

SEXUALITY EDUCATION IN AN INFORMAL SETTLEMENT

by

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ABSTRACT

Sexuality education means that the child is given information on sex, but at the same time is also taught certain skills, values and norms. Respect for others, caring for them, taking responsibility and accountability and non-discrimination is a key part of sexuality education (Edward; 2000).

The purpose of this study was to explore and investigate whether teachers have the necessary knowledge and skills and are committed enough to impart sexuality information to learners in the informal settlement.

The researcher's view was that if sexuality education can be taught effectively in schools in the informal settlement, learners could acquire the necessary knowledge, that will help them prevent themselves from causes or issues that will affect their social life, behaviour and future challenges. This could also reduce the increasing percentage of teenage pregnancy, orphans, HIV / AIDS, sexual abuse amongst our society.

Data was collected through multiple methods. The community members were interviewed to find out their perceptions, feelings and opinions about sexuality education and what they recommend should be done to facilitate changes on causes and effects that threatens the progress and development of their environment. A thorough literature review was made to determine what other researchers found on the same phenomena. Observations through visits were done, and feelings, perceptions and opinions were read throughout the interviews.

The respondents proved to have limited knowledge about sexuality education and what it entails. Through programmes designed by both the school and the society, they can be empowered to can open up, and be ready to communicate freely with their children, play their role as primary teachers and be involved in the upbringing and decisions of their children's education.

The findings of the study show that parents and learners need to be mobilised. For this to happen, schools play a major role and is part of the community. Teachers should change their attitudes and try to develop a sense of interest of belonging and wanting to can make a difference in the lives of learners, by being more committed and about the phenomena.

They should also display a sense of trust, comfortability, likeness and understanding, to be able to deliver the matter or project successfully. This will also instil a positive insight to both parents and learners to can communicate freely about certain issues, which will then reduce the risks hindering the education, economy and development of our communities. Parents will then be involved and help in drawing programs or projects that will motivate everyone to participate and grow.



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CHAPTER 1

1.1 ORIENTATION OF THE STUDY

In this chapter my discussion will be about a situation or an environment in which my study will be conducted. I will give an overview of the background of the research problem in conjunction with the need for the problem for my claim. Hence the necessity of analysing my research problem with the research question and a claim formulation. I will further discuss the aims of my study and explain the methods of research underlying my study. Lastly, I will give the structure of this study, summary and recommendation.

1.2 BACKGROUND OF THE STUDY

Bekkersdal is a very small township with a very large population, fewer schools, churches, clinic and community hall. The place and its people are very much disadvantaged. It is a township next to quite a number of Gold Mines, which was supposed to be of the richest, but unfortunately it is the opposite. It has a very large number of unemployment which I think is the single most contributing factor leading to sexual abuse, rape, poverty, crime, illiteracy, a high percentage of teenage pregnancy and HIV / AIDS infections.

Most teachers working in Bekkersdal are from the surrounding areas, which also makes it difficult for smooth communication with parents, and ways of attracting them, as role models, and be involved in all community activities.

1.3 PROBLEM STATEMENT

The problem of the study is that we lack knowledgeable, open-minded, skilful and committed educators, who are able to execute knowledge to the learners, taking into consideration their cultural background, religious beliefs and their level of development.

1.4 AIMS OF THE STUDY

Through the execution of this research, the aims of the study will be:

- To find out whether the community has an understanding of what sexuality education is;
- To get the responses and recommendations from members of the community to combat these problems which are endangering the youth;
- To find out the community's perceptions, feelings and opinions on implementing sexuality education in schools;
- To find out what effects sexuality education would have on informal settlements;
- To empower primary school teachers to be able to equip learners with the necessary knowledge, skills and values regarding sexuality education.

1.5 MOTIVATION FOR THE INQUIRY

What motivated me to conduct this study was the increase of primary school learners in our schools who become mothers at an early age, fathered by big men old enough to be their fathers, who are working in the mines. Secondly, the increasing percentage of sexual abuse cases and the deaths of learners' parents, dying of HIV / AIDS virus, prodded me to go on. I wanted to get a clear picture of these causes, hence I dwelt on this research to find answers.

1.6 AN ANALYSIS OF THE RESEARCH PROBLEM AND FORMULATION OF THE RESEARCH QUESTION

1.6.1 The Analysis of the Research Problem

There is an urgent need to start addressing the issues of high rates of sexual abuse, rape and HIV / AIDS which lead to a large number of orphans, unnecessary trauma left unresolved, unwanted babies, illegal abortions and prostitution at a very early age.

1.6.2 Research Question

- What are the Bekkersdal schools doing regarding sexuality education?
- How do they intend solving the problems underlying these aspects of sexual abuse, teenage pregnancies, teenage parents, HIV / AIDS, orphans, rape, etc?
- What recommendations do the members of the community suggest to alleviate the problems hindering education, success, ubuntu, developments and progress in their environment?

1.6.3 Formulation of a Claim

The fact that a high rate of abuse, rape and teenage pregnancy is being experienced, means that people are living unfaithfully and immorally and are still practising unsafe sex. Hence the rapid increase of HIV / AIDS infections. Thus I deemed it necessary to do the investigation on how to educate learners, who in turn will be able to impart knowledge to their parents and the whole community, indicating the dangers of being ignorant and lack knowledge on sexual matters.

To this end, Bean (1995 : 3) says: "Moving towards a coherent curriculum offers possible unity and committedness among every day activities in the school, and educational experience for young people that will make sense in terms of purpose."

1.7 SAMPLE

My sample will comprise of 8 members of the community of Bekkersdal. I will do a convenience sampling whereby my respondents will be a mixture of teachers and parents. With this I will be able to record different opinions, perceptions and feelings as it is considered a good representative sample of the research population for this inquiry.

1.8 METHODS OF RESEARCH

Literature review is an indispensable and very important aspect of the process. It forms the basis upon which all future work has to be done (Monteith & Steyn, Study Guide, p. 3). On the other hand Cohen (1990 : 56) regards literature as a preparatory stage of gathering data; serves to acquaint the researcher with previous research on the topic he / she is studying. It thus enables him / her to continue in a tradition to place work in context to learn from earlier endeavours.

My research will then have a qualitative design and I will use the following methods:

- * Covert observation – it is meant that the researcher studies or observes a specific situation or type of situation. As a concerned teacher in Bekkersdal, I believe my information is valid as I always observe the situation and daily activities happening. I also regard myself as part of the same community because I spend most of my time rendering my services to them, and it also gives me the opportunity to visit their homes and observe their living conditions.
- * Textual analysis – this comprises a technique in which one or more questions are given to the respondent which the respondent should answer. I will also involve a number of parents, teachers, police and students (that will be my sample) generalise the results gathered from these interviews and ensure credibility. It will also provide me with a thorough understanding of the different feelings, perceptions and opinions of the members of this community.
- * Opinionnaire method – according to Matseke (2002 : 14) quoted in Skosana (2002 : 14) when this method is used, opinions, beliefs and attitudes of all stakeholders involved can be utilised in ensuring stability in the education profession. This

method therefore assisted the researcher in gathering information by asking for people's opinions and assessing their attitudes towards sexuality education in schools.

* Interviews – this comprises a technique in which one or more questions is / are given to the respondent which the respondent should answer. I will also involve a number of parents, teachers and students that will form part of my sample. I will ensure credibility in the results gathered. This will provide me with thorough understanding, feelings, opinions, and perception of the respondents.

1.9 VALIDITY AND RELIABILITY

The process of the study should be consistent, as well as reasonable, (Miles & Huberman, 1994 : 278).



1.10 ETHICAL MEASURES

The researcher's promise to protect the research participants' rights and decisions will be done in an effort to adhere to research ethics (Burns and Grove, 1993 : 94 – 108). Concerns about validity and reliability are common to all forms of research, as is the concern that the investigation should be conducted in an ethical manner (Kruger, 1994 : 24). Codes of ethics, therefore, serves as guidelines that alert researchers to the ethical dimensions of their work (Merriam, 1991 : 178). The following measures will be taken to satisfy the demands of ethical research:

- All participants will be voluntary
 - Confidentiality and anonymity will be assured
- (Kruger, 1994 : 26).

1.11 CONCEPT CLARIFICATION AND DEFINITIONS

- Sexual abuse - when one adult forces another adult or a child to have sexual intercourse or perform other sexual acts against their will, it is abuse;
- Rape - forcible sexual relations with an individual without that person's consent, other sexual intimacies or contact forced on one person by another, using either physical force, coercion and / or a weapon;
- Orphan - a child whose parents are dead, and does not have anyone to care for him / her;
- Crime - an action that breaks the law, serious offence, one for which there is punishment by law, a shame, senseless act;
- Illiteracy - unable to read or write, uneducated, showing lack of education;
- Poverty - being poor, great lack of money or resources, the minimum income level to obtain the necessities of life;
- Teenage pregnancy - is the condition of a girl falling pregnant between the ages of 13 and 19. It is important to note that the age of the father doesn't count; teenage pregnancy is determined only by the age of the mother, not the father, it doesn't matter whether the father is older;
- HIV - Human Immuno Deficiency Virus; is a fierce germ that attacks the immune system and eventually begins to weaken and destroy it;
- AIDS - Acquired Immuno Deficiency Syndrome, a combination of diseases caused by a virus which affects the immune system; it is the direct results of HIV, and happens when a person becomes so ill that their body can no longer fight off other infections;
- Virus - tiny organisms of germs which can cause disease in humans, animals or plants; a very tiny living thing, smaller than bacterium that can cause disease in living things; HIV is just one type of virus

- Infection - invasion by a disease-causing agent; the body's reaction to an invading germ, pus, pain, fever and swelling may result. Sometimes there are no obvious symptoms;
- Affection - unnatural / or harm;
- Human sexuality - experiential combination of one's biological sex and psychological gendered personality as a male or female;
- Prostitution - a person who takes part in sexual acts for payments; a woman who engages in promiscuous sexual intercourse for payment; a man who engages in homosexual acts for payment;
- Ubuntu - humaneness and our ability to care;
- Community - the people living in one place, district or country considered as a whole group of people of the same religion, race, occupation, etc.

1.12 SUMMARY



Our communities, especially those living in informal settlements, need to be conscientised about their living conditions, health, behaviour and protection.

Hence education, combined with appropriate services can provide young people with tools essential for their reproductive health and personal development. Education in decision-making and negotiation skills, especially from peers, helps young people to protect themselves from unwanted relationships, exploitation and violence, and to promote the use of condoms, most importantly urging them to abstain completely or wait until they are married when they are sexually active. A supportive community provides the information and services that young people need. (UNFPA)

1.13 DIVISION OF CHAPTERS

THE OUTLINE OF THE STUDY LOOKS LIKE THIS:

- Chapter 1 - Orientation and background of the research is discussed.
- Chapter 2 - Literature study of Sexuality Education.
In this section, literature will be reviewed. The review of literature will be guided by research questions mentioned.
- Chapter 3 - Research design and data collection; detailed account of results.
This section contain samples of the raw data that was collected.
- Chapter 4 - Description and interpretation of data.
This section will describe how data was collected, conceptualised, categorised and coded.
- Chapter 5 - Findings, recommendations and suggestions.
It is in this section that the findings of the inquiry will be discussed and recommendations will be forwarded.

CHAPTER 2

2. LITERATURE REVIEW

2.1 INTRODUCTION

Sexuality education aims to help young people develop a positive view of their own sexuality and sexual relationships. It provides the necessary information, clarity and teach values. These elements are needed to make wise, informed decisions and choices about all sexual matters. Thus a balance between knowledge, skills and values is important in sexuality education programmes. (Van der Merwe et al,1999:69).

My focus in this chapter will be taken from different authors or researchers views and statements. I will compare and analyse their views/statements and base my argument on these findings. I will then state the roles played by the members of the community i.e. (different stakeholders) and the characteristics of the educator. Lastly I will bring touch on the content related to the concept, and draw up my conclusion on the aspect.

2.2 DEFINITIONS OF CONCEPTS

2.2.1 What is sexuality?

According to Van der Merwe et al (1999:66) sexuality is referred to as the total of a person's inherited characteristics knowledge, attitudes, experience and behaviour as they relate to being a man or a woman. They further explain that sexuality affects all areas of our lives, including our physical bodies, sexual intercourse, feelings and attitudes, our beliefs and values, the way we walk dress behave, decisions we make, inherited characteristics, relationships between people, social and spiritual aspects of people's lives. They stress that all these aspects determine our sexuality by the way we as humans perceive our lives as men and women.

Cassel et al (1989:95) in Mathebula (2000:14) regards sexuality as a component of the total personality. It has to do with being a male or female, how we relate with each other, how we reproduce, what we say and do to communicate our maleness and femaleness.

Van Rooyen (1994:24) on the other hand defines sexuality as a way of being which is a dimension of human existence.

Vergani et al (1997:7), also in Mathebula (2000) argues that sexuality is the way we see ourselves as men and women, which includes our bodies, our feelings, our beliefs, our values, our fantasies; the way we behave and respond, the way we dress, the decisions we make, our inherited characteristics and our relationships with others.

Morris (1984: Introduction, xvi) also states that recognising that sexuality involves more than biology and that education is more than just information, thus sexuality educators throughout should acknowledge the importance of values.

Mulondo (2001:10) on the other hand describes sexuality as a bio-psychosocial phenomenon. She/He further states that sexuality involves a certain "self-concept" acceptance of a specific masculine or feminine gender role, as well as the needs that may be sexual or non-sexual. She/He continues by arguing that sexuality is a voyage into one's own body, mind and spirit which enriches other dimensions of life.

Savage (1987:1-5) adds by saying sexuality includes sexual behaviour and functions as well as the awareness of one's own body. Sexuality is also defined as the ability to have sexual feelings which involves a person's feelings about self, self-esteem, body-image, ability to relate sexually to other and ability to communicate those feelings.

I will conclude by saying sexuality is who a person is, being male or female, boy or girl, man or woman, the gender of a person is very important. It includes the behaviour and respect for our bodies.

2.2.2 What is Sexuality Education?

Sexuality Education in this regard is said to be a lifelong process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships affection, intimacy, body image and gender roles (SIECUS, 1991).

Van Rooyen (1994:25) in Mathebula (2000:15) describes sexuality education as being pre-eminently a matter of education which is related to all issues concerning the particular sex of the child being typically a boy or a girl. He further argues that sexuality education endeavours to provide the child with everything necessary to understand his sex role and to identify with it. It includes things like growth and development of the body, reproduction, birth, and other related matters.

Van Rooyen (1994:156) further argues that sexuality education is education. Meaning to guide a child to become an adult, man or woman. As an adult, man or woman, he or she must choose by virtue of his or her own accord and assume responsibility for his/her behaviour.

Cassel et al (1989) in Mathebula (2000:16) also adds by referring to sexuality education as being all about exploring strategies for helping children reach adulthood with healthy and fulfilling sexual lives.

Burt and Meeks (1984:181) in Bam (1994:19) stress that the importance of moral living and high ethical standards of personal conduct are recognised in the teaching of sexuality. It is preferable that teaching be centred on factual information and traditional moves.

Bam (1994:19) further quotes the International Planned Parenthood Federation (Middle East and North Africa Region) (1994:64) regarding sexuality as a promoting factor of sensitivity in human relations. It should help the individual to take a stand towards himself and others. The important point is the emphasis on human value orientation.

Sexuality education is all about exploring strategies for helping children reach adulthood with healthy and fulfilling sexual lives.

In my view the above statement is very much correct. But the subject on human values and relations is very different and difficult to change. Teaching a person to have or acquire a positive self-esteem, a positive attitude, values and to acquire a personality maturity is a huge task. Hence in my view it is important to acquire skills as an educator to be able to impart knowledge to the learners, be able to communicate with them openly, be there to direct them every step of the way to be responsible and can make correct choices in life. Lastly be able to help them to can teach and guide those that are less knowledgeable and vulnerable.

Bam (1994:19) further stresses that sexuality education should be centred on human growth in all areas including the sexual. She goes on by saying that sexuality education cannot be presented in an abstract and fragmented way but must be synthesized and integrated into the total curriculum since growth towards sex and personality maturity, sexual abuse, HIV/Aids pandemic are increasing daily.

Minimising the increase in these infections is that sexuality to education be taught in such a way as to properly meet the needs of most young people and schools must play a huge role in forwarding the information. This does not exactly mean schools are taking over the responsibility of parents and society but it supplements the home and other social institutions in their endeavour to instruct in this area of education.

Kilander (1970:16) in this regard refer that the school can give the information objectively. Burt & Meeks (1984:193) also add that parents need the reassurance that they have the primary responsibility for the sexuality education of their children and that the school is assisting by providing age appropriate learning experiences.

I fully support the above and still add that our parents need to play a very huge role in the learning or education of their children. They really should be involved in designing the curriculum to be assured that information given to their children will in future part of the foundation of sound values, norms, attitudes and standards and lead them to do right choices in life-secondly that it helps them morally to be defensible against sexual exploitation and other negative influences emanating from the society (De Lange 1981:57)

2.2.3 What is Sexuality?

According to Kilander (1970: 3) defines sex education as it is defined today; that it includes all educational measures which in any way may help young people prepare to meet the problems of life that have their center in the sex instinct and inevitably come in some form into the experience of every normal human being. These problems extend over a vast range of life's experiences from simple little matters of personal sex health to the exceedingly complicated physical, social, and moral problems that concern successful marriage and family relationships.

Kilander (1970:3) further explains that other terms that have been used over the years and sometimes continue to be used as synonyms for sex education, sex-character education, social-sex education, education about human sexuality, health and human relations, personal and family life and family living.

Van der Merwe et al (1999:66) refers to sex as whether a person is a male or female, based on their physical differences. Sex also refers to the act of intercourse.

Van der Merwe et al (1999:69) goes on by referring to sex education as the transmission of sex knowledge from an adult to the youth. Thus sex information according to the researcher is transmitted for the sake of imparting information without having education and moulding as an aim - values and norms are absent. Sex education can be dangerous and can lead to permissiveness and promiscuity.

Harrison (2000:32) explain that sex education ought to be able to provide many opportunities for pupils to become informed about reproductive and sexual matters, and to begin to exercise their will to resist temptation, to build self-respect and respect for others, and to engage in moral reasoning to decide what is right or wrong.

She goes on by saying that sex education can provide a knowledge and understanding of traditional moral rules by allowing pupils to reflect on them, to create a general propensity to obey these rules, together with an understanding of the limitations of such rules. These related activities can allow pupils to exercise moral reasoning, to judge right or wrong, to analyse actions and their consequences and to discuss ideas of right and wrong in relation to current issues, opportunities for this abound in the sex education curriculum.

Dutile (1986:48) argues that sex education in a school is necessary to vanquish the pervasive ignorance concerning the subject, ignorance which does not yield to other potential sources of information due to their willingness, their accuracy, their incompleteness or their unavailability. He further says effective sex education may produce more successful marriages, fewer extra-marital pregnancies, fewer unwanted pregnancies, less sexual promiscuity, a reduction in venereal disease and a decrease in sex

crimes. It will also allow child to accurate information about sex in a wholesome. Lastly it may increase parent-child communication.

I agree with the above statements about sex education.. In my view sex education is about giving information about sex to learners so as to refrain from being reckless and make right choices. Sex can also mean the gender of human being whether male or female.

2.2.4 What is Education?

According to the Oxford Dictionary by Hawkins education is the process of training people's minds and abilities so that they acquire knowledge and develop skills.

Van Loggerenberg et al (Module 2) defines education as the achievement of a desirable state of mind characterized by knowledge and understanding in breadth and depth with cognitive perspective and by corresponding appropriate emotion and attitudes, these brought about, deliberately, in a manner not to infringe upon the voluntaries and willingness on the part of the learner.

Education on the other hand is said to be a set of interacting ecosystems i.e. the interaction between students, educators, parents, everyone affecting learning. It should be seen as a process whose goal is to help people to become responsible adults, have freedom, act rationally and independently.

Biggs (1993:74) refer to education as a system in a sense that it is a set of interrelated and interacting elements which function as a whole or unity to achieve a common goal or purpose.

Gunter (1982:12) in Mathebula (2000:12) argues that education is a deliberate purposeful systematic and responsible intervention of an adult in the situation of a child. He further regards education as aiming at more than just knowledge, skills and independent thought, it

is especially concerned with the positive formation of the moral character and the development of the entire personality of an emerging adult.

Colletta (1980:5) in Mathebula (2000) differentiates between formal, informal and non-formal education as follows:

- Formal is the deliberate and systematic transmission of knowledge, skills and attitudes with an emphasis of knowledge.
- Informal is the incidental transmission of knowledge, skills and attitudes with an emphasis on the attitude.
- Non-Formal education which like the formal education is deliberate and systematic transmission of knowledge, skills and attitudes but here the emphasis is on acquisition of skills of employment purposes.

2.2.5 What is Informal Settlement?

Hindson et al (1994:1) describes informal settlement as a dense settlement comprising communities housed in self constructed shelters under conditions of informal or traditional land tenure. It is further said that informal settlements are notoriously problematic and their detailed and adequate categorised data on population are unavailable.

Hindson (1994:1) further explains formal settlement in terms of housing type and density. He says they are probably the fastest growing component of the population in every area. He goes on explaining that informal like formal settlements satisfy certain needs to various degrees and as perceptions of settlement performance change, settlements may change in function or decline.

Informal settlements also comprises of informal settlers from overcrowded townships, migrants fleeing of drought, grinding poverty, social constraints of rural society and most of all surrounding mines where most men leave their homes and families for better living and earnings.

In these settlements most women head families and are unemployed. Girls become mothers before time. Health conditions are not conducive. There is no privacy, as everything is done in one room. There is a need for basic residential services as there is no electricity, no sewerage and no tap water. Most people rely on mobile clinics for health services. There are no school or church building. People have to walk distances to go to school, church and taxi ranks etc. In some instances electric wires are carelessly crossing streets and are very dangerous to people and children. Most shacks are flimsy unhealthy and dangerous for people to stay in them. The risk of living in these settlements is very high as one is exposed to sexual abuse, rape, crime and HIV/Aids pandemic. Hence a high percentage of orphans in these informal settlements.

2.3 AIMS AND OBJECTIVES OF SEXUALITY EDUCATION

Sexuality Education aims in helping learners to develop a positive view of sexuality and of their bodies, it provides them with the necessary information, assist them to clarify their values, teach them values and assist them to attain the skills needed to develop caring and considerate relationships, and also to make responsible, wise and informed choices.

Van der Merwe et al (1999:70) tabulated aims and objectives of sexuality education as follows:

- Make young people like and respect themselves i.e. to enhance their self-esteem and self-awareness.
- Help learners see sexuality as a natural and positive part of life.

- Provide accurate information.
- Teach the skills need to make informed and responsible decisions including decisions regarding sexual relationships.
- Explore different values and attitudes in order to help each learner develop her/his own moral framework.
- Help learners act in accordance with their values.
- Teach understanding, tolerance and respect for different sexual needs, orientations and values.
- Teach learners to behave responsibly and in a caring respectful way in all relationships.
- Teach learners how to communicate and express their needs and feelings.
- Teach learners how to use health services and how to find the information they need.

According to Bongers et al (1981: 43-44) the objectives of sexuality education are as follows:

- To guide pupils with meaningful aesthetic, moral and religious values that will contribute to the development of a balanced philosophy of life.
- To guide pupils to the realization that their personality development is closely linked to their daily activities and is determined by choices they make and the goals they pursue.

- To promote co-operation among parents, principals, teachers and other interested persons that will lead it to the development of healthy personal relations in and outside the family context.
- To calculate a positive attitude towards the family as care of a healthy nation.
- To present the programme in such a way that it will link up with the needs of specific community, school and pupil. De Lange (1981: 43-44).
- To provide pupils with knowledge and information so that their consciences can be formed on the foundation of sound values, norms, and standards and a knowledge of what is right and what is wrong.
- To be able to depict responsible sexual attitudes relations and behaviour which will result in harmonious integration in society.
- My argument in this programme aims at stressing and promoting healthy living in a very responsible manner, where everyone is equitably informed in decreasing teenage pregnancies HIV/Aids infection, number of orphans, crime, abortions, unnecessary deaths etc.

2.4 THE CONTENT OF SEXUALITY EDUCATION

Powel et al (1995: 475) in Mathebula (2000: 20) refers that the content of sexuality education should involve clarity of sexual values, heightened self-esteem and increased sexuality information. Thus the primary aim is to help each individual to understand himself as a sexual being in the total sense and to use that knowledge in a responsible manner (Shulz et al, 1969:3). Hence sexuality education curriculum should be a sequential learning experience planned in levels that can be assimilated by students in various age groups. Therefore the presentation and contents will change as the child's understanding grows and develops.

Bam (1994: 35) points out that a growing body of knowledge indicates that problems in human sexuality are more pervasive and important to the well-being and health of individuals in many cultures than has been previously recognised, and that there are important relationships between sexual ignorance, misconceptions and diverse problems of health and quality of life. To be able to prevent and meet sexual health needs of adolescents through sexuality education, the contents of the curriculum should be clearly identified and be implemented so as to acquire skills that learners could apply in other areas of life.

Van der Merwe et al (1999: 66) explains and clarify that sexuality education cannot be neutral or value-free because education is always accompanied by moulding and guiding learners towards responsible adulthood. They explain that responsibility goes hand in hand with being able to distinguish between right and wrong, and should be accompanied by particular values and norms. What people believe in will affect the decisions and choices they make. Adolescents are in period of change and are highly critical and question many issues. They are often confused about their values with regard to sexuality because they receive many confusing messages. They further add that adolescents need help to clarify their values and need to discover the origin of their beliefs and values regarding sexuality, and to distinguish between these and their emotional needs. Lastly, Van der Merwe et al (1999: 68) states that learners should ideally be helped to arrive at a set of attitudes and values with which they feel comfortable and which are not only in their own best interests but also in the interest of those around them.

Cassel & Wilson (1989: 99) suggest that content for children at early adolescent stages about sex education should include activities that promote self understanding and encourage children to act independently of their peers' communication skills, decision making and assertiveness skills. For the middle adolescents, content should ensure reinforcement of basic topics and skills, and topics such as sexuality transmitted diseases, parenthood, decision making, sexual intercourse, abstinence, contraception, community resources, how to express romantic and sexual feelings without having sex, should be covered.

The content of sex education should cover menstruation, sperm production, hormonal changes, individual rates of development, friendship, family relationship and decision making for children at upper elementary schools. Cassell & Wilson (1989: 99).

Mulondo (2001: 47) argues that the youth are not given adequate information on sexuality. She states that no attention is been given to providing or teaching the youth about skills and values on sexuality. The concentration is mainly on cognitive components of sex education and ignore the affective and behavioural components. She further adds that youth should be provided with coping skills such as self-concept development, assertiveness, decision-making which are all necessary in dealing with emotional and physical demands of sexuality.

Van Rooyen (1994: 18) adds that the content in sex education should include information, skills and values on sexuality.

Department of National Health and Population Development (1994: 14) on the other hand says the content of sexuality education should include information, skills and values that facilitate the development of:

- Self assertion in order to take planned, well-considered and responsible decisions.
- Meaningful relationships and open communication networks with family members, peer groups and persons of the opposite sex.

THE ROLE OF COMMUNITY IN SEXUALITY EDUCATION

What is community?

According to Oxford Dictionary community is a body of people living in one place or district or country and considered as a whole. It is a group with common interest or origins. Community tends to imply that there is an agreement and harmony, an affinity or bond among its members.

Parents and community members will be involved as well as other adults can be tremendous asset to educators especially in their efforts to enhance the self-esteem of their students. Although school is an important part of a student's social environment, home and community must be considered just as important. If family members can be recruited as co-workers with an effort to enhance a student's self-esteem the probability of success increase significantly (Elam, Rose and Gallup, 1992 in Van der Merwe et al, 1999).

Crooks (1996: 184) suggests that parents should listen to children's problems and allow disagreements and discussions.

Mulondo (2001: 56) describes the role of sexuality as to give information, guide and advice youth about sex information.

Crooks (2001: 129) further states that parents should initiate the talk if children do not start asking questions. They should include sex information (when appropriate) in everyday conversation with their children.

Brook & Jennings (1993: 162) also revealed that sex education talks, mothers often used warnings and rules as strategies to educate their daughters negative and non-verbal messages are also used to provide sex education.

Cassell & Wilson (1989: 96) stresses that parents are primary sex educators and because sexual learning is a lifelong process. It should occur through extended families the church, work, health care services, community and national institutions and the social media. It should be acknowledged by social policies, social activists and the law.

The community members should be encouraged to recognise that sexuality education addresses problems and fight / help in reducing teenage pregnancy or unplanned pregnancies, reduction of transmitted diseases e.g. HIV/AIDS, STD's etc. It increases general knowledge about reproduction health and improves the general quality of human life. Cassell et al (1989: 252).

The community plays a very huge role in the contribution of the development of school policies and practices that are most effective. Hence when schools are faced with educational problems, parents and community members become part of problem-solving. If our communities can participate more effectively they can therefore contribute to the development of a healthy and stable community where information is evenly disseminated, and where people will have a sense of community pride, responsibility and power. Lastly, if the community can be involved in community activities, its contribution on the development of self-confidence, can improve people's abilities and social skills which will then lead to a feeling of personal contribution and the increase usage of the school and improved performance of learners.

2.5 CHARACTERISTICS OF A SEXUALITY EDUCATION EDUCATOR

According to Van der Merwe et al (1999: 79) the success of sexuality education will depend on the kind of educator presenting it and the way in which the educator talks about sexuality. An educator handling sexuality education should have special qualities i.e.

- She / he must feel there is a need to teach sexuality issues.
- Have the necessary knowledge to present sexuality education.
- Is comfortable with his / her own sexuality.
- Can work well with parents and the community members.
- Gets on well with most learners.
- Can handle situations in which there are not clear-cut-answers.
- Does not preach or talk down to children.
- Can handle situations in which there are not clear-cut-answers.
- Use interactive methods of teaching.
- Is strict but not rigid in his / her approach.
- Is a positive role model.
- Is trusted and respected by learners and parents.
- Has a sense of humour without being vulgar.
- Is willing to read and learn about sexuality, and is prepared to be trained for the task of sexuality education.

- Can speak openly about sexual matters without being embarrassed.
- Can guide pupils in groups and individuals towards making morally responsible choices about their sexual behaviour.
- Gunter (1982: 123-131) in Mathebula (2000: 22) defines the characteristics of a successful educator as an educator who amongst others possesses the qualities in a high degree.
- Must have knowledge, skills and a positive attitude towards himself.
- A positive attitude towards the child.
- A positive attitude towards the community for which he is employed.
- Must set a good example.
- Must be a friend to the children.
- Must feel called to serve.
- Must also meet the criteria for adulthood.

3. CONCLUSION

In conclusion sexuality is a much wider concept and refers to who we are as males or females, the way we dress, our behaviour attitudes and our relationships. Through sexuality education we want our children to become responsible men and women and to have warm, caring and satisfying relationships with other peoples. Therefore when we talk about sexuality education we mean that we are going to give children the correct information about sexual matters, and that we are also going to teach them skills to cope with life and especially with difficult situations. We also want to establish important values and attitudes in them, Dr Edwards (2000: 5).

Fig 2.1 describes skills, knowledge & attitudes



CHAPTER 3

3. RESEARCH PROCEDURE & DESIGN OF STUDY

3.1 INTRODUCTION

There are many underlying threats regarding lack of knowledge / information and ignorance in our communities, especially the youths. Quoting Bam (1994 : 55), presenting information about healthy sexuality is an important aspect of promotive, maintenance and restorative reproductive health care, which in my knowledge, will help to combat these threats associated with sexuality abuse, teenage pregnancy, abortions, rape, an increasing number of orphans more especially, the HIV / AIDS pandemic. I believe that if our youth has enough information which they may see as unimportant, they may be able to make correct choices. They will also share the information with the community. Schools should definitely equip learners / youth with relevant knowledge, necessary skills and instil in them a positive attitude, which I think will reap good results in the process, where everyone will have acquired a better understanding, be open and ultimately be able to make correct choices.

In this chapter information is gathered through a case study where different members of the community were interviewed. A tape-recorder was used so as to capture the exact words the respondents used. Data was then presented and analysed in this research. A qualitative research design was followed, using in-depth interviews, covert observations, opinionnaire and textural analysis as research methods. Gall et al (1996 : 572) points out that through the wage of these various methods of data collection he / she enhanced the research study's reliability and validity. Reliability is then the extent to which other researchers would arrive at similar results if they studied the same case using same procedure as the first researcher. On the other hand Miles & Huberman (1994 : 278) also stated that if the study is reliable, the process of the study should be consistent, as well as reasonably stable over time and across researchers and methods. I will then sum up by saying that as a researcher you must be very honest when

conducting your interviews. Respondents should understand exactly what, how, and why they are interviewed and they should be assured of their credibility and safety.

3.2 THE SETTING (CONTEXT) OF THE ENQUIRY

The research was conducted in a very small township, called Bekkersdal. This township is situated west of Johannesburg. It is a place surrounded by quite a number of gold mines; which have a very high percentage of employees coming from all over the country; which ended up making Bekkersdal more popular, not only of its mines, but also of informal settlements named after our hero's (i.e. Mandela, Oliver Tambo & Holomisa). Secondly, its popularity rotated towards crowding, unemployment, sexual abuse, crime, poverty, orphans and unhygienic conditions.

The township is experiencing a population explosion; an escalating unemployment rate; broken families and relationships, illegal migrants, alcohol drug abuse. Most girls end up owning their own homes and leave school at an early age i.e. 14 years. Others stay with men full time and attend school. They seem to be competing to each other as their hair-styles are up to date, they carry cell phones, have their own keys, ultimately end up being pregnant. In some cases they are left alone with those pregnancies, other parents approve and are happy that they get food. They go to the extent of encouraging their children to have relationships with these men from the mines and allow them to build their own shacks in their backyards.

Women also end up being victims of heading their families. Some children are also caught in this mess of child-headed families as most of their parents die of HIV / AIDS and they have never met their real grandparents; thus end up living in bad conditions, below poverty line and not really near their real roots.

Men also add to this misery because they are not honest to these women. They left their families behind and are here to work for them, but instead they contribute in destroying the youth, self-image, confidence and their self-esteem, which in turn increases deaths, spread of diseases, alcohol and drug abuse, sexual abuse, teenage pregnancy and orphans.

The conditions of the informal settlement is poorly resourced, buildings are not safe, no tap water, no sanitation and no electricity, The place is very much unhygienic with stinking water on dirty furrows.

Crime and sexual abuse, including drug and alcohol abuse, are nearing the high percentage line and makes it difficult for police or social workers to work effectively. This place need more social workers and police; as one social worker is burdened with an enormous number of cases which at the end are prolonged and ultimately left unresolved. Street committees are formed to try and deal with problems and work collaboratively with social workers and police, but in most cases these committees end up taking the law in their own hands. Educators also find it very difficult to identify problems e.g. sexual abuse, as they become targets of the community and are victimised. They are seen as preying in matters that does not concern them.

This place has different people from different cultural backgrounds, traditions, religious beliefs, but they live like a family and are very protective of each other. A person from outside is not easily welcomed, especially if you start questioning how they live.

3.3 THE RESEARCH PLAN

WHAT IS QUALITATIVE RESEARCH ?

Strauss or Corbin (1990) in Mathebula (2000 : 24) states that qualitative research is as any kind of research that produces findings not arrived at by means of qualification. It is concerned with understanding the social phenomenon from the participant's perspective. Qualitative research

collects data by interacting with participants. The researcher may use a case study design, meaning that data analysis focuses on one phenomenon which the researcher selects to understand in depth, regardless of the number of sites, participants or documents for the study.

In my study I made use of a qualitative research method. The justification for this type of research was to find out the different feelings, perceptions and opinions of members of the community and educators. My research was based on the community which is being affected and destroyed by different kinds of abuses, specifically sexual abuse amongst learners and young women. I felt that I had to partake in addressing these issues as I regard myself part of this community, because I am rendering my services to their children daily as an educator; even if I am not staying around. I embarked on this research because of my concern to my learners and the community and I wanted to get a deeper understanding why such a high percentage especially of learners are being sexually molested? Secondly, why the silence and fear from these learners siblings? Thirdly, what the community thinks and feels about sexuality education? Lastly, what do they recommend for the betterment of the situation on these conditions i.e. sexual abuse, poverty, teenage pregnancy, orphans, HIV / AIDS pandemic.

I did a convenient selection for my sample who I thought will respond positively and definitely will understand what this research is all about. Secondly these are the same people whom I thought interact and are faced daily with these kinds of problems. Hence I didn't encounter many difficulties contacting them. I didn't have to travel long distances and spend money for my transport. I had to make appointments and visit their homes or work after school from 15 : 00 to 18 : 00. This was really a convenience sampling. Gall et al (1996 : 227) states that by convenient sampling the researcher selects a sample that suits the purposes of the study and that is convenient. The sample can be convenient for a variety of reasons i.e. the sample is located of or near where the researcher works (Letsoalo 1999 : 32).

My sample was limited to 8 people who were considered as representatives of the population of the inquiry. The representation of the sample then determines the generability of the results (Gay 1992 : 125). He (Gay 1992 : 136) continues to say "a sample which is too small can affect the generability of the study regardless of how well it is selected. Thus if the sample is well selected it can be able to represent the population.

I also used an in depth one-on-one interview aiming at recording each and everyone's feelings, perceptions and opinions about sexuality education. I used observation, interview, textual analysis, opinionnaire methods which helped me to collect data.

During my interview I firstly had to make sure that I made a thorough introduction of myself. I had to tell the participant my name, what I want from them. Where I come from? Why I am doing this research? What am I going to do with the information? Why am I using a tape-recorder? I also had to convince the participant that the interview won't be long and whatever they say will be treated with respect and confidentiality. I also had to clarify to them that every answer they give is correct. Nachiamias et al (1987 : 242) stated that an interviewee should try to create a relationship of confidence and understanding.

Most of the interviews, I conducted after school. I had to make appointments. I suggested to the participants that we had to have privacy, especially when I visited the workplace. An office or private room was used were there was nothing that would disturb us. But it was not so in all cases, because in some places we had to sit outside and carry on with the interviews and it made it difficult to collect data as people were moving in and out, children screaming in the background, the radio from the neighbours playing too hard. But regardless of the circumstances, I managed to go through with the interviews and completed them. I even enjoyed talking and listening to the participants as during the interviews some other issues cropped up and I had ended counselling and giving suggestions. I even had a chance of seeing the homes of these learners and observing how they live in an informal settlement. It was very important to make the

participants feel free. As I am a very friendly character it was not difficult to make them be open and express their feelings, perceptions and opinions on the subject. I had to ask a question and made follow up's relating to the participants answer or maybe formulate or use questions that I had prepared to be able to get adequate responses and additional information .

In between the interview sessions I would also ask the participants to give more clarity on their answers. I didn't have too much time to conduct interviews as I had limited time to conclude my research. I had one specific question which I targeted but due to limited responses I had to add some questions which made my questioning unsequential. But I ended up reaching my goal as I could read the participants feelings, perceptions and listen to their different opinions about the matter. I also did not want to prolong the interview as promised earlier on. Most of my respondents elaborated in their responses as they wanted me to have a clear picture and understanding of what is happening in the community. They ended up making examples to clarify their statements. Denzin (1989 : 109) in Letsoalo (1999 : 93) explains that an interview is a conversation that should not end until the interviewer has received satisfactory answers to the research. In my case there was no wrong or right answers. My focus was based on their perceptions, feelings and understanding about sexuality education and what should be done to help the community to reduce, if not to stop the sexual abuse cases, teenage pregnancy, HIV / AIDS pandemic etc. as these affects the community's progress, education and economy. I used these methods i.e. interview, observation and opinionnaire to collect data from the respondents and textual analysis to find out what other researchers found during their research.

3.4 DATA ANALYSIS

Mathebula (2000 : 27) quotes Flick explaining that data analysis is one of the classical procedures for analysing textual material, no matter where it comes from, ranging from media products to interview data. Bell (1993) also stated that the most suitable methods of data analysis are coding, categorising and

clustering of data. Hence after organising the data the researcher made sure that all the fields notes were accounted for, I stated coding very important aspects. I drew three bars and divided them into causes, effect and recommendations where I tabled all those aspects gathered from the responses.

As a tape recorder was used to collect data, it was transcribed from the audiotape and broken down. Responses of some questions were grouped together so that I could easily do comparisons and find similarities on all respondents' answers.

During the interviews I stucked to three factors that helped in monitoring the respondents to co-operate, namely

- The respondent needs to know that their interaction with the interviewer will be pleasant and satisfying
- The respondents need to see the study as being worthwhile
- Barriers to the interviews in the respondent's mind need to be overcome, Nachmias et al (1987 : 242).

3.5 INTERVIEWS

All my interviews were conducted in English and I indicated to my respondents that they may use any language they are comfortable with. I took two full weeks to conduct these interviews. I visited four people per week which made them eight altogether. I categorised my study as follows: causes, effects and recommendations. After the broad areas were identified I had to tabulate important parts and compare for similarities and differences on the data collected. I did a convenient sampling and my focus was on data to be gathered. I did not ask for the respondent's personal information. My main focus was to hear their opinions, feelings and perceptions about sexuality education and how this can help them better their environment. This was done for confidentiality of information and to respect their privacy.

All the respondents in this research are named R₁, R₂, because of ethical measures. Their real names, scholastic background, age and work were not requested. As what was important and required by them was their understanding, perceptions, feelings and opinions about sexuality education and what they recommend should be done to alleviate problems and restore the community's dignity.

3.5.1 I interviewed different members of the community who stays in the informal settlement and some of the teachers in the neighbouring school. The respondents were to give explanations or define what sexuality education is. The following are excerpts from their responses on sexuality education:

R₁ I think it is the way sexuality education is ... in terms of teaching learners how to behave; in terms of sexual intercourse. That is my thinking.

R₂ Sexuality education speaks to the process of you talking about the issues of sex probably with the young ones as a parent, or with the learners or community members as a teacher and any other person you may interact with, on when to have sex, what is the correct age, gender issues, that one of lesbianism, gays and how to protect yourself especially nowadays we are faced with HIV / AIDS pandemic. Basically it is all the sex matters. Any issue pertaining to sex I can call that a sexuality education and that will benefit the person you are talking to. I think that is all.

R₃ Sexuality education is whereby we have to teach actually caution learners about how to be sexually active? How to protect themselves during the time of sex. Actually to embrace everything that deals with sexuality of females and males.

R₄ Sexuality education is a system of way of teaching learners / people about sexuality in terms of body developments and how

to behave through the different developmental stages of growth they go through in life. It is also about teaching learners the different diseases found and how to respond or handle people who are infected. You know this is so broad. It also encompasses changes in their bodies. Lastly it prepares them how to behave when participating or engaging themselves in sexual activities.

R₅ Eee you can say that e ... when they ask you a question on Biology about sexuality. You will be able to know what they are talking about. Sexuality education is the way we learn to conduct ourselves in the world we are living in. In short, it is the way how we conduct ourselves in the society.

R₆ Sexuality education is a comprehensive teaching of everybody who is affected or practices sex.

R₇ I think sexuality education is to teach the learner understand their body parts and how these parts function.

R₈ It is about attitude and understanding on how to behave towards taking risks when involving yourself in sexual activities. It is the way a person believes about sex.

3.5.2 The views of all the respondents when analysed had similar goal and were grouped together. These codes are as follows:

Examples of codes used in the analysis of the interview data:

Codes:	Tth	-	teaching to behave
	Prt	-	protection
	Com	-	communication
	Dev. st	-	developmental stages
	b. dev	-	body development
	Att. und.	-	Attitudes & understanding

The respondents had similar views and understanding about the concept sexuality education. They all feel that sexuality education is about teaching or communicating with learners or any other person how the body develops, and different stages it undergoes. The other feeling is how people should behave when engaging in sexual acts. The attitude the person should have about sexuality and understanding why they need protection.

3.5.3 The following will serve as a framework of responses from participants. Their feelings and opinions on sexuality education to be taught in schools were outlined. Their excerpts are as follows:

R₁ I feel it should be taught because learners are already engaged and are sexually active through force or through choice. I think it would be a good thing to educate kids on how to behave or how to avoid situations that they are forced to sexual intercourse or help before or after or to avoid the situation.

R₂ Oh, I think that we must teach this “fags” children. Our children nowadays engage in sex at an early age so it and teach them. They must know the rights and wrongs of engaging in sex in early ages. You know these young men sleep with them and go to the next one and in the process they end up being used and abused without them benefiting. When they come to marry they are used up, a man will never even want to look at them. I also talk about it with Grade 2 children, but I just tell her little things which is now related to her level.

R₃ At this juncture I don't think it will be wise to teach that because most of the children are very young to be taught things like sexuality education. According to our cultures it doesn't permit us to divulge that information to learners about sex. Basically our different cultures does not allow any adult to discuss sex issues with children. It really differs from culture to culture.

- R₄ Parents also need to have a positive attitude – this is very important because if learners engage or indulge in something that they don't know what they are doing or experimenting, you know endlessly it is very dangerous. They find themselves under very dangerous situations, i.e. they could be raped, affected or infected. It's better to be aware of something than not to know about it at all. The risks and dangers of maybe becoming infected can be minimized. In fact, parents need to be positive and this will help a lot.
- R₅ Well, I do believe that it should be taught in schools because it is very important. Looking in the environment in which we are living where there are many diseases and many of the school children leave school at a very early age. Because they have children, they are staying with older men who give them children and leave them without marrying them. When I was at school I did learn about sexuality education which I think helped me and my family a lot. As a family we took it very seriously hence the huge success in my brothers and sisters.
- R₆ I think it should be taught in primary schools because according to my understanding, children already know about sex. Although parents are playing cards of hiding some things from their kids. My understanding is that children already know about sex. I should think it is important to exploit that knowledge further. Children are practising these things at a very early age. Many people practice sex under the age of 10 although they might not have those feelings.
- R₇ It had to be taught in schools so that learners must be taught about their body parts and how they work and should be taught precautionary measures when dealing with sick people. They should be aware of the sick people in their environment like if they touch them in their private parts, it is not right.

R₈ It should be taught in schools. But it is difficult to say what happens in townships because it differs from culture to culture, society to society and religion to religion. I believe it should be taught only to high school pupils when they are able to make correct choices and shows responsibility and accountability for their actions.

3.5.4 Most of the respondents I interviewed believed that teaching sexuality education in schools will really bring some change in their lifestyle, because people will be knowing the consequences and make correct choices. Which in the end will reduce the risks people or the community is faced with. These are the responses from the interviews: -

R₁ Eya! You know our learners are forced into sexual relationships at an early age. If we educate them it will assist them to know the exact repercussions and if they choose to engage themselves into these acts. They will then be able to report to an adult or go to the police station. This will really be a good thing for both the learner and the community.

R₂ The fact that you are communicating to your child or the learners, it will be easy for them to come to you and report any form of abuse. You see, so in that way those that are perpetrating will be reported and will eventually stop on abusing children. Instead if they didn't know before and didn't have anybody to confide to; the perpetrators will be continuing to abuse actions. And yes, I think to certain extent it will benefit the learners or young ones or whoever will be taught.

R₃ Mm..., actually I don't really say we should not talk about it, but we should caution learners but we should not go into detail. Children should know. I think also there can be a reduction of diseases emanating from sexuality. The spreading of these

diseases will definitely decrease. It will also help children in future, on protection and a healthy life style.

R₄ Yes definitely, in fact, it should start at home even during early childhood. At home when the child is a toddler, he / she must be able to identify different body parts. The boy must know that there is a difference between him and his sister and vice versa. When they both go to school more detailed information is given. I am positive that in any “change” there are going to be a lot of things. Yes, we think that we are exposing our children to do things and as time passes by, we will be getting more positive minds than negative ones. Cases of child abuse will drop, learners will engage in sexual acts very responsibly because they will be knowing the consequences of being a teenage parent. They also must be encouraged to wait for the right time.

R₅ Yes, I do believe that there will be change. I also think that it will be better men’s attitude because they don’t have a clue what impact this has in a human life. So it is important for us to look at different aspects or solutions for these matters.

R₆ The media is not shy to show these things but parents are very shy to talk about them. Parents should start kissing and touching in front of their children unlike hiding. They should be open to their kids so that what the kid sees on TV, must also be seen at home. I think this will better the situation and address the uncertainties.

R₇ It will bring a change in the sense that they know their body parts, how they function and why a boy is different from the girl. But I don’t think it will change sexual abuse out there. Our situation here is worsening daily. Old men stay with girls aged 13 years old and some parents are happy about it because they are paid.

R₈ I think change will be there because children and community will know the effects. It really should be taught for our communities to understand and make correct choices.

3.5.5 Ninety percent of the respondents feel that the school and community should work together. In fact, they feel that the purpose of the school is to serve the community better. The following excerpts outlined their feelings and opinions:

R₁ If our curriculum is not geared towards that, then the curriculum will be aloof from the society and they are looking in the environment they can find themselves in. I think we are going to encounter an enormous number of problems for instance HIV / AIDS which is already killing a very large number of our people, also early teenage pregnancies, unwanted kids, abortions, drop outs and children who are not attending school regularly because the sickness or infected and affected with HIV / AIDS. In fact, as a community we need to prepare the learners to face the challenge of HIV / AIDS. The government should also come up with programmes which also are going to help learners who get kids before opportune them.

R₂ Eya! It will if the family is the communicating type of family. It doesn't help that you teach a learner and she keeps quiet about the information. If she conveys it to their mother and mother to the father, and they are all free to talk about it. Mostly you find that people who are willing to talk are the perpetrators. You may find that they are strict and only want to talk to children. So it is upon us parents and teachers to teach children to be careful and detect who the abuser is.

R₃ A very serious matter this one. I think we should teach children the private parts of the body and encourage them to respect each other. They will then know that if a person touches him /

her and makes him / her uncomfortable. He / she will eventually know that “o ya mo intimidator” and it is wrong.

R₄ I don't think schools should refuse working with communities, in fact, it is illegal for schools to pull away from communities. I think the main purpose of schools is to uplift the communities and to engage them to act responsibly, to grow and be knowledgeable.

R₅ Well, from my point of view, there are many issues on these matters. Schools can play its role and have power. But I feel some of the things; I think should be left and be done by parents. Because by the end of the day, teachers can teach children how to behave, teach them good morals, but after school, in the streets, they do the mind change. They then do the opposite of what they was taught. There is really a confusion. The community should be aware of sexuality education.

R₆ If the school is not closer to the community, we will be driving community away – we should work together, organise cultural events, invite parents and learn to know each other well. In these events it is then we, both community and school plan, we come with strategies that could alleviate threats and problems affecting them. Hence, I said earlier on teachers should visit learners' homes and in cases where it is one room where it is regarded as kitchen-bedroom, etc, teachers can give advise on how to divide the room and should stress on privacy and living a healthy life.

R₇ I think the school and the community should be seen as one entity. Schools should serve its community well. If our schools were actively involved in the community's activities, then we surely wouldn't have encountered this illegal marriages, teen parents, sexual abuses, etc. People in informal settlements

need professional advises even if they won't take them seriously, but some will select the information they need and make correct choices.

R₈ Schools and communities should work together with all stakeholders being represented to be able to can identify the need of its community and programmes which can be drawn in line with what the health department is doing to can be able to teach its members. Schools should play huge roles as they are the ones closer to parents and learners.

3.5.6 The following responses emanated from learners or primary school children raping one another in the classrooms. The feelings of the respondents from this statement are as follows:

R₁ My greatest opinion is to be able to scan the activities on TV, because I don't believe children can be involved in rapé cases. My feeling is that learners needs to be informed at school and TV is a contributory factor to this situation, needs to play such activities after at least 10 o'clock at night when learners are already in bed. I think the morale of our people and conditions of these learners are living is contributory to sexual abuse. You may find that a child is sharing a room or a bed or place with parents. Parents would like to engage in sexual activity and the child is around so the child will also want to imitate the parents. Our social structure is very poor.

R₂ The fact that you are communicating to your child or to the learners, it will be easy for them to come to you and report any form of abuse you see, so in that way those that are perpetrating, will be reported and they will stop on abusing, then instead if they didn't know before and they didn't have anybody to confide to, the perpetrators will be continuing those actions to children. Yes, I think to certain extent, it will benefit the learners or young ones or whoever will be taught.

- R₃ Mm ... actually I don't really way we should not talk about that, I think there can be a reduction diseases emanating from sexuality. The moment you teach learners about sexuality, they can learn something and we can curb the spreading of these diseases. At least some of the children will listen attentively and use the information they have gathered to protect themselves in future.
- R₄ No, culture and religion does not have a negative impact in terms of sexuality education. But we need to convince our community that under no other circumstances, should we leave things as they are. We need to change and align culture and religion with the modern beliefs with what we are experiencing at the point in time. Yes we are going to meet with a lot of resistance but as time goes, people will realise the benefits of that the situation or what has happened around us. Children see these things on TV, hear about them from the radio, their peers read about them from books, newspapers and magazines and suddenly want to experiment and practice that. Nowadays, the bass word is rape like we hear that primary school children are involved in rape, the boy is arrested. I think it is not necessarily rape, and it is done only out of curiosity. The intention won't be the same as that of an adult when raping a child. That is why I call it experimentation. If these children were taught about sexuality education, they could have detected the wrongs and rights and wouldn't have engage din such acts.
- R₅ Here these cases are increasing daily. I think this problem should be looked in, for example, psychological point of view. It is difficult to answer this question clearly. But I would say we should look at this people's background, where they come from, what values and beliefs they have been taught at their homes so those things also play a very important role. I knew

myself as a kid that I shouldn't do that and that if I was left with my cousins at home, I knew I shouldn't kiss or touch them. Thus it is important to learn respect at a very early age.

R₆ As I have already indicated, children know about sex. In a case of children involving themselves in rape cases, I would say there is what I call timidity in the boy. He is not able to associate with his equal. In fact, the boy might have seen this at home and wanted to practice.

R₇ I think of children raping one another is because of the media. Our children are exposed in heavy stuff that we as adults become very shy when you look at and I also think that the political situation we're faced with, contributes a lot. Why do I say so? It is because people are unemployed, they are frustrated, poverty, retrenchments. You know people are not thinking straight. I think these are things that drive people to abuse children, including women. The second contributory factor are the mines, like I was saying HIV / AIDS situation we are in, one of the reasons that statistics are not going down are these mines. If the government can bring these men's wives here to stay with them. I think the situation will improve and statistics will also decrease.

R₈ I really feel bad about this. What has happened to our culture, beliefs, moral and values. I think of the life style, and the situation we are living in causes these abuses and rapes. There is no privacy and everything is done publicly.

The above information from the respondents had similar views. The most contributory factor to these is the situation they are living in, e.g. one room used as a bedroom, kitchen, etc. There is no privacy at all. The other factor is the media, i.e. radio, television, newspapers, magazines which the children are exposed to and learn from them and ultimately want to experiment. Lastly, they got the information

from their friends which might be wrong and they end up practicing that out of curiosity.

3.5.7 The respondents mentioned different programmes that could be done to mobilise the community and involve them so that they should be able to act responsibly and can account for their own actions. The following are excerpts from their responses:

R₁ As a school we should embark on programmes in whereby we print leaflets, call parents' meetings, educate parents who are living in informal settlements, that if that time comes of engaging or having sex, at least they must try and do it in private where kids are not seeing that. They should promote the language they are using because it is unbearable. We should also encourage parents not to let children watch TV programmes that are promoting activities to learners.

R₂ Basically "Mna" (I) think schools should embark on programmes mobilizing the community. I believe and think that all teachers should be life skill teachers. Life skills or life orientation talks about issues, and to involve the community so as to embark on projects. The Education Department should train teachers so that they should train SGB members and other co-opted members of the community. They should also participate in gender awareness campaigns which will capacitate them in general.

R₃ I think we should embark on programmes such as poverty alleviation by planting food gardens and involve the members of the community. I am suggesting this because poverty contributes to a number of problems specifically sexual abuse, e.g. if a person is hungry, especially girls, they go sleep around to get food and money. Then that is where prostitution develops and the parents are quiet about it because they know that they get food and are cared for.

- R₄ We need to have school community enrichment programmes where we can identify the needs of the community such as in the case of teenage pregnancies, poverty, HIV / AIDS options, etc. If programmes addressing these issues can be done to hammer them in our people, talk about them daily and engage them in projects that will keep them busy and will benefit them. Support groups should also be organised so as to encourage people to talk openly about their problems without being shy.
- R₅ We should dwell on programmes that will benefit everybody. Firstly we should have meetings, explain and clarify to all members about sexuality issues. This I think will help parents to overcome all these threats. We really need to support each other.
- R₇ Mm...m we can call workshops, parents, learners, etc. flyers, pamphlets can be issued out. But still the political situation bothers me a lot. I really don't think this would work or will have an effect on the situation. I really don't say we should stop trying. Maybe one day miracles will happen and better the situation.
- R₈ We really as a school need to come up with programmes which will assist or expose educate learners to know that when they engage in sexual activities what the dangers are. My greatest feeling is that social structure contributes to young children involving themselves in sexual activities at a very young age; because if these kids don't have anything to eat they then see their friends or sisters doing this jobs of selling their bodies. In some instances we are told that parents encourage learners to go and try something so that they could bring money home. The other contributing factor is the issue of the mines, our area is surrounded by mines and it is poverty stricken and learners go to these mines when they don't have anything to eat.

All programmes mentioned will be reflected when dealing with findings and recommendations.

3.5.8 These are some of the responses from the respondents, how they feel who should teach sexuality education? And how a person should look like? Eighty percent feel that the person should be passionate, skilful, be committed, have love and care for children and has enough knowledge on the subject. The following responses were from different people:

R₁ Yes, the Department should start developing teachers to can be very skilful in imparting this knowledge. As an ordinary teacher will not be able to can do it and they should not be burdened with as there might be disadvantages in the effectiveness of running the whole programme i.e. they might not be taken very seriously, or the programme might be a flop or time-wasting.

R₂ I think we need very committed teachers who really are passionate about children, the community, the well-being of everybody's success and progress of the society.

R₃ Mm... the home and school should teach children about sexuality. Teachers should be trained and acquire skills they can be able to teach sexuality. Not every teacher will be able to teach about sexual issues. It must be taught by a person who have passion and love for learners, extend whatever knowledge "a na yo" (that he / she has) who will not only use books.

- R₄ My fear is that our teachers are not capacitated enough. It is also the responsibility of the Department to capacitate teachers, run workshops, seminars on sexuality education. Again learners react positively if you as a teacher are open, passionate, love and care dearly for them. Learners are your mirror image – they have to see you as their parent and as a role model. That is why I say not every teacher will be able to teach sexuality education unless acquired those skills. Know learners experiences and backgrounds, visit their homes, speak the same language with them and they will definitely respond positively.
- R₅ I think the Government should start workshopping teachers to face facts and not to avoid certain things. We need teachers who will be open to learners who will adhere to the truth, who will be able to visit learners' homes and find out and learn to know and understand; and how they live. We definitely need teachers who are skilful, committed, passionate and have love for children. Teachers who aims at wanting to make a difference in our community, impart knowledge and skills.
- R₆ Teachers can teach that, but not all of them. Maybe because of their believe in i.e. culture and religion. Some teachers are not even interested as long as they think that their own children are protected. So they don't care. So definitely we need skilful teachers, we need people who really care and have interest in serving and developing the community. You know really, it has to be done by people who has the welfare of children at heart.

CONCLUSION

Life in this place is unbearable, because most of the people are living below the poverty line. There are no legal marriages, both parents have different surnames. Children are confused because their mothers end up changing partners to be able to get money and buy food. Young girls become pregnant and for them it is normal. They end up leaving school at an early age. Some end up being prostitutes so as to feed their families. The conditions they live in, is undeveloped and most of the people are unemployed, stressed, lack self-confidence and lack interest in whatever activities conducted. Ultimately this lead them to act foolishly. They end up abusing children, committing crime, become infected and affected with HIV / AIDS. That is why sexuality education need to be taught in school to combat all the threats facing our communities.



CHAPTER 4

4.1 INTRODUCTION

This chapter will address the findings of my research. Explore on the codes and categories on the data collected and give a clear description and interpretation of data focusing on the causes, effects and recommendations.

4.2 FINDINGS OF THE RESEARCH

Most of the respondents that I interviewed, indicated that for the betterment of the situation they are living in, they believe that the parents should play a huge role in the upbringing of their children. They feel that education should start at home. Parents should communicate about sexual issues to their children. They should be open and truthful when they discuss the sexuality issues. Others felt that it is the school's responsibility to teach learners or people about good behaviour and sexuality education. They feel that if the school can intervene, come up with programmes that will mobilize the community to live a healthy lifestyle, develop a positive attitude towards the communities, development activities, share or disseminate information correctly, these threats will definitely decrease. They should support groups to enable those affected and infected to be open, talk about their feelings, share their views and experiences which definitely will lead to helping each other to be involved and then accept. Although most of the respondents displayed reluctance in the discussion they ended up being open on issues of prostitution, sexual abuse and crime in their area, which at the end redresses their progress and multiplies their problems instead of reducing them.

During my interviews, as sixty percent of the respondents are members of the same community, I had a chance of visiting their homes and conducted interviews there. My visits took place after school and I had a chance of observing all movements taking place because some members were not working, others were around saying they are working shifts. The streets are always busy. Others standing on the street corners, either selling or buying.

The place is really a mess, streets are full of furrows with dirty, refuse dumped carelessly. Smoke of fire coming from all angles. The common things I observed from their homes, were lack of water, electricity, proper sanitation, housing and food. Inside one yard, there are three or more shacks and when you look inside, it is only one room with very few items in it, e.g. a bed, few pots, dishes, cups put in a cardboard and clothes hanged behind the door. Water is being sold. If they don't have money, children come to school with dirty clothes.

Some of their houses look as if they could fall down if a heavy storm could come. Some has holes and is closed with newspapers. Doors are locked with chains or wires. In one street, there is only one toilet supplied by the municipality, others dig up holes to create toilets. This is a very unhealthy situation for them.

Children are playing in the streets, others are not attending school or crèche because their mothers are not working. Young girls own their own homes and have children with older men. Others attend high or primary school and stay full time with these men from the mines.

4.3 CODES



The following codes were identified from the responses on what is sexuality education, and most responses had similar views.

Tth	-	teaching to behave
Prt	-	protection
Com	-	communication
Dev.st.	-	developmental stages
b. dev.	-	body development
att. Und	-	attitudes and understanding

The following codes were identified from the raw data on all the reasons why they think sexuality education is needed. These codes are from the probing questions that were used to stimulate respondents to elaborate and give clear explanation on their answers.

Codes:

mar.st	-	marital status
p.e. st	-	poor economic status
t.preg	-	teenage pregnancy
p.i.com	-	poor involvement of community
neg.at.sch	-	negative attitude towards school
und.ar	-	undeveloped area
f.s.	-	family situation
s.e.	-	self education
com.	-	communication
beh.	-	behaviour

All the codes above are serious causes that influences the increase of rape cases, sexual abuse, poverty, orphans, HIV/AIDS and prostitution. All the respondents feel that if sexuality education can be taught in schools, it can bring change to the lifestyle not only in informal settlement but to everybody, affected or infected by the threats hindering education, economy and development in communities.

4.3.1 Ways to address sexuality issues in informal settlement

All suggestions mentioned by respondents are recorded. These are similar solutions the respondents came up with:

- Education must start from home
- The school, church, and non-governmental organizations should also take part
- Community structure should also be involved
- Support groups should be formed
- Programmes be structured to empower people

4.4 THE DESCRIPTION AND INTERPRETATION OF DATA

Figure 4.1 The conceptual framework for data analysis

CAUSES	EFFECTS	RECOMMENDATIONS
1. Single parenting	1. Low self-esteem	1. Family Planning
2. Unemployment	2. Crime and rape	2. Projects and programmes
3. Poverty	3. Orphans	3. Involvement of community members and schools
4. Multiculturalism	4. Discomfort	4. Healthy and respectable lifestyle
5. No schooling	5. Misinformed	5. Skilful committed education
6. Teenage parenting	6. Teenage pregnancy	6. Support groups

4.4.1 Causes

4.4.1.1 Single parenting

Most people in the informal settlement are not married, they have children and head their families. A single parent is a person, either a man or woman who stays or raises a child alone without any support. In this informal settlement most women and young girls are single parents and are not working. They stay with men from mines who give them children and dump them.

4.4.1.2 Unemployment

It is when a person is not working or have anything to do raise funds. According to this research I found that most old and young people are not working and not schooling. They have nothing to do or keep them busy. There is no cash flow which at the end leads them to dwell in criminal activities for survival.

4.4.1.3 Poverty

Because of hunger, they are not able to survive or live a happy life. They end up looking for alternatives that will give them money to can buy food, clothes, paraffin and pay or buy water. As in (1.10) poverty is the scarcity of food.

4.4.1.4 Multiculturalism

In this area people come from different places and speak different languages. They are from different cultural background and religious beliefs.

4.4.1.5 No Schooling

Meaning that a person doesn't have formal education. Most people in this area are illiterate, they are unable to read and write. Thus makes it difficult for most organisations to attract them and at programmes that will empower them. They end up not working and depend entirely on the Government grants or money from boyfriend.

4.4.1.6 Teenage parenting

A child having a child the other being a mother. The child is caught in a situation of having a huge responsibility which makes it difficult for the child to handle. In this research most girls around ages of 13 - 15 experiences teenage parenting because they stay with older men, own their homes and end up in a situation of being parents at a very early age, which in turn frustrates them and lead in pathetic cases of dumping or neglecting their babies.

4.4.2 Effects

4.4.2.1 Prostitution

A person who takes part in sexual acts for payments. Most young girls and women in this area are not working. For them and families to survive they end up selling their bodies at the surrounding mines not even considering the person they make contact with, might be sick or not. As long as they are paid for their acts to can be able to buy food, clothes, cell phones and own homes with these men.

4.4.2.2 Crime and rapes

Sexual abuse in the area is very rife. Children are being molested by families or older men and families keep quiet about it. They fear for their lives. If a case is reported and a person goes to jail for a day or

two and is out again there is no follow up. Stealing and house breaking is also an issue because of unemployment.

4.4.2.3 Orphans

It is a child whose parents are dead and does not have anyone to care for him/her. Because of these immorality acts, prostitution and changing of partners, they experiences many diseases like HIV/AIDS which kills them and ultimately causes the increase of orphans. This then leads to child headed families and later drop out of school and become prostitutes to can survive, and then experiences teenage pregnancy.

4.4.2.4 Low self-esteem

It is when a person feels shy and unsure about themselves. It can be from not have adequate information about aspects of life illiteracy or even not working and be able to cope with life. In this informal settlement people are not really open about their lives. They are very much reluctant to seek or acquire skills, reassurance is needed to help them develop positive self-esteem.

4.4.2.5 Misinformed

They seem not be having adequate and correct information especially the young children, because their parents are not really open to them. Most of the things they think they know come from friends, peers and the media. They need to be reassured that schools will help them find answers develop positive self-esteem, self-worth and confidence.

4.4.2.6 Discomfort

Teenage, parenting, poverty, single parenting and no schooling result in making them troubled and very miserable. They are unable to rectify and reverse the situation they find themselves in, which pushes them to do crime, prostitution and develops negative attitude towards life and people who wants to help.

3 Recommendations

4.4.3.1 Family planning

They should be encouraged to abstain or wait until they are married but because of the situation they find themselves in. They should be encourage to prevent, to stop bearing unplanned babies and overcrowding themselves, thus causing unnecessary trauma.

4.4.3.2 Skilful committed educators

They feel that if they can have teacher who can sacrifice, help them by giving them the necessary information this will alleviate their problems. They feel that teachers should be comfortable and open enough to can address their uncertainties and can cope with all the challenges.

4.4.3.3 Involvement of community members and schools

Schools should be part of the community. It should aim at addressing the needs of its society to make it a better and progressive one. Schools with the community should work together, plan activities which will try to alleviate problems and threats and strengthening opportunities and challenges to have better community with good skills, knowledge, norms and values.

4.4.3.4 Projects and programmes

This are activities to be designed by the school, community, political structures, NGO's, church and health department to can equip or mobilise the community. The programmes should include follow ups and support to see if whether they have done, any impact. Project will be done so that every member of the community should benefit. They also will help in addressing poverty and unemployment.

4.4.3.5 Healthy respectable lifestyle

Abstinence or waiting for the right time will help young children in living a healthy respectable lifestyle knowing what is right, makes a person to make correct choices.

4.4.3.6 Support groups

This will help the affected and the infected parties to be able to talk and be open about their problems. They will be knowing that it's not only them that experiences such problems but other people have worst troubles sharing their experiences and beliefs will help them to heal and move on.



DISCUSSION OF THE FINDINGS

5.1 OVERVIEW OF THE STUDY

The problem of sexuality in the informal settlement, specifically in Bekkersdal, were investigated and a thorough in-depth interview to assess and read the feelings, opinions and perceptions of the community members were conducted. Textual analysis comparing what other researchers found on the matter was orientated. During interviews a covert observation was done. This helped in evaluating the situation in the informal settlement and how these people were living their lives.

5.2 RESEARCH FINDINGS

My focus will be on the research findings, where I will be distinguishing and analysing the findings on the responses gathered from the respondents. I will then discuss the strengths and weaknesses of my study. Lastly, I will draw up recommendations based on my study for further researching, then conclude.

5.3 FINDINGS ON THE RESPONSES

5.3.1 (a) SUMMARY OF RESPONSES IN QUESTION ONE

The study revealed that, all the respondents had almost similar understanding about sexuality education. In all the responses, they indicated that sexuality education is about teaching or is a comprehensive teaching on how learners or people should behave or conduct themselves when participating or are effected by sex. They all feel that it is about communicating or interacting with learners / people equipping them with the necessary information to be able to can make correct choices in future. Other respondents feel that sexuality education encompasses attitude, believes and understanding. The other respondent pointed out that sexuality education is about the

developmental stages of a person's body i.e. parts of the body and how they function. He / she goes on by saying it is about teaching learners or people about different diseases and how to curb or protect them from spreading.

(b) FINDINGS OF THE RESPONSES IN QUESTION ONE

According to the study, the researcher deduced that the respondents had a limited knowledge on what sexuality education is. Secondly, the study further showed that, respondents had a serious problem explaining the concept sexuality education because at first they are very reluctant to answer based on their cultural background and religious beliefs doesn't allow them.

5.3.2. (a) SUMMARY OF RESPONSES IN QUESTION TWO

The study found out that; seventy percent of the respondents felt that sexuality education should definitely be taught in schools. They think that it is good for the benefit of their children and for the betterment of their community. The reason being that children engage in sexual acts at very early stages and end up doing regrettable mistakes. As in the respondents situation, young girls become mothers who couldn't differentiate between right and wrong and end up making wrong choices. The study also revealed that; some respondents feel it should only be taught only in high schools. Other feels it is not good, because culture is against older people discussing sexuality with children.

(b) FINDINGS OF RESPONSES IN QUESTION 2

The study revealed that, most of the respondents feel that sexuality education should be taught in schools to benefit their children and community; and to equip and prepare them for future purposes. It also should provide them with accurate information & address sexuality issues in the home.

5.3.3. (a) SUMMARY OF RESPONSES IN QUESTION 3

A positive response from respondents about sexuality education bringing change to their situation. Majority felt that sexuality education will play a part in alerting and reminding people / learners of their rights. They will be able to know who to report their perpetrators to. The feeling is that children or the molested children will be open to positive and get support. On the other hand, men also will know the consequences of abusing and the harm they are causing to children, family, friends and the entire community.

(b) FINDINGS OF RESPONSES IN QUESTION 3

Respondents pointed out that Open communication is very important because it will provide a sense of trust and confidence in the community members. It will also boost their self-esteem, moral and the ability to deal with their frustrations.



5.3.4 (a) SUMMARY OF RESPONSES IN QUESTION 4

Majority of the responses pointed on the media which I believe has a huge influence on people. They end up wanting to prove the point, experimenting and fulfilling their curiosity by involving themselves in this rape issue. The media has downgraded morality into a point where kids think if they do what they see, they are behaving according to the norm of society. The study revealed that, the other factor that encourages rape issues is their living environment and lifestyle. There is no privacy, one room is converted into bedroom, kitchen etc, hence they end up experimenting. The mines also are contributory to the situation; retrenchments, unemployment, poverty also causes frustration and lead people to misbehave.

(b) FINDINGS OF RESPONSES IN QUESTION 4

The media should not only show negative, tempting series but should also help in addressing problems the people are faced with. (Mathebula 2000 : 66) states that the media should have a program that brings real situation of people who are terminally ill to let people have a clear picture of repercussions of their ruthless acts. She adds that there should be standards regulating programs to be broadcasted. The findings of my study also revealed that the media should scan its activities and timing which I believe will alleviate or reduce the temptation.

5.3.5 (a) SUMMARY OF RESPONSES IN QUESTION 5

All the respondents share the same sentiment that school and community should work collaboratively. They feel that the school's main purpose is directed on serving, uplifting, supporting and enriching the community. The curriculum should be drawn aiming at addressing the communities needs and fears towards threatening issues of HIV / AIDS, teenage pregnancy, sexual abuse, abortion, prostitution and deaths caused by ignorance, irresponsibility and being immoral. The unity between school and community will definitely instil morality of the community and will produce respectable people who have good skills, sufficient knowledge, values and act positively towards any development rendered.

(b) FINDINGS OF RESPONSES IN QUESTION 5

In my study, I (researcher) feel that schools should know what is happening in the community. They should identify problems hindering progress and education goals and draw up programmes involving other stakeholders, seeking opinions and perceptions of others. A needs or situation analysis should be conducted to get the views of the entire community. This definitely could work if every member of the community contributes and become involved.

5.3.6 (a) SUMMARY OF RESPONSES IN QUESTION 6

All respondents felt that teachers are not well trained to handle sexuality education issues. They suggested that the Department of Education should come more clearly and embark on programmes that will equip teachers, providing accurate information selection of relevant topics and learning material, and outlining clear guidelines on how and what to teach. In this study, the emphasis was really on teachers and it was revealed that they should be caring, passionate, supportive, willing, comfortable with their own values, prepared and eager to uproot the community; give them the necessary skills, knowledge, values and encourage them to develop a positive attitude. The success of this program lies with the teacher.

(b) FINDINGS OF RESPONSES IN QUESTION 6

The study found that, not adequate training is given to teachers. Most teachers are not even comfortable teaching sexuality education because they lack skills, their culture and religion doesn't allow them. They are also not involving themselves in activities rendered by the community. Some even are not willing to involve themselves in situational cases because the fear for their lives.

5.4 STRENGTHS AND WEAKNESSES OF THIS RESEARCH

5.4.1 STRENGTHS

(a) This study is very much important because

- it has to do with being male or female
- it has to do with how we grow and develop
- it has to do with the way we respond or relate to each other
- it has to do with reproduction

- it has to do with what we say and do to communicate our maleness or femaleness
- it has to do with our body image (Cassell : 1989 :95)
- it has to do with personal values

(b) It also is very relevant because it helps people / learners understand their feelings, communicate comfortably about sexuality and obtain relevant information to help sort out the questions and concerns that rise at each stage of development, which the teacher should be part of.

5.4.2 WEAKNESSES

The weakness of my study is that the sample I choose was limited and I couldn't generalise the responses as a true reflection of the entire community. I couldn't dig deeper in the respondents answers because as I indicated in the previous chapter these people are very protective of each other and their lives and don't easily open up to outsiders.

5.5 RECOMMENDATIONS

5.5.1 According to the latter researchers they stated that parents need to gain more knowledge on sexuality education and support schools by involving themselves, playing their role as primary services. The researcher also emphasizes this point that our parents / community need mobilization, encouragement, acceptance as important people in education and welfare of their children.

5.5.2 They need to develop skills which will help them to communicate freely, resolve problems and express considerable security in all sexuality conversations.

5.5.3 They should also be equipped with sufficient knowledge on sexuality programs that will erase fears for the well-being of their children.

- 5.5.4 Parents should definitely claim their positions and be confident of what they have acquired and think they know, hence I (researcher) deemed it fair enough that our parents know but need to work closely with schools, church, NCO's, organisations, and Health Departments to can broaden their knowledge and serve as responsible adults.
- 5.5.5 Our communities really need to be conscientised. They must be empowered through participation on programmes that will address sexual and emotional exploitation and manipulation, dating, unwanted pregnancy, surviving a broken heart, homosexuality and sexual diseases such as STD's, HIV / AIDS. What the study set out to find was what kind of teachers are needed to can teach sexuality education? Are they skilful and committed enough to do it? Then according to the aims the researcher wanted to find out whether the community knows and understands the concept, and what causes the increasing issues of teenage pregnancy, HIV / AIDS, orphans, abortions, sexual abuse; and how this affects the development and success of the community.
- 5.5.6 The Researcher found that teachers need training and has to possess a positive attitude that will help in promoting the goals of the community or family life education (Cassel, 1989 : 161).
- 5.5.7 Teachers' attitudes has to include comfortability with one's sexuality, respect of the diversity of backgrounds, values, beliefs, behaviours of others, commitments and support for the successful deliverance of sexuality education (Wagman).
- 5.5.8 The Researcher recommends that training of teachers should include the following objectives: cognitive, affective, skill (Cassell, 1989 : 162). This will help teachers to clarify their responsibility in regard to the teaching of values and increase the awareness of the communities own values regarding human sexuality issues. As in the case of young girls becoming mistresses of older, married men, loosing their virginity for money just to save their poverty-stricken families.

5.5.9 Training should also prepare teachers to deal with both types of values. This will also enhance teachers' ability to support parents as primary sexuality teachers of their children. These teachers should be comfortable with the topic, with own values, need effective communication and group facilitation skills.

5.5.10 Teachers should be willing and ready to face challenges from both (parents and learners) and provide accurate information that will impact in their lives.

5.6 POSSIBILITIES FOR FURTHER RESEARCH

I would really suggest that the same case study be undertaken based on teachers' committedness, attitude and involvement regarding sexuality education and programmes to mobilise the community.

5.7 CONCLUSION

From the discussed findings, it has emerged that the informal settlement in Bekkersdal need a thorough mobilisation from the schools, as a huge percentage of the society is illiterate and are still hiding behind their cultural and religious beliefs. It was stressed during interviews that they need teachers who will be able to communicate and convey the message to the children and their parents. They feel that teachers really need to be capacitated with skills which will help them empower the community members, as the researcher detected that they have limited knowledge of what sexuality education is all about. They also conveyed a positive feeling that sexuality education will bring change in their situation because everybody will show responsibility and accountability of their own acts. Problems such as HIV / AIDS, poverty, teenage pregnancy, orphans, sexual abuse will be addressed and the percentage might drop. They will live a positive life, make correct choices either in their relationships or well-being, communicate freely on sexual matters with their parents and teachers which will reduce sexual abuse especially in young children at Primary school level. It will also help to caution young children to respect each other. They should know and understand their limits, as in cases of children's rape in schools. Here their needs, interests and concerns will be addressed.

Schools should also play a huge role in empowering & equipping them with the necessary skills, knowledge, values and instilling a positive attitude in them wanting to be part and curious of what can be done to address issues that hinder the success, education, progress & development of their community. This will only be successful if we have committed, trained and skillful teachers who are prepared to research, know and understand where this learners come from? Why they are so poor? What makes them to leave school at lower grades and end up owning homes becoming teenage parents and ultimately prostitutes? We need teachers who are caring, passionate and supportive. Schools should definitely come with programs for teachers and community members. Both school and community should identify appropriate curriculum topics, review learning support materials, educate and support parents about the program and they have good teachers for the program. Cassel (1989 : 101) points out that for the program to be a success, teachers has to be comfortable with it, be prepared to teach, give assurance to parents that their children will be given appropriate information, secondly that they are in good hands of well-trained, warm, caring teachers.



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ANNEXURE A

INTERVIEW QUESTIONS

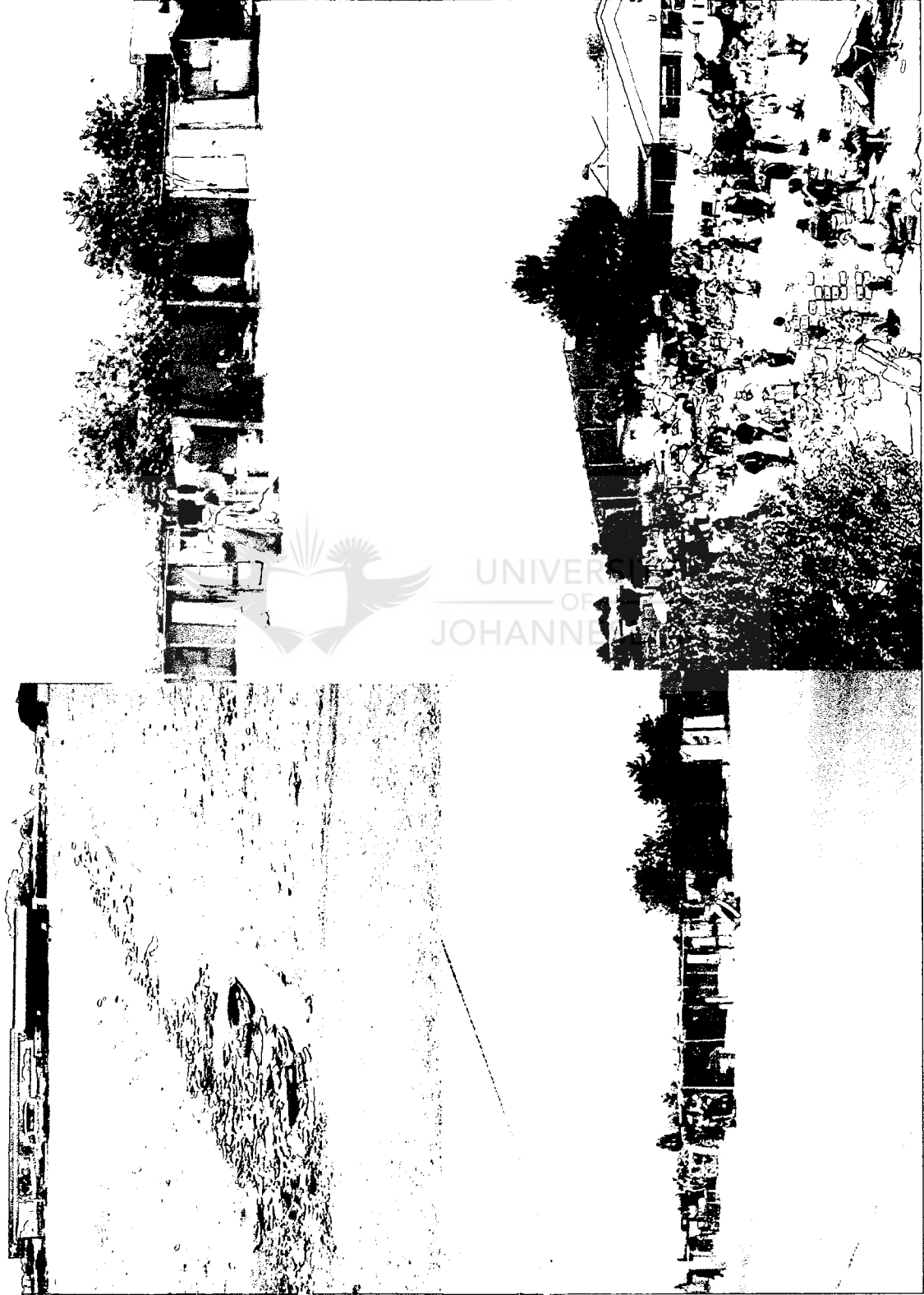
1. In your understanding what is sexuality education?
2. How do you feel that it should be taught in schools starting from primary level?
3. Do you think it will bring any change in the situation we are facing now? Why?
4. Recently we have been experiencing rape cases in our schools. The media also has published some of rape cases. What is your opinion on this statement? Don't you think if sexuality education can be taught in schools, it will definitely make a difference?
5. What role should schools play in mobilizing the community? What if schools do not serve their communities well? What do you think the effects will be?
6. Who do you think should teach sexuality education? What qualities should a person have?

ANNEXURE B

This is an example of the transcripts taken from the raw data:

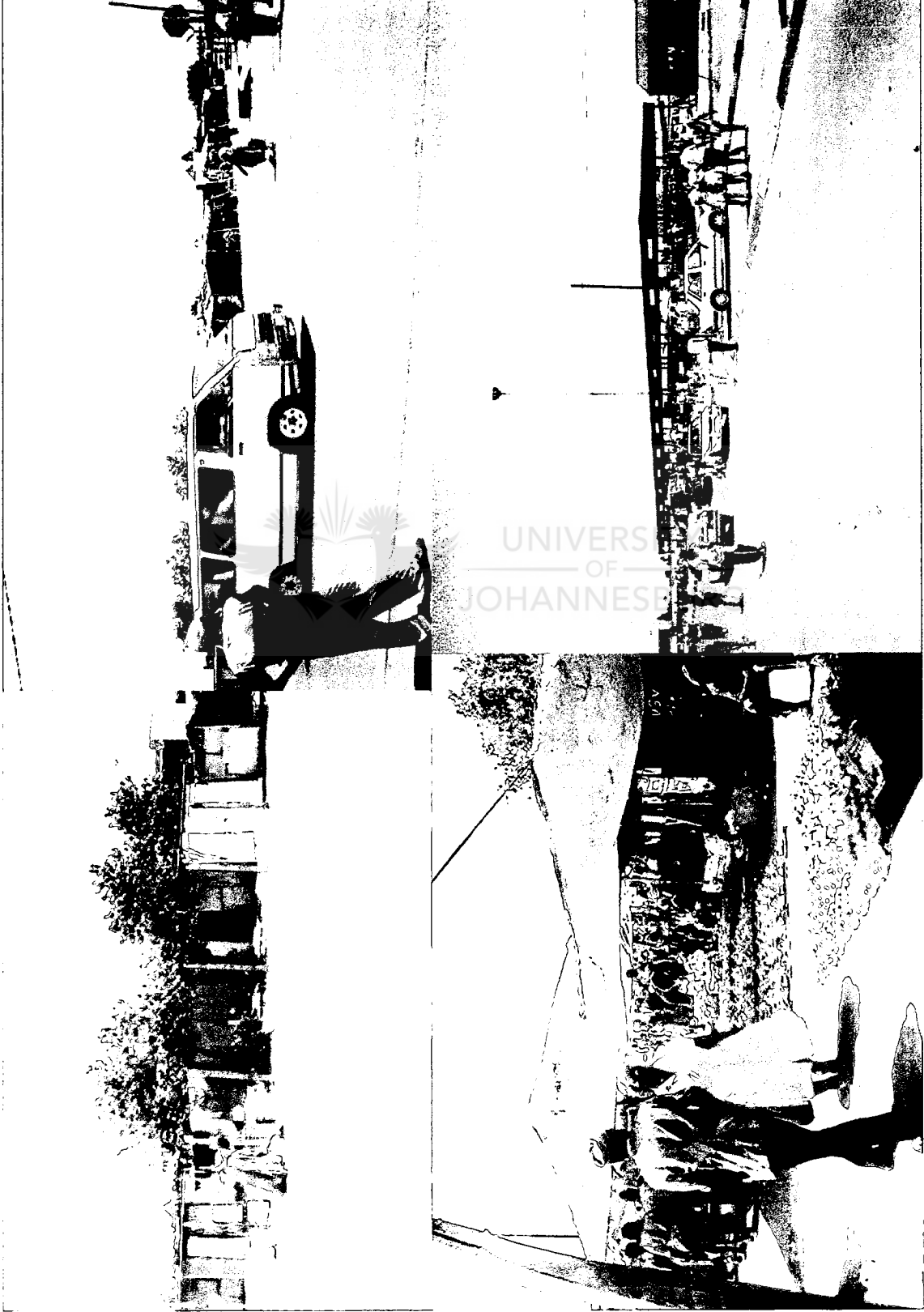
R₄ No, culture and religion does not have a negative impact in terms of sexuality education. But we need to convince our community that under no other circumstances, should we leave things as they are. We need to change and align culture and religion with the modern beliefs with what we are experiencing at the point in time. Yes we are going to meet with a lot of resistance but as time goes, people will realise the benefits of that the situation or what has happened around us. Children see these things on TV, hear about them from the radio, their peers read about them from books, newspapers and magazines and suddenly want to experiment and practice that. Nowadays, the bass word is rape like we hear that primary school children are involved in rape, the boy is arrested. I think it is not necessarily rape, and it is done only out of curiosity. The intention won't be the same as that of an adult when raping a child. That is why I call it experimentation. If these children were taught about sexuality education, they could have detected the wrongs and rights and wouldn't have engage din such acts.

Annexure C



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Annexure C



Annexure C



Setting in an
Informal Settlement
(Bekkersdal)

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