ECOSYSTEMIC FACTORS AFFECTING COMPREHENSIVE SEXUALITY EDUCATION IN EARLY GRADES IN ZIMBABWEAN SCHOOLS

BY

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DECLARATION

I declare that the thesis, which I hereby submit for the degree of Philosophiae at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

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- Compliance with approved research protocol,
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- Registered title, and
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DEDICATION

I dedicate this research to my beloved son

Donemore Mahoso for his unwavering love

and support to me during

the whole period of this study.

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ABSTRACT

Child sexual abuse is rampant in Zimbabwe. This can be attributed to several Zimbabwean ecosystemic factors that contribute to the gravity of the problem. This study explored these ecosystemic factors that affect Comprehensive Sexuality Education (CSE) in Zimbabwe to determine appropriate strategies to apply so that CSE could be successfully be provided to early grade children in Zimbabwe. This qualitative study used an interpretivist paradigm which was underpinned by the ontological assumption that reality is not objectively determined, but socially constructed. In this study, a case study design was utilised, embracing a semi-structured interview and document analysis as data-gathering instruments. This study was informed by Bronfenbrenner's ecological systems theoretical framework. The main research question of the study was: What ecosystemic factors play a role in Comprehensive Sexuality Education in Zimbabwean schools? The secondary research questions were also as follows:

- What are the teachers' views and perceptions of teaching CSE in early grades?
- How will parents perceive the introduction of CSE in the early grades?
- In what way will the religious leaders perceive the introduction of CSE in the early grades as positive?
- What are the cultural factors that impact on the teaching of CSE in early grades?
- How do religious factors impact on the teaching of CSE in the early grades?

The participants were ten early grade teachers, ten parents with children in early grades and five religious leaders. The study revealed that CSE was not taught to early grade children due to several ecosystemic factors. There is no CSE curriculum for early grade children in Zimbabwe. The teachers are uncomfortable to teach the subject because of the diverse cultural and religious beliefs of the Zimbabweans. Some churches believe CSE defiles innocent children. Their doctrines prevent other churches from teaching EMC to children before they reach the age of 14. The study recommended the development of CSE for early grades by teachers in conjunction with parents and religious leaders and the training of teachers to change their attitude towards the teaching of the subject as well as to provide them with appropriate content and teaching strategies. The provision of

teaching and learning resources on CSE for teachers and early grade learners was also recommended.

LIST OF ABBREVIATIONS

ACRWA   :   African Charter on the Rights and Welfare of the Child

AIDS   :   Acquired Immunodeficiency Syndrome

CRC   :   Conventions on the Rights of the Child

CSA   :   Child Sexual Abuse

ITGSE   :   International Technical Guidelines on Sexuality Education

STI   :   Sexually Transmitted Infections

TIC   :   Teacher in Charge

UNICEF   :   United Nations International Children's Emergency Fund

UNFPA   :   United Nations Population Fund

TABLE OF CONTENTS

xiii

LIST OF FIGURES

LIST OF TABLES

1 CHAPTER ONE
INTRODUCTION AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Children are important to any society because they are the future generation and need to be protected from any form of harm or hurt. If the development of young children is optimally facilitated, society may have a bright future (Aleksov, 2018). However, if they are not well nurtured, the future of that society is doomed. Children thrive optimally only in an environment that is imbued with quality childcare and education (Abbott, 2011).

It is of paramount importance for nations to know that children are vulnerable to several deleterious beliefs, myths, religious practices, lifestyles, norms and values of the societies in which they are brought up (Gwirayi, 2011). This is because such factors may promote several forms of child abuse like sexual exploitation, child labour, emotional and physical abuse. For example, the belief that sex with children cures AIDS (Nyamanhindi, 2015), reliance on child labour by certain families (UNICEF, 2014) and the belief in the efficacy of corporal punishment in controlling deviant behaviour, promote child abuse. This clearly indicates that the need to invest in child protection programmes should not be underestimated. The vulnerability of children to sexual abuse is a global phenomenon. It is a conspicuous global phenomenon in every race, tribal group, culture and social class (Gwirayi, 2012; Katsika, 2009; Magwa, 2014), therefore Comprehensive Sexuality Education (CSE) is a necessity.

Zimbabwe is one of the nations that is worst affected by child sexual abuse (CSA) and ranks among the five countries with the highest prevalence rates of CSA (Lassino, 2014; Muridzo & Malianga, 2015; Nyamanhindi, 2015). According to information from the Zimbabwe Republic Police (2015), 100 girls are sexually abused on a daily basis in Zimbabwe. The high prevalence rate of child sexual abuse is not static but is escalating (Feltoe, 2017; Gwirayi, 2011; Katsika, 2009). In Zimbabwe, there are many child-headed families due to several factors. These children in child-headed families are in this predicament not by choice but because they lost their parents to AIDS (Kurebwa & Kurebwa, 2014; Magwa, 2015) whilst some were left behind by their parents who went

abroad in search of employment opportunities, because the fall of industries in Zimbabwe resulted in unemployment (Chiororo, Vik, Frodi, Muromo & Tsigah; 2007; Gwirayi, 2011; Kurebwa & Kurebwa 2014). These deserted children have become easy prey to sexual abuse. Although this has contributed to the escalation of the rate of child sexual abuse in Zimbabwe; these are not the only causes. According to research by Tshabalala and Khosa (2014), Zimbabwe Girl Child Network (2014) and Childline (2015), the inevitability of being abused among children in Zimbabwe is owed to lack of knowledge and education on inappropriate touch by an adult. Tshabalala and Khosa (2014) and Feltoe (2017) also observed that children in Zimbabwe are not even aware that they are being abused when they fall prey to sexual abuse. According to Feltoe (2017), even the teachers and parents themselves are not able to tell when children are sexually abused; because they lack knowledge of indicators of child sexual abuse. This indicates a lack of provision of adequate CSE and the dire need to offer it to children as it might help to prevent them from sexual abuse, thereby avoiding contracting sexually transmitted infections, including HIV.

Several strategies have been devised by nations to protect children from abuse so as to lower the rate of child sexual abuse. One of these strategies is the attempt to create an environment that is protective to children. This has been done through the crafting of policies that enhance the welfare, education and optimal development of children (Mantula & Saloojee, 2016). The following are some of these policies: The United Nations Conventions on the Rights of the Child commonly known as the Conventions on the Rights of the Child (CRC), and the African Charter on the Rights and Welfare of the Child (ACRWC) (Mantula & Saloojee, 2016). These policies are mainly in place to promote the upholding of children's rights at global, regional and local levels. Organisations such as UNICEF are in place to see to it that children's welfare is promoted (Kurebwa & Kurebwa, 2014; Tassoni, 2010). It is crucial to note that Zimbabwe as a nation is also committed to this course as it is one of the signatories to the policies mentioned above (Kibaru-Mbae, 2011; Magwa, 2014; 2015). Zimbabwe's commitment to this agenda is further reflected in Chapter 5 of the constitution of Zimbabwe, which bears the Children's Protection and Adoption Act. Locally, several instruments are also in place to promote the same agenda. These include the

Zimbabwe Republic Police Victim Friendly Unit, Girl Child Network and Childline Zimbabwe, which all consider the same agenda of protecting children by considering all their rights (Bhaiseni, 2016).

Although the above instruments are in place in Zimbabwe, children are still being sexually abused in Zimbabwe. The rate of this abuse is still fluctuating in Zimbabwe (Chinyoka, 2016; Feltoe, 2017; Muridzo & Malianga, 2015; Nyamanhindi, 2015). This calls for the need to try something else besides the policies.

Research by Tshabalala and Khosa (2014) found that many early grade teachers in Zimbabwe do not teach Comprehensive Sexuality Education (CSE) due to different reasons such as culture, lack of well-elaborated curriculum content, lack of knowledge on how to teach it and personal attitudinal reasons. The need for effective CSE to early grade children by early grade teachers should not be dispensed with; because the availability of media such as televisions and computers exposes children to sexual content almost daily (Schaefer, 2008; Stone, Ingham & Gibbins., 2013). This is because the media creates many misconceptions concerning sexuality among these children. If these misconceptions are not given attention, children may be in peril. The misconceptions may end up being difficult to clear up, leaving the future of children in Zimbabwe in a quagmire.

1.2   RATIONALE FOR THE STUDY

I have been an early grade teacher for 11 years in Zimbabwe in the Chipinge district. I was hesitant to take the initiative to provide CSE, because I suspected I would encounter resistance from parents as well as other teachers and school authorities. My colleagues teaching with me also refrained from teaching CSE to these children for a similar reason. During interaction with these children aged three to five years, I observed anecdotal evidence of children imitating sexual acts and using developmentally inappropriate language which were indicative of a need for CSE.

Moreover, my interaction with other teachers and other departmental education officials reflected a lack of provision of adequate CSE in early grades in Zimbabwe. No curriculum is specifically designed for CSE in early grades in Zimbabwe, but only some few aspects of CSE are factored in as part of the content for different subjects taught in

early grades. As a result, this content is not given the attention it deserves as each aspect is taught in the context of the subject in which it is embedded. This creates a gap of lack of effective CSE in Zimbabwean early grades. This study aims to succinctly unearth information about ecosystemic factors affecting the teaching of CSE to early grades. These factors include the religious beliefs of Zimbabweans, their norms, values, legislations, knowledge, the attitudes of parents and teachers towards the teaching of CSE as well as the focusing of attention on the unavailability of support materials to teach CSE to pupils in Zimbabwe. Knowledge of these factors could be instrumental in making informed decisions about appropriate strategies to employ in endeavouring to handle sexual matters. Knowledge of factors affecting CSE in Zimbabwe is expected to assist in devising appropriate strategies that can be employed to successfully provide CSE to early grade children despite the prohibitive experiences that early grade teachers could have had when they attempted to teach it before. This will make the teaching of CSE to early grades effective.

Due to the high incidence of child sexual abuse among young children, I have decided to undertake this study which is expected to generate knowledge which should then be imparted to in early grades in Zimbabwe to develop in them the skills to be assertive, communicative as well as being able to make decisions that are effective in protecting their bodies. The school environment is the most appropriate place to capacitate young children with these skills, because at school the teachers act in "loco parentis" to assist the child. This idea is in alignment with the call by the 1994 International Conference on Population and Development Programme of Action which explicitly requested governments in all nations of the world to provide CSE which should take place in schools (Haberland & Rogow, 2015). The rate at which Zimbabwean children are being abused sexually is quite alarming. This could be an indication of the need to provide CSE in early grades; therefore the ecosystemic factors affecting CSE in these early grades in Zimbabwe should be given closer attention to come up with an efficient and effective way of doing it. What is known presently is that many teachers are reluctant to teach CSE because of various reasons like lack of content knowledge on the subject of sexuality education, cultural and religious factors as well as the teachers' lack of

4

confidence to teach due to their lack of training (Gudyanga, de Lange & Khau, 2019; UNICEF, 2014).

The rationale to undertake a study on ecosystemic factors affecting CSE to early grades in Zimbabwean schools is the need to devise effective ways that could help to mitigate the alarming rate at which children are sexually abused in Zimbabwe. There is a lack of an effective instrument, for example, a clear-cut comprehensive school curriculum to deal with the problem. I was not quite sure whether the early grade teachers had adequate knowledge and skills to address the conundrum. Again, the perceptions of these teachers of this problematic situation were obscure to the researcher. These early grade teachers did not empower children by teaching them CSE following the International Technical Guidelines on Sexuality Education (ITGSE) so that these children could know appropriate actions to take to avoid being sexually abused. The early grade teachers' total commitment and cooperation are imperative under such prevailing circumstances.

1.3 PRELIMINARY LITERATURE REVIEW

1.3.1 Child Sexual Abuse (CSA)

For optimal development of children to take place, their right to good health must be taken into consideration. This demands the ability to identify potential health-threatening factors within children's health service system and then eliminate such factors. CSA is one of such life-threatening factors for children because it is instrumental in spreading Sexually Transmitted Infections (STI) including HIV/AIDS, which is such a deadly disease. CSA is a global phenomenon (Ige & Fawole, 2012; Mantula & Saloojee, 2017) and thus of great interest. Because of its harmful consequences such as causing emotional trauma, physical injury and contraction of STIs, including HIV, multifarious policies have been put in place in an attempt to mitigate its spread among children. However, despite the existence of these policies, the incidence is skyrocketing (Mantula & Saloojee, 2017). This clearly indicates the need for CSE to protect children from this menace. CSE is expected to be efficacious because, in nations like the Netherlands where CSE is optimally implemented, the rate of CSA is minimal when compared with other nations without CSE (Ketting & Ivanova, 2018; Van Der Vlugt, 2015).

1.3.2 Importance of CSE in Early Grades

CSE should be provided in schools, because it is crucial to early grade children as it can be used as an instrument to control CSA. According to Nyamanhindi (2014), to be able to curb any problem, its root cause must be established and then eliminated. Owing to this fact, a study by Nhamanhindi (2014) recommends addressing the root cause of CSA, which has been identified as a lack of CSE among children. This implies that CSE is crucial because it can curb or minimise sexual abuse of children in early grades if it is offered to these children. This notion is further supported by Stone et al. (2011) who view CSA as a social problem which needs a social vaccine to suppress it. They then proposed that the social vaccine is needed in the form of CSE, which these Zimbabwean children lack (Stone et al., 2011).

SIDA (2016) and UNIFPA (2015) view CSE as significant arguing that research provides evidence that CSE equips young children with the knowledge that can protect them from CSA' which may help them to scape contracting STIs. This CSE provides children in early grades with knowledge and skills that form a solid knowledge foundation for escaping sexual abuse (Loeber et al., 2010). This assertion is possible; because research by Nyamanhindi (2014) revealed that CSE enables children to acquire knowledge of different forms of CSA, and ways of preventing them from being abused as well as knowledge of how to report such abuse. If such knowledge is acquired by early grade children and is applied by them in real-life situations, their chances of being abused sexually will decrease.

Van Der Vlugt (2015) and UNESCO (2019) noted that the provision of CSE is unlike abstinence-only education which could be irrelevant to children in early grades; it has crucial components like sexual health, gender, sex; and assertiveness. If abstinence-only education is provided, early grade children are totally neglected; because of not being age-appropriate to early grade children yet. If early grade children are not taught CSE at all, it could increase their vulnerability to sexual abuse as they may lack knowledge of protecting themselves against it.

The significance of CSE in early grades is further underscored by Stone et al. (2013) who maintain that children ask questions that indicate the need to be taught CSE. Some

of the questions are as follows: "Where do babies come from?" "Why do boys have willies?" "What does gay mean?" Besides asking these questions, children also engage in self-exploratory behaviour which include stimulation of their sexual organs (Stone et al., 2013). This behaviour depict the need for them to be availed of CSE. This information is in tandem with observations by Balter, Van Rhijn and Davies (2010) who argue that children's self-exploratory behaviour go beyond head and shoulders, knees and toes; but culminate in the discovery of genitals. The authorities identify this behaviour as including genital touching, looking at others' genitals and showing their genitals to others. The existence of this behaviour cannot be denied since it is in line with Freud's psychosexual theory which acknowledges human-beings as sexually active from birth since they are born with libido which is sexual energy which impels children to engage in explicit sexual behaviour like stimulation of a penis for a boy and clitoris for a girl (Gross, 2010; Mwamwenda, 2010). This usually happens from the age of three to five years, the period the child attains the phallic stage of Freud's psychosexual theory (Santrock, 2018; Woolfolk, 2010). All this behaviour demonstrates children's eagerness and readiness to receive CSE so that they may not develop misconceptions about sexuality that may render them vulnerable to sexual abuse.

Balter et al. (2010) add that these children also demand to know how babies are formed. This behaviour among early grade children cannot be ignored because they are directly related to the CSE curriculum, and they serve to accentuate the need to give CSE to early grade children. Güder and Alabay (2018) further advise that if such questions from early grade children are well answered, they provide an excellent background for young children to develop a good understanding of the sexual relationships in the world of which they are members. Answering these questions by providing scientifically accurate information to children as demanded by CSE will help to clear children's misconceptions about sex and sexuality right from the kindergarten, thereby assisting in laying a strong foundation which can shape the sexual attitudes of children throughout their lives.

1.3.3 CSE in Europe

The need for CSE is not confined to a single nation but is needed even beyond Africa. This is because it promotes good health for every child, which is the right of every child according to Conventions on the Rights of the Child (CRC) (Bruce & Meggitt, 2010; Tassoni, 2010). This means that children who are in early grades deserve to be taught CSE to promote good health among them. The need for CSE by children in early grades in Europe is prompted by the fact that many children in Europe attain adolescence at the age of eight years and by the age of ten, half of them would have attained this milestone (Blake, 2008; Golman, 2010; Pinyerd, 2005). Thus the teaching of CSE to children in early grades in Europe is pivotal in protecting these children against STIs; because most of these children in early grades would not have attained adolescence and if taught during this period, it is quite effectual; because the efficacy of CSE is mostly realised if children are taught before the attainment of adolescence (Goldman, 2010).

Although some nations in Europe are in favour of CSE, others are not. In Europe, some nations do not favour CSE, but prefer abstinence-only-education, because of being Christian states that discourage sex before marriage (Bowes, 2014; Goldman, 2010). In America, the promotion of abstinence-only-education at the expense of CSE implies a lack of CSE in early grades since abstinence-only education cannot be taught to children in early grades because it is not age-appropriate for them. It also implies lack of knowledge and skills to teach CSE to children in early grades by American teachers as there is no need to train them to teach children in early grades in America when it is unacceptable to teach them. Again it indicates the existence of a negative attitude towards the teaching of CSE in early grades by parents since most of them are Christians.

Sweden differs from America because, in Sweden, CSE is offered (Bell, 2009; Br owes, 2014; Goldman, 2010). CSE has been in place and compulsory in Sweden since 1956 (Bell, 2009). Both parents and religious leaders in this nation are receptive and supportive of CSE, just like in the Netherlands (Bell, 2009; Goldman, 2010). In these

nations, CSE curricula, as well as resource materials for supporting CSE even in early grades, are available (Goldman, 2011; UNICEF, 2014).

1.3.4 CSE in Africa

According to Mantula and Saloojee (2017), although CSA is a global issue, its incidence is not evenly distributed across the globe. Africa, as a continent, has the highest rate of child sexual abuse. This implies that there is need to provide CSE to children in early grades in Africa and it is expected to be effective because childhood experiences determine their behaviour and attitudes in adulthood (Mwamwenda, 2010; Santrock, 2013). It is essential to provide CSE because, no one currently provides early grade children with CSE since Africans experience socio-cultural and religious inhibitions towards providing CSE (Gudyanga et al., 2019; Mugweni, Pearson & Omar, 2012). This is most common among Africans in Sub-Saharan Africa. According to Mwamwenda (2010) and Pittman and Gahunda (2006), in the past, sex education has been offered to children in Africa, but Mwamwenda (1995) argues that it was only offered to adolescents, leaving out pre-adolescents, implying that early grade children were excluded just like presently. Pittman and Gahunda (2006) further inform that CSE was unfortunately demonised by Christianity which propagated a culture of silence regarding CSE requiring an effort to resuscitate it.

1.3.5 CSE in Zimbabwe

The high rate of child sexual abuse which is conspicuous in Africa implies that it is also outrageous in Zimbabwe being part of Africa (Feltoe, 2017). Gwirayi (2011) and Shamu et al. (2019) also describe the rate at which child sexual abuse is taking place) as alarming. According to research, the upsurge of child sexual abuse in Zimbabwe is promoted by failure to report the perpetrators of this form of abuse (Chikwiri & Lemmer, 2014; Taylor & Steward, 2011; Tshabalala & Khosa, 2015) and as a result, the culprits are never arrested. This failure to report the incidence foils the arrest of the perpetrators. It enables them to continue to abuse children sexually (Chikwiri & Lemmer, 2014). Chikwiri and Lemmer (2014) assert that because of this reason, the real CSA rate could be higher than the rate that is officially known.

Even though child sexual abuse in Zimbabwe is soaring, there is no systematic CSE in place to contain the problem. There is a lack of an explicit CSE curriculum for early grades in Zimbabwe, yet it is the curriculum-based CSE that is most effective in achieving the most desired results of containing child sexual abuse (Muridzo, 2014; UNESCO, 2014). At early childhood development (ECD) level, there are only a few aspects of CSE in the curriculum. These aspects are not well elaborated and are spread unevenly across different syllabi for different early grade subjects. Therefore, the selection of appropriate content about sexuality education to teach is greatly compromised by the lack of content, since there is no curriculum which makes its teaching systematic thereby rendering it ineffective (Muridzo, 2014; Nyamanhindi, 2015). Again, because of the absence of an explicit CSE curriculum, some teachers just teach what they think is necessary on CSE.

What is also lamentable is the early childhood education (ECE) teachers' negative attitude towards the teaching of CSE. This could be prompted by the Zimbabwean traditional culture, which prohibits the teaching of content that pertains to sexuality to children who have not yet attained adolescence (Mwamwenda, 2010). These teachers could have a negative attitude towards teaching CSE because they were brought up within the same culture where CSE is not allowed to be offered to early grade learners but only to adolescents. They, in turn, treat their young children in the way they were also brought up by their parents since people tend to believe that the way they were brought up is the best (Haralambos & Holborn, 2013; Witt, 2009; Woolfolk, 2010). Zimbabwean early grade teachers could also be victims of these circumstances. Again, in Zimbabwe, the teaching of sexually related information is the responsibility of aunts and uncles and not teachers.

The negative attitude of teachers towards the teaching of CSE to early grades could also be impelled by their lack of knowledge on how to teach CSE (Ketting & Ivanova, 2018). Although the early grade teachers' training programmes in Zimbabwe do not equip teacher trainees with knowledge of CSE, if teachers are trained to teach CSE in early grades, it may assist them to develop positive attitudes towards providing CSE (Swedish International Development Cooperation Agency is a government agency [SIDA], 2016). This concurs with Collins, Martino and Shew (2011) who note

and express that teachers who do get training in teaching CSE could still be uncomfortable to take up this challenge.

Research by Gwirayi (2013) portrays teachers as the most appropriate personnel to offer CSE if they are equipped with the skills of teaching this aspect during training. However, these programmes from various early grade teachers' training institutions in Zimbabwe do not develop skills and attitudes to teach CSE to early grade children among teacher trainees. Haberland and Rogow (2015), inform that the 1994 International Conference on Population and Development Programme of Action explicitly called on all nations of the world to provide CSE which should take place in schools. Still, teachers' training institutions in Zimbabwe continue not to offer this form of education to teacher trainees. Although Zimbabwe as a nation responded by providing AIDS Education, it was only made available to children from Grade 4 upwards leaving out those in early grades. Yet, they are also victims of sexual abuse. They are marginalised on account of age, although Bruner (1986) maintains that anything can be taught at any level if it is scaled down to the level of cognitive competence of the learners (Mwamwenda, 2010; Tassoni, 2010). If early grade teachers are trained to teach CSE, they will be able to easily assess early grade learners to establish their level of cognitive competence and then easily scale down CSE content to the required level and then teach. Again, for each curriculum offered in education, teachers are instrumental in its development, implementation and evaluation (Gatawa, 2012). The same can be done in the endeavour to bring CSE into existence in Zimbabwe.

This study is necessary as it is expected to address a crucial issue in Zimbabwe, which is the teaching of CSE. The study envisages coming up with recommendations to the Education Ministry in Zimbabwe to revisit the existing curriculum to incorporate CSE. Through formal teaching, it is hoped to increase learners' knowledge and understanding of CSE, thereby making positive contributions to early grades education in Zimbabwe by lessening and weakening ecosystemic factors that impede the provision of CSE. This will lead to the crafting of a policy that will demand and sanction the inclusion of the content in early grade teachers' training and will capacitate early grade teacher trainees with knowledge, skills and attitude to teach CSE effectively to early grade learners. It will also lead to the development of an explicit CSE curriculum that could be taught to all

early grades in Zimbabwe. Consequently, child sexual abuse could be minimised in Zimbabwe. So the ecosystemic factors that have a bearing on CSE in early grades deserve to be scrutinised to determine the appropriate entry point in providing it in Zimbabwe.

1.4 PURPOSE STATEMENT

In Zimbabwe, teachers in early grades do not teach CSE to children. The curriculum does not incorporate CSE in its syllabus to make early grade learners aware of their bodies and rights and responsibilities. Yet, research has found that CSA is extremely high in Zimbabwe. Children are being abused daily yet very little is being done to alleviate this problem. Furthermore, it is culturally and religiously unacceptable in the Zimbabwean society to teach CSE to young children. Teachers themselves lack knowledge and understanding to teach CSE. The lack of policy and curriculum in the country further escalates the issue. This study explored the ecosystemic factors prevalent in Zimbabwe that affect the teaching of CSE to early grade children.

1.5 RESEARCH QUESTIONS

Primary research question

- How do ecosystemic factors affect the teaching of CSE in the early grades in Zimbabwean schools?

Secondary research questions

- What are the teachers' views and perceptions of teaching CSE in early grades?
- How will the parents perceive the introduction of CSE in the early grades?
- In what way will the religious leaders perceive the introduction of CSE in the early grades?
- What are the cultural factors that impact on the teaching of CSE in the early grades?
- How do religious factors affect/ impact on the teaching of CSE in the early grades?

1.6 OBJECTIVES OF THE STUDY

The objectives are:

- To establish the teachers' views and perceptions on the teaching of CSE in early grades.
- To find out how parents perceive the introduction of CSE in early grades.
- To show how the religious leaders perceive the introduction of CSE in early grades.
- To analyse cultural factors that impact on the teaching of CSE in the early grades.
- To describe the religious factors that impact on the teaching of CSE in the early grades.

1.7 CONCEPT CLARIFICATION

1.7.1 Comprehensive Sexuality Education (CSE)

CSE is education that goes beyond catering for sexuality education by including other issues like sexual roles, gender relationships, the pressure to be sexually active, sexual health, reproductive health, developing decision-making skills among learners (Browne, 2015). UNESCO (2014) also describes CSE as an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic non-judgmental information and providing opportunities to learners to explore their values and attitudes on decision-making as well as their communication and risk reduction skills on matters pertaining to sexuality.

1.7.2 Sexuality Education

According to the European Expert Group on Sexuality Education (2016) and Rosen, Murray and Moreland (2004) view sexuality education as an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgemental information. Bay-Cheng and Goodkind (2016) views sexuality education as a lifelong process of acquiring information and attitudes, beliefs and values that pertain to sexual development, sexual health, reproductive health, interpersonal relationships, affection, intimacy, and body image and gender roles.

1.7.3 Early Childhood Education (ECE)

According to McLanahan and Sawhill (2015), ECE refers to a set of educational strategies specifically designed for children up to eight-years-old. Morrison (2015) also describes early childhood education as educational programmes and strategies that are

geared towards children aged zero to eight years. This education is based on the philosophy of learning through play.

1.7.4 Ecosystemic Factors

Ecosystemic factors, emanate from Brofenbrenner's ecological theory, which views child development as a product of interaction between the children and contexts of growth (Bronfenbrenner, 1979; Essa, 2014; Morrison, 2015). This context of development is made up of nested systems where the child is at the centre of these systems. Upton (2011) views ecosystemic factors as environmental agents that can impact either negatively or positively on child development. Prilleltensky and Fox (2009) describe ecosystemic factors as elements in a social context of children that impinge on their development. These factors, according to Upton (2011), are existent in different environmental settings named by Bronfenbrenner (1977) as the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem. Examples of such factors could be the norms, values, myths, policies and beliefs of people within the system in which children were brought up.

1.7.5 Early Grades

Early grades in Zimbabwe refer to the first four grades of the Zimbabwean primary schools (Thabela, 2018). These early grades enrol children from three to eight years and are found at every primary school in Zimbabwe (Mangwana, 2018; Thabela, 2018; Tsiko, 2018). The first grade is Early Childhood Development (ECD) A which accommodates children aged three to four years and is followed by ECD B, which enrols children aged four to five years (Mangwana, 2018). The last two early grades are Grades 1 and 2, which also enrol children aged five to eight years (Makokoro, 2017 & Thabela, 2018). These early grades form the base of primary education in Zimbabwe and can be referred to as infant school (Mangwana, 2018; Thabela, 2018).

1.8 THEORETICAL FRAMEWORK

This study was guided by Urie Bronfenbrenner's ecological systems theory. This is a theory which clarifies how human development is governed by diverse types of systems that human beings are enmeshed in (Bronfenbrenner, 1999; Ettekal & Mahoney, 2017).

The main focus of the ecological theory is on the environment that the child is brought up within, which is viewed as instrumental in determining human development.

According to Bronfenbrenner (1977) and Bronfenbrenner (1999), the following are the main assumptions of this ecological theory:

- The development of a child does not take place in a vacuum but in the context which is made up of microsystem, mesosystem, exosystem, macrosystem and the chronosystem.
- The context of child development impinges on child development either positively or negatively.
- The systems are also affected by the child. This implies that the relationship between children and their context of development is bidirectional.
- The nature of the context of child development does not remain constant but is dynamic.
- Cognisance should be taken of the nature of the context that the child is within to understand child development.

It is crucial to note that the factors within each system can either influence the development of the child directly or indirectly while the same is true of the child's relationship with the system (Bronfenbrenner, 1979; Morrison, 2015; Gray & Macblain, 2015); therefore the reciprocity between the child and the system is important.

This theory is relevant to this study because it acknowledges the existence of ecosystemic factors within the human environment and the effects of these factors on these human-beings. CSE in early grades can be affected by these environmental factors; requiring the researcher to explore these ecosystemic factors within the five systems identified by Bronfenbrenner's theory which can impinge on the teaching of CSE to early grade children. These factors within the five systems may determine the extent to which CSE is taught to children in Zimbabwe which in turn have a bearing on the development of early grade children in Zimbabwe. As all factors within the child's environment from microsystem to the chronosystem are potentially capable of affecting the teaching of CSE to early grade children, the consideration of all the systems of Bronfenbrenner's theory is relevant to this study. Information gathered in this study was related to different aspects of this theory to understand them. The different aspects of this theory were again compared with the findings of the study in order to interpret them.

This theory brings to light several ecosystemic factors that could affect CSE; consequently, it influenced the researcher on which data to solicit for from the different sources that were used. These five systems of Bronfenbrenner's theory are considered here.

1.8.1 The Microsystem

The microsystem is the system that is closest to the child. The child is in direct contact with this system; therefore it is the most influential system in determining the child's development. Examples could be the home, school and peer group. This implies that the home, school and peer groups are part of the child's microsystem; and in that regard, the child's experiences at home, school and in the peer group conjunctionally contribute to the child's development and are the most influential systems because the child is in it most of the time. For example, if a child lives in a home or goes to a school where there is child sexual abuse, the child may be abused daily. If there are optimal conditions for child development in the microsystem, child development will be enhanced. For example, if a child goes to a school that does not offer CSE to the child, the chances for the child to be sexually abused could be very high. Some of these perpetrators of child sexual abuse could be the teachers themselves at school (Hobson, 2012; Magwa, 2014).

1.8.2 The Mesosystem

The second level of Bronfenbrenner's settings is the mesosystem (Essa, 2014; Morrison, 2015). It refers to the products of the interactions among microsystems, for example, the interaction between the home and the school (Gray & MacBlain, 2015). If the relationship between the two settings is cordial, this setting will support child development (Essa, 2014; Upton, 2011). The child will thrive. For example, if a child's home supports the school's CSE curriculum, they may cooperate in providing CSE to the child ensuring that the child will become assertive, communicative and develop better judgment and good decision-making skills with regards to issues that pertain to sexuality. This shows the significance of mesosystem with regards to child development.

1.8.3 The Exosystem

According to Morrison (2015), Upton (2011) and Woolfolk (2010), the third level is the exosystem. According to Santrock (2010), children are not found in this setting but what happens in this setting affects them. An example could be the job of the parents. If the parents are transferred by the company which they work for to work in another town, if these parents fail to go with their children, they may find themselves being in a child-headed family where child sexual abuse could be rife.

1.8.4 The Macrosystem

The macrosystem occupies the fourth level of this system (Berk, 2014; Freeman, 2011). It refers to the larger society and includes its values, laws, conventions and traditions (Prilleltensky & Fox, 2009; Upton, 2011). The society within which the children are nested affects their development. This is because the child is affected by values, laws and economic patterns of that society, including other factors. If a child is within a society which has not embraced CSE, it means the child may easily become a victim of sexual abuse. Some societies may have religious beliefs, policies, culture, political ideologies and social conditions that are in tandem with the provision of CSE. If a child is from that society, the chances of being abused sexually in that society are minimal while a child from another society having aspects that are at cross purpose with the provision of CSE may find it hard to develop optimally (Pinquart, Silbereisen & Juang, 2004).

1.8.5 The Chronosystem

The last system identified by Bronfenbrenner is the chronosystem (Berk, 2014; Boyd & Bee, 2000; Ettekal & Mahoney, 2017; Sincero, 2012) which comprises environmental events and transitions that occur in the life of the child. Freeman (2011) describes the chronosystem as the system that includes shifts in one's life span and includes socio-historical events. According to Bronfenbrenner (1979), the shifts and socio-historical events are also instrumental in determining child development. For example, political instability, divorce and farm invasion may yield a considerable bearing on child development. The ecosystemic structure proposed by Bronfenbrenner, as depicted by

Morrison (2015), is given below. It includes just some few examples of factors that are in the ecosystem.

1.8.6 Bronfenbrener's Ecosystemic Structure

Figure 1.1: Bronfenbrenner's Ecosystemic Structure

Adapted from Gray and MacBlain, (2015) and Morrison (2015).

It is crucial to note that the child is at the centre of the ecosystemic structure. This implies that all the systems affect the child. The impact could either be positive or negative. Some cultural practices may promote child sexual abuse and at the same time prohibit the teaching of CSE to children in early grades; confirming the need to consider these ecosystemic factors.

1.9 RESEARCH METHODOLOGY

This section presents the methodology. This is achieved through providing and justifying the research design, research paradigm and other research techniques I opted for in this study. These are presented below.

1.9.1 Research Paradigm

This study was guided by the interpretivist paradigm. Interpretivism is linked with idealism; and it rejects the objective view of the positivists that meaning resides within the world independent of consciousness (Maree, 2016). It appreciates the differences between people because people are different; they view the same thing differently (Maree, 2010). This implies that interpretivism is entrenched in the assumption that reality is socially constructed (Maree, 2011; Maree, 2015), allowing the researcher to study the phenomena from the participants' perspective. This can enable him to gain a deeper understanding of the participants' perceptions as the human world is subjective (Maree, 2015; Creswell, 2014; Cohen, Manion & Morrison, 2011), therefore, it can best be understood by employing a perspective that caters for that subjectivity. By employing interpretivism, the researcher was also able to understand factors that affected CSE from the perspective of his research participants which enabled him to easily determine the appropriate ways of controlling these factors in a way that promotes the provision of CSE in early grades in Zimbabwe.

1.9.2 Research Approach

A qualitative research approach was employed in this study. It was quite appropriate, because it allowed the researcher to proceed and observe the ecosystemic factors that affect CSE holistically in early grades in Zimbabwe (Teddie & Tashakkori, 2010). This is in line with Cressswell and Clark (2017) and Creswell (2014) who assert that qualitative research provides a complete picture of the phenomenon under study. The flexibility of qualitative research enabled me as a researcher to pursue ideas that might emerge unexpectedly during the study.

1.9.3 Research Design

A research design can be described as a blueprint or a plan for carrying out research (Babbie & Mouton, 2006; Bryman, 2016). It can also be viewed as a strategy for

conducting research (Creswell, 2013; Creswell & Clark, 2017). The choice of the research design is determined by the problem to be researched and what the researcher intends to achieve through carrying out that research (Bryman, 2016; Creswell, 2013). In this study a case study was chosen. The justification for carrying out this case study is provided below.

1.9.3.1 Case study

A case study is viewed by Creswell and Clark (2017) as one of the qualitative research designs in which the researcher focuses on one or more bounded systems for the sake of obtaining detailed, in-depth data. Yin (2011) and Green and Thorogood (2018) describe a case study as research that investigates a small number of naturally occurring cases. The case study design allowed the researcher to collect data from multiple real-life situations to enable the readers to understand ideas more clearly than merely presenting them with abstract principles. If teachers are trained to teach CSE in early grades, it may assist them to develop positive attitudes towards providing CSE. This concurs with Collins et al. (2011) who note and express that teachers who get training in teaching CSE might be comfortable to take up this challenge. However, most adults in Sub-Sahara are unwilling to face socio-cultural and religious inhibitions to provide this form of education (Cohen et al., 2011). The researcher used a case study design because of its convenience to narrow the field of study, to Zimbabwe, a manageable unit which enabled the researcher to carry out an in-depth study of ecosystemic factors that affect CSE in Zimbabwe (Chakraborty, 2014; Creswell, 2013). The small group was opted for because of Griffee's (2012) assumption that a large group can best be understood by studying its small unit. It also allowed the researcher to generate data from not just one group or class of participants, but from different relevant groups which promoted a holistic understanding of factors affecting CSE in early grades in Zimbabwe (Maree, 2015; Creswell, 2014).

1.10 RESEARCH METHODS

1.10.1 The role of the researcher

Cohen et al. (2011) view the building of a good rapport between the researcher and the participants and ensuring the elicitation of trust from them as one of the crucial roles of

the researcher. The researcher applied for ethical clearance from the University of Pretoria. The researcher requested permission to carry out the study in five schools from the Ministry of Primary and Secondary Education in Zimbabwe. The researcher made arrangements with participants on when to meet in their schools for interviews to observe them teaching CSE to ECE children. During the observation, the researcher recorded the relevant observations that were useful when recording the data. The relevant documents were also reviewed, and information was captured from them that was examined again later to answer the research questions.

1.10.2 Participant Selection and Rationale

The participants of this study were ten early grade teachers, ten parents and five pastors who were selected using purposive sampling. Early grade teachers were selected as participants because the study pertained to factors affecting CSE in early grades. It was again imperative to obtain their views on teaching CSE to early grade children since they were the ones who taught early grade children. They were also expected to be implementers of the CSE curriculum when it was developed and offered to early grade children in Zimbabwe. Parents who had children in early grades were again chosen to become participants in this study. Such parents were opted for as participants because the researcher assumed that they would provide information sincerely because they would need the researcher to obtain correct and adequate information so that the best could emanate from the study for their children to benefit. The pastors who were interviewed were those who had been pastors for five years or more since pastors with such experience were expected to be conversant with the positions of their churches in regard to the teaching of CSE to children in early grades.

1.10.3 Research Site and Criteria

Purposive sampling was used to select the research site. Teachers who participated in this study were drawn from schools in the Chipinge district. These schools from the Chipinge district were chosen to represent Zimbabwe since they were in the district that had the highest prevalence rate of child sexual abuse (UNICEF, 2013; UNICEF, 2016; Mhlanga, 2016). These schools are located within the area that is monitored by a Police Station where not less than two child abuse cases are recorded on a daily basis

(UNICEF, 2014). They are also some of the biggest schools in the Chipinge district and, therefore, they were good representatives.

1.10.4 Data Collection

This section explains how data was gathered using different data-gathering instruments. Data was collected, keeping in mind the research questions. Appropriate data-gathering instruments were used to collect truthful data. (Cohen et al., 2011; Silverman, 2017). I collected data using semi-structured interviews, document analysis and observations. The rationale behind the choice of these instruments is provided.

1.10.4.1 Interview

In this study, one of the data-gathering instruments that I employed was the interview. Neuman (2011) defines an interview as an instrument that is used for the elicitation of information from a person by another through a person-to-person encounter. Creswell (2015) views an interview as a person-to-person conversation aimed at generating data which should be analysed and validated.

As a qualitative researcher, my belief is that knowledge is socially constructed and this takes place in different contexts (Chakraborty, 2014; Krishnaswami & Ranganatham, 2015; Manson, 2018). The use of semi-structured interviews helped to create a good rapport with interviewers which in turn promoted participation without hesitation as data was generated, which maximised generation of the required data. The semi-structured interview is unlike structured interviews which take a "one-size-fits-all approach". Semi-structured interviews enabled me as a researcher to derive the interview situation to accommodate the different interviewers (Manson, 2018). The specific dynamics of each interview guided me. The semi-structured interview enabled me as the researcher to cater for individual differences among the interviewees during the process, which helped to generate the data.

This study on ecosystemic factors that affect CSE in early grades in Zimbabwe is a sensitive topic and the researcher was aware that participants might not feel comfortable to provide information in the presence of other people. Therefore, this

interview was done on a one-on-one basis. In the interview, there was an opportunity for the interviewees to ask the interviewer for clarification of questions. (Bruce, 2011). The same applied to me as an interviewer. I was in a better position to probe whenever I failed to understand the interviewees' responses (Johnson & Christenson, 2014). I am aware that interviewing is time-consuming as I had to interact with all selected participants one at a time. To overcome this shortcoming, I interviewed a manageable number of participants. I interviewed ten early grade teachers, ten parents and five religious leaders.

1.10.4.2 **Document Analysis**

Document analysis refers to a form of research in which records are used to generate data (Bowen, 2017; O'Leary, 2014; Triad, 2016). This involves the reading of records that are rich with information that is required to answer the research questions. According to Robson (2011), document analysis involves analysing and interpreting data generated from the examination of records and documents relevant to a particular study.

As a researcher, I endeavoured to use document analysis, because documents are not affected by the tendency of participants to alter their behaviour under study in reaction to their awareness of the presence of the researcher (Breznau, 2016; Manaham, 2010). Since the research involved ecosystemic factors affecting CSE in early grades in Zimbabwe, some participants could withhold crucial information from the researcher due to cultural factors if they were to be interviewed through focus group discussions. However, when documents are to be used as a source of data, factors like sex, age and the culture of participants could not hinder documents from providing that information (Bowen, 2017; Triad, 2016). However, when carrying out document analysis, I did not consider all information in these documents, since the documents were not initially designed specifically for my research topic; consequently some of the information was irrelevant.

To collect more data, I accessed a variety of records that were rich in information that helped to portray the perception and experiences of early grade teachers in teaching CSE to early grade learners. These records included the scheme book, the lesson plan

book, the timetable and the learning and teaching media, that is, displayed chart work, and the contents of the indoor learning centres. I also examined the scheme and the plan books to see whether they also had content that was related to CSE. From the timetable, the researcher checked to see whether CSE was allocated time on the schedule. The nature of the content, teaching methods, media and evaluations of schemes and lesson plans richly informed the researcher about the perception of these teachers in providing CSE to early grade learners. No obstacles were encountered in accessing the required documents; because I explained to them my purpose with the information. I also showed them my ethical clearance letter from the University of Pretoria, which helped me to clear scepticism about the research from the participants.

1.10.4.3 **Observation**

Another data-gathering instrument used was observation. Bruce and Meggitt (2010) describe observation as the process of closely watching, listening and attending to an event as it occurs. Mertens (2014) expresses the same sentiment as Bruce, Meggitt and Grenier (2010) by describing observation as a data-gathering process that involves the watching and the recording of events as they unfold. Driscoll (2011) also defines observation as watching the behavioural patterns of people to get information about the phenomenon of the researcher's interest. Because people do not always fully describe their practices, observation became an appropriate technique to complement information that would be obtained through interviews. During the observation, I determined the perception of early grade teachers by taking note of their levels of preparedness to present lessons and the amount of enthusiasm they portrayed as they delivered these CSE lessons.

There are two types of observations, namely participant observation and nonparticipant observation (Johnson & Christensen, 2011; Mertens, 2014). According to Mishra (2010) and Neuman (2011), in participant observation, researchers participate in situations or settings that they observe. In this observation, the researchers can either disclose their identity to the participants or may disguise it. In this study, I employed non-participant observation. I disclosed my identity, and the purpose of carrying out the study to school

heads and the teachers who delivered the lessons for that was the ethical way to go about conducting research (Neuman, 2010).

Before conducting observations, an observation guide was prepared. I also informed the participants well in advance of my intention to observe them. I informed the participants about the dates I was going to observe them doing lesson presentations on CSE to early grade children. The dates and time that the participants were to be observed were therefore made known to them in advance. The duration of the observation period was clearly specified. Great effort was made to try to adhere to the stipulated dates and time to avoid inconveniencing the participants.

The information that was obtained from observation was compared with information that was obtained from document analysis and focus group discussions. This helped to ascertain the validity and reliability of the information generated from these methods. In focus group interviews, the researcher relied on answers to different questions, therefore, the researcher decided also to use observations, because observation provided the researcher with first-hand information. Although I employed observations to collect data, I was mindful of the shortcomings of this data collection instrument. I was aware that it was time-consuming (Mertens, 2014; Neuman, 2011). I had to be at each site of observation. When observing, I had to wait to witness the unfolding of events which was time-consuming. I exercised patience and also worked with a small, manageable sample. Neuman (2011) also notes that during observation, the observer's attention could be distracted by other things and thoughts, thereby making the observer miss other events that could be crucial. To overcome the above setbacks, I remained focused during observation.

The table below provides a summary of instruments that show how the data gathering instruments discussed were employed in this study.

METHOD OF DATA COLLECTION	TYPE	INSTRUMENTS ASSISTING DATA COLLECTION	PROMPT	DATA CAPTURING METHOD
Interviews	Semi-structured interviews	Perspective and experiences of teaching early grade two	Discussion, perspective and experiences on teaching CSE	Fieldnotes
Analysis of documents	Scheme book, children's exercise books	Researcher	Examining the presence of work pertaining to CSE	A table to record the presence, quality, quantity of work and frequency with which CSE is offered
Observation	Non-participant observer	Researcher	Lesson presentation in classrooms	Observation guide

Table 1.1: Summary of data collection and data capturing methods

1.11 DATA ANALYSIS

After data collection, analysis followed. The purpose of the study was highlighted first. This was expected to bring readers to an understanding of the issues surrounding the study. This is supported by Mason (2018) and Punch (2013) who maintained that a brief description of a few key issues of the study before data presentation helps readers to understand the complexity of the case studied. The methods that will be employed to capture data will be highlighted.

In the data analysis, great consideration was taken in regard to answering the research questions and the theoretical framework. The research questions led the analysis while the theory guided the process. The presentation of data was done in descriptive form. Thick description of events was used when narrating as advised by Cohen and Manion (1994) and Johnson and Christensen (2014). Themes were highlighted, and tables have were used to show different responses of teachers to different themes that pertain to factors that affect the CSE of early grade children in schools. This is in line with Mason (2018) who advocates the use of such tables to present data, because of their potential

to make data interpretation faster and easier. By just a glance at the tables, one can get much information that may even be difficult to explain. This implies that by the use of tables, a lot of precise and specific data can be shown within a small space which does not need much time to read and comprehend.

The researcher also used these tables to aid narratives so that connections and relationships in data could be easily spotted. Attention was also given to reviewed literature. The researcher highlighted where information obtained was in line with the reviewed literature and where it was in conflict. The diagram below shows that the raw data collected was organised first. Coding was done, which led to the emergence of themes. The interconnectedness of themes was given attention. Finally, the data was interpreted as advised by Creswell (2014).
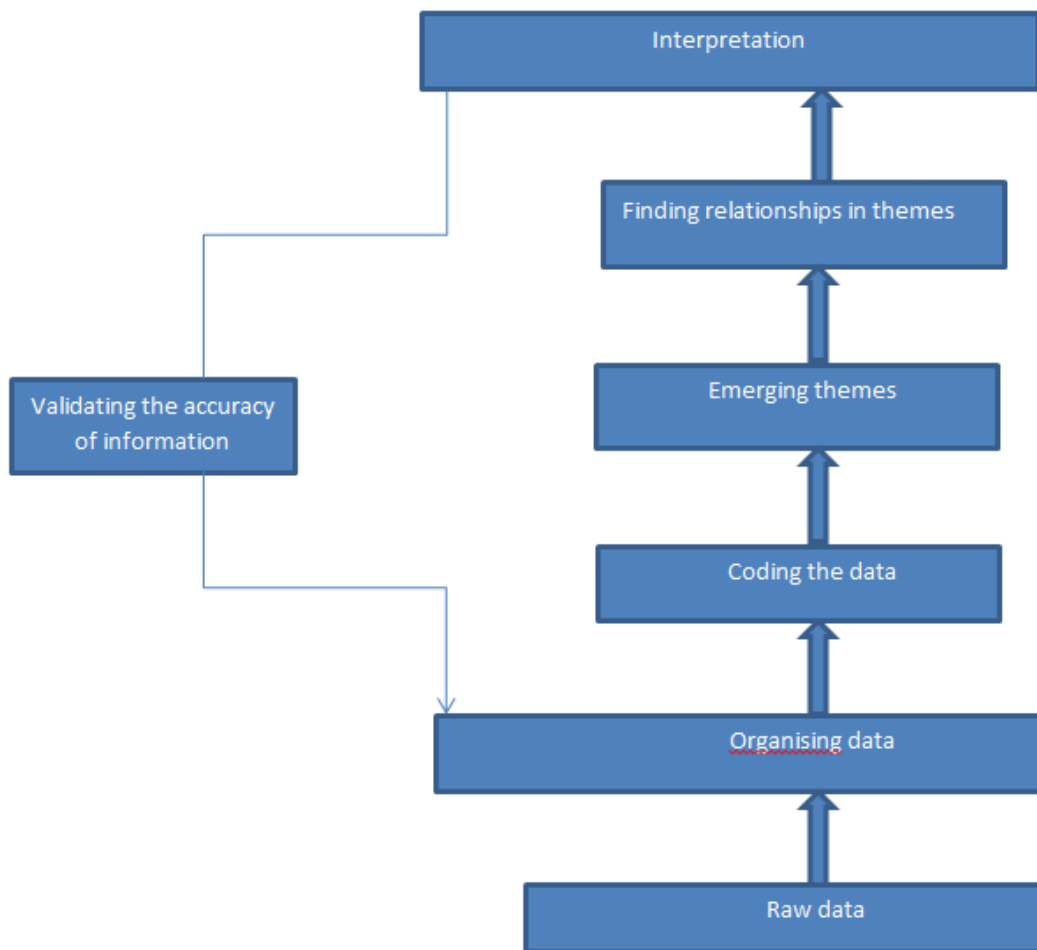
Figure 1.2: Data Analysis (adopted and modified from Creswell, [2014])

1.12 TRUSTWORTHINESS

In qualitative research, trustworthiness should be taken seriously. Trustworthiness refers to strategies for ensuring rigour in qualitative research (Anney, 2014). According to Veal (2011) and Bryman (2016), trustworthiness consists of four components which are credibility, dependability, transferability and confirmability. Their meaning and what was done to attain them in a study are shared below.

1.12.1 Credibility

Credibility pertains to confidence in the truth of findings (Ryan & Bernard, 2010).To ensure credibility, the researcher looked at findings to see whether they logically related to each other. I also made sure that these findings were consistent with the explanations they supported as advised by (Bryman, 2016). I also assessed available data to establish whether it was enough to support the findings (Veal, 2012).

1.12.2 Dependability

According to Teddie and Tashokkori (2010), dependability in qualitative research refers to what is considered as reliability in quantitative research. It is concerned with whether the research process is conducted according to the conventions of the chosen methodology. In this study for me to achieve dependability, I checked the clarity of the research questions and also ensured that they were logically connected to the research (Miller & Fredericks, 2006).

1.12.3 Confirmability

Bryman (2016) views confirmability in qualitative research as referring to the influence that the researcher may have on the participants. It relates to objectivity in quantitative research. For the sake of conformability, I documented my role as a researcher. I also acknowledged my assumptions, biases and reactions that might influence data collection and interpretation.

1.12.4 Transferability

Transferability in qualitative research is concerned with the applicability of results to other contexts. It relates to generalisability in quantitative research (Creswell & Clark,

2017). I described the research context and also clarified the assumptions made for applicability or transferability to be easily determined.

In this study, I took cognisance of several ethics' principles. To be ethical, in the first place, I applied for ethical clearance from the Faculty of Education's ethical committee. I also sought permission from the Ministry of Primary and Secondary Schools in Zimbabwe to capture information from early grade teachers before engaging these teachers as participants in this research. Again I did disclose my identity to the participants and sought their consent to become participants in this research for it is unethical to capture data from people without their consent (Creswell, 2014; Johnson & Christensen, 2014).

As advised by Morgan, Pullon, Macdonald, Micknlay and Gray (2017) and Greig, Tailor and Mackay (2013), I disclosed the purpose of this study to the participants including the Ministry of Primary and Secondary Schools and promised them to let them know about the findings of this research. Again, I assured the participants that I would not disclose to anyone their real names as sources of any information that they provided during the interview and from the teachers' record books, but that pseudonyms would be used. The attention of the participants was also alerted to the fact that their actual names would not be written on observation guides that I used in data capturing during the observations. This served to protect the right of the participants to anonymity as advised by Creswell (2014) in this study. Furthermore, the participants were informed that they were at liberty to withdraw their participation at any point if they felt it necessary to do so (Cohen et al., 2011; Johnson & Christensen, 2014). Data captured during the study would be stored by the University of Pretoria library after the research ensuring full confidentiality.

1.13 OUTLINE OF THE CHAPTERS

I divided the study into five chapters. The division of the chapters is given below. Giving attention to other areas could be regarded as a deviation from the area of study.

CHAPTER 1: INTRODUCTION

This chapter provides the background to the study. The rationale for carrying out the study, the problem statement and research questions are catered for in this chapter. Key terms are also defined.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

In this chapter, literature is reviewed to determine the gap that the research would fill by contributing new knowledge to the field of Early Childhood Education. This chapter also considers the theoretical framework that was instrumental in interpreting data that was collected to answer the research questions.

CHAPTER 3: RESEARCH METHODS

The chapter looks at the research design, identifies the population and specifies the sample and the sampling procedure. The data-gathering instruments are presented and also justified in this chapter.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

In this chapter, I systematically present data that was collected using a variety of research instruments. The data was analysed, and results are presented in this chapter.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

In this chapter, data gathering instruments that were applied to collect data from a well-selected sample are discussed. The final conclusions are shared. Research questions are answered, and recommendations are made regarding comprehensive sexuality education to be implemented by ECE teachers to encourage a positive attitude towards this form of education.

2   CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1   INTRODUCTION

The pragmatists' postulation that what is good for one person may not be good for another person (Akinpelu, 1981) does not hold true if the cognisance is taken of the imperativeness of CSE. Even though different people may have conflicting perceptions of the teaching of CSE in early grades, it does not compromise the need for it in the early grades. This is because CSE could be instrumental in combatting child sexual abuse at family, community, national, international and global levels. Thus, the provision of CSE to early grade children could be a feasible, efficacious intervention strategy to control child sexual abuse, which could cause havoc to children's health by spreading STIs and promoting school dropout among children globally (Muridzo & Malianga, 2015; Samukange, 2014). The dividends of the provision of CSE in early grades as a strategy may lead to the restoration of hope to Zimbabwe and the global populace. If this strategy is made available widely in different countries, it might transform the school system into a conducive learning environment for the optimal development of children. CSE could also be vitally important when it comes to the protection of children. It may shield them from sexual abuse and exploitation by equipping them with the knowledge of how to avoid potential sexual abusers and how to report abuse if they happen to become victims of abuse. (Browes, 2014; Kirby, 2012a, 2012b). However, the CSE that can be offered by a school system is mainly determined by the ecosystemic factors within that school system. This chapter reviews the literature of importance on CSE in early grade. It also considers the ecosystemic factors that affect CSE globally, in Africa and Zimbabwe. However, to proceed with the review of literature, the concepts, ecosystemic factors and CSE are analysed. The content that is usually taught under CSE is provided. Finally, the theoretical framework, which is Bronfenbrenner's ecological theory, is discussed in relation to CSE.

2.2 ECOSYSTEMIC FACTORS

To clarify the concept of ecosystemic factors, I shall start by elucidating two terms that make up this concept. These two terms are ecosystem and factors. An ecosystem refers to a community of things that interact together to form a unit (Hawley & Willam, 1986; Rendon, Erhard, Maes & Burkhard, 2019). A factor should also be viewed as something that can be taken as an agent or something that influences the realisation of certain results (Whitehead, 2017). Therefore ecosystemic factors should be viewed as agents in an environment that can influence aspects and people within that same environment. This explanation is related to a view by Ettekal and Mahoney (2017) who describes ecosystemic factors as aspects within the environment that affect the operation of certain things or programmes within that environment, implying the ecosystemic factors should be viewed as environmental agents. In this study, ecosystemic factors that affect CSE could be taken as biological, social, political, economic, religious and cultural beliefs, norms, values, myths, educational policies and educational curricula.

2.3 COMPREHENSIVE SEXUALITY EDUCATION

The Swedish International Development Agency (SIDA) (2016) and the United Nations Population Fund (UNFPA) (2014) view CSE as a rights-based and gender-focused approach to sexuality education. It is described by UNESCO (2015; 2016) as:

> provision of young people with age-appropriate, scientifically accurate, non-judgmental and culturally relevant information and opportunities to explore attitudes, practice, decision making, communication and other skills needed to make an informed decision about their sexual and reproductive health and well-being. (Unesco, 2015, 2016).

It also goes beyond that by providing learners with information about sexuality and sexual reproduction.

According to UNESCO (2018), CSE is also offered to children in early grades to help them to become aware of and be able to execute their rights to health, education and information. Children's awareness of their rights is, in turn, expected to enable early grade children to acknowledge the rights of other children too. Scientifically accurate education, which is age-appropriate sexuality education such as reproductive anatomy

and physiology, is regularly delivered to early grade children (UNESCO, 2015; 2018). Information on respectful family life and the development of interpersonal skills among children in early grades are also catered for through CSE as it is expected to curb child sexual abuse, which is causing havoc to children's health by spreading STIs as well as promoting school dropout due to poor health among early grade learners (Samukange, 2014; Muridzo & Marianga, 2015).

Brewer, Brown and Migdal (2007) view this form of education as one that is based on scientific knowledge of human development practices which promote sexual health and the means to control one's fertility. Because of being scientifically based, it is medically accurate. Brewer et al. (2007) describe CSE as abstinence-plus education which means CSE goes beyond just encouraging abstinence by providing more information on sexuality and develops skills among learners that can enable them to live sexually healthy lives.

It should be borne in mind that some forms of sexuality education are not comprehensive because they are abstinence-only education. Since abstinence-only education focuses on abstinence-only until marriage and considers the violation of this principle of abstinence as promotion of immorality, it does not qualify to be recognised as CSE (Brewer et al., 2007). CSE is broader than abstinence-only education. However, different nations use different names to refer to CSE. Some of them are prevention education, relationship and sexuality education, family life education, HIV education, life skills education, healthy life-styles and basic life safety education (UNESCO, 2018a).

However, for a programme to be considered comprehensive in early grades, it should focus on developing learners' knowledge, skills and attitudes for positive sexuality and good sexual and reproductive health, taking cognisance of the level of comprehension and development of learners (UNESCO, 2018a). This means that if the programme does not meet the above criteria, it remains just being sexuality education. Therefore, CSE subscribes to developmentally appropriate practices, a system of education that considers the age and level of competence of learners. In keeping with developmentally appropriate practices, in every topic, CSE offers content which is in tune with age and developmental levels of early grade children (UNESCO, 2018a). This implies that in

CSE, early grade learners should be taught content which they can understand that is relevant to their age and developmental levels. Some of these topics include the children's rights and social and cultural practices that could be detrimental to optimal child development (UNESCO, 2015).

2.4   THE IMPORTANCE OF CSE TO CHILDREN IN EARLY GRADES

According to Ankipelu (2018), valid education should not only serve to prepare children for their future. It should also enable learners to face challenges they experience in their everyday lives, CSE will, therefore, equip them with the relevant knowledge, skills and attitudes for solving problems of such a nature effectively. Such problems relate to child sexual abuse, gender inequality, as well as gender-based violence. CSE as a form of education is imperative for early grade children because teaching CSE is a way of ensuring that children exercise and enjoy their rights. For example, children are entitled to age-appropriate education, good health and protection from abuse (Bruce & Meggitt, 2010; Tassoni, 2008). The provision of CSE is crucial as it caters for all the children's rights mentioned above. If children are taught, they get empowered; which caters for the right to education. Teaching CSE will help children to acquire knowledge, skills and behaviour that will help them to escape sexual abuse which is instrumental in protecting children against sexually transmitted diseases including HIV and AIDS. This facilitates the provision of children's right to good health. All these children's rights are enshrined in the CRC (Bruce & Meggitt, 2010; Tassoni, 2010).

In the teaching of CSE to early grade children, the content that is taught must be developmentally appropriate and age-oriented. This reflects the significance of CSE because children are likely to understand if they are taught concepts within their level of mastery, and learning becomes fruitful (Gross, 2010; Woolfolk, 2010). They are then also equipped to face real-life challenges because of being taught accurate and reliable information on CSE. This is substantiated by Astra Networks (2014) and Kirby (2012). They advise that if children are given reliable information about sexuality, they enjoy a better opportunity to develop appropriate health attitudes and values pertaining to sexuality. Teaching the CSE content that is age-oriented to early grade children in schools is possible; because most children in each grade level are of the same age.

Schools consider the age of learners as they enrol them for the first grade. This means children in Grade 1 should be age mates and the same should apply to those in the next grade level (Gordon, 1996).

UNESCO (2008) views the school as the best environment to offer CSE to children, especially to those aged five to nine years, because most of these children are found in schools. If they are taught at school, CSE may reach a large number of them. If other institutions like hospitals offer it, only a few children may have access to it because children of this age are likely to go to the hospitals only when they are not feeling well, unlike at school where they go daily.

Astra Networks (2014) also supports the provision of CSE to young children because even though it is so crucial to them, they may not be given this form of education at home, because the Zimbabwean culture does not allow parents to teach their children CSE. If not taught, they will live in ignorance concerning sexuality matters, thus making these children extremely vulnerable to sexual abuse. They might also be lacking knowledge of avoiding being abused as well as not knowing how to report abusers if they happen to be abused sexually. Ganga (2013) adds that lack of CSE among children promotes harmful sexual behaviour in children. UNFPA (2014) and UNAIDS (2014) substantiate this, asserting that the withholding of information about CSE from children makes children vulnerable to sexual coercion, sexual abuse, sexual exploitation, STIs and HIV.

Children's behaviour also reflects the importance of CSE to children in early grades. According to Hobson (2012); Kibaru-Mbare (2011) and Ganga (2013), children from the age of two years engage in explicit sexually evoking behaviour like touching of genitals, kissing each other and the rubbing of genital organs against other children. According to Bancroft (2003), such behaviour needs the background of CSE to help children not to develop misconceptions that may jeopardise their future sexual concepts as they explore their body parts.

Sigmund Freud's psychosexual theory postulates that human beings are sexually active from birth (Berk, 2014; Mwamwenda, 2010; Tassoni, 2010). This is evidenced by the fact that early grade children are interested in the genitals of other children as reflected

by looking at them when their colleagues are undressing as well as being attracted by nude pictures (Ganga, 2013; Island, 2014; Kellogg, 2010). This behaviour of children is in line with Sigmund Freud's psychosexual theory, which maintains that girls in the phallic stage, due to the Electra complex, develop penis envy and a desire to possess their fathers sexually while boys, due to the Oedipus complex, develop a desire to possess their mothers sexually as well as experiencing castration anxiety (Chatterjee, 2012; Island, 2014; Mwamwenda, 2010;) This is again explicit sexual behaviour that adults should not afford to ignore. The manifestation of this behaviour indicates children's readiness to be taught CSE, indicating that they will relate to and understand the material well. (Island, 2014). As a result, children may then acquire scientifically accurate sexuality knowledge and develop healthy sexual attitudes appropriately from the kindergarten onwards.

Astra Networks (2014) argues that CSE is imperative for children as it helps to clear misconceptions that children develop as a result of receiving harmful information from media such as televisions, the internet, and magazines. The notion that the media can mislead children is echoed by Samukange (2014) who maintains that sex is brought to every household through WhatsApp, videos and movies which develop a lot of misconceptions about sex in children. Since media expose young children to sexuality in a misleading way (Samukange, 2014), children in the early grades are also vulnerable. They are also exposed to it, and consequently, they develop misapprehensions which suggest the need for CSE to counteract such harmful information and misconceptions. Magwa (2015) and Peter and Valkenburg (2010) complement the above information by advising that technologies such as the internet provide inaccurate and inappropriate information on sexuality to early grade children which may promote sexually risky behaviour among these children. This behaviour includes watching violent pornography. This underlines the need to teach CSE to children in early grades to equip them with knowledge, skills and attitudes that help them not to accept everything from the media but to examine it critically and then make informed decisions about media content.

Tshabalala and Khosa (2014) argue that many children who are abused do not even know that they are being abused. According to Gwirayi (2013) and Mugweni et al.

(2012), ignorance of sexual matters among young children indicates a lack of CSE amongst them. If children in early grades are to remain ignorant, the abuse will continue, and their health will be at risk. Tshabalala and Khosa (2014) advise that some of these children who are abused sexually think that it is normal to be molested. The situation portrayed above indicates that CSE is needed by children in early grades so that they become enlightened. They need to know what sexual intercourse is all about and that sexual intercourse at their age (5 to 8 years) with anyone implies being abused. They need to be able to interpret the abusive sexual behaviour of the people around them. For example, they need to be able to read someone's behaviour of initiating abusing them sexually so that they can take appropriate measures to stop it. They also need to develop the skills to refute sexual abuse. Since these skills can be developed through teaching children CSE, this form of education should be considered vital to children in early grades. Tshabalala and Khosa (2014) observed that most children who were abused were not taught any CSE. This succinctly shows that CSE is a helpful shield for children in early grades against sexual abuse, while the lack of it implies a great risk to them.

According to Samkange (2014), international policies meant to curb child sexual abuse globally and locally have proved to be ineffective because there is still an upsurge of child sexual abuse globally. This suggests employing a new strategy, which is to provide CSE. This should be taken as a better option because in nations like the Netherlands where adequate CSE is offered, problems that are related to a lack of CSE like the contraction of sexually transmitted infection including HIV/AIDS are quite minimal. On the other hand, in nations like the United States of America where sex education offered is largely abstinence-only, the rate is very high (UNAIDS, 2014; UNFP, 2014).

The need to provide CSE to children in early grades should never be overlooked. Providers of CSE may sometimes avoid teaching CSE to very young children. Teaching them CSE should never be avoided because children are sexually active from two years onwards (Gross, 2010; Sandrock, 2008). Again, some children in Zimbabwe fall pregnant at the age of nine (Machamire, 2012). Goldman (2012) also maintains that 16% of children in America attain adolescence at the age of eight. By the age of ten,

half of them would have attained adolescence and would have boyfriends and girlfriends, which could be a sign of being sexually active while still in early grades. So if the provision of CSE is to be timeous, according to ITGSE, it should start in early grades (UNESCO, 2009; 2018b). If it is delayed until children are in the later grades, it will not be as efficacious as it could be because, according to Goldman (2012), CSE is effective if it is made available to children before they have attained adolescence. This calls for all countries to start providing CSE to children right from the kindergarten years as practised by Finland and the Netherlands.

Guttmatcher Institute (2015) laments that those children who attain adolescence while still in early grades are in a very difficult situation because many countries deny them access to CSE. This leaves them unaware of the existence of contraceptives, yet they should be aware, know where to access them and how to use them. According to WHO (2015), such children do not take time to consider these aspects if they become pregnant. By the time they discover they are pregnant, some decide to carry out abortions, but most of these abortions are unsafe, consequently, they put their lives at risk (Guttmatcher Institute, 2015). If the pregnancies of these children are discovered, they could be subjected to gender violence of which their parents and teachers are the perpetrators (UNESCO, 2017). They are also bullied and teased by their classmates, and it makes their life difficult. This shows the need to provide CSE to early grade children to avoid and alleviate the situation.

UNESCO (2012) argues that in early grades there are children who are already HIV positive and who are at risk of being re-infected, implying that such children need CSE to help protect them from reinfection. These children need CSE to help them adhere to treatment as well as to live a positive life as they might be subjected to stigmatisation by others. Some children whose parents or guardians are HIV positive are also being stigmatised. Through CSE, the problem of stigmatisation can be dealt with, which may make the life of infected children easier at school. These children may then be in a better position to learn effectively with their peers.

It must also be borne in mind that poverty promotes child sexual abuse, because, in poverty stricken-families, nutrition is a problem (UNESCO, 2012; USAID, 2013).

Children lack food which is a basic need for every human-being (Santrock, 2010; Mwamwenda, 1995; Woolfolk, 2010). Perpetrators of child sexual abuse easily lure children from poor families using food (USAID, 2013). This calls for the need to provide CSE to such children, because through being taught CSE, they will be better equipped to face this challenge.

According to UNICEF (2014), it is essential to teach CSE to early grade children, not only because of its capacity to help children to develop skills that help them to avoid sexual harassment, but also because CSE helps children to develop the ability to establish quality relationships with others. Such relationships are based on equality, respect and empathy which means that sexuality education helps children to develop interpersonal intelligence which is very crucial to every human being on account of being a social being (Kirby, 2012; UNESCO, 2015).

Teaching CSE to early grades helps children immensely to acquire accurate knowledge of their bodies. They will be able to identify the different parts of their bodies, know how these parts change over time as well as become aware of the functions of their different body parts (Doef, 2011). SIDA (2015) asserts that such knowledge helps to prevent the development of hazardous beliefs in myths that pertain to sexuality as well as sexual problems that may trouble them in life. This implies that children will grow up not having an overly negative attitude towards sexuality; since such education will help to eliminate the fear, shame and guilt that emanate from negative attitudes towards sexuality (UNESCO, 2015; UNESCO, 2018b). Ketting and Ivanova (2018) go on to advise that such children who grow up without negative attitudes towards sexuality, develop self-acceptance and respect which culminate in the development of positive self-esteem, which is very crucial for success in life (Gross, 2010; Morrison, 2015; Mwamwenda,1995).

2.5 COMPREHENSIVE SEXUALITY EDUCATION AND THE CURRICULUM GLOBALLY

The success of any educational programme is determined by the nature of its curriculum. A-well-designed curriculum has content which, when taught, can help learners to acquire the desired knowledge, skills and attitudes targeted by the

curriculum designers. This is conspicuous in several nations. For example, Australia offers CSE, which was put in place in 1988 (Browes, 2014; WHO, 2010), which is honest, explicit and realistic (Browes, 2014). This curriculum caters for all school-age groups (Ketting & Ivanova, 2019). According to Ketting and Ivanova (2018), sexuality education of a comprehensive nature is now compulsory in Australia up to secondary school level. This ensures that CSE is taught to all learners, including early grade children. The curriculum is effective as it produces the intended outcomes.

The sexuality education curriculum in Australia is backed by law. In 1970, a decree of sexuality education was put in place and was revised in 2015 (Ketting & Ivanova, 2018). This law legalises the integration of aspects of CSE in different subjects taught in early grades which means the law mandates primary schools in Australia to teach CSE to early grade children. In 2016, the Federal Centre for Sexuality Education was put in place and it operates under the auspices of Stefan Zweig University. It is responsible for evaluating the implementation of the sexuality education curriculum in Australia and for providing support to it in areas where it can, thereby making the curriculum efficacious (Ketting & Ivanova, 2018; UNESCO, 2018).

The Federal Centre, which is a non-governmental organization, as well as parents, also supports this CSE curriculum of Australia for sexuality education. This non-governmental organisation offers two to three-day training courses to teachers to teach CSE. However, judging from the duration of the courses, not enough training is offered. However, one can further this education at the Vienna University (Ketting & Ivanova, 2018). The extent to which social media mislead children is minimal because of the availability of CSE in Australia (Ketting & Ivanova, 2018; Walker & Milton, 2006). The CSE is offered and taught by teachers who are trained to teach it.

The Netherlands is another country that offers CSE in early grades starting from Grade 1 (Federal Centre for Health Education [BZgA], 2018UNESCO, 2018). A curriculum is available, which is for children from four years up to twelve years in elementary schools (BZgA, 2010). This implies that it also caters for early grade children. This curriculum is not an elaborate one, but it serves to provide a general framework and guidelines on the provision of CSE (UNESCO, 2015; 2018). This leaves schools with the freedom to

choose or develop their own curricula for early grade children. However, the developed curriculum subscribes to the generally provided framework (Graaf; Dede, Acker, Meijer, 2012; Ketting & Ivanova, 2018). According to Ketting and Ivanova, the curriculum for early grades should be comprehensive in character. The curriculum is not treated as a separate teaching subject, because the different aspects of CSE are integrated into various other subjects like biology and citizen education. According to UNESCO (2018a,36) and Maviya (2019, p. 3), some of the contents catered for by this general framework are:

- Relationships;
- Sexuality and sexual diversity;
- Gender-based violence;
- Gender equality;
- The human anatomy;
- Child sexual abuse;
- Physical and emotional sexual development;
- Accurate linguistic terms that pertain to sex; and
- Assertiveness and sound decision-making on sexual matters.

The time allocated to the teaching of CSE to early grades is not stipulated, resulting in different schools allocating different hours to the teaching of CSE to early grade children (Doef, 2011). Different teachers also allocate different times to teach CSE in early grades as they use their own discretion to determine the time allocation, leaving some teachers spending more hours teaching CSE to early grade children than others.

One of the advantages enjoyed by the teaching of CSE to early grades in the Netherlands is the absence of opposition (Doef, 2011). Opposition was only recorded once in 2014 when conservative Christians in the Netherlands reacted against the use of a television programme known as "Dr. Carry" to teach CSE in schools. It was because they viewed the programme as inappropriate for consumption by children in early grades as they were thought to be too young for that programme (Badenhorst, 2018; Ketting & Ivanova, 2018). In the Netherlands, teacher training education programmes cater for CSE topics to empower the prospective teachers to effectively implement the CSE curriculum when they join the teaching fraternity upon completion of training (Browes, 2014). Teachers who are already in the field who were not trained to

teach CSE were also trained through workshops and other in-service training courses, but this training is not compulsory. Parents are also trained to teach CSE through workshops to enable them to play a complementary role to teachers in the teaching of CSE to children in early grades.

The teaching of CSE in early grades in the Netherlands is reinforced by the provision of teaching and learning materials on CSE. This teaching and learning material is made available to schools for teachers and children to use. This material is produced by several stakeholders which include school boards, teachers' organisations and non-governmental organisations. Early grade teachers use this material in planning CSE lessons for early grade learners. Municipal healthcare centres also provide other material that includes lesson packages. Although lesson presentation packages are available, early grade teachers are left with the freedom to come up with their own methodology if they wish to do so (Doef, 2011; Ketting & Ivanova, 2018). To ensure quality in the teaching of CSE in the Netherlands, the inspectorate of education of the Netherlands is instrumental in maintaining quality CSE through inspection. Unlike the United States of America with a lack of CSE, the Netherlands provides CSE which is satisfactory, and as a consequence, the Netherlands' rates of child sexual abuse and prevalence of STIs, including HIV, are very low (Weaver, Smith & Kippax, 2006).

It is not the responsibility of only the schools to provide CSE in the Netherlands. Other stakeholders also take care of CSE education. These include the Netherlands Institute for Health Promotion and Disease Prevention as well as Dutch Sex Education. The Netherlands Institute for Health Promotion and Disease Prevention is involved in strengthening this form of education (Browes, 2014) while Dutch Sex Education underscores discussions on sexual matters between teachers and learners in the Netherlands (Ketting & Ivanova, 2018). The Netherlands is not the only country in Europe that offers CSE which is efficacious. BZgA (2018) maintains that Sweden also offers CSE, which is compulsory. Bell, BZgA (2018) and Ketting and Ivanova advise that this type of education has been available in Sweden right from preschool level since 1956.

Sweden has a curriculum for CSE which addresses a variety of CSE themes that are offered through integrating them into teaching subjects in early grades. The CSE content provided by the curriculum is subject to change as new research findings are brought forward. The content needs to be updated so that it is in tandem with new research findings (Henderson, 2015). According to Ketting and Ivanova (2018) and Bonjour and van der Vlugt (2018, p. 11), the Swedish curriculum caters for several themes in the early grades, including the following:

- Biological aspect of sexuality;
- Body awareness;
- STIs and HIV & AIDS;
- Love;
- Gender roles; and
- Gender equality.

The time allocation for teaching CSE to early grades is not stipulated. The time to spend on each theme is also not indicated. Consequently, early grade teachers have to depend on their good judgment to determine the time to spend in teaching CSE. This has resulted in some early grade teachers spending more hours than others in teaching CSE (Ketting & Ivanova, 2018; Ketting & Ivanova, 2018 UNICEF, 2014).

This education is powerful; because children are taught by teachers who received training on the teaching of CSE during pre-service teachers' training since the teachers' training curriculum for Sweden considers crucial aspects of CSE (Ekstrand, Engblom, Larsson & Tyden, 2011). According to Ketting and Ivanova, most early grade teachers are trained to teach CSE. With the above factors in place in Sweden, early grade children in this state are safer than those in the United States concerning sexual abuse, the contraction of sexual infection, and vulnerability to exploitation (Browes, 2014; Rowgow, 2015).

Finland is another country with a conspicuous profile for CSE (UNESCO, 2015). CSE came into existence in Finnish schools in 1970 and is offered right from the kindergarten (BZgA, 2018; Welllings & Parker, 2006). The intensity level of the training went up since the year 2000. CSE in the early grades in Finland is compulsory, a position it attained in the 1990s (Ketting & Ivanova, 2018). Finland has a national curriculum framework for

CSE that each school uses to develop its own school-based curriculum for early grade learners (BZgA, 2018; UNESCO, 2015). This national framework for the provision of CSE was developed by the Ministry of Education of Finland (BZgA, 2015). The school-based curriculum for each school is not a stand-alone curriculum but the topics for CSE are integrated into early grade subjects such as biology, health education, family education and social studies (Ketting & Ivanova, 2018). These subjects are compulsory, and as a result, the factoring in of CSE topics in these subjects makes CSE compulsory. The school-based curricula are developed with assistance from municipalities.

The early grade topics for CSE mainly catered for in Finland, according to BZgA (2015, p. 20, p. 44) are:

- Body awareness;
- STI and HIV and AIDS;
- Gender roles;
- Online media and sexuality;
- Sexual violence; and
- Children's rights.

Variations in terms of topics to offer appropriate emphasis and time allocation to each topic are remarkable from school to school; since each school enjoys the autonomy of deciding what to emphasise and time to allocate to each topic (BZgA, 2015; Ketting & Ivanova, 2018). Variations are also visible in the order with which these topics are taught. Each school has its own sequence.

The availability of trained teachers enhances the effectiveness of CSE in early grades in Finland. Each teacher is trained to teach CSE; because CSE is included in the teachers' training programme in Finland (BZgA, 2018; Ketting & Ivanova, 2018). This implies that these teachers are conversant with the content to teach and the participatory approach (teaching methods that involve learners' active participation in the learning process) that is required to be applied in the teaching of CSE in early grades, as recommended by Kirby (BZgA, 2015; UNESCO, 2015). The effort of teachers in delivering CSE to early grade children in Finland is complemented by external experts in CSE who are sometimes invited to teach CSE in schools (Ketting & Ivanova, 2018).

BZgA (2015; 2018), ascertain the availability of material to support the teaching and learning of CSE in Finland in early grades. According to BZgA (2015, 2018) teaching and learning materials to support CSE in Finland are made available by the National Institute of Health and the International Planned Parenthood Federation of European Network. These organisations produce and distribute these materials in schools while some materials are obtained from commercial producers. These materials include booklets, CDs and games.

Resistance to teaching CSE in early grade is substantially minimal, because about 80% of Finns are members of the Evangelical Lutheran Church which is neutral in issues that pertain to sexuality (SIDA, 2016; UNESCO, 2018a) Again the provision of CSE in early grades in Finland is backed by law. According to the Finnish Basic Education Act, CSE is considered as one of the basic human rights and any attempt to intercept its provision is construed as a violation of a basic human right.

Another European country faring well in most measures of sexuality education is Germany (BZgA, 2015). According to Ketting and Ivanova (2018), Germany is a federation of states which are semi-independent but with a national sexuality curriculum that caters to each of these German states. This national Sexuality Education is comprehensive. Each state develops its own curriculum from this national curriculum which implies that the CSE curriculum for each state has to subscribe to the general national curriculum framework which was agreed upon by all states in Germany (Ketting & Ivanova, 2018).

Although all German States develop their curricula from the national curriculum, the early grade CSE curricula for the different German states are not the same because each state enjoys autonomy to a certain extent with regards to provision of sexuality education (BZgA, 2015; Ketting & Ivanova). This implies their options with regards to the content to consider and to emphasise from the national curriculum, vary. According to BZgA (2018, p. 40), the prominent topics for early grade children are as follows:

- Biological aspects of the body;
- Body awareness;
- HIV/AIDS;
- STIs;

45

- Love, partnership;
- Gender roles;
- Sexual orientation;
- Online media and sexuality;
- Sexual abuse;
- Sexual violence; and
- Human rights and sexuality.

The provision of CSE is mandatory in all German states (BZgA, 2015). It is provided starting from the elementary level of education. This implies that early grade learners are beneficiaries of CSE and CSE is regarded as a crucial source of sexuality education for early grade children (BZgA, 2015).

The ministry of education in each state is responsible for producing and providing material for curriculum implementation, and their use in school is obligatory (Ketting & Ivanova, 2018). This curriculum material provides guidelines on teaching CSE to early grade teachers, while some are reading materials for early grade children (BZgA, 2015). The problem with curriculum implementation is that only a few teachers are specially trained to teach CSE. However, the opportunity for teachers to take up studies in sexuality education to enhance their teaching proficiency is available. An example is the master's degree in sexology (Ketting & Ivanova, 2018).

Policies and other organisations do support the provision of CSE in Germany. These policies and organisations promote the supplying of scientifically accurate and age-appropriate sexuality education to learners (BZgA, 2015). This implies that in Germany, the environment is conducive for the provision of CSE. The success of Germany cannot just be attributed to providing Sexuality Education to children but also to the professional level of teaching of CSE right from the early grades in Germany (Mathiesen, 2018; UNESCO, 2015). What should also be taken into account is that most educational stakeholders in Germany are generally receptive to CSE and that legally, parents in Germany are not allowed to withdraw their early grade children from being taught CSE. This ensures that children acquire the much-needed knowledge, skills and attitudes that pertain to CSE (BZgA, 2015; Mathiesen, 2018).

France is another country in Europe that offers CSE. According to Wellings and Parker (2006), CSE in France is compulsory and is also offered to children in early grades. Schools are required to provide sexuality education which is in tandem with the prescribed curriculum. The minimum age group that is provided with CSE is the age of six (Wellings & Parker, 2006). The good thing about its provision to early grade children is that most parents of early grade children in France are supportive of the provision of CSE. Again those who might be against it are not allowed by law to intercept its provision to these children as education is considered as a basic human right in France and this includes children in early grades (Wellings & Parker, 2006).

According to Wellings and Parker, the French early grade CSE curriculum takes into account the prevention of sexual risks, the minimisation of sexual violence among children in early grades and the reduction of sexual exploitation of early grade children. This CSE curriculum also incorporates the provision of biological, emotional and social knowledge about sexuality to early grade learners. The cultural and ethical dimensions of sexuality are also catered for in this curriculum (Wellings & Parker, 2006). France does not have a stand-alone curriculum for CSE. The aspects of CSE mentioned above are factored in other early grade subjects, the main one being Health Education (Wellings & Parker, 2006). This was done to avoid problems of allocating time to it as well as that of fitting it in the school timetable (Wellings & Paker, 2006). Some teachers might have wanted it to feature in the morning while others could have preferred it to come in the afternoon which could create unnecessary conflicts.

In France, the teaching of CSE to early grades is done by early grade teachers, but they are not the only ones who deliver CSE lessons to children in early grades (Ketting & Ivanova, 2018); since school doctors, school nurses and social workers also take part. Sometimes, schools engage external consultants in the teaching of CSE (Wellings & Parker, 2006). Another good practice that pertains to the provision of CSE in early grades in France is that the early grade teachers are trained to teach it (BZgA, 20215; Wellings & Parker, 2006). The training is the responsibility of the Ministry of Education of France (Ketting & Ivanova, 2018) and consequently the likelihood for early grade teachers lacking content and appropriate teaching methodology to teach CSE would be minimal, because the training should help early grade teachers to acquire such

competence (Wellings & Parker, 2006). The probability of teachers being capable of providing scientifically accurate CSE information to learners without being affected negatively by their culture is also likely to be very high because of the nature of this training. This training should focus on letting teachers know the content that should be taught, how it should be taught to early grade children as well as creating an awareness of reasons for teaching CSE to children in early grades.

However, there is no specific method of teaching that has been stipulated to teach this subject. Those involved are at liberty to use methods that they feel comfortable with and that are compatible with the content they have to teach in each lesson (Ketting & Ivanova, 2018). Some teachers in some lessons opt to use videos while others employ medical illustrations (Wellings & Parker, 2006). However, in early grades, peer education is prohibited. This could be because CSE should provide scientifically accurate information that peers in early grades may not be aware of due to their age and lack of experience on matters that pertain to sexuality.

There is no prominent opposition to the provision of CSE in France since the schools, the media and community organisations work hand in hand with schools to implement the CSE curriculum. The curriculum is supported by policies that promote access to the teaching of CSE and legalising CSE (Bell, 2009; Berne & Huberman, 1999). According to Bell (2009), success is realised in most measures of sexual health by France.

CSE is also offered in South Africa from Grades R-3 up to Grades 10-12 (UNFPA, 2012). The curriculum is available, but CSE content is infused in different early grade subjects mainly life skills and life orientation (UNFPA, 2012). It is offered in early grades with the core objective of equipping early grade learners with knowledge, skills and values that can enable early grade children in South Africa to function from an informed position with regards to sexuality. The curriculum has CSE topics that should be taught at each grade level without discrimination (UNFPA, 2012) as advocated by United Nations Conventions on the Rights of the Child (CRC) and African Charter on the Rights and Welfare of the Child (ACRWC). South Africa is one of the signatories to all the above policies (Tassoni, 2010).

Guidance for teachers to teach Comprehensive Sexuality Education content is provided (UNFPA, 2012). The curriculum also provides content to be taught each week and the time allocated to each of these topics. However, the early grade curriculum does not specify activities that should be undertaken by learners (UNFPA, 2012). This gives room for teachers to use their own discretion on methods to employ in teaching different early grade children as well as promoting creativity among teachers when it comes to lesson delivery. The content taught to early grade learners focuses on safety measures in regard to sexuality as children need protection from potential abusers. These are usually children's close relatives, neighbours and strangers, but most of the potential abusers are people known by the children (Giddens, 2010; Richards, 2011).

UNFPA (2012) advises that appropriate procedures must be taken into consideration when reporting abuse and how to deal with bullies. Appropriate ways of caring for sick people and personal hygiene are considered. Human rights are not also left out. The rights considered here are those enshrined in the constitution of South Africa (UNFPA, 2012). An effort is made to enhance communication and problem-solving skills on sexuality matters among early grade children.

Badenhorst (2018) asserts that in teaching these topics in South Africa, accurate, age-appropriate information is provided even though the adequacy of the content is compromised due to lack of CSE detail. This is because these topics are taught as part of other subjects, implying that the content tends to take on the characteristics of the subjects that they are embedded in. The infusion of different aspects of CSE in different subjects makes continuity unfeasible with regard to the teaching of various aspects of CSE. This further negatively affects the effectiveness of the curriculum and is worsened by the inadequate time allocation for CSE lessons; although the curriculum does provide guidance for the teaching thereof (UNFPA, 2012).

Resistance to the provision of CSE is also rife in South Africa. Badenhorst (2018) maintains that some parents in South Africa view CSE as a sinister agenda for they view its core agenda as sexualisation of children from early grades. This is because the teaching of CSE in South Africa was traditionally started at adolescence leaving out early grade children, since parents were afraid that it would cause children to

experiment with sex resulting in corruption of their childhood which was regarded as a righteous period (Bell, 2009; Berne & Huberman, 1999).

Badenhorst (2018) cites several misconceptions among South Africans. These misconceptions cause parents to resist the provision of CSE to early grade learners. They understand it as giving attention to masturbation by children in early grades, encouraging exploration of sexual orientations and gender identities, promoting anal and oral sex, promoting the use of condoms by children aged nine and teaching children that they are sexual from birth. These are culturally unacceptable in South Africa. Some parents accuse the ministry of teaching CSE to their children without their consent, causing them to mobilise one another to offer resistance to its teaching to early grade children (Badenhorst, 2018).

In Zimbabwe, there is no CSE for early grade children. Child sexual abuse is rampant, and this situation is attributable to lack of knowledge of CSE as Tshabalala and Khosa (2015) maintain that some of the children who are abused in Zimbabwe do not even know that they are being abused; this shows the need to provide CSE. However, for anything to be done in a proper way, proper guidance is needed. Zimbabwe needs to develop and implement a CSE curriculum for early grade children based on the International Technical Guidelines on Sexuality Education (ITGSE). According to UNESCO (2012), an explicit or stand-alone curriculum in CSE in Zimbabwe has been substituted by a life skill-based programme which was initially available to children in Grade 7 only. These were later brought down to Grade 4, marginalising early grades. The current new early grade curriculum has just a few elements of CSE embedded in some of the emergent grade subject area syllabi, yet early grade children are also vulnerable to sexual abuse.

According to UNESCO (2015), HIV and AIDS education introduced in Zimbabwean primary and secondary school curricula excluded the early grade children. It should be borne in mind that, even though HIV/AIDS education was introduced, it is not CSE. This means that HIV/AIDS education leaves out other crucial issues that pertain to CSE, implying that HIV/AIDS education is not a perfect substitute for CSE. There is a need to develop a CSE curriculum in Zimbabwe which should cater to early grades. A clear

mandate to teach CSE must also be available. The curriculum must be developed based on ITGSE originated by Kirby (2012) for it to be effective.

The first suitable guideline was the ITGSE provided by Kirby Douglas that should be followed by countries developing a CSE curriculum. The ITGSE came into existence in 2009 (Kirby, 2012). The need to meet the needs of vulnerable children in society led to the development of this document (Kirby, 2012). This document resulted from was evidence from research (UNESCO, 2018b). The initial document had six key concepts while the latest one has eight and was commissioned by UNESCO (UNESCO, 2018b). These eight key concepts should be considered at each age group level and all the key concepts are regarded as equally significant. These should be taught alongside each other and in a spiral way (UNESCO, 2018b). These eight key concepts of the latest document according to UNESCO (2018b, 37) are given below:

- Relationships;
- Values, rights, culture and sexuality;
- Understanding gender;
- Violence and staying safe;
- Skills for health and well-being;
- The human body and development;
- Sexuality and sexual behaviour; and
- Sexual and reproductive health.

Each of these key concepts is broken down into several topics. Key ideas derived from the topics are provided. Objectives based on these key ideas are generated. Under each topic, content that is age-appropriate is taught to the first level of early grade children, that is, those 5-8-year-old. In teaching the content, the culture of the learners is taken into account. Child-centred methods are used to teach this content. These guidelines are not only useful in developing a CSE curriculum but can also be used to evaluate an already existing CSE curriculum (UNESCO, 2012; USAID; 2013).

2.6 WELL-PLANNED COMPREHENSIVE SEXUALITY EDUCATION CURRICULUM FOR EARLY GRADES

For CSE to yield the desired outcomes in early grades, an ideal CSE curriculum must be planned and implemented following the ITGSE guidelines (UNESCO, 2009; 2018).

This implies that the eight key concepts of CSE for early grades provided in the ITGSE should be catered for. Each of these key concepts should then be delineated as topics that should be taught to early grade children (UNESCO, 2009). On teaching each topic, Doef (2015) recommends the scaling down of the content to the age of early grade children since age appropriateness of content is a necessity for conceptualisation.

When teaching, the early grade teacher should also adapt these concepts to the culture and context of learners, bearing in mind the needs of these learners (UNESCO, 2015). The content should also be put across to early grade children in a way that addresses their cognitive, social, physical, and moral development with regards to sexuality to make the CSE content appropriate for early grade learners, (BZGA, 2015; UNESCO, 2018a). According to UNESCO (2015; 2018), a CSE curriculum for early grade children can either be a stand-alone curriculum that is easier to monitor and judge its effectiveness or an infused curriculum. However, UNESCO (2015) advises that the implementation of a stand-alone curriculum can be constrained by failure to allocate time to it on school curricula which are already overcrowded. UNESCO (2015) also cites financial constraints in endeavouring to implement a stand-alone curriculum. Consequently, UNESCO (2015) recommends the integrated one to avoid the problems that may stem from time allocation since the content of CSE will be fused into different subjects that are already allocated time in the school timetable.

2.7 WHAT COMPREHENSIVE SEXUALITY EDUCATION TEACHERS' TRAINING PROGRAMME SHOULD FOCUS ON

The need to train early grade teachers should never be overlooked. It should be taken seriously and this training according to UNESCO (2018; 2015), equips the teacher trainees with appropriate and scientifically accurate content as well as the much-needed knowledge, skills and attitudes for teaching CSE to early grade children. Equipping teacher trainees with the appropriate CSE content should be taken as an essential element in teachers' training programmes, because if they lack it, they may end up teaching the content that has nothing to do with CSE. The teachers will, therefore, be misdirecting their effort and at the same time waste children's crucial learning

opportunity. Again, if the wrong information is imparted to learners, the whole purpose of providing CSE to early grade learners will be defeated.

The teachers' training programme should also give the ability to adapt CSE issues to the context and needs of learners attention as this competence is pivotal in enhancing understanding of the concepts. The content taught in CSE should be age-appropriate and developmentally ideal for early grade children. Therefore, the CSE teachers' training programme should provide the early grade teacher trainees with the ability to scale down concepts to the competence level of learners which may again further enhance understanding of concepts taught. Banda (2012) and Farieta (2015) posit that teachers may feel uncomfortable to teach sensitive issues in CSE; therefore the training should also focus on developing positive attitudes towards the teaching of sensitive CSE issues among early grade teachers. Once positive attitudes are inculcated, teachers are unlikely to leave out such issues when delivering CSE lessons, because if such topics are left out due to teachers' discomfort in teaching them, the effectiveness of the programme may be compromised.

The focus must also be to equipping trainees with relevant, appropriate and effective CSE teaching methods. For effective CSE teaching in early grades, participatory methods must be employed (UNESCO, 2009, 2018). Participatory methods refer to child-centred methods. Such methods involve children in the learning process by making learning interactive and learners taking an active role in the learning process (BZgA, 2015; UNESCO, 2015). This is crucial because such teaching approaches enable children to master material easily and retain and apply knowledge, skills and attitudes acquired through this learning process (Mwamwenda, 2010; Berk, 2014).

2.8 ECOSYSTEMIC FACTORS AFFECTING COMPREHENSIVE SEXUALITY EDUCATION IMPLEMENTATION

Although CSE is indispensable in every society at international and local levels, there are several ecosystemic factors that influence its provision (UNESCO, 2012; USAID, 2013). These factors include culture, religion, teachers' lack of competence to teach the subject in early grades, absence of a CSE curriculum and lack of teaching/learning materials. For the teaching of CSE in early grades to be successful, these factors must

first be eliminated. It must be borne in mind that it is not easy to eradicate some of these factors; because they are deeply entrenched in society. However, if the ways these factors influence the provision of CSE are brought to the surface, it may be easy for one to determine effective strategies of dealing with them thereby promoting the provision of CSE to early grade learners.

2.8.1 Culture

Culture is one of the factors that can be detrimental to the implementation of CSE. Culture refers to the way of life of the people which entails their beliefs, norms, values, myths and taboos (Giddens, 2010; Witt, 2010). In a study by Beyers (2011), most teachers in South Africa indicated discomfort in teaching some of the aspects of CSE owing to cultural reasons. Adults are not allowed to deliberate on matters related to sexuality with children. This is because there is a cultural belief that discussion of issues that pertain to sex with children will enable them to acquire too much information on sexuality which may influence them to apply it (Beyers, 2011; Vayrynen, 2006). Again, discussion of sexual matters between a child and an adult is regarded as taboo (Walker, 2004; UNESCO, 2018). Consequently, if an attempt is made to teach children about sexuality, they do not participate, because of embarrassment. Embarrassment on both parties drives the teacher to divert from teaching the planned content to other content, which may not be related to CSE (Farieta, 2015; Mkumbo, 2012). Unfortunately, if a child missed something during lesson delivery, some children are hesitant to ask for clarification (Milton & Walker, 2006). Amnesty International (2018) and Chinyoka (2016) add that the Zimbabwean culture does not allow children to ask for clarification from adults on issues that pertain to sexuality. Consequently, they remain with their misconceptions which may eventually promote engagement in sexually risky behaviour.

It is crucial to note that there are several Zimbabwean cultural practices that are harmful to children in early grades that mitigate against what is taught in CSE. According to Muridzo and Malianga (2015), if a person kills another intentionally or by accident, that person is expected to pay their debt and a girl child is sometimes given to the bereaved family for marriage. According to this cultural practice, the age of the child does not matter. CSE teaches against this practice, making it unacceptable to people of this

54

culture. Kaime (2009) and Muridzo and Malianga (2015) add that in Zimbabwean culture, a girl child can be given for marriage in exchange for food during times of famine which is at crossroads with what is advocated by CSE and therefore Zimbabweans may not accept CSE on account of its conflicting perceptions regarding cultural beliefs.

According to Muridzo and Malianga (2015), in the Zimbabwean culture, there is sexual socialisation which involves flirting of a brother-in-law with his sister-in-law. Based on this culturally acceptable practice, a brother-in-law can touch the private body parts of the sister-in-law and say whatever he wants to the young girl to stimulate her sexually. He is allowed by culture to force his sister-in-law to have sex with him (Gumbo, 1993; Kaime, 2009; Muridzo & Malianga, 2015). It should be borne in mind that by constructing CSE on ITGSE, children in early grades are taught appropriate and inappropriate touch. The type of touching that is approved in this Zimbabwean culture is in conflict with what should be taught to early grade children in CSE. This means that this cultural conflict can possibly make CSE unacceptable in Zimbabwe.

According to Armstrong (1998), there is a strong cultural belief among the Shona people of Zimbabwe that a child who loses her virginity will never marry and is stigmatized. Therefore, if a girl child is raped, the rapist is forced to marry the victim. This is in conflict with what should be taught in CSE. In such instances, in the CSE curriculum, early grade children are encouraged to report sexual abuse and are supposed to be taught appropriate procedures to follow on reporting such cases to the police, because if the rapist is HIV positive, the child may contract the HIV virus. While the rape must be reported to the police according to CSE, in Zimbabwean culture, it must be kept as a secret so that the raped child will not be stigmatized. This conflicts with principles of the CSE, and this conflict may again make CSE unacceptable to Zimbabweans as it may be construed as promoting stigmatisation and hindrance to marriage which is a source of income for parents.

The other cultural belief is that sex with a virgin is believed to bring good fortunes such as financial success, good harvest and animal fertility (Lalor 2004; Lema, 1997; Meursing et al., 1995). Sex with a virgin is also believed to be a cure for AIDS. Raping a

child in early grades ensures the perpetrators that they are having sex with a virgin. This belief was confirmed in a focus group discussion with traditional healers in Zimbabwe, where they confirmed that sex with a virgin/child is prescribed as a cure for AIDS (Muridzo & Malianga, 2015). Parents who believe and practise this behaviour are most likely to protest against the provision of CSE to their children in early grades, thereby making the implementation of CSE in early grades very difficult.

Another cultural belief is that women are not expected to consent to have sexual intercourse with anyone even when they want it inwardly. They are required to wait for men to use force to win them (Lema, 1997; Meursing et al., 2004; Muridzo & Malianga, 2015). Because of this cultural belief, men do not wait for a woman's consent to have sexual intercourse with them. They just force them to have sex with them, which is tantamount to rape. Muridzo and Malianga (2015) maintain that in Zimbabwean culture, masturbation is not taken as an option. A man is required to deal with his sexual tension only by having sex which compels them to rape. In this case, children may be the victims because of their lack of strength to resist. All these practices are addressed by CSE, which may impact the implementation of CSE negatively, especially among culturally conservative people in Zimbabwe.

Muridzo and Malianga (2015) advise that in Zimbabwe, members of some churches give their children of any age to men for marriage. Prophets in these churches also take children of any age to marry, claiming that it would have been revealed to them by God through the Holy Spirit. They also engage in prophetic healings where sexual intercourse between the prophet and the patient on the mountains or in forests is one of the prescriptions for different medical and social problems that could be brought to the attention of such prophets. This implies that any attempt to implement CSE in schools where there are children of members of these churches could be resisted because CSE condemns practices of such nature.

Amnesty International (2018) and Banda (2012) maintain that most adults in Zimbabwe were never taught CSE by adults when they were in the early grade, and this has impacted on developing a negative attitude towards teaching CSE to their own children too. This cultural practice perpetuates sexual misconceptions among children which

could be detrimental to children's sexual health. Some other beliefs are also pivotal in negatively influencing the implementation of CSE. For example, certain ethnic groups attribute death by HIV/AIDS to witchcraft (Beyers, 2012; Wood, Linley, Maltby, Baliousis & Joseph, 2008). Some view HIV/AIDS as a disease that affects black people only while others attribute contraction of HIV/AIDS as punishment for sins from God. As a result, such people may see no need for accommodating programmes for controlling or mitigating the spread of HIV/AIDS of which the CSE programme is one of such programmes. This can intercept the provision of CSE in early grades.

2.8.2 Teacher Development in the Context of CSE

The other factor that militates against the implementation of CSE is the lack of competence to teach this subject (UNESCO, 2015)**.** This is substantiated by Milton and Walker (2006) who maintain that teachers in Leeds and Sydney do not know what to teach and how to teach it. This means that these teachers do not know the appropriate content to teach under CSE and the effective teaching methods to employ when teaching. The lack of competence to teach CSE to early grade children is further confirmed by Ofsted (2013) who asserts that even when a very good CSE curriculum is available, if teachers lack the expertise and experience to implement it, it will be difficult to achieve the intended results. Such teachers who lack the expertise find it difficult to teach sensitive and controversial CSE topics, thereby compromising the effectiveness of a good CSE curriculum.

Besides a lack of knowledge, some teachers fail to implement CSE in early grades, because of the negative attitude towards it. In a study carried out by Beyers (2011), participating teachers clearly indicated that they did not want to teach CSE, because they felt that it was unnecessary to address sexuality issues to young children as it is an adult issue. They also indicated that they were not taught CSE by their parents, and as a result, they see no reason for teaching it. The negative attitude of early grade teachers in teaching CSE to children is attributed to early grade teachers' lack of adequate training to teach it (UNESCO,2015; UNFPA, 2014).

Some of the teachers who may teach CSE to children in early grades do not teach all the content that they are expected to teach. Rather, they avoid teaching topics that are

at crossroads with their personal values and beliefs (Beyers, 2011; Mkumbo, 2012). Also, Banda (2012) asserts that some teachers may avoid teaching CSE to learners because of not being aware of appropriate CSE content to teach and also a lack of knowledge on teaching methods to deliver the subject. In this way, effective teaching of CSE is substantially compromised. Some teachers do not teach because they do not see it as their responsibility but the responsibility of the parents of these children (Beyers, 2012).

2.8.3 Parents

One of the crucial curriculum determinants is parents. They send their children to schools that teach what they want their children to learn. They may avoid sending them to those schools that teach what is at crossroads with what they expect their children to learn (Browes, 2014). This implies that teachers do not just teach CSE to children, instead they should consult parents of children first. This is in line with what was found in a study by Beyers (2011) in South Africa. In this study, teachers indicated that parents prohibit teachers from teaching their children CSE. If teachers ignore and continue to teach, these parents may report them to the principals. Eventually, such teachers give up even if they know the significance of CSE and are competent enough to teach the subject.

Browess (2014) maintains that in most cases, the uneducated parents are the ones who are always against the provision of CSE to early grade children because of a lack of empathy with their children. They are unlike the educated parents who understand the predicament of their children with regards to problems that develop due to misconceptions resulting from lack of CSE. Educated parents are said to be aware of the negative effects of lacking CSE and the importance of having their children taught sexuality education. In contrast, the uneducated parents may hardly tolerate that. According to Ganga (2012), De Witt (2018) and UNESCO (2015), there is another group of parents who believe that sexual education should never be taught by any-one except for the parents themselves. Such parents may not be comfortable with a situation where their children in early grade are taught CSE.

Banda (2012) advises that some parents do not want their children to be taught CSE because of the way they were brought up. Such parents were never taught CSE by their parents when they were still young, and as a result, they want their children to be brought up in the same way. Such parents are not comfortable to discuss sexuality issues with children as they regard it as taboo to do so. Therefore, they opt to remain silent, which is sexually risky. Silence on the part of parents and teachers becomes sexually risky in the sense that children may be starved of reliable information on sexuality. Consequently, they may consult their peers who are not capable of providing scientifically accurate information pertaining to sexuality. They may then get inaccurate information that could be deleterious to them.

The interception of teaching CSE to early grade children is also reflected in a study that was carried out by Banda (2012). When parents were asked whether they were comfortable to have their children taught sexuality education by teachers, they expressed discomfort. According to this study, parents insisted that a school must be a place for studying and not a place for children to learn about sexuality. This attitude of parents towards the provision of CSE to schoolchildren could breed conflict between teachers and parents if teachers attempt to teach CSE to children in early grades. This is reflected in the extent parents can go in intercepting the provision of CSE in early grades. Clearly, a negative attitude towards teaching CSE to early grade children on the part of parents is a factor that can militate against its provision.

2.8.4 Language

Another factor that can hinder the provision of CSE in early grades that was brought to the surface through a study by Beyers (2011) is that of language. The study noted that CSE is taught in English in South Africa even to children whose first language is not English, compromising their understanding. Failure to understand because of linguistic incompetence is in tandem with Vygotsky's social-cultural theory. This theory emphasises the use of one's cultural language when teaching to enhance understanding of concepts since language is the thinking tool of a child (Woolfolk, 2010). To make matters worse, these children are not allowed to ask questions about what they did not understood. They have to carry their misconceptions home, and as a

result, the teaching of sexuality education does not become comprehensive as it should be.

2.8.5 Religion

Religion is another factor that is detrimental to the provision of CSE. Some churches prohibit the teaching of CSE (Beyers, 2011). Some of these churches argue that good morals can be instilled among children through teaching them religious education and they see no need to teach CSE (Dever & Falconer, 2008). The same applies to America. Christian families favour the teaching of abstinence-only education in place of CSE, which means children in early grades run the risk of being taught nothing concerning CSE.

Banda (2012) and UNESCO (2015) insist that Christianity does not permit adults to talk about sexuality with children because they believe that it will defile these young ones whom they regard as innocent and righteous. An attempt to talk about sexuality with children is believed to conjure up the wrath of God who will then punish those who talked about sexuality with children. This is in line with Chinyoka (2016) who asserts that CSE is regarded as unholy by Christians and an endeavour to offer it to early grade children is construed as a way of leading away children from God. Banda (2012) posits that in Christianity, sexuality education is to be offered only to those who are planning to get married since sex is believed to be for procreation only.

Sexuality education had been offered in Africa (Gelfund, 1973; Mwamwenda, 1995). According to Delius and Glaser (2010), the traditional practice of providing sexuality education was demonised by Christianity. Nothing was put in place as compensation. Only a culture of silence was adopted. This shows that CSE is lacking in Africa; signifying that measures to make CSE available in early grades in Africa must be put in place.

Even if children in some African cultures are taught CSE, those below the age of twelve are usually not taught anything pertaining to sexuality because they are regarded as too young for that education (Gelfund, 1973; Matswetu & Bhana, 2018; Mwamwenda, 2010). In African culture, sexuality education is introduced at the age of twelve (Mwamwenda, 2010). They should be taught abstinence-only education and should be

taught by their aunts. This cultural practice militates against the provision of CSE to children in early grades in the sense that abstinence-only education has to be taught to children aged twelve and above, while CSE ideally has to start in early grades, that is, from the age of four years. So if CSE is offered to children below the age of twelve, there could be a conflict between parents and those who attempted to provide it; leaving teachers with option other than to avoid teaching it.

2.8.6 Lack of Knowledge to Teach the Subject

According to Helleve, Flisher, Onya, Mukoma and Klepp (2009) lack of knowledge and skills to teach CSE among teachers in Zimbabwe is another factor that hinders the provision of CSE to children in early grades. The lack of knowledge to teach CSE is underscored by Helleve et al. (2009) as well as Gudyanga et al. (2019) who maintain that these teachers, like parents in Zimbabwe, have a narrow sense of the meaning of the word sexuality and as a result, they take it to mean sexual intercourse. To them, teaching early grade children about sexuality means teaching children to have sex. Thus, they find it too difficult to do and irrelevant to early grade children. The inability of teachers to distinguish between HIV and AIDS was again noted by Helleve et al. (2009) and Gudyanga et al. (2019). This succinctly signposted a compromised depth and breadth of understanding of crucial aspects of CSE they are expected to teach early grade children.

Although there is a need to provide CSE in Zimbabwe, the absence of any form of law to enforce it is negatively affecting it. According to UNESCO (2015), in Zimbabwe, there is a lack of a mandate to teach CSE. This makes teachers hesitant to teach the subject. Teachers need to be requested to offer the subject rather than feel obligated. The need for the law to operationalise CSE is brought to prominence by Bell (2009), who asserts that the absence of law to support the provision of CSE can hinder the implementation of a CSE curriculum.

The reviewed literature has portrayed the need to promote CSE not only in Zimbabwe and Africa but also beyond. Culture has surfaced as the main culprit of nurturing negative attitude, beliefs and taboos that impede the acceptance of crucial aspects of CSE. Other factors such as religion and lack of trained personnel to teach CSE have

been brought to the surface. Africa has been found to be in dire need of CSE because that is where the highest percentage of people who are HIV/AIDS positive are found, Zimbabwe being in the top five globally. Unwanted pregnancies and unsafe abortions are also rampant in Africa. CSE has been portrayed as more efficacious than abstinence-only education. Legislations in most countries, however, have been found to be in support of the provision of CSE.

2.9 THEORETICAL FRAMEWORK

For effective implementation of any child focused programme, understanding of the nature of the child environment that the programme is expected to operate within is vitally important. It is imperative for people who intend to implement any child focused programme to examine this environment for it helps them to become aware of the factors that may impinge on the implementation of that programme. This understanding can best be achieved if a theoretical framework is used to examine this environment. Therefore, in my study on ecosystemic factors that affect the teaching of CSE in Zimbabwe, I used Bronfenbrenner's ecological theory of child development as a lens to understand these factors. The discussion of the critical aspects of Bronfenbrenner's theory is considered below.

2.9.1 Bronfenbrenner's Theory

This theory views child development within the context of a system of relationships which impact on child development (Bronfenbrenner, 1979; Ryan & Paquette, 2011). Bronfenbrenner (1977; 1999) asserts that the development of children is a product of an interaction between these children and their social environment and other environmental factors like culture and policies. The social environment of a child, refers to people around the child like parents, teachers, siblings and peers (Mwamwenda, 2010). This theory is also referred to by other names such as development in context, human ecological theory and system's theory (Bronfenbrenner, 1979).

This theory has several assumptions. According to Bronfenbrenner (1979; 1986) and Ryan and Paquette (2011) the following are the basic assumptions of this theory:

- Child development takes place within five nested systems which are the microsystem, mesosystem, exosystem, macrosystem and chronosystem.

- Children's development is influenced by several factors like family, school, ideologies and laws within the systems that surround these children.
- The interaction of the children's own biological, genetic and psychological factors with factors in the children's environment also account for child development.
- Any change in any one of these systems impacts other systems which in turn have an impact on the developing child.
- A change in the child also affects the external environment of the child; thus the systems affect the child and the child also affects the systems.
- The systems interact amongst themselves and the results of the interactions of these systems impact the child who also responds to the outcome of these interactions.
- The ecosystemic factors can either impact negatively or positively on child development.

This theory was chosen as the theoretical framework for this study because the study is on ecosystemic factors that affect CSE whilst the ecological systems theory is also on ecosystemic factors within the child who should be taught CSE. Thus, this theory offers an appropriate framework to guide the identification of real factors within different systems that affect CSE in the Zimbabwean context. Factors within these settings determine the development of the child.. Factors in each of these systems may either be conducive or prohibitive to the provision of CSE (Magwa, Gudyanga & Nyanhongo, 2011). These systems are therefore pivotal in determining the provision of CSE in early grades in Zimbabwe. If people understand all the settings and the interactions of these systems, the apprehension of the relationship between CSE and factors in these settings can enhance an understanding of these factors. This is because events Lolwanain one part of the system can affect other parts and ultimately the ecological system as a whole should be seen as impinging on these factors (Donald, Lazarus & Lolwana, 2010).

This theory should be viewed as appropriate for the study because reference to ecosystemic factors specified by Bronfenbrenner theory could enhance the interpretation of the data. Ecosystemic factors that emanate from data could easily be understood if they are related to this theory. The nature of the microsystems, the mesosystem, the exosystem, the macrosystem and the chronosystem and how these may impact on the provision of CSE are provided below. All these systems are relevant

to this study because factors within each one of these settings have the potential to impact on the delivery of CSE in Zimbabwe. Failure to consider them all implies that the study would not have fully explored the ecosystemic factors that can impinge on CSE in early grades in Zimbabwe.

2.9.2 Microsystem

In regard to child development, this is the setting that is closest to the child (Bronfenbrenner, 1979; Tabalt, Fleming & Karabatso & Dobria (2011). It encompasses the relationships and interactions a child has with her immediate surroundings (Morrison, 2015). The child is found in these settings on a daily basis. Examples of such settings are the family of the child, the school and the peer group (Bronfenbrenner, 1986; Ettekal & Mahoney, 2017; Lindon, 2012; Morrison, 2015). It is within this setting that children have direct social contact. Learning of what is expected of them as well as learning of antisocial behaviour may also take place within this microsystem as they live in it (Lindon 2012; Tablatt et al., 2011).

The child who should be the recipient of CSE is found at the heart of these overlapping settings mentioned above daily. These factors within these settings may also affect the child on a daily basis in regard to receiving CSE. If a setting promotes the provisions of CSE, the child receives it, implying that child acquires skills that protect her from being sexually abused. For example, if the child is from a family that teaches children CSE, they benefit. If children go to a school which teaches CSE and has a CSE curriculum that subscribes to the International Technical Guidelines on Sexuality Education which is taught by trained teachers, there could be nothing to hinder acquisition and development of skills needed to avoid being sexually, exploited especially if material that support the teaching and learning of CSE is also available.

The children within the context above are expected to develop differently from the other ones who may come from homes which does not believe in the efficacy of CSE and is against the teaching of CSE. Parents from such a family are likely to send this child to a school where CSE is not taught. Consequently, the children may not acquire knowledge, skills and attitudes that they should use to protect themselves from being abused. If such children are sexually abused, they may not report it, because such

children may not even know that they have been abused. If the children feel the need to report it, they may not even know the appropriate procedure when reporting because such competence can be acquired through being taught CSE.

In the majority of cases when children go to a school which does not teach CSE and without teachers who are trained to teach CSE, they lack the development of communicative skills as well as failing to attain assertiveness. These children may then become victims of child sexual abuse since they will lack the skills that protect them. Some schools have teachers who are trained to teach CSE and have teaching and learning material to support the implementation of the CSE curriculum. Such schools can do well in equipping children with skills to protect themselves against child sexual abuse. Children from such schools may grow up to become adults who are assertive, communicative and knowledgeable in ways of avoiding sexually risky behaviour. In contrast, those not offered CSE will grow to become adults who are ignorant of what sexually transmitted diseases are. They may not even know how they can protect themselves against such diseases; so that later, upon attaining adolescence, they may engage in sexually risky behaviour out of ignorance.

Some children belong to peer groups with members who also lack knowledge of CSE. Members of this group may teach each other wrong information about sexuality, thus jeopardising the lives of each member of the group. In other peer groups, the members could have been exposed to misleading information from the media like pornography and romantic movies. Such information, which is not censored, leads to the development of many misconceptions pertaining to sexuality. These misconceptions may propel a child to engage in sexually risky behaviour. The misconceptions may also be passed on from peer to peer during peer group interactions. Such misconceptions may promote engagement in sexually risky behaviour in the entire peer group. The provision of CSE to children from such a peer group is necessary as it may help to clear the misconceptions that are related to sexuality.

2.9.3 Mesosystem

The mesosystem can also affect CSE provisions. This setting involves relationships between two or more microsystems. These could be relationships between the school

and the home of the child or the school of the child and the religion of the child. These relationships determine whether the child can have access to CSE or not. A harmonious relationship between these settings can promote the provision of CSE while discordant relationships between the two can militate against the provision of CSE. For example, if one of these settings, which could be home, is in favour of the provision of CSE to the child while the other microsystem setting which could be a school is against it, successful provision of CSE may be made unachievable, since the interests of the two systems are in conflict. The position of the child who should be the recipient of CSE is illustrated in Figure 2.1 below.
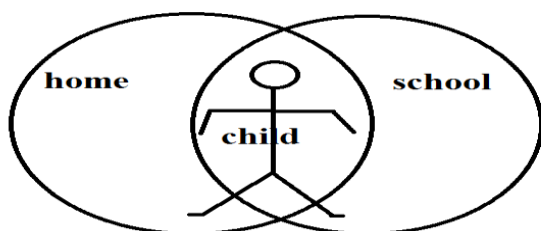
Figure 2.1: Two meso relationships between home and the school

The diagram above shows the position of a child in a relationship between two microsystems. It shows the child occupying the centre position of the relationship. This indicates that the child will be at the epicentre of the conflict between the home and the school. As a result, the child suffers most, because it is neither the home nor the school that needs CSE to be equipped with knowledge, skills and attitudes to help escape from being sexually abused but the child. The conflict between these two settings can intercept the child from receiving CSE, thereby leaving them with ignorance or misconceptions pertaining to sexuality. This might fuel the child to engage in sexually risky behaviour.

It is crucial to note that the child can be affected by not only the meso-relationship of two microsystems; but can also be affected by the relationships among three or more

settings. The child will still be at the centre of the relationship of these settings, as illustrated by Figure 2.2 below.
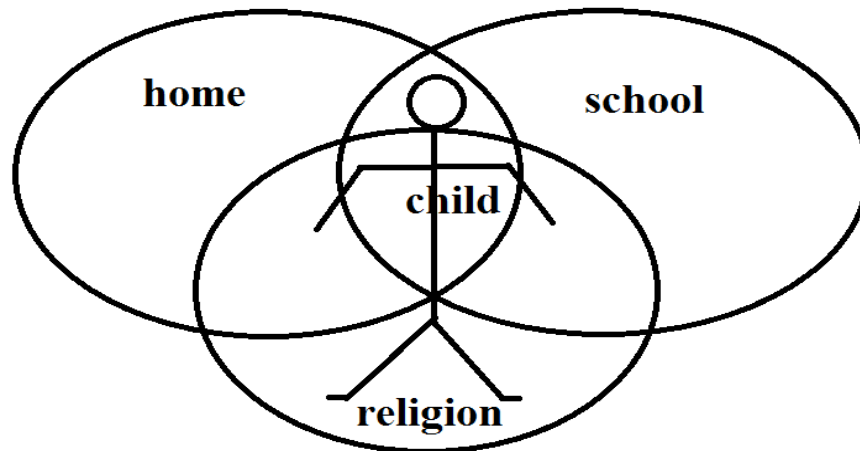
Figure 2.2: Relationships among three mesosystems

The diagram depicts a child occupying the central part of the relationships where the greatest part of the impact of the relationship is located. The child does not occupy this position by choice but is just a victim of circumstances (Ettekal & Mahoney, 017; Lindon, 2011). This is because children find themselves being affected by the meso-relationships created by the school, church and home. Some churches may be in support of offering CSE to early grade children while others may not. The same applies to homes and schools; some may be supportive while others could be against them. If there is harmony, the child will enjoy the benefits, but if the meso-relationships are not in harmony, the children will find themselves being at the centre of the conflict among the three settings which militate against the provision of CSE.

2.9.4 Exosystem

The exosystem is yet another system of Bronfenbrenner's theory that is worth being considered concerning the provision of CSE as it portrays succinctly how ecosystemic factors impact on the provision of CSE in early grades. Schubart (2017) describes the

exosystem as a social system where children are not involved, but which still affects their development. It also comprises interconnections of social settings that children do not experience directly yet the development of these children is still influenced by these interconnections (Bronfenbrenner, 1986; Ettekal & Mahoney, 2017; Lindon, 2012; Shaffer & Kipp, 2010). Examples of exosystems are the school development committee, parents' clubs or associations. These settings can also be instrumental in determining the provision of CSE. For example, if the parents of children belong to an association that does not support the teaching of CSE; they will not want them to be taught CSE, implying the children may not be taught CSE. In such cases, the children remain ignorant concerning issues pertaining to CSE, thus making them easy targets of child sexual abusers with its consequences.

The school development committee is another example of the exosystem. A child is not a member of this committee; but what transpires in this committee impacts on the child either positively or negatively. This committee is capable of employing teachers for schools with which it is associated. If it is in support of CSE, it can employ teachers who are trained to teach CSE to early grade learners. Such teachers are expected to be custodians of appropriate CSE content to teach to children in early grades. These teachers could be knowledgeable about how to teach CSE content, and their attitude towards teaching the subject is also expected to be positive. This is because Kirby (2012) maintains that teachers trained to teach CSE are capable of providing CSE which is age-appropriate and scientifically accurate using the participatory methodology recommended by the ITGSE (Ettekal & Mahoney, 2017; UNESCO, 2015). These teachers, because of their knowledge, employ child-centred methods which nurture a sound understanding of the CSE concepts taught. This committee may also consider purchasing material that support the teaching and learning of CSE in the school budget.

A child who enrols in a school with a non-supportive school development committee may not be able to access CSE; because, even if the school attempts to teach without the consent of this committee, the conflict between the school and the school development committee may arise. This conflict may then be cascaded to the child who is always at the centre. The committee may even come up with school policies that prohibit the teaching of CSE. For example, the committee may mandate the dismissal of

employed teachers who may attempt to teach CSE to early grade children, thus militating against its teaching in schools.

The work-place of the parents of children is another example of the exosystem. This is because children are not directly involved with what happens at the workplaces of their parents. However, what happens during the absence of the child will again be cascaded to the innermost centre of the overlapping cycles of the system, which is the microsystem where the child is ever-present. If parents misinform each other at their workplaces about the objectives of CSE, they may end up avoiding teaching their children CSE and also intercept its teaching to their children, thus jeopardising them.

A child with parents who work for organisations that promote CSE can benefit much with regards to access to CSE. For example, parents who work for the Family Planning Council of Zimbabwe know pretty well that children attain adolescence and have boyfriends and girlfriends at that age. This compels them to have sex and consequently end up with an unwanted pregnancy or contraction of sexually transmitted infection, including HIV. Such parents are most likely to support the provision of CSE to their children in early grades despite the fact that the provision of such education to children in early grades in Zimbabwe is prohibited by the Zimbabwean culture. The same may apply to parents who work as police officers. Such parents are aware of how rampant child sexual abuse is in Zimbabwe. For example, at Chisumbanje police Station in Chipinge district, an average of two cases of child sexual abuse is reported to this station daily. One of the major causes of this abuse could be a lack of CSE. Such parents are expected to fully support the provision of CSE to children in early grades so that children are fully protected.

2.9.5 Macrosystems

The macrosystem is a system that is far away from the microsystem; since it comprises the values, ideologies, rules and laws that are practised by participants in that particular community (Santrock, 2008). These social rules and ideologies distinguish one society from another. Although the macrosystem is far away from the microsystem where the children are always found, its effects on the child could be tremendous; therefore, Morrison (2015) calls it the master set. Morrison (2015) posits that this setting is the

most powerful as it is so pervasive. Because of this pervasiveness, its effects can be easily cascaded to the microsystem where the children are found. The microsystem responds favourably to its demands. However, the demands of this setting can contribute either positively or negatively to the development of the child. Examples of what constitutes the macrosystems are culture, politics and the economy of the nation (Bronfenbrenner, 1979; Essa, 2014). Such aspects are instrumental in determining the provision of CSE in Zimbabwe. For example, the economy of a nation may determine the extent to which CSE can be offered in Zimbabwe in the sense that for CSE to be offered, the curriculum must be developed.

If a CSE curriculum is developed, it needs pilot testing before it is implemented at national level (Bishop, 1994; Burges, Robertson & Patterson, 2010; Gatawa, 2012). This pilot testing should be followed by correcting the weaknesses of the curriculum that noted in the pilot testing exercise (Gatawa, 2012; Chaudhary, 2015). Implementation at the national level should then follow. However, this implementation can only be done in a proper way if the early grade teachers are first trained to implement this curriculum, otherwise, if they teach without being trained, the curriculum may not serve the purpose that it could have been designed for, because of the inability of teachers to implement it. This indicates that in-service training of early grade teachers is needed, because if they are not trained, they may wrongly implement it which may lead to failure to realise the desired curriculum outcome (Burges et al., 2010; Chaudhary, 2015). All the stages mentioned above have to be financed, which implies that if the economy of the nation concerned is weak, the efforts will be shuttered.

Politics, as part of the macrosystem should also be considered because of its possibility to intercept the availability of CSE in early grades. Even if it is quite necessary to provide CSE in a nation, if the provision of CSE in early grades clashes with a certain political interest that cannot be sustained concurrently with CSE, the political leaders may decide to pursue their political interests at the expense of provision of CSE. In addition, political stability should be considered when there is a need to provide CSE, since an environment with political instability is not conducive to the implementation of CSE. In a nation where there is a civil war or in a nation that is in conflict with another country, it may be difficult to implement the curriculum, because schools may even

70

close down because of war. Those who should be responsible for implementation could also be pre-occupied with their security which would have been threatened by conflict. Political instability interferes with the economic activities of nations which may make it difficult to finance all the crucial programmes of the nation. Some of these programmes may end up being shelved, and these may include the programme of providing CSE to early grade children.

Sometimes, politicians are interested in accommodating content in the curriculum that enables them to gain political mileage at the expense of accommodating CSE content in the curriculum. If a nation is faced with a situation like this, CSE may never be made available to early grade children. They will then remain vulnerable to problems that emanate from lack of CSE, such as child sexual abuse which can lead to the contraction of sexually transmitted diseases.

Effective curriculum implementation requires the support of curriculum material to be successful. In this case, there will be a need to produce CSE teaching and learning material that should support the teaching and learning of CSE in early grades. To produce such material, financial support is required, which has implications on the national budget. This means that if the economy of a nation cannot sustain it, the exercise may collapse. However, it should be noted that even if the structures in the country cannot provide the funding for the CSE programme, assistance from donors may be readily available due to the merits of the project, which can then enable the implementation of the CSE.

Culture, as part of the macrosystem, can be another element that can impinge on the provision of CSE (Ettekal & Mahoney; 2017; Tablatt et al., 2011). In a society, there could be some cultural beliefs and practices that could impact negatively on the sexual behaviour of children. Muridzo and Malianga (2015) aver that in Zimbabwe, just like in other Sub Saharan African countries, children are required to be subservient to adults. This subservience should be reflected by complying with orders from parents. Adults who are child sexual abusers take advantage of this as they just commit rape while the children as victims do not resist, because their culture forces them to comply (Magwa, 2014). This cultural practice, therefore, makes children vulnerable, which calls for the

provision of CSE. Its provision will help children to develop autonomy, thus enabling them to question elders and their authority in appropriate circumstances (Muridzo & Malianga, 2015; UNESCO, 2018).

Another Zimbabwean cultural belief inherent in the macrosystem is the uncontrollability of men's sexual urge. Due to this cultural belief, the men deal with their sexual urge by forcing girls to have sex with them (Mugweni et al., 2012; Muridzo & Malianga, 2015). This practice can affect girl children in early grades because if a man becomes sexually aroused, he may go to the easiest target who is a child. Child sexual abuse from a society that subscribes to that belief may not report sexual abuse of such nature. The perpetrators will continue to abuse since there may be no interception. It is also crucial to note that it is a norm all over Africa that adults do not discuss issues that pertain to sexuality with their children, a cultural practice that even makes teachers feel uncomfortable to teach CSE (Mkumbo, 2012: SIDA, 2016).

2.9.6 Chronosystem

The chronosystem is one of the systems identified by Bronfenbrenner in his ecological theory that can have a bearing on the provision of CSE in the Zimbabwean context. The chronosystem is described by Bronfenbrenner (1994, p. 40) as "encompassing developmental time frames over the life of an individual in family structure, socio-economic status, employment, place of residence or the degree of pressure and ability in everyday life." In this study, attention was given to the historical background of CSE in Zimbabwe.

According to Mwamwenda (1995), Matswetu and Bhana (2018), and Maviya (2019), traditionally sexuality education was offered in Zimbabwe to adolescents and not to those who have not attained adolescence, because they were viewed as too young to be taught. There was the general belief that teaching children about sexuality would cause children to experiment with it (Maviya, 2019). This historical belief could still be prevalent among some Zimbabweans and as a result, they may be against the teaching of CSE to their children. The other historical background that may contribute to resistance of development and implementation of CSE curriculum in early grades is the existence of Christianity, which demonised sexuality education and instilled the culture

of silence regarding the teaching of CSE. This leaves children without knowledge, skills and attitudes that enable them to survive in this world that is infested with HIV and AIDS.

2.9.7 Summary

Bronfenbrenner's theory offers a comprehensive explanation of factors that can affect the teaching of CSE. The systems identified by the theory are crucial because if they are examined closely by the researchers, they can easily see how societies are structured. This can enable them to determine the appropriate entry point for bringing in an intervention to societal problems, including those that may be caused by a lack of CSE in the society. The next chapter deals with the research methodology

3   CHAPTER THREE
METHODOLOGY

3.1   INTRODUCTION

The previous chapter reviewed literature that underpins CSE. The need for CSE in early grades embedded in the ecosystem demands the provision of CSE in several countries in Africa and beyond. Bronfenbrenner's ecological theory was presented as the lens to apply to comprehend ecosystemic factors affecting CSE in early grades in Zimbabwean schools.

This third chapter presents the research methodology. This has been accomplished through explaining the research approach, research paradigm, research design and context of the research. Population and sampling procedures for determining the research participants have also been included. My role as a researcher and the strategies that were employed to gather data are given due attention. Trustworthiness, the limitations of the study, as well as the ethical considerations, are also covered in this chapter.

3.2   RESEARCH PARADIGM

Neuman (2011) describes a paradigm as an integral set of assumptions, beliefs, and perceptions that influences a researcher to come up with a model for collecting data and interpreting data in research. Kivunja and Kuyini (2017) describe a research paradigm as a framework of accepted conventions about the directions to take when conducting research. A research paradigm refers to ontological and epistemological assumptions, which is a belief of what true knowledge is and how it can be grasped. So a research paradigm is not a research approach, because an approach refers to a research strategy that could be qualitative, quantitative or mixed (Johnson & Christensen, 2012), while a paradigm simply describes a matrix of beliefs and perceptions of the researchers that influence how they carry out research (Kivunja & Kuyini, 2017).

In this study, the paradigm opted for was interpretivism embedded within qualitative research. This paradigm, according to Kivunja and Kuyini (2017) and Nieuwenhuis (2016); is grounded on the assumption that reality is socially constructed and as a result, based on the experiences in a natural setting. Ontologically (nature of reality),

according to interpretivism, reality is multiple and relative (Edirisingha, 2012; Hudson & Ozanne, 1988; Neuman, 2011); thus this paradigm is flexible. Meaning attached to the phenomenon by interpretivists should be subjective; because, according to the interpretivists, the meaning is time and context-dependent (Edirisingha, 2012; Neumann, 2011). This implies that the meaning attached to something varies, since reality is dependent on time and environment. What is worthy today to a group of people may not be regarded as worthy tomorrow because reality is socially constructed. This means the nature of the social context of people determines what such people regard as reality (Edirisingha, 2012; Neumann, 2011).

In carrying out this research on ecosystemic factors affecting comprehensive sexuality education in early grades, interpretivism is an appropriate paradigm to consider because; it takes cognisance of time and context. It informed me to be subjective during the data gathering process and interpretation; since people's views of CSE can be influenced by factors within their environment. Such factors could be religion, culture or beliefs. The truth is that human beings are not all the same. They can view the same thing differently, and this is in line with the pragmatists' assertion that one man's meat is another man's poison.

In adopting the interpretivists' perspectives, I was able to consider the social conventions and social contexts of the participants on CSE and all the other social factors. This helped to depict the influence of ecosystemic factors on CSE in Zimbabwe. What people in Zimbabwe may believe in with regard to sexuality may not be the same as what other people in other nations believe. The same applies to what the Zimbabweans may want their children to be taught about sexuality in schools.

3.3   THE RESEARCH APPROACH

In this study, a qualitative research approach was employed. According to Nieuwenhuis (2016), a qualitative research approach seeks to understand a phenomenon from the perspective of the participants. Merriam (2009) asserts that a qualitative research approach is the one that is undertaken by researchers to understand the meaning people construct as well as to enable people to understand how to make sense of their world and experiences. Denzin and Lincoln (2013) also maintain that qualitative

research involves studying phenomena in their natural settings by collecting data that do not indicate ordinal numbers.

In carrying out this study, the researcher had to acquire a deep understanding of the actual ecosystemic factors that affect the provision of CSE. A qualitative approach was opted for; because of its naturalistic approach (Patton, 2014). The qualitative approach focuses on participants in their natural environment without making any attempt to modify the research environment, which ensures that the primary emphasis falls on the natural circumstances where the ethical reality could be monitored. Furthermore, this research approach was appropriate for this study, because it was necessary to understand these factors from the perspective of my participants. The qualitative approach allowed me to suspend my preconceived ideas pertaining to ecosystemic factors that affect CSE in Zimbabwe. The researcher succeeded to focus on the meanings and interpretations of participants on CSE, rather than his interpretation (Creswell & Plano Clark, 2011; Johnson & Christensen, 2010; Nieuwenhuis, 2016 Patton, 2014). As a result, the researcher's description of factors that affect CSE in this study reflects on participants' perceptions and the meaning they attach to the factors that affect CSE.

Blake (2008) asserts that the meaning that people attach to a phenomenon could be hidden. The researcher opted for an approach that could help to unearth that hidden truth. Consequently, a qualitative approach was used; because of its explanatory nature (Creswell, 2011; Maree, 2011). This approach allowed me to be more of a listener during data collection. This assisted me to construct meaning based on the research participants' views which enabled me to remain in touch with reality about the factors affecting CSE in early grades in Zimbabwe.

3.4   RESEARCH DESIGN

Sekaran (2003) describes a research design as a set-up that the researcher may opt for that determines how data should be collected, analysed and interpreted to answer the research questions. Cavana, Delahaye and Sekaran (2003) also view research design as a structured set of rational decision making choices or guidelines that assist in generating valid and reliable research results. According to Marshall and Rossman

(2014), the term research design is described as the overall strategy that a researcher opts for to integrate the different components of the study in a way that is coherent and logical enough to ensure that the researcher could address the research problem. This implies that the research design refers to a blueprint for collecting, measuring and analysing data.

In this study, the researcher opted for a case study design. Yin (2011) views a case study as any form of inquiry that investigates a contemporary phenomenon in its real-life situation where the boundaries between phenomenon and context are not clear using multiple sources of evidence. A case study is again described as an in-depth study of a bounded situation (Cohen et al., 2007; Creswell, 2012). In this study, a case study was quite suitable, because it allowed me to use several instruments which are interviews, document analysis and observations in examining the ecosystemic factors affecting CSE in Zimbabwe. The environment where the research was conducted was never changed for the sake of carrying out the research. This allowed the researcher to collect data from a real-life situation as advocated by Yin (2011).

To establish authentic ecosystemic factors that impinge on CSE in Zimbabwe, an in-depth study of this phenomenon was necessary; therefore, the use of a case study in this study was apt, because it was able to add impetus to my investigation. The researcher had to interview early grade teachers, parents of children in early grades as well as pastors on a one on one basis. The depth was further enhanced by carrying out observations that were accommodated by the case study. My interaction with the participants during the interviews allowed me to gain a deeper insight into participants' views on the ecosystemic factors that affect CSE in early grades in Zimbabwe (Denzin & Lincolin 2013; Yin, 2011).

3.5 RESEARCH QUESTIONS

In carrying out this study, the aim was to answer research questions. These are the main research questions and primary research questions, as provided below.

3.5.1 Primary research question

- How do ecosystemic factors affect the teaching of CSE in the early grades in Zimbabwean schools?

3.5.2 Secondary research questions

- What are the teachers' views and perceptions of teaching CSE in early grades?
- How will the parents perceive the introduction of CSE in the early grades?
- In what way will the religious leaders perceive the introduction of CSE in the early grades?
- What are the cultural factors that affect/impact the teaching of CSE in the early grades?
- How do religious factors affect/ impact the teaching of CSE in the early grades?

3.6   POPULATION

The population in research is described as every possible case that can be included in a study (Sutton & David, 2011). McMillan and Schumacher (2014) define the term population as all the people who are eligible to be included in a study. This implies that the population refers to a group of people where a sample can be drawn from. The population of this study was all early grade teachers, all parents who had children in early grades and all religious leaders in the Chipinge district in Zimbabwe.

3.7   SAMPLING

Cohen et al. (2011) describe sampling as a process of selecting a subset of a population that the researcher should use to generate data for answering research questions. Sampling, according to Silverman (2001) and Mason (2018), is a procedure that a researcher uses to identify, choose and gain access to relevant sources of data needed to answer research questions. Flick (2014) views sampling as a procedure embarked on to select research participants from the population under study.

The sample, which refers to the selection from the population under study, is crucial because it determines the quality of the research (Bogdan & Biklen, 2011; Mason, 2018; Patton, 2014). This is because a well-chosen sample generates quality while a poorly selected sample yields results that may lack authenticity (Mason, 2018; Patton, 2014).

In this study, purposive sampling was used to come up with a sample. According to Sutton and David (2011), purposive sampling is also known as theoretical sampling. In this sampling process, the researcher used personal knowledge and opinion to determine the most appropriate site and participants for the topic under study (Tuckman, 2012). Purposive sampling was appropriate for this study as it enabled me

as a researcher to select those who were information-rich participants as advised by Johnson and Christensen (2014) and Sutton and David (2011). These were experienced teachers who were conversant with ecosystemic factors that affect CSE in Zimbabwe and religious leaders who also had adequate knowledge of Christians' views on the teaching of CSE to early grade children. Through purposive sampling, I was able to select pastors who had adequate knowledge of how the teaching of CSE in early grades was compatible with Christian doctrine.

3.8 PARTICIPANTS AND RESEARCH SITE

The participants in this study were ten early grade teachers, ten parents who had children in early grades as well as five religious' leaders of the Christian religion. They were all from the Chipinge district. The pastors were all Christians from Pentecostal and protestant churches. I chose Chipinge as a research site; because the prevalence of child sexual abuse is very high; consequently, the area needs CSE.

3.9 THE ROLE OF THE RESEARCHER

In this study, I had crucial roles to play as a researcher. The main data gathering instrument used was an interview. I had to build cordial relationships with participants who were religious leaders, early grade teachers, as well as parents of early grade learners. This was done in subscription to Cohen et al. (2011) who encourage establishing a good rapport between the researcher and the participants to prompt the elicitation of the required data from the participants. This was done, and it enabled the researcher to access the needed information to respond to the research questions of the study.

Again, as the study was qualitative, and an interpretivist paradigm was used to acknowledge subjectivity (Creswell, 2011; McMillian & Schumacher, 2014), I had to integrate my own experience and knowledge that pertain to CSE in the early grades with those of my participants. Furthermore, cognisance was taken of the subjective nature of interpretivism. I had to bear in mind that what I discovered was particular to my research site, time and individuals involved. Consequently, I developed the awareness of openness to reinterpret my data as alluded to by McMillan and

Schumacher (2014) and Mukherji and Albion (2010). I then approached this study with the flexibility to control my bias as a researcher.

As part of my role, I had to show the responsible authority my ethical clearance letter obtained from the University of Pretoria which was then followed by making arrangements with participants on days to meet for interviews and where to meet to observe aspects of CSE in their schools. I visited the participants to interview them and to extract my data. I selected ten early grade teachers, ten parents with children in early grades and five religious leaders who were Christian pastors.

Purposive sampling was used for the selection of participants for this study. Since it falls within the interpretivist paradigm, purposive sampling became an appropriate sampling method; since interpretivists believe in individual differences among human beings (Collins, 2010; Myers, 2008; Yeomans, 2017). This implies that some participants could be information-rich while others are not, since participants are not always the same. Some could be linguistically articulate while others may not be. Thus purposive sampling allowed me to choose as participants, parents, teachers and religious leaders who were information-rich. Most of the teachers, parents and religious leaders I selected to participate were consequently information-rich and verbally articulate; ensuring that they were effective in responding to interview questions. This helped in the elicitation of the much-needed information.

3.10 DATA GATHERING INSTRUMENTS

I used several data-gathering instruments for this study. I selected interviews, document analysis and observation. These instruments were taken aboard because of their compatibility with the qualitative approach used. The diagram below shows the sources of data as well as the data gathering instruments that were used in this study.
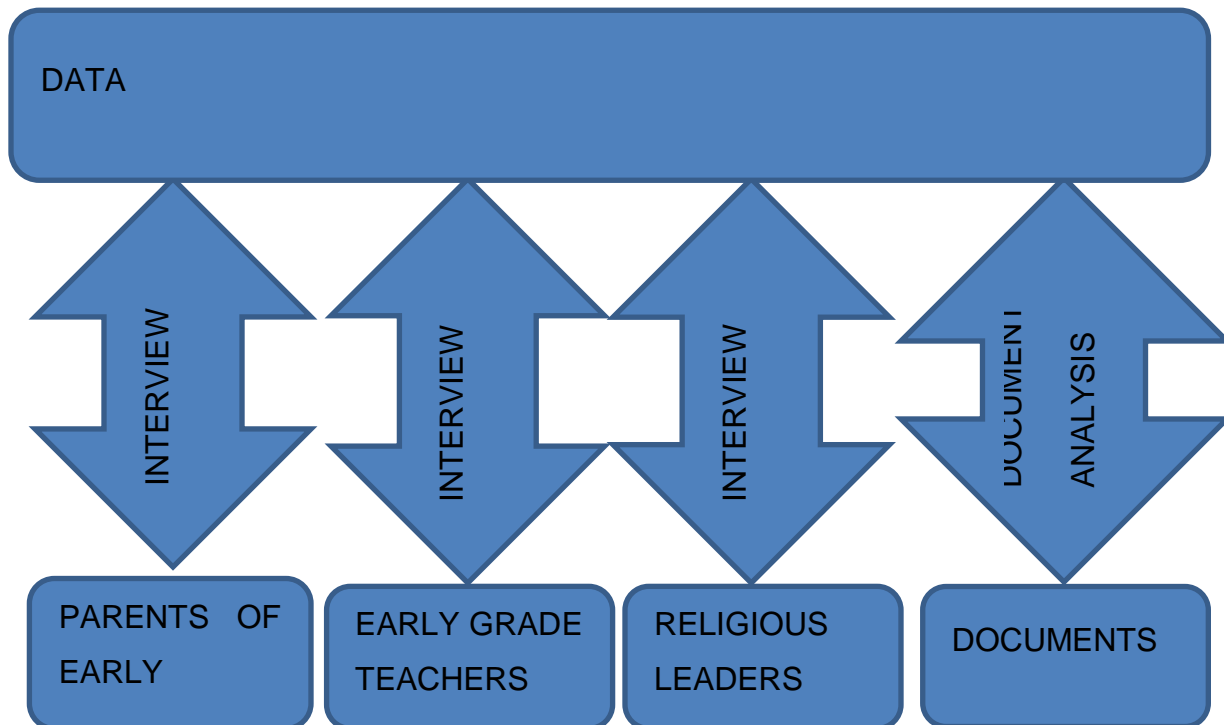
Figure 3.1: Sources of data (designed by the researcher)

3.10.1 Interviews

Interviews involve asking questions and getting answers (Denzin & Lincoln, 2000; Punch, 2005; Silverman, 2001). Tuchman (2012) describes an interview as a way of getting data from people by asking them questions to get what is within their heads. The above definitions are in tandem with that given by Chinyoka (2013), who describes an interview as a way of soliciting information and at the same time obtaining knowledge from participants. Fantana and Frey (1994) and Punch (2013) distinguish three types of interviews which are structured, semi-structured and unstructured interviews.

In this study, I used semi-structured interviews. According to Seabi (2012) and Punch (2013), semi-structured interviews comprise a set of open-ended questions prepared by the researcher to direct the interviewer. A semi-structured interview as a data-gathering tool was appropriate for this study, because during the interview processes, it created an opportunity for me to interact with the participants on a one-on-one basis (Punch, 2013). This left the interviewees comfortable enough to deliberate on sensitive issues

that pertain to sexuality education, which some could have been uncomfortable to talk about during the presence of other people had it been a focus group discussion.

The interviews also enabled me as a researcher to seek further clarification from participants on those responses that I had failed to make sense of as envisioned by Bogdan and Biklen (1992) and David (2012). The interview also afforded the participants opportunities to solicit further clarification on interview questions that were unclear to them as advised by Seabi (2012) and Flick (2012).

Furthermore, during the interview, I had the opportunity to create a cordial relationship with the interviewees. This was made possible because interviews, as noted by Tuckman (2012) and Chinyoka (2013), allow the researcher to monitor interpersonal relationships as they unfold. In my research, it allowed me to create and maintain good rapport with the participants. This good rapport which I created also coaxed the participants to cooperate, thereby promoting the provision of the desired information I needed. The effectiveness of the interview as data-gathering instrument was made feasible by the open-ended nature of the semi-structured interview. The questions, due to the nature thereof, motivated the research participants to express themselves flexibly which enabled them to generate a lot of crucial information that I needed as a researcher.

3.10.2 Document analysis

Another data-gathering tool that I made use of in this study was document analysis. Document analysis is described by Bowen (2017), O'Leary (2014) and Triad (2016) as a form of research that makes use of records to obtain data for providing answers to research questions. Robson (2011) maintains that document analysis involves analysing and interpreting data the researcher would have obtained through examination of records and documents relevant to a particular study.

In my endeavour to make use of document analysis, I had the opportunity to look at curricula of early grades and the work of children, for example, early grade children's exercise books and classroom libraries, as well as the schemes of work of teachers, to see whether I could come across anything related to sexuality education. I also had the

opportunity to look for anything in the documentation that was related to sexuality education taught to early grade children.

I opted to use document analysis because documents are not affected by the "researcher's effect". The term researcher's effect refers to the tendency of participants to alter their behaviour under study, because of the feeling of discomfort due to the presence of the researcher (Breznau, 2016; Manaham & Fisher, 2016). This is further supported by Triad (2016) and Bowen (2017) who describe documents as non-reactive data sources. This means that documents can be read and reviewed several times, and they remain unchanged by the researcher's influence during the research process. According to Bowen (2017) and Triad (2016), documents have the advantage of providing data that can no longer be observed.

Document analysis was crucial in this study; because it quickly afforded me access to the data I needed. The documents were able to provide some of the needed information with ease because I just had to read them. The capability to provide the information required was not affected by culture, age and sex, because documents have no culture, sex and age like human beings (Bowen, 2017 & Triad, 2016). As envisioned by Bowen (2016), I also found information obtained from document analysis very easy to handle.

3.10.3 Observation

Yin (2011) advocates the use of two or more sources of evidence within one study, arguing that the instruments can complement each other since weaknesses of one instrument can be compensated by the counterbalance of the other. Being cognisant of this, I became determined to cater for this crucial aspect by adding observation to my data-gathering instruments.

Observation is viewed as a systematic data collection approach where researchers use all their senses to examine people in their natural setting or naturally occurring situations (Savage, 2002; Silverman, 2017). Sadik (2013) defines observation as watching behaviour, events or noting physical characteristics of research participants in their natural environment. According to Creswell (2011), observation can either involve the overt model, since participants could be aware of the presence of the observer or covert model where participants are not made aware of the presence of the observer.

In this study, I chose to be a non-participant observer to uphold ethics as it is unethical to observe people without their consent (Creswell, 2011; Cohen et al., 2007; Yin, 2011). This data-gathering technique was advantageous to me as it allowed me to rely on first-hand information as observed by Kawulich (2005) and McLead (2017) thereby avoiding relying on participants' willingness and ability to provide information in interviews. Observation enabled me to observe intended behaviour in the context which promoted a deeper understanding of ecosystemic factors that affect CSE in early grades in Zimbabwe.

Observation, as informed by Sadik (2013), had the advantage to me of enabling me to see what the participants did and then compare it with what they said; since I was interested in knowing whether there was any discrepancy between what the participants said and what they did (Creswell, 2011; Sadik, 2013). This enabled me to capture reflections of reality and added value to the findings of my study as the conclusions could be drawn from reality.

3.11 TRUSTWORTHINESS

In this study, I considered trustworthiness. Trustworthiness is defined by Anney (2011) as strategies of ensuring rigour in research. The four criteria of ensuring trustworthiness are credibility, transferability, dependability and confirmability (Bryman, 2016; Schwandt, 2007; Veal, 2011). What I did to cater for the above components of trustworthiness is provided below.

3.11.1 Credibility

According to Bryman (2016) and Schwandt (2007), credibility assesses the extent to which research findings are congruent with reality. Ryan and Bernard (2000) describe credibility as pertaining to confidence in the truth of research findings. For research findings to be regarded as credible there must be congruence between findings and reality.

To ensure credibility in this study, I used several instruments to capture data. These were interviews, observations and document analysis. I then compared the results to

see whether there was congruence. I also looked at the findings to find the extent to which they related to one another. In addition, weighed the findings against the claims they supported as advised by Phillimore and Goodson (2004).

3.11.2 Transferability

Trochim (2015) and Creswell and Clark (2017) consider transferability as the aspect of trustworthiness that is concerned with the applicability of results in other contexts in qualitative research. It also refers to the extent to which data represents the population which the sample would have been drawn from (Lincoln & Guba, 2003).

To portray the extent of transferability in this study, I explained the factors that I considered when selecting my sample in detail. I also clearly explained the way I collected data and went on to explain fully the context of my research and the underlying assumptions that I made as I conducted the study.

3.11.3 Confirmability

Bryman (2016) views confirmability in qualitative research as referring to the influence that the researcher may have on participants. It refers to objectivity in quantitative research. To ensure confirmability, I clearly documented my role as a researcher. I also acknowledged my personal biases and what I thought could have influenced data collection and interpretation. During the data gathering process, I made myself emotionally available to the participants to establish a cordial relationship with them as this could help to provide authentic information (Teddie & Tashakkori, 2010).

3.11.4 Dependability

Teddie and Tashakkori (2010) view the aspect of dependability in qualitative research as equivalent to reliability in quantitative research. According to Bryman (2016), dependability is concerned with whether the research was conducted according to conventions of the research methodology that one would have opted for.

In this study, I explained the methodology that I preferred and justified. The clarity of the research questions was checked, and also whether these questions were logically connected. I also cross-checked the extent to which the conventions of qualitative

research had been subscribed to when carrying out the study (Miller & Fredericks, 2006).

The table below presents the components of trustworthiness that I considered in this study and also provides a summary of what I did to cater for these aspects as informed by Grag (2010).

Table 3.1 Trustworthiness

TRUSTWORTHINESS ASPECT	WHAT I DID TO ADDRESS IT
Credibility	Used several instruments to collect data
	Examined the results to see how they related to one another
	Examined the study designs and methods used to drive findings
Dependability	Justified the methodology opted for
	Checked how logically connected the research questions were
	Evaluated the reliability of the study's conclusions
Transferability	Explored the degree to which the findings were context-bound
	Re-examined the characteristics of the sample
	Explained how the sample was obtained and how data were collected
Confirmability	Established good rapport with participants during the data collection process for them to be comfortable enough to provide authentic information
	Addressed the degree to which the steps of the study could be replicated

(Information adapted from Babbie and Mouton (2007, p. 276) and Bryman (2016, p. 302)

3.12 ETHICAL CONSIDERATION

It is critical to consider ethics in educational research, especially when researching sensitive issues. Participants need to be assured that the researcher upholds ethics from the outset to the end of the research; because each stage and aspect of the research has the potential to be a source of ethical problems (Clashquin-Johnson, 2011; Flewitt, 2005). This implies that ethics issues like informed consent as well as privacy and confidentiality were considered in this study.

Initially, I applied for ethical clearance from the Ethical Committee of the University of Pretoria. I was provided with an ethical clearance letter to carry out the study. I was also given permission by the Ministry of Higher and Tertiary Education, Science and Technology Development in Zimbabwe. I also informed all the participants that their participation in the study was voluntary, and that they were free to terminate their participation at any time if they wanted to do so for any reason. Again, I let participants sign letters of consent to ensure that they participated while being fully aware of their rights.

I considered the principle of privacy and confidentiality. During interviews, the participants were not addressed by their names. A man was greeted as 'Mr' whilst a woman as 'Madam' so that whoever might come across the audiotape of the interview will not be able to identify the participants by their actual names. Well before the interview, I informed the participants that I would not use the information that they would give me for other purposes besides the research. I also let them know that the only people who would have access to the information collected from them were my project supervisors.

3.13 CONCLUSION

This chapter examined the methodology that was applied in carrying out this study. The qualitative research approach was explained. The interpretivist paradigm and the case study design which were opted for in this study were justified. The instruments which were used to collect data were considered with their relevance, and the suitability to the nature of the topic explored. Finally, trustworthiness and ethical considerations received attention. The next chapter deals with the findings and data analysis of the study.

4   CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1   INTRODUCTION

The previous chapter, presented the methodology that was applied in this study. Interpretivism, which is located in the qualitative approach, was chosen for this case study as the research design. Data was collected from early grade teachers, religious leaders and parents with children in early grades through interviews, using semi-structured interview instruments. Relevant documents were analysed to find information that could answer research questions efficaciously. An in-depth analysis of data through the lens of Bronfenbrenner's ecological theory was done with an effort to answer the research questions. This analysis elicited several conspicuous themes.

This chapter focuses on data analysis and results. The data obtained in this study is discussed in depth. Data analysis was done based on the primary research question: How do ecosystemic factors affect the teaching of CSE in early grades in Zimbabwe? The secondary research questions were also taken into account in data analysis. This presentation and analysis were done after the coding of participant information. The coding of participants' responses was done to ensure privacy and confidentiality, as advised by Creswell (2012) and Rossman and Rallis (1998).

In this study, pseudonyms were used to ensure the anonymity of the participants. Participants were coded using the letters of the alphabet. The tables below show the coding that was used. The participants are referred to by letters of the alphabet. The tables below show the coding that was done for the participants of this study. The letter T stands for the *teacher*, P for *parent* and RL for *religious leader*. The tables show the code that was given to each participant. Since document analysis was used to gather data, documents from teachers A up to J were given codes. The codes ranged from DA to DJ.

Table 4.1: Coding for early grade teachers

PARTICIPANTS	CODE
Teacher A	TA
Teacher B	TB
Teacher C	TC
Teacher D	TD
Teacher E	TE
Teacher F	TF
Teacher G	TG
Teacher H	TH
Teacher I	TI
Teacher J	TJ

Table 4.2: Coding for documents used by teachers

TEACHER	CODE OF DOCUMENTS
TA	DA
TB	DB
TC	DC
TD	DD
TE	DE
TF	DF
TG	DG
TH	DH
TI	DI
TJ	DJ

PARTICIPANTS	CODES
Parent A	PA
Parent B	PB
Parent C	PC
Parent D	PD
Parent E	PE
Parent F	PF
Parent G	PG
Parent H	PH
Parent I	PI
Parent J	PJ

Table 4.4: Coding for religious leaders

PARTICIPANTS	CODES
Religious Leader A	RLA
Religious leader B	RLB
Religious leader C	RLC
Religious leader D	RLD
Religious leader E	RLE

4.2 RESEARCH SETTING AND PARTICIPANTS

This study was undertaken in the Chipinge district in Zimbabwe, which is in Manicaland province, one of the ten provinces of Zimbabwe. This province consists of seven districts which are Chimanimani, Buhera, Mutare, Mutasa, Makoni, Nyanga and Chipinge. The participants of this study were ten early grade teachers, ten parents of children in early grades and five religious leaders, all from Chipinge district. Given below is the map of Manicaland province showing where Chipinge district lies.

Figure 4.1: Map of Manicaland province showing where Chipinge district is located in the province
(Adapted from Bartholomew, 2014, p. 10).
KEY

……………………… District boundaries

_____ Provincial boundaries

The Chipinge district has a population of 298 841 people according to the population census of Zimbabwe of 2012 (UNICEF, 2013). Most people in this district live on

communal farming. Some are vendors, while just a handful of them are commercial farmers. According to DA, DD, DI and DJ, social background records which were analysed, some parents in this district left the district for South Africa to look for employment; because of unemployment in this district. This left their children without adults to guide them, leaving them vulnerable to sexual abuse due to a lack of CSE.

The ten teachers who were participants in this study were taken from ten primary schools in the Chipinge rural area in Zimbabwe. This district has 135 primary schools. They all have classes of children in early grades. Most schools, 101 primary schools, are in communal areas of Chipinge where child sexual abuse is rampant while 34 schools are in Chipinge urban and peri-urban areas. All ten teachers who were participants were qualified early grade teachers. Seven of the teacher participants were holders of Bachelor of Early Childhood Education Degrees as their highest professional qualifications, and the rest were holders of Diploma of Early Childhood Education as their highest professional qualifications. The photographs below show various primary schools in Chipinge District, where some of the participating teachers are teaching. Teachers' documents and social background indicated that all of these schools had several children who were from child-headed families, which implied that these children needed CSE at school, since they did not live with adults to protect them from any form of abuse, including sexual abuse. In another school, a teacher reported seeing children playing with used condoms. This could be because these schools are so close to townships. Drunken adults could be using classrooms to be intimate in the evening since some of the classrooms do not have window panes.

Figure 4.2: A school that needs CSE

Figure 4.3: School buildings revealing ECD development on the wall

Figure 4.4: ECD in regard to nature conservation

The table below represents the teaching experiences of early grade teachers in Chipinge district who were participants in this study.

TEACHERS TEACHING EXPERIENCE	0-10 years	11-20 years	21-30 years	31+ years
NUMBER OF TEACHERS	1	4	5	0

Table 4.5: Teaching experiences of early grade teachers

Only one teacher only had teaching experience within the range of 0–10 years. Four teachers also had teaching experience in the age range of 11-20 years, while the other five teachers were within the range of 21-30 years' experience. This showed that ten teachers who were interviewed had a lot of experience of teaching children in early grades, implying that they were information-rich participants. Purposive sampling was employed to select these participants who contributed to obtaining such information-rich data as advised by Mertens (2014) and Patton (2014).

Another category of participants were parents who had a minimum of one child and a maximum of two children in early grades. Two of the parents were qualified nurses, one a man and the other one a woman. Four other parents comprised of two male and two female peasant farmers. All these farmers completed an ordinary level of education. Another parent was a woman a police officer was a holder of an ordinary certificate. The last two were working as vendors but one of them trained as a teacher and was a holder of a diploma in education. The table that follows represents parents who participated in this study.

PARENT	SEX	AGE	QUALIFICATIONS	JOBS	NUMBER OF CHILDREN IN EARLY GRADES
PA	Male	36	State registered nurse	Nurse	2
PB	Female	44	State certified nurse	Nurse	2
PC	Female	46	Ordinary level	Peasant farmer	2
PD	Male	32	Ordinary level	Peasant farmer	1
PE	Male	29	Ordinary level	Peasant farmer	1
PF	Female	43	Ordinary level	Peasant farmer	1
PG	Female	34	Advanced level	Vendor	2
PH	Female	35	Ordinary level	Policewoman	1
PI	Female	26	Bachelor of Arts Degree	Vendor	1
PJ	Male	30	Bachelor of Commerce	Vendor	2

Table 4.6: Parents who were participants in this study

Ten parents were interviewed as reflected in the table above. Four of them were male representing 40%of the participants, while 60% were female. Their ages ranged from 26 to 48 year-olds. I interviewed people who knew that the outcome of the study could impact on their children who were still in the early grades. This factor compelled them to take the interview seriously, which resulted in them providing authentic information.

Since all the parents who participated had children in early grades, their experience with children assisted them to give the needed information about CSE. They may also be able to determine appropriate strategies to teach their children based on their daily experience with them.

The final group of participants consisted of religious leaders. I enquired about their qualifications and work experience. I needed to know about their work experience for me to determine the extent to which I could rely on the information about their churches that they would provide me. This is because experience is one of the reliable sources of information (Akinpelu, 1981; Sprinthall, Sprinthall, Oja, 1995). They were all Christians, but some belonged to Pentecostal churches while others were Protestants. One of them was a holder of a degree in theology while the rest were holders of diplomas in theology from reputable theological colleges in Zimbabwe. The table below shows the details of the religious leaders, names of their churches and number of years they have been leading their churches.

Table 4.7: Churches and experiences of religious leaders

NAME OF THE CHURCH	CATEGORY OF THE CHURCH	LEVELS OF EDUCATION	LENGTH OF SERVICE
United Methodist Church	Protestant	Diploma in Theology and Master of Education Degree	40years
United Church of Christ	Protestant	Diploma in Theology and Bachelor of Education Degree	11 years
ZAOGA	Pentecostal	9 years Diploma in Theology	9 years
Apostolic Faith Mission Church	Pentecostal	20 years Diploma in Theology	20 years
United Baptist Church	Protestant	Bachelor of Theology Degree	34 years

The photographs below depict some of the churches led by the pastors who took part in this study. The names of these churches are not clearly indicated for the sake of privacy and confidentiality. These churches are in rural areas where unemployment is rampant, but people sacrificed to build them. However, it shows that people from these

communities are committed to their religion and may not allow CSE to be taught to early grade children, since these churches are not allowed to do so by their church doctrines.

Figure 4.5: Church A portraying commitment to religious beliefs

Figure 4.6: Church B portraying commitment to religious beliefs

Figure 4.7: Church C portraying commitment to religious beliefs

The table below shows the summary of the range of the number of years that these religious leaders had been in church in top leadership positions.

Table 4.8: Summary of work experience of religious leaders

LENGTH OF SERVICE OF THE RELIGIOUS LEADER	0-10YEARS	11-20 YEARS	21-30YEARS	31-40 YEARS
Number of religious leaders	1	2	0	2

The nature of the information that was provided by these religious leaders indicated that they had adequate knowledge about Christianity as a religion. They were able to articulate the aspects of their church doctrines that had an impact on the teaching of

CSE to young children. This information helped to bring to the surface the Christian beliefs and aspects of Christian doctrines that could make the teaching of CSE to early grade children difficult. Their work experiences indicated that data were collected from leaders who had served for a long time as church leaders, ensuring that they had very deep and rich knowledge about Christianity as a religion as well as information about factors within their churches that impacted on the teaching of CSE. This was reflected in the type of information collected from them. They were all information-rich participants, and, as envisaged by Christensen and Johnson (2014), they were quite conversant with their church doctrines and all other factors such as religious norms and values that had a negative impact on attempts to deliver CSE to early grade children in Zimbabwe. The inclusion of these religious leaders in this study had substance; because some of the factors that could oppose the provision of CSE emanate from religion (Browess, 2014; Francis, 2010). By involving religious leaders, better options to deal with these factors could be determined after getting reliable information from them. The decisions will be driven by religious leaders whom we should view as authentic sources of information related to religion, because they are the ones who are directly involved in religion on a daily basis.

4.3   DESCRIPTION OF SEMI-STRUCTURED INTERVIEWS

The early grade teachers, parents and religious leaders, were interviewed to generate data for answering research questions. This was done after informed consent was sought from the participants. The signing of forms was done voluntarily. Semi-structured interviews were used. These participants were interviewed as individuals. This was done in subscription to Bryman (2016) and McCosker, Barnard and Gerber's (2001) advice that some participants are not free to discuss sensitive topics in the presence of other people. As a result, they need to be dealt with as individuals for them to be comfortable to provide authentic information. The topic of CSE under investigation was a sensitive one due to the culture of the participants, which is one of the ecosystemic factors in the macrosystem as stipulated by Bronfenbrenner's theory (Macblain, 2015; Morrison, 2015). Interviewing these participants as individuals, consequently guaranteed the authenticity of the information provided by the participants. The

information could not be doubted; since dealing with them as individuals, guaranteed the privacy of the interviewees.

The semi-structured interviews enabled me as a researcher to ask open-ended questions which permitted the participants to respond in their own words. Responding in their own words enabled them to provide detailed information as they replied to the questions, allowing a lot of data to be collected this way.

4.4 PROFILE OF PARTICIPANTS

The participants of this study were ten early grade teachers, ten parents of early grade children and five religious' leaders. I applied purposive sampling to select them. I applied purposive sampling because I needed information-rich participants in this study. Further breakdown of the composition of these participants is given below, starting with the teachers, followed by the pastors and finally parents. All these participants were equally important in this study.

4.4.1 Teachers

TA

Teacher A is a female early grade teacher, aged 56 who specialised in teaching in the Foundation Phase. She had taught for 24 years in early grades. At the time of the interview, she was teaching a Grade 2 class of 41 children. She had taught early grade children in several primary schools in Zimbabwe. She participated with great enthusiasm in this interview. She was very willing to respond to all questions without showing any signs of discomfort. She had abundant information on all the questions. She had good knowledge of how parents in Zimbabwe felt about the teaching of CSE in early grades.

TB

This participant was a female early grade specialist teacher who was a holder of Bachelor of Education in Early Childhood Development. She had many years of experience in teaching in early grades. She taught in Foundation Phase in several schools in Zimbabwe for the past 22 years. Presently she is teaching a Grade 1 class with 44 children. She holds the post of a teacher-in-charge of early grades. She was involved in the supervision of early grade teachers at her school. She displayed a

willingness to participate in the interview and was articulate in responding to the interview questions. She was really concerned about the need to teach CSE to early grade children but cited discomfort on her part to teach it due to her culture, an ecosystemic factor found in the macrosystem as acknowledged by Brofenbrenners' theory which provides the theoretical framework of this study (Essa, 2014; Gray & MacBlain, 2015). However, she said those who were comfortable must teach CSE to children to provide them with life skills.

TC

Teacher C was a male teacher, teaching learners in the early grades. He held a Bachelor of Early Childhood Education Degree. He indicated that he had been a teacher for 21 years. In all the years he had been teaching, he had been manning early grades. He claimed to have mentored several teachers who had been training as early grade teachers at several universities in Zimbabwe. During the time he was interviewed, he was teaching a Grade 2 class of 38 children and was mentoring a student who was studying for a Bachelor of Early Childhood Education Degree with one of the universities in Zimbabwe. He was very willing to participate in this study. He even expressed gratitude to me for selecting him as a participant on this topic that he described as critical in determining the health of learners in early grades everywhere and even beyond Zimbabwe.

TD

TD is a female early grade teacher who has taught in early grades for 11 years. Although she had an early grade class to teach every year, she was also a teacher-in-charge who had the responsibility of supervising other early grade teachers. She reported that she noted many children imitating sexual acts which showed the need for them to be taught CSE. She also said that she had seen children playing with used condoms as balloons on several occasions. She again informed that some teachers who were under her supervision noted similar behaviour from children and reported to her as she was the teacher-in-charge. Although she said she wanted CSE to be taught in early grades to address such behaviour, she said she was not comfortable to teach it to young learners as she had never talked to children about sexuality all her life.

TE

This male teacher joined the teaching profession before training as a teacher. He taught a Grade 2 class for a year. He later joined a teachers' college as a student where he trained as an infant specialist teacher. Presently, he has served as an early grade teacher for 14 years. He is one of the teachers who support the teaching of CSE to early grade children as he believes that it can help early grade children to clear misconceptions that they develop due to exposure to media. He said he noted early grade children showing each other their sexual organs on several occasions. He claimed that he also noted early grade learners imitating adults having sexual intercourse. Although he wanted CSE to be taught in early grades, he confessed that he was not comfortable to teach it.

TF

TF was a male early grade teacher who had taught in early grades for 22 years. He was trained as an infant specialist teacher. He was happy to contribute to the study by being interviewed as he anticipated that some of his ideas he would contribute could lead to the introduction of CSE in early grades in Zimbabwe, which would help to protect children from sexual harassment as well as sexual abuse. He also said that children from his class reported that they saw other children from the same class having intercourse. He also said some children from his class took cell phones from their parents without their consent, watched pornography on them and showed each other the videos. He supported the teaching of CSE to early grade children; but wanted a curriculum to be made available so that he would teach appropriate content to learners.

TG

TG was a 55-year-old male early grade teacher who had taught in early grades for 28 years in the Chipinge district. Currently, he was teaching a class of 39 Grade 1 children. He was a football trainer. He described himself as an uncle to early grade children. He had a keen desire for children in early grades to be taught CSE, but he acknowledged that he was not comfortable to teach CSE as he could not get himself to mention the names of private parts to anyone. He maintained that he would opt to run away if someone talks about sexuality to him. He advised that he noted children failing to relate well with the opposite sex, which was a sign of the need for CSE among early grade

children. He also acknowledged that children developed a lot of misconceptions about sexuality due to media and domestic animals that they see having sexual intercourse.

TH

TH was a female teacher who has taught for three and a half years in early grades. She is a holder of a Diploma in Early Childhood Education. She was currently teaching an ECD B class with 25 children. She belonged to the debate club. When I met her for the interview, she expressed gratitude to be included in this study as a participant, since she hoped that the study could help to solve sexuality problems among early grade children. She admitted that it was noble to teach CSE to early grade children since some of the early grade children forced each other to have sex. She said she usually received reports from them of young boys in early grades who sometimes forced or negotiate for sex with girls of the same age.

TI

Teacher TI was a female teacher who trained as a primary school teacher. She held a Diploma in Education and was 45 years old. She had been an early grade teacher for the past 13 years. She was involved in teaching early grade children and had been a Teacher-In-Charge for 15 years; therefore she was involved in the recruitment and supervision of other early grade teachers. Presently, she was teaching a Grade 3 class with 52 children. She was not hesitant to accept to be a participant in this study. She responded to all interview questions with great enthusiasm. She said she noted a lot of behaviour from children during their free-flow play which demanded the attention of CSE. These include showing each other sexual organs, kissing each other, as well as imitating people and domestic animals having sex. She disclosed that during a certain year, a child from her class was abused sexually on several occasions by an adult closely related to this child. The perpetrator ran away to stay in one of the neighbouring countries for fear of being arrested; because when she noted that the child was being abused, she reported the perpetrator to the police.

TJ

TJ was a male Grade 1 teacher aged 36. He described himself as a self-motivated early grade teacher. His highest qualification was a Bachelor of Early Childhood Development

Degree, which implied that he was a specialist in teaching early grade children. He had been in the teaching field for 11 years and was currently teaching a Grade 1 class of 43 children. He was a specialist in teaching at this level. He wanted CSE to be taught to early grade children. He said children on several occasions reported to him about other early grade children who abused each other on the way home as they were coming from school. He said some children complained about other early grade children who asked for sex from them. He said children used the name *doosh* to refer to sexual intercourse. He warned that if CSE was to be taught in schools without the consent of parents, they could accuse such teachers of violating their culture.

4.4.2 Religious Leaders

RLA

This pastor has been a church leader for 40 years. He became a fully-fledged pastor at the age of 24. He had worked as both a principal at a teachers' college and as a pastor. He held these positions for 18 years and then retired as a principal. Presently he was working as a pastor only. He witnessed a lot of cases of child sexual abuse as a counsellor. He said in some cases children in early grades abused each other sexually.

RLB

This was a male pastor who was also a secondary school teacher. He had been in charge of a parish for 11 years. He had been counselling victims of sexual abuse as a pastor and a counsellor at the school where he had been teaching. He said some cases involved children in early grades who were abused by close relatives.

RLC

He was a male pastor who had been in the pastoral ministry for the past nine years. He was aware of the importance of CSE and was worried that his church did not allow him to teach CSE to young children. He expressed gratitude to the researcher for carrying out a study that he expressed he hoped could open up the eyes of church leaders to see the need for CSE to be taught to early grade children. He mentioned that his church allows children to be taught about sexuality only when they have turned fourteen years. He even wanted CSE to be included in teachers' training programmes, as well as in the

training programmes for pastors, arguing that it would help them to develop a positive attitude towards the teaching of CSE to young children.

RLD

This was a male pastor married to another pastor. He attained this position 20 years ago. He was a member of the church council of his church. He had witnessed several incidences of child sexual abuse which were never reported to the police. He viewed the teaching of CSE to early grade children as a way of empowering them to avoid being sexually abused. He also claimed that children should never be denied access to CSE; because they had the right to education. He also said children are not asexual but sexual in nature which qualifies them to be taught CSE so that they may avoid being sexually abused.

RLE

RLE was a male pastor who has been pastoring for 34 years. He expressed willingness to have CSE taught to early grade children saying that it could be instrumental in minimising incidences of child sexual abuse, thereby helping to control the spread of HIV among early grade children. He viewed the teaching of CSE to young children as a way of preparing them for the future. He said that waiting until they would have attained adolescence could be too late.

4.4.3 Parents

PA

PA is 36 years old and a father with two children in the early grades. He holds a state registered nurse certificate and is currently working as a nurse at a rural clinic in Zimbabwe. At the onset of the interview, he was against the teaching of CSE to early grades, but he asked me to explain to him what would be taught to early grade children. When I explained to him the content to be taught, he agreed that it is necessary to teach CSE to young learners. He said the teaching of CSE should be done by teachers; since he was not comfortable to teach it as a father to his children.

PB

She is a mother of two early grade children. She is aged 44 and holds a state-certified medical certificate and is working as a nurse at one of the rural clinics in the Chipinge

district. She wanted CSE to be taught to early grade children but insisted that the content should be strictly scaled down to the level of understanding of the learner. She said at times her children come to tell her about other children who had sexual intercourse in their play areas and was worried as to whether her children were not involved. She advised that headsmen and chiefs had to be consulted first before the teaching of CSE to early grade children in schools. She said the leaders are the custodians of culture and if they are convinced about the significance of CSE for early grade children; they could then easily influence their subjects to accept it.

PC

Parent PC is aged 46 and is a mother of four children with one child and a grandchild in early grades. The grandchild is staying with her. She is a holder of an ordinary level certificate, and makes a living as a peasant farmer. She practises dry farming in the low veld of the Chipinge district. A week before the interview, she saw two early grade children trying to have sexual intercourse in a kennel. They stopped when they noticed her presence. When she asked them where they learnt such bad behaviour, they did not answer her. However, when she threatened to beat them, they told her that they saw other children doing it at their play area. Consequently, she supported the teaching of CSE to children in early grades as she argued that it might help to curb such behaviour among children.

PD

PD is the father of three children. He has two children in the early grades. He is 32 years old. He completed the ordinary level and works as a peasant farmer in the Chipinge district. This man was very excited to be one of the participants in this study. He contributed with great enthusiasm and managed to provide rich information. He condemned the delay in teaching CSE to children arguing that it would promote the accumulation of children's misconceptions about sexuality over a long period which could then promote serious repercussions. He said if we delay teaching them, animals, media and peers will do, but they lack the expertise to do so, which can result in early grade children getting the wrong information. He said some children who share bedrooms with adults have witnessed live sexual intercourse activities being performed

106

and some witness these on a daily basis, and as a result, they need CSE as a matter of urgency.

PE

PE is one of the peasant farmers of Chipinge district. He reached an ordinary level of education. He was born 29 years ago and has three children with two of them in the early grades. He wanted his children to be taught CSE; because he was aware of several children from his community who had been sexually abused; because of a lack of knowledge. He said that these children did not even know that they were being abused and were afraid that his daughter could be in the same predicament. He said he was not comfortable to teach CSE to his daughter himself, but said that the teachers could teach her very well if they are trained.

PF

PF is a mother who is 43 years old with an ordinary level as her highest level of education. She is not formally employed, but is a peasant farmer. PF is a mother of three with only one child in the early grade. She expressed willingness to participate in this study as an interviewee. She openly acknowledged that she backed the teaching of CSE to early grade children fully, because she was aware that children in early grades these days have sexual intercourse as they imitate characters from the films that they were exposed to by the media. She said that some of these children could have contracted AIDS through mother-to-child transmission during birth and were afraid that these children might infect other children if CSE was not available to them. She said her own child was nearly raped by an adolescent boy; because of a lack of knowledge. She rescued her daughter when she arrived at the scene. She said that her daughter had been lured by food.

PG

She was 34 years old and a proud holder of an advanced level certificate. She worked as a vendor at a growth point in Chipinge district. She had two children in early grades, both boys. She expressed the need for children to be taught CSE. She informed me about the incident of a 60-year-old man who had been sodomising children aged five to eight years in their community. She said these children did not report it, because of a

lack of knowledge. Several participants referred to This incident and also cited a lack of knowledge on the part of these victims as the cause of the sodomy not being reported. The perpetrator was said to be a well-known HIV positive person.

PH

This woman was a police officerwoman working in Chipinge District. She trained as a police officer after completing the ordinary level. This parent backed the teaching of CSE to early grade children but wanted the content to be age-appropriate. Like RLE, she said, it will prepare children for their future lives. She also considered CSE as their right, which promoted good health among them. She said children also asked questions that pertained to CSE, like the need to know where children came from. She said the government should find strategies of doing away with cultures that do not allow teachers to teach CSE; because many children are being abused; because of a lack of knowledge. This was also alluded to by several other participants, including TC.

PI

PI was a female parent with one child in the early grade. She is aged 26 and is a holder of a Bachelor of Arts Degree and earns a living as a vendor at a growth point in Chipinge District. She expressed gratitude for being selected to be one of the participants in the study. She participated with great passion and declared that failing to provide CSE to early grade children was a grave mistake because child sexual abusers targeted children of all ages. She said they did not only abuse those who have attained adolescence. She opined that teachers should teach these children because these children are not taught at home due to their culture. She also added that some home environments were not safe, because some children were abused by their guardians at home, and if not taught, the abuse would continue to happen to them. She cited an example of a seven-year-old child who was sodomised by her uncle in her village some few weeks before the interview.

PJ

PJ was a man who was 30 years old. His highest qualification was a holder of a Bachelor of Commerce Degree. He was not employed formally. He lived from cross border trade. He had two children, and one of them attended ECD classes. He was very

cooperative in this study. He provided all the information that I solicited for the study. He advised that we should not wait until children were abused to teach them CSE, but children should be taught well before being abused. He wanted a situation where the teaching of CSE should be made mandatory for the ministry to enforce and assess the teaching to see whether teachers were doing it appropriately. He witnessed children playing with condoms stolen from the bedrooms of their parents. He said some of these children accompanied their adolescent siblings to their boyfriends and girlfriends who would then engage in different sexual activities in their presence and these children imitated such behaviour. He said some children were exposed to sexuality by the internet where they encountered videos that were not age-appropriate. However, he was afraid that some parents could be up in arms against teachers as if their culture was more important than the health and lives of children.

4.5 DATA ANALYSIS PROCESS

A semi-structured interview was employed as one of the data gathering instruments. In this interview, open-ended questions were used. The research carefully considered the selection of prospective participants to ensure appropriate participants for the study (Nieuwenhuis, 2016). To come up with questions for the research instruments for teachers, religious leaders and the parents of children in early grades, I had to use my discretion, based on literature I had reviewed thoroughly earlier, as a way of preparing myself for data collection (Sutton & Austin, 2015). In the interview, the teachers and religious leaders were asked to identify the number of years that they had been in their respective positions. This was meant to establish whether the participants had the experience to allow me to decide whether I should rely on their information or not. The assumption underpinning this question was that knowledge of the length of time that the participants have been in their particular fields would assist me as a researcher to determine the authenticity of the information that these participants would provide on CSE. For example, teachers who have been teaching for a very long time would obviously have much experience to share, which would help to gather adequate information to respond to the research questions.

Interview questions were asked, and audio recorded for each interviewee. I also took down notes as the interview progressed. The digitally recorded data was later transcribed. This information was compared with the recorded information to enhance my understanding thereof. This process was repeated until the completion of data collection.

4.6 RESEARCH RESULTS

From the data that was collected, I extracted themes, and the results are presented in this section. The data was categorised into themes. Each of the themes and sub-themes is provided in the table below and discussed in detail:

Table 4.9: Themes and sub-themes

THEMES	SUB-THEMES
Teachers knowledge	Teachers' understanding of CSE and its link to life skills Teachers' ability to create an awareness of CSE in early grades Teachers' promotion of CSE in early grades
Evidence for need for CSE by children in early grades	Children's lack of knowledge about sexual abuse Children's interest in sexual matters Children's inability to report sexual abuse
Factors that limit the inclusion of CSE in early grades	Religious factors Cultural factors Lack of curriculum Lack of CSE supportive material
Nature of support needed to implement CSE in early grades	Provision of a CSE curriculum for early grades Training teachers to teach CSE in early grades Educating community on the need for CSE in early grades Crafting policies that support CSE Provision of materials to support the curriculum

4.6.1 THEME 1: TEACHERS' KNOWLEDGE OF CSE

Data was collected in an endeavour to determine the level of Zimbabwean teachers' knowledge about the significance of CSE taught to early grade children and how it linked with the development of life skills. To get this information, I solicited the early grade teachers' views and perceptions on teaching CSE in early grades. From the data that was collected, the above theme emerged with three sub-themes. All these sub-themes that emanated from this theme helped to bring to the surface what teachers in Zimbabwe knew about CSE and how it helped to develop life skills among early grade children. The sub-themes that emerged are given below:

- Teachers' understanding of CSE and its link to life education;
- Teachers' ability to create an awareness of CSE in early grades; and
- Teachers' promotion of CSE in early grades.

These sub-themes are analysed separately. This was done to ensure that adequate attention was given to each one of them.

4.6.1.1 **Sub-theme 1: Teachers understanding of CSE and its links to life skills education**

The teachers were asked to justify whether CSE should be offered in early grades in Zimbabwe. The justifications brought up by the teachers helped to determine the depth and breadth of knowledge of the teachers on CSE and how it related to the facilitation of the development of life skills. To justify the need to provide CSE in early grades, TF1 of the early grade teachers said: "Early grade children should be taught because some children are abused at that early age, because of a lack of knowledge."

This indicates that failure to teach children about CSE at that age implies making them vulnerable to sexual abuse, because child sexual abusers do not consider age when they decide to abuse them. They do not delay abusing them until they are in upper grades, causing TF to advocate the provision of life skills to children that they can use to protect themselves from sexual abuse. This shows that TF, just like other teachers, knows the extent to which CSE equips children with life skills.

TB, another early grade teacher, opined: "Most of our children in early grades are sexually abused."

TC, another teacher also gave the following response on justifying the need to provide CSE to early grade children*: "*Teaching CSE is pertinent; because it brings light to our children so that they may not be abused since the rate at which they are abused is alarming."

The above two responses, besides reflecting how high the existence of child sexual abuse is in Zimbabwe, also indicate that the teachers know the significance of CSE to early grade children with regards to protecting them from sexual abuse, which is so instrumental in spreading HIV/AIDS. The fact that these teachers brought forward the need to combat child sexual abuse through the provision of CSE implies that these teachers know what CSE is and how it can provide children with life skills such as skills to protect themselves from sexual abuse thereby helping to reduce the rate of child

sexual abuse in Zimbabwe. These responses from participants also concur with the theoretical framework of this study, which is Bronfenbrenner's theory which advises that children's development is affected by factors within their context of development (MacBlain, 2015). Information from the participants confirms that children are abused sexually. Some children are sexually abused by their parents (Bowman & Brundige, 2014; Mantula & Saloojee, 2016); which implies that the abuse is within children's microsystem, the family (Woolfolk, 2015). Children's development is affected since child sexual abuse impacts negatively on child development (Morrison, 2015).

PH had this to say: "Children must be taught this kind of sexuality education. They have to be empowered. CSE is like guidance and counselling. If children are taught, they will acquire a lot of life skills, like problem-solving, the skills that they want in life for survival."

The utterance by PH shows that what teachers believe about CSE is also what parents believe. This reflects a common understanding of CSE between teachers and parents. They do not subscribe to the belief that CSE precipitates children to engage in sexual activities at a young age. This implies that these teachers know what CSE is and what it does to children regarding equipping them with life skills that are essential for controlling the escalation of child sexual abuse in Zimbabwe.

Teachers acknowledged that teaching children CSE helps them to develop problem-solving skills, which are life skills. This is a reflection of teachers' knowledge about what CSE is and its connections with life skills education. The assertion that teaching CSE to young children enables them to develop problem-solving skills was also acknowledged by UNICEF(2014) and Kirby (2012a) by asserting that the enhancement of the development of problem-solving skills is one of the crucial objectives of teaching CSE to early grade children. At the same time, life skills education also aims to develop problem-solving skills among children. This clearly indicates that teachers in Zimbabwe are aware of the link between CSE and Life Skills Education.

TB argued that: "Teaching CSE is a good idea, because it enables children to report sexual abuse."

The statement indicates that TB is fully aware of the escalation of child sexual abuse, which was also acknowledged by Mkumbo (2012) and Nyamanhindi (2015), which is caused by a failure by the victims to report the abuse so that legal action could be taken against the perpetrators to deter them from abusing children sexually. The skill to report the abuse, which is a communication skill, is a typical life skill that is directly linked to Life Skills Education. The teacher demonstrated knowledge of the lack of communication skills among early grade children which further confirms the teachers' knowledge of the link between CSE and the provision of life skills. We should also know that the use of vulgar words relates to communication skills as a life skill. TC said: "All in all, I can say the kind of language that children use, indicates that surely some children use vulgar language and as a result, we say children should be taught CSE."

According to this excerpt, TC wanted CSE to be taught to children so that they would discard the use of vulgar words and substitute them with better vocabulary and expressions, thereby improving their communication skills. This again leaves us with no doubt about the teachers' awareness of the link between CSE and improved acquisition of life skills. The use of vulgar words by children also indicates the environmental effect on child development as envisaged by Bronfenbrenner. According to Skinner's theory of language acquisition, children learn language through imitation (Machado, 2011), implying they may copy this language from adults within their microsystem.

TC added that: "The teaching of CSE improves learners. It makes children aware of abusers and also enables them to resist sexual abuse".

Moreover, TI said: "These children should be taught CSE… They need an education that empowers them to resist being abused"

These statements again clearly show that the teachers know that CSE provides life skills to learners in early grades. They also show that these teachers know how CSE links with the provision of life skills to these learners.

TE said: "I would like CSE to be taught to early grades because children are abused sexually on daily basis".

TH said: "Children are being sexually abused".

The two excerpts from teachers are an acknowledgement of the rampant child sexual abuse in Zimbabwe. Religious leaders in this study also unearthed this. It shows that child sexual abuse is a living phenomenon in Zimbabwe because it was also acknowledged by Laccinno (2015), Nyamanhindi (2014) and Katsika (2017). Children are vulnerable to health problems that emanate from child sexual abuse. These could be sexually transmitted infections, including HIV/AIDS. TE claims that children's experience in Zimbabwe are in line with Brofenbrenner's ecological theory in the sense that sexual abuse is said to be taking place on a daily basis. Most of the perpetrators of child sexual abuse are family members (Bowman & Brundige, 2014, Mantula & Saloojee, 2016). Bronfenbrenner asserts that if the abuse is within the home of the child, which is the microsystem of the child, it may take place on a daily basis. This substantiates TE's claim that child sexual abuse takes place on a daily basis.

Teachers' knowledge that CSE provides accurate information on CSE to early grade children that children need to know for them to be protected from sexual abuse also emerged as another indicator of teachers' depth of knowledge of CSE and its links with Life skills education. The teachers reported that children need CSE, because children ask them crucial questions that pertain to sexuality. They said the type of questions that children in early grades ask teachers can best be answered through the provision of accurate information on CSE. A teacher known as TE said: "As I interact with children at the classroom level, I find that children tend to ask me a lot of questions that are in line with sexuality".

The fact that TE could easily tell that the questions asked by children could best be answered by teaching children CSE, reflected his awareness of the CSE curriculum content that should be taught to early grade children and that CSE can equip these early grade children with life skills.

The children's behaviour of asking sexually-related questions was also noted by Stone et al. (2013). This behaviour was confirmed by Bancroft (2003), Cohen (2006) and UNESCO (2015) by asserting that children as young as four years can have many questions that are related to sexuality which can be answered through providing accurate information on sexuality. Examples of such questions are the need to know the

difference between boys and girls and to know why girls do not have penises while boys have. Teachers noted these questions. Consequently, they argued that these questions are related to CSE and maintained that they could best be answered through the provision of CSE; reflecting that early grade teacher participants knew the CSE curriculum content. Bancroft (2003), Cohen (2000) and UNESCO (2015) who also acknowledge the existence of such questions, admit that such questions could be answered well through providing children with CSE. This further confirmed that teachers in Zimbabwe really know what CSE is all about and how it links with life skills education.

This teachers' knowledge is further confirmed by the fact that the questions from children given above relate to human anatomy, a topic which is adequately catered for in CSE (UNESCO, 2009; UNICEF, 2014). This denotes that the teachers' conclusion that the provision of CSE can best answer the questions that children asked was a result of full knowledge of the complete package of the CSE curriculum for early grade children. For example, the difference between boys and girls can best be answered when exploring the difference between female and male human anatomy.

The teachers further demonstrated their knowledge of CSE and its links with life skills education by explaining the significance of CSE to children in early grades. They were able to explain that CSE helped to provide children with scientifically accurate information about differences between boys and girls. This was good information since CSE requires educators to offer CSE information that is scientifically accurate when teaching it to children. This was strongly emphasised by Kirby (2012b) and UNESCO (2015). They could also spell out that scientifically accurate information from CSE also answered other children's questions that were not about the differences between the anatomy of children of the opposite sexes. It also helped early grade children to acquire crucial life skills like knowing appropriate and inappropriate touching.

TI advised that: "The importance of training should not be overlooked. If teachers are trained, they can offer information that is biologically correct that children will use to make good judgment about sexuality. Wrong information leads to wrong decisions".

This implies that the teachers in Zimbabwe know that if CSE is to benefit learners, scientifically accurate information from CSE should be delivered at the child's level so

that they can come up with good decisions. This will make them good decision-makers; and decision-making is a life skill. UNESCO (2015, 2018a) substantiate this statement saying that the provision of scientifically accurate information from CSE can protect children. If they taught this, then they could utilise it to make decisions on matters related to sexuality and to intercept health-threatening problems that may emanate from sexual abuse that they may encounter in life. This is further authenticated by the following statement that was made by TE, the early grade teacher, in supporting the need to teach CSE in early grades: "It must be taught to young learner[s], because it actually empowers them to be able to say no to various forms of abuse".

Based on the context of the statement, the forms of abuse involved here are different types of sexual abuse. This implies that these teachers knew that if these children were taught CSE, they would be different from children without accurate information; because decisions without accurate information pertaining to sexuality from CSE are hazardous so they would be bound to make mistakes.

TD advised that: "Some children even force other children to have sex".

TC added that: "Children abused this way end up abusing other children sexually during informal playtimes or on their way to school or back from school".

These two excerpts are in tandem with TG, who said: "They do not know how to relate to the opposite sex".

All the information given by the three teachers above refers to life skills (UNICEF, 2014). They were all worried about early grade children's lack of life skills. Consequently, they wanted early grade children to be taught CSE for them to develop these skills. If they develop these skills, they will not force other children to have sex. They will not abuse other children, and they will know how to relate to other children. This is a clear indication of the teachers' knowledge of the link between CSE and life skills.

4.6.1.2 Sub-theme 2: Teachers' ability to create an awareness of CSE in early grades

According to Mwamwenda (2010), for a person to be able to solve any problem, knowledge of the understanding of the root cause of the problem is fundamental. The same applies when it comes to learners' misconceptions about matters that pertain to sexuality. Teachers are the best candidates for the job of clearing learners' misconceptions that pertain to sexuality; because they are aware of the root causes of these misconceptions as reflected by the nature of the information that they provided during the interviews. These teachers, just like religious leaders, advised that children are exposed to sexuality by social media such as television, videos and WhatsApp which promote the development of sexual misconceptions among early grade children. For example, TG said: "It is necessary to teach CSE, because children are exposed to sexuality through media which lead to development of misconceptions about sexuality".

The above information is an explicit clue of teachers' awareness of sources of children's misconceptions about sexuality. Consequently, they can determine helpful strategies to employ in dealing with such misconceptions.

Another teacher, TF, in an interview on justifying the need for CSE in early grades remarked as follows:

> You see children watching pornography from stolen phones in the classroom. The fact that children watch pornographic videos means that they develop misconceptions about sexuality, because such content is not age-oriented. There could also be many exaggerations in such videos. This obviously promotes the development of such misconceptions. (TF)

Banton (2009) and Browes (2014) also confirmed this behaviour where children steal mobile phones from adults and watch pornography on them. Browes (2014) declared that it leads to the development of distorted ideas about sexuality among children and expressed the need to provide CSE to clear children's misconceptions. This is further reinforced by what TE asserted in support of the provision of CSE to early grade children. He argued as follows:

118

In fact, as I am interacting with children at the classroom level, you find out that those children tend to ask me many questions that are in line with sexuality education which is an indicator that children need that form of education. (TE)

This teacher's notion is authenticated by the following remark from RLA, one of the religious leaders, in his support for the need to provide CSE to early grade children in an interview:

Most of the children in urban settings have access to media, WhatsApp and all the images related to sex that are thrown around by WhatsApp. They are already exposed to issues of sexuality. It cannot be denied that exposure to such media without guidance can definitely develop in children all sorts of wild ideas as a consequence. (RLA)

This notion is further supported by Botha (2014), Eccles and Francis (2013) and UNESCO (2018) by their acknowledgement of the availability of sexually explicit materials to young children through media which is compelling nations to come up with strategies of helping children to clear misconceptions that emanate from such exposure. Banton (2009) and Browes (2014) also assert that media expose children to hardcore pornography which is explicit sexual intercourse. This also confirms Bronfenbrenner's assertion through his ecological theory, which is the theoretical framework of this study, that children are affected by factors that are within their context of development. Here, the media's effects on children cannot be ignored as they occur within the children's home environment, which is a context of child development that falls under the microsystem of Bronfenbrenner's ecological theory.

During document analysis, evidence was also found from document DI which confirmed that media provide material that misleads children. Inside one of the children's exercise books, I myself as a researcher, saw a photograph of a completely naked woman when I opened the exercise book to see whether the teacher had been giving written work on CSE. This picture had been taken from a magazine. This implied that the child could have seen other pictures of that nature from the magazine from which he took the

119

photograph and could have shared them with peers. Children are likely to discuss such photographs and further mislead each other in the discussion.

Another source of children's misconceptions about sexuality was identified by TE who said:

> These children have a tendency of showing each other their sexual organs when they are at play. With innocence, they undress and can just say look at my penis. At times it could be a boy showing a girl. A girl could become worried about not having a penis too. (TE)

This implies that children in early grades develop misconceptions as a result of showing each other their sexual organs and then failing to account for their differences, that is, the difference between boys and girls. Knowledge of this source of early grade children's misconceptions on sexuality can further empower teachers to be able to create an awareness of CSE in early grades.

These teachers' responses show that they know from where children's misconceptions originate. The questions that pertain to sexual education that the early grade children always ask teachers make teachers aware of the nature of CSE information that early grade children must be taught. This reflects that teachers can correctly determine appropriate CSE curriculum content to be taught to early grade children.

All in all, the information provided above by early grade teachers is a crucial testimony that teachers are capable of determining the CSE themes and sub-themes that should be given attention in the curriculum for CSE for early grade children. This is because their observations of children are in tandem with what authorities also confirm. For example, Carmody and Willis (2006) and Stone et al. (2013) also noticeably acknowledge exposure of children to sexuality by media in agreement with teachers and religious leaders. This further reveals an accurate awareness of correct CSE content to include in the CSE curriculum for early grade children. The teachers' awareness of these issues should also allow them to easily determine appropriate methods of teaching this subject.

The possibility of the development of misconceptions pertaining to sexuality due to exposure to sexuality content by television is also brought to the fore by Haralambos

and Holborn (2010) as well as Giddens (2013) who assert that the mass media, for instance television, provide children with access to sexual images which children of previous generations did not have access to, causing the development of many misconceptions. This argument is strengthened by Botha (2014) who argues that in movies children are exposed to people who have cheated sexually on each other. They see sexually risky behaviour that they may learn through modelling, as stated by Bandura's social learning theory (Morrison, 2015; Mwamwenda, 2010; Woolfolk, 2010). This confirms children's predisposition to learn through imitation. However, in document analysis, I did not encounter documents which indicated teachers' direct attention to early grade children's misconceptions that develop as a result of exposure to media. This implies that the teachers' and religious leaders' need for CSE to be taught to children in early grades is justifiable. It also indicates that some factors also limit the teaching of CSE to early grade children, which also need to be addressed so that they become willing to teach this subject.

Another teacher's view, which reflects the teachers' ability to create an effective awareness of CSE to early grade children, is emphasised by TJ, who advised that:

> Children are exposed to sexuality by domestic animals that engage in sexual activities in the presence of children, which creates misconceptions about sexuality among early grade children especially if we consider the fact that male animals force female animals when mating which resembles rape in human beings. The exposure of children to sexual activities by domestic animals is difficult for adults to control; because of these animals like donkeys, dogs and cattle that mate at any time and at any place, which means that they mate in the presence of children. Animals like goats even make noise that attracts the attention of children when mating. (TJ)

The statement shows that teachers can distinguish important matters that relate to sexuality and are also capable of coming up with a sound evaluation of related issues. This clearly depicts their ability to see the importance to create awareness of CSE in early grade learners if they are given the opportunity and necessary support.

Teachers are also aware that some parents share bedrooms with their children in early grades due to a shortage of bedrooms in some families. Some of these children,

according to PA, see their parents or adolescent siblings engaging in sexual activities as they share bedrooms with them. The sharing of bedrooms with parents and older siblings is unavoidable; since it is precipitated by poverty. Such families cannot provide separate rooms for their children, and as a result, they have to share the bedrooms. PB also noted this and consequently advised that some of these elderly siblings are said to be sexually abusing their younger siblings in early grades whom they share bedrooms with, which is considered incest. Children with such experiences end up imitating what they would have seen or experienced. This imitation of sexual acts by children should also be construed as effects in the context of children's development as envisaged by Bronfenbrenner's ecological theory. Growing up in a family that shares a bedroom with children is the context of child development referred to here.

TC said:

> Some children share bedrooms with their adolescent siblings and parents who sometimes engage in sexual activities and even sexual intercourse in full view of these children. This is child sexual abuse. Children abused this way, end up abusing other children at play or on their way to school or back from school. They do it in imitation of what they observed their parents or siblings doing. They can do it to other children because they experience sexual abuse every night at home. (TC)

The above-mentioned statement indicates that some teachers are aware of how early grade children are abused, and the impact of the abuse. According to TC's statement, some of the early grade children are abused by their parents or siblings having sexual intercourse in the presence of these children. The consequence is that children abuse each other as they imitate what they have experienced. The teachers' awareness of such situations in certain families means that if teachers are allowed to teach CSE, they will consider such situations so that when they occur, the children might know that they are being sexually abused. The teachers providing attention to this issue will make children become aware of different forms of sexual abuse, and the appropriate action they should take to address the situation. It will be unlike when it is addressed by someone who lacks knowledge.

TB, the early grade teacher, just like religious leaders, once more highlighted that some children with many misconceptions about sexuality do not stay with adults who may educate them to be mindful of their sexual behaviour. She said such children are in child-headed families because they might have lost their parents to the AIDS pandemic. It could indeed be true that some children do not stay with adults who can guide them, because the social background records (coded DD), showed four children who formed child-headed families. Also, the documents coded DC originated from child-headed families. This loss of parents to the AIDS pandemic was also prominently acknowledged by Chiororo et al. (2007) and Kurebwa and Kurebwa (2014). Some of the parents of the abused children are in diaspora. They left Zimbabwe to other countries in search of greener pastures because of the collapse of industries in Zimbabwe, and this was again well documented by Gwirayi (2011), Dzikira (2007) and Chiororo et al. (2007). The prevailing situation in Zimbabwe, therefore, made teachers in Zimbabwe see it prudent for schools to offer CSE to children in early grades so that it could better substitute education that these early grade children miss from their parents. The fact is that teachers want CSE to be taught to early grade children so that it could adequately address all these misconceptions and cater for CSE content the children from child-headed families miss from their parents. It is indicative that they are conversant with what should be taught in CSE in early grades to cater for children in different circumstances to effectively deal with the problems identified..

During document analysis, I further scrutinised the social background record books of children containing the social background information for each child in the class. I also noted several other children who were recorded as orphans and were said to be living in child-headed families, especially in DF and DJ. Other children were also in child-headed families because their parents had moved to South Africa and others to Botswana as indicated by DI. I then asked the teachers why the parents of these children had gone to neighbouring countries, leaving their children without an adult to stay with them. I was informed that they went to look for employment as Zimbabwe could no longer provide employment for them. Other children from child-headed families were said to have lost their parents to AIDS.

The teachers described such children in child-headed families as the most vulnerable ones which correlate with Chiororo et al. (2007) and Kurebwa and Kurebwa (2014) who describe children from child-headed families as being in the most precarious position concerning sexual abuse due to lack of protection from their parents. PA advised that some children who stay with their parents do not receive this CSE from them, because some parents in Zimbabwe do not discuss anything related to sexuality with children; therefore, they are not taught CSE.

4.6.1.3   Sub-theme 3: Teachers' promotion of CSE in early grades

Through this study, the need for and the capacity of teachers to promote CSE among early grade children was noted. CSE is necessary to regulate children's sexuality-related behaviour that was brought to the surface by this study. TE, the teacher, had this to say when he was asked to give reasons as to why CSE should be taught in early grades: "These children as they play with others have a tendency of playing with their sexual organs which is an indicator that they need to be taught things that are in line with sexuality education."

This behaviour was also noted by TC, who provided the following information: "Children even play with their sexual organs and sometimes show others or their friends their sexual organs, especially erect penises."

This behaviour, whereby children touch their genitals and even kiss each other, was also acknowledged by Cohen (2000), Bancroft (2003) and UNESCO (2015). The practice of sexual self-stimulation by children, which the teacher claimed to have noted among early grade learners, is also in line with Freud's psychosexual theory which acknowledges the presence of such behaviour among children especially those at Freud's psychosexual stage known as the phallic stage (Berger & Thompson, 1991; Gross, 2010; Mwamwenda, 1995; Woolfolk, 2010). According to this theory, girls are affected by what is known as the Electra complex where they develop a desire to possess their fathers' sexually whilst boys are affected by the Oedipus complex which also makes them develop a keen desire to possess their mothers' sexually. The boys, in turn, stimulate their penises to erection and consequently show their mothers the erect penises as a way of seducing them to have sex with them since libido will be located at

124

their penises at this phallic stage (Mwamwenda, 1995; 2010). In this study, teachers indicated that CSE could be utilised to adequately correct the behaviour of children as mentioned earlier, which further explicitly demonstrates to us that teachers have the responsibility of promoting CSE among early grade children to regulate such behaviour.

Based on the early grade teachers' experiences, the other behaviour of early grade children that they stressed can be regulated through making CSE available to them to was to avoid showing each other their sexual organs. They do not just play with their sexual organs; they go on to show each other. This behaviour is normal sexual development behaviour for children of this phase. It is how it is dealt with by adults, as TE advised: "Children can just say, look at my penis …. You know, young children are very funny they actually show their friends those sexual organs – both boys and girls."

TJ also said: "Children enjoy stimulating their sexual organs and show each other the sexual organs. Some play with them. This is done by both boys and girls."

This behaviour was also acknowledged by Balter et al. (2010) who claim that children explore their bodies to the extent of discovering their sexual organs and then showing each other these organs. This also implies that this exploration should be guided by the provision of CSE to young children. This again shows that the centre of interest of children in early grades is their genitalia. This implies that if they are to be taught appropriate content, it should cater for their needs and interest. This is in line with Froebel's educational ideas for young children that are based on their needs and interests (Akinpelu, 1981).

Interviews with teachers revealed that children's language is furthermore characterised by vulgar language. TC, who was one of the teachers, remarked that: "The kind of language that children use, is sometimes vulgar and as a result, we say children should be taught CSE."

Another teacher TA likewise added that: "'In most cases, you can hear them speaking in vulgar language."

This teacher was referring to early grade children. TA, another teacher in his response to the question on the significance of teaching CSE to early grade children, went further

saying: "Learners use vulgar language at school and even songs they sing are replete with vulgar words."

TA went on to advise that children are exposed to such language and even songs that are replete with vulgar language by drunken people or through different ceremonies like rainmaking and language used at funerals. Teachers view such behaviour among early grade children as an unequivocal indication of the need for early grade children to be taught CSE in schools to regulate such behaviour among them. This implies that teachers should regulate such behaviour among early grade children. If they do it, it could be a good way of promoting CSE among early grade learners which could help to rectify such behaviour among children. The use of vulgar language is a problem because anecdotes from different children's anecdotal records indicated the use of vulgar words by children. As an example, anecdotes from DJ and DG acknowledged that. In one of the record books coded DD, anecdotes of children who were heard singing using vulgar words were also mentioned. Other teachers also mentioned this use of vulgar words.

Teachers further demonstrated their knowledge of CSE by being able to note children's unacceptable behaviour that demanded attention to teaching CSE to children. This behaviour pertains to playing with condoms. Teachers can promote CSE among children by providing education to early grade children that should focus on regulating such behaviour. When TB was asked to explain why early grade children should be taught CSE, she provided the following response: "It should be taught to the early kids, because most of our children at early stages are found playing with used condoms."

Another teacher, TF, emphasised the need to teach CSE to early grade children as she recounted that some early grade children pick up condoms that they come across and play with them as balloons. She cautioned that some of these were used condoms which have been wrongly disposed of in the area. Teachers in Zimbabwe know that CSE is not about teaching children how to have sex, which is sex education, but that CSE is there for the provision of life skills to early grade children. These skills are needed for survival.

During document analysis I had the opportunity to look at the classroom library centres of early grade children where I was hoping to see library reading books with information on CSE. As I opened one of the books, I came across a condom that had been hidden there by one of the early grade learners. This also helped to confirm the need for CSE for early grade children as advocated by the teachers. Parents, as well as religious leaders, also acknowledged children's lack of knowledge of CSE as reflected by, for instance, playing with used condoms. For example, PB said: "Some children pick up and play with used condoms inappropriately discarded by adults. They bring them to adults and play with them."

In the literature, this lack of knowledge of CSE was also indicated by Tshabalala and Khosa (2014), and Feltoe (2017). The participating teachers argued that if early grade children are well informed about condoms in an age-appropriate manner, they may avoid picking up condoms and playing with them. This could be a way of helping to avoid such a health risk among early grade children.

One of the teachers viewed the teaching of CSE to young children as having a global when undertaken by many nations to enlighten and empower children to protect themselves against abuse. Consequently, he argued that CSE should be taught to children for them to change their behaviour so that they also fit well into the global village. This means that if these children are not taught CSE, from a global perspective, they could be viewed as uneducated children, and they could then be looked down upon. The above argument from early grade teachers in Zimbabwe portrays their knowledge of what CSE is all about.

Imitation of sexual acts by early grade children is another behaviour of concern that teachers reported. This behaviour was reported by several teachers during the interview. When teacher TA was asked to identify behaviour that children portray that reflect the need for them to be taught CSE, she said: "These little children imitate what they see elders doing."

The imitated behaviour that she was referring to was sexual acts. In response to the same question, TB said: "Most of the learners imitate what their fathers and mothers do at home."

The imitated behaviour that she was referring to in this interview was sexual acts. Another teacher, in response to the same question, narrated that: Learners can also act, imitating what their parents do at home.

TJ said: "Children imitate people and animals having sex."

What children see their parents doing at home is what the teacher pointed out in the interview as sexual acts. This behaviour of imitating sexual acts that children are exposed to was also indicated by the parents themselves. PI said: "They imitate people having sex. They also imitate animals having sex."

Inappropriate sexual behaviour is also referred to in the records. DC said this sexual imitation was indicated in an anecdotal record while PD also shared the following information:

> My friend also reported to me that her Grade 3 boy sexually abused a Grade 2 child. She said the two were brought to the teacher's attention and were questioned. The two agreed that they did it. When they were asked where they copied the behaviour, the boy said he saw a video. He did not disclose where he got the video. (PD)

I also observed this behaviour among children. Two children from TE's classes imitated this act at the outdoor play centre during free play. This implies that the imitation of sexual acts by children occurs during their social time. Early grade teachers are thus expected to promote CSE among these early grade children by controlling such behaviour through teaching them so that they may not imitate such behaviour, because imitation of such behaviour means children would be abusing each other. This could be possible because education is always an appropriate device that can be used to amend such behaviour.

Children's behaviour that early grade teachers was able to identify as demanding the attention of CSE by early grade teachers includes ECD children engaging in sexual intercourse. TJ, in his justification of the need to provide CSE to early grade children, shared the following information: "A child came to me and said this one is 'doshing' another - because they really don't want to use the real word. The word dosh is their own word to describe sexual intercourse."

Judging from the information given by TJ above, it can be deduced that some early grade children in Zimbabwe abuse each other sexually. This behaviour was also confirmed by PI, who said: "In another incident, some children reported that they had seen an ECD boy and a girl having sexual intercourse."

The claims made above were also substantiated by RLD by saying that:

> Children sexually abuse each other as they play out there. They don't know the consequences. I think you also remember that there are some children who are born HIV positive. I believe if they sleep even at that age, the other one who is not infected may be affected too. (RLD)

On the other hand, PB also reported that children sometimes talk about their friends having sex in their play areas. Even pastor RLB provided similar information which indicates that some early grade children in Zimbabwe do have sexual intercourse. RLD shared the following information: "Yes, most of the cases included early grade children with some abusing each other and others by adults."

PC also said:

> Some children reported to parents and teachers that peers try to have sexual intercourse with other children. My own child told me about other children who had sexual intercourse when coming back from school. It shocked me because I also suspected my own child (PC).

This implies that engagement in sexual intercourse is another example of sexually-related behaviour that warrants the teaching of CSE to these youngsters to bring such behaviour under control. This behaviour could have been practised by those who attain adolescence when still in the early grades. The teachers' ability to pick up and correctly match specific behaviour with CSE also revealed the depth and breadth of their understanding of what CSE is all about. This means teachers should put in the effort to promote CSE in early grades to bring such sexually risky behaviour to a halt.

Information that was provided indicated that teachers' views and perceptions supported the promotion of CSE to early grade children. UNESCO (2018b) indicates that most teachers around the world want CSE to be taught to children at school right from

129

kindergarten. Thus, it should be noted that the early grade teachers are found at school which is part of the microsystem according to Brofenbrenners' theory (Bonfenbrenner, 1989; Woolfolk, 2010) and these children are at school almost daily, which implies that these views and perceptions of teachers could be revealing the effect on children daily thereby yielding far-reaching consequences (Prilleltensky & Fox, 2009; Upton, 2011). This means that early grade children in Zimbabwe are with teachers who see and appreciate the teaching of CSE to early grade children even though they do not yet teach it to them. Therefore, these teachers must be empowered to promote CSE by teaching it.

TA portrayed her acknowledgement of CSE as essential for preparing children for their future sexual roles. She supports the views of RLE, one of the religious leaders who proclaimed that adulthood is prepared right from birth and consequently took the provision of CSE as part of this preparation which helps them to make the right decisions on sexual matters later in adulthood. This showed that teachers have a fair idea of what CSE is all about, because UNESCO (2015) describes CSE as having the purpose of equipping learners not only with skills to live healthy lives in childhood; but also in adulthood. This notion is in agreement with the philosophy that education should prepare children for tomorrow (Shane & Shane, 1974) and that the curriculum for children should be future-oriented (McDaniel, 1974).

Another teacher, TC, who was interviewed, also supported the provision of CSE to early grade children and argued that:

> The provision of CSE to early grade children is good because early childhood is the appropriate age to provide CSE; because if it is delayed up to adolescence, some children would already have been abused sexually even before the attainment of adolescence. They may continue to be abused because of lack of knowledge. If you delay you may not be successful because an old dog cannot be taught new tricks. (TC)

This is a valid proposition, because perpetrators of child sexual abuse do not wait to abuse children. They even abuse children who have not attained adolescence yet. This is substantiated by UNESCO (2009, 2015) which advises that evidence shows that a

lack of timeous CSE information increases children's vulnerability to sexual abuse due to a lack of skills to make informed decisions on matters that relate to sexuality. The above perception by the teachers serves to indicate that teachers in Zimbabwe have a responsibility of promoting CSE to children right from the kindergarten as this will enable them to acquire skills that will allow them to escape when sexually abused. This will assist in protecting children from sexual abuse thereby promoting good health among them.

4.6.2 Theme 2: Evidence for the Need for CSE by Children in Early Grades

Data was again collected to find out whether the provision of CSE to early grades in Zimbabwe was deemed necessary. This resulted in the emergence of the theme in the title above. Three sub-themes emerged from this theme. These three sub-themes are:

- Children's lack of knowledge about sexual abuse;
- Children's interest in sexual matters; and
- Children's inability to report sexual abuse.

These shall be examined respectively.

4.6.2.1   Sub-theme 1: Children's lack of knowledge of what sexual abuse is

One of the teachers, TJ asserted that children are abused due to a lack of knowledge of CSE by saying:

> We do have a lot of child sexual abuse that happens in the homes of these children. Such abuses happen, because the children themselves are not aware that they are being abused, so they need to be taught CSE. (TJ)

A similar situation was reported by TI, an early grade teacher in an interview. When I asked her to elucidate indicators of the need for CSE she noted from children, she recounted this way: "There was a time when I had a girl child who was abused; because she did not know what the elder person was doing."

Another participant, PA had this to say:

> I want my children to be taught CSE, because they are prone to sexual abuse, and we should know that most abused children do not know that they have been abused. They do not know how to report and where to report. (PA)

Similarly, TF said: "Some children are abused at an early age because of lack of knowledge. They do not know what abuse is, because they are not taught. We should teach them to know."

RLD also asserted that: "Children are victimised sexually because they are not taught what sexual abuse is and how to avoid it."

He said this in response to the question which demanded the need to know the evidence that indicates the need to provide CSE to children in early grades. These responses served to indicate a lack of knowledge of what sexual abuse entails among early grade children. Furthermore, it indicates a contributing factor to their sexual abuse, and at the same time, it explains why comprehensive sexuality education should be taught in early grades. It revealed that children are sexually abused because of a lack of knowledge of what sexual abuse is all about, which means CSE is important to be taught. If they are taught, they might be able to know when someone is attempting to abuse them. This lack of knowledge deserves attention because the Zimbabwean environment that these children are nested within has potential abusers (Chinyoka, 2013).

This observation by early grade teachers about children's lack of knowledge of what sexual abuse entails was also acknowledged by the religious leaders. In support of this, one of the religious leaders, pastor RLB, gave an example of abuse that took place in his community a few days before the interview by the following comment:

> Children are abused because of lack of knowledge. For example, a day before yesterday, we received a report that a sixty-year-old man sodomised an eight-year-old child. When the child was asked what transpired, he could not tell what really happened. The man took his organ into his part of the body. That child lacked the right information so that he could make a decision like crying for help. (RLB)

132

This lack of knowledge of sexual abuse on the part of early grade children was attributed to lack of provision of CSE to young children. RLB said:

> From my experience, I have seen that young children are excluded from any topic to do with sexuality education even at school and in churches. Church services lack programmes that accommodate children in order to educate them on sexuality matters. They are only left to discover by themselves as they play around. (RLB)

This incident was also mentioned by PE who attributed a lack of knowledge of what sexuality is to be the cause of the abuse by saying:

> I know several children who were abused because of knowing nothing about sexual abuse. Had these children been taught about sexuality, they would have found a means of escaping. They knew nothing, and the perpetrators capitalised on their ignorance. (PE)

I also noted this marginalisation of early grade children in the teaching of issues that pertain to sexuality when I carried out document analysis. I failed to obtain evidence in all the documents I found indications that indicated that early grade children were not taught CSE content. The teachers' scheme books, plan books and media displayed in the classrooms had no CSE content. Children are not taught properly due to teachers' discomfort to teach CSE, including other factors such as lack of a viable curriculum and fear of being victimised for violating cultural norms. The school remains the best venue for teaching CSE to early grade children as some children do not live with parents. This has been pointed out by RLB who said: "Some children are orphans, and they have no one to teach them CSE at home so they should be taught at schools."

This is true because during the document analysis in the social background record books for children from the teachers, I noted a number of children in several classes who were indicated to be from child-headed families. The codes of teachers' documents and numbers of children from each of these classes are indicated in the table given below.

CODE OF RECORDS FOR THE CLASSES	NUMBER OF CHILDREN FROM CHILD HEADED IN THE CLASS
DA	3
DB	2
DC	2
DD	4
DE	The teacher did not have the social background record for the children
DF	1
DG	Not indicated
DH	0
DI	0
DJ	1

Table 4.10: The number of children living in child-headed families in each class

The information given above shows that out of the ten early grade classes, 13 were from child-headed families which implies that on average, each class had one or more children from child-headed families. These children lack knowledge on CSE; since they do not have access to guidance from an adult on matters that pertain to sexual abuse at home, making them are vulnerable to abuse. This is because of a lack of knowledge which is one of the primary causes of child sexual abuse (Chinyoka, 2013; Nyamanhindi, 2015).

When TF was asked to provide evidence that shows the need to teach CSE to early grade children, she also availed information that showed the children lack of knowledge of what sexual abuse is by expressing the following sentiment:

> Some learners use condoms as balloons. Some children pick and play with used condoms incorrectly used by adults. They bring them to adults and play with them which show that they do not know the use of condoms; because they lack CSE. (TF)

In this study, two more teachers also emphasised the need to teach CSE to early grade children as they recounted that some early grade children pick up used condoms that

they come across and use them as balloons. This further reflects a lack of knowledge of CSE that was also acknowledged by parents as well as religious leaders. In literature, for example, it was indicated by Tshabalala and Khosa (2014) and Feltoe (2017). These teachers argue that if early grade children are taught about what condoms are in an age-appropriate manner, they may avoid picking condoms and playing with them which could be a helpful way of helping children to prevent this health-compromising behaviour.

In one of the anecdotal records made by TE, there was a record of an anecdote about a boy child who pricked a girl child on a private body part using a stick as punishment for sitting in a way that exposed this private body part. This was another indicator of lack of CSE among early grade children in Zimbabwe. Had the girl been taught about CSE, she would have been wearing underpants or sitting appropriately. Several other children also sat in ways that exposed their private organs. On the other hand, the boy could have reacted differently, had he been taught CSE. It should, therefore, be provided to early grade children as soon as possible.

One of the teachers viewed the teaching of CSE to young children as a global value when it is being undertaken by many nations to enlighten and empower children to protect themselves against abuse. Consequently, he argued that CSE should be taught to children so that they also fit well into the global village. Thus, the need to teach CSE to early grade children even though it has not been offered before, should be seen as a response to the dictates of the chronosystem as propounded by Bronfenbrenner's theory (Berk, 2014; Upton, 2011).

This observation by early grade teachers and religious leaders that children are sexually abused, because of lack of knowledge of CSE, is in agreement with what was reported by Tshabalala and Khosa (2014) and Feltoe (2017). The above-mentioned authors also assert that when children in Zimbabwe are sexually abused, they are not even aware that they are being abused. This implies that perpetrators of child sexual abuse in Zimbabwe are motivated by the ignorance of early grade children, as a result, they continue to abuse them sexually. Had these children been taught CSE, they would have

been conversant with ways of protecting themselves and would have also been aware of how to report such cases to the police as a control measure.

TG, a male teacher, was in favour of the provision of CSE to early grade children. He argued that children should be taught CSE because they lack knowledge of how to relate to the opposite sex. He added that children should be taught about child sexual abuse through providing them with CSE in early grades so that they acquire knowledge on how to relate to the opposite sex and to avoid being sexually abused. To shed more light on children's lack of knowledge of sexual abuse, this teacher said:

> Some female children do not maintain distance between other children and themselves. They just sit wherever they want and even display lack of knowledge since some of their private body parts are revealed, because they do not mind opening their legs in a way that exposes their pants. (TG)

This teacher's remark was genuine because as a researcher, I also noted with concern that children were not aware of how to sit properly without showing underwear. This teacher complained that some of these early grade children are not even selective on where to touch when they want to attract the teacher's attention or when interacting with the teacher. As a researcher, I also observed this. In TB's class, a child scratched his private parts while talking to the teacher in full view of other learners. When the teacher asked him to stop, I observed that the child was not aware why this was unacceptable behaviour.

4.6.2.2   Sub-theme 2: Children's interest in things related to sexuality

Another indicator of the need to teach CSE to early grade children is children's interest in topics related to sex. In the interview, it was also reported that children have an interest in showing each other their sexual organs. TE said: "Children have a tendency of showing each other their sexual organs…and can just say 'Look at my penis.'"

When this teacher was asked to explain whether these children would be actually showing each other the penis, the teacher said: "They actually show their colleagues."

PA also provided information in line with what was mentioned above by saying:

136

Some children especially boys stimulate their penises to erection and show each other their sexual organs. They are fascinated by the change in the size of an erect penis. They even do not know that sexual organs should not be exposed and why they should not be exposed. (PA)

This behaviour of showing each other their sexual organs is an indication of young children's interest in matters that pertain to sexuality, which provides evidence that they need to be taught CSE as a preventative course.

Other indicators that serve as evidence of children's interest in sexual matters are sexual acts that early grade children perform during play. In support of the above information, TB said: "These little children imitate what they see their parents are doing."

In support to this information TA said: "Children imitate what their mothers and fathers do at home."

Based on this context, it is important to state that other authors also indicate that children witness parents' behaviour linked with sexual acts and imitate this behaviour (Berk, 2014; Woolfolk, 2010).

Another indicator of children's interest in matters of sexuality is what they bring to school. TE said: "Some of these kids bring pictures of naked people to school and show each other."

Another teacher, TD, said: "Sometimes they bring pictures of naked people to the classroom and in some cases, you find that children can use pictures of naked people on books they cover; at times they could be having magazines with pictures that are pornographic in nature."

This teacher also explained that children show each other these pictures, which further indicates children's interest in topics that pertain to sexuality. TD also said: "Children draw sexually suggestive drawings and demonstrate sexual knowledge during play by imitating people having sex. Some children are reported by others to the teacher for trying to have sexual intercourse with other children."

As researcher, I also saw drawings of human sexual organs on the walls of early grade children's toilets. This observation served to confirm TD's comment. This is in line with

Bancroft (2003), UNESCO (2015) and Cohen (2000) who acknowledge children's interest in nude pictures and interest to look at naked people.

Additional behaviour that reveals children's interest in sexuality is their interest in pornography. In an interview, TF declared that children need to be taught CSE: "You see children watching pornography from stolen cell phones."

On the other hand, PA who is a parent in support of children's interest in watching pornography said: "With today's world, you find that children have access to computers. They play around those computers and watch pornography because they like those videos."

Children's access to technological gadgets may expose them to sexual activities that are not age-appropriate. This was also acknowledged by Haralambos and Holborn (2010). It is crucial to note that the teachers, parents and religious leaders were all in support of the provision of CSE to early grade children. Most of them wanted content that was suitable to the age of early grade children. Some wanted them to be taught information that can protect them from sexual abuse only.

4.6.2.3 Sub-theme 3: Children's inability to report sexual abuse

Other evidence for the provision of CSE to early grade children is the young children's inability to report sexual abuse which surfaced as one of the study's sub-themes. Participants reported this inability to report sexual abuse. For example, PE one of the parents said: "Some of them may be abused and remain quiet, not knowing where to report and whom to cry to."

PE went on to give an example of a five-year-old child who was sodomised by a 60-year-old relative and was unable to report the abuse. Witt (2009), Tassoni (2006) and Giddens (2013) also acknowledge that children are sexually abused by people they know, that is, their close relatives.

TI also reported that a child from her class who was raped several times by her close relative kept quiet because of helplessness to report. She said:

> At my school, a child I had been teaching last year; was raped on several occasions by a relative who was a teacher. The girl kept quiet.

138

> When she was asked why she did not report it, she said she did not know where to report because the person who was raping her was the one who was living with her. She also said she only had pain on the first and second days of sexual intercourse and after that, she was also enjoying it which made her become unwilling to report it yet she was just eight years old. (TI)

The comment mentioned above implies that the child did not know where she could report the perpetrator. She did not think such people should be reported, which was a misconception which needed guidance through CSE. This is a strong indication of the need for CSE. The girl confessed that she did not know the appropriate action to take when wanting to report THE sexual abuse.

Pastor RLD also informed me that he once handled a case of child sexual abuse that involved a child who was abused continuously and was not reporting it because she did not know how to go about it. He said the following:

> In my church, I handled a case which involved two families. An adolescent boy aged 15 had been sexually abusing a girl. She was just seven years old. She did not report the incident because she did not know what to do. She did not even understand what was taking place because she was not taught about sexuality. (RLD)

This shows that ignorance is one of the difficulties when it comes to causes of child sexual abuse in Zimbabwe.

4.6.3 Theme 3: Factors Limiting the Inclusion of Comprehensive Sexuality Education in the Early Grades

In this study, data was solicited from different categories of interviewees. These were teachers, parents of children in early grades and religious leaders. The analysis of data that was obtained brought to the surface the importance of factors that opposed the provision of CSE in early grades. This theme emerged with the following sub-themes:

- Religious factors;
- Cultural factors;
- Lack of a CSE curriculum; and
- Lack of CSE supportive material.

4.6.3.1 Sub-theme 1: Religious factors

When early grade teachers were asked to identify factors that prevented the provision of CSE to early grade children, they provided much information. One of these teachers, TA said: "Some of the religious acts, can I say, are taken as taboo to teach young children by Christians."

When TI was asked to identify what hinders the teaching of CSE at the school where she was teaching, she indicated the following: "The school where I am teaching is under a church that does not allow anyone to teach CSE to children."

TC, a senior early grade teacher, also responded to the question mentioned above in a similar way: "Some religious parties, see it as too early to educate or talk about it to early grade learners."

This information is similar to what PB said. He said: "In our religion, we believe that children should not be taught sexuality. This may offend God and God will punish all those people who defile children."

The information provided above reflects religion as one of the hindrances to the provision of CSE to early grade children. TA said that at her school, teachers who are Christians do not want children to be taught about CSE on account of their religion. Others said that most teachers in Zimbabwe are members of their church which does not allow children in early grades to be taught CSE. According to these teachers, in Christianity, the teaching of CSE is viewed as taboo. Some teachers who were Christians indicated an unwillingness to teach CSE to the young learners for the same reason.

The religious leaders also confirmed this information about teachers' unwillingness. One of the religious leaders RLB had this to say: "It's like my church doctrine; it does not accommodate the teaching of anything that has to do with sexuality to children. It is for those above 14 years of age."

This information serves to explain why children are not included in discussions on topics about sexuality in RLB's church. The Christian religion was indicated as one of the obstacles to the teaching of CSE to early grade children with a specific focus on age-

appropriateness. All the parents who were interviewed were Christians. They also acknowledged that Christianity does not allow them to teach CSE to young children. For example, PH put it this way: "Our family religion does not allow teaching CSE to children in early grades."

Pastor RLC also said: "In our church, when people talk about anything related to sexuality, children are not included. The doctrine of my church only allows children who are 14 years old to be taught CSE."

Some teachers and religious leaders revealed that Christians are indoctrinated not to teach CSE to early grade children. This means that parents who are Christians do not want their children to be taught CSE. On the other hand, teachers who are Christians do not want to teach CSE to young children because of the same indoctrination.

This implies that even some of the parents who go to Christian churches may not want their children to be taught CSE. Therefore, they may stop the teaching of CSE to their children at school on account of belonging to Christian churches with doctrines that prohibit the teaching of CSE to early grade children. Consequently, children with parents who belong to this church are not taught CSE, and as a result, they become vulnerable to child sexual abuse. The same applies to children who are taught by teachers who belong to this religion. Based on Bronfenbrenner's theory, religion is an aspect of the macrosystem. This means its influence cascades to schools and homes of children (children's microsystems). As such, it could negatively influence the teaching of CSE. This religious view prohibits the provision of CSE in schools in Zimbabwe.

RLA also indicated that the teaching of CSE to early grade children is believed to be unholy by his church. He said:

> People take it as unspiritual to talk about sex in a church to children. It is believed that talking about sexuality in the church can defile children. An attempt to teach CSE to children is thus construed as any endeavour to corrupt the original good nature of children which is believed to attract punishment from God just like other immoral deeds. This punishment from God could be in the form of drought to the whole nation. (RLA)

The information above was similar to information that was provided by PH, who said: "The church does not permit teaching children what is unholy. It is sinning against God. It is evil and immoral."

The information reflects the extent to which religion blocks the teaching of CSE to children in early grades in Zimbabwe. However, the religious leaders, similar to the teachers and parents, reported that it is necessary to teach CSE. Still, they indicated it is difficult to teach because of certain religious beliefs.

Another religion that was said to be against the teaching of CSE to early grade children in Zimbabwe is the African Traditional Religion (ATR). In support of this, TG, an early grade teacher said:

> Concerning religion, especially ATR, it does not allow us to talk much about sexuality. Even in other religions, we may think about it at the moment, but if we talk about sexuality, we are regarded as teaching something beyond the beliefs, norms and values. (TG)

The ATR and Christianity that prohibit the teaching of CSE to early grade children believe that the teaching of CSE to young children forces them to experiment with it (Francis, 2010). This prohibition on the teaching CSE to young children is in line with Mwamwenda (1995, 2010) who maintains that only adolescents were allowed to be taught sexual education which implies that the teaching of CSE to early grade learners was prohibited.

However, unwillingness to have CSE taught to early grade children reflects the failure of Zimbabweans to consider the chronosystem which refers to the dimension of time as it relates to children's environment (Berger, 2010; Upton, 2012). However, attitudes change over time. For instance, in the past social media was not as available to early grade children, as it is currently. Children could form misconceptions because of their lack of CSE. Thus, all religions should be encouraged to accommodate the teaching of age-appropriate CSE to children in early grades.

RLA said: "Some church members and leaders are not allowed by their church doctrines to watch television and to read newspapers and magazines."

This implies that these church members are not aware of the social media content that the children are exposed to and how it can misinform them. Some of the children attend churches that deny people access to social media at home, and the aforementioned devices are not available in these children's home microsystems (Essa, 2015; Upton, 2011). However, at school, children from such environments may be exposed to them by peers through phones, videos and magazines daily. This is confirmed by TD, one of the early grade teachers who said:

> There are a lot of activities that happen in the classroom as children try to imitate whatever they see on television. For example, you see children watching pornographic materials in the classroom from stolen phones. Sometimes they bring pictures of naked people into the classroom and in some cases you find out that children can use naked pictures of people on books they cover. (TD)

This indicates that children are exposed to sexual content at school by peers. This implies that this unhealthy factor might be within the microsystems of children who are part of peer groups at school (Prilleltensky & Fox, 2009). The mesosystem of these children will promote the teaching of CSE to children. This is because of the mesosystem, which is formed by the combination of two or more microsystems (Berk, 2014; Essa, 2015). In the situation above, the home and the school form a mesosystem that prohibits the provision of CSE. It should be borne in mind that if a negative factor is within the microsystem of the child, its impact will be far-reaching; since the child will be affected by that factor daily (Upton, 2011; Berk, 2014). In the situation above, resistance to the provision of CSE is also in the mesosystem of children which serves to weaken it.

4.6.3.2 Sub-theme 2: Cultural factors

The culture was furthermore cited as one of the barriers to the provision of CSE by parents, teachers and religious leaders who indicated it as one of these hindrances to the provision of CSE. One of the teachers, FG, reported discomfort in teaching CSE to children saying:

> It is difficult for us to teach it because we were brought up in the Zimbabwean culture which does not permit anyone to teach CSE to children in early grades especially when it comes to the teaching of the names of private body parts. We are uncomfortable to mention the

names of these private body parts. This is because we also grew up in the same culture, which prohibits the mentioning of private parts of the body. (FG)

The researcher noted this discomfort during the observation. Two children from TD's class fought and shouted at each other using vulgar language with sexual innuendoes. The teacher was embarrassed and left the classroom. Even though the teacher returned, she was still looking embarrassed, which could indicate her inability to handle matters of a sexual nature. Based on Bronfenbrenner's theory, culture belongs to the macrosystem (Woolfolk, 2010). Although the macrosystem is the furthest system from the child, it can also impact negatively on child development if it opposes the provision of what a child may need for proper development (Prilleltensky & Fox, 2009; Upton, 2011). Culture is thus a further prohibitive factor to the provision of CSE to early grade children.

TG, an early grade teacher, made it clear that he was not able to mention the names of private organs in the presence of anyone for cultural reasons and if anyone mentioned such names in his presence, he would remove himself from the discussion. He said:

> Besides all these, I am not comfortable to talk about CSE to early grade children. I cannot even wait to listen to anyone talking about sexuality, especially when mentioning body private parts, sexual organs. If one does that, I run away from such a person as required by our culture. (TG)

According to the direct quotation above, the culture of Zimbabwe mostly does not allow people to mention the private body parts by their actual names, and if one mentioned their actual names, the culture disallows any further conversation relating to the topic. The teaching of CSE is, therefore, further complicated. This opens up the question of the use of colloquial language where a penis is called Jesus and vagina is called Jerusalem, which then leads people to describe sexual intercourse as Jesus entering Jerusalem as advised by TF. It reflects TG's very high level of discomfort to teach CSE to early grade children. Ketting and Ivanova (2018) also acknowledge this discomfort among teachers of several nations in teaching CSE to early grade children due to cultural reasons. FG; went on to express that the teaching of CSE to early grade

144

children is mitigated by the Zimbabwean culture which regards sexuality as something sacred; consequently, people feel very uncomfortable to talk about it. FG went on to enlighten that: "People do not feel free to talk about sexuality. Adults also feel uncomfortable to talk about sexuality among themselves and even a wife and a husband are not free to talk about it even in their bedrooms."

This statement shows that according to the Zimbabwean culture, sexuality is something that should not be talked about. Culture and religion that prohibit people from teaching topics regarding sexuality to early grade children use threats. TJ mentioned that: "They regard it as a taboo. They believe discussing sexuality with children can offend God and the ancestral spirits, and these may cause drought or outbreak of deadly diseases to the community."

These beliefs are very prohibitive to the teaching of CSE; because the teaching of CSE to children is believed to bring "some bad omen" that is undesirable in any society, such as drought and diseases which can claim people's lives. What it implies is that teaching CSE to children is equated with murdering people in the community through drought and diseases. The idea of this expected punishment is reinforced below by other participants. PH advised as follows:

> People think if you teach CSE to children in early grades you are indirectly teaching them to have sexual intercourse. The church does not permit teaching children what is unholy. It is sinning against God. It is evil and immoral. (PH)

PC also said: "It is said to be ungodly. It makes people dirty before God."

On the other hand, PA argued that: "People believe if it is done, it will cause drought."

However, failure to teach CSE leads to child sexual abuse which is victimising vulnerable children. Children are being sexually abused and are contracting sexual diseases. Action is needed to ensure this type of behaviour is halted.

Discomfort to teach about sexuality due to Zimbabwean cultural beliefs should not be highlighted as a major factor that opposes the provision of CSE to early grade children. Francis (2012) advises that the cost-effectiveness of CSE programmes hinges on the levels of comfort and confidence of teachers to impart the required knowledge. This

calls for the need to train teachers to enhance their confidence and to instil a positive attitude towards sexual matters to be able to teach CSE to early grade learners.

The negative attitude of teachers to teach CSE was also noted by Katsande (2013) in a study that he carried out in Botswana on the perceptions of teachers on teaching CSE. This study revealed that in Botswana, the teaching of CSE is also mitigated by the myths that if children are taught CSE, they will be motivated to engage in sexuality from an early age; because of the belief that teaching early grade children CSE impels them to experiment. However, the belief that the teaching of CSE to early grade children encourages them to experiment with sexuality is held mainly because of lack of CSE information. According to UNESCO (2018), research-based evidence proved that this is an unfounded belief. The evidence that was obtained indicated that CSE delays sexual debut as well as enhancing the development of good decision-making skills on matters pertaining to sexuality, which in turn curbs sexual abuse.

4.6.3.3   Sub-theme 3: Absence of CSE curriculum and CSE supportive materials

When TF, one of the early grade teachers, was asked to explain what could be done in schools to equip them to teach CSE, she said the following: "Teachers must be given what to teach on CSE to early grade children in schools."

Responding to the same question, one of these early grade teachers expressed the following: "Teachers must be provided with a compulsory syllabus."

Information given above shows that teachers are constrained to teach CSE in early grades in schools due to lack of the CSE curriculum for early grade children in Zimbabwe. This is because if a curriculum for a subject is not available, teachers may not bother to teach it as they can regard it as unnecessary (Francis, 2010). This implies that the teachers, of early grade children, may not feel motivated to teach, since the absence of the curriculum may be construed by them as an indicator of their perception that the subject is insignificant. They will not value CSE. Even if some teachers may want to teach it, they may also be hindered by the lack of precise knowledge of the exact content to teach in CSE. This is supported by UNICEF (2014) and Kirby (2012),

who emphasise the need to provide a curriculum if CSE is to be taught effectively as the curriculum provides detailed information of the content of to teach.

Evidence of the effectiveness of an appropriate curriculum in the teaching of CSE was demonstrated in the Netherlands (UNESCO, 2015). The availability of a CSE curriculum to early grade teachers in the Netherlands provided teachers with the content to teach to early grade children. They implemented the curriculum, and this yielded the desired results. The availability of the CSE curriculum in school has as a consequence that the presence of CSE content as taught by teachers and the children's microsystem is impacted daily, which Bronfenbrenner views as most effective for an individual (Berg, 2009; Essa, 2014).

UNESCO (2012) advises that if the curriculum for CSE is made available, it also needs to be made compulsory; because teachers may ignore it if it is not compulsory. This is substantiated by UNESCO (2015) by asserting that the teaching of CSE cannot be guaranteed by just making the curriculum available, but its implementation can be promoted by making it compulsory. In support of making CSE compulsory, Haberland (2015) also indicates that learners reap the benefits of CSE taught in schools. Thus TA's advice is that CSE teachers should be provided with a compulsory CSE curriculum which correlates with UNESCO (2012) and UNESCO (2018a) guidelines.

Besides the teachers' discomfort to teach CSE to early grade children due to their cultural beliefs and lack of a CSE curriculum, the nonexistence of necessary materials for supporting the teaching of CSE was noted as another obstacle to the provision of CSE to early grades in Zimbabwe. When TB, one of the early grade teachers, was asked to explain what could be done in schools to equip them to teach CSE, she said the following: "There is need to provide resource books like the teachers' guides and provide learners with pupils books which can expose them to materials to read."

TF, an early grade teacher, in response to the same question said that all the facts given above point to the absence of materials that could be utilised in the teaching and learning of CSE in early grades in Zimbabwe. These include the teachers' guides, pupils' books and any other reading materials. The shortage of such materials indicates that teaching of CSE in early grades in Zimbabwe is compromised.

147

The extent to which the unavailability of teachers' guides on teaching CSE can hinder the effective teaching of CSE to early grade children should not be under-estimated. Teaching effectiveness is not only determined by knowledge of what to teach. The way of teaching is also integral (Lahey, 2002; Tassoni, 2010). This implies that teachers' guides should be made accessible to teachers for use as a reference; because they equip teachers with an appropriate methodology for teaching CSE to early grade children.

4.6.4 Theme 4: Nature of Support Needed to Implement Comprehensive Sexuality Education in the Early Grades

For any mission to be a success, support is a prerequisite. This also relates to the implementation of CSE in the early grades in Zimbabwe. Backing by early grade education stakeholders is needed. The researcher was determined to establish the nature of support that was needed to provide and implement CSE in early grades in Zimbabwe. Therefore, the researcher requested participants' views on how factors that opposed the implementation of CSE could be dealt with in the interviews. In answering this question, ample data was generated. These responses led to the identification of the above theme. Further analysis led to the emergence of sub-themes that reflected the support that was imperative to implement CSE in Zimbabwe. These sub-themes are given below and are subsequently discussed in depth. The sub-themes are:

- Provision of a CSE curriculum for early grades;
- Training of teachers to teach CSE in the early grades;
- Educating the community on the need for CSE in early grades;
- Developing policies that support CSE; and
- Provision of materials to support the teaching of CSE in the early grades.

4.6.4.1   Sub-theme 1: Provision of a CSE curriculum for early grades

For any subject to be taught by teachers in schools, a curriculum must be provided. If a curriculum is provided, they will be aware of what should be taught in that particular subject. When teachers were asked about the type of support they need in order for them to be able to teach CSE, TB, one of the early grade teachers said, "A curriculum is needed." Another early grade teacher TJ, said: "Teachers must be provided with a compulsory CSE syllabus if they are to teach CSE to early grade children."

TF, an early grade teacher in response to the same question, said that teachers must be given what to teach on CSE to early grade children in schools. TE said: "A syllabus has to be formulated and availed. By so doing, it will give us a green light to teach that form of education."

When TC was asked to explain what can be done to equip schools to teach CSE, he responded this way: "It starts with a curriculum for CSE. The syllabus must be supplied."

The need to provide a CSE curriculum to teachers as a way of supporting and encouraging teachers to teach CSE to early grade learners was not only noted by teachers. The parents also made the same suggestion. This is reflected in information given by PD who said: "CSE must be included in the curriculum for early grade children in Zimbabwe. This should be followed by making the teaching of CSE compulsory."

The information given above by participants indicates the need for early grade teachers to be provided with a curriculum for CSE for early grade children if CSE is to be taught in schools. Consequently providing them with a curriculum should be viewed as one of the prerequisites for the implementation of CSE in schools. This is supported by Francis (2010), who asserts that if teachers are provided with a curriculum, they will be mindful of the content to teach on CSE to young children; since they will no longer be forced to teach children on CSE based on their own perceptions. This should be accepted as appropriate; because the teachers' content decision may be incorrect and subsequently some of them may end up teaching the content that could be beyond early grade learners' level of cognitive competence. If this happens, it will defeat the purpose of teaching CSE in early grades; because these learners might not understand. The need for the provision of a curriculum is in line with Bronfenbrenner's bio-ecological theory; since it has a direct impact on the microsystem of people daily (Essa, 2015; Upton, 2011). This denotes that if a CSE curriculum is made accessible to the teachers, it may compel them to teach CSE; because they may study that curriculum and gain knowledge of what CSE is and how it can be taught to early grade children. This is supported by UNESCO (2015), which describes the CSE curriculum as the key to enable teachers to teach CSE. UNESCO (2015) argues that if a curriculum is provided to the teachers, it will provide them with the content to teach. This implies that teachers

will not avoid the teaching of CSE on account of a lack of content knowledge as the curriculum provides that content.

If a CSE curriculum is provided, one of the early grade children's microsystems, namely the school, could be changed into an environment that is supportive of the implementation of CSE. As a result, they will develop the skills that may enable them to avoid being sexually abused. Appropriate sexual behaviour could then be promoted among early grade children in Zimbabwe. The provision of a CSE curriculum is a key requirement for supporting the implementation of CSE to early grade children in Zimbabwe (Francis, 2010; Mkumbo, 2012).

I observed that the need to provide a CSE curriculum for early grades must be taken into consideration; because when I conducted the document analysis, I could not find a CSE curriculum for these early grade children; because it was not available. I examined the curriculum for different subjects taught in the early grades to determine whether the curriculum had contained CSE content that was within the standard as recommended by the International Technical Guidelines on Sexuality Education. I observed that the content was lacking.

The teachers expressed the need for a CSE curriculum for early grade children to be developed collaboratively by teachers, parents, religious leaders and specialists on sexuality education. The teachers interviewed indicated that if teachers and parents are to work together to develop this early grade CSE curriculum, they will see it from the same perspective and consequently, it may become acceptable to them all. This might strengthen their meso relationships (Woolfolk, 2010; Upton, 2011). This collaboration enables teachers and parents to complement one another in the provision and implementation of CSE in early grades in schools in Zimbabwe, thereby rendering it more effective. The inclusion of the above-mentioned stakeholders in developing a CSE curriculum should be viewed as imperative; because when I asked teachers, parents and religious leaders to specify the content they thought should be taught under CSE to early grade children, they had different opinions. Consequently, if all stakeholders are to collaborate, they should agree on the content. This is validated by what TD said when he was asked to contribute on what could be done to deal with factors that are

detrimental to the provision of CSE in early grades in Zimbabwe. He said: "There is need for the Ministry of Primary and Secondary Education to come up with a syllabus that should be made in consultation with parents for it to be acceptable" (TD).

The consultation of all stakeholders should be taken as an important factor of Bronfenbrenner's theory that asserts that if all systems that a child is nested within are in support of an aspect, it will more likely succeed (Bronfenbrenner, 1991; Essa, 2014).

TD further indicated that the involvement of all the stakeholders would make every stakeholder own the syllabus, and this can make them support the teaching of the CSE content from the syllabus. This helps to lessen resistance from stakeholders in the implementation of CSE. TC was in support of the same idea, but he wanted a stand-alone CSE curriculum for early grade children. He said:

> It is wise to teach CSE as a subject that stands alone; because it will be dealt with thoroughly. Teachers may overlook if the CSE content is factored into other subjects; because if factored into other subjects, it may create the impression to them that it is not important. If it stands as a subject, it will have its own allocated time and will be valued. (TC)

I asked the teacher whether the schedule for early grade children was not already overloaded and he agreed, but advised that the schedule could be adjusted to accommodate CSE, because of its importance. He also suggested taking 30 minutes from the time allocated to co-curricular activities. Some teachers suggested that the teachers' training curriculum must offer CSE content which will enable teacher trainees to teach CSE to early grade children.

The religious leaders also alluded to the need to be equipped with knowledge on CSE. They expressed the need for CSE to be included in their training curricula to enable them to teach CSE to their church members, including young children, who attend their churches. This strategy could also be effective; because if taught, they may develop a positive attitude towards its implementation in schools. This may again enable them to understand, value it and compel them to change their church doctrines and make them accommodative of CSE.

4.6.4.2 Sub-theme 2: Training of teachers to teach CSE in early grades

The provision of the CSE curriculum to teachers in schools should not be taken as sufficient if CSE is to be effectively implemented in early grades in Zimbabwe. The training of early grade teachers to teach CSE to children should be included as a supportive measure to facilitate the implementation of CSE in early grades. This was reflected when TA was asked to explain how schools can deal with factors that are not supportive in the provision of CSE to early grades children in schools. She said: "What should be done is to inform the teachers on CSE. They must be taught the importance of teaching CSE in early grades."

TB added the idea of staff development to teachers on how to teach CSE to early grade children, indicating that it will enable them to know what to teach and how to teach it effectively, thereby making them competent. Teacher development is supported by Woolfolk (2010) and Mwamwenda (2010).

The above information is further supported by Cohen, Byers and Sears (2012) who advise that even if CSE is made a compulsory subject and teachers are provided with a very good CSE curriculum; they may not be willing to implement it if they are not trained to teach this subject. These authorities cited lack of competence to teach CSE as one of the prohibitive factors. This failure by teachers to teach CSE due to a lack of competence to teach the subject also occurred in Portugal and had to be solved through training of teachers (Cohen et al., 2011; UNESCO, 2015).

The information made available above further indicates that if teachers are supported through staff development on CSE, they will acquire knowledge on how to teach CSE to early grade children. This could make them enthusiastic about implementing CSE in schools to early grade children. This is in line with Farrant (1991), Woolfolk (2015) and Mwamwenda (2010) who agree that knowledge of the content to teach and how to teach it are determinant factors of whether teachers would teach a subject as well as determining their effectiveness in teaching that subject. If trained, they could then teach it in a comprehensive way to early grade children who may consequently benefit and become protected.

The training may also make these teachers aware of the significance of CSE to early grade children. This could help to handle one of the barriers to the provision of CSE in early grades, which is the teachers' ignorance of the usefulness of teaching CSE to young children (Kirby, 2012; UNICEF, 2014). If teachers are informed about the importance of teaching CSE to early grade learners, they may value it and also see how at-risk children are if they are not taught CSE at a young age (Ketting & Ivanova, 2018; UNICEF, 2014). This is likely to compel them to discard their negative attitude towards the teaching of CSE to young children which is rooted in their cultural beliefs, thus helping teachers to develop positive attitudes towards the implementation of CSE to early grade children. This is because, if teachers become conversant with the appropriate content and methodology to teach a subject, they may consequently develop a positive attitude towards teaching that subject (Farrant, 1991; Mwamwenda, 2010).

The staff development programme should not dwell on the significance of teaching CSE to early grade children only. Other crucial aspects, for instance, the interpretation of the CSE curriculum, should be examined. The teaching methodology of CSE should also be taken into consideration. If these aspects are adequately covered, the teachers should be able to develop good lesson plans, thereby helping further to enhance the effectiveness in teaching CSE to learners.

It is also crucial to note that the staff development of teachers on CSE is a way of promoting the implementation of CSE in schools. It can equip teachers with skills to present lessons to early grade children in an interesting manner, thus enabling children to grasp the age-appropriate concepts taught easily. Staff development of teachers on the importance of teaching CSE to early grade children and on how to teach it were also done in the Netherlands and it assisted in enhancing their performance in teaching the subject (UNESCO, 2015).

4.6.4.3 Sub-theme 3: Educating parents and community leaders on the need for CSE in early grades

TA expressed that it is not sufficient to educate teachers only about the need to teach CSE in early grades. She suggested the teaching of parents about the significance of

early grade children accessing CSE arguing that it will enable parents to value CSE, which will motivate them to allow teachers to provide and implement CSE in early grades in schools. This suggestion is crucial because Ketting and Ivanova (2018) and Mkumbo (2012) also advise that most parents do not want their children to be taught anything inappropriate on sexuality; because of a lack of understanding of its significance as many of them believe that it causes young children to engage in sexual activities.

TA went on to say:

> If parents are taught as well about the importance of this subject, they will change their attitude and may even teach CSE to their children at home thereby reinforcing what their children would have been taught at school. (TA)

In support of the above information, TA also said: "The parents of these little children must be called into the school and then be taught the importance of CSE."

TJ supported this by saying:

> Parents have to be oriented to get to the realisation that it is not taboo to talk about matters of sexuality but, rather it is an intervention meant to protect their own children against instances of sexual abuse. Zimbabwean culture prohibits talking about matters of sexuality by both children and adults. It is taboo, and even worse for children. So it is that kind of thinking that needs a combined effort to eradicate misconceptions so that we as Zimbabweans get to a common realisation that these children are living in a world of sexuality where they can be victims of a sexuality-based problem. They will come to appreciate that talking about it in order to teach their children can be an ultimate solution. (TJ)

This creation of awareness of the importance of CSE in parents should be viewed as an indispensable aspect that can enhance the implementation of CSE in schools as it could help to avoid a situation whereby early grade teachers may be reprimanded by parents for teaching their children CSE as already indicated by TJ.

Raising awareness of the importance of CSE to both teachers and parents is backed by Bronfenbrenner's ecological theory (Berger & Thompson; 1991). According to this

theory, a child is always in the microsystem (Berk, 2014; Bronfenbrenner, 1989; Upton, 2011). In this case, the school where teachers are found is a microsystem, and the home, which is a setting where parents are found, is also a microsystem. Consequently, if children are either at home or school, they will be in a microsystem that supports the provision of CSE to them. If the two settings support the same CSE principles, the learning of the child regarding sexual education will be enhanced; because the relationships of the two settings will be complementary. If there is a conflict between the two microsystems, the child could receive conflicting messages (Bronfenbrenner, 1989; Woolfolk, 2010). The relationship created by these settings becomes the mesosystem for early grade children. If the two settings are both exposed to the significance of CSE, the meso-relationship that will be formed could be collaborative, since the home and the school's views of CSE could be similar (Berger & Thompson, 1991; Woolfolk, 2010). This is unlike a situation where the home and the school would be in conflict concerning the provision of CSE to children. The children may be negatively affected by this conflict. The end result could be a failure to teach CSE leading to continued sexual abuse.

According to TA, the implementation of CSE needs the permission and backing of community leaders such as kraal heads, headmen and chiefs. This implies that these leaders have to be co-opted in advocating for the provision of CSE to early grade children in schools. As a result, TA, in her explanation on education as an instrument that can be used to deal with factors that are prohibitive to the teaching of CSE to early grade children, added information given below.

We must have community leaders; for example, the headmen, the chiefs and village health workers trained first the importance of CSE. If these community leaders are trained, they will cascade the message to their subordinates.

This information was backed by TB, who provided the following information:

> If information about the need to teach CSE to early grade children is disseminated to the members of the communities through their leader, such as the chiefs, the kraal heads and headmen, communities will easily take it up, because members of the communities respect their community leaders (TB).

155

The point here is that people in the community could be convinced to accept the teaching of CSE by approaching their leaders and convincing them to educate their community members, because of respecting the authority of their leaders. Therefore, these teachers are calling for the support of leaders in advocating the teaching of CSE in early grades if CSE were to be successfully implemented.

The religious leaders also agreed that education was paramount if factors that opposed the provision of CSE were to be addressed. They then suggested that teachers, parents and religious leaders should be trained about CSE together first and then be asked to take this message to their people and that since they are community leaders, they will be trusted and respected. This idea was echoed by PE, who provided the following information:

> Parents, teachers, religious leaders as well as traditional leaders like chiefs and headmen should be brought together and discuss what should be taught and how it should be taught to early grade children on sexuality so that they will know and agree on these aspects. This will lead these stakeholders to see CSE with one eye. (PE)

This should be considered an important step since the meso-relationships that are created by interactions of different microsystems which support the teaching of CSE will ensure the absence of conflict in teaching CSE to youngsters. If relationships are cordial, the provision of CSE to early grade children will be supported; but if not, it will be difficult to establish and sustain CSE programmes for early grade children; because these community leaders may resist and fight against this exercise, yet their support is needed to facilitate easy implementation of CSE in schools.

The microsystems of children, which are their schools and their homes (Berger & Thompson, 1991; Essa, 2014) could be replete with negative beliefs and myths about the provision of CSE to early grade children. However, both the teachers and religious leaders who were interviewed, believed that if parents and teachers who formed the exosystem as propounded by Bronfenbrenner (Berger & Thompson 1991; Berk, 2014; Woolfolk, 2010) were convinced, CSE would be easy to provide to early grade children. The parents would be willing to be involved in supporting the implementation of CSE in schools to young children. The much needed substantial support would be rendered to

the implementation of CSE in schools. A change may occur, which may impact positively on children at school. The children will consequently be protected from dangers that may emanate from the lack of CSE.

The teachers and religious leaders also clarified that if the chiefs who are custodians of culture as well as the religious leaders who are also custodians of religious doctrines that obstruct the teaching of CSE to early grade children are trained and convinced first about the need for CSE in early grades, they can then be a necessary medium to expedite the provision of CSE to early grade children. In support of the above, one of the early grade teachers, TA, said:

> You find that in our communities and churches, most people tend to listen and follow their church leaders. What the church leaders say is what they mostly follow. Now if the church leaders accept the teaching of CSE to small children in our communities and these church leaders spread the gospel to their followers, I think most people will accept the teaching of CSE to early grade children. (TA)

This is supported by PC who also argued that:

> Our children's teachers may want to teach CSE, but culture and religion obstruct them. However, this should not stop them because the culture is in the hands of chiefs and headmen while religion is under the control of pastors that are always with us. Let us convince them about this thing, they will in turn, order or convince the people they lead. (PC)

This information has been suggested by several teachers and parents. This shows that it is most likely to work if it is employed; because it indicates that Zimbabweans listens to their leaders, which means if they are approached through their leaders, it would help to achieve this desired goal.

The idea suggested above could be plausible; because according to Bronfenbrenner, culture and religion are elements of the macrosystem (Berger, 1991). The positive effects that happen in this setting can be effectively cascaded to the child in the microsystem, thereby impacting positively on the child's development (Bronfenbrenner, 1997; Lemme, 2006; Upton, 2011). The religious leaders may cascade the information to their followers, thereby helping to change the religious doctrines that undermine the provision of CSE to early grade children. On the other hand, if the chiefs described by

157

PA, the teachers and religious leaders as custodians of culture should be taught how necessary CSE is to early grade children. They are then expected to influence their subjects more to change their negative cultural beliefs and myths about the teaching of CSE to early grades. Since instruction from these chiefs and religious leaders, according to Bronfenbrenner's theory, are macrosystem instructions, the other settings are expected to respond positively to them. This is substantiated by Morrison (2015) and Essa (2014) who view the macrosystem as the master to other systems; because it cascades its pervasive instruction orders to other systems which respond positively.

Pastor RLA also argued that if religious leaders could be enlightened on the importance of CSE for early grade children by specialists on CSE through focus group discussions, they could be afforded the opportunity to ask questions so that their misconceptions pertaining to CSE could be cleared. In support of the above idea, the religious leader, Pastor RLA, advocated for the idea of church leaders having workshops to enlighten one another by saying:

> My colleagues who came into church ministry in early ages benefitted from these dialogical workshops and conferences that the church was having for the youth where we would engage in asking questions and interrogate issues. (RLA)

PA said:

> These children witness sexual acts between their parents. Some see their grown-up siblings having sex with their lovers; because they share bedrooms with them. This happens; because not all families can afford to have separate bedrooms. Some children accompany their brothers or sisters to their lovers, and when they meet, they hug and kiss each other in the presence of these innocent young children. Some even have sex in their presence. (PA)

Pastor RLB added that the teaching of CSE to early grade children should be multi-sectorial. He then proposed the idea of mandating every organisation which works with children in early grades to be involved in delivering CSE to early grade children. These

are organisations like churches, health centres, ministry of home affairs, families, schools and non-governmental organisations. The idea of involving all stakeholders to work together is also appreciated by Maynard and Thomas (2016). They assert that children's programmes thrive in an environment where all the agencies involved in working with children are to work together and in harmony as assist in preventing hostility, poor communication and disharmony among them. However, for these organisations not to teach information that conflicts, they should receive staff development together and should be given teaching guides and literature to support them as they deal with early grade learners. However, the school should remain the chief provider of CSE to early grade children.

Another strategy that could be chosen to effectively make people support the implementation of CSE to early grade children was suggested by TJ who said:

> I think we do not need to take a broad-based approach because the moment you try to take a broad-based approach, you are appealing to the whole community, and the possibility of facing resistance is very high. What I can propose is taking the individualised approach where you seek to convince them, individual by individual. When you convince individuals, then you would have reached the whole community, because the community is made up of individuals. (TJ)

The idea provided by TJ can be appropriated; because it agrees with one of the sociological perspectives, which is the micro perspective. According to this perspective, a society is made up of a combination of individuals within it; thus, society becomes the sum of its members (Giddens, 2013; Haralambos & Holborne, 2010). This means that once you have reached out to all individuals within the community on an individual basis; the whole community will have received the information delivered. However, it should be borne in mind that while it could be easier to convince individuals than the whole community at once, it should also be noted that dealing with community members individually is time-consuming. Therefore, the use of community leaders could be a more accelerated option.

4.6.4.4 Sub-theme 4: Crafting policies that support CSE

The need for a policy that supports the teaching of CSE was also emphasised. TC said:

"The government should craft laws that promote the teaching of CSE to early grade children and this should be made compulsory so as to achieve the desired end."

TE said:

> In Zimbabwe as a whole, the government should formulate a policy that calls upon teachers to teach CSE. If we have an act, then it will be mandatory to each and every community in Zimbabwe to teach CSE to young learners. (TE)

Generally, most participants suggested the development and implementation of a law that mandates the teaching of CSE to early grade children. The participants of this study indicated the need for CSE to be taught in early grades. The teachers indicated the need to introduce a policy that mandates all the schools in Zimbabwe to teach CSE in early grades which should start by in-service early grade teachers delivering CSE to early grade children. This could be effective since this suggestion correlates with how the macrosystem can positively impact on child development. If the macrosystem, of which one of them can be taken as the government of a nation (Essa, 2014; Upton, 2011) develops a policy that requires all schools to teach CSE to early grade children as suggested by teachers, all schools will comply. This will be powerful as its implementation will be enforced by the macrosystem, which is the state (Berk, 2014; Lemme, 2006). If a policy is implemented, unwillingness to teach CSE by any school could subsequently be taken as an act of unlawfulness. Such schools could be prosecuted by the state. This strategy can help to ensure that all schools comply; since all systems nested inside the macrosystem, namely the exosystem, the mesosystem and the microsystem, respond positively to the demands of the macrosystem (Morrisson, 2015; Upton, 2011). This approach will help to provide CSE to all children in early grades in Zimbabwe. However, Zimbabwe is furthermore not effectively implementing policies that pertain to sexuality due to a lack of finance (Mantula & Saloojee, 2016; Muridzo, 2014). This calls for the need for Zimbabwe to seek donations from developed countries and non-governmental organisations for the implementation of the policy. Zimbabwe also needs to embark on projects for generating income for supporting the implementation of these policies.

The religious leaders correspondingly suggested that the government should make the teaching of CSE to young children obligatory for children to enjoy their right to education. The children's right to education is enshrined both in the United Nations Convention on the Rights of the Child (UNCRC) (Tassoni, Bulman & Beith, 2010; Macleod-Brudenell, 2002) and the ACRWC (Ekundayo, 2015; Lloyd, 2002). In suggesting the idea of churches becoming involved in teaching CSE, participants were not indicating that churches should take over the teaching of CSE from schools; but they were suggesting that the two entities should complement each other in the teaching of CSE. This should be viewed as appropriate; because the church promulgates religious beliefs and religion is found both at school and home. Therefore, if the two are to work in conjunction, success may be more easily realised. This could be possible because Bronfenbrenner views complementary relationships between the two or among more systems; which affects the child as pivotal in promoting the specific aspect they support (Berk, 2014; Prilleltensky & Fox, 2009). Moreover, if they all support CSE, they will create a very powerful mesosystem that may successfully promote the provision of CSE to early grade children. The mesosystem that may be created when there is a disjunction between the home and school will compromise strength, thus crippling support for the provision of CSE.

PC, one of the parents, also indicated the need to include the content on the teaching of CSE in early grades in all teachers' training programmes offered by different institutions in Zimbabwe. He advises that this provision will help teachers to acquire the content and the appropriate strategies for delivering lessons on CSE to early grade children. PC also suggests that the curricula for training religious leaders should expose trainees to the importance of teaching CSE to early grade children as it may help them to develop a positive attitude towards the teaching of CSE. PC said that: "If this is done, I think teachers and pastors will do this job well."

What PC is encouraging is alluded to by UNICEF (2014). Mkumbo (2012) also agrees that the training of teachers to teach CSE can make help them to develop a positive attitude towards its provision as well as making them comfortable to teach it. According to Brewer et al. (2007) and Mkumbo (2012), teachers' positive attitude as well as their willingness to teach determine their effectiveness in delivering CSE. This implies that

teachers must be trained to teach CSE as a way of developing a positive attitude in them for teaching CSE to young children so that success could be realised.

4.6.4.5   **Sub-theme 5: Provision of materials to support the curriculum**

For the mission of providing CSE to early grade children to be successful, the teachers expressed the need for schools to be capacitated. They then recommended the supply of several provisions to schools to support the teaching of CSE in early grades. Consequently, they proposed the provision of teachers' guides for teaching CSE to early grade children. This should again be taken as a serious need by early grade teachers; because these guides are not available in schools in Zimbabwe. I noted this when I carried out the document analysis. I did not find any teachers' guide on teaching CSE. This compromised attempts by early grade teachers to scheme, plan and deliver lessons to early grade children. Because they lacked important literature; they were incapacitated.

Another aspect that the teachers indicated as a need was literature on CSE for them to read. If children are given access to relevant reading materials, they believe children will have opportunities to read and acquire crucial information about CSE on their own, and if taught about CSE, they could further enhance their knowledge by revising the concepts taught by their teachers on CSE lessons. I examined the class library to find out whether books on CSE for children were available. My observation was that this type of literature was unavailable which meant that the teachers' demand for the supply of children's literature on CSE was a reason for concern; therefore, it should be taken cognisance of if effective and meaningful teaching of CSE is to be achieved. The provision of books on CSE to school could make the school, which is one of the children's microsystems (Brewer, 2014; Upton, 2011) become supportive to the teaching and learning of CSE in early grades, which could impact positively on child development. However, according to UNICEF (2014), Zimbabwe has a critical shortage of reading materials for children on all subjects. Donald et al. (2010) also blame Zimbabwe for lack of reading culture among children which implies that when the reading materials is provided, the teachers should put in a great effort to encourage the learners to read.

I also examined the posters that were systematically displayed in the children's classrooms and discovered that those on CSE were missing. Those for other subjects that were available were well displayed under each subject area and were educative. They had relevant and accurate information on the subjects they sought to address.

4.7   CONCLUSION

Data pertaining to the ecosystemic factors affecting CSE have been presented and analysed in this chapter. This was done based on themes and sub-themes that emanated from this data. Literature that was reviewed and Bronfenbrenner's ecological theory was employed in the interpretation of data that was obtained. Information obtained from religious leaders, practising early grade teachers, and parents with children in early .grades was scrutinised premised on the lens as mentioned earlier. An agreement was reflected when data obtained from all the participants was scrutinised. No disjuncture was noted, which indicated the trustworthiness of data collected for this study. The research questions were clearly answered, since the position of all the participants on whether CSE should be taught in early grades and the ecosystemic factors that contradict its provision were discussed. Strategies should be employed to facilitate the provision of CSE to early grade children with the aim of assisting young children to acquire knowledge, develop skills and attitudes that may enable them to be good decision makers on issues that pertain to sexually risky behaviour and avoiding sexual exploitation. The next chapter shall focus on the interpretation of research findings of the study as well as conclusions drawn from the study. Recommendations based on the findings shall also be given attention.

5   CHAPTER FIVE

INTERPRETATION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter 4, data was presented and analysed based on themes and sub-themes that emerged from the participants' responses. The views of participants pertaining to these sub-themes were examined against the literature that was reviewed in Chapter 2 and the theoretical framework, Bronfenbrenner's ecological theory. This was done to show the credibility of the findings of the study in relation to ecosystemic factors affecting CSE in early grades in Zimbabwean schools.

Chapter 5 draws conclusions from these findings of the study as they appeared in Chapter 4 that are supported by the literature review and the theoretical framework guided by research questions. The primary research questions and the secondary research questions of this study are provided below as they appeared in Chapter 1 (see 5.2.1). The themes and their sub-themes that were used to answer the research questions in Chapter 3 are also utilised in this chapter to establish an order in drawing conclusions (see 4.6) and making recommendations (5.5). These themes and sub-themes are also provided again below for ease of reference (see 5.3). These are presented as they appeared in Chapter 4. The first part of this chapter focuses on conclusions, then subsequently, recommendations are considered.

5.2 PRIMARY AND SECONDARY RESEARCH QUESTIONS ANSWERED

This study was carried out to answer the research questions. These questions consisted of one main research question and four sub research questions that were subordinate to main research questions. The study sought to answer these questions by making use of Bronfenbrenner's ecological systems theory. These questions are answered below.

5.2.1 Primary Research Question

- How do ecosystemic factors affect the teaching of CSE in the early grades in Zimbabwean schools?

The ecosystemic factors embrace the relationships among the various stakeholders in the ecosystem, such as the parents and the school as well as the role that the ministry of education plays. It was found that parents were not comfortable to discuss sexual aspects with their children and avoided speaking about these. Furthermore, the schools were in favour of addressing sexual matters, since children's sexual awareness could be detected as early as the first grade in the Foundation Phase. These ecosystemic factors played an influential role in the preparation of children in regard to sexual education.

5.2.2 Secondary Research Questions

- What are the teachers' views and perceptions of teaching CSE in early grades?

The teacher participants were all in favour of CSE; since they realised the implications for children's later life and also for their protection; since many were not even aware that they were being abused or sexually violated. They did not have a good idea of their personal space and privacy. Some teachers were, however, not comfortable to teach CSE and indicated they would prefer a professional to speak to children about it.

- How will the parents perceive the introduction of CSE in the early grades? In what way will the religious leaders perceive the introduction of CSE in the early grades as positive?

Some parents did not approve of the school interfering with their children's sexual education. Their cultural orientation and religion, in some cases, forbid the interference of the school since it is sometimes seen as the right of a grown-up to have sexual relations with children. There is also the misconception that sex with a child could cure AIDS or ensure a successful crop.

- What are the cultural factors that affect/impact on the teaching of CSE in the early grades?

Some cultures believe that children may be given as compensation and that they may, therefore, be sexually violated if the grown-ups decide to do so. Different cultures perceived sex education in a different light. Some cultures did not approve of teaching CSE, since they wanted to control the children's sexual orientation.

- How do religious factors affect/impact on the teaching of CSE in the early grades?

Christian churches do not allow the teaching of CSE to children in early grades as they believe that it is unholy to discuss sexuality with young children. Some believe that it defiles children. According to the doctrines of some of these churches, CSE should not be taught to children under the age of fourteen years. However, some churches have been indoctrinated to accept sexual abuse of a girl child as normal. The child's rights are not taken into consideration which, therefore contributes to child abuse.

5.3 EMERGING THEMES AND SUB-THEMES

In the process of data interpretation, themes emerged, and sub-themes were derived from these themes. These themes and sub-themes are given below. The conclusions and recommendations of this study took cognisance of these themes and their sub-themes.

THEMES	SUB-THEMES
Teachers' knowledge of CSE	Teachers' understanding of CSE and its links to life skills education
	Teachers' ability to create an awareness of CSE in early grades
	Teachers' promotion of CSE in early grades
Evidence for need for CSE by children in early grades	Children's lack of knowledge about sexual abuse
	Children's interest in sexual matters
	Children's inability to report sexual abuse
Factors that limit the inclusion of CSE in early grades	Religious factors
	Cultural factors
	Absence of CSE curriculum
	Lack of provision of supportive materials
Nature of support needed to implement CSE in the early grades	Provision of a CSE curriculum for early grades
	Training of teachers to teach CSE in early grades
	Educating the community of the need for CSE in early grades
	Developing policies that support CSE
	Provision of materials to support the curriculum

Table 5.1: Themes and sub themes

5.4 INTERPRETATION OF RESEARCH FINDINGS

5.4.1 Building Teacher Knowledge

In the teaching of any subject, knowledge of what to teach is critically important. For a deeper understanding of the concept being taught, the concept should be broken down into sub-concepts to facilitate understanding and application (Chatterjee, 2012; Woolfolk, 2010). When the concept has been analysed into sub-concepts, Bruner's theory of instruction advises that the sub-topics obtained through breaking the main concept down to be taught should be well sequenced if they are to be taught in a way that enhances the understanding to learners (Mwamwenda, 2010; Sprinthall et al., 1994). However, for a teacher to be able to break down CSE concepts into manageable units and sequence them well for meaningful teaching, sound knowledge of the concepts to be taught is of paramount significance. This implies that the early grade

teachers should be informed about CSE themes and sub-themes that should be taught as stipulated by ITGSE. If this is not done, the teaching of these concepts may lack continuity, which is a detriment to children's understanding (Mkumbo, 2012).

Several strategies should be made available to early grade teachers to enable them to acquire knowledge that is instrumental for the successful fulfilment of the demands of their mandate maximally. In-service training programmes that include content for equipping teacher trainees with the CSE content knowledge, as well as workshops aimed at building teacher knowledge of CSE, should be considered. This is substantiated by Browes (2014) and Francis (2010) who encourage teacher trainees to undergo rigorous training on how to teach CSE before teaching it. They claim that this training helps teachers to discard their negative attitudes and values that can compromise their effectiveness in the teaching of CSE to young learners. Browes (2014) notes that even those teachers brought up in a culture regarding talking about sexuality as taboo, could manage to change their attitude towards the teaching of CSE after rigorous training that geared towards changing the attitude of these teachers.

5.4.2 Teacher Development and Training

Based on the information that teachers provided, it is obvious that teachers were aware of the high rate of child sexual abuse in Zimbabwe. The high prevalence rate of child sexual abuse was also underscored by Nyamanhindi (2015), Lassino (2014) and Katsika (2017). They are indicating that this high rate of sexual exploitation of children in Zimbabwe was, among other reasons, due to children's lack of knowledge of what sexual abuse was and how to escape it. Teachers are aware of this, because they are spending time with children at school, which is one of the children's microsystems (MacBlain, 2015; Morrison, 2015), they know that they are not teaching the early grade children CSE. As a result, they are aware that it is due to lack of CSE that these children are falling victim to sexual abuse. That is why TC, one of the teachers advised that if CSE is taught to early grade children, it will enlighten children, thereby enabling them to make sound decisions on matters that relate to sexuality.

Teacher training and development are critically needed aspects. They are needed, because they can enable teachers to become effective in teaching CSE to early grade

children. According to the philosophy of Frobel, teacher training is an aspect that must not be neglected if teaching effectiveness is to be achieved (Morrison, 2015). This is because when teachers have been trained to teach CSE, they acquire knowledge of what CSE is and its usefulness to recipients. The training could also equip them with the appropriate strategies for teaching CSE. All these facets can enable teachers to teach with confidence and to provide accurate, age-appropriate CSE to early grade children in their classes, which denote that these teachers will empower learners to make appropriate decisions on crucial matters that pertain to CSE. For example, when early grade children are taught by trained early grade teachers, they could be enabled to report cases of sexual abuse that they may encounter. Consequently, the children will be protected from further abuse. The effect of teacher training on teaching CSE to learners was also acknowledged by Rutgers (2015), and Ketting and Ivanova (2018).

Amnesty International (2018) also observes this escalation of child sexual abuse in Zimbabwe and acknowledges ignorance among early grade children in Zimbabwe as the cause. However, it is also clear that these teachers are well-informed about the efficacy of CSE in controlling child sexual abuse. This awareness compelled them to register their support for the offering of CSE in early grades. This means that teachers in Zimbabwe generally have an optimistic attitude towards the importance of the provision of CSE to early grade children. However, Rutgers (2015) and Ketting and Ivanova (2018) indicate that the positive attitude on the provision of CSE to children among teachers cannot be relied on if there is a need to provide the training. This is because teachers' training is decisive in determining the success of this undertaking. This is backed by UNFPA (2015), which asserts that failure to deliver CSE in early grades successfully could be because of a lack of adequate teacher training. This implies that early grade teachers in Zimbabwe need to be trained rigorously to teach CSE to early grade children. Training could enable these teachers to apply participatory and interactive teaching methods that are effective in developing critical thinking skills among children (BZgA, 2015; Ketting & Ivanova, 2018).

Furthermore, it has been established that if CSE is to be successfully taught in Zimbabwe to early grade children, early grade teachers in Zimbabwe need to be capacitated with skills; because they are uncomfortable to teach it. They also lack the

content knowledge as well as the methodology. Their discomfort to deliver CSE is similar to a situation that Tanzanian teachers face. The Tanzanian teachers, just like the Zimbabwean teachers, are keen to have children taught CSE; but they are uncomfortable to teach it (Cohen, Sears & Weaver, 2004; Mkumbo, 2012). According to Browes (2014) and Banton (2009), Ethiopian teachers had also not been comfortable to teach this subject, especially sensitive issues, as sexuality education is considered taboo as well in Tanzania. These teachers just avoided teaching the sensitive topics which defeated the purpose of teaching CSE (Francis, 2010; Helleve et al., 2009). The discomfort of Zimbabwean early grade teachers to offer CSE partly emanates from their culture. TG listed his discomfort by clarifying that if anyone directly mentioned a sexual organ by name he would choose to run away from that person, yet he is one of the Zimbabwean early grade teachers who are expected to teach CSE to early grade children using accurate language and providing scientifically accurate information as advised by UNICEF (2014). If teachers with such an attitude are faced with a situation where they must teach CSE with such discomfort, they may opt to teach using colloquial terms which may undermine the learners' understanding of CSE concepts thereby defeating the purpose of teaching CSE to early grade children. Again, they may also avoid teaching those CSE aspects that are sensitive (Francis, 2013; Mkumbo, 2012), thereby compromising efficacy.

Teacher participants and especially TR, also mentioned the need for teachers to be equipped with content knowledge to teach CSE to early grade children. This also shows the need to develop programmes for empowering teachers on the teaching of CSE to early grade children. These teacher development programmes may focus on providing early grade teachers with the content to teach to early grade children as well as the relevant methodology. This is because content knowledge alone without the skill to impart it may not be effective (Farrant, 1991; Mwamwenda, 2010).

Ketting and Ivanova (2018) also acknowledge training as an effective strategy that can be applied to enable teachers to handle sensitive topics on CSE. Effectiveness in teaching CSE is achieved when participatory and interactive techniques would have been employed in the teaching of CSE. These techniques enable children to develop critical thinking as well as enabling them to develop problem-solving skills. However, for

teachers to become comfortable to apply these strategies, training is needed to capacitate them (Kirby, 2012; UNESCO, 2015). The development of these skills is critical; because children need them to protect themselves from sexual abuse which is one of the primary goals of teaching CSE to children in early grades (UNESCO, 2015).Teachers' development should also focus on changing the attitude of teachers on the teaching of CSE.

The training of teachers to teach CSE in early grades can be provided through in-service training as it was done in Germany and the Netherlands (Rutgers, 2015). The inclusion of CSE in the teachers' training curriculum by all institutions that train teachers can also ensure teachers joining the teaching profession fully equipped to teach CSE to early grade children (Britton, 2006; Mantula & Saloojee, 2016). A teachers' training curriculum should help to provide teachers with knowledge of the content to be taught on CSE to early grade children and should enable teachers to apply participatory and interactive teaching methods for these aspects. These are the chief determinants of effectiveness in teaching CSE to early grade children (UNESCO, 2018). The attitude of the teachers on the provision of this education should be highlighted. If this is done, such teachers may comfortably teach sensitive CSE topics, which could then enhance effectiveness.

A teacher participant warns that parents and Christians could offer resistance to the teaching of CSE to their children. This behaviour of parents was also noted in America, England and South Africa (Mkumbo, 2012). Workshops with teachers, parents and religious leaders on what to include in CSE and how it should be taught to early grade children should be held; because the teachers, parents and religious personnel are some of the crucial determinants of the curriculum (Gatawa, 1998; Shawer, 2010; Stenhouse, 1975). Mkumbo (2012) opines that the teaching of CSE without the support of parents, religious and community support, could make it difficult for teachers. At the same time, Banton (2009) and Browes (2014) also assert that the engagement of a broad community base in developing a CSE curriculum minimises resistance and enhances community backing. This implies that the above strategy has to be employed to secure cooperation, thus capacitating teachers as it means the macrosystem and all its inner systems could support CSE teaching (Essa, 2014; Gray & Macblain, 2015).

5.5 FACTORS LIMITING THE INCLUSION OF CSE IN EARLY GRADES

This study has brought to the surface several factors that are detrimental to inclusion of CSE in early grades. These are presented in this section.

5.5.1 Religious Factors

Information was collected to establish factors that oppose the provision of CSE to early grade children. The information that was provided revealed that people, due to their religion have misconceptions about the usefulness of CSE. These parents, because of influence of Christian beliefs in Zimbabwe, think it is too early to teach children in early grades about sexuality and as a result, some think these children will not understand CSE content. The content to be taught is required to be scaled down to the level of understanding of learners (UNESCO, 2015; UNFPA, 2015). Some, according to RLA think it is a taboo while others think it influences children to engage in sexual intercourse too early. RLA went on to disclose that some Christians think teaching CSE to early grade children can defile the innocence of these young children. This shows the need to develop strategies that can help people to curtail flawed religious doctrines, beliefs and myths that prohibit the offering of CSE to early graders. Religion, as part of the macrosystem, according to Bronfenbrenner's theory (Essa, 2014; Morrison, 2015; Upton, 2011) is powerful in controlling the other systems, which are the exosystem, the mesosystem and the microsystems. On the other hand, it means that changing the religious perspectives of a group of people could be difficult; since it is also difficult for a system inside to change the outside systems. Therefore, well-calculated strategies should be applied for success to be registered in providing CSE to early grade children in Zimbabwe.

5.5.2 Cultural Factors

It should be known that culture embraces norms, values, beliefs and myths held by a group of people (Ezewu, 1996; Giddens, 2013; Witt, 2009). This study has revealed such cultural factors detrimental to the provision of CSE to early grade children in Zimbabwe. Teachers, learners and parents themselves belong to this same culture which is prohibitive to teaching of CSE. In this culture, teaching of CSE to early grade children is not permitted; since it is believed that if one is to talk about CSE with young

children, one would be inadvertently encouraging them to have sex thereby corrupting children's innocence (Mkumbo, 2012). This implies that Zimbabwean teachers need training to cope with these cultural factors and understand that culture is part of the powerful macrosystem in determining human behaviour (Gray & Macblain, 2015; Morrison, 2015). However, it should be known that the culture of any society can change (Schaeffer, 2009; Witt, 2009) and for this reason, hope for change of the Zimbabwean culture denying the teaching of CSE to early grade children should be feasible.

5.5.3 Teachers' Discomfort in Teaching CSE

Revisiting the profile of teachers reveals that teachers value the teaching of CSE to early grade children, but they are uncomfortable to teach it. Some of the teacher participants disclosed that they were uncomfortable and self-conscious when sexual organs are mentioned. This portrays the teachers' discomfort to handle sensitive CSE topics, a factor that actively resists the provision of CSE in many nations (Browes, 2014; Francis, 2010; UNICEF, 2014).

The lack of comfort to teach CSE to early grade learners on the part of early grade teachers can be attributed to several factors. Parents do not want their children to be taught CSE; since they believe it is only for adolescents who are ready for it (Mwamwenda, 2010). It should also be taken into consideration that these teachers were not brought up in a culture that allowed CSE to be taught to young children. They also found it difficult to teach children who would not have attained adolescence (Hobson, 2010; Mkumbo, 2012). UNESCO (2015), Rutgers (2015) and Ketting and Ivanova (2018) agree that teachers' discomfort to teach CSE to young children is caused by the lack of training which could equip them with the content knowledge and teaching methodology. The lack of the above-mentioned training, impels teachers to avoid teaching it to early grade children (UNESCO, 2015).

5.5.4 Lack of CSE Curriculum

The absence of a curriculum for CSE is another hurdle for the implementation of CSE in early grades that featured conspicuously in this study. Teacher participants were open to say that the teaching of CSE was pertinent, but they lamented the absence of a

curriculum to guide them on selecting the content to teach. Teacher participants wanted a stand-alone curriculum and were against the factoring in of the CSE content into other subject areas saying if it was done that way, teachers would not take it seriously. They wanted part of the time for co-curricular activities to be allocated to the teaching of CSE, arguing that teaching CSE to early grade children means protecting lives which is more important than any other aspect. The consideration of human life as a superior aspect is also regarded as the highest level of moral reasoning by Lawrence Kohlberg (Morrison, 2015; Mwamwenda, 2010; Sprinthall, Sprinthall & Oja; 1998). Teacher participants also indicated the need for a CSE curriculum developed by teachers in conjunction with parents and religious leaders. They rationalised that such a curriculum would be acceptable to all stakeholders of early grade children, which would help to avoid conflict in its implementation. Browes (2014) and Banton (2009) also advocated seeking the consent of the broad community on issues that pertained to the implementation of CSE in early grades to secure strong support.

Teacher participants further suggested the inclusion of religious leaders who were the custodians of religion, as well as the chiefs and headmen who were also the custodians of culture in developing this CSE curriculum. This could be effective since involving the stakeholders mentioned above implied dealing with one of the causes of the problem, which was the most effective strategy for curbing problems (Giddens, 2013; Schaefer, 2009).

5.5.5 Lack of Policy

The teaching of CSE in early grades is not accepted or legitimized in Zimbabwe. Only Health and Life Skills were introduced in primary schools, but starting from Grade 4 up to the tertiary level as stipulated by the government of Zimbabwe. Therefore, teachers feel insecure about teaching a controversial subject to early grade children without the support of the school law system.

The teachers, parents as well as pastors indicated the need for a policy that could legitimise the teaching of CSE to early grade learners. According to Feltoe (2017) and UNESCO (2015), if a law that legitimises the teaching of CSE to young children was brought into existence, teachers might not anticipate threats if they taught CSE to young

learners since such laws would protect them. However, the existence of a policy alone might not guarantee the teaching of CSE. There is also a need to enforce the implementation of the policy that needs to be crafted. This can be done by the Ministry of Primary and Secondary Education in Zimbabwe; because early grade classes fall under this ministry.

5.6 SUPPORT FOR IMPLEMENTATION

Teachers cannot implement CSE without support. They need several different forms of support if they are to achieve the goal of imparting age-appropriate CSE to early grade children in Zimbabwe. One of them could be the provision of a policy. This policy could be in the form of compulsory CSE. The provision of a compulsory CSE curriculum for early grade learners in Zimbabwe would provide effective support for the implementation of CSE in early grades in Zimbabwe. If CSE is compulsory for early grade children, it means the responsibility to teach it to early grade children will be supported by the jurisdiction of the parliament of Zimbabwe, which is a macrosystem element according to Bronfenbrenner's ecological theory (Essa, 2014; Morrison, 2015). Therefore, the provision of CSE in Zimbabwe will be constitutional, and in this situation, it will be enforced by the government of Zimbabwe which then creates an enabling environment for teachers to teach CSE to this age level; since they will have the support of the law. The conservative parents and religious personnel who object to teachers providing CSE would be prevented from doing so. They could not object to teachers implementing what has been mandated by the government of Zimbabwe. This implies that the availability of CSE curriculum will not only help to provide the content but also the methods on how to teach it. It will also provide a legal mandate to teachers to teach this subject under the protection of the law.

Making CSE mandatory in Zimbabwe has a high probability of being successful; because it also facilitated successful implementations in Norway, Sweden and the Netherlands (Britton, 2006; UNICEF 2013). According to UNESCO (2011), making CSE mandatory does not only ensure its implementation, it also has a positive impact on the quality of implementation.

The training of teachers to teach CSE that was suggested by teacher participants was supported by the participants from religious denominations. Therefore, if training is provided, it could offer the support that the teachers need for the implementation of CSE in early grades in schools. Providing this training as part of colleges and universities teachers' training programmes can be successful; since it has been proven as being effective after being applied in Finland and Estonia (Ketting & Ivanova, 2018). In Albania and Sarajevo, where it was offered through in-service training, it was also successful. This is because training can help teachers to develop a positive attitude towards teaching the subject, provide the appropriate methodology and the content to teach it, as well as helping teachers to become comfortable in teaching CSE (UNESCO, 2015). Mkumbo (2012) supports these views by asserting that the training of teachers to teach CSE is a reliable predictor of their effectiveness.

Supplementary support needed by teachers include the provision of curriculum support materials. Even if teachers were well trained, they still needed to be provided with material like the teachers' guides on teaching CSE to early grade children.

Resistance to the provision of CSE to early grade children is common (Ketting & Ivanova, 2018; UNFPA, 2015). This resistance may emanate from parents due to their culture as well as certain religious values and beliefs held as well as church doctrines (Ketting & Ivanova, 2018; UNICEF, 2014). The elimination of such resistance to teachers' efforts to teach CSE to early grade children can help to create an enabling environment for early grade teachers to teach CSE. This is backed by Brewer et al. (2007), who assert that implementation of CSE programmes can easily be made possible if it is supported by all stakeholders which include teachers, the government, parents and religions. This means the government of Zimbabwe, through the ministry of education, should hold workshops with these stakeholders to make them know that CSE should be in place for the betterment of their children and that omitting it implies disaster to their children. They should also agree on what should be taught to these early grade children, that is the curriculum content.

5.7 LIMITATIONS OF THE STUDY

The topic of CSE, according to the Zimbabwean culture, is a difficult topic to be discussed between genders; because it is sensitive (Muridzo, 2014; Nyamanhindi, 2015). The situation whereby some research topics are sensitive was also noted by Creswell (2009) by acknowledging that some participants are uncomfortable to deliberate on sensitive topics and to disclose sensitive information. The participants of this study were parents, teachers and religious leaders. Due to the sensitive nature of my topic I encountered obstacles. In an attempt to overcome this obstacle, I had to probe in-depth and make the participants feel relaxed. It is therefore difficult to completely rely on the truthfulness of the information that I was provided with; because it is an inherent obstacle ,and there were time constraints to win the trust of the participants.

5.7.1 Parents

Before the interviews, I met with the parents who were prospective participants of this study to deliberate on the date, time and venue we were to meet for the interviews and to sign the consent forms. Some of them chose their homes as they needed to be interviewed in the comfort of their homes. However, the home environments some parents chose were found not to be a conducive environments to discuss the CSE topic; because of the presence of children and other family members in these homes. The children and other family members caused the interviewee to become distracted.

Some parents forgot that they had pledged to wait for the interviewer and when I went to their homes they had left. Some parents who also opted to be interviewed at their homes were found having visitors. We had to make new arrangements on dates and venues to me

Some women who had initially agreed to be interviewed changed their minds when I visited them. They informed me that they were no longer comfortable to discuss anything on sexuality with the opposite sex. This implied I had to find additional participants.

5.7.2 Teachers

Some teachers who were interviewed initially portrayed a misconception between sex education and sexuality education. They were confusing sexuality education with sex education, and as a result, their initial perceptions they provided were based on sex education instead of sexuality education. I had to clarify the difference between the two to them. This made them rectify the information they had initially provided. It should also be known that CSE is not currently offered to early grade children in Zimbabwe. This could have made teachers hesitant to provide authentic information about this subject; because of fear of their education system, which does not currently accommodate CSE in early grades. This could imply that the information that teachers provided could have been biased.

5.7.3 Religious Leaders

Some pastors who had initially agreed to be interviewed could eventually not be interviewed on CSE; because they changed their minds. They said in their churches sexuality education is addressed on a special day known as "couples' day" where they would be counselling their church members as couples or as individuals, leaving me again to find alternative participants.

Most of the pastors that I approached, expressed reluctance to participate in the interview; because of their culture and religious beliefs. They said that only pastors who are marriage officers are the only ones who are allowed to talk about sexuality, but only to individuals or couples who are preparing to marry. They take it as before marriage counselling. Before this stage, these pastors said children should be informed regarding CSE at home.

5.8 RECOMMENDATIONS

Several recommendations are made that pertain to different categories. These categories include the government, schools, parents and religious leaders.

5.8.1 Government Level

The study results have revealed the absence of a CSE curriculum in early grades as one of the factors that militate against the implementation of CSE in early grades in

Zimbabwe. I, therefore, recommend the provision of a compulsory CSE curriculum for early grade learners to ensure that every school teaches CSE to early grade learners in Zimbabwe. The government of Zimbabwe should do this through the Ministry of Primary and Secondary Education; because early grade classes are under the authority of this ministry. The availability of this curriculum will help to provide early grade teachers with the content to teach on CSE to early grades. It will also help to ensure that early grade children in Zimbabwe are taught similar content in all schools. If a similar curriculum is made available to all schools offering early grade education in Zimbabwe, it will be easier for the responsible ministry to organise workshops for teacher development on the implementation of this curriculum. Staff development programmes for different stakeholders will then focus on the same curriculum.

However, an acceptable curriculum requires development done in consultation with all stakeholders to avoid conflict on the content to be taught and how it should be taught to early grade children. Before schools are required to implement the CSE curriculum, there is a need for specialists in CSE to vigorously advocate the teaching of CSE to early grade children in schools in Zimbabwe. This advocacy should aim to clarify the efficacy of this form of education in controlling child sexual abuse. This could help all stakeholders to be more positive regarding the teaching of CSE to early grade children.

The government of Zimbabwe, through the Ministry of Home Affairs, should closely monitor children in child-headed families \to help prevent them from being sexually abused. This could be achieved by stepping up community service and investigations (Zimbabwe Ministry of Home Affairs, 2011).

Finally, the government of Zimbabwe through the Ministry of Primary and Secondary Education should develop a policy that legalises the teaching of CSE to early grade children by schools in Zimbabwe. This may lead to the teaching of CSE without fear of being victimised by those who are inflexible and do not accept and support the teaching of CSE to early grade children. If such behaviour has been criminalised, the victimisation of CSE teachers will imply defying the government directive and consequently would face legal consequences.

5.8.2 School-Level

When the development of the CSE curriculum has been done and provided in schools, all early grade teachers should be trained to teach CSE to early grade children to ensure capacity building of teachers who are responsible for teaching CSE. This is also expected to capacitate them to deliver quality, adequate and age-appropriate CSE to children. Training will also enable teachers to acquire the correct information on CSE, which will then enable them to deliver scientifically accurate information on sexuality to learners. This provision should also be geared towards fostering the development of a positive attitude among early grade teachers towards the teaching of CSE to young learners if it is to be effective. For teachers to be able to do so, requires them to be capacitated.

If teachers have acquired scientifically accurate information on CSE, they could break CSE concepts into intelligible units; sequence these sub-concepts well and apply the participatory and interactive teaching methods in teaching CSE to early grade children, ensuring it was be beneficial. These strategies will enhance the understanding of concepts that must be taught, thereby minimising the chances of children in early grades being sexually abused because of a lack of knowledge.

I recommend two modes of training for capacitating teachers to teach CSE in early grades. The early grade teachers who are already practising teaching, should be trained through in-service courses and workshops. This will enable teachers who are already employed to deliver CSE competently since the training will equip them with the correct and adequate content as well as a viable methodology.

Once the curriculum is available and the implementation of the CSE curriculum and policies that make the provision of CSE compulsory in schools are in place; teachers should be provided with support material for the teaching of CSE. This material must include teachers' guides on teaching CSE in early grades and textbooks with the content for teachers to read to enrich their understanding of CSE as it may enhance their effectiveness in teaching CSE in early grades. Pupils' books on CSE must also be developed. The development of this material should be made the mandate of the

Curriculum Development Unit (CDU) of Zimbabwe. Some of this material could be sourced from non-governmental organisations.

Experts on CSE should also be asked to develop reading material for early grade children that take cognisance of Zimbabwean culture when it comes to the provision of CSE as recommended by the ITGSE. Since cultures differ, the development of such materials in line with children's culture and age is recommended.

5.8.3 Teachers' Training Colleges and University

The early grade teachers' training institutions should also factor in CSE in their training programmes to produce teachers with knowledge and competence to teach CSE to early grade children. This will ensure that schools in Zimbabwe will employ early grade teachers with adequate and accurate knowledge on CSE which will enable them to teach the appropriate CSE content to young children using the most effective methods of teaching this subject.

5.8.4 Religious Leaders

I recommend educating religious leaders on the importance of CSE for early grade children as a way of enabling them to support the provision of CSE to early grades. Those who are already pastoring should be provided with this education through workshops while those still training can be offered it through co-opting CSE into the programmes for training them. This is anticipated to incentivise them to modify their church doctrines with respect to the teaching of CSE to early grade children. Once the churches suspend those aspects of their church doctrines that are prohibitive to the teaching of CSE, some teachers who are members of these churches should be comfortable to teach CSE; since the teaching of CSE would be a way of fulfilling the mandate of their churches. Parents of early grade children who go to these churches would also allow schools to teach CSE to young children in early grades.

5.8.5 Parents and other Stakeholders

I also recommend the involvement of parents and other stakeholders such as chiefs, headmen, non-governmental organisations and religious leaders in making decisions that pertain to CSE for early grade children. This should be done by inviting all of them to partake in developing the CSE curriculum for early grade learners. Their combined

effort in the CSE curriculum can assist in creating CSE curriculum goals, content and methodology with which all the stakeholders are comfortable.

I recommend involving community leaders such as chiefs, headmen and kraal heads in curriculum development; because many cultural factors were found to be impeding the provision of CSE to early grade children. These stakeholders are the custodians of culture in Zimbabwe. Therefore, they are responsible for enforcing cultural norms, values and taboos. Including these stakeholders in decision-making could lead them to accept the teaching of CSE to young learners, which would, in turn, lead them to influence their subordinates from the communities to accept the teaching of CSE as they take directives from their leaders.

Non-governmental organisations should also be involved; since they have the potential to source resource materials that may be needed to support the implementation of the CSE curriculum. They can also fund workshops for teachers and religious leaders on CSE. However, the development of this curriculum should be guided by ITGSE for it not to miss the crucial aspects of CSE.

Before the implementation of the designed curriculum, the religious leaders need to be convinced about the requirement to offer CSE to early grade children. The religious leaders should then be asked to educate their followers about the need to teach CSE to early grade children to enable these followers to also accept it. They are expected to accept the advice since most church members respect their church leaders. Most church members even consult these leaders on issues that are controversial in their families, churches and societies. They may then finally take advice from their leaders.

Continuous reviewing of the CSE curriculum that needs to be developed should regularly be done because a culture is dynamic. There would be a need to continuously review it so as to align it with new cultural developments and new research findings on CSE. This curriculum review should also be done to accommodate new research findings on CSE; since the ITGSE is also continuously reviewed to keep it current with new research findings.

The teaching of CSE to young children should not only be the mandate of schools. Parents and churches should also be involved. To avoid situations where these different

sectors may deliver conflicting information on CSE, they should all be given information regarding the curriculum.

Parents should be taught how to protect their children from sexual abuse. This may be achieved by asking them to maximise their oversight of children watching television programmes that may portray sexuality in ways that are harmful to children. The parents should also be taught to keep pornographic materials of reach from children. This could reduce the chances of children being sexually abused through exposure to sexually explicit media.

The parents who leave Zimbabwe in search of greener pastures should be encouraged to ensure that their children are left with adults who will take care of them in a responsible manner. The belief in Zimbabwe that having sexual intercourse with children is a way of curing HIV/AIDS has to be contested and changed.

Since there is the belief that sex with a child enhances animal fertility and also ensures a bumper harvest, adults in Zimbabwe should be discouraged from such beliefs. Instead, they should be taught entrepreneurship and better farming methods.

Through civic education, parents and all adults in Zimbabwe should also be educated on proper ways of disposing of used condoms as children pick them up and play with them.

5.9 THE EFFICACY OF THE THEORETICAL FRAMEWORK FOR THE RESEARCH FINDINGS

A conspicuous link was noted between the findings of this study and the theoretical framework, Brofenbrenner's ecological theory. The findings of this study relate well to the theory in many ways. As the study was on ecosystemic factors affecting CSE in early grades in Zimbabwe, several factors that are presented as elements in Bronfenbrenner's systems were found to be impacting on the provision of CSE in early grades in Zimbabwe. These systems are the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem. The microsystems, which are the systems that the child is always found to be within, like the school, the home and the peer group of a child (Essa, 2014; Morrison, 2015) contained several factors militating

against the provision of CSE among children. The study results showed that Zimbabwean families view the teaching of CSE as taboo and as a way of encouraging children to behave in sexually inappropriate manners. Also, in the same system, factors such as the presence of technological devices like televisions and cell phones in homes, were found to be sources of undesirable content like pornography that cause misconceptions with early grade children on matters pertaining to sexuality. They even imitate what they have seen. This happens when children are exposed to such material.

It should also be borne in mind that children in early grades in Zimbabwe also go to schools where the teaching of CSE is not affordable because of an absence of a curriculum on CSE for early grade children. The teachers themselves have a lack of knowledge of content to teach CSE to early grade children and also lack comfort to teach CSE as some of the CSE information is usually not expected to be talked about with children. This is part of the culture, and an ecosystemic factor from the macrosystem proposed by Bronfenbrenner (Bronfenbrenner, 2008; Morrison, 2015). Some teachers were found to be very unwilling to teach CSE to young children as it was against the doctrines of their churches, which only allow children to be taught about it when they have attained adolescence. This portrays religion as one of the ecosystemic factors that affect CSE, which is in line with Bronfenbrenner's ecological theory.

According to Bronfenbrenner's theory, two or more microsystems like the homes and schools, may combine to form a mesosystem. The fact that the home and the school were found not to be supportive of the teaching of CSE to early grade children means that the microsystem of early grade children in Zimbabwe militates against the provision of CSE to early grade children. Consequently, if CSE is to be successfully taught in Zimbabwe to early grade children, there is a need to develop well thought out strategies. The macrosystem of Bronfenbrenner's theory was efficacious in the interpretation of the findings of this study. Examples of macrosystem could be the parliament of a nation, which is responsible for developing laws and conventions that should be used to govern such nations. Data gathered indicated the absence of conventions and rules that legalise the teaching of CSE in early grades. The teaching of CSE to early grade children is portrayed as being in conflict with the norms and conventions of the macrosystem in Zimbabwe; consequently the theory was effective in

the interpretation of the findings of this study. Teaching CSE, according to the Zimbabwean culture, is also construed as a way of encouraging children to be involved in sexual intercourse activity at an early age. This culture, according to Bronfenbrenner's theory, is an ecosystemic factor located in the macrosystem, which the study has revealed to be impacting negatively on teaching CSE to early grade children. This aspect of the theory made it easy to interpret the findings of this study that relate to the macrosystem.

However, even though the teaching of CSE is prohibited by the culture of Zimbabwe, the theoretical framework made me aware of the chronosystem which demands the teaching of CSE because of children's exposure to sexuality content by media such as phones, films, televisions and the internet which were not there long ago but are now available and accessible to young children. Besides these technological gadgets, domestic animals sexual behaviour also lead children to develop misconceptions that can be cleared through teaching them CSE. Conclusively, the findings of this study compared perfectly with all the systems of Bronfenbrenner's ecological theory which made it efficacious to interpret the findings of this study.

5.10 SUMMARY

In this chapter, conclusions based on the research findings have been presented. CSE has been presented as essential to early grade children; because some children in Zimbabwe are sexually abused due to a lack of knowledge of CSE. Several factors have also been given as impediments to the provision of CSE to early grade children. Some of these factors are culturally based, while some are based on religion. Both Christianity and the ATR have been found to be against the teaching of CSE to early grade children. In Christianity, the teaching of CSE to young children is prohibited as they believe that it can defile children's purity and consequently invite punishment from God for those who may attempt to take away a child's innocence. The teachers indicated that CSE should be offered to early grade children; however, they are not comfortable to teach it. Several recommendations based on this study were also made. Teaching CSE to early grade children was recommended. This should start with the development of a CSE curriculum. The teachers should also be trained to teach CSE in

early grades. Material to support the implementation of the CSE Curriculum should also be put in place. The government has to enforce the teaching of CSE in early grades in schools by drafting a policy that should make CSE a mandatory subject in the early grades.

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7   APPENDICES

7.1   Appendix A: LETTER OF CONSENT TO THE SCHOOL HEAD

Dear the School head

My name is Thaddeus Mahoso. I am a Doctoral student at the University of Pretoria. The research I wish to conduct for my Doctoral study is entitled: Ecosystemic factors affecting Comprehensive Sexuality Education in early grades in Zimbabwe.

This project will be conducted under the supervision of Dr Roy Venketsamy, Professor Ina Joubert, and Dr Michelle Finestone, Department of Early Childhood Education, University of Pretoria.

I hereby request your permission to interview teachers from your school who are responsible for teaching in the early grades to participate in this study. The educators will be invited to participate in the data collection phase of this study by responding to interview questions and by being observed by the researcher when teaching a lesson on Comprehensive Sexuality Education to an early grade class. The interview will be scheduled according to their availability and will take place at a venue convenient for all participants, preferably at the school. Lesson observation will not be longer than 25 minutes. The participation of all educators in this study is completely voluntary and confidential.

The process requires the District Education Inspector (DEI) to give permission to conduct the research study in a selected number of schools. Find an attached letter from the DEI granting permission to the researcher to conduct interviews with the

educators and to observe lessons presentations by educators on Comprehensive Sexuality Education.

The University of Pretoria will remain being the custodian of all research findings. The University also needs to keep on record that all protocols in attaining this permission were followed. To this end, please sign the attached request that you are aware of and support, together with the DEI, that the selected educators at your school participate in the research study.

⌐L⌐
SEP

Kind regards

_____

teddymahoso@gmail.com

Contact number: 0783334158

Supervisor: Dr. R. Venketsamy

E-mail address: roy.venketsamy@up.ac.za

Co-supervisors

Prof Ina Joubert

Dr Michelle Finestone

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

PERMISSION FOR RESEARCH

I, _____, hereby give permission to Thaddeus Mahoso to include selected early grade educators at my school early grade educator to participate in his research study on *Factors affecting Comprehensive Sexuality Education in early grades in Zimbabwe.*

Signature: _____

Date:_____

7.2 Appendix B: EDUCATOR LETTER OF CONSENT

Ecosystemic Factors Affecting Comprehensive Sexuality Education in Early Grades in Zimbwabwean schools

Dear Educator

My name is Thaddeus Mahoso and I am a Doctoral student at the University of Pretoria. I wish to conduct research for my PhD thesis with the title: Ecosystemic factors affecting Comprehensive Sexuality Education in early grades in Zimbabwe.

This project will be conducted under the supervision of Dr Roy Venketsamy, Professor Ina Joubert and Dr Michelle Finestone, Department of Early Childhood Education, University of Pretoria.

You are kindly invited to participate in the data collection phase of this study by responding to my research questions and being observed teaching comprehensive sexuality education to your class. The interview will be scheduled according to your availability and will take place at a venue convenient for you. Lesson observation will take place at your school and will not be longer 25 minutes.

Your participation in this study is completely voluntary. All discussions in the group will be kept confidential. Furthermore, it is your right to withdraw at any point during the research study without any consequences or explanations. You can be assured that your decision will be respected. Confidentiality and anonymity will be guaranteed at all

times by assigning numbers to the participants during the transcription phase. No participant names or personal information will be reported in my findings.

If you are willing to participate in this research study you will be asked to complete a consent form. The researcher wills also audio record the interview (to make transcription of data easier and more accurate). The recording will be securely stored. Only my supervisors and I will have access to the audio recordings. All data will only be used for academic purposes.

You may ask questions before or during the time of participation. If you have any concerns regarding the data collection procedures, please notify me or my supervisors. You, as the participant will have the opportunity to verify the expressed views and the transcriptions of interviews made by me if so requested.

Please complete the attached consent form.

Kind regards

_____

teddymahoso@gmail.com

Contact number: 0783334158

Supervisor: Dr. R. Venketsamy

E-mail address: roy.venketsamy@up.ac.za

Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

PERMISSION FOR RESEARCH

I, _____, hereby give permission to Thaddeus Mahoso to include me as a participant in his research on Factors Affecting *Comprehensive Sexuality Education (CSE) in early grades in Zimbabwean schools.*

Signature: _____

Date:_____

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7.3   Appendix C: PASTORS' LETTER OF CONSENT

Ecosystemic factors affecting Comprehensive Sexuality Education (CSE) in early grades in Zimbabwean schools

Dear Pastor

My name is Thaddeus Mahoso and I am a student at the University of Pretoria. The research I wish to conduct for my Doctoral thesis is entitled: Ecosystemic factors affecting Comprehensive Sexuality Education in early grades in Zimbabwean schools.

This project will be conducted under the supervision Dr Roy Venketsamy and Prof. Ina Joubert and Dr Finestone, Department of Early Childhood Education, University of Pretoria.

You are kindly invited to participate in the data collection phase of this study by responding to my research questions. The interview will be scheduled according to your availability and will take place at a venue convenient to you. The interview will not be longer than 45 minutes.

Your participation in this study is completely voluntary. All discussions in the group will be kept confidential. Furthermore, it is your right to withdraw at any point during the research study without any consequences or explanations. You can be assured that your decision will be respected. Confidentiality and anonymity will be guaranteed at all

times by assigning numbers to the participants during the transcription phase. No participant names or personal information will be reported in my findings.

If you are willing to participate in this research study you will be asked complete a consent form. The researcher will also audio record the interview (to make transcription of data easier and more accurate). The recording will be securely stored. Only my supervisor and I will have access to the audio recording. All data will only be used for academic purposes.

You may ask questions before or during the time of participation. If you have any concerns regarding the data collection procedures, please notify me or my supervisors. You as the participant will have the opportunity to verify the expressed views and the transcriptions of interviews made by me if so requested.

Please complete the attached consent form

⌐L⌐
SEP

Kind regards

_____

teddymahoso@gmail.com

Contact number: 0783334158

Supervisor: Dr. R. Venketsamy

E-mail address: roy.venketsamy@up.ac.za

PERMISSION FOR RESEARCH

I, _____, hereby give permission to Thaddeus Mahoso to include me as a participant in his research on Factors Affecting **_Comprehensive Sexuality Education (CSE) in early grades in Zimbabwean schools._**

Signature: _____

Date:_____

7.4   Appendix D: PARENT'S LETTER OF CONSENT

Ecosystemic factors affecting Comprehensive Sexuality Education (CSE) in early grades in Zimbabwean schools

Dear Parent

My name is Thaddeus Mahoso and I am a student at the University of Pretoria. The research I wish to conduct for my Doctoral thesis is entitled: Ecosystemic factors affecting Comprehensive Sexuality Education in early grades in Zimbabwean schools.

This project will be conducted under the supervision Dr Roy Venketsamy and Prof. Ina Joubert and Dr Finestone, Department of Early Childhood Education, University of Pretoria.

You are kindly invited to participate in the data collection phase of this study by responding to my research questions. The interview will be scheduled according to your availability and will take place at a venue convenient to you. The interview will not be longer than 45 minutes.

Your participation in this study is completely voluntary. All discussions in the group will be kept confidential. Furthermore, it is your right to withdraw at any point during the research study without any consequences or explanations. You can be assured that your decision will be respected. Confidentiality and anonymity will be guaranteed at all

times by assigning numbers to the participants during the transcription phase. No participant names or personal information will be reported in my findings.

If you are willing to participate in this research study you will be asked complete a consent form. The researcher will also audio record the interview (to make transcription of data easier and more accurate). The recording will be securely stored. Only my supervisor and I will have access to the audio recording. All data will only be used for academic purposes.

You may ask questions before or during the time of participation. If you have any concerns regarding the data collection procedures, please notify me or my supervisors. You as the participant will have the opportunity to verify the expressed views and the transcriptions of interviews made by me if so requested.

Please complete the attached consent form

⌐L¬
SEP

Kind regards

_____

teddymahoso@gmail.com

Contact number: 0783334158

Supervisor: Dr. R. Venketsamy

E-mail address: roy.venketsamy@up.ac.za

PERMISSION FOR RESEARCH

I, _____, hereby give permission to Thaddeus Mahoso to include me as a participant in his research on Factors Affecting *Comprehensive Sexuality Education (CSE) in early grades in Zimbabwean schools.*

Signature: _____

Date:_____