

CHAPTER 6 OVERVIEW, SYNTHESIS OF FINDINGS AND RECOMMENDATIONS

Policy initiators should focus on the head and heart, the personal and professional which are integral to teacher change
(Lloyd & Yelland, 2003:82).

6.1 INTRODUCTION

The preceding chapter, which was Chapter 5, thematically presented and analysed the results of this research. This chapter confirms the results of this study in relation to how secondary school teachers conceptualise and implement the AIDS Action Programme for Schools in their classes. Accordingly, an overview is presented of each of the preceding chapters in relation to the research results and the research questions which guided this study. The qualitative approach and the interpretive paradigm of this study (Creswell, 2007:212) enabled the realisation of the research goal to illuminate the manner in which secondary school teachers conceptualise and implement the AIDS Action Programme for Schools as a policy and curriculum initiative.

Some of the interesting findings discussed in this chapter are the following: The experiences of the Ministry of Education Sport, Arts and Culture officials, school heads and teachers indicated that most teachers face numerous challenges with regard to their understanding and implementation of the subject area¹³ at schools. Teacher-participants furthermore confirmed that many of them did not have policy and curriculum documents; and they lacked content knowledge, skills, resources and support for the effective implementation of the subject area. This led to inconsistencies, reluctant compliance, compliance with constraints and execution with allegiance in the implementation of the AAPS policy and curriculum. Few teachers attempted to adapt the curriculum while many were reluctant and ignored

¹³ In this study Subject area refers to the AIDS Action Programme for Schools. The two terms are used interchangeably in some sections of this thesis

the implementation of the subject area. Measured against the CBAM it was revealed that the teachers practiced the AAPS at different stages of concern and levels of use with most of the teachers implementing the subject area at the low stages of concern and levels of use.

6.2 OVERVIEW

The overview highlights the synopsis of the study. I discuss brief summaries of the first five chapters of this research, drawing out salient issues that were of significance in the study and precursor to the results. This overview serves as a background to the synthesis of the findings and recommendations that follow on this discussion.

CHAPTER 1:

In this chapter the rationale, statement of the problem, the research questions and aims, preliminary literature review, methodology and definition of key concepts provided the basis of this study in terms of its orientation and background. In addition, details of the relationship between teacher understanding and implementation of policy and curriculum innovations were elaborated upon. Hall and Hord's (1987; 2001) Concerns Based Adoption Model was introduced. This research deliberates upon the seven stages of concern teachers experience and eight levels of innovation use or practice that teachers apply in the process of implementing policy and curriculum innovations.

Although it was not a major focus of this study, it was necessary to explore the Zimbabwe HIV and AIDS policy in order to set the basis for the Zimbabwe AIDS Action Programme for Schools. This policy (GoZ, 1999) is the springboard for the school-based HIV and AIDS intervention curriculum (Chirawu *et al.*, 2007:2). In this chapter, the AIDS Action Programme for Schools was introduced as an official policy innovation and a compulsory subject area in Zimbabwean secondary schools (GoZ, 2006a:7-8). In terms of the preliminary literature review, this chapter revealed that teachers are influenced by their previous experience. They see, interpret and react to change according to what they have experienced in the past (Nyaumwe & Buzizi, 2007:21). According to the literature teachers reacted to change in teaching subject areas in four ways: they ignored, resisted, complied with and adopted, co-operated or adapted change (Bowins & Beaudoin, 2011:8). In this chapter, I delineated the

theoretical framework and the research questions, which underpinned the study. The chapter was rounded off with the assertion that in this study, teachers' concerns and responses to the implementation of AAPS in terms of pedagogical practice were of essence to the successful implementation of the subject area.

CHAPTER 2:

The review of related literature contained in this chapter focused on relevant studies (Ndamba *et al.*, 2011; Bowins & Beaudoin, 2011:8; Clasquin-Johnson, 2011; Brown, 2009; O'Sullivan *et al.*, 2008; Drake & Sherin, 2006; Reid *et al.*, 2005; Crump, 2005;), with reference to teachers' understanding and curriculum implementation. In addition, the literature review explored how teachers respond to policy and curriculum change in terms of their attitudes and pedagogical practices. The literature review explored the AAPS as a policy and curriculum innovation. From the literature review it became apparent that teachers responded to curriculum change with a positive or a negative attitude. Those with positive attitudes attempted to adopt and adapt while teachers with negative attitudes ignored or resisted the subject (Mosia, 2011:122; Bowins & Beaudoin, 2011:8; Wood & Oliver, 2007:175; Richardson & Placier, 2002). In view of that, it was my finding that there were internal factors (teacher attitude and beliefs, motivation and teacher knowledge) and external factors (professional development and training, resources support) which impacted on teacher implementation of policy and curriculum innovations (Oloruntegbe *et al.*, 2010:707; Burgess *et al.*, 2010:52). Swanepoel and Booyse (2006:1) found that teachers were key players in the facilitation of programme implementation and change.

Further, the literature review found that teachers generally did not possess skills, knowledge, attitudes and values required to be effective HIV and AIDS facilitators (Wood & Oliver, 2007:1; ActionAid, 2004; Chiwela & Siamwisa, 1999). The results of this study consistently revealed a strong relationship between teacher knowledge and practice in policy and curriculum implementation and change. The study established that the teachers' implementation of the subject area consisted mainly of reluctant compliance (Clasquin-Johnson, 2011) and compliance with constraints or glossing over. The strategy that I adopted in this qualitative case study was complemented by the theoretical framework of Hall and Hord's (1987; 2001) Concerns Based Adoption Model that was discussed in chapter 3. Hence, the literature review and the theoretical framework strengthened the analysis of my

research findings. This chapter highlighted the significance of teachers' diverse responses to policy and curriculum innovations depending on the influence of personal, social and contextual factors. Consequently, in my study, it was found that teachers could not be taken for granted in their response to implementation of the AIDS Action Programme for Schools. In addition, the literature that was explored indicated a lack of research on teacher implementation on the AAPS, which sets my study in a perfect position to add to the existing body of knowledge.

CHAPTER 3:

In Chapter 3 the theoretical framework employed in this research the Concerns-Based Adoption Model was explored as it forms the basis of this study. The theory explains that teachers proceed to effective implementation of policy and curriculum change through seven stages of concerns and eight levels of practice of an innovation (such as the AIDS Action Programme for Schools). The chapter explored the focus and components of the Concerns-Based Adoption Model. The three diagnostic dimensions of the Concerns-Based Adoption Model for conceptualising and determining change in individuals discussed in this chapter are: Stages of Concern (SoC), Levels of Use (LoU) and Innovation Configuration (IC). The Stages of Concern framework pertains to teacher feelings and attitudes about curriculum change and implementation. The SoC framework presents a possible progression teachers go through in implementing an innovation or a new curriculum. These are: Unconcerned (or Awareness), Informational, Personal, Management, Consequence, Collaboration and Refocusing; with Unconcerned being the lowest Stage of Concern and Refocusing – the positive ideal in curriculum change and implementation.

The second diagnostic dimension of the Concerns-Based Adoption Model discussed in the chapter is Levels of Use. The Levels of Use framework focuses on developmental patterns of teacher behaviour in implementing a classroom change. The Levels of Use of an innovation teachers go through are: Non-use, orientation, Preparation, Mechanical, Routine, Refinement, Integration and Renewal. The levels of Use are determined by the teacher's stage of concern during the implementation process. Innovation Configuration (IC), which is a little different from Stages of Concern and Levels of Use clearly spells out what the new practice will look like when it is in operation in the classroom. Innovation Configuration represents the patterns of use that result when different teachers implement innovations in their

classrooms. Reflecting on Innovation Configuration, assessors can ascertain that teachers are using an innovation in the same way. The element of IC was not relevant to this study hence it was not utilised.

Further, in Chapter 3 basic assumptions about classroom change in policy, curriculum and instruction that underpin the Concerns-Based Adoption Model were highlighted. The following are the basic assumptions for the Concerns-Based Adoption Model that were discussed. (1) Change is a process, not an event; (2) change is attained by individuals; (3) change is a highly personal experience; (4) change involves developmental growth in feelings and skills; and (5) change can be facilitated by interventions directed towards the individuals, innovations, and context involved (Anderson, 1997:333). My use of the CBAM framework strengthened the analysis of research findings in this study.

CHAPTER 4:

In this chapter the research approach and research design are discussed as they form the foundation of the study. A discussion of qualitative and interpretive qualities of the study also featured in this chapter. This entails a concise explanation of the research methods used including the research design and data collection strategies. By employing qualitative methods framed within an interpretive paradigm (Creswell, 2007:12), I was able to enter the life world of secondary school teachers in their school context and I indicate how this process assisted me in understanding them as human beings. In addition, the qualitative approach enabled me to comprehend the participants' reality in terms of their knowledge, feelings, attitudes, motivation, fears, values, social relationships and responses with regard to the AIDS Action Programme for Schools (Marshall & Rossman, 2011). The semi-structured individual interviews, focus group interviews, open-ended questionnaire and field notes as strategies to present in-depth information about the topic under study are described in detail. Four basic principles of ethics, which were considered and adhered to throughout the research process, were: autonomy, beneficence, non-maleficance and justice. Data analysis was conducted according to descriptive analysis and coded. Relevant themes, categories and sub-categories were generated from the data to allow a presentation, synthesis and discussion of the results in Chapter 5.

CHAPTER 5:

In presenting data in this chapter, I chose to consider the results and findings in relation to the reviewed literature and Hall and Hord's (1987; 2001) Concerns-Based Adoption Model pertaining to the teachers' understanding, response to and implementation of the AIDS Action Programme for Schools. The data was divided into three main themes with categories and sub-categories. The data was then coded. It was found that factors such as teacher knowledge, feelings, attitude, resources, experience and support affected the teachers' response to the implementation of the AAPS in different ways in their school contexts. Teachers revealed that they lacked critical resources such as policy documents and syllabuses. They also lacked sufficient support and supervision from the school management and the Ministry of Education Sport, Arts and Culture in order for them to successfully implement the subject area in their school contexts.

The results also revealed that the five teachers at one school who adopted and adapted the AIDS Action Programme for Schools practiced at the highest Stages of Concern namely Collaboration and Refocusing. They collaborated with colleagues to develop their school syllabus from the curriculum objectives specified by the Ministry of Education, Sport, Arts and Culture. The execution of the AAPS by the teachers at this particular school was conducted with faithfulness. This, however, did not imply effective implementation of the subject area. The teachers were only doing their best through cooperation and teamwork. It implied that the five teachers developed compliance with constraints as they attempted to adopt and adapt procedures and expectations regarding the AAPS policy and curriculum. Some of the constraints reported by these teachers were none availability of an official syllabus from the Ministry of Education Sport, Arts and Culture, lack of in-service training through workshops and lack of modern media such as videos at the school.

In the other three schools implementation mostly consisted of reluctant compliance (Clasquin-Johnson, 2011) where the teachers implemented the AAPS for fear of being charged with misconduct. Most (15) of the teacher-participants who were practicing at Routine level of use and below lacked clear understanding and they experienced negative emotions in their response to the AIDS Action Programme for Schools. Measured against Hall and Hord's (1987; 2001) Concerns-Based Adoption Model 14 out of the 20 teachers in this study implemented the AIDS Action

Programme for Schools at levels namely, Orientation, Preparation, Mechanical and Routine use. One teacher was at Non-Use level, it implied that the teacher ignored and resisted implementation of the subject area. In addition, it was revealed that although some of the teachers were willing to help curb the spread of HIV among the youths in their classes through implementation of the AAPS, many of them lacked qualification in the subject area and in-service professional development and training.

6.3 SYNTHESIS OF FINDINGS IN TERMS OF THE RESEARCH QUESTIONS

A meaningful discussion of the research findings is guided by the main research question and the sub-research questions outlined in Chapter 1. Each research finding is enhanced by a discussion in relation to the related literature review and the theoretical background in order to enrich the thesis in terms of comprehensiveness and clarity. Accordingly, by merging the findings of the applied multiple research strategies I was able to respond effectively to the following research questions:

1. How do secondary school teachers understand, respond to and implement the AIDS Action Programme for Schools?
2. What are the policy, curriculum requirements and components of the AIDS Action Programme for Schools?
3. How are teachers experiencing the implementation of the AIDS Action Programme for Schools?
4. What is the relationship between policy, curriculum provisions and educational practices regarding the AIDS Action Programme for Schools?

6.3.1 RESEARCH QUESTION 1: HOW DO TEACHERS UNDERSTAND, RESPOND TO AND IMPLEMENT THE AIDS ACTION PROGRAMME FOR SCHOOLS?

6.3.1.1 Teachers had misconceptions, lacked capacity and were confused and reluctant to implement the subject area (Chapter 1, paragraph 1.2; Chapter 2, paragraph 2.3, 2.5, 2.7; Chapter 5, paragraph 5.4.1.2, 5.4.2.1)

Most of the teachers (15) lacked clear understanding and displayed knowledge deficiencies with regard to what HIV and AIDS education under the AIDS Action Programme for Schools entailed. Consequently, the teachers were uncertain, confused and lacked the necessary capacity to implement the subject area. As a

result they were reluctant and did not feel committed to teach the subject area due to low regard of self-efficacy, the low status of the subject area in schools, confusion about what and how to teach the subject area and lack of motivation (Chapter 5, paragraph 5.4.1.2). In addition, the teachers lacked the relevant professional qualifications and training as well as proper induction at school level. It was determined that teachers blamed their lack of understanding of the policy and curriculum for the subject area on the Ministry of Education, Sport, Arts and Culture for its failure to provide policy and curriculum documents to schools (Chireshe, 2006). Further, the teachers were not HIV and AIDS education specialists. As a result, they lacked a positive disposition, skills, orientation, interest and commitment to implement the subject area. According to the Concerns-Based Adoption Model the teachers operated at the lower stages – Unconcerned, Informational and Personal, indicating lack of content of the AIDS Action Programme for Schools and surface level change (Burgess *et al.*, 2010:56). Similar results in respect of the teachers' lack of confidence were reported earlier by O'Sullivan *et al.* (2008:171) where teachers expressed their anxieties about a new curriculum via metaphors associated with darkness and blindness (Chapter 2, paragraph 2.7). These expressions spoke of the uncertainty the teachers experienced about what they were doing in their classrooms – a finding that was comparable to those I uncovered in this study.

6.3.1.2 Teachers lacked resources, support and professional development in responding to the implementation of the AIDS Action Programme for Schools (Chapter 1, paragraph 1.2.1, 1.6.1, 1.12; Chapter 2, paragraph 2.9.1; Chapter 5, paragraph 5.3, 5.3.1, 5.4.1, 5.4.2.1)

Teachers had no specialisation in HIV and AIDS education. They were troubled by their lack of content knowledge as well as the lack of material and support from the Ministry of Education and their schools management. Subsequently, the teachers felt despondent and were not motivated to teach the subject area effectively. Similarly, studies such as those conducted by Chireshe (2006:214) and Chirume (2007:45) in Zimbabwe, ActionAid (2004) in Kenya and India, Kachingwe *et al.* (2005:36) in Malawi and Clasquin-Johnson (2011:136) in South Africa, revealed that limited resources and inadequate professional development were barriers to effective curriculum implementation and a critical factor in teachers' ignoring and resisting implementation of the subject area (Chapter 2, paragraph 2.9.1). According to the

theoretical framework the teachers were non-implementers and low-level implementers of the AAPS. Based on Hall and Hord's (2001) CBAM, I assert that the Ministry of Education officials and the school management (change facilitators) need to match resources and support with the needs of the teachers (innovation users) for them to move from the information-seeking stage to become effective in their implementation of the subject area (Bella & Dyer, 2007:68).

6.3.1.3 Teachers responded emotionally to the implementation of the AIDS Action Programme for Schools (Chapter 2, paragraph 2.7, 2.8, 2.9, 2.9.1, 2.9.2, 2.9.3, 2.9.4; Chapter 5, paragraph 5.4.2.1, 5.4.2.2, 5.4.2.3)

Teacher participants expressed that misconceptions due to the unavailability of policy documents and subject area textbooks, extra demands and workloads placed on them, poor remuneration, uncertainty, the sensitivity of the subject area and lack of guidance and support by school management and Ministry of Education officials caused fear, frustration, confusion and uncertainty among most of them. In addition, teachers feared the stigma of being labelled HIV-positive. Subsequently, these subject area teachers became despondent and developed negative attitudes towards the implementation of the AAPS in their classes (Chapter 5 paragraph 5.4.2.1, and 5.4.2.2). Wood and Goba (2011:280) in South Africa who found that Guidance and Counselling teachers had difficulties in translating knowledge into practice revealed similar results on teacher fear and frustration. When counselling orphaned and vulnerable children (OVCs) the teachers in Wood and Goba's (2011:280) study feared discussing sensitive issues such as poverty, death, illness and other related social issues. The teachers' emotional experiences indicated that they were in the Unconcerned and Informational stages of the CBAM, which indicate low levels of practice. Therefore, it means the teachers had little concern, knowledge and involvement in implementing the subject area (Bellah & Dyer, 2007:69; Hall & Hord, 2001).

6.3.1.4 Teachers responded to implementation of the AIDS Action Programme with a positive attitude (Chapter 2, paragraph 2.9.4, 2.10.2, 2.12; Chapter 5, paragraph 5.4.3.1, 5.4.3.1(a) & (b))

Teachers at one of the schools responded to implementation of the AIDS Action Programme for Schools with a positive attitude. Drake and Sherin (2006:182) observed that when working with complex, conceptually rich curriculums, different teachers made different choices regarding adaptations (Chapter 2, paragraph 2.9.4). The teachers at the particular school positively adopted and adapted implementation of the subject area in their classes. They collaborated with others and designed a school subject area syllabus for use in their classes guided by the objectives in the policy and curriculum documents. The teachers at this school shared knowledge with each other and were committed to transform the policy guidelines and curriculum into practice in their implementation of the AIDS Action Programme for Schools. In addition, the teachers worked in partnership with NGOs in undertaking HIV and AIDS education projects and activities at school level. Persons knowledgeable in HIV and AIDS education were regarded as resources and invited to conduct lessons at the school. The teachers were enthusiastic in implementing the subject area to such an extent that they identified and developed an HIV and AIDS education library in the classroom of the Head of Department for use by both teachers and learners. Remillard and Bryans (2004:364) indicated that teachers implemented the curriculum in varying degrees depending on what curriculum resources were available to them and their understanding of the materials, the nature of their students and constraints of the time (Chapter 2, paragraph 2.9.4). According to the CBAM the few teachers (five) who were positive about the subject area, operated at the upper stages – *Collaboration* and *Refocusing*, where they indicated behaviours of cooperation, reflection and collaboration showing a more meaningful engagement with the AIDS Action Programme for Schools in their classes than most teachers (Burgess *et al.*, 2010:56; Hall & Hord, 2001).

6.3.1.5 Teachers expressed negative attitudes towards the implementation of the AIDS Action programme (Chapter 2, paragraph 2.10.2.1, 2.12; Chapter 5, paragraph 5.4.1.3, 5.4.2.1, 5.4.3.2)

Teachers who were negative about the AIDS Action Programme for Schools viewed it as an added burden to their already busy schedules and heavy workloads in their subjects of specialisation. A lack of knowledge, training, resources and support were contributing factors to the teachers' development of negative attitudes. Many teachers procrastinated about teaching the subject area by blaming the double session system (hot seating) used in their schools and lack of motivation by learners to attend lessons for the subject area as revealed by participants during focus group discussions (Chapter 5, paragraph 5.4.2.1). The results revealed that the teachers' receptivity towards curriculum reform depended largely on their level of involvement and acceptance of the change effort (Chapter 2, paragraph 2.9). Burgess *et al.* (2010) indicate that predominantly, negative attitudes emanate from concerns associated with work priority when new subjects were introduced. Ni and Guzdial (2007:2-3) confirm that the attitudes teachers develop towards reform tend to be derived from their experiences while they were still learners, their training, their teaching experiences, their interactions with colleagues and societal values and norms of their working contexts (Chapter 2, paragraph 2.10.2.1). Evaluated against the Concerns-Based Adoption Model most of the teachers with negative attitudes were in a state where they had little or no knowledge about the AIDS Action Programme for Schools. The teachers had no involvement with the subject area and were unconcerned about improving their knowledge and to become engaged at higher levels of use – Refinement, Integration and Renewal (Hall & Hord, 2001).

6.3.1.6 AIDS Action Programme for Schools was viewed as less important with low status among teachers. The AAPS teachers were also viewed as having low status at school (Chapter 2, paragraph 2.8, 2.10.1.1, 2.12; Chapter 5, paragraph 5.4.2.3, 5.4.3.2(a))

According to the participants, the AAPS had a low status in the schools and was viewed by teachers, learners and in some cases, the school management, as a less important, non-examinable subject and a free period (Chapter 5, paragraph 5.4.3.2(a)). Teachers did their work in their own field of specialisation during the time

allocated for the subject area. The teachers expressed the issue of extra work with no matching salaries. The voices of the schools heads depicted negativity when they complained about the timetable being full and no allocation of funds for books as with other subjects in the secondary school curriculum. The finding is congruent with what was revealed by Chireshe (2006) in Zimbabwe and Prinsloo (2007) in South Africa (Chapter 2, paragraphs 2.8 and 2.10.1.1) that Guidance and Counselling and Life Orientation respectively were found to have low status among teachers and learners, and teachers of these subjects were perceived as inefficient. Not all schools allocated the subject area its time on the timetable as stipulated by the Ministry of Education Sport, Arts and Culture in the policy documents. Because teachers did not take the AIDS Action Programme for Schools seriously at schools, the subject area was assigned to teachers as an extra teaching load or as a way to fill up their workloads. Measured against the Hall and Hord's (2001) Concerns-Based Adoption Model, with such negative teacher attitudes in schools few teachers moved beyond the Mechanical level (the lowest level of adoption) implementation of the AAPS.

6.3.1.7 Teachers ignored, reluctantly complied and complied with constraints to the implementation of the AIDS Action Programme for Schools
(Chapter 2, paragraph 2.7, 2.9.3, 2.10.2.1; Chapter 5, paragraph 5.3.1, 5.4.1.3, 5.4.2.1, 5.4.3.2, 5.4.3.2(a))

Teachers who resisted teaching the subject area lacked qualifications and guidance that resulted in lack of motivation, despondency, reluctant compliance, ignoring, resisting and compliance with constraints to teaching HIV and AIDS education in their classes. The teachers did not display effort and commitment to acquire knowledge and skills for them to implement the subject area effectively. As a result teachers experienced self-doubt, confusion and lack of direction. However, since the AAPS curriculum was introduced in secondary schools in 2003 it was no longer possible for teachers to take it lightly or to completely ignore or resist teaching the subject area. Most of the teachers adopted a surface-level implementation technique. They implemented the subject area with reluctant compliance and compliance with constraints. The findings in this study confirmed what Crump (2005:9) stated, namely that value and attitudes were major factors of motivation and performance at work (Chapter 2, paragraph 2.9.3).

6.3.2 RESEARCH QUESTION 2: WHAT ARE THE POLICY, CURRICULUM REQUIREMENTS AND COMPONENTS OF THE AIDS ACTION PROGRAMME FOR SCHOOLS?

In the section that follows the empirical data is explored for results using the policy, curriculum requirements and components for the AIDS Action Programme for Schools discussed in the literature review. A policy statement is given from Chapter 2 followed by a discussion of the findings (Chapter 2, paragraph 2.5, 2.5.1, 2.5.2 and 2.5.3).

6.3.2.1 The AIDS Action Programme for Schools must be accorded equal status with other subjects on the curriculum (Chapter 2, paragraph 2.5, 2.5.1, 2.12; Chapter 5, paragraph 5.4.1.1, 5.4.1.2)

Many of the teachers acknowledged that AAPS as a subject area must be accorded equal status with other subjects on the secondary school curriculum. However, regardless of the teachers' knowledge of the policy position regarding the subject, they did not consider the subject area as important. They perceived the subject area as being of low status; therefore, it was unpopular among teachers and learners in the school. To demonstrate that the schools did not give AAPS equal status with other subjects, the subject area was not scheduled on the school timetable at three of the schools. Teachers considered the AAPS as an unimportant subject because it is not examinable. Some of the teachers were very ignorant of the policy position regarding policy and curriculum requirements for the subject area. As revealed by the empirical data, the practice in schools was contrary to policy and curriculum expectations (Chapter 5, paragraph 5.4.1.3 and 5.4.3.2(a)). According to Hall and Hord's (1987; 2001) Concerns-Based Adoption Model these teachers were operating at the first level where they were considered to be non-users of the AAPS (Chapter 2, paragraph 2.12). For the most part, the teachers at this level ignored and resisted policy requirements. This finding was similar to what was found earlier by Cleghorn and Prochner (1997:346) in Zimbabwe where early childhood teachers ignored a policy requirement to implement a play-based curriculum in their classes due to lack of understanding and knowledge about the innovation (Chapter 2, paragraph 2.9.1).

6.3.2.2 The AIDS Action Programme for Schools is a compulsory subject area. At least one period per class per week must be allocated to the teaching of HIV and AIDS and Life Skills education (Chapter 2, paragraph 2.5, 2.5.1, 2.12; Chapter 5, paragraph 5.4.1.1, 5.4.2.1)

Many teachers acknowledged that it was mandatory for learners to be given tuition in the subject area at least one period per week per class but they did not comply with the policy requirement. A school head also reported that non-compliance with the policy requirement was actually an act of misconduct on the part of the teacher (Chapter 5, paragraph 5.4.1.1). Overall, teachers understood that the AAPS policy as a Ministry of Education Sport, Arts and Culture directive to schools and teachers at individual level to provide HIV and AIDS and Life Skills education to all learners in all schools. Despite the fact that many of the teachers acknowledged policy requirement practices in the school, they were nevertheless opposed to what was expected of them in that regard. The study found that failure to allocate the stipulated teaching time for the subject area in keeping with other subjects and placing it off-session was denying it equal status. Many of the teachers ignored the subject area and taught their subjects of specialisation during the AAPS periods (Chapter 5, paragraph 5.4.1.2). Teachers ignored the subject area and were reluctant to implement it and to give it equal status citing that the subject area was not examinable. Thus, practice in schools refuted the policy position. As mentioned in Chapter 5 paragraph 5.4.2.1, some schools did not even have the AAPS on the timetable. Evaluated against the Concerns-Based Adoption Model teachers who failed to promote the subject area were perceived as non-implementers of the subject area (Sweeny, 2003:3).

6.3.2.3 The curriculum content should be derived from the objectives outlined in the Ministry of Education policy documents (Chapter 2, paragraph 2.5, 2.5.1, 2.5.2, 2.12; Chapter 5, paragraph 5.4.1.1, 5.4.3.2(a))

Except for the five teachers at one school who developed a school syllabus, the rest lacked knowledge and felt helpless with regard to the requirement that the subject content should be developed from the objectives stipulated by the Ministry of Education, Sport, Arts and Culture. These five teachers did comply with deriving the subject area content from the objectives in policy documents. However, all the teachers in this study expected the Ministry of Education Sport, Arts and Culture to

send syllabuses to schools (Chapter 5, paragraph 5.4.3.2(a)). Teachers who ignored and resisted teaching the subject area had their reservations stating that without a syllabus they were incapacitated by lack of professional qualifications and knowledge about HIV and AIDS (Chapter 5, paragraph 5.4.3.2(a)). Evaluated against Hall and Hord's (1987; 2001) Concerns-Based Adoption Model teachers at only one school were implementing the subject area at Collaboration and Refocusing levels. Hall and Hord (1987; 2001) point out that teachers' failure to understand innovations resulted in stagnation at lower levels – Mechanical and Routine – of the CBAM with regard to teacher practice. Many of the teachers in this study appeared to have experienced fixation at the lower levels of use (Orientation, Preparation, Mechanical and Routine) of the Concerns-Based Adoption Model. The results were similar to those found earlier by Wood and Oliver (2007:1) that pressure exerted on teachers to produce good results in examinable subjects made them ignore the non-examinable area and pay more attention to examinable subjects (Chapter 2, Paragraph 2.8).

6.3.2.4 Each school should appoint qualified teachers to teach the AIDS Action Programme for Schools (Chapter 2, paragraph 2.5, 2.5.1, 2.11, 2.12; Chapter 5, paragraph 5.3.1, 5.4.1.2)

Empirical data revealed that many of the teachers (17) tasked to teach the AAPS were not professionally qualified to teach the subject area. They had no substantial training in HIV and AIDS education as indicated in Figure 5.2 (Chapter 5, paragraph 5.3; 5.3.1 and 5.4.1.2). The results of this study illuminated that the practice in schools was that more women were teaching the subject area. In addition, all teachers were worried about heavy workloads. Further, the practice in schools was not consistent with policy requirements. The policy stipulates that a gender-balanced core team of at least four teachers per school is supposed to assist the subject coordinator to teach and organise internal staff development on requested topics (Chapter 2, paragraph 2.5.1). The policy specifies that teachers tasked to teach the AAPS should be allocated a reduced workload in co-curricular activities to make provision for the added responsibility. Hall and Hord (2001) contend that unequal investment in human resources in implementation of educational innovations results in non-use of the innovation, rendering the innovation to failure (Chapter 2, paragraph 2.12). An earlier study conducted by Machawira (2008) in Zimbabwe found that in a context ravaged by HIV and AIDS there were limits to what education

policy could achieve if it did not consider the real world in schools where both teachers and learners were infected and affected by HIV (Chapter 2, paragraph 2.10.2.3).

6.3.2.5 Ongoing in-service training for the subject area teachers should be institutionalised at school, cluster, district and provincial levels
(Chapter 2, paragraph 2.5, 2.5.1, 2.10.1.1, 2.12; Chapter 5, paragraph 5.3.1, 5.4.1.2, 5.4.1.3)

Results indicated that many of the teacher-participants did not know the policy and curriculum requirements and components due to lack of professional development and in-service training (Chapter 5, paragraph 5.3.1, 5.4.1.3). Schools were not conducting in-service staff development workshops as was required by the AAPS policy (Chapter 2, paragraph 2.5). The policy stipulates that there should be ongoing in-service training for subject area teachers. This should be done at different levels from the school up to the provincial level (Chapter 2, paragraph 2.5.1). The Concerns-Based Adoption Model also emphasises that for teachers undergoing change to develop from non-use of innovation to high levels of practice such as collaboration and refocusing, they need training (Hall & Hord 2001). Many of the teachers in this study were not collaborating and holding workshops to support each other or sharing knowledge and experiences. As a result, in terms of their feelings and attitude they were stagnating at the first four stages of the CBAM – awareness, informational, personal and management, thereby ignoring or resisting effective implementation of the AAPS (Chapter 2, paragraph 2.12). The AIDS Action Programme for Schools has some similarities to the implementation policies for Life Orientation in South Africa. Research conducted by Wood and Oliver (2007), Prinsloo (2007) and Mosia (2011) on implementation of the Life Orientation curriculum revealed that teachers found the subject area to be a daunting task because they were not qualified or professionally trained to effectively implement the curriculum (Chapter 2, paragraph 2.10.1.1). Similarly, Carless (1998:355) had earlier found that in curriculum change, training needs to be continuous rather than a once-off event.

6.3.3 RESEARCH QUESTION 3: HOW ARE TEACHERS EXPERIENCING THE IMPLEMENTATION OF THE AIDS ACTION PROGRAMME FOR SCHOOLS?

6.3.3.1 The secondary school teachers responded to implementation of the AIDS Action Programme for Schools with negative emotions and fear (Chapter 2, paragraph 2.7, 2.8; 2.12; Chapter 5, paragraph 5.4.1.1, 5.4.1.2)

With the exception of teachers at one school, the teachers at three schools responded with negative attitudes. The negative emotions and experiences emanated from the teachers' serious lack of understanding of the policy and curriculum provisions for the subject area. However, most of the teachers who had misunderstandings and confusion about the policy requirements and curriculum content for the subject area, developed negative attitudes and experienced fear because of the sensitivity of the subject area. Empirical data revealed that the teachers feared teaching HIV-positive children because they felt they were not capacitated enough to help the learners they interact with on a daily basis. In addition, the teachers feared stigma, that is, teachers and students being singled out as suffering from HIV and AIDS. Results on teacher fear were elucidated in earlier studies by Jansen (2001a) in South Africa who found that teachers had to deal with the emotional trauma of learners with HIV and AIDS and students whose parents or siblings had died or were terminally ill due to the pandemic (Chapter 2, paragraph 2.7). In a study conducted by Bristo (2010:2) teachers expressed their anxieties because change shakes or threatens their comfort zones and makes them doubt their role in the schools and their efficacy to fulfil their duties. In addition, in this study teachers experienced fear due to an unavailability of a protective policy for teachers who teach what they referred to as the 'sensitive subject area'. Hargreaves (2005b:11) observed that experience of fear of change is a common response of mid-career teachers. Teachers who experienced fear were practicing at the knowledge-seeking level of the CBAM – Orientation. These teachers were non-implementers of the innovation (Hall & Hord, 1987; 2001). Jansen (2001a) observed that the emotional bases for teacher identity emanate from teachers' understanding of their capacity to execute the demands placed on them (Chapter 2, paragraph 2.7).

6.3.3.2 Teachers experienced frustration in their implementation of the AIDS Action Programme for Schools (Chapter 2, paragraph 2.9.3; Chapter 5, paragraph 5.4.2.1)

The results of this study indicated that the teachers' source of frustration emanated from insufficient time allocated to the subject area in schools as well as the non-availability of policy documents and syllabuses and lack of knowledge to implement the subject area. Some of the teachers reported frustrations due to the extra demands placed on them by the inclusion of the AAPS in the secondary school curriculum. With regard to these results, policy documents were developed by the Ministry of Education Sport, Arts and Culture, but they did not get to some of the schools and in turn to the teachers. Empirical data also reveal that there was lack of coordination and continuity of the subject area projects that NGOs were running in partnership with teachers in schools. In addition, teachers were frustrated by extra responsibilities and poor remuneration as they viewed the subject area as an extra burden since they had full teaching loads in their areas of specialisation. The lack of feedback from referral centres where learners affected and infected by HIV and AIDS were referred to for help frustrated the teachers (Chapter 5, paragraph 5.4.2.1). Hargreaves (2005b:9), writing on new curriculum implementation indicates that teachers' responses to policy changes often demonstrated frustration.

6.3.3.3 Teachers experienced sensitive topics as emotional in their response to implementation of the AAPS (Chapter 5, paragraph 5.4.2.2)

Most of the teachers when teaching about HIV and AIDS under the AAPS, found themselves to be very sensitive and emotional to such an extent that some of them reported that they tried not to be involved emotionally during their interaction with learners when teaching certain topics and when counselling affected and infected learners. The results in terms of this research indicated that some of the teachers regressed emotionally to the extent of shunning the AIDS Action Programme for Schools, alleging that it is too emotionally traumatic to experience a student's abuse through his or her story. Specifically, the lack of qualifications, knowledge and skills in the subject area, inadequate staff development and training and the teachers' personal convictions could contribute to the emotional suffering teachers experienced and reluctance to effective implementation of the AAPS. Regarding the teachers'

experiences of the sensitive nature of HIV and AIDS education, results indicated that although the AAPS was being implemented in schools, teachers were reluctant to teach sensitive topics that were central to the prescribed subject area.

6.3.3.4 Teachers lacked direction and motivation in implementing the AIDS Action Programme for Schools (Chapter 2, paragraph 2.7, 2.8, 2.9.3, 2.12; Chapter 5, paragraph 5.4.2.3, 5.4.3.2(b))

Teachers lacked focus, were confused and not motivated while implementing the AIDS Action Programme for Schools in their classes. Teachers in this study also expressed lack of direction, motivation and loss of control as well as feelings of uncertainty about their professional practice in implementing the AAPS (chapter 5, paragraph 5.4.3.2(b)). They took the AAPS lessons as extra time to do work in other subjects. At some of the schools (three) teachers spent more of their time doing work for examinable subjects in their field of specialisation while HIV and AIDS education was being neglected. Results indicated that teachers lacked motivation because they perceived the subject area as being of low status since it was not examinable. Evaluated against the Concerns-Based Adoption model, the teachers with such experiences were at the initial stage of Unconcerned, Informational and Personal and were not implementing the AAPS. This study was consistent with the findings in Portugal where Jorgenson (2006:1) found that teachers valued their autonomy, worrying about their ever-increasing workload and time constraints. Jorgenson (2006:1) found that by nature teachers were averse to risk and change if they were not knowledgeable in a specific field. Also in Portugal, Flores (2005:403) found that in most cases teachers' accounts revealed feelings of tiredness and 'giving up', lack of motivation and low morale in implementing a new curriculum (Chapter 2, paragraph 2.7). In Australia, O'Sullivan *et al.* (2008:172) found that teachers expressed their need for direction and knowledge of where they were heading to with the new curriculum.

6.3.4 RESEARCH QUESTION 4: WHAT IS THE RELATIONSHIP BETWEEN POLICY, CURRICULUM PROVISIONS AND EDUCATIONAL PRACTICES REGARDING THE AIDS ACTION PROGRAMME FOR SCHOOLS?

The answer to this question is discussed in a way to highlight the inconsistencies that were found between policy and curriculum expectations and the practice in schools, which led to what Jansen (2001b) views as policy for action versus policy in action in schools. There existed a dichotomy between curriculum policy and practice regarding teacher implementation of the AIDS Action Programme for Schools.

6.3.4.1 Teachers lacked resources, support and requisite qualifications to effectively deliver AAPS in their classes (Chapter 2, paragraph 2.9.1; Chapter 5, paragraph 5.3.1; 5.4.1.2, 5.4.1.3, 5.4.2.1)

Some teachers felt that they lacked resources to teach the AAPS and others complained about the lack of support from colleagues, school management and Ministry of Education officials. Empirical data indicated that many of the subject area teachers contended that they had not seen the policy documents and they had no syllabuses (Chapter 5, paragraph 5.4.1.3). The teachers declared that they were not provided with the prescribed textbooks and other material resources necessary to be well informed about the AIDS Action Programme for Schools and to be better equipped to teach the subject area in their classes. Overall, the teachers reported that they did not have sufficient and effective administrative support. Most teachers experienced a lack of training due to their not having the relevant professional development in HIV and AIDS education. At some schools, teachers were confused about their responsibility to implement the AAPS because not all schools allocated the prescribed time for implementation of the subject area as required by the Ministry of Education, Sport, Arts and Culture. Studies such as those conducted by Chireshe (2006:214) and Chirume (2007:45) in Zimbabwe, ActionAid (2004) in Kenya, Kachingwe *et al.* (2005:199) in Malawi, Samuel (2004:162) in India, Clasquin-Johnson (2011:136) in South Africa, and Burgess *et al.* (2010:52) in Australia revealed that limited resources and inadequate professional development were barriers to effective curriculum implementation and critical factors in teachers ignoring and being reluctant to apply innovations (Chapter 2, Paragraph 2.9.1).

6.3.4.2 The study found that the AAPS policy was developed by the Ministry of Education but it was not disseminated to all Schools (Chapter 2, paragraph 2.1; Chapter 5, paragraph 5.4.3.1(b); 5.4.3.2, 5.4.3.2(a))

The AIDS Action Programme for Schools policy was developed by the Ministry of Education Sport, Arts and Culture and was supposed to be disseminated to the schools through the Ministry of Education's provincial and district offices. However, the results of this research indicated that some of the schools and teachers, who were the policy and curriculum implementers, had not received the policy documents. The situation created a disjunction between policy expectations and teaching practices in schools. As a result, teachers did not teach the subject because they said that they lacked knowledge of the policy and curriculum requirements and components. Evaluated against Hall and Hord's (1987; 2001) Concerns-Based Adoption Model, teachers' concerns about non-availability of critical policy and curriculum documents influence the priority they give to subject area implementation and professional learning. The results reflected teachers' limited change response to the AIDS Action Programme for Schools (Burgess *et al.*, 2010:57).

6.3.4.3 The curriculum for the AIDS Action Programme for Schools is enshrined in the subject area's objectives, which are difficult for teachers to convert into a syllabus (Chapter 2, paragraph 2.5, 2.5.1, 2.5.2, 2.5.3; Chapter 5, paragraph 5.4.3.1.2; 5.4.3.2, 5.4.3.2(a))

There are no specific syllabuses for the AIDS Action Programme for Schools at secondary school because teachers are expected to develop syllabuses from the objectives showing appropriate content and methodology. There were no textbooks teachers could use to assist them with the different content areas such as HIV and AIDS, Life skills, sexual abuse, STIs and sexual maturation as prescribed in the Basic Education policy (GoZ, 2006a:27). The policy stated that the subject area was not examinable but in practice teachers were of the view that the AAPS should have test items like those of other subjects on the school curriculum so that it becomes examinable and would be taken serious by both teachers and learners.

6.3.4.4 Policy requires that the AIDS Action Programme for Schools is given equal status with other subjects on the curriculum, but in practice it is not given similar status and time as other subjects on the time table (Chapter 2, paragraph 2.5, 2.5.1, 2.5.2, 2.5.3; Chapter 5, paragraph 5.4.3.2, 5.4.3.2(a))

The fact that policy accords the AAPS equal status with other subjects, yet in practice the subject area is allocated less time than other subjects on the curriculum, created inconsistencies or a gap between policy guidelines and educational practices in schools. This finding was contrary to what policy requirements stipulated (GoZ, 2006a:8). It was found that as a subject area the AAPS was perceived as an extra burden to both school heads and teachers (Chapter 5, paragraph 5.4.1.2 and 5.4.2.2).

6.3.4.5 Policy for the AIDS Action Programme for Schools stipulates that qualified teachers should be tasked to teach HIV and AIDS education in schools but in practice teachers who implemented the AAPS have no qualifications in the subject area (Chapter 2, paragraph 2.5, 2.5.1, 2.5.2, 2.5.3; Chapter 5, Sections 5.3.1; 5.4.3.2, 5.4.3.2(a))

The Ministry of Education officials expected experts to teach the AAPS in schools, but in practice schools are failing to effectively teach the subject area due to lack of teachers with relevant qualifications in the subject area. Teachers who were subject-specific specialists were tasked to teach the AAPS as an additional load to their 'normal' teaching loads in their subject areas of specialisation. In such a situation the AAPS became an added responsibility to the teachers. O'Sullivan *et al.* (2008:173) revealed similar findings in their study where teachers reported that they resented curriculum planners whom they regarded as ideologues, too far removed from the daily work in the classroom. In the particular study (O'Sullivan *et al.*, 2008:173) the syllabus changes entrenched the teachers' suspicions and became a barrier to change.

The results show that more still needs to be done in terms of making the AIDS Action Programme for Schools' policy effective. Teacher in-service training, resourcing the

schools and a defined curriculum for the subject area need to be put in place instead of just a set of objectives.

6.4 RECOMMENDATIONS

Regardless of the fact that the research focused on teacher understanding, response to and implementation of the AIDS Action Programme for Schools in a context comprised of four government secondary schools, the findings of the study are worth noting since teacher understanding is an important factor in policy and curriculum implementation.

Accordingly, recommendations in terms of teacher conceptualisation and implementation of the AIDS Action Programme for Schools are outlined as follows:

- The Ministry of Education Sport, Arts and Culture in Zimbabwe should ensure that policy documents, detailed syllabuses and material resources are provided to all schools for effective implementation of the AIDS Action Programme for Schools. This could be realised by involving teachers in materials production such as writing modules on HIV and AIDS education.
- The Ministry of Education should become proactive in developing teachers' knowledge and skills via significant and ongoing professional development and training for all teachers in HIV and AIDS education. The professional development should become an important part of all pre-service and in-service teacher preparation and training in teachers' colleges and universities. This process will ensure that teachers take the subject area seriously and develop positive attitudes towards the implementation thereof. Such optimism about implementing the AAPS will also be enhanced by a protective policy whereby the teachers would be guaranteed protection in teaching the sensitive subject area in schools.
- The Ministry of Education should have school-based visits and it should include practical demonstrations of curriculum implementation. More professional development workshops for teachers can be done during school holidays.

- School management should task the teaching of the AAPS to knowledgeable, experienced, professionally qualified and interested teachers. In conjunction with the process of knowledge development, there should be continuous monitoring, assessment control and accountability of teacher implementation of the AAPS by the Ministry of Education officials in order to enhance quality and keep the subject area ongoing and viable.
- School heads and heads of departments in schools should exercise control and provide support with regard to curriculum implementation.
- Qualified or interested teachers should be appointed in a permanent capacity for the subject area. The teaching of the AIDS Action Programme for Schools should not be imposed on teachers and schools should acknowledge the status and importance of the subject area.
- The AIDS Action Programme for Schools should be an examinable subject like other subjects on the school curriculum to ensure equal status.
- The subject area should be offered on the school curriculum starting from Early Childhood Development (ECD).
- The subject area coordinators, staff and school heads should deliberately create opportunities for staff in the subject area to collaborate and to exchange creative ideas and information that will improve teachers' conceptualisation and implementation of the curriculum.
- Universities in Zimbabwe should develop and provide programmes that will prepare teachers to effectively implement the curriculum of the AIDS Action Programme for Schools.
- Teachers should be involved in the development of school policies, programmes, and syllabuses to enhance effective curriculum implementation in schools.

6.5 RECOMMENDATION FOR FURTHER RESEARCH

Based on the findings, further research is recommended on the following:

➤ **Teachers’ attitudes and perceptions on teaching HIV and AIDS education in primary schools**

Since my study was based on secondary school teachers, it would be interesting to explore primary school teachers’ attitudes and perceptions regarding HIV and AIDS education.

➤ **Early Childhood teachers’ understanding, response to and implementation of the AIDS Action Programme for Schools in ECD settings**

It would be interesting to investigate how AAPS is received and implemented in early childhood development now that it is soon to be offered starting from preschool level in Zimbabwe.

➤ **The impact of in-service training on the teaching of HIV and AIDS education as a subject area**

The findings revealed that although the Zimbabwe Ministry of Education Sport, Arts and Culture held in-service training workshops, teachers seemed to be uncertain and confused with regard to the implementation of the subject area. It would be interesting to investigate teacher experience and perceptions on in-service training regarding teaching of the AIDS Action Programme for Schools.

➤ **Secondary school students’ perceptions of the AIDS Action Programme for Schools**

The subject area has a low status among teachers. It would be interesting to investigate how students perceive the AIDS Action Programme for Schools as a subject area which, according to the research findings, is not effectively implemented and regarded as an unimportant subject area by the teachers.

➤ **The status of HIV and AIDS education in higher education institutions in Zimbabwe**

None of the participants were qualified in HIV and AIDS education. It seems that higher education institutions – universities and colleges offer little or no programmes in HIV and AIDS education. A study on the status of HIV and AIDS education in higher education institutions could be of great significance for teachers, the Zimbabwe Ministry of Education sport, Arts and Culture and higher education

institutions to address the educational needs of teachers for the effective implementation of the.

6.6 LIMITATION OF THE STUDY

In rounding off this study, it is proper and just to acknowledge that this study of secondary school teachers' conceptualisation and implementation of the AIDS Action Programme for Schools undertaken using a qualitative approach might be subjected to limitations as is the case with any other qualitative studies. As a teacher-educator, the researcher's interpretations might have been prone to prejudice as a result of her personal knowledge, beliefs and values (Creswell, 2007). From the onset of the study, even though I approached the research without any bias, defined limits or preconceived ideas, my intuition and frame of reference could have in some way impacted on the data collection and interpretation of the data.

Similar to other research involving human subjects, HIV, and AIDS, this study also faced ethical dilemmas. It was difficult to ascertain that discussions during focus group interviews had no leakages outside the focus group sessions and settings. It could then mean that the question of confidentiality would be compromised since it was not possible to monitor the teachers' post focus group interview discussions held in their school contexts regardless of my call to adhere to the ethical principle of confidentiality.

Further, sex and sexuality issues are sensitive and it could have touched on cultural taboos in the African culture. As a consequence it could be possible that some of the male teachers were not comfortable discussing the matters with a female researcher since it might have compromised their cultural belief systems and values. My questions on teacher understanding and practice of the AAPS might have seemed intrusive. It could have been challenging the teachers to talk about their conceptualisation, self-efficacy, attitudes and practice in relation to implementation of the AIDS Action Programme for Schools. This study was limited in that it involved only 20 teachers in four government secondary schools and the results could not be generalised to the whole of Masvingo district. Regardless of the highlighted limitations, it is my hope that the results of this study were able to answer the research questions that guided this study. I also hope that the research findings

extended the frontiers of knowledge on teacher knowledge, policy and curriculum implementation, professional development, training programmes and interventions for teachers in the context of HIV and AIDS. Overall, the level of implementation measured on the theoretical framework of Hall and Hord (1987; 2001) was low. The lack of knowledge, negative attitude, interest, support and resources are the major reasons for the low levels of implementation. This will continue until school heads stop appointing new teachers annually, but task qualified and motivated teachers to teach the AIDS Action Programme for Schools in a permanent capacity. Further, the Ministry of Education in Zimbabwe should take deliberate measures to enhance professional development of teachers in HIV and AIDS education as well as involve teachers in curriculum development of the subject area.

6.7 CONCLUSION

This study discovered that the AIDS Action Programme for Schools has a low status in schools and there were low levels of implementation of the AAPS at the participating schools for various reasons. It also became apparent that at secondary schools there were teachers who were uninformed, ignorant or confused in terms of the AIDS Action Programme for Schools. They attributed their lack of knowledge about the subject area to the non-availability as well as lack of guidance policy and curriculum documents and the lack of relevant information on the AAPS in schools. The situation is likely to continue unless qualified teachers and those interested in the subject area are appointed in a permanent capacity. The continuous changing of teachers in the subject area and the appointment of teachers from other fields of specialisation will not contribute to the subject finding its rightful place in the school curriculum. More importantly, the main objectives of the AAPS will not be realised and the further spread of HIV infections among the youth will not be restrained. Other important knowledge and skills that the subject provides will also be neglected and the new generation of emerging adults will not have the traits of good citizenship as the Ministry of Education Sport, Arts and Culture wants to achieve with its policy and curriculum of the AIDS Action Programme for Schools.

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