

**A STUDY ON THE EFFECTIVENESS IN THE
IMPLEMENTATION OF THE RE-ENTRY POLICY REVISED
GUIDELINES AND THE BAN ON CORPORAL PUNISHMENT IN
SELECTED SECONDARY SCHOOLS IN CHONGWE AND
LUSAKA DISTRICTS**

By

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**A dissertation submitted to the University of Zambia in partial fulfillment of the
requirements for the award of the degree of Master of Arts in Development Studies**

THE UNIVERSITY OF ZAMBIA

LUSAKA

June, 2020

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List of Acronyms

ACRWC	African Charter on the Right and Welfare of Children
DEBS	District Education Board Secretary
Camfed	Campaign for Female Education
CSO	Civil Society Organisation
EFA	Education for All
FAWEZA	Forum for African Women Educationalists of Zambia
GBV	Gender-Based Violence
MGDs	Millennium Development Goals
MoGE	Ministry of General Education
SADC	Southern Africa Development Community
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UDHR	United Nations Declaration of the Rights of the Child
UNICEF	United Nations International Children's Fund

Dedication

I dedicate this dissertation to my late parents: my mother Mrs. Ruth Christine Ng'uni Phiri and my father, Mr. Winford Enock Phiri. I feel proud to complete my work today because of all the words of encouragement and long lasting love you showed to me and siblings.

Acknowledgements

The preparation of this dissertation was made possible with the support of various people. Many thanks go to my supervisor, Dr. Melvin Simuchimba, for his guidance and patience during the data collection and preparation of the dissertation. To my examiners, lecturers and fellow students, I wish to thank you all for the knowledge I have gained and which I am now applying in my everyday life. I am also thankful to the Forum for African Women Educationalists of Zambia (FAWEZA) for sponsoring my study programme, the Ministry of General Education (MoGE), particularly Mrs. Cecilia Sakala – former Director of Standards and Curriculum at the time of the study, and the heads of the schools involved, for allowing me to interview them and for giving me access to their most valuable documents to help me understand how the implementation of the Re-entry Policy and the ban on Corporal Punishment was being carried out in their institutions. Other appreciations go to the pupils who were very open and thus helped me to understand the research topic from their point of view.

Special thanks also go to my entire family and friends for their support and love, especially my late sister Mrs. Misozi Phiri Nyondo, for her moral support and always being there whenever I needed help; and my late baby, Ng'wane, who gave me confidence to strive for results.

Lastly but very importantly, I would like to thank God the most high for his faith in me and the strength that he gave me throughout this academic journey.

Abstract

The government of the Republic of Zambia through the Ministry of General Education (MoGE) put in place policies and strategies aimed at protecting children's rights to education. This study endeavoured to establish the effectiveness of the implementation of the Re-entry Policy using the 2012 revised guidelines and the ban on corporal punishment in selected secondary schools in Chongwe and Lusaka districts.

The study was descriptive in nature and largely used qualitative methods for data collection. The collection of data involved a variety of primary and secondary sources. Primary data was collected from six (6) head teachers, twenty four (24) teachers, one hundred and eight (108) pupils, thirty six (36) parents from seven (7) secondary schools in Chongwe and Lusaka districts of Lusaka province and six (6) Ministry of General Education (MoGE) officials. Secondary data was collected from literature involving journals, organizational reports and the government of Zambia policy statements.

The study findings were that the two measures were ineffective in their implementation which caused them not to meet their intended objectives. On the Re-entry policy, there was lack of awareness of the 2012 revised guidelines and knowledge of the contents to facilitate awareness raising among the pupils, teachers and communities which hindered its implementation. Secondly, despite there being a designated guidance and counseling unit in schools to implement the policy, the Re-entry policy was not given priority and was only considered when a girl fell pregnant. The study also found that the teachers had other competing priorities such as teaching hence did not have enough time to focus on the policy. The effectiveness of the Re-entry policy was further hampered by the lack of proper tracking of cohorts at school level to ensure that all girls in that cohort re-entered school, stigmatisation of the re-entered girls, lack of child care facilities, preference by guardians to marry off their daughters and revoking of scholarships for such pupils.

On the ban on corporal punishment, the study findings revealed that corporal punishment was still being administered in schools, as this was confirmed by both pupils, teachers and parents. The situation was worsened by the fact that there were no guidelines available for schools on alternative disciplinary measures for pupils apart from circulars that were periodically written to schools.

The study therefore, recommended that MoGE disseminates both the Re-entry policy revised guidelines and in the case of corporal punishment, firstly develop guidelines on alternative disciplinary measures. There should be a deliberate programme to ensure that teachers, pupils and parents are knowledgeable of the contents for both. In addition, MoGE should develop a monitoring and evaluation system to ensure effective monitoring and evaluation at school, district, provincial and national levels of both measures and remedial actions made timely.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter states and explains the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, and the rationale for the study. It further explains the theoretical framework including the definition of key terms used in the study and finally the layout of the rest of the dissertation is given.

1.1 Background

Children have been exposed to the worst forms of inhuman, degrading and cruel treatment and they endure the worst forms of abuse because of their vulnerability and dependency on adults. Children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The United Nations Convention on the Rights of the Child (UNCRC) was developed in 1989 and is the first legally binding international instrument to incorporate the full range of human rights for children. The convention defines a child as any human being under the age of eighteen. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. The Convention protects children's rights by setting standards in health care, education, legal, civil and social services.¹

¹ "Convention on the Rights of the Child". Office of the High Commissioner for Human Rights. Archived from the original on 13 January 2015. Retrieved 20 January 2015.

Governments of countries that have ratified the Convention are required to report to, and appear before, the United Nations Committee on the Rights of the Child periodically to be examined on their progress with regards to the advancement of the implementation of the Convention and the status of child rights in their country.

As part of this effort, the Zambian government introduced various laws, policies and strategies to protect the rights of children. Among them was the Re-entry Policy and the ban on Corporal Punishment.

For many years, Zambian girls were obliged to leave school permanently if they became pregnant. In 1997, the Government of the Republic of Zambia introduced the Re-entry Policy that requires all schools to grant girls maternity leave and readmit them to facilitate girls' education. The aim of this policy is to implement measures that will help prevent the exclusion of young mothers from furthering their education. In the event of a girl being forced out of school due to pregnancy, the Ministry of General Education (MoGE) has provided policy guidelines to assist schools and other stakeholders, such as parents and guardians, to ensure that the girl is enabled to complete her education. Since its inception, a wide spectrum of society has expressed mixed feelings and misgivings about the policy but the intention of the government was to promote education of girls as part of their rights. When it came to establishment of the effectiveness of the implementation of this policy, research is scarce. One of the few studies of the policy found that, nationally, secondary school reentry rates among girls who became pregnant decreased from 79 percent in 2002 to 65 percent in 2008, where they remained until 2014

(Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) 2002-2014)².

The UNCRC prohibited any form of violations against children, including the use of corporal punishment in schools. Before all forms of corporal punishment was banned in Zambia, the government had introduced regulated form of corporal punishment in schools through part V of the Education Act of 1966 which recommended the use of a suitable strap or cane and that a register of all forms of corporal punishment indicating the name of the pupil caned, the date, nature of offence and name of the person administering it be kept. It also recommended that at least one adult witness should be present when corporal punishment was being administered.

After strong activism against the practice worldwide, Zambia abolished corporal punishment in schools in 2003 in line with the United Nations Convention on the Rights of the Child. While human rights activists welcomed the ban, teachers and other stakeholders in the education sector felt the move would encourage bad behaviour among learners, school children are still experiencing inhuman form of discipline such as canning and sometimes dehumanised with slaps and fists at the hand of teachers. The digging of trenches, ploughing of school fields and cleaning surroundings was also a common form of punishment is still come. Several studies have since been done and recommendations have been made to protect the school children as recommended by the UNCRC.

Therefore, the study endeavoured to establish the effectiveness of the implementation of the Re-entry Policy revised guidelines and the ban on Corporal Punishment from the perspectives of the pupils, teachers and parents in selected secondary schools in Chongwe and Lusaka districts

² Vera Wedekind and Tomaida Milingo (2015) "Second Chances for Girls: The Zambian Re-entry into School Policy", Time to Learn Plot No. 203B Off Kudu Road, Kabulonga Lusaka, Zambia

especially that these measures have been in place for over 10 years and a number of recommendations have since been made.

1.2 Statement of the Problem

In trying to implement the Re-entry policy for girls and the ban on corporal punishment, the government of the Republic of Zambia, through Ministry of General Education (MoGE) put in place revised guidelines on the Re-entry Policy and sent out circulars on the ban of corporal punishment in schools. However, it is not known how effective the implementation of these policies is. If the effectiveness of implementation of these policies remains unknown, no corrective measures will be taken by relevant authorities and school children may continue to be negatively affected.

1.3 Objectives of the Study

Overall Objective

The overall objective of the study was to establish the effectiveness of implementation of the Re-entry policy revised guidelines for girls and the ban on corporal punishment in selected secondary schools in Chongwe and Lusaka districts.

Specific Objectives

The study was guided by the following specific objectives:

1. To establish the knowledge levels of the pupils, teachers and parents on the Re-entry Policy (revised guidelines) and the ban on corporal punishment in selected secondary schools.
2. To investigate how the Re-entry Policy revised guidelines and ban on corporal punishment are implemented in the selected secondary schools.
3. To find out how effective the Re-entry Policy revised guidelines and the ban on corporal punishment were in achieving the intended objectives in the selected secondary schools.

1.4 Research Questions

1. What are the knowledge levels among pupils, teachers and parents on the Re-entry Policy revised guidelines and the ban on corporal punishment?
2. How are the Re-entry Policy revised guidelines and the ban on corporal punishment being implemented in the selected secondary schools?
3. How effective are the Re-entry Policy revised guidelines and the ban on corporal punishment in achieving the intended objectives in the selected secondary schools?

1.5 Rationale for the Study

The findings of the study may provide lessons that could help different stakeholders improve the implementation of the Re-entry Policy revised guidelines leading to improvement in the learning conditions for children in schools. For MoGE and other line ministries, the study may help them in ensuring that the policies in place are implemented more effectively in schools. For organisations that deal with child rights, the findings may alert them to the challenges being faced by children in schools and help them to design more effective ways of helping the MoGE to more effectively implement the above stated policies in the schools. Furthermore, the study may contribute to the existing literature on policies and strategies and specifically on the Re-entry Policy revised guidelines and the ban on corporal punishment.

1.6 Theoretical Framework

Education plays an important production factor in increasing human capital as a determinant of economic growth, by helping individuals acquire knowledge which encourages participation in groups, opens doors to job opportunities, develops social interactions, makes individuals aware of their rights, improves health, and reduces poverty. Therefore, in order to make a significant contribution to economic growth and development, high quality education is required.

The Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population.³

Human Capital Theory concludes that investment in human capital will lead to greater economic outputs however the validity of the theory is sometimes hard to prove and contradictory. In the past, economic strength was largely dependent on tangible physical assets such as land, factories and equipment. Labor was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation.⁴

Human capital theory is the most influential economic theory of western education, setting the framework of government policies since the early 1960s. Gary Becker and Theodore Schultz, invented the term in the 1960s to reflect the value of human capacities. Schultz believed human capital was like any other form of capital to improve the quality and level of production. This would require an investment in the education, training and enhanced benefits of an organization's employees.

Around the same period, the theory received a lot of criticism from many people who work in education and training. In the 1960s, the theory was attacked primarily because it legitimized bourgeois individualism, which was seen as selfish and exploitative. The bourgeois class of people included those of the middle class who were believed to exploit those of the working

³ Psacharopoulos, G. & Woodhall, M. (1997). *Education for Development: An Analysis of Investment Choice*. New York: Oxford University Press.

⁴ Becker, G. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy*, 70(5), 9-49.

class. The human capital theory was also believed to blame people for any defects that happened in the system and of making capitalists out of workers.

Other critics were from other economists such as Richard Freeman from Harvard University who said human capital was a signal of talent and ability. In order for a business to really become productive, he said it needed to train and motivate its employees as well as invest in capital equipment. His conclusion was that human capital was not a production factor⁵.

Throughout western countries, education has recently been re-theorized under human capital theory as primarily an economic device. It is increasingly seen as a key determinant of economic performance. A key strategy in determining economic performance has been to employ a conception of individuals as human capital and various economic metaphors such as *technological change, research, innovation, productivity, education, and competitiveness*. Economic consideration *per se* in the past, however, has not determined education.

Noted economist, Adam Smith, in the *The Wealth of Nations* (1776) formulated the basis of what was later to become the science of human capital. Over the next two centuries, two schools of thought were distinguished. The first school of thought distinguished between acquired capacities that were classified as capital and human beings themselves, who were not. The second school of thought claimed that human beings themselves were capital. In modern human capital theory all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets⁶.

⁵ <https://www.investopedia.com/terms/h/humancapital.asp>; Will Kenton: Updated May 28, 2019

⁶ Smith, A. (1776). *An inquiry into the nature and causes of wealth of nations*. Chicago, IL: University of Chicago Press.

Human capital theory stresses the significance of education and training as the key to participation in the new global economy. In one of its recent reports, the Organization of Economic Cooperation and Development (OECD), for example, claims that the radical changes to the public and private sectors of the economy introduced over recent years in response to globalization will be severe and disturbing to many established values and procedures. In another report it explains internationalism in higher education as a component of globalization. The OECD believes that internationalism should be seen as an imperative in 21st Century capitalism. This form of capitalism is based on investment in financial markets rather than in manufacturing of commodities, thus requiring dependence on electronic technology.

The OECD also boldly asserts that internationalism is a means to improve the quality of education. In keeping with human capital theory, it has been argued that the overall economic performance of the OECD countries is increasingly more directly based upon their knowledge stock and their learning capabilities. Clearly, the OECD is attempting to produce a new role for education in terms of human capital subject required in globalized institutions.

The success of any nation in terms of human development is largely dependent upon the physical and human capital stock. Thus, recent social research focuses on the behavioral sciences of humanity in relation to economic productivity. Generally, human capital represents the assets each individual develops to enhance economic productivity. Further, human capital is concerned with the wholesome adoption of the policies of education and development. In short, the human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a

product of innate abilities and investment in human beings. The provision of formal education is seen as a productive investment in human capital, which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital.

According to Babalola (2003), the rationality behind investment in human capital is based on three arguments:

1. The new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations.
2. The new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services;
3. People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches⁷.

Fagerlind and Saha (1997) posit that human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations. The theory is consistent with the ideologies of democracy and liberal progression found in most western societies. Its appeal was based upon the presumed economic return of investment in education at both the macro and micro levels. Efforts to promote investment in human capital were seen to result in rapid economic growth for society. For individuals, such investment was seen to provide returns in the form of individual economic success and achievement. Most economists agree that it is human resources of nation, not its capital nor its material resources, which ultimately determine the character and pace of its economic and social development. Human resources constitute the ultimate basis of the wealth of nations. Capital and natural resources are passive

⁷ Babalola, H. (2003) Economic growth and human development. Nsukka, University Press

factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic, and political organizations, and carry forward national development⁸.

There are several ways of modeling how the huge expansion of education accelerated economic growth and development. The first is to view education as an investment in human capital. A different view of the role of education in the economic success is that education has positive externalities; educate part of the community and the whole of it benefits.

The idea that education generates positive externalities is by no means new. Many of the classical economists argued strongly for governments active support of education on the grounds of the positive externalities that society would gain from a more educated labour force and populace. Smith (1976) reflects such progressive contemporary thought when he wrote that by educating its people, a society derives no inconsiderable advantage from their instruction. The more they are instructed, the less liable they are to the delusions of enthusiasm and superstition, which, among ignorant nations, frequently occasion the most dreadful disorders. Instructed and intelligent people are always more decent and orderly than ignorant ones. Smith views the externalities to education as important to the proper functioning not only of the economy but of a democratic society.

In order to enhance human development in the general society, it is necessary to apply the theory of human capital to educational systems. By such means, productivity is enhanced and sustained based on an increased and diversified labor force. Babalola (2003) asserts that the contribution of

⁸ Fagerlind, A. & Saha, L.J. (1997). *Education and national developments*. New Delhi, Reed Educational and Professional Publishers Ltd.

education to economic growth and development occurs through its ability to increase the productivity of an existing labor force in various ways. Therefore, economic appraisal of educational investment projects should take into account certain criteria amongst other things; the private demand for education and other factors determining individual demand for education; the geographical and social distribution of educational opportunities and the distribution of financial benefits and burdens of education.

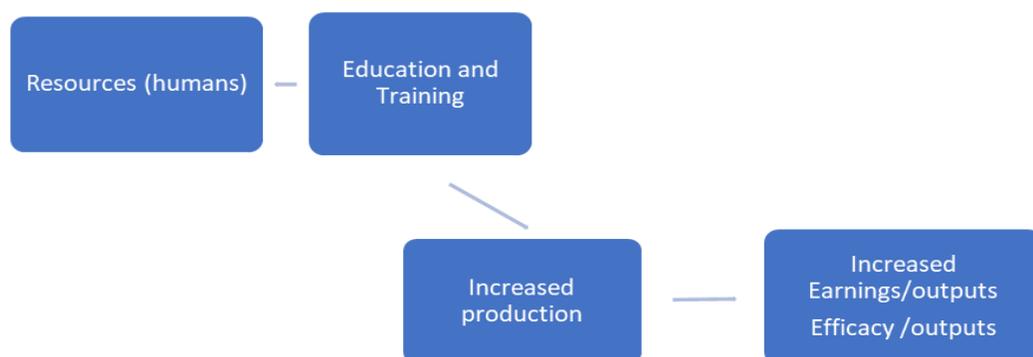
Education plays a great and significant role in the economy of a nation; thus, educational expenditures are found to constitute a form of investment. This augments individual's human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labor market, and allows them to reap pecuniary and non-pecuniary returns and gives them opportunities for job mobility. Education is a source of economic growth and development only if it is anti-traditional to the extent that it liberates, stimulates, and informs the individual and teaches him how and why to make demands⁹.

Despite possible limitations, average years of schooling is still the most consistent and comparable country-level measure of human capital. Barro and Lee (2010) used comparable data to estimate the current stock of human capital in the world; focus was on a population aged 15 years and over. The data set covered 146 countries during the period 1950-2010. The average number of years of schooling in the world was 8.12 years, with males having 8.41 years of schooling and females 7.84 years of schooling. A person in an industrialized country had the highest length at 10.81 years, while a person in developing countries had an average of 8.63 for

⁹ Babalola, H. (2003) Economic growth and human development. Nsukka, University Press

males and 8.33 for females. According to the study, the recommendation was that there was a need for a strong policy thrust if those disparities in human capital are to be bridged¹⁰.

Figure 1.6.1: Human Capital Theory



This study was premised within the theoretical context of the Human Capital theory in order to allow for a thorough analysis of the effectiveness of the implementation of the Re-entry policy (revised guidelines) and ban on corporal punishment as measures put in place by the Zambian government through the Ministry of General Education to ensure that the school children are retained in the education system by protecting their rights as they develop their human capital abilities in order to become an important human capital contributing positively not only to their individual lives but to that of the nation's economic development. The study endeavoured to look at what supportive systems the government put in place to retain pupils and thus ensure effectiveness of the implementation of the two measures.

¹⁰ Barro, R., & Lee, J.W. (2010). A new data set of educational attainment in the world, 1950-2010. National Bureau of Economic Research Working Paper No. 15902, Massachusetts.

1.7 Definition of Key Terms

In the study, the following key terms were used and are accordingly operationally defined below:

Corporal punishment: includes any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light, as well as non-physical forms of punishment that are cruel and degrading. In this study, corporal punishment refers to hitting of somebody's body using a cane; kicking, shaking, pinching his or her hair as well as lifting heavy items or manual work beyond a pupil's capacity.

Effectiveness: is the degree to which something is successful in producing its desired results. In this study, effectiveness refers to how successful the Re-entry Policy revised guidelines was in allowing pregnant girls to re-enter school after child birth while Corporal punishment meant eliminating forms of punishment such as beating, kicking or lifting of heavy items or manual work beyond a pupil's capacity which were deemed to be degrading ***Implementation:*** is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy. In this study, implementation refers to the execution by the relevant authorities of the Re-entry Policy for pregnant school girls and the ban on corporal punishment as measures or strategies for addressing violence against children in secondary schools.

Re-entry Policy: This is a Policy that allows pregnant girls to return to school after delivery to complete their education despite their status as mothers.

1.8 Layout of the Dissertation

In order to adequately address the subject under consideration, the dissertation is divided into six distinct but related chapters. Chapter one being the introduction, gives the background information on the subject or topic and outlines the objectives of the study. Chapter two

discusses the literature review, while chapter three explains the methodology used in the study and its limitations. Chapter four presents the findings in detail while chapter five discusses and explains the findings of the study. Finally chapter six concludes the dissertation or report and provides some recommendations and way forward based on the findings reported and discussed earlier (in chapter 4).

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Review of literature is important because it sharpens and deepens the theoretical foundation of a research study. According to Kombo and Tromp, (2007),¹¹ literature review enables the researcher to study different theories and studies related to the identified topic as well as understand their methodologies and research techniques. Further the literature review provides clarity, better understanding of the theoretical foundations and identify of the gaps related to the current research. This chapter therefore, reviews research studies and other general literature on the effectiveness of the implementation of the Re-entry policy and the ban on corporal punishment in schools at global, regional and national levels.

2.1 Global Studies

There has been a growing interest in research on the causes and extent of violence against children and this has led to many publications world over. According to Save the Children (2008), violence against children includes beating, threats of harm, humiliation, name calling, demanding money, grabbing property, verbal insults, and deprivation of liberty, sexual coercion, sexual harassment and abduction. Violence against children in school manifests its effects in low enrolments, poor performance at school, low attendance rates, physical and psychological trauma, high dropout rates and for girls it was owing to early marriage and teenage pregnancy and the failure to retain girls who re-enter school after pregnancy and delivery.¹²

¹¹ Kombo, D.K, and Tromp, D.L (2007) *Proposal and Thesis Writing: An Introduction*. Nairobi:Paulines Publications Africa.

¹² Save the Children (2008) "A study on Violence against Girls in primary schools and its impacts on Girls Education in Ethiopia. Addis Ababa, Ethiopia.p23

Internationally, the United Nations' Decade for Children and the Dakar Conference (1976–85) played a crucial part in highlighting the important but often invisible role-played by children in providing solutions to stop violence against them. Further, countries world over also participated at the Beijing Conference in 1995 which emphasised the promotion of the human rights of women and the girl child as an inalienable, integral and indivisible part of universal human rights¹³.

Some studies such as the one done in 2006 by the United Nations was the first comprehensive global study on all forms of violence against children. The importance of this study, apart from being the first of its kind, is that it revealed that much of the violence against children in most parts of the world goes unreported and unnoticed. Moreover, the study found that parents often approve of and perpetrate the violence themselves and that governments in many places do not have systems in place to address the problem and its causes. In particular, the lack of information on the violence against children is recognized as a major problem. In this regard, the study states:

No country can measure its progress towards the elimination of violence against children without reliable data. To estimate the magnitude and nature of non-fatal violence against children accurately, surveys are required that explore the use of violence by parents and other adults, experiences of violence in childhood, and current health status and health-risk behaviours of children and adults.

The study also makes many overarching recommendations which call on governments to do the following: strengthen national and local commitment and action; prohibit all forms of violence against children in all settings, including corporal punishment as required by international treaties; prioritize prevention; promote non-violent values and awareness-raising; enhance the

¹³ www.un.org>...>Platform for action (1995) Beijing Declaration and Platform for Action:10th May, 2010

capacity of all who work with and for children; provide recovery and social reintegration services; ensure the participation of children; create accessible and child-friendly reporting systems and services; address the gender dimension of violence against children; develop and implement systematic national data collection and research efforts; and strengthen international commitment¹⁴.

The international human rights law imposed a clear and immediate obligation on states to prohibit by law all corporal punishment of children, including in the home, and to ensure it is eliminated in practice. This obligation was confirmed by the Committee on the Rights of the Child in its General Comment No. 8 (2006) on “The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment”. Corporal punishment is a serious problem in schools of both developing and developed countries of the world. School teachers and administrators have been applying it, presuming for shaping students’ behavior and creating suitable teaching- learning environment. It contradicts with the fundamental human rights of children's and thus, it is a serious violation of human rights. Understanding the negative impact of corporal punishment, international bodies like UN established a convention that safeguards the right of children within their state, community, school and family. Consequently; the convention on the right of the child becomes the most ratified and domesticated convention in history. Though many of research findings indicates that corporal punishment is too severe in countries who are not part of the convention and member countries¹⁵.

¹⁴ Ibid

¹⁵ info@endcorporalpunishment.org, (2018) Global Initiative to End All Corporal Punishment of Children, The Foundry, 17 Oval Way, London SE11 5RR, UK 09th September, 2019

The Juveniles Act 1956 recognises “the right of any parent, teacher or other person having the lawful control or charge of a juvenile to administer lawful punishment to him” (article 46). The near universal acceptance of corporal punishment in childrearing necessitates clarity in law that no level of corporal punishment is acceptable. Article 46 of the Juveniles Act should be repealed, and prohibition enacted of all corporal punishment and other cruel or degrading forms of punishment, in the home, schools and all other settings where adults have parental authority over children¹⁶.

The Global Aids Alliance (2008) also offered a number of recommendations to address violence against children, especially girls at school. These included: national governments to carry out national research in collaboration with all key actors on violence against girls at school; using the results involving all stakeholders especially pupils and students to develop a legal framework which integrates all related aspects within the education system; coming up with adequate solutions and policy implementation; and putting in place permanent data collection and analysis mechanisms which would be multi-sectorial and coordinated by the government but made available and accessible to all to enable key actors and donors to focus their efforts in a concerted way. The Global Alliance further recommended that there should be clear instructions and directives for schools (both public and private) to make schools a safe place for all children and break the cycle of violence and discrimination against children in society. Additionally, the Alliance recommended that National governments need to intensify the harmonization of all legislation, including customary laws, to consider a child as any individual less than 18 years old and make education systems integrate violence against girls at school. Girls’ education should be

¹⁶ info@endcorporalpunishment.org, (2018) Global Initiative to End All Corporal Punishment of Children, The Foundry, 17 Oval Way, London SE11 5RR, UK

seen as a means of empowering them to say no to all forms of violence and discrimination and school-level mechanisms should be developed through which girls can safely report cases of violence. Furthermore, the Alliance recommended the formation of a committee for the coordination and follow-up of the present recommendations such as national research, elaboration of a national model policy and code of conduct. Civil society organizations should promote the creation of a coalition / movement on the issue of violence against girls at school in order to make it visible on national and regional agendas. Additionally, there should be Alliance recommended collaboration with government officials within the coordination and follow-up committee once put in place. Together with all key actors, civil society organisations should carry out sensitization campaigns for teachers, pupils and general public and produce and distribute simplified versions of instruments or texts related to violence against girls at school.¹⁷

Both the UN study and the Global Alliance study are important to the researcher in that they show gaps that are in the government when it comes to the effectiveness of the implementation of the policies and strategies aimed at promoting children's rights by addressing the violence that they experience. The gaps include the lack of systems in place for data collection on child related violence including tracking progress on implementation of the measures aimed at addressing them. The lack of involvement of the pupils in the development of a legal framework that addresses violence. Further, the lack of clear instructions and directives for schools (both public and private) meant that the schools were missing out important aspects of the directives due to lack of understanding leading to affecting the children's rights.

¹⁷ www.globalaidsalliance.org: "Addressing violence against children in schools," 12th May 2010

The 2012 Sustainable Development Goals (SDGs) replace the Millennium Development Goals (MDGs), which started a global effort in 2000 to tackle the indignity of poverty. The MDGs established measurable, universally-agreed objectives for tackling extreme poverty and hunger, preventing deadly diseases, and expanding primary education to all children, among other development priorities. The MDGs had a focus on universal primary education (goal 2) and gender equality (goal 3) which, however, made no special mention of violence against children and in particular girls as a critical structural barrier to education. Special interest of the SDGs to the the current study is goal 4 (four) which looks at ensuring quality and inclusive education for all and promoting lifelong learning and goal 5 (five) on gender equality and empowerment of women and girls. It can be noted that there has been an inclusion of building and upgrading facilities that are child, disability and gender sensitive and provide safe non-violent, inclusive and effective learning environments for all. The inclusion of critical elements in goal 4 and 5 if well implemented will contribute improving the learning environment for children.

2.2 African Studies

All countries in the Southern Africa Development Community (SADC) are among state parties that signed the 1997 SADC Declaration on Gender and Development and its addendum on the Prevention and Declaration of Violence Against Women and Children committing themselves to take 'urgent measures to prevent and deal with the increasing levels of violence against women and children. Further, african countries like Zambia also ratified to the African Charter on the Rights and Welfare of the Child (ACRWC) in order to address issues around violence against children and are therefore, expected to implement provisions of the children's charter, which are

reviewed by the Committee on the Rights and Welfare of the Child¹⁸. However, in most of these countries, the legal and socio-cultural landscape for prevention, management and elimination of gender-based violence is not defined by the principles enshrined in the various international instruments, consequent to which in many of them violence against children and women permeates all sectors of human interaction, rendering both the private and public space, including schools, unsafe for pupils especially girls. What is disconcerting is that violence against girls is not only restricted to school-related places, such as the route to school and school trips but happens in the classroom and, or the school premises. Further, they all acceded to the African Charter on Human and Peoples' Rights and on the Rights of Women in Africa (2003) which in Article 12(c) states:

*Protect women, especially the girl child from all forms of abuse, including sexual harassment in schools and other educational institutions and provide for sanctions against the perpetrators of such practices*¹⁹.

According to Fiona Leah, Sexual abuse by male pupils and teachers is only one aspect of a wider problem of school-based violence, which includes sexual harassment, excessive corporal punishment, bullying, public humiliation, dehumanising and discriminatory practices and sexist language. The failure by school management to clamp down on sexual abuse and aggressive behaviour is rooted in male-dominated cultures which belittle females or condone violence against girls and women. Often violence is used as a tool for imposing male power and regrettably sends messages to pupils that violence is 'normal' and enforces a culture of silence.

¹⁸ En.wikipedia.org/wiki/Africa chart: "African Charter on the Rights and Welfare of the Child-Wikipedia...25th May, 2010

¹⁹ Ibid

Redress for violence is not common as school officials, police and prosecutors often shift responsibility to each other, leaving the perpetrator unpunished²⁰.

A study conducted in Zimbabwe in 2003 on abuse of pupils in African schools revealed that gender violence is a major feature of school life for many adolescent pupils, particularly girls. The study further indicated that enrolments at primary levels were higher for girls in most of the sub Saharan Africa, though, more boys than girls enter junior secondary level (grade 8 and 9) and many drop out often due to pregnancy- a confirmation that violence amongst girls is 1.3-5 times higher than that of boys²¹. This study provides relevant information to the researcher in that it points out to the fact that violence against children in school is a big problem and is worse for girls. The study further indicates that in order to tackle this kind of a problem, it is important to consider it as complex so that its root causes in the general patriarchal nature of society may be addressed.

A Population Council (2015) study found that stigmatization and discrimination against pregnant girls and adolescent mothers is a pervasive barrier to resuming education for the affected girls in all the study countries. The literature recognizes the effects of stigmatization and suggests the need for changing this discourse. A number of specific actions to reduce stigma and discrimination against pregnant girls and adolescent mothers have been identified. In Malawi, for instance, Save the Children implemented an intervention which involved raising awareness of the school Re-entry Policy among schools and communities and emphasizing the importance of readmission for pregnant learners/adolescent mothers. Preliminary findings from this program

²⁰ Fiona Leach (2001) Conspiracy of silence? Stamping out abuse in African schools. University of Sussex Centre of International Education, UK 14th March, 2011

²¹ Fiona Leach et al (2003) "An investigative study of Abuse of Girls in African Schools," Education Research Report NO. 54, London: DFID

show that school head teachers agree that stigma and discrimination from both the school environment and the community remain significant barriers for the affected girls. School head teachers are also receptive to initiatives directed at teachers, boys and young men, but stress that parents also need to be engaged, and that sensitization is key to reducing stigma against pregnant learners and adolescent mothers in school.²² According to the study, many programs to support the environment for affected girls in general tend to go unnoticed due to a lack of proper documentation and dissemination. Further, the review suggested that whatever interventions have been conducted were not institutionalized by Ministries of Education.

Another study was conducted in Ethiopia in 1997 by the Ministry of Land and Social Affairs (MoLSA) and UNICEF²³. The study primarily focused on corporal punishment in schools and in homes. It found that forms of corporal punishment imposed on children included punching, boxing, beating up, burning, pinching and kicking as well as other even more cruel types of punishment. The findings also showed that hitting with a stick, hitting the head, pinching and kneeling down were sometimes administered as punishment in schools. Article 36/1/e of the Ethiopian Constitution prohibits the corporal punishment of children in schools and Education authorities also passed enabling regulations, yet corporal punishment was still practiced in schools.

Further, the culture of silence and secrecy had a negative impact on children because it discouraged reporting or disclosing violent acts, which was also another hindrance to the implementation of laws. The stigma attached to going public and disclosing violence had made situations even worse. Lack of awareness of existing policies, rules and regulations was also

²² https://www.popcouncil.org/uploads/pdfs/2015STEPUP_EducSectorResp, Population Council (2015) *Education Sector Response to Early and Unintended Pregnancy: A Review of Country Experiences in Sub-Saharan Africa*, pdf. 15th September, 2019

²³ The children and Young Forum of the Christian Relief and Development Association (2005) "Supplementary Report of NGOs on the Implementation of the Convention on the Rights of the Child in Ethiopia -A Supplement to the Third Five-Year Country Report of Ethiopia"

found to be a factor that hinders the implementation of laws and policies protecting children in general and girls in particular from violence and abuse. The recommendations of the study emphasised the need for the involvement of all sections of the society (including the girls) in tackling violence and abuse against girls. The education system and stakeholders must, therefore, provide the necessary support to girls in achieving their goals²⁴.

Some studies conducted by Save the Children investigated the causes, extent and policies and strategies in place to address violence in Ethiopia. In 2008 in particular, a study was conducted to examine the nature of violence and abuse against girls in schools. The study found that although laws and policies to deal with violence were in place, there were constraints in implementation and enforcement of these laws and policies. It was also observed that despite ratification of the UNCRC, there was no officially accepted translation of it. The study further revealed that there was discrepancy in the bill of rights as perpetrators of violence against school girls were released on bail no sooner than they were arrested and interrogated by the police, and that there was lack of capacity by both the judicial system and the institutions of law enforcement in Ethiopia to handle such cases.

The African studies made relevant arguments of dealing with violence against children. According to Fiona Leah, responsibilities of who to deal with sexual violence cases was not known as it shifted from school officials to police and the prosecutors leaving the perpetrator unpunished. The Population Council on the other hand, makes school teachers the primary point of care for the pupils that should work hand in hand with the communities on matters affecting the pupils including awareness raising of the children's rights that need to be protected.

²⁴ Save the Children (2008) "A study on Violence against Girls in primary schools and its impacts on Girls Education in Ethiopia". Addis Ababa, Ethiopia.

2.3 Zambian Studies

Zambia is a signatory to many of the global commitments including the United Nations Declaration of the Rights of the Child. This being the case, Zambia has translated this declaration to include directives in the *Teacher's Curriculum Manual* for teachers to raise awareness and practice human rights. A teacher is further expected to teach respect and not use corporal punishment on pupils²⁵. The United Nations Declaration of the Rights of the Child of 1948 further declares that education is a right for every child, and being a signatory to it, Zambia has translated this into provision of basic education to all children including re-admission of pregnant girls after child birth. Further, policy statements by the Zambia government on education for every child were:

A child shall not be turned away from school on account of the parents not being able to afford a uniform....The teacher should try to ensure that proper disciplinary measures are in place [and] such measures should aim at protecting children, preventing violation of children's rights by teachers, individuals or children themselves....The teacher should take necessary steps to put abuse to an end, enlighten children on all forms of abuse and foster an attitude of love and caring²⁶.

In the same *Teachers Curriculum Manual's* section on Discrimination in Education, it is stated that an individual regardless of their colour, language, sex, religion, social, origin, economic condition or opinion should not be discriminated against education. Since Zambia is a signatory to the United Nations Declaration of the Rights of the Child, it developed policy guidelines such as the following:

A teacher should ensure that gender balance is achieved in schools in all subject areas and activities, take into consideration that school rules respect the rights of the individual

²⁵ Ministry of Education (2001), *Teacher's Curriculum Manual*, Curriculum Development Centre, Lusaka, Zambia. p 57

²⁶ Ibid. p 57,59

child and do not lead to one group or groups to taking advantage of the other. The teacher should also teach children to tolerate other people's opinions and respect other people's beliefs and practices.

The government of Zambia has formulated laws, policies and strategies to ensure that there is no violence against children, including those in school. Through the law, the government has created an enabling environment for the advancement of children economically. The Constitution of Zambia (1996) is the supreme law of the land and all laws must conform to it. Any law that is in contravention of it is illegal. Articles 11 through 24, known as the fundamental rights provisions, include the rights to life, liberty, security of person; protection of the law; protection from torture, or inhuman or degrading treatment; and protection of young people from exploitation. The key constitutional provision for children's rights is Article 24, which provides that "[a]ll young persons shall be protected against physical or mental ill-treatment [and] all forms of neglect, cruelty or exploitation." Other laws in Zambia include: the Employment of Children and Young Persons and Children's Act of 1993, which protects children (below 14) and young adults (below 18) from employment in industries or at night except where such employment is part of a technical education programme, a family enterprise or some special circumstances prevail. The Juveniles Act (Cap 53 of the Laws of Zambia) also provides a mechanism for taking children into care where they are orphaned or are not being properly cared for by their parents. This includes a failure on the part of the parents to ensure that the child attends school regularly²⁷. The Zambian government further made amendments to the Penal Code Act No. 15 of 2005 to allow stiffer punishment for offences that are sexual in an institution of learning, which now attract imprisonment for a period of between three and twenty

²⁷http://www.echow.com/list_6452887_child_labour_laws-Zambia.html. 27th March, 2011

four years. Friendly Courts for example, can now be accessed by few enlightened children. The media has also been vigilant in sensitizing the public and campaigning for a stop to violence against children.

Chapter 4 of the National Education Policy (MoGE,1996) (under review) points out that: the goal of the Ministry of Education (now Ministry of General Education) is that every child should have access to nine years of good quality education while in chapter 7, the government commits itself to achieving gender balance in education institutions and within the education system.²⁸ The Ministry of General Education also aims at ensuring that female pupils are integrated with male pupils as equal beneficiaries and participates at all levels of education. Furthermore, the Ministry seeks to eliminate factors that hinder access, progression, retention and completion rates for girls and boys in schools and colleges²⁹.

Camfed conducted a study in 2011 in Zambia which found that Child abuse was still a very real and pervasive part of life in rural and urban schools and communities in Zambia and reporting was linked with variables such as the type of abuse and the “space” where the abuse happened (school being public, home being private) and the perceived “gravity” of abuse (emotional and sexual being the two extremes). For sexual abuse at school, the reporting happened if it was peer to peer, if there were visible consequences (pregnancy) or if the transactional sex “agreed” did not provide what was expected. For sexual abuse within the private sphere, informal negotiations between the perpetrator and the family were generally preferred to bringing officials or law enforcement in. Law enforcement officials were often seen as unwilling to prosecute abusers. The introduction of the Victims Support Unit (VSU) in many places had helped in this respect with a more sympathetic option. However, even representatives of the VSU indicated that often

²⁸ Ministry of Education (1996:22 and 65) “*Educating our Future National Policy on Education.*” Institutional Supplies Limited, Lusaka, Zambia. p22 and 65

²⁹ Ibid. p65

it was difficult to get enough evidence to bring an alleged perpetrator to trial (including, but not limited to the cost of clinical services in the case of a rape). And certainly there were powerful social pressures not to do so³⁰.

Another study conducted in 2017 by Jenny Parkes *et al* focused on addressing School Related Gender Based Violence (SRGBV) in Zambia. It revealed that there was a legislative and policy framework in Zambia reflecting a commitment to increasing girls' access to quality education, and addressing barriers to it including pregnancy and child marriage. It went on to indicate that since the Anti-GBV and Education Acts of 2011, political will to address GBV was evident, but within recent policy documents, there was little attention to SRGBV, or to how SRGBV strategies will be monitored. The devolved government structures at national, provincial and district levels have potential for disseminating laws and policies. However, competing priorities, limited resources, and lack of dedicated staffing on gender means that SRGBV work can be sidelined. There are well established links between government, cooperating partners and NGOs, that provide a strong foundation for collaborative initiatives on SRGBV. Reducing child marriage and implementing the Re-entry Policy for pregnant school girls and young mothers have been key policy initiatives. While the Re-entry Policy has been widely disseminated, implementation has been hampered by girls' experiences of stigma and rejection, with work needed to enable schools to be more supportive together with comprehensive sex education³¹.

Another recent focus of policy initiatives has been violence prevention through the new Code of Ethics for the Teaching Profession (2016), which sets out through a collaborative process to

³⁰ Camfed Zambia (2011) "Research on the extent of Child abuse in Zambian schools", Lusaka Zambia

³¹ Parkes Jenny et al (2017), "*Addressing School Related Gender Based Violence in Zambia: A Scoping Study*":UCL Institute of Education, London, UK

address inconsistencies and evasions in schools' approaches to ensuring high standards of teacher behaviour. The policy to have guidance and counseling teachers in all schools, trained and supported with recently published guidelines (2014) also has strong potential for enhancing gender equitable, safe schools. More attention in the guidance to SRGBV, and to resourcing and building capacity and motivation of these specialist teachers would help to embed this work in schools³².

Namuunda Mutombo and Mumbuna Mwenda (2010) conducted a review of the Re-entry Policy since inception in 1997. The major objective was of the review were to critically examine the problem of girl pregnancies as well as systematically document and assess the efficacy and outcomes of the Re-entry policy since its introduction as a means of contributing to a more responsive and effective education policy. According to their findings, there were mixed views on the policy that it encouraged re-entry and on the other that encouraged irresponsibility amongst girls and promotion of immorality hence could fall pregnant any time and schools would allow them back. Further, the study revealed that girls that re-entered were frequently scorned by fellow pupils and the teachers and this discouraged them and others to return to school. The 75% of the girls that failed to re-enter school after child birth indicated lack of financial support and support for child care. In addition, it was reported in the study that re-admission rates varied from province to province with rural provinces showing highest re-admission rates. The two made the following recommendations: sensitise all teachers on the guidelines of the re-entry policy, strengthen and expand the support system at home and in schools and to determine provincial specific actions to improve re-admission rates³³. The study

³² Jenny Parkes et al (2017) "Addressing School Related Gender Based Violence in Zambia: A Scoping Study", UCL Institute of Education, London, UK

³³ Namuunda Mutombo and Mumbuna Mwenda (2010) "Review of the Re-entry Policy", Ministry of Education, Lusaka.

is important to the research in that it provides insights of some of the challenges faced in ensuring effective implementation of the policy which lead to the Re-entry Policy revised guidelines developed in 2012. The Re-entry Policy revised guidelines now make it clear on the steps to take when a fellow pupil, adult boys, men or teachers are responsible for the pregnancy, the guidelines further make it clear on the number of times a girl can re-enter unlike before when one could re-enter as many times as they could.

Another study conducted by Chulu (2016), found that the Re-entry policy was not being effectively implemented in government schools from an educational management perspective. It was also found that there were low awareness levels among pupils about the Re-entry Policy. The majority of the learners indicated that they were not aware of the Re-entry Policy and this showed that the school management did not adequately sensitize the pupils on the policy. The study recommended that it was necessary to include the Re-entry Policy in the school curriculum so that both learners and teachers could have adequate knowledge of it³⁴.

A study by Mulenga and Mukaba (2018)³⁵ confirmed the role of the school guidance and counseling committees in helping the re-entered girls remain in school as well as in reducing teenage pregnancies as a way of implementing the Re-entry Policy. However, one challenge the study found was the lack of a curriculum of guidance and counseling in schools to facilitate the counseling services making it was difficult to place it on the time-table so that it was also considered as one of the core subjects. The results were in agreement with a study conducted by

³⁴ Chulu Luntha (2016), The Effectiveness of The Re-entry Policy in government Schools: A Case of selected schools in Itezhi-Tezhi District of Zambia, The University of Zambia And Zimbabwe Open University. Lusaka Zambia

³⁵ Innocent Mutale Mulenga and Brenda Mukaba (2018), "Policy and Practice: Roles of the Guidance and Counseling Teachers in the Implementation of the Girls' Reentry Policy in Selected Schools in Lusaka, Zambia," Lusaka Girls Secondary School, Lusaka, Zambia.

Ndifon and Akande (2014)³⁶ who recommended that the government should endeavor to employ professional counselors in schools and integrate counseling and guidance services in the school curriculum.

A study done by Vera Wedekind and Tomaida Miling (2015) comparing two secondary schools, one in which most girls were returning to school after pregnancy and one where girls are returning at a lower, and more typical, rate. The findings revealed that in the school where they were higher rates pupils, the following were the factors: counseling and mentoring before and after pregnancy, counseling and mentoring every step of the way on the Re-entry was one of the reasons why girls returned to school though there was limited time for the guidance and counseling teachers. Financial support, awareness raising, and positive attitudes happened at both schools except awareness raising causing lower rates. Finally, community outreach involving children's fathers, and reducing pregnancies was also listed though both schools experienced frequent refusal among the children's fathers to take responsibility, leaving the girls without support³⁷.

The foregoing literature on the Re-entry policy all point out to the fact that awareness raising amongst pupils, teachers and parents including having designated teachers in guidance and counseling whose primary function would only be provision of guidance and counseling to the pupils would enhance the effectiveness of the Re-entry policy. All the studies did agree on the fact that not all the guidelines were easy to implement such as tracing males responsible as they frequently refused responsibility over the pregnancy. This study is aimed at finding out if these challenges are still being experienced by the schools especially that there were new guidelines in

³⁶ Ndifon, T and Akande W. (2014). A Survey on Impact of Guidance and Counseling towards Education for Girls at the Secondary School Level in Tanzania, *An International Journal*, 7 (1), 25-105.

³⁷ Vera Wedekind and Tomaida Milingo (2015) "Second Chances for Girls: The Zambian Re-entry into School Policy", Time to Learn Plot No. 203B Off Kudu Road, Kabulonga Lusaka, Zambia

place. Also the study by Vera Wedekind and Tomaida Miling (2015) had a limited sample therefore the findings could not be generalized.

On corporal punishment, Zambia expressed its commitment to prohibiting all forms of corporal punishment in all settings by clearly accepting the recommendation to do so made during the Universal Periodic Review of Zambia in 2012. Prohibition is still to be achieved in the home, alternative care settings and day care; legal provisions for corporal punishment in penal institutions and as a sentence for crime should be formally repealed.

A study conducted in the Copperbelt province by Simuchimba and Luangala (2007) however, confirmed the persistence of corporal punishment by teachers especially the semi-regulated and unregulated forms of it.³⁸ In the study, it was found that the teachers defined teaching not as a communicative action facilitating understanding and voluntary acceptance of what is taught but as telling, through talk and chalk backed up with the a cane, by way of re-enforcing compliance and facilitating rote learning. The study recommended a redesign in teacher education to help teachers to transition from this pedagogy to a modern one where teaching and learning processes are viewed as involving dialogue between teachers and learners. In addition, the study suggested an improvement in the conditions under which teaching/learning processes take place. There was overwhelming feedback from the teachers who gave reason for using corporal punishment as a way of controlling large numbers of pupils in a classroom as opposed to using modern teaching and learning methods which made it difficult³⁹.

³⁸ Semi-regulated punishment is one carried out without either the consent of the head teacher or witness and is not recorded. The unregulated punishment is one carried without prior planning but rather a spur of the moment.

³⁹ The University of Zambia (2007), "Zambia Journal of Education", School of Education, University of Zambia

Another study was conducted by Freddie Nkhani Phiri (2011) which focused on the impact of abolishing degrading punishment especially corporal punishment, on discipline in selected schools in Solwezi district of Zambia. The study revealed that the abrupt imposition of the ban on corporal punishment without provision of alternative and less harmful forms for punishment has led to the sudden deterioration of discipline in high schools. The recommendations of the study were that the Ministry of Education needed to involve stakeholders to come up with alternative positive practices of education, colleges of education should revisit their syllabi to suit the demands of the changing psycho-social factors influencing learners' pattern of behavior and a number of alternative discipline solutions were suggested to the headteachers such as detaining offending pupils after school and informing their parents as a deterrent⁴⁰.

The foregoing literature provides very important information on some of the challenges that perpetuate cause teachers to administer corporal punishment which are important for this research to find out if there still the same. In addition, the studies all point out to the fact that the government has not provided clear guidance to the schools on corporal punishment.

2.4 Summary of the Literature Review

From the foregoing review, it is clear that there is a gap in the understanding and addressing of violence against school going children. Most researches have focused on investigating the causes, extent of violence, including awareness levels of the prescribed international community commitments and national government policies, laws and strategies especially among teachers to address the violence against children in schools. Even though the studies prescribed policies and

⁴⁰ Phiri Freddie Nkhani (2011), *"Punishment and Discipline in schools: An assessment of the impact of abolishing degrading punishment on discipline in selected high schools of Solwezi district,"*:The University of Zambia. Lusaka, Zambia.

strategies, there has been few studies to assess the prescribed policies and strategies in the Zambian schools and no follow up studies on the effectiveness of the implementation of the revised Re-entry Policy guidelines (2012) and the ban on the Corporal Punishment in achieving the intended objectives i.e helping all pregnant girls to re-enter and complete their education after delivery and eliminating all forms of degrading punishment in schools, hence this study.

2.5 Conclusion

This chapter gave a global, continental and national perspectives on studies done on violence against children in schools. The literature reviewed indicates that violence against and abuse of children, especially girls, is widespread and in different forms. The impact of violence is immeasurable. The next chapter will discuss the methodology that will be used in the study.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter discusses the research methodology used in the study. Explained further in the chapter is the research design, target population, sample size, sampling procedure, research instruments, data collection procedures, data analysis and limitations of the study.

3.1 Research Design

This study was descriptive in nature to help obtain information concerning the current status of the effectiveness of the implementation of the Re-entry policy revised guidelines for girls and the ban on corporal punishment. The study design was chosen because it would help provide answers as to what the knowledge levels were on the two measures, how the measures were being implemented and finally whether the measures were effectively being implemented from the perspective of the participants.

3.2 Research Sites

The research was carried out in Chongwe and Lusaka districts of Lusaka Province of Zambia. These rural and urban districts, respectively, were chosen to provide a comparison of the findings from rural and urban setups. Three (3) secondary schools in each district were purposively selected⁴¹.

3.3 Population

The target population consisted of all the school head teachers, teachers, pupils and parents (parents) in secondary schools in Chongwe and Lusaka districts.

⁴¹ Formerly basic schools offering grade 1-9 education until 2013.

3.4 Sample Size

The total sample size was 108 with a response rate at 100%. The respondents included; one hundred and eight (108) pupils: 60 pupils participated in the interviews using the semi structured questionnaire while the 48 pupils were part of the Focused Group Discussions (FDGs). This meant that Eighteen (18) pupils from each school were selected: Ten (10) for the interviews and eight (8) for the FDGs. Six (6) school head teachers; one from each of the sampled secondary schools were part of the sample. Further, twenty four (24) teachers, four (4) teachers from each school and a total of thirty six (36) parents, six (6) from each school. In addition, three (3) members of staff at MoGE headquarters, two (2) members of staff at Lusaka provincial office and two (2) members of staff from the District Education Board Secretary (DEBS) in Chongwe and Lusaka were interviewed. The distribution of the respondents and the response rate was as shown in Table 3.4.1 below.

Table 3.4.1: Distribution of respondents at school level

District	School	Pupils		Teachers		Parents	Head teachers	Response rate %
		Semi structured questionnaire	FDGs	Class teachers	Guidance and Counseling			
Lusaka	School A	10	8	3	1	6	1	100%
	School B	10	8	3	1	6	1	100%
	School C	10	8	3	1	6	1	100%
Chongwe	School D	10	8	3	1	6	1	100%
	School E	10	8	3	1	6	1	100%
	School F	10	8	3	1	6	1	100%
Total		60	48	18	6	36	6	100%

3.5 Sampling Procedure

The study employed Stratified random sampling methods to select pupils from all the secondary schools selected in the study. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. This method was used because it offered all pupils in all the targeted schools an equal chance of being selected because it increased the representativeness of the sample. In this regard, the pupils were divided into stratas of grade 8 and 9 and further into boys and girls. Using classroom register the pupils were then randomly selected. In an event that a pupil was not available, the next pupil in the register was selected in order to meet the target sample size.

MoGE were selected purposively taking into consideration the number of years they had been in the institution and the departments they belonged to such as the Guidance and Counseling departments responsible for implementing some of the measures including the Re-entry policy and the ban on Corporal punishment. The guidance and counseling teachers were selected purposively based on their role in the schools. The class teachers on the other hand were selected based on their availability. According to Palys (2008), purposive sampling method also referred to as judgement, selective or subjective sampling is a non-probability sampling method that is characterized by a deliberate effort to gain representative samples by including groups of typical areas in a sample⁴². The parents were selected based on their availability.

3.6 Data Collection Methods and Instruments

Both qualitative and quantitative data collection methods were used in the study, however the study was largely qualitative. The choice to use qualitative methods for data collection was in order to gain a deeper understanding of the opinions of the different groups of participants on the

⁴² Palys, T (2008). Purposive Sampling: the Sage Encyclopedia of Qualitative Research Methods. Sage: Lod Angeles

Re-entry Policy (revised guidelines) and the ban on corporal punishment and also to allow for further probing in areas that needed more clarity. Quantitative methods on the other hand, were used to generate simple statistical summaries on participants and their responses on the effective implementation of the Re-entry Policy and ban on corporal punishment as well as allow comparison between the two districts. The study also reviewed secondary data which provided a baseline upon which the primary data was built and in some cases compared. Triangulation of methods was used in order to ensure that there was validity of the study findings.

Primary data was collected using semi-structured questionnaires, FDGs and one on one interviews with key informants. The key informants were people who are well vested on the subject matter, and would offer a better perspective on the magnitude of the problem and how it could be addressed.⁴³

From the pupils, separate data was collected using the semi-structured questionnaires and FDGs from different groups of pupils. Data was also collected from parents who had children going to the sampled schools. These parents were organized in groups of six from each of the schools.

In-depth interview guides were used with official from MoGE, Provincial Education Office (PEO), District Education Board Secretary (DEBS), head teachers and teachers.

Analysis of documents and reports produced by Ministry of General Education, VSU, NGOs and scholars in the field was done to gain a more precise understanding of the issues and supplement primary data collected through interviews and questionnaires.

⁴³ Kendall, L. (2008). The conduct of qualitative interview: Research questions, methodological issues, and researching online. In J. Coiro, M. Knobel, C. Lankshear & D. Leu (Eds.), *Handbook of research on new literacies* (pp.133-149). New York: Lawrence Erlbaum Associates.

In this study, the researcher used different instruments to collect data from the respondents. The research instruments that were used were: the semi-structured questionnaires, interview guide, and the FGD guides. Additionally, a voice recorder was used as a supplementary to the interview and FGD guides. Semi structured questionnaires were used to provide a pattern of responses for generalisation while the interview guide and the FGD guides were used to gather more in-depth insights on participant experiences, attitudes, thoughts, and actions through probing for details and clarifications. This was in order to gain a deeper and better understanding on whether the Re-entry Policy and the ban on the corporal punishment were effective in addressing violence against children in schools in Lusaka and Chongwe Districts.

Prior to data collection, the questionnaire and interview and FGD guides were piloted at a secondary school in Lusaka district involving ten (10) pupils, six (6) parents and five (5) teachers and four (4) officials from MoGE Headquarters and one (1) from the provincial office in Lusaka. This was done in order to ensure validity and suitability of the data collection tools.

3.7 Data Analysis

Quantitative data was analysed using Statistical Package for Social Sciences (SPSS) version 20.0 computer software. Cross tabulations were used to compare responses from rural and urban schools. For qualitative responses, Interpretative analysis was involved by restructuring the answers forming a pattern based on the research questions as a guide for grouping and analysing data.

3.8 Ethical Consideration

Ethical considerations were taken into account in this study. All the data collected were strictly treated as confidential and not used for any purposes other than the intended one. The names of the schools sampled were equally not mentioned but code named as A-F in order to uphold required ethical confidentiality. The researcher also sought an introductory letter from the university in order to enable data collection from the different respondents. Further, the researcher got permission from the Ministry of General Education Permanent Secretary's office, Provincial Education Office, DEBS office and schools to collect data from the different categories of respondents. From the respondents, informed consent was sought before each interview was conducted.

3.9 Limitation of the study

The study was restricted to only six (6) schools in Chongwe and Lusaka districts, respectively. Therefore, the findings may not be easily generalised to all provinces and districts of the country.

3.10 Conclusion

This chapter discussed the research methodology used in the study. It explained the research design, target population, sample size, sampling procedure, research instruments, data collection, data analysis and limitation of the study. The next chapter will go into presentation of the research findings.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Introduction

The aim of this chapter is to present the findings of the study on the establishment of the effectiveness of the implementation of the Re-entry Policy revised guidelines and the ban on corporal punishment in selected secondary schools. The findings are presented according to the research questions with thematic subsections under each research question. The research questions cover the following areas: knowledge levels on the Re-entry Policy revised guidelines and the ban on corporal punishment, implementation of the Re-entry Policy revised guidelines and the ban of corporal punishment, and their effective implementation.

4.1 Knowledges levels on the Re-entry Policy revised guidelines and the ban on Corporal Punishment

In order to establish the knowledge levels on the Re-entry policy revised guidelines and the ban on corporal punishment, a number of questions were asked to the different categories of respondents. These questions ranged from understanding what violence against children in schools meant, common types of violence in schools and the relationship with the policies put in place by the government to protect children's rights. Further, the respondents were asked if they understood the contents of the Re-entry Policy revised guidelines and the ban on corporal punishment. Presented below were their responses.

4.1.1 Knowledge on the Re-entry Policy revised guidelines

The MoGE officials confirmed that both the legal and policy frameworks were available to protect children's rights. One official from headquarters cited the Zambian Constitution (1996) which governs all the laws in Zambia that aim at protecting the rights of all human beings including those of children. The National Gender Policy (2014) which promotes gender equality,

the National Education Policy (MoE, 1996) promotes education for all, the Re-entry Policy (MoE, 1997) which prohibits the expulsion of pregnant girls, the Education Act (2011) which regulates the provisions of accessibility, equity and quality of education, the Anti-Gender based Violence Act (2011), the National Child Policy (2016), Code of Ethics for the Teaching Profession in Zambia (2016) and the Penal Code (2005) all make specific reference to children and how they should be treated. To shade more light on the understanding of the contents of these laws and policies and how they addressed violence against children in schools, a question was asked specifically on whether they knew the contents of the Re-entry Policy revised guidelines and the ban on corporal punishment. In response, all the MoGE officials confirmed being knowledgeable of the Re-entry Policy revised guidelines and the ban on corporal punishment. They also indicated that they conduct periodic technical support to schools to ensure awareness and implementation of such measures. An officer from the Lusaka Provincial Education Office specified:

We have a major role as PEO in the province to coordinate and to ensure that the education laws and policies are well understood and implemented accordingly. Hence, we take time to understand the contents and share this information with the DEBs and the schools accordingly. At times we have support from our partners to disseminate this information to our target groups.

Like MoGE staff, head teachers were asked if they were aware of the contents of both the Re-entry policy revised guidelines and ban on corporal punishment. And in response, all the head teachers interviewed confirmed knowing the contents of both the Re-entry Policy revised guidelines and the ban on corporal punishment. According to head teacher, school E in Chongwe district:

My role as a head teacher is to ensure that I understand the contents of these policies, implement and monitor progress. Our school curriculum includes provisions that supports a conducive learning environment for pupils amongst others including laws and policies such as the Re-entry Policy and corporal punishment.

On the question whether the teachers were knowledgeable of the contents of the Re-entry Policy revised guidelines and the ban on corporal punishment. The data showed that 75% of the teachers were not even aware of the Re-entry Policy revised guidelines of 2012 except for those in the Guidance and Counseling committees (25%) who confirmed having seen a copy. By district, the same pattern was observed, A guidance and counseling teacher at school B in Lusaka district said:

Our school has only one copy of the guidelines and it is kept in the head teachers office. Anyone is free to use the guidelines, however, only one out of the five members of the Guidance and Counseling Committee would have more information as other teachers have other responsibilities. But I would comfortably say I understand the forms very well.

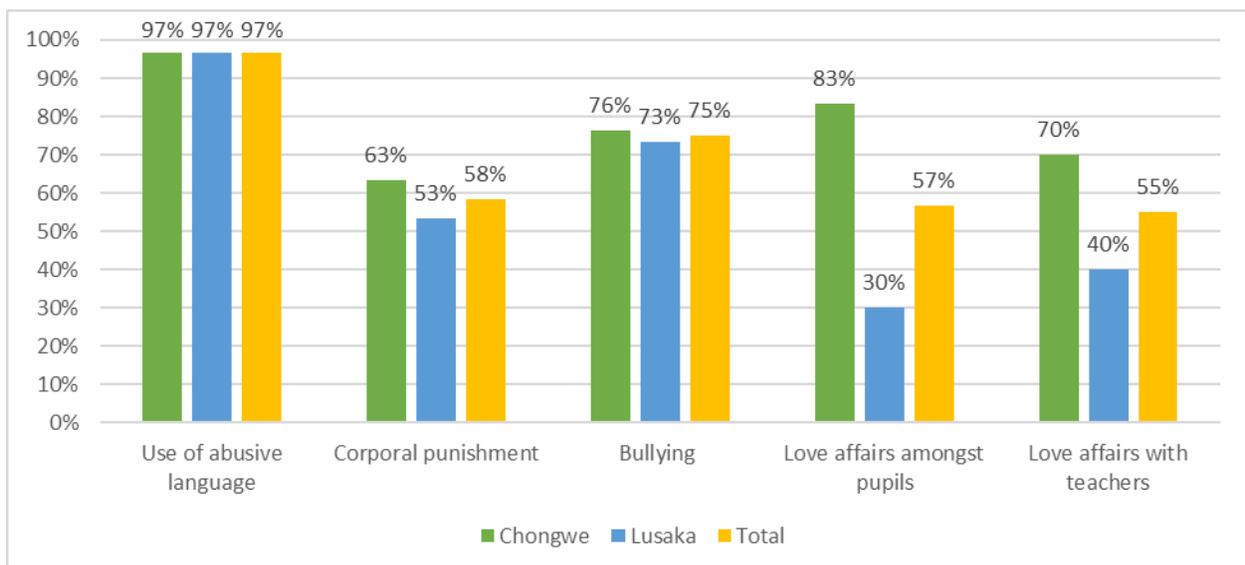
4.1.2 Knowledge on the ban on Corporal Punishment

When it came to the ban on the corporal punishment, 100% of the teachers from both Chongwe and Lusaka district reported that they had never seen anything written down to guide them on alternative forms of punishment but that they periodically received circulars from the Permanent Secretary's office at MoGE reminding them of the standing safety measures for learners which included the abolishment of corporal punishment.

Pupils were asked to indicate whether there were any measures put in place to address violence in their schools as a way of establishing their knowledge levels of the Re-entry policy revised guidelines and the ban on corporal punishment. Their responses revealed that schools had rules

which addressed different types of violence. This was confirmed by fifty eight (58) pupils, representing 96.7% of the respondents who indicated that school rules against the use of abusive language existed. Both Chongwe and Lusaka districts recorded the same numbers; 28 pupils representing 96.7% of the respondents respectively. The second highest response was on the existence of school rules against love affairs amongst pupils in Chongwe district confirmed by 83% of the respondents representing 25 pupils. Bullying amongst pupils was third confirmed by 45 pupils, representing 76% of the respondents. By district, 76% and 73% in Chongwe and Lusaka confirmed so respectively. Further, 36 pupils, representing 60% of the respondents, stated that there were school rules against love affairs between teachers and pupils. By district, 70% in Chongwe and 40% in Lusaka of the respondents so. Corporal punishment was also listed by 58% of the respondents representing 35 pupils. At district level, 63% were from Chongwe while 53% came from Lusaka. Figure 4.1.2 below illustrates these findings.

Figure 4.1.2: Knowledge of existence of school rules by type of violation



During the FGDs, the pupils were asked if they were aware of the Re-entry Policy revised guidelines and the ban on corporal punishment. In response 100% of the pupils interviewed

indicated that they were aware of the ban on corporal punishment but a few (20%) of the participants confirmed being aware of the Re-entry Policy guidelines, whether the old version or the revised version and had not seen either copies but were aware of their friends filling in leave forms and being given permission to stay off school until after giving birth. In the same FDG, four (4) grade 8 pupils from school B in Lusaka district indicated that they had never heard any teacher mention the Re-entry Policy and that they were hearing about it for the first time.

A grade 8 pupil at school B in Lusaka district said:

I heard of the Re-entry Policy from the television not from this school because the teachers do not talk about it. I am aware that pregnant girls do come back to school after they deliver. The girls are made to sign leave forms granting them leave from school to give birth and nurse their babies until such a time when they are ready to return to school.

With regard to whether they were aware of the Re-entry Policy revised guidelines and the ban on corporal punishment. All the parents from both districts indicated that they were aware of the Re-entry policy but not of the guidelines. On Corporal punishment, all the parents indicated that they were aware of the ban on corporal punishment. Further, the parents indicated that the schools had school rules which were supposed to be followed by the pupils to promote a safe learning environment. Issues such as disrespect, name calling, relationships, denying pupils to reclaim their school places for whatever reason other than pregnancy and fighting were against the school rules and that they were punishable. Another community member at school C in Lusaka district said:

I am aware that corporal punishment, having affairs amongst pupils themselves and between pupils and teachers and bullying are against the school rules.

4.2 Implementation of the Re-entry Policy revised guidelines and the ban on Corporal Punishment in schools

A series of questions were asked to the different respondents to find out their role in implementing the Re-entry Policy using the revised guidelines and whether the ban on corporal punishment was being observed as a way of addressing violence against children in schools and how they were they were implementing them.

4.2.1 Role of MoGE in the implementation of the two policy measures

The MoGE officials indicated that within the Ministry, key responsibility for policy work on school related violence was within the Planning Department, where there was a Gender Focal Point. Other key directorates included the Directorate for Teacher Education and Specialised Services (TESS), which worked on counseling and guidance of children in schools. Related to this, the MoGE officials indicated that there was the Teaching Council of Zambia, which was established to provide for the regulation of teachers, their practice and professional conduct and provide for the accreditation and regulation of colleges of education.

According to the officers from the Chongwe and Lusaka DEBs offices, their responsibilities included inspecting and monitoring school standards, planning (resource allocation), and human resources, including addressing disciplinary offences by school staff. Further, they indicated that they also coordinated the implementation of the Re-entry Policy guidelines, conduct capacity building programmes for the guidance and counseling teachers once a term and monitor the progress of implementation. “We have also encouraged decentralized capacity building activities where the schools invite us to facilitate specific topics”, said one officer from Chongwe DEBs office.

The MoGE officials indicated that implementation on their part was through translation of the policies into simplified versions involving different stakeholders as well as disseminating them to the schools. One official from MoGE Headquarter (TESS) explained:

Using the policy guidelines, we work hand in hand with partners to translate them into simplified versions and disseminate them to the provinces, districts and schools to ensure implementation of these guidelines and directives given by the ministry. At times, we participate in similar programmes at the provincial, district and school levels, but mostly we monitor implementation and provide necessary technical support.

4.2.2 Role of schools in the implementation of the two policy measures

At school level, all the head teachers, confirmed that their role was to ensure that school rules were adhered to as they carried the law and policies aimed at protecting the learners.

On the Re-entry Policy, all the head teachers interviewed indicated that they received a directive from MoGE headquarters to establish guidance and counseling committees made up of a maximum of five members depending on the school population to ensure effective implementation of the policy and adherence to the ban on corporal punishment amongst other measures. The head teacher for school C in Lusaka said:

We received a directive to establish a Guidance and Counseling Committee with at least three members depending on the school population. This was so as to help the school manage its affairs better. The members of staff at this school have been oriented on their roles and responsibilities including on the Re-entry Policy revised guidelines.

On the implementation of the Re-entry policy, all the head teachers further indicated that they carry out routine general medical checks on all girls in the schools in conjunction with the health facilities once a term. Further, the head teachers indicated that they informed parents and males responsible once a pregnancy was detected. The pregnant girl was then counselled by the

Guidance and Counseling teacher. When the pregnant is ready to take leave, the schools would help to fill out the leave forms.

The school heads also indicated that they worked with different NGOs and communities which supported them financially through scholarships and school materials amongst other things specifically for vulnerable children including those that were returning to school after child birth. The head teachers also indicated that other NGOs also helped provide life skills through Comprehensive Sexuality Education programmes. For the teachers, the NGOs with the MoGE provided trainings around gender-responsive teaching and learning methodologies to encourage change in social norms and traditional attitudes toward the gender roles of boys and girls . A head teacher from school E in Chongwe said:

We have life skills education which has helped our pupils to develop critical thinking, build their self-esteem to communicate effectively, solve problems cooperatively, and protect themselves from violence throughout their lives. For young people who sometimes feel helpless and frustrated, such programmes have helped in showing them alternative ways to manage life's risks and challenges other than with violence or other harmful behaviour. Peer support systems referred to as "big sister" or "big brother" have helped our school as they have played an important and positive role in mentoring the younger ones.

On Corporal punishment, all the head teachers reported that there was no written guidelines from MoGE on alternative punishment to give to pupils. In that regard, the findings revealed that from the six schools sampled, 50% (3) of them, 2 from Lusaka and 1 from Chongwe districts developed their own penal code which provided alternative punishment. This was done through the Parents Teachers Association. All the head teachers indicated introducing punishment books in schools as a way of monitoring the types of punishment given to pupils. The punishment book

included the type of punishment given to a pupil against the offence. In addition, all the head teachers indicated that pupils were encouraged to report any corporal punishment given to them by either teachers or prefects and corrective measures were undertaken if such cases occurred. A head teacher at school B in Lusaka district said:

We educate pupils on issues to do with violence and use stipulated guidelines or curriculum to teach them about aspects of human rights. In addition, I ensure that my teachers do not give corporal punishment. Each offence committed and punishment given is documented in the punishment book which every school must maintain for monitoring purposes.

He added:

Our school has a School penal code that provides guidance on what punishment to give to pupils and for what offence. This was an initiative of the school after we received a circular from the ministry reminding us not to give corporal punishment to our learners. The process of developing the penal code was transparent because the parents and pupils were involved.

According to all the teachers interviewed, the schools were implementing the Re-entry Policy and were not giving corporal punishment. At each school, the Guidance and Counseling teachers implemented the Re-entry Policy using the guidelines provided through MoGE. A teacher at school C in Lusaka district said:

Schools have Guidance and Counseling Committees made up of teachers and pupils whose primary function is to coordinate anti-violence programmes and to respond to situations by offering counseling and mediation to needy pupils which included pregnant girls or those receiving corporal punishment .

The teachers from all schools confirmed that they referred girls suspected to be pregnant to the Guidance and Counseling Committee because they were all not familiar with the process as provided in the Re-entry Policy guidelines. One teacher at school C said:

I can confirm that I have never seen the Re-entry Policy guidelines, even the latest ones. I am not confident enough to implement it. I would rather focus on my role in this school, which is to teach mathematics.

Another teacher at school F said:

I am a member of the Teacher Response Against Child Abuse TRACA, but I have no time to read about the policies and strategies to address violence. I mainly concentrate on planning for my lessons, the chairperson and vice chairperson are the ones with more information and are the ones that facilitate the meetings and follow up such cases.

All the Guidance and Counseling teachers confirmed that sensitisation was done using different platforms including at assemblies for the whole school and for indepth topics there were sex specific groups and in school clubs. A guidance and counseling teacher at school C in Lusaka district said:

Mostly the girl groups were taught about the dangers of early pregnancy and what they needed to do once they fell in such circumstances, while the boys groups were sensitised on substance abuse, fighting and this was done fortnightly. In addition, the teachers reported that the girls that fell pregnant were supported through counseling and helping them to fill in the appropriate forms. At times, teachers were the ones that informed the parents when the girl was too afraid to inform them. Teachers also ensure that parents followed up the male responsible and if they needed support in this, they were given.

All teachers explained that screening for pregnancy was done once every term and was mandatory, however it was rarely done. By district, there were more from Lusaka district 67%

(8) compared to 42% (5) that confirmed screening being done but rarely. A teacher from school C in Lusaka district explained that :

In my school, we work with the clinic to conduct screening annually. Once a girl is confirmed as pregnant, we counsel them and have them sign appropriate forms. Upon return, we ensure that the girl has support for child care before re-admitting her because the school does not have any special facility for babies. Most times parents confirm to take up child care responsibilities.

When asked about about corporal punishment, the study revealed different responses from the teachers. The majority of the 92% teachers in Lusaka schools and 59% teachers in Chongwe schools indicated that corporal punishment was not given to pupils. Instead, the agreed upon punishment was given based on some of the school regulations and procedures. Any type of punishment given was documented in the punishment book for monitoring purposes. All the teachers interviewed indicated the existence of systems for pupils reporting cases of violence, including corporal punishment. A teacher at school A in Lusaka district said:

Teachers in my school give light punishment for violation of school rules and this is given after learning hours and is closely monitored by the head or deputy head teacher. The head teacher encourages pupils to report any case of corporal punishment to her even at awkward hours.

About half of the teachers interviewed indicated that their schools did not have any guidelines on what kind of punishment to give to pupils. By district, 33% in Lusaka and 67% confirmed not having guidelines on alternative punishment to give to pupils. The only guide was that the punishment should not be inhumane. A Guidance and Counseling teacher at school A in Lusaka district indicated reported:

I just give light punishment such as detention, sweeping, watering the garden and because no one has complained, I believe I'm doing the correct thing. I have asked pupils to dig a pit but that was a group and not one pupil.

4.2.3 Perception of pupils and parents on the implementation of the two policy measures

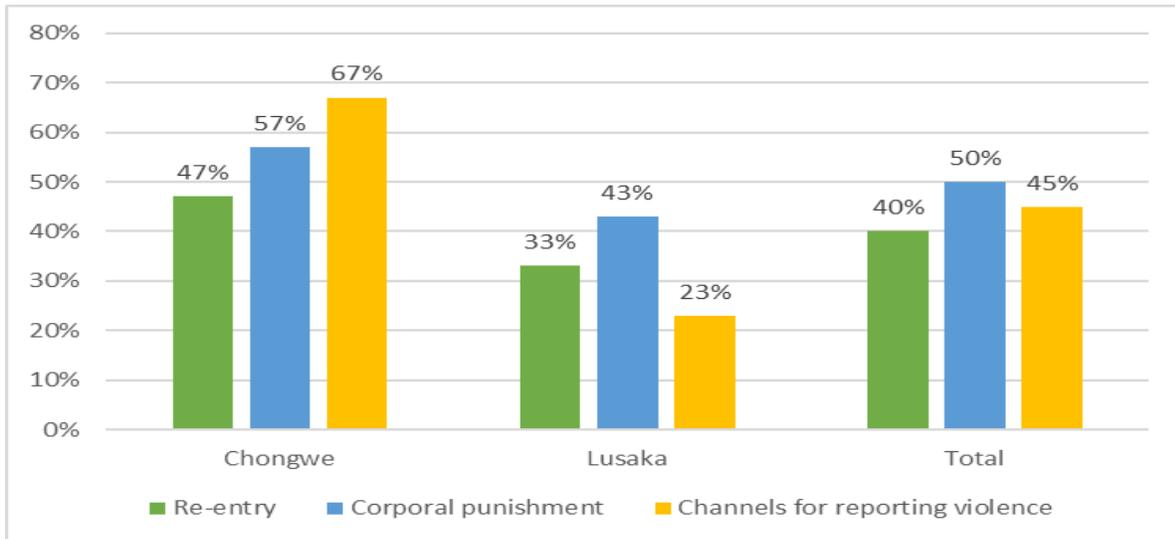
As indicated under methodology in chapter 3, both interviews and FGDs were used to collect data from pupils. The questions asked to the pupils revolved around finding out if teachers sensitised them on the Re-entry policy, ban on corporal punishment and channels for reporting any violence against them. Fifty percent (50%) respondents representing 30 pupils, confirmed being sensitised corporal punishment, 40% confirmed being sensitised on the Re-entry policy while 45% confirmed being sensitised on channels for reporting any cases of violence they experienced or witnessed. Further probing during the FDGs revealed that in some schools sensitization on the Re-entry Policy, the banning of corporal punishment and channels for reporting violence was done termly, especially during the assembly. Other platforms for sensitisation mentioned were in some subjects taught like Religious Education and Science. The main area of focus in these subjects was that pupils should not engage in sexual activities because girls would fall pregnant and drop out of school.

On corporal punishment, a further question was asked to pupils to indicate what they would do if they saw their friend being caned or beaten. In response, the majority of them indicated that they would do nothing about it as they feared those in authority. A grade 9 pupil at school B emphasised that he was just a pupil and a child:

I cannot undermine what the teacher says so I will not do anything but maybe just discuss it with my friends or parents at home even if I know that corporal punishment is not allowed.

More figures on sensitization of the measures were recorded in Chongwe compared to Lusaka districts as illustrated in figure 4.2.3.1 below.

Figure 4.2.3 Sensitisation of pupils on the Re-entry Policy and Corporal Punishment



For parents, only FGDs were used to collect data from them. The questions were focused on their perceptions on whether schools implemented the Re-entry Policy and whether they had stopped administering corporal punishment. In response, the majority of the parents indicated that schools assisted the children who fell pregnant to return to school. One parent from school A said:

I didn't know my child was pregnant until the Guidance and counseling teacher from her school informed me. The teacher provided all the necessary information about the Re-entry Policy. My daughter is still in school and will take leave as soon as she reaches seven months or when she's unable to stay in school.

Other parents reported that schools had come up with strategies working with communities and local NGOs in sensitizing pupils on pregnancy prevention and other aspects of Comprehensive Sexuality Education all in order to address violence in schools. According to the parents, such

strategies have been effective in that the community acts as the eyes of the school and monitors the behaviour of school children outside the school. According to one community member from school D:

FAWEZA, an NGO has gone a step further by training parents as Community Action Groups (CAGS) to assist schools in monitoring pupil behaviour in the schools as well as in the community. They have an additional task to counsel school dropouts on returning to school. In addition they conduct awareness in the communities on teenage pregnancy, gender based violence and help report perpetrators to the school and the police.

On corporal punishment, the parents indicated that some of the schools have ensured that corporal punishment is not given by emphasising on the ban while others have developed guidelines for those in authority to follow. One community member from school C in Lusaka district said:

I am art of the Parent Teachers Association. I remember in one meeting the school called us to discuss the ban on corporal punishment and together as an association come up with a penal code that would regulate the punishment given to pupils.

4.3 Effectiveness of the implementation of the Re-entry Policy revised guidelines and the ban on Corporal Punishment in schools

In order to assess the effectiveness of the implementation of the Re-entry Policy using the revised guidelines and the ban on corporal punishment, a series of questions were asked to the different categories of respondents. The questions to the implementers and non-implementers included among others whether they were effective in achieving their intended purpose of prohibiting pregnant girls from being expelled and allowing them to return after child birth on the part of the Re-entry policy while on corporal punishment whether teachers and prefects did not administer it. Other questions were on whether they were any challenges in the implementation of the two measures.

4.3.1 Effectiveness of the policy measures in achieving the intended objectives

The intended objective of the Re-entry Policy was for schools to allow pregnant girls to re-enter school after child birth, while the ban on corporal punishment aimed at eliminating forms of punishment such as beating, kicking or lifting of heavy items or manual work beyond a pupil's capacity which were demeaned to be degrading. The study findings indicated that statistics for the two districts (Chongwe and Lusaka) still indicated high numbers of pregnancies with low numbers of re-admissions which meant that girls were being lost in the education system due to factors related to child care and discrimination, this was according to the MoGE official. The DEBs for Lusaka district highlighted that:

In 2016, Lusaka recorded 430 pregnancies and 190 re-admissions. In 2017 the number of pregnancies reduced to 402 and the re-admissions increased to 219. In 2018, the number of pregnancies increased to 439 and the re-admissions dropped to 170 compared to the previous years. We are losing girls in the school system contributing to the gender disparities.

The Chongwe district DEBs officials also indicated having high pregnancies and lower re-admissions from 2016-2017 except in 2018 when they increased their sensitization campaigns on the Re-entry policy to have all girls who had fallen pregnant return to school. The DEBS said:

After sensitization, we saw a lot of girls getting back to school from two years before. Many of them were not aware that they could re-enter school even after a year had elapsed or they had gotten pregnant more than once. We encouraged our girls to feel comfortable in class when they returned even if they had become teen mothers.

When asked about the effectiveness of the ban on corporal punishment, the officials at the provincial education office explained that the ban was not effective as corporal punishment was

still persistent in most schools especially those in rural areas although it was banned by a ministerial circular in 2003, and by law in the 2011 Education Act. One official said:

Although there were a range of appropriate disciplinary measures in response to the type of misbehavior that we have requested teachers to administer, some teachers were still administering in humane punishment. They claim that it was due to the unruly behaviour of some pupils who were taking advantage of the ban on corporal punishment.

On the effectiveness of the implementation of the Re-entry policy revised guidelines, the school head teachers specified that they were not effective because some girls were not returning to school and it was difficult to track them or convince them otherwise. This was despite the agreements signed between the school and the pupil on returning to school within a specified period.

On corporal punishment, all the head teachers indicated that it was not administered in their schools and they never observed or recorded any in the punishment books introduced in the schools.

The study findings on teachers revealed that they had not seen the revised guidelines and that made it hard for them to know if it the Re-entry policy revised guidelines and ban on corporal punishment were effective because they did not see their contents. However, when probed further, the teachers indicated that some girls did return to school after giving birth. One of the teachers from school F in Chongwe district response as follows:

I know the advantages of the Re-entry Policy. However, I have never seen the guidelines and the tools that I am supposed to use to send a pupil on maternity leave and to re-admit them once they have delivered. This sometimes makes us the teachers feel discouraged to even make our pupils aware of such a document as we are not very clear of the contents such as when to go back to school. Sometimes the guidance and counseling teachers are too busy to support us.

When asked the same questions on the administering of corporal punishment as the head teachers, teachers said that it was more difficult to discipline children in schools with the ban on corporal punishments especially with large number of pupils in the classrooms which was the practice in the Zambian schools. They confirmed administering corporal punishment only in ‘special cases’ involving severe breaking of the school rules as a lesson to other pupils. These teachers were from four schools from both rural and urban locations.

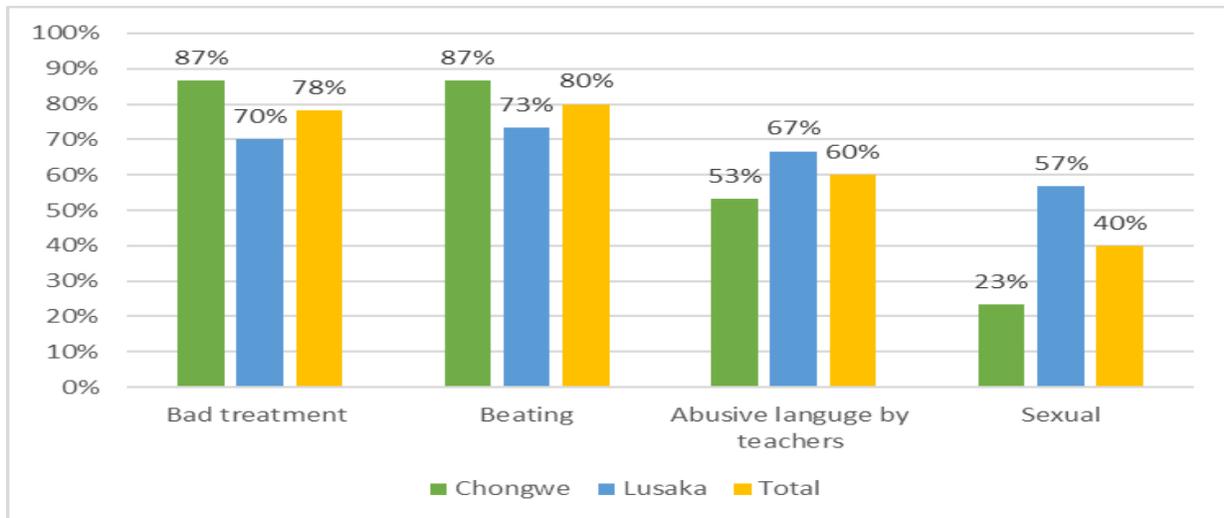
4.3.2 Perception of the pupils and parents on the effectiveness of the two measures in meeting their intended objectives

As a way of triangulating the assertions from the implementers, parents and pupils were asked if pregnant girls or teen mothers were discriminated or if corporal punishment was still being administered in their schools. The responses from parents on the effectiveness of the implementation was that the Re-entry policy was very effective as it enabled girls to return to school after delivery, which was the objective of the policy. On corporal punishment, all parents in all the schools indicated that their children did experience corporal punishment given to them especially by their teachers.

On the pupils’ side, responses were that violence was still experienced despite the measures in place rendering the ineffective. Pupils said that bad treatment including situations of using re-entered girls as examples of bad behaviour and beating were experienced and ranked highest for both Chongwe and Lusaka districts though lower for Lusaka district. The figures were 87% and 70% for Chongwe district and 70 % and 73% for Lusaka district respectively. Further, statistics revealed that abusive language by teachers ranked highest in Lusaka at 67% compared to 53% for Chongwe district. This data is illustrated in figure 4.3.2 below. Further, the data also showed that the common type of violence experienced by male pupils was beating for both districts

confirmed by 67% (20) pupils in Chongwe and 60% (18) pupils in Lusaka districts. For female pupils, bad treatment ranked highest for Chongwe district at 57% (17) pupils while in Lusaka district sexual violence ranked the highest at 53% (16) pupils. Amongst the pupils themselves, girls against girls was bad treatment whilst boys against boys was fighting.

Figure 4.3.2: Type of violence still being experienced by pupils by district



A particular question on whether the teachers had stopped giving corporal punishment, the findings revealed that 31% of the respondents representing 19 pupils said the teachers had not stopped. By district, Chongwe recorded only 7% of the pupils while Lusaka recorded 90% of the pupils confirming that corporal punishment was still being administered.

In the FGDs, similar responses were recorded where pupils reported that the teachers were in the forefront of promoting violence. A pupil at school C in Lusaka district cited examples as follows: abusive language, inability to provide full support to victims of violence (re-entered girls), corporal punishment such as canning, digging pits, stone crushing, ferrying heavy wheelbarrows of sand, making blocks, slashing and sexual advances especially to girls. According to the pupils, even though they were being taught life skills, they still feared to express themselves fully.

4.3.3 Challenges in implementation of the two policy measures

The MoGE officials mentioned that effectiveness of the implementation of the Re-entry policy using the revised guidelines and the ban on corporal punishment were compromised due to a number of challenges in the implementation. The DEBs for both Chongwe and Lusaka districts indicated that implementation of the Re-entry Policy revised guidelines was negatively affected by the lack of funding to disseminate enough copies of the revised guidelines of the policy as well as to monitor and provide support to all the schools in their districts. In addition, there were delays in reporting of pregnancies and re-admissions causing under reporting of cases at district level, coupled with no proper cases of pregnant girls. An officer from the Guidance and Counseling unit at Lusaka district DEBs office informed the researcher as follows:

There are times when we fail to conduct our monitoring visits to school to track implementation due to lack of resources. We mostly rely on partner support for such activities. Other challenges include delays or non-submission of reports, which affects overall reporting and tracking of the measures put in place to promote a conducive learning environment for the pupils.

Other officers from the DEBs office both in Chongwe and Lusaka mentioned other challenges such as parents' preference to marry off their daughters thereby compromising effective implementation of the Re-entry Policy because girls were not returning back into the school system.

Similarly, the head teachers revealed that the Re-entry Policy revised guidelines were not followed in their totality thereby compromising the effectiveness of the policy in meeting its intended objective of retaining pregnant girls in schools. The head teachers confirmed that they lacked resources to put up supportive systems for re-entered girls' such as child care and provision of scholarships. The only available service was through the guidance and counseling

committees for the young mothers which was mainly counseling. As such, some girls failed to continue with school to take care of their babies while others dropped out due to financial constraints to pay for their school fees because either they lost their scholarship or due to competing demands such as child maintenance. All the head teachers added that it was difficult to track girls that preferred to go to other schools and that such girls once enrolled did not disclose the reason for the transfer as being re-entry. They stated that such cases affected the numbers of girls who were re-entered in a year as they were not counted. A head teacher at school B in Lusaka district said:

There are no strong supportive systems for girls who re-enter after pregnancy. Many need to care for their babies and schools do not have such facilities. Others are stigmatized and at times may not feel completely taken care of by the guidance and counseling team. Others end up losing their scholarships when they return to school. All these factors make it difficult for girls to re-enter to stay in school. There are times girls want to transfer to other schools but unfortunately there are no schools nearby hence end up dropping out of school.

Some head teachers informed the study that informal negotiations between the responsible male and the family were preferred and the school failed to re-admit such girls thereby compromising the process.

Teachers on the other hand indicated that cultural practices still played a role in some villages where when girls come of age stay in their own huts and are encouraged engage in sexual activities to prove their womanhood making it easy for them to fall pregnant. Other traditions instilled fear in the children, discouraging them to speak but only to listen to adults. Such children ended up failing to express themselves as it was seen as disrespectful to adults. A teacher at school F in Chongwe district indicated that some girls that fell pregnant failed to report

the matter to anyone for fear of being stigmatized. According to the teachers, one girl ended up aborting her pregnancy with the help of vendors at the school. The girl was stigmatized by her fellow pupils and some teachers and eventually dropped out of school.

The teachers further reported that in some cases, parents felt it was their duty to decide whether their children should remain in school or get married once they fell pregnant. This to a large extent affected implementation of the Re-entry Policy and eventually its effectiveness in ensuring that girls who fell pregnant returned to school. The teachers added that the withholding of information about who was responsible for the pregnancy made it hard to follow them up for either child support or for leave in the case of a fellow pupil. But overall, school authorities were reluctant to follow up the males responsible. Their concern were the pregnant girls. A teacher at school B in Lusaka district said:

I 'am aware that the responsible men or pupils are to fill in the forms and for male pupils, leave is to be granted as a way of punishing them. However, very rarely this is done. Also, the boy going on leave is not something that we are concerned about hence, we don't implement that part of the policy guidelines.

Upon further questions, some teachers indicated that some girls had taken advantage of the policy and had fallen pregnant more than twice. In such cases, the girls concerned had not been re-admitted into school making the policy seem as though it disadvantaged such pupils.

Parents also added a voice to the challenges contributing to the ineffectiveness of the implementation of the Re-entry policy and said that even though it allowed girls to return to school following child birth, the implementation at school level was uneven. While some schools assisted pregnant girls to return to school, other school authorities resisted the policy and there

was persistent social stigma associated with teen pregnancies especially in urban schools and particularly in grant aided schools which had completely refused to implement the policy.

Other parents pointed out that there were some challenges in persecuting of teachers responsible for pregnant girls. One community member from school F explained that he was upset with the school because a teacher who had impregnated a girl was not reported to the police but only transferred to another school. He further said that such teachers who were not punished would continue their behaviours and increase the numbers of girls that fell pregnant with no child support from their fathers.

On corporal punishment, all head teachers explained that their schools did not administer corporal punishment. They said that their schools tabulated what punishment to administer and this was discussed with both pupils and parents. A head teacher from school F in Chongwe district said: “I monitor the kind of punishment given to the pupils by teachers and prefects in the punishment book and no corporal punishment has been reported nor documented”.

When asked about the challenges of ensuring that corporal punishment was not administered, all teachers indicated that some pupils took advantage of the ban and misbehaved. One teacher from school B in Lusaka district further explained that:

It is very difficult to control naughty male pupils in class without corporal punishment. Being a school in a shanty compound, my school is surrounded by bars and some of the boys drink alcohol and smoke cigarettes. Their behaviour is unruly and at times they boo or haul insults at us in classes because they know they will get away with light punishment. Such boys are punished even during learning hours. It is believed if the punishment is done that time then the impact would be felt but unfortunately the pupils

like to be kept out of class. Even though beating a child with intent to correct them is recommended in the Bible, therefore just a little whipping could help us.

Another teacher indicated that her school did not provide guidelines on what punishment could be given alternative to corporal punishment hence, she was not sure what constituted corporal punishment apart from beating pupils as a way of disciplining pupils.

4.4 Conclusion

In conclusion, the findings revealed that schools were implementating aspects of the Re-entry Policy guidelines and were also upholding aspects of the abolishment of corporal punishment with support of the partners and MoGE departments at the different levels. However, the findings also revealed that there were some challenges with implementation of the two measures which affected their effectiveness in meeting their intended objectives. The next chapter discusses the findings of the study in detail.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Introduction

This chapter discusses the research findings presented in the previous chapter. The findings are discussed under headings derived from the research questions as follows: knowledge levels on the Re-entry Policy revised guidelines and the ban on corporal punishment, implementation of the Re-entry Policy revised guidelines and the ban on corporal punishment, and effectiveness of the implementation of the Re-entry Policy revised guidelines and the ban on corporal punishment.

5.1 Knowledge levels on the Re-entry Policy revised guidelines and the ban on Corporal Punishment in schools

Despite the fact that the government of Zambia had both legal and policy frameworks to allow pregnant girls to return to school after child birth and supporting them to complete their education through the Re-entry policy revised guidelines of 2012 as well as protecting them from all forms of inhumane treatment through the ban on corporal punishment in 2003, the findings showed that pupils are still experiencing degrading punishment and while pregnant girls are not being returned in the school system for various reasons presented in chapter 4.

Policies and procedures are an essential part of any institution as they provide a roadmap for day-to-day operations. This is because they give guidance for decision-making, streamline internal processes, and therefore lead to achievement of intended objectives. However, to do this, knowledge of such policies and procedures is an essential part of ensuring implementation. From the data collected, there was a variation of knowledge levels among the respondents on the 2012 Re-entry Policy revised guidelines and the ban on corporal punishment based on the 2003 circular from MoGE. The MoGE officials from DEBs, PEO, headquarters and head teachers had

adequate knowledge of the Re-entry Policy revised guidelines, for example, the number of times a girl can re-enter, when the girl could re-enter and tracking of males responsible for pregnancy. They also had copies of the guidelines as proof of their knowledge. On the other hand, both the class teachers and guidance and counseling teachers did not have enough knowledge of the Re-entry Policy revised guidelines. Although the guidance and counseling teachers were given a task to spearhead the implementation of the Re-entry Policy, they did not have copies of the guidelines in their schools. (The only copy the school had was kept in the head teachers office). This situation was worse off for the class teachers who confirmed hearing about the revised guidelines for the first time during the research. The guidance and counseling teachers did confirm that they were knowledgeable of the forms filled in by the pupils for leave, consent of parents and those for transfer including sheets for tracking school pregnancy. These findings were similar to those of Population Council (2015) which found that guidance and counseling teachers' major support or service provided to pregnant learners and adolescent mothers had to do with assisting them in filling in forms at the time of taking maternity leave. The implication of the pieces of information trickled down to the pupils who are the beneficiaries of the policy.

When it came to the pupils, only 60% confirmed not being sensitised on the policy, however aspects of the new guidelines were absolutely new. Majority of these were the grade eight (8) pupils who said they had never heard of the Re-entry Policy or teachers even discussing it on any platform. On the other hand, the grade nine (9) pupils had knowledge of the existence of the policy but their knowledge level was limited, these pupils confirmed their source of information being friends and the television. This was in line with the findings of the study conducted by Chulu Luntha (2016) which found that the majority of the pupils did not have knowledge about the Re-entry Policy and as such they stayed away from school and ended up

dropping out of school. In this study, it was found that some girls opted to keep quiet about their pregnancies or sought traditional medicine for abortion for fear of being stigmatized (if they went back to school pregnant). The parents did confirm that they were aware of the Re-entry Policy but not of the revised guidelines. The study found that despite the many recommendations raised with regards to the need for sensitization on the awareness of the Re-entry policy, knowledge and ownership were still among the major challenges with the policy.

When it came to the ban on corporal punishment, all respondents acknowledged the existence of the law against corporal punishment with the MoGE officers confirming that they understood the law and that they used the law to periodically send out circulars to all sections of the Ministry to ensure safety of children. In confirmation of what the MOGE officials said, head teachers and teachers reported that the circulars were clear and served as reminders to them not to use corporal punishment. However, they complained that there was no clear description of what corporal punishment was and no further clear guidelines to ensure proper understanding of the law. The head teachers and teachers suggested that a clear description of corporal punishment, and clear alternative disciplinary measures should be disseminated as opposed to a circular. This finding is similar to that of the Global Aids Alliance (2008) study which made recommendations that there should be clear instructions and directives for schools (both public and private) to make schools a safe place for all children and break the cycle of violence and discrimination against children in society. Continued sensitization by different players to put children's safety agenda first also means that more time would be spent on discussing issues affecting them and involving them in the process would yield better results. According to the Human Capital theory, helping individuals acquire knowledge encourages participation in groups, opens doors to job opportunities, develops social interactions, makes individuals aware of their rights, improves

health, and reduces poverty. Such educated individuals become effective participants in economic development. In this regard, knowledge about the Re-entry policy revised guidelines and ban on corporal punishment would make the pupils aware of their rights and therefore claim them as was seen when Chongwe district conducted sensitization activities and saw an increase in the number of re-admissions.

In conclusion of this section, respondents showed different levels of knowledge about the contents of the Re-entry Policy revised guidelines. There was a notable lack of awareness of the fact that the Policy had new guidelines especially among the class teachers, pupils and parents. On corporal punishment, MoGE officials and head teachers confirmed knowing about the circulars reinforcing the the ban on corporal punishment without providing guidance to help them to understand what constitutes corporal punishment and alternative disciplinary measures. On both measures it was clear that more needed to be done to increase the knowledge levels of the implementers as well as the school going children if the measures were to realise their objectives.

5.2 Implementation of the Re-entry Policy revised guidelines and the ban on Corporal punishment

In conformity with the supreme law of Zambia, the government through the MoGE has put in place legal and policy frameworks that protect children's rights and this was confirmed by all the categories of respondents. In this study, the focus was on the establishment of the effectiveness of the implementation of the school Re-entry policy revised guidelines which allows pregnant school girls to return to school after child birth and the ban on corporal punishment in schools.

The Zambian government through the MoGE introduced the Re-entry Policy in 1997 to allow girls who fall pregnant to take maternity leave and then continue with their education after delivery. In 2010, the Ministry commissioned the first ever country review of the policy which had received mixed feelings among Zambians with some people accepting it and others not. This review led to the production of the new Re-entry policy revised guidelines in 2012. In this study, the MoGE officials were confident to indicate that the revised guidelines were clearer and that implementation would not be a problem. However, on the ground, apart from the head teachers having a copy, no one else had a copy of the revised 2012 guidelines. The study also found that the teachers were not very conversant with the contents of the guidelines aside from the forms attached which they frequently used especially leave forms for the pregnant girls and had no curriculum for guidance and counseling to support the Re-entry Policy guidelines. This information was mainly found with the guidance and counseling teachers who were assigned with the role of implementing the policy. Mulenga and Mukaba (2018) also confirmed the role of the school guidance and counseling committees in helping the re-entered girls in reducing teenage pregnancies to help implement the Re-entry Policy but pointed out a lack of a curriculum of guidance and counseling in schools to facilitate the counseling services .

From the pupils side, the study found that mostly the grade 9 pupils had been sensitised on Re-entry policy, especially on the dangers of early pregnancy by the head teachers and guidance and counseling teachers though it was rarely done. The numbers were particularly lower for Lusaka district compared to Chongwe district who had deliberately started sensitizing the pupils as well as the parents on the contents of the policy. It can therefore be deduced that the schools have no systematic way of sensitizing the pupils on the the policy as it missed out other pupils such as new entrants at grade 8 which was an anomaly because schools still reported pregnancies at this

stage. The education sector is supposed to run its programmes in a more inclusive manner to ensure that all the pupils benefit from policies and strategies aimed at protecting them. This finding is similar to that done by Chulu Luntha (2016) which found that the management and administration in schools have not taken a stance to sensitize pupils and hence pupils were not aware of the policy. This study however, points out to the fact that awareness raising was being done but not systematically and comprehensively leading to only some pupils knowing only some aspects about the Re-entry Policy. For Chulu, some pupils got to know about the policy just by accident because schools have not taken the pivotal role to sensitize them. Both studies agree on the fact that some pregnant girls do not go return to school after delivery. Further, the two studies agree on the fact that the school management had a role to play in preventing premature pregnancies as well as in ensuring that various stakeholders are equipped with relevant information about the Re-entry policy and address the challenges that teachers face in trying to raise awareness on the policy.

It can be further deduced from the study findings that MoGE introduced the policy without making the system conducive for the achievement of the intended purpose. Firstly, copies printed were insufficient to cover all the schools in Zambia. In addition, there had not been a deliberate programme to orient the teachers on the Re-entry Policy revised guidelines, a situation similar to the previous guidelines which were not disseminated to the teachers. The schools did not have facilities that supported child care, including financial support such as scholarships for girls that failed to sponsor themselves. This made it difficult for schools to effectively implement the policy. In as much as they wanted to stay in school, the girls or new mothers were unable to ensure child care and to pay their fees hence, they opted to care for the child and dropped out of school. The human capital theory suggests that for human capital to be created there is need for

investment in education not just increasing the number of schools but ensuring that the quality of schooling was improved through improving enrolment, retention ratios and completion rates of both male and female pupils. Investing in policies addressing the affirmative action such as the Re-entry policy that addresses gender disparities while ensuring boys are also retained in the system. Further investment into child care facilities, capacity building of the Guidance and Counseling teachers, including production of counseling information become necessary for the learners to acquire all the necessary skills to become effective participants in national development.

The study also found the lack of proper implementation of the policy made worse by parents who preferred marriage for their daughters to persecution of the male responsible for their pregnancies. This finding is in line with the global study conducted by UN (2006) on all forms of violence against children which found that apart from the violence against children in most parts of the world going unreported, some parents often approved of and perpetrated the violence themselves. The study also found that this left the teachers with little or no obligation to pursue the matter as they also lacked evidence and feared society's negative judgement if they went against the families. The UN study further found that governments in many places did not have systems in place to address the problem as confirmed by statistics reported in the Zambia's Third Circle National Report on the Universal Periodic Review under the United Nations Rights Council which found that most cases of violence were never convicted. For example, in 2017, 2,759 cases were reported, 30% cases were taken to court and only 25% convicted. All these cases excludes violence that goes unreported because of certain traditions that justify male

superiority and dominance over women and girls⁴⁴. At times perpetrators were left to go back into the streets for lack of evidence as there was no one responsible to pursue cases either from school or home.

In 2003, the government of Zambia prohibited the use of corporal punishment in schools because it was a violent action inflicted on children despite it being for disciplinary purposes. Since its prohibition, research shows that corporal punishment has still continued to be widely practised due to lack of strict implementation in schools. In this study, all the head teachers indicated that their schools did not administer corporal punishment. In addition, the head teachers and teachers confirmed that there was no policy relating to its implementation, which meant that schools interpreted the law in their own ways. This finding is in line with the study by Freddie Nkthani Phiri (2011)⁴⁵ which found that there were no guidelines on alternative forms of punishment provided by MoGE, resulting in confusion in schools and pupils being at their worst behaviour. This study however, found that some school authorities together with parents and pupil representatives came up with school penal code or school punishment guidelines which helped the administration of positive disciplinary measures to unruly pupils. In schools without such an initiative, the ban on corporal punishment was easily misinterpreted to only mean canning or beating as was the case at school A in Lusaka district where a guidance and counseling teacher confirmed having received no complaints for punishments such as digging pits, gardening and slashing which according to him was not corporal punishment. The circulars from MoGE adapted from the UN Convention on the Rights of the Child, the African Charter on the Rights

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http://www.parliament.gov.zm/sites/default/files/images/publication_docs/MINISTERIAL%20STATEMENT%20BY%20HON%20KALIMA.pdf 18th September, 2019

⁴⁵ Freddie Nkthani Phiri (2011), Punishment and Discipline in schools: An assessment of the impact of abolishing degrading punishment on discipline in selected high schools of Solwezi district: The University of Zambia. Lusaka, Zambia. p53

and Welfare of the Child, as well as the Zambian Constitution were therefore not sufficient to ensure appropriate implementation of corporal punishment in Zambian schools. The circulars were not adequately prescriptive on alternative disciplinary measures to be given to pupils. What was also disheartening was that despite several recommendations and recognition by the authorities no alternative disciplinary measures had been provided to schools 17 years down the line. It was easy for MoGE to pick some best practices from some schools on the alternative disciplinary measures and recommended schools to adapt them since they have not been able to provide direction.

The study also found that schools had punishment books where each offence committed and punishment given were supposed to be recorded as part of tracking of the implementation of the ban on corporal punishment. However, such books did not include any record of corporal punishment contrary to the reports given by some teachers, pupils and parents. This meant that the teachers who had a responsibility to teach and care for the pupils while in school were violating their rights.

The study further found that in some schools, there was repeated misbehaviour by pupils due to lack of corporal punishment, a situation which prompted teachers to wish for the re-introduction of the same. Such teachers wishes were in line with Nour Raihan binti Shukor (2011) that corporal punishment was an ineffective corrective measure as it was a quick fix used in schools in order to make the pupils stop what they were doing. However, Binti Shukor also quoted Sinniah (1993) who argued that there was no proof to suggest that corporal punishment can develop students' learning abilities. He further indicated that corporal punishment as a method of hitting and spanking did not guarantee production of a better person in terms of discipline,

behaviour, moral character as well as academic ability. Corporal punishment was rather just seen as a reward for problematic students, which would make them feel scared to make mistakes in public, though, unconsciously these pupils would become more wild and rebellious to their own feeling because of the punishment they had received. At the end, corporal punishment would become a cause leading to another new problem instead of solving the previous problem⁴⁶. Similarly the situation is in line with to a study conducted by Simuchimba and Luangala (2007) where it was suggested that for teachers to be able to use modern methods of teaching and learning, MoGE needed to address the challenge of enrolling large numbers of pupils in a classroom. With reduced members in classrooms, teachers would then be able to ban on corporal punishment as opposed to telling, through talk and chalk backed up with the cane, as a way of re-enforcing compliance and facilitating rote learning. As already stated from the previous sections, the Human capital investment is critical to developing countries like Zambia. Investing in improving the quality of education such as fixing the problems of teacher pupil ratios would entail teachers focusing more on their role in educating the pupils to develop their knowledge and skills for their betterment as well as for the economic development of the country.

5.3 Effectiveness of the Re-entry Policy revised guidelines and the ban on Corporal Punishment in meeting the intended objectives

There was overwhelming evidence from the study that pointed out that the Re-entry Policy revised guidelines of 2012 and the ban on Corporal punishment were not effective in their implementation because cases of corporal punishments and drop outs due to pregnancies were still being recorded.

⁴⁶ Nuur Raihan binti Shukor, (2011) Corporal Punishment Should Not Be Implemented in Malaysian Schools, International Islamic University Malaysia, Malaysia

The MoGE statistics showed re-admissions taking place in the schools that were sampled in the study. It was further noted that with enough community sensitization on the policy, more girls would be re-admitted, something that all districts could deliberately embark on to increase the overall re-admissions rate. However, data also showed that pregnancies doubled after sensitization activities implemented by the schools in the community in 2018 illustrated in table 5.3.1. This could be attributed to girls coming out in the open to admit pregnancy as a result of the awareness or girls taking advantage of the policy. Whichever the case, there is still need to ensure that programmes such as comprehensive sexuality education are intensified at school level and continuous awareness raising on the Re-entry policy, especially among grade 8 pupils as was confirmed by the pupils in the focused group discussions. The foregoing findings on the increased number of pregnancies in some schools in the two districts are in line with Mutombo and Mumbuna (2010) whose study's hypothesis and findings were that the high number of pregnancies was partly due to girls taking advantage of the Re-entry policy as it guaranteed them the opportunity of returning to school after delivery. One of the revelations of the study was that not all the re-admissions were of the previous year's pregnancies but included those of earlier cohorts or could have come from other schools. This again was a problem because there was no proper tracking of cohorts to know which actual girls were being returned therefore making it difficult to confirm the effectiveness of the implementation of the policy as was found in the study done by Vera Wedekind and Tomaida Milingo (2015) as some girls were being lost in the education system due to either drop outs or transfers. Further, girls were re-admitted as long as their examination number was valid. An examination number expired 5 years after it was given at grade 9. The Re-entry Policy revised guidelines however, do not make mention of this information which was one of the misleading areas before the revision. It might therefore be

necessary to include this information in the guidelines for the sake of uniformity in interpretation, implementation and proper tracking of cohorts to know exactly how many girls re-enter from the pregnancies in a given cohort.

Table 5.3.1 Number of pregnancies and re-admissions (2016-2018) at school level

District	School	School status	2016		2017		2018	
			Pregnancies	Re-admissions	Pregnancies	Re-admissions	Pregnancies	Re-admissions
Lusaka	School A	Urban	0	0	0	0	2	2
	School B	Peri urban	5	2	6	3	7	3
	School C	Peri urban	2	0	0	1	2	2
Chongwe	School D	Rural	4	0	3	2	6	3
	School E	Rural	3	3	2	1	4	2
	School F	Rural	5	2	2	2	7	4

The ineffectiveness of the implementation of the policy was in some cases exacerbated by the lack of responsibility by the teachers themselves and the lack of supervision of teachers by head teachers and deputy head teachers. For example, the use of abusive language and teasing of re-entered girls in the classroom which was confirmed by 60% of the pupils could easily be handled by the head teachers as was found in the study conducted by Population Council (2015) in Malawi, where head teachers were in the lead in raising awareness of the School Re-entry Policy among schools and communities and emphasizing the importance of readmission for pregnant learners/adolescent mothers. The sensitization was targeted at teachers, boys, young men, and parents and the need for no stigmatization of re-admitted pupils was strongly stressed.

On corporal punishment, 31% of the pupil respondents confirmed that it was still being administered in schools and more common in Chongwe schools though there was no written evidence showing that it was going on because the school punishment books did not show

records of corporal punishment since it was deemed to be against the law. The existence of corporal punishment in schools was also confirmed by some of the parents, teachers and MoGE officials except for the head teachers for fear that they would be prosecuted. This study further found that the monitoring mechanism put in place by MoGE where Senior Standards Officers and Education Standards Officers carried out their usual routine of monitoring how discipline was maintained in schools was not very effective as it missed out on the corporal punishment which is never documented in the punishment book as anything regarded as corporal punishment of a child would be a crime and teachers would be taken to court. This situation calls for the need to find other means of monitoring the ban on corporal punishment. It was further revealed in the study that teachers were in favour of the re-introduction of corporal punishment to control blatant breaking of school rules by some learners and to control classrooms with large numbers of pupils. They argued that the new methods of punishment were not very effective in controlling pupil behaviour. It is therefore, important that in future the government through MoGE provide alternative punishment measures that would be used to discipline pupils as well as engaging other stakeholders to protect the children from engaging in behaviours such as substance abuse and beer drinking that would lead them into dropping out of school. Without such effective means of instilling discipline among the pupils, it would be difficult to achieve the meaning of the Human Capital Theory where the measure of human capital is through the number of years of schooling with developing countries characterized with lower numbers of years of school which explains their low economic status. Hence keeping children in schools to complete the secondary and tertiary education is more beneficial to the country's national development as such human beings become the active agencies who accumulate capital, exploit natural resources, build social, economic, and political organizations, and carry forward national development .

5.4 Conclusion

In conclusion of this chapter therefore, it is evident that the effectiveness of the implementation of Re-entry Policy revised guidelines and the ban on corporal punishment had gaps in implementation. The drop out rates in the case of the Re-entry due to pregnancy and lack of supportive systems of teen mothers as well as scholarships for those who were not able to pay off their school fees. For corporal punishment due to failing by teachers to control large number of pupils in classe and some pupils taking advantage of the ban coupled with other social amenities that make them prone to misbehavior. Further on the lack of knowledge of the revised guidelines of the Re-entry Policy and having no guidelines on alternative disciplinary measures in the case of corporal punishment excerberated the situation of the ineffectiveness of the implementation of both measures. The next chapter will give a conclusion and recommendations of the study.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

In this last chapter, the conclusion and recommendations of the study are given based on the key findings of the study. Additionally, possible topics for future research are suggested under the recommendations.

6.1 Conclusion

The study focused on three main objectives which included establishing knowledge levels of pupils, teachers and parents on the Re-entry Policy revised guidelines and the ban on Corporal Punishment, investigating how the Re-entry Policy revised guidelines and the ban on corporal punishment were implemented in selected secondary schools, and finally assessing the effectiveness of the implementation of the Re-entry Policy revised guidelines and the ban on Corporal Punishment in the selected secondary schools. After gathering, analysing and discussing the data, the conclusions below were made.

The knowledge levels on the Re-entry Policy and the ban on Corporal Punishment were higher among policy makers and school head teachers than among class teachers and guidance and counseling teachers. The effect of the inadequacy of knowledge among the teachers further trickled down to the learners. Without the knowledge, the teachers were unable to support the pupils and in turn the pupils were not able to make demands in line with the measures aimed at protecting them. This situation was not in line with the Human capital theory which holds that education helps people use their acquired knowledge for the betterment of themselves and the community at large.

When it came to implementation, the study found that the schools were partially implementing the Re-entry policy as evidenced in the small numbers of re-admissions except for specific periods (of larger numbers) when schools conducted sensitisations in the communities, even though such schools also recorded higher pregnancy cases. Similarly, Corporal punishment was equally partially implemented in the schools as confirmed by the MoGE officials, teachers, pupils and parents but only in severe cases. It was also indicated that some teachers administered corporal punishment without knowing as there were no clear guidelines to follow. According to the Human Capital theory, people must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches. This means that teachers needed to ensure that they promote a gender responsive environment that encourage pupils to be able to express themselves and in so doing they would increase their innate abilities which may later develop into a productive resource to fuel the economic growth of the nation.

Finally, the study concludes that the effectiveness of the implementation of both the Re-entry Policy and the ban on Corporal punishment as policy measures in schools was ineffective as the measures did not achieve their intended objectives. Corporal punishment was still being administered in almost all the schools sampled in the study. With regard to the Re-entry Policy, although there has been an increase in re-admissions of formerly pregnant girls, this was also followed by an increase in the number of pregnancies in subsequent years. This ineffectiveness meant that the Re-entry Policy's aim of reducing the dropout rate among pregnant school girls could not be guaranteed since the higher the numbers of girls who fell pregnant, the higher the chances that some girls would not re-enter school, leading to an increase in gender disparities in education. Increased women education increases the equitability of the distribution of wealth in a society which is important for achieving family, community and national development. There is

also evidence that lower gender disparity in educational attainment for a developing country correlates with lower overall income disparity within society. Women's education has notable social benefits which include decreased fertility rates, lower infant mortality rates, and lower maternal mortality rates. Therefore, closing the gender gap through the effective implementation such policies as the Re-entry Policy in education is important for achieving this goal and ensuring equal rights and opportunities for people regardless of gender.

6.2 Recommendations

Based on the findings and conclusions above, the following were the recommendations of the study.

6.2.1 MoGE

1. The Ministry of General Education should strengthen the implementation of the Re-entry policy and the ban on corporal punishment by ensuring that the guidelines for both strategies are available in schools. For corporal punishment, the guidelines on alternative disciplinary measures have to be formulated with support from stakeholders, literature and the pupils themselves.
2. A deliberate orientation programme on the Re-entry policy revised guidelines and any new set of guidelines on alternative disciplinary measures should be carried out in schools.
3. Systematic monitoring and evaluation of the effectiveness of the Re-entry Policy and the ban on corporal punishment should continue.
4. The Re-entry policy and the ban on corporal punishment should include an implementation framework with indicators and targets that must be followed. Necessary adjustments as informed by emerging information should be undertaken. This should be

included in the school/district/provincial and national implementation plans right from the outset.

5. The Ministry of General Education should also ensure that there are support systems in place for re-admitted girls which should go hand in hand with the policy to ensure that once girls are re-admitted they are retained in the schools.
6. The Ministry of General Education should work with other line ministers and stakeholders to ensure that children are kept away from activities that lead them to destroying their lives. For example, working with the Ministry of Home Affairs through the police to make sure that bar owners enforce age limit on the sale of alcohol.

6.2.2 Schools

1. Schools should strengthen their guidance and counseling units to ensure that all teachers provide the much needed support to the pupils.
2. Schools should continue with deliberate programmes on comprehensive sexuality education, child and human rights, and working closely with organisations that deal with such issues for further support programmes and perhaps even funding.
3. Schools should strengthen community engagement such as through Parent Teacher Associations (PTAs) and School Based Committees (SBCs) for discussions with parents on various school issues that require their support in addressing violence against children in schools.

6.2.3 Future research

1. Larger scale or country wide research commissioned by the MoGE should be carried out as a follow up to the 2010 review of the Re-entry Policy to find out if the revised guidelines were being implemented effectively and if the Re-entry Policy was achieving

its intended objectives. The evaluation of the Policy should be periodic at school, district, provincial and national levels.

2. Further and more comprehensive research on corporal punishment in schools is needed as there seem to be mixed feelings among stakeholders about its ban.

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APPENDICES

Appendix 1: Pupil questionnaire



The University of Zambia
School of Humanities and Social Sciences
Department of Development Studies

Pupil's Questionnaire

Aim: *A study to investigate the effectiveness of the Re-entry policy and corporal punishment for addressing violence against children in schools in Lusaka and*

Chongwe Districts

Purpose: *To enable me, in part, fulfill the requirements for the award of a Master of Development Studies at the University of Zambia.*

Instructions:

- *Please note that the answers you give in this questionnaire will not be traced to you; you should therefore answer the questions as truthfully as possible.*
- *Please fill in the blank spaces and mark with X in the appropriate space provided.*

Section 1: School details

1) School _____

2) Province _____

3) District _____

4) School Status:

4a) GRZ _____

4b) Grant-aided _____

4c) Private _____

4d) Community _____

5) **School Category:**

5a) Co-education _____ 5b) Single-sex _____

Section 2: Pupil's details

6) Sex : Female _____ Male _____

7) Grade _____

8) Age _____

Section 3: Thematic Areas

3.1 Awareness levels of policies and strategies for addressing violence in schools

What does Violence mean to you? Tick the appropriate answer.		Disagree	Agree
		1	2
9	Beating you or pushing you against something to injure you		
10	Use of abusive/offensive/bad language against another		
11	Parents refusing to pay for your education		
12	A teacher proposing to have sex with a pupil		
13	Teachers treating boys as more intelligent than girls		
14	Opposite sex touching another sex's body parts without permission		

15) Write down 2 causes of violence.

1) _____

2) _____

16) What type of violence (beating, sexual, bad treatment) is commonly committed by?

(a) Girls against other girls _____

(b) Boys against other boys _____

(c) Boys against other girls _____

(d) Girls against boys _____

(e) Teachers against male pupils _____

(f) Teachers against female pupils _____

17) Do teachers use bad language in the classroom? Yes No

If yes, give examples.

1) _____

2) _____

18) Are there school rules against: -

(a) Use of bad language in school	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(b) Corporal punishment in (beating)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(c) Bullying among pupils?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(d) Love affairs among pupils?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(e) Love affairs between teachers and pupils?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

19) What form of punishment do teachers often give to girls?

- a) Sweep the classroom
- b) canning (beat with stick)
- c) Dig a hole
- d) detention

Other (specify) _____

20) What form of punishment do teachers often give to boys?

- a) Sweep the classroom
- b) canning (beat with stick)
- c) Dig a hole
- d) detention

Other (specify) _____

21) How do your teachers handle cases of girl /boy sexual affairs in your class?

- a) Report to school administration
- b) Ignore
- c) Punish the offender

d) Other (specify) _____

22) How do teachers treat girls who have come back to school after delivering a baby?

- a) Tease them
- b) like any other pupils
- c) Use them as examples of bad behavior

23) How do you feel being in the same class with a school girl mother?

- a) View her as one of us
- b) Advise her to go to another school
- c) Don't want to associate with her
- d) Other (specify) _____

(24) How does the school help school girl mothers fit in school like other pupils?

If yes, what are they?

- a) _____
- b) _____

3.3 Implementation and impact of Policies and Strategies

	Do you agree or disagree with the following statement about your school, teachers and pupils?	Disagree 1	Agree 2
25	Boys in this school have learnt to respect girls and treat them as equals		
26	Teachers have stopped punishing pupils by beating (caning) them		
27	School girls returning to school after having a child are treated very badly by teachers		
28	There are many serious cases of bullying among pupils which are never reported to teachers/ head teacher		
29	I know where to report whenever I know or hear of girls having sexual affairs with teachers or fellow pupils trying to force them to have sex.		

30) In the past three months, has anyone ever threatened to beat you at school?

a) No

b) Yes

c) If yes, who threatened you _____

31) If yes to question 41, did you report the case to anyone?

a) No

b) Yes

32) Who did you report your case to and why?

a) Who _____ why _____

3.4 Recommendations

33) What should be done to stop violence in your school?

a) _____

Appendix 2: Focused Group Discussion guide for pupils

Awareness levels of the Re-entry policy and the banning of corporal punishment

1. Are you aware of policies and strategies that address violence against children in schools? What are they?
2. Are you aware of the following:
 - 2.1 Re-entry policy?
 - a) How did you know about it
 - b) Explain what it is all about.
 - 2.2 Banning of corporal punishment?
 - a) How did you know about it
 - b) Explain what it is all about.
3. Have you seen copies of:
 - a) Re-entry policy
 - b) Banning of corporal punishment
4. What do you do in the school when you discover that your friend is
 - a) Pregnant
 - b) Been given corporal punishment

Implementation of the policies

5. Has the school management sensitised you about the:
 - a) Re-entry policy
 - b) Banning of corporal punishment
6. Do those who become pregnant report back to school after delivering?
7. What kind of punishments are you given when you go against the school rules?

Appendix 3: In depth interview guide for key informants

Thematic area	Guiding Questions
<p>Awareness of the Re-entry policy and corporal punishment in addressing Violence against children in selected secondary schools</p>	<ol style="list-style-type: none"> 1. How do you understand violence against children in school in the Zambian context? 2. Mention the types of violence against children in school 3. What are the causes of violence against children in school
	<ol style="list-style-type: none"> 4. What the measures you are using to address violence against children in your school? 5. Are there any specific measures for girls or boys 6. Are you aware of the following and do you have copies? <ol style="list-style-type: none"> a) Re-entry policy b) Guidelines of the banning of the Corporal punishment <p><i>(Request to see a copy of the documents)</i></p>
	<ol style="list-style-type: none"> 7. Explain the objective of the: <ol style="list-style-type: none"> a) Re-entry policy b) Guidelines of the banning of the Corporal punishment
	<ol style="list-style-type: none"> 8. Would you comfortably state that you understand the contents of the documents? <ol style="list-style-type: none"> a) Re-entry policy b) Banning of Corporal punishment

Implementation of Re-entry policy and the banning of corporal punishment in selected secondary schools	<p>9. As a head/Guidance and Counseling /teacher of the school, how are you implementing the?</p> <p>a) Re-entry policy</p> <p>b) Guidelines of the banning of the Corporal punishment</p>
	<p>10. What are the support systems in place for girls that re-enter after delivery?</p>
	<p>11. What are the measures you put in place to discipline pupils without using degrading punishment?</p>
	<p>12. What is the role of PEO/DEBS/stakeholders in implementation of</p> <p>a) Re-entry policy</p> <p>b) Guidelines of the banning of the Corporal punishment</p>
	<p>13. What are the major challenges in implementing:</p> <p>a) Re-entry policy</p> <p>b) Corporal Punishment</p>

Effectiveness of the Re-entry policy and the banning of corporal punishment in selected secondary schools

14. Do you think the policies/strategies have achieved the intended objectives:

a) Re-entry policy

What is the percentage of re-admissions for re-entries by grade

	2016		2017		2018	
	Pregnancies	Re-admission	Pregnancies	Re-admission	Pregnancies	Re-admission
Grade 8						
Grade 9						
% Re-admission						

b) Corporal punishment

What are the statistics on degrading punishment given to pupils in the period 2016-2018

	year	Common punishment	year	Common punishment	year	Common punishment
Boys						
Girls						

(Request for a copy of the Statists)

Appendix 4: Focus Group Discussion Guide for parents

Thematic area	Guiding Questions
Awareness of the Re-entry policy and corporal punishment in addressing Violence against children in selected secondary schools	1. How do you understand violence against children in school in the Zambian context?
	2. Mention the types of violence against children in school
	3. What are the causes of violence against children in school
	4. What the measures you are using to address violence against children in your school?
	5. Are there any specific measures for girls or boys
	6. Are you aware of the Re-entry policy and banning of corporal punishment?
Implementation of policies and strategies	7. Do you think that the policies and programmes used to address violence against children in schools are being implemented?
	8. What are the major challenges that implementers face?
Recommendations	9. Do you have any recommendation on the Re-entry policy and banning of corporal punishment for them to be able to achieve the intended goal?