzens, 2006). In the UK, research on the experiences of teachers teaching CSE suggests that CSE is implemented across all grades (McKee et al., 2010). Research conducted on teachers' experiences in teaching CSE in schools suggests that parents threaten to deregister their children from school (Giami, Ohlrichs, Quilliam, Wellings, Pacey, & Wylie, 2006). This puts teachers in a predicament. On the one hand, they fear what parents can do with their rights (Brook, 2015), on the other hand, teachers are afraid of what may happen if they do not teach the curriculum (Stephenson *et al.*, 2008).

Given that the SLPs are new to schools, there is limited research coverage on the experiences of teachers teaching the newly structured CSE lessons in South African schools. However, research exists on the LO integrated CSE lessons in schools and other facets of CSE, such as teenage pregnancy, sexuality education, among others. This research suggests that learners become victims of sexual assault and sexual harassment due to their lack of knowledge and information on these issues (Louw, 2012). Teachers also feel uncomfortable with teaching sensitive issues like sexuality to learners (Mahlo, 2008; Alldred, 2007). Francis (2012) highlights that teachers often choose what to teach and what not to teach based on their own beliefs and values.

South African academics such as Louw, (2012), Francis (2012) and Mahlo (2008) have written on integrated CSE in Life Orientation and Life skills. However, they have not focused on the new structured lessons introduced in selected schools. Research has recommended the implementation of more structured CSE lessons in South African schools (Francis, 2012). In line with this recommendation, UNESCO and the Department of Basic Education (DoE) introduced the new structured CSE in 2020 in selected schools in five provinces which are Western Cape, Mpumalnga, Kwazulu Natal, Gauteng and Free State in which there is a high prevalence of HIV to strengthen the LO content in SA school curriculum.

1.3. The history of sex education and sexuality education in South Africa

Sex education is not new, and dates to pre-and early colonialism. Sex Education (SE) was intertwined with the events that signalled a person's transition into adulthood (Academy of Science of South Africa, 2015). For instance, initiation rites taught children about sex, relationships, and contraception. Those rituals had fallen out of favour by the early 20th century, simply because young people relocated from rural areas to urban areas for various reasons (Hyde & DeLamater, 2008). Apart from that, Christian missionaries and ministers introduced sexual socialisation for young, urban black South Africans, where the emphasis was on convincing young adults that sex was only lawful within the boundaries of marriage (Jubber, 1991; Delius & Glaser, 2005). Later, sex education guiding manuals were introduced for middle-class white children (Obono, 2010). They attempted to monitor ethnic boundaries within society where mixed-race sex was increasingly becoming illegal (Denis, 2003). In 1927,

the segregationist state enacted the Immorality Act, which prohibited interracial sex (Strong, 1972; Ogura, 1996). This legislation was revised by the apartheid state in 1950 and was only repealed in 1985 (Clark & Worger, 2013; Stewart, 1997).

In 1934, the Johannesburg Public Health Department and the Red Cross released a slim illustrated pamphlet titled "*Facts about Ourselves for Growing Boys and Girls*" (De Ru, 2013; West, 1934). The flyer was a simplified authoritative guide aimed at giving young white readers aged ten to twelve, and parents who could use the text to educate their children, precise knowledge about sex and sexual reproduction (Neuhaus, 2000). The Department also made it clear that sex should strictly be limited to same race married men and women, and not otherwise (Walker, 2001). But when guidance classes first came into implementation in 1967 and 1981 for white and black schools respectively, they contained diminutive sex education and were equally conservative (Turnbull, Van Wersch & Van Schaik, 2008). During colonialism by Dutch colonisers from 1948 to 1994, the discourse on sexuality was characterised by a highly control by the apartheid (apartness) system, and had a distinct bias favouring a specific brand of Christianity in South Africa (Macleod, 2009). In line with the concept of marriage as defined in Christendom, certain sexualities like same-sex unions or bisexuals were prohibited, and characterised as deviant and criminal behaviour (Strasburger & Brown, 2014). Discrimination against homosexuals was ended with the end of apartheid era and the development of a new constitutional order founded on the principles of equality, human dignity, and freedom (Smith, 2003).

After the apartheid system in 1994, the SA DBE devised various strategies providing guidance on the implementation of sexuality education in schools (Chisholm, 2004; Harley & Wedekind, 2004). As appealing as these endeavours seemed, they were plagued with challenges that affected the implementation process (Mturi & Bechuke, 2019). The spread of HIV, unintended pregnancy, and risky abortions among adolescents were linked to a lack of knowledge about sexuality and reproduction, and limited access to contraception (Lal, Vasan, Sarma & Thankappan, 2000). As a result, the Comprehensive Sexuality Education Programme of the Department of Basic Education was incorporated into the Life Orientation (LO) and Life Skills learning areas in 2000 (Mturi & Bechuke, 2019; Adams Tucker, George, Reardon & Panday, 2016).

The teaching and learning of Comprehensive Sexuality Education constitute a heated and continuous debate in schools and societies worldwide, including South Africa (Francis, 2016; Mturi & Bechuke, 2019). The dynamics and severity of such discussions raise several issues that need to be resolved, such as; the suitable age for teaching and learning of sexuality education in schools, the appropriate content to include in the curricula as some topics appear sensitive and culturally incompatible, and the availability of suitably qualified teachers (Chow, 1999).

To address the above factors, the Department of Education set out in 2015, with the assistance of UNESCO, to develop a more structured framework for CSE in South African schools to guide the provision of CSE in the Life Skills and Life Orientation CAPS (Grade 4-12). However, even before its inception in 2020, it was heavily criticized in the media (Hans, 2020). The Scripted Lesson Plans (SLPs) were developed to assist teachers in delivering CSE in the classroom that is culturally relevant, age-appropriate, scientifically accurate, and evidence-based. The SLPs adopt a human rights-based approach, enabling youth to gain the necessary life skills to support gender equality and healthy decision-making.

The effort expended during colonialism demonstrates that the human developmental process from childhood to adulthood is complex, as children and adolescents go through prodigious developmental stages (Shafii & Burstein, 2009). The product of sexuality is one such process, which may not always be comfortable, but is critical for emotional, spiritual, family, and community health (Klein, Noe & Wang, 2006). Learners' cognitive abilities do not fully develop until the middle to late adolescent stage. An expedited exchange of ideas between adults and children must be a common and deliberate approach to address issues related to sexuality, such as sexual health and behaviour (Shafii & Burstein, 2009). The way a person acts, feels, and thinks about sex and other forms of physical contact with people (Crooks & Baur, 2016).

CSE, which encompasses various mechanisms which are different from each other, must not be muddled with the notion of SE (Cantor, 2022). CSE occurs throughout a person's lifetime and permeates every facet of their culture (Berman, 2009). It focuses on physical development, psychological, cognitive-intellectual, and socio-emotional development (Berman, 2009; Campos, 2002). It is increasingly perceived that CSE must look beyond the individual to society, to have a significant impact, and to address, not simply more responsible sexual

behaviour, but also underlying environmental problems like gender discrimination that might prevent these practices (Aggleton, 2004; Farrelly, o'Brien, & Prain, 2007; Goldman 2012; Haberl & Rogow 2015; UNESCO 2009). CSE aims to equip learners with accurate information and facts about sexuality. CSE has the capacity to confront and combat oppressive heteronormativity, interpersonal dynamics, and gender equality, when delivered within a framework of gender, sexual, and human rights framework (Boonstra, 2011; Jewkes, 2010). Furthermore, it prepares learners, through methods that will help them take responsibility for their sexual behaviours, well-being, and sexuality-related decisions (Appalsamy, 2015). It appears that implementation of CSE SLPs in schools is a move that cannot satisfy critics who are indifferent to the view that the new plan can overcome challenges around the learners' well-being (Davis, 2019, p.3).

Politicians find it difficult to realise that the new plan is one of the most remarkable ways to respond to the learners' right to comprehensive sexuality education (Sutton, 2003). The right to CSE is a lifelong process that starts at birth and continues throughout one's life and should involve all social institutions (Crook & Baur, 2016). I decided to pursue this research that explores the experiences of teachers teaching CSE in one secondary school in Bloemfontein, to get a better understanding of the experiences of those who implement the CSE structured lesson plans.

1.4. Problem Statement

According to Pino (2019), learners often receive limited or incomplete information regarding issues around sex, sexuality, gender, and sexual health, which leads to gender-based violence, teenage pregnancy, and HIV and AIDS among learners in SA schools. Statistics SA (2017) report claims that there is an increase in learners aged 10 to 19 who experience teenage pregnancy. There is a need for SA schools to provide learners with more information on these issues. According to UNESCO (2015), CSE positively impacts sexual and reproductive health (SRH), and contributes to the reduction STIs, HIV infection, and unintended teenage pregnancy. A primary objective of CSE is to ensure that children and adolescents receive a very good care so that they obtain knowledge and skills essential for making conscious, and healthy choices about relationships and sexuality (UNESCO, 2015, p.7). The Committee on the Elimination of Discrimination against Women (CEDAW) and Committee on Economic, Social, and Cultural Rights (CESCR) support sexuality education that can be used to eradicate

nurturing mortality, abortion rates, teenage pregnancies, and the incidence of HIV and AIDS. However, there is still a gap between global and regional policies and their implementation and monitoring in practise. This research aims to investigate the teaching experiences of CSE teachers in one secondary school in Motheo District in Bloemfontein.

1.5. Focus and Purpose

This qualitative study investigates the experiences of teachers who taught the new structured Comprehensive Sexuality Education (CSE) in one secondary school in the Free State Province. The study also explored how teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein dealt with the challenges they faced. It was done to ensure the smooth and seamless integration of CSE SLPs into the curriculum in the SA education system. The study further intends to examine why teachers teaching the new CSE lessons in a selected secondary school in Bloemfontein dealt with the challenges they faced in the ways that they did. It would help to address the challenges that CSE teachers experienced when teaching SLPs. This study suggests the best possible solutions to the challenges at hand, which will enable teachers and learners to create a desirable teaching and learning environment in the CSE classroom. Unwanted pregnancies amongst learners in schools, transmission of STIs, HIV and gender-based violence are part of the challenges that CSE intends to address through the implementation of SLPs in schools. Since CSE promotes no sex before marriage, it can be regarded as an effective method of reducing unintended pregnancies, HIV and STIs infections among young people worldwide (Bleakley, Hennessy & Fishbein, 2006; Morris & Rushwan, 2015). Given the current debate around the implementation of CSE SLPs in schools in SA, this study is particularly important for evaluating the successes and weaknesses of the implementation of this curriculum in the selected secondary school in Bloemfontein.

1.6. Research questions

Main Question

1. What are the experiences of teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein?

Sub-Questions

1. How do teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they may face?
2. Why do teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they face in the ways they do?
3. What can be done to assist teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein?

When addressing the first question, I explored the experiences of teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein. It is important at this stage of the study to know the hindrances to the smooth implementation of SLPs in schools. The second question deals with the various ways taken by teachers to overcome the obstacles in implementing the new scripted lesson plans. The third question reveals the reasons that compel the CSE teachers to deal with the challenges that they face in the ways they do. The study proposes strategies that can be employed to assist teachers teaching the new scripted lesson plans in a selected secondary school in Bloemfontein.

1.7. Research Objectives

1. This study concentrates on gaining insight into the experiences of teachers teaching the new structured CSE in one selected secondary school in Bloemfontein.
2. The study explores how teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they may face.
3. It examines why teachers teaching the new CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they face in the ways that they do.
4. This study identifies the help that can be offered to teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein.

1.8. Significance of the Study

The impact of the study on the communities such as schools, DoE and School Governing Bodies (SGBs) is always taken into consideration (Regioniel, 2015). CSE works to instil responsibility in schoolchildren about HIV and AIDS infections, and prevention measures taken by adolescents in schools (Boonstra, 2015). There are many abortions performed by young women, which, in most cases, happen under sordid and unhygienic conditions (Darré, Jerves, Castillo, & Enzlin, 2015). CSE assumes a crucial part in dealing with sexual health, well-being, age-appropriate and phased programmes regarding gender-equality, childbearing, and prevention of ill-health for learners (Halstead & Reiss, 2003). Therefore, it makes sense that CSE is thoughtfully implemented in schools to prevent unplanned and unwanted pregnancies, sexually transmitted infections, and domestic and sexual violence. It should also enhance good morals for a healthier society, both physically and mentally (Smith, Realini, Buzi & Martinez, 2011). CSE goes beyond sex education instruction and aims at imparting knowledge, positive attitudes, and appropriate skills to learners, who will eventually be transformed into purpose-driven young leaders who see a solution in every circumstance (Ponzetti, 2015).

This study will aim to instil a better understanding of CSE to educationists, parents, and guardians. Hopefully, these stakeholders will offer their support and ease the Department of Education and teachers' provision of CSE to learners in the long run. This study will highlight the challenges that teachers face in implementing the new structured CSE lesson plans and suggest possible solutions to overcome those challenges. Sexuality education is more effective in countries where it is backed by the participation of parents, youth-friendly services, sexuality education teacher-training institutions and all education stakeholders (Yankah, 2015). Goldman (2012) believes that comprehensive sexuality education in schools is likely to change societies' views concerning sexual behaviour. Therefore, this study seeks to reach out to cultural leaders, religious groups, civic leaders, parents, teachers, and politicians who do not support comprehensive sexuality education in South African schools. Since this study will finally be the property of UFS and the FS DoE, it can be used as one of the training aids to shed some light to the groups of people mentioned.

This study seeks to provide, if possible, a more productive teaching and learning experience for both teachers and learners in CSE classrooms.

1.9. Organisation of Chapters

Chapter 2 - Theoretical framework and Literature review

This chapter consists of the theoretical framework and the literature review. I discuss the theoretical framework underpinning this study, which is Dewey's theory of education. Here, I provide an overview of the theories, a rationale for the use of this theory, and the criticisms of the theory. I also provide a review of literature globally, regionally and in South Africa on the experiences of teachers teaching CSE to locate my study within the literature. I discuss why this study was necessary at the conclusion of the review, as well as the gap it aimed to fill.

Chapter 3 - Research design, methodology and method(s)

In this chapter, I discuss the methodology and research techniques used in this study. I begin by discussing the philosophical assumptions of the study as well as specifics about the study's context. I discuss the method of data production in the second section and the research approach employed, as well as specifics about the participants and the data generation process. The third section emphasises more on reflexivity. I discuss the investigative framework as well as ethical issues. I also go over the study's trustworthiness. I describe how I carried out this research at the end of the chapter.

Chapter 4 - Data analysis, interpretation, reporting and quality assurance

This is the data analysis chapter. Here, I discuss the findings of my study. In this chapter, I discuss thematic analysis used to analyse data. Thematic analysis is a method often used in qualitative data analysis (Javadi & Zarea, 2016). I engage with thematic analysis as it helped me in answering my research questions and aligned with the qualitative research approach.

Chapter 5 - Summary of the findings, recommendations, and limitations

This is the conclusion of my dissertation. In the final chapter, I discuss the findings in relation to my research questions, theoretical framework, and literature. I also provide the limitations of the study and the recommendations about policy, practice and research.

1.10 Conclusion

The background and rationale of the study were covered in this chapter. I gave the study's aim, reason for existing, research questions, and objectives. I continued by giving a succinct summary of the study's methodology. The significance of the study was then discussed after that. The next chapter discusses the theoretical framework and literature review.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

Introduction

This chapter encompasses two sections: First, I discuss the theoretical framework used in this study by providing a background on the theory, the principles of the theory, and the criticisms against this theory. Second, I discuss the international and national literature on the experiences of teachers teaching CSE in schools, to demonstrate the current gap in this research, to which this study will aim to add.

2.1. Theoretical Framework

2.1.1. Introduction

According to Dewey's educational philosophy, learners adapt quickly when they interact with their environment. As a result, teachers and learners must learn together (Alexander 2012; Berding 1997). Dewey believed that classroom interaction should be democratic, promoting equal voice among all participants (Hutchinson 2015). Dewey's work on experience emphasised the effective relationship amid activities in the classroom and practical knowledge of teachers and learners, as well as the social and psychological components of learning (Dewey 1916). This theory is appropriate since it provides a framework for comprehending the experiences of teachers teaching CSE in one selected secondary school in Bloemfontein. In the section that follows, I provide the background to John Dewey and conceptualise the theory of experience. I also provide Dewey's conception of the theory of education and experience. Further, I discuss the criticism of Dewey's theory of education.

2.1.2. Background on John Dewey and conceptualising the theory of experience

John Dewey was an American psychologist, reformer of education and philosophy widely regarded as the great pioneer of a theory known as instrumentalism (Talebi 2015). Pragmatism which is one of his theories, rejected the epistemology and metaphysics that are dualistic of modern philosophy in favour of a naturalistic perspective that viewed understanding as a result on the active adaptability of the human organism to its environment (Fott 1998). This eminent and progressive thinker remained the dominant figure in American education system (Pavlis &

Gkiosos 2017). In this section, I provide a brief background to John Dewey's 'Theory of Experience'.

In 1899, John Dewey published '*The School and Society*' pamphlet that made him famous and promulgated many fundamental precepts of later educational reforms (Burnett 1980). According to Dewey, the education system was antiquated since it used a rote method of learning in which learners were required to sit in rows, memorise, and recite information in the classroom (Fishman & McCarthy 1998). He contended that learners should be active rather than passive (Ültanir 2012). Dewey was a philosopher who believed that teachers should never put learners under pressure to conform to any oppressive rules in a classroom situation (Talebi 2015). Instead of entering a classroom with preconceived notions, they must accept learners from diverse cultures, religions, and family backgrounds (Pavlis & Gkiosos 2017). For instance, during the apartheid era in SA, learners were required to remember and recite material designed to instil the regime's values in them. Since the establishment of the new democratic educational system, learners' various cultural backgrounds, religious beliefs, and social behaviours have all been acknowledged in the sense that learners are free to discuss sexuality-related issues with teachers. The government has improved the accessibility and adaptability of the curriculum to better prepare learners for daily life. Owing to the high pregnancy rates, as noted above, the inclusion of CSE in the curriculum is pertinent to the learners' experiences.

Further research into child psychology inspired Dewey to create an educational philosophy which would be in line with the requirements of a developing democratic society (Mayhew & Edwards, 1936). He subsequently enrolled in the University of Chicago's Philosophy School in 1894, and during his academic stay in the university's Laboratory Schools, he improved his progressive pedagogy. In 1904, he moved from Chicago to New York City to work as a professor at Columbia University, where he spent most of his professional life and wrote *Experience and Nature* (1925), his most well-known philosophical work (Burnett, 1980). His writing after that, which encompassed periodicals being his well-known articles, addressed aesthetic, political, and religious issues. Dewey's viewpoint was the unity and conviction that the ideal society lives in harmony in an environment in which they are well informed and actively engaged for their own progress (Lagemann 1996). John Dewey is undoubtedly renowned for his involvement in progressive education, which places an emphasis on learning by doing (Giles, 1987). Dewey's philosophy is centred on the perception of experience, which denotes that experience is a natural phenomenon that describes how humans to interact with

their surroundings (Horh 2012). Dewey's idea of experience, which is focused on how people interact with the outside world, enables an all-encompassing approach to education (Horh, 2012; Schmidt, 2010). For instance, Dewey believed that interaction in the classroom needs to be democratic and promote an equal voice among all participants (Hutchinson, 2015). According to Dewey, the emphasis on the active connection between the classroom learning activities was made by the work on experience and the real-life experiences of teachers and learners; and investigated components of learning that are social and psychological (Dewey, 1916).

Dewey suggested that direct personal experience is the best way for a child to learn. These experiences must centre on activities and games that are comparable to the way humanity satisfies its essential requirements for nutrition, clothes, shelter, and safety during the primary stage of education. Teachers provide children with an understanding of the social importance of such activities and opportunities to engage them in play. Therefore, learners' capacity to make knowledgeable choices regarding their health in sexual and reproductive life has improved (Boonstra, 2011; UNFPA, 2010).

2.1.3. Dewey's Conception about theory of education and experience

Dewey's pragmatic theory of experience is his effort of explaining how humans acquire knowledge and grow (Dewey, 1986). Dewey's ideas on experience, learning, and the relationship between the two can be found in varying degrees throughout his work. I especially reference *Experience and Education*, two of Dewey's later works (1938/1997) and *Experience and Nature* (1925/2018). Dewey's theory is helpful since it offers a framework and a foundation for comprehending teachers' experiences teaching SLPs in SA schools because it focuses on the human experiences.

Although the two phrases are far from being interchangeable, Dewey implies that growth, which is his metaphor for learning, is intrinsically related to experience. It is clear, according to Wojcikiewicz (2010), that when Dewey discusses how experiences can lead to learning, he refers to a specific type of experience. An educative experience does not limit the scope of potential future expansion (Dewey, 1938/1997:26), but instead, increases future learning and development potential. Dewey envisions an experience that is more than just activity, but rather executing an action while being conscious of one's values (Wojcikiewicz, 2010). In short,

Dewey contends that for an experience to result in growth (that is to be educative), it must satisfy the two requirements of engagement and continuity. The experience that leads to growth is determined by the relationship between a current experience and a previous one, considering a person's material and social context, and interactions within the learning situation/environment. This study demonstrates the need for learners to obtain in-depth knowledge and abilities that will have a long-term impact on their well-being and religious and moral beliefs.

1. Principle of Continuity

I briefly discuss Dewey's principles of education to provide the explanations about the underlying mechanisms involved in learning and teaching. The first principle is known as the '*Principle of Continuity*' that implies that each experience draws on the past and impacts the individual's future experience (Jorgensen, 2009). Dewey contends that a person's present experiences are a direct outcome of the way their past experiences have interacted with, influenced, and affected their present circumstances (Fishman & McCarthy, 1998). He asserts that human experiences, whether past, present, or future, will always impact one's ability to learn (Mayer, 2015). Therefore, Dewey strongly believes in education as a social process and a means of growth. It is far more than just a means of preparing for life; it is life itself (Dewey, 2003). Dewey asserts the position of an educational experience within the experiencing time continuum (1938). As Garrison (1994) points out, learning has ontological ramifications. The learner becomes someone else due to their experience, which influences their potential and who they are in the present (Clandinin & Onnelly, 1994; Richert, 2002; Dewey, 1934). Growth is based on the principle of continuity, which states that new experiences change the person, and all subsequent experiences (Beard, 2018). According to research by Kamuren, Kamara and Ntabo (2017), a programme that provides young adults with opportunities to discover and articulate their values and the significance of their families and communities. Undoubtedly, CSE is designed to be age- and developmentally appropriate for all kids, whether they attend a school or not.

2. Principle of Situation

Dewey believes that the second philosophical principle called the '*Principle of Situation*', which also provides an educative experience (Dewey, 1938). It implies that a

person's situation shapes all experiences, besides the continuity's temporal requirements (Fishman & McCarthy, 1998). That is why Dewey observes that because the human condition is not merely to survive but also to experience, therefore our experience is situated in a variety of circumstances to make positive impact in the world (Dewey, 1938). Dewey's viewpoint is fundamentally opposed to foundationalism and thus, does not allow for any kind of dualism (Westerlund, 2003; Brodsky, 1964). Dewey coined the phrase "situation" to signify that this pairing of man and nature comes before, is unaffected by, and encompasses any peculiarity and relationship that could possibly be rightfully established between subject and object (Quay & Seaman, 2013). As previously stated, Dewey firmly opposes the idea that people can be driven out of their usual place (Brodsky, 1964). According to Dewey, experience does not occur solely within a person, nor does it happen in a vacuum (1938/1997, 39–40). It denotes that a person having the experience is situated at a certain time and place that has an impact on the experience (Wright, McCarthy & Meekison, 2003). Similarly, a person's situation is explicated as any circumstances that interact with a person's needs, aspirations, purposes, and capacities to create an experience (1938/1997, 44).

3. Principle of Interaction

Another of Dewey's principles is the '*Principle of Interaction*' that refers to the situational and educator's influence on learners' experience (Bassegy, 2010). It is worth noting that interaction deals with how one's current situation influences their experiences (Dewey, 1938). It is a precious principle that reminds one that our precursory experiences consider every individual experience. Dewey argues that education should be more concerned with the quality of the learners' experience than with the information presented (Hansen, 2012). He contends that for an experience to qualify as high quality, it must be consistent with both past and upcoming experiences and involve both the learner's views and the context of the lesson (Hohr, 2013). Therefore, interaction would encourage learners to continue learning (Dewey & Martin, 1934).

Dewey's viewpoint supports progressive education that encourages the growth of learners as positively interactive, democratic, and dynamic learners by using the fundamental of continuity as a measure, permitting interaction, and educating learners in such an attitude as to do so (Popp, 2012). Dewey asserts that teachers must be encourage learners to learn more by giving them interesting learning opportunities (Hoggan, Mälkki & Finnegan 2017). Therefore, in

making sense of teachers teaching CSE, I had to be mindful of potential connections between these specific events and the teachers' past, present, and future experiences. Every human experience is connected to history and shapes the future, according to the concept of interaction (Hohr, 2013). Every experience is the result of a person's interaction with the elements that make up their environment.

According to Dewey (1963), a person's environment comprises exchanging personal needs, desires, purposes, and capabilities that create experiences. Teachers' individual experiences develop in a particular setting through interaction with it (Dewey, 1934). The teachers control their environment just as much as their experiences affect it. For this reason, the situation is inextricably linked to the concept of interaction, which is principle number two according to Dewey's principle of an educative experience. According to Dewey, a person's experience is influenced by the dialectic interaction between their external and internal circumstances as well as their setting (Dewey, 1997). The interaction between a person's subjectivity and their surroundings is transactional. Therefore, the transaction shapes an experience between the individual and what constitutes their environment at the time (Dewey, 1938/1997, 43). People frequently engage in social and physical interactions in their circle in a continuous joint adaptation process, according to Dewey's non-dualist debate in action. Bredo (1997) argued that Dewey's theory was transactional as opposed to interactional because it permitted changes in the nature of both the organism and the environment. In a nutshell, interaction/ transaction, continuity, and situation all work together to set up the environment for such experience that will possibly promote learning and development. Paying attention to these three factors may help because experiences that have these characteristics such as interaction, continuity, and circumstance, can provide meaningful learning and development. It helps theorise the experiences of teachers teaching CSE structured lesson plans in schools and understanding how teachers grow professionally.

Dewey also believes in the concept of educative and mis-educative experiences (Dewey, 1986). The concept of educative experience has been engaged to clarify and comprehend the experiences of teachers teaching structured lesson plans in SA schools. An educative experience establishes a link between what we do to the environment and what results from what we do (Wong, 2007). The worth of an experience is determined by the notion of continuity or links between events (Bassey, 2010). According to Dewey (1938–1963), education is a development that occurs inside, by, and for the experience. Dewey believes that life, education,

and experience are all intertwined (Breunig, 2009). He cautions, nevertheless, that not all experiences are equal or truly educating (Wong, 2007). According to Dewey, a realistically educational experience should make one open to stimuli, offer chances for growth in different directions, and improve one's general quality of life (Howes, 2008).

In addition to that, mis-educative experience is another Dewey's concept of experience that leads to cold-heartedness or even brings a lack of thoughtfulness and responsiveness (Jenlink & Jenlink, 2019; Roberts, 2003). In this concept, the experience influences, arrests, or misrepresents the development of further experience (Dewey, 1938/1963). If an experience hampers or twists the growth of different learners, it is considered mis-educative (Dewey, 1938/1963; Zireva, 2021). According to Waks (2001), if the experience fails to engage, a mis-educative type of experience can lead to inattention to materials of the following knowledge, inflexibility, negligence, and scrappy thinking. It was helpful to investigate whether teachers' experiences implementing CSE were educative or mis-educative, reflecting on how their previous experiences influenced their conduct as teachers in the context of the CSE classroom. It also assisted in the improvement of CSE facilitation by teachers teaching the SLPs in SA schools.

2.1.4. Criticism of Dewey's theory of education

There is no theory that does not have limitations. In this section I highlight some of the limitations and criticisms regarding Dewey's theory, and how I overcame them in this study. Despite the limitations on Dewey's theory of education, I used it to explore teachers' experiences teaching the new CSE SLPs in one Bloemfontein secondary school. Dewey's theory is used because Dewey's work as a constructivist elucidates the influence of one's environment's structural factors, which include agency, on their influence on experiences and social interactions and practices of teachers. In his theory of education and experience, John Dewey implies that experience is a natural phenomenon that shows how humans interact with their surroundings. Dewey's teaching method is based on the pragmatic philosophy that education should be about life and growth, allowing teachers to teach learners practical things of life, and encouraging them to grow into better individuals. Dewey thought that "hands-on" experiences were the best way for people to learn. Dewey was so positioned within the pragmatist school of thought in education. Pragmatists contend that one must experience reality. According to Dewey's theory, for pupils to adapt and learn, they must engage with their

surroundings. Dewey further claims that teachers are responsible for structuring educational environments that promote educative learning experiences, change the learner, and encourage continuous learning and growth. His educational theory places a strong emphasis on the value of imagination in advancing thinking and learning as well as in giving pupils the chance to set aside judgement, evaluate possibilities in a playful manner, and investigate dubious ideas.

Dewey's philosophy depicts that traditional education's strict authoritarian approach was not focused enough on learners' actual learning experiences, which hindered their development (Eldeeb, 2013). In addition, Dewey's instrumental theory of concepts and its relationship to operationalise is not yet well established because all concepts, physical and mathematical, are assumed to have an operational function (Wible, 1984). This how one moves from the instrumental theory of concepts to the definition of all physical concepts based on existential operations (Anderson, 2005). In other words, why can a physical concept not be defined primarily, theoretically, and empirically? The response lies in concepts' solely instrumental role, or in Dewey's idea, in that the function of concepts as symbols is not in any way descriptive (Garrison, 2001). Dewey places much emphasis on the distinction between existential and conceptual meanings (Miettinen, 2000). Despite his brilliant intuitions, his work proves ultimately futile, if not disastrous (Bulle, 2018). The practical separation in inquiry between observational and conceptual materials shows operational links between existential elements which (Johnson, 2021) radicalises Dewey's instrumentalism (Black, 1962). As a result of this separation, conceptual systems do not provide meaning to existential materials. Since a physical entity is an existential entity for Dewey, it must be defined by existential operations, with symbolic functions only serving as intermediary tools for discovering existential links (Miettinen, 2000). It is evident that, to sustain the outstanding outcomes that are already evident among teenage learners, the dignity, self-worth, and value of homely life between parents and children can only be restored to their originality through the teaching of unadulterated CSE in schools (Chogugudza, 2005).

Despite criticism from everywhere, Dewey's theories have no extreme rivals (Warde, 1960). They are now the acknowledged and engrained education creed from Maine to California, a century after his birth. The dominance in educational theory has not been accompanied by a comparable modernisation of the system of education (Beard, 2018). Many changes in the traditional curriculum, instructional techniques, and school construction pattern have been

inspired by Dewey's ideas (Hildebrand, 2018). However, they have not altered the school system's foundation or essential characteristics nor changed American society's class stratification. Therefore, sexual education can give people the information they need to break free from socially organised sexual oppression and develop their perspectives. In the long run, Dewey wanted to integrate the classroom with society and the learning processes with real-world issues by applying democratic ideas and methods (Fishman & McCarthy, 1998). It would make it possible for the educational system to be open, free, and equal to everyone, without limitations or segregation based on gender, colour, national origin, sex, or social class. A mini republic with equality and consideration for all might be created in the classroom through group activities under self-direction and self-government. Dewey felt that education was socially created and that children should be the centre of brain-based pedagogy rather than institutions and curricula. Learners must use prior (and current) experiences to construct new meaning to learn effectively (Bower, 2014).

2.1.5. Conclusion

In this section, I discussed the background on John Dewey and conceptualised the theory of experience, and Dewey's Conception about theory of education and experience. I also discussed the criticism of Dewey's theory of education. From the above discussion, we can gather that learners must properly learn, and build new meaning from previous and current experiences. I talk about the literature review in the part after that.

2.2. Literature review

2.2.1. Introduction

In this section, I provide an overview of international, regional and national research conducted on the experiences of teachers teaching CSE in schools. In SA, there is a lack of research on the experiences of teachers teaching the CSE SLPs in schools. However, international research on integrated CSE lessons in schools and other aspects of CSE, such as teenage pregnancy and sexuality education, suggest that learners become victims of sexual assault and sexual harassment due to a lack of knowledge and information on these issues (Goldman, 2013). Teachers also feel uncomfortable teaching sensitive issues such as proper condom use and masturbation to learners (Mahlo, 2008; Alldred, 2007). Francis (2012) highlights that teachers often choose what to teach and what not to teach based on their own beliefs and values. Furthermore, Mturi (2019) states that principals and CSE teachers find it challenging to pay attention to CSE lessons because they are not taken into consideration for entrance to tertiary institutions.

Internationally, many countries worldwide decided to integrate a new and assertive CSE programme into schools' curriculum. The programmes target children and adolescents to equip them with the information, abilities, attitudes, and values necessary to safeguard their health and well-being and self-esteem (Ezer, Jones, Fisher & Power, 2019; Erkut, Grossman, Frye, Ceder, Charmaraman & Tracy, 2013). Sexual and reproductive health (SRH) knowledge seem to be inadequately and erratically distributed. Although CSE teachers are not fully supported, it is their responsibility to ensure that such knowledge is widely distributed to avoid many SRH-related hitches, unwanted pregnancies, and the spread of HIV and other STIs among adolescents (Kantor & Levitz, 2017). In addition, UNESCO supports the introduction of a CSE programme to combat the situation in various counties, including South Africa (Goldman, 2013).

It has always been imperative to expand CSE access for all generations throughout the globe (Braeken & Cardinal, 2008). CSE appears to be giving adolescents the knowledge and facts they need about their bodies and sexuality, reducing fabrication and enhancing learners' capacity to make wise decisions around their reproductive and sexual health (Boonstra 2011; UNFPA 2010). In addition to promoting gender equality, young people's overall sexuality,

reproductive health, and rights, access to CSE may also lower the number of pregnancies that are premature, the number of unsafe abortions, sexual ill health as well as the sexual violence (WHO 2011; Germain, 2015). It is probably going to assist young people in appreciating their full educational potential, engaging in society, and making a successful transition into adulthood. Thus, having sufficient access to CSE can promote the socioeconomic advancement of a nation (Vanwesenbeeck *et al.*, 2016). There is ample evidence that high-quality CSE enhances quality information, attitudes, communication skills, and behaviours on sexual related issues, however the usefulness of CSE is still debatable (Kirby 2011; UNESCO 2009). CSE helps improve young people's sexual health compared to less thorough programmes (Fine & McClelland 2006; Haberland & Rogow 2015; Underhill, Montgomery & Operario, 2007).

However, there is only minimal to moderately strong evidence that CSE has long-term benefits on the preventive behaviours of children and adolescents as well as on biomarkers like the STI, HIV, and teenage pregnancy prevalence (Kirby 2007; Kohler, Manhart & Lafferty, 2008; UNFPA 2010; Yankah & Aggleton, 2008). Limitations in educational programme content, delivery, and execution, as well as the complicated cultural embedding of sexual behaviours and limiting circumstances have been advanced (Kippax 2003; Vanwesenbeeck, 2011). Recent studies in Spain have emphasised the shortcomings of affective sexual education amongst school students, who access sexuality through social networks and internet pornography (Martínez, Vicario-Molina, González & Ilabaca, 2014). According to McKee *et al.* (2010), compulsory sexuality education that encompassed learners across the grades in the UK was implemented. Brook (2015) reports that teachers in England and Wales received disillusioning threats from parents that they would opt out to withdraw their children from the programme if they find it age-inappropriate. For that reason, teachers were anxious about the parents' rights to scrutinise the curriculum and sue teachers if they fail to teach age-appropriate content (Monk, 1998).

In the US, a study conducted in California showed that even though some turbulences and hurly-burlies, CSE curriculum in America has always received unwavering support from the education stakeholders from its inception (Koomen, Grueneisen & Herrmann, 2020). A significant number of parents has difficulty engaging constructively in sex-related issues with their children at home and are, therefore, obliged to rely on the teachers' assistance (Rybanska, McKay, Jong & Whitehouse, 2018). It is clear that when children wish to discuss sex issues with their parents, they come to the dead-end because the latter often feel discomfited and tongue-tied (Buston & Hart, 2001). Irvine (2004) observes that a directive was given that CSE

in the United States of America should be obligatory at the state level. However, the qualitative study conducted by Ashcraft (2008) reveals that this does not mean American CSE teachers are not exempted from the challenges. Individual teachers were confronted by a few parents who do not feel comfortable for their children to be exposed to sexually explicit content and materials (Ashcraft, 2008).

Regionally, research has been conducted on the experiences of teachers teaching CSE. Research indicates that CSE is a vital aspect of the health education curriculum throughout African public schools (Sule, Akor, Toluhi, Suleiman, Akpihi & Ali, 2015). It provides factual information to help parents, teachers, kids, and teenagers avoid sex-related issues (Goldman, 2008). Along with fostering sexual awareness and self-respect in learners, interpersonal connection ideals are also defined, and communication skills for sex and education are improved (Shtarkshall, Santelli & Hirsch, 2007). As a result, a healthy and stable sexual life is promoted. Parents and teachers must gain a social, scientific, and psychology's comprehension of the necessity for CSE. The sexual revolutions among today's youth promote CSE as a requirement for teenagers so they can be safeguarded from the possibly harmful consequences of risky sexual behaviour. The customary use of age classifications, initiation rituals, and other general education-promoting practises, such as CSE, in Africa, is no longer available to schoolchildren (Sule, Akor, Toluhi, Suleiman, Akpihi, & Ali, 2015).

This section validates and authenticates the importance and significance of this study, especially given the absence of research about the experiences of teachers teaching CSE SLPs in SA schools.

In the next sections, I discuss the international research on the experiences of teachers teaching CSE in schools under the following themes:

- The lack of teacher training to teach CSE
- The lack of motivations for teachers to teach CSE
- The cultural challenges with teaching CSE
- The positive changes with teaching CSE in schools

I also discuss the regional research under the following themes:

- The barriers to the effective teaching of CSE
- The teachers withholding the vital content when teaching CSE
- The acquisition of moral values when teaching CSE

and I will finally discuss the national research under the following themes:

- The hindrances to the implementation of CSE SLPs in SA schools
- The teachers facing intimidating questions when teaching CSE SLPs
- The positive impact through the teaching of CSE SLPs in schools

2.2.2. The difference between SE and CSE

In this section, I discuss the differences between SE and CSE. As mentioned in the introductory section, parents, teachers, students, and other societal leaders expressed varying opinions in favour and against the piloted CSE SLPs based on its content and contextual appropriateness (Bhana et al., 2019; Francis & DePalma, 2014a; Mayeza & Vincent, 2019; Mudhovozi et al., 2012; Swanepoel, 2020). They argue that sex topics must remain taboo and not suitable for children and young adults. However, the concern of the DoE is that CSE is not SE as it is always being confused. Therefore, I attempt to discuss the differences between these two programmes: CSE and SE.

Consequently, SE is one kind of education programme that deals mainly with adolescents' human reproductive systems and the teenage phase (Rijsdijk, Lie, Bos, Leerlooijer & Kok 2013). SE is the programme that aims at helping learners fully understand the changes their bodies undergo during puberty. SE does not necessarily discourage learners from having sex at an early age but teaches them about different changes in their bodies so that they are not shocked to notice something strange in their lives (Roden, Schmidt & Holland-Hall, 2020). It is meant to prepare young adults to go through their adolescent stage successfully without any confusion that could lead to wrong decisions in their lives (Rijsdijk, Lie, Bos, Leerlooijer & Kok 2013). SE is the programme that guides learners to align themselves with the changes that might seem to have overtaken their lives. For that reason, SE does not discourage certain behaviours among learners, but makes them aware of them. For instance, it does not encourage

learners to refrain from sexual intercourse but brings to light what happens if they indulge themselves in such activities (Mbonile & Kayombo, 2008).

It is evident that, SE is not against learners going through the experimenting process with so-called sexual rights, which leads to sexual activities at a young age (Weinstein, Walsh & Ward, 2008). In SE, too much exposure to explicit and pornographic content encourages learners to partake in condom use at an early age without understanding their potential failure rates (Brewster & Wylie, 2008). The parental values and involvement in education and traditional, religious, and cultural values shared by families and the community are disregarded and degraded (Thorogood, 2000). The SE industry needs to take its share of the blame because it is obsessed with explicitness, and is hostile to human sexual ethics. SE drives very mixed signals to learners at school by normalising pornography and sexual experimentation while concurrently trying to tackle sexual harassment (Pillard, 2006).

CSE a programme that encourages open discussions and sharing of explicit sex material between children and adults, which is morally unacceptable in African culture (Risor, 1989; Tripathi, & Sekher, 2013). In schools, there were concerns about some topics in CSE lessons that were regarded age-inappropriate and too explicit. Therefore, it becomes hard for CSE teachers to implement CSE that is perceived to be exposing learners to sexual immoralities in the earliest stages of their lives (Dienye, 2011). It becomes even hard in countries considered Christian to present steps on safe sex to learners who are not even married yet (Reiss, 1993; Faúndes, 2010). Teachers have a feeling that the provision of CSE information would be the cause of casual sex (Williams, & Bonner, 2006). Several, children avoid sex because of fear of getting pregnant, thus if they know that they can use contraception to avoid getting pregnant, they will engage in sex practising what is taught in CSE lessons (Stanger-Hall & Hall, 2011). All this makes parents resist CSE (Stanger-Hall & Hall, 2011). The main concern from parents is that some content in CSE is too sacred to be taught by teachers at the school level (Trudell, 2017). They claim that it needs to be handled by conventional therapists in that community which placed teachers in an unenviable position in which they cannot freely carry out their teaching duties (Carter, 2001; Qingliang, 1998).

Another complicating factor is gender-mixed classes in schools (Holzner & Oetomo, 2004). Gender-mixed class contributes to the conditions that lead to adolescents having unsatisfactory accessibility to SRH expertise and services and obviously, SE was not intended for learners in

the junior classes (Brashears, 2010). It must only be used in the initiation ritual once the learners have reached puberty (Dionne & Chen, eds., 2004). Numerous teachers share this viewpoint with the public, but many find it challenging to address sexuality-related topics and vocabulary, especially with the youngest schoolchildren (Jensen, 2010).

Due to the numerous concerns and complaints from the parents about the CSE incompatibility with the country's belief system and cultural norms, it has become an uphill task for CSE educators to create a conducive environment for CSE teaching and learning (Williams, 2004). This is presented as a clash between CSE and a custom in a given community (Tabatabaie, 2015). Another common belief is that it is best to refrain from discussing sexual matters with young teenagers since doing so will encourage them to act promiscuously (Oettinger, 1999; Sprecher, Harris & Meyers, 2008). It has been reported in various countries as a difficult task. Conflicting intergenerational discussions on sexuality between school teachers and community people have affected the acceptability of CSE (Yoost, Ruley, & Durfee, 2021; Cockcroft, Marokoane, Kgakole, Mhati, Tswetla, Sebilo & Andersson, 2019). Religious values are inextricably connected to cultural standards and the moralisation of sexuality. While there has been much research regarding the difficulties in approaching SE in schools, there is still lack of understanding of how teachers handle CSE in schools (Chirwa-Kambole, Svanemyr, Sandøy, Hangoma & Zulu, 2020).

The cultural background of the learners posed the biggest obstacle to teaching sexuality education. Teachers expressed discomfort with specific topics and acknowledged that this was a result of both their own stereotypes and a lack of widespread consultation on the part of the curriculum planners (Buston, Wight, & Scott, 2001).

2.2.3. Teachers withholding vital content when teaching CSE

Since there are no structured lesson plans or any form of a framework that serves as a guide on how CSE lessons can be handled, teachers are at liberty to select specific topics (Agustin, Aquino, Bartolome, Lumido & Tanguilan, 2017). This compromises the intentions of the curriculum and deprives learners of the comprehensive information they deserve (Hanson, 2009). According to research, the perception that schools have to teach learners different methods of avoiding conception are hotly debated, and teachers typically find it to be quite

difficult to deal with learners the vast array of contraceptive techniques discussed in CSE and the myths surrounding them (Coultas, Campbell, Mohamedi & Sanga, 2020).

Among other topics, teachers are expected to cover the oral contraceptive pill and the injectable form of depo provera. birth control implant (nexplanon) (Le Mat, Altinyelken, Bos & Volman, 2020). It is difficult for CSE teachers to present all that to young and innocent learners who are likely to go wild after being taught (Vanwesenbeeck, 2020). In some cases, teachers are reluctant to carry out CSE lessons and avoid teaching at all (Coultas, Campbell, Mohamedi & Sanga, 2020). Additionally, certain teachers send learners for manual work, which has nothing to do with CSE lessons (Kemigisha, Ivanova, Ruzaaza, Ninsiima, Kaziga, Bruce, Leye, Coene, Nyakato & Michielsen, 2019).

Research shows that the CSE course was carried out arbitrarily, affording teachers the choice of when, how and what to be delivered to learners and all that must be excluded (Dodge, Zachry, Reece, López, Herbenick, Gant, Tanner, Martinez, 2008). That left learners the most vulnerable people on campus. These choices, which were made without any supervision, ultimately hinged on each teacher's assessment of what would be suitable to teach given the time available, the age of the children, and the local standards for SE (Elia, 2000). Teachers struggle to understand how to handle CSE lessons appropriately without compromising the content delivery (Zulu, Blystad, Haaland, Michelo, Haukanes & Moland, 2019). Since their knowledge of the CSE content was limited, teachers were traumatised by the extensive topic list they were required to incorporate into present subjects (Gibson, 2007). The expected learning outcomes for each grade are described in the CSE framework (Kendall, 2012). It does not guide how teachers should integrate CSE into particular subjects, which they found it both demanding and confusing (Donovan, 1998; Haglund, 2006).

Due to differing community viewpoints about teaching CSE in schools as well as moral standards stemming from religion and culture, teachers faced a professional challenge (Ito, Gizlice, Owen-O'Dowd, Foust, Leone, & Miller, 2006). Teachers must, however, impart knowledge and enthusiastically deliver the material covered in the curriculum (Herrman, Solano, Stotz, & McDuffie, 2013). Still, teachers are anticipated to possess a wider range of knowledge and understanding of how to handle CSE lessons aligning themselves to social, cultural norms and values of their communities (de Reus, Hanass-Hancock, Henken & van Brakel, 2015). They strive to strike a balance between imparting thorough sexuality education

to their learners and upholding the larger parental responsibility of raising them to be responsible individuals (Panchaud, Keogh, Stillman, Awusabo-Asare, Motta, Sidze, & Monzón, 2019) It is challenging because they have to encourage abstinence as parents but also as teachers, the curriculum forces them to discuss the importance of using condoms or how to use a male or female condom (Wekesah, Nyakangi, Onguss, Njagi & Bangha, 2019). It becomes a challenge to demonstrate such steps to learners who are not yet married (Haffner, 1994).

2.2.4. The acquisition of moral values when teaching CSE

Studies conducted in Namibia by Nambambi and Mufune (2011) have demonstrated that the education sector has a significant potential to contribute to the fight against HIV and AIDS. In Botswana, CSE programmes have been shown to postpone the onset of sexual activity, decrease romantic partners and increase the usage of condoms and other forms of birth control measures (Kasonde, 2013). According to Allen (2011), a study involving about 6,000 or more learners was conducted in Kenya, and findings showed that learners who went through CSE think twice before involving themselves in sexual intercourse and hardly had multiple sexual partners. The Kenyan government worked hard to eradicate the wicked behaviours of abandoning babies on the streets (Agbemenu & Schlenk, 2011).

The dignity, self-worth and value of homely life between parents and children can only be restored to its original through the teaching of uncompromised CSE in school. It is also needed to maintain the remarkable results which are already prominent among Rwanda teenage learners (Chogugudza, 2005). Teachers and parents are proud to have children who do not feel ashamed to say "No" to sex, disappointing their partners whom they deeply love (Babalola, Awasum & Quenum-Renaud 2002). According to qualitative studies conducted in Ghana and Kenya, there are higher possibilities of teenagers who are out of school to engage in sexual activities at a young age than those who are at school (Singh, Both & Philpott, 2021). Patricia Machawira, a UNESCO Regional HIV and Health Education Advisor, reiterated her strong belief that CSE in Malawi comes with positive attitudes which respond to HIV and AIDS (Sangala, 2015). This shows that education policymakers, parents/guardians, cultural leaders and religious groups in Malawi placed a Comprehensive Sexuality Education on a conspicuous position (Uwizeye, Muhayiteto, Kantarama, Wiehler & Murangwa, 2020). Individuals can establish their own beliefs and gain the knowledge they need to free themselves from socially

organised sexual oppression through sexual education. Experts in sex and relationships, like Reid Mihalko of Reid About Sex, claim that having frank discussions about sexual activity and health information can improve one's sense of humour, self-confidence, and general well-being (Ling & Advised, 2014).

2.2.5. South African Research on CSE SLPs

In SA, there is a lack of research on CSE SLPs. Most of the studies that currently exist focus on aspects relating to CSE such as birth control, STIs, gender identity and puberty. According to Venketsamy (2018) CSE is on human development, relationships and sexual behaviours.

Owing to the alarming infections of HIV virus and AIDS pandemic, unplanned pregnancies among teenage learners, domestic violence, and the raping of children, the DoE took the initiative to supplement parental education with CSE. It became mandatory and was incorporated into schools' LO learning area in 2000. The department and UNESCO collaborated in 2015 to create SLPs, which are currently being tested in five provinces with high rates of HIV infection and sexual abuse; to strengthen CSE programmes in schools. The DBE (2018) backed up the CSE SLPs rollout with national policy, such as the Children's Act 38 of 2005 and the Constitution of South Africa Act of 1996, as well as curriculum policy, such as the National policy on the prevention and management of learner pregnancy in schools and integrated school health policy. Moreover, SLPs are supportive resources for teachers and learners that are available for both in systematically addressing these crucial topics (Shalem, Steinberg, Koornhof & De Clercq, 2017). The themes that arose are discussed in this section. The themes include the hindrances to the implementation of CSE SLPs in SA schools, CSE teachers' facing intimidating questions in the classroom, and the positive impact of the teaching of CSE SLPs.

2.2.6. The hindrances to the implementation of CSE SLPs in SA schools

Human sexuality is known as the way people feel and express themselves sexually in relation to biological, erotic, physical, emotional, social, and spiritual emotions and behaviours (Masters, Johnson, Kolodny & Bergen, 1995). A person's sexuality, such as heterosexual, homosexual, bisexual, or asexual is their identity concerning the gender they are typically attracted to (Bancroft, 2008). Since 1994, the SA government, through the DoE, has revised

the public-school curriculum numerous times to transform it and rid it of any remnants of the apartheid education system.

While curriculum changes have been made, much more work is still needed to bring the curriculum into line with the nation's constantly evolving social issues (Hanass-Hancock, Nene, Johns, & Chappell, 2018). One such modification was the integration of CSE through LO and LS subjects to prevent learners from being misinformed about sex, sexuality, gender and relationships (DoE, 2020). Expressly, the DoE, with the assistance of UNESCO, set out to create a more structured CSE curriculum in schools to give clear guidance on how best CSE teachers can deal with all the outlined topics on the curriculum.

Although curriculum adjustment seems like a brilliant idea, the implementation of the CSE SLPs came under much criticism in media reports, even before its introduction in 2020 (Hans, 2020). It is theorised through research that the integration of the new structured CSE framework in SA schools is a dubious move that cannot satisfy critics opposed to the Minister of Basic Education's point of view that the modified plan is one of the greatest tools to overcome challenges related to learners' well-being (Davis 2019, p.3).

To make matters worse, various education stakeholders such as educationists, South African Teachers' Union (SATU), School Principals, Federation for School Governing Bodies, Cultural and Conservative leaders, Religious Groups, Parents and guardians who constitute South African society, all echoed their sadness about the teaching and learning of sexuality in schools. Consequently, they demurred and red carded the programme and its implementation right from the word go (Davis, 2019, p.3).

The principals in schools are oblivious about the LO learning area. Smith and Harrison (2013) for example, raised their concern that most principals delegate teachers, with or without experience, to teach and attend CSE-related workshops, which are scarce. Unfortunately, there are usually no proper means to share details and the outcome of such workshops with other relevant staff members after the workshops (Smith & Harrison, 2013). Mturi (2019) states that the school principals find it challenging to pay much attention to CSE lessons since the subject is not considered for acceptance into the institutions of higher learning. Besides, teachers threaten to boycott CSE lessons, which could potentially hamper CSE teaching and learning efficacy (Nel & Slatter, 2019, p. 4). The school authorities made it impossible for the

Comprehensive Sexuality Education teachers to be on the same level with learners through the curriculum by giving the subject less attention (Chirawu, Hanass-Hancock, Aderemi, de Reus & Henken, 2014). Due to time constraints, heavy teaching loads, CSE curriculum does not have a designated time slot in the school calendar and schools focusing primarily on subjects with formally recognised examinations, CSE teachers do not perform their duties properly. Besides that, some schools fail to meet their curricular obligations due to overcrowded classes and limited resources (Lindau, Tetteh, Kasza & Gilliam, 2008).

Despite having the ability to encourage young people to postpone sexual activity, cut back on sexual activity frequency, and use condoms and other forms of contraception more often, religious and conservative organisations, cultural leaders and proponents of '*Abstinence-only Education*' continue to attack the teaching and learning of CSE (Ubisi, 2021). Literature identifies societal, cultural and religious resistance as the primary challenge to the CSE SLPs being rolled out in SA schools, which often takes the form of morality-based conservatism (Keogh, Stillman, Awusabo-Asare, Sidze, Monzón, Motta & Leong, 2018). They argue that it is a societal offence to expose learners to explicit human sexuality, not only detrimental but also complex ideas on human sexuality (Karaian, 2014). The main argument put forward by cultural and conservative leaders is that teaching CSE encourages and enables youth to be immoral and exhibit unacceptable behaviours, which are shameful in society (Schneider & Hirsch, 2020). It encourages pupils to be sexually aroused at a very young age (Hans, 2020). No adult can engage in sex and sexuality debate according to the South African culture because it is regarded taboo to talk about such topics openly with the children either at home or school (Lawoyin & Khanthula, 2010). As a result, young adults, both boys and girls, must go through a cultural initiation process that contains rich life-transforming content to turn them into highly responsible citizens of their communities (Igwuagwu, 2004). It is obvious that CSE programme in South African schools is an unwelcome initiative designed to change the country's good moral behaviour (Ogunjimi, 2006).

Similarly, the politicians claimed that they could not allow teachers to corrupt the minds of innocent children with this demoralising and distressing graphic content, which is not suitable for the school pupils (Rolston, Schubotz & Simpson, 2005). They bitterly argue that CSE fosters homophobia and damaging gender stereotypes, gives pupils inaccurate scientific and medical knowledge, and is ineffectual at reducing teen sex is unsuccessful at stopping teen sex,

that it imparts to learner's false knowledge of science and medicine, and that it encourages homophobia and bad gender stereotypes (Fields, 2008).

According to Durojaiye (1972) and Essen (1994), the introduction of CSE into the school curriculum results from parents' failure to provide their children the sexual education they require to be successful in society. For their part, parents believe that what children learn at school whether from peers or teachers who are supposed to be role models is what causes adolescents' moral decay (Broich, Bezuidenhout & Coetzee, 2018). The teaching of CSE to learners has remained a challenge in SA because literate and illiterate parents share the same cultural and religious beliefs (Esu & Isangedighi, 1990). As previously stated, religious groups and SA cultural traits prohibit teaching subjects relating to sexuality for young people who are not yet married. These force the home, the culture, and the church have relegated CSE to sex only, believing learners should not be exposed to sexual activities before marriage. For that reason, some parents and guardians are firmly committed to their cultural values, ethics, and religious practices, and express their opposition to the teaching and learning of CSE in schools. They argue that if children are not exposed to sexuality issues, they will find it unnecessary to practice what they have not learned. According to May (2019, p.2), outraged and fuming parents signed a petition called '*Stop CSE in South African Schools*'. They made it a societal offence to expose learners to deviant and explicit ideas on human sexuality (Makleff, Garduño, Zavala, Barindelli, Valades, Billowitz, Márquez & Marston, 2020).

Moreover, some parents are not comfortable discussing sex-related matters with their children, and that causes a gap in sexuality knowledge (Louw, 2002). It is clear from the research that inadequate teaching on comprehensive sexuality education in schools leads to sexual harassment and sexual violence among teenagers in South Africa (Mahlo, 2008). CSE has been portrayed as having the capacity to impart necessary knowledge and skills to learners, to develop resilience and confidence to deal with gender issues and social habits in their day-to-day lives (Lindroth, 2014). However, parents would still find it hard to let teachers introduce their children to specific CSE topics that are regarded as promiscuous and, therefore, can lead learners astray (O'Brien, Hendriks & Burns, 2021). Teachers must be stopped because they are not paid to develop wild and irresponsible future citizens (Goldfarb, 2005).

2.2.7. The teachers facing intimidating questions when teaching CSE SLPs

CSE works best in classrooms where both the teacher and the learner have mutual trust and comfort (Mkumbo, 2012). Regarding a teacher's knowledge of sexual health and their ease teaching and conversing about such matters, comfort has been indicated in the context of sexuality education teaching (Cohen, Byers, & Sears, 2012; Mkumbo, 2012).

Furthermore, it has been demonstrated that teachers' comfort levels are related to how they discuss sexual health themes, how they handle learners' reactions to that information, and other classroom management difficulties (Mkumbo, 2012; Ninomiya, 2010). Quantitative metrics have been used in most studies on teachers' comfort levels when instructing CSE SLPs (Cohen, Sears, Byers, & Weaver, 2004; Mkumbo, 2012). According to Cohen (2004), a thorough understanding of teachers' attitudes and experiences is necessary to understand the difficulties they face when instructing CSE SLPs in schools across the country. The conflicting responses learners demonstrated during the sexuality education sessions were a challenge for teachers. They admitted that they lack the ability to handle many responses, and that they typically become anxious if a challenging subject is posed.

For a long time, the teaching of CSE in schools has been a bone of contention in South Africa (Appalsamy, 2015). Teachers, in various ways, expressed lack of confidence in their abilities to deliver the content of CSE effectively (Toor, 2012). Teachers expressed an urgent need for an explicit curriculum framework that will guide and persuade them to teach what is outlined on the curriculum, since there is inadequate knowledge about handling teaching CSE in schools (Forrest & Silverman, 1989). Teaching all aspects of CSE may appear to be as simple as going through and outlining the material in textbooks is not (Eisenberg, Madsen, Oliphant & Resnick, 2012). Teaching this topic needs a confident teacher who allows learners to ask questions so that the teacher can respond confidently (Helleve, Flisher, Onya, Mukoma & Klepp, 2009). Under the Life Orientation learning area, CSE is the most controversial and sensitive programme, with the most intimidating topics. Therefore, teachers must have thick skin to stand the embarrassing questions from learners and the extensive knowledge requirements to teach the subject, because it involves teaching learners how to be a responsible and a decision-making person (Francis, 2011).

Given the criticism CSE received even before its introduction in 2020, the purpose of this study is to investigate the experiences of teachers teaching the new structured lesson plans in one secondary school in Bloemfontein (Hans, 2020). CSE has become the ultimate intervention and mediation for learners' moral values, which led to implementing CSE structured lesson plans in South African schools to ensure effective teaching and learning (Donovan, 1998). Research suggests that teachers can hardly deliver value and morals-based content on CSE to learners due to its sensitivity (Mahlo, 2008; Alldred, 2007). Furthermore, the research shows that teaching values and morals can be achieved through the intensive training of CSE teachers who are the custodians of the curriculum in schools (Ogolla, & Ondia, 2019). In South Africa, teachers do not cover the CSE content the way it is stipulated (Francis, 2012). They choose what to teach based on their values and beliefs (Francis & DePalma, 2015). On many occasions, teachers tried to send a message that they are not comfortable with the required content. According to their religion and belief system, CSE is meant for adults. Therefore, it does not make sense how they are forced to teach unmarried people to practice safe sex (Francis, 2013; Lesko, Brotman, Agarwal, & Quackenbush, 2010). It is evident, according to research that LO teachers teaching CSE select content according to their level of comfort, beliefs and values and not based on what is prescribed on the curriculum (Francis, 2013). In addition to that, it has been evident through research that teachers can hardly perform well due to a lack of sexual content knowledge (Francis & DePalma, 2015).

Teachers have realised that peers, especially boys, encourage each other to get into sexual activities with different women to prove their manhood (DePalma & Francis, 2014). Learners' questions are not always intended to acquire knowledge, clarity and understanding, but to put the teacher in an awkward position (Makleff, Garduño, Zavala, Barindelli, Valades, Billowitz, Márquez, & Marston, 2020). An example is that of a learner who asked a young, novice female teacher to demonstrate all the steps of inserting both a male and a female condom (Fisher & Cummings, 2016). The English language and LO teacher complained about her lack of confidence when responding to learners' curiosity questions in class (Kiragu, 2007). Learners even want to know if they are allowed to put theory into practice after being well-taught about the proper use of condoms and contraceptives like an emergency oral pill (Dipa, 2019, p.6).

A study shows that a boy in grade 10 who seemed to think highly of himself asked about the age at which penises stop growing and about condoms for larger penises (Dipa, 2019, p.6). This is the kind of behaviours that can be uprooted by well-trained and confident CSE teachers

at school. Alldred (2007) states that CSE topics are not at all comfortable when discussed in public. Several teachers found it difficult to address specific parts of the sexuality education curriculum (Goldfarb & Constantine, 2011). This leads to a minimal open and frank discussion in a classroom (Francis, 2013). Teachers have insisted that they feel uncomfortable teaching sexual content in the curriculum (Bialystok & Wright, 2019). The situation was a bit tense, and they threatened to boycott CSE classes if things did not improve (Weisberg, 2004).

2.2.8. The positive impact through the teaching of CSE SLPs in schools

If teachers across the nation can obtain all required assistance, teaching resources, and materials much be accomplished. According to Kasonde (2013), schools must be regarded as platforms in which CSE is practiced. There is compelling evidence that CSE encourages young people postpone their sexual debut, improve contraceptive use, avoid high number of sexual partners, and lower unwanted pregnancies and sexually transmitted infections (Boonstra, 2011; Braeken & Cardinal, 2008). CSE programmes are based on the premise that learners have the right to know about their sexuality to make educated preferences in relation to their sexual and reproductive health (Gautam-Adhikary, 2011, Ahmed, Flisher, Mathews, Mukoma & Jansen, 2009). However, the assumption is that DoE, through CSE in schools, stands a chance to fight and defeat the HIV and AIDS pandemic, only if teachers commit to their delivery of this curriculum (Corngold, 2013). Agha (1998) observes that sexuality experts highly recommend using condoms and other contraceptives for learners who fail to refrain from sexual activities. Fields (2008) clarifies, in a study conducted across the world on sexuality education, that learners become confident and develop skills necessary for making sound decisions about their sex life (Secor-Turner, Randall, Christensen, Jacobson, Loyola Meléndez, 2017).

Since CSE encourages no sex before marriage, it is considered the best way to stem the unplanned pregnancies and HIV and STI infections in young people in schools (Bleakley, McDonough & MacAuley, 2006). Goldman (2014) asserts that learners will hardly be ready for sex life and childbearing later if they do not get adequate CSE lessons. CSE SLPs may reduce teen pregnancy rates, and there is no evidence that they increase levels of sexual intercourse or sexually transmitted diseases (Mayeza & Vincent, 2019). It is not harmful to introduce teens to CSE topics like birth control and abstinence (Taylor, Jinabhai, Dlamini, Sathiparsad, Eggers & De Vries, 2014).

Proper CSE SLPs teaching must assist learners in reporting any sexual abuse they encounter. CSE benefits have been identified in research at the national and international levels. SLPs allows teachers to have a clear framework covering all prescribed CSE topics in the syllabus (Panday, Makiwane, Ranchod, & Letsoala, 2009). Since the implementation of CSE SLPs, there has been a delay in improved attitudes toward sexual and reproductive health, sexual initiation, risk-taking reduction, higher use of contraception among school-age learners.

CSE is becoming increasingly important as children have stopped relying on incorrect sources of information that provided distorted and misleading information in most cases (Francis & DePalma, 2014). These can be beneficial and suitable sources of knowledge, but they may also give a misleading image of sexuality and be deficient in information regarding the emotional and legal aspects of sexuality. Through websites and social media, children might potentially receive material that is scientifically inaccurate, such as information about contraception. As a result, having SLPs for the effective teaching of CSE in schools has been extremely beneficial (Chirawu, Hanass-Hancock, Aderemi, de Reus & Henken, 2014).

It is worth emphasising that CSE in schools complements, and not replace parents are always teaching in the home set up (Francis & DePalma, 2014). Nevertheless, it should not be a full responsibility of families as in what other fields of science would be to entrust the children's education to the Internet or families exclusively (Meinck, Cluver, Boyes, & Mhlongo, 2015)?

Furthermore, CSE has proven to be a programme that gives proper information about the dangers of sexual activities and reproduction at the young age (James, Reddy, Taylor & Jinabhai, 2004). Preventing and addressing child sexual abuse, sexual violence, and sexual exploitation are crucial (Meinck, Cluver, Boyes, & Mhlongo, 2015). Children must be taught about the dangers of sexual exploitation and abuse during their primary and secondary education, in accordance with the Council of Europe Convention for the Protection of Children Against Sexual Exploitation and Sexual Abuse (2020). CSE should be structurally and adequately taught based on the SLPs, so that teachers leave no stone unturned (Bitensky, 2010). Research shows that the school environment is appropriate for informing learners about the widespread problem of sexual abuse against children within the family framework or within their circle of trust (Index, 1986; Smit, 2021).

The significance of CSE in keeping learners from falling prey to sexual predators online was underlined by government officials during the period of confinement brought on by the COVID-19 pandemic. Children are more susceptible to being groomed online for human trafficking, sexual extortion, cyberbullying, or other types of sexual exploitation made possible by information and communication technologies (de Reus, Hanass-Hancock, Henken & van Brakel, 2015). The CEDAW Committee encouraged the states to address issues relating to internet risk, information on children's rights, and counselling and support services. It is important to note in this context that CSE SLPs in schools are effective tools for reforming and saving adolescents' innocent lives (James, Reddy, Taylor & Jinabhai, 2004).

Similarly, CSE SLPs as part of the curriculum are critical weapons in the fight against gender-based violence and child rape (Masinga, 2009). They contribute to the development of learners from the early stages of education through endorsing non-stereotypical gender roles, educating about respect for one another, consent to sexual activity, peacefully resolving interpersonal conflicts, and upholding one's moral principles (Meinck, Cluver, Boyes & Mhlongo, 2015).

It is also the perfect place to spread knowledge on girls' rights and sexual and reproductive health, such as access to contemporary contraception and risk-free abortion. In nations like Bulgaria and Georgia that don't have required comprehensive sexuality education programmes, the adolescent birth rate is significantly higher, according to study carried out in the European region under the auspices of the World Health Organisation (WHO). Adolescent girls' health may be at risk from early pregnancy, but it is also severely limiting their educational opportunities (Avery & Lazdane, 2008).

2.2.9. Conclusion

In the above discussion, international, regional, and national research on CSE was discussed. While much research was conducted internationally, a minimal amount of research has been conducted in regional and local settings. From the research that exists in the local settings, the main focus of the research was on CSE and all facets of sexuality meant to ensure that young people receive life skills and curriculum-based sexuality education for them to make healthy choices about relationships and sexuality (UNESCO, 2015, p.7). However, while all these studies are commendable, there are no studies conducted on the experiences of teachers teaching the new structured CSE SLPs in Bloemfontein. This study therefore, sought to add to

this knowledge gap in research. The next chapter focuses on the philosophical foundations of the study, such as the ontological and epistemological foundations. The interpretivist paradigm and qualitative research methodology will be discussed in this chapter. Details on the setting of this study are also provided in this section. The method of generating data is the focus of the second section. I mostly address the case study technique employed in this section for the research. I also discuss the selection of participants.

CHAPTER 3: METHODOLOGY

3.1. Introduction

In chapter 2, I thoroughly covered a survey of research on the experiences of teachers who teach Comprehensive Sexuality Education (CSE) in South African schools, conducted by local, regional, and international experts. This chapter's primary emphasis is on the data generation process. The chapter is divided into three sections in which the study's philosophical foundations are examined in the first section. The study's ontological and epistemological foundations, interpretivist paradigm, and qualitative research methodology will be discussed. Details on the setting of this study are also provided in this section. The method of generating data is the focus of the second section. I mostly address the case study technique employed in this section for the research. I also discuss the selection of participants.

The process of data analysis and reflexivity are covered in the third and final section. I also work on the analytical framework of the study and ethical concerns in this section. I will focus on additional detail about the validity of the study. These discussions are crucial because they relate to how I responded to the inquiry about the experiences in the study of teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein. The research questions guiding the study were:

1. What are the experiences of teachers teaching the new structured CSE lessons in a selected secondary school in the Bloemfontein?
2. How do teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with their challenges?
3. Why do teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein resolve the challenges they face in the way they do?
4. What can be done to assist teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein?

The study's philosophical foundations and context are covered in the following section.

3.1.1. Part 1: Philosophical Underpinnings and context

To better comprehend ideas, opinions, or experiences, qualitative research entails acquiring and evaluating non-numerical data such as text, video, or audio (Flick, 2018). Both Creswell (2013) and Merriam (2014) agree that the goal of qualitative research is to understand the real world we live in and why things are the way they are. Its focus is on creating explanations for social phenomena. In addition, Silverman (2013) contends that questions we have about the natural world typically serve as the basis for qualitative research topics and could be a result of personal experience, practise interests, observations, or expanding academic interests. My For this study, I used a qualitative research design to explore the experiences of teachers teaching the new CSE scripted lesson plans in a selected secondary school in Bloemfontein interest in the experiences of teachers teaching CSE SLPs gave rise to my study topic.

A qualitative research approach, according to Flick (2014), aids researchers in comprehending the cultural and social connections of their participants in their everyday environment. According to Creswell (2013), qualitative research focuses on the social aspects of these living areas and aims to explain why people act in particular ways. As I was planning my study, I was curious to learn more from the responses regarding teachers' experiences on CSE teaching and learning, social and cultural backgrounds. The use of case studies, which produce narrative and descriptive accounts can be of a great importance (Parkinson & Drislane, 2011). These case studies take into account the participants' motives, feelings, biases, and episodes of their own experiences, views, and conflicts (Punch, 2013). I used the case study methodology, which is covered in Part 2 of this chapter.

Due to the inability to witness feelings, prejudices, episodes from personal experiences, beliefs, and conflicts, interviewers must rely on their subjective assessments to reveal them (Hatch, 2002). With this method, the researcher and participant can have in-depth discussions and interact in person (Hatch, 2002). Instead of attempting to influence the scenario under study, the objective is to explain the events as they naturally occur (Creswell, 2013). Qualitative data is generally gathered over extended periods of time in genuine, real-world contexts and is extremely contextual, going beyond a simple snapshot of occurrences. It demonstrates how and why things occur because of this (Punch, 2013).

The qualitative data generation method offers in-depth knowledge about the affected people. It provides viewpoints for particular social and cultural contexts and can be done with few resources (Creswell, 2013). In order to properly complete the primary data collection operations, it necessitates labour-intensive analysis processes including categorisation and recording, as well as the use of professional interviewers (Creswell, 2013). Additionally, academics contend that qualitative research are carried out in settings where participants are in actual settings and the natural environment (Creswell, 2013; Hatch, 2002; Flick, 2014; Punch, 2013). By using alternative methods, such as presenting the themes that emerge from the data generation for review and confirmation by the participants, it is possible to overcome the weaknesses inherent in qualitative research. I discuss other alternate measures concerning my study's methodology in the next part of this chapter.

The examples above highlight a number of characteristics of qualitative research. The qualitative methodology was suitable because the main goal of this study is to comprehend participants' behaviours and responses in various social and cultural contexts. In the section that follows, I discuss the philosophical foundations of this study in order to demonstrate the consistency between my method of choice and the presumptions and foundations that guide my research.

3.1.1.1. Philosophical underpinning - interpretivist paradigm, epistemology and ontology

When conducting any type of research, it is essential to comprehend the research paradigm and the underlying ontological and epistemological assumptions since they give a framework for considering and carrying out research rigorously and methodically (Browne, 2005). Punch (2013) claims that paradigms are related to a research culture that is characterised by a set of common views, attitudes, and presumptions about the purpose, nature, and conduct of research. This work is guided by the interpretivism paradigm. Interpretivism is a research philosophy with its own ontological and epistemological tenets, according to Humphrey (2013). It emphasises the idea of reality as a subjective construct created by humans. Social scientists frequently use the interpretative approach, which aims to comprehend behaviour, attitudes, beliefs, and perceptions (Cohen, Manion & Morrison, 2007). Bell (1999) further argues that interpretivists view the world as dynamic and that their primary goal is to understand how people make sense of the contexts in which they live and work.

With regard to contextualised meaning, interpretivism maintains that reality is socially produced and has many different interpretations. Because of this, interpretivists believe that the purpose of theorising should be to provide an understanding of concrete lived experience rather than impersonal generalisations (Gray, 2013, p.15).

We can hardly be completely certain that the world is as we perceive it to be (Gray, 2013). Interpretivists maintain that reality can only be grasped through the subjective interpretation of reality, according to Kelliher (2011). The premise of interpretive research is that individuals construct and link their own emotional and subjective meanings when they engage with their surroundings (Kelliher, 2011). Reality is an inter-subjective construction of the shared human cognitive apparatus. Each individual creates their own reality because of subjectivity (Walsham, 2006). However, because this calls for an unstructured and subjective type of research, there is a high likelihood of researcher bias (Kelliher, 2011). In order to comprehend the study's phenomena, interpretivism also makes use of the natural world. According to Humphrey (2013), interpretivists are aware that reality can be interpreted in a variety of ways. Interpretivists assert, however, that they are already a part of the knowledge they seek. In essence, Walsham (2006) contends that the interpretivist approach's main goal is to comprehend how organisations conform to and adapt to their environment and natural surroundings. The interpretative approach, in line with the interpretivist approach, can be used by learners at school who are the same age. Increased knowledge and understanding are the goals of the interpretive method, as it neither seeks to support nor refute the religious belief. That being the case, interpretivism emphasises the idea of reality as a subjective construct created by humans. Social scientists frequently use the interpretive approach to comprehend behaviour, attitudes, beliefs, and perceptions (Cohen, Manion, & Morrison, 2007). Furthermore, Bell (1999) contends that interpretivists see the world as dynamic, with their main objective being to comprehend how individuals make meaning of the environments in which they live and work. Concerning contextualised meaning, interpretivism maintains that reality is socially produced and has many different interpretations. On account of this, interpretivists believe that the purpose of theorisation should be to give insight of specific living experience instead of abstract generalisations (Gray, 2013, p. 15).

Additionally, the social process cannot be understood through hypothetical covariance, deductions, or degrees of freedom; rather, it can only be understood by entering the world of

individuals who are responsible for it (Humphrey, 2013). The interpretive research approach often involves the researcher as an active participant in the phenomenon. This means that language and preconceptions act as a barrier preventing direct access to reality (Walsham, 2006). The premise of interpretive researchers is that social creations like language, consciousness, and shared meanings is one of the main ways to gain access to reality. Hermeneutics and phenomenology form the philosophical foundation of interpretive research (Mertens, 2014, p. 417). Besides that, the fundamental ideas are built on communication and openness. Therefore, interpretivist research is subjective, dialectical, and value-laden (Gray, 2013).

A wide range of data are used in an interpretive method to discover the meanings or beliefs contained in actions. The obligation to treat data as proof of thoughts and wishes is one distinctive aspect of this sort of analysis. The significance of an explanation in the form of a narrative is a second distinctive characteristic. An interpretive strategy is based on a philosophical examination of the significance of human behaviour (Bevir & Rhodes, 2012, p. 6). Human scientists can build their interpretations utilising information produced using a variety of approaches. They can study memoirs, newspapers, official and unofficial records, conduct interviews, questionnaires, and large-scale surveys (Bevir & Rhodes, 2012). There is no objective reality that researchers can discover and replicate by others, which contrasts with that of positivism (Walsham, 2006). The goal of interpretive research is to better understand phenomena by exploring the interpretations that participants give to them (Humphrey, 2013). For my report, I used the interpretivist approach, which allowed for a thorough, individualised examination of the participants' experiences.

A paradigm is a collection of components: ontology, epistemology, and methodology (Alharahsheh & Pius, 2020). For this study, I have chosen the interpretive paradigm, in which ontological assumption holds that reality is not discovered, but is constructed through interactions. Interpretivist or constructivist research is viewed as an interaction between and among researchers and participants, to comprehend the phenomenon from the participant's point of view (Alharahsheh & Pius, 2020).

The epistemological assumption in the interpretivist paradigm holds that interaction uncovers deeper meaning and insight into the participant's lived experiences (Edirisingha, 2012). In this study, I interacted with my participants in order to collect in-depth and rich data based on their

perspectives and lived experiences. I used the interpretivist paradigm to understand the experiences of teachers teaching CSE in one secondary school in Bloemfontein.

Recognising that meaning is socially produced by human interaction in the world they live in is essential to understanding qualitative research (Merriam & Grenier, 2019). Through the use of qualitative research, the researcher is able to thoroughly explore people's experiences (Hennink, Hutter & Bailey, 2020). I thoroughly investigated teachers' experiences instructing CSE in schools in this study. One of the distinctive characteristics of qualitative research, which aims to comprehend and interpret events, objects, and behaviour, is that it enables the researcher to examine problems from the participant's point of view (Hennink, Hutter & Bailey, 2020). In this study, I aimed to comprehend teachers' perspectives on their experiences instructing CSE. For better understanding of the experiences of teachers offering CSE in the chosen secondary school in Bloemfontein, this study used a qualitative research methodology.

3.1.1.2. Location of the study

The study was conducted at a public combined school located in the urban Noordmanville suburb, Trompsburg, in Motheo District, Bloemfontein City, South Africa. It is in section 21 with the ABCDE function that is the method teachers use to find a particular learner's belief about adversity or event and classified under quintile two as a no-fee institution. In 2016, the school had 440 learners in grades 8, 9, and 10, serviced by 22 teachers with a learner-teacher ratio of 20:1. Academically, the results of this school consistently maintain exemplary national achievements, but there is much more than an excellent academic record with the pass rate. Since the school opened its doors in August 2014, it has been a place where learners in the province and beyond can call home, as it celebrates and embraces ethnic and cultural diversity. The school seems to be one of the best schools in Motheo District that attracts learners throughout the region. Teachers in this school believe in academic excellence. Therefore, they always motivate and encourage their learners to be curious and creative thinkers. However, these newly structured CSE lessons have only been implemented in two districts in the Free State in schools with a high level of HIV and AIDS infections and teenage pregnancy rates.

3.1.2. Part 2: Research methodology and data generation

3.1.2.1. Research methodology: Case study

The methodology of a study is linked to its paradigm. According to Alharahsheh and Pius (2020), the ontological and epistemological assumptions of the paradigm inform the researcher's choice of methodology. According to Al Ahmadi (2019), various methodologies are used in the interpretive paradigm, including hermeneutics, ethnography, case study, phenomenology, grounded theory, and biography. Since it tries to comprehend human behaviour in a specific social context, such as a community, group, or single event, a case study approach is one of the ways to conduct social science research and research that is socially relevant. A case study, according to Yin (2011), is an empirical investigation into a current occurrence within a real-life environment, particularly if the borders between the phenomenon and context are ambiguous. A case study, according to Cohen, Manion and Morrison (2007), is an extensive analysis of one unique example, which could be a person or a group. Thomas (2013) adds that evaluating policies, people, events, decisions, eras, projects, institutions, or other systems explored holistically by one or more approaches might be considered a case study. A case study, according to Yin (2014), is a thorough examination of a single unit that aims to provide light on a larger group of comparable units. Pickard (2013) adds to the criteria by stating that case studies can be categorised as either documenting or explaining a certain study phenomenon.

From an interpretivist standpoint, the hallmark of case studies is that they strive for a thorough and complete knowledge of how participants relate to and interact with one another in a particular setting, as well as how they make sense of the event (Maree, 2007). The new structured CSE lessons have been implemented in five South African provinces only, one of which is the Free State. Schools in the Motheo and Lejweleputswa districts were chosen by the Department of Education to pilot the programme. Currently, one school in the Motheo district has introduced the new structured CSE lessons to the curriculum. Therefore, in this study, I used the case of this one secondary school in the Motheo District to understand the experiences of teachers teaching the new structured CSE lessons.

Depending on whether they describe or explain a particular study occurrence, interpretivist case studies, according to Pickard (2013), can be categorised. The case study approach was

used by the researcher to accurately reflect the participants' real-life experiences and perspectives on a given circumstance. This research design also helped the researcher develop comprehensive and multi-faceted information on a complex issue in its real-life context.

Given the interpretive position, I choose the case study methodology for this project because it offers a systematic approach to data collecting, analysis, and reporting, and because it is appropriate for the type of research questions. A case study employs data from the particular case situation to respond to the research question (Thomas, 2013). The case study research questions are "why" and "how," according to Yin (2014). The case under consideration is explored and described using extensive and detailed data collection techniques. Observations, documentation, interviews, and archival records are examples of methods (De Vos, Strydom, Fouche & Delport, 2011). To answer the research questions, the researcher determines in advance what information to gather and how to analyse it (Maree, 2007, p. 52). The case study approach entails a precise and in-depth account of the case's events, in which the researcher plays a key role. The approach focuses on people or groups and aims to comprehend how they interpret events (Richie, Lewis Nicholls & Ormston, 2013). Some academics contend that case studies do not handle data in a methodical way. Stake (2013) contends that it is a methodical investigation into an occurrence that aims to describe and explain the phenomenon of interest (ibid., p. 302). The lack of a foundation for scientific generalisation is a different complaint. This, however, is false because the goal is to generalise theoretical claims rather than the population, as in statistical research (Yin, 2014). The case study approach was the most appropriate research methodology for this study given its interpretive perspective and the nature of its research issues. This study was drawn to this method because of its advantages in disclosing certain participants' distinctive perceptions and concerns in a real-world scenario in a particular environment.

Therefore, situations where it is challenging to distinguish between a phenomenon's variables and its surroundings are particularly well suited for the case study design. This study's case was one selected secondary school.

3.1.2.2. Selection of participants

I will interview 8 LO teachers teaching CSE in one secondary school in the Motheo District in Bloemfontein. In this study, I will use the criterion sampling strategy, in which specific criteria

is used to obtain the sample population (Etikan, Musa, Alkassim, 2016). The criteria which I will use is that the participants will strictly be LO teachers teaching CSE SLP's at the selected secondary school in grades 8 - 12. Bernard (2013) states that data collection is vital in any research because it contributes to the clarity of a theoretical framework. It is essential to know from whom data will be collected, simply because no amount of analysis can make up for data that is not properly collected p. 219).

In this study, purposive sampling approach enabled the researcher to obtain beneficial study results while maximising the potential of a limited group of interests. Purposive sampling was used to gather qualitative replies, giving the researcher a better insight and more precise research results. Since the researcher collected information from those who best matched the research question, the findings are reputable to the research community (Acharya, Prakash, Saxena & Nigam, 2013).

Ashley (2020) defines purposive sampling as a non-probability sampling that depends on the features of a population and the study's objective. It is variously known as judgment sampling, and the deliberate selection of informant participants based on their qualities (Tongco, 2007). The researcher determines what needs to be, then seeks for anyone with knowledge or experience who are prepared to share pertinent information (Bernard 2013). Additionally, the critical informant technique serves as a particularly effective example of purposive sampling (Bernard 2013). Key participants are perceptive, introspective, and well-versed individuals of the community of interest who are able and eager to impart their understanding of the culture (Bernard, 2013; Tongco, 2007; Seidler, 1974; Tremblay, 1957).

I used the criterion sampling strategy to have specific or narrow criteria. Criterion sampling aims to identify significant weaknesses in the system that can be improved and involves:

- Identifying a particular criterion of importance.
- Articulating this criterion.
- Systematic review and study cases that meet the criteria.

Since my research involves sensitive topics like sexuality, unintended pregnancies, and HIV and AIDS, I also made the decision to employ the snowball method. A recruitment technique

called "snowball sampling" participants via social networks (Packer & Scott, 2019). According to Heckathorn (2011), snowball sampling has become a nonprobability method for designing samples and drawing conclusions about populations that are difficult to access and hidden.

Snowball sampling, in accordance with Gile and Handcock (2010), supports the hidden populations through a participant recruitment process known as a chain-referral approach. A convenience sample of initial participants is used to begin chain-referral selection of a hidden population since if a random sample could be obtained, the participants would not be considered to be hidden (Heckathorn, 2011). Researchers can utilise the snowball sampling strategy to develop a pool of participants for a study with the aid of individuals who share a certain trait of research interest with the target population (Goodman, 1961).

3.1.2.3. Data generation

To gather information from the empirical field, researchers commonly use the term "data collecting" (Bryman, 2016). The research process's current phase is referred to as data generation (Stenbacka, 2001). Data generation in a qualitative study refers to the concepts and techniques researchers use to produce data from a sampling data source (Leeb, 2008). It is further described as the process of obtaining, evaluating, and synthesising precise research insights utilising accepted, established methods (Zimmermann, Sharma, Schneider, Bethge & Brendel, 2021).

In life-history research, critical dialogues are one-on-one interviews between the interviewer and the interviewee (Lather, 2008). To learn more about a subject, key conversational tactics and methods are employed. They are focused with forming an interpersonal contact with the interviewee and fostering and sustaining a pleasant rapport between them (Burdick & Sandlin, 2010).

Critical conversations, which direct the research process and force the researcher to concentrate more on the conversation than the questions, are informed by semi-structured inquiries. As the conversation progresses, more in-depth questions start to surface. In qualitative research, semi-structured questions are frequently utilised. It is evident that semi-structured questions are a verbal exchange in which the interviewer seeks to learn information from the subject by posing questions to them (Burdick & Sandlin, 2010).

While the researcher prepares a variety of predefined questions, semi-structured questions develop naturally during conversation, allowing the participants to explore the themes they believe are crucial (Longhurst, 2003). This implies that semi-structured inquiries are comparable to the social interactions we have on a regular basis. However, the difference with semi-structured inquiries is that we converse with people in a conscious, structured manner.

With semi-structured questions, the interviewer must develop questions, choose and recruit participants and pick a location while maintaining awareness of the ethical concerns and power dynamics associated with qualitative data (Longhurst, 2003). Time restrictions are not necessary for semi-structured questions. Each interview takes a certain amount of time, depending on the researcher and the participant. I asked the participants to share their experiences with teaching CSE in their school, and the possible ways for teachers to get support from various education stakeholders such as parents, politicians, religious groups and cultural leaders. Participants were able to convey their thoughts, feelings, opinions, perspectives, and emotions well through the study's critical talks. Since my goal was to comprehend, I did not want to generalise my findings, as I previously indicated the experiences of teachers teaching CSE Scripted Lesson Plans in South African Schools.

Critical dialogues based on semi-structured questions were used to interview the participants. The interview was conducted following the conclusion of all class lessons. I had to make sure there were not any homework or exams during this period. Before choosing the time they wished to be interviewed, I asked the participants to study or finish their assignments. The first session was short so that everyone could feel at ease. I gave a brief overview of the subject and my role as a researcher. I handled it by first outlining the moral considerations and reading the participant's rights and obligations, making it quite apparent that they might leave the interview if they felt uncomfortable or preferred not to respond to questions. During the interview, I also asked them to be honest, and I made it very clear that everything they said would be kept private. The first three to five minutes before to the interview were spent doing this. I then began the interview after that. The semi-structured questions that followed allowed us to discuss candidly about any issues that could have come up throughout the interview. In general, the participants responded to the questions well and voiced their opinions. Between 30 and 50 minutes were spent on the interview. We also discussed additional topics pertaining to their personal lives after the session. All questions regarding the semi-structured interview and other

matters that came up throughout the interview were addressed by the participants. The interview was also intended to gather further input and provide participants a chance to confirm that the transcription was accurate. After the transcriptions were finished, I did this by email and occasionally in person depending on the teachers' availability. After the interviews and after the transcriptions were sent, participants approached me directly to share their experiences. Interviews took place where the participants felt most at ease.

I employed semi-structured questions with critical talks in this study to better understand the participants and lessen the possibility of bias. I conducted two interviews with each participant in order to collect the necessary information. I first made sure that participants were aware of the study and were comfortable speaking with me. Since it was our first meeting, I initially introduced myself to the participants by having a general conversation. The gathering of information becomes easier I know how the participants felt about the subject. The interviews took place over the course of about 12 hours.

I had to make sure the interview was performed in a setting where the participants felt most comfortable to share their stories. In my data analysis, I also gave each participant as shown in Table 1 below a pseudonym which is a fictitious name for safety purposes. I made it very clear to them that pseudonyms were used to ensure that their identities stay hidden and secured in such a way that they feel free to express their opinions and experiences throughout the data generation period. Therefore, participants understood that their anonymity was guaranteed. Additionally, it was made explicit at the outset of the interviews that participants did not have to respond to everything and could withdraw their participation from this study at any time. I gave all the assurance that data collected from the participants would not be disclosed. Pillay (2014) asserts that ethics emphasises the worth of moral obligations, moral standards, and the need to keep study participants safe at all times are all significant considerations. I did all that I can to ensure that I adhered to the research ethics to promote the aims of this study, imparting authentic knowledge, and preventing unnecessary errors. I also had to ensure that all participants were safe throughout the data collection period, and that nobody was harmed in any way.

Table 1 below provides; pseudonyms of 8 participants, the date and time for each interview, the duration of the interview and the venue where the interview took place.

Table 1 Participant details

| Participant name | Interview 1 (hr/min/sec) | Interview 2 (hr/min/sec) | Venue | Date/Time Interview | Date/Time Interview |
|-------------------------|---------------------------------|---------------------------------|------------------|----------------------------|----------------------------|
| Mrs. Lawrence | 00:50:07 | 00:40:10 | Science Lab 1 | 02/08/2021 13:30 | 13/08/2021 16:27 |
| Mr. Goitsewang | 00:45:21 | 00:48:26 | Science Lab 1 | 17/09/2021 13:43 | 24/09/2021 16:30 |
| Ms Kgethelo | 00:32:55 | 00:27:23 | Science Lab 1 | 18/08/2021 14:45 | 27/08/2021 15:20 |
| Ms Kgauhelo | 00:20:32 | 00:25:45 | Science Lab 1 | 13/08/2021 13:40 | 30/08/2021 16:42 |
| Miss Tebogo | 00:45:56 | 00:45:09 | Science Lab 1 | 27/08/2021 14:10 | 03/09/2021 14:09 |
| Mr. Mokgatla | 00:26:15 | 00:20:32 | Science Lab 1 | 02/08/2021 15:08 | 30/08/2021 15:33 |
| Ms Thandiwe | 00:50:10 | 00:51:10 | Science Lab 1 | 27/08/2021 16:50 | 24/09/2021 13:45 |
| Mr. Matthews | 00:35:35 | 00:45:21 | Science Lab 1 | 02/08/45 16:40 | 17/09/2021 15:03 |

3.1.3. Part 3: Ethical concerns and data analysis strategy

3.1.3.1. Ethical concerns

The practise of ethics is crucial to conducting research (Mertens, 2014). I received permission from the University of Free State's ethical committee to perform this study on June 14, 2021, and it was done so with their approval and direction (UFS-HSD2021/0090, Appendix D). The Free State Department of Education and the principal of PT Sanders Combined School approved the study's conduct. In my study, every participant was over the age of 18. There was no requirement to ask caregivers or legal guardians for approval. Forms providing information about the study and the option to participate or withdraw at any point during the research procedure were provided to participants for their signed informed, explicit, and unequivocal consent. We also talked about the best way to approach it, thus maintaining confidentiality was of the utmost significance.

Due to time restrictions, it was not able to discuss my findings with my participants. However, I gave them access to my transcriptions, which they read and edited. I had some unpleasant experiences in which participants looked hesitant at the beginning of this study, but learnt much about the phenomenon at hand. A critical ethical issue related to saving of data. Data for this study was kept in my supervisor's office, a secure location. After the required five years, all interview transcripts will be destroyed.

3.1.3.2. Trustworthiness, fairness and authenticity

This study did not employ statistics and is difficult to triangulate, data from qualitative research is frequently not validated. When referring to credibility, transferability, reliability, confirmability, authenticity, and fairness, trustworthiness is frequently used in place of validity.

Research credibility generally responds to positivist research (Fortune, Reid & Miller, 2013). Whether the participants' responses and the researchers' analysis agree raises credibility issues. Even though this is not a positivistic study, it gained credibility by allowing the participants to examine the transcriptions of the data to ensure that they accurately recorded their experiences. Following the conclusion of the interviews, changes were also made to the transcriptions, including fresh experiences.

External validity comes in the form of transferability (Fortune, Reid & Miller, 2013). It refers to how far data can be generalised (Thomas, 2013). But there isn't a right or accurate response for generalisability (Tobin & Begley, 2003). Although it is obvious that the work may be applied to similar circumstances as the work is performed, the study's primary goal was to comprehend the phenomenon under examination rather than to achieve generalisability (Thomas, 2013, p. 32).

Reliability and reflexivity are related to dependability (Fortune, Reid & Miller, 2013). Thomas (2013) claims that the audit trail, which enables researchers to preserve a self-critical record of the research process, including the internal and external conversation, is fundamental to reflexivity. I kept a reflective notebook where I wrote about my experiences interviewing teachers and other factors that affected the study. The information was tape-recorded with my participants' consent. Following verbatim transcription, a thematic analysis of the data was conducted. This method involved the researcher reading the material numerous times and underlining passages that demonstrated the phenomenon under investigation (Cohen, Manion & Morrison, 2007). Themes were identified by highlighting texts in the interview transcripts that directly discuss the experiences of teachers teaching CSE SLPs in secondary schools in SA. Conformability usually deals with the issue of presentation (Fortune, Reid & Miller, 2013). Here, measures must be made to guarantee that the findings reflect the experiences of the participants rather than the preferences of the researcher (Tobin & Begley, 2003). I gave my participants access to see the transcripts of the interviews. This gave participants the chance to affirm that my transcription accurately analysed their experiences and wasn't just a reflection of my personal preferences.

Authenticity involves researchers presenting several realities together with explanations of the challenges, problems, and underlying values that they are related with (Thomas, 2013). That is the way how fairness also operates. I used CSE teachers teaching Scripted Lesson Plans in this research, who were willing to participate. The participant's experiences varied in a number of ways. Real-world experiences typically range, and my research fairly examined experiences of CSE teachers in one combined secondary school in Bloemfontein.

3.1.2.3. Data Analysis

Data analysis is a procedure of breaking into small segments and transforming the collected data so that the researcher can interpret it easily (Sidhu, 2006). Data analysis makes use of the data evaluation process, and uses both analytical and logical reasoning to look into each data segment. Maguire and Delahunt (2017) assert that the process of data analysis is central to credible qualitative methodology research. There is no data gathered in any study that can go without being analysed.

In this study, I used the thematic data analysis method, which Maguire and Delahunt (2017) define as a procedure that involves the classification of themes in qualitative methodology research. The thematic analysis enables the researcher to analyse beyond content analysis, which means the researcher is at liberty to consider even explicit and implicit meanings of data. Flexibility is one of the trademarks of thematic analysis for framing hypotheses and research questions. When it comes to its academic independence, theme analysis offers a versatile and useful research approach that may result in a detailed but complex explanation of the text. According to Rubin and Rubin (2011), analysis is fascinating because it reveals the themes and ideas that are interwoven throughout the interviews. After all, thematic analysis can delve into questions on participants' lived experiences and points of view.

It might happen that we are unaware of the methods used by individuals to analyse their data or the underlying hypotheses that drove those analyses. In that circumstance, evaluating their research and comparing and synthesising it with other studies on the subject would be difficult. It might prevent future scholars from working on related projects (Attride-Stirling, 2001, p. 315). A researcher can approach social action and human activity as text using the interpretivist strategy (Aronson, 1994). Human activity is a set of symbols that convey multiple levels of meaning (Aronson, 1994). Thematic analysis, according to Braun and Clarke (2006), is a technique for finding, examining, and reporting patterns or themes in data. This kind of analysis aids in richly describing and minimally arranging data sets. However, thematic analysis goes farther and aids in comprehending many facets of the research issue (Boyatzis, 1998). Thematising meanings is one of a few generic abilities that qualitative research analysts possess, according to Holloway and Todres (2003, p. 347). Boyatzis (1998) describes it as a tool to employ in a range of settings rather than as a particular strategy because of this. According to Ryan and Bernard (2003), thematic coding is a procedure used within "major" analytic traditions like grounded theory rather than a stand-alone method (p. 97).

Thematic analysis is an essentialist or realistic approach that documents the experiences, significances, and realities of participants. It is also a constructionist approach that looks at how multiple social discourses affect events, facts, implications, and experiences (Rubin & Rubin, 2011). While maintaining a focus on the physical and other constraints of reality, it recognises the varied ways that people interpret their experiences and the effects that the larger social environment has on those interpretations. Thematic analysis can therefore be a technique that reflects reality while also picking apart or unravelling its surface. However, it is important to be explicit about a thematic analysis' theoretical viewpoint. Any theoretical framework makes a number of assumptions about how data works and what it means in terms of the real world. This will be clear after a good thematic examination. Thematic analysis focuses on discernible themes and behavioural patterns. Finding every piece of information connected to the practises that have previously been classified is the next step in theme analysis. When compiling sub-themes to get a complete picture of the data, it is pretty simple to spot a pattern emerging (Attride-Stirling, 2001). It is always preferable to get feedback regarding trends from the informants when they emerge (Constas, 1992). This can be done live during the interview or by soliciting feedback on the recorded talks. The interviewer makes advantage of the respondents' opinions. The interviewer then wrote up the conversation or session and requested input from the informants to be included in the theme analysis (Tuckett, 2005). For this study, it is crucial to gather the data, transcript each interview, and analyse it independently. It is important to accurately record each participant's words and facial expressions, therefore even if they were not said in English, their pauses, nonverbal cues, and phrases were all quoted.

3.1.4. Conclusion

There are three sections to this chapter. Before going into depth about the process and techniques utilised to collect the data, I first explained and theorised my paradigm and its supporting ontology and epistemology. After then, I discussed the study's ethics and data analysis. The findings are presented in the following chapter.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1. Introduction

The previous chapter contains a discussion of the research techniques used while this chapter presents the results of the data analysis. I decided to use thematic analysis, in which similar patterns in the data were found and categorised into several topics. I accomplished this by reading over the comments numerous times, underlining, and adding in-text remarks to single out the common and frequent issues and experiences raised by the participants. The themes emerged during data generation process, and were informed by the theoretical framework of the study.

The study's questions were as follows:

1. What are the experiences of teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein?
2. How do teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they face?
3. Why do teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they face in the way they do?
4. What can be done to assist teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein?

The themes that surfaced during the data analysis process are highlighted in table 2 below. In the transcriptions of the topics below: Grade and a number that ranges from 8 to 12 denote a specific class/grade in which each participant teaches CSE SLPs. A second number from 21 upwards means the age of the participant.

Table 2.

| |
|---|
| Themes: |
| Imposed New Structured CSE Lessons: Teachers' Extra Burden |
| The Explicit Topics Become taboo in a Classroom |
| Cultural Traits, Religious Viewpoint and Poor CSE Support System worked against CSE SLPs Implementation |
| Accelerated CSE Teacher's Training and Development |
| Teachers' Constructive Stance on CSE |

4.1.1. Imposed new structured CSE lessons: Teachers' extra burden

CSE may have good intentions; however, teachers perceived it as a burden because they are undertrained in the learning area (Ahmed, Flisher, Mathews, Mukoma & Jansen, 2009; Eccles, 2014). The outcomes of this study show that the new structured CSE programme was not well introduced in South African schools. According to Venketsamy and Kinear (2020), the government and all related authorities did not take their time out to have a clear guiding policy and strategies on how this new structured CSE programme would be carried out without compromising the quality of the content presented to learners in a classroom. Participants noted that the authorities did not consider the negative impact this would have on them as the main implementers of the new structured CSE lessons in schools. They continued to indicate that the new structured CSE has now become the extra burden imposed on teachers. Since there was no clear guidance at the beginning of the implementation process, it is not effectively taught or taken seriously by teachers and learners. To make matters worse, some participants complained that principals as well the Department of Education had not expressed much interest in this initiative. Participants indicated that they did not enjoy teaching the new Structured CSE anymore because learners were also troublesome because they gave it a joke treatment.

*Oh! No! Scripted lesson plans here seem to be an extra burden on us teachers. I don't really understand, a poor teacher with no skills of whatsoever in CSE, being thrown into the deep like that. No one, I mean **no one made an effort** to come to us and properly introduce and explain the benefits and importance of having introduced structured lesson plans in our school. The next thing we are **expected to abide by it**. It is **not easy***

*to abide by something that you're not familiar with or something that you don't know. It is **not fair** on teachers. (Mrs Lawrence, grade 12, 36years, female)*

According to the interview response above, participant was just given a directive and a mandate to teach the new structured CSE lesson. According to the first participant Mrs Lawrence who is a 36 year old, female teacher who teaches Grade 12, the programme was an extra burden added to their normal teaching loads. She noted that they were allocated the new CSE lessons without any discussions or explanations for what the programme was all about. There was no briefing for teachers in relation to this new structured programme that made their job very uncomfortable. It is evident that wrong assumptions were made by the schools management that the programme was not complicated and therefore, any teacher could handle it well.

*If you know what I mean, it is not a nice experience to be **left fumbling in the dark**. I mean, the relevant authorities (DoE) decided to **dump a load of work** on us teachers without proper channels and avenues of carrying it out. What I'm saying is we're faced with the new structured CSE programme and no idea how I should handle a curious learner in a classroom. Now it becomes our baby to nurture, truthfully speaking, it is **the extra work, extra burden neh!** (Mr. Goitseman, grade 11, 31years, male)*

The interviews further made it clear that children's organisation, UNESCO, the school Principals and School Governing Bodies dismally failed to facilitate the proper introduction and implementation of the new structured CSE lesson plans in SA schools. They rather left the whole teaching load in the hands of CSE teachers who were not coping well. The situation in which the whole load of work is left in the hands of the untrained teachers is referred as fumbling in the dark by Mr Goitseman. He claimed noted that there was absolutely no assistance or any guidance offered to get teachers on the right footing and ready to carry out this exercise.

*What a waste of our time! It is unfortunate that this programme is taken with a pinch of salt. Stakeholders (DoE) **did not facilitate any guidance** for teachers who are expected to implement the programme. They treat it like the compulsory extramural activity in the school without any expertise and it becomes the **extra duty for teachers** who really go the extra distance to get information on how to deliver it in a professional way. The school management (Principals and Departmental Heads)*

attaches no importance to it and merely sees it as a dummy filler subject. Therefore, it becomes the mission impossible. (Ms Thandiwe, grade 8, 22years, female)

I personally don't understand the significance of the programme because schools and other stakeholders bestow little worth to it by assigning generalist or unqualified educators. Now, how on earth, would I attach value to it? No ways. Unfortunately, it is here and it's an added burden on our shoulders (Miss Tebogo, grade 8, and 21 years, female)

Participants, Ms Thandiwe and Ms Tebogo indicated that the new structured CSE programme was not taken serious by all the stakeholders because they failed to facilitate the necessary guidance for teachers to enable them to implement it well. They stated that it was nothing but an added burden and compulsory extramural activity in the school. Participants had taken note of the fact that CSE was not taught by experts but by anyone who qualified as a teacher from any field of study. Teachers added that, even if they tried their best to make it a success, they could hardly make it because their school management attached no importance to the programme.

*Ouch! This is a pain painful exercise. Teaching is not about passing on the information to learners just like that. It involves the deeper understanding and rich content knowledge of the subject matter. You can imagine the embarrassment of standing before learners pretending to know your stuff while there is nothing to write home about, 'Chehe' (wow!), I really feel sorry for us teachers, **we are turned into the academic dumping site**. The new programme is a painful burden on top of normal loads. (Ms Kgethelo, grade 10, 24years, female)*

The above response show that it was a painful work to teach the subject that they had not mastered well. Ms Kgethelo specified that teaching and a mere passing on of information are two distinct things. According to her, a teacher must have a deeper understanding and a rich content knowledge of the subject matter. She claimed that teachers were treated as the academic dumping sites meaning that the academic duty that was very confusing was dumped on teachers who did not in any way receive any form of training.

*Serious, what they know is to create the **extra duty** for teachers but salary, dololoo! Come to think of some charts from the DoE for grade 4-12 have **some explicit content** that is not age-appropriate for school learners. Now teachers are not knowledgeable on how to tone it down and believe you me, the struggle becomes real to **bring it to the learners' level**. Since there is no supervision we don't even know to what extent we have to tone it down. Now you see! We end up teaching or **presenting inappropriate stuff** to learners. (Mr. Goitseman, grade 11, 31 years, male)*

The above response shows that teachers were not happy that the DoE supplied schools with very confusing teaching and learning materials which needed to be toned down to learners' level. Mr. Goitseman noted that they did not even have the knowledge on how far they could tone down the information. Mr. Goitseman further asserted that '*one would have a high expectation that if there are some charts or any other teaching and learning supplies from the Department of Education, then it would be obvious that they should be delivered with everything needed for usage in the classroom.*' That was not the case here, because teachers have to separate what is age-appropriate from what is age-inappropriate for school learners. This means they even deliver the wrong content to learners. All the interviewed teachers indicated that the new Structured CSE was now an extra burden because they already had their full loads. They also narrated that it was demotivating to deal with the CSE programme, which did not add any value to learners' future. In spite of the fact that it was not considered for entrance to tertiary institutions, schools paid relatively little attention to this topic.

It is clear from the participants that the implementation of new CSE SLPs was considered an extra load to the normal load the teacher had. Participants complained that no proper training and workshops had been availed for those who were expected to implement the CSE SLPs in schools. It was further stated by participants that the DoE brought to schools implicit content not suitable for the learners.

4.1.2. The explicit topics become taboo in the classroom

In most of the implementation sites studied, certain lessons have been skipped especially those on sensitive topics such as masturbation, demonstration of condom use, sexual intercourse,

homosexuality and abortion. Teachers frequently avoid or restrict skill-building exercises, such as role plays, because they believe the learners would find them challenging or because they lack confidence in their ability to lead them. (Jaycox, McCaffrey, Ocampo, Shelley, Blake, Peterson, Richmond & Kub, 2006). In addition, it has always been a taboo for teachers to discuss sex, sexuality and contraceptives in the classroom (Alldred, David & Smith, 2003). Some teachers felt uncomfortable teaching some topics to children because they were divisive or challenging (Braniste, *et al*, 2014). Teachers always avoid learners' embarrassing questions on sex, condom use, and contraceptives, which are not aimed at seeking clarity or understanding the matter at hand, but to humiliate teachers and fellow learners. Learners have claimed that CSE is taught mostly from an abstinence point of view (Msutwana & de Lange, 2017), disease-ridden (Mayeza & Vincent, 2019) and heteronormative framework (Reygan, 2016). They have further taken note that CSE is often delivered by embarrassed (Pound et al., 2016), unconfident (Francis & DePalma, 2014b) and poorly trained (Wood, 2009) teachers.

*Hey! Madoda! I always find myself in a **shameful space** when trying to address some topics in CSE. Therefore, I skip them and that saves me from unnecessary harassment. Learners! Never undermine their wild brains! The moment you mention sex, they all sit up straight, abandoning whatever they were doing, looking at you intently and listen very attentively. During questions and answer, if you are not careful, there would be chaos in that class. Their questions are so irrelevant that it hurts. A girl shouted on top of her voice suggesting that it's about time the medical field invents a contraceptive pill for men, which will deal with fertility in the semen when taken before intercourse, haaaa, you can imagine that. (Mr. Mokgatla, grade 10, 41 years, male).*

Mr. Mokgatla, one of the participants, usually avoids being harassed by learners who ask pointless questions. He claims that the only way to stay far away from trouble is to avoid those sensitive topics. He showed that sex issues were mostly enjoyed by learners in schools. Mr. Mokgatla explained that, it did not matter how busy learners were, the time you mention the topic of the lesson as anything related to sex, they all abandon what they were doing and then look and listen to the teacher very closely. He further said that the topics like that always ended up causing a chaotic situation in class because a teacher is not able to call learners to order. He also revealed that one girl bitterly suggested in a class that it was about time that doctors and all relevant medical field officers invent a contraceptive pill for men, so that it causes the semen to be infertile if it is swallowed before sexual intercourse.

Oh! My goodness! I can't in a million years teach kids how to have safe sex. I always run far away from such topic. If I teach about safe sex and contraceptives, I simply instruct and supervise my learners to indulge in sexual intercourse because I avail myself to ensure that contraceptives are taken so that pregnancy is prevented. I also avail myself as a teacher to ensure that my learners play it safe. I will not be involved in that controversial issues. (Ms Kgauhelo).

Ntate wee! Sex is for married couples, for heaven sake! Contraceptives are for married couples who are planning the child-bearing in their families. I refuse to confuse and bring the innocent kids into the adult world before time, iyooo! I rather choose to stay as far as the east is from the west from such controversial and wicked topics. (Ms Kgethelo)

The responses revealed that teaching learners about safe sex through the use of condoms and other prevention measures to prevent unwanted pregnancies inspired the desire to do it. The lesson on safe sex would simply open their eyes to see that they can actually do it as long as they protect themselves. Participants, Ms Kgauhelo and Ms Kgethelo indicated that learners always want to put theory into practice. Soon after being taught how to have safe sex, they will go for it. They indicated that it was not easy for them to teach learners about such topics, because they felt that they were indirectly giving instructions to learners that they could have sex as long as they did it safely. Participants further explained that sex was reserved for married couples and not children. They simply refused to introduce learners to the adult world by avoiding those sensitive and controversial topics.

Iyoo! Some topics in CSE are a no go area for me. I can't provoke learners because I have noticed how interested they are in deliberating on such. Imagine a young, novice teacher like me who is not far older than some learners in the class, 'jonna' they can skin me alive if I try to talk about sex or make a demonstration of a proper use of a condom, 'joo' I can't and opt to leave those topics alone. May be such topics can be handled well by mature teachers with teaching experience. (Miss Tebogo, grade 8, 21 years, female)

The participant, Miss Tebogo, indicated that she was not far older than some learners in the class, so she was afraid to talk about sensitive topics. According to her, learners can simply take advantage and disrespect and embarrass her in a way. Miss Tebogo further indicated that sensitive topics must be handled by older teachers who are more mature and have more teaching experience. As for her, she would always skip such topics. Many teachers, especially inexperienced ones, found it an uphill struggle to be engaged in any teaching and learning, which encompassed any demonstrations like putting on a condom, demonstrating its proper use in front of a group of learners in a classroom (Zenilman, Weisman, Rompalo, Ellish, Upchurch, Hook 3rd, & Celentano, 1995). The older boys are likely to take advantage of young female teachers during demonstrations in a classroom situation. This must be left in the hands of older and experienced teachers who are able to call learners to order (Bankole, Ahmed, Neema, Ouedraogo & Konyani, 2007).

Damn! These kids have no good moral behaviours. Come to think of one boy in class who argued that the male condom is inserted when penis reached its full erect, meaning when it became larger in size. So now, he wanted to know the appropriate stage for females to put on the female condom and whether the vulva becomes bigger in size as well. So to stay out of trouble, teachers simply skip these kind of topics. That might not be good for the curriculum but there is nothing we can do, we have to avoid such topics. (Mrs Lawrence)

Mrs Lawrence was really worried that one of her boys in class, made a sensitive comparison of a penis and a vulva, and he wanted to know what happens to the the vulva when a woman is sexually excited since a penis grows larger when a man is sexually aroused. She also indicated that the boy was very keen to know the right timing for the female condom to be inserted. According to Mrs Lawrence, the boy did not ask this question because he genuinely wanted to acquire some insight about female condom use. However, he simply wanted to humiliate and mock his teacher and his female classmates. It is clear, according to Mrs Lawrence, that teachers always skip and ignore the topics of this nature to avoid any embarrassment like this one.

You know, my brother! Some topics in CSE, can throw you into the deepest hell of a lesson. Soon after rolling on a male condom on a banana fruit to show them how it is done, a group of boys bitterly complained that it's not fair to demonstrate how to insert

*a male condom and don't make any demonstration of a female one. They vigorously put me to a tight corner to make a demonstration of a female condom. I'm telling you these learners can go wild at times. Just get into my shoes, what could I use as a vulva to insert a condom? **I was embarrassed, shame.** (Ms Thandiwe)*

Ms Thandiwe avoided sensitive topics because she found it difficult to stand and tolerate unacceptable behaviour of her learners. Learners had a feeling that demonstrations were carried out in such a manner that males were exposed and not the females. After Ms Thandiwe went through this kind of experience, she needed to think twice for her next class. As a result, she would try by all means to skip such topics. This further suggests that the topics that are sensitive bring the competitions between boys and girls in a classroom and now it becomes the matter of which side wins. Instead of focusing on the significance of the content of the subject, division sneaks in, confuse learners, and frustrates teachers as well.

*A group of learners suggested that **they must be given a freedom to have sex** since they have now acquired the skills of protecting themselves from contracting STIs, HIV and unplanned pregnancies. They really wanted to know what will be the use of spending their precious time learning so hard about something that is farfetched. (Mrs. Lawrence)*

The above response shows that it was risky to introduce certain topics to learners because they came along with changes, which negatively impacted their lives for a very long time. According to the findings, learners are always eager to try out the hidden and forbidden issues. This is a clear indication that after being shown the proper ways of using a condom, they find ways of engaging in sexual activities to find out how exactly it feels to have sex using a condom. Participants show that learners want to experiment and see whether it is true that a contraceptive pill prevents pregnancy. It was clear that learners are very adventurous. All the participants in this study stated that they intentionally avoided every controversial and sensitive topic outlined in the curriculum. This was because they did not have enough information based on facts to convince learners about the matter being discussed. They made their lives easy by simply omitting any topic that potentially attracted many unnecessary questions from learners. Because the topics went against their own personal values, beliefs, and comfort zones, teachers frequently decided not to teach certain topics (Beyers, 2011). As much as CSE is a sensitive issue in the classroom, the teachers had to keep learners on par with content and facilitate the

learning process of what needs to be taught. The participant, who is an adult, is responsible for facilitating the learning process and maintaining learners' proficiency with the material. Participants indicated that it was extremely risky to present some of the sensitive topics to learners because, in most cases, learners usually wanted to put theory into practice, by actually doing what has been taught in class. Mrs Lawrence, Ms Kgauhelo and Ms Kgethelo shared the same experience that their learners indicated that they must be officially allowed to have sex because they now have enough knowledge on how to do it safe using condoms, and would not contract STIs, HIV and even unwanted pregnancies.

4.1.3. Cultural Traits, Religious Viewpoint and Poor CSE Support System worked against CSE SLPs Implementation

The findings of this study revealed that teachers' way of approaching CSE was very much influenced by their cultural traits and religious beliefs. It was very difficult for them to handle sensitive topics, which mostly did not agree with the cultural values, which formed a fundamental part of the teachers. Participants indicate that they were not willing to compromise their norms, values and belief systems. Participants had the same feeling that comprehensive CSE should not replace cultural and religious ways of doing things in the community. Dever and Falconer (2008) argue that religious education strengthens learners' moral character and limits harmful societal influences. It is evident that teachers took note of the difference between religion and CSE.

Although religion plays a significant role in the lives of many teachers, religious organisations and educational institutions should stay current with societal developments (tulhofer, Oh, Jelaska, Baak, & Landripet 2011). Most teachers who have strong cultural and religious convictions find it challenging to approach Comprehensive Sexuality Education without drawing on these perspectives. One can see that cultural norms and values including the religious beliefs are significant components that have moulded and modelled the educators' knowledge and experiences of Sexuality Education (Beyers, 2011). Wood (2008: 48) believes that everyone's culture and life experiences affect who they are, and that what they are taught shapes how they behave. Therefore, teachers teach from the perspectives of their own class affiliations and can, thus, be experienced as positive individuals who seem ready for change. However, because teachers continue to operate from their own sociocultural perspective, practise has largely remained intact.

The findings of this study revealed that teachers found it difficult to compromise and violate their cultural norms and values for the sake of CSE teaching and learning, which was not even supported by the stakeholders in schools. Participants claim that CSE does not add any value to the lives of learners. The findings indicated that teachers habitually chose comfortable CSE topics based on, or guided by cultural traits and religious norms. Some participants maintained that culture and religion denounce CSE over abstinence-based sexuality education. The assumption is that learners are very much interested in experimenting what they were told not to do during CSE lessons. Therefore, they contribute to the high prevalence of teenage pregnancies and the spread of HIV. The findings also showed that teachers prioritised their own values and ideas over learners' needs and what learners themselves needed CSE. It is evident that culture and beliefs take first priority in their lives as some teachers bitterly narrated.

As far as our culture is concerned, there are certain topics that are taboo, and such cannot and will never in any way be discussed in the presence of kids now let alone talking to them about them. We are not ready to destroy and distort our societal norms and good morals in our communities and then end up not knowing what exactly went wrong. Mr. Goitsemanang

It is not in our culture to talk openly with children about sensitive issues especially sex-related issues. I can't imagine myself introducing learners and exposing them to sex topics and other sensitive issues, after all, they're very young to learn about marital issues. If the authorities want to confuse and corrupt the innocent minds of our future generation, they must not include teachers. It is even shocking that there is no support or guidance for teachers on effective implementation of the new structured CSE plans but teachers are left alone to battle and navigate the way on their own. (Ms Kgethelo)

According to Mr. Goitsemanang and Ms Kgethelo, it is not a permissible practice for teachers to stand before their learners and talk about sex-related matters. It is a clear indication of destroying the culture and other good moral behaviours of society if teachers do that. They further explained that learners are very young for marital issues, and as a result, must be left out of it.

For me, the new structured CSE is a far-fetched and abandoned programme that is dumped on teachers in schools without any guidance and any form of support on how to handle it. I'm deep-rooted in my religion, so the teaching of certain topics in CSE does not make religious and cultural sense to me, serious, not at all. I don't even think teaching CSE in general can be so strong that it can positively impact and turn around learners' philandering and promiscuous behaviours. It will only distort, mislead and diminish our norms and values that function as the pillars on which the society stand, I don't know but that's me. (Mr. Matthews)

Serious, you must condomise, jooo, what religiously or culturally does it imply to learners? It means we're now so desperate and lost to the extent that we teach our kids to have sex. This means, we now conform to the immoralities using our learners. It might speak cultural sense to other nations, but not in South Africa. No ways. I'm not even sure whether the new structured CSE lessons will manage to transform philandering and promiscuous behaviours portrayed by learners. (Ms Thandiwe)

Man! What's the use? The new structured CSE plans are now in place but still Lack of school-level support systems prevents their successful implementation. If teachers don't feel comfortable teaching a particular subject, they nonetheless have the right to do so comfortable doing so I'm wondering if CSE can change learners' philandering and promiscuous behaviours (Mr. Mokgatla)

The responses above suggest that teachers were all worried and wondering if the new structured CSE programme would be able to change the prevailing philandering and promiscuous behaviour of their learners. Based on the responses above, it is clear that a sizable number of teachers were firmly rooted in the way things are done in their society. As a result, their cultural traits and religious beliefs precluded any discussion of sexual issues with children, making it difficult to engage in such discussions with learners at school. Many participants continued to express how their culture and religion prevented them from taking on the responsibility of teaching learners about sex and sexuality. Teachers clearly indicated that they could not, in any way, expose learners to sex issues because children must stay away from marital issues. They also indicted that the authorities wanted to corrupt the innocent minds of learners so they did not want to be involved in such immorality. Participants continued to express their shock that

DoE is looking forward to having a successful implementation of the new structured CSE when there is no support to ensure effective and a successful implementation in the field.

The responses further show that some teachers had a strong feeling that CSE was a far-fetched programme dumped on teachers, with no positive influence on the moral behaviour of learners. They indicated that the only thing that CSE can possibly do is to destroy the cultural values of their communities and leave the people lost and confused. It also transpired in their responses that they did not regard Comprehensive Sexuality Education in schools as a programme that prepares learners for healthy, fulfilling adult lives, but as a scam intended to introduce sexualised behaviour in schools.

Participants continued their argument that CSE must be the full responsibility of parents and guardians.

We already have a handful of a work so let parents take part, cos really, CSE can be handle very well at the household level and not at the school level. Parents and guardians are the most capable candidates to implement CSE. (Mr. Matthews)

Depending on the sensitivity of other CSE topics, children become too wild to contain when being taught by teachers. Therefore, to curb their enthusiasm, parents and guardians should assume the full responsibility. (Mr. Mokgatla)

Maybe it might work perfectly if it is taken out of classroom and become the responsibility of families at home. If the teaching of CSE is done at the family level, you know, considering all these disgusting questions imposed by learners on teachers. No one likes any of these uncalled-for humiliations by learners. (Ms Kgauhelo)

If parents take over, none of our learners will misbehave like they do in the classroom during CSE lessons. They might take it more serious especially when having discussions on sensitive topics with their parents. CSE is really challenging for us teachers because it gives a room for sex before marriage by encouraging safe sex for learners, but culturally and religiously completely no room for that. (Mrs Lawrence)

You kinda like tell by learners' comments and questions, I mean they have zero respect for both teachers and their colleagues. They make unnecessary arguments hindering the progress of the lesson and making it difficult to achieve the objective. All this make other learners dodge classes. (Ms Thandiwe)

The responses above indicate that teachers do not like to teach CSE anymore. They suggested that the programme should be the responsibility of parents and guardians and they are capable of carrying it out. They all mentioned that learners become too wild to contain during CSE lessons and raise humiliating questions and comments. Such might then be, well handled by the parents at home. They also indicated that if parents take over, learners might change their attitude towards CSE by giving it the attention it deserves. Masinga (2009) elaborated that non-existence of discipline that learners portrayed before their teachers during teaching and learning about sexuality drive teachers into demoralisation and dejection, which really prevents them from talking openly about sexual matters to learners.

Participants showed that there were some learners who habitually asked very disgusting questions that intimidated teachers and other learners. Some enjoyed being called out for such uncalled humiliation. It was also discovered that CSE posed the challenge of giving room for sex before marriage, which contradicted teachers' beliefs. Participants further pointed out that learners' questions and comments were always full of disrespect for teachers and other learners as well. The kind of behaviour impacted negatively on the smooth progress of the lesson and hindered the teacher from achieving the objectives of the lesson. Different participants further expressed similar discomfort and that kind of behaviour discouraged other learners from consistently attending the lessons. The findings in this the study indicated that teachers were worried that they were now experiencing a strange and a new behaviour from learners who bunked classes. They asserted that this called for immediate attention as it could overflow to the other subjects as well.

4.1.4. Accelerated CSE teacher's training and development

The findings of this study showed that teachers' urgent need was comprehensive training that could touch all aspects of sexuality. It is evident from the participants that they were given the mandate to teach the new structured CSE, but they were not equipped. As a result, they found it very difficult to engage in the task at hand. It was discovered in this study that teaching about

sexuality entailed more than just reading and explaining textbook content. It required a confident teacher who can respond confidently to any question from learners. Therefore, the scarcity of teachers training and development made teachers appear irresponsible and negligent in their work for they are withholding the content that they regard as taboo. It also transpired in the interviews that teachers felt that CSE was narrowly focused on sex, and looked at it as the programme that intends to sexualise learners. According to the findings of this study, teachers need urgent help so that they are aware that Comprehensive Sexuality Education focuses on values, good morals and healthy sexual decision-making, and is against gender-based violence. Participants also indicated that teachers needed relevant resources and teaching aids in sexuality and reproductive health issues, to overcome embarrassment when teaching sexuality topics.

I once attended a one-day training at the beginning of the implementation of the new structured CSE lesson planning. It was not enough, since I was expected to train my colleagues after that one-day training. It became very tricky for me because I had a lot of things that I didn't fully understand myself. So you can imagine the situation in which you teach people about something that you don't really understand, it can turn into a total mess. (Mrs Lawrence)

We need to be trained, you know. Right now, I teach Maths and Natural Science, for me to qualify as a Maths and Science teacher, I had to spend years in the institution of a higher learning. But for CSE, not even a short course training of about two weeks. This is a school and not a circus my brother. So, the relevant authorities must reconsider this and organise full-fledged training of teachers so that we are able to face any challenge with confidence in a classroom. (Ms Tebogo)

For me CSE's main objective is to introduce learners to sex issues which is immorality according to me. I might be missing the bigger picture on this one. But, the authorities must take the initiative of taking me from the place called HERE to the place called THERE through exhaustive trainings. (Ms Thandiwe)

The above responses indicate that participants were thrown into CSE without any form of training. For that reason, there were numerous challenges that came along with that kind of arrangement. The findings of this study showed that teachers were once offered a one-day

training that was not enough. Mrs. Lawrence further said that teachers who represented their schools were expected to give the same training to their colleagues who were not part of the training. That was not easy to do since the trained teachers had many things which were not yet clear to them. Some participants further indicated that teachers qualified for teaching after spending years in the institutions of higher learning, but for CSE, there was not even a two weeks short course. It was indicated by all the participants that, for teachers to change their mind sets towards CSE and see a bigger picture, the relevant authorities needed to invest in their training and development. Goldman (2012) notes that sexuality education inclusion in schools throughout the universe is likely to change the societal point of view in relation to sexual behaviours. Teachers who did not have adequate training and skills lacked motivation and confidence (Prinsloo, 2007).

According to the findings, the new structured CSE and teachers' belief systems run parallel and this can only be solved by giving a clear direction and guidance to teachers through extensive and in-depth training. Teachers indicated that the kind of ignorance due to lack of training and guidance caused them to narrow CSE down to sex only, although it was not. Comprehensive Sexuality Education is more effective in countries where it is backed up by the participation of parents, youth-friendly services, sexuality education teacher-training institutions, and all education stakeholders (Yankah, 2015).

Losing control of your class can be very frustrating because it shows teacher's incompetence to carry out their duties. This falls back to no training provided for teachers. It is now difficult to handle learners who are causing disorder in the class during CSE lessons. (Ms Kgethelo)

As a teacher, I can easily fail to control my class when I'm dealing with something that I'm not well-trained in. Smart learners can quickly realise when their teacher is not conversant with certain a certain topic. They can easily take advantage of the situation by causing unnecessary disorder in a class. (Mr. Matthew)

The above responses show that teachers lacked confidence and they are not able to put the class to order. They felt powerless that the learners become aware of the situation. Troublesome learners take advantage of the situation and harass other learners including the teacher.

My take on this is that only if teachers can be provided with CSE proper training, then that will assist with the appropriate ways on how to help learners see the importance of CSE. (Mr. Mokgatla)

I believe that training and proper guidance can help teachers to deliver value and moral based content on CSE to help learners despite its sensitivity. (Ms Kgauhelo)

*UNESCO along with the DoE must offer an in-depth training and development to teachers and all other education stakeholders to ensure effective CSE **age-appropriate** content in SA schools. (Ms Tebogo)*

According to the given responses, teachers called for proper and exhaustive training that will help them to be in control of their lessons. They mentioned that it was not a good experience to lose control of their lessons during teaching and learning. The findings of this study show that teachers were incompetent in their delivery of CSE content, which compromised what was taught. They further indicated that they were willing to help learners to take CSE like any other subject in the school. They mentioned that, not only teachers but also other education stakeholders such as politicians, parents, cultural and religious groups, needed training to assure them that CSE had not come to denounce culture and religious values, but to uproot the promiscuous behaviour that led to unwanted pregnancies and gender-based violence among learners. Participants indicated that training would help in guiding them to deliver good moral based content on CSE, to help learners to become responsible young leaders in their communities. According to the participants, UNESCO and DoE were responsible for facilitating training workshops that would guide teachers on how to ensure effective CSE age-appropriate content in schools.

Participants also indicated that their culture does not agree with the new structured CSE programme. Teachers strongly believed that Comprehensive Sexuality Education was all about introducing learners to the sensitive sexual topics in the community. The findings of this study revealed that, part of teachers' concerns about the new structured CSE were a direct result of having little or no training and guidance on the CSE structured lesson plans, because they did not have enough knowledge about it and all its objectives. Teachers only perceived it as an unscrupulous and a devious programme introducing and exposing innocent learners to the

world of masturbation and explicit sex, which might result in sex before marriage, the spread of HIV and AIDS pandemic and STIs, and unsafe abortions among learners.

As far as culture is concerned, this new structured CSE appears to be a dodgy programme which does not go along with our cultural values and norms. Culturally it is a taboo for adults to be open and talk freely with children about sexuality issues. This might be caused by lack of training because teachers were not equipped with knowledge and understanding so that they are able to tackle certain topics in CSE which contradict with culture and that causes a serious friction between CSE and culture. (Mrs Lawrence)

It's like authorities took it for granted that culture and CSE are two different worlds in which teachers need a clear supervision and guidance so that they can harmoniously merge the two without denouncing the other. (Ms Kgethelo)

All participants noted that CSE and culture are two different worlds. They further expressed that CSE looks like a dodgy programme that goes against the cultural traits and religious values and norms of the society. According to the responses above, it is a taboo for adults to engage in any kind of discussion with the children on sex matters. Sex is an unmentionable topic in a community, especially in the presence of children. The same goes for teachers at school. In order to overcome this challenge, participants suggested that teachers and all education stakeholders be given a training on how to deal with all this, without depriving learners of the important content that they deserve.

You know my brother culture is culture. If we are not being convinced otherwise, I mean if UNESCO or DoE doesn't workshop us, there's nothing we can do, but to avoid embarrassment at all costs. Yes! Why not! It's not nice to present a shallow like microwaved and half cooked information to learners. The first question from a learner, you're already finished. (Ms Kgauhelo)

All this new structured CSE thing doesn't make sense to me, bro. I mean why would the department go all out and introduce and implement the new programme in schools without proper training of the real implementers.... teachers who are in the field

making sure that the implementation is a success, but teachers are kicked out of the way. (Mr Goitseman)

Teachers are the custodians of the new structured CSE, and are entrusted with its successful implementation. Unfortunately, the authorities forgot to make them part of the plan. Teachers are not trained, not guided, they're on their own. (Ms Thandiwe)

We're teachers and not learners, but we're being tossed around by responsible education authorities. Very stingy to capacitate teachers, now how will they perform up to the expected standard? That being the case, the implementation won't be a success because the real implementers are left out of the equation. (Miss Tebogo)

The responses from all participants show that there is no harmony between culture and the new structured CSE lessons, because they were not able to deal with sensitive topics openly. Teachers who are rooted in their culture cannot approve topics in CSE which are culturally inappropriate and religiously sensitive. It was further discovered that it would have helped if authorities trained teachers, way before the implementation of the new structured CSE to minimize the confusion caused by different perspectives between culture and CSE. Participants indicated that the new structured CSE lessons and culture were two different worlds that were parallel, and to bring them together, exhaustive training and monitoring was needed. All teachers said they were real implementers of the new structured CSE programme, but surprisingly, the department did not do anything to capacitate them, and at the same time they are expected to make its implementation a success. It was therefore, difficult to run with the vision of the programme they knew nothing about. Participants further claimed that their work had been made heavier than ever, since they were not expected by the DoE to go to class with a shallow content knowledge. Therefore, teachers maintained their stance that if the situation does not improve, they were not going to change the way they carried out their duties in relation to the newly structured CSE lessons in SA schools.

4.1.5. Teachers' Constructive Stance on CSE

Even though teachers were convinced that CSE was designed to expose learners to explicit sex and pornographic issues at a young age, some of them discovered during the process of CSE teaching and learning that it was not as bad as they thought. CSE enables learners to maximize

their potential on the levels of the body, mind, soul, and society. One of the participants claimed that through CSE, learners learn how to constructively relate to and contribute to family, community, and society while also living up to the principles outlined in the constitution. It gave pupils the opportunity to exercise their constitutional rights and obligations, respect others' rights, and show tolerance for differences in culture and religion in order to help create a democratic society. CSE teachers further noticed that learners must be allowed to learn and put into practise life skills that would enable them to respond positively to challenges and play an active and responsible role in the economy and society. They were also encouraged to make informed, morally accountable, and accountable decisions about their health and the environment. CSE is a crucial subject that can help learners become fully realised people, responsible members of a democratic society, and competent of handling life's challenges.

What I noticed is that CSE teaches learners how to take care of themselves, live a healthy life and avoid Sexually Transmitted Diseases including HIV and AIDS, and plan for their future, so the authorities must develop a follow-up strategy on the implementation plan to ensure teachers' compliance on the new structured CSE programme. (Mr. Matthews)

I had serious doubts about CSE but I later noticed how fantastic and beneficial it was to our learners, and I am somehow pleased about what it is intended to do in learners' lives. That is why I am no longer discouraged but enthusiastic about teaching it. I have learned that CSE is a subject that raises learners' awareness of life with the focus on; their health and bodies, careers, decisions, issues of sexuality, and diseases such as HIV and AIDS. So the DoE must make sure that all CSE teachers comply and teach all the stipulated topics on the curriculum (Miss Tebogo).

One of the participants, Mr Matthews precisely claimed that it would benefit the DoE if there is a clear follow-up programme that would be used to ensure that teachers comply with the new structured CSE lesson plans. According to the participants, it took them a while before they could really get the importance of CSE in schools. They further explained that the programme was very good for raising HIV awareness for learners so that they could make quality decisions in relation to their sexual life. Participants had at first the negative attitude towards CSE, but later became aware that CSE programme was not that bad, and that learners can actually be

shaped for their desired future through this programme if it was given enough attention by all stakeholders.

Based on the importance of the new structured CSE, I believe that teachers should stop being ashamed and intimidated to teach learners about the realities of life. (Mr Mokgatla).

But you know what! I learned to like CSE because it is about the reality of learners' lives, their careers, when and how to start having sex, how to avoid unwanted pregnancy, and how to care for their bodies. I'm no longer feel embarrassed to go through any CSE topic with my learners. (Mrs Lawrence).

Comprehensive sexuality education forms part of the formal school curriculum and it deals with the real matters of life amongst learners and youth in general. Only if it can be taught by well-trained and supported teachers, can impact children and young people positively before they become sexually active. (Mr. Matthews).

The findings of this study indicate that some teachers who taught CSE noticed the importance of the new structured CSE as part of the school curriculum. They indicated that their attitude towards CSE had taken a drastic change simply because they realised that CSE was a platform that raised awareness of learners about real issues that affected young people and children. They showed that they had developed a positive attitude towards CSE, which helped them to deliver sound content to learners without depriving them of the crucial information that formed part of their growth. Participants further stated that they were no longer ashamed to address their learners on certain CSE topics that were considered sensitive.

*One of the most common and possible changes that comes along with the new structured CSE lessons is the cultural relevance and local adaptation by engaging and **building support** given to the custodians of culture in a given community. (Ms Kgauhelo).*

The new structured CSE is capable of bringing about the positive change in social norms and harmful practices that are incompatible with human rights which pose vulnerability and risk, particularly for girls and young women. Then, authorities must

fully support teachers with all the necessary teaching materials and strategies on how to handle learners who are always overjoyed about certain topics in CSE. A network of cultural and traditional beliefs that surround CSE teachers has to be addressed and acknowledged because it might pose a barrier to effective teaching and learning. (Ms Thandiwe).

It is obvious that teachers do not want to discuss the topic of condoms with their learners as indicated where many teachers are against making condoms available in secondary schools. I believe it is about time that teachers engage in cultural change and relevance for the new structured CSE lessons to be effective in schools (Ms Kgethelo).

It is clear that participants advocated cultural change and religious relevance to remove the barriers that hindered the effective teaching of the new structured CSE lessons in schools. The responses from some of the participants maintain that teachers needed full support from the relevant authorities. Teachers explained that the introduction of the new structured CSE lessons in schools was a positive step towards a desirable change in social norms against harmful practices that are incompatible with human rights and pose risks for learners, particularly girls and young women. According to the participants, it was highly advisable that teachers who made it impossible for learners to access free condoms in schools change their attitudes as such hampered the smooth teaching and learning of certain topics in CSE curriculum.

*It allows young people to develop relational skills, analyse their principles, and obtain information that will help them resist unprotected intercourse. CSE assists young people in becoming adults who are sexually active and responsible. One of the best methods for lowering the economic and social vulnerability that puts women at a higher risk of contracting HIV and AIDS than men is CSE. I believe teachers should be **receive proper guidance** before they can start the actual teaching in a classroom (Mr. Goitseman).*

*Comprehensive sexuality education content can undoubtedly **contribute to personal development and well-being of learners**. Teachers need to be guided on how to present this valuable information to their learners without any feeling of embarrassment (Mr. Matthews).*

Participants indicated that the new structured CSE lessons was an appropriate programme that gave valuable content that helped learners resist unprotected sex that led to unwanted pregnancies. It taught young people to fully understand the importance of relationships, and how to become a responsible individual able to make informed decisions in relation to their sexual life. Teachers also indicated that they needed proper guidance from the relevant authorities so that they are able to handle sensitive topics properly.

4.1.6. Conclusion

The effectiveness of sexuality programmes need the inclusion of the entire spectrum of discourses from disease to desire (Francis, 2010). For the new structured CSE to succeed in SA schools, the researcher suggests the abandonment of cultural ideas in the teaching of sexuality education in order to provide pertinent information that will stimulate learners' interest and attention. This will increase their ability to draw on this knowledge in practice. Additionally, differences in culture shouldn't be ignored; rather, they should be valued equally, especially when it comes to young people's sexuality education. We must realise that we are not in a position to judge differences in culture, but that we should work together towards a societal culture that would assist in curbing the HIV/AIDS pandemic in South Africa and provide information towards socially talented youth. Despite the fact that many traditions are exclusive to certain cultural groups, culture is thought to be dynamic, and interchanging issue. Teachers must not make it a habit to openly discuss sex issues with learners while they do not want to assume their responsibilities. Relevant authorities have to ensure that teachers get all the necessary training and guidance on how to handle the difficulties that emerge during teaching and learning in the classroom. It is imperative to equip teachers so that they can overcome challenging and embarrassing questions from learners. In the next chapter, I discuss the findings and provide some recommendations for intervention.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

The analysis of the findings was reported in the preceding chapter. I present the major findings in this chapter with the goal of demonstrating how the study addressed the key research issues. I discuss my study's findings by relating them to the pertinent literature, theoretical framework, and critical questions. I conclude by making suggestions for future study directions.

This study's goal was to investigate the experiences of teachers teaching the new structured lesson plan in one secondary school in Bloemfontein, given the criticism it received even before its introduction in 2020 (Hans, 2020). The four important research questions served as the direction for my study's focus which are as follows:

1. What are the experiences of teachers teaching the new structured CSE lessons in a selected secondary school in the Bloemfontein?
2. How do teachers teaching the new structured CSE lessons in a selected school in Bloemfontein deal with the challenges they may face?
3. Why do teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they face in the way they do?
4. What can be done to assist teachers teaching the new structured CSE lessons in a selected school in Bloemfontein?

5.1.1. Discussion of findings

This research aimed to provide answers to basically four questions. My desire to comprehend the experiences of teachers instructing the new structured CSE sessions in a chosen secondary school in the Motheo District of Bloemfontein served as the inspiration for these study questions. Below, I demonstrate how the conclusions from the preceding chapter handled each study question.

Research Question 1: What are the experiences of teachers teaching the new structured CSE lessons in a selected secondary school in the Bloemfontein?

The findings of this study show that the new structured CSE programme set out by the Department of Education, with the assistance of UNESCO, came under much criticism in media reports even before its introduction in 2020. Davis (2019, p.3) states that the implementation of structured lesson plans in CSE curriculum in South African schools was a dubious move according to different groups of education stakeholders who seem to align themselves with one of Dewey's concept of experience called mis-educative. In this concept, the experience influences, arrests, or misrepresents the development of further experience (Dewey, 1938/1963). If an experience hampers or twists the growth of different backgrounds, it is considered mis-educative (Dewey, 1938/1963; Zireva, 2021). According to Waks (2001), if the experience fails to engage, it is a mis-educative type of experience can lead to inattention to materials, inflexibility, negligence, and scrappy thinking. It was helpful to investigate whether teachers' experiences on CSE were educative or mis-educative, reflecting on how their previous experiences influenced their conduct as teachers in the context of the comprehensive sexuality education classroom. It also aided in the improvement of comprehensive sexuality education facilitation in South African schools. Participants indicate that the DoE and UNESCO failed to come out with a very clear strategy on how CSE teachers would carry out their duties under this new programme.

The findings of this study further reveal that the main challenge with the new Structured CSE programme is the poor implementation in schools. A number of participants noted that the new structured CSE had now become an extra burden imposed on teachers since there was no clear guidance from the beginning. They indicated that the authorities did not consider the negative impact this would have on the teachers teaching the new structured CSE lessons in SA schools. They continued to indicate that CSE was not taken seriously by teachers and principals at schools, and that made it difficult to instil effective teaching and learning attitudes in learners. Participants strongly indicated that they no longer found it interesting to teach the new structured CSE because even their learners could hardly give it their undivided attention.

It is clear that teachers were just given a directive and a mandate to teach the new structured CSE lessons without any form of training. The DoE did not offer enough guidance or even a two-hour lecture on the new structured programme, the ways of handling it, the challenge that they might face, and what they had to do to overcome the challenges. Teachers noted that the programme was an extra burden to their normal teaching loads. Participants indicated that they

were allocated the new CSE lessons without any discussions or explanations for what the programme is all about. They noted that the new allocations, which included the new structured CSE, were done without their knowledge, which made them very uncomfortable. They noted that the challenges that came along with the new structured CSE were overlooked by school principals and the department by making the wrong assumptions that the programme was not complicated, and any teacher could handle it very well.

According to the participants, UNESCO, the school principals and school governing bodies failed to facilitate the proper introduction of the new structured CSE in SA schools. The interviews revealed that the whole load of work was left entirely in the hands of CSE teachers to navigate around it. Participants further noted that there was absolutely no assistance or guidance offered to get teachers on the right footing so that they are poised and ready to carry out this programme. The findings of this study showed that teachers struggled to maintain order in the classroom because they were not equipped with the knowledge on how to handle curious learners who entertained themselves at the expense of the class with their intimidating and embarrassing questions, not necessarily aimed at getting clarity on issues, but to humiliate their teachers. Evidently, this was an extra burden for teachers.

The participants considered the new structured CSE to be a waste of their time because no one took it seriously. The study's findings revealed that stakeholders failed to provide necessary guidance for teachers, who were the primary implementers of the new structured CSE. According to teachers, the authorities treated the new structured CSE like a mandatory extramural activity in school. According to the teachers, the school administration placed no value on it and regarded it as a dummy filler subject. According to the findings, teachers did not understand the significance of the new structured CSE programme because the school and other stakeholders placed little value on it by simply assigning unqualified teachers who are also unable to place any value on it. The school management paid very little attention to this subject since it was not considered for admission into tertiary institutions (Mturi & Bechuke, 2019).

The findings indicated that teaching was more than just passing on information to learners. It entailed a more in-depth understanding and knowledge of the subject matter. Participants indicated that teachers went through unbearable embarrassment of standing in front of learners pretending to know their stuff when they did not. According to the participants, teachers had

been reduced to nothing but academic dumping grounds. For this reason, the new programme was an additional burden. This study also discovered that while the government was good at creating extra duties for teachers, nothing happened when it came to their pay. Some DoE charts for grades 4-12, for example, contained explicit content inappropriate for learners. Teachers were now unsure how to tone it down, and it was a struggle to bring it down to the level of the learners. Teachers did not even know how much they had to tone down because there was no supervision by the school management and the DoE. They ended up teaching or presenting inappropriate material to learners.

The above findings represent the responses of teachers in relation to their experiences of teaching the new structured CSE in a selected secondary school in Bloemfontein. I now explore how teachers teaching the new structured CSE lessons in a selected school in Bloemfontein dealt with the challenges they faced.

Research Question 2: How do teachers teaching the new structured CSE lessons in a selected school in Bloemfontein deal with the challenges they face?

Specific lessons, particularly the majority of the implementation sites under study skipped or condensed lessons on delicate subjects including abortion, homosexuality, and sex. Participants generally avoided or restricted skill-building activities, such as role-playing, because they thought learners would find them challenging or they would lack confidence in their ability to facilitate them (Jaycox, McCaffrey, Ocampo, Shelley, Blake, Peterson, Richmond & Kub, 2006). According to Dewey's theory, an experience is considered "mis-educative" if it impedes or misrepresents the development of subsequent experiences (Dewey, 1938/1963). It simply denotes that the process of teaching and learning might be hampered due to certain obstacles when it comes to specific topics in a given curriculum. Furthermore, it has always been frowned upon for teachers to discuss sex, sexuality, or contraception in the classroom (Alldred, David & Smith, 2003). Some participants felt uneasy discussing the subjects with learners because they were touchy or challenging (Braniste, Al-Asmakh, Kowal, Anuar, Abbaspour, Tóth, Korecka, Bakocevic, Ng, Kundu, & Gulyás, 2014). Participants pointed out that they always avoided learners' embarrassing questions about sex, condom use, and contraception, which were not intended to provide clarity or understanding on the subject at hand, but rather to humiliate teachers and fellow learners. Dewey believed that this interaction in the classroom needs to be democratic, which promoted equal voice among all participants. Dewey's work on

experience highlighted the connection between classroom activities and learners' and teachers' real-world experiences, and examined the social and psychological aspects of the learning process (Dewey, 1916). It is clear according to Mrs. Lawrence that teachers always skip and ignore topics of this nature.

One of the participants expressed that it was highly advisable to avoid harassment from learners who ask irrelevant questions by avoiding any sensitive topics in CSE. She further claimed that sex issues were mostly enjoyed by learners in schools. The findings showed that when teachers attempted to address sensitive topics in CSE, she always found herself in a humiliating position. As a result, she was left with no choice but to avoid them, sparing herself from unnecessary harassment. She indicated that she had to watch out, particularly during questions and answers, because learners asked questions for fun, not for knowledge acquisition purposes.

The interviews reveal that teaching learners about safe sex through the use of condoms and other prevention measures to prevent unwanted pregnancies propelled them to more desire to do it. Teachers continued to emphasise that the safe sex lessons did more harm than good. These kinds of lessons could simply open the learners' eyes to the fact that they were granted permission to have sex as long as they protected themselves from HIV, STIs and unwanted pregnancies. Ms Kgauhelo and Ms Kgethelo, two participants, stated that learners were always eager to put theory into practice. They would go for it soon after learning how to have it safely and it was not acceptable for teachers to insinuate any immoral behaviour among learners. That is the reason teachers would boycott sensitive topics which can be wrongly understood.

The findings of this study indicated that teachers deliberately refused to introduce learners to the adult world by avoiding such topics. Teachers showed that they could not teach learners how to have safe sex. They always avoided sensitive topics. Teachers were afraid that teachings about safe sex and contraceptives, would simply be allowing learners to indulge in sexual intercourse. They complained that it is not within their duty to ensure that their learners have safe sex but they have to prevent such activities. Participants pointed out that sex and contraceptives were for married couples who were planning their families. It is clear that teachers refuse to confuse and bring the innocent learners into the adult world before time. They rather chose to stay as far from such controversial topics as possible.

Many educators, especially inexperienced ones, found it difficult to be engaged in any teaching and learning that encompassed real life demonstrations like putting on a condom, demonstrating its proper use in front of a group of learners in a classroom (Zenilman, Weisman, Rompalo, Elish, Upchurch, Hook 3rd, & Celentano, 1995). The older boys were likely to take advantage of young female teachers during the real life demonstrations in a classroom situation. Such was better left in the hands of older and experienced teachers who were able to call learners to order (Bankole, Ahmed, Neema, Ouedraogo & Konyani, 2007).

Some CSE topics were off-limits to teachers. It is evident that teachers could hardly provoke learners because they had observed how interested learners were in deliberating on sexual matters. Miss Tebogo, one of the participants, stated that it was difficult for young and inexperienced teachers like her to discuss sex or demonstrate proper condom use in the classroom, because some learners were likely to take advantage of the situation. She stated that she was not much older than her grade 11 and 12 learners, so she was afraid to discuss sensitive topics in such grades. Thus, she decided to skip any topic that could easily attract unnecessary arguments, resulting in a chaotic situation in the classroom. Miss Tebogo further indicated that sensitive topics must be handled by older teachers who are more mature, and have more teaching experience.

According to the findings of this study, sensitive topics in CSE can transform a classroom into a shebeen-like environment in which everyone is talking, but no one is listening. Ms Thandiwe noted that shortly after rolling a male condom on a banana fruit to show how it is done, a group of boys complained bitterly that it was not fair to demonstrate how to insert a male condom while not demonstrating how to insert a female condom. They pushed the teacher into a tight corner to demonstrate a female condom.

The findings show that Ms Thandiwe avoided sensitive topics because she found it difficult to stand and tolerate unacceptable behaviour from her learners. Learners had a feeling that demonstrations were carried out in such a manner that males were exposed and not females. Therefore, it means that if Ms Thandiwe went through this kind of experience, she needed to think twice for her next class. As a result, she will try by all means to skip such topics. This further suggests that the topics that are sensitive bring the competitions in a classroom and now it becomes the matter of which side wins. Instead of focusing on the importance of the content of the subject, now division sneaks in and confuse learners while frustrating teachers as well.

All the participants in this study stated that they intentionally avoided every controversial and sensitive topic covered in the curriculum. This was due to a lack of fact-based information to persuade learners about the subject under discussion. As a result, they simply omitted any topic that appears to be attracting a lot of unnecessary questions from learners. Participants frequently chose not to teach certain topics because they contradicted personal values, beliefs, and comfort zones (Beyers, 2011). Even though CSE is a touchy subject in the classroom, the adult teacher had to keep learners up to speed on the material and support the teaching process. Participants also saw it worth mentioning that it was extremely risky to present some of those sensitive topics to learners because in most cases learners usually want to put theory in to practice by actually doing what has been taught in class. Mrs Lawrence, Ms Kgauhelo and Ms Kgethelo shared the same experience that their learners made a strong suggestion that they must be officially allowed to have sex because they now had enough knowledge on how to do it safe using condoms, and would not contract STIs, HIV and even unwanted pregnancy is taken care of. The findings indicated that learners really wanted to know what would be the use of spending their precious time learning so hard about something that is far-fetched.

Participants demonstrated that it was risky to introduce certain topics to learners because they brought with them changes that could have a negative impact on their lives. According to the findings, learners were always eager to experiment with hidden and forbidden issues. This is a clear indication that after being shown the proper way to use a condom, they sought out ways to engage in sexual activities in order to experience how it feels to have sex while wearing a condom. Learners indicated that they wanted to conduct an experiment to determine whether it is true that a contraceptive pill prevents pregnancy. Learners are audacious individuals who try out the new things.

Research Question 3: Why do teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein deal with the challenges they may face in the ways they do?

Davis (2019, p.3) states that various stakeholders such as educationists, South African Teachers' Union (SATU), Federation for School Governing Bodies, and parents were unhappy with the implementation of CSE scripted lesson plans in South African (SA) schools.

The findings of this study showed that teachers' approaches to CSE were heavily influenced by their cultural traits and religious beliefs. It was extremely difficult for them to deal with sensitive topics that, for the most part, did not align with the cultural values that formed the foundation of the teachers. Participants made it clear that they would not compromise their norms, values, or belief system. The way they delivery CSE content in a classroom is heavily clouded by how rooted they are in their cultural and religious beliefs and systems. A significant number of participants had the feeling that CSE should not replace cultural and religious ways of doing things in the community. Dever and Falconer, (2008) state that religious education motivates the good morals of learners and eradicates negative influences from society. It is evident that teachers took note of the difference between religion and CSE. Although religion is an important part of the lives of many participants; religious institutions and schools, have to maintain abreast with changes in community (Štulhofer, *et al*, 2011). The findings show that most teachers with a strong cultural and religious conscience find it difficult to approach CSE without drawing on this background. Cultural norms and values, including religious beliefs, were seen as a key factor that shaped and modelled educators' understanding of and experiences with sexuality education (Beyers, 2011). According to Wood (2008: 48), teachers are all shaped by their culture and life experiences, and their behaviour is determined by what they are taught.

As a result, teachers teach from the standpoint of their own class affiliations and they can be perceived as positive individuals who appear to be open to change. However, practice remains largely unchanged because teachers continue to operate from their own sociocultural perspective. The first principle of Dewey's theory experience is known as the *Principle of Continuity* that implies that each experience draws on the past and impacts the individual's future experience (Jorgensen, 2009). According to Dewey, one's current experiences directly result from how their previous experiences interact with, and influence their current situation (Fishman & McCarthy, 1998).

The findings of this study revealed that teachers found it impossible to compromise and violate their cultural norms and values for the sake of CSE teaching and learning, which is not even supported by the stakeholders in schools. Participants noted that it did not add any value to the lives of learners. As a result, teachers selected comfortable CSE topics based on or guided by cultural traits and religious norms. Participants argued that learners are very interested in experimenting with the messages presented during CSE which contributes to the high

prevalence of adolescent pregnancies and the spread of HIV. As a result, culture and religion oppose CSE and prefer abstinence-based sexuality education.

The results also showed that teachers prioritised their own values and views over the needs of their learners. Therefore, it is evident that culture and beliefs take the first priority in teachers' lives. Participants made it clear that, in terms of their culture, certain topics were taboo and must remain that way. This simply means such topics cannot be discussed in the presence of learners, let alone discussed with them. Teachers further expressed their concerns that they were not willing to destroy and distort their societal norms and morals in their communities by introducing foreign cultures and habits to learners, and in the end, they would be in the dark about what went wrong.

Teachers highlighted that it was not in their culture to openly discuss sensitive issues with learners, particularly sex-related issues. According to the findings, teachers were not in a position to expose learners to sex issues and other explicit topics in CSE because these were marital issues inappropriate for learners. The findings indicate that it was wrong to confuse and corrupt the innocent minds of the next generation by sexualising them in their early years of life. Apart from that, participants expressed shock that there is no support or guidance for teachers on effective implementation of CSE structured plans, but they were expected to successfully implement the programme. Participants also stated that CSE was a far-fetched programme that is dumped on teachers in schools with no guidance or support on how to deal with it. According to the findings, sex-related topics in CSE did not make religious or cultural sense to teachers who were deeply rooted in their culture and religion. Participants did not believe that CSE teaching in general could have such a great impact to turn around learners' philandering and promiscuous behaviour. However, teachers believed that CSE would only distort, mislead, and diminish the norms and values that served as the foundation of society.

According to the findings of this study, the introduction of CSE in schools was a sign of diminishing of moral behaviour and the religious way of doing things. Teachers claimed that it was the unthinkable duty to teach learners how to have a safe sex by using female and male condoms.

Participants indicated that a sizable number of teachers were firmly rooted in, and content with, the way things were done in their society. As a result, their cultural traits and religious beliefs

precluded any discussion of sexual issues with children, making it difficult to engage in such discussions with learners at school. Many participants continued to express how they were unable to fulfil their obligation to teach learners about sex and sexuality because of their culture and religion.

Teachers are not comfortable to teach specific components of CSE, such as HIV and AIDS facts and myths. Teachers were not always willing to discuss the issue of CSE because it was culturally and religiously considered a taboo subject that should not be discussed at all (Mwamwenda, 1995:173). Participants in this study stated that learners wanted to literally put everything they had learnt about sex, sexuality, and contraception into practice. The findings further showed that teachers had a strong feeling that CSE was not an ultimate solution to change the immoral behaviour of learners. They strongly indicated that the only thing that CSE could possibly do was to destroy the cultural values of their communities and leave the people lost and confused. It also transpired during the interviews that teachers did not regard Comprehensive Sexuality Education in schools as a programme to prepare learners for healthy, fulfilling adult lives. For that reason, they considered it a scam intended to introduce sexualised behaviour in schools.

According to participants, the workload was too much for participants, so they recommended that CSE be done at home by parents. They claim that parents and guardians will be able to manage the programme very well. Participants reported that, depending on the sensitivity of other CSE topics, children became too wild to be contained when being taught by teachers. As a result, in order to temper their enthusiasm, parents and guardians must take full responsibility.

Participants believe that if CSE is taken out of the classroom and made the responsibility of families at home, it would work perfectly. Learners could take CSE more seriously, particularly when discussing sensitive topics with their parents. CSE is extremely difficult for participants because it allows for sex before marriage by encouraging safe sex for learners, when there is no room for that culturally or religiously. Learners' comments and questions showed no regard for teachers or their colleagues. If CSE is taught at the family level, despite all of the questions posed by learners to teachers, none of the learners would misbehave. In school, they make unnecessary arguments hindering the progress of the lesson and making it difficult to achieve the lesson's objective.

According to the findings of this study, participants were no longer interested in teaching CSE anymore. Based on the general behaviour of learners during the process of teaching and learning of CSE, learners became too wild to contain during CSE lessons and raised humiliating questions and comments. Participants, especially the inexperienced ones, showed that they could not stand learners' unrealistic demands for certain demonstrations in the classroom. For this reason, teachers pleaded that the duty had to be well handled by the parents at home if policy-makers saw it in that light. They also indicated that if parents took over, learners might change their attitude towards CSE by giving it the attention it deserves. Masinga, (2009) elaborated that non-existence of discipline the learners portrayed before and during teaching and learning about sexuality, drove teachers into demoralisation and dejection. Participants showed that there were some learners who habitually asked very disgusting questions that intimidated teachers and other learners. No one enjoys being pulled into such uncalled for humiliation. It was also discovered that CSE gave room for sex before marriage, which contradicted teachers' religious beliefs and cultural values.

Participants further pointed out that learners' questions and comments were always full of disrespect for their teachers and their other fellow learners. That kind of behaviour impacted negatively on the smooth progress of the lesson. Different participants further expressed similar discomfort in CSE lessons in general. This kind of behaviour resulted in discouraging other learners from consistently attending the lessons. The findings of the study showed that teachers were worried that they were now experiencing a strange and a new behaviour from learners bunking classes. They noted that this called for immediate attention because it could overflow to the other subjects as well.

Research Question 4: What can be done to assist teachers teaching the new structured CSE lessons in a selected secondary school in Bloemfontein?

The findings of this study showed that teachers' urgent need is a comprehensive training that can touch all aspects of sexuality in order to bring harmony and common understanding between culture and CSE programme. It is evident from the participants that they were given the mandate to teach the new structured CSE but not equipped. As a result, they found it very difficult to engage in their task at hand. This scarcity of teachers training and development made them appear irresponsible and negligent in their work. It also transpired in the interviews that teachers had a feeling that CSE was narrowly focused on sex and, therefore, they looked

at it as a programme that intended to sexualise learners. According to the findings of this study, teachers needed immediate and urgent help so that they are aware that Comprehensive Sexuality Education focuses on values, good morals and healthy sexual decision-making. Participants also indicated that, for teachers to achieve the objectives and have a fruitful learning and teaching experience in a classroom with their learners, they needed relevant materials and teaching aids in sexuality and reproductive health issues. This would also help them to overcome the prevailing situation of feeling embarrassed when teaching sexuality topics. Dewey believed that providing learners with enjoyable learning experiences motivated them to continue learning (Hoggan, Mälkki & Finnegan 2017).

One of the participants reiterated that she went for a one-day training workshop on the new structured CSE which was conducted at the beginning of the new CSE structured lesson planning implementation. Teachers further explained that the training workshop was extremely scanty. According to the findings, a teacher who attended the workshop was expected to train others on their return to the school. The study noted that it was unfortunately, not conceivable that a teacher from the training can start training other CSE teachers. Participants indicated that it was very tricky for such a teacher to facilitate a training workshop for their colleagues. Teachers discovered that their colleagues who attended the workshop had much content that was not clear and would not be in a position to help in any way.

Some of the participants indicated that they needed an all-inclusive workshop for them to carry out the duties smoothly. Dewey's point of view support progressive education that uses the principle of continuity as a criterion, allows interaction, and teaches learners in a way that nurtures their development as positively interactive, democratic, and dynamic learners (Popp, 2012). In making sense of teachers teaching comprehensive sexuality education, I had to be aware of the teachers' past and the future experiences that could be intertwined into these particular experiences. One of the participants indicated that it did not make academic sense to assign the unqualified teachers to carry out academic duties. It took thorough training to become a professional in any field of study, but that was not the case in CSE, where any teacher from any field of study could supposedly do it. There was nothing offered on CSE, not even a short course training of about two weeks, to make teachers confident that they were trained. Participants expressed their distress about what they referred to as a 'chaotic drama' in CSE programme.

Participants complained that they were assigned the task that they did not know anything about. Teachers felt very much incompetent in their daily teaching routine. For that reason, there were various obstacles that came along with that kind of arrangement. The findings of this study showed that teachers were not offered any training, but were expected to be fruitful in their teaching. One of the participants further explained that the authorities were unenthusiastic and unresponsive to teachers' empowerment and equipping with all the necessary knowledge. Participants further indicated that there was no motivation for CSE teachers who worked strenuously to familiarize themselves with the content of the programme. It is clear that this was the status quo which was very oppressive to teachers. Participants made it clear that the DoE must invest in their training and development so that they have confidence in what they teach. Teachers who did not have adequate training and skills lacked motivation and confidence (Prinsloo, 2007). According to the findings, the new structured CSE and teachers' beliefs systems run parallel and this can only be solved by giving a clear direction and guidance to teachers through extensive and in-depth training. Teachers made it clear that the kind of ignorance due to lack of training and guidance that they are operating with, might be causing them to narrow CSE down to sex only. Comprehensive Sexuality Education is more effective in countries where it is backed up with the participation of parents, youth-friendly services, sexuality education teacher-training institutions and all education stakeholders (Yankah, 2015).

Participants continued to show that for CSE lessons, they lack confidence to put the class to order. They felt powerless that the learners became aware of the situation which gave them a chance to harass other learners and the teacher.

Participants claim that it was a painful and frustrating experience to lose control of the class because that showed incompetence to carry out their duties. All this could be credited to no training provided for teachers. The findings suggested that if teachers could be provided with CSE proper training, then that would assist with the appropriate ways on how to help learners see the importance of CSE. A number of participants strongly believed that proper training and guidance would help them to deliver value and moral-based content on CSE, to help learners despite its sensitivity. UNESCO, the DoE, and all other related education stakeholders needed to offer an in-depth training and development to teachers and all other education stakeholders to ensure effective CSE age-appropriate content in SA schools.

Teachers mentioned that it is not a good experience to lose control of their lessons during teaching and learning. The findings of this study showed that teachers were very much incompetent in their delivery of CSE content, as result there is no positive impact of whatsoever in relation to the teachings of CSE. Participants further indicated that learners were not showing any sign of willingness to take CSE serious and teachers fail to still the sense of seriousness to learners due their incompetence. They mentioned that, not only teachers but also other education stakeholders such as politicians, parents, cultural and religious groups needed a comprehensive training to assure them that CSE has not come to denounce culture and religious values but to work hand in hand to uproot the promiscuous behaviour and unwise sexual decisions among learners that in most cases result in domestic violence, unwanted pregnancies and gender based violence among learners. According to the participants, UNESCO and DoE are responsible for facilitating training workshops that will guide teachers on how to ensure effective CSE age-appropriate content in schools, but they have neglected their responsibilities.

Participants also indicated that their culture did not agree well with the new structured CSE programme. Teachers strongly believed that Comprehensive Sexuality Education is all about introducing learners to the unmentionable and taboo sexual topics. The findings of this study showed that part of teachers' concerns about the new structured CSE were a direct result of having little or no training and guidance on the CSE structured lesson plans because they did not have enough knowledge about it and all its objectives. Teachers only perceived it as an unscrupulous and a devious programme aimed at introducing and exposing innocent learners to the world of masturbation and explicit sex, which might result in sex before marriage, the spread of HIV and AIDS pandemic and STIs and unsafe abortions among learners.

The participants illustrated that there was no synchronisation between cultural traits and CSE content. According to the findings, the two did not convey the same message to learners and as long as teachers were not able to deal with sensitive topics and talk openly to learners about certain issues is, the challenge would remain unsolved for a very long time. This indicates that teachers who are rooted in their culture find it difficult to approve certain topics in CSE, which are culturally inappropriate and sensitive. Teachers are the custodians and real implementers of the new structured CSE programme, and are entrusted with its successful implementation. However, they were not trained, not guided and the authorities simply refused to capacitate them in any way so that they feel part of CSE initial plan. It was difficult to run with the vision of the Department of Education that they knew nothing about. Receiving no training made

teachers to present a shallow information and facts to learners. Participants further indicated that their work was made heavier than ever before, since they are not expected to go to class with a shallow, microwaved and half-cooked content knowledge of the subject matter but expected to bring out the maximum result. Teachers maintained their stance that if the situation did not improve, they are not going to change the way they carry out their duties.

Despite the teachers' grievances about the new structured CSE lessons that was imposed to teachers in their schools, the findings of this study depicts that there are numerous teachers who really like the new structured CSE lessons. It was discovered that some teachers who teach the new structured CSE lessons have noticed the importance of implementing this new programme as part of the school curriculum in SA schools. They indicated that their attitude towards CSE had taken a drastic change simply because they had realised that CSE was a platform that raises awareness to learners about real issues that affect young people and children in their lives. They showed that they had developed a positive attitude towards CSE and that helps them to deliver a sound content to learners without depriving them of a crucial information which forms part of their growth. Participants further stated that they no longer felt ashamed to address their learners with CSE certain topics which are considered sensitive. Dewey's theory states that education considered as a social process and a means of growth amongst learners. Therefore, it is far more than just a means of preparing for life, but it is life itself (Dewey, 2003). One of the participants, Mr Matthews disclosed that education authorities are encouraged to put in place a clear follow-up programme that will be used to ensure that teachers comply with the new structured CSE lesson plans. According to the participants, it took them a while before they could really get the importance of CSE in schools. They further explained that the programme was very good for raising HIV awareness for learners so that they can make quality decisions in relation to their sexual life. It was understandable according to the participants that at first, they had a negative attitude towards CSE, but they later became aware that CSE programme is not that bad, and learners can actually be shaped for their desired future through this programme if it is given enough attention by all stakeholders.

There were participants, during the interviews who seemed to be advocating cultural change and religious relevance to remove the barriers that hindered the effective teaching of the new structured CSE lessons in schools. It is also stated that teachers needed full support from the relevant authorities for them to deliver effectively and boldly in a classroom. Teachers explained that the introduction of the new structured CSE lessons in schools seems to be a

positive step towards a desirable change in social norms and harmful practices that are incompatible with human rights since they pose vulnerability and risk for learners particularly girls and young women. According to the participants, it was highly advisable that teachers make it possible for learners to access free condoms in schools, and change their attitude because that hampers the smooth teaching and learning of certain topics in CSE curriculum.

5.1.2. Implications for policy

This study discovered critical issues that need immediate attention in relation to teachers' concerns about the new structured Comprehensive Sexuality Education. It is evident that the new structured CSE as the programme is meant to assist teachers to get rid of the habit of skipping CSE sensitive topics in the Life Orientation curriculum. I strongly propose that the DoE develops a clear policy on the CSE teachers' training and empowerment in SA schools, in order to make sure that teachers' point of views or their belief system and prejudices do not affect their delivery of CSE. There is an urgent need for more intensive training for teachers and it must be stipulated in the policy document. It must be clearly stated that all different cultures and religious values should be taken into consideration, but teachers must endeavour to guide learners according to the fact-based content and scientific knowledge and not by their moral, cultural norms or religious values. This means schools have to take part by drawing up their own policy on CSE that will complement the DoE policy to accommodate all relevant stakeholders. The DoE must see to it that all stakeholders abide by the outlined policy guidelines, and drastic measures have to be taken for anyone who does not comply.

5.1.3. Implications for practice

Although the Department of education rolled out the new structured CSE in certain schools in five provinces in South Africa, some teachers teaching CSE skip the topics that they are uncomfortable with. They still shorten the content of the sensitive topics that are considered taboo in their communities. In a nutshell, teachers teach CSE based on their cultural and religious influence and that impacts negatively on the intentions of CSE curriculum. There is no support from relevant authorities such as DoE and UNESCO that makes teachers feel neglected and abandoned in a programme that does not contribute anything to the pass mark of a learner. It is not considered for entry into a tertiary education and hence, it is considered less important compared to other subjects. Teachers are also discouraged by other education stakeholders such as parents, cultural and religious groups, DoE and no motivation for teachers

at the school level. I believe that teachers need supervision, guidance and motivation so that they are enthusiastic about CSE. Above all, they need an urgent training to fully understand that CSE is not meant to sexualise learners and it is not narrowly on sex, but it is a rights-based programme that intends to make learners familiar with physical, emotional, social and mental facets of sexuality by focusing on reproduction, illnesses, risky behaviour, gender-based violence and human rights (Helmich, 2009). The Department of Education along with UNESCO can also strengthen the support system within the teaching sector focusing on CSE by holding the workshops for parents, politicians, cultural and religious leaders. I also believe that if CSE is given enough attention, learners would take it seriously like any other subject in school. I strongly believe that it is about time CSE becomes a failing subject like all the subject in schools and should contribute to the learner's pass mark. The institutions of higher learning should include CSE as a field of study to enrol student-teachers majoring in CSE so that it is taught by qualified teachers only, since it is a learning area that involves learning of life skills needed to prepare and equip learners for life after schooling. This learning area should not be given to educators to fill up their teaching loads since it is not an area that everyone and anyone can teach. This will help teachers to have confidence and as a result, know how to deal with CSE sensitive topics and bring harmony between CSE, culture traits and religious beliefs in a society. There is also a need for a wide range of teaching and learning materials for teachers to support their lesson presentation in a classroom. This should be addressed because it hampers the achievements of curriculum objectives and aims.

5.1.4. Implications for future research

This study focused on the experiences of teachers teaching the new structured CSE lessons in one secondary school in Bloemfontein. There is still a need for more studies on harmonising the new structured CSE and teachers' belief system that impacts negatively on the intentions of the LO curriculum. It can be of a great help for teachers who prepare learners for the real world experience. There is no need for teachers to use their own discretion in relation to the topics to be taught in a classroom because they deprive learners of essential information that they really need for them to make healthy and informed sexual decisions in their lives. Teachers need more assistance and guidance on how to deal with sensitive topics that are taboo according to the society.

5.1.5. Limitations of the study

This study had several limitations. Since it was limited to only one school in the district, the findings should not be generalized. Other secondary schools from various districts would have been considered. Furthermore, teachers have different morals and values and are socialised differently (Gergen, 1985). For this reason, their teaching methods are socially constructed and cannot be applied to all teachers. Limiting the study to a small population of participants who teach at a single school yielded insufficient information. A larger population of participants would make the researcher overcome the mentioned limitation and the research findings would be more sufficient. It was also challenging to set up appointments for the interviews due to Covid-19 restrictions. Owing to these restrictions, people were not allowed to stay in one place for an extended period. It must also be noted that I am a black, middle aged male from Lesotho, socialised in my context. It is therefore, important to acknowledge that, while I have tried to be neutral given that I have been socialised within my context, the data could have been interpreted differently by another individual.

5.1.6. Conclusion

In this study, I endeavoured to explore the experiences of teachers teaching the new structured CSE in one Bloemfontein secondary school. I further investigated the ways teachers use to overcome the challenges they face during CSE teaching and learning under the new scripted lesson plans, and why they solve the prevailing challenges the way they do. I provided the findings that indicate that cultural traits and religious values are the most influential aspects which determine the way teachers deliver a CSE content in a classroom. I suggested that the Department of Education along with UNESCO strengthen the support system within the teaching sector focusing on CSE by holding the workshops for parents, politicians, cultural and religious leaders. I also believe that if CSE is given enough attention, learners would take it seriously like any other subject in schools. I strongly believe that it is about time that CSE is included in the Admission Point Score (APS) that is used by universities to determine whether candidates qualify for admission for a particular course in the university. The institutions of higher learning should include CSE as a field of study so that student-teachers majoring in CSE can enrol. This will help teachers to have confidence and as a result, know how to deal with CSE sensitive topics and bring harmony between CSE, cultural traits and religious beliefs in a

society. There is also an urgent need for teaching and learning material for teachers to support their lesson presentation in a classroom.

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HAS THE STUDY RECEIVED ETHICAL APPROVAL?

Ethical approval was applied for and approved by the University of the Free State. The approval number for this study is UFS-HSD2021/0090.

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

Teachers play a significant role in the social and economic development of countries. One way of doing this is through monitoring and implementing the curriculum. Therefore, the success and failure of CSE become the responsibility of you as the Life Orientation (LO) teacher. With this in mind, I have chosen to invite LO teachers to take part in this study.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

If you decide to participate in this study, I will ask you to spend some time with me to discuss your experiences as a CSE teacher at this school. I will ask you to avail yourself for two interviews lasting approximately one hour each. The first interview will be to get you comfortable by introducing the subject, my position as a researcher and your role as a participant, followed by a semi-structured and one-on-one interview to answer my research questions. Later, I will contact you to get more feedback and verify whether the transcriptions represent your utterances during the interview process. The interviews will occur at a place where you feel most comfortable and will occur at a time determined by you in consultation with me. This is to ensure you are not inconvenienced in any way. These interviews will be tape-recorded for analysis purposes. You will be asked to give consent to this recording. The study's findings will be sent to you via email, should you wish to read them.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participation in this study is entirely voluntary, and you are under no obligation to do so. If you choose to participate, you will be given this information sheet to keep and asked to sign a written consent form. You may withdraw at any time and without explanation during the interview process.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This study will highlight your experiences implementing the new structured CSE lesson plans. It will also suggest possible solutions to overcome the challenges faced by teachers teaching CSE in schools. This will assist the school where this study will be conducted and the

Department of Education in making provisions for the implementation of CSE structured lesson plans in schools. This study will essentially assist in providing a more productive teaching and learning experience for both teachers and learners in CSE classrooms.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

All precautions are taken into consideration. Therefore there will be no inconvenience when taking part in this study.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

To fully protect your identity, I will use pseudonyms in my transcripts and data dissemination processes. All information given during the interview process will therefore remain anonymous and confidential. For instance, your name will not be recorded or be referred to in the data and any publications or other research reporting methods such as conference proceedings. Your answers may be reviewed by people responsible for this study, including my supervisor, but none will be able to connect you to the answers you give. Your responses will be provided with a fictitious to ensure that research is done correctly, including the transcriber, external coder, and Research Ethics Committee members. Otherwise, records that identify you will be available only to people working on the study unless you permit other people to see the documents. Even though your data may be used in a research report, journal articles and conference presentations, you will remain anonymous all the time. A description of the study may be submitted for publication, but you will not be identifiable in such a report.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

I will store the hard copies of your answers for five years in a locked cupboard/filing cabinet in my supervisor's office for future research or academic purposes; electronic information will be stored on a password-protected computer. The use of the stored data in the future will be subject to additional Research Ethics Review and approval, if necessary. Hard copies will be destroyed by using the university office shredder and a secure paper destruction service bin.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no financial incentives for participating in the study; what is essential, however, is that you will have an opportunity to demonstrate your steadfast support by sharing your experiences with me.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact me: Mr. T. Seboholi on +266 621 20328. My email address: 2016328821@ufs4life.ac.za. The findings will be accessible in June 2022. Should you require any further information or contact the researcher about any aspect of this study, please contact Ethics Committee: Dr. Adri Du Plessis on (0)51 401 9337, duplessisA@ufs.ac.za. Should you have concerns about how the research has been conducted, you may contact my supervisor: Miss V. Jagessar, on (051) 401 3576. JagessarV@ufs.ac.za.

Thank you for taking the time to read this information sheet and for participating in this study.

Appendix A: Consent form

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____

Appendix B: Interview Questions

Teacher INTERVIEW Questions

Building Rapport

1. Tell me a little about yourself? How old are you? How long have you been a teacher? Where did you study?
2. Do you enjoy being a teacher, and what is the best part about being a teacher? Why?
3. *What's a skill you learned when you were young that you still use today?*
4. Why did you decide to become a teacher, and *what's your proudest accomplishment?*
5. What grades and subjects do you teach? What is your favourite subject and why?
6. How long have you been employed in this school, and are you permanently employed at this school?
7. Can you tell me what brought you to work for this school?
8. What do you believe are the biggest challenges of being a teacher?
9. What do you dislike about being a teacher?
10. What is your general impression of this school?

Main Interview

1. Do you enjoy teaching LO? Why or why not?
2. Do you teach CSE? Did you teach CSE when it was integrated into LO? How many years have you done so?
3. Do you teach the new structured CSE, and do you enjoy teaching CSE? Why or why not?
4. How do you feel about the introduction of CSE Scripted Lesson Plans (SLPs) here at your school? Why?
5. What is your general feeling about (CSE)? How do you feel about its introduction in schools? Why?
6. Do you think the authorities like DoE, SGBs and the school principals have done enough to ensure the success of CSE? Why?
7. Are you satisfied that your school is chosen to be one of the schools to test or pilot CSE SLPs? Why?
8. How do your cultural traits and your belief system influence the way you perceive CSE?

9. How do you handle some of the sensitive topics in CSE which contradict your beliefs?
10. What can be done differently so that there is harmony between culture and CSE?
11. How many learners are in your CSE class, and how does this number of learners influence the way you deliver CSE content?
12. Do learners get excited about CSE? What do they do? What are their reactions?
13. How do you deal with learners whose parents are not comfortable with the introduction of the CSE programme in your school?
14. Have you noticed any behavioural change in your learners as a sign that the CSE programme has an impact on their lives? Positive or negative?
15. What do you think can be done to motivate learners to put in practice all that is being taught in CSE lessons?
16. How do learners feel about being taught about contraceptives and condom use?
17. Are you happy with the support that you get? Why?
18. CSE in schools is about preparing young people for healthy, fulfilling adult lives; what can be done to help parents and other education stakeholders fully understand the importance of SLPs in the CSE programme?
19. What measures did the school and the DoE put in place to help the religious groups and cultural leaders understand that CSE narrowly focuses on sex and broadly focuses on values and good morals, healthy sexual decision-making, and gender-based violence?
20. What kind of training on how to teach age-appropriate CSE content from DoE did you get?
21. What can help teachers deliver value and morals-based content on CSE to learners despite its sensitivity?
22. How far do you think the CSE programme will manage to minimize the rate of HIV infections, unwanted pregnancies and domestic and gender-based violence amongst learners?
23. How does UNESCO assist CSE teachers in ensuring effective CSE teaching and learning culture in your school?
24. As a CSE teacher, how did the introduction of CSE SLPs help you in your teaching profession?

Appendix C: Permission Letter from FSDoE

Enquiries: MZ Thango
Ref: Notification of research: T Sebohli
Tel. 082 537 2654
Email: MZ.Thango@fseducation.gov.za



District Director
Mothéo District

Dear Mr. Moloji

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY T. SEBOHLI

The above mentioned candidates were granted permission to conduct research in your district as follows:

Topic: Comprehensive Sexuality Education: The experiences of teachers in one Bloemfontein secondary school.

- 1. List of schools involved:** P.T. Sanders Combined School.
- 2. Target Population:** Eight CSE Teachers teaching Life Orientation at the selected school.
- 3. Period of research:** From the date of signature of this letter until 30 September 2021. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. Research benefits:** This study will highlight the experiences of teachers implementing the new structured CSE lesson plans. It will also suggest possible solutions to overcome the challenges faced by teachers teaching CSE in schools. This in turn, will assist the school where this study will be conducted and the Department of Education in making provisions for the implementation of CSE structured lesson plans in schools. This study will essentially assist in providing a more productive teaching and learning experience for both teachers and learners in CSE classrooms.
- 5. Strategic Planning, Policy and Research Directorate** will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely

Mr. J.S. Tladi
Acting DDG: Corporate Services

03/03/2021

DATE:

RESEARCH NOTIFICATION, T. SEBOHLI, 02 MARCH 2021, MOTHEO DISTRICT

Strategic Planning, Research & Policy Directorate Private Bag X20565, Bloemfontein, 9300 - Thuto House, Room 101, 1st Floor, St Andrew Street, Bloemfontein

www.fsdoe.fs.gov.za

Appendix D: Ethical Clearance



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

14-Jun-2021

Dear Mr Tankiso Seboheli

Application Approved

Research Project Title:

Comprehensive Sexuality Education: The experiences of teachers in one Bloemfontein secondary school.

Ethical Clearance number:

UFS-HSD2021/0090/21

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Adri du Plessis
Digitally signed
by Adri du Plessis
Date: 2021.06.15
08:16:52 +02'00'

205 Nelson Mandela
Drive
Park West
Bloemfontein 9001
South Africa

P.O. Box 339
Bloemfontein 9000
Tel +27 (0)51 401
9337
adri.plessis@uaf.ac.za
www.uaf.ac.za



Appendix E: Letter to the FSDoE

Free State Department of Education

I am a Masters learner in Education at the University of the Free State; I would like to ask for a permission to conduct this study in one school in Motheo District. This form outlines the intention of the study, and provides a brief description of the participants' rights and their participation.

Contact details

| Descriptions | Name and Surname | Contact Number | Email address |
|--|-------------------------|-----------------------|---------------------------|
| Researcher | Tankiso Seboholi | +266 621 203 28 | 2016328821@ufs4life.ac.za |
| Supervisor | Miss V Jagessar | 051 401 3576 | JagessarV@ufs.ac.za |
| Humanities and Social science Ethics Committee | Dr Adri Du Plessis | (0)51 401 9337 | duplessisA@ufs.ac.za |

The purpose of this study is to gain insight into the experiences of teachers teaching CSE in selected secondary school in Free State. The study is part of the requirements for the research portion of the Master of Education degree at the University of the Free State.

Procedures

If a participant decides to take part in this study, I will ask them to spend some time with me discussing their experiences as a CSE teacher at their school. I will request two interviews lasting for approximately one hour. The first interview will be to get the participants comfortable by introducing the subject, my own position as a researcher and their role as a participant followed by a semi-structured and one on one interviews to answer my research questions. The second part will be a focus group discussion/interview to discuss and answer my research questions. Later, I will contact the participants to get more feedback and verify whether the transcriptions represent their utterances during the interview process. The interviews will take place in a place where they feel most comfortable, and will occur at a time determined by the participant in consultation with me. This is to ensure that participants are not inconvenienced in any way. These interviews will be tape-recorded for analysis purposes. The participant will be asked to give consent to this recording. In order to fully protect their

identity, I will use pseudonyms in my transcripts and data dissemination processes. All information given during the interview process will therefore remain anonymous and confidential. The participant is also free to withdraw at any stage of the research process if they feel uncomfortable. There will be no financial incentives for participating in the study; what is important however is that they will have an opportunity to demonstrate their steadfast support by sharing their experiences with a researcher. The findings of the study will be sent to the participant via email, should they wish to read them.

-----**To be returned to the researcher**-----

Statement of Consent:

I am above 18 years of age. I have read the above information, and my questions about the research process have been sufficiently addressed. I consent /do not consent (please circle appropriate) to take part in the study. I also consent /do not consent (please circle appropriate) to the discussion being tape recorded.

Signature _____

Date _____

Name (printed) _____

Appendix F: Letter to the Principal

Dear Principal

I am a Masters learner in Education at the University of the Free State; I would like to ask for a permission to conduct my study at your school. I have already granted permission by the Department of Education to conduct this study. I have attached the letter to this form should you require it and as proof that permission was granted. This form outlines the intention of the study, and provides a brief description of the participants' rights and their participation.

Contact details

| Descriptions | Name and Surname | Contact Number | Email address |
|--|-------------------------|-----------------------|--|
| Researcher | Tankiso Seboholi | +266 621 203 28 | 2016328821@ufs4life.ac.za |
| Supervisor | Miss V Jagessar | 051 401 3576 | JagessarV@ufs.ac.za |
| Humanities and Social science Ethics Committee | Dr Adri Du Plessis | (0)51 401 9337 | duplessisA@ufs.ac.za |

The purpose of this study is to gain insight into the experiences of teachers teaching CSE in selected secondary school in Free State. The study is part of the requirements for the research portion of the Master of Education degree at the University of the Free State.

Procedures

If a participant decides to take part in this study, I will ask them to spend some time with me discussing their experiences as a CSE teacher at their school. I will request two interviews lasting for approximately one hour. The first interview will be to get the participants comfortable by introducing the subject, my own position as a researcher and their role as a participant followed by a semi-structured and one on one interviews to answer my research questions. The second part will be a focus group discussion/interview to discuss and answer my research questions. Later, I will contact the participants to get more feedback and verify whether the transcriptions represent their utterances during the interview process. The interviews will take place in a place where they feel most comfortable, and will occur at a time determined by the participant in consultation with me. This is to ensure that participants are not inconvenienced in any way. These interviews will be tape-recorded for analysis purposes. The participant will be asked to give consent to this recording. In order to fully protect their

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-----**To be returned to the researcher**-----

Statement of Consent:

I am above 18 years of age. I have read the above information, and my questions about the research process have been sufficiently addressed. I consent /do not consent (please circle appropriate) to take part in the study. I also consent /do not consent (please circle appropriate) to the discussion being tape recorded.

Signature _____

Date _____

Name (printed) _____

Appendix G: Letter from the Language Editor



Dr Jabulani Sibanda
Senior Lecturer: English Education
School of Education
Tel: (053) 491-0142
Email: Jabulani.Sibanda@spu.ac.za
Alternate e-mail: jabusbnd@gmail.com
Website: www.spu.ac.za
Cell: 0845282087

28 November 2022

RE: CERTIFICATE OF LANGUAGE EDITING

To whom it may concern

I hereby confirm that I have proof read and edited the following **Dissertation** using Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

Comprehensive Sexuality Education: The experiences of teachers in one Bloemfontein secondary school

Reference

- Author(s): Seboholi, Tankiso
- Affiliation: University Of The Free State

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author(s).

Sincerely

28.11.2022

SIGNATURE

This certificate confirms the language editing I have done in my personal capacity and not on behalf of SPU

Appendix H: Turnitin Report

Thesis Final

by Tankiso Seboholi

Submission date: 08-Dec-2022 07:46PM (UTC+0200)

Submission ID: 1967511083

File name: Turnitin_Final_Seboholi.docx (124.12K)

Word count: 38702

Character count: 211537

6%

SIMILARITY

INDEX