



Pupil-related challenges to the implementation of comprehensive sexuality education in selected public schools in Samfya district, Zambia

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Abstract

This study examined pupil-related challenges regarding the implementation of Comprehensive Sexuality Education (CSE) in selected public schools in Samfya District of Zambia. The study employed qualitative case study research approach involving 27 participants who were purposively selected from three schools in the district. Data were collected using lesson observations, document analysis, semi-structured interviews and Focus Group Discussions (FGD). Data analysis was carried out using thematic analysis.

The results showed that CSE implementation faced a number of pupil-related challenges, which were mainly due to pupils' inability to practice what they acquired in CSE programme. There was a variation between what they learnt and what they practiced. Pupils were also unable to apply the knowledge and skills acquired from CSE into real life situations. For example, the study revealed that pupils were timid to negotiate and plan for safer sexual encounters when they involved themselves in intimate sexual relationships. Furthermore, the study revealed that pupils were misusing some technologies such as mobile phones by exposing themselves to pornographic materials that consequently made them vulnerable to sexual abuses as well as unsafe sexual encounters. Negative peer pressure, alcohol abuse by pupils, failure to access and/or utilize family planning services and pupils' involvement in intimate relationships were other pupil-related challenges.

The conclusion of this study, therefore, is that pupils' inability to use the knowledge learnt and skills acquired from CSE activities into their day-to-day relationships due to various pupil-related challenges were impediments to CSE programme implementation in public schools in Samfya District. There is need, therefore, to involve pupils in the actual implementation so that whatever they learn becomes practical. Deliberate interactive lessons should be conducted on the implications of pupils abusing technology and alcohol.

Keywords: comprehensive sexuality education, teenage pregnancy, pupil-related challenges, public schools, samfya district, Zambia

Introduction

Background

The introduction of Comprehensive Sexuality Education (CSE) in schools was meant to ensure that learners do not get confusing and misleading messages concerning their sexuality, gender issues and relationships. It also aimed at empowering learners with necessary skills, right attitudes and values relevant to help them make informed decisions concerning their sexual life. Consequently, CSE has, been part of the Zambian education curriculum since 2014. CSE helps to impart critical information and skills for life. These not only include knowledge on pregnancy prevention and safe sex, but also understanding bodies and boundaries, relationships and respect, diversity and consent (Ministry of General Education, 2015). Besides, myriad research has reported evidence of the usefulness of CSE in terms of self-reported risk behaviours such as delayed initiation of sex, decreased frequency of sex, fewer partners, and increased use of condoms and/or other forms of contraception). Importantly, access to comprehensive sexuality education is grounded in the fundamental human rights of having the right to education, the right to health, the right to sexuality, the right to non-discrimination, and the right to privacy (United Nations International Children Emergence Fund, 2012).

Despite the implementation of CSE in public schools, cases of teen pregnancy have continued to increase. Particularly, the official statistics in Zambia show that teenage pregnancy has become a case of concern, especially as regards to school going girls. For example, between 2017 and 2018 alone, 13,640 and 15,029 cases of teenage pregnancy were recorded, respectively (Ministry of General Education, 2018). The scenario is particularly worse in rural areas of Zambia such as Samfya district. This scenario clearly threatens government efforts in closing the gender gap in education and fighting poverty in general.

The Ministry of General Education, with collaborating partners, has worked hard to develop CSE policies, and a comprehensive curriculum that seeks to address real world challenges and issues faced by learners in their day-to-day lives (Ministry of Education, Science, Vocational Training and Early Education, 2013). Despite such efforts, challenges persist, which are likely to account for the discrepancies in the implementation of CSE and the rise in cases of teen pregnancy. Particularly, the translation of CSE policies and curriculum from paper into practice has not always been straightforward; a range of bottlenecks tend to hinder their full implementation in schools. These bottlenecks can operate at various levels, from national program planning to

the personal level (The International Planned Parenthood Federation, 2016). A better understanding of these barriers in specific contexts can help devise strategies to improve implementation, but limited studies have examined these barriers, especially pupils' personal related challenges.

There are challenges that impede the successful implementation of CSE in public schools. Some of these challenges can be attributed to pupils themselves. For example, a study done by Aji *et al.*, (2013) to investigate adolescent sexual behaviour and practices in Nigeria, found that adolescents engaged in unhealthy sexual behaviours. Such unhealthy sexual behaviours were characterized by early age at sexual initiation, unsafe sex, and multiple sex partners. This was mainly attributed to curiosity among adolescents themselves, peer influence, sexual pleasure, and financial benefit, amongst others.

In addition, United Nations Education Scientific and Cultural Organisation (2018) argues that although young men and women are responsible for using contraceptives, very few of them access and use them. Some of them attribute this to health concerns and worries about side effects of contraceptives (IPPF & Coram Children's Legal Centre, 2014 as cited in UNESCO, 2018). In addition, alcohol and substance abuse negatively affect sexual health and other dimensions of young people's well-being because abusers of these substances and alcohol can quickly become addicted and face various problems such as cognitive and educational difficulties. High prevalence of risky sexual behaviours are associated with substance abuse such as alcohol and drug consumption, which may weaken decision-making, raise mood and reduce inhibitions (World Health Organisation, 2010 as cited in UNESCO, 2018). These have a negative effect on the successful implementation of CSE among learners.

Although challenges relating to CSE implementation have been carried out across countries, they have tended to ignore pupil-related barriers and are often limited to program planning-related challenges. For example, challenges such as lack of coordination of the various efforts by central and local government, Non-Governmental Organisations and development partners; and also those to do with inadequate systems for monitoring and evaluating teachers and students on CSE have been mainly researched on (Kirby, 2007:UNESCO, 2018).

Other studies have reported challenges related to curriculum implementation, such as inadequate weight given to CSE when integrated into other subjects, insufficient adaptation of the curriculum to local contexts, and limited stakeholder participation in curriculum development (UNESCO, UNFPA & UNAIDS, 2016). However, the current study recognizes that research has ignored individual pupils as a major stakeholder in CSE implementation. It is an individual pupil who becomes pregnant, thereby requiring individual pupil behavioural change. As such, the individual needs to be affected by the CSE programme in terms of behavioral and attitude change, as well as develop skills and acquire knowledge to be able to handle relationships. It is on this basis that the current study examined the barriers related to individual pupils in the implementation of CSE programme in schools.

Methodology

The study employed a qualitative case study research design. Since this study sought to explore pupil-related

challenges, regarding the implementation of Comprehensive Sexuality Education in selected public schools in Samfya district, it adopted interpretivism/social constructivism as the philosophical worldview to guide it. This philosophical assumption influenced the choice of a research paradigm, methodology, methods and strategies employed in this study. Interpretivism/social constructivism subscribe to the notion that social research is guided by the researcher's desire to understand reality.

This study consisted of the following population: all teachers, all parents and all pupils in public schools in Samfya district. The sample size was selected using purposive sampling. Thus, the study had a sample size of 27, which included three guidance and counselling teachers, 1 from each of the 3 schools, then 3 teachers that included a teacher of social studies from a primary school, a teacher of Biology from a secondary school and a teacher of Home Economics from a Junior secondary school. Those teachers were selected because the subjects they taught were the carrier subjects for CSE related topic. Other participants included three parents, one from each school and eighteen pupils, six from each school. All the participants were purposively selected.

Data Collection

The study employed two forms of data collection instruments that gathered two forms of data; namely semi structured interviews and the focus group discussion. Whereas semi-structured interviews were conducted with guidance teachers and parents, focus group discussion were conducted with the pupils.

Data Analysis

Data analysis was conducted using thematic analysis. This involved making sense out of data by consolidating, reducing, and interpreting what people said and what the researcher had seen and read from the semi-structured interviews and Focus Groups Discussions (FGDs).

Results and Discussions

The study revealed the following as the pupil related challenges in the implantation of Comprehensive Sexuality Education in selected public schools:

Inability to Negotiate for safer sex

The study revealed that despite the implementation of Comprehensive Sexuality Education, girls were generally too timid to negotiate for safer sex with boys or men, resulting in them indulging in sex without any protection. This is evident by the extracts below, as one teacher indicated:

... Those in higher grades are able to protect themselves or negotiate for safer sex. However, these children, although they indulge in casual sex, they do not generally practice safer sex and so, they end up becoming pregnant. (GTB, Interview, June 2019).

Another teacher from a different school, school 'A', agreed with the above teacher's assertion. The teacher indicated that some girls, especially those who are young and inexperienced in issues of sexual relationships were incapable of making their own decisions concerning practicing safer sex:

... Girls have just become matured and are not capable of making their own decisions concerning sex. Those older

than them have already gone through that and they know how to protect themselves and might not feel shy to seek family planning services. (GTA, Interview, June 2019).

In a separate interview, another teacher from school 'B' indicated that ignorance and failure to make independent decisions concerning one's sexual life resulted in many girls becoming pregnant:

In a rural set up, from my own observation, teen pregnancies are mostly common from grade five to grade nine. There is also an aspect of ignorance and failure to make independent decisions among these girls in such grade levels because most of those I have interviewed tell me that they just made a mistake, that they did not know why they got pregnant. (SSTB, Interview, June 2019).

Pupils from all the three sampled schools expressed similar sentiments to those expressed by teachers. For example, one pupil from school 'A' indicated that most girls involved in sexual relationships did not decide to use protection but their male counterparts were the ones who could decide for them. This can be evident by the following extract:

Most of the girls who are involved in sexual relationships do not decide to either use a protection or not. Mostly, it is the boys and/or men who decide for them and girls only realize when it is too late that is when they regret their actions. (Pp6A, FGD, June 2019).

Due to failure to negotiate for sex, some teenagers end up having unprotected sex as can be seen from the following extract from one pupil:

Sometimes you do not even expect that where you are going there will be a demand for sex and people do not move around with condoms, so, some people end up having unprotected sex in such circumstances. (Pp1A, FGD, June 2019).

Another pupil from a different school, school 'C', argued that failure to prepare and negotiate for sex before being found in a compromising situation, led many to unprotected sex, which ultimately resulted in teen pregnancy. One pupil, therefore, gave the following scenario:

Some have sex without preparing for it. For example, a boy will tell a girl to go to the beach to just have a talk and whilst there, he forces her to have sex. Where can one get a condom? Nowhere, so, things happen like that. A girl might refuse but she can be forced to do it. Therefore, the best thing is not to have a boyfriend. (Pp4C, FGD, June 2019).

The revelations above that many pupils in public schools who were involved in intimate sexual relationships at a tender age really did not prepare and negotiate for safer sex poses a challenge to the implementers of the CSE programme. This situation is even worse when the study has shown that mostly, girls were not able to decide to either use protection or not but that the decision was left in the hands of the boys or men who have sex with them. Possibly, this could be as a result of not having received comprehensive lessons regarding CSE or just the lack of skills by the individual pupils to negotiate safer sex (United Nations Education, Scientific and Cultural Organisation, 2018).

Negative Peer-Pressure

Findings also revealed that despite Comprehensive Sexuality Education being implemented in public schools, issues to do with negative peer pressure were always posing a challenge to the implementers. This is evident by the responses that teacher and pupil participants put across during interviews and Focus Group Discussions. For

example, one teacher indicated the following:

One of the reasons that can be attributed to that is peer pressure. At that level, the girls have just become matured and are not capable of making their own decisions and resist the temptations. Therefore, their friends easily sway them. Especially when they see their friends buying things using the money given to them by boyfriends, they also want. There is a market there and during weekends, it is a desire of every young girl to go and buy something from the weekend market. In the process, those who give them money demand for sex and since they are novices in the whole game, they end up becoming pregnant. (GTA, Interview, June 2019).

Other teachers in the other two schools sampled expressed similar sentiments. This clearly shows that the issue of negative peer pressure was not limited to one school or community, but common in that district. For example, a teacher from school 'C' argued that:

You know, girls need many things for them to look like girls and if their families cannot manage to support them, they end up indulging themselves in sexual relationships, especially if they see their friends who have boyfriends having money. Therefore, I would say that negative peer pressure is a challenge. (HETC, Interview, June 2019).

Pupils themselves expressed similar sentiments as those expressed by teachers. For example, one pupil noted that pupils were falling pregnant because of their desire for fancy things from friends:

... The reason could be that some girls like fashion and admire what others have. They also want to have nice clothes, phones and money as a result they end up having boyfriends who in turn demand to have sex with them and the end result is a pregnancy. (Pp2A, FGD, June 2019).

In agreement with the above sentiments, another pupil from a different school, school 'C', argued that some of the pupils indulge in pre-marital sex due to negative peer pressure from bad friend:

Others indulge in sex due to peer pressure. You would find that the parents may give someone everything but one would follow what their friends are doing such as abusing alcohol, even having boyfriends and girlfriends. Therefore, if a person has bad friends, they may wrongly influence her/him and that can lead to teenage pregnancies by following what others are doing. (Pp1C, FGD, June 2019).

Even parents were aware of the challenge posed by negative peer pressure especially among vulnerable girls:

... Our children especially girls want to look good so they end up to start selling their bodies. Peer pressure and love of money are other contributing factors. No matter what you tell these children, they do not listen. They love the pleasure of life. (PB, Interview, June 2019).

From the above revelations by the study, it is evident that although the right messages were put across to the pupils, their friends still influenced some pupils negatively. It is, therefore, important that the implementers of the programme interrogate such an issue. This could be explained by the individual pupil's inability to make personal decisions regarding when to have sex and with who as championed by the principles of CSE programme (Huaynoca, Chandra-Mouli, Yaqub & Denno, 2014)^[3]. This is in line with the findings of the study by Aji *et al.*, (2013)^[1] done in Nigeria that revealed that young people indulge in illicit sexual activities mainly due to curiosity among adolescents themselves, peer influence, sexual pleasure and

financial benefit, amongst others.

Alcohol abuse by Pupils

The study further showed that because of peer pressure, it was common among pupils to be involved in alcohol abuse; as a result, they were unable to practice what they were learning in Comprehensive Sexuality Education. For example, one teacher explained that even at the time of the interview, there was a disciplinary case involving some pupils abusing alcohol:

What I have observed is that alcohol abuse is very common among our pupils. Some come to school under the influence of alcohol and there is a case of that kind that we are handling right now. This is common between both categories of pupils: boys and girls. (GTB, Interview, June 2019).

Yet, another guidance teacher from a different school, school 'C', discussed how some pupils patronize beer-drinking places and abuse alcohol. This was posing a challenge to the successful implementation of Comprehensive Sexuality Education because some pupils in the process practiced casual sex:

When they knock off, children in this community like patronizing the market places and bars. Both boys and girls enjoy being found in the market places especially at night and some of them sneak out of homes to go out at night to drink beer. I would therefore, say that some of our children are involved in illicit activities such as beer drinking and casual sex. (GTC, Interview, June 2019).

Pupils themselves also expressed similar sentiments that alcohol abuse was common among them, the vice that was compromising on the pupils' morals, hence, posing a challenge to the successful implementation of the program. For example, one pupil noted the following:

Beer drinking or abusing of alcohol is common among school pupils. This can lead to having illicit behaviour such as sex without even protection. Because when a person is drunk, he/she finds it difficult to make proper judgements. Boys and men can even take advantage of a girl who is drunk. (Pp2C, FGD, June 2019).

The issue of beer drinking and alcohol abuse was not only limited to one school, but to all the schools sampled. In agreement with the various statements given above regarding alcohol abuse, another pupil from school 'B', pointed out the following:

In addition, beer drinking is also common among some boys and girls at this school and then when they get drunk, they do 'bad manners' to each other. That also contributes to teenage pregnancy. (Pp5B, FGD, June 2019).

The above revelations by the study concerning abuse of alcohol by some pupils pose a challenge to successful implementations of Comprehensive Sexuality Education in public schools. Most of the pupils who abuse alcohol are also engaged in pre-marital sex because their morals are compromised. The abuse of alcohol is attributable to lack of behavioural change through the norms and values promoted through CSE programme (Haberland, 2015).

Abuse of technology

The findings also showed that pupils were in the habit of abusing technology by watching pornographic materials that corrupt their morals because some pupils ended up practicing what they watched. According to one guidance teacher, some pupils watch pornography using their mobile

phones: Some of our pupils also watch pornographic material using their mobile phones. This also corrupts their minds. (GTB, Interview, June 2019).

In a separate interview, another teacher from the same school, school 'B' added on to say:

This technology also has brought a lot of problems, especially phones because most of our pupils have phones and watch pornography; so, they end up practicing what they see. (SSTB, Interview, June 2019).

Another teacher from school 'A' echoed similar sentiments by arguing that:

Our pupils also, although we do not allow them to come with phones at school, watch pornographic materials using phones and computers when they knock off from school. You see, such acts corrupt their minds and many of them may end up indulging themselves in premarital sex. Therefore, no matter how we teach comprehensive Sexuality Education, teenage pregnancies will continue if vices such as those do not reduce. (SCTA, Interview, June 2019).

Surprisingly, pupils themselves also expressed concern over the growing trend of abusing technology, especially the issues of watching pornographic materials using a phone. For example, one pupil narrated the following:

The other challenge is that once they teach us to abstain or to protect ourselves, other pupils watch pornographic films and pictures using phones. Such things corrupt their minds and may end up practicing what they see. (Pp2C, FGD, June 2019).

The situation was reported to be worse in some instances, in that some pupils had even mobile phone memory cards filled with pornographic materials. Some pupils had even formed groups and identified shops at market places where they could get such materials. For example, one pupil from school 'A' narrated the following ordeal:

The other contributing factor to teen pregnancies is technology. Most girls and boys at this school like watching pornographic materials. You will find that pupils have even formed a group and buy a memory card for downloading pornographic movies. When they are deleted, you again go back to the market and download. Sometimes you can even go to goggle and download the same pornographic materials using your phone and start watching. Now, the problem with such movies is that after watching, one would want to practice what has been seen and in the process, one gets a pregnancy... (Pp6A, FGD, June 2019).

Yet, another pupil from school 'B' disclosed that the most tempting thing was that some pupils watch such pornography as sex couples, the thing that motivate them to engage in pre-marital sex:

Then even these phones, some of our friends have phones that can access internet and they download pornographic movies and pictures, which they watch. Mostly, they watch as couples with a boyfriend and a girlfriend then after that they end up having sex. (Pp3B, FGD, June 2019).

Parents were also aware of this sad scenario. For example, one parent from school 'C' reflected on her own time as a teenager. She also narrated how technology then never used to expose young people to pornographically materials:

I would attribute our children's failure to abstain from sex until they get married, to the influence of technology. Children of nowadays watch pornography on their phones and they watch bad movies on television. During our time, there were cinemas, which were not exposing us to

pornography so; it is difficult for a young person to abstain when the mind is corrupt with those bad pictures. Once they watch people naked or doing bad things like sex films, they would want to practice that which they watch. (PC, Interview, June 2019).

In a separate interview and in agreement to the sentiments expressed by the parent above, another parent from school 'A' stated that some pupils were abusing technology by downloading and watching pornographically materials. The parent noted that that such materials corrupt pupils' minds: I can say that these things corrupt young people's minds because they are exposed to illicit materials such as pornography which some of them watch especially those with phones, which access that. Nowadays it is common in this community for young people to own phones. (PA, Interview, June 2019).

From the foregoing, it is clear that not only did some pupils abuse alcohol, but were also exposed to pornography. This was posing a challenge to the successful implementation of Comprehensive Sexuality Education because some pupils were unable to practice what they were taught due to the influence of pornography that had corrupted their morals. The influence of technology on pupils' behavior demonstrates that CSE programme was not the only source of information about sexuality for pupils. Pupils still received mixed information about sexuality from other sources (UNESCO, 2018)

Failure to access and/or utilize family planning services

The study further revealed that although pupils had the right information about various family planning services, a number of them were not able to access and/or utilize such services. The inability to access and utilize various family planning services available for those who were sexually active was an impediment to the successful implementation of Comprehensive Sexuality Education. For example, one teacher pointed out that:

Generally, pupils do not access the family planning services such as condoms or contraceptives that should make those who are sexually active practice safer sex and so, they end up becoming pregnant. (GTB, Interview, June 2019).

Another teacher emphasized that through Comprehensive Sexuality Education lessons, pupils were taught the importance of always accessing family planning services from the local clinic for those who were sexually active and unable to abstain from sex. However, the local people, including some pupils, did not like utilizing such services:

...those who are sexually active and could not abstain are always advised to seek services at the clinic and issuing of free condoms is one of such services that the clinic offers. Nevertheless, you will find that generally, the locals here do not like using condoms. If for example pupils who are old and sexually active were using these condoms, the cases of teen pregnancies would have gone down. (GTA, Interview, June 2019).

The negative attitude by pupils and the local people hindered pupils from accessing and using various family planning services available to them such as condoms and contraceptives. Hence, another teacher from school 'A' pointed out that:

We teach these learners and we try to impart the appropriate life skills in them on how to avoid unwanted pregnancies and other vices but they do not practice what they learn. For example, condoms here do not seem to be of use by the

people in general, you will find that condoms are found with boys as they use them for making local village balls. (SCTA, Interview, June 2019).

Pupils, themselves, confirmed that a number of those who were sexually active and could not abstain were not utilizing family planning services from the local health centers:

... They encourage those who are sexually active and cannot abstain from sex to visit the clinic so that they get family planning contraceptives or use a condom but I think many people do not want to expose themselves that they do that. (Pp1A, FGD, June 2019).

Other pupils from other schools also expressed the above sentiments. For example, one pupil from school 'C' argued that some pupils might be discouraged to access and utilize such services because they were afraid of being told that they were too young to access such services:

We have been taught that if one is sexually active, one should use condoms or other contraceptives that can help prevent early pregnancies and I am sure some use them but may be others are afraid to go to the clinic to get such things because they are young. (Pp3C, FGD, June 2019).

The study further revealed that communities perceived young people seen to be utilizing family planning services to be prostitutes. Furthermore, the study seems to suggest that most families had not yet approved the idea of their teenage children utilizing family planning services, and so, pupils were afraid to be exposed; contraceptives were seen to be a preserve of married couples:

Yes, many schoolboys and girls are afraid to go to the clinic to get condoms or contraceptives because those workers might tell even the parents that their child gets those things and that can bring problems at home. Even feeling shy to go to the clinic to get those things because then some people may wrongly conclude that those who get condoms are prostitutes. Then family planning contraceptives are also mainly given to married people. (Pp3A, FGD, June 2019).

From the excerpts above, it is clear that failure by some pupils who were sexually active to access and utilize available family planning services meant that many pupils did not plan their sexual encounters, which is important for safer sex (Kirby, 2007). It became apparent that many pupils felt that those who were sexually active were afraid of accessing such services because the community would not approve such and might label them as prostitutes.

Pupils' involvement in intimate relationships

The study revealed that some pupils were involved in intimate relationships and were fond of hiding in secluded places, which put them at risk to get involved in unprotected, unplanned sex. This is evident from the excerpts below as one pupil indicated:

Some boys and girls are fond of being found studying in secluded areas where they are tempted to start touching each other and in the end; unprotected sex takes place resulting in unintended teenage pregnancy. (Pp2C, FGD, June 2019).

Another pupil from school 'B' expressed similar sentiments. This clearly indicated that the vice was not only peculiar to one community:

At this school, girls and boys are fond of being in intimate relationships and find time to be on their own in isolated places as a result, they end up having un-protected sex. (Pp1B, FGD, June 2019).

In view of the foregoing revelations by the study, it is clear that the implementation of Comprehensive Sexuality

Education was encumbered by studying in isolated places between pairs of opposite sex, which made abstinence from sex difficult. In most cases, the practice of safer sex was also not observed as the study indicated earlier on (WHO, 2010 as cited in UNESCO, 2018).

Examination Anxiety

Another challenge in the implementation of Comprehensive Sexuality Education in public schools that the study revealed was that of the pressure created by national examinations. Pupils indicated that pupils, especially girls, became vulnerable during national examinations period.

One of the reasons is that most of the girls go to teachers so that they can help them during the final examinations, but what they forget is that the pregnancy will take place. (Pp4A, FGD, June 2019).

Another pupil from the same school echoed similar sentiments:

During that period, the boys and some male teachers tell some girls that they have examination leakage and end up sleeping with them and cheat most of the girls. Because most of the girls want to pass and when one has not prepared adequately for the examinations, one may end up accepting. (Pp3A, FGD, June 2019).

Yet another pupil disclosed that other girls slept with teachers so that they could give them money to enable them buy leaked examination papers:

Other girls sleep around with teachers during examination time so that they can give them money to pay for examination leakages because teachers have money, they work and therefore are paid every month. (Pp2A, FGD, June 2019).

Other pupil participants from another school, school 'B', expressed similar sentiments. This clearly shows that the vice is not only peculiar to one school. This became evident through the following excerpts:

Some girls become pregnant during examination period because they end up sleeping around for leakages. If they do not have money to buy a leaked paper, then they use their bodies. (Pp2B, FGD, June 2019).

The pupils' views were in contradiction with those of some teachers who indicated that teen pregnancies were mostly common among pupils in early grades due to their failure to negotiate for safer sex. This became evident through the following excerpts:

What I have observed is that pregnancies are mostly common among those in examination classes such as grade seven, nine and twelve. You will find that some whilst in grade seven; they become pregnant while others you will see a pregnancy in grade eight, ten and when they have already written the examinations. (Pp5A, FGD, June 2019).

One guidance teacher from school 'C' also indicated that teenage pregnancies among school pupils were mostly common among examination classes. This is in agreement with the preceding views by pupils' views. The guidance teacher therefore, noted the following:

For teenage pregnancies, I would say that they are most common from grade seven up to grade nine. Most grade nine and seven girls, as they write examinations, you find that they are pregnant, by the time the results will be out; you will just meet them in the community pregnant. (GTC, Interview, June 2019).

In view of the forgoing revelations by the study, it is clear that national examinations created anxiety among pupils and

for fear of failing, some pupils tried to use any means at their disposal (including sex) to acquire examination leakage. Giving in to sex in exchange for a favour during final examinations again exposes pupils' inability to uphold their right to choice and decision to have sex at their appropriate time as promoted by the CSE programme (UNESCO, 2018).

Conclusion

The findings of the current study showed that the major pupil-related challenge to the implementation of CSE was pupil's inability to apply what they learnt into practice. In other words, just as it is difficult to translate CSE policies into practice, it is difficult for pupils to put into practice the knowledge, skills, right attitudes and values acquired from the CSE programme into practice. As a result, they are too timid to negotiate and plan for safer sexual encounters: They are vulnerable to all sorts of technological and sexual abuses as well as unplanned sexual encounters. The conclusion of the current study, therefore, is that pupils' inability to apply principles they have learnt during CSE in their relationships constitutes a major pupil-related challenge to CSE programme implementation. There is therefore, need to involve pupils in the actual implementational activities of CSE so that whatever they learn becomes practical. Deliberate interactive lessons should be conducted on the implications of pupils abusing technology and alcohol, including other vices.

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