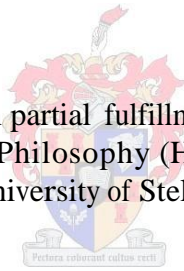


Effects of teacher sexual relationship with learners on the delivery of HIV/AIDS programmes in schools: Focus on two High Schools in Rundu

by

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Assignment presented in partial fulfillment of the requirements for the degree Masters in Philosophy (HIV/AIDS Management) at the University of Stellenbosch



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Declaration

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John Bosco Katjiua

Date: December 2012

ABSTRACT

The purpose of the study was to look at the extent to which the sexual relationships that exist between teachers and learners affect the delivery of the HIV/AIDS programmes in schools in the Kavango Region of Namibia. It aimed at drawing the attention of the Regional Education Directorate Management to ways to gear the education sector HIV/AIDS workplace programmes to design or strengthen strategies to target teachers' behavior. The main research question which was explored was as follows: To what extent do the sexual relationships between teachers and learners affect the delivery of HIV/AIDS educational programmes in schools?

A small scale interpretive study was conducted in two high schools in the Kavango region [one urban and one rural]. Furthermore additional document analysis was done on the topic on topic. The two selected high schools have been implementing the school HIV/AIDS programme called the My Future is My Choice. Data was collected using qualitative semi structured interviews.

The results showed that learners perceived HIV/AIDS educational programmes as ineffective when the same teachers or other teachers had some of their peers as part of their sexual networks. Learners revealed that they did not perceive such teachers to be the type of role models they expected.

OPSOMMING

Die doel van die studie was om te kyk na die mate waartoe die seksuele verhoudings wat bestaan tussen onderwysers en leerlinge die lewering van MIV / VIGS programme in skole in die Kavango-streek van Namibië beïnvloed. Die doel van die studie was om die kennis wat deur hierdie studie na vore gebring word, onder die aandag van die Onderwys Direkoraat te bring sodat programme vir onderwysers ontwikkel kan word.

‘n Beperkte interpreterende studie is uitgevoer in twee hoërskole in die Kavango-streek (een stedelike en een landelike). Verdere addisionele dokument-analise is oor die onderwerp gedoen. Die twee geselekteerde hoërskole is by die implementering van die skool se MIV/VIGS-program “My Toekoms is My Keuse” betrek. Data is ingesamel deur gebruik te maak van kwalitatiewe semi-gestruktureerde onderhoude.

Die resultate het getoon dat leerlinge MIV/VIGS intervensies as oneffektief beskou wanneer dieselfde onderwysers of ander onderwysers (wat die program aanbied) van hul mede-leerlinge as deel van hul seksuele netwerke het. Leerlinge het duidelik aangedui dat hulle hierdie onderwysers nie as ideale rolmodelle beskou nie.

Acknowledgment

I want to pay special gratitude to my wife, Clemencia and my children Jozikee and Ula for all the sacrifice they endured in the process of my work and studies. I would like to acknowledge my brother and sister Mutjinde and Naomie Katjiua for the inspiration and my good friend Immanuel Mwilima for all the support during these trying times.

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Furthermore, I would like to acknowledge the Africa Centre for HIV/AIDS Management at the University of Stellenbosch for all the support during the course of my studies.

Forever grateful.

List of Addenda

- A. Letter of approval from the Director of the Ministry of education: Kavango region
- B. Interview Consent Form
- C. Interview Schedule and transcript for Principals/Teachers
- D. Interview Schedule and transcript for School Board Members
- E. Interview Schedule and transcript for Management at the ministry of Education
- F. Interview Schedule and transcript for Management at the ministry of Youth
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- H. Interview Schedule and transcript for HAMU/MFMC
- I. Interview Schedule and transcript for Community Leaders
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ACCRONYMS

AIDS	Acquired Immunodeficiency syndrome
ARV	Antiretroviral therapy
BCC	Behavior Change Communication
HAMU	HIV/AIDS Management Unit
HIV	Human Immunodeficiency Virus
IIEP	International Institute for Educational Planning
MFMC	My Future is My Choice
MOE	Ministry of Education
MOHSS	Ministry of Health and Social services
NDHS	Namibia Demographic Health Survey
UNICEF	United Nations Children Fund
UNAIDS	United Nations AIDS programme
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
NIED	National Institute for educational development
UNESCO	United Nations Education Scientific and Culture Organization
UN	United Nations
WOH	Window of Hope

Chapter 1: Introduction

The study is located within an interpretive paradigm whereby the qualitative approach was employed. Qualitative research, broadly defined, means "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss & Corbin, 1990, p. 17).

The relationship between the teachers and learners is important if it is based on trust, respect and where both are making an effort to be responsible for their work. This relationship should be carried out in a professional manner in a learning environment that places a strong focus on learners' education in a context where the teacher is fair, honest and truthful (Nuland, 2009). "The parents entrust the teachers with the responsibility for the learners' education and nurturing of the learners and the teachers in turn have the moral responsibility to educate the children entrusted to their care" (Abdul, 2003).

There are general principles and guidelines for conduct in the relationships between the teacher and learners in any educational environment such as:

1. To treat all teachers and learners equally and respectfully regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
- To commit the time and energy to your work or studies necessary to achieve the goals and objectives of each course (Hopkins, 2003).
- Within the same framework of the above-mentioned principles and guidelines, there are certain behaviors deemed inappropriate for conduct in the teacher and learner relationships which are perceived to demonstrate disrespect for others or lack of professionalism in interpersonal conduct. As a result certain actions by teachers or educators are deemed inappropriate (Nuland, 2009).

These actions include, but are not limited to, the following:

- The "...teachers may not become involved in any form of romance or sexual relations with a learner" (Ministry of Education. 2004: 65).

With the dawn of the HIV/AIDS pandemic, and especially its devastating impacts on the most vulnerable members of the society namely the youth, the above-mentioned inappropriate behaviors of teachers towards their learners especially in the context of HIV/AIDS have attracted more attention.

The aim of this thesis was to discuss the perceived effects of the sexual relationship between the teachers and learners on the delivery of the HIV/AIDS education programmes in schools, focusing on two high schools in Rundu.

1.1. Significance of the study

The study signifies that teachers have a vital role to contribute in the prevention of the spread of HIV/AIDS among the youth. That role would be to advocate instilling a sexual behavior pattern among the youth that will reduce the spread of HIV/AIDS.

Secondly the researcher wanted to highlight that sexual relationships between teachers and learners do exist and that these relationships had the potential to negatively affect the ability of the schools or the teachers to deliver HIV/AIDS educational programmes in schools.

Thirdly the study intended to raise awareness among the education management to undertake measures to address the issues of teachers and learners sexual relationships in the context of HIV/AIDS prevention programmes in schools. For this reason the author hoped that the education HIV/AIDS workplace programmes management unit, HAMU would be stimulated to research efforts to address issues pertaining to the behavior of teachers that lead to the potential HIV transmission among school learners and design behavior change communication (BCC) strategies to target this behavior of the teachers.

1.2. Research Problem

The extent of the problems of teacher sexual relationships with learners on the delivery of HIV/AIDS education programs in schools is not well known as there is limited documentation in this regard as far as Namibia or Kavango is concerned.

In qualitative research the research problems tend to be framed as open-ended questions that will support discovery of new information (Hoepfl, 1994). In this study the research problem is stated as follows: To what extent do teacher and learner sexual relationships affect the delivery of the HIV/AIDS educational programmes in schools in Kavango Region? The study focuses on two High Schools in Rundu, Kavango Region of Namibia.

The concept of teacher and learner sexual relationships, referred to is the intimate relationship between a learner in school and a practicing teacher.

The study looked at the influence a school or the teacher would have in delivering HIV prevention messages to learners while at the same time the teacher or others in the same school or community were known to have learners as part of their sexual multiple concurrent partnerships.

1.3. Research Questions

1.3.1. Main research question

To what extent do teacher and learner sexual relationships affect the delivery of the HIV/AIDS educational programmes in schools in Kavango Region?

1.3.2. Sub-questions

- What are the perceptions of the effects of the teacher's sexual relationships with learners on the delivery of HIV/AIDS programs in schools?
- What are the learners' perceptions on the HIV/AIDS educational programs in schools?
- What are the learners' perceptions on the expected role model image of their teachers in times of HIV/AIDS?

Chapter 2: Literature Review

2.1. Introduction

As indicated earlier, the purpose of this study was to assess the effects that the teacher and learner sexual relationships have on the delivery of HIV/AIDS programmes in schools in Rundu, Kavango Region.

In order to better understand the issues related to the study, an overview of the literature, which started with the HIV/AIDS situation in Kavango region which included background information such as the prevalence rates and the factors driving the epidemic in this region, is presented.

Secondly the study focused on the teacher and learner relationship. In this case the researcher looked at the various views of researchers on the expected relationship between a learner and a teacher as a vehicle for successful knowledge transfer. This focused on the defined boundaries of interaction between the learners and teachers within the Code of Conduct for Namibian teachers and teachers' codes of conducts from other countries.

Thirdly the focus was on the teacher and learner sexual relationship as a social problem. Issues in this regard included defining the concept of teacher and learner sexual relationships, understanding the motives behind teacher and learner sexual relationships and how these relationships influenced the delivery of HIV/AIDS programmes in schools.

Fourthly the focus was on the role of teachers in fighting HIV/AIDS. This included exploring the strategic positioning of schools in reaching young people with HIV/AIDS educational programmes and the HIV/AIDS programmes in schools in relation to the strategic position the teacher enjoys at potentially formulating and enhancing behavior patterns that will reduce HIV infections among the youth.

After this the next section looked at the impact of HIV/AIDS on teachers and the education sector. This included issues of why the teachers were perceived to be vulnerable to HIV infection and how their proximity to learners within the context of learner and teacher sexual relationships, could increase the HIV infection among learners. The last section focused on the expected teacher and learner relationships and the perception of the teacher to be a role model especially in the times of HIV/AIDS. This included reflection on the Teacher Code of Conduct, the Constitution of the Republic of Namibia and other policies.

2.2. HIV/AIDS in Kavango

Namibia is one of the most affected countries by HIV and AIDS and Kavango is one of the regions in Namibia which has high HIV prevalence rates. In the Namibia Demographic Health Survey (NDHS) of 2006, the data from the VCT clients revealed that as many as 40% of testers in Rundu and 25% in Andara were infected with HIV.

In the same study it was also revealed that multiple concurrent partnerships were one of the most active factors that have been recognized to drive the HIV epidemic in Namibia. In this study, along with Caprivi, Kavango was the only region to have seen an increase in multiple partnerships of 7 to 13% among men between 2000 and 2006 (NDHS, 2006). A multiple concurrent partnership (MCP) refers to a situation whereby a man or woman has more than one sexual partner at the same time and the partners overlap for weeks, months or even years (Desert Soul, 2010).

One of the reliable methods of HIV prevention is condom use. This means that correct and consistent condom use can be referred to as a reliable HIV prevention method. Since there is no cure for HIV most of the HIV/AIDS prevention messages centers on the correct and consistent condom use. However Kavango region was one of those regions trailing in the use of condoms. Condom use was lower than most regions with only 46 percent of women and 64 percent of men reporting condom use with non-marital partners (NDHS, 2006). One of the possible reasons for the low use of condoms is that knowledge about HIV/AIDS was observed to be low in Kavango compared to the rest of the country.

One in four women did not know that HIV can be prevented by using condoms, when prompted, (NDHS, 2006).

Primary abstinence was low relative to other regions, with only 25 percent of never-married men and women aged 15 to 24 reporting never having had sexual intercourse.

This region was observed to have had the highest levels of sex before age 15 where as many as 19 percent of women age 15 to 24 reported sex before the age of 15 in 2006 (the national average 17 percent, NDHS, 2006). This was the same reflection by Shaningwa who, in her study on the challenges faced by teenage mothers on returning to school stated that “one of the main factors contributing to the high school dropouts rates among girls in the Kavango educational region is teenage pregnancy” (Shaningwa, 2007).

2.3. The teacher and learners relationships

In this section the researcher wished to stress the importance of good relationships between learners and teachers that contribute to the effective knowledge transfer as guided by various Codes of Conduct and guidelines.

According to the Code of Conduct for Teachers in Namibia, the teacher and learner relationships should be based on mutual trust, respect and responsibility (Ministry of Education, 2004). Such relationships exist in an equation where the educator has the responsibility to facilitate the educational growth of the learner where the teacher is the provider of knowledge and the learner is the receiver (McCallum, 2001). This does not by any means suggest that the learner is a passive participant in the learning process. In agreement with the constructivist learning theorists, the researcher agrees that students’ minds are not blank slates to be filled with information and that they are not passive receivers of knowledge imparted by the teacher” (Barry, 1999 in Zhan et al, 2004).

At the same time the researcher was convinced that the teacher was not only responsible for the subject matter knowledge transfer but also contributed to the personal growth of the learner. This was echoed by Barry when he stated that “teachers’ work is to nurture

each student and maximize not only his or her intellectual achievement but also social, emotional and spiritual growth” (Barry, 1999).

This idea was further supported by Nightingale when saying that “in universities with increased class sizes with students from different backgrounds in many aspects, creating an emotional and caring climate is conducive to high quality learning” (Nightingale, 1994). According to Jones (Jones, 2004 in Zhan et al, 2004), a significant body of research shows that academic achievement and students’ behaviors are greatly influenced by the quality of the teacher-student relationship.

The teacher and learner relationship exists within certain defined parameters according to what the society at a particular time feels comfortable with. Such frameworks would refer to education guidelines and policies that various learning institutions from one country to another would follow (Nuland, 2009; Chikami, 2006).

In the Code of Conduct for teachers and educators the Ministry of Education in Namibia states that “...teacher, in relation to learners must take the place of parents when a learner is officially at school and when he or she (the teacher) participates in official school programmes and activities in and outside school” (Ministry of Education, 2004). This perception of what teachers’ behaviors should be in relation to their learners appears to be a universal perception. The teacher should treat the students as his or her own children, and the students should consider the teacher as their own parent” (Kabir, 2007). Behaving in ways that embody the ideal student and teacher relationship fosters respectful behavior, minimizes the likelihood of student mistreatment or abuse, and optimizes the educational experience for students” (Kabir, 2007).

2.4. Sexual relationships between teachers and learners as a social problem

For the purpose of this study the definition of the sexual relationships between teachers and learners would be defined as a situation where a teacher becomes involved in intimate or romantic relationship with a learner.

Although various reviewed guidelines and policies from the Ministry of Education and various institutions of education in Namibia and other countries clearly advised teachers not to be involved in sexual relationships with learners, this practice has been documented to, in fact, continue to exist. In their assessment report on Girls' Education in Rundu Educational Region Felton and Haihambo-Muetudhana stated that "...specific mention was made of male teachers and soldiers in areas near to National Defense Force (NDF) bases who have sexual relationships with school-going female learners." Furthermore in the same study "the study team came across teachers who had female learners living with them on school grounds" (Felton & Haihambo-Muetudhana, 2002:19-20).

The perceived motives behind the teacher and learner sexual relationships may vary from time to time or place to place. According to Kelly and Bain "many countries across the world are unearthing distressing evidence of school children being abused by teachers in return for the payment of school fees, the promise of good examination grades, appointment to positions of responsibility or leadership, or for the sheer gratification of teacher power" (Kelly & Bain, 2003:12).

According to Felton and Haihambo-Muetudhana (2002), some of the motives behind these relationships were girls' materialistic aspirations, peer pressure and poverty. The National Academy of Public Administrations (2005) cited that some older teachers have sexual relations with virgins to cure AIDS. In the Male Teacher Sexual Abuse of the Girl Child in the school context (Chanika, 2003) said "disciplinary action is often arbitrarily administered by the teachers so girls are often more frightened than the boys of being punished and this makes them more prone to abuse."

One thing clear from the literature was that these types of relationships have been perceived as negative and have benefited the teachers more than the learners. The exploitative relationships of sexual abuse between learners and teachers denied the learners freedom to "protection of personal liberty", as assured by Article 7 of the Constitution of Namibia (Government of the Republic of Namibia, 1990a) and "respect of human dignity" by Article 8 of the Namibian Constitution.

In the context of HIV/AIDS, the sexual relationships between the teachers and the learners increased the potential of HIV transmission. This was so because, among others, the decision on consistent condom use was potentially compromised for various reasons. One such reason could be the unequal powers between the learner and the teacher due to the authoritarian teacher position towards learners. This point was echoed by (Gordon *et al*, 1992) that "...the degrees of power in the teachers' relationships with learners are unequal, because teachers can open or close doors to learners' careers via grades, recommendations, and referrals. (Jones, 2001) Stated that teacher and student sex spreads HIV in Central Republic, "...even children in primary school have contracted HIV from their teachers." This picture was made worse by the fact that teachers perceived this conduct as entrenched in the education system. "Teachers say they wish they could prevent relationships between pupils and staff, but it is difficult because the practice is ingrained in the educational system". "...For many girls in Sierra Leone their teachers are not a support but a further obstacle to their education, as they demand sex in exchange for a place at school or top grades in class. If the girl says no, the teacher will fail her" (Symington, 2010).

In the times of HIV/AIDS prevention, the teacher, by virtue of being with the learner for most of the day, has an important role of imparting the learner with information, skills and guidance that is to help the learner to make informed decisions about their lives. This information could be about how HIV is spread, how one can prevent infections and/or avoid situations or behaviors that could potentially increase the chances of HIV infections. The researcher was of the opinion that if teachers were to educate learners about HIV/AIDS infections, it may not be well perceived by the learners when the same teacher or others in the same school or in the community are perceived or suspected to have sexual relationships with some of the learners.

2.5. The role of the teachers in fighting HIV/AIDS

The government of the Republic of Namibia through the MoHSS has recognized and acknowledged the high rate of HIV/AIDS related deaths in the country which has risen from 7% (1995) to 22% (1998). This has led the country to take a proactive strategy towards HIV/AIDS. Rigorous school-based HIV/AIDS programmes have been instituted to help curb and prevent the spread of HIV among school youth. Also the My Future is

My Choice UNICEF programmes, was offered in schools through the Youth Health Development Programme, as an extra-curricular programme to bolster HIV/AIDS prevention messages and information (MBESC, 2004).

The researcher was of the opinion that this approach by the ministry of education was of strategic importance in terms attempting to fight the spread of HIV among the most valuable and vulnerable members of the society, namely the youth as the youth/learners/students spent most of their daily time at the schools.

Many young people do not have the opportunity to talk about HIV and AIDS either at home or in the community. Nor can they talk about the potential risk behaviors that can lead to HIV infection. They may perhaps feel equally uncomfortable talking to their parents, and their parents in turn may also be embarrassed or lack the confidence to discuss the subject with their children (UNESCO, 2007).

On the other hand, most young people did attend school at some point, and school was an entry point where these topics could be addressed. The potential strengths of a school setting are that children there have a curriculum, teachers, and a peer group. On top of this, school could teach them not only information, but also skills and shape attitudes. "...No other sector offers the potential to reach so many youth with so little effort. There is no better time or place to reach them with the messages that might help save their lives and the lives of their families" (Goveia, 2000).

Whether the teacher of today was well prepared to be both the subject matter educator and be able to provide HIV/AIDS education that is a question for another thesis. The point was that "...schools are key settings for educating children about HIV/AIDS and for halting the further spread of the HIV infection" (Schenker et al, 2004).

The teacher for that matter was critical in the above-mentioned expectations of schools settings. This was emphasized by Visser (2006) that "...teachers have been given a major role in creating awareness of HIV/AIDS and in ensuring that young people have the knowledge to protect themselves."

Despite the reported high HIV/AIDS awareness levels in Namibia (MOHSS, 2006), Southern Africa, and in the both Latin and Asian countries (UN, 2000) the HIV prevalence levels remain relatively high. This was reported to be the case because of the inability of people to transform HIV/AIDS awareness into HIV/AIDS health behaviors (MoHSS, 2006). So targeting young people at a very early stage could have a successful outcome in terms of HIV/AIDS prevention for the future. “The future course of AIDS in Africa depends in large part on the behavior of the next generation. Children between the ages of 5 and 14 have been referred to as a ‘window of hope’ because they have low infection rates and have not yet established patterns of sexual behavior” (Dufflo et al, 2007).

2.6. The impact of HIV/AIDS on teachers and the education sector

In this section the author wanted to highlight some ways in which the HIV/AIDS epidemic has negatively affected the education sector. The researcher believes that there was a circular relationship between HIV/AIDS and education. If the epidemic worsens, the education sector was likely to suffer, which would in turn increase the incidence of HIV infection. There are various possibilities in which the education sector could be affected by HIV/AIDS while there were equally numerous possibilities where the education sector could contribute to fighting the spread of HIV/AIDS. These sentiments were exhaustively alluded to in the preceding sections.

Namibia’s teachers are at relatively high risk of HIV infection. Projections suggested that around one-in-seven educators were HIV-infected in 2002. Levels reached one-in-four in Katima Mulilo (Caprivi), the region (adjacent to Kavango) with the most advanced epidemic. Evidence suggested increasing occurrence of illness and deaths among younger staff, (Kinghorn, 2000). According to the National Academy of Public Administrations (2005), “the attrition from AIDS is estimated to be the highest in Kenya (25 000), Nigeria (22 000), South Africa (44 900), Uganda (14 900) and Zimbabwe (16 000). Some 2000 000 of Sub-Saharan Africa’s 650 000 teachers are projected to die from AIDS.”

The majority of teachers in Namibia were in age category of 30-34 years. This was incidentally the highly infected age group of a prevalence rate of 27 percent (NDHS, 2008). This would mean that if learners were part of the sexual networks of their teachers,

the potential risk of HIV transmission to learners was increased. These realities may imply that the next generation of young people will not receive the education they needed to become productive members of their societies. This argument was supported by the UNAIDS Director, Piot (2008) who said that “young women and teenage girls are far more infected than boys or young men of the same age. They are not infected by boys of their age but by men who are older.”

2.7. Teachers and role models in the times of HIV/AIDS

In the context of the teacher and learner relationship, the researcher wished to employ the definition used by Meetu, (2010) which stated that “...a role model is a person who assures, motivates, guides and inspires a student towards learning and life. Having a role model in life is important and it facilitates growth in helping students to set high standards and high goals. It motivates them towards their academic ability.”

When one asked a child, especially a learner what they wanted to become when they grew up, most of the time the answer that one gets is ‘a teacher’ (Meetu, 2010). This explained the importance and the influence that a teacher had on a child. A teacher, who was perceived to be a role model, needed to be conscious that whatever they did and said to the learners had a great impact on them. The behavior of the teacher goes a long way in shaping the kind of human beings they (learners) will evolve into (Meetu, 2010).

It is often referred to that a teacher is a teacher 24/7 (Nuland, 2009). That meant a teacher was always a teacher, whether in or outside the classroom. They may be held accountable for behaviors that have an impact on learner learning. “Teachers are the window through which learners will see their future and they must exemplify what they advocate” (Swartz, in The New Era, 2010).

“The role of the teacher in the late 19th or early 20th century was quite different to the present day teacher. Standing tall, they were perceived by society as knowledgeable...they were also moral, religious church goers who the community would look to for advice. They were socially reliable and responsible who held a certain status in society” Robinson (1993 in McCallum, 2001). In times of HIV/AIDS the teachers were

challenged to exemplify a behavior that can help learners to minimize the risks of being exposed to HIV infections.

As mentioned earlier there are various legal mechanism such as the Constitution of Namibia (1990) articles 7, 8 and 17 the Code of Conduct of Teachers (MoE, 2004) that have prohibited the sexual relationships between learners and teachers and emphasized the expected appropriate conduct of teachers in both in and outside the classroom.

Chapter 3: Methodology

3.1. Introduction

This section explored and analyzed the different research methods which were used in conducting the study. The research methods and approaches which were selected were determined by the purpose of the study, which was to assess the effects of teachers' sexual relationships with learners on the delivery of HIV/AIDS education in schools in the Kavango Region of Namibia. The research was located within an interpretive paradigm whereby the qualitative approach was employed. Qualitative research, broadly defined, means "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (Strauss & Corbin, 1990, p. 17).

In this section the researcher discussed the research context, participants and the sampling followed in selecting the two senior secondary schools and the research participants. Then the author wanted to focus on the data collection tools which included interviews and document analysis.

3.2. Research Design

According to Patton, (1990), "the particular design of a qualitative study depends on the purpose of the inquiry, what information will be most useful, and what information will have the most credibility."

The primary purpose of qualitative research is to understand "...the importance of the context of behavior as it is influenced by historical, ecological, socio-economic, political, cultural and temporal conditions, and subsequent interpretation of the meaning thereof (Burhman & Parker, 1993, cf. Patton, 1990; Terre-Blanche & Kelly, 1999 in Lincol, 1981; Henning, 2004). According to (Strauss & Corbin, 1990) qualitative methods can be used to better understand any phenomenon about which little is yet known. They can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively. It has a number of advantages such as the following:

1. In-depth understanding of the situation and meaning for those involved (Henning, 2004:41).

2. Lived experience and deeply held beliefs or feelings cannot truly be determined through quantitative survey questionnaires, in which the set numbers of items are exposed in pre-determined language, formulated by the researcher (Henning, 2004:34).

The advantage of conducting the research within this paradigm was to allow the researcher to understand and make sense of the actions and views of the participants from an individual point of view and to understand that different people could perceive the same social phenomenon differently. The most important feature of this paradigm is its ability to reflect the reality as perceived by individuals own experience and interpretation (Patton, 1990).

3.3. Research Population

A small scale interpretive study was conducted in two High Schools in Kavango region. The two selected high schools have been implementing the school HIV/AIDS programme called the My Future is My Choice. This programme is implemented by the Ministry of Education in partnership with UNICEF. One school is in Rundu which is the regional capital and urban area while the other one is more than 100km outside Rundu and more rural. The idea was to compare the experiences and perceptions on the same issue of different learners, teachers, parents and principals from urban to rural settings.

3.4. Sampling

Sampling is the method used to select a given number of people or things from a population (Mertens, 1998). Purposeful sampling is the dominant strategy in qualitative research.

Purposeful sampling seeks information-rich cases which can be studied in depth (Patton, 1990a). In each locality, the following participants were to be interviewed, minimum 8 learners in Grade 10-12 aged 18 years, two principals, at least two teachers, two learner leaders, two parents, two community leaders, members of the school boards, and key members, from each of the following regional departments: education, youth and social services.

Permission to conduct the interviews was sought from the director of education in the region, each headmaster via the regional education directorate specific circuit supervisor (their immediate supervisor). Before the learners and teachers were selected and

interviewed consultation was done with the headmasters to explain the purpose of the study.

3.5. Data Collection

The nature of the study allowed the researcher to collect data through two different research data collection tools: interviews and document analysis.

3.5.1. Interviews

Interviews have been defined as a two-person conversation initiated by the interviewer for a specific purpose of gaining research relevant information and focused on content specified by the research objectives of systematic description, prediction or explanation (Cannel & Kahn.1968).

Qualitative interviewing utilizes open-ended questions that allow for individual variations. (Patton, 1990) Writes about three types of qualitative interviewing: 1) informal, conversational interviews; 2) semi-structured interviews; and 3) standardized, open-ended interviews. This study used semi-structured interviews which allowed the researcher to collect rich data.

An interview guide was used in each case. An interview guide or "schedule" is a list of questions or general topics that the interviewer wants to explore during each interview. Although it is prepared to ensure that basically the same information is obtained from each person, there are no predetermined responses, and in semi-structured interviews the interviewer is free to probe and explore within these predetermined inquiry areas. Interview guides ensure good use of limited interview time; they make interviewing multiple subjects more systematic and comprehensive; and they help to keep interactions focused. In keeping with the flexible nature of qualitative research designs, interview guides can be modified over time to focus attention on areas of particular importance, or to exclude questions the researcher has found to be unproductive for the goals of the research (Lofland & Lofland, 1984 in Hoepfl, 1994).

3.6. Data Analysis

“How can we draw valid meaning from qualitative data? What methods of analysis can we employ that are practical, communicable, and non-self-deluding – in short, scientific in the best sense of that word?” (Miles & Huberman, 1984:15).

Bogdan and Biklen define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (Bogdan & Biklen, 1982, p. 145). Qualitative researchers tend to use inductive analysis of data, meaning that the critical themes emerge out of the data (Patton, 1990). Qualitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories; to examine them in a holistic fashion; and to find a way to communicate this interpretation to others (Hoepfl, 1994).

Qualitative data analysis is an inductive process of organizing the data into categories and identifying patterns among the categories. In addition the categories and patterns emerge from the data rather than being imposed on the data prior to the data collection (MacMillan & Schumacher, 1993).

The findings of the research participants were grouped into categories according to the similarities of statements, compared and interpreted according to perceptions, opinions and experience in order to make meaning.

3.7. Ethical Considerations

Interviewing learners comes with its own widely recognized challenges (Alderson & Morrow, 2004; Christensen & James, 2000), especially when sensitive topics are being investigated as children may feel constrained by fear of retaliation or victimization (Leach, 2006 in Leach & Sitaram, 2007: 257).

The learners may feel compelled to participate even when given a choice. Some learners may say what they think the researcher wants to know or hear. The learners may even feel more uncomfortable if these interviews were to be conducted on the school premises

(Leach, 2006) in (Leach & Sitaram, 2007; 2; 263). The researcher undertook to repeatedly emphasize that they had a choice to participate or withdraw.

The researcher ensured that each participating learner, teacher or any other participant was thoroughly introduced to the purpose of the study and each participant was guaranteed confidentiality. The researcher conducted the interviews in a secluded environment such as empty class rooms or some ideally learner identified areas. “This will ensure that the learners are away from possible prying eyes and straining ears” (Leach, 2007: 262). The researcher made it clear that their names would not be taken and that the researcher instead allocated identified codes to each respondent and they did not have to write anything. These codes were shown to the participants before the interview commenced. Furthermore the researcher assured the participating learners, teachers or other respondents that no information they have offered would be divulged to the school or any person.

Chapter 4: Findings

4.1. Introduction

This chapter presents the research findings collected through the interviews and documentary analysis. Since the purpose of the study was to investigate the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS programs in schools, the findings related to the following research questions:

- What are the perceptions of the effects of the teacher's sexual relationships with learners on the delivery of HIV/AIDS programs in schools?
- What are the learners' perceptions on the current HIV/AIDS educational programs in schools?
- What are the learners' perceptions on the expected role model image of their teachers in times of HIV/AIDS?

The data collected emerged into categories guided by the above mentioned main research questions. The categories were listed below and the chapter was arranged according to these categories:

- a. Perceived effects of HIV/AIDS in the Kavango region
- b. Roles of schools to reach learners with HIV/AIDS programmes
- c. Expected roles of teachers in the times of HIV/AIDS pandemic
- d. Review of current HIV/AIDS programmes in schools
- e. Recommendation to strengthen the current HIV/AIDS programmes in schools
- f. Perceived factors that increased the risks of HIV infection among the youth in the Kavango region
- g. Factors fueling the sexual relationships between the teachers and learners
- h. Perceptions on the ideal role model teacher
- i. Perceived effects of the sexual relationships between teachers and learners
- j. Recommendations to stop the sexual relationships between teachers and learners

4.2. Interview findings

4.2.1. Perceived effects of HIV/AIDS in the Kavango region

In this section the researcher would like to present the impacts of HIV and AIDS in the Kavango region as reflected by the respondents. The respondents varied from person to person but on the overall, the answers related in the fact that they could be grouped into the following areas; impacts on the community and teachers and learners.

a. Impacts of HIV/AIDS on the Community

The respondents felt that the HIV/AIDS pandemic had negatively affected the region. Many families were said to have lost bread winners and many people were left destitute. "...HIV/AIDS caused severe family destruction. In some cases both parents are dead. We have now more orphans and child-headed households in our community. Young people are denied the role models and the lack of parental guidance due to death of parents creates more psychological problems and more ill-discipline in the youth." – Chief School Counselor.

Furthermore it was said that this have severely affected development in the region. Due to this pandemic, many people were not productive while others had left work due to illness and inabilities to continue to work. To others the HIV/AIDS pandemic have affected the community by adding to the unemployment problem which is a major development issue. The perception here was that due to HIV/AIDS many people could not be employed in the Namibian Defense Force or the Police services. The Defense Force is perceived to be one of the biggest employers in Namibia. Since HIV testing is a precondition to employment in the defense force and police, many able young people living with the HIV virus were denied the opportunity to join the Defense Force. In this way it contributed to unemployment in the region.

b. Impacts on Teachers/education staff and learners

Just like the rest of the community members who have died due to AIDS related illnesses, teachers and learners too, have died. In addition there was a perceived increase in the number of orphans and vulnerable children in the region. "Many children have dropped out of school to take care of their sick parents or siblings or due to the fact that the parents have passed on and no one was there to pay for the school."- Head Boy. Those

learners who were affected had very low morale and found it difficult to continue to be focused on the school work.

In the same way, many teachers have died and others were said to continue being absent from school for long periods due to illness believed to be AIDS related. “This lead to learners being left unattended for long periods of time or forcing other teachers to be overloaded with additional work to cover for their absent colleagues.” – Head Master.

The HIV infected or affected learners were said to suffer from fear of stigma and discrimination and often chose to remain away from schools.

4.2.2. Roles of schools to reach learners with HIV/AIDS programmes

In this section the researcher wanted to look at the perceived potential the schools were perceived to have to influence learners in terms of HIV/AIDS education and meaningful impact on the learners’ future sexual behavior patterns.

a. The schools are doing very little

The research participants were aware that in some schools, there were HIV/AIDS related programs. Of the participants who were aware of such programs felt the school could do more than what was happening. Therefore it was mentioned several times by different respondents varying from teachers to learners, school board members and staff in the education directorate that the schools have the potential to do more but they were not doing that.

Some respondents felt that the school should make efforts to own the programs and take their own initiatives based on the needs of their learners or/and teachers. It was said that the schools waited too much on the directorate of education or HIV/AIDS Unit to do activities. “The schools should take the initiatives to make the programs attractive by partnering with other stakeholders such as the civil society and the HIV/AIDS programs must be a strong school activity. The concept of the School Counselor is good but the School Counselor must be given more time, resources and support.” – Social Worker.

b. The school environment was best suited to reach the youth

The participants were convinced that the school set up was ideal to make a meaningful impact on the children in terms of the education on the prevention, treatment and care of HIV/AIDS. Many felt that the advantages of the school environment were that the learners or young people spent most of their productive times with the teachers in a structured set up. Secondly, the learners had a high faith in their teachers. These two factors were believed to make it ideal to incorporate HIV/AIDS education and awareness activities in the school programs.

“...this is the best platform to find most young people. The school has a very good and well-structured system of grades, classrooms and daily schedules. So the HIV/AIDS program for all the age groups with the right support from external partners has the greatest potential to answer the behavior change dilemma of our pandemic. Furthermore the learners trust their teachers and if these teachers were really good role models, they could influence the learners to adopt lifestyles and behavior patterns that could decrease their chances of being infected.” – Chief School Counselor, Directorate of Education.

4.2.3. Expected roles of teachers in the times of HIV/AIDS pandemic

In discussion with the respondents, the researcher enquired what they thought would be the roles that teachers could take in efforts to contribute to the fight against the scourge of HIV/AIDS in schools and communities. All the respondents felt that a teacher had a significant role to play in these special times of the challenges of the HIV/AIDS pandemic.

The respondents including teachers felt that the teachers were very well respected people in the community and therefore they could be very effective facilitators of positive change in their communities. The respondents felt that teachers could influence the community and especially the youth in terms of many social issues. The parents and the learners expected the teachers to be people who were very well behaved. The parents were saying that a teacher must be able to show that they cared about the future of the children and always act like parents.

Furthermore, the parents felt that during these challenging times of so many social problems like the passion killings, theft and alcohol and drug abuse, the teachers should

take up more inspirational and leadership responsibilities in the communities. “A teacher should not be a teacher in the classroom only; a teacher must be a counselor, a motivator and must reach out to all learners. He or she must be ready to protect the children, provide guidance to all in the community and must be at the forefront to confront social issues that make the community members vulnerable during the HIV/AIDS pandemic including fighting taboos and myths.” – Female Teacher.

4.2.4. Review of current HIV/AIDS programmes in schools

In this section, the researcher wanted to reflect on the perceptions and attitudes towards the HIV/AIDS school programs or activities that have been implemented in the two research sites, namely the two high schools in Kavango region. This research question was mostly applied to learners and teachers since they were the ones directly exposed to the programs.

The ministry of education, with the initial support from UNICEF, had been implementing HIV/AIDS awareness programs in schools. These programs included two strategies. One was to reach the upper grades learners with the, My Future is My Choice (MFMC) program, and the other was to focus on the lower grades, with the Window of Hope (WOH) program. These two programs were only targeting learners.

The objectives of these programs were as follows:

- Focus on HIV prevention and raise awareness on sexual reproductive health among the learners
- To empower the youth with skills to make right decisions and choices and delay sexual debut
- To alert the learners about the dangers of sugar daddies especially those who are eager to offer the young girls goodies like cellphones.
- To empower girls with skills to refuse the advances of sugar daddies

The researcher asked the learners, teachers, headmasters and the ministry of education HIV/AIDS Unit and school counselors to list the components of the HIV/AIDS program that they liked most, liked the least and their recommendations on how to improve the program.

4.2.4.1 Most liked about the HIV/AIDS school Program

The respondent appreciated the efforts undertaken by the school or the ministry of education in their attempt to raise awareness among the school going youth.

The following were the activities or aspects of the program the respondents liked the most:

- When the HIV/AIDS information was given with games and role plays
- Dramas and music or songs
- Outdoor activities like visiting hospitals, camping, and community work etc.
- When the school counselors encouraged the learners especially about sexual reproductive health.

4.2.4.2. Least liked about the school HIV/AIDS program

While appreciating the efforts of the ministry of education and the school, the respondents expressed dislike at the way the program was implemented. These included the following:

- The research participants did not like the fact that the program was not ongoing throughout the year. This was very discouraging and did not help the learners to participate enthusiastically. It was enumerated that sometimes the program was only for one week long and for the rest of the year, nothing took place.
- The fact that only one or two teachers were involved did not give the learners the impression that this is a project supported by the school.
- The fact that the learners were not given the chance to run or present some activities to the other learners did not encourage some of the learners to continue being part of the program. Learners felt not trusted by the teacher and they felt it was something the teachers were imposing on the learners.
- “First I liked the program but since some teachers are not giving good example and are also unfaithful (to their partners) by going out with learners, made the program not worth attending.” – Grade 12 female learner.

4.2.4. 3. Recommendation to strengthen the HIV/AIDS programmes in schools

In this section, the researcher would like to share some of the critical recommendations proposed by the research participants on how the current and future HIV/AIDS programs in schools could be improved.

a. The program must be learner-centered

The first point raised was that the school HIV/AIDS programs, in the current format, were not driven by the learners. The programs were perceived to be more of copies of programs designed for adults imposed on the youth. The learners strongly felt that they were not included in the implementation of the programs. The program was currently implemented by the teachers. “In many cases the teachers are too tired to do anything with us and to make it worse; they don’t even trust us to do some activities ourselves. We are also interested to facilitate some activities with the groups.”- Head Girl.

Furthermore, the learners felt that the school or the ministry of education could ask the learners how they wanted the program to be implemented. The learners and to a certain extent, some teachers too, felt that the program was very repetitious and this made the program boring to the youth.

The participants were of the opinion that the program activities should be made creative and participatory to ensure ongoing learners interest. Some of the prominent suggestions to make the program attractive to the learners were:

- To provide more motivational information, education and communication materials in the forms of pamphlets, t-shirts, caps, pens and so forth.
- Make music, drama and video shows a strong component of the activities
- Do not only restrict the program activities to school environment but to facilitate learners to reach out to the out of school youth and the communities at large, in the forms of community theatre, community service to the hospitals, ARV clinics, old aged homes, to mention a few examples.
- The learners could do these activities while in the school uniform to instill a sense of school ambassadorship spirit in the learners. “The school can empower the learners to do more community awareness on HIV/AIDS and other social issues.

This can show that we the learners have taken charge of our own lives and it can show the community members that we are serious and also influence others...” - Deputy Head Girl.

b. Expand the program from HIV/AIDS focus to broader integrated wellness issues

The teachers and the school counselors in particular felt that the HIV/AIDS awareness clubs concept played its fair role in contributing to raising awareness about HIV/AIDS among the learners, especially when one looks at the very main objectives in the early days of the pandemic, which was to educate and raise awareness about HIV/AIDS among the learners. Now there were so many sources of information and so many of our young people were so much exposed to HIV/AIDS awareness. This did not mean that the program was not needed anymore but it was necessary that it was given a thorough review to ensure it was relevant to the beneficiaries.

One of the challenges the school counselors highlighted was that the program did not deal with problems of behavior caused by external factors such as home environments. A good example was the issue of alcohol problems at home or the challenges of drugs and substance abuse among the youth. The school counselors felt that the program needed to broaden its scope to benefit both the needs of the learners and teachers. The program was recommended to look at holistic social and cultural issues which contributed to making the youth vulnerable to the HIV infections. Another important aspect that the program could include was the teaching and promoting of the values of tolerance and gender equality among the youth.

To this end, it was proposed that the program should strive to benefit from existing local resources dealing with other complex social issues such as the social welfare department and civil society organizations. The program could ensure collaborations with social welfare departments to enable social workers to visit the schools regularly. This could afford learners and teachers alike the opportunities to talk to professionals about social problems that the teachers may not be conversant in to address.

Another significant point raised by learners was that the program could play a significant role to seek support for learners that come from very disadvantaged homes to reduce such learners from being exploited by sugar daddies.

When the program scope is broadened to cover more wellness issues, it is said that it may even strengthen the component targeting teachers. “At the moment the HIV/AIDS workplace program for the education sector in Kavango region is not making significant contribution to us teachers. There are little activities and often teachers are to make own initiatives when it comes to HIV/AIDS education. Sometimes our learners know more about HIV/AIDS than us. This is a real challenge. We are expected to show the learners the way, but in some cases we are worse off. We are not even trained to implement such programs” – Male Teacher.

c. The school HIV/AIDS program activities must be compulsory for all the grades

According to the two principals both schools were running the My Future is My Choice (MFMC) program for some times. The Window of Hope (WoH) program, which targeted lower grades, was said to have stopped. The learner participation in the program was not compulsory and activities often took place after school hours.

The programs were implemented with the support of external partners who visited the schools regularly in the initial stages of the programs but sporadically in the latter years. The learners expressed concerns that the coming of the external partners was not consistent and frequent. In addition the learners expressed disappointment that the program often raised learners’ enthusiasm but did not sustain the high expectations of the learners with their long periods of breaks between return visits to the schools. Also the learners expressed dissatisfactions that they were promised certificates of participations which were never delivered in some cases.

To ensure maximum benefits and for the program to make meaningful impact on the learners, both the learners, teachers including the staff from the ministry of education and parents concurred that this program must be considered to be a compulsory and promotional subject. “It must be a structured program across all the grades and age groups in the school and must be compulsory. It must take place in the normal school hours. Only occasional additional activities could be done in the afternoon or after school hours.” – School Counselor. In this way the activities would be ongoing throughout the school calendar.

Some learners also felt that the current Life Skills classes were the only limited opportunity to hear about HIV/AIDS and felt they could benefit greatly if the school

could establish avenues where the learners could be exposed to more frequent HIV/AIDS education. “We young people only hear about HIV/AIDS in the short period of Life Skills. We could use such programmes to ask questions and receive correct information on time. In this way this can remove all our confusions.” – Female learner, Grade 11.

The senior learners felt strongly that all teachers must be exposed to some basic HIV/AIDS training with emphasis on counseling skills to ensure all teachers and school management were at par with the school efforts relating to HIV/AIDS prevention. “Teachers need more training. Some of the teachers were never part of HIV/AIDS programs before while in school or at the college. They need more training like in HIV/AIDS counseling. Some do not know how to advise or cope with learners who were infected or affected.” - Male Learner, Grade 12.

d. Involve school boards, patrons and parents

In both schools, the teachers, learners and even the school board members have acknowledged that the school boards were very distant in terms of the school health related issues. It was expressed that it would be very helpful if the school board members and patrons were closer in terms of HIV/AIDS related programs in the schools.

The school counselors and learners felt that if the school board members were very close to the school, they could play some significant roles to ensure problems such as the teenage pregnancies and sexual relationships between teachers and learners could not go on unnoticed as it is the case now.

“Our school board members are not really pro-active. They are more laid back and waited for the next invitation to the next school board meeting. They have to ensure that the social issues such as teenage pregnancies and others are regular points on their agenda and that of parent meetings.” – Head Master.

e. Appoint fulltime mentors for the school HIV/AIDS programs

When interviewing teachers and especially the school counselors, they all expressed the difficulties they experienced to attend to the normal curricula activities of the school and the tasks required from them to be school counselors and ensure ongoing implementations of school HIV/AIDS programs and other health and social related issues.

The school counselors felt it would be best if the ministry of education were to appoint them or anyone else as full time mentors for the school health programs.

The school counselors stated that there were so many needs for the learners. The learners were said to be coming from various backgrounds with so much different challenges. Some came from broken homes while others were faced with adolescent and puberty issues, while others had sick parents or where parents had passed on. “I want to do so much for these kids, they trust me so much but the time to get around for the learners is just not there.” – School Counselor.

The teachers felt that the concept of the school counselor was a brilliant idea but only if they (school counselors) had the appropriate support and resources. The learners have also expressed their appreciation of the roles of the school counselors in their school. “Our school counselor teacher really cares for us. He is very honest and trustworthy. He helps learners who are shy to take their treatment and always encourage us to take make the best choices in our lives. He is always there for us.” – Girls in group discussion.

“I spoke to some school counselor teachers in Rundu and they complaint that they have too much work on a daily basis. This they said was hampering them to devote proper attention and energy to the school health clubs or HIV/AIDS issues. They only focus on the promotional subjects to ensure the learners are passing. Teachers are not motivated for afternoon extra-mural activities as they are so stretched with all the school formal and administrative activities.” –
Community Leader

4.2.5. Perceived factors that increased the risks of HIV infection among the youth in the Kavango region

This section reflects the views of the research participants on the factors believed to be contributing to the spread of HIV/AIDS among the youth in the Kavango region.

a. Low moral values

When asking the personnel from the social welfare department on the factors contributing to HIV infection among the youth, they said it was mainly due to low moral values. They said further that people do not really care about adulterous life styles. “Married people have outside relationships and it is even encouraged. No one is ashamed anymore.” – Social Worker.

The cultural values are not respected at all. The society looks at this type of behavior like it was a normal way of life. “...as social workers we deal with these cases daily were homes and families are broken. Even the married men are sleeping and impregnating young school going girls and life goes on as if nothing wrong has taken place.” – Social Worker.

b. Cross-generational sexual relationships

One of the factors highlighted by all the respondents was sexual relationships between young girls and older men. This was mentioned as the most common factor. When prompted as to what types of men are mostly engaged with sexual relationships with young girls the following were listed:

- Teachers including Head Masters
- Taxi Drivers
- Other school personnel
- Soldiers
- Other private and public sector workers
- Constituency counselors
- Police Officers

- Employees of the Non-governmental Organization operating in the region

The research participants alluded that the main factors behind these relationships, was money. Young people were said to like a lot of socializing and the adults were too eager to take advantage since they had the money to entertain these young girls. The respondents claimed that many of the people in Kavango region were very poor and so many parents were said to be encouraging their daughters to date working men to support the households financially.

Because of this situation research respondents argued that adults took advantage of the youth. Many at times these interactions between the young girls and the older male partners took place while the male partner or both were under the influence of alcohol and this further compromised the abilities to use condoms correctly. "...like at our school, teachers and learners go to the same night clubs and often drink (alcohol) together." – Head Girl.

c. Multiple concurrent sexual partners

The respondents also mentioned that many people especially men had many sexual partners at the same time in the region. This was said to be influenced by the traditional cultural practices which promoted having many children and this increased the risk exposure to HIV infection. Furthermore the perceived high alcohol abuse in the region was said to be fueling this further. In additions the cultural practices also promoted early marriages for girls to mostly older men.

Another reason mentioned by the learners and some teachers is the distance sexual relationships. The region has a presence of three military bases and many police officers who come from all over the country. Furthermore the learners highlighted the fact that many teachers were single or with their spouses mostly working and living in distant places.

d. Peer pressure

Peer pressure was said to be one of the dominating reasons why young girls end up being sexually involved with older men. When interviewed, the girls claimed that there was serious pressure among the girls to show off the latest jewelries or cellphone and new branded clothes. "There is a lot of competition between learners especially to do with

possessions and through this many girls dated many men like teachers, taxi drivers and others to ensure they got lots of goodies and cash. Being a virgin is seen as not to be cool.” – Head Girl.

The girls also revealed that friends at the school who had all the expensive and fancy stuff often forced others from poor backgrounds to also date older men with money to be able to access those items.

e. Low condom use

The research participants also alluded to the low condom use as one of the factors that contributed to the spread of HIV among the youth in the region. This was said to be one of the main reasons as it was inter-linked to other factors such as; high alcohol abuse, many sexual partners and ignorance created by lack of education and the trusted partner myth. The trusted partner myths referred to the situation where sexual partners stopped using condoms on the basis that they knew their partners long enough and developed trust in them. The partners became comfortable to stop using condoms without having gone for HIV testing.

4.2.6. Factors fueling the sexual relationships between teachers and learners

In this section, the researcher presented the perceived reasons why there were sexual relationships between teachers and learners. Sexual relationships between teachers and learners were said to have been a common practice in the Kavango region. “In most cases of learner pregnancies reported, the teachers were responsible.” – School Counselor.

What follows are the main reasons (in no order of significance) as derived from the interviews of the learners, parents, teachers including principals, staff members from the directorate of education, ministry of youth, community leaders and school boards members.

a. Male Ego

The respondents felt that one of the reasons teachers were engaging in sexual relationships with learners, was because of their male egos. These teachers were perceived to be priding themselves in the number of the so called ‘fresh’ girls they were sexually involved.

Some of the female teachers were blaming the school girls for this. “...Young girls these days are provocative in their behavior and sometimes in their way of dressing.” – Female

Teacher. But another male teacher did not agree with these sentiments and he felt the blame should be put to the teachers. “That was madness and ignorance of the fact that you as a teacher are distorting the profession, your name and your honor...”- Life Skills teacher. Such teachers were perceived to take advantage of the learners at their disposal. The respondents strongly felt that such teachers were not respecting themselves and the profession.

b. Lack of moral values in the teachers

The respondents held that some teachers were really not called to be teachers. The respondents felt that the teachers who were behaving like this were only in the profession for the salary and should not be allowed to continue to give these bad examples to aspiring teachers. “We entrust our children to the teachers but in the meantime, they see our girls as easy prey for their own selfish needs”- Parent.

The respondents felt that these behaviors have been coming for some times now and could potentially be perceived as something normal that the future teachers would continue in the same way and thereby potentially put many young girls’ future at risk. “When the teacher as a learner, have grown up in an environment such as this where teachers have sexual relationships with learners, he would feel it is normal to do this when he grows up and becomes a teacher.

“When the teacher as a learner, have grown up in an environment such as this where teachers have sexual relationships with learners, he would feel it is normal to do this when he grows up and becomes a teacher. We haven’t broken down this vicious circle yet.” - Senior Officer, Ministry of Education.

We haven’t broken down this vicious circle yet.” - Senior Officer, Ministry of Education.

c. Teachers promised learners good marks

According to the interview responses, one of the dominant reasons for sexual relationships between teachers and learners was said to have been the promise of good marks to the learners by the teachers. The learners interviewed mentioned that the teachers used this trump card to lure girls into sexual relationships with them. “One will observe that some female learners perform very high in the examination of the subject of

that teacher but the same girls performed very poorly in other subjects...”- Parent/Retired teacher.

In further discussions with the female learners, the learners revealed that sadly sometimes the teachers were just forcing the girls into sexual relationship on the basis of threats made by the teacher towards the learner. “Sometimes the teacher would blackmail you to agree to have sex with him or if you don’t want he would say that he will make sure to fail you. This is very scary and one is afraid when a male teacher asks you to see him after class.”- Female Learner, Grade 11.

d. Too many young single male teachers

The parents in particular and the education directorate staff and Head Masters expressed their concerns that the majority of the new and often single male teachers were very young. They agreed that too often the age differences between the teacher and some of the learners from the tenth grade were too close. It was observed in both school set up that there was a significant number of single male teachers in their staff compliment.

Due to this age difference issue often the young teacher were said to have developed casual relationships with the learners. “...we have such a nice, friendly and intelligent teacher at our school but unfortunately he uses his qualities to take advantage of us the girls. He can really make you feel comfortable to date him. He even tried to date me several times.” - Female Learner, Grade 12.

The respondents were convinced that without adequate support and supervision, most of these young and single male teachers would start dating the female learners in their school if not in their own classrooms. “...the young male teachers are not matured and serious about their roles as educators...” – Community Leader.

e. Alcohol Abuse

As a consequence of the above mentioned situation were the teachers became too casual with the learners, the respondents argued that it would be easy for the teachers and learners to even share alcohol and other related enjoyments. “Like at our school, the teachers and the learners go to the same night clubs. They also drink alcohol together.” – Group discussion of Head Boy and Head Girl.

f. Weak school management

The learners were very assertive that the single teachers or just those leaving without their spouses were frequently the ones engaging in sexual relationships with learners. The learners equally expressed their dissatisfaction at the perceived inabilities of the school management to reprimand or halt these behaviors of the teachers. "...we the members of the Learners Representative Council talked to the school management about the problems of the teachers dating school girls at our school but this problem continues. We now think that maybe the school management is not strong to deal with these teachers or maybe all of them are involved and they know each other's' learner girlfriends. So they are probably blackmailing each other while the learners are suffering."- Head Boy and Head Girl group discussion.

g. Parents and guardians to be blamed too

The Head Masters, school counselors, community leaders, social workers, the ministry of youth and the staff in directorate of the ministry of education, all concurred that to some reasonable extent the parents behavior rendered resistance to root out the problem of teachers and learners sexual relationships. Some parents were labeled to be protecting the teachers that had sexual relationships or even impregnated their daughters because they were said to have received some monetary incentives from the said teacher. "Parents are not helping us. We had a case were the parents protected the teacher by denying that the teacher impregnated their child when it was the case because parents benefitted from the teacher financially." – School Counselor.

The respondents stressed that the teachers knew very well which girls were very vulnerable and poor and so the teachers targeted these ones. The male teachers were said to promise the girls many things including taking care of them, their parents but at the end the girls were to suffer.

"We have one girl at our school who is currently sexually involved with one of our male teachers. When we discouraged her, she claimed that we were jealous. Her elder sister is a teacher at our school too and she encouraged this girl to continue with the relationship with the teacher because of the money she gets from the male teacher. As the Learner Representative Council (LRC), we are afraid to get involved any more as the elder sister (teacher) may do something against us as she is also our teacher." – LRC group discussion.

4.2.7. Perceptions on the ideal role model teacher

During the discussions with the research participants, the respondents described to the researcher what they perceived to have been the ideal role model teacher. The respondents described the role model teacher on mainly the expected behaviors and conduct they would want the teacher to associate with. These behaviors were about both what the teacher should be when in the school set up as well as when the teacher was outside the school in the community at large.

“Teachers are examples of society. If their (moral) values are poor and do not have high moral values, they will set a bad example and the learners and parents would not believe that HIV is a serious threat.” – Head Master.

The following were the listed attributes of an ideal role model teacher:

- One who is committed and very responsible
- One who is not dating learners
- One who does not drink alcohol in public or Shebeens
- One who is seen as a protector of the children and their rights
- One who respects him/herself and others
- One who has and displays a sense of dignity and integrity
- The one who can advise us learners without any hidden agenda
- One who is faithful to their wives
- One who does not socialize with the learners
- Someone who is not in the profession for money

“He should not take alcohol in public. You see this will not look good for a respected person like a teacher to be drinking in clubs and Shebeens. He is a teacher and the community knows he is not representing himself but the school and his behavior will also damage or uphold the good name of the school.” – Learner, Grade 11.

4.2.4.8. Perceived effects of sexual relationships between teachers and learners on the delivery of school HIV/AIDS programs

In this section I would like to present the perceived effects of the sexual relationship between the teachers and learners. The responds have been grouped under five themes.

a. Learners to lose interest and faith in the school HIV/AIDS programs

The respondents felt that when it came to the school HIV/AIDS education, the teacher's role was significant to ensure the learners were given correct and consistent information. For the parents, it was more confidence boosting to know the schools were taking additional roles in offering HIV/AIDS programs. At the same time parents expressed their concerns that if the same teachers were dating learners, it would create conflict between what the teachers were expected to teach and their actual behaviors.

One of the teachers felt that the school HIV/AIDS program would not be effective at all. "One of the factors known to be driving the HIV/AIDS pandemic is when one has many sexual partners. Now it will seem like we are supposed to teach learners to delay sexual debut and be faithful to one partner but then the teachers are actually showing the learners how to have many sexual partners. In the end the learners will even be discouraged to attend such programmes in the school." – Female Teacher.

When discussing with the learners it came out that they felt the whole HIV/AIDS programs in the school were just a big joke when, at the same time it was known to them that some teachers were dating school girls. They thought the school was taking them for a ride and felt it would be best if there were no HIV/AIDS prevention programs at all.

"We know this teacher has his partner...if he talked of HIV/AIDS prevention, of sticking to one tested and trusted partner, we don't believe that message. Does he think we are stupid or what, how can one teacher do the opposite of what he/she preaches?"- Learner, Grade 12.

For a female learner who had a sexual relationship with a teacher, attending the school HIV/AIDS program activities was said to have been very disturbing. She claimed that it felt like other learners who may have known about this, may tease her and refer to her as an example of multiple-concurrent partnerships. "I know that it is known by some of my class mates that I dated a teacher. If I go to the HIV/AIDS awareness program, they may tease me. So I will never go to that program!"- Female Learner, Grade 11.

b. Learners developed fear and mistrust in the (male) teachers

The relationship between a teacher and learner was primarily based on trust. The learners who were interviewed emphasized that they trusted their teachers in the beginning but since some of the male teachers were taking advantage of the girls in the school, that trust was broken.

In some examples given by the learners, it was revealed that the learners trust in the entire teachers was diminishing. They shared with the researcher that in many cases of sexual relationships between teachers and learners, mostly other teachers including the female teachers knew about it but they did nothing to stop the teachers or to protect the learners. The learners mentioned that in some very few cases the principals were also aware. This was very frustrating to the learners. "...and yes, we have been asking the other teachers why they teach one thing and their colleague was doing the opposite like it was something normal. They have not been able to answer this question yet."-Learner, Grade 11.

When the researcher prompted one of the learners who was said to have been coerced into a sexual relationship with a teacher before, why the learners do not report the said teachers to the management, she claimed that mostly the learners were not sure who to trust.

"Mostly, we fear that no one would believe us. It is not easy to talk about it in first place. Some people may say you looked for it. We fear the teacher would put a story to blame me. The teachers may protect one another as the teacher you are reporting may know of the same case to do with the Head of Department or the Head Master and then you are victimized further. We fear the school management may not keep this confidential and everyone would know and one would be teased by others. My Mum would believe me but I am not sure about the rest." – Female Learner, Grade 11.

c. Tarnished the image of the teaching profession

When discussing with the teachers, management in the ministry of education, the social welfare department, parents and the community leaders about the effects of the teachers' sexual relationships with the learners, most felt that this behavior from the teacher was unbecoming and brought shame to the teaching profession. Many of the elders

interviewed felt that the behavior of teachers today which included dating school girl and drinking (alcohol) in public places was something never heard of from someone like a teacher.

The school counselor shared with the researcher that it was extremely difficult for him to stand up and talk to learners about HIV/AIDS prevention or teenage pregnancies without feeling uncomfortable.

“It is even a shame for me as a teacher or school counselor to stand in front of the learners to preach about HIV prevention and all the use a condom, be faithful to one tested and trusted partner etc...when my own colleagues are dating some of the learners in the group I am talking to...”- School Counselor.

Furthermore, some of the teachers acknowledged that some negative feelings were emerging within the staff rooms as those who were running the school health programs were resenting the ones who were sexually involved with learners.

d. An opportunity Missed

While discussing this, the staff in the HIV/AIDS Unit of the ministry of education, the social workers and especially the school counselors were convinced that the school environment with all its well-structured systems, have the highest potential to influence and cement a sexual behavior pattern among the youth that will go a long way to remarkably, reduce their risks to be exposed to HIV infection.

“...that (the school) is the best to find the youth most of the time with little efforts...you see the learners trust their teachers so much and if only these teachers were really good role models they can teach and influence the learners to adopt life styles and behavior patterns that would decrease their chances of being infected. The schools have the health clubs where the peer to peer approach is working well and it can benefit the learners to learn from each other about HIV/AIDS.” – Officer, Ministry of Education.

The research participants felt that this opportunity is threatened by the behavior of some teachers who were sexually involved with the learners. The learners also showed their disappointment at the way some teachers were setting a bad example. “Some teachers are really helping us and they showed that they cared about us and our future. But other teachers were just doing the opposite. This is really disappointing. These teachers are not leading by example.”- Female Learner, Grade12.

4.2.4.9. Recommendations to stop the sexual relationships between the teachers and learners

During the extensive discussions with all the research participants, a lot of recommendations on how to stop the sexual relationships between the teachers and learners were articulated. In this section, the researcher intended to present the critical suggestions proposed by the research participants. The proposed action points were grouped across three key stakeholders, namely the Ministry of Education, the school boards and the community at large.

4.2.4.9.1. The Ministry of Education

In the following section the researcher focused on the recommended action for the ministry of education to deal with the problem of teachers and learners sexual relationships.

a. Is the ministry of education aware of the sexual relationships between teachers and learners?

While facilitating discussions with the research participants, it was highlighted by some respondents that the ministry of education was said to be fully aware of the teachers' misconducts relating to having sexual relationships with learners. Some of the participants further hinted to the researcher that the ministry was even aware of the cases where the girls became pregnant. "Yes, there are so many issues of teachers who are suspended due to that (sexual relationships with learners). There are so many incidences where learners and teachers are involved with each other sexually" – Senior Officer, Ministry of Youth.

Others felt that in most of the times the ministry of education was not aware of the cases. The only time the ministry was said to have been aware was when there was a pregnancy. "I don't think the ministry of education is really aware of these cases. Like the case of this teacher at my school who dates learners. I don't even think my principal knows. But the other teachers, especially the male teachers do know." – Female Learner, Grade 11.

In further discussions, the learners especially the senior learners in the Learners Representative Councils (LRC) perceived the ministry of education to be too slow and distant to deal with the problem of teachers who are dating learners. The learners felt that these incidences have been going on for some times and no drastic actions have been

forthcoming from the ministry or the school management. Furthermore the LRC members felt the ministry or the school inspectors needed to make time to talk to the LRC when visiting the schools. “We feel the ministry should also make time to see the LRC when they are coming to visit our schools. In this way they would have the opportunity to hear our concerns as well. The success of the school is not only about the teachers but also the learners. How will they know the side of the learners if they never made time to see the LRC?” – Head Boy and Head Girl group discussion.

b. Ensure the Code of Conduct of the ministry of education was adhered to

Many of the respondents expressed that they were aware of the code of conduct that guided the conduct of teachers and the education sector. “The code of conduct is very clear; teachers are not allowed to have sexual relationships with the learners.” – Senior Officer, Ministry of Youth.

Some of the respondents like the parents acknowledged that the code was not implemented in all the schools. “I know (about the code) but I think it is not implemented well as these days I see teachers and learners going to the night clubs and Shebeens and drinking (alcohol) together.”- Parent.

Some of the respondents felt that those teachers found to be engaging in sexual relationships with learners should be dismissed permanently. Parents and teachers felt that such individuals only became teachers for the sake of the money and should not be allowed to remain in the profession. “Sack them permanently. The ministry of education should ex-communicate such culprits from the teaching profession and they should be blacklisted.”- Female Teacher.

At the same time the senior staff in the ministry of education acknowledged some challenges which made the reinforcement of the code of conduct ineffective.

One of such challenges was the lack of safe and confidential reporting mechanism the learners could use to report such cases. As demonstrated in the preceding sections, the learners have expressed fear and mistrust in the school management in dealing with those teachers known to be dating learners.

We acknowledge that the learners may not trust even the Head Masters to report the teachers as there were so many cases of teachers having sexual relationships with the learners including impregnating learners but for some reasons, nothing was done to these teachers. There was even a case which involved a Head Master. We will have to work on a system where the learners felt safe and encouraged to report such cases. Maybe something that could be linked to the Lifeline/Childline anonymous line or so.”
– Co-ordinator, My Future is My Choice.

Another challenge raised by the research participants was the fact that the code of conduct of the ministry of education was focusing on the teachers when it came to sexual relationships with learners. The respondent felt that it was important that all males who took advantage of learners by luring them into sexual relationships needed to be dealt with in a way that would discourage such tendencies. “...the code is limited as it only emphasizes on the teacher while other males from other sectors continue to lure learners into sexual relationships and thereby potentially exposed the young girls to HIV infection and pregnancies.”- Senior Officer, Ministry of Youth.

An additional challenge raised by the respondents was the fact that the code could not apply to a teacher who have left the teaching profession. This meant that if a teacher were to resign before the ministry of education acted nothing could happen to him. “...in other times the teacher may resign just before the ministry of education takes action and in that case nothing happens to the teacher in terms of the policy.” – Senior Officer, Ministry of Education.

c. Incorporate the code of conduct into the teaching staff induction programs

The research participants were of the opinion that for the code of conduct to be well known and followed by the teachers this should be incorporated in the induction of the new staff. “When new teachers are recruited, the directorate could organize proper induction courses for all the new staff in the region. This could be done like twice a year. Such induction programs could include the code of conduct, introduction to the roles of teachers in the prevention of HIV/AIDS in the schools.” – Senior Officer, Ministry of Youth.

Furthermore the participants felt that the teachers should all have copies of the code of conduct and the school management should be tasked to ensure there were regular intervals when the code of conduct was discussed in the staff meetings.

The school counselors were also adamant that the regular visit of circuit or school inspectors should not only be about school performances and administrative part of the education. “The school or circuit inspector should also be tasked to include the assessment of the implementation of the code of conduct in the circuit.” – School Counselor.

d. Selection and training of teachers

Another suggestion highlighted by head masters, board members and community leaders was the entire process of selection and training of teachers.

They felt this process was not done with the due diligence it deserved. “You see when it comes to

recruiting teachers students; it is not just about the ministry contributing to employment creation in terms of numbers. The teaching profession is one of the essential careers if a country is to maintain its development goals and progress. For this reason, there must be a very thorough process in place to ensure we get the very best candidates who could be entrusted with the polishing of the future leaders of our societies.” - Community Leader.

The research participants further felt that the applicants must be thoroughly screened including background checks. They felt that only those applicants with good behavior track records should receive preferences to be admitted to the course. “...a lot must be done to ensure that only those student teachers who had good conduct track records from high school years must be allowed to become teachers. There are just too many teachers who were the worst behaved in schools, actually criminals who are today’s teachers.” – School Board member.

“You see when it comes to recruiting student teachers; it is not just about the ministry contributing to employment creation in terms of numbers. The teaching profession is one of the essential careers if a country is to maintain its development goals and progress. For this reason, there must be a very thorough process in place to ensure we get the very best candidates who could be entrusted with the polishing of the future leaders of our societies.” - Community Leader.

In further discussions with one of the head masters and additional group discussions with teachers, the respondents were of the opinion that the training program for teachers could be strengthened to address the root causes of the unbecoming behaviors of teachers and to ensure the system was able to filter the best candidates.

They proposed that the first year or two of training of teachers could be a generic training phase which was open for many disciplines such as education, social sciences and management sciences and the latter years could be for those selected to go on to become teachers because they had shown the correct aptitudes.

Furthermore the ministry was encouraged to include the code of conduct into the teachers training and spends sufficient efforts on personal growth of the student teachers to ensure they attain emotional intelligence. "...some teachers have complex personality problems, they need counseling..."- Head Master.

e. Address socio-cultural factors

The community leaders and social workers were of the opinion that the regional directorate of education could mobilize the local Traditional Authorities to use the media platforms such as the radio and community meetings to challenge issues of gender inequality in the communities, encourage parents to stop the practices of early marriages and to use their children for own economic survivals. "The ministry of education should bring the local traditional and community leaders to address some of the cultural practices that put young girls at risks of exploitation such as gender inequalities and the practices were parents allowed their girls to go into early marriages."- Head Master.

f. Support teachers to be with partners

While in discussion with the learners in both the urban and rural schools, it became apparent that they blamed those teachers who were single or living without their partners as the main culprits behind dating school girls. "Teachers with no partners or those with distant relationships are the most in having sexual relationships with learners." – Head Boy. In their recommendations the learners felt the ministry should find a way to support and mandate teachers in the rural schools to go with their partners.

4.2.4.9.2. School Boards

In this section, the researcher presents the recommendations presented by the research participants for the action of the members of the school boards to stop the sexual relationships between teachers and learners.

The respondents felt that the school board had an opportunity to support the school management to ensure the teachers and other school staff followed the spirit of the code of conduct of the ministry of education. They could motivate the teachers to be good role models for the learners.

The senior learners strongly recommended the school boards to also speak to the learner representative councils to ensure the school boards remained in touch with the issues that were affecting the lives of the learners.

The parents felt it was proper for the school board members to be on the lookout for possible bad behaviors among school and hostel personnel and others to ensure such behaviors were stopped before it was too late. “It is because of the fact that it appears that no one cares about this bad behaviors that some teachers are going on like this. The school boards must take the lead to report such cases to the ministry of education and must make sure that such teachers were really properly dealt with” – Parent.

4.2.4.9.3. Recommendation for the Community members

In this section the research participants suggested that the entire community had a significant role to play to ensure teachers or other like-minded adults did not engage in sexual relationships with the learners. The participants strongly stated that the sexual relationships between teachers and learners were known in the community but the people have just opted to turn a blind eye to it.

“The community is aware in many cases. They should report those teachers to the circuit inspector or even to the minister.”- Learner, Grade 12.

The respondents further asserted that the situation was worsened when the very parents of such daughters, were condoning such relationships and at times even protected the perpetrators.

“As a community we should not have ambiguous laws or interpretation of how we must act. The Traditional Authority has laws that protect children. So adults who have sexual

relationships with learners or even impregnate teenagers must be punished accordingly. Parents and everyone must take it from there.” –School Counselor.

The respondents further proposed that the community must be seen to be united with one voice as they expressed their dissatisfaction about this problem. The community under its leadership was requested to raise awareness about this problem and to run campaigns against these behaviors of teachers and other males like the taxi drivers, soldiers, police officers and to mention but a few.

The teachers, parents and social workers felt that the traditional leaders could use their community meetings and radio talks platforms to promote cultural values that were to the benefit of the family, promote good roles of being a man and a father as well as the guardianship roles of teachers.

Chapter 5: Conclusions

5.1. Introduction

The purpose of this chapter was to offer a critical overview of the study that included what prompted the research and the significance of doing it. In addition a critical reflection of the selected research design and research process is given. Furthermore the main findings of the study, lessons learnt from the study and the study limitations are given. In conclusion tentative suggestions for actions and further research on the basis of the research area were made.

5.2. A critical Overview of the study

The following sections provide an overview of the research process and research findings as a means of reflection and to highlight what the researcher consider being the key dimension of the study.

5.2.1. An overview of the research design

This section reflects on how the selected research design contributed to the success of the study. This was a qualitative study and was conducted within an interpretive paradigm which offered the opportunity to understand the effects of sexual relationships between teachers and learners on the delivery of the HIV/AIDS programs in the school set up. Furthermore this allowed the researcher to appreciate the underlying causes of such relationships and the challenges inherent to overcome the problem in the Kavango region. Through this, the views and experiences of the key respondents of the topic were explored in a manner that enhanced the richness of the data.

Even though a small sample of participants was used, it allowed the researcher to engage them at length in meaningful conversations which allowed the researcher to probe them more deeply about their opinions and experiences regarding the research topic. The interaction with them at a close range also afforded the author the chance to understand, identify and make meaning of their responses in relation to the research area.

The researcher was convinced that the knowledge gathered through this will make significant contributions to the area of work in the civil society and will add value to the initiatives geared towards halting the further spread of HIV/AIDS in Namibia.

5.2.2. Overview of the research process

The interviews were conducted in an environment that was conducive to ensure the respondents were comfortable and free to engage in a conversation. The interviews were

conducted in mainly English and Afrikaans. All respondents felt comfortable with either of the two languages.

While setting appointments, the researcher repeatedly explained the purpose of the study to the respondents. And again before each interview commenced each participant was repeatedly assured of the confidentiality of the entire process and that no information that would disclose their identity would be required. The researcher further explained and guaranteed the respondents of their rights to decline a response to any question they felt uncomfortable about or even to withdraw from the interview at any time during the course of the discussion.

However there was a challenge to fix appointments for each respondent in a way that it took place away from school and at a time the respondents (especially the learners) felt comfortable and safe. The working hours of the researcher coupled with too many out of the region travels for continued long periods made it difficult to find suitable time for most of the respondents. This became more challenging because for the learners the interviews had to take place outside the school time and sites to ensure the identity of learners were secured. Traveling to the rural school was another challenge due to distance and also because it was only possible to interview the learners in the weekends and especially in the weekends when the learners would be out of school premises.

The advantage was that all the learners were at the age 18 years and thus the researcher did not need to seek parental approval before interviewing the learners.

5.2.3. An overview of the findings

In this section the researcher endeavored to provide a summary of the key findings from the study as guided by the research questions.

a. Sexual relationships between teachers and learners was a common practice in Kavango

A significant result of this study was that sexual relationships between teachers and learners negatively affected the delivery of the HIV/AIDS education programs in schools. Further to that was the confirmation that sexual relationships between the teachers and learners were a very common practice in the Kavango region.

The practice of the sexual relationships between teachers was observed to be taking place in both research sites, namely the urban and rural schools. The only difference between

the two schools was that in the rural school the prevalence was recorded to have been higher compared to the urban school.

In addition, poverty or lack of finances or basic needs for survival was mentioned more prominently in the rural school set up as a driving force for sexual relationships between teachers and learners while in the urban set up, peer pressure and the need to socialize or enjoy life or to own the fancy stuff such as cellphones were more the drivers of the relationships in the urban school.

In both cases, the young single male teachers were said to be the majority when it came to the teachers having sexual relationships with learners. It was also very pertinent from the learner's perspectives that the teachers knew well as to which teachers were exploiting the learners sexually but they (teachers) were protected each other.

In both cases the parents were perceived to be equally guilty as those teachers as the parents at times were said to be protecting the culprits for personal benefits.

Finally the respondents were adamant that the ministry of education needed to do more to curb these behaviors of the teachers.

b. Sexual relationships between teachers and learners negatively affected the delivery of HIV/AIDS programs in schools

The behaviors of the teachers to have sexual relationships with the learners was said to undermine the efforts of the school to effectively deliver HIV/AIDS school programs.

The learners felt confused and taken for a ride when some teachers were encouraging them to avoid HIV infection by not having many sex partners and use condoms when at the same time other teachers in the school or the community were known to be dating learners. The learners were said to have lost faith in the teachers and trust in the HIV/AIDS education programs. Additionally these bad behaviors of the teachers created a bad image for the teaching profession as the bad behavior made the teachers to be perceived as bad role models.

c. Roles of teachers in the times of HIV/AIDS

The teachers were seen as the pillars of moral values in the community and the respondents wanted the teachers to be agents of change in the community. Furthermore the teachers were expected to take a leading role to help the community unite against the social issues that make the community vulnerable to HIV infection.

The teachers were seen as parents and positive role models for the learners and community as a whole. In addition the respondents wanted the teacher to be faithful, caring and exemplary persons in the society. The respondents detested the teachers who were having sexual relationships with learners or the youth, drinking alcohol in public and who were bad example to the community.

d. Opportune role of the school to impart a good (sexual) behavior pattern in the youth to avoid HIV infection

The school was seen as a potential avenue to systematically teach learners or young people a type of behavior pattern that could help them to minimize their chances to be infected with HIV.

This was said to be the case since the school had a well-structured system and moreover, learners were spending so much time in the school in the most influential stage of their lives. Additionally the learners were said to have a lot of trust in the teachers. If the teachers had the appropriate role model behavior and adequate knowledge about HIV/AIDS, they would be better to instill the appropriate behavior pattern in the youth that could go a long way towards achieving a HIV free generation.

5.3. Lessons learnt from the study

From the experience of the study, the researcher has learnt a lot about the extent of the sexual relationships between teachers and learners in the Kavango region. In addition the author has also come to appreciate that this problem is complex and that there were multifaceted core factors that fueled this enormous social problem.

The researcher has also come to acknowledge that this deep rooted social problem needed a holistic multi-sectorial approach to solve as there were so many factors influencing it. None-the-less, the researcher could not emphasize enough the severe impact this social problem had on the many young girls whose educational careers have been brought to a halt due to the interests of a teacher.

5.4. Limitations of the study

As alluded to earlier, the data was collected through mainly interviews and document analysis. This resulted in a number of limitations. At the time of drafting the study proposal and conducting the literature review, this was the only study which investigated the effects of sexual relationship between teachers and learners on the delivery of HIV/AIDS school programs in Namibia. The study focused on a small number of

research participants. This could result in the possibility of errors and bias regarding the perceptions of respondents in the sense that they may have opted to share their perceptions and experiences regarding the research topic in terms of what they may have thought the researcher wanted to hear.

Secondly since it was a small scale study, one could not make generalized statements and predictions with confidence. But what the study could do was to sensitize all key stakeholders in the education sector and other related sectors about the problem of sexual relationships between the teachers and learners especially relating to the efficiencies of the school HIV/AIDS educational programs.

5.5. Tentative proposals for action and further research

Since this was a small scale study as was mentioned earlier, the researcher could not feel comfortable to generalize these findings. Therefore the researcher thought it to be proper to make some proposals on what could be relevant action points. The reason for this was to give some insight for stakeholders in the education sector, especially the HIV/AIDS Management Unit of the ministry of education and other partners in the HIV/AIDS programming for the benefit of the learners and the teachers. In addition the school was emphasized to have an opportunity to impart correct sexual behavior patterns to young people who have not established a behavior pattern and this could be the opportunity to uncover the illusive solution with the problem of behavior change which has been characterized as one of the key drivers of HIV/AIDS pandemic in Namibia.

5.5.1. Proposals for action

The recruitment and training of student teachers was strongly recommended to be revisited to ensure that only the ones with the good behavior and conduct track records were able to make the course. Secondly it was highlighted that there must be adequate emphasis on personal growth, emotional intelligence and ethics in the training of teachers.

Additionally, the ministry of education needed to put systems in place to monitor the behavior of teachers and to ensure the code of conduct for the education staff was followed. Such steps could include the regular induction courses for staff, strengthening school management, ensuring school inspectors were closely monitoring the schools and consulting learners' representatives.

The ministry of education was encouraged to involve community and traditional leaders in campaigns to discourage some of the cultural practices that encouraged these bad behaviors. The study further recommended that the community and parents must be seen to be standing together to monitor and report those who were found to be exploiting learners.

Moreover, the respondents felt that the focus should not only focus on the teacher but all such adults who exploited the learners should be dealt with decisively.

Finally the HIV/AIDS programs were perceived to be appropriate and must be broaden in scope to ensure they were not too narrow on HIV/AIDS only but be inclusive of all relevant social issues pertaining both to the the learners and teachers.

5.5.2. Proposals for future research

The small scale study was incomplete and could not be used to form a generalized opinion but it was believed to have been a stepping stone for further research. There were some critical questions raised by the study such as:

- To what extent does the cultural practices of the Okavango people contributed to the high teenage pregnancies and sexual relationships between teachers and learners?
- Why was it such a normal thing for educators to often have open sexual relationships with learners?
- To what extent is the Ministry of education regional directorate responsible for the state of perceives misconduct among the teachers?
- What role do teachers play in driving the HIV/AIDS pandemic among the youth in Kavango?
- Are the teachers of today well prepared to be both subject matter educator and abled HIV/AIDS educators?

5.6. Conclusion

The study results showed that the schools were well positioned to impart a positive impact on learners in terms of HIV/AIDS programming that were aimed at influencing sexual behavior patterns that could go a long way to minimize the young people to be exposed to situations where they could be exposed to HIV infections.

The results further demonstrated that sexual relationships between teachers and learners did exist, albeit to some alarming extent, in certain cases. The study results also showed that the sexual relationships between teachers and learners painted a very negative image of the teaching profession and therefore it was labeled to have negatively affected the implementation of the HIV/AIDS programs in the school set up.

Furthermore the researcher was of the opinion that these results could go a long way to inform those in charge of the HIV/AIDS country response to see the demonstrated opportunity the school set up had to influence the young people at a very early stage of their lives to ensure long term success of the country in eradicating HIV and AIDS from Namibia.

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Chapter 7: Addenda

Addendum A. Letter of approval from the Director of the Ministry of education



**Republic of Namibia
Kavango Regional Council
Directorate of Education**

PRIVATE BAG 2134, RUNDU, NAMIBIA

Enquiries	: Fanuel Kapapero	Telephone No.	: +264-66-258 9111
Email	: kapapero@iway.na	Fax No.	: +264-66-258 9213/258 9320
Ref. No.	:		

27 July 2010

TO: ALL PRINCIPALS
ALL INSPECTORS OF EDUCATION

RE: PERMISSION TO CONDUCT EDUCATIONAL RESEARCH

1. Permission is hereby granted to Mr. John-Bosco Katjiua to conduct research at two (2) secondary schools in this region. The purpose of his research is to investigate the effects of sexual relations between teachers and learners on the delivery of HIV/AIDS educational programmes in schools.
2. I count on your usual support.

NB: Academic activities should **NOT** be disrupted in the process.

Yours sincerely,


Alfons M. Dikuua
DIRECTOR



Addendum B. Interview Consent Form



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

Title of the Study: Effects of teacher sexual relationships with learners on the delivery of HIV/AIDS programmes in schools: Focus on two High schools in Rundu.

You are asked to participate in a research study conducted by **Mr. John-Bosco Katjiua** from the **AFRICA CENTRE FOR HIV/AIDS MANAGEMENT** at **Stellenbosch University**. The study will contribute to the fulfillment of the research thesis for the masters' degree in HIV/AIDS management with the University of Stellenbosch. You were selected as a possible participant in this study because as one of the two high schools in Kavango region due to the fact your school represents a typical urban school set up and has been known to have been part of the My Future is My Choice school HIV/AIDS programme

PURPOSE OF THE STUDY

The purpose of the study is to look at the influence a teacher would have in delivering HIV prevention messages to learners while at the same time the very teacher or others in the same school are known to be having learners as part of their multiple concurrent partnerships.

Aims and objectives of the study

- Explore the perceptions of the effects of the teacher's sexual relationships with learners on the delivery of HIV/AIDS programs in schools?
- Assess the learners' perceptions on the HIV/AIDS educational programs in schools?

- Assess the learners' perceptions on the expected role model image of their teachers in times of HIV/AIDS?

1. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

1.1. Introduction of the Study

First I would explain in details and at your pace the entire process of the study. You would only take part in the study once you are satisfactorily informed.

Once you are clear and comfortable, I would want you to take part in a personal interview about the study as explained earlier.

1.2. Interview tools

The interview is guided by few main broad questions and will be influenced by the respondents' experiences and feedback.

1.3. Time frame

The process would take place between August and September 2010. This would mean that the researcher would see the respondents more than once.

1.4. Study participants

The study would focus on two high schools, High Waters and Summer Stars schools (not real names) in Rundu, Kavango region, Namibia. At the two schools the Principal would be requested to take part in the study, while the teachers would be selected on the basis of being a male or female and being involved in the HIV/AIDS education programmes in the schools, a School Counselor, 10 learners in Grade 10 to 12 in schools, two school board members, two parents, two learner leaders, two community leaders, two girls who dropped out of schools due to pregnancy related reasons, and two members of the Directorate of education, youth and social services in Kavango region.

1.5. Length of time for participation and possible frequency of procedures

The interviews would each last between 20 to 25 minutes. Depending on the outcome of the initial interview the researcher anticipates to visit each research site three to four times.

1.6. Location of the procedures to be done

To ensure conveniences for participants, each participant would be asked to identify a comfortable venue/site for the interview. All efforts would be taken to see the participants at the most convenient time and place to ensure favorable environments for the participants.

2. POTENTIAL RISKS AND DISCOMFORTS

Since the research is about a sensitive topic which is about sexual relationships between teachers and learners, some respondents may feel uncomfortable or hesitant to be part of the research. For this purpose the researcher takes every effort to ensure that all information gathered or the entire process is very confidential. The interview would only commence once every respondent is comfortable to do so.

3. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The participants would be asked to freely take part in this study. The researcher is not in any position to pay participants in any way for taking part in this study.

3.1. Potential benefits, if any, to science or society expected from the research.

The extend of the problems of teacher sexual relationships with learners on the delivery of HIV/AIDS education programs in schools is not well known as there are limited documentation in this regard as far as Namibia or Kavango is concerned. The study would help to raise awareness among the education management to undertake measures to address the issues of teachers and learners sexual relationships in the context of HIV/AIDS prevention programmes in schools. For this reason I hope that the education HIV/AIDS workplace programmes management unit, HAMU would be stimulated to research efforts to address issues pertaining to the behavior of teachers that lead to the

potential HIV transmission among school learners and design behavior change communication (BCC) strategies to target this behavior of the teachers.

3.2. PAYMENT FOR PARTICIPATION

As indicated earlier the participants would be asked to freely take part in this study. The researcher is not in any position to pay participants in any way for taking part in this study.

4. CONFIDENTIALITY

Any information that is obtained in connection with this study will remain confidential. No names or any information that will reveal your identity would be taken and the researcher would instead allocate identified codes to each respondent and they would not have to write anything. Furthermore the researcher would assure the participants that no information they have offered would be divulged to the school or any person.

The information collected would only be used for the purpose of the study project with the University of Stellenbosch and would be reflected in the research thesis under the conditions of confidentiality mentioned above.

5. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The researcher may withdraw you from this research if circumstances arise which warrant doing so.

6. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to me

JOHANNES-BOSCO KATJIUA,

Telephone and extension no.

Code: +26466 **no.** 255155

Fax:

Code: +26466 **no.** 267196

Email address:

jbosco@africaonline.com.na

Mobile:

+264-812108783

Or my **Supervisor. Mr. Gary Eva** E-mail: gev2@telkomsa.net; Tel: +27 21 887 8738

7. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms. Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to [*me/the subject/the participant*] by **John-Bosco Katjiua** in [*Afrikaans/English*] and [*I am/the subject is/the participant is*] in command of this language or it was satisfactorily translated to [*me/him/her*]. [*I/the participant/the subject*] was given the opportunity to ask questions and these questions were answered to [*my/his/her*] satisfaction.

[*I hereby consent voluntarily to participate in this study/I hereby consent that the subjects/participants may participate in this study.*] I have been given a copy of this form.

Name of Subject/Participant

Name of Legal Representative (if applicable)

Signature of Subject/Participant or Legal Representative

_____ **Date**

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to
..... [*name of the*
subject/participant] and/or [his/her] representative
..... [*name of the representative*]. [*He/she*] was
encouraged and given ample time to ask me any questions. This conversation was
conducted in [*Afrikaans/*English*] and [*no translator was used/this conversation was*
translated into _____ by _____].

Signature of Investigator

_____ **Date**

Addendum C. Interview Schedule and transcript for Principals/Teachers

INTERVIEW SCHEDULE FOR PRINCIPALS AND TEACHERS/SCHOOL COUNSELORS (Indicate the respondent with X)

INTERVIEW CONDUCTED BY: John-Bosco Katjiua

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools.

I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is confidential, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also your right to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: Does your school have HIV/AIDS educational programmes?

Respondent: Yes

Interviewer: Would you share with me the details of this program?

Respondent: There is the Window of Hope and My Future is My Choice programs. These programs are usually taking place during the year. Lots of volunteers do come and share their experiences and share testimonies with the learners. Lifeline/Childline also comes in for visits as well as the Total Control of the Epidemic (TCE).

Interviewer: Are these programmes targeting learners or are they also for the teachers?

Respondent: They target only the learners, teachers are only observing.

Interviewer: How long has the school been involved or implementing these programs?

Respondent: For more than 5 years

Interviewer: Do you regard these programs valuable to both the teachers and learners? Please explain.

Respondent: They must be effective but they are boring as it is the same every year. It is not really interesting for learners.

Interviewer: Tell me what do you regard as important about the HIV/AIDS educational programmes in your school?

Respondent: Young kids are ready to experiment early. If we can teach them well early, we have a chance to make them avoid HIV infection. But sex education must start at home but it never happens. We the teachers can use these programmes to make the little ones understand their bodies and issues of HIV/AIDS.

Interviewer: What do you regard as the challenge of HIV/AIDS to your; a) Teachers and b) Learners?

Respondent: Teachers are examples of society. If their values are poor and do not have high moral values they will set a bad example and the learners and parents would not believe that HIV is a serious threat. If teachers are infected than the workforce will go down.

For learners their self-esteem will go down, their academic performances will go down and they will be afraid to go to school due to fear of stigma and discrimination.

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence remains relatively high (UNAIDS.2006). What do you think could be the reasons for this situation?

Respondent: HIV is part of our sexual life and it is difficult to control. Alcohol abuse is also increasing this.

Interviewer: What role could schools HIV/AIDS educational programmes play to reduce the spread of HIV among young people in Kavango region?

Respondent: If programmes continue in an attractive and creative way, it will help the learners to have the knowledge and skills to protect or avoid exposure to such situations.

Interviewer: What do you regard to be the expected roles of teachers in schools and communities in relation to HIV/AIDS?

Respondent: To teach learners and community about HIV/AIDS. To give leadership in the community on how to prevent HIV infection.

Interviewer: Moving to one of the key factors that make young people vulnerable to HIV infections, that is cross-generational sex (UNAIDS.2008). In other words, sexual relationships between younger people, mostly female and older people, mostly male. Do you regard this as one of the main factors that make young girls vulnerable to HIV infection in Kavango region?

Respondent: Yes

Interviewer: Are you aware of the type of male adults that have sexual relationships with young girls or learners?

Respondent: I am aware of such relationships between teachers and learners.

Interviewer: Does that include male education staff/teachers too? Can you elaborate?

Respondent: Yes, I hear

Interviewer: What do you think are the factors that make teachers have sexual relationships with learners?

Respondent: Maybe because it is good for the male teachers' egos, it is easy to fall for the young girls; young girls these days are maybe provocative to the male (teachers). The teachers and the learners go to the same night clubs.

Interviewer: Do you think sexual relationship between teachers or other school employees and learners could influence the delivery of the HIV/AIDS educational programmes in schools? Please explain.

Respondent: Programmes would not be effective. It will seem like the program is supposed to teach learners not to have many sexual partners but then the teachers would look like they are showing the learners how to do just that.

Interviewer: Do you think the MoE is aware of the sexual relationships that exist between education staff/teachers and learners?

Respondent: Yes by now they are aware. In the past nothing was done by the MOE but now the parents in some areas are active. There was even a case of a principal of one of the High Schools who was taken to court for similar behavior.

Interviewer: What would you describe to be the ideal role model teacher for your school especially in times of the HIV/AIDS?

Respondent: The one who is guided by principles, have moral values, a caring person, trustworthy, respectful and committed.

Interviewer: What do you think could be some of the things the MoE or the HAMU do to help education staff/teachers who have sexual relationships with learners to stop this behavior?

Respondent: The MOE should set them out of the teaching profession. Before the MOE said teachers should not be fired but now they are fired for that.

Interviewer: What would you think can the community do to help the teachers who sexual relationships with learners to stop that behavior?

Respondent: the community should join work with the school board to stop these types of behaviors.

Interviewer: Thank you for your time and have a good day.

Addendum D. Interview Schedule and transcript for School Board Members

INTERVIEW SCHEDULE FOR SCHOOL BOARD - INTERVIEW CONDUCTED BY: JB Katjiua

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools.

I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is confidential, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also your right to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: How long have you been a member of the school board?

Respondent: 6 years now

Interviewer: Does your school have any HIV/AIDS programmes?

Respondent: My Future is My Choice program

Interviewer: What would you regard to be the main effects of HIV/AIDS on your community?

Respondent: We have many orphans in our community as a result of death due to AIDS. The care givers are really struggling to feed the orphans as most of the care givers are pensioners.

Interviewer: How can HIV/AIDS affect the young people and the education sector?

Respondent: Many young people dropped out of school to take care of their sick parents and siblings. Some learners dropped out of school due to illnesses while many teachers were absent from school for long periods.

Interviewer: What do you think can the school do to help the learners to avoid HIV infections?

Respondent: Explain more to learners and the community members about the danger of HIV/AIDS and potentially the danger of sexual relationships between older people like teachers and learners especially how that negatively affects the learners. More HIV programs and Life Skills must be made compulsory for all learners.

Interviewer: What do you regard to be the expected roles of teachers in schools and communities in relation to HIV/AIDS?

Respondent: Teachers must be responsible people in all things. They must not take alcohol in public and must have more leadership and influential roles.

Interviewer: What do you think about providing HIV/AIDS educational programmes in the school settings?

Respondent: Good

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence remains relatively high (UNAIDS.2006). What do you think could be the reasons for this situation?

Interviewer: Alcohol and drug abuse, more young people into this and parents are not helping as they do the same too

Interviewer: What role could schools HIV/AIDS educational programmes play to reduce the spread of HIV among young people in Kavango region?

Respondent: They must make HIV/AIDS prevention as the main responsibility of the school. The school management and teachers must lead by example.

Interviewer: Moving to one of the key factors that make young people vulnerable to HIV infections, that is cross-generational sex (UNAIDS.2008). In other words, sexual relationships between younger people, mostly female and older people, mostly male. Do you regard this as one of the main factors that make young girls vulnerable to HIV infection in Kavango?

Respondent: Yes

Interviewer: Are you aware of the type of male adults that have sexual relationships with young girls or learners?

Respondent: Yes

Interviewer: Does that include male education staff/teachers too? Can you elaborate?

Respondent: Yes, Teachers, police officers, NGO's staff and soldiers

Interviewer: What do you think are the factors that make teachers have sexual relationships with learners?

Respondent: Teachers are not respecting themselves and they are not responsible.

Interviewer: Do you think sexual relationship between teachers or other school employees and learners could influence the delivery of the HIV/AIDS educational programmes in schools? Please explain.

Respondent: Yes

Interviewer: How would teachers/school employees' sexual relationships with learners influence the delivery of the HIV/AIDS educational programme in school?

Respondent: Learners will not trust the programmes or the messages delivered by the teachers.

Interviewer: Do you think the MoE is aware of the sexual relationships that exist between education staff/teachers and learners?

Respondent: Yes, some cases are well known.

Interviewer: Do you know any Code of Conduct for teachers that guide or define the type of relationship between teachers and learners? Do you have a copy of that document?

Respondent: Yes, but I do not have a copy of it.

Interviewer: Do you think that the Code of Conduct is being implemented?

Respondent: Yes in some cases where the parents take actions or report the culprits.

Interviewer: What do you think could be done to make this Code of Conduct effective?

Respondent: Parents must take this seriously. There are some parents who don't take it seriously because they benefit from the teachers.

Interviewer: What would you describe to be the ideal role model teacher for your school especially in times of the HIV/AIDS?

Respondent: A teacher who respects himself and others, who is responsible, has a good behavior, is a role model for the children and does not drink alcohol in public places.

Interviewer: What do you think could be some of the things the MoE (Directorate) or the HAMU do to help education staff/teachers who have sexual relationships with learners to stop this behavior?

Respondent: The ministry of education must focus on the behavior of the teachers especially the ethical conduct of teachers. The ministry must send more young male

teachers to lower primaries and keep older and married teachers with their wives in the remote higher grades classes. The ministry must spent more efforts to ensure that not all who applied for teacher training do not just become teachers for the sake of it.

A lot must be done to ensure only those student teachers who have good conduct track record from school years and good behavior during college years must be allowed to become teachers. There are too many who were the worst behaved, actually criminals who are teachers today.

Interviewer: What would you think can the community do to help the teachers who sexual relationships with learners to stop that behavior?

Respondent: Speak out against this and reports such adults

Interviewer: What do you think can the School Boards do to stop teachers or employees in the school who have sexual relationships with learners?

Respondent: Must discourage such practices, be vigilant and report such cases immediately.

Interviewer: Thanks

Addendum E. Interview Schedule and transcript for Management at Education
INTERVIEW SCHEDULE FOR EDUCATION DIRECTORATE/MANAGEMENT

INTERVIEW CONDUCTED BY: John-Bosco Katjiua

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools. I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is **confidential**, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also **your right** to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: What would you say are the main effects of HIV/AIDS in your region?

Respondent: HIV/AIDS caused severe family destruction. In some cases both parents are dead and increased orphans in the community. We have more child headed households now and children are denied role models. The lack of parental guidance due to the death of parents to AIDS creates more psychological problems and more ill-discipline in the youth. It has also increased on extended family as they now take care of more children.

Interviewer: What would you say is the effects of the HIV/AIDS pandemic on the education sector in Kavango region?

Respondent: Absenteeism of teachers and learners too.

Interviewer: What do you think can the Directorate do to help the learners and teachers to avoid HIV infections?

Respondent: It is a real challenge and current efforts are not really helpful. Teachers need to reach out to other teachers in the form of support groups. We need to review some policies and establish more enabling policies like the policy on condom

distribution. We need to enhance our workplace programs and increase accessible support to teachers.

Interviewer: What do you think can the school do to help the learners and teachers to avoid HIV infections?

Respondent: Teachers need to be made more caring and thereby make the school a more caring environment. Teachers needed to be trained as more caring.

Interviewer: What do you regard to be the expected roles of teachers in schools and communities in relation to HIV/AIDS?

Respondent: One who is a holder of values like a pastor. What you do is more important compared to what you say. In the past it was a taboo if you were to see a teacher drinking alcohol in the public.

Interviewer: What do you think about providing HIV/AIDS educational programmes in the school settings?

Respondent: Good idea. Need to be emphasized and the school should make efforts to own the programs.

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence rates remain relatively high (UNAIDS.2006). What do you think could be the reasons for this situation?

Respondent: Lack of values and poverty.

Interviewer: What role could schools HIV/AIDS educational programmes play to reduce the spread of HIV among young people in Kavango region?

Respondent: Increase more awareness about HIV/AIDS, use more partners like the civil society to make the program more attractive to the learners.

Interviewer: Moving to one of the key factors that make young people vulnerable to HIV infections, that is cross-generational sex (UNAIDS. 2008). In other words, sexual relationships between younger people, mostly female and older people, mostly male. Do you regard this as one of the main factors that make young girls vulnerable to HIV infection in Kavango region?

Respondent: Partly yes, adults have made having sexual relationships with minors a norm.

Interviewer: Are you aware of the type of male adults that have sexual relationships with young girls or learners?

Respondent: Yes

Interviewer: Does that include male education staff/teachers too? Can you elaborate?

Respondent: Yes, in most cases it is the teachers who are involved in such cases.

Interviewer: What do you think are the factors that make teachers have sexual relationships with learners?

Respondent: When a teacher as a learner, have grown up in an environment where teachers had sexual relationships with learners, he feels it is normal to do this when he grows up and become a teacher. We haven't broken down this vicious circle yet.

Interviewer: Is there a Code of Conduct for teachers that guide or define the type of relationship between teachers and learners? Do you have a copy of that document?

Respondent: Yes

Interviewer: Do you think that the Code of Conduct is being implemented?

Respondent: Yes but the only problem is that sexual relationships are very tricky. We only learn about this when there is only a pregnancy.

Interviewer: Can you share with me what are the actions taken when school employees or teachers are perceived or known to have sexual relationships with learners or even impregnate learners?

Respondent: In most cases where teachers are involved and formally found guilty, they are fired from the work for several years like 7 years before they return. In other cases the culprits resign just before the ministry takes action and in that case the ministry can't do anything in terms of the code.

Interviewer: Do you have records of teachers' misconducts?

Respondent: Yes of such cases

Interviewer: Would some of those misconducts relate to teachers' sexual relationships with learners? (Request for permission to view these records).

Respondent: Yes

Interviewer: Are there some challenges in implementing the above mentioned guideline? Explain.

Respondent: The cases are not reported sooner to us and sometimes the parents are reluctant to report. I know of cases where the parents are protecting the culprits because they benefit financially from the teachers.

Interviewer: Do you think that sexual relationships between the teachers/education staff and learners have an influence the delivery of the HIV/AIDS educational programme in school? Please explain.

Respondent: Yes, this creates mistrust in learners towards their teachers. The learners will even be discouraged to attend such programs in the school.

Interviewer: What would you think can the community do to help the teachers who sexual relationships with learners to stop that behavior?

Respondent: As a society we should not have ambiguous laws or interpretations of how we act. The traditional authorities have laws that protect children. So parents or adults who impregnate children must be punished.

Interviewer: Thank you for your time and have a good day.

Addendum F. Interview Schedule and transcript for Management at Youth

INTERVIEW SCHEDULE FOR DIRECTORATE OF YOUTH/MANAGEMENT

INTERVIEW CONDUCTED BY: John-Bosco Katjiua

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools.

I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is confidential, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also your right to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: What would you say are the main effects of HIV/AIDS in your region?

Respondent: I think it negatively affected development. If people are sick, nothing can help development. Learners dropped out of school due to illness or the need to take care of sick people at home or even just because there was no one to cover school costs.

Interviewer: What would you say is the effects of the HIV/AIDS pandemic on the youth in Kavango region?

Respondent: The youth are not productive; they are the most vulnerable to HIV/AIDS as they are the most sexually active group. They are more in danger. They lose hope in life once they know of their HIV positive status.

Interviewer: What do you think can institutions like the schools do to help the learners to avoid HIV infections?

Respondent: The school can conduct ongoing HIV/AIDS awareness and education campaigns, make HIV/AIDS programs compulsory and curriculum subjects and activities.

Interviewer: What do you think about providing HIV/AIDS educational programmes in the school settings?

Respondent: This is a very good idea if it is well implemented. The school can have ongoing campaigns, activities and programs. This can include; exchange visits, school clubs, debates and community outreaches.

Interviewer: Are you aware of any HIV/AIDS programmes in schools in Kavango region? Please explain.

Respondent: Yes, Window of Hope (WOH) and the My Future is My Choice (MFMC)

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence remains relatively high (UNAIDS.2006). What do you think could be the reasons for this situation?

Respondent: Unemployment, poverty, People not taking things serious, peer pressure

Interviewer: What role could schools HIV/AIDS educational programmes educational or other institutions play to reduce the spread of HIV among young people in Kavango region?

Respondent: They can focus on behavior change programs, ongoing awareness campaigns provide education on rights and empower learners on their rights and be more able to say NO to advancing adults or early sex.

Interviewer: Moving to one of the key factors that make young people vulnerable to HIV infections, that is cross-generational sex (UNAIDS.2008). In other words, sexual relationships between younger people, mostly female and older people, mostly male. Do you regard this as one of the main factors that make young girls vulnerable to HIV infection in Kavango region?

Respondent: Yes, because mostly the adults are infected with HIV and having sexual relationships with learners or young girls can make the spread of HIV more rampant.

Interviewer: Are you aware of the type of male adults that have sexual relationships with young girls or learners?

Respondent: Yes

Interviewer: Does that include male education staff/teachers too? Can you elaborate?

Respondent: Yes, there are many cases of teachers who are suspended due to that (sexual relationships with learners). There are so many incidences where learner and teachers are sexually involved. Also there are cases of other adults who are not teachers.

Interviewer: What do you think are the factors that make teachers have sexual relationships with learners?

Respondent: Girl learners are not sexually involved with their peers because they want money and only the employed men like teachers can offer money and gifts. Learners are also promised good marks by the male teachers.

Interviewer: Do you know any Code of Conduct for teachers that guide or define the type of relationship between teachers and learners? Do you have a copy of that document?

Respondent: Yes, I know about this code of conduct although I don't have a copy. The Code of Conduct is clear; teachers are not allowed to have any sexual relationships with learners. That is why if it is heard that such a relationship exists, it is investigated.

Interviewer: Do you think that the Code of Conduct is being implemented?

Respondent: Yes, it is seriously implemented. This can be seen by the fact that there are so many teachers who are out of work in our region due to that.

Interviewer: What do you think could be done to make this Code of Conduct effective?

Respondent: For HIV prevention, the Code of Conduct is limited, as it only focuses on the teachers while other males from other sectors continue to disadvantage girl-learners in the same way and potentially expose them to HIV infection.

Interviewer: Do you think sexual relationships between the teachers/education staff and learners influence the delivery of the HIV/AIDS educational programme in school?

Respondent: Yes, it does. Because the role of the teacher is to discourage any sexual activities and behaviors among the youth until such times they are ready as responsible young people. The teacher is to discourage sexual relationships between learners and with sugar daddies. So if the teachers are sexually involved with learners, they cannot boldly and clearly educate the learners on HIV prevention.

Interviewer: What would you regard to be the ideal conduct of the teacher towards learners in these times of HIV and AIDS?

Respondent: The one who spearheads HIV prevention programmes in the school and community. To maintain that no sexual activities are happening in the school and discourage early sexual debut.

Interviewer: What do you think can the MoE (Directorate) or the HAMU do to help education staff/teachers who have sexual relationships with learners to stop this behavior?

Respondent: Do more teacher orientation about the policies and code of conduct and especially on the issues of sexual relationships with learners. Encourage teachers to be role models. Train teachers on HIV/AIDS programs especially on counseling.

Interviewer: What would you think can the community do to help the teachers who sexual relationships with learners to stop that behavior?

Respondent: The community should be more open about this problem. They must speak out and put pressure on the Head Masters to report these bad behaviors. They must discourage the practice and help to monitor and support the Head Masters.

Interviewer: What do you think can the School Boards do to stop teachers or employees in the schools engage in sexual relationships with learners?

Respondent: They must do similar to the community. They have to ensure that the Head master enforces the Code of Conduct. They have to make sure that the teachers are well informed about the Code.

Interviewer: What do you think could the Ministry of Youth do to stop these behaviors?

Respondent: Ministry of Youth is in youth programmes such as teenage pregnancies, alcohol and drug abuse. We can support the schools' health programmes.

Interviewer: What role do you think can the Social Services play to stop these behaviors?

Respondent: Joint hands with the MOE and the Ministry of Youth to empower young people socially and livelihoods to reduce poverty.

Interviewer: Thank you for your time and have a nice day.

Addendum G. Interview Schedule and transcript for Social Welfare Department

**INTERVIEW SCHEDULE FOR SOCIAL SERVICES
DIRECTORATE/MANAGEMENT**

INTERVIEW CONDUCTED BY: John-Bosco Katjiua

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools.

I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is confidential, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also your right to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: What would you say are the main effects of HIV/AIDS in your region?

Respondent: Many bread winners have died. Poverty left the vulnerable people more desperate and this increased the circle of poverty.

Interviewer: What would you say is the effects of the HIV/AIDS pandemic on the youth in Kavango region?

Respondent: Future cut short, careers are bleak and life expectancy is shortened

Interviewer: What do you think can institutions like the schools do to help the learners to avoid HIV infections?

Respondent: The schools are doing very little. They should be the ones to take a lead. Condoms are not even readily available. The schools do not take initiatives like to bring in speakers especially for the rural schools. Learners don't have the openness to go the nurses to ask for information on SRH issues.

Interviewer: What do you regard to be the expected roles of teachers in schools and communities in relation to HIV/AIDS?

Respondent: They are educators, facilitators. They are the one to take initiatives but unfortunately they are not involved.

Interviewer: What do you think about providing HIV/AIDS educational programmes in the school settings?

Respondent: It is very necessary to do that. I believe every school should have a HIV/AIDS program which includes all SRH issues.

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence remains relatively high (UNAIDS.06). What do you think could be the reasons for this situation?

Respondent: Morals have gone down. Married people have outside relationships and it is even encouraged. No one is ashamed anymore. Culture has gone down. The cases we are having these days are unbelievable. The teachers are known to be HIV positive sleep with learners. We have many of these cases.

Interviewer: What role could schools HIV/AIDS educational programmes play to reduce the spread of HIV among young people in Kavango region?

Respondent: As I said earlier, the schools could take a key role in being responsible for health programs. They have the children most of the time and can play a significant role. But they don't. The teachers are not so exemplary and sometimes they are the ones that show the learners the bad sexual behaviors.

Interviewer: Moving to one of the key factors that make young people vulnerable to HIV infections, that is cross-generational sex (UNAIDS.08). In other words, sexual relationships between younger people, mostly female and older people, mostly male. Do you regard this as one of the main factors that make young girls vulnerable to HIV infection in Kavango region?

Respondent: Yes

Interviewer: Are you aware of the type of male adults that have sexual relationships with young girls or learners?

Respondent: Yes

Interviewer: Does that include male education staff/teachers too? Can you elaborate?

Respondent: Yes

Interviewer: What do you think are the factors that make teachers have sexual relationships with learners?

Respondent: Teachers are too young these days and their learners are too close to the teachers in terms of age. Male teachers in the rural areas are without their partners. The teachers use their powers to manipulate the learners.

Interviewer: Do you think sexual relationship between teachers or other school employees and learners could influence the delivery of the HIV/AIDS educational programmes in schools? Please explain.

Respondent: Definitely! The learners will not have faith in what the teachers are teaching when some of the teachers show these bad examples.

Interviewer: Do you know any Code of Conduct for teachers that guide or define the type of relationship between teachers and learners? Do you have a copy of that document?

Respondent: No

Interviewer: Do you think that the Code of Conduct is being implemented?

Respondent: No the code is not implemented at all. Nothing is done at all not even against the culprit.

Interviewer: What do you think could be done to make the Code of Conduct more effective?

Respondent: The MoE should enforce their code effectively. The culprits must be penalized under the immoral practices act.

Interviewer: Can you share with me what are the actions taken when school employees or teachers are perceived or known to have sexual relationships with learners?

Respondent: Nothing.

Interviewer: Does your office deal with cases of sexual relationships between teachers or employees in the schools or at least the effects of that? Please explain.

Respondent: Yes, we deal with related cases a lot.

Interviewer: Do you have records of such cases?

Respondent: Yes

Interviewer: Would some of those cases relate to teachers' sexual relationships with learners? (Request for permission to view these records).

Respondent: Yes. A 23year old teacher had sexual relationship with a 15year old learner in Grade 8 for 5 months. He was caught in the act by the mother of the girl. He admitted to the parents and the school board to have had a sexual relationship with the learner for 5

months. The next day he resigned before he could be arrested. The reason being if he resigned the MoE can't do anything as per the Code and he would only be out of work for only one year before returning contrary to the 5 years he would have suffered if he were fired. Rumors had it that he left the previous school for the same bad behaviors.

Interviewer: Do you think sexual relationships between the teachers/education staff and learners influence the delivery of the HIV/AIDS educational programme in school?

Respondent: Yes, very much

Interviewer: What would you regard to be the ideal conduct of the teacher towards learners in these times of HIV and AIDS?

Respondent: One who is exemplary, well behaved and cares for well-being of learners, one who is not taking advantage of the girls.

Interviewer: Thank you very much for agreeing to be part of the study.

Addendum H. Interview Schedule and transcript for HAMU/MFMC

INTERVIEW SCHEDULE FOR THE MoE HIV/AIDS MANAGEMENT UNIT

INTERVIEW CONDUCTED BY: John - Bosco Katjiua

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools.

I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is confidential, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also your right to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: What would you say are the main effects of HIV/AIDS in Kavango region?

Respondent: Those who are working like the teachers have lost productivity due to the disease.

Interviewer: What would you say is the effects of the HIV/AIDS pandemic on the education sector in Kavango region?

Respondent: When ill teachers stay away from school for prolonged periods, the learners are not educated properly or given good attention. This leads to the schools to be unproductive. When the learners are infected with HIV, they too suffer from fear and poor performances. Even when the parents or family members close to the learners are sick, the learners do not perform well in school.

Interviewer: What would you say is the effects of the HIV/AIDS pandemic on the teachers in Kavango region?

Respondent: Those teachers who are infected or affected are unable to be productive.

Interviewer: Would you share with me the activities of the HAMU in the Kavango region?

Interviewer: Are you having any HIV/AIDS workplace programmes activities for teachers?

Interviewer: What do you regard to be the expected roles of teachers in schools and communities in relation to HIV/AIDS?

Respondent: To monitor the MFMC and other related programs in schools and to distribute IEC materials for the programs.

Interviewer: What do you think about providing HIV/AIDS educational programmes in the school settings?

Respondent: It is a good idea.

Interviewer: Are you aware of any HIV/AIDS programmes in schools in Kavango region? Please explain.

Respondent: MFMC and the WHO. We also have programs where we target those teachers who are infected in the form of support groups creation.

Interviewer: Do you regard these programmes effective? Please explain.

Respondent: This idea is not taking root well as although we trained teachers, it is not so popular.

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence remains relatively high (UNAIDS.2006). What do you think could be the reasons for this situation?

Respondent: Alcohol and drugs, many sexual partners, sugar daddies and peer pressure.

Interviewer: What role could schools HIV/AIDS educational programmes play to reduce the spread of HIV among young people in Kavango region?

Respondent: In times of HIV/AIDS the teachers should take it upon themselves to raise awareness about this pandemic among the learners. In the community they should do the same and give good examples of good behavior to instill confidence in the youth and the profession.

People respect teachers the teachers can easily convince people to change certain bad behaviors like having too many sexual partners.

Interviewer: Moving to one of the key factors that make young people vulnerable to HIV infections, that is cross-generational sex (UNAIDS.2008). In other words, sexual relationships between younger people, mostly female and older people, mostly male. Do

you regard this as one of the main factors that make young girls vulnerable to HIV infection in Kavango region?

Respondent: Yes

Interviewer: Are you aware of the type of male adults that have sexual relationships with young girls or learners?

Respondent: Yes

Interviewer: Does that include male teachers/education staff too? Can you elaborate?

Respondent: Yes

Interviewer: What do you think are the factors that make teachers or other school employees have sexual relationships with learners?

Respondent: Due to carelessness and drugs. Teachers just want to take advantage of the learners. The teachers promise the girls many things like marriage, to take care of the learners and even their parents and at the end of the day the girls suffer. The teachers know which girls are more vulnerable and poor and so the teachers target these learners...

Interviewer: Do you think sexual relationship between teachers or other school employees and learners could influence the delivery of the HIV/AIDS educational programmes in schools? Please explain.

Respondent: Yes, the learners may take it for granted. They will not believe in the HIV programmes because some teachers are not practicing what they teach.

Interviewer: Do you know any Code of Conduct for teachers that guide or define the type of relationship between teachers and learners? Do you have a copy of that document?

Respondent: Yes and I have seen the copy.

Interviewer: Do you think that the Code of Conduct is being implemented?

Respondent: Yes, it is working because some teachers are dismissed because of sexual relationships with learners. Teachers are aware even when they take advantage of the learners. We acknowledge that the learners may not trust even the Headmaster to report the teachers as there were so many cases of teachers had sexual relationships with learners, but for some reason nothing was done. There was even a case of a school headmaster. We have to work on a system where the learners would feel less exposed when they report these cases.

The HAMU needs to come up with a safe way that encourages learners to report such cases. The school counselor if well selected, trained and supported could encourage learners to come forward in a confidential way.

Interviewer: What do you think could be done to make this Code of Conduct effective?

Respondent: we need more people to come forward and report these cases.

Interviewer: What would you regard to be the ideal conduct of the teacher towards learners in these times of HIV and AIDS?

Respondent: One who respect learners and one who is trustworthy. They should not take alcohol in public, at least.

Interviewer: What do you think can the MoE (Directorate) or the HAMU do to help education staff/teachers who have sexual relationships with learners to stop this behavior?

Respondent: Re-inforce the Code of Conduct and dismiss those found guilty.

Interviewer: What would you think can the community do to help the teachers who sexual relationships with learners to stop that behavior?

Respondent: If they are aware of such cases they must report immediately.

Interviewer: What do you think can the School Boards do to stop teachers or employees in the schools engage in sexual relationships with learners?

Respondent: Report it immediately.

Interviewer: Thank you for your time.

Addendum I. Interview Schedule and transcript for Community Leaders

INTERVIEW SCHEDULE FOR COMMUNITY LEADERS

INTERVIEW CONDUCTED BY: John-Bosco Katjiua

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools. I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is **confidential**, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also **your right** to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: Would you like to tell me your opinions about the impacts of HIV/AIDS in your community?

Respondent: Affected many people. Many people are dead. I heard of AIDS in since 1987. The bomb exploded in the 1990's when the returnees came back just before independence. Poverty forced many young girls to end up in risky sexual relationships and that contributed to many people to be infected.

Interviewer: What do you think could the schools do to help young people to avoid being infected with HIV?

Respondent: Schools could really help young people to help bring the message of AIDS to learners in a way that can help them avoid infections. HIV/AIDS must be a strong component of the school health programs. The schools could help learners to improve in discipline.

Interviewer: Do you think the schools are doing enough to educate learners about HIV/AIDS?

Respondent: I don't think so. Maybe the teachers are also HIV positive and they may have careless attitude towards the learners or other people. Today's teachers are mostly driven by what they get (money), not so much to save the community or learners.

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence remains relatively high (UNAIDS.2006). What do you think could be the reasons for this situation?

Respondent: Mostly people are reluctant to use condoms. People do not believe that those beautiful girls could also have HIV as they look too healthy.

Interviewer: What role could schools HIV/AIDS educational programmes play to reduce the spread of HIV among young people in Kavango region?

Respondent: Encourage delay of sexual debut. Discourage sexual relationships between young girls and older people.

Interviewer: Moving to key factors that make young people vulnerable to HIV infections. What would you say are some of the reasons why young people are infected with HIV?

Respondent: Young people especially girls, are motivated to have sexual relationships with old men to receive gifts and financial support but at the end up being exposed to sexual relationships where they do not have control. Elder people think the young girls are fresh and without HIV.

Interviewer: Cross-generational sex, in other words, sexual relationships between younger people, mostly female and older people, mostly male is said to be one of the reasons why young people have high HIV infections (UNAIDS.2008). Do you regard this as one of the main factors that make young girls or learners vulnerable to HIV infection in Kavango?

Respondent: Yes

Interviewer: Are you aware of the type of male adults that have sexual relationships with learners or young girls? Please explain.

Respondent: Yes, a lot of them. I heard a lot of the stories. Some of the learners got pregnant and left schools. Some kids are as young as 14 years old.

Interviewer: Does that include male education staff/teachers too? Can you elaborate?

Respondent: There are a whole lot of teachers, soldiers, police officers and so on.

Interviewer: What do you think are the factors that make teachers have sexual relationships with learners?

Respondent: Teachers promise learners good marks in schools. Some teachers blackmail learners to agree have sex or the teacher would fail the learners.

Interviewer: Do you think that sexual relationships between teachers and learners can influence the delivery of the HIV/AIDS educational programme in your school?

Respondent: Of course this does. Learners are not likely to have faith in the messages given by teachers or HIV/AIDS prevention if the learners know that some teachers are sexually involved with the learners.

Interviewer: Do you think the MoE is aware of the sexual relationships that exist between education staff/teachers and learners?

Respondent: Yeah, I think they are aware of this. They are just ignoring because some of the teachers who are doing this are the relatives of those in authority and so the ministry is turning a blind eye on most of these cases known to them.

Interviewer: Do you know any Code of Conduct for teachers that guide or define the type of relationship between teachers and learners?

Respondent: I am not aware in terms of details but I know that the teachers must behave like a father/mother or guardian of a learner. In this way he/she will give discipline to learners.

Interviewer: Do you think that the Code of Conduct is being implemented?

Respondent: Not in all state schools. One sees in private schools but not so much in the public schools.

Interviewer: What do you think could be done to make the Code of Conduct more effective?

Respondent: The private schools usually have clear rules; they enforce these rules clearly without delays, favors and hesitancies. Public schools can be more serious to implement their code of conduct for teachers.

Interviewer: What would you describe to be the ideal role model teacher for your school especially in times of the HIV/AIDS?

Respondent: More spiritual, married, the one who is inspired to be mature in his/her conduct.

Interviewer: What do you think could be some of the things the MoE do to stop teachers or school employees who have sexual relationships with learners?

Respondent: Hostel Fathers/Mothers must be more educated, must live in the Hostel, and follow more strict and disciplined types of lifestyles. And not the young teachers who at times do not have accommodation and are forced to stay in the hostel and by that they take on the roles of Hostel fathers but end up sleeping with the girls. The MOE must bring back spiritual programs to schools. The MOE should stop transferring who are problematic from one school to another. Those teachers should be supposed to be dismissed completely from the education sector and not covered and shifted from one school to another. I know a case of one teacher who had sexual relationships with two of the learners in his class and the teacher was supporting the parents with N\$200 per month.

Interviewer: What would you think can the community do to help the teachers who sexual relationships with learners to stop that behavior?

Respondent: It is difficult. Look, the big problem in Kavango is poverty. Too many gifted children lack financial support. They are left to be abused. The community is divided as some of the parents are supported by the teachers or any adult for that matter. The community is aware of the problem but they are not united on what to do.

Interviewer: What do you think can the School Boards do?

Respondent: They need to emphasize the rules and apply the Code of Conduct for the Teachers more strictly. One hears that in other parts of Namibia the school boards are doing a lot to stop these problems but here in Kavango the problem is too much.

Interviewer: And what do you think could Community Leaders do to stop these behaviors?

Respondent: Some of the community leaders are part of the problem. But the community should be more vocal to protest against such behaviors.

Interviewer: Anything else that you want to tell me?

Respondent: The first thing to be done is not to tolerate teenage pregnancies in schools. Teachers who are sexually involved with learners should be summarily dismissed. Those elders found to be involved with learners should be charged for immoral behavior and must receive heavy fines to deter such behaviors.

Interviewer: Thanks for your time and have a nice day.

Addendum K. Interview Schedule and transcript for Parents

INTERVIEW SCHEDULE FOR PARENTS INTERVIEW CONDUCTED BY: John-Bosco Katjiua

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools.

I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is **confidential**, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also your **right** to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: Would you like to tell me your opinions about the impacts of HIV/AIDS in your community?

Respondent: It affects the functions and operations of the community and one's life. For example if there is a death in your house or the neighbors, one has to cancel all the plans. One cannot do farming or other activities. Valuable time is lost due to many funerals and memorial services or even taking care of the sick. Many people also stay away from work for long times and then other people can't take leave as work load becomes too much.

Interviewer: What do you think could the schools do to help young people to avoid being infected with HIV?

Respondent: The school should understand that HIV/AIDS is of school education. Schools must do more as learners are always at the school. Schools should take the learners to see those who are sick so that the learners do not only hear the theoretical part of HIV/AIDS part also see the real impact of AIDS. The HIV/AIDS programs should be compulsory and part of the official curriculum.

Interviewer: Do you think the schools are doing enough to educate learners about HIV/AIDS?

Respondent: Not much is being done at school level especially at the early age of young people. The school could also advocate for more action for the community action on the issue of alcohol abuse which is very high in our region.

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence remains relatively high (UNAIDS.2006). What do you think could be the reasons for this situation?

Respondent: Alcohol abuse, poverty,

Interviewer: What role could schools HIV/AIDS educational programmes play to reduce the spread of HIV among young people in Kavango region?

Respondent: Expose learners to real life cases like those who are sick so that the learners could see and learn about the danger of AIDS.

Interviewer: Moving to key factors that make young people vulnerable to HIV infections. What would you say are some of the reasons why young people are infected with HIV?

Respondent: Peer pressure, meaning doing what the friend do like having sex to be seen as to be cool. Also alcohol abuse is very high.

Interviewer: Cross-generational sex, in other words, sexual relationships between younger people, mostly female and older people, mostly male is said to be one of the reasons why young people have high HIV infections (UNAIDS.2008). Do you regard this as one of the main factors that make young girls or learners vulnerable to HIV infection in Kavango?

Respondents: Yes, too much external influence, many young people are exposed to new modern pressures. No moral values and our cultural values are lost.

Interviewer: Are you aware of the type of male adults that have sexual relationships with learners or young girls? Please explain.

Respondent: Yes, Teachers, Head Masters, it is constantly in the newspapers. These are real cases not rumors.

Interviewer: What do you think are the factors that make teachers have sexual relationships with learners?

Respondent: Some teachers are not really called to be teachers. If they were real teachers, they would not have done that. Some of these teachers are just there for the salary. We entrust our children to the teachers but they not supposed to be teachers if they do that. The teachers take advantage of the learners.

Interviewer: Do you think that sexual relationships between teachers and learners can influence the delivery of the HIV/AIDS educational programme in your school?

Respondent: Definitely! These relationships are never secrets. Learners talk to others. The learners would not take the teachers or their messages on HIV/AIDS prevention seriously as the teachers or some are not practicing what they preach.

Interviewer: Do you think the MoE is aware of the sexual relationships that exist between education staff/teachers and learners?

Respondent: Yes, they are aware. Some teachers are fired. Maybe this issue should be one of the issues to be discussed at the education conference.

Interviewer: Do you know any Code of Conduct for teachers that guide or define the type of relationship between teachers and learners?

Respondent: Yes. It is embedded in the public service.

Interviewer: Do you think that the Code of Conduct is being implemented?

Respondent: it is there. I have seen it implemented when a school learner is pregnant. Action is taken too late. It should be implemented as early as possible when a rumor is heard.

Interviewer: What do you think could be done to make the Code of Conduct more effective?

Respondent: Society should stand up, parents should assist the MOE management when such a teachers is noticed to engage in such behavior. We need to act early. Some rural parents may not know the teachers' code of conduct and they may think their daughters have found future husbands.

Interviewer: What would you describe to be the ideal role model teacher for your school especially in times of the HIV/AIDS?

Respondent: Those who see the profession as a calling, take their roles as significant to raise the nation, one that is a teacher all the time, a teacher who is well dressed, never seen drinking alcohol in the Shebeens, well behaved all the time and uphold respect to the profession 24hours and 365 days a year.

Interviewer: What do you think could be some of the things the MoE do to stop teachers or school employees who have sexual relationships with learners?

Respondent: Raise awareness on the role of teachers and expected behavior of teachers. Encourage community and learners to report such bad behaviors of teachers.

Interviewer: What would you think can the community do to help the teachers who sexual relationships with learners to stop that behavior?

Respondent: the community which include parents, need to assist the school to report the unbecoming behaviors of teachers. The community should be on the lookout and report such cases as soon as possible. The parents should be involved in radio programs to raise awareness on this problem.

Interviewer: What do you think can the School Boards do?

Respondent: Join the efforts of the parents and community at large. Ensure that action is taken against the teachers who are found guilty of behaviors that are against the spirit of the code of conduct.

Interviewer: Anything else that you want to tell me?

Respondent: No thanks

Interviewer: Thank you for your time and have a nice day.

Addendum L. Interview Schedule and transcript for Learners

INTERVIEW SCHEDULE FOR LEARNERS/LRC'S (Head Boy & Head Girl FGD)

INTERVIEW CONDUCTED BY: JOHN-BOSCO KATJIUA

Introduction:

Thanks for agreeing to be part of my study that looks at the effects of sexual relationships between teachers and learners on the delivery of HIV/AIDS educational programs in schools. I am requesting you to feel free in answering any question I am going to ask you. It will not be required of you to provide any information that could reveal your identity and everything we will discuss is confidential, in other words it won't be shared with anyone apart from the use for the completion of my study requirements. Even when the final research report is shared with the Ministry of Education, it will not reflect any identity of anyone who took part in the study. Also feel free to ask any questions and it is also your right to withdraw from the study or to decline answering any question you don't feel comfortable about at any time you feels so.

Interviewer: How old are you?

Respondents: 23years –HB, 18years-HG

Interviewer: What grade are you at the moment?

Respondents: Grade 12

Interviewer: How long have you been in this school?

Respondents: 5years-HB, 4years-HG

Interviewer: Do you think HIV/AIDS is a problem in your school and community?

Respondents: Yes.

Interviewer: In your own words, how do you think HIV/AIDS has affected your school or/and community?

Respondents: Some learners dropped out of school when their parents died. Some teachers have been sick for long times. There were times when some classes did not have teachers for long times.

Interviewer: Are you aware of any school HIV/AIDS programme in your school? Can you share with me more about the HIV/AIDS programme(s) in your school?

Respondents: AIDS Awareness Club

Interviewer: Who is responsible to implement these programmes/activities?

Respondents: Teacher

Interviewer: Do you regard this programme important to you and your school? Please explain.

Respondents: Yes. We are taught about the dangers of HIV/AIDS and how we can prevent it.

Interviewer: Do you think providing HIV/AIDS educational programmes to learners in the school settings is a good idea? Please explain.

Respondents: Yes it is a good idea. You see for us learners; we do not have some reliable sources of HIV education. We just hear and there and sometimes it is confusing. So to have this as part of our school classes will help us more.

Interviewer: What do you like most about the HIV/AIDS educational programmes in your school?

Respondents: The awareness on especially being with one partner, the role plays, and going to other places.

Interviewer: What do you like the least about the HIV/AIDS educational programmes in your school?

Respondents: Nothing

What do you think can the school do to improve on this programme?

Respondents: We need more materials like posters, videos and so on. We also need to do more dramas, and we want the program to be linked to social workers. We want social workers to visit our school and talk to LRC and learners.

Interviewer: After more than 25 years in the HIV/AIDS epidemic it is said that despite all the education and awareness, the HIV prevalence remains relatively high (UNAIDS.2006). What do you think could be the reasons for this situation?

Respondents: Lack of condom use, many sexual partners, drugs and alcohol abuse and people start very early with sex.

Interviewer: What role could schools HIV/AIDS educational programmes play to reduce the spread of HIV among young people in Kavango region?

Respondents: Provide condoms at school; provide more information and education on condom use and HIV/AIDS, make HIV/AIDS programs compulsory activity for all grades and teachers must be forced to be good role models.

Interviewer: Moving to key factors that make young people vulnerable to HIV infections. What would you say are some of the reasons why young people are infected with HIV?

Respondents: Lack of condom use, many sexual partners, drugs and alcohol abuse and people start very early with sex.

Interviewer: Cross-generational sex, in other words, sexual relationships between younger people, mostly female and older people, mostly male is said to be one of the reasons why young people have high HIV infections (UNAIDS.2008). Do you regard this as one of the main factors that make young girls or learners vulnerable to HIV infection in Kavango?

Respondents: Yes.

Interviewer: Are you aware of the type of male adults that have sexual relationships with learners or young girls? Please explain.

Respondents: Yes

Interviewer: Does that include male education staff/teachers too? Can you elaborate?

Respondents: Yes, it is very common in our school. “In my last 4years at this school, 5 girls were impregnated by teachers and they dropped out of school. Those teachers were given force transfer letters to go to other schools. I was not happy as those teachers are continuing with their lives and the girls’ future has been destroyed. They (teachers) should have been punished and forced to support those learners and the babies for life. We LRC’s talked to the school management about the problem of teachers having sexual relationships with learners but the teachers still continue with this. We now think the management is not strong or maybe involved in the same problem and so they are maybe blackmailing each other.” – Head Girl.

Interviewer: What do you think are the factors that make teachers have sexual relationships with learners?

Respondents: Because teachers are coming without their partners, too many young male teachers who are not married or without their partners. The teachers are promising good marks to the learners.

Interviewer: Do you think that sexual relationships between teachers and learners can influence the delivery of the HIV/AIDS educational programme in your school?

Respondents: Learners will not have faith in the program as the teachers are not giving good example.

Interviewer: Do you think the MoE is aware of the sexual relationships that exist between education staff/teachers and learners?

Respondents: They know because for a teacher to receive a transfer, the MOE must be involved.

Interviewer: What would you describe to be the ideal role model teacher for your school especially in times of the HIV/AIDS?

Respondents: Very responsible, hardworking, respectful, cares about learners, not dating learners.

Interviewer: What do you think could be some of the things the MoE do to stop teachers or school employees who have sexual relationships with learners?

Respondents: Punish such teachers, dismiss them permanently, punish also other male adults who the same.

Interviewer: What would you think can the community do to help the teachers who sexual relationships with learners to stop that behavior?

Respondents: The community, school boards and parents must speak out, approach such teachers and confront them. Also they must speak out and discourage parents who encourage their girls to date teachers.

Interviewer: Thank you very much for your time and all the best for your studies.