

An Exploration of the Structural, Cultural and Agential Conditions that Shape Life Skills Teachers' Responses and Experiences in Teaching Sexuality and HIV and AIDS

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By

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DECLARATION

I, Beatha Ndinela Hakaala declare that this study, an exploration of the structural, cultural and agential conditions that shape Life Skills teachers' responses and experiences in teaching sexuality and HIV and AIDS in Oshana Region, Namibia, is my own work and that it has not been submitted for any degree or examination in any other University. All the sources I have used or quoted have been indicated and acknowledged using complete reference according to Departmental Guidelines.

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ABSTRACT

This paper reports findings on how Namibian secondary school Life Skills teachers are exercising their agency to teach or not to teach Sexuality and HIV and AIDS, a subject which is regarded as sensitive and has been surrounded by secrecy and has issues which are cloaked by silence and taboos. The aim of the study was to explore the structural and cultural factors that shape the responses and experiences of Life Skills teachers in teaching sexuality and HIV and AIDS. The study was conducted through observations and interviews with four full-time Life Skills teachers. Document analysis was carried out throughout the study in which lesson plans, portfolios, assessment forms, Life Skills syllabuses, schemes of works, national curriculum documents and subject policy on HIV and AIDS were analysed. The data were analysed by identifying categories, codes and themes using the analytic dualism framework, and the literature review was used to summarise the findings. The study revealed that all teachers operate in an environment that consists of the National structures such as high teacher: learner ratio in their classrooms that they have to teach Life Skills and do day to day counselling, a lack of teaching and learning support material that they should use to scaffold the learning of sexuality and HIV and AIDS, and little time allocated to Life Skills teaching. The same study also revealed that the teaching of Life Skills is hampered by the cultural structures which emerged from teachers' discourses as evidenced from the data which shows that cultural properties have powers that condition teachers in teaching sexuality and HIV and AIDS. This included learners' silence in sex-related discussion versus teachers' position; discourses on the importance of full-time Life Skills teachers in school; comfort in teaching selected topics in Life Skills; Life Skills teachers' perceptions on parents' feelings on teaching sexuality and HIV and AIDS in schools, and perceptions on the Life Skills teachers' position and teaching sexuality and sex education. While the findings revealed that teachers are conditioned by the structural and cultural conditions that acted as constraints to teaching sexuality and HIV and AIDS, the observations revealed agency on their part. The study finding depicts instances where teachers acted in agreement or in contravention of the structural and cultural pressures or conditions in their environments.

DEDICATION

I dedicate this thesis to my beloved Mother Kronelia Ndafola-ewena Nghikevali and my four siblings. Their guidance and moral support made me who I am today. They did not lose hope in me when I stumbled and have made sure I met my dreams. Without them, I could have not made it this far. I also dedicate it to my lovely daughter Beverly for she has been patient with me during my absence physically and emotionally. This thesis is also dedicated to my fiancé Martin Kapolo for being there for me when I was away for studies, taking care of our daughter and mostly for coping with my stress and showing his understanding and also providing me with the necessary tools I needed for my study.

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ACRONYMS

GRN: Government Republic of Namibia

HIV: Human Immunodeficiency Virus

MoE: Ministry of Education

MoHSS: Ministry of and Social Services

STDs: Sexual Transmitted Disease

STIs: Sexually Transmitted Infections

UNAIDS: Joint United Nations Program on HIV/AIDS

UNGASS: United Nations General Assembly for Special Session

USAID: United States Program on HIV/AIDS

WHO: World Health Organisation

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNICEF: United Nations Children Education Fund

CEP: Cultural Emergent Property

PEP: Personal Emergent Property

SEP: Structural Emergent Property

SR: Social Realism

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CHAPTER 1 INTRODUCTION TO THE STUDY

1.1 Background and Rationale

The Dakar Framework of Action for Education for All (EFA), adopted by the international education community during the World Education Forum (Dakar, Senegal, April 2000), draws attention to the urgent need for Africa to combat HIV and AIDS if its goals are to be achieved. Gains made by governments in terms of access, quality, and retention in education have been seriously threatened by the pandemic and its impact on the demand for education. The UNAIDS (2002) reports, “EFA goals and the Millennium Development Goals (MDG) for education cannot be achieved without urgent attention to HIV and AIDS” (p. 8). This report further reveals that these goals cannot be achieved because “children infected with HIV at birth do not live to enroll in school while many children drop out of school when they become orphaned, sick or attend to sick family members” (UNAIDS, 2002, p. 9). In addition, the UNAIDS (2011) report asserts, “HIV and AIDS education for young people plays a vital role in global efforts to end the AIDS epidemic” (p.3). This report further reveals that the transmission of HIV is preventable yet, despite that, each year hundreds of thousands of young people become infected with the virus (UNAIDS, 2011). In 2009 alone, there were 890 000 new HIV infections amongst young people aged 15-24 (UNAIDS, 2010).

Like elsewhere in Africa, AIDS is currently the main cause of death in Namibia; a country with a population of only 2.1 million; yet with a very high prevalence rate¹ reported to be at 18.2% in 2012. Of the total population, 190 000 people are said to be infected with the HI-Virus, with adults (ages 15 years and older) representing 90% of those infected (UNAIDS, 2011). Out of the total population of those infected, the number of AIDS-related deaths in Namibia was estimated to be 6 700 and the number of children who became orphans due to AIDS was estimated to be 20 000 (UNAIDS, 2011, p.186).

HIV infection disproportionately affects the young in Namibia. The highest incidence of AIDS in this country is recorded in the 20-24 year-old age group, where females are much more likely to be sufferers (UNAIDS, 2010). In 2010 alone, there were 14 000 new

¹ The percentage represents people living with HIV and AIDS disease.

infections. Forty-four percent (44%) of these were 15-24 year-olds, with 77% of these being female.

There appears to be some stabilisation in the overall HIV prevalence with a slight decline in the youth prevalence rate in Namibia since 2004. Such findings came about after a peak of the epidemic in 2002 when the overall HIV prevalence rate was estimated at 22% among pregnant women attending antenatal clinics (Namibia. Ministry of Health and Social Services [MoHSS], 2012). The pandemic figures are thus still distressing, considering that the epidemic already poses significant challenges, which include high levels of unemployment and income disparities (MoHSS, 2012, p. 6).

HIV transmission in Namibia occurs almost exclusively through heterosexual contact. This is exacerbated by multiple concurrent partnerships, intergenerational sex, and/or through mother-to-child transmission (MoHSS, 2012). Pervasive alcohol abuse and low levels of HIV risk perception serve to foster multiple and concurrent partnerships and discourage condom use (Namibia. MoHSS, Demographic Health Survey [DHS], 2009). Social, economic, and cultural factors such as population migration, disempowered women, alcohol abuse, stigma, lack of awareness, and lack of male circumcision help drive the epidemic (Rogers, Uccello & Sommerfelt, 2009). Moreover, several studies (Morrell, 2003; Mukoma et al., 2009; Namibia. MoHSS, 2010 & 2012) have shown that biological, behavioral, and social factors are associated with HIV transmission and prevalence. Therefore, HIV is considered a serious threat to access to education in general, and functioning of schools in particular in Namibia (Namibia. Ministry of Education [MoE], 2003a).

In response, the government of the Republic of Namibia and, in particular, the MoE established the National HIV and AIDS Management Unit (HAMU) and the Regional AIDS Committees on Education (RACE) in 2001. In 2003, the MoE passed a National Policy on HIV and AIDS for the education sector. In the same year, the Namibian National Assembly approved a national policy on HIV and AIDS to address the pandemic in the education system (Namibia. MoE, 2003a). Other than that, in 2007, an HIV and AIDS Workplace Policy was also approved by cabinet. The latter aimed at providing a regulatory framework in line with the Medium Term Plan III, the HIV and AIDS Policy for the Education Sector and the National HIV and AIDS Policy (Namibia. MoE, 2007, p.1).

Taking its cue from studies that have researched and advocate school-based HIV prevention programmes (Kirby & diClemente, 1994; Badcock-Walters, 2000; Kelly, 2002; Giami et al, 2006; Bhana, 2009; Francis, 2010; Helleve, e. al., 2011), the Namibian government has placed education at the forefront of its plans to fight the pandemic. This research suggests that schools are seen as best sites to communicate prevention messages about sexuality, sex, and HIV and AIDS. Reasons for this include the growing rate of unsafe sexual behaviour amongst the youth in sub-Saharan Africa and the proportion of school-going adolescents who are sexually active. The suggestion often is that schools have a captive audience and may provide children with sexuality and HIV and AIDS education before sexual debut (Namibia. MoHSS, 2010). The assumption is that not only do schools have the capacity to reach a large number of young people, but also that learners are particularly receptive to learning new information at this stage of their lives. Schools are thus positioned as well-established points of contact through which young people can receive AIDS education (UNESCO, 2010).

The above assumption might also emanate from a belief that acquiring knowledge and skills encourages young people to avoid or reduce behaviours that carry a risk of HIV infection and that teachers are confident and able to facilitate such information (Paul-Ebhohimhen & Poobalan, 2008). Although this may be the case, many people, including teachers, still believe that it is inappropriate to talk to young people about sex and sexuality, fearing that doing so may encourage them to indulge in risky behaviour (Bankole et al., 2007). Such beliefs and attitudes are often based on moral, cultural or religious views rather than on evidence and severely limit AIDS education around the world. Thus, although schools are expected to provide young people with basic AIDS education that enables them to protect themselves from becoming infected, the concern remains whether teachers are willing and able to openly hold discussions pertaining to sexuality and HIV and AIDS in their classrooms.

1.2 The Context of the Study

Namibia is no different in its concerns about youth, whose HIV infection rates currently account for half of the new infections countrywide (Namibia. MoE, 2004). Statistics on HIV infections in Namibia reflect the continuing failure of the various strategies put in place especially pertaining to youth between the ages of 15-24².

The Namibian Education Ministry developed and implemented a series of strategic plans, policies, and curriculum changes aimed at mitigating the effects of HIV and AIDS in the education sector. The first amongst a series was the inclusion of Life Skills as an independent non-promotional subject that focuses on aspects such as sex, sexuality, and HIV and AIDS. Second was an expectation that HIV and AIDS content will be integrated across subjects such as health and wellness education, human rights and democracy, information and communication technology, and environmental learning. The ministry also put in place a number of HIV-related extra-curricular activities aimed at addressing the issue at primary and secondary school³.

Apart from the above, the ministry also implemented a strategy of appointing full-time Life Skills teachers in 2011. These teachers were selected based on them having at least two years' experience in teaching Life Skills, being a trained teacher counsellor, being a good listener and able to maintain confidentiality, having a passion to care for and to support children and being a good role model (a person of integrity and high esteem) (Namibia. MoE, 2011a, p.1). The assumption is that having full-time Life Skills teachers might greatly contribute to addressing the pandemic at the school level. In short, teachers are put at the centre of intervention endeavours as critical mediators of knowledge on sexuality and HIV prevention. In particular, the expectation is that the Life Skills curriculum and Life Skills teachers would encourage learners to make informed sexual choices and decisions aimed at mitigating the spread of the disease.

2 Of women enrolled in 2012 at antenatal clinics, the highest percentage was among women aged 20-24 years (29.8%), followed by women aged 15-19 (17.2%) while the lowest percentages were among women aged 40-44 years (3.6%) and 45-49 years (0.4%). The overall HIV prevalence rate for the youth (15-24 years) was 8.9% in 2012 which shows a decline during recent years from 15.2% in 2004 to 14.2% in 2006, 10.6% in 2008 and 10.3% in 2010 (Namibia. MoHSS, 2012).

3 The two official programmes of the Ministry of Education includes My Future is My Choice which is an extracurricular life skills training programme for secondary and combined schools and out-of-school. Window of Hope is another comprehensive HIV and AIDS life skills intervention programme, facilitated by teachers. It targets children aged 10 to 14 (Grades 4-7). There are two components of Window of Hope (Namibia. MoE, 2011b).

The disjuncture between the high HIV prevalence amongst young people of school-going age and the proposed preventative strategies prompted me to question these assumptions particularly, given that little is asked about teachers who are tasked to teach a subject that includes topics related to sex, sexuality and HIV and AIDS which are topics considered taboo and in the realm of the private sphere of life in many countries and communities around the world. While Bhana (2009) proposes that HIV and AIDS prevention education has extended the permissible sphere for communicating about sex, gender, and sexuality to schools, and even though the latter are put forward as important sites in the fight against the pandemic, little is known about the experiences of teachers who teach taboo and sensitive subjects in the public space of the classroom. As Baxen and Breidlid (2004) state:

There are stark omissions within the body of research in work that considers teachers as producers, interpreters, mediators and purveyors of knowledge and safe sex messages, who work within discursive fields where this knowledge is contested and may be considered secret and/or private (p. 22).

Teachers are members of communities and thus are shaped by (and also shape) discourses on sexuality and HIV and AIDS that not only circulate in communities but also influence how they think about their work as professionals. This notwithstanding little is known about the complex intersection between the personal, social and professional contexts of teacher's lives and how this shapes teaching about private and sacred issues such as sex, sexuality and HIV and AIDS. The emerging body of literature suggests that teachers often feel embarrassed and wish to keep a professional distance between themselves and the learners thus resulting in little open or frank discussions by both (Aggleton & Campbell, 2000; Morrell, 2003; Baxen, 2010). Correspondingly, Helleve, Flisher, Onya, Mukoma, & Klepp (2009a), who examined the perception of sex education held by life orientation teachers in South Africa in relation to their teaching of sex topics, also found that teachers' levels of comfort played a role in the way they mediated sexuality and HIV and AIDS education. Difficulties in mediating seem to also arise from teachers being members of communities that are affected by the pandemic. They may also be infected themselves thus complicating the issue of how they mediate (UNAIDS, 2009). Discussing matters such as HIV and AIDS, sex, and sexuality, which affects them as individuals and which are embedded in taboos, seems to shape what and how they approach and teach these aspects.

With the above in mind, the assumption the study makes is that contexts in which teachers make meaning of themselves as individuals and professionals mediate what and how they teach about sex, sexuality and HIV and AIDS.

In Namibia, records are unavailable on the number of learners and teachers who are HIV-positive because there is no population-based survey that has been conducted in this regard. The antenatal clinics-based sentinel surveillance is currently the only reliable data source for HIV estimates in the country (Namibia. MoHSS, 2012). Unfortunately, this does not translate to understanding the HIV prevalence rate in school contexts. However, since AIDS takes time to surface, the assumption is that, while some learners may have been born infected, others are infected while still at school.

The research questions at the centre of this study arose from a number of concerns and assumptions about locating schools centrally as intervention sites and teachers as mediators in mitigating the pandemic. The first concern was about whether schools are the best places for communicating about sexuality and HIV and AIDS, and whether teachers are able and willing to teach about the deeply private aspects of sex and sexuality. In particular, questions arise concerning teachers' ability to discuss issues perceived as taboo in the public space of the classroom. This emanates from an emerging body of research, which highlights challenges faced by teachers offering Life Skills education (Mufune, 2003; Visser, 2004; Baxen, 2006 & 2010; Helleve et al., 2009b & 2011; Herr, 2011; Nambambi & Mufune, 2011). While offering important insights, this research is limited in that it does not pay sufficient attention to the causal mechanisms that give rise to the challenges. In other words, the literature does not go far enough to explain the mechanisms that give rise to the challenges in order to address them.

This study goes beyond an interpretivist orientation that is limited to understanding experiences from participants' perspectives to establishing the underlying mechanisms that generate the constraining and/or enabling conditions shaping responses and experiences. Put differently, this study is concerned with the structural, cultural, and agential factors that shape the responses and experiences of some Namibian Life Skills teachers who mediate pertinent issues pertaining to sexuality and HIV and AIDS in school. It draws on Margaret Archer's (1995, 1996, 1998, 2000, 2003, 2007, and 2010) social realist theoretical perspectives, which assume that in the social world, there are structural and cultural properties that enable or

constrain agents as they go about their daily personal and professional lives. Archer's work helps to provide a conceptual, theoretical and analytic framework to explore the interaction between structure, culture, and agency and how this works in complex ways to generate responses and experiences of the phenomenon under study. These elements, as Archer contends, are central to understanding social reality (Archer, 1995). She explains that the above concepts have causal powers and all make autonomous contributions to social outcomes. I return to this aspect of the study in more detail in Chapter 3.

1.3 Statement of the Problem

Namibia has 13 political regions⁴. Although the smallest, with an estimated population of 177 022, Oshana Region is the most densely populated⁵ after Ohangwena, Oshikoto, Omusati, Khomas, and Kavango (Namibia. Government Republic of Namibia [GRN], 2003b). Youth comprise 50 357 (31%) of the total population of 77 022 in this region. The AIDS, sexually transmitted disease and early pregnancy remain challenges to this sector of the population and impact their capacity to effectively contribute to the economic development in the region and the country as a whole.

The four northern regions of Omusati, Oshana, Ohangwena and Oshikoto record particularly high HIV prevalence after Caprivi, which is the hardest hit by AIDS epidemic in the country (Namibia. DHS, 2011c)⁶. The prevalence rates are particularly high among youth in the 15-24 age range in Oshana Region, where this study was conducted (Namibia. MoHSS, 2012)⁷. The national HIV prevalence rate is 18.2% and that of the Oshana Region is at 22%. The national HIV prevalence amongst youth (15-19 years) is 5.4% with Oshakati, the capital of Oshana Region, recording rates of 17.3% among the youth aged 15-19 (Namibia. MoHSS, 2012).

The unemployment rate amongst youth in Oshana was recorded at 24.5% compared to the national rate 27.4% (Namibia. Ministry of Labour, 2012). In addition, 30% of the total population is said to be living in poverty, with 13% of the orphaned population being 18

4 Caprivi, Erongo, Hardap, Karas, Kavango, Khomas, Kunene, Ohangwena, Omaheke, Omusati, Oshana, Otjozondjupa and Oshikoto Region.

5 Population records by region Caprivi, Erongo 150 400; 2.4%, Hardap 79 000; 0.7%, Karas 76 000; 0.5%, Kavango 222 500; 4.6%, Khomas 340 900; 9.2%, Kunene 88 300; 0.8%, Ohangwena 245 100; 22.9%, Omaheke 70 800; 0.8%, Omusati 242 900; 9.1%, Otjozondjupa 142 400; 1.4% and Oshikoto Region 181 600; 4.7% (Namibia. Ministry of Labour, 2012, p. 17).

6 Kunene 8%; Omaheke; 12%, Khomas; 21%, Karas, 19%, Kavango, 23% has the lowest HIV prevalence rate, Omusati, and Oshikoto ranges between 21% -27%. Ohangwena and Oshana have the highest reported HIV prevalence rate in the country at 27% after Caprivi region which is at 33% (Namibia. MoHSS, 2012)

7 According to MoHSS (2012), "The overall Namibia HIV prevalence rate for the youth (15-24 years) was 8.9% in 2012 which shows decline during recent years from 15.2% in 2004 to 14.2% in 2006, 10.6% in 2008 and 10.3% in 2010". For the Oshana region in particular the youth HIV prevalence rate is recorded at 17.3%.

years and below. Some learners (2.7%) are said to have both parents deceased due to the pandemic (Namibia Census Provisional Result, 2011). It is this context in which teachers are required to mediate knowledge about sex, sexuality, and HIV prevention to meet the formal requirements of the curriculum (Namibia. MoE, 2010).

I already stated that Life Skills teachers were appointed for the first time in 2011 (Namibia. MoE, 2011d). All public primary and secondary schools are required to teach Life Skills as a stand-alone compulsory, non-promotional but examinable subject. Together with this, is the imperative to integrate HIV information across the curriculum. These policy imperatives assume that teachers not only have the requisite knowledge and skills to teach about sexuality, sex, and HIV and AIDS, but that they are also willing, capable and able to teach these pertinent issues usually not discussed openly in public spaces such as schools and classrooms. As stated earlier, teachers are members of society and communities affected or even infected by the pandemic. Thus, they do not conduct their professional lives in a vacuum but rather in communities from and through which they make meaning of their personal, social, and professional lives. Therefore, it may be assumed that discourses on HIV and AIDS that circulate in such communities mediate how teachers position themselves and how they make meaning of what they are expected to teach; aspects complexly linked to their personal and private lives.

I have been a secondary school teacher, counsellor, and HIV and AIDS contact teacher in a rural secondary school for the past eight years. These positions have given me the opportunity to work with colleagues and gain insight into the challenges they experience in teaching sexuality and HIV and AIDS education. I have also developed friendly relations with school-going youth between 15-20 years. I have dealt with many personal issues pertaining to children's lives on a daily basis, many of which related to HIV and AIDS, sex, and sexuality.

This study raises two related issues in regards to the above. The first is emphasis by the Ministry of Education on the role that schools and teachers should play in leading education initiatives on HIV and AIDS prevention and sexuality education amongst youth. The second relates to teachers' roles and their concomitant position on HIV and AIDS education in Namibia and a concern about the conditions that shape how they mediate topics viewed to be private and taboo. The HIV and AIDS policy emphasises that teachers should play the role of

counsellor and facilitator of HIV and AIDS clubs. Literature reveals that teachers seem comfortable with transmitting HIV information on prevention but seem reluctant to deal with topics within which HIV and AIDS discourses are situated, namely sex and sexuality (Visser, 2004; Francis, 2010; Herr, 2011; Helleve, et al., 2011). The two issues raise concerns that are at the core of this study, namely examining the structural, cultural and agential conditions that shape teacher responses and experiences in teaching sexuality, HIV and AIDS in some schools in the Oshana Region, Namibia.

1.4 Research Goals

This study contributes to a growing body of research that focuses on teachers who teach HIV and AIDS and sexuality in Life Skills classrooms (Helleve, et. al., 2009 a&b; Bhana, 2007; Baxen, 2006 & 2010; Francis, 2010). Unlike the current studies that are interpretive in nature and by implication, and provide accounts of responses and experiences from teachers perspectives, this study examines the underlying mechanisms that give rise to the responses and experiences. Put differently, this study examines the structural, cultural and agential conditions that shape teachers' responses and experiences in teaching sexuality and HIV and AIDS in some schools in the Oshana Region, Namibia. It is the intention of this study to contribute to understanding the conditions that mediate teacher responses and experiences in teaching about aspects deemed to be private and taboo in communities such as those in this study. The outcomes of the study will contribute to teacher preparation and may inform the nature and content of in-service Life Skills teacher education. This study may also serve to sensitise policy makers, curriculum developers, school principals, school management, and the communities at large about the possible reasons for the disjuncture between current interventions and the consistent rise in HIV infection rates.

1.5 Main Research Questions

- What are the structural, cultural, and agential factors shaping teachers' responses and experiences in teaching of sexuality and HIV and AIDS in four Namibian public secondary schools in Oshana Region?
- What are some Life Skills teachers' experiences in teaching topics understood to be taboo and relegated to the private and sacred spheres of life?
- How do teachers teach private and taboo topics in the public sphere of the classroom?

- What are teacher perspectives on their preparedness to teach taboo topics that are reserved for the private and sacred sphere of life?

1.6 The Overview of Chapters

In Chapter 1, I introduced the study and provided its rationale. I described the context of the study as well as its goal. The chapter ended with a description of the questions that guided the study.

Chapter 2 and 3 outlines the essential concepts that I have drawn on for this thesis. I begin with a brief introduction of sacred and private discourses with a view to understanding the silence around sex, sexuality and HIV and AIDS. I continue with a brief conceptualisation of taboos, with a view to situating discourses of sex and sexuality historically. I do this to locate teachers as individuals and collectives who are shaped by (and at the same time shape) the contexts in which they teach about topics considered sacred and taboo as well as making meaning of their lives.

In Chapter 4, I explain my theoretical and analytical framework in terms of the methodological approach offered by Archer's social realism, which uses analytical dualism to examine the interplay between the distinct strata of 'structure', 'culture' and 'agency'. I present Archer's social realist theory focusing on her three realms of structure, culture and agency, with a view to understanding how agents exercise their choice to deal with the structural and cultural factors or powers and how they engage themselves in internal conversation in order to respond to conditions yielded by social structures and cultural settings in which they find themselves. A little of this is explained in Chapter 3, but Chapter 4 gives a detailed account.

In Chapter 5, I describe the methodological orientation of the study. Here, I clarify my research design and how I went about collecting my data with regard to the policy documents I examined, the individual Life Skills teacher interviews that I conducted and transcribed. I also explain how I conducted observations.

In Chapter 6, I present the research findings within the social realist ontology with the focus of analysing the interplay between structure, culture and agency and how they shape teachers responses and experience in teaching sexuality and HIV and AIDS in Life Skills classrooms.

The chapter adopts Archer's analytical dualism which allows one to separate cultural, structural conditions and be able to examine their causal powers and emergent properties.

Chapter 7 is a continuation of the presentation of results. I presented the results from the data which shows how teachers used their internal conversation to respond to structural and cultural conditions that shape the situation in their teaching contexts. I also presented the results showing how agency was enabled and constrained in practice.

In Chapter 8 I present the discussion of the main findings of the study in relation to the conceptual and theoretical analysis in Chapters 2, 3 and 4.

In Chapter 9, I summarises the main findings of the previous chapters and draws conclusion from the information recorded in the literature review and from analytical dualism framework. The conclusion established the conceptions and experiences of the respondents regarding structural, cultural an agential conditions shaping Life Skills teachers in teaching sexuality and HIV and AIDS. I also provide recommendations to address issues raised for future research. I also describe the limitations of the research.

1.7 Summary

This chapter provided the introduction to the study by giving the rationale and background that gave impetus to the study. The context, problem statement, goals and research questions were presented. This chapter ended with the research goals and main research questions that guided the study. It therefore, concluded with a breakdown of structure of the study. The next chapter discusses the discourses on sex, sexuality and HIV and AIDS with a view to situate Life Skills teachers' work.

CHAPTER 2 TOWARDS A CONCEPTUAL FRAMEWORK FOR SITUATING LIFE SKILLS TEACHERS' WORK: SEX AND SEXUALITY WITHIN DISCOURSES OF SACRED AND PROFANE AND CONCEPTIONS OF TABOO

2.1 Introduction

It is important to understand sex, sexuality and HIV and AIDS discourses if we are to understand Life Skills teachers' personal and classroom experiences in teaching these topics. Teachers work in discursive cultural and social fields where HIV and AIDS and sexuality knowledge is contested and may be considered secret and/or private (Bhana, 2009). Some studies, like Baxen & Breidlid (2004), suggest a need to consider teachers as sexual beings who themselves might have difficulty teaching sex education, sexuality, and HIV and AIDS.

In this chapter, I examine the concepts relevant to this study. I begin with a discussion on sacred and profane and public and private concepts to help gain understanding of the silence around sex, sexuality and HIV and AIDS in relation to teachers' responses and experiences in teaching these topics. I continue with a brief conceptualization of taboos, with a view to situating discourses on sex and sexuality historically. I do this to locate teachers as individuals and collectives who are shaped by (and at the same time shape) the contexts in which they make meaning of their personal and professional lives and in which they teach about sacred or private topics considered taboo in the public space of the classroom. This chapter thus situates the study conceptually.

2.2 Sacred and Profane and Public and Private Discourses: Implications for Understanding Sex and Sexuality

One cannot understand teachers' responses and experiences in teaching about sex, sexuality and HIV and AIDS without understanding discourses that are considered taboo, sacred and private, of which sex is a part. In defining sacred, Durkheim says "the sacred is ideal and surpasses everyday existence; it is extra-ordinary, potentially dangerous, awe-inspiring, and fear-inducing" (1933, p. 35). Marshall (2010, p. 66) expands by stating, "the sacred is a salient but directionally ambiguous moral property attributed by some observer(s) to some object(s) that is absolute in obliging those observer(s) to engage in, or avoid certain behaviors towards it, and that evokes a mixture of attraction and repulsion, as well as a perception of

contagiousness, in those who perceive it". The sacred itself, meanwhile, comes in two types, "the divine (things too holy and pure to touch) and the diabolical (things too evil and impure to touch)" (Marshall, 2010, p. 65). Put differently, the sacred refers to things set apart by man including religious beliefs, rites, duties or anything socially defined as requiring special religious treatment. Marshall (2010) makes the point that sacred duties, for example, are performed dutifully. Almost anything can be sacred "a god, a rock, a cross, the moon, the earth, a tree, an animal or bird" (Durkheim, as cited in Marshall, 2010, p. 64). These are sacred only because some community has marked them as such. The assumption here is that different communities will mark different things as sacred.

Durkheim does not only distinguish between sacred and private but also public and profane. The public sphere is an area in social life where individuals can come together to freely discuss and identify societal problems and, through such discussion, influence political action (Durkheim, 1933). It is a discursive space in which individuals or groups congregate to discuss matters of mutual interest and, where possible, to reach a common judgment. In the public sphere, things are not regarded as sacred; people can express their true feelings, desires or wants. Durkheim regards aspects that may be discussed in public as profane or unholy. According to (Holden, as cited in Marshall, 2010, p. 65), profane refers "not to things that are evil, but to things neutral and ordinary". Profane is further defined as any idea or activity which is against anything regarded as sacred (Durkheim, 1933). To Durkheim, the unholy or profane is also believed to contaminate the holy or sacred. The attitudes and behaviours toward it are charged with negative emotions and circumvented by strong taboos (Durkheim, 1933). The profane or unholy embraces, "ideas, persons, practices and things that are regarded with an everyday attitude of commonness, utility and familiarity" (Durkheim, 1963, p. 76). Whereas the sacred realm requires a particular ritual practice and can never be treated as 'profane', in the public sphere, things are generally regarded as profane because people can express their true feelings, desire, and wants (Slater, 1998).

Sex and sexuality are relegated to the private sphere of life and are regarded as sacred in many societies (Durkheim, 1963; Foucault, 1976; Madu, 2002; Ogunyemi, 2008; Marshall, 2010). In the private sphere, in general people are expected to be obedient and compliant, with sex-related matters being no exception. Sex as a sacred aspect of daily life is not a thing to be talked about in public and is thus perceived to be a taboo topic (Durkheim, 1995).

Sacred topics such as sex and sexuality are commonly surrounded by the discourses of silence. Silence refers to the issues, subjects and topics which are not talked about (Morrell, 2003). In defining the discourses of silence, Morrell (2003) explains, “the discourse of silence refers to the negotiated, regulated and policed communicative space between people which does not accommodate certain subjects, issues or topics” (p. 59). As taboo topics not to be discussed outside of the sacred sphere of life, sex and sexuality are shrouded in discourses of silence that often have consequences for those who dare expand such discussions in the public sphere of life (Ogunyemi, 2008; Marshall, 2010; Omobola, 2013) .

The next section briefly describes the concept of taboo with a view to situating discourses of sex and sexuality historically, thus advancing the discussions on sacred and profane and public and private.

2.3 Conceptualizing Taboo: Situating Discourses on Sex and Sexuality Historically

Taboos have a long history and are the “permitted and the prohibited, the do’s and the don’ts and are developed by societies for their members out of self-preservation, tradition enhancing motives” (Farberow, 1963, pp. 1-2). They feature in many societies, not only those perceived to be primitive societies (Durkheim, 1963; Omobola, 2013). Every society has its taboos, which are transmitted from generation to generation. Benabou (2000, as cited in Levy et al., 2006, p. 296) describes taboos as “the powers of our ancestral behaviors which haunt and control much of our present and, to large extent, direct and control our future”. Therefore, it would seem that taboos in societies are prohibitions of action based on a belief that such behaviour is either too holy or too cursed for it to be done by individuals due to the threat of supernatural punishment (Durkheim, 1963).

The development of taboos does not occur overnight. There is a history behind its development and taboos are not always as we hear them today. According to Cook (1821) the English use of the word ‘taboo’ dates to 1777 when the British explorer, James Cook, visited Tonga. In describing the cultural practices of the Tonga tribe, he wrote, “not any of them would sit down, or eat a bit of anything ... on expression of my surprise at this, they were all taboo, when anything is forbidden to be eaten, or made use of, they say, that is taboo” (Cook, 1821, p. 346).

Gyekye (1995) suggests that taboos are used to exclude any sort of prohibition regarding certain times, places, sections, events, and people but not exclusively for religious reasons. However, Marvin (1994) stresses the moral judgment and religious beliefs aspects associated with the concept that shapes human practices or customs that are viewed as sacred, prohibited or forbidden. Omobola (2013) describes taboos in similar terms, namely that they represent “a system of prohibitions with regard to certain persons, things, acts or situation” (p. 222). It is assumed that “those who transgress are likely to suffer repercussions” (Ahn, as cited in Omobola, 2013, p. 215). And that taboos therefore embody certain qualities of danger. Omobola further assert “the repercussions may not be well defined or perceived immediately by our senses (2013, p. 222). However, the consequences of possible danger will always affect the one who breaks the taboo (Omobola, 2013). Put differently, some people are always aware of the consequences in breaking a taboo.

Taboos are related to social and cultural practices that prohibit certain activities, actions, and discourses. They may also place restrictions on the types of food one should or should not consume. Thody (1997, p. 17) identifies five categories of the forbidden or aspects considered taboo. He outlines these as “actions (don’t do it, be it, or indulge in it), nourishment (don’t eat or drink it), words and themes (don’t say it and don’t talk about it), ideas, books, and pictures (don’t think it, write about it, paint it, print it, or show it) and finally, signs (don’t make yourself look like that)”. In light of this, Madu (2002) states that, when something is accepted as taboo, silence is an immediate response and so is the inability to touch or view it. Therefore, as Ogunyemi (2008) states, taboos are understood to be sacred, untouchable and not to be introduced or sustained in the public sphere of life.

Stigma is central to understanding taboo in that those who break a taboo are likely to suffer stigmatisation. As Madu (2002) and Marshall (2010) both note, those who break taboos become tabooed or stigmatised because they may be viewed as possessing qualities that may entice others to also break the taboo.

Like social and cultural practices, taboos play a role in shaping people’s experiences, behaviours, opinions, beliefs, feelings, and knowledge of a group of people (Ogunyemi, 2008). He further makes the point that it is because of this that some people are reticent to question or challenge taboos because of them being embedded within their social, cultural or religious practices, which regulate beliefs, behaviour, and action. Studies have found that

some societies ascribe illness (physical or mental) to taboos. According to (Caldwell, as cited in Baxen and Breidlid, 2009, p. 23), in some societies, “sickness and death are most often not considered natural events but ascribed to evil spirits and breaching of taboos, and are, therefore, explained not in the behaviour that led to them, but in relation to who or what caused the sick person’s misfortune”.

By way of example, a study by Kropiunigg was conducted in various schools in Vienna (Austria) with 307 young learners about the relevance of taboos among them. He used a survey that included 38 taboos and which allowed answers in four categories; namely a taboo in my family, open to discussion in my family, a controversial issue in my family and neglected by family if unimportant. His results indicate “physical affection within the family, sexual fears, premarital sexual intercourse, thoughts of suicide, and interest in sex are regarded by some adolescents as being a taboo rather than a controversial issue” (Kropiunigg, 1998, p. 280).

Another study conducted by Madu (2002) amongst high school students in the Northern Province of South Africa, aimed at identifying the link between health complaints and taboo themes in their families. Five hundred and twenty-nine (529) Grade 11 and 12 high school students filled in a self-rating questionnaire. The respondents were asked to indicate whether each item is a taboo theme (that can absolutely not be talked about), a controversial theme (that results mostly in an argument or conflict), or an open subject (that can always be talked about) in their families. The findings revealed that the highest reported taboo was homosexuality, followed by tattooing or piercing, and abortion. The highest reported health complaint associated with the taboo was difficulty to swallow followed by nausea and by pressure or an unpleasant feeling of fullness in the stomach (Madu, 2002). The participants reported additional taboo themes or areas other than those listed in the questionnaire. Sexual matters were reported among the first three in each case. In light of that, it was pointed out that there is a significant positive correlation between health complaints by students and taboo themes in their families.

While limited to only two, the above studies offer some insight into topics marked taboo in some communities. It would seem that punishment against breaking taboos makes it difficult for people to relate or openly discuss subjects marked as sacred or private and/or forbidden in their communities. Instead, people revert to the use of synonyms or euphemisms when

referring to such topics or issues. In so doing, they preserve, maintain or violate those forbidden issues (Crespo-Fernández, 2011). This seems to have resulted from practices of the past, namely that those who break a taboo are often subjected to objections in all societies in general (Marvin, 1994). For this reason, it could be assumed that people would choose to remain silent on discussions related to topics pertinent to this study (sex and sexuality) for fear of punishment.

The discussion so far has described the discourses on sacred and private and the notion of taboos. Sex is among the aspects of daily life that is considered sacred and taboo, and thus it is not expected that people would discuss it in the public sphere of life. Since HIV and AIDS discourses are embedded in sex and sexuality discourses, the next section briefly traces the history of sex and sexuality with the view to animating yet another layer of influence in situating the study on teachers and their responses and experiences in mediating sexuality and HIV and AIDS.

2.4 Discourses on Sex and Sexuality as Taboo

The previous sections partly referred to sex and sexuality as sacred and taboo and that in most parts of the world such topics are not openly discussed in the public sphere (Durkheim, 1963). This section situates the discourse of sex and sexuality historically. Given that the terms ‘sex’ or ‘sexuality’ and ‘discourse’ in this study are used frequently, it is important that I briefly define each.

Lautenbacher & Rollman (1993) suggest that the term sex refers to female or male, based on anatomical features such as the presence of reproductive organs or chromosomes. Gender, on the other hand, is not a synonym for sex. It refers to the “widely shared expectations and norms within a society about appropriate male and female behaviour, characteristics, and roles” (Gupta, 2000, p. 3) and is closely associated with sexuality. While sex distinguishes between male and female, sexuality is a social and cultural construct that differentiates women from men through highlighting differentiated expectations and behaviours.

Sex related activities have not always been prohibited topics. Foucault explains how, in different systems of society, discourses of sexual actions have not always been prohibited but instead there was a multiplicity of discourses concerning the topics (Foucault, 1990). Starting in the seventeenth century and till today, sex and all that has to do with sex, formed part of

individuals' everyday lives and, because of that, systems of power in each state have had to talk about it as a public affair (Foucault, 1976). The main point Foucault makes concerning sex is that there was not only a new discourse on the topic but that many different types of discourses emerged due to the different needs and interests of the many institutions in society (Foucault, 1976).

In the past three centuries, people became more aware about the importance of sex and the effect it had in many different societal institutions. They thus created new ways to talk about it and many different ways to refer to sex (Foucault, 1976). Additionally, Foucault (1976) notes that, starting with the rise of the bourgeoisie⁸ in the 17th century; tighter controls were placed on discourse about sex, and on discourse about this discourse. There was an effort to control sex at the "level of speech" (Foucault, 1976, p.7). This effort to control sex, though, intensified the discourse on sex. As Foucault observes, "not any less was said about it; on the contrary, but things were said in a different way; it was different people who said them, from different points of view, and in order to obtain different results" (1990, p. 27).

Referring to more recent times, Ahlberg (1994, p. 233) observes, "during colonialism, sexuality was dramatically transformed from a context where it was open but kept within well-defined social control and regulatory mechanism, to being an individual, private matter surrounded largely by silence. This, in turn, brought about two separate ethical structures neither of which has much power over sexual behaviours. As noted above, several scholars (Durkheim, 1963; Foucault, 1976; Plummer et al., 1991; Ahlberg, 1994) report that sexuality matters were discussed openly in the past but gradually silence seemed to overtake such discussions. This silence was reportedly brought about by factors such as notions of what is taboo, colonialism, patriarchy, and religion (Foucault (1976), as cited in Kiragu, 2009, p. 112).

The idea of sex is essential to the concept of sexuality; it is itself a product of that discourse (Plummer 1975; Foucault 1976). However, sexuality is more than sex; it is the "entire way we 'come out' of our bodies to be in the world" (Steyn & van Zyl, 2009, p. 3). According to Gupta "sexuality is distinct from gender yet intimately linked to it because it is the social construction of a biological drive" (2000, p. 1). She further reports that one's sexuality is

⁸ The social class that, according to Marxist theory, owns the means of producing wealth and is regarded as exploiting the working class (Wright, 1978, p. 7)

defined by whom one has sex with, in what ways, why, under what circumstances, and with what outcomes (Gupta, 2000). Sexuality according to Gupta (2000) is more than just sexual behaviour as it is a multidimensional and dynamic concept. Zeidenstein & Moore (1996, as cited in Gupta, 2000, p. 5) make the point that “an individual’s sexuality can be influenced explicitly and implicitly by rules imposed by society and may also be shaped by one’s gender, age, economic status, and ethnicity”.

Sexuality is understood as “not only sexual practices, but also what people know and believe about sex, particularly what they think is natural, proper and desirable” (Holland, Ramazanoglu, Scott, Sharpe, & Thomson, 1990, p. 339). Sexuality also includes people’s sexual identities in all their cultural and historical variety. This assumes that sexuality cannot be divorced from the body; it is socially constructed in context by the cultural and social practices in which it is constituted (Foucault, 1976).

There are various discourses that shape constructions of sex, gender and sexuality. Foucault (1976, 1978, & 2010) uses the word ‘discourse’ frequently with a very specific meaning in mind. He distinguishes between discourse and discussion, with the latter encapsulating only what has been said. Discourse on the other hand, refers to not only what is being said, but importantly, also who has done the speaking, how it was done, in what context, and the response to what has been said (Foucault, 1976). Foucault (1976) defines discourse in relation to power. Discourse to him is not some “idealist representation of ideas; it is in materialist fashion, part of the power structure of society” (Foucault, 1976, p. 21). He proposes that discourses are important because they reveal the play of power in a given situation (Foucault, 1976). Foucault’s explanation of discourse was important in this study because it helped me understand that societies are shaped by many types of discourses of power that are socially constructed and that individuals have to be cautious and aware of how to behave in order to fit in with the dominant discourses in their contextual environments.

Accordingly, sexuality has a history of discomfort and silence (Ahlberg, 1994; Morrell, 2003). It also has been a societal challenge for a long time (Foucault, 1976; Plummer et al., 1991). Sexuality, however, has not always had a history couched in silence, thus confirming the socially constructed nature of the silence of sexuality. Foucault (1976), for example, states:

At the beginning of the seventeenth century certain frankness was still common, it would seem. Sexual practices had little need of secrecy; words were said without undue reticence, and things were done without too much concealment; one had a tolerant familiarity with the illicit. Codes regulating the course, the obscene, and the indecent were quiet lax compared to those of the nineteenth century (p. 3).

Individuals' sexuality is shaped within social understandings of their personal unique identity, which is distinct from others and also by how individuals make sense of their relations to others, and how they are accepted into cultural institutions such as schools, social venues and, above all, families (Steyn & van Zyl, 2009).

Throughout history, sexuality has been bound by cultural, social taboos, and myths (Morrell, 2003; Brown, Sorrell & Rafaelli, 2005). Generally, in many societies, one may not talk about sex, more especially with children, or express sexual emotion in public because it is considered taboo. Throughout history, people have assigned very different meanings to passionate love, sexual desire and sexual activity and used metaphors of a religious, medical, romantic or commercial nature to discuss these (Izugbara, 2008). Reproduction was the only sanctioned motive for sexual activities and 'legitimate sexuality' was the dominant practice accepted among many societies (Foucault, 1976; Izugbara, 2008; Hatfield, et al., 2010). In a similar vein, a point was also made that within all known human civilizations erotic actions have been reserved and subjected to taboos especially with regards to sexual partners in terms of gender, race, age, social status and degree of kinship (Kuper & Kuper, as cited in Mufune, 2003, 117).

Not only are there prohibitions with regards to what is allowed to be discussed in the public sphere, but also about who is allowed and not allowed to talk about the sacred topics (Durkheim, 1933, ; Foucault, 1976). In many societies, only adults are allowed to talk about sex. Childhood sexuality or even discussion about sex with children is often shunned or surrounded by silence (Plummer et al., 1991; Potgieter & Fredman, 1997; Levett et al., 1997). Any intention to open up discussion tends to evoke strong feelings in adults, from calls to "protect its purity, to deliberate its passion or to restrain its rampant outburst" (Plummer et al., 1991, p. 68).

It would seem that there are multiple interpretations of childhood sexuality. Plummer et al., (1991), for example, offer three descriptions of primary modern construction of childhood

sexuality: the corruption model (children as asexual; sexuality as danger), the liberation model (children as sexual; sexuality as ‘pleasure’) and the repression model (children as sexual; sexuality as danger). Similarly, Foucault has a complex description of childhood sexuality where he positions it as “astride a dangerous dividing line” (1976, p. 104). Steyn & van Zyl assert that this “dangerous dividing line could also be interpreted as the crossing point between innocence and awareness” (2009, p. 310). It would therefore seem that such positioning of childhood sexuality has implications for teachers and their work in relation to teaching sexuality and HIV and AIDS, hence the inclusion of this section.

Silence has prevailed about who should and should not talk about sex and sexuality especially with children (Foucault, 1976; Plummer et al., 1991; Potgieter & Fredman, 1997; Levett et al., 1997; Madu, 2002; Ogunyemi, 2008; Marshall, 2010). For this reason, it is important to gain insight into studies on parents’ views on discussions about sex and sexuality, both taboo subjects. The following is a brief discussion on discourses on parents’ discussion of sex and sexuality with children, given that this has potential to influence how teachers position themselves as members who shape and are shaped by particular communities.

2.5 Parent Perspectives on the Discourse of Sex

It has been established in literature that the social and cultural environment of most communities is governed by a culture of silence when it comes to discussing sexual issues. This is reportedly because it is among topics regarded as taboo in many cultures (Haddad, 2006; Izugbara, 2008; Labese, Dayhana-Maselesele & Obi, 2010; Ojo, Okintomide & Ehindero, 2010).

Considerable research has addressed whether parent communication with their children about sex actually impacts adolescent sexual activity. Izugbara (2008) conducted a study with 178 Nigerian parents to explore parent-child communication on sex and sexuality with adolescents through interviews (Izugbara, 2008, p. 575). His findings reveal that very few parents make an effort to speak to their children about sex and that they frequently frame adolescent sexuality in terms of danger, waywardness, and unruliness. Early sexual initiation was strongly associated with irresponsibility on part of young women (Izugbara, 2008, p. 587). He also found that parents tended to be cautious with regards to disobeying acceptable cultural practices regarding parenting and discussions about sex (Izugbara, 2008). He observed, “such cultural reserves and adherence to strict moral attitudes frustrate family

sexual communication by putting parents who raise the theme of sex with their children in an awkward position” (Izugbara, 2008, p. 587). Parents also reported difficulties in conveying messages about sexual parts of the body with children and frequently resorted to inexact words to describe reproductive terms, functions, and sexual organs (Izugbara, 2008).

Another study, by Makol-abdul, Nurullah, Imam & Rahman (2009), examined the attitudes of Malaysian rural parents regarding sexual health education in primary schools. Using a comprehensive list of sex education topics, parents were asked to examine which topics they believed should be taught at schools. The study also assessed the relationship between parents’ demographic characteristics such as age, gender, education, and occupation and their approval of sexual health education. The respondents of the study included 211 parents of children registered in four selected schools in Kedah, Malaysia. The majority of them supported the inclusion of various sexual health topics in school curriculum provided the contents were in line with religious teachings (Makol-Abdul et al., 2009).

A study by Ojo, Akintomide & Ehindero (2010) investigated parent-child sexual communication in relation to parental education and age. The aim of this study was to determine whether these variables influenced breaking of the ‘culture of silence’ associated with sexual communication between parents and adolescents. A survey research design was employed with a questionnaire sent to a sample of parents of 576 adolescent students selected from three Local Government Areas in Osun State, Nigeria. The findings reveal that parents’ educational qualifications did not significantly influence their sexual communication. It was further discovered that even parents whose educational attainment was just secondary education averagely communicated sexual issues more than those with tertiary educational qualifications.

Labese et al., (2010) conducted a study with parents with adolescents in Vhembe District, Limpopo Province, on sexual health dialogue between parents and teenagers. The purpose of this study was to explore and describe how discussion about sexual health between teenagers and parents is conducted. The findings reveal that parents experience difficulties in their attempts to communicate with teenagers concerning issues of sexual health. Cultural ideals in the community were identified as obstacles to open communication between the two groups. The study found that parents had difficulty initiating discussions on sexual health with teenagers and that when they did; it was only to direct or tell them what or what not to do.

When they held discussions, parents used indirect language or euphemisms. Parents were found to rarely volunteer information. They proposed that they mostly initiate discussions after prompts such as radio or television programmes or when they observed physical changes in the teenagers. Overall, the study results indicate that there is minimal dialogue about sexual health between teenagers and parents.

Mufune (2008) investigated Stakeholder perceptions and attitudes towards sexual and reproductive health education and the purpose of sex education in Namibia. Eighteen focus group discussions and eight key informant interviews were used to assess Sexual Reproductive Health (SRH) education issues. She solicited information from community leaders, healthcare workers, teachers, and learners. The findings reveal that while many parents in Namibia do not know the content of sex education, they have little trust in teachers as mediators of whom some are known to have affairs with schoolchildren. Thus, parents were reluctant for sex education to be taught in schools. Learners on the other hand were supportive of having sex education in schools. In this regard, male learners were singled out to be more eager than their female counterparts Mufune (2008).

Notwithstanding public debate about the content of sexuality education in schools, a study conducted by Bleakley, Hennessy & Fishbein (2006) to assess parental opinion about sexuality education in public schools in North Carolina, USA; a state with mandated abstinence education, reported that parents overwhelmingly support sex and sexuality education in public schools. This study's data were collected through a computer-assisted, anonymous, cross-sectional telephone survey among 1 306 parents of students in Grades K-12. A minority (about a quarter) of parents did not agree to teachers mediating specific topics such as sexual orientation, oral, and anal sex. Parents with lower levels of education were more averse to this.

Some of the reasons associated with parents' silence, among many, are fear of corrupting their children's minds or not wanting to sound bad mannered before children. Some parents reported concerns that discussing issues of sex with children may inspire sexual imagination among them. Some also feared that children might think that sex is something important that they may want to experiment with (Izugbara, 2008; Nambambi & Mufune, 2011). The upshot was that parents resorted instead to using different mechanisms to invoke sexual discourses in

the public sphere. These included the use of euphemisms, indirect language or religious discourses (Haddad, 2006).

2.6 Summary

Teachers are members of communities and often are also parents themselves. The social and cultural discourses on sex and sexuality that circulate in respective communities would thus shape how they make meaning of their personal and professional lives. Therefore, they might also respond with fear towards breaking deep-rooted cultural taboos regarding adults speaking to children about sex (Mufune, 2003; Izugbara, 2008; Helleve, et al., 2009a, 2011; Francis, 2010). Various authors have acknowledged numerous difficulties in minimising the harm of cultural taboos of talking about sex and sexuality of which HIV and AIDS is a part, hence the conceptualisation followed in the current chapter.

What follows in the next chapter are the views of different commentators on teachers' responses to teaching sex subjects. This is presented with the view to situating teachers and their work within discourses on sex, sexuality and HIV and AIDS, all of which are cloaked in silence and considered sacred and private and, therefore, taboo.

CHAPTER 3 TEACHERS AND TEACHING SACRED AND TABOO TOPICS IN THE PUBLIC SPHERE OF THE CLASSROOM

3.1 Introduction

As noted in the previous chapter, sex and sexuality, as topics pertinent to this study, are subjects not openly discussed in public spaces since they are culturally perceived to be taboo. They are thus relegated to the private sphere of life. This study concedes that any discussion on HIV and AIDS by implication invokes discourses on sex and sexuality, hence the conceptual framework in the previous chapter. This chapter situates teachers in relation to these discourses and also provides insight into research on the phenomenon. This chapter locates the study within current research and highlights its potential contribution.

3.2 Teachers and teaching about sex, sexuality and HIV and AIDS

Teachers are themselves part of the societal discourses. As such, their role as teachers contributing to the fight against HIV and AIDS infections has been contested or may be influenced in many ways in their environment by the dominant discourses that they themselves are part of and may accept to be normal. Further, they are required to play a key role in teaching topics that in many societies are controversial or considered taboo (Baxen & Breidlid, 2009). Some studies have found that teachers tend to choose to avoid or de-emphasise taboo topics because of the perceptions regarding the sensitivity of these topics and due to the fear of consequence of the potential punishment of breaking the taboo in their particular societies (Havilland, 1996; Evans, et al., 2000; Morrell, 2003; Mufune, 2003). These controversial topics thus have been found to receive little attention in schools (Evans, et al., 2000).

The key concern raised by many commentators on the relation between teachers and teaching about taboo topics centres on what has already been briefly discussed in the previous chapter, namely talk about sex between adults and children. Teachers have identified traditional and cultural beliefs and practices as aspects hampering sex and HIV and AIDS education in the school context (Izugbara, 2008; Mufune, 2008; Helleve, et al., 2009b). Much of the available literature focuses on themes such as knowledge transfer factors and the associated comfort level of teachers when talking about sexuality and HIV and AIDS; public perceptions on the role of the teachers including the levels of knowledge that the public expects by the teachers; teachers' perceptions of their role as well as their perceptions of their levels of knowledge

and preparedness. Some studies investigated teachers' actual level of knowledge, and training of teachers, with a few being policy studies conducted with teachers and their experiences in teaching taboo subjects like sex and HIV and AIDS. What follows is a brief exposition of this literature in order to situate the current study and highlight the gap it contributes towards.

A study was conducted by Haignere, Culhane, Balsley, & Legos (1996) on teachers' receptiveness and comfort with teaching sexuality education. Their data were collected through interviews with 97 eighth grade teachers who were identified as applying non-traditional teaching strategies in sexuality education classes. The findings suggest that while most teachers were comfortable teaching sexuality education, they were hampered by external factors such as students' religious beliefs, lack of administrative support and by parent protest against sexuality teaching. They further revealed that teachers perceived the greatest barriers to teaching sexuality education as lack of materials and time as well as difficulty with facilitation under traditional classroom structures.

An evaluation study by Ahmed, et al., (2006) assessed the impact of a project aimed at providing teachers with the necessary knowledge and skills to effectively teach sexual reproductive health, HIV, sexual decision-making, abstinence, consequences of sexual activity, safe sex practices, substance abuse and sexual violence to Grade 8 (14-year-old) learners. Questionnaires were administered prior to the training, on completion of the training, as well as during two follow-up sessions with teachers, which were analysed together with the participant observation notes. The findings indicate that teachers reported increased confidence and comfort in teaching the sexuality issues. However, many struggled with the transfer of sexual reproductive knowledge and with the use of facilitative rather than only didactic teaching methodologies.

Mathews, Boon, Flisher & Schaalman's (2006) study also investigated the factors influencing how high school teachers implemented HIV and AIDS education in Cape Town. They conducted a postal survey to 324 teachers responsible for AIDS education in all 193 public high schools in the region. The questionnaire was generated from expectancy value theories, general characteristics of teachers, their training experience, knowledge of their social and school contexts. The findings revealed that primarily those who were trained implemented HIV and AIDS education. The existence of a school HIV and AIDS policy, a climate of

equity and fairness, and good school-community relations were the school characteristics associated with success in teaching HIV and AIDS.

Similarly, a study by Helleve et al., (2009a) examined the perceptions on sex education by Life Orientation teachers in urban and rural schools in South Africa and Tanzania. It also investigated their confidence and levels of comfort teachers in teaching topics related to sex and sexuality, including HIV and AIDS. A survey was conducted amongst South African Grades 8 and 9 Life Orientation teachers, and amongst science Grades 5 to 7 teachers in public primary schools in Tanzania. The study found that teachers' levels of confidence in teaching sex education to learners was low and they identified structural issues such as school ethos, school policy, meetings and available time as well as personal issues such as knowledge, skills, motivation and self-efficacy as determining factors. Additionally, it was found that teachers' levels of comfort played a role in how they taught sexuality and HIV and AIDS. Further, some teachers were reported to perceive the teaching of sex, sexuality and HIV and AIDS as contributing to declining moral standards, while others felt it was the responsibility of parents and not teachers to teach such taboo topics.

Helleve et al., (2009b) conducted another study to explore how teachers perceive and practice teaching HIV and AIDS and sexuality from a cultural perspective. They investigated how teachers respond to perceived cultural differences between the local community and the content of their teaching. This study was conducted through semi-structured interviews with 28 Life Orientation teachers in Cape Town and Polokwane. The findings revealed that teaching Life Orientation was understood as a matter of "re-establishing moral values that were under pressure from media, peers, and other influences" (Helleve, et al., 2009b, p. 194). Results also showed that teachers were challenged to deal with sex and sexuality in class because it was considered taboo, and that such teaching went against cultural norms and religion (Helleve, et al., 2009b, p. 196). It was further noted that many teachers had difficulties using their native language in teaching sensitive topics such as the ones under scrutiny, but found it less problematic when they used English. Helleve et al., (2009b) further indicate that some teachers reported that their culture did not allow them to call body parts such as the vagina or penis by their actual names. It was also found that teachers tried not to challenge existing norms and values and tended to either adapt their syllabus to what they were comfortable with or claim that there were no conflicts in order to avoid difficult sections

in the curriculum (Helleve et al., 2009b p.198). In addition, they felt that it was challenging to create an open dialogue in the classroom and at the same time maintain classroom discipline.

A study conducted in Tanzania and Kenya by Oluga, Kiragu, Mohamed & Walli (2010) with teacher-trainees and their tutors on deceptive cultural practices that sabotage HIV and AIDS education found, for example, that the taboo against speaking about sexual matters with children was the key cultural belief and practice identified as worsening the risk of AIDS infection in their communities and schools. Oluga et al., (2010) also maintained:

The taboo against talking about sex operated at multiple levels. At one level, teachers struggled to speak to children, mainly for fear of offending parents or not knowing how to deal with the situation. In turn, learners kept silent because of their fear of disobeying cultural norms and ‘quarrelling’ with parents, especially in cases where they (children) reported abuse (p. 370).

The discourse of silence which is reported to be present in many African communities was found to threaten youth understanding HIV and AIDS beyond its biological effects (Oluga et al., 2010).

Visser (2004), who conducted a study among primary and secondary school teachers in Mozambique in 2003, sought to understand teachers’ perceptions of HIV and AIDS. Interviews were conducted with 600 primary and secondary school teachers in Gaza Province, southern Mozambique. The findings found that approval by parents and other influential members of the community was very important in their decision on whether or not to address HIV and AIDS at school, and in particular in the decision to talk about sex and condoms. The findings also showed that talking about HIV and AIDS signified talking about sensitive and difficult issues such as condoms and sex, which teachers were uncomfortable discussing with learners. The main discomfort, as the findings show, related to discussions on condoms (the lack of reliability and myths concerning their use). Even though many were aware that learners in the lower grades (1-7) of school are already sexually active, teachers in this study reported not knowing how to broach sensitive topics with young children. Teachers in the higher grades revealed that talking about sensitive topics was an additional difficulty because of the complex and provoking questions learners pose, which embarrass teachers or which they have difficulty in answering. Importantly, this study highlighted the lack of training as a major constraint to teaching about sensitive topics. Support by colleagues and

school management was another key issue reported by the teachers. They stated that their own efforts in talking about HIV and AIDS were hampered by lack of support from other teachers. Many felt that they needed more support from management in order to feel completely comfortable talking about all aspects related to sex, sexuality and HIV and AIDS. As in studies already reported above, this study also found that language and the lack of appropriate examples to be debilitating factors in teaching such topics.

Francis (2010) completed a desk-review on sex and sexuality education and examined it in relation to the South African educational context and policies. This review posed three questions, namely, (a) What do youth need from sexuality education? (b) Is school an appropriate environment for sex education? (c) If so, what can be said about the content of sex education as well as pedagogy surrounding it? The findings revealed that the aims and ideals of the curriculum policy are often constrained by a lack of training of Life Orientation educators (Francis, 2010). Additionally, lack of training seemed related to failure to engage with the position of youth as knowers and of seeing them as legitimate sexual subjects who can give input into what is taught as opposed to perceiving them as innocent (Francis, 2010). Teachers were found to be tasked with delivering curriculum material for which they felt inadequately prepared, resourced and supported (Francis, 2010).

3.3 Teaching Taboo Topics in the Public Sphere of the Classroom: Perceptions by Teachers

Schools are put forward in the literature as important places to teach sexuality, HIV and AIDS, and teachers are required to mediate this knowledge about sexuality, HIV and AIDS in the schools. According to Baxen & Breidlid (2009), the role of the teacher is not without its challenges. They state, “[F]ew if any studies have been done on the role of teachers in HIV prevention programs” (Baxen & Breidlid, 2009, p. 23). Further, they raise concerns about the identity of teachers that teach taboo in the public sphere of the classroom topics considered deeply private. Teachers have lives apart from school and they act from and through contexts that shape who they are as human beings. By implication, this context (that includes values, beliefs, and expectations) shapes what and how they teach sexuality and HIV and AIDS (Wood, 2009). UNICEF (2002) also indicates that HIV and AIDS have affected teachers' participation in many ways because some are infected while others affected by the pandemic. In this section, I discuss studies that focus on how teachers are perceived in their roles as

mediators who teach taboo and sacred topics related to sex. Included in this section is a discussion on how teachers themselves have reacted to teaching culturally taboo topics.

A number of studies have investigated teacher perspectives on their work as sex education facilitators. In general, teachers were reported to be silent on the topics of sex, sexuality, HIV and AIDS (Oluga et al., 2010). This silence they reported to be the result of a mixture of cultural taboos about sex, lack of training on sexuality and HIV and AIDS education, fear of being seen as encouraging children to have sex, and fear of being called indecent for using explicit body parts terminology (Kelly, 2002; Izugbara et al., 2008; Helleve, 2009a; Nambambi & Mufune, 2011). In some cases, teachers addressed sexuality and HIV and AIDS out of personal choice (Paulussen et al., 1994), while in other cases, such as in South Africa, HIV and AIDS education is mandated (James-Traore et al., 2004; Mathews et al., 2006) therefore constitutes part of the job description of a teacher. Even though teachers who teach HIV and AIDS may have a reasonable level of knowledge of HIV and AIDS, sex education does not only include cognitive aspects but also affective and behavioural aspects that they stated create challenges for them as teachers (Buston, et al., 2002; Peltzer & Promtussanon, 2003).

Many authors who studied teachers and the teaching of HIV and AIDS report that teachers find it challenging to deal with sex and sexuality in class since it is a taboo topic often not discussed in the public sphere of life, with classrooms being an example of such a discursive space (Helleve, et al., 2009b; Oluga, et al., 2010, Baxen, 2010; Scott, 2010). Teachers have also been found to avoid challenging existing norms and values and tend to either adapt or ignore aspects of the curriculum or claim that there were no conflicts. The upshot is that commonly, little open or frank discussion occurs between teachers and learners concerning the private and sacred topic of sex and sexuality (Aggleton & Campbell, 2000).

Some studies found that teachers were more concerned with youth behaviour rather than preventing HIV and AIDS as well as the disjuncture between the social and cultural context and curriculum expectations of what should be taught (Kelly, 2002; Helleve, 2009a; Nambambi & Mufune, 2011). Some studies revealed that language and communication norms were the challenges that teachers say prevented them from teaching about sexuality and HIV and AIDS subjects (Kelly, 2003; Helleve, 2009 a & b; Izugbara, 2008; Nambambi & Mufune, 2011). They also reported to lack confidence in teaching topics perceived to be

taboo. Overall, teachers struggled with both the content matter and pedagogy of sex, sexuality and HIV and AIDS education (Evans, et al., 2000; Helleve, 2009a&b; Izugbara, 2008; Mufune, 2008; Baxen, 2010; Herr, 2011).

Inadequate training was proposed as a major obstacle teachers reported, which they proposed often added to the silence surrounding topics of sexuality, HIV and AIDS, and gender issues as well (Morrell, 2003). In instances where they received training, teachers still made choices of what to teach and what aspects to omit that they felt uncomfortable about (Baxen, 2010).

As mentioned elsewhere, teachers are members of communities and thus shaped by dominant discourses that not only circulate in communities but also influence how they think about themselves and their work as teachers. Baxen & Breidlid (2004) point out that teachers are positioned in and out of school thus, they assert, that cultural and social practices shaping teachers' experiences and understanding of the disease mediate what and how they think about themselves in relation to the pandemic as well as what they do in Life Skills classrooms. This implies that teachers can, and indeed do, make choices about when, how and in what way to teach.

Morrell (2003) found that the culture of silence in schools posed challenges for teachers. He found that because certain subjects are taboo and not open for discussion, teachers and learners are reluctant and sometimes even unwilling to discuss these in the public space of the classroom.

Although the studies so far indicate that, at some point, teachers seem to be challenged in discussing these topics, a recent study done by Herr (2011) shows otherwise. In a study that explored high school health education teachers' attitudes and perceptions related to teaching HIV prevention, those who teach HIV and AIDS and sexuality overall reported being equitably confident in teaching these issues in rural and urban schools in South Africa and Tanzania, across age, gender and religion. Despite this, though, their confidence was more of a general kind and did not specify how they perceived their ability to teach HIV and AIDS and sexuality. They were not specific about their ability to influence learner behaviour. The study also did not probe their perspectives on whether they thought the content was controversial.

The debate on the role of the school and teachers in battling the disease and spreading messages aimed at behavioral change vary across different contexts. For the most part, these discussions talk about sexuality and HIV and AIDS in relation to curriculum and teaching and learning. However, factors that militate against sexuality and HIV and AIDS teaching, and what really happens at the chalk face, have not been always been a focus of inquiry in research so far. Few, if any, studies examine the structural, cultural, and agential conditions that shape teacher experiences in teaching sexuality and HIV and AIDS in schools in general and Namibian schools in particular. Few studies pose questions on the constraining and enabling factors shaping their responses to and experiences of teaching taboo topics in the public arena of the classroom.

Understanding society is complex because in order to understand people's experience, one has to understand how societies work. While it is important to understand teachers' experience in teaching sexuality and HIV and AIDS, it is also equally important to understand the context in which they live. Experience has to be viewed in the context in which it happens. For this reason, this study that seeks to explore the structural, cultural and agential conditions that shapes the experience of teachers in teaching sexuality and HIV and AIDS, uses a conceptual and analytical tool that is explicit in its attempt to highlight conditions (structural, cultural and agential) that enable and constrain behaviour.

3.4 Summary

Schools and teachers are expected to be sensitive to the "socio-cultural and gender issues, promote partnerships with the community, promote tolerance, use new pedagogies, and adjust assessment practices to be consistent with new pedagogies and learning areas" (UNESCO, 2006, p. 178). These expectations have implications for the pedagogies used in the classroom since teachers often feel embarrassed and wish to keep a professional distance between themselves and the learners (Bhana, 2007; Helleve, et al., 2009a&b; Francis, 2010). This chapter provided yet another conceptual layer to understanding the focus of this study. It situated teachers as operating in a complex social and cultural context that shapes their experiences, responses and ultimately, their behaviour. They also contribute to reproducing this context. I reviewed relevant studies on the relationship between teachers and their work as mediators of taboo topics that are surrounded by silence and secrecy. This chapter highlighted the range of challenges teachers face as mediators of the deeply private in the public space of the classroom.

The next chapter presents the theoretical framework to the study. It describes Archer's social realism theory that provided conceptual, theoretical and analytical tools for this study. This framework also had implications for the methodological orientation of the study; this is described in detail in Chapter 5.

CHAPTER 4 APPLYING A SOCIAL REALIST FRAMEWORK TO UNDERSTAND LIFE SKILLS TEACHERS AND THEIR WORK AS MEDIATORS OF TABOO TOPICS

4.1 Introduction

The purpose of this chapter is to provide a theoretical framework of the study. The study draws on Margaret Archer's (1995, 1996, 2000, 2003, and 2007) social realism theory. The purpose of the study was to explore the structural, cultural and agential conditions that shape the responses and experiences of Life Skills teachers in teaching sexuality and HIV and AIDS. For this reason, social realism was appropriate for the study because it provided me with the analytical and explanatory tools to understand the phenomenon under investigation. Such a framework allows for an exploration of the structural and cultural conditions that shape teachers' experiences with regards to teaching sex, sexuality and HIV and AIDS, and also how teachers exercise their agency in response to the structural and cultural properties conditioning them in taboo topics.

This study adopts concepts of structure, culture and agency as used by Archer in its attempt to understand teachers' attitudes and practices in teaching sexuality and HIV and AIDS. Archer's analytical dualism and reflexivity are also analytical tools applied in this study.

The chapter is divided into four sections. The first provides an overview of the debates surrounding structure and agency. The second section introduces social realism and its key tenets. The third section focuses on the concept of analytic dualism, describing how it supports understanding the complex interplay between structure and agency. The final section focuses on the concept of reflexivity to understand teachers' responses and experiences as they respond to structural and cultural conditions to which they contribute in reproducing (or subverting) and which shape their attitudes and behaviour. I conclude the chapter by discussing the relevance of Archer's framework to my research study.

4.2 Structure and Agency Debates

The structure versus agency debate may be understood as an issue of socialisation (which refers to the lifelong process of inheriting and disseminating norms, customs, and ideologies; providing an individual with the skills and habits necessary to participate in society) against autonomy (which is the basis for determining moral responsibility and accountability for

one's actions, choices, mistakes, failures, etc.) in determining whether an individual acts as a free agent or in a manner dictated by social structure (Mutch, 2010).

The broader debate is beyond the scope of this study thus, below, I provide a brief overview with the view to situate the theoretical orientation of this study. This overview also links to and highlights reasons for the research questions posed in the study which include an interrogation of complex interplay between the social structures linked to the study (schools, policies and curricula) and teachers as actors or social agents who either may be constrained or enabled by the former to reproduce or transform them.

In the social sciences, there is a standing debate over the primacy of structure over agency in shaping human behaviour (Archer, 2003). The notion of social structure is intimately related to a variety of central topics in social science, including the relation between structure and agency. The debate over the primacy of structure or agency relates to an issue at the heart of both classical and contemporary sociological theory; the question of social ontology. The fundamental questions relate to how we understand (a) reality, (b) how the social world is structured, and (c) how the constituent parts that make up the social world interact to produce reality (including beliefs, attitudes, experiences and action). At the heart of this debate is the question of whether social structures determine an individual's behavior or whether human agency takes precedence over structures (Archer, 1998).

Structure and agency debates have been on-going for a long time. The most influential attempts to combine the concept of social structure with agency are traced in Anthony Giddens' theory of structuration and Pierre Bourdieu's practice theories. Giddens (1984) emphasizes the duality of structure and agency. He postulates that structures and agency cannot be conceived apart from one another. Giddens argues that structures cannot be independent from actors nor can they determine behavior. Rather, these are sets of rules and competencies on which actors draw and which they can collectively reproduce (Giddens, 1976).

Bourdieu's theory of practice also seeks a more flexible account of social structure as embedded in, rather than determinative of, individual behaviour (Bourdieu, 1993). It also attempts to find a point of balance between the two previous positions (agency and structure). He sees structure and agency as "complementary forces – structure influences human

behaviour, and humans are capable of changing the social structures they inhabit” (Bourdieu, 1993, p. 127).

While these theorists looked at the complex relationship between social structures and agency as such, recent work by Margaret Archer provides elaborations and applications of the debate (Mutch, 2010). At the heart of her theory lies the argument that, if layers or strata in social reality have different ontologies, then they must be viewed as a dualism or as distinct (Archer, 2003). Archer contends, “how structure influence agents is dependent upon what structure and agency are held to be” (2003, p. 1). She further explains that there is no ontological consensus whatsoever about what structures and agency are in social theory. There is some agreement that structure involves some form of objectivity (and independency) whereas agency entails some form of subjectivity (Archer, 2003). Further, Archer (2007, p. 40) asserts, “the crucial difference is that no society or social organisation truly possesses self-awareness, whereas every single (normal) member of society is a self-conscious being”. She argues that a dominant problem for social theorists is to provide a response to the following question, “what difference does the self-awareness of its members make to the nature of the social?” (Archer, 2007, p. 40).

According to Archer human beings are born into “social contexts not of their own making or choosing” and are “ineluctably confronted by social and cultural structures in most of their own doing” (2007, p. 39). Archer emphasises the complex interaction between the pre-existing context and human beings. This means that all human beings have to establish interaction with every aspect natural reality, namely: nature, practice, and the social. She makes the latter distinction because, her argument is, “distinguishing between the natural, practical and social orders are real, although it is usually the case that they can only be grasped analytically because they are subject to considerable empirical superimposition (Archer, 2007, p. 37). Thus, she proposes a framework that acknowledges and accounts for such a distinction. She also recognises that human subjects may encounter problems, which are different in kind, when confronting each of the three mentioned orders. But, as Archer proposes, this does not diminish the fact that it is vital for human existence to establish sustainable and sustaining relations with each other in the social reality.

In its exploration of the structural, cultural and agential conditions which shape the responses and experiences of Life Skills teachers in teaching sexuality and HIV and AIDS, this study

adopts Archer's social realism theory to explore the interplay between structure, culture and agency in the teaching of sexuality and HIV and AIDS. Archer indicates that agents have causal power and ultimate concerns which they try to fallibly put into practice (Archer (1996), as cited in Mole & Mole, 2010, p. 125). Through her concept of analytic dualism, which is explained later on, Archer resolves the structure/agency problematic (Archer, 1996). The next section elaborates on the theory of social realism.

4.3 Margaret Archer's Social Realism Theory

Archer, a sociologist, developed social realism, which adopts a methodological approach to researching the social world. Fundamentally, Archer (1995) argues that the social world comprises three domains – structures, cultures, and agents. This approach to the social world was further expressed through her notion of 'analytical dualism', which claims that these three domains, while entwined with each other in reality, should be looked at and examined separately, for analytical purposes (Archer, 1996). When Archer discusses the concepts of structure or culture in relation to agency, she is talking about a relationship between two aspects of social life: the people and the parts. She states that despite their intertwined nature, they are nevertheless analytically distinct (Archer, 1996). Accepting their distinctiveness means that, at an analytic level, they may be interrogated separately so as to examine the extent to which individual action may be constrained or enabled by social systems.

According to Archer, there has been a tendency in social science theory to conflate the 'parts' (as found in a cultural system, an organisational or ideational structure) and the 'people' (who hold positions or ideas within the structures) or what Archer terms the "fallacy of conflation" (Archer, 1996, pp. xiv-xv). Culture, structure and agency are regarded as belonging to separate strata so that they may influence, but not determine, one another (Archer, 2007).

Archer contends that to properly understand their relationship structure, culture and agency should not be conflated with each other; these should be treated instead as ontologically separate. She states that each has its own irreducible causal properties and powers (Archer, 1995).

This study explores the structural, cultural and agential conditions that shape the responses and experience of Life Skills teachers in teaching sexuality and HIV and AIDS. Given that I talked about social structure, culture and agency, it is important to give a brief description of

what these are and how they are relevant to this study. Therefore, the next section presents an explanation of the characteristics of these three realms of structure, culture and agency in the literature distinguishing Archer's perspective.

4.3.1 Structures and their Key Tenets

Social structure has been identified as the "relationship of definite entities or groups to each other, enduring patterns of behaviour by participants in a social system in relation to each other, and institutionalised norms or cognitive frameworks that structure the actions of actors in the social system" (Lopez & Scott, as cited in Elder-Vass, 2007, p. 13). Elder-Vass further distinguishes between institutional structure and relational structure. Institutional structure entails "... cultural or normative patterns that define the expectations of agents hold about each other's behaviour and that organize their enduring relations with each other" whereas in relational structure "... social structure is seen as comprising the relationships themselves, understood as patterns of causal interconnection and interdependence among agents and their actions, as well as the positions that they occupy" (2007, p. 17).

According to Danermark et al., (2002, p. 78) a structure is "made up of a set of internally related objects; a certain structure may in its turn also be part of a greater structure". To Archer, structure includes the various organisational aspects of society such as roles, policies, systems, and institutions. Structure can also include such things as material resources, socio-economic systems (e.g. race, gender, and class), ethnicity, customs, and social institutions (such as marriage, education, schools) as well as certain structures that occur within organisations, like committees, units, and departments. Structures can also refer to roles and positions within organisations. Noteworthy is that there is agreement in the literature on what constitutes structures.

It is also worth noting here that "a position has to exist prior to its occupancy" (Archer, 1998, p. 202). There is consensus in the literature that structures have a historicity and thus pre-exist. Put differently, human beings are born into existing structures. Carter & New (2004, p. 9) put it this way: structures "... pre-exist features of the world into which we are born (anteriority); they are relatively enduring and they have enabling and/or constraining powers". Structures, therefore, not only come first and/or possibly condition agency to the extent that people can be either constrained or enabled by them, but they can also be reproduced or transformed in terms of their interaction with human agency (Archer, 2007).

According to Archer, “the emergent powers or properties of structures are only activated when agents interact with them in terms of their own causal powers through the mechanism of human reflexivity (internal conversations) in which agents subjectively prioritise their “concerns, projects or practices” (Archer, 2007, p. 4).

4.3.2 The Culture Domain and its Tenets

Culture refers to systems of meaning such as ideas, values, theories and beliefs that people or communities subscribe to and which are expressed through discourses (Archer, 1996). Culture can also include “language, forms of knowledge, rituals, traditions, and common-sense understandings about the social world and how it works” (Archer, 1996, p. xviii).

Like structure, the elements of cultural systems may be theorised as emergent properties called cultural emergent properties (Archer, 2000). Language is seen as a cultural emergent property with its own enabling and constraining powers to effect things in the world (Archer (2000), as cited in Quinn, 2007, p. 126). Thus, cultural systems’ influence is mediated through discourses and discourses through language (Archer, 2000). Archer further asserts that “our words have the causal power to affect things in the world of matter” (2007, p. 157). Cultural emergent properties distribute cultural resources and symbolic power such as ideologies and languages unevenly. Employing this cultural concept is relevant to this study as it allowed me to identify the ideas, beliefs, theories, ideologies and values (emergent relational properties) articulated as discourses by Life Skills teachers, which have and still apply to teaching of sexuality and HIV and AIDS, and to determine how they related to one another. In other words, it allowed me to identify where they contradicted and/or complemented one another.

4.3.3 Agency Domain and its Tenets

Agency is the capacity of individuals to act independently and to make their own free choices (Archer, 1995). According to Archer (1995) agency, in social realism, refers to “people and their ability to act within and upon their own world in terms of their social roles and positions, depending on their ability to activate their own emergent properties and powers” (p. 277). Because it refers to a collectivity or a group of people, agency is, therefore, a term which is always only used in the plural (Archer, 1995). Archer’s social realist theory mainly is interested in what motivates agents to act in the way that they do, in terms of their particular structural and cultural contexts.

She distinguishes between three types of agents, namely: “primary, corporate and social agents” (Archer, 1995, p. 277). Primary agents (people) are those not able to exercise much agency because of how they are positioned in their societies. That is, they are involuntarily disempowered which could be caused by socially scarce resources. Archer further postulates “persons are biologically embodied individuals, emergent from but not reducible to their material constitution who are involuntarily placed as agents ... as a consequence of involuntary positioning, as a result of demographic factors such as age and gender” (1995, p. 433).

In terms of corporate agents, Archer (1995) postulates that when agents who have a common interest become organised around particular aims and act collectively in groups when seeking to transform society, this is then named corporate agency. Archer further explains, “when social agents who lack the personal power in their individual capacity to make structural changes to their life circumstances join together with other social agents who have a common vested interest to create collective organisations, they can achieve together what they cannot bring about alone” (2007, p. 74).

According to Archer, social actors “are individuals who have been able to develop a strong social identity which is often associated with a particular role or position in society” (1995, p. 277). These individuals are able to exercise their agency by virtue of their more powerful position which infuses them with the authority to do so (Archer, 1995). Further, the social context into which agents are born and over which they have no control, will greatly influence the types of actors they can choose to become (Archer, 2003).

Like structure and culture, agents also have their own properties and power, the most distinctive of which is reflexivity. Archer thus asserts that they should not be held as being completely passive and at the mercy of socio-cultural structures (Archer, 1995; 2000; 2003, 2007). Rather, agency should be viewed as being “reflective, purposive, promotive and innovative” (Archer, 1995, p. 249).

Archer (1995) proposes that when social phenomena are to be investigated, social structures, cultural systems, and human agency’s casual and emergent powers should be considered first. In her view, structures, culture and agency are relatively enduring and possess distinct properties and powers of enablement or constraint. Social structures and cultural systems pre-

exist features and, as already stated, people are born into these. Thus they have power to enable and constrain whereas people have power relevant to agency.

Archer's theoretical framework allows for an analysis and understanding of the interplay between both structural and cultural conditions as well as how agents interact (1995, 2003 and 2007). It is her contention that her unified theoretical approach allows researchers to give a full account of "how discursive struggles are socially organized and of how social struggles are culturally conditioned" (Archer, 1996, p. xxix). Archer's analytical framework, with its separate (but interlinked) domains of culture, structure and agency, was used to identify the emergent mechanisms at play when agents, in this case Life Skills teachers, teach the taboo concepts of sex, sexuality and HIV and AIDs. Understanding analytic dualism is important to understand how researchers can employ it to understand the complexity of social action, as was the case in this study. I discuss the term below.

4.3.4 Analytic Dualism

As mentioned in the previous section, while the structure/agency debate has been a central issue in social theory, recent theoretical reconciliation attempts have been made. For example, Archer (1996) indicates that, "structure, culture and agency should be understood as separate entities for the purpose of research, since they all possess casual powers to influence social reality" (p. xv). Thus, she introduces the concept of analytic dualism as a separation of cultural items such as religious beliefs and the people holding them. Analytic dualism has been shown to entail the separation of casual powers of structure from those of agency so that none can engulf the other in either an upward or downward fashion (Archer, 1996). According to Archer (1995), analytic dualism is based on two premises:

- (i) The social world is stratified, such that the emergent properties of structures and agents are irreducible to one another, meaning that in principle they are analytically separable (ii) [Given that] structures and agents are also temporally distinguishable (... it is justifiable and feasible to talk of pre-existence and posteriority when dealing with specific instances of the two), and this can be used methodologically in order to examine the interplay between them and thus explain changes in both - over time (p. 65).

Archer (1995) offers the approach of analytical dualism in which she recognises the interdependence of structure and agency (i.e. without people there would be no structures) yet at the same time argues that they operate separately and in different periods. At any particular moment, existing structures constrain and enable agents, whose contacts yield intended and

unintended consequences, which lead to structural explanation and the reproduction or transformation of the original structure (Archer, 2007). The resulting structure then provides a similar context of action for future agency. Likewise, the initial preceding or existing structure was itself the outcome of structural elaboration resulting from the action of prior agents (Archer, 1995). So, while structure and agency are interdependent, Archer argues that it is possible to unpick them analytically. Analytic dualism, therefore, allows for the investigation of emergent powers and generative mechanisms such as structural emergent properties (SEPs), cultural emergent properties (CEPs) and personal emergent properties (PEPs) (Archer, 1995).

Furthermore, Archer (1995) postulates that social processes are established through an endless array of such sequences but, as a consequence of their temporal arrangement, it is possible to free any such arrangement in order to investigate its internal causal dynamics. Through doing so, argues Archer, it is possible to give observed interpretations of how structural and agential phenomena interlink over time rather than simply stating their theoretical interdependence. Archer (1995) calls this ‘morphogenesis’ sequence. These features, according to Archer lead to the avoidance of excessive voluntarism and unwarranted determinism and allow for a clear distinction through analytical dualism because, within this morphogenesis model, it can be shown that social structures emerge (structural or cultural elaboration) through social interaction but that constraints also do, via persistent structural properties that multiply within society (Archer, 1995). The last point is significant for, according to Archer, some structures, despite the best intentions of actors, simply resist change. In my study, teachers are part of structural and cultural systems and are born to contexts in which they have no control over the pre-existing powers found in these socio-cultural settings. The central aim of this study was to explore the structural, cultural and agential conditions that shape teachers’ responses and experiences with regards to teaching sexuality and HIV and AIDS and also how teachers exercise their agency in response to the structural and cultural properties conditioning them in teaching sexuality and HIV and AIDS in Life Skills. Thus, Archer’s analytic dualism framework was one way to examine these as it enabled me to analyse structure, culture and agency separately in ways other studies to date have not.

4.3.5 The Morphogenesis Approach

For analytic dualism to take effect, Archer advocates a morphogenetic approach to the “practical analysis of vexatious society” (1995, p. 161). She defines morphogenesis as the complex interchanges that produce change in a system’s given form, structure or state (Archer, 1996). When change or transformation does not occur, Archer calls this “morphostasis” (1996, p. xxiv). According to her, isolating structural and/or cultural factors which provide a context of action for agents makes it possible to investigate how those factors shape the interactions of agents and how those interactions in turn reproduce or transform the initial context. Significantly, it also allows one to examine the relationship between the two levels of the parts and the people over time. It was not possible in a study of this nature to apply Archer’s morphogenesis approach given the scope and focus of the current study. However, I provide a brief description of the process for explanatory purposes.

Morphogenesis has four time (T^9) dimensions. T_1 - conditioning, T_2 - T_3 – interaction/actions and T_4 - reproduction or transformation or elaboration (Archer, 1995; 2003). Figures 1 and 2 below show the place of social and cultural conditions in Archer’s morphogenetic approach and highlight the phase of transformation or reproduction respectively. The current study examines the conditions that give rise to action as well as the socio-cultural interaction thus locates itself at T^1 and 2 .

Figure 1: The morphogenesis of culture (Source: Archer, 2003, p. 3)

Structural conditioning

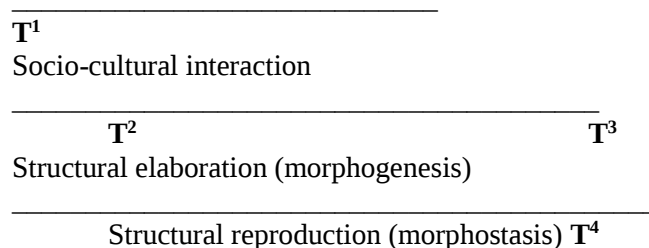
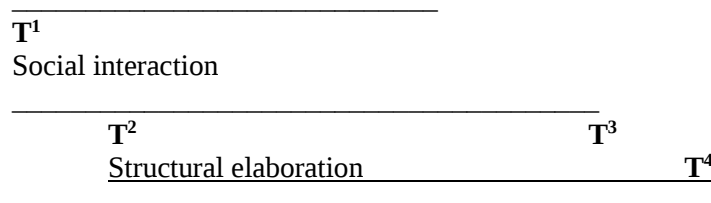


Figure 2: The morphogenesis of structure (Source: Archer 1995, p. 193)

Structural conditioning



⁹ T stands for time.

In brief, the structures have a time scale and they all manifest temporal resistance and do so basically through taming/conditioning the context of action (Archer, 2010). At T^1 , Archer explains the pre-existing structures which existed over a time. When these pre-existing structures interact with agents, they generate conditions that constrain or enable action at T^2 . The initial structural influence is not immediately apparent because time is required to change any structural property. Structural influences extend beyond T^2 and thus it is important to gain insight into whether this is because they temporarily resist collective pressure to change because they represent the vested interests of the powerful (Archer, 2010).

Importantly, action initiated at T^2 takes place in a context not of its own making but rather has a pre-existing historicity. The consequence is that it is not possible or desirable to assert that any structural property after T^2 is attributable to contemporary actors not wanting or not knowing how to change it, because knowledge about it, attitudes towards it, vested interests in retaining it and objective capacities for changing it have already been distributed and determined by the T^2 stage. Failing to understand and analyse these may lead to claims being made and conclusions drawn that do not necessarily animate the complete story (Archer, 2010).

If action is effective then the transformation produced at T^4 is not merely the eradication of a prior structural property and its replacement by a new one; it is the structural elaboration of a host of new social possibilities some of which will have gradually come into play between T^2 and T^4 (Archer, 2007). Morphogenetic analysis thus explains the timing of the new facilitating factors and can account for the beginning of a new structure. Simultaneously, structural elaboration re-starts a new morphogenetic cycle as it introduces a new set of conditional influences upon interaction which are constraining as well as facilitating. T^4 is thus the new T^1 and the next cycle must be approached afresh analytically, conceptually, and theoretically. The change in the structure at T^4 will then result in new actions for the agents to decide on and reflect upon, and decide whether to come up with new strategies for a new project will start. And the cycle will continue over and over. This is what Archer refers to when she states that changes in the social structure itself require us to theorise about it in different ways since our subject matter has altered (Archer, 2010).

In relation to this study, on the one hand, at T^1 , there are structural conditions which existed over a long time that enable or constrain the agents at T^2 . An example is taboos, already

identified in Chapter 2. Should these structures interact with the cultural properties at T^2 , which can be the values, attitudes, cultural beliefs, and ideologies of agents (teachers) as regards teaching sexuality and HIV and AIDS, they might generate conditions that may either enable or constrain the agents. On the other hand, between T^2 and T^3 , there are two independent influences, one temporal, the other directional which can speed up, delay or prevent the elimination of prior structural influences. To elaborate on the current study, (i) teachers commitment to sexuality and HIV and AIDS teaching could reduce the time taken to change learners' behaviour and thereby reduce the infection rate, thus improving on teaching, (though not changing it entirely because of the need for personnel to prepare, disseminate and guide in teaching); (ii) lack of enthusiasm or ability to teach sexuality and HIV and AIDS and lack of willingness to participate and learn amongst learners can delay the process and damage the project. Simultaneously, teachers, although partly conditioned by their achievements, can exercise a directional influence upon the future cultural definition of sexuality and HIV and AIDS teaching thus affecting the substance of elaboration at T^4 .

In short, for this study, this means there are pre-existing structures in the context of sex, sexuality and HIV and AIDS teaching such as taboos, curriculum guidelines, educational policies and HIV/AIDS, just to mention a few. These structures have been there over a long time regardless of how agents think of them. Being beyond the agents' reach, such structures are regarded as beyond change. When these pre-existing structural properties interact with agents' theories, ideas and beliefs, they may generate properties that enable and/or constrain the agents (in this case Life Skills teachers), and thereby cause the agents to act on this enablement or constraint at T^3 and thereby at T^4 . Their action could either reproduce (morphostasis and maintaining the status quo) or elaborate (transform or change) the structure.

Archer asserts that, in order for one to examine a morphogenetic cycle of any nature, it is important to understand that "the starting point (T^1 as present time) is at all times situated historically; is at all times conditioned by history as we are all born into and can only live embedded in an ideational [and structural] context which is not of our making" (1996, p. xxv). Hence, to begin to comprehend any particular morphogenetic cycle, it is necessary to begin with an examination of how things manifest in the cultural and the structural domains; what they are at the present time (Archer, 1996). Archer further contends that this is necessary because "systemic properties as a result shape the situations in which later

generations of agents find themselves, and they bestow vested interests on individuals according to the positions they occupy” (1998, p.82).

The emergent properties which characterise socio-cultural systems imply discontinuity between initial interactions and their product, the complex system. Action of course is continual and essential both to the continuation and further elaboration of the system, but subsequent interaction will be different from earlier action because it is conditioned by the structural consequences of that prior action (Archer, 2003). Hence the morphogenetic perspective is not only dualistic but sequential, dealing with endless cycles of structural/cultural conditioning → social/socio-cultural interaction → structural/cultural elaboration/reproduction – thus separating the dialectical interplay between structure and action (Archer, 2003).

While analytical dualism insists on artificial separation of the ‘parts’ from the ‘people’ in order to clearly understand their interplay, there is naturally a fundamental relationship between structure and agency. The actions of people (agents) cannot take place without a pre-existing set of structures (including ‘shared meanings’) (Archer, 1995). It is thus important for a researcher “to understand not only how actors are able to exercise agency in a particular situation, but also what the factors in that context are which enable or constrain this action” (Sayer, 2000, p. 26). This is the main focus of this study.

Interests and resources may have been historically unevenly distributed in terms of the current social structure and, as such, impacts the way people are able to react to their circumstances. However, because people have their own personal emergent properties (PEPs), causal powers, and internal conversations, they are able to respond creatively and imaginatively to find ways of using what material and cultural resources they have at their disposal to their best advantage (Archer, 1995, p. 70).

Archer (2003) further indicates that agents possess properties and powers distinct from those pertaining to social forms. Agents think, deliberate, believe, have intentions, love, and reflect. The casual power of social forms is always mediated through agency; however it is not always clear what the mediatory process entails. Archer (2003) argues for a thorough analysis of the word ‘through’ before mediation starts. This unpacking, she proposes, “remains far

from complete” (Archer, 2003, p. 3) because at a generic level, the word ‘through’ is replaced by the process of social ‘conditioning’.

Additionally, Archer (2003) asserts that “since to condition entails the existence of something that is conditioned, and because conditioning is not determinism, then this process necessarily involves the interplay between two different kinds of powers: those pertaining to structures and those belonging to agents” (p. 3) Archer, therefore, proposes that an adequate conceptualization of conditioning must deal with the interplay between those powers.

Firstly, this involves a description and analysis of the manner in which structural and cultural powers impact agents and, secondly, how agents use their own powers to act to reproduce or transform given the particularity of the circumstances (Archer, 2000).

In sum, the morphogenetic cycle above indicates that social structures, cultural systems and agency are separate phenomena that can either enable or constrain agency. The agency in turn can then either reproduce social structures or transform them (Archer, 2003).

4.3.6 Reflexivity and Teachers’ Internal Conversation

As explained earlier, this study focuses on an exploration of the way structural and cultural conditions shape teachers’ responses and experiences with regards to teaching sexuality and HIV and AIDS and also how teachers exercise agency in response to the structural and cultural properties conditioning them in teaching sexuality and HIV and AIDS education. Archer’s explanatory and analytical tools that include notions of reflexivity are relevant for this study in that, for her, reflexivity “... is a power that human beings possess: it is the ability to monitor ourselves in relation to our circumstances” (2003, p. 9). It is exercised through a process of conscious reflexive deliberations during which we conduct “internal conversations with ourselves about ourselves, our situation, our behavior, our values, our aspirations” (Archer, 2003, p. 23).

Archer (2003) points out that reflexivity is specifically a causal power and that through individuals’ reflexive deliberations they would come to conclusions that affect their behaviour in the social world. She distinguishes between four forms of reflexivity that characterise agential action. These are: communicative reflexives whose internal conversation requires completion and confirmation by others before resulting in a particular course of

action; autonomous reflexives who independently have self-contained internal conversation leading directly to action; meta-reflexives who are critically reflexive about their own internal conversations and critical about effective action in society, and fractured reflexives whose internal conversation intensifies their stress and disorientation rather than lead to any purposeful course of action (2007, p. 93).

Archer (2003, as quoted by King, 2010, p. 257), claims “... what is central to human beings are not meanings, but ‘doings’. Of course, other animals are involved in ‘doing’ as well”. For Archer, humans are distinctive because implicit in their doings is conscious intention and, in the course of their activities from birth onwards, they begin to develop self-consciousness, the precondition for reflexivity. As they engage in practice, humans develop emotions and a personal and social identity (Archer, 2003). The former identity is not forced on them from outside; rather, it is an emergent property of individual human action.

In this process of self-creation, humans are able to engage eventually in an internal conversation. As they develop a conscious ‘I’ who acts and a self-conscious ‘Me’ who experiences that action, it is possible for selves to consider the society around them, their place in, and their actions (Archer, 2003). Archer (2003) further elaborated that persons, as she termed them ‘selves’, are not just the simple victims of social groups, but they are able to judge for themselves and adapt their perspectives and practices.

Archer (2003) asserts, “... social identity is necessarily a sub-set of personal identity” (p. 120). For her, personal identity has a priority and authority over group or social identity. Because personal identity, which is the product of an internal reflexive conversation, is independent of social circumstances, it is a vital aspect to the transformation of society.

4.3.7 Social Realist Perspectives on Teachers and their Work

This work draws on Margaret Archer’s (1996) social realist theory and in particular employs her concepts of culture, structure and agency. Agents have a point of contact with structure through the roles they occupy or assume, but also through their situation or context, which can be either problematic or facilitatory. Structure has its own mechanisms and provides reasons for different courses of action to those who are differently positioned. Human responses and subsequent action is never mechanical. Rather, human intentionality is what distinguishes agency from structure (Archer, as cited in Wikgren, 2005, 105).

Archer (1995, 2000) argues for a nuanced view of human agency and distinguishes between the person, the agent, and the actor. Persons are individual human beings emergent from (but not reducible to) their biological make-up, while agents are collective categories. Social actors, emergent from collective agents, are either enabled or constrained by their social role and the socio-cultural situations in which they act and make meaning of themselves in relation to the social world. According to Archer, the personal identity must be distinguished from the social identity.

This stratified view of human agency is useful in identifying structural and cultural conditions, for example in the current study. Structural examples include curriculum and policy guidelines, while cultural conditions comprise ideas, values and beliefs by teachers that might enable or constrain their mediation of the deeply private and taboo topics in the public space of the classroom.

Archer's theory of social realism was useful for this study in that it provided the explanatory, methodological and analytic tools to frame and make meaning of the phenomenon from yet another perspective, different from those in current literature. Her concepts of structure, culture and agency are useful when trying to analyse the underlying mechanisms and causal powers that make it easy or difficult to teach sacred and taboo topics in the public space of the classroom. The significance of Archer's theory of social realism lies in trying to understand the relationship between structure, culture, and agency from the agent's point of view. This is important in a study such as this which aims to gain an understanding of teachers' responses and experience in teaching sexuality and HIV and AIDS with a view to understanding (a) how are teachers teaching sexuality and HIV and AIDS; (b) the constraining and enabling factors that shape the teaching of sexuality and HIV and AIDS; and (c) the perceptions teachers hold on their preparedness to teach sexuality and HIV and AIDS in public secondary schools in Oshana Region, Namibia.

4.4 Summary

The purpose of this chapter was to provide a theoretical framework to the study. Archer's social realism theory was introduced as a framework that offered explanatory, methodological and analytical tools to examine the phenomenon under study. I elaborated on the key tenets of her theory to highlight their relevance for this study. The next chapter

provides the methodological orientation and research designs decisions that I made in carrying out this study.

CHAPTER 5 RESEARCH DESIGN

5.1 Introduction

The purpose of this chapter is to present the research design of the study. Zikmund (2003, p. 65) states, “ [A]fter the researcher has formulated the research problem, a research design must be developed.” Creswell (2003) points out that a research design is a plan to structure the research project in order to enhance the validity of the research findings and minimise errors. Put differently, the purpose of the research design is to ensure that the evidence obtained enables the researcher to answer the research questions initially asked. Therefore, it is necessary that the design be true to the theoretical orientation of the study.

The aim of this study was to explore the structural, cultural and agential conditions that shape the experience of Life Skills teachers in teaching sexuality and HIV and AIDS. Archer’s social realist framework informed the methodological decisions made in this study. This is described in more detail below.

This chapter begins with the rationale for the methodological orientation and methodology that includes a brief description of the research site and sampling follows. I follow this with a description of the research process. The data gathering strategies as well as strategies employed to verify data are also given attention. This chapter concludes with an explanation of the data analysis proses, ethical considerations, and the limitations to the study as well as significance of the study.

This study was concerned with the exploration of the structural, cultural and agential conditions that shape the responses and experiences of some Namibian Life Skills teachers in teaching sexuality and HIV and AIDS in secondary Schools. I specifically, responded to the call made by Baxen & Breidlid, (2009, p.3) which suggests, “current research has to pay close attention to developing an understanding of *where* (italic added) and *how* (italic added) knowledge is produced and reproduced if the education sector is to contribute to enabling teachers and learners to make informed choices about their behavioural practices.” Thus, this study responded to the following question:

- What are the structural, cultural and agential factors shaping the teachers responses and experiences in teaching of sexuality and HIV and AIDS in four Namibian public secondary schools in Oshana Region?
- What are some Life skills teachers' experiences in teaching sexuality and HIV and AIDS?
- How do teachers teach sexuality and HIV and AIDS?
- What are teacher perspectives on their preparedness to teach sexuality and HIV and AIDS?

5.2 Methodology

This study used an interpretive qualitative methodology which seeks to understand the experiences of teachers in teaching the subjects mentioned earlier. According to Merriam (2002, p. 38), an interpretive qualitative study “would be interested in (1) how people interpret their experiences, (2) how they construct their worlds and (3) what meaning they attribute to their experiences”. In conducting research it is also recommended that the ontological, epistemological and methodological stances of research should always correspond, Sayer (1992). The approach also assumes that through actions and interaction, humans construct social reality (Guba & Lincoln, 1994). Such an orientation was appropriate for this study given that it aimed to gain insight into the lived experiences and expressions of those experiencing the phenomenon.

Social realism provided the ontological foundation for understanding and interpreting the flow of events under investigation. I was interested in how participants experience and understand the social reality of teaching sexuality and HIV and AIDS; topics regarded as sacred and couched in taboo and silence discourses. Given the nature of social realism, namely that reality and truth exists outside subjective experiences; reality was assumed to be beyond the researcher and participants' experience. As a result, analytic dualism was used as a tool to identify and uncover structural and cultural factors and their underlying powers that enable and constrain teachers experience in teaching sexuality and HIV and AIDS during Life Skills education.

According to Hair, Bush and Ortinau, (2000, p. 36), “the most appropriate research design is determined by the research objectives and the specific information requirements.” Further

Hair et al., (2000) assert, “most research objectives can be achieved by using one of the three types of research designs, namely exploratory, descriptive and explanatory or casual research” (2000, p.37). An exploratory case study starts with collecting data and analysing it before drawing on theories or formulating research questions while a causal case study is that examines causal regularities (cause and effect relationships) and searches for an explanatory theory. A descriptive case study on the other hand starts with a theory, which acts as a foundation for the research. In this case the theory influences the methodology.

According to Yin (2003, p. 13), “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. Punch (2005) eloquently describes a case study as a method that aims to:

... [U]nderstand the case in depth, and in its natural setting recognizing its complexity and its context. It also has a holistic focus aiming to preserve and understand the wholeness and unity of the case. Therefore a case study is more a strategy than a method [. . .] we can define a case as a phenomenon of some sort occurring in a bounded context. Thus the case may be individual, or a role, or a small group, or an organization, or a community, or a nation. It could also be a decision, or a policy, or a process, or an incident or event of some sort ... (p. 144).

This study adopted a descriptive case study approach. The nature and the purpose of a descriptive case study is to portray an accurate profile of the phenomena (Bhattacharyya, 2006). Case study research studies are recognized for dealing with research questions that probe why, how and what (Creswell, 1994). They aim to present data concerning the nature and status of a situation as it exists at the time of the study and to describe present conditions, events or systems based on the impressions or reactions of the respondents of the research as well as the relationships and practices that exist, beliefs and processes that are ongoing, effects that are being felt, or trends that are developing (Creswell, 1994).

As mentioned, this study adopts a qualitative paradigm to enable me gain insight relevant to inform the investigation under scrutiny. For one to gain insight into structure, culture and agential conditions from all the data collected, one has to begin by analysing relevant literature, theories and methodological orientations that supported the study. Hence this study adopts Archer’s social realist research which calls for multiple methods, that would enable the identification of the structural, cultures and agential conditions that exist over time, and

also the investigation of how these structural and cultural conditions enables or constraint agents. I used Archer's analytical dualism which allows the separation of structure, culture and agency and also her Morphogenesis/tic approach which allows for the explorations of how these conditions enable or constrain Life Skills teachers' agency in teaching sexuality and HIV and AIDS.

5.3 Research Site

This study was carried out in three secondary schools and a combined school in Oshana Education Directorate, Oshana Region. The focus of this study however, was specifically on the junior secondary school phase¹⁰ and senior¹¹ secondary phase (Grade 8-12) teachers who teach Life Skills Education including sexuality and HIV and AIDS. The teachers and schools were selected using the following criteria. Firstly, I designed a questionnaire that I sent to all the schools with junior secondary phase in the region. The questionnaire had open- and closed-ended question. It included questions on the type of training teachers received in preparation to teach sexuality and HIV and AIDS, their age, and years of experience in teaching Life Skills. I also solicited their perspectives on the nature of training received and that of teaching sexuality and HIV and AIDS in general. I analyzed the questionnaire and selected to include teachers who were trained and had five or more than five years' experience in teaching Life Skills. I also took into account those who gave interesting responses. These criteria informed the choice of schools.

These four selected secondary schools are situated in one of the four northern regions of Namibia well known as the 'O' four Regions¹². Oshana Region was chosen on the basis of the high prevalence rate among youth described in the introductory chapter of this study. It is also the region where I teach; thus making negotiating access easy, a decision that minimized travel. The choice also had to do with the rates of HIV infection as.

5.4 Sampling

Sampling is defined "as the process of choosing a small group of respondents from a larger defined target population" (Hair, Bush and Ortinau, 2003, p. 333). There are two broad types of sampling; probability and non-probability or purposive. A non-probability sampling is

¹⁰ Junior secondary is a Phase that offer grade 8-10.

¹¹ Senior secondary phase comprises of grade 11-12.

¹² These 'O' four Regions are Otjikoto, Ohangwena, Oshana and Omusati.

defined as any method where sample members are not selected randomly. According to Patton (2002, p. 230), “purposeful sampling focuses on selecting information-rich cases whose study will illuminate the questions under study.” Cohen, Manion and Morrison (2007, p. 115) state that purposive sampling refers to “the researcher’s use of good judgment to hand picks those subjects that will satisfy the needs of the research.” This sampling method allowed me to acquire in- depth information from those who are knowledgeable about the teaching of sexuality, HIV and AIDS by virtue of their professional role and experience. The four teachers (two females and two males) were purposively sampled. I was aware that while this method may satisfy the research needs, it is deliberately selective and biased. The target population in selected schools was Life Skills teachers.

5.5 Research Process

Data for the case study were gathered in two phases. The first consisted of individual interviews with four Life Skills teachers in which I elicited their perceptions on levels of preparedness (type of training, feelings on teaching sexuality and HIV and AIDS, numbers of years they have been teaching Life Skills and HIV and AIDS as a subject, and so on). I also obtained information on teachers’ age, gender, length of time teaching Life Skills, and their standing in the community. The second phase included lesson observations and post lesson interviews.

5.6 Data Gathering Strategies

Broadly the underlying data to support the intended use of Archer’s structure, culture and agency framework was generated as follows: document analysis of policies, curriculum document, national subject policy, staffing norm circular, timetables of the school, and syllabus informed insights into structure. Individual interviews as well as classroom observations informed all three elements, namely agency, cultural, and structural conditions. The use of multiple data collection methods enabled me to increase the reliability and validity of the findings. The weaknesses of one method were balanced by the strengths of other methods incorporated in this study (MANCOSA-Manual, 2004, p. 61). I detail each strategy briefly below.

Interview

Interviews took two forms. First, I used semi-structured interviews with four Life Skills teachers which formed the case of this study. Cohen *et al.*, propose that a semi-structured

interview is “where a schedule is prepared that is sufficiently open ended to enable the content to be recorded, digressions and expansions made, new avenues to be included and further probing to be undertaken” (2007, p. 187). Tuckman, (as cited in Cohen et al., 2007, p. 350) suggests that interviews provide “... access to what is ‘inside a person’s head’, [it] makes it possible to measure what a person knows (knowledge of information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs).

The selected Life Skills teachers were interviewed individually with follow-up interviews conducted to supplement the data from the first interview. Second, I conducted post-observation interviews with each teacher as a way to verify aspects I was not clear about in the classroom observations. Interviews allowed me to clarify questions that were not clearly understood by the interviewees. Face-to-face interviews, according to Cavana, et al., (2001, p. 243), also “provide rich data and offer the opportunity to establish rapport between researcher and participant and they are useful to explore and understand complex issues.” I was aware that face-to-face interviews might make respondents feel uncertain or uncomfortable given the nature of the topic. I was careful to establish relationships with teachers to obviate a situation of discomfort.

Semi-structured interview questions were of an open-ended nature and encouraged discussion and reflection (see Appendix A). The interview questions were used to solicit information regarding the perception of Life Skills teachers on their preparedness and their experience in teaching sexuality, HIV and AIDS as well as to better understand. All interviews were tape-recorded and transcribed. Additionally, I took field-notes during the interviews and later expanded these to include my reflections on the interview.

Observations

Gilham (2000, p.45) proposes that observations have “... three elements and these include watching what people do, listening to what they say and sometimes asking them to clarify.” Observations offer researchers with the opportunity to obtain ‘live’ data from natural setting, thus viewing the phenomenon *in situ* rather than relying on second-hand accounts. I was aware that there are participant or non-participant forms of observations. This study made use of non-participant observations (Cohen et al, 2007). This type of observation is “passive, non-intrusive with the researcher merely noting the incidence of the factors being studied” (Cohen et al., 2007, p. 398). I acted as a non-participant during the whole observation

process. I observed the teachers four times and I recorded the lessons from the second lessons observed. All of the teachers were video recorded three times. Simpson and Tuson (2003) encourage that “if we are dealing with people, video recording can be a great help as it allows the same observation to be reviewed many times, with each viewing having the potential to elicit additional information” (p. 48). I video recorded three lessons and transcribed them. This helped me during the presentation and the analysis process by allowing for multiple viewings.

Observations occurred at two levels; classroom and at the school level. First, I spent time in the staffroom, playground. Obtaining a rich description of the school culture was important for work that adopts Archer’s social realist framework. Concerning observations at the classroom level, I observed Life Skills teachers teaching sexuality topics as well as HIV and AIDS during their lessons. The choice of topics was made prior to the observation through an analysis of the documents I describe in the next section. Each teacher was observed teaching four lessons. I asked for permission to video record at least two of the lessons. An observation schedule was used in which I entered the observation data (see Appendix B).

Document Analysis

Patton (2002, p. 293) proposes that document analysis offers a “behind-the scenes look” at how systems operate. Yin, (2003, p.87) posits that, “documents also corroborate and verify information from observations and interviews.” In document analysis, I focused on the HIV and AIDS policy for Education, National Curriculum for Basic Education, HIV and AIDS Management Unit for Ministry of Education (HAMU), and other official material that helped me to gather relevant information to answer the research questions. An analysis of the said documents gave me insight into what is expected from Life Skills teachers who teach sexuality and HIV and AIDS. Life Skills lesson plans already designed and taught, year plans, teachers’ portfolios as well as some learner work all formed part of the document analysis.

Documents were thus used to enable the identification of the structural conditions that exist outside of the teachers’ realm of experience. The analysis of documents was done before, during and after observations and interviews and as such, informed and complemented both sets of data.

5.7 Verification of Data

An important principle in qualitative research is that “both participants and researcher’s perspectives of phenomena should be incorporated in order to provide triangulation of data as a way to increase the internal validity of the study” (Gillham, 2000, p. 143). Triangulation is the process of strengthening the findings obtained from a qualitative inquiry by cross-checking information. Patton (2001) advocates the use of triangulation for verification and reliability of data. This helps in analysing results and judging the quality of the study.

I used triangulation of the data in order to ensure the credibility and reliability of my study (Cohen, et al., 2007). I also made comparisons of information gathered from the documents with those from the observation and interviews. After completion of recorded lesson transcriptions, I did member checking with the transcribed data from the interviews to verify the accuracy of responses. All the transcribed interviews were sent back to the participants to confirm whether what I wrote is what they said.

5.8 Data Analysis

According to Terre Blanche & Durrheim (1998, p. 154), “analysis should not be seen as a separate phase that starts only after all data has been collected; rather the different phases shade into each other”. Maxwell (2003) makes the point that the first step in analyzing data is organizing it. This involves organizing, accounting for and explaining the data to make sense of it from the participants’ point of view. There is no one single or readily agreed upon format that needs to be applied in analyzing and presenting qualitative data (Cohen et al., 2000). The research questions as well as the theoretical and ontological frameworks would inform how one approaches and manages this process. In this study, data analysis was an ongoing process from the beginning of data collection.

All interview data and observations were prepared for analysis by transcribing (Cohen, et. al., 2007). I decided to transcribe all the recorded material myself for two reasons. First, because I had conducted all the interviews personally, I felt that I would be in a better position to ensure an error-free process. This was because I felt that I would be able to make a much more accurate transcription from the recorded words than may have been the case if I had used the services of a person who had not been present for the discussions or interviews. If an outsider had made the transcriptions, s/he may also not have been able to figure out exactly what some people may have said due to either problems understanding their accents, or

imperfections in the sound quality of the actual recording. Second, because the process required close and careful attention and sometimes the necessity to play back sections of the recording several times, I felt that becoming directly involved in the process of transcription would also help me to become very familiar with the data collected, which I considered an advantage in doing the data analysis.

After transcriptions, I read through the data, making sense of it and noting emerging themes. Data from the recorded lesson sequences as well as the teacher interviews and lesson observation was used to establish specific themes in relation to Archer's social realism theory. I particularly applied analytic dualism so as to identify the structural, cultural and agentic conditions that give rise to teacher experiences. Patton (2002, p. 55) explains that "inductive analysis begins with specific observation and builds towards general patterns."

Throughout the study, I kept field-notes in the form of a journal to capture major observations and to begin the categorisation process. Thereafter, viewing of the video recorded lesson commenced and was repeated several times to be able extract incidents and scenes that were relevant to the themes of the study. These sections of the video recordings were transcribed. I also took time to study the transcribed discussions from the interviews I conducted with the four Life Skills teachers to extract ideas that would inform the structural and cultural conditions in place at national and school level, which may constrain or enable the teachers in teaching sexuality and HIV and AIDS. Themes gradually emerged from the data and were refined over time with repeated engagement with the data.

The data were colour-coded to assist me in making sense of and to identify themes and patterns. In order to analyse the data collected, I made use of the analytical framework as provided by social realism. This framework allowed me to separate the realms of structure, culture and agency, each of which has its own emergent properties and powers. In the structural realm these are known as structural emergent properties (SEPs), in the cultural domain these are cultural emergent properties (CEPs) and in terms of agency, there are people emergent properties (PEPs). It is clear that these different domains are interwoven and interdependent and that there is also much overlap between them, so it was useful to look at them separately in order to examine and understand their interplay in the context of teaching. It was also important not to conflate the 'parts' (structure and culture) with that of 'the people' (agency). Thus the presentation of data is done in two chapters, with Chapter 6

divided into two separate sections. The first section presents structural conditions and the second section presents the cultural conditions that either enable and or constraint the agents as they emerge from the data. Chapter 7 presents the agential conditions, where I first present the profiles of the teachers who made up the case of this study and thereafter their lessons that show how they interacted with the structural and cultural conditions in practice as opposed to what they revealed during the interviews.

5.9 Ethical Considerations

This section dealt with ethical consideration and how I interacted with participants so as not to cause harm. Creswell (2003, p. 65) states, “the ethical code of conduct for a researcher is to protect the privacy of the participants and to convey this protection to all individuals involved in the study.” I explain the process undertaken in this study below.

Informed Consent by Participants

Informed consent refers to the importance of ensuring that participants are aware of the nature of the research study and their role and participation in it. Respondents were given a written letter (see Appendix C) detailing the nature of the research being conducted, that their involvement is voluntary and informing them of their right to discontinue in the research process at any point they would feel uncomfortable to continue. Respondents were also presented with an informed consent form (see Appendix D) to sign before the commencement of the study, a copy of which they were allowed to keep.

No Harm to Participants

Huberman and Miles (1994, p. 292) proposes, “harm to participants can come in many varieties: from blows to self-esteem or “looking bad” to others; to threats to one’s interests, position, or advancement in the organization; to loss of funding for a program, on up to being sued or arrested.” Throughout the whole study I made sure that there was no anticipated harm or risks to the research participants in regards self-esteem and self-respect. Apart from that, there was also no exposure of participants to any physical pain, emotional and psychological stress.

Confidentiality and Anonymity

The research participants were assured of confidentiality and anonymity through a written consent form. Their names and the names of the schools were not revealed. Hitchcock and

Hughes (1995, p. 51) state, “anonymity is very important, and in order to retain this essential ingredient of qualitative research while safeguarding the right and confidence of the subjects the researcher must use pseudonyms to protect the anonymity of the schools and respondents involved.” I stored all the raw data and individuals’ responses securely and I made sure that they were not divulged to anyone in the school nor was the reporting of findings done in a manner that allowed for easy identification of participants. I assured participants that subsequent use of data would not be done without permission. Schools and teachers were given pseudonyms.

Access to the Field

Huberman & Miles, (1994, p. 47), postulates, “usually study participants and researchers need to reach some explicit agreements about shared expectations”. I negotiated access to the schools that form part of the study before I began with the research. First, I requested written permission from the Permanent Secretary (PS) to the Ministry of Education¹³. Second, the permanent secretary to the Ministry of Education thereafter informed the Oshana Region Director of Education as to the selected schools to participate in the study. Third, the director informed all the circuit inspectors and the schools principals that I had been granted permission to conduct the research. Finally, I sought permission from the school principals and participating teachers.

5.10 Limitations of the Study

There were some limitations to this case study. First, due to the nature of case study research, generalization to other situations is limited. Second, discussions around sexuality, HIV and AIDS are quite sensitive in most parts of Namibia, and therefore accurate information on these issues is relatively difficult to obtain. Initially my plan, if permitted, was to attend departmental meetings (specific to Life Skills). It turned out that Life Skills teachers were not aware of which department they belonged to, making attendance a challenge. I also planned to spend at least two weeks in each school observing the life of the school in order to understand the context in which teachers teach. However, this did not materialize since I was a part-time student in full-time employ. I thus only spent four days at each school, an issue that had implications for understanding the structural conditions attendant in schools more fully.

¹³ See Appendix E, a copy of the letter from the PS giving permission to conduct research in the schools of Oshana Regional Directorate of Education.

Since I have four teachers that made up the case for this study, I spent a month in the field. Firstly, I visited each of the four schools, to gain permission from the school principal and to familiarize myself with the school environment. I asked if the school principal could arrange a brief meeting for me with Life Skills teachers. Here I introduced myself formally to the Life Skills teacher and explained the purpose of my visit. I also negotiated access into their classroom and if we can do interview. Ethical issues were also emphasized on during this meeting. Secondly, my next visit to the schools I sat specifically with the Life Skills teachers and look at their files, their day to day planning and at the same time doing general discussions just to help myself gain insight on their ordinary day to day activities. Here they also asked me questions about my study generally. This was done to create a rapport and entirely to develop a relationship with them by creating a good atmosphere between me and the teacher. Here I also arranged to sit in their lessons, where I observed them about three times a day in different grades (8-12). Lastly, I do post lesson interviews with three of the four teachers.

5.11 Significance of the Study

I have not seen any documentation or similar studies which explore the structural, cultural and agential conditions that shapes the experiences of teachers in teaching subjects which are culturally framed as taboo and cloaked in silence. Therefore, I believe that the findings of this study will contribute to better understanding the position of Life Skills teachers in teaching sexuality and HIV and AIDS in some of the public secondary schools in Namibia. The assessment can assist the Ministry of Education to better prepare Life Skills teachers to teach the aforementioned subject. It will also inform the curriculum developers, policy makers and Education Officers on the current structural, cultural and agential conditions that pre-exist in the context of Life Skills teaching and thereby help them to plan effectively as to how they may address these challenges. Further, the study will also benefit the upcoming researchers to gain understanding on the events that generate the mechanism at the experience of the teachers in teaching sexuality and HIV and AIDS, and on how these enable or constrain their agency. Other than that, it is also my hope that the findings will be of great importance to the entire field of education

5.12 Summary

In this chapter, the methodological framework and the specific methods used in the research process were described. In the chapters that follow I present and discuss the research findings, drawing on Margaret Archer's social realist framework.

CHAPTER 6 PRESENTATION OF RESULTS

6.1 Introduction

The purpose of this chapter is to present the results from the data. In order to remain true to the ontological nature of the study, I draw on Archer's analytical framework which calls for the separation of parts from people for analytical purposes thus avoiding their conflation. For this reason, findings are presented in two sections. In Section 6.2, I present the structural conditions. The section includes a section that contextualises the school as a structure in which teachers are constantly navigating in order to teach issues concerning sexuality and HIV and AIDS. Section 6.3 presents the cultural conditions as they emerge particularly from interview data.

6.2 Structural Conditions that Shape Teachers' Responses and Experiences in Teaching Sexuality and HIV and AIDS

Structures are mechanisms that precede and condition agency in as much as they can serve to constrain or enable those people who interact with them (Archer, 2007). Through this interaction, the various structures may be reproduced or transformed depending on how the structural emergent properties (SEPs) are activated. While all mechanisms work in interconnected ways with each other, Archer calls for analytical dualism; an analytic tool that distinguishes structures from cultural and agential conditionings for analytic purposes. It is for this reason that I outline the structures as they manifest in the data. This section begins with a brief contextual profile of each of the four schools and classrooms in which some of the structural conditions already manifest. I elaborate on aspects of this in more detail later on in the results chapter.

6.2.1 School and Physical Classroom Contexts

This section presents the context of the schools and classrooms where the teachers who made up the case of this study teach. This is important as it clarifies both the nature of the school as well as the context in which the instruction takes place. I also took time to review the staffing norm policy¹⁴ of the Ministry of Education, Formal Education Circular 13/2001, which

14 The concept staffing norm refers to the "ratios that determine the number of learners per teacher" (Lukubwe, 2009, P. 11). In this study, the staffing norm refers to the staffing norm (Namibia. MoE, 2001)) of the Ministry of Education which replaced the pre independence Public Service Circular No. 16 of 1987. The policy aim to allocate teachers equitably per determined number of 1:30 maximum taking cognizance of the pre- independence situation in which some previously disadvantaged schools had a teacher-learner ratio as high as 1:60 while in some school had a ratio as little as 1:20 (MBEC,1998).

indicates that every teacher should have a maximum of 35 learners in their classroom. I therefore present a broad overview of the schools. This informed the nature of pedagogy and forms of participation from both the teacher and the learners and thus served as a structuring device that shaped teachers' pedagogical decisions, responses to the content and forms of participation by learners. Table 1 below outlines the school and classroom profiles

Table 1: Schools and Classroom Profiles

Ya Paulus Combined School
This is a combined school from Grades 0-10. It is situated in a remote rural area approximately 10km away from Oshakati Township. The school is a public government school. The school has a population of 713 learners and 18 teachers including the school principal. There are 79 orphans and/or vulnerable children at the school. The school does not have electricity and thus does not have resources such as photocopier machines, faxes, and computers (<i>field notes</i>, 29/10/2012). This was observed as a structural condition that may act as a constraint to this teacher to access teaching and learning materials apart from the chalkboard and textbook (<i>field notes</i>, 29 and 30/10/2012). On average, there are 38 students in each class, which is beyond the recommended staffing norm per teacher in Namibia¹⁵. Each teacher has their own classroom as a class register teacher but they have to rotate from one class to another. There is one Life Skills teacher at the school. Mr Paulus, a Life Skills teacher at school and the focus of my study, does not have his own classroom, although he is a teacher counsellor who is required to counsel learners with confidential counselling needs on a daily basis in a private space¹⁶. Each lesson is 40 minutes long on a normal day. It was observed that all the learners have textbooks for Life Skills at this school. Although, learners at YaPaulus Combined School each have a textbook, other resources a library, laboratory and technical facilities like computer laboratories were absent; making it impossible to be at ICT Level 2¹⁷ as indicated in the curriculum preconditions listed above¹⁸. While the policy has long been implemented (2001), it was still found that this teacher had a high teacher: learner ratio (38-40 learners per class)¹⁹. The lack of space in the classroom limited movement by the teacher and learners and thus had an implication for the pedagogical approaches he was able to adopt. By his own admission, "<i>crowded classrooms leave me little room to maneuver physically and pedagogically</i>" (<i>Individual Interview, Mr. Paulus. YaPaulus Combined School</i>, 26/10/12). Apart from that, this teacher does not have his own classroom, thus he used other teachers' classrooms to teach his lessons when they do not have lessons (<i>field notes</i>, 29 and 30/10/2012)). The noticeboard of the classroom in which he taught was empty with no sign of any posters displayed or learner or teacher made material. The class also had many unused chairs and desks piled at the back of the classroom (<i>field notes</i>, 29-30/10/2012, see Appendix F1).
Mutalife Senior Secondary School
Mutalife Senior Secondary School is a public school situated in the urban area at the centre of Oshakati Township. It accommodates learners from both rural and urban backgrounds. The school has a hostel and it is one of the schools which are funded by the state. The school has Grades 8-12, with a total of 1 157 learners. The staff complement is 36 including the principal and three Heads of Department. There are two Life Skills teachers at Mutalife Secondary School of which Ms M is the focus in this study. Learners rather than teachers rotate in this school. Each lesson is 40 minutes long on an ordinary day. The school is in a reasonable condition, with good buildings, adequate furniture, large chalkboards and different laboratories (including a computer room with internet facilities). The large learner intake meant that the average was 40 learners per class (<i>field notes</i>, 22/03/12). This exceeds the normal teacher-learner ratio as prescribed in Namibia policy²⁰. Like YaPaulus, the teacher-learner ratio was also observed as one of the structural properties that shaped pedagogical decisions the teachers made. There was neither group work nor pair works for learners to work into observed in her classroom, (<i>field notes</i>, 22/03/12, see Appendix F2). At Mutalife Senior Secondary School learners do not have textbooks for Life Skills, a structural condition that shaped Ms

15 Namibia.MoE, Formal Education Circular on staffing norm 13/2001

16 Namibia. MoE, Roles and duties of full- time Life Skills in schools, as in Namibia. Circular: Form. Ed. 3/2012).

17 According to Namibia National Curriculum for basic Education (2010) "An ICT Level 2 school contains one room with ICTs, audio visual and broadcast facilities and internet connectivity; all teachers have the Foundation Level ICT certification and at least two staff members with Advanced Level ICT literacy Certification or a higher ICT qualification. The learners should have access to ICT literacy at least one class period per month and over 20% of communication to the Ministry of Education is done through e-mail" (p. 50).

18 Namibia. MoE, Namibia National Curriculum for Basic Education (2010, p. 5)

19 Namibia. MoE, Formal Education Circular on staffing norm 13/2001

20 Namibia. MoE, Formal Education Circular on staffing norm 13/2001

M's approach to Life Skills teaching (*Field notes*, 22-23/03/12). The school has ICT facilities but for Ms Muta, who said she is ICT illiterate, it became a challenge to use the ICT facilities at her disposal to access and supplement her knowledge on sexuality including HIV and AIDS. During the lesson observation at this school the teacher frequently wrote down important points on the chalkboard almost the entire lesson. Although the school is rated IT Level 2²¹, the teacher pointed out during the interview that one of the constraints to being a Life Skills teacher is lack of information regarding HIV and AIDS. She said: "...the problem will be like a lack of more information in some topics like you can check under the domain 'daily living skills in health care', they are not really going much in detail about HIV and AIDS. Like in the syllabus, it only discusses the advantages and disadvantages of revealing working person's HIV status. So they just give a bit of information; so you as the teacher have to research and find more information to bring to the learners" (*Individual Interviews*, Ms. Mutalife, Mutalife Secondary School, 23/03/12). Similar to YaPaulus Combined Secondary, Mutalife Senior Secondary also did not display any information on health and well-being on the classroom's notice board.

YaShalom Secondary School

YaShalom is a Secondary School located in an urban area. It is a public school that, like the above, has a hostel which is funded by the state. It accommodates 1 035 learners and has 36 teachers including the principal and three Heads of Department (HODs). There is only one Life Skills teacher at the school who has his own classroom and learners thus rotate from classroom to classroom. The normal day of lessons starts at 07:30 and ends at 13:15 at this school. Each lesson is 40 minutes long on an ordinary day. The school has Grades 8-12. It is in a reasonable condition, with good buildings, adequate furniture, large chalkboards and different laboratories (including each with a computer room with internet facilities). The school has 222 Orphans and Vulnerable Children (OVC) whose need requires the continuous attention of the Life Skills teacher. Unlike at YaPaulus Combined School and Mutalife Secondary School, YaShalom Secondary School was observed to have 30 or fewer than 30 learners in most classrooms, which is the normal teacher:learner ratio in Namibian schools (see *Appendix F3*) His classroom was characterised by learners sitting in groups (see *Appendix F3*). Similar to YaPaulus Combined School and Mutalife Secondary School, the classroom for a teacher at this school had noticeboard and walls empty with nothing displayed as regards HIV and AIDS or sexuality teaching. During the lesson observation, there was no point where learners wrote down what the teacher wrote on the chalkboard or where they were observed with notebooks where they note down the summaries. This was not reinforced either by the teacher (*Field notes*, 17/10/12, see *Appendix F4*).

Lauralis Secondary School Context

Lauralis Secondary School is a senior secondary school which is situated in the urban area; it consists of 1 230 learners and 38 teachers. It also accommodates learners from different backgrounds, rural and urban areas. It has 189 orphans and vulnerable children in the Life Skills teacher's record. It is well-equipped with water and electricity. It is a public state school thus it does also get some assistance from the state. The school is one of the ICT level 2 schools, and thereby has all the ICT facilities and a computer laboratory²². It has a well-stocked library and science laboratory. It has Grade 8-12 classes. It is surrounded by supermarkets and mini-markets and it is in a residential suburb. There are also nearby bars with jukeboxes playing loud music day and night. Learners are only allowed to go home once in a month or at holidays. Like the teacher at Mutalife this teacher had her own classroom which was characterised by a large number of learners, exceeding the normal teacher learner ratio²³. Although, higher teacher: learner ratio was not the case with the teacher at YaShalom SS, it was observed that this teacher's lessons were characterised by active participation mainly from the girls (*Field notes*, 09/10/12).

The emerging picture from the above is that all teachers operate in an environment that consists of the national structures, such as high teacher: learner ratios in their classrooms that they have to teach Life Skills and do day to day counselling, a lack of teaching and learning support material that they should use to scaffold the learning of sexuality and HIV and AIDS, and little time allocated to Life Skills teaching. Not only did these shape what teachers did, but the curriculum structure and how Life Skills is positioned within it, as I detail below.

21 Namibia. MoE, Namibia National Curriculum for Basic Education (2010, p. 5)

22 Namibia. MoE, Namibia National Curriculum for Basic Education (2010, p. 5)

23 Namibia. MoE, Formal Education Circular 13/2001

6.2.2 Curriculum Structure and the Place of Life Skills in the Curriculum

A key structural condition shaping Life Skills teachers' work was the curriculum and the place of Life Skills in it. This subject is regarded as a compulsory but non-promotional and is non-examinable. The teaching time allocated to Life Skills further impacts how teachers and learners view and position this subject against those that are examinable and promotional.

Non- Examinable Nature of the Subject

The non-examinability of the Life Skills as referenced by the Namibian National Curriculum of Basic Education (2010) posed a challenge to teachers because of perceptions by learners of its importance. Teachers also stated that they were not taken seriously by school management. Mr Paulus said, *"I noticed that there is not a lot of support from the school. Life Skills being a non-promotional subject; the school treats the subject as if it is less important compared to other subjects, more specifically, the promotional subjects. So less attention is given to the subject by the school and the learners as well. Learners don't respect the subject; they sometimes don't do the work when you ask them. They say they are given homework by other teachers – you see, it shows. It is already telling you the perception of learners towards the subject"* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12). Similarly Mr Shalom from YaShalom Secondary School reported, *"... as a subject that many people up to now still feel it is a non-promotional subject and not that important. So it is a little bit of a challenge to make learners understand because at the big school like this, having a lot of other classes; it sometimes becomes tough. If you don't mark the learners [attendance] it will be difficult to know who comes and who doesn't come. Learners do not really come because they say Life Skills; 'it's nothing, it is not going to do anything for me', so these are also challenges"* (Individual Interview, Mr Shalom, from YaShalom Secondary School, 18/09/12). Thus, the position of the subject shaped how teachers approached their work as mediators.

Teaching Time Allocated to Life Skills

The National Subject Policy Guide for Non-promotional Subjects Grades 5-12 (2010) stipulates that Life Skills ought to be taught once in a seven-day cycle for Grades 8-10 and thrice in a seven-day cycle for Grades 11-12²⁴. Correspondingly, during the interviews, teachers expressed concerns that the amount of time at their disposal given the amount and

24. It is stated in the National Curriculum for Basic Education (2010) that the cross-curricular issues go through all phases and are incorporated in the phase competencies and basic competencies, but do not have a specific time allocation (p. 38).

nature of what they needed to cover in the subject was insufficient. They all described the broad range of topics that needed attention as well as the fact that they had other teaching duties. Mr Paulus encapsulated a general sentiment by stating, “... *let me start with this... number one: the time on timetable will never, was not and will never be enough for Life Skill subject to cater for the whole subject. Also the Life Skills teacher serves in many other capacities and has many other responsibilities such as counseling*” (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12). Ms Muta also supported the same claim that the time allocated on the timetable for the subject was not sufficient to cover the range of topics. She said, “[I]t is really difficult to cover the syllabus content due to insufficient time allocated to the subject in the seven days cycle. One lesson is not enough to cover the whole content of Life Skills in the syllabus. I don’t think I will finish it since I also attend to disciplinary cases, some parents comes in because their children are pregnant those procedures you know” (Individual Interview, Ms Mutalife from Mutalife Secondary School, 23/03/12). This teacher also highlighted the multiple roles of a Life Skills teacher which impacted her role as a mediator.

Teachers also described training and resources as factors that shaped their roles as mediators, as I detail below.

6.2.3 Training and Resourcing Classrooms

Training and resources are very important components in the teaching and learning process. For effective teaching and learning to take place teachers need to be trained in the subject and need to be provided with adequate resources. The Namibia National Curriculum for Basic Education (2010) also states, “for the implementation of curriculum to be effective and successful and thereby providing quality education there should be sets of preconditions which include textbooks and materials appropriate for teaching and learning²⁵”.

Learning Support Materials (LSM)

25. Every learner has all the textbooks and materials appropriate to their ability and needs, the school and classroom is a conducive and well-managed physical, material and social learning environment, the learner: teacher ratio is at a manageable level according to the existing staffing norm, every school is an ICT Level 2 school in accordance with the ICTs in Education policy, teachers are appropriately and fully qualified to teach the phases and subjects which they are entrusted with, and they are well-informed, committed and competent, teachers are equipped with all the necessary teaching aids, technology and other relevant materials to support effective learning and have the skills to develop and adapt materials themselves to suit multi-ability groups of learners (Namibia. MoE, 2010, p. 5).

Data derived from the interviews and lesson observations indicate that there are not enough teaching and learning support materials for Life Skills. In three of the participating schools, learners did not have textbooks (see Appendices F2, 3 & 4). All the four teachers confirmed that the lack of teaching and learning support materials serves to negatively impact their teaching. Mr Shalom from YaShalom Secondary School indicated, *“At this current school right now, we don’t have anything. There are no text books; it is only the guide that the teachers have and I believe that it is the government responsibility to make sure that they also send materials in the schools. So you cannot just introduce something and then you do not make follow up with the necessary materials that are needed to equip the teachers and learners to start with such a study”* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12).

Correspondingly, the same was observed during the lessons when neither textbook nor exercise books were produced either by the learners or by the teacher for use during his lessons. Instead Mr Shalom, in the first lesson where he taught a lesson on homosexuality, brought an article he sourced from the local newspaper ‘Informante’ (see Appendix F5). The second lesson the teacher brought in the class papers that he arranged beforehand (see Appendix F6).

Ms Laura from Lauralis Secondary School shared similar views regarding the lack of teaching and learning resources such as textbooks and resources pertinent to teaching sexuality such as male and female condoms and dildos. She commented that, *“[I] cannot say materials are enough but I have some to help me ‘get by’. So far, like for Grade 8, 9, 10, learners share a textbook: per two learners. For the Grades 11 & 12, they have no textbooks at all. I only have a teacher’s manual. Other materials needed are female condoms, models of penis & vaginas to help with demonstration”* (Individual Interview, Ms Laura from Lauralis Secondary School, 09/10/12). Mr Paulus from YaPaulus YaPaulus Combined School said, *“How could we expect learners to be serious in this subject when there are no materials to support learning? Lack of materials e.g. textbooks, exercise books, etc. are not there; whereas learners have textbooks and exercise books for history, life science and nothing... nothing for Life Skills* (Individual Interview, Mr. Paulus from YaPaulus Combined School, 26/03/12). While all lamented the lack of resource materials, three of the four teachers brought their own teaching support materials to supplement lessons on sexuality and HIV and AIDS.

Professional Training for Full-Time Life Skills Teachers

Lack of or inadequate professional training also emerged as a structural condition that had an effect on this cohort of teachers. All not only expressed dissatisfaction with the training received in teaching to deal with sexuality and HIV and AIDs in the Life Skills classrooms, they also expressed its inadequacy. Mr Paulus from YaPaulus Combined School stated, *“[W]e did not really get a proper training in my course for Life Skills teaching. We were given one-week workshops where we had training about counselling and where we were taught on how to counsel learners with different problems. Collectively, this made us to be Life Skills teachers and if we were extensively trained, things could be easier”* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12). Ms Muta from Mutalife SS expressed similar concerns regarding the inadequate exposure to extensive training when she indicated, *“... lack of exposure to training is another difficulty hampering me to teach Life Skills. It would be an empowerment if they could train us even two months intensively on this. That will be really appreciated very much”* (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12). Ms Laura from Lauralis Secondary School indicated that things would be better if Life Skills teachers were trained. She reported, *“[I] will just speak for the whole of Namibia. Life Skills teachers are not professionally trained so that should be the beginning; to train Life Skills teachers professionally for that specific subject. Because of a lack of professional training we base our methodology on our previous subjects that we were trained for”* (Individual Interview, Ms Laura from Lauralis Senior Secondary School, 09/10/12). Mr Shalom also revealed the same concerns about the lack of adequate training, saying, *“... in addition to the small study that I have done for myself, I was just taken out for two workshops, but it was not much about Life Skills. The first one was more about counselling whereby you were taught how to deal with the problem that learners are having. So it was just a week-long workshop. The second one was on how to do assessment in Life Skills because it is different from physical science. I cannot say it was enough preparation because for one to become a teacher in a certain line, you really need training in that area. He further indicated that for one to be able to teach Life Skills, he/she needs to have some training in psychology training. He expressed his opinions saying, “[J]ust a little psychology; the basics that will help someone to be able to teach Life Skills”* (Individual Interview, Mr. Shalom from YaShalom Combined School, 18/09/12).

Although all the teachers received some form of training, all intimated that it was not sufficient. In addition, it was evident that the type of training they received did not equip them with the necessary tools to teach sexuality and HIV and AIDS. This was attributed to time allocated to training since they revealed that the duration of such trainings was short. They also described the lack of exposure to sexuality and HIV and AIDS information as I detail below.

Lack of Information on Sexuality and HIV and AIDS

Teachers found it difficult to teach many of the topics related to sexuality due to lack of facts and accurate information on HIV and AIDS. Three of the four teachers stated that difficulty also lay in information on HIV and AIDS changing from time to time. They also said that it is sometimes surrounded by myths that they are not sure of. Ms Laura said, *“I would say lack of information and the facts change from time to time. Some parts of HIV and AIDS are also surrounded by mystery; not much about HIV and AIDS out there is true. There are a lot of myths; there are a lot of untrue story. Therefore, learners have a lot of questions to which I do not have answers. At the beginning I do remember we were hammering on HIV and AIDS is a killer disease but today it has changed; it is no more a killer disease. It is still a problem but it is becoming a life disease, just like any other disease – diabetes, high blood pressure and so on”* (Individual Interview, Ms. Laura from Lauralis Secondary School, 09/10/12). Ms Muta also expressed the same opinion, that teaching HIV and AIDS proved a challenge because she lacked information on some topics. She said, *“[T]he problem is lack of information in some topics. Like you can check under the domain ‘daily living skills’ and, on health care, they are not really going much in detail about HIV and AIDS. In the syllabus, it also only discusses the advantages and disadvantages of working with a person’s HIV status. So they just give a bit of information, which means you as the teacher has to research and find more information to bring to the learners”* (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12). In similar vein, Mr Paulus from YaPaulus Combined School also indicated that he had experienced a challenge in implementing the curriculum given his own limited knowledge base. He reported, *“[F]rom the classroom to the curriculum I experienced a lot of challenges. If you look at the syllabus and the textbooks that we have at school; they do not fully provide information that is needed by teachers in order to facilitate well this subject or to teach, in the way that learners will really benefit* (Individual Interviews, Mr Paulus from YaPaulus Combined School, 26/03/12).

Although these teachers reported that they were challenged, the observations revealed agency on their part, as I show later on.

6.3 The Cultural Conditions that Shape the Teachers' Responses and Experiences in Teaching Sexuality and HIV and AIDS

According to Archer (2010), culture refers to the world of ideas, norms, values, attitudes and theories. They are non-materials in the world that may enable or constrain the agents when they interact with the structural conditions. Evidences from the data shows that cultural properties have powers that condition teachers in teaching sexuality and HIV and AIDS. This included learners' silence in sex-related discussion versus teachers' position; Life Skills teachers' discourses on the importance of full-time Life Skills teachers in school; comfort in teaching selected topics in Life Skills; Life Skills teachers' perceptions on parents' feelings on teaching sexuality and HIV and AIDS in schools and perceptions on the Life Skills teachers' position and teaching sexuality and sex education.

6.3.1 Learners' Silence in Sex-Related Discussion versus Teachers' Position

Taboos, learners' home backgrounds, learners' fear of being labeled loose, and HIV and AIDS and sex-related discussions with elders that were viewed as sensitive by teachers shaped how participants positioned themselves. Teachers felt that learners in their classrooms came from different cultural background and communities where sex, HIV and AIDS topics were regarded as taboo and thus could not be discussed openly. Three of the four teachers reported related concerns. Ms Laura from Lauralis Secondary School indicated, *"[W]ell if I point out the issue of sexuality for instance, sex talk, in most of our Namibian communities it is almost a taboo. Therefore, from their background and from learners' homes, sex is not talked about openly and now you have to teach about it. Learners don't want to talk. Learners will say come on, miss; we are not going to do this. It has been rooted from a long time ago; the perception that you are not supposed to talk such subjects to people who are older than you"* (Individual Interview, Ms. Laura Lauralis Secondary School, 09/10/12). Similarly, Mr Paulus talked about the cultural environment from which the learners at the school he teaches are from and where their houses are located. He revealed that little attention was paid to their health at home and that learners were sensitive to talking about sexually transmitted diseases including HIV and AIDS. He said, *"[W]hen I look at the structure of the*

environment, where our learners come from, I look at their health; personal health ... less attention is paid to this most of the time. So I am forced to comment on most of the learners' health, which makes some of them uncomfortable. And, another topic which for example STD, I have noticed that most of the learners that I am teaching are still sensitive to talk about sex-related things since these are taboo and therefore it was not easy to me. He went on to say, "[A]nd another topic which, I have noticed that most of the learners are still sensitive about is sex. They find it difficult to talk about this with me. Therefore, it is not easy for me although I have tried to convince them to be free to discuss topics like HIV and AIDS. Whereas we all know now that in our country we are living with people who are infected with HIV, I end up with some of the learners bringing up some of their contributions saying that it is not fair for a teacher to mention such things because one never knows who is sick in our class" (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12).

Ms Muta also indicated that the environment from which the learners are from is surrounded by discourses on taboos and that learners come from different cultural backgrounds where they are not exposed to such discussions resulting in particular responses to class discussions on topics related to sex and sexuality. She said, *"I am comfortable teaching these topics but it is the reaction that you get, you know, from the learners because they are not exposed. As you know, these are learners who come from different backgrounds and cultures, so some of the things to them are taboo. In our, you cannot discuss sex or talk about penis, vagina ... you know those things to elders"* (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12).

Learner Positioning and Teacher Talk

Indications from the interview data by the four teachers revealed that they feel constrained by how learners position themselves in relation to discussions in class, especially those related to sexuality and HIV and AIDS. This silence was attributed to the learners being afraid to say something that would be used against them by others after the lesson. Learners were afraid of being labeled sexually active, 'loose' or wise in regards sexual matters. The upshot was that many learners remained silent during such class discussions. Ms Muta stated, *"About HIV and sex, you know when we do this in the Junior Phases, Grades 8-10; some learners remain silent while others are reserved because they feel that something is touching them. They don't open up because they don't want others to think badly of them"* (Individual Interview, Ms

Muta from Mutalife Secondary School, 23/03/12). The same concern was raised by Mr Paulus. He reported, “[L]earners have been participating in programmes and information that have given them much information on HIV and AIDS. So learners’ awareness of other learners makes them to be reserved and not open talking about HIV and AIDS because they fear being confronted by classmates about what they know about sex. Some are silent because they know who is sexually active and that some are infected with HI-Virus in class” (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12).

Ms Laura also expressed the same feeling that learners are reserved because they are afraid that what they say might be used against them by other learners. She reported, “[L]earners do not want to contribute in case whatever they contribute will be used against them. Sometimes let me say, for example, the topic of HIV and AIDS knowledge, teenage pregnancy and such issues ... these are sensitive issues. Learners are not open to discuss these issues because sometimes when you talk about this things in class, then other learners go out later and say to those who were verbal in class, ‘... well, you know more about these topics ... it means that you are practicing it or you have more experience’” (Individual Interview, Ms Laura from Lauralis Secondary, 09/10/12).

Mr Shalom indicated that he experienced challenges when it comes to discussing health issues and he is not comfortable to discuss situations in which learners might be compromised. He cited pregnancy as an example where he said that there might be learners in the class who have children and the teacher is unaware. It made him emotional because these learners become unusually passive and silent in discussions on sexuality and health. He said, “I would teach anything that is in the syllabus but then just the challenges might be the stumbling blocks. Sometimes there are some emotions when you are teaching. Like I was teaching a lesson about pregnancy, teenage pregnancy and also the issue of taking care of babies, not knowing that in my class there was a pregnant girl. We were just talking, hammering... not knowing that someone is like that. She was usually a very active learner but not that day and I was also wondering why? So these are some of the challenges we face sometimes, you talk about some things while someone’s in the situation (Individual Interview, Mr Shalom. YaShalom Secondary School, 18/09/12). Ms Muta had indicated that while she is comfortable to teach sexuality, the reactions from learners during discussions around sexuality and HIV and AIDS challenged her comfort levels. She said, “[O]n the issue of

sexuality ... when you go there ... it is not that the topic is not comfortable. I am comfortable with teaching it. But, it is the reaction that you get from the learners ... because learners are not exposed as you know these are learners come from different background and culture, so some of the things to them are taboo” (Individual Interviews, Ms M. Mutalife Secondary School, 23/03/12).

Silence, Health and Well-being

Evidence from the data reveals that learners tend to be quiet in discussions on sexuality and HIV and AIDS and more open on topics related to career guidance in Life Skills discussions. This silence is attributed to the cultural taboos surrounding sex-sensitive subjects discussed with elders. Also, due to the fear of learners being labelled loose and promiscuous by others, the learners will keep confidential personal and family-related matters. Mr Shalom commented, *“[T]he most challenging thing sometimes, even though not very much a challenge, is when you talk about some aspects of health because learners find it difficult. I mean, sometimes the difficulty that we have is that you find that learners are in different social classes; not because they want it to be like that but because of circumstances or situations from home. So sometimes it is difficult to say what you need to say for fear of how the learners will react”* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12). Mr Paulus agreed with the above and said, *“[T]eaching a topic from the second domain of daily living skills, and to mention the topic under the second domain of daily skills, I taught learners about personal health but then in the same process I experienced a lot of problems when I look at the structure or the environment the learners come from. I look at personal health and see that little attention is paid to this by many learners. It forced me to comment this in class, which made some of the learners uncomfortable* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12). This was a common experience across the four schools where Mr Shalom, for example, also reported that learners are more comfortable in contributing to discussions on career guidance than they are on those related to sex. He found though that they responded to discussions on relationships. He said, *“I don’t know if they are only open to me as a Life Skills teacher or whether they are open to everyone. When we discuss relationships; they are very free and open, they enjoy talking about it.”* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12). Mr Paulus also revealed that he is sometimes challenged saying, *“[S]ometimes, the way they react in class on the topic of sexuality ... makes me*

uncomfortable. Learners tend not to take the discussion seriously. They laugh too much in the class. I noticed one day when I was teaching the topic of homosexuality and choosing dating partners, learners tended to laugh and make fun of the topic; making me really uncomfortable as a teacher” (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12).

Sex, Silence and Elders

Evidence from the data shows that teachers find it difficult to communicate and strikes an open discussion with learners due to the latter being suspicious of teachers. Teachers reported that learners do not feel safe to discuss personal and family matters at school or with teachers since they were perceived as elders. Mr Shalom put it down to ignorance, stating, *“[T]o me, it comes with ignorance. Learners don’t really want to face reality. They ignore that talking about sexuality is not strange to talk about it at school. They think it is something that should not be openly talked about with elders. They view teachers as elders”* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12). In a similar vein, Mr Paulus reported the same concern that learners do not like to talk about sex-related matters with elders. He commented, *“... they are afraid to talk about sex to their teachers. They usually do not like talking about things referring to their body as they treat their body to be special and they do not want to talk about them. So discussing about body parts in the class is not comfortable for learners”* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/13/12). This teacher further revealed that learner silence is attributed to keeping such issues confidential. He reported, *“[L]earners are not at all open to discuss some of the topics with their teacher. That is a very big challenge since some of the things that we need to know, they experience this at their houses or in their community. So learners feel that those things should be kept confidential and not be exposed at school. Life Skills lessons, therefore, no matter how much I advise learners to open up, it is never easy”* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/13/12).

6.3.2 Comfort in Teaching selected topics in Life Skills

All four participants revealed that they were comfortable with some but not all topics in the Life Skills curriculum. Teachers reported that they enjoy teaching career guidance compared to other domains such as daily living skills and personal-social skills which includes sexuality and HIV and AIDS topics. This was associated with how they perceived themselves as

impacting learners' career choices. Mr Paulus said, *"I look at the domain on career guidance. I am more comfortable with it... career guidance which is to train learners to make preparations of their career or their future. I receive a lot of attention and contribution from the learners about how they want their future to be. Therefore, it is easy to explain or teach the topic compared to teaching other domains"* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12). Ms Muta agreed and said, *"I enjoy teaching career guidance because you can assist them to choose the right career through the subject so that they can go forward and achieve the goal they set for themselves. And also to give them the courage that they should not give up because of failure. ... build resilience amongst them so that they can go on"* (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12).

Mr Shalom also revealed that he enjoyed teaching career guidance and that he compared it to relationships. He stated that mistakes that one might make in one's career might continue bothering you for the rest of your life just like the mistake when you choose a wrong dating partner. Mr Shalom commented, *"I enjoy teaching learners about careers because that is a very... very... good guidance. I usually compare career and relationships. These two are important for me because the mistake you do in a career will be a mistake that will continue bothering you for a long time. This is similar to the mistake of choosing a wrong dating partner that will stay with you for a long time"* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12). Ms Laura's topic of choice was also career guidance. Her reason for this choice had to do with her personal experience where she had not received guidance in school about careers. She said, *"... career guidance to me is very important because I did not get guidance at this level. I ended up where I am today because I had no other choice. So with this field, I feel that my learners deserve better than that. They have to be guided so that they make some decisions that will contribute to a better society. They will be able to choose the job that they will enjoy; the job that they want"* (Individual Interview, Ms Laura from Lauralis Secondary School, 09/10/12). It was not surprising that these teachers enjoyed teaching career guidance because they revealed during interviews that their training was more on career guidance and counselling. This was also a criterion required for the recruitment of full-time Life Skills teachers. As I detail below, teachers reported to have difficulty with conveying messages on sexuality and HIV and AIDS since they are inadequately trained.

6.3.3 Life Skills Teachers' Perceptions on Parents' Feelings on Teaching Sexuality and HIV and AIDS in Schools

Even though taboos exist in communities where this cohort taught, three teachers indicated that parents were supportive rather than averse to them teaching sensitive topics to learners. Mr Paulus said, “[S]o far what I can remember when we had a parent meeting where the topic of Life Skills and HIV and AIDS were discussed. Most of the parents expressed their feelings and appreciation that this was being discussed at school since that at home it was not that easy to talk about the topic of HIV and AIDS. One parent said that it would help when she revealed to her child why she was sick. That parent thanked me or let me say, showed appreciation that now a lot was done at school which was helping parents” (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12). This teacher was of the opinion that parents were more understanding of the need for such information, taboos notwithstanding.

They also revealed at the same time, that there is a need to create a platform to inform parents about the content of Life Skills education. Ms Muta commented that using parent-teacher meetings would be an ideal vehicle by saying, “*I want that in one of the parents’ meetings one can really talk to the parents about the move by the government to have Life Skills teachers and also the inclusive of sex education programme so that parents can know that when their children going to school they are learning this and that and the reasons why it is so. Parents should understand that teachers are not teaching their children to have sexual activities or to be involved in sexual activities but the reason why or what else the kids need to know when to choose dating partners, the rights they have and things like that. So, I am still looking forward to a platform whereby I can be afforded to talk to parents.*” This teacher was not aware of complaints by parents concerning topics dealt with in Life Skills. She said, “[S]o far no complaints” (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12).

After having asked her why was she more interested that parents know, Ms Muta revealed, “[F]irst of all you know this whole thing about the taboos that we have in our cultures and why the government is having such a subject in the school, there is a need for such a subject. The issues that are already there in our communities like gender-based violence, and all those kind of things; sexual abuse, rape, these are common. So now in school when I talk to

the parent; I talk to them about what we teach children and that we teach them how they can protect themselves and prevent some of the things from happening.” This teacher saw her role as more than a Life Skills teacher and wanted parents to be aware of the multiple roles she plays at school. She said, *“I want the parents to know that in the school there are people, the teachers, because we are not only Life Skills teachers, we are guidance and school counsellors at the same time. So they should know that there is somebody there when they come to the school about the issue concerning their child, they would know where to go. That platform should be well set, so that they feel welcome to come forward* (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12).

Mr Paulus proposed that there is a need to work in partnership with parents to ease the silence surrounding sex, sexuality and HIV and AIDS. He said, *“[T]o make this easy, to lighten the situation for the teacher, we should work in partnership with parents. There are things that parents need to talk about with the kids so that they draw attention to learners that these are real issues that need to be addressed. Learners might then realise that the same thing that their mother or my father talks to them about is the same thing that we discuss with the Life Skills teacher at school”* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12).

Mr Shalom alluded to parents finding it difficult to reconcile what their children were learning about sexuality and HIV and AIDS in school. He reported, *“I think it is the culture of Africans, you don’t need your child to know about sexuality when it is not yet the right time. Yet at school we teach sexuality to these learners who are not ready. So even if parents hear about this, they are unable to ask their children because they are unable to discuss this with their children. They can’t ask, ‘[A]re you learning about this at school?’ because it is something parents themselves cannot discuss because of our culture”* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12).

6.3.4 Discourses on the Importance of Full-time Life Skills Teachers in School

All respondents perceived having full-time Life Skills teachers very important, another factor that shaped their responses to teaching the subject. They were of the opinion that Life Skills helped learners to make informed decisions, choose the right dating partner, choose the right career-path and prevent them from adverse environmental circumstances. Ms Muta said,

“[T]his is good... a great move by the government. We have learners from different backgrounds with emotional difficulties such as abuse, rape, and sicknesses. Having a full-time Life Skills teacher in the school means that you can focus on identifying learners who need help. You can also get to know these learners, their background, make them be open and share with you whatever they are going through and through that, you can assist them” (Individual Interview, Ms Muta from Mutalife Secondary School, 23.03.12). Correspondingly, Mr Shalom perceived it as very important to have full-time Life Skills teachers who are there for the learners. His opinions are quite similar to those by others in this cohort who also mentioned that learners with problems need full attention from teachers. He said, *“I feel it is very important that the government has introduced this because looking at my time when I was still at school, we had no full time Life Skills teachers who were there to deal with the learners’ problems. We were just left to fend for ourselves. Life Skills was seen as a free period. Teachers would come to the class once in a month to teach or else just to sit and tell jokes. But for now it is very important for learners’ life choices because it is from this subject where you guide them; help those who come with problems; counsel those who are going through difficulties* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12).

Mr Paulus also revealed that the government did well to introduce full-time Life Skills teachers since the subject had received less attention in the past because teachers had dedicated much attention to examinable/promotional subjects. He stated, *“I am comfortable with what the government did because in the past Life Skills as a subject was given less attention since teachers had some other promotional subjects to take care of* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12).

6.3.5 Perceptions on the Life Skills Teachers’ Position and Teaching Sexuality and Sex Education

Three of the four respondents perceived the topics they are teaching to be in contradiction with the school rules which discourages learners to be in relationships. They felt conflicted about teaching the topic when the time came, especially the aspect of choosing a partner. Mr Paulus indicated that learners do not open up for the fear that what they say would place them in danger of a disciplinary hearing. He remarked, *“[T]he topic of daily living skills was not that easy and also personal-social skills where we have the topic such as self-awareness, relationships, citizenship. There are also many things involved there. At our school, we*

always have problems with learners in relationships and even sexual relationship. These are treated as offences yet as a Life Skills teacher, I have to teach learners about how to make choices and be in relationships. It seems like I am opening a page which the school is trying to close. I am exposing learners to relationships while the school is fighting, pulling to the other side; saying that they are not allowed to practice sexual relationship while they are still at school. Some of the evidence clearly indicates that learners are involved into such things. I think I am teaching topics that are contradictory to the school rules although it is my responsibility” (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12). Mr Shalom was also of the same opinion, that it was very difficult for him to teach about relationships or dating when the school rule prevented this. He too believed that he was contradicting the school rules. He said, *“There are some topics that we think they must not be taught in the classroom. I remember topics such as relationship and dating; they should not be taught because if we teach about them while the school rule says no dating/relationship then it is contradictory. However, you also realise through the discussions that it is important to teach about it because, even if we don’t teach, relationships still go on, sex happens, HIV still there, so we have to cover all”* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12). The same teacher further indicated that teachers do not refer learners with problems to him for counselling. He said, *“[A]nother challenge I have experienced is that teachers do not refer learners with problems to me and for that I have to go out and fish them out. This is a challenge because the school is too big* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12).

Ms Laura perceived the school as not caring about what she teaches yet management expected her to solve learner problems. She intimated that other teachers took her as their ‘Messiah’ who has the ability to solve all the little problems at school. She said, *“[O]k, generally their view is that they really don’t care what I teach. What they feel is that I should take all the problems off their shoulders. Any small problem is referred to the Life Skills teacher. It is like now they feel: ‘we have a Messiah who came to rescue us; now we just have to teach our content of our subject, the Life Skill teacher will solve our problems’, which should not be the case”* (Individual Interview, Ms Laura from Lauralis Secondary School, 09/10/12).

In general, findings revealed that Life Skills teachers are shaped by the structural conditions such as lack of space in their classroom with many learners allocated to one teacher, hence

limiting a teacher's movement during the lesson. The curriculum structures, such as the non-examinable nature of Life Skills as a subject, limited time allocated to Life Skills teaching. Lastly, training and resourcing of classroom also emerged as structural conditions that shaped these teachers' responses and experiences in teaching sexuality and HIV and AIDS.

In addition to the aforementioned structural conditions which emerged from the data as shaping Life Skills positions in teaching sexuality and HIV and AIDS during Life Skills, findings also revealed cultural conditions, such as learners' silence in sex-related discussions versus teachers' position, teachers' comfort in teaching some selected topics in Life Skills, their perceptions on parents' feelings on teaching sexuality and HIV and AIDS in schools, the teachers' discourses on the importance of full-time Life Skills teachers in school as well as their perceptions on Life Skills teachers' position and teaching sexuality and sex education.

CHAPTER 7 TEACHERS' AGENCY AND TEACHING SEXUALITY AND HIV AND AIDS

7.1 Introduction

This chapter is a continuation to the previous chapter, which presented the structural and cultural conditions that acted as constraining or enabling factors in teaching sexuality and HIV and AIDS. The chapters were separated because of my ontological view of the analytical framework. This chapter focuses on presenting the findings that illustrates how teachers' agency was enabled or constrained by cultural and structural conditions, and showing whether they impacted teachers' determination to make decisions as to either reproduce or transform the structural and cultural conditions.

Archer (2007) states that agency indicates the ways in which people are able to exercise some sort of influence over their structural and cultural contexts by virtue of their social roles and positions as well as their ability to activate their 'personal emergent properties and powers' (PEPs) in those situations. While people may be enabled or constrained by the uneven ways in which interests and resources may have been distributed due to socio-cultural and historical circumstances, they have 'internal conversations' and are able to use whatever cultural and material resources they have in creative ways by activating their PEPs (Archer, 1995, p.70). Thus, the current chapter is aimed at providing indications on how teachers use their internal conversations to seek courses of action or projects in relation to their objective social circumstances or contexts (Archer, 2003). This reflective ability provides the opportunity for agents to exercise some sort of decision and thus make choice (agency) possible.

This study presents findings that depict instances where teachers acted in agreement or in contravention of the structural and cultural pressures or conditions in their environments. The following sections reveal how they responded. I begin by presenting the profiles of the four teachers just to give a glimpse of who these teachers are. I thereafter present one of the transcribed lessons of the teachers I profiled with the rest of the transcribed lessons in Appendix G. I end this section with highlighting teachers' agential responses to the structural and cultural conditions that shaped their practices regarding to sexuality and HIV and AIDS teaching.

7.2 Teacher Agency in Practice

7.2.1 Teacher Profiles

This section presents the profiles of the four Life Skills teachers as agents and social actors. The profiles below indicate their gender, age, teaching experience, professional background and their training. This is important as it is central in the understanding of teachers' experiences and responses to the policy imperatives as well as in the interpretation of the syllabus. Their professional background and perceived and actual levels of preparedness to teach sexuality and HIV and AIDS is also presented in this section. This with the view to providing a context to understand their practices that I present in the form of lessons below in the following tables.

Table 2 Life Skills teachers' profiles

Mr Paulus: A Full-Time Life Skills Teacher at YaPaulus Combined School

Mr Paulus is a young male teacher of 28 years. Mr Paulus started his teaching career in 2006 after completing his Basic Education Teacher Diploma (BETD) at Ongwediva College of Education. His teaching diploma is on Mathematics and Natural Science at the Upper Primary Phase (Grades 5-7). He taught different subjects at different schools before he moved to the current school. He taught Mathematics at the Upper Primary and also served as a Natural Science teacher. He obtained counselling training which he said was part of the in-service training he received. He developed an interest in Life Skills from the counselling course. He then applied for a Life Skills teaching post at this school where he also serves as a school teacher counsellor. Apart from the counselling training he underwent, he also obtained training from a workshop which he proposes prepared him to teach Life Skills. He does not have his own classroom but moves from class to class to teach. Mr Paulus was observed teaching topics from the domain daily living skills of the syllabus, which include sexuality and HIV and AIDSs. Each of the three lessons observed were video-recorded. They were each approximately 40 minutes to 1 hour in duration.

Ms Muta: A full-Time Life Skills Teacher at Mutalife Secondary School

Ms Muta is a female teacher of 43 years. She is a Life Skills teacher who claims to be a devout Christian. She was born in the Caprivi Region and qualified by obtaining a Bachelor Degree in Education from the University of Namibia. She was trained to teach commercial subjects. She began her teaching career in 2001 at a combined school in Oshana Region where she taught commerce subjects. With Life Skills introduced as an additional subject, she applied for a teaching post as a full-time Life Skills teacher. She was successful and transferred to the current secondary school as a full-time Life Skills teacher for Grades 8-12. She has 11 years of general teaching and only one year of Life Skills teaching experience. Ms Muta did not get exclusive training just for Life Skills but had modules in her initial teacher preparation that related to the subject. These included whole-year modules on special education and guidance and counselling. Other than that, she also received some short (2-day) workshops as part of the on-job training. Currently, Ms Muta is also serving as a school teacher counsellor at the school. She has her own classroom that consisted of many learners who sat in desks in rows. She did not allow any sort of grouping or learners working in pairs. The classroom had no pictures on the wall. Like Mr Paulus, she was also observed teaching topics from the domain daily living skills. Three of her lessons were observed, while she taught Grades 11-12.

Mr Shalom: A Full-Time Life Skills Teacher at YaShalom Secondary School

Mr Shalom is a 30-year-old male teacher who, like Ms Muta, also claims to be a devout Christian who attends church service every Saturday. He too is from the Caprivi Region. He lives in Ongwediva suburb, where the school he teaches at is located. Mr Shalom joined the teaching profession in 2005, after completing his initial teacher training at Caprivi College of Education, where he obtained his Basic Education Teacher Diploma (BETD). In 2005, he started teaching at a Secondary School in Otjozondjupa Region, where he taught for six years. His major subjects in his initial teacher preparation were Integrated Natural Science (Physical Science and Life Science, Grades 8-10) with a minor in Mathematics (Grades 5-7). Mr Shalom acquired an Advanced Certificate Education (ACE) in learner support education through the Institute of Open Learning (IOL) and North West University. He taught for six years as a Physical Science teacher and has only had one year experience as a full-time Life Skills teacher. Like the other participants in the study, he also serves as a school teacher counsellor at the current school. During his free time he receives many learners with problems, who need to be counselled. Three of his lessons were observed, while he taught Life Skills with Grades 11-12.

Ms Laura: A Full-Time Life Skills Teacher at Lauralis Secondary School

Ms Laura is a 34-year-old female Life Skills teacher. She also claims to be a devout Christian who graduated from Ongwediva College of Education where she obtained a Basic Education Teacher Diploma in 2003. Her major subjects were Agriculture and Life Science (Grades 8-10), with a minor subject is English (Grades 5-7). She started her teaching career at a combined school in Okalongo Circuit, Omusati Regional Education Directorate where she taught for five years. In 2008, she did a cross transfer with someone from a secondary school in Ohangwena Region. She accepted the cross transfer because it offered her the opportunity to teach her major subject which was Agriculture. She taught Biology and Agriculture for about four years at this school. She started teaching Life Skills at that school in 2011. My observations were that on many occasions, learners wanted to know about her personal life, something she admitted she did not know how to manage and escape their questions. She believed that her workload was too much. Like the other participants, three of Ms Laura's lessons were observed while teaching Grades 9-11.

Above, I presented the profiles of teachers as agents with the power to critically reflect upon their social contexts. This in preparation for what follows as evidence for how teachers creatively engage with and redesign their social environment, its institutional (structural) or ideational (cultural) configurations as they go about the daily task of teaching sexuality and HIV and AIDS. It provides evidence of how their agency is enabled or constrained in terms of their practises.

7.2.2 Teaching Sexuality and HIV and AIDS

This section presents the sequence of the teachers' transcribed video recorded lessons, showing how the teachers conducted Life Skills lessons in which sexuality and HIV and AIDS topics are embedded. I initially presented all three lessons by each teacher but found this to be too cumbersome. What follows therefore in Table 3 is one lesson by each teacher, with the two remaining as part of the appendices. I provide all three to depict the continuity in teachers' practices as well as to draw out the recurrent themes. Learner responses are italicised.

Table 3 Life Skills teachers' transcribed lessons

YaPaulus Combined School Teacher: Mr Paulus Class: Grade 9b Theme and Topic: Daily Living Skills: STD	Date: 09 March 2012 Duration: 40 Min Subject: Life Skills
T: Ja. We are all fine? Today I brought you a visitor, our Director (laughing), I mean Ma Betty (teacher mentioning my name) you know her already isn't it? LS: (chorus)Yes! T: She is going to be with us today. Okay only two groups presented up to now LS: (chorus) yes! T: (<i>Writing on the chalk board 'STD'</i>) Under the same thing that we are doing which is STD which stands for? LS: (<i>altogether</i>) Sexually Transmitted Diseases T: Demons? LS: <i>Diseases!</i> T: Yeah, not demons but diseases. We don't transmit demons but diseases. We are going to continue with our role play because we only have today; as next week we are going to do something else. Last week I noticed something with the groups that presented last week Friday. In our topic on STD, when I introduced this topic to you, I said we must be able to do the following: We must have the knowledge about the following things: 1. We talked about...we must understand how the STD spread (<i>a different teacher entered the class and shouted the name of one of the learners 'Kalomo' Ila! Which means 'Kalomo, come' in English.</i> The teacher politely informed the learner to leave the class and continue where he left last time.	

T: Okay, I have to repeat myself, the thing I was trying to explain first we must understand how the STD's spread. We must understand how STD's spread from one person to?

LS: *another!*

T: 2. **We must understand the signs (writing on the board SIGNS). We must also know about the symptom, the signs, you should be able to tell that one is sick, this is a sign for HIV, Gonorrhoea, syphilis and so forth.**

T: 3. **We must know where to get help (writing on board HELP), the treatment for STD's; especially the ones we mentioned Gonorrhoea, syphilis and so forth. You must know where to get treatment from. The third is treatment (still TREATMENT on the board) and the fourth is PREVENTION (writing the word on the board). Who can tell me what the prevention is all about?**

LS: *silence by learners*

T: OK let's not waste time, prevention is including the following; if you are not infected, how can you protect yourself? If you are infected how can you protect the next person? The next what?

LS: *Person!*

T: **Therefore in this three main topic under HIV we must know how to protect, prevent and get treatment. I want you to act on scenarios showing, you know, how to help people.**

T: (reading a scenario from the book) **"Jona is infected with an STD and Jona must be treated. From now Jona must change before the next infection."** Now you are going to do the presentations. Sit in your groups.

LS: *Start moving chairs, making a lot of noise while speaking in Oshiwambo (vernacular language). Teacher also speaks at the same time.*

T: Are you ready? We are going to assign different names and roles. Ilonga you will be Jona, this is Nangula, Nangula is Jona new girlfriend. Next, Martha, you will be acting as a?

Martha: *Doctor*

T: Oh Ja, you will be our Doctor. Next! Kalomo?

Kalomo: (male learner) Jona girlfriend

T: Another new girlfriend for Jona

LS: *Whispering among themselves in their groups and laughing*

Teacher: Ok! Now before we start I will do the following:

Learners this one I observed from the other groups. The way they were doing their day when you are acting; you must speak up! Speak louder. Be fast, this is just for ten or 15 minutes. I am going to assess you on the following. Your body movement, be free, have confidence and you will get mark. Self-knowledge, subject knowledge, you must demonstrate subject, abuse the topic we learnt about today topic. We learnt about?

Learner: *TOPIC OF STD!*

Teacher: In the topic of STD, we learnt about?

Learner: *Spread, Sign, Treatment, Prevention and Protection*

Teacher: **Spread, Sign, Treatment, Prevention ... how can we protect ourselves. We know that Jona will talk also in our drama but it doesn't mean Jona will get a lot of marks, because he talks a lot about this.**

I know how to assess. You know I am going to assess about subject knowledge, confidence, you must be able to show us that you know what you are doing.

Learners: (One group starts introducing the play and characters, mainly consisting of Jona the main character girlfriends and a doctor. Learners speak slow and show a bit of shyness. Learners talk of affection instead of infection. Learners seem not to differentiate between infection and affection.

Teacher: Ok! Groups, the group of Ilonga and Lweenya and did they finish?

Learners: Some learners say 'Yes' and others 'No'!

Teacher: yes and no don't mean the same

Learners: *No!*

Teacher: Group you didn't finish. How do I assess if you did not talk about **prevention or protection**. On the paper I gave you they were mentioned, why did you not mention them? Bring the paper I just want to read them.

Teacher: Treatment, I think it was well dealt with. The Doctor talked about seven months of treatment without sex.

Teacher: What is prevention? In your role play, you did not talk about how we can prevent or protect ourselves further. I know in the paper ... Give me the paper, where are they? Where are the papers? Did you tear already? Are they in bags?

Teacher: On the prevention, who are the people involved to talk about prevention in the drama or role play? Doctor is the one.

Teacher: How can we prevent/protect ourselves from STD? Learners hand up, please!

Learner: *(one boy) Condoms*

Teacher: Condoms, abstaining, the Doctor said these. Not only the Doctor but the paper talked about them. Let me read, the friend talked to Jona; his friend advised Jona not to have many girlfriends. In the drama who was Jona's friend?

Learner: *one boy stands and says "Me"*

Teacher: You did not talk or advise Jona. You were supposed to advise him that Jona you must be careful, you must take your medication and stop the many girlfriends and use a condom. Remember STD can kill you including HIV and AIDS, but remember the focus was gonorrhea.

The bell rings and teacher reminds the learners about the next lesson that the rest group will present. He urges the next group to present to build on the advice that he gave the group that presented. END!

Teacher: Ms Muta
Class: Grade 11D
Subject: Life Skills

School: Mutalife Secondary School
Date: 20 February 2012
Duration: 40 Minute

Lesson 1**Topic: Living positively with HIV**

T: Good morning class!

LS: Morning Ms.

T: Today we are going to discuss if time allows... **Your friend recently found out that she contracted the Virus, she just found out that she is HIV positive. You have to do something so that this person will be able to act on the advice from you.** So you have to give what you consider to be the very best advice (*Silence as teacher writes on the board with her left hand at her back*) We are going to give as much advice as possible, as many advice as possible to this friend. Now the chance is open for you. You can stand up and you give your advice and I will write down the advice; then we are going to discuss the advice-whether you think it is good advice to give the person, It doesn't matter whether your friend is a fellow learner or not in school anymore. What matters is the advice that we give to this person and how we can help him or her with the virus based on the advice you are going to give. You can start.

Female learner: (*Female learner starts. Another child in the class closes the door. It makes a scraping noise so the voices cannot be heard for a short period.*)

T: (*repeating herself*) What advice would you give your friend? Your advice? (Teacher writes on board, child walks into class carrying her desk).

Female Learner1: *Do regular exercises.*

T: Any suggestion as to what type of exercises this person should be doing?

Male learner 2: *Jogging.*

T: Jogging, wake up every morning and start running. Okay. What else? What else? What other exercise apart from jogging every morning? Exercises! Okay. Let us move on to another advice, what other advice can you give your friends?

Females Learner 3: *Stands up and begins to speak but much too soft to hear.*)

T: Speak up a bit. Speak louder.

Same learner: *She or he must be positive.*

T: Okay. Positive thinking. Like for example?

Female learner: *Must go on with her future.*

T: (*still probing*) **How he or she can go on with his/her future as you know it is a virus. It is not a disease. This person has contracted a virus. And they know with HIV, you can live long so he or she must stay positive thinking or have a positive attitude and thoughts about life. What other advice can you give? Yes, in the corner there.**

Male Learner: (*stands*) *Eat vegetables.*

T: (Follow up question) Why do you think eat vegetables?

Same Learner: *Because his body needs vegetables, to get vitamins.*

T: Can someone also add to that? What kind of diet must this person have?

A male student speaks: *A balanced one.*

T: A balanced one (*repeats after him*). Must have a balanced diet which contains?

Class starts talking together: – *vitamins and proper nutrients.*

T: Oh okay. **It is healthy. The examples that they give you; they encourage, most of the time, a balanced diet that consists more of fruit and vegetables every day. But it is not everyone that can afford those so, in the case that those cannot afford, what must they do to help the with the virus. Cannot afford to buy apples and eat every day, what must the person do? Mmm?**

LS: (*Girl stands up and talks and class gets restless*).

T: She was just saying that in the case that the person cannot afford to buy the apples and the other things you know, **we have these traditional ones and they have the right content and the vitamins or minerals or whatever you can get from the apple.** At home, what do you call these fruits that you pick off from our trees or something like that? Ja, you can have those ones... When it comes to vegetables you are talking about? This time around this traditional spinach it is there and also, we have watermelon this time around and some pumpkins also and some nuts. It is not much about buying fruits and vegetables, but most of the times you can always have those things. What other advice can you give to this person?

Girl learner: (*Stands*) *She or he must not drink alcohol.*

T: Not drinking alcohol or even smoking. You also mentioned something. What are the disadvantages of a person who is HIV positive taking alcohols and smoking? How will it affect him or her? You are telling this person not to drink or to smoke? Why? Why Not? Put your hand up if you are going to talk. Okay.

L: (*Girl child stands up*) *It will destroy their immune system.*

T: What else? What other reason? What are the disadvantages of smoking?

Male Learner: *Lungs cancer*

T: Hmm mm and a person is infected by the virus? I don't think you would want to complicate that situation with so many other diseases like getting lungs cancer on top of the virus. So you are advising your friend not to take alcohol drinks or smoke. You also mentioned something that this person must take their medication. What type of medication must a person take who is having this virus?

LS: (*ARVS in a loud chorus*).

T: **Standing for Anti-retroviral drugs. So he or she must take them on time. Okay. So we have some advice here regular exercises, eat healthy food, not drink or smoke because of health and most importantly, they should take their medication as prescribed. This type of medication is not like any other. It is prescribed. And how you should take it needs to have information. First you need to eat before you take it or you take it after you eat. You know that different types of medication have got different instructions.** So you would encourage your friend to do that. What other advice do you give to your friend, what other advice is there? Hmm?

L: (*Girl child stands*). *He or she must join some support club.*

T: **In the community where your friend is there are people living with the virus so you encourage her to find out about those clubs and join a support group.**

Male learner: (shouts) uh, go to church!

T: Join a support group and somebody says 'go to church'. I want to explore going to church. You know that you get a support system in the church. They have awareness clubs in the communities and they use churches for their meetings. What other advice is there? Talk to me through the ordinary word? Hmm mm ja? He or she must avoid?

Girl child stands up: You must avoid having sex.

T: Why does she have ... I cannot do that. What is the best advice you can give her that he or she must respond to. **You must know if the partner knows that the status of the girlfriend or the boyfriend otherwise they need to use condoms to avoid infection and the spread of the disease. Avoid spreading the virus. So I think we have got a range of advice that you can give to your friend and I just want to find out?** I just want to find by a show of hands, how many of you have ever went for an HIV test?

LS: (Almost the entire class put up their hands).

T: Okay, thank you very much. Okay. Tell me what made you take the test

LS : (The class laughs).

T: Why did you decide to go and take the test?

Male student stands up: Because I wanted to know my HIV status.

T: So now you have a result to help you make the right decision isn't it?

Same learner: Yes.

T: Okay. That is very good. Now let us hear from the girls now. Some hands that were up. Why did you go? Eh? Did you go? Are you planning to go? Okay so those who have not taken the HIV test, what are you afraid of?

LS: (Children talk amongst one another).

T: Why are you afraid?

Male child stands: If you go there you will get to know your HIV status and then maybe you will know that you might die early.

T: So it is better not to know. What is your reason?

Female student stand: People who are still young are not allowed to take the test.

T: Is there any age restrictions? Okay who should take the HIV test?

LS: (Children talk over each other).

T: Can you continue with it?

LS: (shouting) Have you been, Miss? (Teacher left the class and lesson was not concluded).

END

Teacher: Mr. Shalom

Class: 11

Subject: Life Skills

Lesson No: 1

School: YaShalom Secondary School

Date: 19 June 2012

Duration: 40

Topic: Breaking Up the Relationship

T: Good afternoon my grade 11D

LS: Good afternoon, Sir

T: Last week we had a lesson neh. For those three who were not here, how many were not here?

LS: Three

T: What was the topic?

LS: (so carefree and just laughing a lot at the teacher)

T: You are laughing, why? What are you laughing at?

Male learner: The topic it is still written on the chalkboard, Sir

T: Yeah but I still want to hear from you!

LS: Relationships! [in a chorus]

T: Relationship of what?

Male learner: Love

T: Relationship of love?

A female learner: Relationship of different people, opposite sex, boy and girl.

T: Ok, our lesson was about choosing a dating partner, Neh. Okay, last week three were not here. I want you to give them the characteristics of a dating partner.

Male learners: (loudly) A respective person like me (referring to himself)

Another male learner: Intelligent

T: Yes, someone said respectful person; this is a very good characteristic. Obedient and intelligent. So we don't just take whoever comes but we choose someone with good characteristics. What is the lesson for today we said?

LS: Breaking up of the relationship

Male learners: (shouting and laughing) Nooo, its career

T: No, career guidance was for last term

LS: (laughing a lot)

T: Most of you guys are currently in a relationship, are relationships forever and ever? Have you seen a relationship that lasted forever for a long time?

LS: Variations in responses ... No! Yes! Even ten years!

T: Have you seen a relationship that lasted only for a month?

LS: (shouting and laughing a lot) Even a week! Even a day!

T: Okay, we are going to do this together, neh. We are going to give each other a chance when we speak so we don't shout. We are going to be in groups so that you tell us. I am going to give you a short thing that we are going to do here around,

neh? (*Taking papers from his table*). I have papers here that I already arranged and there are four questions that we are going to be answering. Question 1. Will be what are the symptoms/signs... remember we are talking about breaking up a relationship neh?

LS:

Yes

T: Before a relationship breaks up, there are signs that show. This relationship is running somehow, neh?

LS: *Mhh*

T: You know like a car when it gets a punctured, what happened to the car?

Male learner: *Puncture!*

T: Yeah, when a tyre gets a puncture, when the air is down, the driver will feel it on the steering wheel neh. The car will be making this and this (teacher using body gestures). The car no longer goes straight. And you will know something is wrong. A good driver will stop the car and check the tyres, but someone not skilled will just hammer and hammer without noticing. So even in relationships, before the relationship comes to an end there are always signs, we call them symptoms alright! Question 2: We are going to look at the feelings that someone experiences during and after the break-up of the relationship. Is there something that people feel? Before we go on, I want anyone in the class who has been in the relationship that came to an end recently.

LS: *Yes/No (chorus and laughing)*

T: Question 3: We are going to look at what to do after the relationship comes to an end. What do you do yourself? Ok, we are going to write on these papers (giving papers to the learners). The last, Question 4: We are going to talk about what not to do. We have what to do and what not to do.

T: So can you quickly arrange yourselves in groups. So because we are a big class, I am not going to tell you what to do. You can join friends and I also want boys to join a girl's group. I will only give you three minutes.

T: Teacher splits the learners into four groups in such that each group will discuss one of the four questions.

T: [After 10 minutes] It's time for people to start reporting now. It's about 20 minutes left before our lesson comes to an end.

Male learner: *we are done, Sir.*

T: (*moving from group to group asking learners*) Are you done? Rachel and the group are you done? Tuhafeni? Ok, we are going to start with the group having the paper written Number 1. Who has the paper written Number 1?

Male child stand: *Yes*

T: Tuhafeni! Okay Number 1 is going to start now and report to the class, so everyone else listen!

A male child stands: *Even our paper is written Number 1, Sir!*

T: I don't understand (move closer to the group and look at their paper) Okay, never mind!

T: Alright, can we listen to this group. Presentations now ready.

Tuhafeni: (*reading from the paper they wrote*) *The symptoms that lead to break up*

1. *Lack of communication: the way you chatted before will not be the same*

2. *Keep distant: you won't be closer like usually*

3. *He or she will start doubting you and will detect every problem on you. You will be the cause of everything that happens*

4. *Too busy for you like lack of attention: he is just too busy for you he will not give you attention*

5. *Lack of respect and interest*

LS: (the class laughing and learners teasing one another)

T: Okay, if any of those happened, then you must know that your relationship is ending. Is that all? Is there another Number 1 here?

LS: *Yes*

T: Okay, I want you to mention only what the other group did not mention.

Male learner: *We came up with this signs of when the relationship comes to an end:*

1. *Abusive language*

2. *They start cheating*

T: How?

L: *When the person is no more interested in dating you, they start going out with other people;*

T: Ok, so the person will start going around neh? Another one?

L: 3. *Lack of respect*

T: The last one?

LS: *group members start laughing and a girl stands up and takes the paper away from the boy. She reads; 5. Limited lovely words.*

T: Example?

Female learner: *Darling, Baby, Love, Sweetie*

LS: (*the whole class just laughing*)

T: that is very, very true, very serious, even you guys you are in relationships

LS: *Yes/No*

T: You are not in relationships?

LS: *NO*

T: Some of you, you are: what this group saying is, you find people when they start a relationship they use words such as Baby, My Love, but when the relationship somehow is at the point of an end, these things will also come to an end. For example, when you write a text message saying, 'baby I miss you', the partner will no longer respond saying, 'baby'. He will rather say, 'I miss you too'!

LS: *Laughing a lot and finishing the teacher sentence. They say, 'he will say OK or THANK YOU' or 'Yaa'*

T: Before we leave this Rachel! You are Grade 11 learners and you are in relationships. Is there someone experiencing some of the things we mentioned here?

LS: *NO! Laughing, shouting and teasing Rachel since the teacher mentioned her name in the statement he made about learners in relationships*

T: Group 2! Okay we are listening to Number 2.

Male learner: *The feelings experienced after a break up*

1. *Guilt: for example the person may feel guilt as if he/she is the cause of the break up, but sometimes he/she is not responsible for the break up*

2. *Sadness: Mhh, if someone is still in love with the other person she/he will be sad because ... she/he is still in love with the other person.*

3. *Depression: the person might end up depressed*

4. *Frustration.*

5. *Anger: he or she may feel angry with the other person*

6. *The person might have mood swings, happy today; tomorrow, angry*

T: Okay, thanks! Now let me ask you. Do you think these things also happen to elders?

LS: *Noo!*

T: Just tell nothing but the truth. Do you think these things also happen to elders, even to married people?

LS: *Yes/No (different perspectives from the learners)*

T: Do you think it's important for us to talk about this in the classroom?

LS: *(Learners scream) Yeees! Its important*

Male learner: *Yes, but no, maybe for future reasons yes, but for now, no*

T: Okay, let's hear from the last two groups. Group 3, where is Group 3, Simon!

Simon: *What to do after the break up:*

1. *See a counsellor like Mr Shalom (learners mentioning the real name of the teacher and the class laughs a lot). When you break up you need to see a person who is there for you, complementing you; like don't worry, it's not the end of the world, you will find someone who cares more for you and stuff like that.*

T: Okay, I have a follow up question. When you break up, are you going to tell the counsellor that you broke up with your boyfriend or whatsoever and you want him or her back? Do you want the counsellor to bring him or her back?

L: *No sir, not to bring him/her back but to talk to, because you find some people would want to kill themselves because of that, so there must be someone to talk to.*

Male learner: *Those counselling things are not true!*

Simon: *(continuing where he left) No, the counsellor will tell you do not stress, don't kill yourself, you will find someone who will love you more.*

2. *Try not to stress yourself: like if you break up, don't try to blame yourself like now 'Kaboy is sad because of me', No!*

3. *Try to have fun to forget about 'Kaboy'. Go to beaches; go eat nice, spoil yourself!*

4. *Think positively: go have fun, life goes on. Thank you*

The bell ring!

LS: *Laughing and clapping hands*

T: Ok, can I pick some other important things ... is there another group with Number 3)

LS: *NO!*

T: In conclusion, before we go ... I like what the last group said; spoil yourself! Ok, but try to keep yourself. There are two important things involved after the break up ... that is either you become positive or too negative. If you become positive it's yourself, if you become negative it is still yourself as well. So it's very important as young; you are still becoming, to learn about these things. It's not that maybe when you break up with someone you love it does not mean kill yourself. Spoil yourself, go out and have fun. Another thing, when you go out, avoid going to places where the two of you used to go; especially soon after the break up. They will remind you of that person. You might even meet your ex-boyfriend there or you might end up seeing things that will hurt you.

Rachel: *How about the pictures?*

T: *Pictures?*

LS: *Tear them up*

T: If you tear up pictures, will you tear him up also?

LS: *In unison 'No, tear them up to forget the memories!'*

T: I don't want to judge on that, what is the best?

LS: *[chorus] To tear them or burn them*

Rachel: *Can I offer my opinion?*

T: Rachel, OK!

Rachel: *Okay if you break up in a bad way; tear them up. If in a good way keep them*

LS: *(All laughing) How? How Rachel? Good or bad how?*

Rachel: *Because you know sometimes you break up but there is a way to get back together*

T: So there is a good way

Male learner: *Sir, even though you broke up in a good or bad way, the best thing is to do is keep the picture or hand them back because you know even if you tear or give them back, you will not forget.*

T: If it is me in the question, I don't think tearing up the picture is the best because it seems like you hate the person you don't even want to see this person.

T: It does not mean that when we break up with someone, you must never see or speak to each other. It isn't like that. Unless you were threatened that is if the person says, 'you talk to me, I will kill you'. But then if you have a good friend, I will take that picture and give it to that friend who knew both of you especially after a break up.

Male learner: *Teacher, about these people saying you must throw away or tear the picture; what if that person gave you a phone? The only phone you have now and there is a picture of that person engraved on the phone, not in the memory; but a picture of you two now it's your cover. Will you destroy the phone?*

Rachel: (quick to respond) No, no. That is something else.

Male learner: *And maybe the ringing tone is something else, what do you do now?*

LS: *Laughing and looking, enjoying the topic*

T: Now when it comes to the issue of presents; you were given a gift ... you were given nice gift, nice clothes, and nice shoes ... will you take these things back?

LS: *No, no ways (Girls more vocal)*

Boys & Teacher: Why the picture and not gifts?

T: Keep them but please.

Learners pack up and leave the class, debating and laughing amongst themselves.

Teacher: Ms Laura

Class: 12B

Lesson: 1

Subject: Life Skills

School: Lauralis Secondary School

Duration: 40

Topic: Choosing a Dating Partner

T: Today we are all going to speak. Well this is our first lesson since the holiday so we pick up where we left off last term which was relationships/dating?

LS: Yes

T: Can you still remember?

LS: Yes

T: Okay, I need us to brainstorm some of the things that we did just to refresh our memories. I do remember I asked you to write down the characteristics of a good dating partner; the qualities that one looks for in a dating partner. If you want to get yourself a girlfriend or a boyfriend, what is it that you will be looking for? (*Class gets all settled in to the lesson and the teacher moves her hands as she speaks to the class. Teacher walks around class*) Now I don't want you to remember it, I just want us to generalize what are the characteristics of a good dating partner. Quickly, can we come up with the characteristics of a good dating partner? Mhh, somebody?

Male learner: *Somebody that will be liked by all*

T: Yes. Can we not shout – can we raise our hands please.

Female learner: *Honesty.*

T: Yes, honesty! He should be or she should be honest. Rebecca?

Rebecca: *He should be respectful or she should be respectful.*

T: And so if you respect me, I will respect you right? So he should be a respectful person and you should be respected. Other characteristics? Another characteristic for a good dating partner? Julia, is it Julia?

Julia: *A patient person.*

Another Female learner: *Trustworthy.*

T: You need to trust him or her. Do you have something? Yes? Okay I will read to you, some of you have said trustworthy and trusting. A good dating partner should trust other people, should be considerate, understanding, supporting and should be there for you. He or she should be open. Honest, we talked about. Should also be a good listener? (*Teacher addresses class and uses her hands to express herself. Teacher calls out some names and children seem to be getting tired with one or two disengaged and looking elsewhere*). He should be able to spend quality time with you or to be able to make time for you. You see some people are so busy that they don't even have a second for you. And also should be attentive and romantic. Provide you space when you need to be alone or to be with your friends or they allow you to be on your own. They should be committed and they should be responsible. Now what about the characteristics of a bad dating partner? Yes?

LS: *Bad manners.*

T: Yes

LS: *Abusive.*

T: Yes, abusive

LS: *Stingy.*

T:

Yes

LS: *Controlling.*

T: A control freak.

LS: *Stubborn.*

T: Doesn't want to co-operate. (*Children laugh as they give the characteristics of bad partners*). Now we know much about relationships and how to choose our dating partners. We should also be aware that relationships bring a lot if we are not careful, especially in the world of HIV and AIDS. Now who can tell me what behaviour contributes to the spread of HIV and AIDS? (Repeating the question back to the class): How do you think it spreads when is started maybe with two people ... but now it is a world problem? How did it spread? What behaviour led to that? What do you think Vilho, you want to try, to start, what do you think?

Vilho: *I think, maybe through alcohol abuse. People were trying to get to know each other, got drunk, under the influence of alcohol; they end up having unprotected sex with an infected person.*

T: You said what behaviour? Abusing drugs? One word!

LS: *Abusing drugs*

T: Yes, that's one word.

T: This side, we are going to hear from this one: (teacher pointing at inattentive learner).

Male learner: (*stand up and read*) *HIV is mainly spread through sexual contact.*

Teacher: Sexual contact?

The same male learner: *If a person has many lovers, the probability of getting HIV can increase because each lover is a potential source of infection.*

T: Ok, I heard about, it spreads through alcohol abuse. When you take alcohol, you are out of control, you wouldn't know who and how I hear that if you have more than one partner. So you go out and spread. You know the chain? There was once a poster, which says 'break the chain', have you seen that?

L: (chorus) *Yes!*

T: Now this one is going out with this one and that one, after that going to sleep with another one and so forth. That is how it spreads through sexual behaviour. How we behave is what makes HIV to spread like wild fire. So what other questions we have there? Someone with a question?

LS: *The whole class raise their hands.*

Female learner: (stand up): *What can I do to protect myself from HIV and AIDS?*

T: what she can do to protect herself from HIV and AIDS? Can we answer her question?

Female learner: *Through using condoms and say no to sex.*

Teacher (repeating after her) through using condoms and say no to sex! What is the common word to say no to sex?

LS (chorus): *Abstain!*

T: Abstain! What else? I haven't heard from you (pointing at a girl child in the corner).

Female learner: *Having one faithful partner! (A girl child next to her asks what the word means ... when told she says Oshiwambo peni!!! (Abstain how?))*

T: Being faithful means being faithful to one partner! Thank you, can we have ... what do you say about all this? Can we have other ways that you can protect yourself from having the virus? Lucia!

Lucia: *By using a condom.*

Teacher: How about those who use contraceptive? Can it protect you from the virus?

LS: (chorus) *No!*

T: No? Why not? What do contraceptives protect you from? Girls? Tresia!

Tresia: *It protects you from having too many babies that will increase the birth rate in the country.*

T: Okay, you are only protected from pregnancy. Okay, we have questions ... can I have a question from Lusia and then Luth.

T: How can you find out whether you are HIV positive or HIV negative? How can you find out?

Female learner: *by testing your blood.*

T: How!

Another female learner (Reading): *This is actually done at the hospital, laboratory.*

T: It is done by specialists; people who work in the labs, using a special kit and instrument to draw and test blood. It will depend on how long it takes before the results. You guys have the opportunity to go for HIV test, yes?!

LS (Chorus): *Yes!*

T: Where Laina?

Laina: *At the new test centre and after that they came to our school.*

T: So they also came to our school?

Laina: *Yes*

T: How was the turn out?

Laina: *Many learners, but almost girls only.*

T: Why? Boys? Why? Yes Vilho

Vilho: *Because us boys, we are always shy when it comes to those things, making things behind bars, we are always shy, maybe my colleagues can help me out.*

T: Why? Boys why are you always shy when it comes to those things? Boys?

Class: the class is silent

T: Boys?

Male learner: *We don't have any reason behind this.*

T: Anybody who had the test done? Why did you come to the discussion? Scholastic?

Scholastic: *To know my status.*

T: How does knowing your status help you when it comes to decision making- especially sexual decision making?

Tresia (reading): *It is very important because to the people let me say to some people – let me say who are sexual active ... you will know where you stand and you will know who to become involve with in a relationship ... either infected or not. So you make sure you don't go around involving yourself in a relationship with people infected if you are also infected or vice versa.*

T: How will you know that the person you are going to date is infected or not?

Tresia: *This is how ... We are going to do it together at new start centre so we know each other's status.*

T: Okay, so it can only happen when you go together as couples to get tested. Is there any other information you want to add to this topic?

LS (chorus): *Yes!!*

A girl child stand: *I only want to ask.*

Teacher: okay- Laina

Laina: *It's about the red ribbon! Does it indicate that person wearing a red ribbon is HIV infected or is it showing something else?*

Teacher: It's a sign of solidarity and unity! Meaning that we stand together with those who are infected. We stand together; we support them, as you know that ... (Teacher walks out)

Teacher (back in class): We have many ribbons. Like the 9th of October you see people wearing a pink ribbon; that ribbon is for cancer. So when I put on a pink ribbon like for the whole month of October, people put on a pink ribbon. It's just to show solidarity with people who are suffering; who have cancer. So that is what we do just to send a strong message that we are doing whatever it takes to show that HIV and AIDS is a reality among us. We need to remind ourselves of that and we support people who are positive. Something that we all need to know is the fact that each and every one of us can be regarded as infected or not infected. We are talking about this as a global problem. We are all affected in one way or another. And there are those who are infected and the majority are affected.

We are at the end of the lesson. It was good contribution from you and I hope from this message you are going to take it seriously to know your status and to know where to go. Thank you very much

A female learner stands up and asks: *Ms, what are the physical signs of HIV and AIDS?*

Teacher poses the question back to the class: What do you think are the physical signs of HIV and AIDS?

Learners: *(chorus) losing weight, become thin, loss of appetite, headache, diarrhoea and skin rashes...*

Lesson Ends!

The transcribed lessons are derived from video-recorded observation data. I used the observed lessons to situate teachers in practice and to gain insight into how they responded to the structural and cultural factors that they revealed as enabling or constraining them in teaching topics usually reserved for the private sphere. The lessons locate teachers as reflective beings who are able to engage in internal conversations to either reproduce or transform sexuality and HIV and AIDS teaching. The next section presents how teachers navigate through these conditions when teaching issues considered sacred and taboo in the public space of the classroom.

7.2.3 Agency and Teaching Sexuality and HIV and AIDS

Agency and Lesson Introductions

The introduction to the lesson revealed particular practices that either constrained or enabled teachers. In other words, introductions either opened or constrained discussions teachers had with learners. Evidence from the data revealed that teachers made choices despite the structural and cultural conditions they revealed in the previous chapter that they proposed posed as constraints. Some used the available resources to structure and pace the lesson. For example, Mr Paulus had a culture of using a textbook as an official structure. He was seen introducing his lessons by immediately instructing learners to take out their textbooks and referring the learners directly to the page number in the textbook. This is evident in the following excerpt from Lesson 2 *“Everybody sit down. I would like everybody to take your books, your text books! Take your text books out; we must hurry up because we have a lot to do today. Following a discussion ... After taking your text book, look on page 34 what is it for today? Ah, under the topic HIV and AIDS; we will look at how to take care of people*

living with HIV and AIDS.” He did the same with the third lesson saying, *“In our lesson for today, I would like everybody to take a textbook. Those who do not have a textbook, sit close to somebody.”* Such an approach set the tone for the rest of the lesson and tended to limit what was possible in discussions with learners (see Appendix G, Mr Paulus Lessons 2 and 3).

Ms Muta, on the other hand, used the chalkboard to mediate what was expected from learners. She led the discussions as a dialogue in the lesson presented earlier in this chapter, whereas in the second lesson, she used a song to introduce the HIV and AIDS topic. The song seemed unrelated to the topic under discussion. When asked in the post-observation interview why she chose that particular song, her response was, “ ... *because this song is a kind of prayer for a sick or sad person or somebody dying at home due to HIV and AIDS. We are asking our Lord to heal the world from this killer disease*” (Individual Interview, Ms Muta, Mutalife Secondary School, 27/03/12). The teacher used her agency to strategically position herself and open discussions around HIV and AIDS using a religious discourse. This approach seemed to limit learner participation. She gave learners a carefully structured worksheet with questions and answers in the third lesson. This was observed as a cultural practice that enabled her to scaffold the lesson and to have the discussions flow, but it seemed to have constrained learners to think and critically engage with the material. The introduction to the lessons on both occasions offered the teacher opportunities to insert a different discourse or discussion. However, she seemed constrained by her own religious convictions that manifest in the way she introduced the second lesson.

Mr Shalom’s lessons tended to draw on learners’ prior knowledge. He introduced the lesson with leading questions or by using previously prepared pictures or extracts from the newspapers related to the topic for discussion. The lack of textbooks, as was revealed in his interview, created the condition for this teacher to exercise his agency. He was not constrained by the circumstances he found himself in; rather he improvised by bringing relevant pictures or newspaper clippings as learning support materials. In so doing, learners were encouraged to discuss issues related to sexuality by referring to real life contexts. Rather than be constrained, this teacher used his agency to transform the structure as well as the pedagogical process. He showed evidence of how he used his ‘internal conversation’ (Archer, 2007) to design a project that enabled him to navigate the structural conditioning and in so doing, transform it.

Ms Laura, who did not use a textbook in any of the lessons, adopted a dialogic approach where she introduced lessons with leading questions. She used her cultural property which is her and the learners' ideation and language to transform the structural conditions that might have acted as a constraint in teaching sexuality and HIV and AIDS. To do this she used strategies such as debating and dialogue style (see Appendix G, Ms Laura's lessons 1 and 2).

Agency and Teacher Positionality

Evidence from the data showed two teachers using their agency to position themselves either as knowledge constructors or as mediators of knowledge already constructed outside the individual, and by so doing, constrained the imminent discussions and contributions by learners. Mr Paulus, upon entering the classroom, immediately instructed learners to take their textbooks. A consistent pattern in the lessons observed was that the teacher stood in front of the classroom and read from the textbook while the learners kept looking at him and listening. He used a textbook as a structure to position himself as a teacher; an authority who mediated objective knowledge from the textbook, which itself was an official structure. Such a position enabled him to structure the lesson but seemed not to enable the discussions around sexuality. Similarly, like this teacher positioning himself as the person of the authority, Ms Muta also positioned herself as the authority by, upon entering the class, immediately writing on the chalkboard what she expected the learners to discuss. Different to Mr Paulus, she did not use a textbook but it was observed that she used the official discourse and 'correct language' to frame the lesson. Bolded lines in her lesson above indicate her use of the official and language discourse. While Ms Muta used the official discourse, Mr Paulus used a medical discourse. Bolded lines in his lesson above indicate his use of the medical discourse. Lessons 2 and 3 show that Mr Paulus did not necessarily draw on learners' cultural capital, which is their experience of HIV and AIDS from their personal backgrounds during the lesson. He seemed not to assess learners' prior knowledge before he directed them to the official text (see Appendix G, Mr Paulus' Lessons 2 and 3).

As further evidence of his reliance on the official discourse, when a learner mentioned something which is not from the book, Mr Paulus responded in the following way, "[M]aybe you heard that one because I cannot see that one in your text book." Such a response silenced learners who seemed afraid to say something which is not medically related or not aligned to the textbook. He dominated discussions, with learner voices only being heard when they were given a chance to read statements from the textbook as Lesson 2 and Lesson 3 show (see

Appendix G, Mr Paulus' Lessons 1 & 2). Two aspects may be highlighted in this teacher's practice, with the first being the way in which the textbook acted as a structural property to enable the teacher to mediate the lesson and the second, how it also shaped what was discussed by teacher and learners. This reflects a dominant official discourse that shaped the teacher and the content. In this case, this discourse constrained what was possible by the teacher and learners. Like Mr Paulus, Ms Muta also relied on official discourse; using a medical discourse to shape her lessons. These two teachers were continually aware of their position as teachers and that they were the authority; the source of knowledge. Their knowledge of what it means to be a teacher in a particular context was one of the cultural conditions that acted as an enablement for such positioning; a position that had unintended consequences for the learners because, for the most part, it limited discussion by learners. The evidence suggests that Mr Paulus and Ms Muta used their agency to reproduce the same conditions instead of transforming it for learners in their classrooms.

Contrary to the evidence by the two teachers above, the remaining two teachers transformed the teaching of sexuality and HIV and AIDS teaching in that their lessons were characterised by learners dominating the lesson instead of the teacher. Learners asked questions, they engaged in debates, gave opinions, and discussed and gave feedback to the class in the form of group presentations. Apart from Lesson 1 above, Lessons 2 and 3 respectively illustrate how Mr Shalom was able to transform the content and the process of engagement. He brought his own resources, involved learners, posed questions, and assumed learners were also knowledge constructors who brought prior knowledge into the classroom (see Appendix G, Mr Shalom's Lessons 2 & 3). Equally, Ms Laura introduced lessons by asking leading questions, as shown in Lesson 1 above and in Ms Laura's lessons 2 and 3 in the Appendix G.

These two teachers positioned themselves differently to the two teachers already described above. Mr Shalom did not rely on the textbook as an official structure but rather used every day experiences, research on the topic, and brought extracts to the classroom to act as prompts for discussions with learners. In doing so he introduced a new structure into the lives of the learners. He had a systematic pattern of creating engagement. In the second lesson he started off with a leading question on relationships and brought in well-prepared papers to scaffold the teaching and learning and in the third lesson he brought pornographic pictures. Although the teacher indicated a lack of teaching aids during individual interviews, evidence from the lesson observations show that this teacher navigated his way to elaborate on the lack

of teaching resources as a structural condition by not only improvising, but also bringing material that learners could relate to because it came out of local newspapers and magazines. This teacher also had enabled discussions by asking learners about their prior experience of the topic. In addition, it was observed that this had enabled him to position himself as a facilitator of the discussions rather than a teacher. Furthermore, bringing in pictures and extracts also enabled him to open up discussions around sexuality instead of referring learners to the textbook.

Learner Participation and Teacher Agency

Evidence shows that lessons by three of the teachers were characterized by a question and response mode of practice even though the way they mediated the content was different, as I showed in the section above. Ms Muta relied on this mode throughout most of Lesson 1 (see above and Lesson 3 in Appendix G). While learners were asked many questions, the content was controlled by the teacher. Even though learners were asked many questions, these tended to be lower order questions and of a superficial nature. Learners were asked questions already prepared by the teacher, with her not allowing responses by learners to further probe an aspect in the lesson. The teacher had reported during the interviews that learners sometimes ask a lot of questions and she does not have answers to their questions. This posed a challenge especially in a topic like HIV and AIDS where learners may bring experience and carry misconceptions.

While a similar trend was observed during Ms Laura's lessons where learners were allowed to respond, the difference was in the nature of learner participation. This teacher used learner responses to elaborate and transform the discourse. She revealed during interviews that some learners were reserved and that they did not want to contribute during sexuality and HIV and AIDs discussions due to fear that what they might say may be used against them by other learners. While many of the questions posed created discomfort, especially those about her personal life, Ms Laura still used her agency to act differently to what she was feeling. In so doing, she provided learners with more than what they would have gotten had she relied only on the official discourse. Lesson 2 and Lesson 3 illustrate this (see Appendix G: Ms Muta's Lessons 2 and 3).

Mr Shalom's lessons were characterized by group work, brainstorming, presentations and discussion. Learners participated by answering questions and seemed comfortable making contributions to the lesson. He too relied on learner experience and responses to mediate and transform rather than reproduce the official discourse. His Lessons 2 and 3 in Appendix G illustrate this.

Yet another aspect that shaped what happened in the classroom was described by teachers as learners' language proficiency. Some stated that this acted as a constraint to what was possible in class. Mr Paulus, whose school had textbooks and who chose to use the textbook to shape what was and was not said in the class, suggested that the reason learners were silent during the lessons on HIV and AIDS was due to their language proficiency. He said, *"This is not really because I find it difficult to teach the topic related to HIV and AIDS but it is because of the reaction of learners. ... Learners are actually differing not only in the class, even when they are with each other. If you look at it you will always find learners who are finding it difficult to express themselves in English. A learner has an idea; let's say he/she wants to say something but expressing him or herself is a problem. Learners are reluctant to speak freely in English as a medium of instruction. Learners experience challenges whereby instead of saying something, they keep quiet because they find it difficult to express themselves in English"* (Post-observation Individual Interview, Mr Paulus, from YaPaulus Combined School, 05/04/12).

Archer (2003) argues that "human beings have the powers of critical reflection upon their social context and of creatively redesigning their social environment, its institutional or ideational configurations, or both" (p. 308). Mr Paulus for example said the following with regard to the social environment of learners, *"[W]hen learners give me trouble about it, I actually don't panic, I go ahead with what I plan for the lesson, so I don't reduce talking about some of the things which were included in the lesson preparation or something. I touch each and every aspect that needs to be touched during that lesson. Therefore, as a teacher it is about making learners get used to talk about such things, talk about sexuality, talk about sex, their private parts, their body parts until when they find that it is important talking about it rather than looking at it as a joke"* (Post-observation Individual Interview, Mr Paulus from YaPaulus Combined School, 05/04/12).

Agency and Response to Policy

Evidences from the data show that policies acted as notable constraint on teacher experiences in teaching sexuality and HIV and AIDS. Policies included the National Curriculum Policy and National Subject Policy which confirmed Life Skills as a non-promotional subject and which regulated time dedicated to the subject. However, even though these individual social actors expressed that these policies acted as constraints, some exercised their agency to produce outcomes based on individual projects (Archer, 2000). Mr Shalom reported that he did not allow the policy to hinder teaching the subject. He said, *“I make sure when presenting my lessons, I prepare in a way that learners get interested and see the need for having the subject. To the teachers and management I remain committed for them to see that the subject I teach is important, that is without missing any of my lessons, never allowing my lessons to be sub-standard and situated below any promotional subject. I never allow learners to use my lessons for other subjects.”* (Post-observation Individual Interview, Mr Shalom from YaShalom Secondary School, 27/01/14). This teacher provided evidence of how teachers exerted agency in opposition to structural and cultural conditions they encountered. They took action by creating projects suitable for the circumstances they found themselves in.

Agency, Personal Interest and Reflexive Projects

One of the important examples of teachers' reflexivity was their interest in teaching Life Skills despite all the structural and cultural conditions they revealed acted as constraints in teaching sexuality and HIV and AIDS during Life Skills lessons. Three of the participants revealed that they were passionate about the subject. Mr Shalom, for example, commented, *“[I]n the first instance is my personality as an individual. I am the type of a person who wants to see someone in the future doing the right thing, through guidance. Because of this in 2007 I took up this course through IOL. While I did not know that there will be such a thing introduced, I just did a course as learner support because I had that in heart to help learners ... I really want to work with human beings”* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12).

Ms Muta expressed her interest in becoming a full-time Life Skills teacher. She saw it as an opportunity to explore and develop herself; thus viewing it as an individual gain. In this regard she said, *“[S]o with Life Skill I have the opportunity to really explore and develop myself and develop these learner mostly the learners. I just love working at this level* (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12). Mr Paulus also

revealed that he was passionate about teaching Life Skills as he likes helping people. He said, “[A]lthough I was a Mathematics teacher, I noticed a lot of things about myself while I was serving in the profession. I like helping people to learn more about themselves and I have a lot of passion. Therefore most of the time when I taught Life Skills at my previous school, which was not really my major, I found that I was doing it with a lot of passion. I was more interested in teaching the subject than my major subject, Mathematics. Also, when I go through the syllabus and look at my character, everything matches... that’s why I made this choice” (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12).

Unlike the teachers above, one of the teachers revealed that she chose to teach the subject because it afforded her the opportunity to accept a post closer to home and to be nearer her family. She said, “[W]ell, it offered me the opportunity to come here. If it was another subject, I would have still come this side. So it did not matter which subject it was, as long as I able to move here, to be closer my house, my family and my husband” (Individual Interview, Ms Laura from Lauralis Secondary School, 09/10/12). Such responses show that teachers made decisions based on their own personal interests and, in some cases, the interest of the learners in their care.

Teachers Agency and Sense of Responsibility

Whereas teachers felt constrained by policy, lack of resources, inadequate training and school rules on relationship, some still felt it was their responsibility to teach learners about sexuality. Mr Shalom stated, “... sometimes when I am presenting lessons to learners and because I don’t hide, I am not one that hides, I just tell them (referring to lessons about sexuality and HIV and AIDS). So I sometimes feel as if maybe while I am teaching these things I am promoting it, but anyhow the challenge is if you don’t teach, then they will remain without guidance. So it is important to teach about it because even if we don’t teach relationships still go on, sex still goes on, and HIV still there ... so we have to cover all” (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12). Ms Muta said the following about the responsibility she felt to teach sexuality even when constrained, “On the one on sexuality; when you go there it is not that the topic is uncomfortable, I myself I am comfortable in that. It is the reaction that you get now from the learners because they are not exposed. As you know, these are learners come from different background and cultures, so some of the things are taboos. But then because it is my responsibility, what I do

... is to introduce to them that when we talk about this, we are talking for the reason that you need to know. It is your right when it comes to sex so that issues like rape can be avoided and stuff like that. So giving them that background information helps them to open up" (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12). Mr Paulus also revealed that it was his responsibility to teach sexuality and HIV and AIDS despite the challenges that came with it. He commented, *[A]nd therefore learners ... as a Life Skills teacher ... I am exposing learners to relationships while the school is fighting, pulling to the other side. ... things that I was teaching in the same topic were contradictory to the school rules ... although it was my responsibility"* (Individual Interview, Mr Paulus from YaPaulus Combined School, 26/03/12).

Agency and 'Helping' Learners

Evidences from the data show that teachers desired to help learners. Their desire emanated from a need to see a change in their learners' lives. They were keen to seek out projects in teaching learners about sexuality and HIV and AIDS topics as they viewed as a way to influence learners. Mr Shalom stated, *"[W]hat I like more about teaching Life Skills is like when you have taught someone and then someone changes his/her life, you see a transition in someone's life. When you have given the skills, when you have given the guidance to that person; that for me gives me courage when is see someone changing from wrong to the right, I see courage. I mean, I get courage in that"* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12). Further he revealed that it was his responsibility to help these learners make informed decisions since, culturally, parents were reserved and shied away from discussing such topics that are at the heart of this study with their children. He said, *"[S]o parents, if parents hear about this even though it will be tough for them to hear because they will not be able to ask learners about sexuality. Are you learning about this at school? Because it is something they themselves cannot discuss. Because of our culture ... but for me also as a parent as sometimes it feels as if you are not doing justice to the learners ... but then the reality is that if you do not talk about it then you are not helping at all"* (Individual Interview, Mr Shalom from YaShalom Secondary School, 18/09/12). In a similar vein, Ms Muta also indicated that she likes helping and seeing someone change because of her. She revealed, *"Well I have this passion of working with young people ... that not only teaching the content has been there in other subjects. I really want to give myself ... like giving advice and seeing how a child changes through that advice ... I love doing that. I*

am open in the sense that, I wanted them to be open also to have that confidence so that they can achieve and they can be anything they want to be” (Individual Interview, Ms Muta from Mutalife Secondary School, 23/03/12).

The above statements show teachers exercising agency, despite the structural and cultural conditions that acted as constraints to their actions and decisions. These teachers were willing to act against problematic conditions. They wanted to help learners in their care even though the structural and cultural conditions at school and in their community constrained the situation.

In summary, in this chapter I discussed the social actors by focusing on how teachers activated their personal emergent properties and interacted with conditions that either enabled or constrained them in the practice of teaching of sexuality and HIV and AIDS. The findings reported in this chapter revealed that in spite of the structural and cultural conditions in their social contexts which acted as compelling obstacles, teachers were still willing to exercise some sort of reflexivity and designed plans and aspirations to teach sexuality and HIV and AIDS. This agential power which is exercised by participating teachers is observed in the study findings.

CHAPTER 8 DISCUSSION AND ANALYSIS

8.1 Introduction

This study was undertaken in order to understand the structural, cultural and agential conditions or factors that shape Life Skills teachers' responses and experiences in teaching sexuality and HIV and AIDS in Oshana Region, Namibia. The purpose of this chapter is to discuss and analyze the findings of the study. Results are analyzed using the literature and the theoretical framework presented in earlier chapters in this work. The study drew on Margaret Archer's theory (1995, 1996, 2000, 2003 and 2007) with special emphasis on the way in which she applies the concepts of morphogenesis, reflexivity and structure, culture and agency. Archer's analytic dualism which provides analytic tools for examining structure and culture was applied to this work, thereby making it possible to investigate the reproduction or elaboration and transformation of structure, culture and agency.

Margaret Archer's (1995, 2007) morphogenetic approach to realist social theory provided a useful framework to understand the ways in which teachers respond to structural and cultural conditions and how they navigate and deliberate about pedagogic action in the classroom. She argues that social structures or contextual forms are always transformable but always constrained as they take shape from, and are formed by, agents. In proposing analytical dualism whereby structure and agency are seen as separate rather than conflated, she argues for their complementarity rather than their counteraction (Archer, 2007). For Archer the interplay and interconnection between individuals and social structures is crucial to understand courses of action produced by agents through reflexive deliberation. In this way, individual teachers are seen as active agents who mediate their cultural concerns and considerations (values, priorities, knowledge and capabilities) and their structural circumstances (e.g., curriculum and education policy, etc.) to act in certain ways.

In this chapter, I highlight the data and interpret them in relation to the main research questions, using the theoretical and conceptual tools adopted in this study. I begin by discussing the analysis which generally framed the data by highlighting some of the features that could be said to belong to the realms of 'structure', 'culture' and 'agency'. Thereafter, I present an account of the circumstances leading up to T¹, which is the first stage of the morphogenetic cycle. The first phase of morphogenetic cycle shows the structural and cultural conditions prevalent at national, school and community level, that yielded results in

teachers' experience in teaching sexuality and HIV and AIDS in Namibia. I end the chapter with an analysis of the social interaction, which happens from T2 to T3 and in which agents exercise their agency influenced by T1.

8.2 Structural Conditions and Agency: Implications for Understanding Sexuality and HIV and AIDS Teaching

Curriculum and Policy Structures and Agency

By returning briefly to what I discussed in Chapter 4, structures are mechanisms that pave the way and condition agency in as much as they can serve to constrain or enable people who interact with them (Archer, 2007). Through this interaction, the various structures may be reproduced or transformed depending on how the structural emergent powers and properties (SEPs) are activated. According to Lewis (2000);

The temporality of the structure-agency becomes apparent once we recognise that human activity takes place within the context provided by a set of pre-existing social structures. At any given moment of time people confront social structures which are pre-formed in the sense that they are the product, not of people's actions in the present, but of actions undertaken in the past (p.250).

Teachers are discursively positioned as not the expert, being the last in the line of a management hierarchy with central office at the top, descending to regional offices and then to school principals. Decisions on educational related matters are made somewhere else and it is up to the teacher to work effectively and efficiently in a standardised accountable environment (Leaton Gray & Whitty, 2010).

The study findings reveals that there are pre-existing structures such as context of the school and classroom which was characterized by the large number of learners in most of the teachers' lessons, the non-examinable nature of the subject as a curriculum structure, inadequate teaching time allocated to the subject Life Skills in which sexuality and HIV and AIDS lessons are embedded, inadequate pre- and in-service training for Life Skills, inadequate resources and information on sexuality and HIV and AIDS all shaped teachers' responses and interaction with the material. The finding revealed though, that some teachers were able and willing to use their reflexive powers to create projects and aspirations to transform rather than reproduce structures and cultural conditions. Some improvised when they did not possess requisite resources and used interactive pedagogies to transform some

structural conditions. However, while some teachers used their reflexive ability to transform the structural conditions, others chose to reproduce these and in so doing, left the outcome of the pedagogical interaction unchallenged.

Other structural mechanisms that generated certain responses and experiences that enabled or constrained actions included the official curriculum policy documents, national subject policy and formal education circulars. Some of the policy documents that inform Life Skills teaching and learning could be considered as constraining the effective implementation of teaching and learning of sexuality and HIV and AIDS during Life Skills lessons. However, the fact that policies exist does not necessarily mean that it will be universally implemented by all agents in the school system, because they are reflective beings who bring multiple interpretations and expectations to the policy at the level of experience. This was evident in the way different teachers in this study made meaning and acted to produce or transform policy expectations. For the most part, all teachers complied with the policy, yet reasons for this differed. Others aligned their reasons with personal projects (Archer, 2007), while others were conscious of the inherent contradictions between school and national policies. They acknowledged the personal conflict but still chose to act in the interest of learners rather than be constrained by such a tension.

Classroom Context

The large size of the class can be a structural constraint in terms of the quality of teaching and learning. According to research on the relationship between class size and student achievement conducted by Ehrenberg, Brewer, Gamoran & Willis, J.D. (2001), when there are fewer students in the room, students tend to pay better attention; and likewise, teachers who use group work find that their instruction is more effective in smaller classes, leading to the finding that “class size and instructional practices would interact to affect student achievement”. In addition, Weinstein (1979) states that there is substantial proof that the classroom environment can influence “non-achievement behaviours and attitudes” in classrooms where “high levels of density” result in unhappiness, lower social interaction between classmates and “increased aggression” (Weinstein, 1979, p. 598). This research finding has relevance to the typical teaching classrooms at three of the four schools in this study. The staffing norm was found to exceed the normal teacher: learner ratio. This limited venues, and increased number of learners led to overcrowding and limited the form and

nature of pedagogy. Teachers commented on this as a limitation to their pedagogical practices.

Non-Examinable Nature of the Subject

Within specific contexts, different constraints and enablement emerged from the structural policies which affect how people may or may not act, which either set limits or offer possibilities for practice. The broader structural condition that acted as a constraint for Life Skills teachers in teaching sexuality and HIV and AIDS in this study was the non-examinable/non-promotional nature of the subject. All participants revealed that it posed a challenge since the school management and learners did not respect the subject and that they did not see its importance since it did not add any value for promotion to the next grade. A study conducted by Mufune in Namibia in 2008 supports this finding. He recommended that there is a need for students to be graded on sex education for the subject to have some currency (Mufune, 2008, p. 156).

Limited Information on HIV and AIDS

A constraining structural condition was identified by teachers as lack of information on HIV and AIDS content in the available sources. The teachers in this study point out that there is a lack of more information on topics such as HIV and AIDS and some of the facts on HIV and AIDS kept changing with time. The same challenge was also reported in the literature study by Visser (2004) who, for example, also found that teachers were not able to find answers that satisfied their doubts to the point that they could feel confident about what they say to students. The same study also reported teachers' difficulty in finding good, convincing examples that would make the issue "come alive for the students." Some of them said they would like to bring in someone from the community (sufficiently affected by the disease to show what was going on but still healthy enough to walk) to show their students what happens to people who are not careful. The same suggestion was offered by one teacher in this study, where she suggested that due to lack of information on HIV and AIDS one need to call in an HIV infected person for learners to see and ask questions. While this may have been proposed, none of the teachers acted on their own proposals.

A desk review by Francis (2010) on sex and sexuality education that examined its relation to the South African educational context and policies found that alcohol consumption and sex were not addressed in the Life Orientation subject. Another study by Campbell (2006)

highlights that teachers not only report lack of the ‘right’ terminology to communicate HIV and AIDS knowledge but also difficulty in discussing sex-related matters with children. They did not have clear examples to elaborate to learners, felt frustrated with repeating the same message, and thus opted to focus on their subject content only.

Teaching Time Allocated to Life Skills

Another related factor evident in the data that acted to constrain effectiveness in teaching sexuality and HIV and AIDS in Life Skills is the structure of time allocated to the subject teaching. This was an example of how a structural issue around timetabling acted to constrain teaching and learning and therefore completion of the syllabus. Haignere, Culhane, Balsley, & Legos, (1996) pointed out that the barrier to teaching reproductive health was a lack of time. A similar concern was also pointed out in the study by (Helleve et al., 2009a) that showed that teachers’ level of confidence in teaching sex education to learners was low and they identified structural issues such as school ethos, school policy, meetings and available time as well as personal issues such as limited knowledge, skills, motivation and self-efficacy. Teachers in this study seem no different in their concern that time allocated to teaching Life Skills was not sufficient to complete the syllabus; thus highlighting the structural condition that potentially acted as a constraint. This notwithstanding, one teacher in particular was not limited by such a structure. Mr Shalom used this to his advantage through bringing resources into the classroom that enabled him to act differently and, in so doing, transform what was possible in his interaction with learners.

Training and Resourcing Classrooms

Another structural condition that emerged in the findings was insufficient training for Life Skills teachers at pre- and in-service levels. Lack of resources to support the effective implementation of the syllabus was yet another structural condition that acted as constraining factor in the findings. Training and resources are very important components for teaching and learning process. For effective teaching and learning to take place teachers need to be trained in the subject they are teaching and need to be provided with adequate resources. This was supported in literature and as well as by the teachers in this study. Lack of training is widely reported in literature as a curriculum structure hampering the effective teaching of Life Skills. In a similar vein, the finding from the study by Francis (2010) also revealed that the aims of the curriculum policy are often smudged by a lack of training of Life Orientation educators. Additionally, it was revealed that “the lack of training relates to failure to engage with the

position of youth as “knowers” as opposed to innocent and seeing them as legitimate sexual subjects who can give input into what is taught” (Francis, 2010, p.318).

This study reveals that teachers who are currently teaching sexuality and HIV and AIDS in Life Skills are not specifically trained teachers and the few that received training expressed how basic and limited the training was. The common topics dealt with in training pertained to methodological approaches and skills such as filling in the cumulative records and doing portfolio for assessment record purposes. Teachers’ views on training point to this being a structural condition that hampered the effective implementation of the subject at school level. It became evident that the type of training they received did not equip them with the necessary tools to teach sexuality and HIV and AIDS. The duration of training was reported to be short. This then highlights why some teachers reported difficulty in teaching sensitive and taboo topics in the public space of the classroom. Findings from the study by Francis (2010) also revealed that the aims of the curriculum policy are often not met due to a lack of training of Life Orientation educators.

As mentioned, apart from inadequate pre- and in-service training, teachers also reported a lack of or inadequate teaching and learning support material as a structural condition that mediated what and how they taught the subject. While for the most part it constrained the approach and content of some teachers, it was not the case with others. Some used this lack as an enabler to transform their practice and insert different content that was not only more appropriate, but also that had more relevance to learners’ lives.

A similar concern was also reported in literature that the effective teaching of sexuality and HIV and AIDS is hampered by a lack of teaching resources and lack of factual and current information. For example a study by Ahmed, et al., (2006) revealed that many teachers struggled with the transfer of sexual reproductive knowledge and facilitative teaching methods into the classroom context. Haignere, Culhane, Balsley, & Legos, (1996) also revealed that the greatest perceived barriers to teaching sexuality education and using alternative teaching strategies were lack of materials, lack of time, and difficulty with facilitation under traditional classroom structure. None of these studies though, went beyond understanding how teachers used this lack as a reproductive space to not only transform what and how they taught but also the structural condition, as was the case with particularly one teacher in this current study. The findings of the current study point to the role of teacher

agency in the face of structural constraints. The study highlights that some teachers designed projects and aspirations to navigate constraints and in so doing, transformed the structural condition as well as what and how they taught. Archer (2007) terms this ‘transformation’ in her morphogenesis framework. She further postulates that, while people may be enabled or constrained by the uneven ways in which interests and resources may have been distributed due to socio-cultural and historical circumstances, they have ‘internal conversations’ and are able to use whatever cultural and material resources they have in creative ways by activating their PEPs (Archer, 1995, p.70). In this study, teachers did not sit back, relax and reproduce the same conditions. Rather, there was evidence that they activated their personal emergent properties and designed projects that enabled them to navigate through the structural constraints and thereby transform the structural conditions and thereby teach sexuality and HIV and AIDS in ways that had important consequences for learners.

8.3 Cultural Conditions Shaping Teachers Responses and Experiences in Teaching Sexuality and HIV and AIDS

According to (Archer, 1996, p. xxi) “any socio-cultural action, wherever it is situated historically, takes place in the context of innumerable interrelated theories, beliefs and ideas which had developed prior to it, and ... exerts a conditional influence on it.” The current section presents an analysis on the relationship between the ideational aspects and teacher agency.

Teachers Perceptions of Learners’ Silence in Sexuality and HIV and AIDS Related Discussions

The major outcome of this study were findings concerned with teachers perceptions of learners silence in sex, sexuality and HIV and AIDS-related discussions. Teachers attributed learners silence to the cultural taboos associated with discussing of sex-related matters with elders with HIV and AIDS also considered a sensitive topic for discussions. Learners were reported to be scared of being labelled ‘loose’ or promiscuous by others should they raise their voice in sex-related discussion during lessons. Other than that, language barriers also emerged as one of the factors posing a challenge in that learners were reported to be not fluent in English and thus tended to be quiet. Home environments conceptions of certain subjects expressed as taboos in some cultures and families emerged as challenges. Families were said not to believe in discussing sex and disease-related matters with an outsider and when they did, it was supposed to be in confidence and secret. Studies by Madu (2002),

Ogunyemi (2008) and Marshall (2010) also found that sex and sexuality are topics relegated to the private sphere of life and are regarded as sacred, private and taboo. As mentioned in related studies, people in the private sphere are expected to be obedient and compliant in sex-related matters. Sex is not a thing to be talked about in public; it is sacred and thus perceived to be a taboo topic. Sacred topics such as sex and sexuality are commonly surrounded by the discourses of silence. Teachers in this study too are part of the community in which these types of discourses circulate. Therefore, it would seem that their own beliefs as regards sex, sexuality and HIV and AIDS made them perceive learners as silent in these discussions.

Literature on teachers and sex education also reveals that teachers report that they were challenged to deal with sex and sexuality in class when it is taboo and when it goes against cultural norms and religion (Helleve et al., 2009b). The same claim was supported by a study by Kelly (2002, which notes that one of the complicating factors in teaching learners about HIV and AIDS is the prevailing view in most societies that sex is a taboo topic not to be discussed in a public space such as the classroom. Oluga et al., (2010) further extended this view saying taboos against speaking about sexual matters with children was the key cultural belief and practice identified in literature as worsening the risk of AIDS infection in their communities and schools. Oluga et al. (2010) also maintained that “the taboo against talking about sex operated at multiple levels. At one level, teachers struggled to speak to children, mainly for fear of offending parents or not knowing how to deal with the situation. In turn, learners kept silent because of their fear of disobeying cultural norms and ‘quarrelling’ with parents, especially in cases where they (children) reported abuse” (p. 370).

As it was pointed out in literature by Oluga et al., (2010), silence surrounds many African communities regarding sex-related discussions. He further reports that this conspiracy of silence poses a threat by keeping young people ill-informed about the basic biology of HIV and AIDS and how various cultural beliefs, traditions and practices might be challenged in order to protect them from HIV and AIDS infection. It was also evident in literature that for teachers in the higher grades there was the added difficulty, especially in the urban areas, that children and young adults know so much about sex and sexuality that they ask complex and provoking questions which embarrassed the teacher or which he/she had difficulty in answering (Visser, 2004).

Further, many scholars had noted that sex-related discussions have long been in the closet and there are always prohibitions around discussion of the topic. These prohibitions relate to what is allowed to be discussed in the public sphere and also about who is allowed and not allowed to talk about the sacred topics (Durkheim, 1963; Foucault, 1976). It is therefore no surprise that teachers' and learners' attitudes indicate silence in teaching and discussing about these deeply private matters in the public space such as the classroom (Foucault, 1976; Plummer et al., 1991; Potgieter & Fredman, 1997; Levett et al., 1997; Madu, 2002; Ogunyemi, 2008; Marshall, 2010).

The same concern was also pointed out by many scholars that childhood sexuality is often not easily discussed in many contemporary contexts (Plummer et al., 1991, Potgieter & Fredman, 1997; Levett et al., 1997). The reason given was because "it tended to arouse strong feelings in adults from requests to keep its purity, to deliberate its passion or to restrain its rampant outburst" (Plummer et al., 1991, p. 68). These contrasting ways of speaking could be labelled as aspects of discourse which actively (re)produce 'reality' (Parker, 2002, p. 202). Findings of this study reveal that learners are not willing or open in sex-related discussions especially when conversing with a teacher. This silence from the learners was attributed to cultural taboos and beliefs that one cannot discuss sex-related matters with elders.

Archer (2003) offered a view that when an agent's project is constrained "... during its implementation, agents can act tactically to learn ways round or to define a second best outcome..." (p. 6). Teachers' internal deliberation encouraged them to react to cultural and structural settings as they are described in this study. The finding of this study indicates that despite obliging circumstances that teachers come across on their daily engagement of sexuality and HIV and AIDS, these subjects continue to be viewed as sacred, private and taboo and not to be talked about in the public sphere of their context. Some teachers activated their cultural emergent powers and designed projects and courses of action to teach sexuality and HIV and AIDS thereby transforming it, constraints notwithstanding.

Life Skills Teachers' Perceptions of Parents about the Teaching of Sexuality and HIV and AIDS

The findings of this study challenge the current discourses on parent discussions on sex related matters with their children and more especially on the widely-held belief that many parents oppose the teaching of sex, sexuality and HIV and AIDS in schools. These findings

show that teachers held a wide brief that parents are appreciative of the current state of affairs as regard sex, sexuality and HIV and AIDS teaching in schools. While teachers reported that parents are appreciative and support sex education, they perceived parents as lacking information as regards what their learners learn at school. A study (Mufune, 2008) also confirmed that many parents in Namibia do not know the content of sexual reproductive health education and are suspicious of teachers; some of whom have affairs with school children. Mufune further stated that “parents do not like such people discussing sex issues with their children” (2008, p. 155).

The findings from this study reveal that teachers further suggested recommendations that there is a need to involve parents in the teaching of sexuality and HIV and AIDS. This is widely supported in the literature. One example is the study by Helleve, et al., (2009b) where teachers typically accused parents of being irresponsible and they felt that, as teachers, they were forced by circumstances to do a job that was the parents’ responsibility. They also blamed parents for being morally absent (Helleve, et al., 2009b). This was further supported by Bleakley, Hennessy, & Fishbein (2006) who reported that parents overwhelmingly support sexuality education in public schools.

Insufficient Support for Life Skills Teachers

Despite the fact that some Life Skills teachers were willing to teach sexuality and HIV and AIDS, this study shows that they experienced lack of support for this at different levels. Some reported that other teachers were supposed to identify learners with problems in their classrooms and refer them for counselling but they hardly ever did that. Some indicated that they lacked support for referrals with some saying that teachers at their respective schools expected them to do everything that related to sexuality. Others indicated that the school management hardly paid attention to what they did. They hardly monitored their work as it was regarded as a non-promotional subject; thus not very important when compared to promotional subjects.

Visser (2004) found similar results that teachers lacked support by colleagues and school management and that their personal efforts in talking about sex, sexuality and HIV and AIDS were hampered by lack of support from other teachers. His study further reported that the majority of teachers felt that they needed more support from learners, other teachers and from

the school management in order to feel completely comfortable talking about all aspects related to HIV and AIDS.

Coombe (2000) stated that many teachers work in conditions with little or no support concerning HIV and AIDS education. She found that teachers in high prevalence settings in particular were expected to teach about HIV and AIDS but were neither trained nor provided with the learning support materials and had little support from colleagues and the community.

Teachers' discomfort in teaching sexuality and HIV and AIDS as opposed to teaching career guidance

The MoE policy imperatives along with the continued high rates of HIV infection have brought about an expectation that all teachers should, and indeed would, teach sexuality and HIV and AIDS-related topics into Life Skills. The findings from this study confirm results from other studies that although teachers were expected to teach about sex, sexuality and HIV and AIDS information, they reported discomfort in doing so. Evidence from the data reveals that teachers placed importance on teaching learners about career guidance than teaching about sexuality and HIV and AIDS. All four teachers revealed that they liked and were comfortable teaching career guidance as opposed to the teaching of sexuality and HIV and AIDS. They viewed the topic as a priority in that they wanted learners to choose the right career path and also to make informed decisions when choosing their future careers. There was no evidence where teachers indicated that they would want to help learners make informed decision in regards sex, sexuality and HIV and AIDS related matters.

Visser (2004) confirmed that although a number of teachers reported wanting to talk about HIV and AIDS, many found it difficult simply to discuss HIV and AIDS during lessons. This study finding also confirms the same perspectives. Several other scholars also reveal that teachers indicated that the discussion of sex with young people, especially girls, was seen as indecent, unhealthy and unacceptable (Campbell & MacPhail, 2002; Kiragu, 2007; Oluga et al., 2010). The current study shows that teachers were not that comfortable in sex discussion although they have attributed their discomfort to learners' reactions in the classrooms.

Archer asserts that agents have a fundamental power, namely reflexive ability, to know themselves and to be themselves over time. Archer (2003) further writes, "when we mull things over, make evaluations, clarify our beliefs and desires, formulate our intentions or

dedicate ourselves to some commitment, which these deliberations are anyway like tables and chairs or tree and mountains” (p. 35). An important finding that emerged in this study was the way these teachers used their reflexivity to foreground the teaching of career guidance to learners and to neglect teaching of sex, sexuality and HIV and AIDS although HIV places a significant threat to the education sector.

8.4 Teacher Agency in Response to Structural and Cultural Conditions

Agency indicates the ways in which people are able to exercise some kind of influence over their structural and cultural contexts by virtue of their social roles and positions and their capability to activate their ‘personal emergent properties and powers’ (PEPs) in those situations. Although people may be enabled or constrained by the irregular ways in which interests and resources may have been distributed due to socio-cultural and historical circumstances, they have ‘internal conversations’ and are able to use whatever cultural and material resources they have in creative ways by activating their PEPs (Archer, 1995). In this section I discuss ‘the people’ focusing on how agency is enabled or constrained in terms of how the various teachers practice the teaching of sexuality and HIV and AIDS.

The finding from this study highlights a range of constraining factors as opposed to the enabling factors identified by the Life Skills teachers. Yet, despite the persistent nature of these constraining conditions, teachers reported to like the subject and, although not all, some were also determined to teach and help the learners. There was also a wide brief from the teachers that the effectiveness of sexuality and HIV and AIDS teaching is hampered by a lack of information on HIV and AIDS related topics, a lack of teaching and learning support materials and a lack of training for teachers to communicate about these issues regarded as sacred, private and largely surrounded by taboo in their contextual environment.

Despite the structural conditions such as a lack of information on HIV and AIDS, inadequate training, inadequate resources and cultural conditions such as discomfort in teaching sexuality and HIV and AIDS, sex-related discussions being sensitive and taboo subjects, revealed by the teachers as constraints for the effective teaching of sexuality and HIV and AIDS, teachers in this study reported that it was their responsibility to teach these subjects. They indicated that they feel good, proud, comfortable and normal when they are teaching Life Skills. This was reportedly because they view themselves as changing learners’ lives, helping learners make informed decisions, and sensitising learners to the danger of sex, HIV

and AIDS and teenage pregnancy even though they reported discomfort in doing so. They also felt that they are contributing to the education of the nation about issues that they don't know. They also indicated that they feel good that it is made part of the curriculum that teachers should inform learners about the danger of sex such as STIs and early pregnancy.

The importance Life Skills teachers place on sexuality and HIV and AIDS education corresponds to the ideas advocated in the curriculum policy, national subject policy and UNAIDS Report of 2012 in which education and schools are put forward as well-placed to play a pivotal role in providing AIDS education for young people who are particularly vulnerable to sexually transmitted diseases and to HIV infection as a result of early sexual debut (UNAIDS, 2011).

The finding from this study also shows teachers acting as social actors and reflexive beings that involved themselves into internal conversation and designed projects that enabled them to teach these subjects. Archer (2007) asserts that individuals possess abilities to come to ethical decisions and act even in the light of inadequate information and when faced with complexity and uncertainty. In her investigation of reflexivity, she found that the conversations of the inner subjective life can be described, and are commonplace, but that not everyone talks to themselves in the same way. Archer grounds her account of agency in the 'non-reducible powers of persons to form their projects' (Archer, 2000; 2003).

The national curriculum policy guide yields some structural, cultural and agential constraints, as it requires teachers to teach Life Skills as a stand-alone non-promotional subject, but with limited time allocated to the subject and not graded. While the policies seem to pose a constraint, teachers in this study exercised their agency in terms of teaching sexuality and HIV and AIDS. Archer (2000) argues that "human beings have the powers of critical reflection upon their social context and of creatively redesigning their social environment, its institutional or ideational configurations, or both" (2000, p. 308).

CHAPTER 9 CONCLUSION AND RECOMMENDATIONS

9.1 Conclusion

The study explored the structural, cultural and agential conditions that shape the Life Skills teachers' responses and experiences in teaching sexuality and HIV and AIDS during Life Skills lesson at the junior and senior secondary phase, in Oshana Region, Namibia. A qualitative case study approach was used to gain rich descriptive data through individual interviews, document analysis and classroom observations. In particular, the study drew on Archer's social realist theory to help analyse the structural, cultural and agential conditions that enable or constrain the agents in teaching these subjects.

The findings revealed that Life Skills teachers at the secondary phase responded differently to the conditions they confronted. While some were challenged by the structural and cultural factors, other teachers used their agency to engage in internal conversation and created aspirations and projects that enabled them to navigate through these conditions and thereby transform them.

The exercise of agency was seen in the data as being an enabling mechanism where these teachers used their PEPs to work around cultural and structural constraints. One teacher in particular focused on transforming the structural and cultural conditions despite the challenges. The following are the concluding findings based on each research question.

The results reveal the following key findings that helped answer the four main questions posed in the study, namely:

- What are the structural, cultural, and agential factors shaping teachers' responses and experiences in teaching of sexuality and HIV and AIDS in four Namibian public secondary schools in Oshana Region?
- What are some Life Skills teachers' experiences in teaching topics understood to be taboo and relegated to the private and sacred spheres of life?
- How do teachers teach private and taboo topics in the public sphere of the classroom?
- What are teachers' perspectives on their preparedness to teach taboo topics that are reserved for the private and sacred sphere of life?

In response to the question posed about the structural and cultural conditions that shape the experience of life skills teachers in teaching sexuality and HIV and AIDS, overall the findings reveal that teachers operate in an environment characterized by a set of structural constraints in the form of policy (e.g. non-examinable nature of the subject), lack of resources, insufficient as well as inadequate or limited training, whereby teachers reported ill-prepared to teach the subject in a meaningful way. That the subject is not examinable translated in both teachers and students not taking it seriously. The issue of insufficient time allocated to teaching Life Skills created situations that negatively impacted the effective teaching of the subject.

According to Archer (2007), one of the emergent properties of the cultural domain is language and the cultural context that mediates action. Thus, responding to the question about the cultural conditions that shape the teaching of sexuality and HIV and AIDS during interviews Life Skills' teachers expressed their feeling that their teaching of sexuality and HIV and AIDS was more constrained than enabled by factors such as learner silence during sexuality and HIV and AIDS; the content being perceived, associated, and treated as taboo and unspoken. They noted that not only did learners fear being labelled promiscuous by others were they to raise their voice on sex-related subjects, but also they noted the topic as not spoken in the public place of the classroom. Language barriers were also reported to be one of the constraints as learners are unable to express their feelings fluently in English, the medium of instruction. Apart from learner silence, teachers also reported that their personal effort to discuss sexuality and HIV and AIDS openly was not supported by the school management and other teachers. This was made more complex by their own position in relation to the content. They experienced discomfort in teaching sex and HIV and AIDS while being more comfortable in teaching areas of the curriculum not couched in secrecy and taboo.

In regards teaching the subject, the results show and as already suggested above, teachers experience discomfort in mediating issues pertaining to sexuality and HIV and AIDS. This discomfort as I detailed in Chapter 8 stems from the discourses in their communities that it is taboo for young ones to discuss such issues in the public sphere, more especially with elders. Teachers also reported that they experience difficulties when try to strike an open dialogue with the learners given the different cultural backgrounds that mediate what is and is not allowed in the public sphere in regards to the topic.

Responses were mixed to the question about teaching private and taboo topics in the public sphere of the classroom. Although for the most part, teachers revealed that they were challenged by the reported cultural and structural conditions, data from the observations sometimes revealed agentic action that showed the contrary. Some were observed to be explicit about projects (and by implication, the outcome of teaching) that helped them navigate constraints, leading to transformations of the process, content and outcome of teaching and learning. They improvised teaching and learning aids and some used teaching methodologies such as dialogues and debating to help open discussions on taboo topics, revealing in interviews that it was their responsibility to help learners make informed decisions since, culturally; parents were not only reserved but also shied away from discussing sex with their children.

In all, teachers felt overwhelming constrained. However, some used this to transform rather than reproduce the classroom context and the content to the advantage of the learners.

9.3 Implications of the Study

I was able to not only identify structural, cultural and agential conditions, but also understand how these conditions enabled or constrained the Life Skills teachers' agency. The identified structural, cultural and agential conditions that constrained teaching sexuality and HIV and AIDS have implications for policy makers, curriculum developers and for teacher development. Therefore, I suggest for the following recommendations for Life Skills' teacher development, for curriculum development and for future research.

Recommendations for the Teacher Development

Striking in the results was the under-preparedness of teachers to engage with the content and process of teaching of Life Skills, with special reference to teaching sexuality and HIV and AIDS. The lack of in-service and professional development opportunity was foregrounded in the results. Importantly, more than the availability of opportunity to engage in training was the form and content of such training. It is therefore recommend that training models, content, and process of engagement be critiqued to ensure that teachers are better prepared to initiate and sustain discussions on taboo subjects in the public space of the classroom. Such training needs to include discussions on the cultural and social taboos that mediate sex-related discussions in communities. Exploring pedagogical processes that encourage

dialogue, frank discussion, and voice for learners should form an integral part of the training. The results of this study will hopefully allow for a better grasp of the constraining conditions so that policy makers and trainers may better plan to support teachers in professional development courses focused on sensitive, taboo, sacred and private subject knowledge. A further recommendation is that training be geared towards teaching specific sensitive topics to supplement the generic training currently provided by the School Counsellor/Senior Education Officers.

Recommendations for Curriculum Development

At the structural level, there is need for curriculum developers, policy makers and syllabus developers to revisit the nature of the policy that requires a subject to be examinable or not. The findings reveal that the implications of Life Skills not being an examinable subject negatively impacts teachers and learners response to the content, process and outcome of the teaching and learning process. It would seem therefore, that there is a need for Life Skills to be an examinable and graded subject if its overall purpose is to be achieved.

In a similar vein, the time allocated to the subject is limited to cover the whole syllabus; an issue that has implications for the way teachers are able to engage with the process and expected content. The subject requires particular dialogic pedagogical approaches not often catered for in a crowded school curriculum.

Recommendations for Future Research

Research is limited that traces patterns relating to why, when, and how particular kinds of conditions affect the experiences and responses to teaching taboo and sacred subject knowledge in the public space of the classroom. Research that positions teachers as agents able to transform such spaces to the advantage of learners is also limited. In other words, little research places teachers as active agents who are able to use their reflexive power to interact and transform classroom conditions for effective learning outcomes. There is also little research that focuses on learner responses to the content and mediation process when secret, sacred, and taboo subjects are taught in the public space of the classroom. Research that focuses on the above would support initial and continued professional teacher training and in so doing support teachers to be better equipped to teach in ways that contributes towards the fight against HIV transmission and infection. The first step, as the study shows, is to

empower teachers to develop confidence to deal with their own sense of self in relation to sex, sexuality and HIV and AIDS.

10 List of References

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11 List of Appendices

Appendix A: Interview Checklist

Introduction

I am here based on the appointment I made with you last week, and also on the paper I sent to you. My Name is Beatha Hakaala and I am doing this for my master research which is looking at experiences of Life Skills teachers in teaching sexuality and HIV and AIDS. I am sure your views will be of great help to my study. What we are discussing here is confidential. And therefore for confidentiality purposes I am going to give you a different name. I hope you don't mind about that. In this part of the interview I would like your views as a Life Skill teacher.

You must feel free to ask for clarification if needed.

The first set of questions will look for insight on preparedness, attitude and content.

1. Tell me about your career as a teacher? This will help me profile the teacher by asking this question (types of training, length of the training and the content of the training, how long have you been a teacher, area of specialization, age, gender etc).
2. What made you interested in becoming a life skills teacher?
3. What are your views on this move from being a general teacher to being a specific life skills teacher? Experiences and preparedness
4. What kind of training you received in preparation to life skills education?
5. I have noticed that your syllabus has these major topics
 - ✚ Career guidance
 - ✚ Daily living skills
 - ✚ Understanding my body
 - ✚ Keeping my body safe and healthy
 - ✚ HIV/AIDS in my world
 - ✚ Self-awareness and relationships (homosexuality, Sexual abuse- keeping safe from unwanted touch, cross-cultural marriages
 - ✚ Caring for someone ill at home
- (a) Which one are you comfortable teaching?
- (b) Which one are you not comfortable teaching?
- (c) Why are you not more comfortable in teaching these topics?
- (d) How is the school feeling about you teaching sexuality and HIV and AIDS?
6. What are parents and community perspectives on the teaching of sexuality and HIV/AIDS?
7. What challenges you usually encounter in teaching life skills education?

11.2 Appendix B: Observation Schedule /Field Notes

Observation schedule

Ms Jaxaala Betty

Teachers Name	School Name	Introduction to the lesson	Teachers' positions	Forms of participation	Level of engagement by both learners/teachers
Mr Shalom	Yashalom SS	Teacher	He is just	learners	the class is
17 Sept 2012	Topic	ask learner	facilitating	Participate	Characterised
Grade 11C	Breaking	a leading	by asking		by learners
Topic:	up of a	introducing	a lot of	learners talk	dominating
breaking breaking relationship.	up of a	Questions	Questions.	out at times	the lesson.
up of a relationship		The Signs of		without waiting	learners sit
		a breaking up		for their chance	into groups
		of a relationship		to say something	
			Group works	from the teacher	teacher allows
			is one of	Learners	for different
			these teachers	ask lots of	Opinions from
			way of	Questions	the learners
			engaging learner	all learners	
			is in the	are active	
			lesson		
				With this video tonight	
Mr Shalom	Yashalom SS	Teacher	Teacher	learners	learners actively
19/09/12	SS	give learner	ask one	discuss into	presented
Topic		& Newspaper	learner	group / list	
Homosexuality		"Informants"	to read	High for groups	A very active
		An extract	from the	to kiss each	Class/interesting
		from the	"Informant"	Other.	Lesson.
		Newspaper	gay people	Is it right/wrong	
		Informants	Kissing in	in their culture	Learner read so
		on homosexuality	Public"	Learners express	low could hardly
				varied opinion	get what she saying
				wrong/right gay kiss	
Mr Paulus	Yapaulus GS	Teacher ask	teacher reads	learners too	A full classroom
Date: 29/10/12	How to live	learners to	from the	quite, seems	learners too
Circle 9B	Positively with	take their	text book.	the teacher is	quiet,
	HIV infected people	textbooks	teaching than	dominating	
		and direct	facilitating	the discussions	
		them to a	Teacher talk		
		Page number.	In a medical		

discourse:
we have 'Patients'
'People infected'
'seriously sick'

Study/Watch
the video
at night.

Will ask for
the article
from the
teacher

Observation schedule

Teachers Name	School Name	Introduction to the lesson	Teachers' positions	Forms of participation	Level of engagement by both learners/teachers
Ms Laura	Lauralis	Teacher enter the classroom	Teacher	Learners list	Learners are
Date: 09/10/12	SS	ask question	playing a	Characteristics	engaged in the
Grade 11a	Topic: choosing a dating partner	No text book nothing in her hand. Jot down the lesson topic "Choosing a dating Partner"	role of teacher: tutor than a teacher	Of a good dating Partner 'honest' 'romantic' 'caring, trustworthy' etc	lesson with enthusiasm. They laugh and discuss and talk with the teacher a very lively class/lesson
		Learners laughs		Learners seem to enjoy the lesson.	
		Class rest		listing characteristics of bad dating partner arrogant, rude, socially, stingy etc. learners laughing as they list these.	
Ms Laura	Lauralis	Teacher	teacher	Learners all	The teacher
Grade 11a	Topic: Pornography	ask learners a leading question what is pornography?	facilitate the debate	engaged into debate,	and learners are actively engaged into the lesson
Date: 12/10/12	Pornography	Should porno graphy regulated or not in Namibia.		Counter argue for and against	
		split the class into 2 main groups to debate for or against Pornography			Watch Videos

Observation schedule

[illegible]

11.3. Appendix C: Participants' consent letter

P O BOX 15156

Oshakati

Namibia

To whom it may concern

10 February 2012

Dear Sir/Madam

I am Beatha Ndinela Hakaala, a full time teacher at Ehafo Combined School, in Ohangwena Region. Currently I am a part time student pursuing a Masters Education Degree at Rhodes University, South Africa. Presently am at the initial stages of my data collection and I would most appreciate it if I could observe your Grade 8-12 Life Skills classes and interview you as part of my research study. I am sure your views will be of great help to my study. I wish to assure you that your anonymity, as well as the schools will be maintained. Participation in the study is voluntary you may choose to withdraw from the study at any time.

The purpose of this research is for education purpose only. The goal is to understand structural, cultural and agential conditions shaping Life Skills teachers' self-perceptions on their preparedness as well as their experiences in teaching Life Skills education. The outcome of this study will contribute to better teacher preparation and may inform the nature and content of in-service training of Life Skills teachers.

I am counting on your usual support.

Yours Faithfully

Hakaala Beatha Ndinela

Beatha N Hakaala

11.4 Appendix D: Participants' Consent Form

Permission

I understand my rights in relation to my participation in this research and I agree to participate. I also understand that I may withdraw from this research at any time prior to the publication of the research findings.

Signature.....

Name.....

Date.....

11.5 Appendix E: Permission Letter from the Permanent Secretary, Ministry of Education



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

Tel: 264 61 2933200 /
Fax: 264 61 2933922
E-mail: mshimho@mec.gov.na
Enquiries: MN Shimhopileni

Private Bag 13186
Windhoek
NAMIBIA
24 October 2011

File: 11/1/1

Ms. Beatha Ndinela Hakaala

P.O. Box 15156

OSHAKATI

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT SOME SCHOOLS IN OSHANA REGION

Your letter dated 15 September 2011, seeking permission to conduct a research at three (3) schools in Oshana Region, has reference.

Kindly be informed that the Ministry does not have any objection, in principle, to your request to conduct a research at the identified schools.

You are further advised to contact the Regional Council Office, Directorate of Education, for authorization to go into the schools as they are the immediate custodian of the schools.

Also take note that your research activities should not interfere with the normal school programmes, being from your side or the schools you intend to visit. Participation in the interview should be mutually agreed on.

By copy of this letter the Regional Director is made aware of your request.

Yours faithfully

A. Ilukena

PERMANENT SECRETARY

cc: Director: Oshana Education Directorate



11.6 Appendix F1: Pictures showing the teachers' classroom contexts

Appendix E1 Mr Paulus from YaPaulus C. S classroom with empty noticeboard



Appendix F2: Ms Muta's full class room with limited space for her to move and form groups



Appendix F3: Mr Shalom from YaShalom SS's classroom with learners in groups



Appendix F4: Mr Shalom classroom showing learners in groups and empty desks



Appendix F5: Mr Shalom reading an article from a weekly newspaper Informante



Appendix F6: Mr Shalom Distributing papers



11.7 Appendix G: Teachers Transcribed Lessons

YaPaulus Combined School Teacher: Mr Paulus Class: Grade 9b Subject: Life Skills Theme and Topic: Daily Living Skills, How to Take Care of People Infected with HIV&AIDS	Lesson: 2 Duration: 40 Min Date: 27 March 2012
T. Morning everybody (<i>While entering the classroom</i>) L. <i>Standing up</i> T: How are you? L: <i>Fine and how are you sir</i> T: I am fine thank you, everybody sit down (<i>commanding</i>) Welcome again to our lesson for Life Skills, I would like you to take your text books. We don't want some of the books on your table (<i>walking past learners table</i>). We must hurry up because we have a lot to do today. After the discussions I will ask you to sit into groups later so all of what we are going to do we are going to discuss it again in groups and give feedback to the class. Are we together? (<i>Walking back in front of the classroom</i>) L: <i>Yes (all of them shout at once)</i> T: After taking your book, look on page 34. Look on page 34 (<i>repeating</i>). What is it for today under the topic of HIV and AIDS. "How to take care of people living with HI and AIDS" (repeating himself while writing on the chalkboard) 'How to take care of people living with HI&AIDS. (<i>Writing the date on the chalkboard.</i>) T: Okay, yaa if you can read what I wrote on my desk there, How to take care of people living with HIV and AIDS. (<i>Reading</i>). Who are those people? I want you to understand me now, in this topic we are not talking about... We don't know so far how many people in our villages, at our home, or at our school who are living with HIV&AIDS. We don't know. Why? We never go out and test everybody to find out. But we are having patients, people who are sick that are living with. If you are having somebody that you know maybe father, mother, sister or brother is living with the virus, seriously sick and she need my support or my teacher, colleague or my fellow learner or anybody that we know in the community. Therefore we are not referring to people that we just know in general who are having the virus but we are talking about the people who are sick because of what? L. <i>Quite (not responding)</i> T: People that we are staying with and they are sick, because of what? (<i>Repeating probing</i>) LS: <i>Still quiet and looking at (videographer)</i> T: Sick due to what? (<i>Probing again</i>) L: HIV&AIDS (<i>all at once</i>) T: (<i>you are not concentrating, I can see you are looking somewhere else instead of focusing on the chalkboard only</i>) okay if we look on page The topic is on page 28 (<i>paging through the textbook</i>) most of us believe that (<i>walking around the classroom</i>) people who are sick... (<i>Incomplete</i>) people who are sick who is supposed to take care of them? LS: <i>Quiet (looking at each other)</i> T: Yes (<i>probing</i>) if the person is sick.... The sick person... where must she go? Who supposed to take care of this person? L. <i>Hospital (one boy stand up and state)</i> T: At the hospital (<i>repeating</i>). We believe that the people who are sick must leave the home and go to the hospital, get treatment, comeback home and stay with them when they get better. Now my advice is it seems that these people who are sick because of HIV&AIDS, who have already been at the hospital and receive treatment and they were sent home to come and live with us. There is no way we can say we must send them back to the hospital, they are already having their medications, and they have already received the doctor's attention. Now, what is left is our role that we have to play to care and support for these people in order to make the situation they are easy. T: (<i>giving instructions</i>) now we are going to look at... we will divide different types of care that we can provide or support that we can give to them (<i>writing on the chalkboard</i>) we will split them into different categories whereby I would like you to compare what is on page 28 with what is on page 29 were we focusing on the support these people they get from home, school, and community. We are keeping the hospital out of this now because they done their role (<i>pointing at the word support written on the chalk board</i>). If we look on page 28, they are talking about home and community based support T: (<i>repeating himself</i>) home and community base care. What is home and community base care? (<i>Continue with definition</i>) is a type of care a person ... sick person will need without a Doctor.. . Without? L: <i>Quiet</i> T: Without? A nurse (<i>saying the word nurse himself</i>) T: Without a doctor or without? (<i>probing</i>) LS: A nurse (<i>all at once</i>) T: Now who will support the patient without a Dr. or a nurse is not there? T: Who will support? (<i>Repeating the question</i>). LS: The family T: The family! Who? (<i>Repeat and prob</i>) LS: Friends T: The friends! Who? (<i>Repeat and prob</i>) LS: The neighbor T: The neighbor! Who? (<i>Repeat and prob</i>) LS: The community	

T: The community! Who? (*Repeat and prob*)

LS: *Parents*

T: The parents are part of the family. The classmates, the family, friends, neighbours, community. The classmates, the person sitting next to you will also need your support. Are we together?

L: *Yes (all of them shout at once)*

T: Not only the doctor or nurse should care about people who are sick because of HIV&AIDS. Now before we move on to this kind of support, **we are going to look at page 28 there about home and community based support as I said.**

T: (*continue*) why these kinds of people need this kind of support that they get from home and community. Remember! We are keeping the hospital out of this.

T: It takes the pressure off hospital (*Reading from the textbook*). Remember! It takes the pressure off hospital (*repeating the statement*) which means these people instead of send back to the hospital, to be admitted and stay there, they must come back and stay with us, to take care of them and also the hospital will be able to take care of other people who are having other sickness and who need attention from the doctors.

T: (*continue*) Number two, somebody must read

T: No 2! Somebody! (*Requesting*)

LS: *Putting up up their hands*

T: Pointing at one girl

Female learner: (*the girl stands up and read the statement*) *It allows hospital to focus attention to patients who are critically ill.*

T: Ookaay... now he are having... I am ... let me refer to myself. Let me say.. I go to the hospital and I was found HIV positive but the only illness that I am going through right now , let me say ...I am coughing and let me say.... Diarrhoe... (*Incomplete*) let me say I can still cope at home, I can do anything. I am not that seriously sick. But now I know I am HIV+. Now, instead of Dr spending 100 hours on me coming to the How do we call the rooms in the hospital?

LS: *Quiet and staring at him*

T: Casualty!.... To attend to me, she or he will go and attend to people who are seriously sick. People who cannot even stand up, who cannot even walk! Me? I will take care of myself; my family will take care of me, that's why we are saying let leave the Dr out somewhere somehow.

T: Next! (*Continue*)

LS: *putting up their hands*

T: Pointing at one girl

L: *Trying to stand up*

T: you do not need to stand up

Male Learner: (*sitting and read*) *it allows family and community to take direct responsibility of patients.*

T: It allows... it gives a chance to who? To the family and community directly take care of the patient. What is direct? You can take indirect responsibility but you can also take direct responsibility (*giving clarity*) Now what Is explained here is, for example if I am taking you to the hospital, I am not helping you myself personally when it comes to your illness. I am taking you to the Dr. to take care of you. Are we together?

L: *Yes (all at once)*

T: (*Continue to explain*) but now if I am here washing you, putting something... giving medicine, I am acting as a?

LS: *Quiet*

T: Acting as?

LS: *Nurse*

T: A Doctor or a nurse isn't it? This means, I am now getting a chance of practicing a direct support, giving direct support to my sister, or my mother or my father.

T: (*Continuing*) next! We just want to go through before we move on to the support.

L: *Few putting up their hands*

T: (*pointing at a boy*)

L: (*the boy stands up and read the statement*) *It allows patients to be in familiar surroundings and to avoid them from being isolated*

T: Tell me you are in the hospital, admitted in the hospital and nobody visited you for four weeks. How do you feel?

L: *Quiet*

T: Nobody has been in the hospital before? Have you ever been in the hospital?

LS: *Yes (all at once)*

T: Yes now you can remember (*smiling*). How do you feel after being in the hospital for 2 weeks and people just came there maybe twice and they leave? How do you feel?

LS: *Two girls putting up their hands*

T: (*pointing at one girl*) Monica!

Monica: *I feel sad*

T: Sad?

Monica: *Yeah*

T: Why?

Monica: *Because I want to go home*

T: You miss home? You are sick and wanna go home...

Monica: *Yes!*

T: (*pointing at another hand*). How do you feel? Jacobina?

Jacobina: (*Standing up*) *I will be afraid*

T: Afraid? You feel that you are not safe. You are not safe; you are alone in the hospital. Your family is not there to take care of you. If you look at what they are saying now, "It allows patients to be in familiar surroundings and to avoid them from being isolated" (*repeating the statement*). This means the patient need to get better and for them to get better...

T: They must feel? Must fee what? Better!

LS: *Yes (most of them)*

T: Now a person lose a peace of mind when is in the hospital not surrounded by the family, not surrounded by the care takers, the parent, the sisters and the brother, but if you bring a family to the hospital this person will start to feel better. But you cannot keep this people in the hospital as caretakers. They have their houses. The easy way to do it, take a person home to live with the family, she will start feeling better because she is with, the parent, the sisters and the brother.

T: Okay... we are moving on... we are moving... Nekongo!

Nekongo: (*A boy stands up and read*) it gives family access to support service for both physically and emotional support

T: We are comparing the hospital with family and community base care. Isn't it? Is it clear! Isn't it? Now, when the person is in the hospital you cannot say... let me say this. It is the hospital... she is in the hospital, you cannot say now it's my mother or my father I want to come and wash her or him anytime that you want. But you receive orders from these people that are working in the hospital. They are in charge. For you, you need to listen to them, but for this person if you can take him or her home is for you to decide that I must now wash her, I must cut his/her hair or let me take her for a walk. (*Repeating the statement and continue*) now you are having power to your mother or father who is sick.

T: (*reading the next statement himself*) it promotes a holistic approach to care which taking into account physical, psychological and spiritual need. This means when you are with this person, the connection, the relationship that you have with the person who is sick it makes you capable or able to improve situation of the person who is sick at home rather than at the hospital.

T: (*cont. reading the next statement again*) it is positive and proactive and helps people live health and live for a longer time. This one is in general when a person is saying; they might die at the hospital, where the doctor is a person might just die while he is in the hospital but with some of the reasons that the situation in the hospital is not conducive compared to when the person is at home. Are we together? When the person is at home the person gets full support weather you want to eat or not the family will force the family, they will talk to him and do all the things which means, this one it may promote the chances of this one to live longer. Are we together? LS: *chorus yes*

T: Okay, three chances. Okay we can finish them all, time is going, now let us talk those supports we can get from home or the community, what are they? Ah supports can be defined in different categories whereby you can try and think about how can I help this person in this way, for example I can help the person or support him spiritually or I can also help a person how? I mentioned 1. *spiritually*) and

LS: (*chorus 2. Socially!*)

T: I can also give?

L: (*child stands*) *general*.

T: There are general supports? (*Probing*).

Also that is general or

LS: 3. *General*

T: and another one?

LS: 4. *Psychologically*

T: Okay. We will focus on these ones... Another one? We can also have physically. 5. *Physically*. These are supports that we can give and there are also some others, general, spiritual, social, okay we are done. Now let us look at them, this time you will talk, you help me, what we need when we are talking about spirit, somebody's spirit, what am I doing, how can I help the person to develop a good... what.. a good spirit... what can I do or what are we talking about when we are talking about supporting someone spiritually. On page 29, there you can get a little of information and then you help me to explain those 5 kinds of support. Like spiritually your belief system. How can you help a person spiritually and how does it help him to get better? I want someone to help me. Just tell me if my brother or my sister gets sick I will do A BCD and I hope by doing that ABCD will help him, is it clear?

LS: *Yes*.

Okay tell me, now you are having a brother who is sick. Let me take physical out of this. I will take physical out so that you are able to talk about the others. I know you can wash your brother,

LS: *Chorus yes*.

T: You are washing touching his body physically but now spiritually. How we wash, give him food and wash his clothes and all that? No, you also need to do other things for him to get better. Washing doesn't always change everything but you need to do all of these things. Now tell me how we will do these things spiritually? Yes. Monica!

Monica: (*Standing*) to pray with him.

T: What is the reason of praying? What do we get from praying?

Monica: (*Still standing*) so that we can feel better.

T: Feel better. Ja, he will gain hope, is it clear, you pray after praying, you help those who are sick in the hospital, help your brother or sister to get well give him the power and the courage to go ahead in the name of Jesus Christ amen. Oh the power. That person will be relieved and develop a good spirit and fight again isn't it? Ja, that is just one kind of support you can do to your brother when we talk about spiritual. We are moving on, we are having a lot of them there. But you are only going to explain one per each.

T: Socially! When you talk about social we are talking about the interaction between people, among people. Social, if you look at social they talk about family, peer, what what blah blah many others. How can you help me socially? So- ci- a- lly? How can you help me? Can I help? I am not going to help. How can you help a person socially remember you will be asked to talk about let me show you here. If you look at the chalk board why 123 (1. spiritually, 2. socially and 3. general) are playing a very big role in almost each and every subject where you find the topic of HIV and AIDS. What do I mean? I mean

you will find you will be asked to talk about social influences or social aspects or social impact or physical therefore these 3 words will be very much important for your understanding. Now tell me. Social, don't look elsewhere, look at the chalkboard. Look at the chalkboard! I can see some of you are not looking at the chalkboard. I will say your name now. Okay. Social, general can you help me socially?

LS (*yes children shout*).

T: You will help how?

LS: *Social*.

T: (repeating after learners) Social. Doing what? Think about it. Ja, thank you very much but I just want to understand the word social. Okay let me say social would refer to the way you can interact with a person; in a way you can help a person realize that a person who is having a virus can leave a normal life and do anything that is keeping him busy in his life. Deal with that person, tell him stories, and laughing and doing whatever, you have to go out there for example take that person and go out together with that person, the social life of that person is recovering from the situation in which he is so therefore that is how we can support a person socially in order to help him or her when he is coming to support that he is getting from home or community. And then we are looking at general support. This one we are looking at resting and relaxing which means the person needs to rest. Exercising! You all know the person needs to exercise and do many of these. We should then consider this as general. **I just mentioned the ones that are in the text book.** Then we are also having generals... that stops a person from drinking alcohol and other things those kinds of support. Now let me go to psychologically. Psychology is the way of helping a person's mind. Are we together? A persons what?

LS: *Mind (repeating after a teacher)*.

T: It will be sometimes destructive and you need to restore it but I can help you – how. **Let's look on page 29.** What do they say? Psychologically they say you can help by counseling. **What is counseling?** You speak to the person face to face you don't tell him about do this and this you are still having this and this and you will be able to do this and this. And positive attitude whereby you try to encourage that person to demonstrate positive attitude and at the same time you are also demonstrating positive attitude so that that person in his mind will still feel my people still likes me, you are helping that person how? You are helping him how?

LS: *In mind! Psychologically! (children shout at once)*.

T: We also talk about stress reduction. Don't stress that person; help that person to reduce his or her stress. Are we together?

LS: (*yes*).

T: Stress affects his mind, or the mind of the person. They also talk about self-esteem building. Encourage him doing things that are motivating that person you are helping that person develop courage to develop the power of thinking. That all things are still crossing off and recover. These are support, usually we get at home and the school and community as well and hospital we can give? Physically we have already mentioned, I talk about physical and you tell me the others. Are you clear?

LS: (*yes*)

T: now in the previous lesson you remember when we talked about HIV and AIDS again in terms of values, attitudes, we also talked about the truth about HIV we also talked about myths of HIV and AIDS. Do you remember?

LS: (*Yes*).

T: If I say tell me a myth about HIV and AIDS will you be able to give me one example?

LS: *Yes*.

T: I will give you one second to think. Work on your computer (brain) and then you tell me a myth about H I and V.

LS: (*child puts his hand up*)

T: I want to see more than 10 hands because I know everybody was in the class, your hand was flying high like a parachute. 10 hands please, i can see so far four of them, but 10 hands, you remember what is a myth?

LS: *Yeees in a chorus*

T: Everybody is saying yes, can you give me an example of a myth. You remember but you cannot give. Okay tell me a myth about HIV, I don't want you to read anywhere

L: (*a boy child stand and talk "if you go sex with small girl then the virus will be cured"*)

T: **Maybe you heard that one for example because I cannot see that one in your text book.** We all know what HIV is but if you know that you are sick then just find a small girl and you have a sex with that person you will be fine or cured that are what we can call a myth. What is a myth? It is something which is not true. About certain, how can you get well after sleeping with a small child? Is she a witch doctor? No. She is just a child isn't it, will you be cured

LS: (*no*)

T: so that is a myth. Are we together?

LS: *Yes*.

T: The truth tell me, the truth about HIV an example of the truth, tell me something, the truth, the truth about HIV we only have 4 minutes and groups have to present. Let me give you. The truth is if you are infected you can receive treatment but you will not be cured. Are we together

LS: (*yes*)

T: HIV can be transmitted through sexual intercourse. It is true. Is it clear? And many others, and discrimination I talk about discrimination do you remember? How do you feel if you are being discriminated when you come to the case of HIV AIDS? If you are refusing to do the group works with a person I heard yesterday was in the hospital...?

T: You don't want to finish the sentence because you know what you mean. Is it clear?

LS: (*yes*).

T: You are discriminating? You don't want to do, words or activities? Isn't it? But a HIV person is not supposed to be discriminated against, an HIV person is supposed to, you are to work together with him, he is just a person like you.

T: Now I want you to be in 5 groups, 5 groups, you are having one here, sit here, and come together, (*children then start moving their chairs around into groups*). **I will read for you from page 35.** Now we need to read the scenario, listen, you

concentrate on what is given to your group, group 1 you do number 1, group 2 you do number 2, group 3, group 4 you do number 4. Group 5 (yes) you do number 5 which says explain how you can support Sam. Sam is a person psychologically ill, in order to overcome his situation. On page 35 listen the group work is saying I can hear somebody talking. Can I stop and then you guys talk!

LS: (okay).

T: They say on page 35 read the scenarios. I will read for you so that you can finish on time, is it clear? Page 35, are you there? Group 1 number 1 come on you must read. Did you read your question already; did you read your question already? It says use the information from the case that explains you what causes the brothers health to deteriorate rapidly. What is something which is deteriorating? It is coming down; your health is going down. Are we together?

LS: (yes).

T: You are becoming weak. You were better yesterday you are becoming worse. And you are getting bad every day. Now discuss the myth that HIV and AIDS in Sam Situation? Okay we are reading that scenario. Listen. You listen careful so that you only use one minute to answer the question. Please you are noising too much.

T: (Reading the first scenario from the text book) *“Maria is 23 years old and she is HIV positive. She lives in a rural village; she is pregnant and is afraid of passing the virus onto her unborn child. Maria Husband has died of AIDS. The husband family live nearby but they don’t talk to her. They blame her for giving the virus to her son. Her parents don’t visit her; they uh feel that they are responsible, eh, that their responsibilities ended when she got married. (You are still paging through teacher asking a nearby child). They are also poor and do not have the time, they are also poor and do not have the time and resources to help her. Her neighbors do not talk to her; they fear that they may also get HIV. Maria is not educated and has no skills. People in the village do not allow her to work, because they are afraid that they may get the virus. Maria was healthy at first but now she is constantly tired. She cannot work and has very little money to buy food. She stayed at home simply waiting to (Children all say die at the same time).*

T: Group 1 your question is use the information from the case and explain what caused Maria health to deteriorate rapidly? Why is she getting weak very fast? Why? Why is the health? She was healthy they said but every day it is deteriorating rapidly like they said in the case study. I am done with group 1. I am moving on to group 2. Group 2 discuss the myth to what HIV and AIDS demonstrated in Maria situation. The myth! And then you tell us. Are we together?

LS: (yes).

T: Okay I am moving on to group 2,3, 4 and 5.

T: (Reading Scenario 2). *“Abraham is 19 years old he worked at a factory at Windhoek. Last year Abraham went for a HIV test and was found to be positive. When his employer discovered his status, he terminated his contract. Abraham is unable to find another job and is scared of returning to his family in the village. He wants to share his problem with his friends but is unable to do so due to the fact the fear of losing their support. He is depressed, lonely, afraid and worried about his future. He would very much like to have someone to talk to and what do they said about Abraham?”* Identify the act of discrimination of Abraham, he was discriminated by identify where and how. Are we together?

LS:(yes).

T: Do you understand the question? I am moving on to question 4, group 4:

“Gill is 16 years old. She is at school and loves to party. She has many friends and boyfriends. Sorry, on the advice of the doctor she went for an HIV test, her result was positive. Gill is devastated and she is unable to accept the result and is scared on the impact of her health. She feels that she cannot tell her parents who are unable to understand her withdrawal behaviours and sudden depression. Gill is depressed and is thinking about suicide”. Do you know what suicide is?

LS:(yes).

T: Okay what is the question now? Describe Gills reactions after being tested and was found HIV positive. Are we together? What are the reactions that she is showing now? You talk about everything which is touching the reaction of the person in that scenario.

T: I am moving on to question 5.

T: (reading scenario 5)*“Sam is 20 years old and he worked in the media and leads an exciting and active social life. Although he has always been aware of the possibility of HIV he never thought it could happen to him. He one day decide to do a test and found out he was positive, HIV positive, Sam is unable to come to term with this although he and his girlfriend were planning on getting married, he is now terrified, he cannot even share the news of his status with her or with his friends, although he had pictures of big plans for his future he is now losing control of his life and uses drugs more frequently. Counseling doesn’t seem to be, I am repeating there, counseling doesn’t seem to be helping him either”.*

T: Now they say explain how you can support Sam. You see Sam is falling apart. Sam wanted to get married, Sam is having a job, but now he is drinking, using drugs, are you following?

LS: (yes). Coming now, group 5, how can you support Sam psychologically in order to help him, to help him to overcome his situation is it clear? I want you to discuss. We have less time than the last lesson

LS: (learners too quiet)

T: Are we together? Discuss in your groups and make sure you answer that question. Is it clear?

LS: (yes).

T: Remember the last question is asking how can you help Sam? This is what we talked about today, helping or supporting the person psychologically. We also talked about, okay, in today’s lesson we also talked about ah, how, we also talked about discrimination and in general we also need to help people clear about support. Therefore in the case of Gill you must be able to show how Gill reacted so this person can get help. This reaction is coming because maybe she knows the certain help she needs to get. This is the list, and you may discuss. Who needs... the bell rings. (Camera now scans over the actual textbook).(Camera scans over classroom as they prepare to discuss). (Camera shifts to the board). ENDS

T: **In our lesson for today I would like everybody to take a textbook**, those who are not having a textbook sit close to somebody and then I'd also like to ask some questions related to what I am going to talk about. First of all, who knows maybe, who knows the percentage of the people who are living with or affected with HIV and AIDS in Namibia. Let me say out of 100 can it be 10, 20, 30, 40, 80 or 90 percent where almost everybody is infected. How many percent? Just guessing according to your experience, when you hear people, when you see in the news, how many percent do you think there is, how many percent can there be. 100. Peter:

Peter: Yes (child stand and shout, 1%).

T: 1% which means out of 100 people only 1 person is infected.

LS: (*Hands fly up*).

T: Okay, how many percent then. Ndina!

Ndina: (*Another child, 90*);

T: Woo! Almost everybody in Namibia, almost everybody is HIV and AIDS infected. Yes, Christiana!

Christiana: (*68*),

T: Half of the class here is destined to be infected. Then your answer Pena!

Pena: (*25*)

T: 25! Some are saying 25, 95, and 30 somewhere there. Okay. It is not about the percentage but today I want you to look at the topic in Grade 10, it is very short but we talk about it, if you take your text book everybody. (*Teacher writes on board*). We are going to discuss about people living with HIV and AIDS. **Now everybody take your text book, how many people have a text book so you know many, also the people don't come with their books anymore, but those who are having their books look on page, those who are having their books on page 75-76 and on page 78.** This is continuous to what we talked about counseling and testing. Remember we also talked about testing for HIV and counseling therefore, we are also going to talk in general about people living with HIV and AIDS. What are we expected to talk about in this topic, ja, under this heading we are going to look at the following. We are going to talk about how we can live with these people. These people are living in our houses, in our village, in our community. How do we, what is expected from us and also we will look at taking care of the people living with HIV and AIDS and we are also going to consider the needs of these people. So under this heading I draw for us a table which will lead us to what we need to know about people living with HIV and AIDS. Uh specifically we are going to focus on, if you **look on page**, I will give each and every person a copy but first I will ask you to keep them closed to unfold later when I tell you too. Everybody to take one copy here, we fold the copies, **the text book is only there to guide us**, make sure everybody is having (*Handing out the copies of the handouts from the same textbook for the learners*). Not enough copies, oh, this one is not having (*teacher talking about a learner who did not receive the copy*), share with others, share with the person sitting next to you. Look at your hand out.

T: (*Pointing on the board*) What I said on the chalk board, there are people infected by HIV and AIDS can you all see that, are you there, people infected by HIV and AIDS in the handout we go through I'd like to say we are going to look at the needs, we are now going to focus on children only, the needs of people who are infected by HIV and AIDS. Now those people who are having different needs like we do have needs they are also having their own needs. But needs differ, those for people having HIV and AIDS from those people who do not have the disease but always somewhere the person who needs special attention is one of the who person who might have the disease. Now in the handout those needs like we said, we are only going to focus on children, we are going to learn how to live with children at school, at home, everywhere in your community who are infected with HIV and AIDS. By that we are going to look at what are the needs if we are living with people who have these needs at home let me break it down in two headings then you will tell me. I will ask everybody to come up with the needs that she or he can remember or can think about and say it is for children at home. The children might need this and this and the following heading might guide you for example remember the needs can be physical needs, physical needs and some of the needs, as you are following, now I want everybody, now that you have had time to go through, I want everybody to close the paper, put it like this, I am looking at you. Please close it. Thank you very much. I put the heading then you help me to identify those needs. Some of them are physical, some of them are social, and some of them are emotional. And some of them are who again?

LS: (*Learners open the paper*)

T: I see you are opening the paper, why do you have to do that, why? Okay thank you very much. Uh, some of them they are spiritual. And some of them are mental, because you already know, okay now when we talk about, what I want you to do first of all before you give me the examples will discuss this main headings, physical, what do you talk about when you say physical needs, what do you talk about when some needs are social, some are emotional, and some of them are spiritual and some of them are mental. These are the needs that we need to meet for our brother and sisters who are living with AIDS. Remember they cannot always be the same as our needs, or the needs of people who are not infected. They can differ, why? Because of special needs caused by the infection. Now under the following, sorry, under the following, I want everybody to explain. Now tell me if we talk about something is physical we talk about a physical need of a person which is a need which is needed what kind of a need, is it about my body or is it about my education (*teacher walks around class*) for example how can I say, is it about my feelings, is it about my, what kind of a need can that be when you say a need is physical, a physical need, I am not asking you to give me an example but just to explain. A physical need of a car for example, A car needs wheels, a car needs petrol, a car needs water. Those are the components that you put on a car isn't it? So those things are physical, let's think we are cars now and we talk about the needs of these people who are living with HIV

and AIDS but taking care of this person what are their physical needs you have to make sure for that person yes! For people what are the needs you have to make, yes,. *(The bell ring)*
T: Ok I oh I see we come to the end of the lesson, next time! (ENDS).

Teacher: Ms. Muta

Lesson: 2

Topic: Let's Talk About HIV and AIDS

Class: Grade 11A

School: Mutalife SS

Subject: Life Skills

Duration: 40 min

T: Okay. Good afternoon everybody

LS: *(Children chorus good afternoon).*

T: And how are you this afternoon?

LS: *(Children chorus fine).*

T: I am fine. Okay keep all your books away.

LS: *(Children start packing their books in their bags or moving them off the tables and teacher hands out worksheets to all – children are quite quiet).*

T: Okay. We are going to start with this today. Can anybody help?, you know the name of it? You know. Who knows *(Teacher stands back in front of the class)*. Anybody knows the name of it? Then we are going to sing together.

Class: *(Teacher starts singing and the children join in Kum bay ya, my Lord, kum bay ya, O Lord, kum bay ya. Kum bay ya, my Lord, kum bay ya; Kum bay ya, my Lord, kum bay ya; Kum bay ya etc)*

T: *(Writes on the blackboard)* Okay today we are going to talk about HIV and AIDS. I am going to give you some papers so you can read about HIV and AIDS. Because the thing we said, the song said we are crying, why are we crying? What do you think everyone is crying? Why? And we need to pray so that God will help us. We will come and sing after maybe 30 minutes *(teacher hands out worksheets)*. Okay please keep quiet, keep quiet. Okay I will give you 10 minutes to read, ya, 10 minutes to read and then after that we are going to discuss some questions. *(Children read and the teacher writes on the blackboard. Well behaved class).*

T: Okay 10 minutes is over. Then you may take your exercise book out so that you may answer. You can work as an individual or as a pair. You can work as an individual or as a pair *(Teacher stands in front of class and the class start pairing up and working)*. You can take a piece of paper if you don't have a book. Just take a paper. Don't forget to work and write down your names. Write down your names. *(Teacher walks around the class room)*

T: 5 minutes left. Okay. Time is up. Okay I will give you one extra. One extra neh. Then I think? Today we are going to exchange papers. Why is it important to go for HIV test? What is the reason? Huh? One person at a time please. Why is it important to go for a test? Hmm,

L: *to know if you are affected.*

T: Just to know your status. *(Teacher then writes this on the board)*. Number 2, do you have HIV testing centre in your community. I said one person at a time!

Male Learner: *I don't know*

A girl: *(stands)*. Yes we have a clinic

T: hmm *(to the girl who just spoke without her permission)* One person at a time! Take a seat! Hmm. You can go to use those centre, if you want to know your HIV status, use that centre *(Teacher writes on board)*. Okay number 3; let's discuss the needs of children affected by HIV and AIDS. What did you learn today? Eh? What. 1 person at a time please. *(Bell rings)*. Come again

L: *(Child speaks too soft food).*

T: Yes. What else. Hmm. What else? *(Children start becoming very restless and packing up and over powering the child's voice)*. Bring your papers, I want them. I am going to mark them. Okay. If you are not done that is okay. I need them.

Teacher's Name: Ms. Muta

Lesson: 3

Topic: HIV and New Generation

School Name: Mutalife S S

Duration: 40 min

Grade 12 A

T: Afternoon class.

LS: Fine. Good afternoon Miss.

T: I am fine, today we are going to discuss a topic under Life Skills; HIV and AIDS and New Generation" *(writing a topic on the chalkboard and distributes well-structured worksheet with questions and answer)* under the domain Daily living skills. We all know what HIV is and what AIDS is? We all know?

LS: *(All chorus) Yees!*

T: Can someone tell what the different between HIV and AIDS is? Julia!

Julia: *HIV is a Virus and AIDS is a disease.*

T: Okay thank you very much Julia. Can someone supplement that? Okay if you say HIV is a virus and AIDs is a disease, how do the two differ when it comes to a person who is infected with HIV and the person who is having the AIDS? How do you differentiate the two? Martin!

Martin: *Ah...HIV is a virus and AIDs is a disease which is caused by a virus. On the other hand AIDS is the name of the disease when the symptoms become visible.*

T: *(Probing)* when the symptom of HIV become visible or how?

Martin: *The symptoms of AIDS.*

T: The symptoms of AIDS (repeating). Okay thank you Martin.

Yeah just to clarify, the person who is having the virus can live longer than the person who is having AIDS. And again, AIDS as a disease is made up of many diseases that we call opportunistic diseases. Meaning, if you are already in that advanced stage of the virus, where you have full brown AIDS. Now I want to know does anyone ...now we talk about the virus that it infects our immune system. Do you know what the immune system is? What is the immune system? Leonard!

Leonard: *Is a system that helps the body to protect itself from diseases*

T: A system that helps the body to protect itself from diseases?

Leonard: Yes!

T: How? How does the body do that?

Martin: *(Still standing) through white blood cells*

T: Through the white blood cells, so we have the white blood cells in our body and these white blood cells help our body to fight the diseases, so when you have the virus it attacks. (Reading from the paper on her hand) somebody else will help to tell us what happens when the virus enters our body and where in the body does the virus go?

Female learner: *(Reading from the paper similar to the one the teacher is reading from) they settle and increase in their number with the white blood cells until these blood. And allocate on white blood cells of a human body fluid especially in the seminal and vaginal fluid and in the milk of breastfeeding mother.* Does that answer the question of what happen when the virus get in the body? Did you hear what she said?

LS: NOOO!

T: (Looking puzzled) Yeah, NO?

L: (A girl child) it happens when it settles and increases in their number with the white blood cells until these blood?

T: So where does the virus go?

Girl learner: *In the white blood cells*

T: Aha!

Same girl child: *(Continue reading from the leaflet) of human body fluid especially in the seminal and vaginal fluid and in the milk of breastfeeding mother*

T: Aha. Thank you very much. Did u get where the virus go in the body?

LS: *(Chorus) yees!*

T: In the fluids, in the blood of the mother especially when the mother is pregnant. So it is in the blood it goes and destroys the white blood cells which are there to protect you, to guard you against diseases. Does anyone here have a question?

Male learner: *Is it true that having sex with a virgin will heal the person from HIV and AIDS?*

T: Can you repeat your question?

Same Male Learner: *Is it true that having sex with a virgin will heal the person from HIV and AIDS?*

T: Is it true that having sex with a virgin will heal the person from HIV and AIDS? *(Repeats the question and pose it back to the whole class)*. Is it a myth or fact?

LS: *(chorus) A myth!*

T: A myth. So what is the answer to his question? What do you think? Do you think it's true?

LS: *No! It is not true.*

T: Okay, Julia can you explain why you think it is not true

Julia: *(Laughing and ask the boy to repeat the question) Can you repeat your question?*

Male learner: *(repeats) Is it true that having sex with a virgin will heal the person from HIV and AIDS?*

Julia: *No it's not true!*

Boy learner: *Why?*

Julia: Aaye! I don't have any answer.

T: Thank you, thank you! Can we have someone else to help with the question? Aina!

Aina: *It is not true. You cannot be healed from HIV if you have sex with a virgin because there is no cure for HIV infections.*

T: *(Repeats after Aina)* there is no cure, so whether you sleep with a baby today or not or whatsoever source have heard of, the fact of the matter is there is no cure. Do you heard of that? Okay. Do we have some more questions?

LS: Yes!

Aina: *(Aina again) what is the red ribbon stands for?*

T: You know with HIV, ever since this pandemic as get to be known, whenever it is started, the whole world they use the red ribbon as a symbol. What does it means?*(Posting the question back to the whole class)*

A girl learner: *To take control for yourself.*

T: Take care of yourself. Is the message of take control? What do you think Sylvi?

Sylvi:*(Reading) is a sign for acknowledging that there is a disease out there se we unite.*

T: *(Repeats after Sylvi)* is a sign of acknowledging that there is a disease out there, so we unite. You see that the sign is in a shape like this (drawing a sign of the red ribbon on the chalkboard) so that we are uniting, to acknowledge that this disease is here to stay, not just to stay but to wipe us out, so if you are not careful in your sexual activities you can get infected. Mhh how one get infected from the virus HIV? Scholastika!

Scholastika: *By using unprotected sex.*

T: Thank you. Through using un protected sex. How else? Vilho!

Vilho: *Through blood contact, with a person infected with a virus, open wounds, needles, nail cuts, those kinds of things.*

T: Okay. Thanks, through blood. If you are having an open wound and another person is having an open wound, the contact of the blood one can get infected. And there is another way, one can get infected. How else can you get infected? If you don't know how you can get infected how are you going to protect yourself? Ee? Julia!

Julia: *From a mother to her unborn baby.*

T: From HIV infected mother to her unborn baby. Okay is there anyone who is having the question that we don't have information on? Tresia!

Tresia: (Reading on the paper) *what behaviour contributes to the spread of HIV and AIDS?*
T: Posting the question back to the whole classroom) how do you think maybe AIDS spread when it just started with two people maybe but now it is all over the world? How did it spread? What behaviour led to that do you think? Vilho you want to try? Start, how do you think it spread?
Vilho: *I think maybe through alcohol abuse when people get drunk they end up having sex with people infected.*
T: Yes, abusing drugs! Another person, what do you think?
Boy learner: (Standing up and starts reading) *it is mainly spread through sexual contact. If a person is having many lovers, the probability of getting HIV can increase because each lover has a potential source of infection.*
T: Ok we heard it spread through alcohol abuse, when you abuse alcohol you are out of control, you don't know who and how. Now we heard that if you have many lovers, more than one partner... have you heard of the chain? There was once a poster, which is saying break the chain, have you seen that? Now this one is going out with this one and that one, after that, that one is going to sleep with the other and so forth. That is how it spread. Through sexual behaviours, how we behave is what makes HIV spread like wild fire.
LS: (Chorus) *yes!*
T: Okay class, we are talking about this as global problem. We are all affected in one way or another. There are those infected and the majority affected. We are at the end of the lesson, it was good contribution from you and I hope from this message you are going to take it seriously to know your status and to know where to go. Thank you very much.

School: YaShalom Secondary School
Subject: Life Skills
Class: Grade 11D
Topic: Breaking Up the Relationship

Date: 19 June 2012
Duration: 40 Min
Lesson No: 2

T: good after noon my grade 11D
LS: *Good afternoon sir*
T: last week we had a lesson neh. For those three who were not here, how many were not here?
LS: *Three*
T: what was the topic?
LS: (so carefree and just laughing a lot at the teachers)
T: you are laughing, why? What are you laughing at?
Male learner: *the topic it is still written on the chalkboard sir*
T: yeah but I still want to hear from you!
LS: *relationship in a chorus!*
T: Relationship of what?
Male learner: *Love*
T: Relationship of love?
A female learner: *relationship of different people, opposite sex, boy and girl.*
T: ok our lesson was about choosing a dating partner ne, okay last week 2 were not here. I want you to give them the characteristics of a dating partner.
Male learners: *so lauder a respective person like me (referring to himself)*
Another male learner: *intelligent*
T: yes someone said respective person, is a very good characteristic, obedient and intelligent. So we don't just take whoever comes but we choose someone with good characteristics. What is the lesson for today we said?
LS: *breaking up of the relationship*
Male learners: (shouting and laughing) *nooo its career*
T: no, career guidance was for last term
LS: (laughing a lot)
T: Most of you guys are currently in a relationship, are relationships forever and ever? Have you seen a relationship that lasted forever for a long time?
LS: yes/ no, yes ! even ten years!
T: Have you seen a relationship that lasted only for a month?
LS: (shouting and laughing a lot) *even a week! Even a day!*
T: okay we are going to do this together neh... we are going to give each other a chance when we are speaking, so we don't shout. We are going to be in groups so that you tell us. I am going to give you a short thing that we are going to do here around neh? (Taking papers from his table) I have papers here that I already arranged and there are four questions that we are going to be answering.
T: Question1. Will be what are the symptoms/signs... remember we are talking about breaking up a relationship neh?
LS: *Yes*
T: before a relationship breaks up there are signs that shows 'aaye' this relationship is running somehow ne?
LS: *Mhh*
T: you know like a car when it gets a punctured, what happen to the car?
Male learner: *Puncture?*
T: yeah when a tyre get a puncture, when the air is down, the driver will feel it on the steering wheel ne, the car will be making this and this (teaching using body gesture) the care is no longer going straight. And you will know ahaa something is wrong. A good driver will stop the car and check the tyres but someone not skilled will just hammer and hammer without noticing. So even in relationships, before the relationship come to an end there are always signs, we call them symptoms alright!

Question 2. We are going to look at the feelings that someone experience during and after the break-up of the relationship. Is there something that people feel? Before we go on I want anyone in the class who have been in the relationship that come to an end recently

LS: *yes/No (chorus and laughing)*

T: question 3. We are going to look at what to do after the relationship came to an end. What do you do yourself? Ok we are going to write on these papers (giving papers to the learners). The last question 4; we are going to talk about what not to do. We have what to do and what not to do.

T: So can we quickly arrange yourselves in groups. So because we are a big class I am not tell you what to do, you can join friends, and I also want boys to join girls group. I will only give you three minutes.

T: Teacher splits the learners into four groups in such that each group will discuss one of the four questions.

T: After 10 minute, it's time for people to start reporting now. It's about 20 min left before our lesson to come to an end.

Male learner: *we are done sir:*

T: (*moving from group to group asking learners*) are you done? Rachel and the group are you done? Tuhafeni? Ok we are going to start with the group having the paper written number 1. Who is having the paper written number 1?

Male child stand: *yes*

T: Tuhafeni! Okay number 1 is going to start now and report to the class, so everyone else listen!

A male child stands: *even our paper is written number 1 sir!*

T: I don't understand (move closer to the group and look at their paper) okay never mind!

T: Alright, can we listen to this group. Presentations now ready.

Tuhafeni: (*reading from the paper they wrote*) *the symptoms that leads to break up*

1. *Lack of communication: the way you chatted before will not be the same*

2. *Keep distant: you won't be closer like usually*

3. *He or she will start doubting you and will detect every problem on you. You will be the cause of everything that happen*

4. *Busy for you like lack of attention: he is just too busy for you he will not give you attention*

5. *Lack of respect and interest*

LS: the class laughing and teasing one another

T: okay if any of those happen then you must know that ahaa our relationship is ending. Is that all? Is there another number 1 here?

LS: *yes*

T: okay I want you to mention only what the other group did not mention

Male learner: *we came up with this signs, when the relationship comes to an end:*

1. *Abusive language*

2. *They start cheating*

T: how?

L: *when the person is no more interested in dating with you they start going out with other people;*

T: Ok so the person will start going around ne? Another one?

L: 3. *Lack of respect*

T: the last one?

LS: *group members start laughing and a girl child stand up and take the paper away from the boy she read: 5. limited lovely words.*

T: example?

Female child: *darling, baby, love, sweetie*

LS: (*the whole class just laughing*)

T: that is very very true, very serious, even you guys you are in relationships

LS: *Yes/NO*

T: you are not in relationships?

LS: *NO*

T: some of you , you are: what this group saying is, you find people when they are starting a relationship they use words such as baby, my love, but when the relationship going somehow to the point of an end. These things will also come to an end. For example when you write a sms saying baby I miss you the partner will no more respond saying baby, he will rather say, I miss you too!

LS: *laughing a lot and finishing the teacher sentence, he will say OK or THANK YOU or Yaa*

T: Before we leave this Rachel! You are grade 11 learners and you are in relationships. Is there someone experiencing some of the things we mentioned here?

LS: *NO! Laughing, shouting and teasing Rachel since the teacher mentioned her name in the statement he made about learners in relationship*

T: group 2! Okay we are listening to number 2.

Male learner: *the feelings experienced after a break up*

1. *Guilt: for example the person my feel guilt as if he/she is the cause of the break up, but sometimes he/she is not responsible for the break up*

2. *Sadness: mhh if someone is still in love with the other person she/he will be sad because she/he is still in love with the other person.*

3. *Depression: the person might end up depressed*

4. *Frustration;*

5. *Anger: he or she may feel angry with the other person*

6. *The person might have mood swings, today happy and tomorrow angry*

T: okay, thanks! Now let me ask you. Do you think these things also happen to elders?

LS: Noo!

T: just tell nothing but the truth do you think these things also happen to elders, even to married people

LS: yes/No (*different perspectives from the learners*)

T: do you think it's important about us talking them in the classroom?

LS: *lauder yeees!its important*

Male learner: *yes but no, maybe for future reasons yes, but for now no*

T: Okay, let's hear from the last two groups. Group 3, where is group 3, Simon!

Simon: *what to do after the break up:*

1. *seeing a counsellor like Mr Shalom (learners mentioning the real name of the teacher) the class laughing a lot). When you break up you need to see a person who is there for you, complementing you like don't worry, it's not the end of the world, you will find someone who care better for you and those stuff*

T: Okay I have a follow up question, when you break up are you going to tell the counsellor that you broke up with your boyfriend or whatsoever and you want him or her back? Do you want the counsellor to bring him or her back?

L: *No sir, not to bring him/her back but to talk to, because you find some people would want to kill themselves because of that, so there must be someone to talk to.*

Male learner: *Those counselling things are not true!*

Simon: (*continuing where he left*) *no the counsellor will tell you do not stress, don't kill yourself, you will find someone who will love you more.*

2. *Try not to put stress on yourself: like if you break up, don't try to blame yourself like now 'Kaboy' is sad because of me, no*
3. *Try to have fun to forget about 'Kaboy'. Go to beaches; go eat nice, spoil yourself!*
4. *Think positively: go have fun, life goes on. Thank you*

The bell ring!

LS: laughing and clapping hands

T: ok can I pick some other important things (is there another group with number 3)

LS: NO!

T: in conclusion before we go I like what the last group said, spoil yourself! Ok but try to keep yourself, there are two important things involved after the break up, is either you become positive or too negative. If you become positive its yourself, if you become negative it is still yourself as well. So it's very important as young as you are still to be, you learn about this things. It's not that maybe when you break up with someone you love it does not mean kill yourself. Spoil yourself, go out and have fun. Another thing, when you going out avoid going to places where the two of you use to go especially soon after the break up. They will remind you of that person as you might even meet your ex-boyfriend there or you might end up seeing things that will hurt you.

Rachel: *how about the pictures?*

T: pictures?

LS: *scratch them up*

T: if you tear up pictures will you tear him up also?

LS: *in choir no tear them up to forget the memories*

T: I don't want to judge on that, what is the best?

LS: *chorus, to tear them or burn them*

Rachel: *can I offer my opinion?*

T: Rachel OK!

Rachel: *Okay if you break up in a bad way tear them up, if in a good way keep them*

LS: (*All laughing*) *how? How Rachel? Good or bad how?*

Rachel: *Because you know sometimes you break up but there is a way to get back together*

T: So there is a good way

Male learner: *Sir even though you broke up in a good or bad way, the best thing is to do is keep the picture or hand them back because you know even you tear or give them back you will not forget.*

T: if it is me in the question, I don't think tearing up the picture is the best because you hate the person you don't even want to see this person

T: It does not mean that when we break up with people we must never see or speak to each other, it isn't like that. Unless if you were threatened that is you talk to me, I will kill you. But then if you have a good friend (this is not written anywhere, I have my own judgement) If I have a good friend I will take that picture and give to that friend who knew both of you especially after a break up.

Male boy: *Teacher about these people saying you must throw away or tear the picture, what is that person gave you a phone? The only phone you have now, and there is a picture of that person engraved on the phone, not in the memory, but a picture of you two now on its cover. Will you destroy the phone?*

Rachel: (*too quick to respond*) *No, no. That is something else.*

Male boy: And maybe the ringing tone is something else what do you do now?

LS: *Laughing and looking, enjoying the topic*

T: Now it comes to the issue of presents, you were given gift, you were given nice gift, nice clothes, and nice shoes, and will you take these things back?

LS: *No, no ways (girls vocal)*

Boys & Teacher: *Why the picture and not gifts?*

T: Keep them but please. *Learners pack up and leave the class while debating and laughing.*

Duration: 40 min

Class: Grade 12 b

Lesson: 3

Topic: Pornography

Male Teacher: (Teacher handing out the leaflets and class is quite noisy making what he says very hard to hear). They are serious, pornography, very faint; I wish they were in colour. If they were in colour. (Children walk into the classroom). Alright, be silent. I need, you guys to listen. We are serious here we are in class. I need everyone to look at those pictures. And you tell me if you have ever seen one person like that one. Have you ever seen someone like that?

Ls: *(yes! No!)*.

T: Alright now I need someone, okay we are done; I need someone to explain to the class what pornography is? What is pornography, just the word? In short some people say it is porny. Is that true? Porn what is porn, are you telling me this is your first time to see these pictures or are you too shy to talk? Are you shy? Alright another question for me, I still need someone to answer to me, what is pornography. Can someone, can you take these pictures to your parents and go and discuss with your parents

Learners: *Chorus!(yes. No. yes. No).*

T: Who in this class can take these pictures and say please mamma, can you tell me about this? (A few children put up their hands). Are you sure.

L/s: *Which one. Ask one. (Child talks) The first one or the second last one.*

T: Do you think you can take that to your parents and discuss?

L: *(No).*

T: Why not? Should parents talk about that?

L: *(Yes!No).*

T: Someone said yes, someone said no, why should parents not talk about, or they should talk about it, it is a culture, it is not a Namibian culture, but an African culture, if you take these pictures to your parents I think you will be punished. They will never allow this. And there are even some of the clothes that your parents can never buy for you. Who is having such a problem in this class (a child speaks but cannot hear). Especially who? Okay. Now look at Christians, is it nice, is it fine? Boys is it fine?

Male Learners: *(no yes)*

T: Pornography is when someone gives out a sexual? is it so. Like? What are (CANNOT HEAR). Ls:*(yes). (no).*

T: What is pornography in this picture? Look in front of you. Okay the buttocks, the face also? Look at this picture (holds up picture). Do you think this is a pornographic, the main picture where her mouth is open. Do you think they are pornographic?

L:*(no)*

T: Are you sure?

Ls:*(yes).*

T: Is this pornography

L: *yes! No!.*

T: Now look at this, a girl, a normal girl, I am sorry the camera is not here now, normally you look nicely like this but this one you?. There is somehow you need a professional explanation, are you doing to be standing somehow? Is that pornographic

Ls:*(yes it is).*

T: Okay now if I take a picture. Pornography are pictures even though they can be video as well. Pornography is a picture isn't it? Pictures that make someone feel aroused sexually. Then that is pornographic pictures. Are they good for kids?

Ls: *(no).*

T: What is the purpose of this? This person, like this?. Do you think he wanted to be like this, why is he like this?

Ls: *Money.*

T: Let's can you tell me about woman trafficking. Someone

Learner: *when they take girls to UK that they will give them jobs.*

T: UK!, especially girls, I would love to be in the UK also, maybe he will arrange a passport for you and maybe you went to the UK and when you reach there may be the guy want to use you as something else, do you understand? So some people they take these pictures, those pictures are not for free they are making money out of it, and now little girls and little children are the victims of pornography. A girl will be told to undress just for a picture. And then the person who takes the picture makes a lot of money out of it so the person is a victim. Do you know that there are sexual predators? Do you know what a predator is? Is an animal that hunt and eat. So now human beings there are those who are sexually hunting others as well do you understand? So if you get exposed to those kinds of pictures like this, we are putting too much of pornography. Number 1 we are having software porn pornography, have you heard about, like the pictures that I got for you, this is just a picture? Thing, it is not a problem but the other they call hard porn. How you know? When you see a woman putting something in her mouth, have you heard about it?.

LS: *(chorus!yes).*

T: Do you know what I am talking about? They make sure that the genitals the parts we are calling **serious parts** they show but then they will not show how to use them. Let's say for example a girl her breasts are out but they will not show the front because that sitting like this, but the way the woman is sitting when taking a picture this was not right. And when we were very young we used to take these pictures for these magazines FSH. In a magazine you take a very beautiful woman she was very very young, this is the problem with pornography, then you see it and say this is my wife.

LS: *(Children laugh).*

T: But that is when you are exposed to it. Most of you guys **have started sexual things** when you were young. **At the age of 10 years you already know things. 10 years you know how to do this** with your boyfriends. Is that true?

LS: *(yes).*

T: With us in the times I was your age you can ask your parents, he will tell you there was nothing like that in our times. In this school of course you walk around holding each other like this when you go to out weekend. There was a weekend I saw someone wearing something like this. I thought someone was wearing something like this in front of people (laughs). Now can you listen? When this child is walking in that shop, when she is thinking she is getting fresh air, she is exposing her body, you understand that is the problem. And have you ever heard about the blue movie?

LS: (yes/no).

T: Pornography. They show the nude people; the blue movie. Who watched it? Hands up (one hand goes up) Okay, a blue movie, those who do not watch, hands up. (Lots of hands go up).

L: *Why is it called a blue movie?*

T: Okay now can you listen, that man, there was a time when they were watching it. Now for me I was never exposed to a blue movie before and when I was outside, sometimes when you are watching TV, the blue colour, that is why they call it a blue movie, but I don't know why they call it a blue movie. When you are watching a blue movie what is happening, you start smiling and what else? Okay. Now girls girls. How do you feel? . The girls are the target. There are these small things you get from them when you get them, this is very serious, hard core serious, and you know them neh, after 5 minutes what happens? Who is having a phone with internet? At home who visited web page before?

L: *Me.*

T: What are the video from web page? Okay did you ever download a porn movie? You did neh? Because the pictures that we are getting there are people who come in and draw up the pictures. Alright now you find girls and boys, I think I had this picture, that this child, they drew 2 person, a female and a boy, I mean a girl and a boy and if you don't like drawing, but that was typically a hard core picture, it was something that was showing people having sexual intercourse. You know about sexual intercourse? So now the effects of pornography; if you watch pornographic pictures what do you think can happen with your life?

L: *(get addicted)*

T: yes. And what will happen once you are addicted? You are going to become a very very very serious yes, a porn star. You become a porn star. Now tell me what will happen if you are in a relationship? And you are used to **watching those things**. What will happen? Every time you just want. Every time you just want because you are watching them. That is one of the effects. You who is watching them very much, you might not be interested in your partner anymore because of what you are watching you expect. Your partner does not know you understand, you want to try this part you have seen and your partner she doesn't know, She doesn't even watch this, and doesn't want and it is you that want you understand. Is it a problem and the 2 of you get confused?

LS: *(laughs).*

T: You watch it with your partner; you will find yourself having sex in front of the porn movie, because culturally we are not allowed. Am I right, but if you watch this pornographic thing, you find yourself having sex on the table. All those! That is why, that is why because of the things you are watching. The one is the other side; this one is this side.

LS: *Children laugh and talk*

T: Okay now we said that one of the effects is that you can become something else, something abnormal. What are the effects of pornography pictures? Like psychological wellbeing. Your thinking capacity, You know culture, there are right things and there are wrong things. I think I was telling you, I don't know if it was this class that I was telling, oh, just let me know please if it is time. Okay culturally, you are not allowed to walk with your wife like this; holding hands, it is something else, it is not in my culture it is just me. My father my neighbours talk about this so for me to be exposed to this issue of relationship it took time now if I walk like this something that should never be done. So is not something we should put on in fact at your age it is not right. Yes Miss! (Teacher referring to the child holds up the pornographic pictures). There should be only 1.

L: *Pornography, It affects the mind and also attitudes. The child continue and ask a question (How can you watch that thing – naked now.) Okay if the two of us, if we naked standing in front of you here what would come here? We must (cannot hear). And then they cover cover themselves, it is important to realize. ????? Because it would come out. So don't go in the street naked, don't be a victim, because once you are a porn star and you are walking with these short things, you are going to be a victim of these parts of your body. Modelers, people who are doing modeling they are sometimes wearing these small things, these short things, you become the target of the men that are watching you. People start modelling when they are young; they start relationships when they are very young why because the men are predating them.*

T: One minute. So please you see this cover it up, on the internet, you go on the internet, all of this, you understand, so if you go on the net eh, listen. If you go on the net and you find that you are entered website where they are showing pornography what you do. You must leave. You must escape. There is an escape button on the computer. Because pornographic things are addictive, you must watch, let's say just one minute, that one minute becomes 2 minutes just like that so escape before you watch

Female learner: *There was a man who is addicted to pornography now he got erected when he was watching these things now when he got married he still wanted to get erected when he was watching these movies, and then the wife got irritated and then what? Divorce! Men! Instead of doing sex with the wife..*

T: Listen! What she is saying is very serious. Because you are addicted, now because you are addicted to the pictures, touching does not do you good; every time you want to have sex with your wife you say you must first watch the movie. What will happen when the movie is not there?, you understand, this is very serious, so if you want to be a victim, please go ahead and girls you will find yourself kissing men you don't know or you enjoy it yourself alone with a finger.

LS: *(Children clap hands some laughing). You go to an internet tracer. I am leaving this paper for you to read through.*

T: Okay we are done. You are also not allowed by law neh, you must know that you are doing something illegal; pornography is not legal in Namibia? How many years are you. (19) I doubt.

Teacher's Name: Ms Laura

Date: 18/ 09/ 12

Duration: 40

Lesson: 2

Lesson Topic: The Impact of Pornography on Peoples Relationships

T: Morning!

LS: Morning Miss.

T: How are you?

L/s: *Fine thank you miss.*

T: So today we are going to talk about pornography. What is pornography? Use your own words to describe the term pornography. Anyone?

Female learner: *Pornography is a sexual term and it excites people in a sexual manner. For example films or pictures that shows nude pictures, ja. That can make people to be sexual excited?*

T: So pornography can make people sexually excited?

L/s: *(Children chorus) yes.*

Another female learner: *I think I would have the same opinion as her that pornography is pictures or materials that sexually attracts people. They show naked people and they show nude pictures.*

T: So pornographic pictures show nude people that make you sexually excited (Children are not very quiet making the teacher difficult to hear). Anybody that is looking at anything pornographic that is supposed to arouse people sexually; that is the aim of pornography right? Okay now can we give example of pornographic material? Maybe we have heard, we have seen (A child giggle).

Male learner: *There are movies, which are called blue movies. Where sexual activities are shown explicitly,*

Learner 3: *Romance books,*

T: now what you think romance books are? She said romance books but now she doesn't want to explain. Okay, maybe she meant romance novels. Books with stories about stories with romance, yes, some of them can be regarded as pornographic materials. Yes, so far we have movies and magazines. What else do we have?

Male Learner 4: *Louder (Sex tapes).*

T: Yes. Sex tapes that were made secretly for that reason. What else do we have eh?

Male learner: *That is all they know.*

T: That is all they know, you exclude yourself. Yes pornographic material comes in many many forms. Magazines, we have a lot of magazines, can you mention any magazines that is pornographic and that is not?

Females Learner: *Cosmopolitan.*

T: Yes, cosmopolitan. Okay do we all know what the cosmopolitan is? Is it really pornographic?

Ls: *(yes)*

T: No, cosmopolitan is not pornographic. The contents are not complete nudity and therefore not completely nude, you find people wearing ladies underwear or bras, not completely naked so I can give you a little bit, that is what we call pornography, ever heard of that?

Male child: *We have playboy.*

T: What is the other one?

Male child: *Is FHM*

T: Is FHM pornographic? FHM neh. I think some of this one. Okay, also well um I want us now to sit in groups of 4 and we discuss the impacts of person's relationships. How does pornography affect people's relationships? Now when we talk about personal relationships what we mean is personal relationships. Relationships you have with your friends, or a relationship that is platonic. So our relationships that we have with our opposite sex, wives, it could be relationships, family relationships, and the relationship you have with your parents' hmmm. At home, in church, neighbourhood and so on that is any impact that affects this relationship in anyway. If yes, what are these impacts that are what I want to talk about? Research in your groups and then report back. We will have each group reporting back.

Learners: *(Children talk and get into groups and focus on their discussions. Teacher is still in front of the class room).*

T: Alright, I think we have discussed. Okay I will give you 2 more minutes. Okay, discuss its group 1 to go first. Any group that is ready. We have discussed, are you ready to report back? Right are you discussing about your views? Are you done? Okay. Okay, can we all now pay attention; this group will start, and then followed by the other groups there. You are next and then this group and then the group in the middle of the class. Okay for now. Can we all listen please?

Female learner: *Pornography has um, bad effect on personal relationships because it can increase the rate of rape, okay let me explain, some pornographic content has, such as FHM which is sexual activities which include chains and whips, chains and whips, like it includes the use of torture to bring sexual pleasure. So when someone watches this kind of pornography and then goes out into the world finds maybe a girl walking on the street he is obviously going to want to act on these things that he is seeing on TV. For the girl it is rape, but for him it is sexual pleasure.*

T: Ah, so you are saying in ways watching pornographic shows that some people enjoy it, excitement, or sexually excited by torture or pain but the other person who knows, doesn't know better will think if I force a person, I chain them up, they will enjoy it. Is that all your discussed? Next. Okay, maybe you continue later

L:(yes).

T: Okay, let's hear from this group. Anyone to report back?

Male learner: *Pornography has a negative effect on personal relationship. Because for example for the family the male might even rape the female family members just because they might want to fulfill that sexual pleasure that they have seen on*

TV or read or seen in magazines. Your boyfriend, he might even think that you don't satisfy him and then it will lead him to rape. It will make him think you don't know?

T: If I understand correctly, since pornography excites you sexually, you get sexually excited it might actually arouse you to the point you want to do that thing and then if you are not careful you will end up convincing your cousin to release this sexual tension that is built up in your right, then. Mhh now in sexual relationships a boyfriend might cheat on a girlfriend because he watches a lot of pornography, a lot of fantasies, things that are not, possible in real life that will lead him to believe he is not sexually satisfied by the girlfriend. Also to add to that, his anger might lead to the breaking of the relationships. Hmm, that group in the middle there, the gentlemen.

Male learner: *Ah, pornography. Pornography might cause addiction especially the people that watch it every day. They like almost to have sex every day. So they might say if there aren't people around to have sex with, when they want to, they might want someone to have sex with them, and the ladies get tired because they have sex most of the times. They say their vagina is big And, they might, it might lead to breaking of relationships?*

T: Okay now if maybe we are making a conclusion here. All the groups are all saying that well pornography since it leads to excite people the biggest impact of it in relationship is rape and sexual abuse. And then they say well since the stars, since the pornographic stars do such things most of the time it leads to sex addict Maybe we can think of that a bit, a bit of information while sex, no matter how much, or how often the vagina is not going to be big. example this is a rubber, he can fit it his hand you see, I can easily put it on my hand, somebody who is bigger than me can put it on his hand, when you take it out it does not just end there, it does not just remain like this. It goes back to its normal size. That is how a vagina is. Women do have babies, how big is a small baby? It has to come out. We don't have people saying I am leaving my wife because she has had 5 babies and now her vagina is big.

LS: *(Children just laugh).*

T: Okay, can I have your attention? Can I have your attention? Okay. More on the impacts of pornography.

LS: *Addiction.*

T: Addiction in the way that once you watch pornographic material you want to watch over and over, you find, remember we said that pornography comes in many forms. Like you have the small magazines and you find yourself you can't be separated from the different magazines. You carry it with you everywhere you go. You have a video picture on your cell phone, she is watching a movie, a pornographic one, she is addicted and this has landed him in problem all his relationship how. He has a girlfriend he doesn't have time for the girlfriend or she doesn't have time for the boyfriend. She is spending most of her time watching pornography. You find people who are addicted have no time for anything else in their life. No sport activities no friends, they stop seeing their friends. No girlfriend, if they are in their homes, they are in their room locked, no entry note before you enter. Hmm. It will also lead to certain obsessions, if you understand the term obsession. These pornographic stars, the ladies and gentleman there it is mainly for entertainment and for sale so they are more extraordinary than your average person. Now when you see the girls in the movies, they have nice boobs and buttocks and you will be looking for a girlfriend like that and they will not come. You end up dumping your current girlfriend, you are looking for the girl like the other one, and you find your school work will also suffer, you don't have time to do your homework, and you don't want to go? You are withdrawn you don't talk to your parents, you don't watch normal TV, and you don't read normal books because you having your pornographic materials, before you know it you are alone and as you said you might want to act out what you saw. In this movies, you want to do it the way you saw it been done. So those are some of the few negative impacts of pornography being done. The list is very long.

T: Now what I want us to look at and talk about is pornography and the law, what does the law say about pornography? Have you heard anything about it?

LS: *No*

T: you know nothing about pornography

LS: *Yes*

T: Okay. Pornography is not legal in Namibia. For many reasons and that is what we are going to talk about now. If we say it is not legal can we debate over if it should be legalized or it should stay illegal? We have 2 sides. From here this side of the class in the centre here but numbers 1

LS: *Children laugh.*

T: This side the numbers on the other side. Okay this side can we listen, this side you are going for, you understand what I mean by for, you want pornography to be legalized and the other side does not want pornography to be legalized. Okay can we quickly organize ourselves and then raise points if pornography should be legalized and if pornography should not be legalized. You have 2 minutes yes. Okay this side first, let me hear from you first. You ready?

LS: *no*

T: Anytime you want to start you can raise your hand up. I see you are ready. You want to start? Yes you can start.

Female child: *(giggles) I think it should be legalized because there will be an opportunity for jobs, and qualifications and so on (children laugh).*

T: She thinks pornography should be legalized because it creates job opportunities so anyone can apply right? And reduces poverty since they earn money.

L: *Yes.*

T: Anyone to answer to that or just raise a different point? Yes you can eh, relate your point to her point or you can debate it A valid point. Why do you think? They say it creates job Opportunity, decrease of poverty and money. Hmm, what do you say? Anyone?. It doesn't matter. (Girl child starts to get up off of her chair, stands and starts to talk).

L: *Pornography should be legalized because different people do different things for them to be happy. Maybe one will tend to be happier when one watches a porn and it is your right to be happy. So you watch porn you will be happy and then when*

thinks that watching porn is not right should for you, for you it is not right but for the other person it is right because the other person will be happy. So you don't watch it if you think pornography is not right but ja.

T: So we are abusing people's rights?

L: (yes)

T: we do it, do not legalize pornography like we are controlling where, what he should do and what he shouldn't do so what makes me happy, not by what makes you happy

LS: (yes).

T: Maybe I am a happy person if I have a dose of pornography every day

L: (yes)

T: and then if you say this is not legal, this is not right I might end up miserable.

L: Yes.

Female child: (stands) Now if pornography is legalized and they are saying that we are ruining people's rights now pornography, we said that it leads to increasing of rape activities now what are we doing to those people's rights that are being raped?

Male child: People's rights, if somebody rapes you sexually. You go out there and find anything that is available and rape it. What rights are you talking about? Right the separation of rights.

T: And it can come about as part of pornography. Yes. Yes. Stand.

L: Stands and then talks if pornography is legalized then everybody will be exposed to it. Meaning that the same pornography that excites a rapist could excite a victim. So if they are both excited they don't rape anymore (exactly). It will be a win win situation for both of them. (Children laugh and clap).

T: Okay so if pornography is legalized it is no longer a secret. So if I come out excited chances are that there was a group of us watching. You see we find a room and we do it.

L: Yes. (Child stands and talks). Raising a point against pornography reducing poverty and increasing jobs. When poverty leads to unwanted diseases, unwanted pregnancies, so the moment you get that disease, you get the money but you are still going to spend the money on your health so I don't think it is going to reduce poverty and then there are those unwanted pregnancies. You are bringing a child into the world from prostitution and I don't think that you are reducing poverty and hunger?

T: Since you are saying people make money like prostitution then sexual activities can result in many things, pregnancies which can be unwanted and diseases and we are talking of many diseases, sexually transmitted diseases, it could be that you get HIV and AIDS. Now the money you earn will be buying your ARV's and your next food so that you can stay longer.

You may even spread it to many people. And in the end the people you are protecting from poverty are the same people you are killing with the disease that is the point they raised. Remember you can counter-argue or you can raise an issue.

L: Female child stands and talks) We have contraceptives so we can use them to protect ourselves from STDS and unwanted pregnancies and it is better having money for medication cause you earn money when you do those sex tapes it is better if you get money and you pay for medication and you are not having anything, and then you suffer you have no medication and you have no money to pay for your medication.

COUNTER ARGUMENT

T: Even if you are the poor, that is what you are saying now right? So if you earn money with your disease then you take care of yourself on the side of sexually transmitted diseases and use contraception is it. Yes.

(Girl child stands: She said that there are contraceptives. Now that pornography is not legalized there are still these diseases and they still people don't use these contraceptives so how can you ensure that they are going to use it when pornography is legalized. If they are already not using it.

T: Where are the boys in this class? Are they not thinking, or they are ignoring.

Male child: Porn stars that want to remain in the business need contraceptives. They are already given by the productions of pornography so in order for the production to keep the porn star in the business they will obviously give them the contraceptives so that they don't get pregnant, not to get diseases, so that contradicts the point that says the people get diseases and what not. Obviously the production company they pay for everything, you know to keep the person in the business.

T: Yes.

Another female child: If a so-called company gives contraceptives, is there really a certain contraceptive that is 100% safe to prevent the diseases and pregnancies?

T: Yes, Your hand was up.

Female child: You are saying that pornography creates jobs, now what if they go for it, what will happen to the other? Who will be there, and the education and everything?

T: Okay. Did you hear what she said?

LS: Children chorus: no.

T: A pornography being a creating less jobs. Now if I am a not so brilliant in school, I might drop out and go pornography. Now if all of us can think of pornography and say well that is an easy way out, let's all go there, where would the teacher come from where would the doctor come from if all of us that. Okay that is a point, you can raise another one.

Male child stands: Okay, in America, just listen, in America, pornography is legalized but still it is well better off than Namibia with legalized pornography.

T: Pornography is ah legalized and they are living well.

L: Yes.

Female child with yellow head band stands up again: America is a developed country. And Namibia is a developing country. There is no way you can compare a developed country with a developing one and you don't tell me that the country is developed because of pornography. In America people are doing pornography but they have different careers a question is if

everyone does porn who will do the education sector and the health sector what will people think of us? The decency and the integrity, we have that.

T: She is raising the issue of morals, and integrity and decency. So we think pornography should be a good thing to do? If we all say, well, pornography is legalized, you can watch your movies wherever you want. You can show your body? You can teach pornography in schools, you can shoot pornographic movies everywhere you want, and where are your morals. Are you saying it is only; listen that group of people who are, and where is the rest of the class? Are you thinking?

LS: Yes. Thank you.

Girl child stands up: *To compare Namibia we should look at developed countries like America which is so in America pornography is legalized but still doctors, nurses, teachers are there but not everybody turned out to be a porn star or something.*

T: Yes. Please you have to imitate what they are doing so you can see that America, although they are developed country does not mean that they are no less. They have everything, teachers, and nurses and so on – so we can do it all.

Girl child stands: *Miss. Is that really the point? Because right now we are already struggling with what we have to develop the country now will pornography be the issue that will develop the country just like that?*

T: Yes

Child stands: *Either way people are going to have sex, so they may as well get paid for having it instead of increasing the population without contraceptives.*

T: Okay um, I need to end up today, and thank you.

Name: Ms Laura
Subject: Life Skills
Class: 9A

Lauralis Secondary School
Topic: Sexuality
Lesson no: 3

T: Good morning grade 9A!

LS: *Good morning teacher!*

T: How are you doing today?

LS: *Fine and how are you teacher?*

T: I am fine.

T: Please close all those books you have on you desks, now it is Life Skills.

L: *Learners close books and clear their desks.*

T: What did we discuss yesterday?

LS: *(Chorus) Puberty, physical changes in boys and girls during puberty.*

T: Okay that is good. Today, we are going to talk about sexuality. I will need your full participation and cooperation.

T: I hope we are all aware that as people grow up, they start developing interest in the opposite sex.

LS: *Yes Miss*

T: What qualities would you look for in a partner?

Male learner: *Sexy,*

T: Ok Sexy

Another male learner: *Beautiful*

T: *Mhh okay!*

Female Learner: *Stylish*

T: Mhh ewwa when we talk of sexy; what does that mean?

Male learner: *Sexy means not thin and not fat*

T: Ok so you guys would want a thin person as a dating partner? Not someone like me nee?

LS: *(laughing out loud)*

T: mhh Okay, and beautiful?

A different male learner: *beautiful in the face, beautiful appearance*

T: okay just physical appearance of a parson and stylish?

A different male learner: *Stylish- knows how to dress up herself.*

T: Girls you are too silent, Please tells us the qualities that you would prefer in a guy?

LS: *(Chorus)*

- *honesty*
- *faithful*
- *kind*
- *romantic and*
- *smart*

T: Very good! That was wonderful girls Ok.

T: *(Writing all the qualities mentioned by the learners on the chalkboard).*

LS: *(Watch and discuss as the teacher write on the chalk board with her right hand and her left hand behind her back).*

HONESTY
FAITHFUL
GOOD LOOKING
KING
OBEDIENT

T: wow that is excellent. You know one has to choose a person that you have something in common with, someone to call a companion or let me say a soul mate.

LS: *(Listening attentively)*.

T: Is it Ok to date someone that you don't love?

Female learner: *(laughing)* a classmate

T: If is someone that you don't love, it's very dangerous like nowadays we are hearing passion killings here and there. If the other partner finds out that you don't love her/him (especially men), she / he will be furious and they may do anything to hurt you.

Male learner: *some girls go out with guys that they don't love just for money. They don't want to date us but rather date the sugar- daddies, that is the reason they are getting killed.*

T: Mhh Okay! Another learner?

Female learner: *It is not always because of money but maybe I thought I will learn to love him or it can be physical attraction.*

T: Thanks a lot for contribution. Now I would like you to explain the importance of having someone as a companion rather than having a partner with the aim of having sexual intercourse.

LS: *(all too quiet and listening attentively)*.

T: ok let me put it this way, what make teenager to have sex?

LS: *(chorus)* to show that you love him/her

Insecurity

Pear pressure

T: Very well, all your answers are correct. There are many reasons why teenagers have sex. Some do it to please their partners; some are forced to because their dating partners who are of their father's age's sexual abuse them. Some do it for money or materialistic reasons. Some do it because of alcohol and drugs abuse, poor parental guidance, lack of education, scared to lose his/her partner.

T: Now I want you to be in groups and gives/ list the consequences of having sex

LS: *(class get so restless as learners squeegee themselves into groups and do the task)*

They are discussing and talking so loud makes it difficult for me to hear what they were saying among themselves in the groups

T: teachers walking past groups and ask them a question. Are you done?

LS: *(chorus)* Yes Ms, we are done.

T: Can you please choose one person from your (groups) each group to come and do the presentation.

LS: Group 1: *(Male learner stands and start to report back) one will become a sex addict and will get STDs*

T: Ok thank you group one. Listen class...So they are saying sex will make you a sex addict and it will also cause STDs. Ok we all know what STDs are neh?

LS: Yes

T: Ok, any one to remind us, Ok I see a hand up. Toivo!

Male learner (Toivo): *Sexually Transmitted Diseases*

T: Okay, great. Now let us hear from group two

Female learners: *One will lose her virginity and it also lead to teenager pregnancy*

T: Okay this group has spoken on top of STDs, you can fall pregnant while you are young and still at school.

OK time is no more on our side, let's hear from group 3

Another female learner: *It also create problems like unwanted pregnancy that end up in some people dumping babies and also get infected with HIV/AIDS*

T: Thank you all for your contribution. Everything in life has pros and cons. Let's wait until we are ready and can make our own decisions without being forced by something/someone. life is very precious. Once you ruin your life, there's no turning back. We have to take care of ourselves in order to be responsible fathers and mothers in near future.

T: (Continues) Education is the key to success; let's make education our first priority and other things later. We are coming to the end of our lesson for today. I would like to thank all of you for your participation.

T: Next time we are going to talk about masturbation, sexual fantasies, orgasm e.t.c

T: Have a nice day

LS: Likewise Ms

11:8 Appendix H: Transcribed Interview

Teacher: Mr Paulus

Date: 26 March 2012

School Name: YaPaulus Combined School

Me: Good Morning Sir, my aah my name is Beatha Hakaala

Mr. Paulus: Morning

Me: ok I am here based on the appointment I made with you last week and also on the paper I sent to you. In this part of interview I would like your views as a Life Skills teacher. You may feel free to ask for clarifications if needed.

Mr Paulus: No its okay

Me: So, Mr. Paulus tell me about your career as a teacher.

Mr. Paulus: Thank you aam. My career as a teacher aahm actually right now I am a Life Skills teacher at school aah where I was appointed last year at the end of last year and aam I been in the professional, teaching professional for t five years now.

Me: Ook

Mr Paulus: where I have been serving at different schools, teaching different subject and I have qualifications in this profession whereby I have a teaching diploma aah which I acquired 5 years ago in 2006, and I aaa iida I have a teaching diploma in Mathematics and Natural Science at primary level.

Me: OK Mr. Paulus aa you indicated that you have been in the profession for about 5years.

Ist right?

Mr. Paulus: You are right.

Me: And you have been teaching as what? Because you said you were appointed as a Life Skills teacher end of last year, am I right?

Mr. Paulus: you are.

Me: Mr. Paulus, what were you teaching before you become a teacher for Life Skills?

Mr. Paulus: Before I was not appointed to become as Life Skills teacher now at this school aaa at school where I was teaching I was a Mathematics teacher, teaching the grades... the primary grades aa I a mean upper primary grades 5-7 and also serving as a Natural Science teacher.

Me: OK and you said you have a diploma. Now upon the training that earns you a diploma, were u trained to teach Life Skills?

Mr. Paulus: yaa, aa even if I have mentioned earlier before that I have a diploma, a teaching diploma which specialized in the subjects I mentioned also, not really a proper training was provided in my course for Life Skills teaching although later we were... I as I show my interest of becoming a Life Skills teacher I was send for training were to gain some knowledge about the subjects.. of several training not only one which made me to be.. an... now to be serving as a qualified Life Skills teacher.

Me: Good, so you have been trained many times?

Mr Paulus: Yes

Me: On Life Skills education?

Mr Paulus: Yes

Me: what type of training have you received, like, do you undergo many years of training or you just went for in service training.

Mr Paulus: Actually it is like this aa aa while I was still serving in my previous school as a mathematics and natural science teacher at the same time I was also helping out as a Life Skills teacher, untrained Life Skills teacher at the same school and I was identified.. a number of us teachers were identified to be given training so that they ll be fully qualified teacher who can be serving on one subject only so we were sent on workshops, one week workshops, we have training about Life Skills syllabus, and aa counseling also training were we were also taught on how to counsel the learners with different problems and thus collectively thus made us to be the Life Skills teachers

Me: And Mr. Paulus you have been a mathematics teacher, then your diverted to be Life Skills teacher, what made you interested in becoming a Life Skills teacher?

Mr. Paulus: Iyaa That has to do with the interest of an individual myself.....aaa although I was a Mathematics teacher, I noticed a lot of things about myself while I was serving in that profession, that I like dealing with helping , I mean I like helping people to learn more about themselves and I have a lot of passion for...that iaaam so passionate about it, and therefore most of the time when i'veaa I was teaching Life Skills subject at my previous school... which was not really my major I found that I was doing it with a lot of....aaa how can I put this.... I was more interested in teaching the subject more than my major subject Mathematics and also when I go through the syllabus and look at my characters also, everything was matching... that's why I made this choice.

Me: To teach?

Mr. Paulus: To become, to fully divert from my major subjects this was Mathematics, to become a Life Skills Teacher.

Me: Ok... very good and what are your views on this move now from being a general teacher to being a specific Life Skills teacher?

Mr. Paulus: My views ...aaa.. Okay about.... Aaawhat is in the place, what the government did ii I am very comfortable about it and I am very much happy about it because the way I was doing when I was still having other subjects to teach, it was not that effective and now for now being serving here for few months.. I can see the changes that I am making because I am fully focused on the subject now and aa so mostly now my view that ii to my own understanding I am seeing also that mostly aa.... This subjects, Life Skills, when I was still teaching other subjects aaa less attention was paid to the subject of Life Skills.

Me: OK

Mr. Paulus: Yaa.... Therefore now I understand now that this is such a good move that is helping out the subject which is very much important aa to the school at large and I am very much happy doing it.

Me: Ok.... Let me take you back, you indicated that when you were teaching Life Skills.... Like not fully... you have indicated that less attention was being or has been paid to the subject Life Skills what could have been paid... been the cause perhaps.

Mr. Paulus: aaa as I saidokay let me say start with this:..... number one: the timetable will never, was not and will never be enough for Life Skill from the subject to cater for the subject while the Life Skills teacher is serving on many other subjects and also the job description of the teacher who is serving or is having major subjects other than Life Skills but also helping Life Skills aa that teacher is having different, job descriptions aa... now comparing to the Life Skills subjects, Life Skills teachers specifically only for Life Skills, aa those are some of the things that aa... I have noticed.

Me: Ok..... yaa what kind of training have you received in preparation to Life Skills education?... though you have indicated a little bit about it in our introduction,,, I still want to hear more about the type of training like ... you received.

Mr. Paulus: Iyaa thank you.....

Me: Apart from the workshops?

Mr. Paulus: aaa the training that I have received, number one... which was very important.... It was for syllabus interpretation on aaa.....

Me: Syllabus interpretation?

Mr. Paulus: Syllabus interpretation

Me: mmm...

Mr. Paulus: I have to go through the syllabus as a Life Skill teacher; you have to understand each and every topic... the chapter in the syllabus and how to teach it.... And also number two... we have gone through this important training of being a teacher counselor, whereby we have to learn to listen to people, how to speak with the people, how to live with people as well and those are the major training important that are needed by the Life Skill teacher .

Me: Ok.....How long did the training take?

Mr. Paulus:.... Aaa the training that we had usually were called for one week training only as far as I can remember but they had phases whereby in a year we may have three consecutive training or four, in order to get aa for example a certificate that you are a fully trained Life Skills teacher.

Me: Okay, okay, when I look at your syllabus, I have noticed that the content of your syllabus has three major domains and topics under each domain, now the domains are: Career guidance and some of the topics under that you are making career choices, motivations and others. Domain two,....you have daily living skills where you are expected to teach topics about personal health, STD, HIV/AIDS, danger of teenage pregnancy, abortion and others and Domain three... you have personal social skills where you are expected to talk about awareness, relationships , citizenship... just to mention but few. Now amongst those domains which one is you comfortable teaching?

Mr. Paulus: Iyaa.. aa among the three domains... I look at the domain only... aa career guidance I was more comfortable with it..... aa career guidance which is having to train learners to make preparations of their career or their future and aa to say that I was more comfortable with it I received a lot of attention and contribution from the learners about how they want their future to be and which is aaar related to what the topic is about and also the knowledge of the learner.... Learner had a lot of knowledge about this aaar the topic therefore it was like easy, explaining or teaching the topic, the domain of career guidance compare to other domain.....

Me: Other three domains I mean other two domains, now it indicate that you are not that much comfortable about teaching daily living skills and personal social skills.... Aa why perhaps are you not comfortable about teaching for instance daily living skills which is talking about personal health, STD, HIV/AIDS, danger of teenage pregnancy, abortions and others?

Mr. Paulus: Iyaa... thank you.... There aar being trained , a qualified teacher, aa the comfortability I am always comfortable but it has to do with the difficult that I am experiencing through aa... teaching the topic for instance

let's talk about the environment where I found myself teaching right now, teaching the topic of let me say the second domain of daily living skills and to mention the topic under the second domain of daily skills I taught learners about personal health but then in the same process I found at the, experiencing a lot of problems when I look at the structure of the environment the learners where their houses are coming from I look at health, personal health was paid less attention to most of the learners and so it was more, I was forced to comment on most of the learners health which made some of the learners uncomfortable. And aa another topic which for example STD. , STD aa I have noticed that most of the learners that I am teaching are still sensitive to talk about sexual related things and therefore it was not easy to me although I tried to convince them to be free to discuss about sexual related topics and aar most of all was aa HIV/AIDS whereby as we all know now in our country aa we are living with people who are infected with HIV therefore I ended up with some of the learners bringing up some of their contributions saying that aa teacher it is not fair to mention some of this things because we never know who is sick in our class.

Me: Mhhh

Mr. Paulus: So to such accident I mean incidence I was forced to convince learners again to talk about the topic of HIV because we cannot keep ignoring to talk about something that we are trying to find a solution to, iyaa therefore teaching yaa the topic of daily living skills was not that easy and also another which is personal -Social skills where we have the topic such as self awareness, relationships, citizenship aah ship, there is also a lot of things involved there, to mention one is about relationships, at our school here we are always have problems, experiencing problems with learners into relationships, sexual relationship and those were treated as some of the disciplinary problems at school. And therefore learners ... as a Life Skills teacher I have to teach learners how to be in relationship but at the same time I was opening the page which the school is trying to close. I was exposing learners to relationship while the school is fighting, pulling on the other side that learners we are not allowed to practice sexual relationship while they are still at school orrrr were.. With.. Some of the things clearly indicating that learners are involved into such things, therefore aa it was.. I was, things that I was teaching in the same topic were contradicting to the school rules although it was my responsibility.

Me: So you are saying that you teaching about relationship and the school is fighting relationship is in contradictions and that makes you uncomfortable to teach about something that the school is trying to fight. Is that what you are saying?

Paulus: Yaa what I am trying to clarify is this, now is relationship is what learners know already and my eer for me was just to give them more information of what, how to be in the relationships but then for that I need more information from the learners to find out what they know and what they need to know, but most of the learners decide or tend to hide the information because they know exactly that this are the things always discussed/ mentioned when it comes to discipline and also other things.

Me: Ooh ok, good and eer you've talked about this, I wanted to know how the school feeling about you teaching sexuality and HIV/AIDS?

Paulus: The school....we are working under the curriculum and syllabus the ee nothing would be a problem from the school related to teaching HIV/AIDS at school because it is more important because this learners we are with right now they are the most people who need help when it comes to HIV/AIDS and the school always find out that it is not easy to help them therefore, in such doing as Life Skills teacher, teaching learners about HIV there is more appreciation from the school because they were even suppose to, not suppose but there are various programs at school that are trying to help learners when it come to HIV/AIDS related information.

Me: Mhh

Mr Paulus: So and this one aa the program of introducing Life Skills teachers it helping more learners i means it is helping the school at large in relating to the topic of HIV, it is let me just say it is appreciation from the school.

Me: Ok eer what are parents and community perspectives on the teaching of sexuality and HIV AIDS/ what the parents' views community on the teaching of sexuality itself and HIV/AIDS?

Paulus: Ya, aa to say under the question that you are asking right now, so far what I can remember is when me a got eer parent(school parent meeting or gathering at school where the topic of HIV and life skill was also in school, the teachers and parents we have gone through discussing about our children, there was an extend where parents have to bring in their contributions and views and most of the parents they express their feelings and appreciation that at home. How as not that easy to talk about the topic of HIV/AIDS especially when remember one parent commented or mentioned it how this will be easy when myself who have to advice my child and I am sick and the children and the child know, I can expect any answer from the learner if I mentioned something very sensitive because I am already the example to the learner I mean to her the child. And that parent thanked me or let me say shows the appreciation that now a lot is done at school which is helping what is the learner I mean the parents has to do at school. Therefore I am saying that the parents they understand, they are thankful about the program and also the topic of HIV being taught at school.

Me: Ok, mm thank you, eer for that the last question because I can see the break is about to come I mean the next lesson, what challenges you usually encounter in teaching Life Skills education?

Mr Paulus: Challenges they are many.

Me: Many?

Mr Paulus: a lot!

Paulus: Life Skills education , aar number one most important maybe this just looking at the previous treatment given to the subject arrr actually , mean how the subject has been treated in the past years.

Me: Like it is a non-promotion?

Mr Paulus: Like it was or its let me say it is a non-promotional and less attention was paid to the subject no proper assessment task other things were given to the learners and it is the same thing I am seeing from the reaction of the learners and as well as some of the teachers, that lack of respect for the subject is not there I mean there is a lack of respect for the subject that is one challenge which I am really suffering or maybe give me a very big setback, another one also the challenge is the topics, learners are not at all open to discuss some of the topics with their teacher that is a very big challenge:

Me: Ok

Mr. Paulus: Some of the thing that we need to know are they are from what they are experiencing at their houses in their community so learners feel that those things to keep they are confidential things to keep not to expose at school Life Skills lesson therefore no matter how much I advice the learners to open it will never easy.

Me: Another follow up what do you think should be done now to make it a bit easy how to address the challenges maybe what do you think from your own views?

Mr Paulus: To make this easy, to lighten the situation to make it easy for example for the teacher is what we are doing right now, number one working in partnership with the parents.

Me: Ok

Mr. Paulus: You, parents there are things that parents need to talk about with the kids so that this kids may eer wakening the mind of learners or the attention of the learners that this are real issues that need to be addressed the same thing that my mother or my father is talking about are the same thing, we are discussing with the Life Skills teacher at school therefore a learner who also that where the attention of the learner comes in also rather than just a Life Skills teacher or other people are ignoring or maybe are trying not to discuss things with the learners and also this one things that can make it more easy just to work more hard with some of the helping programs that come to school like we done My Future is My Choice at our school to discuss sometimes on the absence of the teacher that is where when they are coming back to the class they have at least go through and they are open they know those are things not to keep quiet about and therefore those are err these are things in places measure in place that can help to overcome some of the challenges that I am talking about here.

Me: Ok

Me: Ok let me thank you Mr. Paulus for your time and for taking part in this study I thank you very much.

Mr Paulus: My Pleasure.

Me: Good day!

Me: Good morning Sir?

Mr Paulus : Morning

Me : Is the morning fine?

Paulus: I am fine!

Me: How have you been?

Paulus: I have been doing fine and yourself?

Me: I am fine, as I have introduced myself previously last time, My name is Beatha Hakaala , and I am here for a follow up interview, this now the second session . This interview will be partly based on the lesson observed and as I previously assured I still have to assure you that, what we are going to discuss here will be kept strictly confidential and for that we are still going to keep our pseudonym name Mr. Paulus. You may feel free to ask for clarification.

Me: Mr. Paulus what do you like about teaching life skills?

Mr. Paulus: mhh, thank you, as a life skills teacher, I have been enjoying teaching life skills, like teaching a subject especially because most of my lessons learners participate a lot, it is always an active lesson.

Me: like based on today's lesson, you been talking a lot ne... and then you have been talking much to complement what they need for them to respond to you... now is that what we call active participation.

Mr. Paulus: the subject itself consists of different topics and themes, you may find sometimes learners they are not really active depends on the topic that you are presenting like it happened today it consist of many interesting topics but there are times when you'll find a teacher has to do a lot of talking because learners are not participating sometimes, seem to be having no enough knowledge about the topic that you are presenting or because of other reasons, that's what I can refer to the situation of today.

Me: mhh taking you back again, you said there are some interesting topics that learners may want to participate, now, what are those.... What topics are interesting to learners and to you perhaps?

Mr. Paulus: mhh so far what I just noticed learners are having ... participating more on the topic of career guidance.

Me: okay... career...

Mr. Paulus: here I have noticed that the curiosity of the learners to know more about their future makes them to ask a lot of questions and talk a lot in the lesson.

Me: okay and which topic they are not that much willing to participate?

Mr. Paulus: aaa say for example when I was teaching the topic of HIV/AIDS

Me: yes

Mr. paulus: aaa a basic introduction of the topic, learners participated but as we go into the details of the topic, there are areas where learners are not participating or feel not free, or contributing anything, I don't know now whether is the knowledge they do not have or there are some reasons not Making learners not to participate on to say so to say in the topic of HIV/AIDS learners are not really taking part, fully participating and contributing to the lesson.

Me: Really? And what could be probably the contributing factor on/ in that topic, you as a teacher, your experience, and your general knowledge.

Paulus: Yaa Have done research over this and I have finding that for example me are having most of the time, learners have been participating in programs and information have been given to them regarding HIV/AIDS

Me: Yes

Paulus: So learners, awareness of learners make them to be a little bit not open talking about HIV/AIDS because found out that learners seem to be having a fear of confronting classmate and other things due to the facts that in the class there seem to be other who are infected with HIV/AIDS or anything related to that.

Me: ohh okay, you as a life skill teacher and at the same time a school teacher counselor, now are you aware if in your classroom there are some learners who are infected?

Paulus: Yaa, I teach different classes I actually don't have a class on my own but I know at the school there are learner that teaches that I aware and made aware that they are HIV infected.

Me: Okay, now how does that make you feel when you are teaching this topic?

Paulus: Being a Lifeskills teacher and I've gone under/ through a training, we actually learn to cope with such situation we were made to know, to bear in mind that presenting a lesson learners who are in there should not limit you to give information that is needed to them.

Me: Mmm

Paulus: therefore I find it easy to cope with those learners in my class asking as I know what to talk about in the class or in the lesson.

Me: OK what challenges you encounter in teaching life skills Education. Factor that emerge a constraining factors

Paulus: Challenges are from the classroom to the curriculum experienced a lot of challenges. For example, as I said learners participation sometimes, the topic the subject seen to be consisting of many sensitive topic, is one of the challenges. Aa, down to the syllabus down to, if you look at the syllabus and the textbook that we are having at the schools, they are not fully providing enough information that are needed by the teachers in order to facilitate well this subject or to teach, in the way that learners will really benefit. And also I noticed that there is no a lot of support from the school, life skills being a non-promotional subject, the school treat a subject as if less important to compare with other subjects more specifically, the promotional subjects. So less attention is given to the subject by the school and the learners as well. Learners don't respect the subject, they sometimes don't do the work when you ask them, they are saying they are given homework's and others work by other teachers – you see, it shows.... It is already telling you the perception of learners towards the subject. And also looking at life skills in Namibia, it still thinks we need more improvement when it comes to the syllabus and other things. Learners they, some of them they don't really find the importance of learning life skills maybe we need to put more like, learning materials and other things which can really make learners interest.

Me: Ok, and which part of the syllabus would you say is your favourite, and why?

Paulus: Jaa to me, personally my favourite part of the syllabus as is said earlier that I find it more interesting when I teach the part of career guidance.

Me: Yaa you mention that

Paulus: the reason why I noticed that discussing the life of the learners especially their future plans and other things related to that, learners feel more included in the subject, they feel more considered, therefore they always ask come time to time asking, even the lesson sometimes you find out that the lesson to will be very interesting and you will not even finish the time will not even finish the time will not even be enough, learners they want to know what kind of subjects. Careers they can choose for themselves what university they can go and seems like learners were left behind the information. When they can choose for themselves what university they can go and seems like learners were left behind the information. When they are coming close to that information, they really want to know more and I think one of the important it is one of the topic I think is very much important to the learners.

Me: Okay, and which aspect of the syllabus do you find most challenging to hear and why?

Paulus: The part of the syllabus That, I find most challenging to teach is still HIV/AIDS

Me: HIV/AIDS

Paulus: aa this is not really because I find it difficult to teach the topic related to HIV/AIDS but is the reaction of learners actually in the lessons. Learners do not want to talk about HIV/AIDS. It seems like learners do not have enough information, they are not aware about HIV/AIDS why it should be discussed openly, soo it sometimes giving pressure on me, to deliver well just because learners are not opening up, and they are not contributing.

Me: Okay and, saying that what aspect of the syllabus are you not comfortable teaching?

Paulus: Is the one I have just teaching

Me: Still, but that one was the challenging part about this which one are you not comfortable teaching? You as a teacher when you go in the class you are not comfortable at all the teach that subject yourself.

Paulus: oo sorry to say that I actually feel comfortable in every topic although the comfortability sometimes is being challenged especially in the topic of sexuality whereby it doesn't matter confident the teacher is having – learners will still take away that comfortability because sometimes the way they react also in the class in the topic of sexuality were learners tend to be taking things for fun. Not taking them seriously, laughing too much in the class sometimes makes me less comfort.

Me: when you talk about a topic like sexuality, which one were you referring to? What are the topics make up sexuality that learners are not comfortable that always comes back to you not to feel a bit at easy.

Paulus: Aah this one I noticed in some of the grade when I was teaching the topic of sexuality teaching a partners, for example, what is again that I can recall recall, homosexuality.

Me: you mean how a dating partner?

Mr. Paulus: Yes dating partners where learners tend to be laughing too much and making fun of the topic and that was really making me feel uncomfortable.

Me: what do you think contributing to the learner making fun of the topic, do they look at it as it not important something not to be discussed or?

Mr. Paulus: to me it comes with ignorance, learner they are not, they don't really want face reality. They are ignoring that talking about sexuality is one of the is not funny to talk about at school, they think it some that should not openly talked about, therefore I think learners are so ignorance, are ignorant for example for this if you look at that learners they actually don't want to talk about sex in general. To their teachers, they

are afraid about talking about sex to their teachers, they are usually do not like talking about things referring to their body as they treat their body to be special and they do not want to talk about them, so having this topic discussing about body parts and other things in the class, learners they don't take them seriously.

Me: and that then will come back to you later

Mr. Paulus: then it will come back to me, where it drives me to the uncomfortability.

Me: are you trying to tell me that should learners feel free to take the things seriously, would you yourself be comfortable to talk about things such as sex, reproductive parts, and organs to these learners.

Mr. Paulus: myself I feel should learner not aaer, when learners are giving me trouble about it I actually don't, I doesn't panic me, it don't, I go ahead with what I plan for the lesson, so I don't reduce talking about some of the things which were included in the lesson preparation or something. But I touch each and every aspect that need to be touched during that lesson. Therefore as a trained teacher it is about making learners get used to talk about such things, talk about sexuality, talk about sex, their private parts, their body parts until when they find that it is important to talking about it rather than looking at it as a joke.

Me: Okay.... Fine, to come back to the lesson again, during the lesson, I have realised that some learners are not comfortable to discuss or to talk, in the class or to participate to discuss in the class like I said earlier. Why is it so perhaps?

Mr. Paulus: noo learners are actually different not only in the class, even when they are with each. If you look at it you will always find learners who are finding it difficult to express themselves. A learner is having an idea, let's say want to say something but expressing self eeerrr let me say for example talking or a learner standing up and speak freely in English as a medium of instruction. Learners they experience such challenges whereby instead of saying something a learner only keep quiet because is finding it difficult to express him/herself in English.

Me: You are saying language is ee English is contributing factor

Paulus: Yeah let me say the language use in the classroom is a very big problem.

Me: how does that make you feel as teacher whey they are not talking, they stand up and look at you as they want to say something but they can't.

Paulus: Yaa it reminds me of the struggle that I have to go through but a lesson doesn't have to end there, as a teacher you have to force trying to make sure that you make this learners speak to the best that they can. Aah at least one day you'll see learners are coming out to speak at least one by one and it is really helping.

Me: Okay that's good and ah why are coming to the end now. What do you think you need to be better prepared to teach life skills as a life skills teacher?

Paulus: yaa as a teacher or a life skill teacher?

Me: A Life Skill teacher

Paulus: to be a very prepared life skill teacher to go to the class, first of all you must be such a knowledgeable person, you must have a lot of general knowledge because the anytime the topic can divert, go out to talk about things that you know and the other thing you should have a good heart.

Me: A good heart?

Paulus: Mhh yeah aa good heart well, I can say a strong heart some of the topic they drive learners to emotional that are very uncontrollable, not only learners but a teacher also you may react in a way that aah you do not expect and you will demonstrate a very bad example to the learner, so having a strong heart and be very supportive to the learners is one of how you have to prepare yourself. You must before you go in the class, you should be able to deal with the, such situation of learners being emotional touched you should be able to know what to do and how to deal with such situation.

Me: Okay mhh if you had advice for a new life skills teacher what would it be?

Mr. Paulus: A new life skill teacher, who is just embarking professional of teaching life skills.

Me: Yes

Mr. Paulus I have a lot of advices more on how to deal with the learners. Learners need a person who is open, a person who listen, a person who help, who support, that's only how you will be successful as a life skills teacher at school, otherwise if you become a vulture or any enemy to the learner then you will not able to deliver.

Me: Ok, and what kind of training to you think life skills teacher need in general?

Mr. Paulus: Training, most important is the psychological training we need them, as a life skill teacher. Most of the people they are only applying or taking in this field of life skills but their psychological how can I put it, is not that of person who is supposed to dead with the learner in such a way that is expected as a life skill teacher. So we need to be trained how to deal with people, how to work with people, how react to different people in different situation and also apart from psychological, support we also need to be trained to be more supportive, like talk about counselling more life skills teacher need training of counselling which will enable them to help learners of different needs.

Me: Talking about training, now looking at our government and ministry of Education when it comes up with this policy of having full time life skills teacher, are you saying that teachers were trained fully to teach this subject.

Mr. Paulus: Yaa, if the way I look at it on the way is see it right now, we really don't have qualified teacher to teach life skills in Namibia, aar, life skill training should not be only a one week training or a 2 day training or one month training, that should be a training at least for a year or something to be qualified to teach life skills. Therefore to say, aarr I think the government need to look at it that, there is inclusion of life skill training at tertiary level should be implemented to help qualified teacher to have who can cater for the subject.

Me: that's good, now saying that are you saying that the life skill teacher training is little or...?

Mr. Paulus: Is not really a sufficient training that can help one to be equipped to teach a subject whereby a teacher just receive 2 day or one week training which means that person is not really fully ready to take part or to serving a life skills teacher, because there are some of the things that were not part of the training she/he received due to the lack of time for the training he/she received.

Me: Okay, thank you Mr. Paulus I must assure you that now we come to the end of this interview and I am very much grate full that you have be part of my study and your contribution had really meant a lot to me. Thank you

Paulus: Welcome

School: Mutalife Secondary School
Date: 23/ 03 /2012

Teacher: Ms Muta

Me: Good Morning Ms. Muta,

Muta: Ok, morning

Me: I am here based on the appointment I made with you last week and also on the paper in sent you. Like it is indicated in the paper my name is Beatha Hakaala and I am a part time student with Rhodes University doing a master of..in education and my research study is looking at the experiences of Life Skills teachers in teaching sexuality and HIV/AIDS. Now in this part of interview Ms. Muta I would like your views as a Life Skills teacher. You may also feel free to ask clarifications if needed and also before we start with the interview I would love to assure you that what we are going to discuss here is strictly confidential and the result of our discussion will be kept confidential. Now based on that i am going to give you aaa.. a different name like you choose to be called aa... it is Ms Muta and aa you may feel free to ask questions as well.

Yes, Ms Muta, soo please tell me about your career as a teacher?

Muta: Thank u I started teaching in 2001, teaching other subjects, commercial subjects but with Life Skills as an additional subject. Then in 2011 I was still teaching Life Skills together with the commercial subject then 2001m I applied for a teaching post as a Life Skills teacher which I got and I started teaching here at this school this year. This is my first year to teach Life Skills at appointed just for teach Life Skills without other subjects.

Me: Ook so Ms Muta you are saying from 2001

Muta: Yes

Me: you were teaching other subject but...

Muta: With Life Skills.

Me: Oh with Life Skills as well

Muta: Mhhh..

Me: Now it means... it has been how many years now?

Muta: Yeah, having to teaching Life Skills, I would say the duration of my teaching is 11years somewhere there.

Me: Ok

Muta: Eehh

Me: And aa Ms Muta tMe: OoK and aa when you were teaching Life Skills together with some other subjects have you experienced some difficulties?

Muta: iyaaa ii.. because ii that time you know it only one lesson per circle in case the.. the school is using a five day like Monday to Friday when only one lesson that u teach and if it is a seven day circle u still have one lesson for grade 8-10 and then 3 lessons for 11-12, so it was not really much time to cover the content in the syllabus for Life Skills and, also the exposure itself through training was not there, so it was a bit challenging, yes.

Me: So you are saying time was a bit setback?

Muta: yeah it was a setback.

Me: and the also exposure through training?

Muta: Mhhh

Me: Ok Now what made you diverted to be a full time Life Skills teacher?

Muta: well i have this passion of working with young people not only teaching the content has been there in other subject but I really want to give myself like giving an advice and seeing how a child changes through that advice you know like helping and shaping of this teaching the skills in life that they can apply. I love doing that. And an i.. I am the.. open in the sense that, I wanted them to be open also to have that confidence so that they can achieve and they can be anything they want to be. So with life skill I have got the opportunity to really explore and develop myself and develop these learner mostly the learners. I just love working at this level.

Me: Ok now you are given the chance to do just that, can you see some changes in the learners when compared to the past?

Muta: Oh yes.. oh yes yes, I have seen that when I started when I started teaching I asked them questions like how they view Life Skills the view life skill as a subject which is not really important for them and that is where I started; why Life Skills? So I could see the interest as we were going.....

.....dooor open, teacher entered.....sorry to disturb and they converse in their vernacular.

Me: Sorry for that, you were talking about the passion about the learners that you are seeing some changes in them

Muta: Yes, yes they are changing at first you know when I started you could see that they have no idea why Life Skills; why do they have to do this. Then I introduce to them what really, is the importance of teaching or having the knowledge of the subject, now I see if we are not having Life Skills some days I can say when we

meet again they'll surely say oh Ms we miss the subject and all that, so the confidence is building up, and I am very happy they have in themselves even the motivation is also picking up.. so it is really good.

Me: Ok so what are your views now on this move you know that government has just come up with like to introduce this move of teachers to become full time Life Skills teachers

Muta: Mhh

Me: Now, what are your views now on this move from being a general teacher to be a specific Life Skills teacher?

Muta: This is good... a great move, as you know we are we have learners in school we are having learners who are having different backgrounds and you know with having a Life Skills teacher being in the school you are focusing on, to identifying this learners, getting to know this learners, their back ground making them to be so open and to be open up and share with you whatever they is going through and through that you can even assist them u know u can assist them making the good career I mean choices of career, guidance through the subject so that they can go forward and meet the goal achieve the goals that they set for themselves and also to give them that courage, you know, that they should not give up because of failure here and there that it is the end of it, no, build in them that resilience that they can go on. I think it is a great move.

Me: Fine oo.. then in the beginning when you started teaching you got some courses at UNAM?

Muta: Mhh

Me: And these were just one year training?

Muta: yeah

Me: On counseling and.. and..?

Muta: special education

Me: And on special education, now what kinds of training now have you received in preparation to become a full time Life Skills teacher after this move?

Muta: The first ee.. the beginning of this year, we had a week long training whereby we were just taken into topics that are covered in the syllabus and then we received that one in February, that's the kind that was the only training so far that I got but it was a good training you know, we went through some issues that we are going to encounter and all that...

Me: Aaa I still want to hear the type of training you received this year.

Muta: The type of training that we received this year?

Me: ee

Muta: It was covering a lot of issues, in it we covered issues on gender based violence, and when we talk about violence, it is not only for grown up you know, the kids in the school are being bullied at schools and all those kind of things so that's some part of training also on the issues of HIV/AIDS also the issue of OVC Orphans and Vulnerable Children) how we can identify them, how we can assist them were being coordinated and all that. And most importantly one on identifying the.. the learners who need learning support you know learners don't learn at the same, they don't have the abilities so assisting teachers on how they can identify these learners, so they can come up with programs in the afternoon maybe to attend those who are maybe slow, you know, and then give the right assistance so they can move at the same pace. So in general also so the issue on how we can assess in Life Skills and the content that is covered in the syllabus.

Me: ok ... so that was partly a workshop ne?

Muta: Ya! That was partly a workshop but it was for five daysso we tried to put everything inthose few days but there will be some follow up workshops I think.

Me: For five days?

Muta: mhh

Me: and that workshop is already done when you have already started working?

Muta,: Yes! It was done in February.

Me: when you have already started?

Muta: Yes

Me: So upon when you were employed you were not trained at all?

Muta: No no

Me: s they just call you later when u started that they should to give you an induction workshop or?

Muta: Ya that was the purpose of the workshop to induct those who are newly appointed Life Skills teachers.

Me:Ookaay

Muta: Mhh

Me: Ant then you said it takes five days?

Muta: Ya it was a weeklong workshop.

Me: Ok ahh.. when I look at your syllabus I have noticed that the content of your syllabus have three major domains

Muta:Yes!

Me: And then there are topics under each domain?

Muta: Mhh.

Me: Now the domain we have career guidance and some of the topics under that we have making career choices, motivation and many others, we cannot...aaa the list is too long...

Muta: Ya! Ya!

Me: And the other domain we Aaa..

Muta: Daily living skills.

Me: which one is that?

Muta: Daily living skills.

Me: Ya ... daily living skills where we talk about personal health, STD, HIV/AIDS, danger of teenage pregnancy, abortion and others. And the last one which is a a a ...

Muta: Personal and social skills.

Me: Yeah, personal and social skills where we talk about homosexuality, self awareness, citizenship and relationships.

Muta: Yes

Me: Okaay! Now, I would love to know among those domains and topics which one are you do you feel comfortable teaching them?

Muta: Teaching to learners?

Me: Eee a, which one are you at ease or comfortable teaching in your Life Skills education?

Muta: Aaa.. I would say I am fine with all of them, the aa.. the only problem will be like lack of more information on some topics; like if you can check in like the domain there daily living skills on health care, they are not really going much in details about HIV/AIDS, like in the syllabus it's like the advantages and disadvantages of like for someone to revealing the status if they are working. So they given just a bit of information so you as the teacher have to do research and find more information to bring to the learners. Aa on the one of sexualities when you go there is not that the topic is uncomfortable, I myself I am comfortable in that. is the reaction that you get now from the learners, because learners are not exposed as you know these are learners coming from different background and cultures, so some of the things is they the .. they are taboos, but then what I do like first of all is to introduce to them that when we are talking about this, we are talking for the reason that you need to know, even your right when it comes to sex so that issues like rape can be avoided and stuff like that. So giving them that background information helps them to open up. So... aa its uncomfortable on the side of the learners not really on my side.

Me: so in the process of teaching you have noticed that learners are a bit uncomfortable to discuss HIV and sex?

Muta: Not about HIV and Sex; not about HIV virus itself, there they have information because they learnt those in Life Science You know when they were doing this in the junior phase grade 8-10 they have a subject on that. Eer is when you have a class some learners.. other learners are more active and some they feel like more reserved, some feel something is touching them, they don't open up. That kind for some is somehow uncomfortable.

Me: I would love to know about the school feelings about you teaching sexuality and HIV/AIDS ; the school itself?

Muta: the other colleagues? Aamh I wouldn't say I do.. know much about how they feel , because I haven't heard anyone complaining and I can only get what they are feeling, if the learners themselves are negative about the topic that were discussed under sexuality. So I haven't heard anyone saying this and that you are teaching this no, no not really, and I don't think it will be a negative feeling in the sense that these are the teachers whom were teaching the subject before, Life Skills so most of the teachers they are exposed, they know what is covered in the syllabus, so I don't think it is going to be negative.

Me: so you are saying they are very grateful having you here?

Muta: iyaa definitely, definitely?

Me: okay, and what are the parents and community now, perspectives about you teaching sexuality and HIV/AIDS?

Muta: aaah that one I have nt yet encountered a complain on the side of the parents, even though I wanted that in one of the parents meeting one can really talk to the parents about the move from the government to have Life Skills teachers and also the inclusive of sex education in the syllabus so that the parent can know that when their children going to school they are learning this and that and the reasons why it is , so that they understand that teachers are not teaching their children to have sexual activities or to be involved in sexual activities but the reason why or what else the kids needs to know when to choose the dating partners, the rights they have like saying no and all those kind of things. So, I am still looking forward to a platform whereby I can be afforded to talk to the parents and inform them about the move by the government. So far no complain but But I have one had one parent actually came in because one of the teacher eerr the their kid their daughter is pregnant so they came in, they didn't know much about how the whole thing is going and we talked and I think they get the message and they really appreciated it. All that assisted so I still waiting for the platform.

Me: let me just take you back, I wanted some information on this, you said you really want the platform to talk to the parents? What could be maybe the reasons behind that?

Muta: for talking to the parents?

Me: yeah, why would you want the parents be told about the move?

Muta: eer first of all you know this whole thing about the taboos we have in our cultures and why the government is having such a subject in the school, why there is a need for such a subject and the issues that are already there in our communities like gender based violence, and all those kind of things like eer sexual abuse, rape, these are common,.. these are common, so now when in the school when I talk to the parent, I talk to them like , when we teach children we teach them how they can protect themselves, prevent some of the things from happening, you see. Aaah yeah that's more or less the information that I really love to share with the parents.

Me: okay hoping that the parent will do what?

Muta: hoping that parents will understand and appreciate and give support.

Me: okay

Muta: yes

Me: for them to come forward.....

Muta: yes yes and also for them to know that in the school there are people, the teachers, because we are not only Life Skills teachers, we are guidance, and we are school counselors at the same time, so they should know that there is somebody there when I go to the school about the issue of my child I know where to go, yes! And most of the time the children that we counsel here sometimes require us to meet their parent, you see! That platform should be well set, so that they feel welcome to come forward.

Me: okay!

Muta: yes!

Me: now I believe your next lesson is about to come, I would love to know about if you have experienced an challenge in teaching sexuality and HIV/AIDS in Life Skills Education?

Muta: challenges arrr not really, but there was only one question which was posed by the learners, now, it was more... even I asked learners to find out more information of it.. Now okay How HIV is transmitted? Is it through sex, but then we are talking of it via semen or the vaginal whatever? I yaa .. so they wanted to know much, much, much, so I would not say is a bit of a challenge it is just not having the right information at the right time when such questions are coming. Otherwise learners are really very open and they can ask questions, they are free to ask questions and participation is good.

Me: what should be done perhaps to prepare you and enable you to accommodate some of those questions?

Muta: questions? Yeah is just a matter of going to the library or the hospital or invite somebody from the hospital, the nurse and then help go teach the subject or have a platform whereby we meet with the learners this person come to talk to them or make an appointment whereby I take the learners there, and also I am interested because some of the learners is like, talk of the people who are really infected, talking of the symptoms, they read about them in the books but they really don't know how it look like on a person, so that you know opportunity it will expose the children to go out there and see the reality, that is what I am planning we can create.

Me: Okay, so you think that will address the challenges a bit?

Muta: yeah it will address it even fully, to answer the questions, having an expert.

Me: okay and then, don't you think probably if you get some or let me say if you could have more content training yourself as a teacher could've be much better than calling in an expert?

Muta: That would be an empowerment! If they could really train us even two months intensively into this that will really be appreciated, very much.

Me: Okay, yeah we come to the end of the session let me thank you for your time and taking part in this study. I thank you very much.

Muta: you are welcome!

Me: I thank you

Post-Observation Interview

Date: 07.11. 2012

Teacher: Mr Paulus

School: YaPaulus Combined School

Me: Good morning Sir?

Mr Paulus : Morning

Me: Is the morning fine?

Paulus: I am fine!

Me: How have you been?

Paulus: I have been doing fine and yourself?

Me: I am fine, as I have introduced myself previously last time, My name is Beatha Hakaala , and I am here for a follow up interview, this now the second session . This interview will be partly based on the lesson observed and as I previously assured I still have to assure you that, what we are going to discuss here will be kept strictly confidential and for that we are still going to keep our pseudonym name Mr. Paulus. You may feel free to ask for clarification.

Me: Mr. Paulus what do you like about teaching life skills?

Mr.Paulus: Thank you, as a life skills teacher, I have been enjoying teaching life skills, like teaching a subject especially because most of my lessons learners participate a lot, it is always an active lesson.

Me: like based on today's lesson, you been talking a lot ne... and then you have been talking much to complement what they need for them to respond to you... now is that what we call active participation.

Mr. Paulus: the subject itself consists of different topics and themes, you may find sometimes learners they are not really active depends on the topic that you are presenting like it happened today it consist of many interesting topics but there are times when you'll find a teacher has to do a lot of talking because learners are not participating sometimes, seem to be having no enough knowledge about the topic that you are presenting or because of other reasons, that's what I can refer to the situation of today.

Me: mhh taking you back again, you said there are some interesting topics that learners may want to participate, now, what are those.... What topics are interesting to learners and to you perhaps?

Mr. Paulus: mhh so far what I just noticed learners are having ... participating more on the topic of career guidance.

Me: okay... career...

Mr. Paulus: here I have noticed that the curiosity of the learners to know more about their future makes them to ask a lot of questions and talk a lot in the lesson.

Me: okay and which topic they are not that much willing to participate?

Mr. Paulus: aaa say for example when I was teaching the topic of HIV/AIDS

Me: yes

Mr. Paulus: aaa a basic introduction of the topic, learners participated but as we go into the details of the topic, there are areas where learners are not participating or feel not free, or contributing anything, I don't know now whether is the knowledge they do not have or there are some reasons not Making learners not to participate on to say so to say in the topic of HIV/AIDS learners are not really taking part, fully participating and contributing to the lesson.

Me: Really? And what could be probably the contributing factor on/ in that topic, you as a teacher, your experience, and your general knowledge.

Paulus: Yaa Have done research over this and I have finding that for example me are having most of the time, learners have been participating in programs and information have been given to them regarding HIV/AIDS

Me: Yes

Paulus: So learners, awareness of learners make them to be a little bit not open talking about HIV/AIDS because found out that learners seem to be having a fear of confronting classmate and other things due to the facts that in the class there seem to be other who are infected with HIV/AIDS or anything related to that.

Me: ohh okay, you as a life skill teacher and at the same time a school teacher counselor, now are you aware if in your classroom there are some learners who are infected?

Paulus: Yaa, I teach different classes I actually don't have a class on my own but I know at the school there are learner that teaches that I aware and made aware that they are HIV infected.

Me: Okay, now how does that make you feel when you are teaching this topic?

Paulus: Being a Lifeskills teacher and I've gone under/ through a training, we actually learn to cope with such situation we were made to know, to bear in mind that presenting a lesson learners who are in there should not limit you to give information that is needed to them.

Me: Mmm

Paulus: therefore I find it easy to cope with those learners in my class asking as I know what to talk about in the class or in the lesson.

Me: OK what challenges you encounter in teaching life skills Education. Factor that emerge a constraining factors

Paulus: Challenges are from the classroom to the curriculum experienced a lot of challenges. For example, as I said learners participation sometimes, the topic the subject seen to be consisting of many sensitive topic, is one of the challenges. Aa, down to the syllabus down to, if you look at the syllabus and the textbook that we are having at the schools, they are not fully providing enough information that are needed by the teachers in order to facilitate well this subject or to teach, in the way that learners will really benefit. And also I noticed that there is no a lot of support from the school, life skills being a non-promotional subject, the school treat a subject as if less important to compare with other subjects more specifically, the promotional subjects. So less attention is given to the subject by the school and the learners as well. Learners don't respect the subject, they sometimes don't do the work when you ask them, they are saying they are given homework's and others work by other teachers – you see, it shows.... It is already telling you the perception of learners towards the subject. And also looking at life skills in Namibia, it still thinks we need more improvement when it comes to the syllabus and other things. Learners they, some of them they don't really find the importance of learning life skills maybe we need to put more like, learning materials and other things which can really make learners interest.

Me: Ok, and which part of the syllabus would you say is you're favorite and why?

Paulus: Jaa to me, personally my favourite part of the syllabus as is said earlier that I find it more interesting when I teach the part of career guidance.

Me: Yaa you mention that

Paulus: the reason why I noticed that discussing the life of the learners especially their future plans and other things related to that, learners feel more included in the subject, they feel more considered, therefore they always ask come time to time asking, even the lesson sometimes you find out that the lesson to will be very interesting and you will not even finish the time will not even finish the time will not even be enough, learners they want to know what kind of subjects. Careers they can choose for themselves what university they can go and seems like learners were left behind the information. When they can choose for themselves what university they can go and seems like learners were left behind the information. When they are coming close to that information, they really want to know more and I think one of the important it is one of the topic I think is very much important to the learners.

Me: Okay, and which aspect of the syllabus do you find most challenging to hear and why?

Paulus: The part of the syllabus That, I find most challenging to teach is still HIV/AIDS

Me: HIV/AIDS

Paulus: aa this is not really because I find it difficult to teach the topic related to HIV/AIDS but is the reaction of learners actually in the lessons. Learners do not want to talk about HIV/AIDS. It seems like learners do not have enough information, they are not aware about HIV/AIDS why it should be discussed openly, soo it sometimes giving pressure on me, to deliver well just because learners are not opening up, and they are not contributing.

Me: Okay and, saying that what aspect of the syllabus are you not comfortable teaching?

Paulus: Is the one I have just teaching

Me: Still, but that one was the challenging part about this which one are you not comfortable teaching? You as a teacher when you go in the class you are not comfortable at all the teach that subject yourself.

Mr Paulus: oo sorry to say that I actually feel comfortable in every topic although the comfortability sometimes is being challenged especially in the topic of sexuality whereby it doesn't matter confident the teacher is having – learners will still take away that comfortability because sometimes the way they react also in the class in the topic of sexuality were learners tend to be taking things for fun. Not taking them seriously, laughing too much in the class sometimes makes me less comfort.

Me: when you talk about a topic like sexuality, which one were you referring to? What are the topics make up sexuality that learners are not comfortable that always comes back to you not to feel a bit at easy.

Mr Paulus: Aah this one I noticed in some of the grade when I was teaching the topic of sexuality teaching a partners, for example, what is again that I can recall recall, homosexuality.

Me: you mean how a dating partner?

Mr. Paulus: Yes dating partners where learners tend to be laughing too much and making fun of the topic and that was really making me feel uncomfortable.

Me: what do you think contributing to the learner making fun of the topic, do they look at it as it not important something not to be discussed or?

Mr. Paulus: to me it comes with ignorance, learner they are not, they don't really want face reality. They are ignoring that talking about sexuality is one of the is not funny to talk about at school, they think it some that should not openly talked about, therefore I think learners are so ignorance, are ignorant for example for this if you look at that learners they actually don't want to talk about sex in general. To their teachers, they

are afraid about talking about sex to their teachers, they are usually do not like talking about things referring to their body as they treat their body to be special and they do not want to talk about them, so having this topic discussing about body parts and other things in the class, learners they don't take them seriously.

Me: and that then will come back to you later

Mr. Paulus: then it will come back to me, where it drives me to the uncomfortability.

Me: are you trying to tell me that should learners feel free to take the things seriously, would you yourself be comfortable to talk about things such as sex, reproductive parts, and organs to these learners.

Mr. Paulus: myself I feel should learner not aaer, when learners are giving me trouble about it I actually don't, I doesn't panic me, it don't, I go ahead with what I plan for the lesson, so I don't reduce talking about some of the things which were included in the lesson preparation or something. But I touch each and every aspect that need to be touched during that lesson. Therefore as a trained teacher it is about making learners get used to talk about such things, talk about sexuality, talk about sex, their private parts, their body parts until when they find that it is important to talking about it rather than looking at it as a joke.

Me: Okay.... Fine, to come back to the lesson again, during the lesson, I have realised that some learners are not comfortable to discuss or to talk, in the class or to participate to discuss in the class like I said earlier. Why is it so perhaps?

Mr. Paulus: No learners are actually different not only in the class, even when they are with each. If you look at it you will always find learners who are finding it difficult to express themselves. A learner is having an idea, let's say want to say something but expressing self eeerrr let me say for example talking or a learner standing up and speak freely in English as a medium of instruction. Learners they experience such challenges whereby instead of saying something a learner only keep quiet because is finding it difficult to express him/herself in English.

Me: You are saying language is ee English is contributing factor

Paulus: Yeah let me say the language use in the classroom is a very big problem.

Me: how does that make you feel as teacher whey they are not talking, they stand up and look at you as they want to say something but they can't.

Paulus: Yaa it reminds me of the struggle that I have to go through but a lesson doesn't have to end there, as a teacher you have to force trying to make sure that you make this learners speak to the best that they can. Aah at least one day you'll see learners are coming out to speak at least one by one and it is really helping.

Me: Okay that's good and ah why are coming to the end now. What do you think you need to be better prepared to teach life skills as a life skills teacher?

Paulus: yaa as a teacher or a life skill teacher?

Me: A Life Skill teacher

Paulus: to be a very prepared life skill teacher to go to the class, first of all you must be such a knowledgeable person, you must have a lot of general knowledge because the anytime the topic can divert, go out to talk about things that you know and the other thing you should have a good heart.

Me: A good heart?

Paulus: Mhh yeah aa good heart well, I can say a strong heart some of the topic they drive learners to emotional that are very uncontrollable, not only learners but a teacher also you may react in a way that aah you do not expect and you will demonstrate a very bad example to the learner, so having a strong heart and be very supportive to the learners is one of how you have to prepare yourself. You must before you go in the class, you should be able to deal with the, such situation of learners being emotional touched you should be able to know what to do and how to deal with such situation.

Me: Okay mhh if you had advice for a new life skills teacher what would it be?

Mr. Paulus: A new life skill teacher, who is just embarking professional of teaching life skills.

Me: Yes

Mr. Paulus I have a lot of advices more on how to deal with the learners. Learners need a person who is open, a person who listen, a person who help, who support, that's only how you will be successful as a life skills teacher at school, otherwise if you become a vulture or any enemy to the learner then you will not able to deliver.

Me: Ok, and what kind of training to you think life skills teacher need in general?

Mr. Paulus: Training, most important is the psychological training we need them, as a life skill teacher. Most of the people they are only applying or taking in this field of life skills but their psychological how can I put it, is not that of person who is supposed to dead with the learner in such a way that is expected as a life skill teacher. So we need to be trained how to deal with people, how to work with people, how react to different people in different situation and also apart from psychological, support we also need to be trained to be more supportive, like talk about counseling more life skills teacher need training of counseling which will enable them to help learners of different needs.

Me: Talking about training, now looking at our government and ministry of Education when it comes up with this policy of having full time life skills teacher, are you saying that teachers were trained fully to teach this subject.

Mr. Paulus: Yaa, if the way I look at it on the way is see it right now, we really don't have qualified teacher to teach life skills in Namibia, aar, life skill training should not be only a one week training or a 2 day training or one month training, that should be a training at least for a year or something to be qualified to teach life skills. Therefore to say, aarr I think the government need to look at it that, there is inclusion of life skill training at tertiary level should be implemented to help qualified teacher to have who can cater for the subject.

Me: that's good, now saying that are you saying that the life skill teacher training is little or...?

Mr. Paulus: Is not really a sufficient training that can help one to be equipped to teach a subject whereby a teacher just receive 2 day or one week training which means that person is not really fully ready to take part or to serving a life skills teacher, because there are some of the things that were not part of the training she/he received due to the lack of time for the training he/she received.

Me: Okay, thank you Mr. Paulus I must assure you that now we come to the end of this interview and I am very much grate full that you have be part of my study and your contribution had really meant a lot to me. Thank you

Paulus: Welcome

Post-Observation Interview**Date: 05. 04. 2012****Teacher: Ms Muta****School: Mutalife Secondary School****Me:** Good afternoon Ms Muta**Ms Muta:** Afternoon**Me:** I am here again based on the appointment I made with you yesterday.**Ms Muta:** Yes**Me:** Last time I noticed that you did not complete the lesson, but you started with a different topic today, is the time allocated to Life Skills teaching not enough or why rushing?**Muta:** Yes the time allocated to life skills teaching is not enough and there is a need for learners to think first before they answer questions. I think life skills should have 2 double periods.**Me:** The staffing norm policy, 35 learners per teacher (1:35), is your school in line with this policy? If no explain how large number of learners per class challenge you as a life skills teacher. Pay attention to attention to counselling, filling in cumulative cards, marking and attending to disciplinary hearings.**Muta:** Yes according to counselling some learners goes to other members (counselling group members) who they feel, comfortable with Cumulative cards are to be filled by the grade (pre- primary teachers whilst the life skills teacher is a facilitator.**Me:** Are you happy with the pregnancy policy which allows pregnant learners to stay at school? How does this affect their behaviour? Do you think it discourage or encourage learners to involve into sexual activities. Explain your answer.**Muta:** Yes I am happy with the pregnancy policy which allows pregnant learners to stay at school. I think this can encourage learners to involve into sexual activities because having a baby at an early age is good because the policy allows them to do so. The pregnant rate will increase due to this policy and promote single parenthood family a lot.**Me:** Do you have enough resources to teach the subject and if not how is it a challenge, say exactly what you have and what you don't have**Muta:** I don't have enough resources to teach this subject for example: lack of exercise books and lack of textbooks at some grades especially Grade 7.**Me:** What are your perceptions of parents feeling about you teaching their children sexuality?**Muta:** I think parents feel bad / worry about me teaching sexuality but I have to implement it according to the life skills policy/ government policy.**Me:** How many learners do you attend to counselling on a normal day and explain in more details**Muta:** 1-2 learners a day because some of them are attended by my colleagues especially the counselling groups or HOD and principals.**Me:** How many learners fall pregnant at your school in the past three years, explain how or why**Muta:** More than 20 learners fell pregnant simply because they lack the correct information on how to use / laid family planning.**Me:** How many OVC do you have currently at school?**Muta:** They are around 140 learners.**Me:** Do you think it is important to teach Life Skills?**Muta:** Yes, it arose the learners knowledge, sharpened their minds and increase learner education about sexual responsibility and sexual health to help prevent learner pregnancies.**Me:** Last time you introduced the lesson on HIV and AIDS with a sad song Kumbaya My Lord Kumbaya. Why?**Muta:** Because this song is a kind of prayer for a sick or sad person or somebody dying at home due to HIV and AIDS, we are asking our lord to heal the world about this killer disease.**Me:** I noticed your learners do not sit into groups and discuss and they do not take notes. Why not?**Muta:** Learners were not taking notes simply because exercise books are not available and they are not allowed to write examination meaning that they should not take note but only do the class activities.**Me:** I noticed that Life Skills as a subject is a non-promotional/ non examinable subject in the curriculum. Do you think this has implications on how the learners, other teachers, and school management deal with it? Do you think it receive the attention it ought to be? Explain in more details paying attention to how learners, other teachers and management view the subject. Say exactly what they do here**Muta:** Both learners, some teachers didn't know the importance of life, skills because some learners use to left their textbooks home, this makes me feel unhappy because we don't have exercise books for them to copy down the summary. Some learners use to dodge classes due to the fact that life skill subject is not important / non examinable subject. Teachers are not aware / lack of information on the programme and find it difficult to support learners, as well as the life skills teachers. Lack of materials eg textbooks, exercise etc. forms of motivation from the school management is needed.**Me:** How do you deal with that challenge?**Muta:** Sometimes as a life skills teachers I used to punish, learners by requesting them to collect fire woods or do the cleaning in the school premises after school for them not to forget their textbooks anymore.

School: YaShalom SS

Teacher: Mr Shalom

Date: 18. 09. 12

Me: Good morning Sir

Teacher: Morning! How are you?

Me: I am fine. My name is Beatha Hakaala and I am a master's student at Rhodes University. My research is examining the experiences of Life skills teachers in teaching sexuality and HIV/AIDS. I am sure your views will be of great help to my study. What we are discussing here is confidential. And therefore for confidentiality purposes I am going to give you a pseudonym. I am going to call you Mr. Shalom. I hope you don't mind about that.

Mr. Shalom: No Problem

Me: Please feel free to ask for clarification if needed. Okaay, Mr. Shalom tell me about your career as a teacher?

Mr. Shalom: my career as a teacher started 2002 when I joined the college, so I studied for three years and thereafter I was employed as a teacher 2005, not at the current school but at my former school teaching physical science from 2005 up to last year 2011 up to when I was transferred this side.

Me: so you were transferred?

Mr. Shalom: I transferred to this side.

Me: Means you were not in the same region

Mr. Shalom: I was not in the same region, I was in Otjozondjupa ;Tsumkwe SSS, now I am transferred to Oshana.

Okay, I understand, and what did you specialize in during your training? You said physical Science and?

Mr. Shalom: During my training my major subject were called Integrated Natural Science that is physical science and life science grade 8-10 and minors in Mathematics grade 5-7.

Me: ok so you did not do life skills at all?

Mr. Shalom: no, so thereafter 2 years of my teaching I took up another course through IOL but via North West University from South Africa, of which it was called Learner Support Education, an advanced certificate in Learner Support Education.

Me: Okay. Now what are your views of this move from being a full time general teacher to being a specific life skills teacher?

Mr. Shalom: yeah... I feel it is very important that the government have introduced this, because looking at my time when I was still at school, we never had a teacher that is only for life skill; who is there for the learners. Who is there to deal with the learners problems, so we were just left out of which life skill was seen as a free subject by the way a teacher might come in a month once or twice to come and teach life skills or else come to the class sit then just do jokes. But for now that the government have introduced it, for me it is very important for the learner's life, because it is from this subject where you guide them through other choices that they do in life.

Me: Ok... if I may ask, what.... you told me that in the past there were no specific life skills teachers who could help the learners with their problems....?

Mr. Shalom: Yes.

Me: Now that you being a specific life skills teacher what type of problems you think learners encounter and be helped by a life skills teacher?

Mr. Shalom: yeah, in my small office here I receive learners who come with problems that they need counseling; they need help; they are going through difficulties.... And also looking at the structure, the way life skill is structured... it is covering a lot of areas of which in many cases the parents cannot address them. At houses is where they are coming from. So it is from this subject that the teacher need to address this issues, we are talking of HIV/AIDS today which is a serious case. Parents in our culture like in my culture... I never up to now ... having 30yrs I never got off or hear my mother or father telling me about sexuality or HIV or about anything. It is through schools by then it was not that serious because we were not having teachers who are only on this line. So for now that we are having a life skills teacher I think is a benefit for these learners because they hear a lot that they were to miss out if there was not one.

Me: okay... so you are saying that now life skills teachers they talk more on these things.... Like sexuality, HIV/AIDS and?

Mr. Shalom: yaaa things that are more dormant let say career as well, I might be in a career today that I never liked but just because I was not guided I am in one. So many many people they regret the career choice they did in life just because there was no guide, so with life skills teacher there is a guide through lots of things especially things that parents don't tell us about.

Me: okay... fine ... good ... Now what made you interested in becoming a specific life skills teacher?

Mr. Shalom: in the first instance is my personality as an individual, I felt that my personality I am more of a person who want to see someone in the future doing right things, through guidance and it is because of this that 2007 I had to take up this .. take up this course through IOL while I did not know that there will be such a thing introduced, I just did a course as learner support because I had that in heart to help learners, so I was just doing

that as a course but for now when it was introduced I saw there is a chance with my subject with the study that I did I can take it up.

Me: Are you saying learner support is related to Life skills?

Mr. Shalom: is more related to life skills because is through that one were you have to learn a lot of different problems that hinder learners from their study, difficulties, we r talking about special learners, how can you help them as well, so it is more of psychology.

Me: oh okay... and you said... when did the government come up with this fulltime life skills teachers again... 2009?

Mr. Shalom: Yeah it started 2009 I think...

Me: Ok ... and you just decided...I have to move and become one?

Mr. Shalom: yaa I decided I have to move to become one because in my heart I have psychology mind, I have to study psychology, I really want to work with human beings.

Me: Okay what kind of training you received in preparation to teach Lifeskill?

Mr. Shalom: in addition to the small study that I done for myself, I was just taken out for some workshops, I attended 2 workshops, whereby another one eer it was not much of Life Skills. The first one was more of counseling whereby you have to deal with the problem that learners are having. So it was just one week workshop. So we attended that one. When I was appointed as a Life Skills.....fulltime Life Skills teacher we also went for a workshop also, for about 4 days, where we were also prepared , even though I cannot also say it was enough preparation because for one to become a teacher of a certain line you really need training in that area

Me: and what type of preparation you received on that workshop for four days after you became a Lifeskills teacher?

Mr. Shalom: yaa we went through the policy and we talk of an assessment and on how you assess in Lifeskills is not the same as another subject like the physical science I was teaching so it is different. So, we were taught on the assessment, we were also taught on how to address some other topics. I remember specifically when we were challenged of picking up some topics that we think they must not be taught in the classroom. I remember one of my friends saying that relationship/dating should not be taught having reasons like... because if we teach such a thing while the school rule is saying no dating/relationship then it is so contradicting but then through the discussions we found out that it is important to teach about it because even if we don't teach this relationship are still going on, sexuality still going on, HIV still there, so we have to cover all.

Me: Okay! Are you saying that relationships are one of the component or the theme or topic in the syllabus?

Mr. Shalom: yeah it is one of them especially from grade 8-10. They are having that one.

Me: Okay... ee, what do you like about teaching Lifeskills?

Mr. Shalom: what I like more of teaching life skills is like when you have taught someone and then someone changes life, you see a transition in someone's life. When you have given the skills, when you have given the guidance through that person and that for me it give me courage when is see someone changing from wrong to the right, I see courage, I mean I get courage in that.

Me: mhn and what challenges do you encounter in teaching HIV and sexual education?

Mr. Shalom: The challenges will be, as a subject that many people up to now they are still feeling it is a non-promotional subject, being a subject that is not that important, so it is a little bit, a challenge to make learners understand because at the big school like this having a lot of other classes it will be sometimes tough if you didn't take even if you don't take mark the learners it will be difficult to know who comes and who doesn't come.

Me: To the lesson?

Mr Shalom: Yeah to the lesson because some do not really come because they say aa Lifeskill is nothing, it is not going to do anything for me, so these are also challenges.

Me: that's one of the challenges?

Mr Shalom: yeah that is one of the challenges and also come to the issue of textbooks- mhn at this school where I am right now learners do not have textbooks for Lifeskills, it is only the guide that the teacher have but lucky at the school where I come from grade 8-9 and 10, all the learners were give text books for life skills all of them, so at this current school right now, we don't have anything there is no text book.

Me: ohh may I ask, where do you get the teacher's guide from?

Mr. Shalom: The guides were given when we attended the workshop

Me ok!

Mr. Shalom: that is when we get the guides

Me: Ok and who probably is responsible to give or to make sure that learners have textbooks for life skill at schools like this now.

Mr Shalom: I believe the government supposed to send since it is a subject that have, that was introduced, so I believe it is the government responsibility to make sure that they also send the materials in the schools. So you

cannot just introduce something and then you do not make follow up with the necessary materials that are needed to equip the teachers and the learners to start with such a study.

Me: Ok so that's another challenge that you have experienced.

Mr. Shalom: Yes

Me: and ... what part of the syllabus do you enjoy teaching?

Mr. Shalom: ok The most one, that I enjoy teaching, I enjoy teaching a career teaching learners about careers because that is a very... very... good guidance and I usually compare career and relationships, these 2 are important for me because that mistake that you do in a career it will be a mistake that will continue bothering you for good or otherwise for a long time.

Me: As a learner now?

Mr Shalom: yes as a learner now and also the same the mistake that one might do in choosing a dating partner say for example will be a mistake that will bother you forever. So those 2 are really very important even though the three domain that we have in the syllabus is only the where we are teaching learners about the careers, personal soul skills and even where we are also telling them of their only health.

Me: ok and which would you say is your favourite and why?

Mr Shalom: I would choose what is favorite for learners to be my favorite, because if you bring other lessons, what I've learnt currently at the school where I am, if you teach other lessons learners will feel to be more passive but when you bring issues of relationship they become more open.

Me: mmh

Mr Shalom: I don't know if the4y are open to me as a life skills teacher or they are open to everyone ore they also do the same with the teachers or anyone else, but I believe with relationship they become so open, they talk about it. And then I also as a teacher since I real want them to understand I am also open about it and like the topic as well.

Me: Ok which aspect of the syllabus do you find more challenging to teach and why?

Mr Shalom: The most challenging things sometime even though not very much challenging it is when you talk about the aspect of health sometimes, because some learners it's difficult for them to.... I mean sometimes the difficulty that we have,,, you find that the learners are in different categories also in the class, not because they want it to be like that but just because they are like that because of circumstances or situation from home, so sometimes is, is difficult to say it while some of the learners are in such situation from home.

Me: yeah

Mr shalom: so it becomes tough

Me: so they might feel that you are touching them

Mr shalom: yeah they might feel that you are saying it because of them

Me: Ok

Mr Shalom: So it become a little bit tough so we talk about learners who are going through abuse at home, learners that are going through problem just because they lost their parent some of them, and even when we talk about HIV sometimes it just become so taught because some learners lost their parent because of that and a lot of things so, by then anyhow it is a challenge to be overcome, we have to go through it.

Me: you are saying there is some emotion involved

Mr. Shalom: yeah there are some emotions when you are teaching, like I was teaching another subject another lesson in life skills about pregnancy, teenage pregnancy also the issue of taking care of babies not knowing that in my class was one right away pregnant – 2 month pregnant and we were just talking – hammering not knowing that someone is like that, so the time I know that someone was pregnant and we were just talking like that. She is a very active learner but not that day I was also wondering why today but then the learner was just in a situation which we were talking about. So these are some of the challenges we face sometimes, you talk about something's while someone in the situation.

Me: Ok, what aspects of the syllabus are out not comfortable teaching?

Mr Shalom: Aah not really, I would teach anything that is in the syllabus but then just the challenges might be the stumbling blocks sometimes.

Me: Ok... and why are you not, oh you said nothing is making you uncomfortable expect challenges, Ok how does the school feel about you teaching sexuality and HIV/AIDS?

Mr Shalom: mhh I am not yet approached so far, but sometimes when I am presenting these to learners; because I don't hide I am not one that hide, I just tell them what is there. So I sometimes feel as if maybe while I am teaching these things I am promoting it, but anyhow the challenge is if you don't teach then they will remain without guidance

Me: so that is coming from you?

Mr Shalom: yeah from myself but as from the school no one approached me to tell me about it.

Me: ok you feel they are all comfortable or they are happy

Mr Shalom: They might be comfortable or happy or they might not know the content of the subject maybe, that's why they are not coming but so far it is fine, no one approached me for this.

Me: Ok, what are your views on how parent feel about school teaching sexuality and HIV/AIDS? In general parents, how do the parent feeling about you teaching HIV

Mr Shalom: I think it is the culture of African, you don't need your child to know about sexuality when it is not yet the right time but yet at school you are teaching sexuality to these learner who are not ready. So parents if parents a here about this even though it will be tough for then also to hear because they will not be able to ask learners about sexuality. Are you learning about this at school? Because it is something they themselves cannot discuss. Because of our culture – but for me also as a parent as sometimes it feels as if you are not doing justice to the learners but then reality is that if you do not talk about it then you are not helping at all.

Me: are you saying you feel like you not doing justice when you are not talking about it.

Mr Shalom: yeah when you are talking sexuality but then you have to talk about it

Me: even yourself you feel like sometimes when you are doing it you might be not doing justice.

Mr Shalom: yeah you might not be doing justice because you are telling these learners something that few people will them of your age. There might be comfortable talking about it with their own friends but not with older person.

Me: How would you assume that few people might discuss this with the young ones/learners or might not tell them about this?

Mr Shalom: counting from my background none of my elder have done that to me so I had to go out to the friends of my age mate, you have to go out and learn it from the movies, so no one will really and say this is what you should do or shouldn't do?

Me: when what? When doing what?

Mr Shalom: when you grow up, I mean or when you have a relationship, when it comes to sexuality, it will be going to be very tough for someone to tell you straight that no, when you are having this, please this is what you must do, this is what you mustn't do. So like in my culture they only prepare a lady when is to be married, that but not your mother, other elders is when they will come because for they know that now is fine, no is the right time, but never when you are still young, when you are still at school, so sometimes when we are talking it i am also in the same culture so it is sometime that is that was not supposed to be done at all

Me: OK

Mr Shalom: for sure

Me: if you have advice for a new life skills teacher what will it be?

Mr Shalom: for a new life skill teacher, if one is to be appointed as a new life skill teacher and I am asked to give an advice

Me: Yes

Mr Shalom: I would rather tell the person, in fact I would be to be given I mean a change of giving an advice; I will first give an advice to the government.

Me: OK

Mr Shalom: yes because it is the government that should bring the whole revolution, the whole change, equipping these teachers, but anyhow the advice that I would give the Lifeskills teacher.

Me: Before you go to the advice to the life skills teacher you said you would prepare giving the advice to the government because they is at the equipping side of the teacher

Me: yes in what do you think the government should equip teachers?

Mr Shalom: as a life skills teacher we also need training just as any other subjects, because we shouldn't undermine. It is indeed from life skills where learners if they are well trained, they are well guided, and will they be able to do well in other subjects. So if we real bring this as a subject that should be taught with a full time teacher, therefore let it be taught by a teacher with training as well. So is from that training that this teacher should be made to understand he or she of must do in class.

Me: Ok, if I am not mistaken are you saying that training is not enough that a life skills teacher received.

Mr Shalom: yeah this small one week workshop I don't believe they enough

Me: OK

Mr Shalom: they are not enough

Me: ok and then what advice would you give how to the life skills teacher?

Mr Shalom: To the life skills teacher I would, because as human being some people would choose some topics to teach, choose topic they will present, since it is a non-promotional subject..... I will choose what I can present and I will leave others.

Me: Matter of choice?

Mr Shalom: ya matter of choices, what I do with my learners is like sometimes I give them topics, like these are the topic from any, now which one could you. Like if do my schemes of work, I don't do it alone, I go to my learner present my topics, and then we plan. Ok let's start with this..... they choose themselves and then because you are involving them in the choice of topics that will also make it very easy for them to participate in class and also not to make it much of teacher centred. Let they bring up and teacher sum up at the end, then it really help.

Me: Ok, what do you think, you need, to be better prepared to teach life skills

Mr Shalom: someone need to learn more of psychology – if you are in the line of psychology you will know how a person need to be or just ... Just small psychology- the basis of psychology will help someone to be able to teach life skills

Me: Ok, for the last question, what kind of training do you think life skill teacher need?

Mr Shalom: for the best training they will need as I have just highlighted let them be trained into psychology because you cannot introduce a topic, I mean something like life skill training course somewhere at UNAM so teach them in educational psychology to empower them as life skills teacher.

Me: are you saying this should be intergraded into psychology

Mr Shalom: yeah into psychology then come back to education just into different put them together

Me: what kind of topics you teach in life skills?

Mr Shalom: The topics you teach them on like how they prepare for their examinations just highlighting some few, because they are many. On examination or personal social skill we teach them about STDs how they acquire also testing and counselling of HIV and about relationship as well in fact they are many topic we have few for grade 11 but after that you give them a chance for them to tell you what they think is right to know. Then they make it a topic, you will research on it and you will have to present them.

Me: Ok Mr Shalom let me thank you for your time and willingness to contribute to your study. I will come back to you and see if what we have discussed here is what I have transcribed.

Thank you very much

Mr Shalom: OK, welcome.

Teacher: Mr Shalom

School: YaShalom SS

Me: Good morning Mr Shalom, let me use this opportunity to thank you for allowing me to sit with you during your past three lesson and for conducting the first interviews with me. For today, like I said over our telephone conversations I just have a few follow up questions that I would like to ask. I hope you don't mind about that

Mr Shalom: No Not at All

Me: Discussions about sex, sexuality and HIV and AIDS are viewed as taboo in most African culture. Do you agree or not? If yes or no give you explanation for your choice? Giving example what is exactly is regarded as taboo and what punishment is given in your culture once you break that taboo.

Mr Shalom: Yes, It's something that is rare discussed about in most cultures it may only be common between people of the same age, for our parents or any elderly person to discuss sex, sexuality its viewed as a big insult and thus to avoid insults I have to avoid such discussion with any one below your age.

Me: If the culture is against the discussions of sex with children and the syllabus is saying you should talk about sex with learners, how do you deal with this condition? Explain in detail.

Mr Shalom: In my case, I teach because I feel it's important to talk about sex with children thus to make them away of the dangers associated with sex. But I sometimes find it difficult due to the point that some children will not open up to the lesson since they will feel it's not good talking about sex with elders, due to the cultural beliefs instilled in them.

Me: Sorry Mr Shalom for taking you back, explain by giving specific attention why you think discussion of sex and HIV with learners is a sensitive topic

Mr Shalom: in my opinion I feel learners will feel you are encouraging them to do it, in a way that since he/she is talking about sex so then we can start doing it and also discussion of HIV may discriminate/stigmatise those already effected/affected due to comments that may come from other learners especially if the teacher feel to make follow up and collect any wrong information or understanding.

Me: I noticed that life skills as a subject is a non-promotional/ non examinable subject in the curriculum. Do you think this has implications on how the learners, other teachers, and school management deal with it? Do you think it receive the attention it ought to be? Explain in more details paying attention to how learners, other teachers and management view the subject.

Mr Shalom: Yes. It's true it's a non-promotional subject, and I feel learners and teachers do not see the need of having life skills, thus take it simple, for the learners take it as a lesson for relaxing or doing their work for the next lesson. So it's really hard to bring everyone on board especially if the negativity come from teachers and worse if it comes from the school management.

Me: How does that make you feel and how do you deal with that challenge.

Mr Shalom: I make sure when presenting my lessons I prepare in a way that learners get interested and see the need of having the subject. To the teachers and management I remain committed for them to see that the subject I teach is important, that is without missing any of my lessons, never allow my lessons be sub-situated with any promotional subject; never allow learners use my lesson for any other subject.

Me: I noticed that learners laugh a lot when you were discussing about the characteristics of a good and bad dating partner and during pornography lessons. Why do you think they laughed and how does it make you feel, and how do you deal with this challenge?

Mr Shalom: I think it's normal for learners to express their feeling during the lesson, for me it shows they are interested in the lessons, it's also a sign of concentration, though if it's over it might be considered a disturbance.

Me: How do you deal with this?

Mr Shalom: I regulate them to have them focused on the lesson again by posing a question, which will require them to think.

Me: What are the cultural taboos you know of that you will not break in the classroom to meet the syllabus guidelines? List them and explain why not

Mr Shalom: I do not get disturbed or limited by any cultural taboo, I present the lessons as the syllabus require.

Me: Last time I noticed that you did not complete the lesson, but you started with the different topic today, is the time allocated to Life Skills teaching not enough or why rushing?

Mr Shalom: Time is not enough, since when preparing you cannot guess the outcome of the lesson, it might be that learners pose a lot of questions, than expected or the participant more by giving their contribution than expected. Overall, if the basic competence of the lesson was met there is no use to repeat the lesson again.

Me: The staffing norm policy, 35 learners per teacher (1:35), is your school in line with this policy?. If no explain how large number of learners per class challenge you as a life skills teacher. Pay attention to attention to counselling, filling in cumulative cards, marking and attending to disciplinary hearings.

Mr Shalom: Class capacity is not a problem, what is a problem is the number of classes you have. When it comes to administration part of life skills, I feel being alone as a full time life skills teacher on a senior secondary school big as ours, is really too tough to have all things done. However, luckily the post is advertised where the second teacher will be appointed.

Me: Are you happy with the pregnancy policy which allows pregnant learners to stay at school? How does this affect their behaviour? Do you think it discourage or encourage learners to involve into sexual activities. Explain your answer.

Mr Shalom: The policy is good because it gives girls a chance of being in school, compared to previous years where learners were dropping out school and have their education lost forever. Though it may look like encouraging for them to involve in sexually activities it's the responsibility of teachers to make them understand or create awareness on proper sexual behaviour.

Me: As a life skills teachers it is you responsibility to deal with learners who fall pregnant at school. How do you deal with this and how does it affect you as a teacher

Mr Shalom: I have a passion of helping learners and I don't see any problem in this.

Me: You also attend to HIV and AIDS infected learners and OVC how does this make you feel?

Mr Shalom: It just feels that I have too much work and in fact too much administrative task, but I have passion to work with learners.

Me: How many learners do you attend to counselling on a normal day and explain in more details

Mr Shalom: My school haven't burdened me so much, because there are no referrals from teachers, which sometimes might be that teachers don't understand the role of a teacher counsellor, but normally I will see one to two learners daily, come by themselves or me approaching them after I have observed something.

Me: How many learners fall pregnant at your school in the past three years, explain how or why

Mr Shalom: I started last year (2012) at this school, and so far, cases that were reported to my office are probably 3, which is a lesser number for sure. The why question, maybe it is because learners understand the use of condoms if they are involved in sexual activities.

Me: How many OVC do you have currently at school?

Mr Shalom:

Grade	Male	Female	Total
8	10	6	16
9	11	13	24
10	6	12	18
11	31	35	66
12	47	51	98
Total	105	117	222

Me: Do you think it is important to teach Life Skills? If yes/ explain why.

Mr Shalom: Yes it is important because life skills are so imported, they equip learners to face the real world in their daily life, learners are not exposed much to a philosophy of learning by mistake, since they will be aware of most imported facts about life, which will help them make informed decisions.

Me: Sex is viewed as sacred and relegated to a private sphere of life and it should only be discussed in private for reproduction purposes, do you agree? Explain

Mr Shalom: Answering this question depends on someone's religious, cultural background, I would rather say sex is reserved for married partners only. This I cannot teach to learners since the background, values and beliefs are all different.

Me: How does it make you feel when you are expected to discuss it in public let alone with children?

Mr Shalom: I will discuss it as the syllabus require it done, though I will ask my learners' views and if I will have to give my side of view I will tell them it's my beliefs and not necessarily as they should do.

Me: Thank you very much once more Mr Shalom

Mr Shalom: You are welcome

School Name: Lauralis Secondary School Date: 09/10/12
Teacher: Ms Laura

Me: Ok good afternoon mem!

Ms Laura: good afternoon

Me: My name is Beatha Hakaala and I am here based on the appointment I made with you last time. I am a master's student at Rhodes University. My research is examining the experiences of Life skills teachers in teaching sexuality and HIV/AIDS. I am sure your views will be of great help to my study. What we are discussing here is confidential. And therefore for confidentiality purposes I am going to give you a pseudonym. I am going to call you Ms. Laura. I hope you don't mind about that.

Laura: not at all

Me: Ok ... please feel free to ask for clarifications if needed.

Laura: Ok

Me: Okay Ms. Laura, tell me about your career as a teacher?

Laura: After graduating from the college I started teaching Oshikwanyama at Sheetekela Combined School in Okalongo circuit, which is in Omusati region. From there I moved to Ongha SS in Ohangwena region as a biology and agricultural science teacher that was about 5 years at Sheetekela and around 4 years at Ongha. From there I moved to Gabriel Taapopi SS where I am today as a Lifeskills teacher.

Me: Okay... does that mean you have about 9 years teaching experience?

Laura: more than that I would say.

Me: ok now, it is like you also indicated your specializations during your training at the college, but in short what were your specializations during your teaching training at the college?

Laura: I was trained as an Agriculture and Life science teacher and minors in English but then out of need or would say of scarcity of job, I accepted my first job as Oshikwanyama teacher, then from there that's when I got a cross transfer with someone who want to teach at Sheetekela then I have to go and teach my subjects. In addition to teach my subjects I was offered again to teach Biology.

Me: Okay.. Thank you! What, what are your views of this move from being a full time general teacher to being a specific life skills teacher?

Laura: well I think my own move was motivated by my personal gain. I am originally from this area, I am originally from Oshakati, so moving from Ongha which is in Ohangwena region far from Oshakati was a challenge or to say there was a challenge, so moving from Ohangwena to this side was like an advantage for me. I could be close to home. And also was feeling like I was stagnating professionally, teaching the same subject year after years, no workshops offered especially in Agriculture, I kind of feel like , let me take this chance and see what it is going.

Me: okay... now you said one of the reasons you moved is just to come closer to home. What made you interested in becoming a life skills teacher? Why life skills?

Laura: well it offered the opportunity to come here, if it was another subject I would still come this side, so it doesn't matter which subject.

Me: Okay, and what kind of training did you receive in preparation to teach Lifeskills?

Laura: uhm, if I may say the preparation came long way back before I became a life skills teacher, while I was teaching at Sheetekela I was ... or let me say I underwent basic counseling skills training and then again when I came to Ohangwena, they trained me again in the same thing. To me, that was a preparation because it was one of the requirements for teaching Life Skills. And then again when I started teaching Life skills this side we were offered a workshop; a two day workshop as a preparation for us, as we are starting Life Skills for the first time.

Me: Ok, and what do you like about teaching Life Skills?

Laura: I would say, I love more the flexibility side of it because it is about teaching the kids skills, and some life issues, so you can easily move from one topic to another without having to lose time or losing the main part of the syllabus that you are covering because Life Skills I would say it is about life!

Me: Mhh, what challenges do you encounter in teaching life skills Education?

Laura: Well I would say there are a lot of challenges although they are not so much, so of a challenge they are about, getting your learners to open up during the lessons because learners want to hear more about the teacher and they don't want to contribute anything in case, whatever they contribute will be put against them. That I said so, because sometimes let me say the topic of sexuality for example the topic of HIV and AIDS, knowledge, teenage pregnancy such issues, those sensitive issues, learners are not so open to them because sometimes you talk about this things in the class then other. Learner will go out later and say well you know more about these topics it means that you are practicing it or you are more experienced, so they don't want that.

Me: so in a way you are saying they are scared of being labelled

Laura: Exactly

Me: Okay, and taking you back to the question again you say learners are not that much open in discussing or talk about these topics, due to the sensitivity of the topic. Now you have been dealing with them now at some

point as a life skills teacher, what would you say is the contributing factor now to them to be silent during the lesson?

Laura: Well if I point out the issue of sexuality for instance aa sex talk in most of our Namibian community is almost the taboo therefore from their background, from their home, from whatever in their community sex is not talked about openly and now you have this teacher teaching about sexuality and want the learner will come on, we are not going to this.

Me: We are not going to tell the teacher these or?

Laura: Otherwise the teacher that is stemmed from the perception that you are not supposed to talk such subject to people that are older than you. Maybe that is also another contributing factor; maybe if learners were to talk about it on their own, maybe they will be open.

Me: Okay ohh soo, you are saying that yourself as a teacher you donot have a problem discussing about sexuality but it is only that the learners are very silent about this.

Laura: No I don't have a problem discussing about sexuality at my age I am very comfortable discussing about sexuality.

Me: Which part of the syllabus do you enjoy teaching and why?

Laura: I shuu, the syllabus... I enjoy teaching about career guidance and I do enjoy teaching about daily living skills yaa that is it.

Me: Ok, and what entails daily living skills?

Laura: Daily living skills entails issues of eer of life, you can ether you talk about finances, you talk about health care under which we have now HIV/AIDS, we talk about responsible parenthood and so on, and there are many things that are touched there.

Me: Okay, and what would you say is your favorite and why?

Laura: Still I would say career guidance and the reason is career guidance, to me is very important because I myself up to this level I am still lost because I never received any guidance regarding careers. So I ended up where I am today because I have no other choice, so with this field I feel that my learners deserve better than that. They have to be guided so that they make some decisions and then at the later stage we will have development or let say we will have good people in our country that will help the country in a way. People will choose the job that they will enjoy. The job that they want.

Me: Ok I am still into the syllabus ne! What aspect of the syllabus do you find most challenging to teach them and why?

Laura: well let me think

Me: Mhh

Laura: Topic of the syllabus well I would say even though I said I enjoy daily living skills is the part that I enjoy is still the most challenging especially the part of HIV/AIDS is a surrounded by mystery not much is all about HIV/AIDS there are a lot of myths, there are a lot of untrue story, therefore, learners have a lot of question to which I do not have answers and also some of them they become too personal at times. The learners want to know about the teacher and that was a challenge to me how to dodge their questions without actually giving them the necessary information, so I find that more challenging a bit.

Me: OK! What aspect of the syllabus are you not comfortable teaching?

Laura: I would still say same because of lack of information, facts let me say you may think you have the fact but actually the facts do changes on HIV. The facts change from time to time. At the beginning I do remember we were hammering on HIV/AIDS is a killer disease but today it has changed, is no more a killer disease, it is a problem but is,... it becoming a life disease, just like another disease diabetes, higher blood pressure and so on. So it is also difficult, changing that perception to another perception when you taught the learners that HIV/AIDS is a killer disease.

Me: Okay! Ok and how does the school feel about you teaching about sexuality & HIV/AIDS?

Laura: since I am new I will not say much about their views I've met once, the parent during the parents, during the parent meeting, but then I gave them a general topic on learners' behavior at school and how parental guidance is needed, but they never really raised their views but not that much.

Me: Other teachers, the principal at the management, now what are their views about you being a life skills teacher.

Laura: Ok, generally their view is that, they really don't care what I teach, what they feel is that; I should take all the problems from their shoulder any small problems take to the life skills teacher. It is like well now we have a Mesaya who came to rescue us, now we just have to teach our content of our subject, the life skill teacher will solve our problems; which should not be the case.

Me: Okay if you had advice for a new life skills teacher what would it be?

Laura: Mmh well, my advice will just to say well if you have to teach life skill teacher, you have to cook yourself there. It means you have to put your heart in it, on otherwise it will be just one year you are done.

Me: Okay, what do you think; you need to be better prepared to teach Lifeskills?

Laura: well; I will just speak for the whole of Namibia. Life skills teachers are not professionally trained so that should be the beginning to be trained professionally for that specific subject, and then I think things will be better.

Me: So now you are saying things are not that much better because?

Laura: Because of lack of professional training because we base our methodology from our previous subject that were trained for.

Me: Which can be sometimes challenging?

Laura: You have to be really creative and skillful

Me: Ok and what kind of training do you think life skills teacher need, different from the one you received from other subject

Laura: Shuu... that one I don't know what to say ... what kind of training??? Maybe they should go to a university and be taught properly, the methodology, the assessment, the content in all the domains of the syllabus.

Me: Ok

Laura: For example how you'll tackle the daily living skills, how do I tackle finances, how do I tackle what ways maybe that direction.

Me: Ok, yes we are coming to the end of the session by the way, the last time I came to observe your lesson,

Laura: mhh

Me: We discussed topic pornography, when you go to the class to teacher this point. What kind of material do you use and how do the learners react toward them?

Laura: Well II have about 10 grade 11s to which I taught this topic. The first class that I had was quiet, because I also was not too sure of what to talk but fortunately enough I have internet at school which is free internet; my class have access to internet, when I am teaching I have access to internet. So putting the methodology and other stuff that I downloaded from the internet, and read to the learners since they do not have computers for themselves, I had some magazines, they are not pornographic but they were in a way helpful for me for example to define the term pornography. So I then from there things run smoothly from the first class to the last, we were going smoothly and learners were very participative in fact they wanted to see the real pornographic materials but I don't think it is a good ideas to show them?

Me: Why would it not be a good idea?

Laura: One, I really don't think it is appropriate to show them, one age restriction, most of the grades 11s' are under the age of 17. I would be now violating the law to show pornographic material, the second thing I don't think the parents will now be happy to hear that now the teacher for life skill teacher is showing learners porno, thirdly, the reaction from the school again, they would think, what your motives are, there are many things to think of. Ok I really do not know where we stand as teachers regarding this thing. Do we show or not show but before I don't know I will not show them. I choose not to show them.

Me: Okay! Ok you have textbook ne, which you use?

Laura: Mhh I do have

Me: What kind of information in the text book regarding those topics. Do they have pictures?

Laura: Like pornography for Grade 11 I have a teacher manual and there is only a small paragraph that why it was difficult for star. Just small paragraph for the definition, that's all, so I have to supplement it with other books like for Grade 8, there are more discussion and activities but I don't think they have topic yet, yaa they do not have.

Me: Ok, the last question, when it comes to the materials to use for Life Skills are you saying you have enough or it is still a challenge thing

Laura: I will not say materials are enough but I have some to get by because so far like for grade 8,9,10 they have textbooks they are sharing a textbook, per two learners, the grade 11 & 12 they have none. I have only teachers manual but there are no textbooks for Life Skills grade 11-12. Other materials I use condoms models of penis & vaginas we have them.

Me: Ooh who provide them?

Laura: Ministry of Education provided them.

Me: Okay this is the end of our interview and I must thank you for your time and for being with me to conduct this Interview and to for contributing greatly to my study. I thank you very much

Laura: Okay!