

**Exploring Capability Sets for Educators for the
Implementation of *the Policy on the Prevention and
Management of Learner Pregnancy in Schools (2021)***

by

Susara Magdalena Beukes

(BEd Gen Snr/FET; BEd Hon education management, law and policy)

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Supervisor: Dr C Tsotetsi

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DECLARATION

I, Susara Magdalena Beukes undersign and declare that this dissertation submitted is in fulfilment of the degree in Masters of Education Policy Studies.

This dissertation is my own work, except where sources have been acknowledged, I declare that this dissertation has not been submitted to this or any other institution.

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Centurion

ACRONYMS:

CSE	Comprehensive Sexuality Education
CToP	Choice of Termination of Pregnancy
DBE	Department of Basic Education
DBST	District Based Support Team
DOH	Department of Health
ISHP	Integrated School Health Policy
LO	Life Orientation
MPMLP (2007)	Measures for the Prevention and Management of Learner Pregnancy
NGO	Non-Government Organisation
PPMLPS (2021)	The Prevention and Management of Learner Pregnancy in Schools
SBST	School Based Support Team
SGB	School Governing Body
SMT	School Management Team
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health Rights

ABSTRACT

Teenage pregnancy is viewed as a global challenge. However, this study focusses on the challenge of teenage pregnancy, particularly in South Africa. Most countries have procedures in place to address teenage pregnancies, although it remains a problem. South Africa has a policy in place, namely the *Policy on the Prevention and Management of Learner Pregnancy in Schools (PPMLPS) (2021)*. This policy aims to manage and prevent learner pregnancies that may occur. Although there are procedures and policies in place to address this problem, this study seeks to identify the capabilities educators need to implement *PPMLPS (2021)*. Therefore, this study uses the Amartya Sen capabilities sets to guide this study and answer research questions.

The gap in research is that there is limited research done on *PPMLPS (2021)*, and there is a lack of research done on what sets of skills are needed by educators to implement the *PPMLPS (2021)*. In this study, I used a qualitative approach and generated data through semi-structured interviews in which two educators, two head of departments (HODs) and two deputy principals participated. I also employed critical policy analysis to analyse *PPMLPS (2021)*. To generate themes, I used Amartya Sen's capability sets to guide this study in answering the primary research question. The findings indicated challenges with the implementation of *PPMLPS (2021)*, namely lack of training, lack of support, and lack of ability to create an inclusive environment. Despite these challenges, it was clear that one of the schools, although under-resourced, had considerable experience in dealing with teenage pregnancy, even with limited resources. The Department of Basic Education needs to take further steps to create training and awareness within the school environment.

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CHAPTER 1: ORIENTATION

1.1 BACKGROUND

Teenage pregnancy is seen as a major social and educational challenge, as it increases poverty and lowers education levels (Nkosi & Pretorius, 2019). Furthermore, teenage pregnancies can negatively influence the health of teenagers and lead to stigmatisation (Barron, Subedar & Letsoko et al., 2022). In 2019, Brazil faced 500 000 teenage pregnancies (Cruz, Cozman & Souza et al., 2021). In Kenya, approximately 13 000 girls drop out of school due to teenage pregnancy. In South Africa, teenage pregnancies increased by 10,098 from 2019-2022 (Mashele, 2023). The challenges of adolescent school dropout rates, low academic performance, poor school attendance, and emotional distress pose significant challenges for South African schools (Nkosi and Pretorius, 2019). Teenage pregnancy occurs more frequently in low- to lower-middle-income countries due to poverty and low education levels (Mohr, Carbajal & Sharma, 2019). Therefore, quality education can be seen as a vital tool to address teenage pregnancy (Mohr et al., 2019).

Several studies have been conducted on the topic of teenage pregnancy and policies related to it. Pillay (2021) stated that policymakers must consider support and care after an unintended pregnancy, and this factor must be taken into account. Groves, Gebrekristos & Reyes et al. (2022) describe how access to individual and social resources help teenagers recover from childbirth and how it affects their ability to go back to school. Davids, Kredo & Gerritsen et al. (2020) outlines issues that researchers and policymakers should consider when developing and implementing programmes to improve sexual and reproductive health services. Mbachu, Agu & Obayi et al. (2021) discuss the beliefs and misconceptions about the use of contraception among adolescents in south-east Nigeria. Mathebula (2022) found that four different schools implement the policy on teenage pregnancy differently. Jochim, Cluver & Sidloyi et al. (2023) provide evidence for using the current Policy on the Prevention and Management of Learner Pregnancy in Schools (2021) and offer guidance to implement strategies that provide low-cost opportunities to promote educational and health outcomes for teenage mothers. Twala, du Preez & Rabie (2022) determined the perceptions of the school management teams regarding the management of teenage pregnancies in urban

schools. Ramalepa et al. (2021) focused on both educators and learners perspective on managing teenage pregnancies. This research is important as it can add value to our education system, as no researcher focused on the sets of skills educators need educators to implement *PPMLPS (2021)*.

1.2 INTRODUCTION

The Department of Basic Education in South Africa has developed the *Policy on Prevention and Management of Learner Pregnancy in Schools (PPMLPS, 2021)*. This policy aims to prevent and manage the pregnancies that occur (RSA, DBE, 2021). It assigns school stakeholders, in their role as “loco parentis”, the responsibility of providing comprehensive sexuality education (CSE) (RSA, DBE, 2021). Therefore, schools should lay the foundation to equip learners with the skills to be responsible citizens regarding the social justice agenda and equipping learners with the tools they require for post-school success (Welton, Harris & La Londe et al., 2015).

However, the *Measures for the Prevention and Management of Learner Pregnancy (MPMLP, 2007)* have posed many challenges, such as educators facing a lack of support during implementation, and educators disagreeing with some of the roles stipulated in the policy (Ramalepa, Raukumba & Masala-Chokwe, 2021). The policy states that CSE needs to be implemented in Life Orientation as poor sex education contributes to increased teenage pregnancies (Ramalepa et al., 2021). CSE provides learners with the required knowledge and skills about sexual health; it minimises misunderstandings and promotes safe sex (Ninsiima, Coene & Michielsen et al., 2019). However, Life Orientation educators are not necessarily equipped or motivated to teach this comprehensive sexuality education, particularly in the context of their religious beliefs and social motivation (Koch & Wehmeyer, 2021).

Some competencies that educators must have are collaborative skills, accountability for moral values, a commitment to education, and the ability to understand how to integrate theoretical and practical knowledge and skills (Pantić & Florian, 2015). According to Sen (2009), capability sets are criteria used to evaluate and identify what a person or institution can do or being (Hoffman, 2017). Education can be seen as enriching the people’s capabilities by providing the necessary resources and ensuring that they can make decisions that are important to them (Barnett, 2021). The capability

sets include freedoms and unfreedoms, interpersonal and intersocial variations, personal diversities, systemic contrasts between groups, the relationship between primary goods and well-being, spatial inequalities, and particular needs, interests, and desires at a particular time (Hoffman, 2017).

Several studies have been conducted related to education and learner pregnancy. For example Nkosi & Pretorius (2019) argue that there is a need for social workers in schools to create awareness programmes. Gaillard & Molefe (2022) examine to seek the role of school managers and educators when implementing the MPMLP, 2007. Mayeza & Vincent (2018) focus on identifying the causes of teenage pregnancy and factors to address the problem through education. Hoffman (2017) seeks to identify what skill sets are needed for the implementation of education policies. However, no studies have examined what skill sets are needed for educators, principals, and the school management team to implement the *Policy on the Prevention and Management of Learner Pregnancy in Schools (RSA, DBE, 2021)*.

Therefore, the study explores the following question: How are educators' capability sets articulated in the *PPMLPS (2021)* for the implementation thereof?

1.3 RESEARCH PROBLEM AND RESEARCH QUESTIONS

The Department of Education has implemented *PPMLPS (2021)* with the aim of reducing and managing teenage pregnancies. However, South Africa's teenage pregnancy statistics show that between March 2021 and April 2022, girls aged 10 to 19, had reported more than ninety thousand cases of teenage pregnancy nationally (Ndlovu, 2022). Therefore, the aim of *PPMLPS (2021)* is not yet met and seems to be hindered by education stakeholders who are not equipped with the necessary skills to help pregnant learners. Some educational stakeholders are also unable to provide guidance on CSE and lack the capability of implementing educational policies (Hoffman 2017; Molefe, 2022; Koch & Wehmeyer, 2021).

As a teacher, I witnessed pregnancies of learners and I feel that I am not equipped with the necessary capabilities to manage pregnancies of learners. I lack sufficient training to implement *PPMLPS (2021)*, it is vital to have the necessary capabilities to equip learners with the skills to make responsible choices.

The following research questions were addressed:

- 1.3.1 How are educator capacity sets defined and operationalized in the implementation of the *Policy on the Prevention and Management of Learner Pregnancy in Schools (2021)*?

The three secondary research questions below helped to answer the primary research question.

- 1.3.1.1 What are the implications of *the Policy on the Prevention and Management of Learner Pregnancy in School (2021)* on educators and the SMT?
- 1.3.1.2 Which capability sets are articulated in *the Policy on the Prevention and Management of Learner Pregnancy in School (2021)* for educators to ensure implementation?
- 1.3.1.3 What suggestions and recommendations can be made regarding *the implementation of the Policy on the Prevention and Management of Learner Pregnancy in School (2021)*?

1.4 RESEARCH AIM AND OBJECTIVES

The general objective of this study was to explore how teacher capability sets for educators are articulated in *the Policy on the Prevention and Management of Learner Pregnancy in School (2021)* for effective policy implementation.

Specific objectives were:

- 1.4.1 Determine the implications of *the Policy on the Prevention and Management of Learner Pregnancy in School (2021)*.
- 1.4.2 Establish the capability sets for educators as articulated in *the Policy on the Prevention and Management of Learner Pregnancy in School (2021)* for the implementation thereof.
- 1.4.3 To make suggestions and recommendations on the implementation of *the Policy on the Prevention and Management of Learner Pregnancy in School (2021)*.

An overview of which objective is addressed in each chapter

Chapter	Objective
Chapter 2: Literature review on <i>the PPMLPS (2021)</i> .	To determine what the implications are of <i>PPMLPS (2021)</i> .
Chapter 3: Discussion of the Methodology: research design	To establish the capability sets that are required by educators to implement <i>PPMLPS (2021)</i> .
Chapter 5: Data collection, analysis and interpretation	To establish the capability sets that are required by educators to implement <i>PPMLPS (2021)</i> .
Chapter 6: Recommendations and suggestions	To make suggestion regarding <i>PPMLPS (2021)</i> .

1.5 RATIONALE OF THE STUDY

As a teacher who experiences teenage pregnancy within the community I teach, I believe that educators must have a positive impact on the lives of learners through quality education. I am interested in this topic because I feel that all learners, regardless of their circumstances, deserve equal opportunity in our economy. Educators must equip learners with the skills to make responsible decisions. I want to make a difference in our education system. Our education system has numerous policies in place to address problems. If educators are trained in education policies and put in effort, then we can make a change and address these problems. With this research, I hope to create awareness so that schools can equip educators with the skills and capabilities required to implement the *PPMLPS (2021)* so that the problem of teenage pregnancy can be addressed and subsequently see a decrease in the number of teenage pregnancy cases. I hope to have an impact on educators, by helping them to become aware that they have an enormous impact on the lives

of their learners. This research seeks to identify the set of capabilities educators need to successfully implement *PPMLPS (2021)*.

1.6 THEORETICAL FRAMEWORK

This study employs the Capability Approach (CA) established by the philosopher Amartya Sen (Oosterlaken, 2009), as the theoretical framework. CA focusses on human capabilities and can be defined as what people can be or do effectively (Oosterlaken, 2009). It is seen as the freedom that people enjoy, which is seen as valuable beings and doings (Oosterlaken, 2009). Education is seen as expanding the individual capabilities of people by providing them with the necessary resources and ensuring that they make decisions related to them (Barnett, 2021). Thus, human capabilities are an important factor in education, as educators must be equipped with the necessary capabilities to ensure that educational outcomes are met and that learners have the freedom to fit into an equal society and make responsible decisions, as indicated by *PPMLPS goal (2021)*. CA highlights the multiple dimensions of human well-being and prescribes individuals as moral agents who can exercise their agentic actions to achieve well-being as the ultimate end of development when they are well educated. These assumptions of CA apply to my study, as they will be used as a guide to explore the set of capabilities for effective implementation of *PPMLPS (2021)*.

The following assumptions are made according to section. 5.3, Chapter 5 was used as themes to guide this study: personal diversities; people differ according to talent, ability, circumstances, and social identities. These differences can lead to inequality. Personal diversities: People are different in many ways like; talents, abilities, circumstances, and social identities, these differences can produce inequality (Anderson, 1995).

Needs, interests, and desires occur at a particular time, and people adapt their desires according to their circumstances and knowledge. People can have the same resources, but their needs and desires may differ at a particular time (Anderson, 1995).

The relationship between primary goods and well-being is that personal diversity enables the primary goods to be converted differently because of personal diversities (Anderson, 1995).

Spatial inequalities: people's knowledge differs from the community from which they

come from, and thus they will have different opportunities for what they can and cannot do (Anderson, 1995).

1.7 RESEARCH METHODOLOGY

Research methodology refers to the structured, theoretical analysis of the different methods applied in different studies (Patel & Patel, 2019). There are two main types of research approaches namely, qualitative and quantitative research approaches (Patel et al., 2019). Mixed methods are considered part of research approaches and can be defined as an approach that has its own philosophical assumptions, providing guidance for the generation and analysis of data from different sources in a single study. Research methodology can be seen to learn about the different techniques that can be used to conduct research (Kothari, 2007). Research methods can be defined as the methods used to conduct research on a topic or subject. These methods help us collect samples and data and solve problems (Goundar, 2012). Research methodology is the field of studying how research is logically conducted; it is a way to address the research problems by using of different steps (Kothari, 2007). It aims to define and evaluate methods by examining their limitations and resources (Patel et al., 2019).

In this section, I will discuss the transformative paradigm, the research methodology; qualitative research methodology, the use of phenomenology as research design, the research methods, semi-structured interviews, a literature review and document analysis.

1.7.1 Research paradigm and approaches

This study was informed by a transformative paradigm. In the capabilities approach, education plays a transformative role by identifying, evaluating, and redressing social injustices (Mertens, 2007). In this view, stakeholders can be seen as actively engaged in learning how to learn and in understanding themselves as creative beings in and of the world (Bonvin, 2019). The transformative paradigm has its own philosophical assumptions (Mertens, 2007). Ontology is related to the nature of reality (Mertens, 2007), and reality can be perceived differently by individuals, as people have distinct life experiences and values (Cram & Mertens, 2016). Therefore, from the ontological standpoint of a transformative paradigm, I believe that schools would implement the policy differently as the capacity sets of individuals vary based on their teaching

experience, values, morals, resources, and background. An epistemological assumption pertains to the researcher's role in establishing truth and reality (Abdullah Kamal, 2019). My epistemological assumption was informed by the interviews which aim to uncover the reality of the capabilities that educators possess when applying *PPMLPS* (2021). The assumption of axiology involves the ethics that the researcher must consider (Kivunja & Kuyini, 2017). In this study, all participants remained anonymous, ensuring that their identities were protected.

This study used a qualitative research approach focused on capturing the meanings or representations of data (Flick, 2018). It addresses aspects of reality that cannot be quantified; emphasising the understanding and explanation of the dynamics of social interactions (Queirós, Fairia & Almeida, 2017). This approach is relevant to my study, as I aim to identify what capability sets apply to educators as articulated in *PPMLPS* (2021).

1.7.2 Research design

A phenomenological design was used as the research design. This approach focuses on outlining the meaning of experiences (Neubauer, Witkop & Varpio, 2019). In this study, teacher capacity sets will be explored regarding the implementation of *PPMLPS* (2021) with respect to the above-mentioned research questions.

1.7.3 Research methods

Research methodology focusses on how the research is conducted, whereas methods assist the researcher in collecting and analysing data to complete the research done (Kothari, 2007). The following methods are discussed: semi-structured interviews, literature review and document analysis.

1.7.3.1 Semi-structured interviews

Semi-structured interviews were used to uncover knowledge through interactions, conversations, and factors related to the real-life experiences of the participants (Kakilla, 2021) concerning *PPMLPS* (2021) capability sets of educators. In this study, I reviewed research reports on this topic. The Analysis of *PPMLPS* (2021) provided me with the knowledge to formulate the interview questions. Some advantages of using semi-structured interviews include the ability for the researcher to ask follow-up questions and allow for open and free responses from the participant (Kakilla, 2021). However, there are some disadvantages; the process is time-consuming as interview questions must be carefully crafted, and when analysing data, the interviewer needs

to be knowledgeable about the topic (Adams, 2015) Additionally, language can be pose a barrier (Kakilla, 2021).

1.7.3.2 *Reviews of literature*

The literature review enables the researcher to obtain data from a variety of articles to address the research question (Snyder, 2019). The purpose of the literature review is to engage with research articles in your field and to build upon what has been said (Mohammed & Ahmed, 2018). There are some advantages of using a literature review; data can be collected from a variety of sources and it increases the amount of honesty in research articles (Nakano & Muniz Jr., 2018). However, the disadvantages include limited resources in your field and sources with restricted access (Nakano & Muniz Jr., 2018). The literature review applies to this study, as it guides the study to achieving one of my objectives, namely determining the implications of *PPMLPS (2021)*. Recent literature on the Policy on the Prevention and Management of Learner Pregnancy in Schools, publications on the previous policy published from 2007, and relevant articles on this topic are used to determine the implications, given that limited research has been conducted on the current policy.

1.7.3.3 *Document Analysis*

Document analysis enables a researcher to analyse a variety of documents such as newspapers, books, articles, and academic journals (Morgan, 2022). Both digital and printed documents can be analysed (Bowen, 2009). Some advantages include time efficiency, cheaper research methods (Bowen, 2009) and reliable data, as in an interview, the researcher can influence the participants (Morgan, 2022). Obtaining ethical approval for document analysis is easier than for research involving human subjects. (Cardno, 2019). Some limitations include the inability to access blocked documents and obtaining documents with insufficient data (Cardno, 2019).

The document that was analysed include *PPMLPS (2021)*. Document analysis was used to reach one of the objectives, whereas *PPMLPS (2021)* was used to determine the capability sets are required for educators to implement the policy. The interview questions were developed based on the data analysed from *PPMLPS (2021)*.

1.8 ETHICAL CONSIDERATIONS

Ethical considerations are guidelines that ensure that a researcher searches the truth or required knowledge, but cannot violate the rights of any participant (Bless, 2013). Ethics exists to ensure the protection of participants and to ensure that no harm

caused (Bless, 2013). The following ethical considerations will be adhered to throughout the study:

An application for ethical clearance to conduct the study was obtained from the University of the Free State, granting permission to conduct the research sought from the Department of Basic Education. Participants were informed of their role in the study, and the benefits and consequences. Participants were informed verbally and through an informed consent form that they can withdraw from the study at any time and that if they withdraw, all data collected during the study will be destroyed. The identities of the participants will remain anonymous and protected. All documents used were referenced to ensure they were reliable sources.

1.9 DEMARCATION OF THE STUDY

The demarcation of a study can also be seen in the boundaries that are set in the definitions, so that researchers are ensured that the aim and objectives of the study are the same.(Theofanidis et al., 2018). The delimitation of this study is focused on the field of education policy studies. The reason for the use of education policy is discussed in the following section below, and the geographical demarcation is also discussed below to indicate where the schools are located and where the data were collected.

1.9.1 *Scientific delimitation*

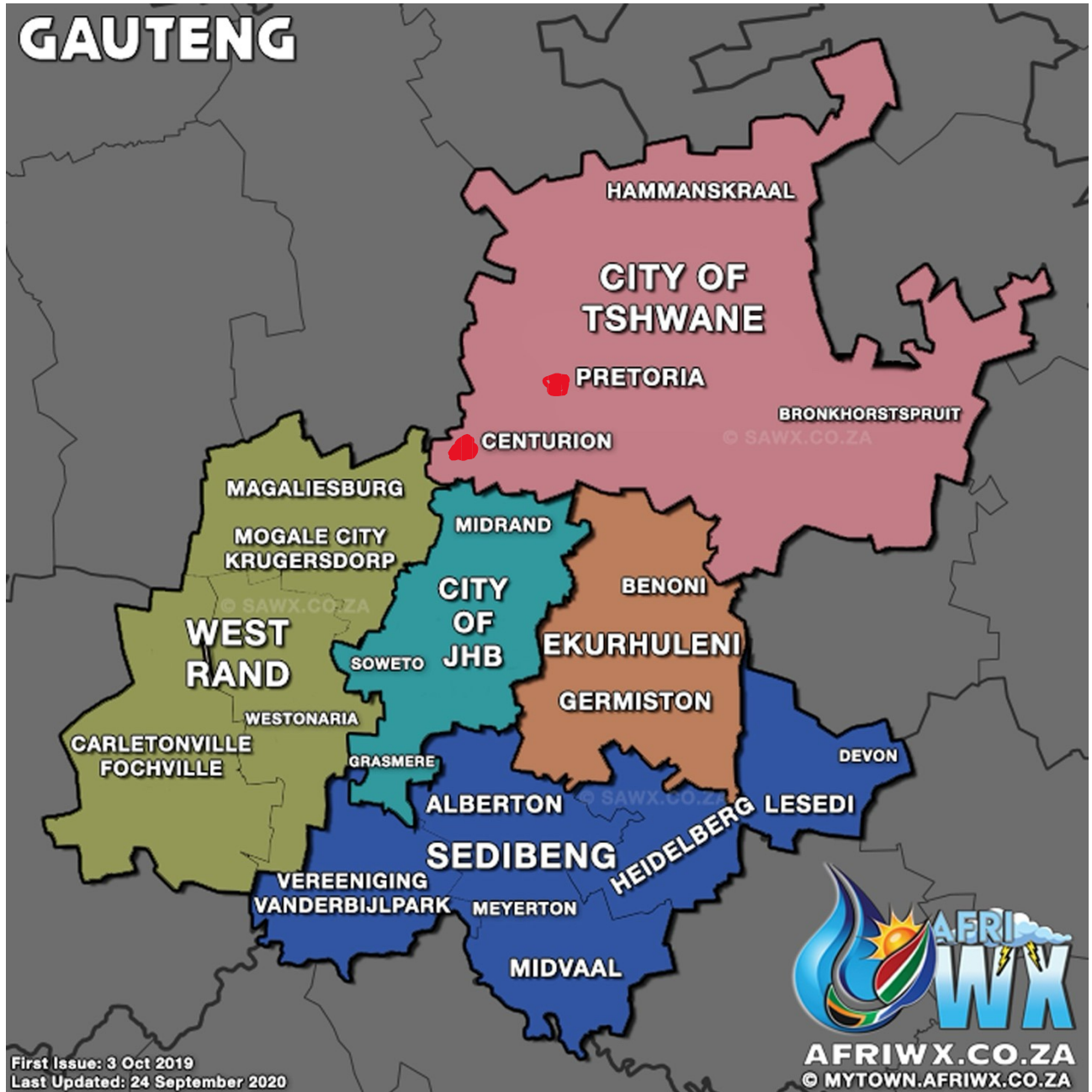
Education policy refers to the intervention to improve areas of education at all levels (Papanikos, 2010). Policies need to be put in place to ensure the effectiveness of education levels from primary to higher education levels (Singh, Saini & Adebayo et al., 2023). Education policy studies can be seen as a multi-faceted approach where policy studies in education are attentive to a larger social affair that enclose education redress (Ugalde, 2024). This study aims to explore how teacher capacity sets of educators are articulated in *PPMLPS (2021)* and to implement effective policy there. The aim of my study is related to policy studies as *PPMLPS (2021)* is analysed and interpreted to define the sets of abilities that educators need to ensure that the policy is implemented effectively.

1.9.2 *Geographical demarcation*

The schools under study, located in the Gauteng province, are shown in the pink area with red dots on the map. A school in Pretoria and one in Centurion were used to

collect data. Data was collected through semi-structured interviews with two educators, two Head of Departments (HODs) and two deputy principals.

Figure 1.1 The location of Pretoria and Centurion in the Gauteng province. (source: Afriwx)



1.10 SUMMARY

This chapter provided background and introduction to this study. It outlined the aim and objective, research questions, rationale, theoretical framework, research methodology, ethical considerations, the delimitation of the study, and the outline of the rest of the study. The theoretical framework is used to guide the study in identifying the capability sets identified by Amartya Sen. The next chapter reviews the literature review that guided this study to answer one of the research questions and to reach an objective on what the implications are of *PPMLPS (2021)*.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

In this section, teenage pregnancies from different countries are discussed, as well as, the teenage pregnancy problem, prevention, and implications of preventions. The implications of *PPMPLS (2021)* are discussed by analysing *PPMLPS (2021)* and supporting the implications with relevant literature. The theoretical framework that guided this study is the work of Amartya Sen on the capabilities set. The capability sets will be discussed. The *PPMLPS (2021)* was analysed and the capability sets were used to identify what abilities educators needed according to *PPMLPS (2021)*.

2.2 TEENAGE PREGNANCIES AND PREVENTION STRATEGIES IN DIFFERENT COUNTRIES

Globally, teenage pregnancy is seen as a major challenge, especially in developing countries (Ahinkorah, Kang & Perry et al., 2020). The World Health Organisation (WHO) establishes guidelines to prevent early teenage pregnancies and poor sexual outcomes in developing countries (Ahinkorah et al., 2020).

2.2.1 America

Although America is not a developing country, this country faces major challenges in addressing teenage pregnancies. In the United States of America (USA), statistics show that 20% of learners in ninth grade had sexual intercourse, while 57% of learners in the 12th grade had sexual intercourse (Hall, Jones & Witkemper et al., 2019). About 90% of young adolescents have had sex by the age of 24 (Hall et al., 2019). Mexico has been shown to be one of the countries with the highest teenage pregnancy rate in the United States (Serván-Mori, Quezada-Sánchez & Sosa-Rubí et al., 2022). Mexico has a birth rate of 70.6 births per 1000 births (Serván-Mori et al., 2022). Teenage pregnancies are more prone in low-socio-economic countries (Serván-Mori et al., 2022). Schools face many challenges in Mexico to implement sex education as educators lack knowledge of sex issues and how to address these topics (Ramírez-Villalobos, Monterubio-Flores & Gonzalez-Vazquez et al., 2021). The content does not meet learners' needs, and parents and education authorities are not supporting sex education in schools (Ramírez-Villalobos et al., 2021). An agenda that is globally

emphasised by 2030 aims to focus on the importance of attaining suitable development goals in different forms, containing adolescent sexual and reproductive health (Estrada, Romero-Pérez & Campero et al., 2022). The goals are to seek a healthy life and enhance positive well-being through education, global access to sexual and reproductive health, and family planning with the aim of reducing teenage pregnancies and eliminating forms of abuse (Estrada et al., 2022). Some Latin American countries signed this agreement and showed a commitment to the implementation of sexual reproductive health strategies (Estrada et al., 2022). The USA is in support of the implementation of sex education in schools (Kantor, Levitz & Holstrom, 2019). Sex education focusses on information on contraception and absenteeism (Kantor et al., 2019). Since 2009, a teenage pregnancy prevention program (TPPP) and a Personal Responsibility Education Program (PREP) have been providing funding to teenage pregnancy programs (Kantor et al., 2019). These teenage pregnancy programs are successful as there is a delay in sexual intercourse, the improvement of contraceptives, and the prevention of pregnancies (Kantor et al., 2019).

2.2.2 Europe

Moving to Europe, most European countries have a decline in teenage pregnancies, although some low-income countries still face challenges to prevent teenage pregnancies (Baxter, Dundas & Popham et al., 2021). In high-income countries, most countries with English as a native are observed to be prone to high rates of teenage pregnancies (Baxter et al., 2021). The United Kingdom has shown the highest rate of teenage pregnancy in Europe; despite all the implementation of different interventions such as sex education and the promotion of sexual health services (Aluga & Okolie, 2021). A factor contributing to the high rate of teenage pregnancy is poverty, whereas living in a marginalised society (Aluga & Okolie, 2021). Another factor contributing to the high rate of teenage pregnancy in the UK is that there is a lack of attention to address teenage pregnancy and insufficient sex education; hence, educators find it challenging to implement, as other co-curriculum activities require their attention, for example, learner discipline and academic completion (Ponsford, Bragg & Meiksin et al., 2022). In 1999,

England implemented the Teenage Pregnancy Strategy (TPS) over a 10-year plan (Hadley, Ingham & Chandra-Mouli, 2016). The objective of this strategy was to improve

sex and relationship education and effective access to contraceptives, a campaign that reached all young people and their parents, as well as support for young people (Hadley et al., 2016). The UK makes use of sex education to prevent teenage pregnancies, and the school, along with the school government bodies, is responsible for drawing up policies to ensure the implementation of sex education in their schools (Beaumont & Maguire, 2013).

2.2.3 Sub-Saharan Africa

Sub-Saharan Africa has been the continent with the highest rate of teenage pregnancies (Skosana, Peu & Mogale, 2020). In Ghana, statistics have shown that 76 per 1000 teenage girls give birth between the ages of 15 and 19 years old (Boateng, Botchwey & Adatorvor et al., 2023). The global statistics, on the other hand, show that 46 per 1000 teenage girls give birth aged 15 to 19 years, thus Ghana is one of the countries that faces a challenge with teenage pregnancies as their statistics are higher than the global statistics (Boateng et al., 2023). Some factors that contribute to the high rate of teenage pregnancy in Ghana are that sex is a taboo topic; therefore, sex education in schools is restricted to an absenteeism approach (Amoadu et al., 2022). Child marriages are still a problem in Ghana (Amoadu et al., 2022). This knowledge gap creates a space where child marriages and poor sex education are one of the main reasons for high rates of teenage pregnancy rates (Amoadu et al., 2022). Poverty is also considered as a major factor in the high rate of teenage pregnancies in Ghana (Walden et al., 2021). Teenagers living in poverty are shown to be not informed about prevention measures of teenage pregnancy as their parents lack the skills to meet that need because they do not have a proper education (Walden et al., 2021). As a result, the poverty cycle is continuous, as proper education plays an important role in making responsible choices. Teenage mothers tend to have low levels of education, which limits them in obtaining a qualification or having the necessary skills to get a proper job with a decent salary (Boateng et al., 2023). Ghana has national policies in place to reduce teenage pregnancies (Ahinkorah, Kang & Perry et al., 2023). Policymakers, public health professionals, the government, and non-governmental organisations have implemented several programmes to reduce teenage pregnancies and promote sexual reproductive health policies (Ahinkorah et al., 2023). The Adolescent Health Service Policy and Strategy is implemented with the aim of improving the health status and quality of life of young people and adolescents

in Ghana (Ahinkorah et al., 2023). This policy addresses factors that affect teenage pregnancies, such as access to family planning services, rape, concurrent partners, child marriages, the use of contraceptives, early sexual intercourse, different sexual partners, and other forms of sexual violence (Ahinkorah et al., 2023). In Ghana, there is a lack of awareness and communication about the implementation of policies (Ahinkorah et al., 2023), resulting in poor policy implementation and increasingly high rates of teenage pregnancy.

2.2.4 South Africa

South Africa is also one country that experiences high rates of teenage pregnancies (Boateng et al., 2023). COVID-19 had a big impact on teenage pregnancies rates in South Africa, as numbers have increased since the pandemic (Barron et al., 2022). Some factors contributing to teenage pregnancies in South Africa; are lack of contraceptive knowledge, poverty, lack of communication about sex from parents, and lack of family support (Ajayi & Ezegbe, 2020). Ntini, Rabie & Froneman et al. (2023) state that cultural and religious norms are reasons why teenagers do not use contraceptives, sociocultural beliefs linked to early marriages are one risk factor for teenage pregnancies in South Africa (Fodo & Hariram, 2024). Furthermore, in South Africa, gender-based violence, a lack of skills to negotiate condom use in age-gap sexual relationships, peer pressure, and low academic performance contribute to the rise in teenage pregnancies (Fodo & Hariram, 2024). In 2019, an estimated 130 000 babies were born in a South African health facility (Sepeng, Mulaudzi & Mathivha et al., 2023). The girls were aged 10-19 (Sepeng et al., 2023). The same age group had increased their rate to 136 386 in 2020 (Sepeng et al., 2023). South Africa has implemented various strategies to combat teenage pregnancies (Sepeng et al., 2023). Some of these interventions include family planning, the use of contraceptives, school health programmes, and sexual education (Sepeng et al., 2023). Despite all these implementations, the rates are still increasing (Sepeng et al., 2023).

South Africa has a policy in place, namely the *Policy on the Prevention and Management of Learner Pregnancy at School (RSA, DBE, 2021)*, to prevent and manage teenage pregnancies by encouraging learners to return to school (Jochim et al., 2023). In 2007, South Africa implemented the *Measures for the Prevention and Management of Learner Pregnancy in Schools* policy (MPMLP). This policy aims to

motivate learners to stay and continue school during pregnancy and to return to school after the delivery of the baby (Ramalepa et al., 2021). Educators are required to offer academic support to these learners during this period (Ramalepa et al., 2021). There were challenges in implementing this policy, as the policy lacked poor implementation strategies and resources to implement the policy (Ramalepa et al., 2021). It is vital for a country to design a policy that is practical, can be implemented, easy to interpret, and has the necessary resources to implement the policy (Ramalepa et al., 2021). The 2007 *MPMLP* poses a challenge because some school managers are not trained to implement the policy, as principals are unsure of how to manage these learners (Ramulumo & Pitsoe, 2013). In 2021, South Africa's Department of Education has published an updated version of *PPMLPS*. The following table shows the differences between the old and new versions of the policy.

Table 2.1 Summary of teenage pregnancies in different countries as mentioned above

	Challenges with teenage pregnancies	Factors contributing to teenage pregnancy	Ways to curb teenage pregnancies
USA (Mexico)	Educators lack knowledge of sex issues and how to address these topics; the content does not meet learners' needs; and parents and education authorities are not supporting sex education in schools (Ramírez-Villalobos et al., 2021).	Teenage pregnancies are more common in low socio-economic countries (Serván-Mori et al., 2022).	An agenda that is globally emphasised by 2030 aims to focus on the importance of attaining Sustainable Development Goals in different forms, containing adolescent sexual and reproductive health, the goals are to seek a healthy life and enhance positive well-being through education, global access to sexual and reproductive health, and family planning to reduce teenage pregnancies and eliminate forms of abuse (Estrada et al., 2022). Since 2009, a teenage pregnancy prevention program (TPPP) and a Personal Responsibility Education Program (PREP) have been funding teenage pregnancy programs and have shown that these programs have a success rate as there is a

			delay in sexual intercourse, the improvement of contraceptives, and the prevention of pregnancies (Kantor et al., 2019).
Europe (England)	There is a lack to address teenage pregnancy and insufficient sex education; hence, educators find it challenging to implement, as other co-curriculum activities such as learner discipline and academic completion require their attention (Ponsford et al., 2022).	Poverty while living in a marginalized society (Aluga & Okolie, 2021).	The implementation of the Teenage Pregnancy Strategy (TPS) was a 10-year plan (Hadley et al., 2016). This strategy aimed to improve sex and relationship education and effective access to contraceptives through a campaign that reaches all young people and their parents, as well as support for young people (Hadley et al., 2016). To prevent teenage pregnancies, the school, along with the school government bodies, are responsible for drawing up policies to ensure the implementation of sex education in their schools (Beaumont & Maguire, 2013).
Sub-Saharan	Sex is a taboo topic, and thus sex education in schools is restricted to an absenteeism	Teenagers living in poverty do not get the	The Adolescent Health Service Policy and Strategy is implemented to improve the

Africa (Ghana)	approach. Child marriages are still a problem, and this knowledge gap creates a space where child marriages and poor sex education are some of the main reasons for the high teenage pregnancy rates (Amoadu et al., 2022). Lack of awareness and communication on the implementation of policies (Ahinkorah et al., 2023).	required information on the prevention of teenage pregnancy as their parents lack the skills to meet that need as they lack proper education (Walden et al., 2021).	health status and quality of life of young people and adolescents in Ghana.
South Africa	Gender-based violence serves as a challenge. Contributing factors in the rise in teenage pregnancies are a lack of skills to negotiate condom use in an age-gap sexual relationship, experiencing peer pressure, and low academic performance (Fodo & Hariram, 2024). Poor policy implementation strategies and a lack of resources to successfully implement the policy (Ramalepa et al., 2021).	A lack of contraceptive knowledge, poverty, lack of communication about sex from parents, and lack of family support (Ajayi & Ezegbe, 2020).	Family planning, contraceptives, school health programs, and sexual education, (Sepeng et al., 2023) and the <i>PPMLPS</i> (2021).

<i>The Management for the Prevention and Management of Learner Pregnancy (2007)</i>	<i>The Policy on the Prevention and Management of Learner Pregnancy in Schools(2021)</i>
- The MPMLP (2007) aims to promote absenteeism. Learners who are pregnant are referred to a health clinic or centre, and the health professionals provide advice to learners on termination options. - Life Skills programmes that are incorporated in the National Curriculum Statement are implemented in the subject of Life Orientation and address topics that affect each learner and educator. Some topics include human sexuality, developing and maintaining self-esteem, teenage pregnancy, including contributing factors, consequences and prevention, as well as STIs and sexual abuse. - Schools must motivate learners to continue their studies before and after the delivery of their baby, whereas educators need to continue to offer academic support to the learner with reasonable limits. - The learner must submit a medical letter after the delivery of the baby that states when the learner will be fit to	- The PPMLPS (2021) aims to provide sexual and reproductive health services, including access to contraceptives in relation to social sector partners, to enable learners to make responsible choices, avoid unintended pregnancies, or abortions. - Comprehensive Sexuality Education (CSE) is incorporated in the school curriculum. It aims to provide learners with knowledge and skills to make responsible, healthy, and respectful choices about relationships and sexuality. Life Orientation and other subjects need to make provision for CSE. These subjects need to include materials that are interactive, learner-centred, and enhance skill-based pedagogies, to deliver age-appropriate sex and reproductive health information and information on contraceptives. - The learner can be retained depending on their medical advice and point of time within the school calendar. - The learner must submit a medical report if they are 6 months pregnant. The learner needs to submit a medical report that

Table 2.2 The comparison of the MPMLP (2007 and the PPMLPS (2021) as mentioned above

Chapter 2: Literature Review- Comparison

attend school again. Learners are only able to return to school after two years. - Some topics may be difficult to teach because of their sensitive nature. Educators need to be prepared and equipped to deal with issues affecting learners.	states they are fit enough to continue school after 32 weeks. If the learner fails to submit the medical report, they will be asked to take leave until medical proof is provided. - Educators and other designated personnel will receive training on CSE, information on pregnancy and maternity, and the offering of a supportive, stigma-free, and youth-friendly environment.
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2.2.4.1 Implications of the PPMLPS(2021)

According to the relationship between learner pregnancy-policy, school dropout of adolescents during pregnancy and in the postpartum period in selected South African provinces (2023), there are still factors that have an impact on the increasing rate of teenage pregnancy (Commission for Gender Equality, 2023). By analysing PPMLPS (2021), I have identified and discussed the possible implications of *PPMLPS (2021)*.

(a) Dropping out

School dropout occurs when a learner stops attending school before completing their grade or phase (Mokoena & van Breda, 2021). According to the *PPMLPS (2021: s6.4.3)*, principals must encourage learners to continue their education before and after the delivery of the baby and make sure all steps are taken to accommodate the learner. The school, principal, SGB, SBST, and educators will ensure that they are supportive and have sympathy with each case. The policy also states that each pregnant learner or teenage mother will be fairly protected from stigmatisation and discrimination.

Although *PPMLPS (2021)* is making provisions for learners to stay in school and to prevent discrimination, the high dropout rate in South Africa is still considered a challenge. The 2023 learner-policy interaction states that some reasons for school dropout in South Africa are the lack of support from the school, community, and parents; the family's socio-economic status; teacher and learner beliefs and values; lack of awareness and counselling to address stigma; and a lack of knowledge and pressure from educators and other learners (Commission for Gender Equality, 2023).

Jochim, Cluver, & Meinck (2021) state the reasons for school dropout rates in South Africa, Kenya, Nigeria, and Malawi; factors like poverty, poor school performance, and lack of interest in school. Mokoena & van Breda (2021) found that pregnant learners feel that their peers treat them differently, and this stigma results in shame and a lack of emotional support. Another reason for school dropout can be poor academic performance (Mokoena & van Breda, 2021). Poverty can be seen as a major factor, as there is a lack of academic support at home (Mokoena & van Breda, 2021). A study by Twala et al. (2022) focused on the views of secondary school management teams on the management of pregnant learners. It was found that pregnant learners who fall behind on their schoolwork and schoolwork due to absenteeism are more likely to be absent. likely to drop out, and it seems that pregnant learners from child-headed homes

seem to leave school after the delivery of their baby because there is no one to support and care for the newborn (Twala et al., 2022).

(b) Educator and student sexual relationships encouraging teenage pregnancy

The Employment of Educators Act makes provision for the legal obligation of an educator to abstain from any sexual abuse, and an educator can be dismissed if he or she is guilty of sexually assaulting a learner or has a romantic relationship with learners at the same school at which he or she is employed (Coetzee, 2018). *The PPMLPS (2021: s1) makes it clear that no educators must have sexual intercourse with learners, hence consent are given by a learner 16 years and older because this is a misconduct by educators.*

Although the *PPMLPS (2021)* addresses the misconduct of an educator having a sexual relationship with learners, South Africa still faces many challenges related to sexual abuse in schools. An article published by *Times Live* on 18 May 2023 states that about 48 educators were fired because of sexual abuse (Chabalala, 2023). *The Global Citizen* published an article on 31 January 2019, stating that a 33-year-old teacher had been arrested for sexually assaulting at least two learners from a high school in Johannesburg (Mogoatlhe, 2019). The *Daily Maverick* reported on 3 August 2022, that an acting principal was accused of raping a schoolgirl (Van Staden, 2022). On 29 March 2023, IOL published an article showing statistics of sexual misconduct among educators. In 2022, there were 191 cases of sexual misconduct and only 23 disciplinary hearings were held (Ndaba, 2023). These cases are an indicator that the sexual relationships between educators and learners remain a problem. Some implications of sexual violence are that the victim can get pregnant, most cases are not reported, and there is a lack of care to manage the possible impacts of sexual violence, including unexpected pregnancy (Ajayi & Ezegbe, 2020). In many South African schools, educators have sexually abused and harassed learners (Mahlangu, 2017). Female learners are more likely to be victims of sexual harassment from male educators (Mahlangu, 2017). Male educators often misuse their power by sexually harassing female learners by promising them better marks, money, or romantic relationships (Mahlangu, 2017).

(c) Lack of sex education

A successful school-based sexuality education programme aims to ensure a safe environment that accommodates gender equity and prepares learners with the necessary knowledge and skills that can assist them in making responsible decisions about their sexuality (Adekola & Mavhandu-Mudzusi, 2021).

According to PPMLPS (2021: s1) the DBE and other role-players introduced CSE as an important part of the curriculum. CSE aims to equip learners with the knowledge and skills to make sensible, healthy, and respectful choices about their relationships and sexuality. The PPMLPS (2021: s6.2.2) views that CSE is implemented through the subject Life Orientation. The PPMLPS (2021: s1.1.1.2) states that access to male and female condoms will be made available to learners 12 and older and information on how to use them.

PPMLPS (2021) states that CSE needs to be incorporated into Life Orientation. There are some factors that can be seen as a barrier to the successful teaching of Life Orientation. Life Orientation is seen as an easy subject, where educators don't require any training to teach Life Orientation (Pillay, 2022). Educators who lack training in this subject are found to be biased against teaching sex education and have misconceptions about sex education (Pillay, 2022). A study by Pillay in 2022 showed that untrained educators with misconceptions believe that sex education is only vital in rural schools and that it is the responsibility of parents to teach learners sex education. Life Orientation educators find it challenging to teach sex education as they feel uncomfortable to teach this taboo topic (Mayeza & Vincent, 2018). When teaching this topic in class, educators feel that they need to maintain discipline to prevent learners from making jokes and inappropriate comments (Mayeza & Vincent, 2018). This influences the teaching style, as educators focus more on an adult-centric approach rather than a learner-centred approach (Mayeza and Vincent, 2018). Life Orientation educators are seen as the key role players in being knowledgeable in sex education, but face challenges with their knowledge, capacity, and comfort when working with learners in sex education (Ngabaza & Shefer, 2019). South Africa has many programmes implemented to prevent teenage pregnancies, such as information on the use of contraceptives and school health programmes incorporated into Life Orientation (Sepeng et al., 2023). Although these programmes

are implemented, there is still a problem with teenage pregnancy in South Africa (Sepeng et al., 2023). As part of the successful implementation of sexual education, condoms and information on how to use them must be available to learners 12 years and older (RSA, DBE, 2021). The lack of this resource can influence the successful implementation of sexual education (Adekola & Mavhandu-Mudzusi, 2021). According to the interaction between learning pregnancy policy (2023), ineffective sex education may be the result of poor access to contraceptives by teens. In South Africa, 31% of teenagers between the ages of 15 and 19 have unmet contraceptive needs (Commission for Gender Equality, 2023). Contraceptives in South Africa are available in public health facilities, although it is shown that there are limited outreach programmes to communities and schools (Jonas et al., 2020); hence the *PPMLPS* (2021) makes provision that they should be made available to all schools. Low contraceptive use is seen as a barrier, as there is a stigma among sexually active teenagers when getting the necessary contraceptives in a health facility (Adekola & Mavhandu-Mudzusi, 2021).

(d) Parental involvement

Parents are seen as the main players in influencing their children's behaviour and sexual identity (Abdullah, Muda, Zin and Hamid, 2020). *According to PPMLPS* (2021: s6.5.4), *parents and the community are required to be supportive where possible in response to the school.*

Parental involvement is shown to be crucial as it can reduce the chances that their children are exposed to risky behaviours, and these parents who are involved are also more likely to be positive about sex education (Rouhparvar et al., 2022). In South Africa, the problem faced is the fact that there are child-headed households or learners who live with their grandparents with limited guidance and support (Rouhparvar, Javadnoori, & Shahali, 2022). Some parents are less likely to accept sex education that aligns with their cultural values and beliefs (Adekola & Mavhandu-Mudzusi, 2021). This may undermine educators, as learners are negatively influenced at home (Adekola & Mavhandu-Mudzusi, 2021). The educational status of parents can also hinder sex education, as parents with a lack of education are more likely to reject sex education as they feel that it is against their cultural values and practices (Adekola & Mavhandu-Mudzusi, 2021). Parents have shown that they feel uncomfortable and embarrassed to talk to their children about sex education (Ivan,

2020). Parents feel that they lack training in delivering sex education to their children and that training should be provided (Ram, Andajani, & Mohammadnezhad, 2020). Although in South Africa there are many attempts to encourage parents to be more involved. Barriers such as poverty, single-headed homes, unemployment, and lack of family support are seen as reasons for the non-involvement of parents (Munje & Mncube, 2018).

(e) Lack of implementation

The implementation of policies remains a problem, as there is inconsistent adherence to the implementation and a lack of monitoring of the implementation of the policies (Jochim et al., 2023).

The *PPMLPS (2021: s4)* makes it clear *that the following role-players are obligated to implement the policy:*

- a. Learners*
- b. Educators*
- c. Principals*
- d. The school management team*
- e. SGB*
- f. School-based support team*
- g. DBE staff*
- h. Co-curricular service providers and NGO's that are seen as directly involved in the prevention of teenage pregnancies.*

Although all of the stakeholders mentioned above are part of the implementation of *PPMLPS (2021)*, the policy interaction (2023) states some barriers that can prevent *PPMLPS (2021)* from being implemented successfully. According to the policy interaction (2023), a lack of knowledge is seen as a barrier, as awareness sessions for the policy are viewed as inadequate, as not all stakeholders were part of this awareness programme (Commission for Gender Equality, 2023). The second barrier is the lack of training on the *PPMLPS (2021)*, as it is shown that there is confusion about standardised practices on how to manage pregnant learners and their retention in schools (Commission for Gender Equality, 2023). Lack of training has been a problem. influenced educators as they feel inadequate and unsupported to

manage pregnant learners (Commission for Gender Equality, 2023).

Sex education is seen as part of the implementation of *PPMLP* (2021). Some of the challenges that prevent the implementation of *PPMLPS* (2021) are the lack of resources and the failure to invite professionals, such as nurses, to help educators on this topic (Mturi & Bechuke, 2019). Educators find it challenging to deal with pregnant learners, as they are not trained to do so (Ramalepa et al., 2021). There is a lack of collaboration between DBE, the Department of Health, and other stakeholders to strengthen sex education and reduce stigma and discrimination (Adekola & Mavhandu-Mudzusi, 2021).

Table 2.3: A policy framework for the PPMLPS (2021)

Document	The aim of the document	Position on Teenage pregnancy in education	Teenage pregnancy challenges for education
The Constitution of the Republic of South Africa, 1996	The Constitution of South Africa is considered the supreme law of the country. It is a layout of the rights and responsibilities of all citizens and sets out the meaning of the government structure. It is viewed as the legal framework of South Africa (RSA, 1996).	Chapter 2 of the Constitution, the Bill of Rights sets out in Section 29(1) that all citizens have the basic right to education (RSA, 1996:12). Section 9(1) states that “all people are equal before the law and has the right to equal protection and to benefit this law” (RSA, 1996:5).	Section 9(4) states “No one may be discriminated against directly or indirectly on term of (3) that states no person may be discriminated against based on their race, gender, sex, pregnancy, ethnic or social origin, marital status, colour, age, disability, religion, sexual orientation, belief, culture, birth, conscience and language” (RSA, 1996:6). Thus, no learner may be discriminated against based on their pregnancy.
South African School Act, 1996	The SASA “provide a uniform system for the organization, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith” (RSA, DoE, 1996:5).	The SASA states in Chapter Section 4(1) that “a learner can only be exempt by the Head of Department from compulsory school attendance if it is shown to be in the best interest of the learner (RSA, DoE, 1996:6). Aligning with the SASA, the Policy on Learner Attendance, 2010, states in Section E 13(c)	Chapter 2, Section 3(1): “Every parent must cause every learner from whom he or she is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year in which such learner

		“that learners have a valid	reaches the age of fifteen years or the ninth grade, whichever
		reason for absenteeism if they give birth and have a written confirmation by a registered medical practitioner or midwife” (RSA, DoE, 2010:10).	occurs first” (RSA, DoE, 1996:6). Thus, parents and learners have no legal pressure to resume school after pregnancy above the age of 15.

Integrated School Health Policy, 2012	This document aims to improve the overall health of school going learners as well as the environmental conditions of schools and to address the health barriers to learning by improving educational outcomes such as access to school, retention within schools, and achievement at schools (RSA, DoE, 2012).	The ISHP (2021) states in Section 2.6 that health education is incorporated into the school curriculum and is taught through the Life Orientation learning areas (RSA, DoE, 2012).	Section 2.6 of the ISHP states that “life skills teaching should be given additional cocurricular/school-based activities especially in secondary school where there is no time in the timetable to fully address sexual and reproductive health issues and other health and social issues” (RSA, DoE, 2012:12). Section 3.1 in the ISHP states that “the implementation of this policy is the responsibility of the School-Based Support Team (SBST) under the supervision of the principal” (RSA, DoE, 2012:17). “The team includes the Life Orientation educator, member of the School Health Team, SGB, NGO’s or CBO’s, peer educators and learners. The Life Orientation
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			educator or designated member will be responsible to implement this policy” (RSA, DoE, 2012:19). Thus, schools need to make extra time for sexual and reproductive health and ensure the Life Orientation educator has the needed skills to implement this policy.
White Paper on education and training	“This document that is viewed as a white paper demonstrates the first steps in the formation of policy as per the minister of Education in the Government of National Unity, it: locates education and training in line with the Reconstruction and Development Programme, and it outlines the new policies, values and principles for the education and training system” (RSA, DoE, 1995:13).	This White Paper points out the implications of the new Constitution for the education system, with a focus on Fundamental Human Rights (RSA, DoE, 1995). This document states in Chapter 4, Section 2, that “education and training is seen as a basic human right and the government has the obligation to protect and promote these rights in order for all citizens irrespective of race, class, gender, creed or age have the opportunity to enrich their capabilities and potential and to ensure full contribution in society”(RSA, DoE, 1995:21).	Chapter 4, section 5, points out that “the overall aim of this policy is to ensure that individuals value and have access to and ensure lifelong education and training and good quality” (RSA, DoE, 1995:21). Section 6 states that “The Constitution make provision for equal education to all” (RSA, DoE, 1995:21). The challenge that can be faced is that the <i>PPMLPS (2021)</i> is not equally implemented in schools and may hinder the development of learners and

Employment of Educators Act 1998	This legislation aims to provide educators that are employed by the State with the necessary regulations regarding conditions related to services, discipline, retirement and dismissal of educators and other related matters (RSA, 1998).	This Act provides clear guidelines for when an educators can be discharge and in Section 11(1)(e) clear states that an educators who is guilty of any misconduct can be discharge.	the limitation of lifelong education. Section 17 (1)(g) makes it clear that educators are not allowed to behave inappropriate which include sexual behaviour or any form of harassment. Therefore, it is viewed at sf 2.2.4.1 b that sexual relationships between educators and learners remains a problem.
Choice on Termination of Pregnancy Act (CoTP) Act 1996	This Act makes provision for the circumstances and conditions under which a pregnancy may be terminated and to provides the necessary information with regarding to these matters.	Section 3 makes it clear that a medical practitioner or midwife must advise a minor to consult with their parents, guardian, family members or friends before the termination of the pregnancy. However a minor can still terminated their pregnancy if they choose not to consult with the needed parties.	A possible challenge is that to consult the necessary parties or to go alone to the medical facility.

2.3 CAPABILITY APPROACH AS THE THEORETICAL FRAMEWORK

The capability approach was introduced by Amartya Sen and developed further by Martha Nussbaum (Mihut, McCoy & Maître, 2021). Nussbaum argues that most professional people have not made use of their theories and abilities to fight for equality, justice, and freedom or to improve their human conditions (Fei, 2022). Amartya Sen introduced his work on capabilities in 1980 to the issue of poverty in developing countries and to be different from the functional root of modern welfare economics and open-minded political thoughts (Sferrazzo & Ruffini, 2019). The word capabilities is applied in the capability approach and is seen as a standard framework that is broad in terms of evaluating and assessing an individual's wellbeing, social structure, and the creation of proposals and policies on social change in society (Sferrazzo & Ruffini, 2019). Davin Crocker & Ingrid Robeyns made it easier to understand the Capability approach, they view this approach to evaluate how well an individual's life is going or has gone (Vijay & Yadav, 2022). The capability approach promotes interpersonal differences in well-being and focusses on evaluating everyone's level of functioning or the same functioning and capabilities (Vijay & Yadav, 2022). To understand the two concepts; functioning and capabilities, Mihut et al. (2022) view capability as the possibilities and freedoms that permit functionings, realistic opportunities, or future functionings (Mihut et al., 2021). Functions are defined as being and doing (Mihut et al., 2021). The authentic view of capabilities is an opportunity to make decisions and exercise power (Mihut et al., 2021). Functions can be seen as how an individual leads his life by the things he does (Bajmócy & Gébert, 2014). The functioning may differ in means, like being well fed, healthy, or educated, or it can be more complex, like having graduated, doing community work, or having self-respect and appearing in public with confidence (Bajmócy & Gébert, 2014). Capabilities focus on the combination of functions that an individual can achieve and where an individual can choose from one collection (Bajmócy & Gébert, 2014). Agency forms part of the idea of capabilities, as it states that no one has a say in the ways that an individual values his life and that an individual needs to make their own choices (Jacobson, 2016).

The capability approach is an inclusive standardisation structure that assesses an individual's well-being, social health, and social and political context with respect to an individual's actual being and doings (Vijay & Yadav, 2022). In Amartya Sen's work

in *Inequality Re-examined* (1992), Sen views that an individual's ability to obtain functionings that he or she appreciates will provide a basic approach to evaluating social structures. The purpose of the capability approach is that social-political structures should aim to expand an individual's freedoms instead of their achievements or control over goods (Vijay & Yadav, 2022).

Bridges (2023) views the capability approach by Amartya Sen as focussing on the need for justice and human relationships and is developed to promote the quality and value of an individual's life in a way of freedom and choice. A capability gives an individual the opportunity, possibilities, or freedom to do or be what they view as valuable (Bridges, 2023). The functionings can be influenced by the circumstances that can include the choices made by the individual or by other people (Bridges, 2023). Amartya Sen uses capability sets that describe the personal combination of functioning from which an individual can choose (Bridges, 2023).

Studying the work of Amartya Sen, I believe that in this study, *PPMLPS (2021)* is implemented differently as people and their circumstances differ, which means that all stakeholders responsible for implementing *PPMLPS (2021)* *do not* have the same resources and thus can create inequality as they cannot implement *PPMLPS (2021)* in the same way.

2.3.1 *Capability approach and education*

Education is used as a tool for social change and social justice (Gracia-Calandín & Tamarit-López, 2021). The capability approach adds value to the education system as it promotes equity, the purpose of citizenship, the power of democratic public considerations, participation and autonomy, and the prediction toward global justice (Gracia-Calandín & Tamarit-López, 2021). Education can be seen to increase people's capabilities so that it can provide the necessary resources to ensure that people can make decisions related to them (Barentt, 2020). Sen's (1992) view is that individuals and communities are different, and inequalities among them can have a positive or negative impact on their lives. The diversity among people and institutions can enable them to do things differently even though they have the same resources; hence, resources are not dependent on an individual or institution to achieve functionings (Sen, 1992). The conversion of resources into goals is dependent on the capabilities an individual has and can be influenced by both internal and external factors. (Sen, 1985). In the case of the implementation of *PPMLPS (2021)*, despite the

lack of resources, stakeholders can adapt to ensure that they equip learners with the skills needed to make responsible choices so that they can freely participate in the economy and ensure social justice. The capability approach acknowledges the fact that education is valuable and focusses on the future (Murray, 2023). Education should be used as a tool to give freedom and allow skills and capabilities to form (Murray, 2023). Education should not be limited to what is in a policy or in the curriculum for CSE. Educators should enable learners to contribute to the lesson, and by doing so, learners can understand the topic better and can be equipped with the necessary skills that can help them with choices in the future. Education is seen as an important aspect of the capability approach, as it can produce a brighter future for children (Walker, 2006). Both Amartya Sen and Martha Nussbaum have proposed the importance of expanding capabilities (Flores-Crespo, 2007). Sen addressed it as the 'reason to value' which refers to the need for an individual to study motivation that values certain lifestyles (Flores-Crespo, 2007). Nussbaum refers to 'practical reason' as the cornerstone of functional capabilities and recommends that practical reason and attachment are important as they both organise and cover other capabilities (Flores-Crespo, 2007). Based on education, Sen views his work on "agency and freedom" using this concept to explain that someone who is willing and able to change; their achievements are being criticised in terms of their values and goals and are being evaluated against an external criterion (Walker, 2006). Sen views agency as connected to freedom, as an individual who takes on this concept making goals that they value and that add meaning to their life; thus, we can see that agency and well-being are interconnected with each other (Walker, 2006). To ensure that learners are lifelong learners of education and have good functioning and capabilities, educators must be the change in terms of agency to ensure that they meet their duties of preparing learners for after school. Human capabilities can be utilised through education, as education equips individuals with the needed skills like reading, communicating, and voicing opinions, and being taken seriously (Satio, 2003). These needed skills, functionings, and capabilities can be achieved through proper education (Satio, 2003).

2.3.2 *Freedoms and unfreedoms*

Freedom involves making choices and having the opportunity to reach valued goals. It is seen as the ability to achieve what is seen as valuable to an individual and that the individual has thought about (Xaba, 2016). The freedom of a person is considered the stepping stone of the development process of an individual (Xaba, 2016).

Sen argues that there are five types of instrumental freedoms that can influence an individual's freedom (Hoffman, 2017). Hoffman (2017) viewed the following five instrumental freedoms:

Political freedoms refer to the choice that individuals must decide who needs to be in control based on their principles, examining and criticising the authority by having freedom of expression based on an individual's political view and enjoying freedom of choice between parties. This group of freedoms is composed of political entitlements that with a relation to democracy. Political freedom can be seen as an individual with autonomy whose voice is being heard rather than living in conditions in which they are well cared for (Xaba, 2016). The role of political freedom is to allow people to see what is good and valuable to them (Arambala, 2020).

Freedom to access economic facilities is viewed as individuals enjoying freedom in making use of economic resources with the aim to utilise, produce, or trade. An individual's right to the economy is based on the resources that are owned or available for their use, as well as the agreement to trade based on policies and market function. A country's wealth and income can be seen as factors that influence the economic entitlements of its people, since when the economy increases, more people will be wealthy. Economic development can be seen if people have more purchasing power and can achieve certain functions of life such as being healthy, educated, well fed and fulfilling desires (Arambala, 2020).

Social opportunities refer to the platform that society creates to create an opportunity for education and healthcare, which influence an individual's freedom to have a better life. Education and healthcare are important for an individual's effective participation in economic and political activities. These institutions allow an individual to develop freedoms (Arambala, 2020).

Transparency promotes openness in deals and transactions. This ensures the freedom of people if the individuals are transparent. Transparency prevents corruption

and illegal financial transactions (Arambala, 2020).

Protective security ensures that people are protected against a population that is reduced to hopelessness and unhappiness when the country is in an economic crisis. This area focusses on benefits for unemployed people, health benefits, and emergency job creation for the poor (Arambala, 2020).

These instrumental freedoms are related to each other (Arambala, 2020).

Poverty is seen as a factor in unfreedom, as individual choices are limited based on a lack of capabilities due to low income, lack of education, limited human and civil rights, lack of economic opportunities, improper public facilities, narrow-mindedness and suppression (Xaba, 2016).

Education is seen as a vital factor in equipping people with the skills required to enjoy freedom. Functions are connected to capabilities (Jacobson, 2016). Capabilities are viewed as the actual opportunities that individuals must benefit from functioning rather than the authentic enjoyment of functioning (Jacobson, 2016). Sen's view of enjoying functioning is based on the availability of options and the ability to make decisions (Jacobson, 2016). According to Sen, 'an individual's ability is viewed as a different combination of competences that are achievable. Capability is seen as a way of freedom: the freedom to achieve different lifestyles' (Jacobson, 2016). The capabilities needed by educators are identified in the study to determine the implementation of *PPMLPS (2021)*. The capabilities determine the freedom educators to implement the policy.

2.3.3 *Capability sets*

Sen views capability sets as the different combinations of functions that are open to an individual (Kuhumba, 2017). Hoffman (2017), views capability sets as a criterion that is used to evaluate what an individual or an institution to or can be. The following capability sets discussed by Anderson (1995) will be evaluated to answer the research question on the capability sets needed to implement *PPMLPS (2021)* (cf. 5.2):

Personal diversities: People differ in terms of talents, abilities, circumstances, and social identities, and these differences can produce inequalities.

Needs, interests, and desires at a particular time: People adapted their desires according to their circumstances and knowledge. People can have the same resources, but their needs and desires may be different at a particular time.

Relationship between primary goods and well-being/freedoms: The relationship between primary goods and well-being is that personal diversity enables primary goods to be converted differently because of personal diversities.

Spatial inequalities: People's knowledge differs from the community from which they come from, and therefore they will have different opportunities to do and cannot do.

These assumptions are applicable to my study, as they will be used as a guide to answer the research questions and formulate the interview questions.

Educators are different based on their age, circumstances, social background, resources, and religion. This will be used to determine how they view comprehensive sexual education; how the school deals with learner pregnancies; and whether the schools are resourced or under-resourced. These differences will determine if there is inequality.

The policy on the management and prevention of teenage pregnancy (RSA, 2021) has goals (needs or desires) that must be achieved by various stakeholders. This will guide this study to determine what prevents participants from achieving the goals (needs or desires) at a particular time. These preventions are seen as the challenges that educators may face with the implementation of *PPMLPS (2021)*.

The relationship between primary goods and well-being is that the policy is a guideline on resources that are needed to solve the problem of teenage pregnancy; therefore, some schools do not have the same resources. This study will help to determine which resources and capabilities are essential, as stated in *the policy on the prevention and management of teenage pregnancy (RSA, 2021)*. These resources and capabilities are seen as solutions to what can be done to implement *PPMLPS (2021)* successfully.

Lastly, two communities are being studied to determine if the problem can be resolved or to determine what can be done differently in these communities with socioeconomic issues. The aim is to ensure that these learners enjoy equal freedoms. This will conclude with the determination of whether *the policy on the prevention and*

management of teenage pregnancy (RSA, 2021) can be implemented in all communities despite their differences.

2.4 SUMMARY

This chapter addresses the fact that teenage pregnancy is a worldwide problem and that many countries struggle to manage and prevent teenage pregnancies, hence all the programmes and policies implemented. The implications of *PPMLPS (2021)* were evaluated by the learning policy interaction (2023), and *PPMLPS (2021)* was analysed and supported by relevant research. The capability approach was discussed, and the capability sets that were used to answer the research question and formulate the interview question were discussed and evaluated. This chapter views education as a tool for social change and social justice

CHAPTER 3- METHODOLOGY

3.1 INTRODUCTION

Methodologies refer to how the questions should be processed through investigating what problems are worth investigating, how to formulate the problem so that it can be explored, the development of relevant data collection, and the capability to make a connection between the problem, data collection, analysis, and conclusions (Jackson, Drummond & Camara, 2007).

In this chapter, the methodology will be discussed in detail. This study employs a qualitative method, since the experiences of the participants are evaluated to answer the research questions. The research paradigm used in this study is the transformative paradigm, the ontology, epistemological, and axiological assumptions. When looking at this research paradigm, the transformative paradigm addresses social injustice with regard to the implementation of *PPMLPS (2021)*.

In this study, a phenomenological research design is used. The educators' experiences educators are evaluated to analyse the set of capabilities needed to implement *PPMLPS (2021)*. Amartya Sen's capabilities sets are used as an indication to determine how the *PPMLPS (2021)* should be implemented.

The research data are collected through document analysis and semi-structured interviews. The document that is analysed is *PPMLPS (2021)*. The participants are in two schools from two communities.

3.2 RESEARCH PARADIGM

A research paradigm was first introduced by Thomas Kuhn in 1962. Kuhn defined a research paradigm as a philosophical way of thinking. Guba & Lincoln defined a paradigm in 1994 as the basic system and worldview that guide a researcher (Ugwu & Ekere, 2021). Mwita (2022) views a research paradigm as how a researcher views the world. It is seen as understanding reality, improving knowledge, and collecting data about the world (Mwita, 2022). A paradigm is set to assist the researcher in solving a specific research problem (Mwita, 2022). The research paradigm is vital to a study as it gives an indication to the researcher about what should be studied, how it should be studied, and how the results of the study should be interpreted (Ugwu et al., 2021).

The research paradigm used in this study is the transformative paradigm. Mertens

views transformative theory as 'an umbrella term that encompasses paradigmatic perspectives that are meant to be emancipatory, participatory, and inclusive' (Romm, 2015: 412). Mertens states that this paradigm consists of the importance of the lives of oppressed groups, these groups are women, racial minorities, people who face disabilities, and people living in poverty (Romm, 2015). The transformative research paradigm focusses on addressing the causes of social problems (Omodan, 2022). Therefore, this paradigm is seen as how a researcher reveals social structures that produce inequalities (Omodan, 2022).

This study is guided by this paradigm, as it determines how *PPMLPS (2021)* is implemented by different educators in two communities. By doing so, it establishes if there is social injustice when implementing the *PPMLPS (2021)*.

The transformative paradigm consists of the following assumptions: ontology, epistemology, and axiology.

3.2.1 Ontology

The ontology assumption is viewed as the nature of reality (Mertens, 2007). The question 'how am I aware that something is real' can be asked to identify this assumption (Mertens, 2007). This assumption can guide a study to establish if something makes sense, is real, or is a description of the social phenomenon that is being investigated (Kivunja & Kuyini, 2017). This assumption seeks reality by making use of themes when analysing the data; by doing so, the data make sense and the researcher gains a better understanding of what it consists of (Kivunja & Kuyini, 2017). Mertens (2010) states that the ontology assumption rejects cultural relativism, acknowledges different forms of reality that are based on social settings, and is aware of the acknowledgement of the outcome of a privileging version of reality. Mertens (2010) also views that things that are viewed as real need to be critically assessed in a philosophical critique of their role in sustaining oppressive social structures and policies.

In this study, the ontology assumption is used during data analysis. Themes are created to answer the research question on the set of capabilities that educators need to implement *PPMLPS (2021)*. The reality of this research study is determined by the Participants' views, based on their experiences and the environment in which they teach with respect to the *PPMLPS (2021)*.

3.2.2 Epistemology

The epistemology assumption is seen as how we are aware of something and know that it is real or true (Kivunja & Kuyini, 2017). This assumption focusses on the human knowledge and understanding that a researcher can acquire to expand and enrich his knowledge (Kivunja & Kuyini, 2017). Mertens (2010) views this approach as the link between the researcher and participants, where knowledge is socially and historically located, and there is a need to solve issues of power and trust. Some questions that can be asked to assist a researcher in determining this assumption (Mertens, 2007):

- Must the researcher be close to the participants to understand their experiences better, or do they need to be distanced from them to be more neutral in the context?
- If something is real, how can the researcher relate that to the participants that are part of the data collection?

This assumption is applicable to this study, as it focusses on collecting data from participants and using their background and experience to answer research questions. The truth or reality of this study is determined by the interviews conducted by the participants. These interviews help this study to find the reality of the capabilities that educators need to implement *PPMLPS (2021)*. As a researcher, it is easy to relate to the participants, as we are all educators, and the *PPMLPS (2021)* is one resource that we have in common.

3.2.3 Axiology

The assumption of axiology is considered an ethical consideration that a researcher should consider when planning a research proposal (Kivunja & Kuyini, 2017). It consists of defining, evaluating and having knowledge of concepts that relate to right and wrong behaviour in research (Kivunja & Kuyini, 2017). Simons (2006) identified two theories that are related to ethics within the axiology assumption. These theories are (Mertens, 2007):

- According to right-based theories, all people must be treated with dignity and respect, and no harm can be done to the participants.

- The social justice theory of ethics addresses social inequalities by giving the least privileged people the opportunity to voice their opinions. In other words, participants must be equally selected.

In this study, this assumption is met by ensuring that the identities of participants are protected and anonymized and that no harm is done to any participant. There is no inequality in this research, as two different communities are used to ensure that participants from the least advantaged community have the opportunity to express their experiences. The ethical considerations are further discussed in detail at the end of this chapter, Section 3.9.

3.3 QUALITATIVE RESEARCH APPROACH

A qualitative approach is defined as 'the study of the nature of phenomena, including their quality, different manifestations of the context in which they appear or the perspectives from which they can be perceived, but excluding their range, frequency and place in an objectively determined chain of cause and effect' (Busetto, Wick & Gumbinger, 2020:1). In simple terms, qualitative research is data that are in the form of words instead of numbers. Qualitative research helps a researcher gain an understanding of ideas, opinions, and experiences by collecting and analysing data (Ugwu & Eze, 2023). The goal of qualitative research is to better understand a social situation in its natural environment (Ugwu & Eze, 2023). The social situation or phenomenon can be seen as the experience that people have in their lives, how a person or group behaves, how an organisation operates, and how communication can build relationships (Teherani, Martimianakis & Stenfors et al., 2015). In this study, educators, heads of departments, and deputy principals of two schools in two communities were evaluated based on their experience in the implementation of *PPMLPS (2021)* to determine the sets of capabilities needed to implement this policy. In this research. The aim of this research was to identify the set of capabilities needed by the participants to implement *PPMLPS (2021)*. The feedback of the participants would help to analyse the following set of capabilities:

Figure 3.1: An indication of the capability sets that were used in this study

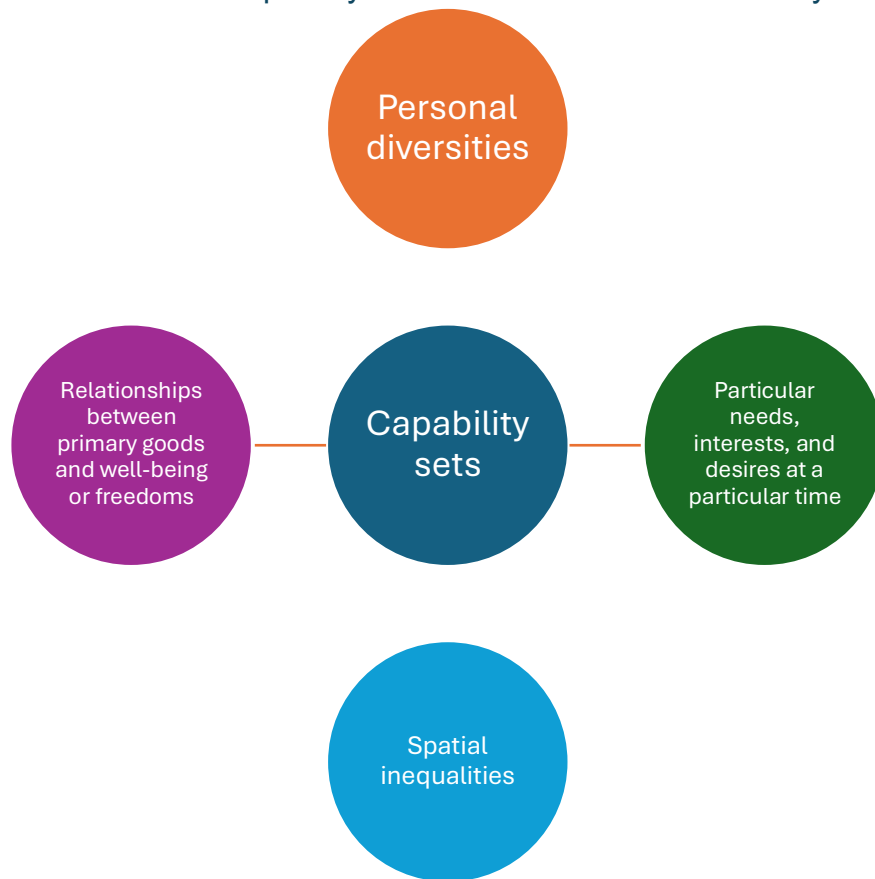


Table 3.1: Advantages and disadvantages of Qualitative Research

Advantages	Disadvantages
Qualitative research provides an in-depth description of a participants' feelings, judgements, and experiences and can interpret the meaning of their actions (Rahman, 2016).	The data analysed in qualitative research tends to be time-consuming as the data collection methods provide bulk data, and analysing the data may be complex as the researcher needs to investigate the data and retain relevant information (Daniel, 2016).
In-depth and detailed information can be obtained as this approach allows a researcher to collect more data and information, which may assist the researcher in answering research questions (Mwita, 2022).	Qualitative research is not sufficient for generalisation as the findings are limited to a specific group that is being studied (Daniel, 2016).
Multiple data collection tools can be used, as in qualitative research, a researcher can make use of more than one data collection method to obtain relevant data. For example, a researcher can choose to use one or more of the following methods: interviews, observations, document analysis, and focus group discussions (Mwita, 2022).	Difficulty in enhancing anonymity as participants may still feel that they do not want to share some information with the researcher (Mwita, 2022).
In qualitative research, the researcher is prone to interact with the participants, and this can create an opportunity	Qualitative research may have trouble in replicating findings as participants are different from one another and do not share

for the researcher to understand the actual feelings and experiences of the participants (Mwita, 2022).	the same experiences, feelings and background (Mwita, 2022).
The changes in missing data are limited as the researcher can explain the question to the participants; by doing so, the participants can understand the questions and answer them correctly (Mwita, 2022).	The data may be influenced by the researcher's bias, as researchers have direct contact with participants when collecting data and may understate the actual situation. Factors like gender, nationality, race, faith, and accent of participants may have an impact on the researcher's bias (Mwita, 2022).
This approach is cost-effective as minimum resources can be used to solve the problem (Mwita, 2022).	
It can be seen as a flexible approach as the design can be structured in such a way that suits the context (Mwita, 2022).	

Although there are some disadvantages to the qualitative approach, this approach is the most suitable for this study, as it focusses on the differences between participants and the impact that these differences have on the implementation of the *PPMLPS (2021)*. There are only 6 participants in this study, therefore, it is cost effective as no additional fees are required to collect the data. The data can still be used in different situations, as they are supported by secondary data. The ethical considerations for this study protect the identities of all participants.

3.4 RESEARCH DESIGN: PHENOMENOLOGY

A research design is a set-up plan that a researcher follows to answer research questions (Khanday & Khanam, 2019). It is seen as a framework of methods and techniques that a researcher chooses so that he or she can combine different components of research in such a way that the problem can be addressed (Khanday & Khanam, 2019). A research design is set out to guide a researcher in the process of collecting, analysing, and interpreting data (Khanday & Khanam, 2019).

The research design used in this study is a phenomenology approach, this approach aims to focus on the nature of lived experiences that can be observed or viewed by different people with different opinions (Tomaszewski, Zarestky & Gonzalez, 2020). This approach focusses on the experiences of people (Tomaszewski et al., 2020). This approach outlines the shared meaning of different people's experiences about a topic (Sarfo, Debrah & Gbordzoe et al., 2021). Participants who are part of the research are interviewed to provide relevant data that are applicable to the study. According to Creswell (2013), five to twenty-five participants are suggested to be applicable to a phenomenological approach (Sarfo et al., 2021). Neubauer et al. (2019) describe phenomenology as an approach that outlines the aim of the phenomenon by exploring it with regard to the people who have experienced it. A phenomenology approach aims to describe the meaning of experience (Naubauer et al., 2019).

The phenomenology approach applies to this study, as six participants were interviewed. All participants have *PPMLPS (2021)* in common, and their experiences with this policy were evaluated to answer the research questions.

3.5 RESEARCH SETTING AND CONTEXT OF THE STUDY

The research setting consists of two communities; one community has fewer socio-economic issues, and most of the community members have well-paying jobs as there is a low percentage of learners receiving subsidies at this school. The school has a lot of external resources; for example, they have a qualified psychologist, two counsellors, and a SGB that understands their roles and responsibilities and how to analyse and implement different policies for the school. Learners have access to the needed information on sex education at home, as their parents have the skills and knowledge to assist their children. More parents are involved in school and in their children's lives. The school has a good pass rate and has high academic levels. The school has learners who serve as counsellors who help other learners who may encounter mental problems that can lead to bad choices.

The second community in which data is conducted is a community where there are many socio-economic problems. Most community members live in poverty, and some drop out of school at a young age and become pregnant. When looking at school, most parents are not involved in school activities. Some learners drop out of school after Grade 10 and do not finish their education at another institution. This is seen as a factor of poverty in this community, as learners do not have the skills needed to get a good paying job. More than half of the learners in this school have applied for subsidies, which means that most of the parents cannot afford school fees. The academic performance in this school is low and most learners struggle academically. The school has a social worker who is a qualified teacher and is paid through the government as a PL 1 teacher.

3.5.1 Sampling

This study made use of purposive sampling. This type of sampling refers to the characteristics of the participants that define the purpose or aim of the study (Andrade, 2020). This study makes use of two educators (one Life Orientation teacher and one teacher who teaches any other subject), two HODs, and two deputy principals. Participants are selected from two schools in two communities. These participants are selected to share their experience on the implementation of *PPMLPS (2021)*.

Figure 3.2 : The roles of educators, HODs and principals according to the PAM (2022) document for their inclusion in this study:

Educator	HOD	Deputy principal
-To teach and to ensure that teaching is in line with the learning areas and programmes of the subject. -To create a classroom environment that fosters positive learning and an environment where learners engage actively in the learning process. -To make provision for the educational and general welfare of learners that is in the care of the educator. -To ensure personal development through the sharing of knowledge, ideas and resources with colleagues. -Participation in departmental committees, seminars, and any other courses that can add to or update one's professional standards or views.	-To teach -To give guidance and to coordinate. -To ensure collaboration with educators to ensure good teaching standards and progress amongst learners and to ensure good administrative skills within the department and the school. -Participation in departmental committees, seminars, and any other courses that can add to or update one's professional standards or views.	-To assist the principal with the school's administration. -To teach as per the workload of the post. -To assist principals in the overseeing of learner counselling and guidance as well as discipline, attendance, and the general welfare of the learners. -Participation in departmental committees, seminars, and any other courses that can add to or update one's professional standards or views.

Figure 3.2 is a clear guideline on the role and responsibilities of each participant. These roles are important for their part in this study, as all participants have a role to play in the implementation of the *PPMLPS (2021)*.

3.5.2 Information based on the school, educators and learners

(a) School A (resourced school)

Type of school	Secondary School
Language of teaching and learning	Afrikaans
Staff outline	SMT: - one principal - four deputy principals

	- 10 HODs Admin: - seven administrators Total staff: - 120 Staff for mental support: - two Councillors - one Psychologists
Amount of learners	1890

(b) School B (under-resourced school)

Type of school	Secondary school
Language of learning and teaching	Afrikaans
Staff outline	SMT: - one principal - two deputy principals - six HODs Total staff: - 52 Admin: - nine administrative staff Staff for mental support: - one social worker
Number of learners	1180

3.5.3 Description of participants

Participant	Experience	Gender	Age
Educator A	28 years	Female	50-59
HOD A	34 years	Female	50-59
Deputy principal A	26 years	Male	40-49

Participant	Experience	Gender	Age
Educator B	5 years	Female	50-59
HOD B	15 years	Female	30-39
Deputy Principal B	28 years	Female	50-59

3.6 DATA GENERATION

The data collection methods used in this study are semi-structured interviews and secondary data that include document analysis. Each method is discussed in depth in the following section.

3.6.1 Semi-structured interviews

Semi-structured interviews are viewed as a more natural conversation than a written questionnaire (Elhami & Khoshnevisan, 2022). This approach uses open-ended questions in a form to discuss the topic in detail (Elhami & Khoshnevisan, 2022). Semi-structured interviews allow a researcher to discover deeper meaning and explore an individual's life experience (Ruslin, Mashuri & Rasak et al., 2022). The researcher who makes use of this approach already has a framework of themes that can be used (Ruslin et al., 2022). This type of data collection method allows the researcher to obtain insightful information and leave space for follow-up questions, to get additional information, to justify answers, and to create a connection between the topics (Queirós et al., 2017). The semi-structured interviews are available in Appendices A, B, and C.

Table 3.2: Advantages and Disadvantages of Semi-Structured Interviews

Advantages	Disadvantages
This type of interview is seen as flexible, as new questions can be formulated (Elhami & Khoshnevisan, 2022).	This type of data method is time consuming (Queirós et al., 2017).
This type of interview assists the researcher in getting in-depth information on the given topic (Queirós et al., 2017).	Some participants may not understand the topic, which can limit your data collection (Kakilla, 2021).
Only a small number of participants are needed to get the needed information (Queirós et al., 2017).	Participants need to be chosen carefully to avoid bias (Queirós et al., 2017).
The interviews can be conducted in an informal environment (Queirós et al., 2017).	The study cannot be generalised (Queirós et al., 2017).

Looking at the limitations, this data collection method is feasible for this study, as the life experiences of the participants were used to answer the research questions. The interviews were conducted with educators, HODs, and a deputy principal or principal. The interview questions for each group of participants differ. The interview questions per group are discussed below.

3.6.2 Literature review

A literature review and a theoretical review can also be used as a document analysis approach, as both are used to support data from past research (Özkan, 2023). The use of literature review is feasible in this study as relevant data was used to answer one of the secondary research questions that was answered in chapter 2.

3.6.3 Document Analysis

Fisher (2006) views document analysis as a process that reviews or evaluates documents in the form of printed or electronic materials. The data from documents is examined and interpreted to gain an understanding and to develop knowledge on the topic (Dutton & Rushton, 2022). Making use of document analysis in qualitative research, other data methods can be used with document analysis, for example, interviews, which can help support data and ensure credibility (Dutton & Rushton, 2022). In the field of education, documents are being used in different ways so that data can be part of the research process that is obtained from documents. A literature review and a theoretical review can also be used as a document analysis approach, as both are used to support data from past research (Özkan, 2023).

Cardo (2018) discusses the following advantages and disadvantages of document analysis.

Table 3.3: Advantages and Disadvantages of Document Analysis

Advantages	Disadvantages
This type of approach is straightforward, cost-effective, efficient, and easy to manage.	It can be seen as a challenge to get a certain document, as some documents have insufficient data.
There are a lot of available documents at little to no cost.	Some documents may be challenging to locate and access because of geographical reasons.
Ethical approval can be easily gained as no humans are used.	Access to documents can be deliberately blocked.
It can be used as a second way of collecting data and can then support data collected from an interview.	The originality of documents can be questioned.

Document analysis is feasible for this study, as the data collected from the semi-structured interviews is supported by *PPMLPS (2021)*. This policy is used to evaluate whether the experiences of participants align with what is stipulated in the policy.

3.7 DATA ANALYSIS AND INTERPRETATION

3.7.1 Critical Policy Analysis

Critical policy analysis is viewed as the process of understanding a policy process that is not only based on the inputs or outputs but also focusses more on the interests, values, and normative assumptions that are political and social assumptions that help shape and advise these processes (Fischer, Torgerson & Durnova et al., 2015). Critical policy analysis aims to identify and evaluate existing commitments against a criterion based on social justice, democracy, and empowerment (Fischer et al., 2015).

This research study made use of the critical policy analysis in Chapter 4 to introduce the reader to *PPMLPS (2021)* and to provide an in-depth description of what the policy is about.

3.7.2 Thematic analysis

In this study, thematic analysis is used to analyse the data. Thematic analysis is defined as theoretically flexible in identifying, explaining and interpreting themes (Dawadi, 2020). This type of analysis creates a platform for identifying themes by reading in-depth through the transcribed data (Dawadi, 2020). This approach produces findings that are trustworthy and insightful (Dawadi, 2020).

Figure 3.3 Thematic analysis process (Adapted from Kampira, 2021)

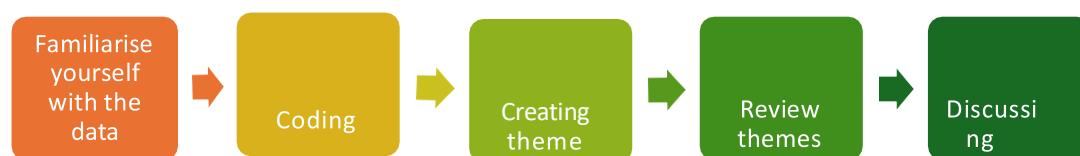


Figure 3.1 is used as a guideline to analyse the data; Semi-structured interviews are used to identify key words (codes) that are categorised into different themes. The themes used for this study are the four sets of capabilities. The capability sets are supported by the interview questions (codes), and these interview questions (codes) are then evaluated by analysing the *PPMLPS (2021)*, the coding was done deductively. The findings are then discussed.

Based on the experience of the participants in implementing *PPMLPS (2021)* and the set of capabilities that educators need to implement this policy.

3.8 ETHICAL CONSIDERATIONS

Ethical considerations are guidelines that ensure that a researcher can search for the truth or the needed knowledge but cannot violate the rights of any participant. Ethics exists to ensure the protection of participants and to ensure that no harm is caused (Bless, 2013). The following ethical considerations will be adhered to throughout the study:

An application for ethical clearance to conduct the study was obtained from the University of the Free State and to obtain permission to conduct the research from the Department of Basic Education. A permission letter from the Gauteng Department of Education was obtained to conduct interviews at two schools in the Gauteng province. Participants were informed of their role in the study and of the benefits and consequences. A written form was given to the participants that clearly states what is expected of each participant and the aim of this study.

Participants were informed verbally and through an informed consent form and were allowed to withdraw from the study at any time, and all their data collected during the study was destroyed. The identities of the participants were anonymous and protected. The code names were given to the participants and the school names, for example, school A with teacher A, HOD A and deputy principal A, and then school B with teacher B, HOD B and deputy principal B. No personal information was asked during the interviews. The data was password protected on my computer and the recordings and notes were protected in a locked cabinet.

3.8.1 Trustworthiness

Trustworthiness can be defined as the amount of trust that is given to the research process and findings (Bless, 2013). The consent form signed by the participants, the *PPMPS (2021)* and other documents used are referenced to ensure that it is a reliable source.

Credibility is defined as the reality of the findings (Anney, 2014). This is ensured by the multiple data sources that are used, the interviews and secondary data, *PPMLPS (2021)*, the South African School Act (1996), the Constitution (1996) and other

relevant documents that support the data. Interviews are recorded to ensure accurate data analysis.

Transferability includes results that can be transferred to other contexts (Anney, 2014). This research could be used in other contexts as two schools from different communities are used to conduct the data and findings. The two communities that were used in this study were chosen based on the socioeconomic issues of the communities. In this study, one community has socio-economic problems, whereas the other community has no such problems.

Dependability is related to the experience and resolved nature of the research findings over time (Ahmed, 2024). To ensure reliability, an audit trail was established. and this chapter has a detailed description of the research process.

Confirmability refers to the impartiality and fairness of the research findings and to ensure that the findings are not affected by the bias or preferences of the researcher (Ahmed, 2024). This was ensured by engaging with my supervisor to review the findings and confirm they were unbiased. Additionally, this was supported through an audit trail. After collecting the data from the semi-structured interviews, the recordings were used to type transcripts, and any vague questions were followed up to ensure clarity and accuracy.

3.9 SUMMARY

This chapter discusses in detail the methodology used in this research and the methods used for data collection and analysis. The qualitative method was used to conduct interviews in two different schools within two different communities to establish their experiences with the implementation of the *PPMLPS (2021)*. The four capability sets that were used in this study were used as guidelines to determine the interview questions, and the answers to the interview questions are supported by analysing the *PPMLPS (2021)*, thus determining the capability sets needed by educators to implement the *PPMLPS (2021)*

CHAPTER 4: CRITICAL POLICY ANALYSIS OF THE *PPMLPS (2021)*

4.1 INTRODUCTION

In this chapter, the *PPMLPS (2021)* is analysed through critical policy analysis. It is the process in which a recognisable set of actors makes use of research and reasoning to establish policy outcomes (Young & Diem, 2018). The importance of critical policy analysis is to gain a deeper understanding of the complex relationship between education and the connection of superiority and inferiority in a larger society, as well as the factors that may interrupt these connections (Apple, 2018). Critical policy studies are a way to understand policy processes that focus not only on the clarity of input and output, but more on interests, values, and political and social assumptions (Fischer et al., 2015). Critical policy analysis tended to use a positivist paradigm, but developed over time into utilising ontological, epistemological and methodological traditions (Young & Diem, 2018).

The *PPMLPS (2021)* is analysed through the lens of five fundamental concerns, namely, the purpose of the policy, the difference between the intended policy and how it was practised (historical background), the distribution of power, resources, and knowledge, the environment in which the policy is created and implemented, and social stratification with the impact of the policy on relationships of privilege and inequality. This chapter aims to give the reader an overview of the purpose and outline of the *PPMLPS (2021)*. Lastly, the silence and omissions of the *PPMLPS (2021)* are analysed and discussed in detail.

4.2 EDUCATION POLICY

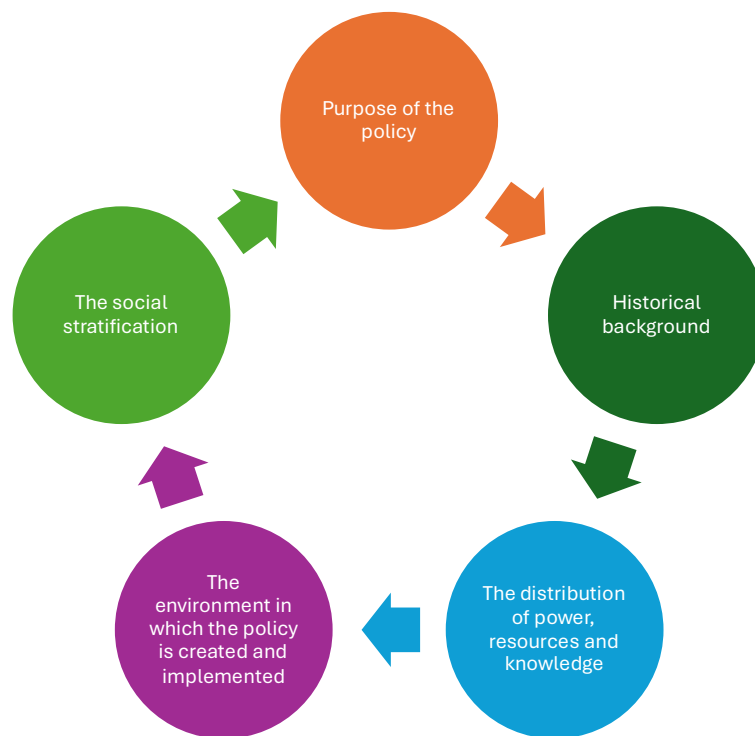
Education policy can be defined as any efficient involvement to improve all levels of education (Beatrice & Peter, 2023). Efficient involvement is ensured by the resources used to achieve the objectives and aims of the policies (Beatrice & Peter, 2023). Education policies are designed by government laws and guidelines based on the principles of education (Singh et al., 2023). Education policies aim to improve the

quality of education (Singh et al., 2023). Education policy can be seen as a lens through which education curriculum and its implementation are guided (Uwaezuoke, 2023). Uwaezuoke (2023) outlined three factors that are important in the implementation of education policy, namely, time, energy, and resources (Uwaezuoke, 2023). The school management team is the backbone of the school, and its goals and implementation of these policies are guided through this process (Uwaezuoke, 2023); thus, implementation starts with the school management team. An education policy establishes the education structure and the implementation thereof (Kumari, 2022).

4.3 THE FIVE FUNDAMENTAL CONCERNS

Diem, Young & Welton et al. (2014) established five fundamental concerns that can be employed in the critical analysis of policies. The five fundamental concerns are policy purpose, the difference between the intended policy and how it was practised (historical background), the distribution of power, resources, and knowledge, the environment in which the policy is created and implemented, and social stratification with the impact of the policy on relationships of privilege and inequality (Diem et al., 2014).

Figure 4.1 was used as guideline to critical analyse the *PPMLPS (2021)*



4.3.1 Purpose of the policy

The *PPMLPS (2021)* has goals, and if these goals are achieved, the policy can be seen as successful.

According to *PPMLPS (2021: s1)*, the rate of learner pregnancy in South Africa has become a major challenge and therefore has an impact on the development of both the national development and the basic education system. This can influence thousands of young people and thus result in limiting their personal growth in their careers or ambitions, and these effects will have an impact on the socioeconomic aspects of South Africa. If teenage pregnancy is not addressed or managed, it can lead to social injustice in our education system.

The purpose of *PPMLPS (2021: s1)* is to guide on the depletion of unwanted pregnancies and the management of their pre- and postnatal consequences, the limitations to stigmatisation and discrimination against learners that are pregnant and

focus on the re-enrolment as well as retention of pregnant learners in the school. The priority of the policy is to focus on the elimination of gender inequalities in education.

The goal of *PPMLPS (2021: s3)* policy is to reduce the occurrence of learner pregnancy by providing a good standard of comprehensive sexuality education (CSE) and to provide SHR services for adolescents and young people to all. This policy aims to advocate for the Constitutional rights of learners, such as their right to basic education, to ensure that no learner is excluded from school because of pregnancy or childbirth. Furthermore, it is necessary to ensure a supportive environment for these learners to complete their basic education. This policy objective is supported by four objectives; these objectives, with the objective, are seen as the focus of the implementation plan.

The four objectives:

- The provision of SHR services, which includes access to effective contraceptive technologies with respect to social sector partners, can enable learners to make responsible choices, avoid unwanted pregnancies, or obtain an abortion.
- The guarantee of the return to school or retention of the learners after childbirth and to ensure that the learners that returned or retained are in an appropriate age grade in their school.
- Facilitating access for pregnant learners to antenatal care through collaboration with social sector partners and NGOs.
- Create and ensure an environment free from discrimination, stigma, and judgments towards pregnant learners and learners with babies. The provision of support for your physical and mental health and dignity.

When viewing the goals and objectives of *PPMLPS (2021)*, this policy focusses on ensuring an equal and fair education system and the elimination of social injustice. This policy focusses on the importance of educating learners to make responsible choices and helping those learners affected to ensure that they do not drop out of school, encourage them to return to school, and ensure that they can still have the necessary skills to have ambition and contribute to the economy.

4.3.2 Historical background

In 2007, the MPMLP (2007: s2) was established to provide an environment where learners are informed about reproductive matters and to provide them with the needed information that can help them in make responsible decisions. The policy tends to educate affected learners about their rights to education and ensure the support of educators in managing the effects of learner pregnancy in schools.

The MPMLP (2007: s3) aims to ensure that there is clear and proper communication about learners abstaining from engaging in sexual intercourse. The reasons for this are to avoid the risk of being infected with sexually transmitted diseases (STDs), including HIV/AIDS, and the limitations on the future life chances of the student. Educators, parents, guardians, and the public are advised to give learners guidance on how to avoid early sexual intercourse.

The MPMLP (2007: s12) clearly states in Section 12 that the National Curriculum Statement must provide comprehensive Life Skills programmes that are incorporated in the learning areas of Life Orientation and these topics include:

- Human sexuality
- The development and maintenance of self-esteem
- Interpersonal and decision-making skills that focus on communication skills, skills to negotiate absenteeism, assertiveness, and how to deal with peer pressure
- Information about the contributing factors, consequences, and prevention methods of teenage pregnancy.
- Sexually transmitted diseases and sexual abuse that focus on gender-based violence, incest, and rape.

This MPMLP (2007: s13) focusses on equipping educators with the needed skills to deal with the issues of pregnant learners and to focus on a peer education approach.

The *MPMLP (2007)* policy focusses on an absenteeism approach, and only on addressing teenage pregnancy in the subject of Life Orientation. A study by Twala et al. (2022) outlines key issues in the *PPMLPS (2007)*:

- It states that the school management team is responsible for managing the pregnancies of the learners in schools, but it seems to be a challenge as the learners do not report pregnancies and tend to wear oversized clothes, so the SMT is not aware of the pregnant learners.
- The *MPMLP (2007)* does not make provision for the unplanned delivery of babies, and educators feel that they are not trained to be healthcare professionals to assist these learners.
- According to *MPMLP (2007)*, parental involvement is seen as important as parents need to support and work with the school, although it is also seen that schools face challenges as parents are not involved, feel embarrassed, and then shift the responsibility to the school.
- The policy states that educators are not allowed to transport pregnant learners and educators feel that it was an issue if the pregnant learners experienced difficulties at school. Educators feel that they would rather help the learner receive the required medical attention.
- Educators feel burdened in managing learner pregnancies as there is no parental support. Educators felt negative because, although they provide a catch-up programme and help these learners during their pregnancy, learners tend to drop out or are absent for a long time, resulting in low academic performance.

Most of these challenges are addressed in the current *MPMLP (2007)* policy.

The *PPMLPS (2021)* policy is an updated version of *MPMLP (2007)*. Some improvements have been made to address the problem of teenage pregnancy. In this section, the newly adapted improvements are listed:

The *PPMLP (2021: s6.2.1)* ensuring that learners have the required access to SHR information and the necessary expertise and understanding of delayed sexual debut,

abstinence, contraception, and their power and gender roles in relationships. This will contribute to learners making informed life choices and preventing unwanted pregnancies.

The *PPMLP (2021)* evolved into a policy that focusses not only on an abstinence approach but also encourages learners to make use of contraceptives. The *PPMLPS (2021: s6.2.2)* focusses on how age-appropriate SRH information is made available to learners and aims to focus on a right-based approach that addresses issues like gender and power and focusses on equipping learners with critical thinking skills in relation to these topics. Material that focusses on an approach that is interactive, learner-centred, and uses skills-based pedagogies, providing good standard, age-appropriate sexual and reproductive health information. The material should include information on contraception methods and can be found in Life Orientation and other subjects through the incorporation of CSE. This information should include guidance on alcohol and drugs, which may be seen as a factor in teenage pregnancy.

The availability of information about sexual and reproductive health rights (SRSH) that is accessible to youth. This information needs to be provided through a direct working relationship between the DBE and the DOH as stated in the ISHP.

The *PPMLPS (2021: s6.2.2)* makes provision to collaborate with partners so that they can establish stronger support programmes to reduce teenage pregnancies. This is made possible by making use of initiatives that focus on awareness strategies to prevent pregnancies; to understand sexual and reproductive health rights; and to create awareness of possible detrimental cultural and social practices within the society in which learners live.

The *PPMLPS (2021)* policy focusses on CSE as a component that is implemented in Life Orientation and other subjects. Whereas *MPMLP (2007)* focusses on comprehensive life skills programmes with the aim of addressing the topics mentioned in this section, and these programmes are only implemented in Life Orientation, the *PPMLPS (2021)* has a more learner-centred approach that

focusses on age-appropriate sexual education and contraceptive methods that can be used. This new approach equips learners with critical thinking skills that can help them make responsible decisions about these topics. *PPMLPS (2021)* assists schools through relevant partners to implement programmes that can help the school create awareness about teenage pregnancies.

The *MPMLP (2007: s22)* states that no learner can be re-admitted to school in the same year as they are left due to their pregnancy.

PPMLPS (2021) has a new section that is incorporated to address this issue. The section on retention in school is implemented to ensure that learners can return to school. The *PPMLPS (2021: s6.4.2)* states that the learner can be reintegrated into the schooling system depending on the date on the school calendar in which the learner left school to give birth and whether the learner is medically fit.

Regarding the development of the policy, some challenges of *MPMLP (2007)* are being addressed in the *PPMLPS (2021)*. In Chapters 5 and 6 of this study, more details on *PPMLPS (2021)* are given to determine how *PPMLPS (2021)* is implemented.

4.3.3 The distribution of power, resources and knowledge

The *PPMLPS (2021)* has role players that have a responsibility to implement the policy, and each role player has a form of power or capability with the implementation of the policy.

Figure 4.2: The following role players are responsible for the implementation of the code *PPMLPS (2021)*:



4.3.3.1 Learners

According to PPMLPS (2021), learners have the power or capability to:

- Create an environment free from discrimination.
- To have access to information and skills related to SRH (Sexual Reproductive Health) information and skills, knowledge about delayed sexual intercourse, abstinence, and contraception, and information on the role of gender and power within relationships, to assist learners in making responsible decisions.
- To have access to CSE and contraceptives.
- To get counselling, guidance, and support.

- To remain in school during pregnancy and reintegrate into the basic education system.

4.3.3.2 Educators

Educators have the following powers or capabilities according to *PPMLPS (2021)*:

- An educator has the responsibility to protect a minor by not having sexual intercourse with any learner, regardless of the consent given by a learner, or whether the learner is 16 years of age and old or older, as it is against the conduct of educators.
- Educators must take the necessary steps to ensure that they accommodate learners based on their basic education, maternal needs, and health.
- To provide support to learners and to prescribe the policy at every level in the.
- Create an environment free from discrimination, stigma, and judgement.
- Provide information on CSE and age-appropriate SHR (Sexual and Reproductive Health) information.
- Create a supportive environment and act as loco parentis if parents are absent.
- Report cases of learner pregnancy, especially cases of sexual abuse.
- Keep medical information confidential.

4.3.3.3 Principals and SMT

According to the *PPMLPS (2021)*, principals are expected to possess the following powers and capabilities:

- Create a school free from discrimination, stigma, judgement, and a safe environment.
- Supporting pregnant learners and prescribing at every level of the policy.
- To ensure that CSE is included in the curriculum.
- Implement programmes that reduce teenage pregnancy through initiatives that focus on strategies to prevent pregnancies, ensure the knowledge and understanding of sexual and reproductive health rights, and create awareness

of detrimental and potentially detrimental cultural and social practices within the societies in which learners live.

- To keep the medical information of pregnant learners confidential.
- To motivate pregnant students to remain in school before and after delivery.
- Implement the principles and provisions of this policy.
- To submit pregnancy incidents from students.

4.3.3.4 SGB

The SGB (School Governing Body) is seen as the parents that are involved within the school. The SGB possess certain powers or capabilities that they need to fulfil. The following capabilities are considered as important for the SGB to possess according to *PPMLPS (2021)*:

- Provide support to pregnant learners and prescribe the policy at every level.
- To ensure that policies and regulations are aligned and formulated as prescribed by the South African School Act (1996) and the remaining conditions and circumstances within this policy.
- The SGB needs to provide a supportive environment and fulfil its role as *loco parentis* when parents are absent.

4.3.3.5 SBST

The School Based Support Team (SBST) is seen as the main support structure at a school, and this team is responsible for guiding inclusion by means of identification and addressing all needs of the school, educators, and learners (Hlalele, Jiyane & Radebe., 2020). The SBST has the following power or required capabilities according to *PPMLPS (2021)*:

- To accommodate learners and prevent the expulsion or exclusion of pregnant learners.
- The SBST is responsible for supporting pregnant learners and executing the policy at all level.
- Provide a supportive and sympathetic environment.

4.3.3.6 DBE staff

The Department of Education (DBE) staff are members of the Department of Education. The DBE is responsible for monitoring the standards and provisions and providing education performance of education on an annual basis or at other specified intervals in South Africa and complying with the standards of the Constitution of South Africa (1996). The DBE staff has the following power or capability required to implement the *PPMLPS (2021)*:

- Provide CSE as a part of the school curriculum.
- To accommodate pregnant learners and prevent expulsion and exclusion.
- The provision of partnerships with organisations that support the rights of all women learners to have access to SRH (Sexual and Reproductive Health) services and to ensure their rights according to the Constitution.
- To provide a supportive environment for pregnant learners that protects them from possible detrimental cultural and social practices that contribute to unwanted pregnancies among other learners and within the broader community.
- The DBE is responsible for establishing a subcommittee on this policy to guide and coordinate the progress and implementation of this policy to achieve its outcomes.
- The DBE is seen as one of the key players with responsibility for mental health and material support for pregnant learners.
- Provide schools with the necessary age-appropriate and comprehensive information and resources on SRHR (Sexual and Reproductive Health Rights) and access to youth-friendly SRH services if not delivered in schools. The DBE is responsible for working with the DOH (Department of Health) to provide these services to schools without interrupting their education.
- The DBE is responsible for providing and ensuring comprehensive protection, delayed sexual intercourse or abstinence, providing critical thinking skills, and ensuring that learners make responsible choices.
- The DBE oversees the process of managing and reducing the incidence of unwanted pregnancies.

- Training must be provided in adolescent reproductive and sexual health education and prevention methods for learners that includes contraceptive methods.
- To ensure the distribution of relevant resources to support the monitoring and evaluation process.

4.3.3.7 Other co-curricular service providers and NGOs

These service providers and NGOs need the following capabilities or powers to implement the *PPMLPS (2021)*:

- Collaborate with the DBE to ensure access to antenatal care for pregnant learners.
- NGOs, along with the DBE, have the responsibility to collaborate and coordinate this policy with other partners to ensure the outcome of the policy.
- Integrated School Health Policy (ISHP) nurses are responsible for providing access to condoms and information on support services in an environment that is youth-friendly.
- To provide a supportive environment for learners whose parents are absent from their role.
- The DOH has the responsibility of providing information on access to emergency contraceptives.

The *PPMLPS (2021)* clearly states the roles and responsibilities of each role-player in the implementation of the policy. Each role player must exercise this or her power to ensure that this policy is implemented successfully. Therefore, the implementation of this policy is determined by the capabilities that are needed according to the policy for its implementation.

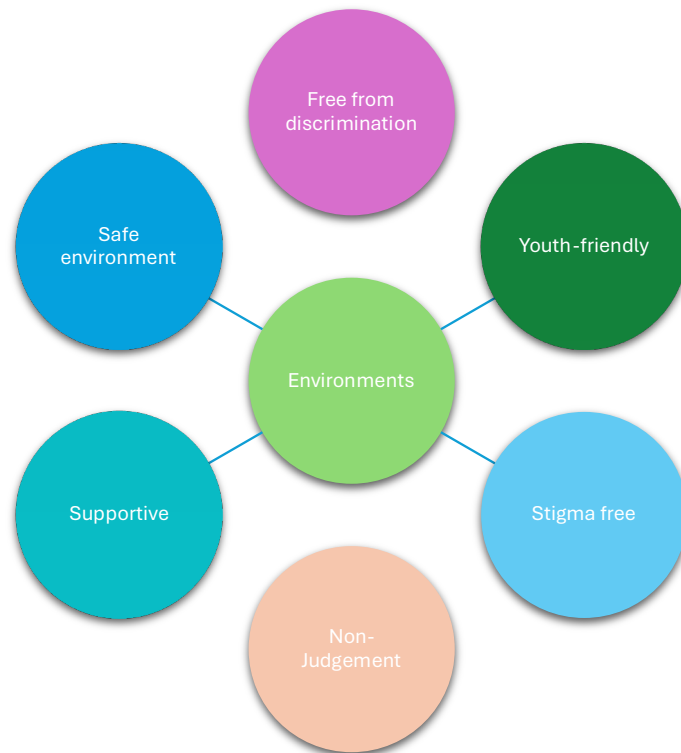
*4.3.4 The environment in which *PPMPS (2021)* is created and implemented.*

The various environments in which *PPMLPS (2021)* is implemented are discussed in detail below.

4.3.4.1 The environments:

The *PPMLPS (2021)* establishes the different environments that must be created and implemented. The *PPMLPS (2021)* states the following environments:

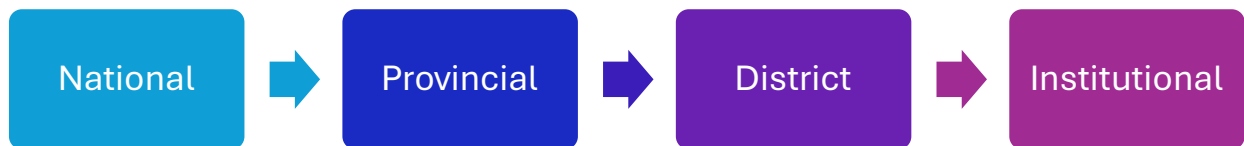
Figure 4.3 shows the environments in which *PPMLPS (2021)* is created and implemented.



4.3.4.2 The implementation process:

The *PPMLPS (2021)* states that the implementation of this policy was carried out at different levels. Each level of implementation is demonstrated in the form of a graph.

Figure 4.4 The implementation process levels of the *PPMLPS* (2021):



The *PPMLPS* (2021: s6.1.3) states that progress of the goals and objectives of this policy needs to be reevaluated every five years, or can remain the same if it is still applicable to sectoral and national needs.

The implementation of this policy consists of the following factors:

- Prevention
- Care, support, and counselling
- Procedures to manage pregnant learners
- Procedures to handle sexual offences, child abuse, and neglect.
- Retention in schools
- School Support and Flexibility
- Educator development and training
- Monitoring, evaluation, and reporting

These factors are discussed in the following sections according to *PPMLPS* (2021):

- a) Section 6.2 Prevention

The implementation of the prevention of teenage pregnancy in this policy states that the following is needed to ensure its successful implementation:

Ensure that learners have access to SRH information, and that this information is age appropriate. The implementation of CSE through Life Orientation and other subjects, and the incorporation and implementation of advocacy programmes within the school assist in the prevention of learner pregnancies. Access to and provision of male and female condoms and information on how to use them.

b) Section 6.3 Care, support and counselling

Schools are seen as a facility to promote health and rights and as institutions that provide an environment of learning, care, and support.

Schools must refer pregnant learners if their needs cannot be met in the schools. Schools should refer students with babies to the Department of Social Development to help students register their children for support grants.

Educators need to prepare learners on their gender roles through CSE; thus, it will equip learners with skills about the use of power within sexual relationships and to make responsible choices about protective behaviour.

c) Section 6.3.4 Procedures to handling pregnant learners

The school must accommodate the pregnant learner and provide the learner with care, counselling, and support through the ISPH. The father of the child must be identified and his rights, whether it is a learner, educator, or non-school person. If the father of the child is a learner, he needs to be counselled and guided to support his responsibilities and rights. If the father is an educator or member of the basic education system, this person should be suspended in accordance with the disciplinary and legal procedures of the Employment of Educators Act, 1998.

d) Section 6.3.5 Procedures to the management of sexual offences, child abuse, and neglect. The educator appointed by the school can provide mandatory or voluntary reporting to provide the learner with counselling, support, and advice. If the learner is

under the age of 16 years, it is mandatory to report the case to the SAPS, which will result in criminal processing if the male partner is over 16 years of age.

e) Section 6.4.2 Retention in schools

The school must accommodate the pregnant learner during and after their pregnancy. The point at which a pregnant learner can be reintegrated into the school after the delivery of the baby depends on whether they are medically approved, and the date on the school calendar year in which the learner returned.

The learner must provide a medical certificate if the learner is over six months pregnant to remain in school. If the learner does not submit a medical letter, the learner will be required to take leave until a medical letter is submitted. If the learner is 32 weeks pregnant and wants to continue their schooling, the learner should send a medical letter.

f) Section 6.4.3 Support and flexibility of the school

Principals have the responsibility to ensure that learners do not drop out of school, and thus need to motivate learners to continue with their education before and after the birth of the baby by providing academic support.

The principal should organise a meeting with the learner's parents, guardians, or caregivers to agree on the number of absent days.

g) Section 6.5.6 Educator development and training

Educators will receive training once per phase to assist them with personal and sexual reproductive health, decision-making and measures to prevent pregnancies, and contraceptive methods.

h) Section 6.5.7 Monitoring, evaluation, and reporting

To ensure the correct implementation of this policy, the policy will be monitored and evaluated, and regular reporting will be carried out. To ensure successful

implementation of this policy, the above-mentioned factors should be executed. If these factors are implemented correctly, the policy would be seen as successful.

4.3.5 The social stratification

This assumption is seen as the relationship between inequality and privilege (Young and Diem, 2018). The *PPMLPS (2021)* has guiding principles according to the following. Constitution, national legislation, and regional and international agreements. These principles are established to ensure the social justice of this policy.

Figure 4.5 The guiding principles of the *PPMLPS (2021)*



4.3.5.1 Access to education

The *PPMLPS (2021: s5.2)* makes provision that all women of school age learners have the right to basic education according to the Constitution and cannot be denied education based on pregnancy, termination, or the result of motherhood. The *PPMLPS (2021)* makes it clear that no South African student can be excluded from schools.

4.3.5.2 Gender Equality

The PPMLPS (2021: s5.2) states that all learners have the right to gender equality in education. The implementation of this policy is seen as sensitive and reactive towards the needs of all female learners, which will focus on the vulnerability of female learners to Gender-based violence (GBV) and abuse. The *PPMLPS (2021)* ensures that all genders are treated equally within the education system. The gender roles and the creation of an environment free from discrimination start with the school.

4.3.5.3 Access to comprehensive pregnancy prevention

The PPMLPS (2021: s5.3) states that according to the Children's Act of 2005 and the Choices of Termination of Pregnancy Act of 1996, each learner has a right to be protected against unwanted pregnancy and STIs or HIV before or after his pregnancy. No stakeholder or role player may influence their choice of termination.

4.3.5.4 Access to CSE

The PPMLPS (2021: s5.4) states that all learners have access to CSE that is age appropriate and of good quality. This will help students make responsible choices with regard to sexual health, orientation, and safety. The *PPMLPS (2021)* ensures that all learners have an equal opportunity to be equipped with the necessary information and knowledge based on sex education.

4.3.5.5 Access to sexual and reproductive health services

The PPMLPS (2021: s5.5) makes provision that all learners have the right to access SRH services. The *PPMLPS (2021)* ensures that all learners from different communities or backgrounds have access to sexual health services.

4.3.5.6 Counselling, care, and support

The PPMLPS (2021: s5.6) states that all pregnant students and students with babies have the right to access social and health services that are accessible in schools or by referring the students to the social partners of the DBE. This includes the availability of counselling, care, and support, or it can be referred to by providers of these services.

The *PPMLPS (2021)* ensures that all learners who are pregnant or have babies can receive the needed care, support, and counselling.

4.3.5.7 Stigma and Discrimination

The *PPMLPS (2021: s5.7)* states that all learners who are pregnant or have babies will be treated equally and will thus be protected from any form of discrimination or stigmatisation. The *PPMLPS (2021)* ensures that all learners need to be treated equally and fairly, regardless of their pregnancy, within the education system.

4.3.5.8 Dignity, privacy and confidentiality

The *PPMLPS (2021: s5.8)* states that all pregnant learners' rights will be protected in the education system based on the protection of their dignity, privacy, and confidentiality. When applying this policy, no information can be attached with regards to a pregnant learner under the age of 12 years unless their parents and guardians give their written consent. Information can not be provided by any person in the educational system without consent, regardless of their role. The *PPMLPS (2021)* makes it clear that all learners are protected based on their dignity, privacy, and confidentiality.

4.3.5.9 Accommodation

The *PPMLPS (2021: s5.9)* states that the school has the responsibility to support pregnant learners during their pregnancy and to ensure that support is provided for the learners when they are absent during their pregnancy term. After giving birth, they can return to school and be accommodated in the appropriate grade so that the student can continue with their education. The school, including the principal, educators, and staff, has the responsibility to take the necessary steps to accommodate the basic education, health and maternal needs of the learner.

The *PPMLPS (2021)* makes provisions for schools to be seen as a safe environment for pregnant learners with all the needed support. No school may exclude any pregnant learner but rather accommodate pregnant learners. In conclusion, if *PPMLPS (2021)* is implemented correctly and guided principles are followed, this policy tends to establish an education system free from social injustice.

4.4 SILENCE AND OMISSIONS OF THE PPMLPS (2021)

By analysing *PPMLPS (2021)* from the teacher's point of view, I identified some shortcomings within the policy. The *PPMLPS (2021)* states that male and female condoms must be available to all learners aged 12 years and over. How is this going to be monitored with regards to ensure that learners still follow an abstinence approach. Is this perhaps not a motivation for learners to engage in sexual intercourse?

The policy states that a criminal proceeding against a male partner over the age of 16 must be made in the event of learner pregnancy. Why only males? Some women also tend to have sexual relationships with learners younger than 16 years of age. In *PPMLPS (2021)*, pregnant learners can stay in school beyond 8 months of pregnancy with the medical proof required. From my point of view, educators are not trained to assist these learners if something happens at school and are not allowed to transport students.

The policy states that in schools where there are limited resources, such as rural schools, parents and the community are required to support these schools where possible. This can be seen as a challenge, as some schools lack prenatal participation. How are these communities going to support the school? Do they have the resources and knowledge required to do so?

PPMLPS (2021) provides for the training of educators with the skills needed to manage and prevent teenage pregnancy. Even though the policy states that training will be implemented once per phase, how is the training going to be implemented to ensure that all stakeholders are aware of their roles and responsibilities and that all role-players have the needed skills to implement this policy? The policy also states that CSE must be incorporated into LO and other subjects. In what other subjects is CSE implemented? Suggestions about the omissions of the *PPMLPS (2021)* are discussed in Chapter 6.

4.5 SUMMARY

This chapter created a platform to analyse *PPMLPS (2021)* through the lens of five assumptions. This chapter aimed to unpack *PPMLPS (2021)* to provide in-depth information to the reader and to give the reader knowledge about *PPMLPS (2021)*. As teenage pregnancy remains a problem, this policy seeks to manage and prevent teenage pregnancies. This chapter outlines the purpose of the policy, the historical background, how the policy is implemented, how the policy can ensure social justice, and finally, some omissions that are identified in the policy.

Chapter 5- Presentation of the Interview Findings

5.1 Introduction

In Chapter 5, the data are analysed, interpreted, and discussed in detail. Data are collected from two schools in two communities. Six participants participated in the study, which consists of one educator, one HOD, and one deputy principal. Semi-structured interviews were used to collect the data. This type of data collection method is flexible and helped to gather the necessary information from each participant.

In this chapter, each theme is discussed, and diagrams are used to outline the sub-topics of themes. The themes serve as a guide to determine the capabilities were needed to implement *PPMLPS (2021)*. The themes used are as follows: Theme 1: Personal diversities; Theme 2: Particular Needs, interests, and desires at a particular time (challenges); Theme 3: Relationship between primary goods and well-being or freedoms (solutions); and Theme 4: Spatial inequalities (cf. 2.4.3).

The capability sets of Amartya Sen are used as the framework for the themes listed above, and thematic analysis was employed to identify codes. Each code is categorised within its respective theme and subtopic. The research aims to establish the sets for educators as articulated in the Education Resource Guide. This chapter aims to determine whether there is social justice in the educational system through the lens of the transformative paradigm, and this conclusion is made at the end of this chapter. Chapter 2: 2.4.1 states that education is used as a tool for social change and social justice.

5.2 Data interpretation and discussion

In this section, each topic is discussed in detail. A figure is used to demonstrate the subtopics. Subtopics discuss the views of the participants. The *PPMLPS (2021)* is used to determine what is supposed to happen according to the stipulation of the policy. Therefore, the views of participants are matched according to *PPMLPS (2021)*, and the gap, challenge, and solution are identified in relation to what is the reality that happens.

Table 5.2.1 is an overview of the themes and subtopics that are discussed in this chapter:

Theme 1: Personal Diversities	- Deals with teenage pregnancies - CSE - Resourced/ under resourced
Theme 2: Needs, interests and desires at a particular time (Challenges)	- Lack of support - Lack of training - Lack of an inclusive environment
Theme 3: Relationship between primary goods and well-being/freedoms (Solutions)	- Support - Training - Skills/ Capabilities
Theme 4: Spatial inequalities	- Socio economic issues - SGB

5.2.1 Theme 1: The capability set: Personal diversities

This theme sets out that people are different in many ways, including experience, age, circumstances, social backgrounds, etc., and that this difference may produce inequalities (Anderson, 1995). This theme aims to establish the differences between participants as they came from different schools and to determine if there is social justice in the education system. Theme 1 indicates that schools or people differ in terms of how they manage teenage pregnancies, their views on CSE, and their resources.

Each subtheme that is listed in Figure 5.1 is discussed in detail through the viewpoints of the participants.

Figure 5.1: Personal Diversities

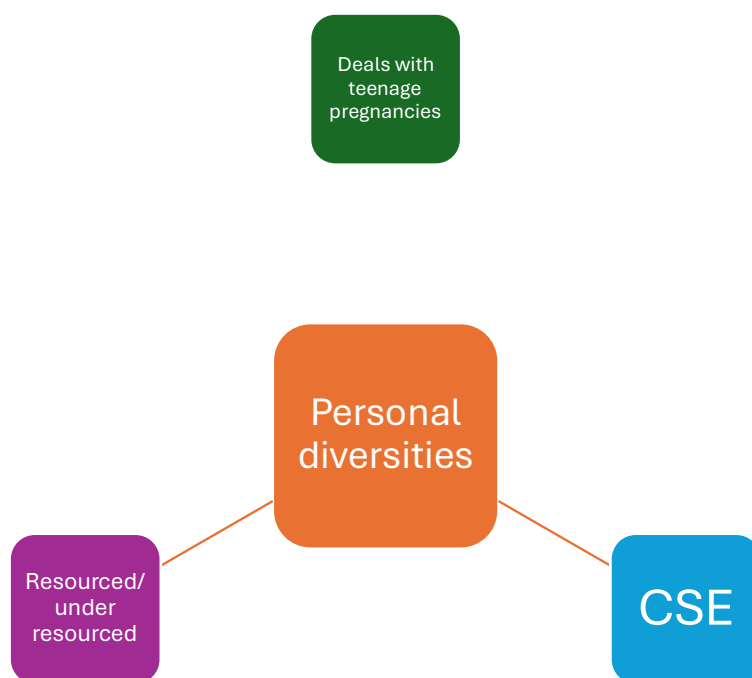
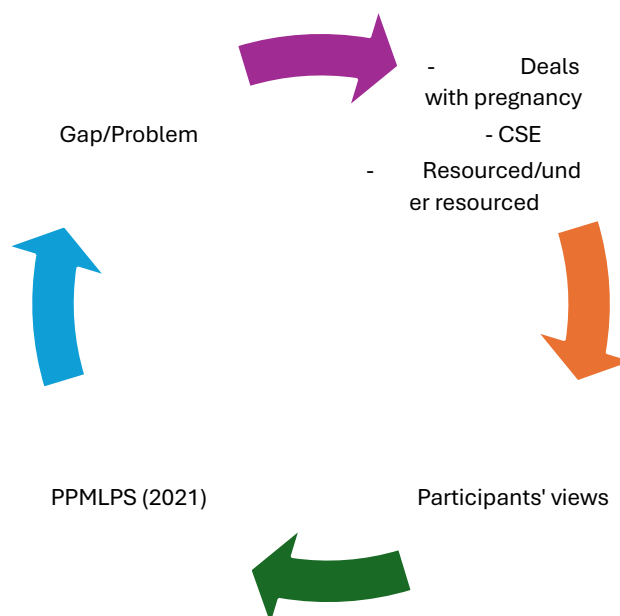


Figure 5.1.1: A summary on how the data are analysed, interpreted, and discussed

Figure 5.1.1 is an outline of how each subtopic was discussed in theme 1: Personal diversities.



5.2.1.1 How schools deal with teenage pregnancies

This subtopic aims to determine how each participant's school manages teenage pregnancies, and their experience or role in dealing with teenage pregnancy.

The views of the participants on their experiences on how the school deals with learner pregnancies:

Teacher A: *It is quite confidential, so we do not always know about it. Or sometimes when it's a student in your class, they will inform you, the authorities, or someone higher, like HOD. The leaders of every group will speak to you about it. It is handled sensitively and privately.*

Teacher B: *We use a multifaced approach by involving the learner, the parent and the SBST coordinator and all the stakeholders involved and to act in the best interest of the learner as well as the unborn baby and the safety of the learner as well as the unborn baby and to ensure that their education will continue. The SBST coordinator follows-up and monitors the progress of the learner. We usually suggest that the learner remain in school until 27 weeks of their pregnancy; thereafter, it is not safe for the learner to be in school.*

HOD A: *At my previous school, it was the role of the Life Orientation HOD to handle all the teenage pregnancies. However, in this school we have another system. We have grade heads for all grades, and those educators normally deal with learner pregnancies together with the deputy principal. They always do it, we actually do not work with that now.*

HOD B: *As an HOD and especially as a grade head, I must; sometimes learners come to me, especially when they fear that they might be pregnant. I have had to take them to our social worker here at school and we needed to help them get the necessary tests done to confirm their pregnancy. We also had to deal with learners who are pregnant in terms of their safety and seating arrangements, but did it discreetly.*

Deputy Principal A: *I think learner pregnancies are one of the few things that we do not encounter every day. It is really an exception. I spoke to the principal this morning, in recollection since 2011, there are about four learners in the past 14 years who may have been pregnant. The frequency is very low. So, we cannot really say that there is a specific method in which we handle the kids, since it has been so rare that we can manage each learner on our own.*

Deputy Principal B: *In our school, we are using a multi-phase approach because all of us are involved. It is from the learner, the parent, the SBST from post-level one to post-*

level four, and any stakeholder that might be involved to support the learner. It is also part of our school's learner pregnancy programme to ensure the safety of the learner and the unborn child. It is very important that the unborn child is cared for. We must look after the health, the whole process, the pregnancy, the safety, and so on of the learner. We must give that learner the opportunity to continue with her education as far as possible because she has a second responsibility, not only toward herself but toward her baby.

The views of the participants demonstrate what they do and how they deal with such cases. Although a school does not experience regular pregnancies from adolescents. It is necessary to ensure that they are still trained if such a case occurs. After looking at the views of the participants, the PPMLPS (2021: s6.3.4) states the following on what schools should do in the management of teenage pregnancies:

The school needs to accommodate the pregnant learner by ensuring their right to education and to provide access to care, counselling, and support through ISHP. Attention is paid to the biological father involved, whether it is a learner, educator, or person outside the school.

If the biological father's identity is confirmed and he is a learner, he should receive counselling and guidance to suction his rights and responsibilities. If it is an educator or a staff member within the basic education system, he should be suspended and subjected to disciplinary and legal procedures as set out in the Employment of Educators Act of 1998. In case of child abuse, sexual offence, and negligence, the identification of learner pregnancy may give rise to compulsory or voluntary reporting to an educator appointed at a school to assist the learner through counselling, support, and advice. If the learner is under the age of 16, it is compulsory to report the case to the SAPS. Chapter 2: 2.3.4.1 b views that one of the implications of *PPMLPS (2021)* as stated in the interplay policy (2021) is that educators may have a relationship with learners, and thus it is seen that educators are viewed as in loco parentis of a child and may not have a romantic relationship with a learner (Coetzee, 2018).

PPMLPS (2021: s6.4.2) states that the learner must remain in school during and after pregnancy and must submit a medical letter if they want to continue their education for eight months of their pregnancy. The principal needs to have a meeting with the parents to determine the amount of leave days the pregnant learner is allowed to take.

In the case of the *PPMLPS (2021)*, some of the procedures are not practical, and schools adapt to fit the needs of the child. For example, teacher B states that the school suggests that the student leave the school at 27 weeks of pregnancy to ensure the safety of the student. Educators are not trained as medical personnel to support the learner if something happens at school, and in the section on lack of training, this statement is made by two participants. Deputy principal A indicated that they do not follow specific measures but adapt them according to the needs of the child. The *PPMLPS (2021)* states that all role players and stakeholders need to be involved in the process, and analysing the data, it seems that these two schools make use of their grade heads, SBST, and deputy principals to manage this process.

This data shows that school B has more experience in dealing with learner pregnancies as they support learners, ensure that they are safe, and continue their education. As mentioned above, all schools must have the skills to deal with pregnant learners, even though they do not have many pregnant cases. In this section, we see that Schools A and B do not follow the same approach to dealing with learner pregnancies. Is this a case of social injustice toward pregnant learners? School B has more experience with dealing with and managing learner pregnancies, therefore, it is viewed that they follow the policy more than school A. All schools must follow the policy so that they do not experience frequent learning pregnancies. Social justice is served through the equal implementation of *PPMLPS (2021)*.

5.2.1.2 CSE

Comprehensive Sexuality Education is a subtopic of a section in Life Orientation. The subtopic aims to determine if CSE can assist in dealing with learner pregnancies. The opinions of the participants help to increase the success rate of CSE.

The participants' views on whether CSE helps in dealing with learner pregnancies:

Teacher A: *For instance, we cover topics on STDs and childbirth in grade 9 and in more detail in grade 12. Grades 9 and 12 are the perfect age. Grade 11 learners laugh when we teach them. But I also have a problem with them learning this in grade seven. I think children are just not ready for what they are hearing about sex and sexuality in grade seven.*

Teacher B: *It will be crucial in preventing teenage pregnancies, but the information must be age-appropriate for the learning development phase, promote critical thinking and a healthy lifestyle. The social circumstances of the learner in our school are not positive, so we must look at socioeconomic factors such as poverty, social income, peer pressure, parents who are not involved in the learner's life and alcohol and drug abuse, which can also play an important role. The circumstances and the necessary information must be improved to prevent teenage pregnancies.*

HOD A: *We are always struggling with this idea in the Life Orientation classes and when we have meetings about this. Some parents feel that the earlier you tell children about it, the more they want to do it, and then they do it and get pregnant. A child must be informed so that they can make informed decisions. If I look at the curriculum for sexuality education, I don't agree with the layout.*

HOD B: *I do not think so because, as I said, as a life science teacher, I have even taught learners about pregnancy prevention and everything. I have given them the most detail about my experience with my children and how tough it is, and you know, thinking that this would open their eyes and make them more careful, and still some learners fall pregnant. Technology helps learners educate themselves and I do not think it is a problem that they are not educated. I think their value systems are not intact.*

The PPMLPS (2021: s1) states that the CSE aims to ensure that learners receive the knowledge and skills to make good, healthy, and respectful choices about relationships and their sexuality. CSE must be an age-appropriate, culturally relevant, and rights-based approach to sexuality and relationships, that addresses issues of gender and power, and that provides scientifically accurate and practical information in a judgement-free way.

By analysing the views of the participants and what is stated in the *PPMLPS (2021)*, it is seen that most of the participants did not support CSE, as external factors that have an impact. impact on CSE for example, lack of parental involvement, alcohol abuse, poverty, peer pressure, and drug abuse. The policy does not make provision for these factors in terms of how CSE handles this. Policy designers should look at these factors and how CSE can be implemented in all environments. It is important to ensure that the CSE is appropriate for the appropriate age. A study by Pillay (2022) shows that educators who are not trained to teach CSE tend to be biased in teaching sex education and have misconceptions on this topic (Chapter 2, Section 2.3.4.1 c).

5.2.1.3 Resourced school/ under-resourced school

This subtopic aims to determine if the two schools used in this study have the required resources to manage and prevent learner pregnancies.

The participants' views are as follows:

Deputy Principal A: *I think we have quite a good resource. We also have a lot of structures in place in the school to help learners on various levels cope and support them where necessary.*

Deputy Principal B: *I consider our school under-resourced when we deal with problems like, for instance, we do not have the necessary resources and knowledge to manage learner pregnancies. We are underresourced because there is no health care worker, nurse, counsellor, and the District Based Support Team (DBST) does not support the school.*

The PPMLPS (2021: s6.3.6) clearly states that the support services include: Healthcare, medical treatments, counselling, and support. Information on SHR and SRHR, pregnancy, and maternity includes information on CToP to inform about choices.

The objective of PPMLPS (2021: s3.2) is to ensure that SRH services are provided, including access to effective contraceptive technologies about social partners, to ensure that learners make good choices, avoid pregnancies, or, where necessary, obtain abortions.

Thus, even though a school has the finances to get the needed resources, the DBE still has a vital role to play in the areas where they lack resources and where there are no finances to get the required resources that can assist schools in dealing with learner pregnancy cases: hence, all schools, regardless of what area, must provide each pregnant learner with the resources needed according to the PPMLP (2021) to ensure equality within the education system. It seems that even though School B is under-resourced they adapt to ensure that they fit the best interests of this pregnant learner, but more resources from the district or DBE can make a difference, for example, from a counsellor.

Personal diversities can produce inequalities as people's experiences differ in how their school deals with learner pregnancies, the factors that impact CSE, and the resources of each school. Thus, PPMLPS (2021) is in place to ensure equality; however, the

factors listed above show that there is still social injustice in the education system as the *PPMLPS (2021)* is not implemented equally.

5.2.2 Theme 2: Needs, interests, and desires at a particular time.

(Challenges)

This theme holds that people can adapt their desires according to their circumstances and knowledge, people can have the same resources, but their needs and desires may differ at a particular time (Anderson, 1995). This theme aims to view the challenges that prevent participants from achieving the goal of *PPMLPS (2021)*. The subtopics; lack of training, lack of support, and lack of an inclusive environment illustrated in Figure 5.2 were discussed in detail in the section below. Theme 2 aims to determine what prevents participants from implementing the *PPMLPS (2021)*. This theme is seen as a challenge, as all schools have the *PPMLPS (2021)*, and therefore their needs and desires may differ due to these challenges.

Figure 5.2: An outline of the topic on the theme: needs, interests, and desires at a particular time

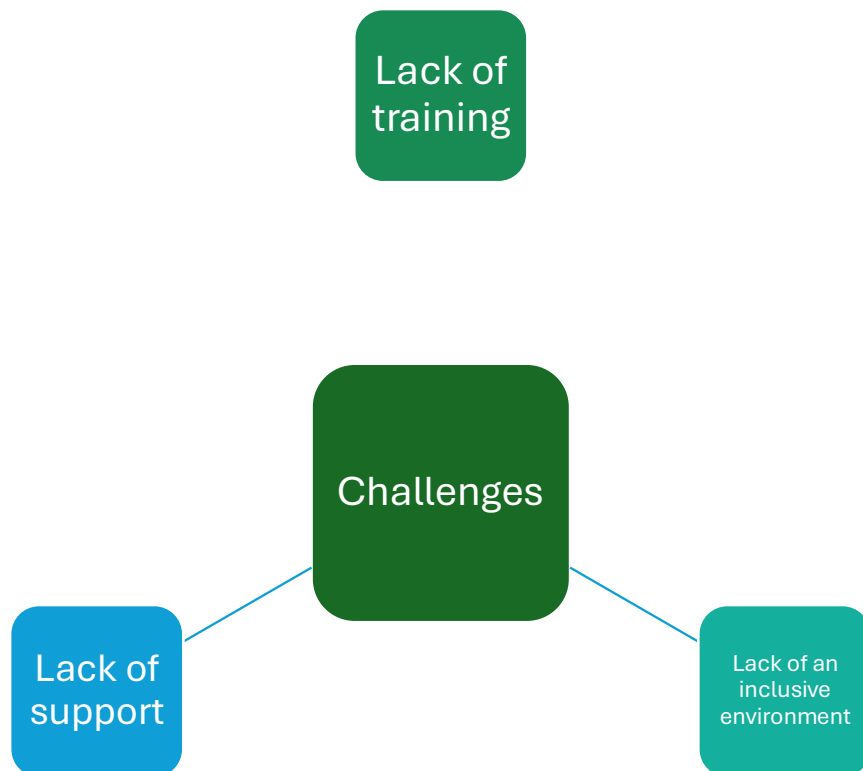
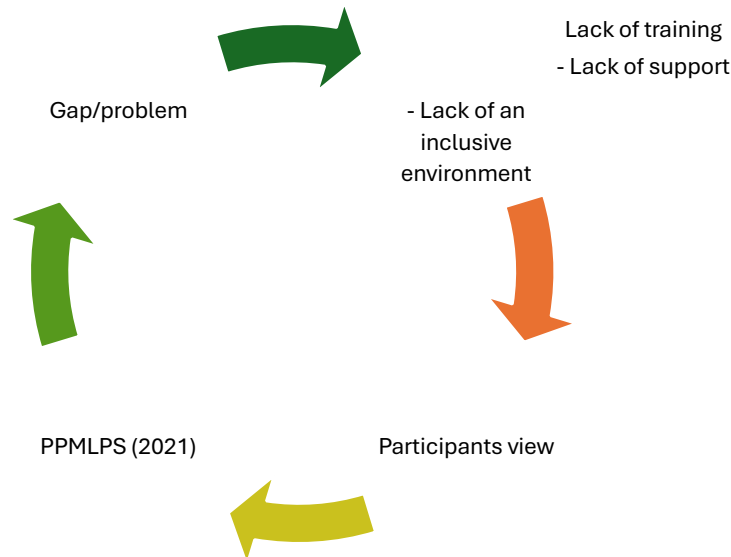


Figure 5.2.1: A summary on how the data are analysed, interpreted, and discussed

Figure 5.2.1 outlines how each sub-topic was discussed in this theme.



5.2.2.1 Lack of training

This sub-topic aims to identify participants' views on training issues:

Teacher A: This teacher saw that no training was received in dealing with pregnant learners. *No, we did not, not ever, not quite as a senior teacher. Even when I started teaching, there was not even one that I knew of that I needed to attend.*

The teacher also argues that educators are not trained as health care workers. , The teacher states: *No, you do not. You go into a panic state. What must I do now? That is a big problem.*

This teacher also agreed that educators who are not trained to teach CSE give half of the information and that learners explore it on the Internet. The teacher views that *if they Google whatever, they Google everything, so why not the subject they are wondering about?*

Teacher B: This teacher also felt that no training was received. *No formal training from the Department of Education.*

HOD A: *I have heard from other educators how scared they are that a child can go into labour, and they were not prepared or trained to deal with the situation.*

HOD A feels that there is no training from the department for educators to teach CSE. *In earlier years we had support from the department, we had a good education, and we had good workshops. Nowadays, we do not do that, so I think it is done poorly.*

HOD A views that there was no training on the *PPMLPS (2021)* for educators. *I do not think there was training about it. I do not think all the educators know about it.*

HOD B: This HOD views that there was no training on how to implement the *PPMLPS (2021)*, and because of their experiences with learner pregnancies, they can manage it, but it would be difficult for those with no experience, especially male HODs. *We never had training, and we have never had a meeting about this.*

Deputy principal A: This participant viewed that no training was received on the implementation of the *PPMLPS (2021)*. *No, the policy was mailed to schools, but there was no formal training.*

Deputy principal B: This deputy principal felt that there is a lack of understanding with regard to the *PMLPS (2021)*. *The lack of understanding among educators regarding this policy.* No training was received on this policy.

The lack of training on the implementation of the *PPMLPS (2021)* is visible, as all six participants did not receive any training on the *PPMLPS (2021)*. HOD B had experience in dealing with pregnancies and thus felt that someone with no experience may find it challenging. Training is an important aspect of ensuring that the goal of the *PPMLPS (2021)* is reached. The *PPMLPS (2021: s6.5.3)* makes provision for training and the sub-committee has the responsibility to oversee the alignment, delivery and coordination of this policy, the operational activities, budget priorities, as well as educator and staff training in the DBE.

Thus, we can see that even though the policy makes provision for training, no formal training was received by all participants, which is seen as a problem as they need training on how to implement this policy as no training can prevent one from reaching the goal of the *PPMLPS (2021)*. The policy interaction (2023) showed that there is confusion with regard to standardisation practices on how one needs to manage pregnant learners, as well as retention in schools. The lack of training is shown to influence educators as it can result in a lack of knowledge and lack of support to manage pregnant learners (Chapter 2, 2.3.4.1 e).

5.2.2.2 Lack of support

This subtopic aims to determine what support is lacking with the *PPMLPS (2021)*.

The participants have the following views:

Teacher B: This participant thinks that the Department of Basic Education only expects them to inform them about the pregnancies, but there is no form of support from the Department of Basic Education. *The Department of Basic Education is just informed about the number of pregnant learners in our school; we receive no other role or support from them.*

Deputy Principal B: This participant viewed that it can be seen as a challenge if an educator tends to have a personal or emotional reaction towards this pregnant learner, and their view on this learner may change. *It is a very sensitive topic for some of the staff and even the SMT, and it tends to trigger a personal and emotional reaction. For example, people will be disappointed in the learner as she cannot take care of herself now that she is pregnant and there is no support from the educators.*

The DBST does not support it; the only thing that they consider is, for instance, concessions, but it is not the support that we need as people. We have no idea how to support the whole family on this.

HOD A: This participant has the following sentiments despite having a psychologist at school: the problem is that those schools have no support, *psychologist or someone, a therapist or whoever at the department. At our school, we are lucky to have someone here, a psychologist, but not all schools.*

School B has a lot of experience with teenage pregnancy, and it is clear that there is not only a lack of support from the Department of Education, but also from some of the educators as well.

PPMLPS (2021) clearly states in Section 5.6 that all students who are pregnant and those who have babies in the basic education system have the right to health and social services that are available at school or through the referral of the DBE social partners. These services include counselling, care, and support.

The PPMLPS (2021: s6.1.2) states that all officials, SMTs, SGBs, SBSTs, and educators at every level of the Basic Education System are motivated to support pregnant learners

and to uphold this policy each year. All these stakeholders must times. Always act in a supportive way to ensure and facilitate a discrimination-free environment in which pregnant learners can have access to education, until their baby is born. The learner will be required to leave school and return to school as early as possible after the birth of the baby to complete her education.

The fact that the learner needs to return after the birth of her child to school can be seen as a problem, as Deputy Principal A felt that *in the last case we had, we had a learner in grade 12 in 2023, whom we advised during the March holidays to take sabbatical leave and complete her matric in 2024, instead of trying to balance both. The outcome was that a learner who may possibly fail grade 12 currently has an average above 60%, so helping the learner to make specific decisions, not just for now but for the future, is more important than simply sticking to the policy.* This student returned to school, but only for the next year, and is still performing. Therefore, the question remains: is it better for the learner to focus on one thing at a time or to try and balance everything and return to school immediately after the birth of the baby?

PPMLPS (2021: s6.1.2) provides for the DBE to create critical partnerships with organisations that will defend the right of female learners to receive SRH services. *PPMLPS (2021: s6.1.7)* states that DBE has the role of providing psychological and material support to pregnant learners.

What is stipulated in the *PPMLPS (2021)*, is not in line with the views of the participants, even though deputy principal A viewed that *a school like ours, which is well functioning and where we can have space within the school to deal with certain cases, still requires additional support from the department.* This remains a problem, as all schools are equal and the department still has a role that they need to adhere to according to the *PPMLPS (2021)* to ensure that all schools are supported by the DBE and their partners.

5.2.2.3 Lack of an inclusive environment

The *PPMLPS (2021)* makes it clear that schools need to provide an environment free from stigma, discrimination, and judgements, this can be seen as a problem as the participants had the following views:

Deputy Principal A: *I think in an environment where the incidence is high, you will not necessarily have problems with bullying, etc., but in an environment like ours where it is*

the exception and not the rule, it is something that the learners are not used to, and that might lead to some learners not acting civilly.

Deputy Principal B: *Sensitivity to discrimination, and you know that this policy addresses the fact that she must come to school, but it does not address bullying and labelling. It is very challenging because I must tell a student to stop bullying the student. The learner did something wrong, but it is not anyone's place to judge. Our facilities cannot accommodate a pregnant learner.*

HOD A: *So inclusive, I understand, I also want them to have an education. But sometimes it feels to me that if I delay your education, maybe suggest that you come back next year for the same grade after you have delivered your baby. I think it will be much better because that child is sitting in my class, she is nauseous, she does Not feel well, she does not fit into her school uniform anymore, and the table is too small. The room in the classroom is small.*

HOD B: *If it is inclusive, since you cannot protect them against bullying, you cannot keep them safe on the school grounds or in the classroom.*

Teacher B: This teacher viewed that one of the challenges of implementing PPMLPS (2021) is to inform educators about inclusive education. *I think informing educators about inclusive education toward the pregnant learner to be sensitive to discrimination by other educators or the teacher herself, or by other learners, for instance, bullying, and how to deal with that.*

Five out of the six participants viewed creating an inclusive environment challenging, as it is seen as a barrier to accommodating this learner, and to creating an environment free from stigma, discrimination, and judgement. The PPMLPS (2021) views the following:

The PPMLPS (2021: s6.1.1) provides a supportive environment that guarantees that schools are safe, free from stigma, an environment free from discrimination for all pregnant learners, and to ensure that they have the right to education during their pregnancy, following childbirth, and to facilitate pregnant learners to re-enter the school.

The PPMLPS (2021: s6.4.3) states that all schools in the basic education system help pregnant learners continue with their education during and after pregnancy, and they will take the necessary steps to accommodate this.

The PPMLPS (2021) makes provision for incidents of discrimination and stigma against pregnant learners. Although *PPMLPS (2021)* also states that schools must accommodate pregnant learners and create an environment free from stigma, discrimination, and judgement. Participants view this as problematic, and the policy does not make provision on how to ensure an inclusive environment. Is it better for pregnant learners to take a sabbatical and return to school next year to prevent discrimination and accommodate pregnant learners? A study by Adekola & Mavhandu-Mudzusi (2021) illustrates that stigma and discrimination remain a problem (Chapter 2, 2.3.4.1 e).

The challenges faced by the participants can be seen as lack of training, lack of support, and lack of an inclusive environment. These challenges need to be addressed. The policy needs to be addressed to ensure that the needs and desires of this policy are the same in all environments.

5.2.3 Theme 3 Relationship between primary goods and well-being/freedoms (solutions)

This theme views the relationship between primary goods and well-being as personal diversity, which enables the primary goods to be converted differently because of personal diversities (Anderson, 1995). This theme aims to establish what can be done to solve the challenges, by looking at the two different schools and the views of the participants. Theme 3 aims to find out what can be done to overcome the challenges to ensure that even though schools and people are different, the primary goods, such as the implementation of the *PPMLPS (2021)*, can still be equally implemented.

Each subtopic: support, training, and skills and capabilities that are illustrated in Figure 5.3 is discussed in detail in the section below.

Figure 5.3: Solutions

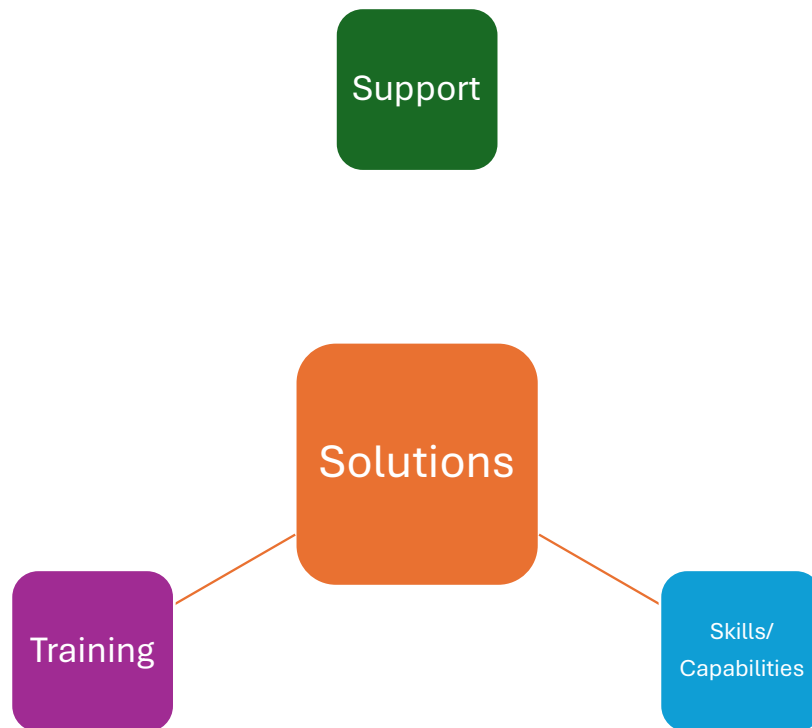
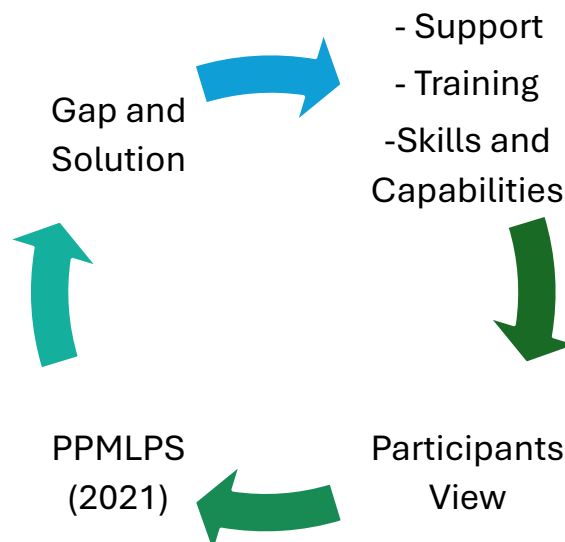


Figure 5.3.1: A summary on how the data is analysed, interpreted, and discussed

Figure 5.3.1 illustrates the outline of each subtopic that was discussed in this theme.



5.2.3.1 Support

The following participants viewed the different support systems at their school, and one participant suggested what support could be given to solve the problem.

Deputy Principal A: This participant viewed their support structure in their school as having two counsellors and the whole system being led by one of the educators. *We have two counsellors who work at the school, and then we have a unit led by Miss T, who works with the counsellors for student support.*

Deputy Principal B: This participant suggested that the school needs the support of trained people regularly to prevent teacher judgments from educators and to assist older educators to adapt. *The educators must adapt, and that is very difficult because your younger staff will, but for older staff, it is very difficult for them to adapt and to accept and they can be judgemental. The support we need is to have someone to come regularly to conduct training and that person must be somebody who is passionate about the situation.*

HOD A: This participant states that they have the support of a psychologist who can support them through this process. *We have a psychologist, but not all schools do.*

This HOD supports her educators by having meetings, and this participant suggested that universities should support learners on CSE. *We have meetings once a week for LO educators, and I think it is the universities that need to educate these learners.* This participant also suggested that *the department can invest more in having a whole system again, that if I have a problem at a school, I will call someone to come and help at the school.*

HOD B: This participant believes that their school has a small committee that handles learners' pregnancies and has experience in the management of pregnancies. *We do have a small committee that is like the pregnancy committee. We ourselves and the social worker have personal experience.*

Teacher B: This participant has the following views on the support systems in place at his school. *We monitor the academic performance and emotional well-being of the learner. We collaborate with NGOs that are involved to act in the best interest of the learner and the unborn baby. We consult with parents or guardians of the learner, as well as stakeholders. We discuss the academic plan of the learner and the after-birth plan, as well as how to ensure the baby is taken care of, and we support the learner.*

Schools A and B are seen to manage student pregnancy incidents differently, which may be a reason why the primary good may be converted differently as both schools do not

have the same resources. School A is viewed as having a psychologist and two counsellors that manage the whole process, while school B only has a social worker and educators who have experience with pregnancy of the learner and need to deal with and manage incidents.

PPMLPS (2021: s6.3.2) states that if a school cannot accommodate a pregnant learner, the school must refer the learner to the social sector partners of the DBE so that the learner can get the needed counselling, care, and support. The PPMLPS (2021: s6.5.7) states that the DBE has the responsibility to provide the necessary resources that support the monitoring and evaluation of the implementation of this policy.

Although the support systems in both schools are different, it seems that both schools are acting in the best interest of the learner, but the problem remains that the DBE needs to support schools by providing them with a team that offers counselling, care and support in those schools that lack the resources to appoint external personnel to manage these cases. Schools need to provide the following support: get a trained person to assist the school on how to deal with learner pregnancies and how to react to such cases; to support educators by having weekly meetings; and this can be seen as a platform to learn and exchange knowledge and feelings. The DBE can support schools with the lack of resources with the necessary knowledge on how to deal with learner pregnancies.

5.2.3.2 Training

Training is important for the correct implementation of *PPMLPS (2021)*, and most participants mention what the DBE can do to enrich the knowledge of all stakeholders to ensure the successful implementation of *PPMLPS (2021)*.

Deputy Principal B: This participant suggests two ways in which training can be used to solve the problem of teenage pregnancies: *enforce programmes that involve support tutoring education, and I know we are doing it in Life Orientation but sometimes it is necessary to have a conversation like this with a group of girls or one-on-one because sometimes it is difficult for them to ask in a class with boys as well to ask some of these questions and to promote values.*

To implement programmes that can help teenage girls connect to something, they must have a purpose, be confident and show character, for example, to live a healthy lifestyle.

If you fall pregnant, you must stop drinking, smoking, etc., and have a healthy lifestyle for yourself as well as the baby.

HOD A: This participant mentioned that in previous years there was a good workshop, and it was compulsory to attend. *We had good workshops that we had to do, but nowadays we don't do that anymore.*

HOD B: This participant views that one person needs to be trained to teach CSE to learners and that it needs to be a teacher who is comfortable teaching CSE, and by doing so, it will ensure that the information remains the same. *I think it is also better if one person does it so that one person does not say one thing and the other one does it. , I think it is good if one person is that comfortable with it, maybe someone who has training can handle that, instead of educators who will not feel comfortable, who do not know what they are saying, and who do not know when to share.*

Teacher B: This participant feels that workshops and information sessions need to be implemented to address teachers' concerns of educators, and to ensure professional development and ongoing training for educators on teaching CSE. *Workshops and information sessions are needed to help address their concerns. The professional development and ongoing training of the educators ensure that they are well prepared and comfortable providing these lessons.*

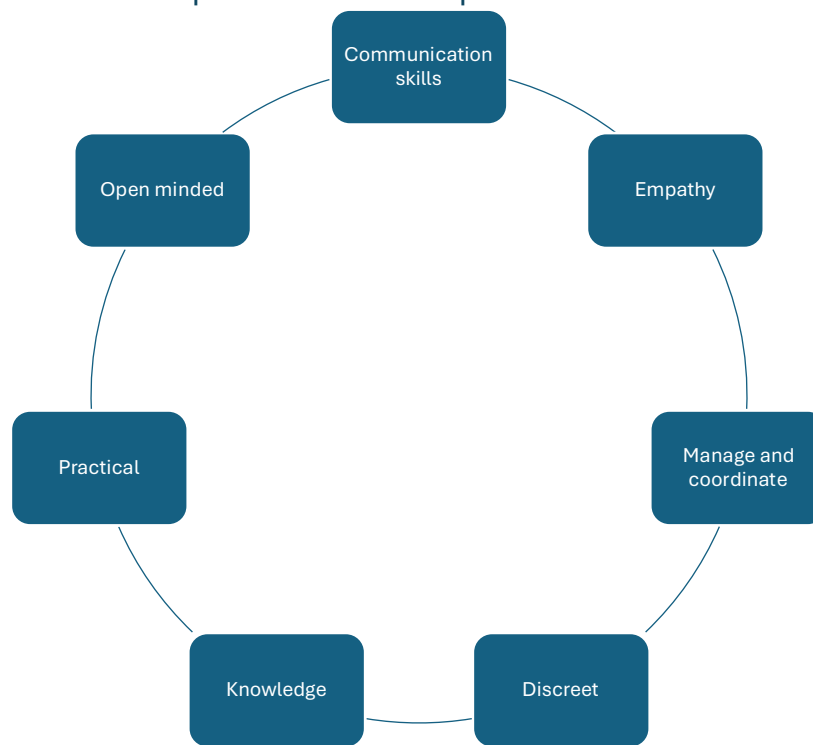
PPMLPS (2021: s6.5.7) makes provision for training for all stakeholders, and it states that the curricula and co-curriculars on adolescent sexual and reproductive health education and learner pregnancy prevention and contraceptive methods must be amplified by additional health education sessions that are provided by ISHP staff, and this training will be reinforced at least once per phase.

The *PPMLPS (2021: s6.5.3)* states that the subcommittee has the responsibility for supervising the order, the delivery and coordination of the policy, the operational activities, financial priorities, and the training for all staff and educators that are part of the DBE. Most participants view workshops as important for training educators to teach CSE which can help with the prevention and management of learner pregnancies. It is important to equip learners with the skills and knowledge needed to teach them values and assist them with future options if they are pregnant. Lastly, the *PPMLPS (2021)* makes provision for training educators.

5.2.3.3 Skills / capabilities

After analysing the data, I have analysed certain skills and capabilities that participants view as important for the implementation of *PPMLPS (2021)*. The skills and capabilities that are needed are illustrated in the diagram below.

Figure 5.3.2: Skills and capabilities for the implementation of PPMLPS (2021)



Only **three** participants viewed the above-mentioned skills and capabilities as important for the implementation of *PPMLPS (2021)*.

HOD A: *They have to communicate well, they have to be clever enough to read all the people with whom they work so that they can all understand them. If I want to implement something, I must be practical.*

HOD B: *They need to have good communication skills. I think this is one situation where the learner does not feel like they are in trouble. If you are a student in this situation, you must know how to be empathetic and how to be discreet.*

Deputy Principal B: *I think a teacher must be open-minded with regard to the policy. we must realise that there are no hospital schools; we must deal with the problem. The principal plays an important role because he needs to manage and coordinate this process.*

In this subtopic, the objective was to identify the skills or capabilities that the participants felt were important to implementing the *PPMLPS (2021)*. These skills and capabilities can be seen as a solution to ensure that even though schools do not have the same resources, the *PPMLPS (2021)* can be implemented equally in all schools if all stakeholders can adhere to these skills and capabilities.

The solutions to address the challenges are the fact that they need training in the policy as well as in CSE, the support needed from the DBE and other stakeholders, and lastly, the skills that educators to implement *PPMLPS (2021)* are; communication skills, open-mindedness, managing and coordinating, practical, discreet, knowledge, and empathy. Adekola & Mavhandu-Mudzusi (2021) view collaboration as important between the DBE, the Department of Health and other stakeholders to ensure good sex education and an environment free from stigma and discrimination (Chapter 2, 2.3.4.1 e).

5.2.3.4 Theme 4: Spatial inequalities (Community)

This theme holds that people's knowledge differs from the community they come from and therefore will have different opportunities for what they can and cannot do (Anderson, 1995). Theme 4 aims to identify the problems that may be encountered in the communities that schools are part of and to establish whether these barriers can prevent learners from making good choices. The two barriers that are seen as spatial inequalities are socioeconomic issues and parental involvement through the lens of the SGB.

The subtopic illustrated in figure 5.4 is an outline of how each sub-topic is discussed under the theme of community.

Figure 5.4: Spatial inequalities (Community)

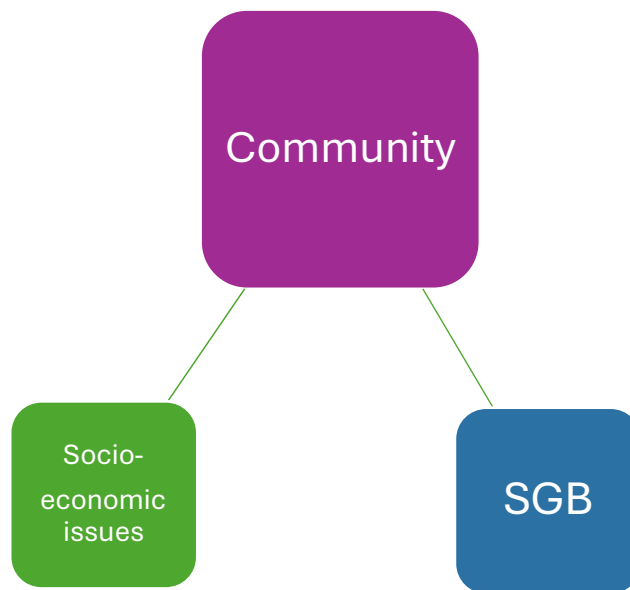
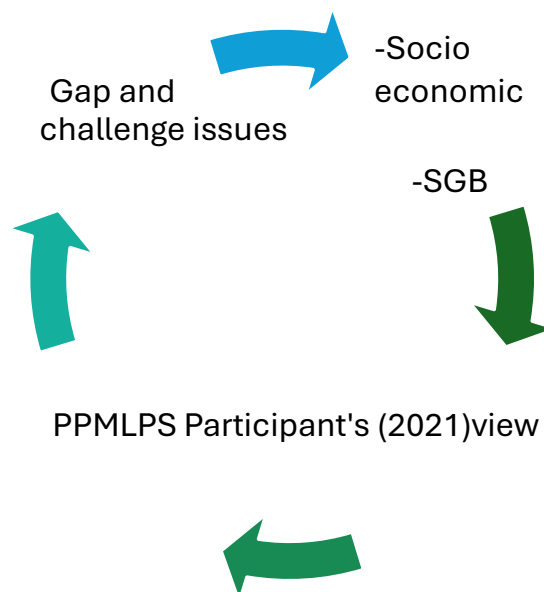


Figure 5.4.1: A summary on how the data is analysed, interpreted and discussed
Figure 5.4.1 is an illustration on how each subtopic is discussed in this section.



5.2.4.1 Socio-economic issues

The two deputy principals of the two schools mentioned their views on the impact of socioeconomic issues based in communities on the pregnancy of the learner.

Deputy Principal A: *I think the one thing that we must remember is that there is a specific reason why the incidences of learner pregnancies are higher due to socioeconomic factors. We can help and support, but as long as the socio-economic factors do not change, the behaviour will not change. We can try our best to show learners what is expected of them, but we cannot live their lives in the situations they are in.*

Deputy Principal B: *There is a huge gap in socioeconomic development in this area because parents do not have stability. Some of them are staying in a wendy house in someone's backyard, and suddenly the learner is pregnant and must care for their children and the baby. The area in which we are staying is problematic.*

There is a huge gap in our community. I feel that we will not change our learners if we do not start in our community, it is an ongoing cycle. I fell pregnant when I was in Gr. 9 or 10, my daughter is in Gr.11 and fell pregnant. There is a gap in our community.

The *PPMLPS (2021)* states in Section 5.10 that the DBE has the responsibility to create and maintain a supportive environment for pregnant learners and to encounter possible harmful cultural and social practices, amongst the learners in school and within broader communities in which the learners live, that may have an impact on teenage pregnancies.

Section 6.5.4 of *PPMLPS (2021)* states that parents and community have the responsibility to provide support to the school where possible, and their support and resources will be used and their capacity to play a supporting role will be enhanced through guidance and training.

School B faces more socio-economic challenges than school A, and thus it can be one factor that may be seen as why school B experiences more learner pregnancy cases than school A. It is important to start with the communities that encounter socioeconomic issues and support these communities so that the community can be seen as a form of motivation for learners to make good choices. As stipulated in the *PPMLPS (2021)* the DBE needs to provide a supportive environment within communities with possible high rate of teenage pregnancies, so this remains a problem. The DBE must re-evaluate their

role in managing this problem within communities. Parental involvements are seen as important according to the policy interaction (2023) as parental involvement is seen as important to lower the changes of their children to be exposed to risky behaviours (Chapter 2, 2.3.4.1 d).

5.2.4.2 SGB

The School Governing Body is seen as one of the role-players in the *PPMLPS (2021)*

The two deputy principals shared their views on how the school involves the SGB when dealing with cases of learner pregnancies.

Deputy Principal A: This participant thinks that the school does not involve the SGB as the SGB gave the platform to manage itself. *I cannot really say that we do, the SGB gave the responsibility to the personnel to handle certain situations, so that they are not self-involved, but still provided the means to help and support the learners.*

Deputy Principal A: *The principal must inform the SGB that there is a pregnant student at school.*

The *PPMLPS (2021: s6.1.5)* states that the SGB has the role of *ensuring* that its policies and regulations are in line with the South African School Act and according to the conditions and circumstances within this policy.

PPMLPS (2021: s6.1.5) states that the SGB needs to collaborate with other social sector partners to ensure supportive educational environment and act as loco parentis if parents or guardians are absent.

The SGB has a supportive role to fulfil it seems that the SGB is not active in schools A and B with respect to learner pregnancies as stipulated in the *PPMLPS (2021)*. The supportive role of the SGB as stipulated in the policy is very vague, and more details need to be included on what they can do to provide a supportive environment. Deputy principal A states that *we must remember that SGB members work in the public sector. Can this reality be seen as a reason why the SGB is not involved in cases of learner pregnancies?* The community has an impact on the school and the students. If the SGB and community fail to uphold their role, the learners will suffer the most, and this will result in bad choices.

5.3 Summary

This chapter outlined the capabilities educators to implement the *PPMLPS (2021)*. School A and School B have different resources when implementing the policy. School A is a well-resourced school with two counsellors and a psychologist who manage the whole process of learner pregnancies, although they do not experience many pregnancies. Whereas school B is seen as underresourced with regard to learner pregnancy, they only have a social worker that is appointed as a PL 1 teacher. They do not have the necessary support from the DBE to assist them with a counsellor or health care workers; hence, this school does not have the funds to appoint external personnel to deal with such cases. These differences between the schools can result in inequality, no social justice, the resources are not the same, and the implementation the policy is not the same. For example, school A does not follow the policy and adapts an approach that is suitable for the pregnant student.

School A and B did not receive any training on this policy. This lack of training can be seen as one reason why the school does not follow the same procedure to manage learner pregnancies. Although this chapter discussed challenges such as lack of training, lack of support, and lack of an inclusive environment that may be seen as an obstacle by participants to implement the *PPMLPS (2021)*, solutions were given to address these challenges and to create a platform to ensure that even though schools are not standardised. Do not have the same resources, they can still make use of these solutions to ensure that the policy is equally implemented. Participants recognise the challenges in the community, especially if there are socio-economic issues within the community. These issues can be seen as a factor that may result in a high rate of teenage pregnancy; hence the DBE has a role to play. schools cannot implement this policy on their own. They need the support and guidance from the DBE and its relevant stakeholders to ensure that it is implemented properly and to ensure the necessary support, training, and skills for the implementation thereof.

Chapter 6: Recommendations and conclusion

6.1 Introduction

The aim of this chapter is to discuss the main findings of the research by listing each subtopic and briefly summarising it. The topics that are discussed in this chapter are the challenges, lack of support, lack of training, and a lack of an inclusive environment. Solutions such as support, training, and skills and capabilities are also briefly discussed. The role of the community and SGB members is also discussed in this section.

In this section, an overview of chapters 1-5 is given to give the reader a brief outline of the purpose of each chapter and to determine which chapter answers which research question.

In this section, suggestions and recommendations are made with the aim of identifying research that can be done in the future, and the limitations of this study will be briefly discussed. This chapter aims to address the research question on the recommendations and suggestions that can be made on *the PPMLPS (2021)*. Lastly, a brief reflection is provided to summarise this research journey and the personal growth I have experienced after writing this dissertation.

6.2 Main Findings of this Study

6.2.1 Challenges with the implementation of the *PPMLPS (2021)*

6.2.1.1 Lack of training

The data clearly indicates that schools have not received any training on PPMLPS. (2021), and thus it can be seen as one of the barriers on why the implementation is not effective within schools. Schools differ due to different environments and socioeconomic issues. The data shows that due to these differences, the *PPMLPS (2021)* is not implemented equally and produces social injustice. Although there was no training in *PPMLPS (2021)*, school B is equipped with the necessary skills to manage learner pregnancies and to ensure that pregnant learners are supported, safe, and can resume their education. Despite school B's lack of resources, they are better prepared than school A to manage student pregnancy. The lack of training in CSE is a problem as there are no workshops available to equip educators in teaching sex education. It is important that all educators are trained to teach

CSE as the lack of training can result in misconceptions about sex education and the fact that this information will not be correctly transferred to learners. This causes learners to search for answers on Google, as they do not have information about this topic.

6.2.1.2 Lack of support

The *PPMLPS (2021)* states that support must be provided to schools if schools cannot assist the pregnant learner. The school can refer the learners to DBE partners. Although the policy clearly stipulates that the DBE and other stakeholders have a supportive role to play, it is possible that there may be lack of support from the DBE. Although school B is prepared to manage learner pregnancies, the school cannot support the learner in all aspects, as the school has no counsellor or psychologist to support the learner. School A is seen as a resourced school that does not require any support from the DBE, but all stakeholders have a role to play. It is important that these stakeholders give the necessary support to underresourced schools to ensure that all pregnant learners are supported through the necessary aspects.

6.2.1.3 Lack of an inclusive environment

The *PPMLPS (2021)* makes provision for an environment free from discrimination, stigma, and judgements, and thus the creation of an inclusive environment is seen as a major barrier within the implementation of this policy. Bullying, discrimination, and stigmatisation are seen as a challenge for schools to prevent such behaviour and accommodate pregnant learners. As a result of these challenges, schools are not safe for pregnant learners. The *PPMLPS (2021)* does not give clear guidelines on how to ensure and create an inclusive environment.

6.2.2 Solutions

The following solutions were briefly discussed in this section. The following solutions were addressed, support, training, and skills and capabilities.

6.2.2.1 Support

Schools A and B have some support systems in place. School A supports educators in teaching CSE by conducting weekly meetings and ensuring that all educators are on the same page and know what is expected of them. School A supports pregnant learners through counsellors and psychologists. Therefore, no educator is needed to support the learner, as they have external sources and qualified personnel to deal with

learner pregnancies. School B has a learner pregnancy committee that composed of an HOD or grade head and social worker that is also appointed as a PL 1 educator. These individuals have personal experience dealing with teenage pregnancies and rely on their experiences to support pregnant learners. The SBST coordinator from school B is the social worker and supports the pregnant learner by following up on and monitoring the learner's academic performance and emotional well-being.

The participants from both schools suggest the following support for schools:

- More support from the DBE and districts. Schools should be able to contact districts for support.
- A trained person that can support the school by providing training to educators, preventing judgements from educators, and equipping them with the necessary skills to ensure that educators provide the necessary support to pregnant learners and establish an environment free from discrimination.

6.2.2.2 Training

Participants made the following suggestions on how to provide better training to ensure the implementation of *PPMLPS (2021)*:

- The implementation of programmes to equip teenage girls with the skills to have purpose and on how to live a healthy life.
- More training needs to be carried out to equip educators with the skills to teach CSE.
- Workshops and information sessions must to be implemented to ensure the professional development of educators.
- Educators who are comfortable training other educators to handle teenage pregnancies.

6.2.2.3 Skills or capabilities

It is clear by looking at the challenges, solutions, and personal diversities these factors can be seen as a reason why the implementation of the *PPMLPS (2021)* can be implemented differently. Thus, even though schools do not have the same resources, they have the necessary skills or capabilities to adapt and implement *PPMPS (2021)* according to the best interests of the child. After looking at all the findings, it is clear that the following capabilities or skills are needed to implement the *PPMLPS (2021)*;

- Communication
- Empathy
- Manage and coordinate
- Discreet
- Knowledge
- Practical
- Open-minded

6.2.3 Community

The community and the members of the SGB have an influence on the school and the students. School B which located in a community with socioeconomic issues tend to have more teenage pregnancies than school A. SGB members are not really involved within the implementation of the *PPMLPS (2021)*, hence they are seen as role-players with the implementation thereof. The SGB needs to be more involved in supporting the school in managing and preventing teenage pregnancy. It is clear that more needs to be done in communities that suffer from socioeconomic issues and support needs to be given to these communities to ensure positive choices are made and that parents can have a positive influence on their children (learners). Schools are equipped to do as much as they can, but if the community does not play their part, this will remain a problem.

6.3 Overview of chapters

In this section, a summary is given of each chapter to determine which research question is answered in each chapter.

Chapter 1: The aim of this chapter was to give the reader a brief introduction and background to the research study. This chapter introduced the study problem of the high rate of teenage pregnancy. The aim of this research is also introduced in this chapter, and it is seen as the solution to the problem of teenage pregnancy. The aim was to identify the capability sets needed by educators to implement *PPMLPS (2021)*. This chapter introduced the theoretical framework that guided this study. The Amartya Sen capability sets were used as a theoretical framework. The research design was also introduced in this chapter, namely, the qualitative approach. The research paradigm was informed through a transformative paradigm with the ontology, epistemological, and axiology as assumptions and a

phenomenology as the research. design. The following research methods were introduced, semi-structured interviews, literature review, and document analysis. The ethical considerations are also introduced in this chapter, as well as the demarcation of this study. This chapter gave an outline of how this research is structured.

Chapter 2: This chapter aims to identify the global challenges of teenage pregnancy and what is done globally to manage and prevent teenage pregnancies. The differences between the *MPMLP (2007)* and the *PPMLPS (2021)* were outlined, and the implications of the *PPMLPS (2021)* were discussed in this section through the lens of the policy interplay (2023) and relevant literature. In this chapter, a policy framework for the *PPMLPS (2021)* was outlined to establish that the *PPMLPS (2021)* is formulated from other laws and policies. The capability approach of Amartya Sen is discussed in detail in this chapter, and each capability set discussed gave the reader an outline on how the capability sets were used in this study. This chapter answers the research question of what the implications of *PPMLPS (2021)* are.

Chapter 3: The aim of this chapter is to give an outline on what research paradigm, methodology, design, sampling, data collection methods, and analysis were used to conduct the data for this research study. The transformative paradigm was used in this study and this paradigm with the three assumptions; ontology, epistemological, and axiology were discussed in detail and its relation towards this study. A qualitative methodology was used as the experience of the participants was captured. The data were collected through semi-structured interviews, literature review, and document analysis. Purposive sampling was used, six participants were interviewed: two educators, two HOD's, and two deputy principals. The policy analysis and thematic analysis were discussed and how it was used.

Chapter 4: The aim of this chapter was to analyse the *PPMLPS (2021)* through the lens of the 5 principles policy; the difference between the intended policy and how it was practised (historical background); the distribution of power, resources and knowledge; the environment in which the policy is created and implemented; and the social stratification with the impact of the policy on relationships of privilege and

inequality. The omissions and silences were also discussed in this section.

Chapter 5: The aim of this chapter was to give an outline of the main findings of the collected data. In this chapter, the data was discussed in four themes. The themes comprises of the Amartya Sen capability sets. The themes are as follows: Theme 1: Personal diversities, Theme 2: Needs, interests, and desires at a particular time (Challenges), Theme 3: Relationship between primary goods and well-being or freedoms (solutions) and Theme 4: Spatial inequalities. Each theme was discussed through subtopics. This chapter aimed to address the research question: What capabilities are teachers needed by educators to implement *PPMLPS (2021)*?

6.4 Recommendations or suggestions

6.4.1 The DBE and districts

- The DBE and districts must work with its stakeholders to ensure that support is provided to schools when needed.
- Health care workers must go to schools to assist schools with the required training on how to manage learner pregnancies and to support pregnant learners medically where needed.
- Workshops and training must be provided to all educators, teaching CSE to equip them with the necessary skills to implement CSE successfully.
- To involve PL 1 educators in setting up the policy to ensure that the policy is applicable and practical in all environments.
- the DBE should provide training on *PPMLPS (2021)* to ensure that each stakeholder is aware of their role and equipped with the necessary skills to implement the *PPMLPS (2021)* successfully.
- To provide training workshops in communities where there is a high rate of teenage pregnancies and a motivational speaker to encourage community members to break the cycle of poverty and make informed decisions.

6.4.2 Schools

- Schools must ensure that all role-players within schools are involved within the implementation of *PPMLPS (2021)*.

- Internal training must be provided to all stakeholders within the school.
- Only educators that are qualified to teach CSE must teach CSE.
- Organise guest speakers to speak to learners and assist learners in making informed decisions.
- To involve and educate the community about learner pregnancies by having workshops that can equip community members with the necessary skills to escape from poverty. Equipping community members with the necessary skills to positively influence learners within the community.

6.4.3 Recommendations for future research

- Research on how schools can become more inclusive with regard to pregnant learners and what schools can implement to ensure an environment free from discrimination, stigmatisation and judgement.
- The effectiveness of CSE and the capabilities that educators need to successfully implement CSE as stipulated in the CAPS document.
- More research can be done on how *PPMLPS (2021)* can be implemented successfully.
- The involvement of the SGB with regard to *PPMLPS (2021)* can be researched on training the SGB to be part of the process of managing and preventing teenage pregnancies.
- Research on what the DBE can do to assist communities with a high rate of learner pregnancies, and to identify the factors and possible solutions towards these challenges.
- The same study can be done but with more participants, especially participants from under-resourced schools, to determine how each under-resourced school utilises to manage teenage pregnancies.

6.5 Limitations

Table 6.1: Limitations

Limitation	Solution
Language was a barrier as all the participants were Afrikaans speaking.	The interview questions were translated and the participants were assisted where possible, to ensure they understand the questions.

Most of the participants were not aware of the <i>PPMLPS (2021)</i>, which made it difficult for the participants to answer some of the interview questions.	The <i>PPMLPS (2021)</i> was explained to participants so that they get a brief understanding on what the policy is about.
Not all educators are involved within the implementation of the <i>PPMLPS (2021)</i>	Most of the participants interviewed, were involved in managing learner pregnancy incidences.
Limited data was found on the <i>PPMLPS (2021)</i>	The <i>MPMLP (2007)</i> was mostly used on staff data and to make a comparison between the policies and the Policy interplay of 2023.
The study could be more feasible if more schools but frequently experience teenage pregnancy were involved.	This could enhance the accuracy of the study in terms of how these schools manage learner pregnancy, and by this it could determine whether all schools are equipped with the necessary capabilities to manage such cases. This can be solved by conducting a future study that includes more schools that experience teenage pregnancies.

6.6 Reflection

The following is a brief reflection on my research journey, as stated in my rational in Chapter 1. Teaching in a community with socioeconomic problems, I have identified the problem of teenage pregnancies. Therefore, in this study, I embarked on solving this problem through research. This research challenged me mentally, particularly the theoretical framework. The capability approach is a difficult framework, but after doing research on this framework, I knew it was the perfect framework to guide this study. The analysis of *PPMLPS (2021)* was a highlight of this research, as I gained new knowledge on the analysis of policies and really enjoyed the presentation of this policy. Data collection was a challenge, as most participants were not aware of *PPMLPS (2021)*, and this made me aware that this study can contribute to research by ensuring that educators are equipped with the necessary capabilities to implement *PPMLPS (2021)*. I really enjoyed this research journey. I have grown so much in my writing and academically. I hope that this research can fill the gap and barriers that prevent the successful implementation of *PPMLPS (2021)*.

6.7 Summary

Although there are many challenges with the implementation of the *PPMLPS (2021)*. This policy can manage and prevent learner pregnancies if implemented correctly and if the necessary training and support are provided. Although there were limitations in this study, each limitation was successfully addressed to ensure that accurate data was collected and that the aim of this investigation was reached. To conclude, the research question on what capability sets are needed by educators to implement the *PPMLPS (2021)* was answered, as these capabilities that are needed are support, training, communication, empathy, manage and coordination, discreet, knowledge, practical, and open-minded. Even though no teacher is the same, it is important to adapt and to ensure that the same capabilities are used throughout the implementation of the *PPMLPS (2021)* to ensure that this policy is equally implemented. By doing so, it will ensure that there is social justice within the education system.

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APPENDIX

Appendix A: Group 1 educators interview questions:

The following questions were asked by educators, the aim of each question is discussed below.

Interview Questions	Aim of the question
Are you a educator at a South African Government school?	<i>This question aims to understand if the educator is teaching at a South African government school or private school. It is asked to show the reader that the educator used in this study is both from South African government schools, as the PPMLPS (2021) is a policy implemented in government schools.</i>
Describe how the school deals with learner pregnancies.	<i>By looking at this question, educators need to provide their experience on how their school dealt with teenage pregnancies and this question will help determine if the schools are following the PPMLPS (2021) when dealing with teenage pregnancies. It is also asked to determine whether the school has the necessary resources to manage teenage pregnancies.</i>
Describe the training that you have received on dealing with and supporting pregnant learners.	<i>This question will determine if educators are equipped with the needed skills to deal with teenage pregnancies.</i>
What is the role of the Department of Basic Education in this regard?	<i>With this question I aim to determine whether educators understand the role of the DBE regarding teenage pregnancies and how the DBE can assist the school with incidents.</i>

Describe what capabilities you might need to assist with the implementation of PPMLPS (2021).	<i>This question aims to determine if educators are aware of their capabilities to implement the PPMLPS (2021).</i>
What support systems are in place when dealing with learner pregnancy?	<i>This question aims to establish the support system in place to assist the school in dealing with teenage pregnancy, and to establish if the support system is aligned with the PPMLPS (2021).</i>
What can be regarded as most challenging for educators with the implementation of the PPMLPS (2021)?	<i>The challenges that prevent educators from implementing the PPMLPS (2021) is asked, and educators are asked to elaborate to establish the factors that prevent them from successfully implementing the policy.</i>
Is it only the Life Orientation educator's responsibility to implement the PPMLPS (2021)? Explain your views.	<i>The educators that are being interviewed is one Life Orientation educator and one educator who teaches any other subject. These educators that are interviewed will assist the researcher to determine whether all educators are in need of implementing the policy or whether the policy is only compulsory for LO educators. This question aims to explore whether schools include all educators and personnel to implement the policy.</i>

Does comprehensive sexuality education help in dealing with learner pregnancies?	<i>The aim of this question is to determine if CSE is a useful tool to address teenage pregnancies and to establish educators' views on the feasibility of the CSE.</i>
What barriers can be seen as a challenge in teaching Comprehensive Sexuality Education? Describe how these barriers can be addressed.	<i>The barriers will be used to determine whether these challenges can be seen as an obstacle to implementing the PPMLPS (2021) successfully.</i>

Appendix B: Group 2: Departmental heads interview questions:

Interview Questions	Aim of the question
Describe your role as HOD in dealing with learner pregnancies at the school.	<i>The two HODs from two communities will be interviewed. This question aims to determine how each of these HODs deal with teenage pregnancies in their school.</i>
Are you aware of the PPMLPS (2021)?	<i>This question seeks to determine if the HODs are aware of this policy.</i>
What role does the HOD play in the implementation of the learner pregnancy policy in your school?	<i>The PPMLPS (2021) make it clear that all stakeholders have a role to fulfill the policy. The question will establish if HODs are aware of what is expected of them to implement the policy.</i>

What can be regarded as most challenging for the HODs with the implementation of the learner pregnancy policy?	<i>The challenges can be seen as a barrier to implement the policy.</i>
How can these challenges be overcome?	<i>Even though all schools do not have the necessary resources. This question aims to seek what can be done to ensure that HODs can fulfill their roles.</i>
What capabilities are needed by the HODs to successfully implement the PPMLPS (2021)?	<i>The two HODs have different capabilities as they are teaching in different communities. This question aims to seek the different capabilities that are required by the HODs to implement the policy.</i>
Have the HODs received training on the implementation of the PPMLPS (2021)?	<i>If the HODs received training on how to implement the PPMLPS (2021), the HOD's are going to use the training differently as they have different resources.</i>
Does comprehensive sexuality education help in dealing with learner pregnancy?	<i>The views of the two HODs will be evaluated to determine if they feel CSE is vital in managing learner pregnancies.</i>
How can the HOD assist educators that struggle to teach comprehensive sexuality education?	<i>This question aims to seek what support the HOD can give to educators in teaching CSE to overcome barriers and reach the aim of the policy.</i>

Do you have any issues positive or negative regarding the PPMLPS (2021) in general?	<i>This question aims to establish the different views HODs have on the PPMLPS (2021) based on their background and experiences.</i>
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Appendix C: Group 3: Deputy principal or principal interview questions:

Interview Questions	Aim of the question
Describe how your school experiences learner pregnancy and your role in dealing with such cases.	<i>This question aims to determine how each deputy principal or principal experience teenage pregnancy in their school, this question is asked with the hope of getting answers on whether there are any learner pregnancies and if these pregnancies are dealt with as per the PPMLPS (2021).</i>
Do you consider your school wellresourced or under-resourced?	<i>This question aims to seek whether the school has the necessary resources to ensure the implementation of the PPMLPS (2021).</i>
Which quantile school does your school form part of?	<i>This will assist me as researcher to establish what type of learners the school is accommodating.</i>
What role does the principal play in the implementation of the learner pregnancy policy in your school?	<i>The aim of this question is to establish if the deputy principal or principal are aware of their roles as stipulated in the PPMLPS (2021).</i>

What challenges do principals face with the implementation of the PPMLPS (2021)?	<i>The barriers that prevent deputy principals or principals from implementing the PPMLPS (2021) will be evaluated.</i>
What support do you need to overcome these challenges?	<i>Although schools do not have the same resources, this question aims to discover what support system can be</i>
	<i>implemented to assist schools to overcome implementation challenges.</i>
How does the principal involve the SGB members and other stakeholders in your school in the implementation of the PPMLPS (2021)?	<i>In the PPMLS (2021) the SGB is seen as the stakeholder needed to implement the policy. This question seeks to find out how the SGB and other stakeholders are involved when implementing the policy.</i>
Did you receive any training on the implementation of the PPMLPS (2021)?	<i>This question is set to determine if training is received on this policy, if not, it can be seen as a barrier to successful implementation.</i>
Describe the possible capabilities educators need to implement the policy.	<i>From a deputy principal or principal view, this question aims to seek what the deputy principal or principal's view is on the capabilities needed by educators to implement the PPMLPS (2021)</i>
How do you, as principal, assist educators when dealing with learner pregnancies?	<i>With this question, I want to establish the support deputy principals or principals offer educators in dealing with pregnancies.</i>

What kind of support do you think should be provided in assisting you with the implementation of the PPMLPS (2021)?	<i>As teenage pregnancy remains a problem, this question seeks to determine what can be done differently to support school the implementation of the PPMLPS (2021).</i>
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Appendix D: Permission from the Gauteng department of education

**GAUTENG PROVINCE**

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	06 November 2023
Validity of Research Approval:	08 February 2024– 30 September 2024 2023/490
Name of Researcher:	Moolman SM
Address of Researcher:	277 Erasmus Avenue Raslouw Centurion
Telephone Number:	074 3003525
Email address:	Sumariemoolman23@gmail.com
Research Topic:	Exploring capability sets for teachers for the implementation of the Policy on the Prevention and Management of learner Pregnancy in schools (2021)
Name of University:	University of Free State
Type of qualification	Masters
Number and type of schools:	2 Secondary Schools
District/s/HO	Tshwane South , Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

[Signature] 06/11/2023

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Falth.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.**
4. **The Researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Dr. Faith Tshabalala

Acting CES: Education Research and Knowledge Management

DATE: 06/11/2023

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

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Appendix E: Ethics from the University of the Free State



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

26-Mar-2024

Dear Ms Susara Moolman

Application Approved

Research Project Title:

Exploring capability sets for educators for the implementation of the Policy on the Prevention and Management of Learner Pregnancy in Schools (2021)

Ethical Clearance number: **UFS-HSD2023/2084**

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 via an Amendment on RIMS to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit a Final Report on RIMS for your study/research project to the ethics office once the project has concluded. Should you require more time than the allotted 12 months to complete this research, please apply for an extension by submitting a Continuation/Report on RIMS. Thank you for submitting your proposal for ethical clearance. We wish you success with your research.

Yours sincerely, **Dr**

Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

205 Nelson Mandela
Drive
Park West
Bloemfontein 9301
South Africa

P.O. Box 339
Bloemfontein 9300
Tel: +27 (0)51 401
9337
duplessisA@ufs.ac.za
www.ufs.ac.za



Appendix F: Language editing

Room 28
Winkie Direko Building
205 Nelson Mandela Drive
University of the Free State
Bloemfontein

29 July 2024

To whom it may concern

Re: Editing of dissertation - Exploring capability sets for teachers for the implementation of the Policy on the Prevention and Management of Learner Pregnancy in Schools (2021)

This is to confirm that I edited the author's dissertation referenced above. After working through the author's dissertation, I can testify that there is improvement in English language proficiency. The document is now clearer and more concise than before; hence it is now easy to read, follow and comprehend. The author's exploration on "Exploring capability sets for teachers for the implementation of *the Policy on the Prevention and Management of Learner Pregnancy in Schools (2021)*" builds a compelling study which I think is important to share with the academic community.

The dissertation displays a good command of English conventions relating to grammar, punctuation, sentence structure and paragraphing. The ideas that the paper explores and the theoretical concepts flow smoothly from one sentence to another and are also well developed in a cohesive manner throughout the manuscript. Furthermore, the ideas are easy to follow as the paragraphs are well organised and developed with clear transition from one paragraph to another. The current structure of the paper is well organised. I therefore recommend the submission of this piece of scholarly work, as I also learnt quite a bit from it.

Yours Sincerely



Tamia Dicks (MA with Specialisation in English – UFS Bloemfontein)