Integrating Comprehensive Sexuality Education: Views of Student Teachers from a Higher Institution of learning in Central Zambia

Kanchebele-Sinyangwe, M. K.[1*], Sinyangwe, J.[2]

[1]Kwame Nkrumah University, Kabwe, Zambia

[2]District Health Office, Kabwe, Zambia

ABSTRACT

Comprehensive Sexuality Education (CSE) is fundamental to improving Sexual and Reproductive Health (SRH) knowledge and strengthening SRH decision making capacity among young people. However, the way the CSE content is integrated in the Higher and Tertiary Education Institutions (HTEIs) curricular can have an impact on the quality of the content itself and how it is accessed and used. This qualitative case study attempted to examine HTEI student teachers' views on the CSE content and content integration techniques or strategies. The study particularly focused on the content which can be included in CSE for students and how CSE content can be effectively integrated in the student teachers' training curricular. Data collected, through a questionnaire with open-ended questions and semi structured interviews, was analyzed using thematic and content analysis approach. The findings reveal the realities, including opportunities and challenges, linked to the integration of CSE content from students' perspectives. They show that CSE content for student teachers is largely two-fold: content for students' personal consumption as well as content and skill for disseminating relevant and age-appropriate content to learners upon completion of studies. They also show that there is no 'one model fits all approach' in as far as effective integration of CSE content and content delivery is concerned. It is concluded that multiple context relevant integration techniques need to be considered, by all who have the opportunity to engage with student teachers, to promote sustainable integration of quality CSE content in the existing HTEI curricular especially for the student teachers who themselves are being prepared to be teachers and hence future CSE educators.

Key words: Comprehensive Sexuality Education (CSE) content, views, integration techniques, student teachers

CONTRIBUTION

• Research study investigated CSE content and content integration from the perspective of student teachers at a named HTEIs thus adding to the existing limited knowledge in the area.

• Integrating CSE content can be challenging due to pedagogical, personal, cultural and religious restrictions among others. The study shows that multiple integration techniques exist and need to be considered without restriction, by all those with the responsibility of engaging with student teachers, in order to promote sustainable integration of quality CSE content in the existing curricular.

• The study highlights that CSE content for student teachers is largely twofold: content for students' personal consumption as well as content and skill for disseminating relevant and age-appropriate content to learners upon completion of studies hence the need to pay attention to both. A point that all those who have a chance to prepare student teacher for university life and beyond need to take into consideration too.

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[*] Corresponding Author

INTRODUCTION

Comprehensive Sexuality Education (CSE) is key to increasing students' access to Sexual and Reproductive Health (SRH) services. It is also fundamental to improving SRH knowledge and strengthening youth's including student's capacity to make decisions, communicate and exercise sexual and reproductive rights. This is supported by Ramaswamy (2021) who argues that CSE can foster some behavioral changes and contribute to having responsible young adults who can make correct health-related decisions and are free from sexual and reproductive health complications. There is several literature on (school-based) CSE (Panchaud et al., 2019; Kemigisha et al., 2019; Gelehkolaee et al., 2020; Namukonda et al., 2021), value and need for CSE (UNESCO, 2009; UNESCO et al., 2018; Machawira, Castle, & Herat 2020; Grose et al., 2021; Chawhanda et al., 2021), effective CSE which have focused on characteristics and quality of CSE programmes in general (Wight, 2011; Haberland, 2015; UNESCO, 2015; Vanwesenbeeck et al., 2016). However, there is generally limited information on training for student teachers in CSE (Mitchell, et al., 2011; Nuñez, Derluyn; & Valcke, 2019; O'Brien, 2021). This is despite the point that the way the CSE content is integrated in HTEIs curricular can have an impact on the quality of the content itself and how it is accessed and used. This prompts the need for this study. Hence the study, in the Zambian context, on views of student teachers at a selected Higher Institution of learning on integrating CSE content.

The study examined student teachers' views on the CSE content and content integration techniques or strategies. By examining their views, some insights was gained as to the kinds of integration techniques that educators might adopt to promote better and sustainable integration of quality CSE content in the existing HTEI curricular. The student teachers' views could form the basis for potential adjustments and or development of new CSE content integration techniques HTEI courses and programs. This is also particularly important for the student teachers who themselves are being prepared to be teachers and hence future CSE educators. The study contributes to knowledge on issues raised on CSE content visa vie student teachers and their preparation as CSE educators. The questions the research sought to address are:

(a) What content should be included in CSE for student teachers?

(b) What are the opportunities and or challenges associated with the delivery of CSE content to student teachers?

(c) How can CSE content be effectively integrated into student teachers' curricular?

RESEARCH METHODS AND DESIGN

This qualitative research involved sixty-seven (67) purposively selected student teachers with Mathematics as their major subject of specialization and in their final year of study. Student teachers at the selected university specialize in two teaching subjects, taking one as a major and the other as a minor subject. Mathematics majors were chosen as they are the only group of students in the University's School of Natural Sciences who have had a chance to combine Mathematics and (another) science and Mathematics and a social science, language or art-related subject as subjects of specialisation. While the student teachers in this study were, at this stage of their programs, no longer learning/taking any courses from their minor subject of specialization, they together formed a group of students who had experienced and been exposed differently to learning/teaching sciences and a social science, language or art. They thus were deemed well-positioned to offer richer and comprehensive insight, from different perspectives, in CSE integration related matters as needed in this study. The student teachers were in their first term of their fourth and final year of study at this public university in Central Zambia. Their experience of having been exposed to content in the two teaching subjects and how the content could best be taught plus the exposure to

School Teaching Practice (STP) contributed to forming the basis for considering them as study participants. A questionnaire with open-ended questions and follow-up in-depth one-to one semi-structured interviews were used to collect data. This presented opportunities for the collection of more relevant data than would have been possible through using a single method. Leedy and Ormrod (2005) are in support of this when they state that the possibility of learning more when multiple methods are used is increased than when there is a restriction to using only one data collection method.

While the key respondent participants in this study were student teachers, there were also key informant participants who were equally purposively selected to participate in the study. These key informants in this study were: a university student counsellor, a lecturer of Mathematics, lecturer of CSE course, university counsellor, a representative from the Dean of Students Affairs Office and a healthcare worker at the University Clinic. The use of key informants in this qualitative case study research is supported by Lodico, Spaulding, and Voegtle (2010) who argue that even though key informant participants are commonly engaged in ethnographic studies, they are also key in case study research. The key informants in this study were individuals selected because they were involved in and/or had some element of responsibilities attached to CSE content delivery and key to interpreting CSE content and implementing CSE initiatives and guidelines. They also possess in-depth knowledge about CSE because of their (professional) role, responsibilities and/or experiences. As Lodico et al. (2010) argue, the key informant participants were in a strategic position to offer rich insight into the issues being addressed in the study. Yin (2003, p. 90) further argues that "…such persons [key informants] not only provide the case study investigator with insights into a matter but also can suggest sources of corroboratory or contrary evidence and also initiate the access to such sources". The key informant participants provided data for cross-contextual comparison and analysis. In-depth one-to one semi –structured interviews were used to collect data from the key informant participants and there were no language barriers involved.

The relevant ethics clearance certificate was granted as was approval to collect data from the institution. Not all student teachers completed the questionnaire. Five (5) questionnaires were not completed, eight (8) were partially completed while the rest, fifty-four (54) were fully completed. The participants' confidentiality was enhanced by the fact that they were not required to write their names on the questionnaires. There were some cases though where the student teacher participants wrote their contact details indicating their willingness to participate in a follow up in-depth discussion through interviews. Out of the 67 student teacher participants 48 (72%) indicated that they wanted to participate in the interview. Their positive response to participate formed the basis of the decision on who was to be interviewed. Four (4) out of the five (5) student teacher participants who had not taken part in responding to the questionnaire, showed willingness to be interviewed. Their responses to the interview questions helped with crosschecking as well as complementing the responses provided by those student teachers who had a chance of completing the questionnaire and then being interviewed too. While only a total of 22 (18 out of the 48, plus the 4 out of 5) key research participants were actually interviewed, due to reaching saturation point, all the key informants were interviewed. The interviewees declined to have the interviews tape-recorded, therefore, the researchers had to handwrite the responses to the interview questions.

Both thematic and content analysis was used to analyze the collected data. The researchers engaged in the qualitative data analysis process as suggested by Boeije (2010) and Miles and Huberman (1994). The coding process and identification of themes was generally informed by the research questions, which are a reflection of the research objectives. Attention was given to comments that helped to identify, explain and clarify CSE

views and experiences whether referring to the past or giving an indication of (future) expectations, as it was hoped that such comments could inform suggestions on how CSE content could be effectively integrated into student teachers curricular. Content analysis helped to determine the presence of and analyze certain CSE content and content integration-related words or ideas from the collected qualitative data and quantify them accordingly were need be. Adult learning theory (Knowles, 1968) and sociocultural theory (Vygotsky, 1998) informed and guided the study.

PRESENTATION AND DISCUSSION OF FINDINGS

The findings of this study have been presented in themes and subthemes, in line with each one of the research questions, as presented below.

CSE Content Based on Student Teachers' Views

After analyzing the content, there were fifteen (15) main CSE content areas that emerged. These are indicated in Table 1 below as themes each with its respective subthemes and number of times mentioned.

Table 1: CSE content based on student teachers' views

SNº	SHARED CSE CONTENT WORD(S) OR IDEA(S) AND TIMES MENTIONED
1	**SEX AND SEX-RELATED CONTENT (113):** Healthy sexual lifestyle (4); Personal sexual hygiene (4); Abstinence (3); Sexual harassment (8); Sexual harassment – learners (4); Sexual harassment – fellow teacher (3); Sexual harassment – Superior (4); Sexual abuse-adults (8); Sexual abuse-children (7); Safe sex (practices) and benefits (15); Unsafe sex consequences of unsafe sex (11); Sex roles (2); sex rights (3); Dealing with (controlling) sexual feelings (9); sexual lifestyle (3); Negative and positive effects of sex (2); Sexual relations at work (5); Sexual relations at home (5)
2	**FAMILY AND FAMILY RELATED CONTENT (33):** Family (12); (Good) Family life (2); Family relationships (2); Family structure (3); Family communication (3); Reproduction in families (4); Family planning (2); child spacing (3); (personal and family) Hygiene (2)
3	**HIV AND HIV/AIDS RELATED CONTENT (30):** HIV (5); HIV prevention (15); HIV/AIDS medicines (9) HIV/AIDS patients' care (1)
4	**GENDER AND GENDER-RELATED CONTENT (25):** Gender (11); Gender roles (4); Gender Based violence-women victim (4) Gender Based Violence- men victim (3); Gender equity (1); Gender equality (2)
5	**HEALTH AND HEALTH-RELATED CONTENT (22):** Normal Healthy functions of body parts (2); Mental health (4); Physical health (2); Spiritual health (1); Positive safe image/Body acceptance (2); Healthy sexual relations (11)
6	**PREGNANCY AND PREGNANCY-RELATED CONTENT (20):** Early pregnancy (2); Teenage pregnancy (4); Abortion (6); miscarriage (1) Safe pregnancy (7)
7	**CULTURE AND CULTURE-RELATED CONTENT (17):** Cultural values (7); Culture and sex (10)
8	**ADOLESCENCE AND ADOLESCENCE- RELATED CONTENT (16):** Puberty (4); Adolescents (6); Good morals among adolescents (1); Mentors/mentoring for adolescents (2); Adolescents and social media (3)
9	**SEXUALITY AND SEXUALITY-RELATED CONTENT (12):** Sexuality (8); Normal sexuality (1) Healthy sexuality (1); Sexuality of the opposite gender (2)

10	**WOMEN AND WOMEN RELATED CONTENT (11):** Women empowerment (4); Women self-development (3); women's rights (3); Feminism (1)
11	**PEER PRESSURE AND PEER PRESSURE RELATED CONTENT (11):** Peer pressure (4); Peer pressure-adults (2); Peer pressure -Adolescents (5)
12	**RELATIONSHIPS AND RELATIONSHIPS-RELATED CONTENT (7):** Healthy relations/relationship (2); Communication in relations (2); faithfulness in relationships (2); Hygiene to attract and maintain relations (1)
13	**CHILD ABUSE AND CHILD ABUSE RELATED CONTENT (5):** Child abuse (3); Child protection (2)
14	**MARRIAGE AND MARRIAGE-RELATED CONTENT (5):** Married life preparation (2); (Effects of) Early marriages (3)
15	**HUMAN RIGHTS AND HUMAN RIGHTS-RELATED CONTENT (3):** Human Right (2); rights of people (1)

Source: Field data (Authors, 2022)

From Table 1 above, the student teachers indicated sex and sex-related content more than any other CSE content. This could be an indication of the need for such information. The list of CSE content above may not be considered exhaustive, but it shows that there were various content and knowledge that the student teachers perceived to have been relevant and needed. Some student teacher participants were able to elaborate on the identified CSE content during the in-depth interviews. For instance, one student teacher said: *'it is embarrassing to talk about sex openly…it is too personal a thing, but if we don't talk about it then we won't learn what needs to be learnt…'* I15. Another confirmed this, but also added that: '*sex talk is a must, but that is not the only thing that needs to be discussed…'* I17.

CSE content based on student teachers' views has been presented in Table 1 above. Analysis of data presents that the main themes were 15. CSE content based on student teachers' views is broad. It presents to be similar to that identified by student in a study by Castillo et al. (2020) and is, in a way, in line with UNESCO's (2018, p. 2) description of CSE curriculum content. Student teacher participants also did indicate that they need to be trained as future CSE content disseminators not simply ending with them acquiring the knowledge and keeping it to themselves. This is important for teaching, campaigns and raising awareness of CSE to the several learners, around the country, whom these student teachers will reach upon completion and deployment in the schools to teach. The mode of delivery is crucial in ensuring maximum benefit to the intended beneficiaries (UNESCO, 2018). The SE message and how it is shared should be *'age appropriate, cultural relevant… scientifically accurate, realistic and non-judgmental…'* emphasizes UNESCO (2009, p. 2). This argument of being prepared to teach and or share SE content too was re-emphasized by majority of the student teachers during the interviews and as stated on the questionnaire. This is consistent with UNESCO (2009, p. 3) argument that *'teachers in the classroom have a responsibility to act in partnership with parents and communities to ensure the protection and well-being of children and young people'*. Learners in schools need it as elaborated by Vinogradova (2014).

The findings also thus reveal that CSE knowledge is twofold: content for students' personal consumption as well as content and skill for disseminating relevant and age-appropriate content to learners upon completion. In both cases Ramaswamy's (2021, p. 140) point that CSE content has to be of *'…good quality, scientific, age-appropriate and holistic…'* if it is to be maintained. This is also supported by Varga-Tóth and Edit (2019) even though debates on what age-appropriate in the CSE case actually stand (Moore & Reynolds, 2021).

Opportunities and/or Challenges Associated with the Delivery of CSE Content

Opportunities

Student teachers' view of the opportunities associated with the delivery of CSE content to student teachers were grouped under the subthemes: student teachers' experiences, student teachers' search for correct information, availability of teaching/learning opportunities, awareness of expected future teacher roles and responsibilities. Detailed information on each is presented below.

Student teachers' experiences

Students indicated that their own and or fellow students' experiences have contributed to them desiring to learn correct CSE content to help them to decipher correct lessons from the experiences and make informed decision. One student had this to say to this effect:

*'…I had sex without even knowing what to expect or do…I should have had more information about it before…I now want to learn for myself'***I4**

Another student teacher stated, during the interview, that: *'I think that my course mate did not tell me the truth about preventing pregnancy…learning from the experts in this field is better as they would tell the truth as it should be told'* **I16**

Student teachers' search for correct information

Student teachers in this study indicated that they are exposed to too much information such as on the internet and social media but are in doubt about what should be considered as correct CSE information hence presenting an opportunity to deliver CSE content. Below are excerpts of what the students had to say:

*'I have heard and seen too much on Facebook about most things sex which has left me more confused…I want to hear it from the lecturers themselves as they are trained to teach the correct things...'***I12**

*'There is a lot out there, but I think most of it is like for the movies. I need to get to reality and learn the real stuff from the real people in my real land…'***I1**

Availability of teaching/learning opportunities

The argument raised was that there are several opportunities for student teachers to learn correct CS information while they are at university, both inside and outside the lecture room. One student teacher indicated that: *'…my lecturer almost always says something about what can be considered to be part of CSE during the lectures…'* **I2**

Another student teacher mentioned that: *'I can easily go to the university clinic to have some issues verified as they have a youth corner and willing to help without judging…'* **I22**

Awareness of expected teacher role and responsibilities

The knowledge and awareness of the expected role and responsibilities of teachers appeared to present, in itself, an opportunity for delivery of CSE content. Some student teachers appeared to be more receptive to learning CSE because of the need to prepare themselves adequately for their future roles and responsibilities. *'The fact that I am being prepared to teach means that I should learn all that I can learn while here as I will need this to perform my duties as a teacher upon completion…'* stated respondent **I21**

Another stated that: *'…I talked to some learners about abstinence and how to protect themselves when they decide to have sex when I was doing STP…so one has to be ready for such things…'* **Q30**.

Analysis of the data collected indicates that there are several opportunities as well as challenges associated with delivery of CSE content to student teachers. Student teachers' view of the opportunities associated with the delivery of CSE content to student teachers were grouped under the subthemes: student teachers' experiences, students' search for correct information, availability of learning opportunities at university, knowledge of future teacher role and responsibilities. Some of these are course and in-class/lecture time specific opportunities while others are not. They are out of course class/lecture times. Some are core-

curricular related while others, such as through university Clubs, Associations and church groupings, are argued to be co-curricular or extra-curricular related. They all, however, point to point to the existence of multiple opportunities which exist at university level through which CSE content can be delivered. They also contribute to stressing the need for the student teachers to learn and acquire scientifically correct and relevant CSE content for their personal consumption and for sharing with others including learners in the secondary schools they are being prepared to teach. *"Teachers remain trusted sources of knowledge and skills in all education systems and they are a highly valued resource in the education sector response to [HIV]/AIDS"* (UNESCO 2009, p. iii). There is therefore a need to ensure that all opportunities associated with acquisition of correct CSE knowledge and delivery to student teachers is utilized.

The argument by Daka et al. (2019, p. 2) in the case of HIV and AIDS, that *"The population of young people in learning institutions is very high such that if the policies are formulated to target interventions in such settings, the fight against the spread of HIV can be significant"* can equally relate to the case of CSE. The student population in the University is made of young people in the majority. Utilizing this opportunity to present CSE content would stretch further and likely to yield formidable positive results such as in the area of having a young population that is less susceptible to HIV, unintended pregnancy, sexually transmitted infections (STIs), gender-based violence and early marriages (Wight, 2011; Machawira, Castle, & Herat, 2020; Grose et al., 2021).

Challenges

The challenges associated with the delivery of CSE content to student teachers were grouped under the subthemes: cultural beliefs, lack of confidence/ shyness, time constraints, as well as lack of models and modelling delivery of CSE content.

Cultural beliefs

It was presented that some cultural beliefs including religious beliefs demand that matters that are sex and or sexuality-related, pregnancy and other sensitive topics cannot be discussed openly. This presents as a challenge to some lecturers and other people in influential positions in the university as well as some students. One student had this to say when referring to this. '*I can't see myself learning about CS matters from individuals like my lecturers …such things are private matters in my culture, even my religion…'* **I9.** Another had this to say: '*According to my culture, such issues are to be discussed by selected people in the community where we live… It is being uncultured to talk about such anywhere else or any other time…'* **I13**

Lack of confidence/shyness

Shyness and or lack of confidence were identified as one of the other challenges associated with delivery of CSE content. One student teacher mentioned that: *'my lecturer doesn't look like he can talk about such things confidently to students, maybe at his church where I hear he is elder…'* **I26**. Yet another student said *'whoever is to teach this, like our lecturers, need to model dissemination of correct… CSE content confidently…'* **I22**

Time constraint

The research study participants presented time constraints as one of the challenges associated with the delivery of CSE content. One student mentioned that:

'I know the importance of getting CS information, but time to do so is what seems to be a problem. I wish our lecturers could find ways of talking to us about such things while in class…I think it would save time…' **I13**

However, another student indicated that: *'Opportunities could be there, but the people to teach are not actually using the opportunity to teach…they look too busy…'* **I8**

Lack of models and modelling of delivery of CSE content

Lack of models and modelling of teaching CSE content was also presented as a challenge toward the delivery of CSE content. Key people in s university life such as lecturers, leadership for clubs, religious groupings among others were said not to be modelling the teaching of CSE content. This is despite being well placed and ideally considered as charged with the responsibility of educating young people they engage with and preparing them for life. One student had this to say: *'...my lecturer does not show us or model the how part...I mean how I am supposed to deliver it...that is why I feel unprepared'* **I10**. Another student stated that *'...the way to teach the little CSE content I have has not been well taught. Much has been left to my imagination...'***I29**.

Beside the above-stated, student teachers also indicated lack of differentiation in teaching CSE content was also a challenge. One student teacher said *'... we are all different and learn differently. This applies to learning CS content delivery too; but unfortunately, we have not been shown this in most cases...'* **I3**.

The challenges associated with the delivery of CSE content to student teachers were grouped under the subthemes: cultural beliefs, lack of confidence/ shyness, time constraints, as well as lack of models and modelling delivery of CSE content. Some cultural and religious beliefs demand that matters that are sex and or sexuality-related cannot be discussed openly. This constrains some students, lecturers and other people in influential positions in the university students' lives to share relevant CSE content. Sex and or sexuality-related are generally considered personal matters. Discussing them openly with student teachers is something some lecturers and relevant stakeholders in university life context may find to be outside 'their comfort' zone and challenging. In addition, not everyone has received the needed education, training or orientation on delivery of what may be considered relevant CSE content. Further, the student teachers' learning timetable is already packed full of lessons in the different courses to be taken under the subject area(s) of specialisation. The only one CSE course specific course at this HTEI is an elective course offered, to only a limited number of students on a first come first save basis at this HTEI, only in the fourth year. This disadvantages the other students who may not have had a chance to take a course and they cannot be a part of the class, even if they wished, expected to be in class for another different Elective course. All elective courses are taught at the same time. The above presented challenges individually or in varied combination have contributed to not having individuals modelling delivery of CSE content to student teachers. Some of these are among some of the barriers to or challenges associated with the delivery of CSE are identified in literature such as Zulu et al. (2019) and Chavula et al. (2022) and can be argued to fall in the range of personal, structural as well as sociocultural barriers (Ollis, 2010; Xiong et al., 2020). The barriers or challenges (can) contribute to many young people approaching *"... adulthood faced with conflicting and confusing messages about sexuality and gender. This is often exacerbated by embarrassment, silence and disapproval of open discussion of sexual matters by adults, including parents and teachers, at the very time when it is most needed"* (UNESCO 2009, p. 2). The challenges associated with the delivery of CSE content to student teachers may not be overlooked. They are real, but the need to learn and deliver CSE content suggests that ways of minimizing and overcoming such challenges need to be sought.

Effective Ways of Integrating CSE Content

Data collected through the questionnaire and interviews shows ten (10) considerations to be made and several ways through which CSE content can be effectively integrated in student teachers' curricular. These are shown in Table 2 below as main themes each with its respective subthemes and number of times mentioned.

Table 2: Ways of effectively integrating CSE content into student teachers' curricular

SNº	WAYS OF INTEGRATING CSE CONTENT	NUMBER OF TIMES MENTIONED
1	**Different teaching methods/approaches/strategies (to accommodate differentiation practices)**	**60**
	Small Group discussions/work groups (5); Large group discussions (3); Role playing (3); Games (2): Use of Television or Radio shows/programmes (3); Assignments requiring (further) research (7); Reading materials [for example relevant modules, published materials, leaflets] (4); Use of Peer educators (5); Experts invited (5); Lecturing method (9); Guided teaching/learning (1); Demonstration method (5); Question and Answer teaching method (8)	
2	**More practical than theoretical**	**15**
	Use of teaching/learning aid for example, videos/video recordings (3); Sharing of personal experiences-(of the affected/infected) (8); Peer teaching to be used as one of the platforms for students to demonstrate masterly of CSE Content and its delivery (2); Observation of students on STP to include observation on CSE content delivery (2)	
3	**Use of University Clubs (3); Associations (2) and church groupings (4); Integrate in sporting activities and events (3); Seminars with CSE content (1)**	**13**
4	**CSE content embedded in all subject/course areas by giving appropriate CSE examples, exercises, tasks, assignments, research**	**7**
5	**Independent or stand-alone CSE course start from 1ˢᵗ to 4ᵗʰ year**	**6**
6	**A CSE-related topic in each of the teaching courses**	**4**
7	**CSE content to be a part of counselling**	**4**
8	**CSE content included in topic on crosscutting issues in all teaching courses**	**4**
10	**Use of mentors (2); Use of coaches (1)**	**3**

Source: Field data (Authors, 2022)

The top three (3) considerations and ways through which CSE content can be effectively integrated in student teachers' curricular refer to variety of teaching methods/approaches/strategies, being more practical than theoretical in the integration process and making use of university life structures. Some student teachers qualified these during interviews by stating: *'… the way of teaching should be through using a variety of teaching methods…not just lecture method….and these methods should be centered on the students…learning...'* **I11**. Another had this to say: *'...the point is to be more practical here…not bookish like…'* **I15**. *'There are many church-grouping leadership here that can talk about CSE meaningfully...'* **I16**. Though among the least mentioned, some student teachers were of the view that use of mentors or coaches would be critical in achieving the intended goal of CSE. One student teacher had this to say said: *'I don't hear this much, but using mentors can really help for some students in this case…'* **I14**. Data collected and analyzed shows several considerations to be made and several ways through which CSE content can be effectively integrated in student teachers' curricular which is linked to Research Question 3. The mode of delivery has a bearing on the quality of the content and how it will be accessed

and utilized by beneficiaries (Keogh et al. 2018). This suggests a serious consideration of ideas for effective integration of CSE content shared by student teachers in this study. Analysis of the findings show that 'no one model/approach fits all' will apply. The CSE integration process is not to be limited to in—class/lecture teaching/learning times. It goes beyond this as indicated by the use of, for instance, university clubs, associations and church grouping. This implies inclusion of CSE awareness raising campaigns. It is imperative to note that examining effectiveness of the in-class/lecture/teaching times techniques or strategies would be less challenging compared to examining effectiveness of the out of-class/lecture/teaching times strategies. Further research on the same may have to be considered. All in all, multiple context- specific ways needed to be adopted to effectively integrate CSE content.

Some of the key ways presented refer to adopting differentiated approaches to integrating CSE content. This is because student teachers are different as will be the learners in the schools, and may learn differently. Using a variety and multiple context relevant teaching/methods/approaches/strategies which are largely learners-centered such as presented in Table 2 may help to reach out to as many student teachers as possible. This is supported by Vanwesenbeeck et al. (2016), Bonjour and Van Der Vlugt (2018) as well as Cossu (2021) who argue that in order for CSE to be effective, a learner centered and practical approach is encouraged.

Even though some of the student teachers referred to CSE having negative consequences and had reservations regarding sharing effective ways of integrating CSE content in the curricular, there is an argument that the benefits outweigh the negative effects. Literature such as by Panchaud et al. (2019, p. 278) that *'…the goal of the integration such kind of education …strengthen young people's knowledge, self-confidence and self-esteem…decision-making and communication skills and build self-efficacy…'* point to this. This is in line with Koch and Wehmeyer (2021) arguments regarding the benefits of the positive effects of CSE. There are arguably other benefits to CSE too which provide rationale for effective delivery and integration of CSE content. For instance, literature by Bonjour & Van der Vlugt (2018) present that exposing learners to effective SE can lead to reduced exposure to pre-marital sex, transmission of sexually transmitted diseases such as HIV and AIDS, unwanted pregnancies and consequently reduced numbers of school drop-outs. Similar points are also presented by Vanwesenbeeck et al. (2016), Teves et al. (2021) and Chawhanda et al. (2021).

A study by Daka et al. (2019) shows that offering an HIV and AIDS Issues in Education course in the School of Education contributed to positive change in most knowledge, attitudes and opinions of participants from the time before they did the course to after doing the said course. This could suggest that a CSE course for students is likely to have a similar impact on the student teachers especially if made as compulsory course offered to students before they go for their STP. Offering it before students go for their STP would give an opportunity for student to practise what they have been taught and have a chance to reexamine and review their experiences to facilitate possible unlearning and relearning when they return to university after their STP.

The information presented in Table 2 above suggest that, while specific educators may need to be specially trained to handle a course such as CSE there is still need for all lecturers(educators) to have some basic information about CSE to enable them to model its integration in their teaching areas. CSE is not a stand-alone subject in secondary schools and as such all student teachers need to be exposed to how they can integrate CSE content into their teaching subjects too. UNESCO's (2009, p. 3) point that 'sexuality education is the responsibility of the whole school via not only teaching but also school rules, in-school

practices, the curriculum and teaching and learning materials' does, to an extent, provide rationale for the argument above.

CONCLUSION

This qualitative case study examined students' views on the CSE content and content integration techniques or strategies. The findings reveal the realities, including opportunities and challenges, linked to the integration of CSE content from students' perspectives. They show that: CSE content for student teachers is largely twofold: content for students' personal consumption as well as content and skill for disseminating relevant and age-appropriate content to learners upon completion of studies. They also show that there is no 'one model fits all approach' in as far as effective integration of CSE content and content delivery. It is concluded that multiple context relevant integration techniques need to be considered and adopted or adapted to promote better and sustainable integration of quality CSE content in the existing HTEI curricular especially for the student teachers who themselves are being prepared to be teachers and hence future CSE educators. The findings of this study reveal some practical implications of CSE in HEIs related to teacher training which is that all lecturers and others that engage with students with student teachers as part of university life, in order to promote sustainable integration of quality CSE content in the existing curricular need to intentionally model the integration of and teaching of correct CSE content to the students. Since the teaching of correct and appropriate CSE content may not come 'naturally, then they need to be educated or oriented on the what and how of CSE content delivery too as should the student teachers.

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