

**THE VIOLATION OF THE RIGHT TO EDUCATION FOR THE GIRL CHILD IN
SELECTED MISSION SECONDARY SCHOOLS IN MONGU DISTRICT OF
WESTERN PROVINCE**



By

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**A research dissertation submitted to the University of Zambia in collaboration with
Zimbabwe Open University in partial fulfillment for the award of the degree of Master of
Sciences in Peace, Leadership and Conflict Resolution**

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH

ZIMBABWE OPEN UNIVERSITY

LUSAKA

(2018)

Author's Declaration

I declare that **THE VIOLATION OF THE 'RIGHT TO EDUCATION' FOR THE GIRL CHILD IN SELECTED MISSION SECONDARY SCHOOLS IN MONGU DISTRICT OF WESTERN PROVINCE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....

October, 2018

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Certificate of Approval

This dissertation of **Anthony Daka** is approved as fulfilling part of the requirements for the award of the degree of Masters of Sciences in Peace, Leadership and Conflict Resolution at the University of Zambia in collaboration with Zimbabwe Open University.

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Acknowledgements

First and foremost, honour and glory to Almighty God for giving me the ability, physical and mental health, peace, and self-control throughout my studies without which I couldn't have completed this entire program of study.

I wish to extend my profound gratitude to my supervisor; Dr. F.M. Hambulo for his invaluable devotion, encouragement, tirelessness in advising me and with his insightful guidance that helped me stay focused and clarified my thinking on this thesis. For his time, attention to all the detailed that mattered, in his presence it was so friendly which helped me to open up and seek his invaluable expert guidance, his willingness to new positive suggestions, ideas and advice throughout the study. His steady constructive comments and remarks on each phase of the research work were developmental and have contributed to the fruitful outcome of this work.

To my friends Yusiku Imasiku, Levison Banda, Mwiya Biwala, Eddesey C. Bwalya, Mulele Wamunyima, Annetta Haabukali and Medson Nchemba to mention but a few, thank you for the support and encouragement.

I also extend my indebtedness to the Ministry of General Education District Education Board Secretary, Mongu District for allowing me to carry out the research in the district.

My sincere gratitude goes to all my respondents for agreeing to participate and be part of this study. To all of them, I say thank you and your contributions and support were valuable, Head teachers, teachers, parents and the learners from the selected Mission Secondary Schools of Mongu District of Western Province who participated in the study.

Dedication

This thesis is a dedication to my loving and caring parents, my father, Langson Makina Daka and my mother Alines Lungu Daka for having encouraged me to go higher in my educational attainment and my sisters especially Angela Mwanambo and Rachael, my brothers, Abishai and Aaron for the sincere value they put on family and education.

Abstract

The purpose of the study was to investigate the violation of the ‘Right to Education’ for the girl child in some selected Mission Secondary Schools in Mongu District of Western Province. This involved three Mission Secondary Schools and the communities.

A qualitative research approach and a case study design was employed to conduct this study. The research methods utilized in the study were: Semi-structured Interviews/discussions and Focus-group discussions. These were used to obtain in-depth information from the selected Mission Secondary Schools in Mongu District which involved; head teachers, teachers, learners and parents. The resultant qualitative data were analysed thematically and descriptively, using a social constructivist lens.

The study findings indicated that the ‘Right to Education’ for the girl child was granted in selected Mission Secondary Schools of Mongu District. The study findings also revealed that, the ‘Right to Education’ for the girl child was also violated by the selected Mission Secondary Schools in Mongu District. The study findings further revealed that, there were a number of negative effects as a result of the violation of the ‘Right to Education’ for girl child in the selected Mission Secondary Schools and the Community.

The study recommended that the Ministry of General Education through the local authority must ensure that the ‘Right to Education’ is granted in all schools in the country and also to investigate this violation of the ‘Right to Education’ for the girl child. Furthermore, the Ministry of General Education should incorporate the community as well as the Church in Mongu District in finding possible ways of implementing the Re-Entry Policy in schools in general and Mission Secondary Schools in particular.

Key Words: Right; education; violation; effect; policy; mission; secondary school.

Definition of Key Terms

Cut off Point	: The point at which certain marks is set in order to proceed into the next grade in school.
District	: It is a type of administrative division in a country, managed by government.
Education	: Process of imparting or acquiring general knowledge, attitudes and values.
Girl child	: A young female under the age of 18
Head Teacher	: The educator who has executive authority for a school
Human Rights	: Human Rights are inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion or any other status.
Knowledge	: Is an understanding or familiarity of something such as facts and information.
Learners	: The one learning especially through the school system.
Mission School	: Is a school originally developed and run by Christian missionaries or managed by the church or religious organisation.
Parents	: A caregiver of the offspring in their own species.
Rights	: A moral or legal entitlement to have or do something.
Teacher	: Someone whose job is to impart knowledge to a learner in school
Teen Mothers	: Is a girl or lady aged between 15 to 19 who is a mother or pregnant
Violation	: An action that breaks or acts against something especially law.

List of Abbreviations

CAAC	: Children and Armed Conflict
CEDAW	: Convention on the Elimination of all forms of Discrimination Against Women
CESCR	: The Committee on Economic, Social and Cultural Rights
CRC	: Convention on the Rights of the Child
EFA	: Education for All
FAWE	: Forum for African Women Educationalists
FAWEZA	: Forum for African Women Educationalists of Zambia
FGD	: A Focus Group Discussion
GBV	: Gender Based Violence
HIV/AIDS	: Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
MOGE	: Ministry of General Education
MoU	: Memorandum of Understanding
OHCHR	: Office of the United Nations High Commission for Human Rights
PTA	: Parents Teachers Association
REP	: Re-Entry Policy
RTE	: Right to Education
STIs	: Sexually Transmitted Infections
UDHR	: United Nations' Universal Declaration of Human Rights
UN	: United Nations
UNESCO	: United Nations Educational Scientific and Cultural Organisation
UNGEI	: United Nations Girls Education Initiative
UNICEF	: United Nations Children's Education Fund
ZPD	: Zone of Proximal Development

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CHAPTER ONE

Introduction

1.0 Overview

This chapter brings out the historical perspective of what has happened in the past in relation to Education, the ‘Right to Education’, the role of the missionaries in education and the Re-Entry policy in Zambia. The chapter focuses on the background to the study, statement of the problem, purpose of the study and objectives of the study. The chapter also covers the research study questions, significance of the study, operational definitions, theoretical framework, the conceptual framework and limitations. The chapter will end with a summary.

1.1 Background of the Study

Education is defined differently by different scholars. In this chapter, a few definitions will be provided to enhance the understanding of the different meanings of the concept of education. Education is defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that it enjoys both maximum happiness and prosperity (Kumar, 2008:3). Parankimalil (2011:2), defines, ‘education as a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude and he further said education makes an individual civilized, refined, cultured and educated’.

In addition, education as a fundamental human right lies at the heart of the United Nations Educational, Scientific and Cultural Organization (UNESCO)’s mission and is enshrined in the Universal Declaration of Human Rights of 1948. As an integral part of UNESCO’s Constitutional mission for ensuring full and equal opportunities for education for all, the realisation of the ‘Right to Education’ is one of the biggest developmental challenges, as millions of children and adults remain deprived of basic education in today’s learning societies. The ‘Right to Education’ is an

overarching right: a human right in itself and indispensable for the exercise of other human rights (UNESCO, 2015).

According to the United Nations (UN), in particular, the Office of the United Nations High Commission for Human Rights (OHCHR), Human Rights are inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion or any other status. Human Rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education and many more (OHCHR, 2017). Everyone is entitled to these rights without discrimination. The international human rights law lays down the obligations of governments to act in certain ways or to refrain from certain acts in order to promote and protect Human Rights and fundamental freedoms of individuals or groups. UNESCO supports States to establish solid national legal and policy frameworks that create the foundation and conditions for the delivery and sustainability of quality education. In turn, governments must be held accountable to fulfill their legal and political obligations to provide good quality education for all, to implement and monitor education policies and strategies more effectively.

Education has been regarded in all societies and throughout human history both as an end and as the means for the individual and society to grow. Girls and women constitute the majority of out of school children and illiterate adults as their learning opportunities are compromised by a number of school barriers, church or religion is not exempted in those barriers. They also represent the majority of people living in poverty. Women and girls are subjected to gender-based, religion affliction, discrimination and violence and they are less likely to have access to services including education. Gender inequalities manifested in all aspects of education process, for example access, retention, completion, treatment, learning outcomes and education and career choices; these disproportionately affect girls and women. This is both a cause and a result of chronic and systemic discrimination and gender stereotyping.

After the Beijing Conference in 1995, the Women's Movement drew up its own priorities and action plan. Under education for the girl-child was a call to readmit girls who dropped out of school due to pregnancy. When the Forum for African Women Educationalists of Zambia (FAWEZA) was established on 8th March 1996, it added its voice to the call for policy change concerning girls

who got pregnant. In September 1997, a conference on girls' education was held at Mulungushi International Conference Centre in Lusaka, at which the then Minister of Education, Dr. Syamukayumbu Syamujaye, announced that school girls who became pregnant would no longer be expelled, and that those that had been expelled in 1997 should be allowed to return to school, (Sifuniso, 2004:4). Hence the School Re-Entry Policy was introduced by the Government of Zambia.

School Re-Entry Policy (REP), states that girls who become pregnant as students should be allowed to return to school after giving birth (McCadden, 2015:3). This policy is part of an effort by the Zambian government to increase education rates among the population and close the gender gap in education by addressing one of the barriers to education that some girls face. The results indicate that though educational attainment has increased for adolescent mothers since the policy was implemented, the number of young mothers or girls in school is lower than that of boys overall.

Despite these challenges, and though the implementation process was not perfect, acceptance of the policy has grown over time and qualitative studies indicate that many parents, students, and non-profit organizations in Zambia now support the REP (Mutombu and Mwenda, 2010:86). The REP is viewed by some as one of the most important move towards increasing girls' access to education and has been cited by UNESCO as an enabling intervention for promoting gender equality in education. REP alone will not sufficiently address the barriers that adolescent mothers face in returning to school. Efforts must be made to raise awareness and ownership of the policy among community leaders, parents, students, and school administrators and develop clear implementation guidelines in collaboration with communities and school administrators while addressing the cultural norms that lead most adolescents to drop out of school when they become pregnant (Samati, 2013:92).

The church must be at the center of promoting education and the 'Right to Education'. It must remove all its barriers that hinder children to access learning in schools, especially the girl child. The Church must build an inclusive background to inclusive education. Inclusive education is about putting the 'Right to Education' into action by including all learners, respecting their diverse

needs, abilities and characteristics and eliminating all forms of discrimination in the learning environment.

Churches tend to support values in schools that would build a child and help them achieve educational goals. For instance, Mission Secondary Schools tend to have religious ethos and their teachers do often have enviable confidence in their moral values and invaluable moral support from parents. Even though, public schools frequently have these too, and the values and success of public schools is usually surpassed to that of mission schools. Moral education is too important to be left solely as its cardinal in educational achievements of children. Moral adherent go hand in hand in pursuant of educational goals the factor which is highly held by schools managed by religious organisations. In trying to uphold the moral standards, the Mission Secondary Schools have violated the 'Right to Education' for the girl child. Mission Secondary Schools have since 1997, rejected the implementation of the Re-Entry Policy. This was affirmed by the United Church of Zambia representative who was also the Synod Education Secretary in Mongu who rejected the Re-Entry Policy saying that Mission Secondary Schools were unanimous in rejecting the Re-Entry Policy as doing so would promote immorality amongst pupils; the representative further state that accepting the Re-Entry Policy in the Mission Secondary Schools would most certainly promote immorality amongst our pupils and compromise our Christian principles (Muzala, 2013).

1.2 Statement of the Problem

In Zambia, it is an educational policy directive for all schools to adhere to the school Re-Entry Policy, owing to the 'Right to Education.' It is clearly evident that Mission Secondary Schools do not adhere to this policy. For example, in a mission school, when a girl child falls pregnant she is not allowed to return to school in order to continue and complete their secondary school education. If in an examination class the girls are put on forced transfer and only come and sit for their final examination. The girls that fall pregnant and are in non-examination classes are put on forced transfer. The Synod Education Secretary in Mongu, stated that girls who fall pregnant are transferred to other schools so that they are free from discrimination from friends which would affect them psychologically and lead to poor academic performance (Muzala, 2013).

The stance taken by the Mission Secondary Schools may have a negative impact on the girl child as it may be a violation of the ‘Right to Education.’ Since not much research has been conducted in the area of the ‘Right to Education’ in the light of the Re-Entry Policy particularly in selected Mission Secondary Schools in Mongu District of Western Province, this study intends to subject this issue to some scholarly inquiry in order to bring to light specifically the effect of the violation of this right on the girl child.

1.3 Research Objectives

1.3.1 General Research Objectives

To investigate the effect of the violation of the ‘Right to Education’ for the girl child in selected Mission Secondary Schools in Mongu District of Western Province.

1.3.2 Specific Research Objectives

1. To ascertain whether Mission Secondary Schools violate the ‘Right to Education’ for the girl child.
2. To examine how the Mission Secondary Schools violates the ‘Right to Education’ for the girl child.
3. To investigate the effects of the Mission Secondary Schools’ violation of the ‘Right to Education’ for the girl child.
4. To device possible ways of how Mission Secondary Schools should handle the ‘Right to Education’ for the girl child through the Re-Entry Policy.

1.4 General Research Question

What are the effects of the violation of the ‘Right to Education’ for the girl child by Mission Secondary Schools in selected secondary schools in Mongu District of Western Province?

1.4.1 Specific Research Questions

1. Do Mission Secondary Schools violate the ‘Right to Education’ for the girl child?
2. How do Mission Secondary Schools violate the ‘Right to Education’ for the girl child?

3. What is the effects of the Mission Secondary Schools' violation of the 'Right to Education' for the girl child?
4. How can Mission Secondary Schools correctly handle the 'Right to Education' for the girl child through the Re-Entry Policy?

1.5 Significance of the Study

A country cannot celebrate education success if a girl child education is lagging behind. In appreciation of education for all, a girl child's education always comes at a core. Sadly most learners in the province are not acquainted with their 'Rights to Education'. Most literature regarding the 'Rights to Education' is not easily accessible and is mainly found on electronic devices such as computers, smart phones through the internet of which the majority of Mongu population is not privy to access it. This research may try to ascertain the abuse of the 'Right to Education' of the girl child in Mission Secondary Schools. Undertaking this research might prove whether the violation is perpetrated in some selected Mission Secondary Schools in Mongu District of Western Province. Noteworthy, most of the studies conducted on education focus on government schools. For a difference, this investigation was endeavored to bring attention to some suggested means to improve the 'Right to Education' of a girl child in mission schools. Thus, this study was conducted to bring to the limelight of concerned institutions like Ministry of General Education (MOGE), Non-governmental organizations and other concerned stakeholders the need to focus much on edifying the communities of Mongu District on the 'right to education' among girl children.

On the other hand, the findings of this study are suggested to improve, educate, provide solutions and inform the world on the problem or finding the solution to the problem. The information obtained as a result of this study might provide an alternative to the way some Mission Secondary Schools treat a girl child when she falls pregnant. It may help in finding positive ways in handling the teen mothers who are in school. This may help the Mission Secondary Schools to find acceptable ways in which to uphold the Re-Entry Policy. The findings of this report might help both the community of Mongu District and the Mission Secondary Schools in the district to work together in finding acceptable ways to deal with this problem. Conversely, findings of this study

might stand to promote and protect the human rights through supporting the government efforts of encouraging the girl child in furthering their education.

Furthermore, the findings of this study might enkindle that voice of the voiceless that has been very vocal among the members of the Mission Secondary Schools, and who are also members of the community to support the full human development through education for all. To the girl child, the findings might help her to value the importance of her 'Right to Education' despite any 'dimming' circumstance they might find themselves in.

1.6 Theoretical Framework

This research will adopt one main theory of social constructivism. Constructivism is a theory of knowledge, learning and teaching based on the idea that humans actively construct new understandings. Social constructivism stresses the significance of culture, society and context in understanding what takes place in society and constructing knowledge based on that understanding (Kim, 2001:2). In other words social constructivism is based on specific assumptions about reality, knowledge and learning. According to Kim (2001:2),

'Social constructivists believe that reality is constructed through human activity. Members of a society together invent the properties of the world. For the social constructivist, reality cannot be discovered: it does not exist prior to its social invention. To social constructivists, knowledge is also a human product, and is socially and culturally constructed. Individuals create meaning through their interactions with each other and with the environment they live in. Social constructivists view learning as a social process. It does not take place only within an individual, nor is it a passive development of behaviours that are shaped by external forces. Meaningful learning occurs when individuals are engaged in social activities'.

Specific assumptions about learning, knowledge and reality have been explained by social constructivists. According to this theory, reality is constructed through human activity. This implies the involvement of members of a society in inventing the properties of the world (Kukla, 2000:5). Proponents of social constructivism believe that reality cannot be discovered as it does

not exist prior to its social invention. Moreover, learning according to this theory is a social process. Unless individuals engage in social activities, meaningful learning cannot take place. This involves what Vygotsky called as spontaneous concepts, these are ideas that are individually and independently constructed as the result of everyday life experiences. He talked about scientific concepts which are more formalised ideas and are imposed on learner by a more knowledgeable individual.

Lev Vygotsky's social constructivism theory views knowledge as a human product that is culturally and socially constructed. It is through various interactions amongst society members and the environment that people create meaning (Kim, 2001:4). He believed that with the assistance, a child's potential for learning was much greater than his or her independent potential to master spontaneous concepts. He called the difference between a child's independent potential and his or her potential with assistance the Zone of Proximal Development (ZPD). Vygotsky believed that learning occurs best within a child's zone proximal development. He asserted that teachers can make use of instructional support to keep learners active within the ZPD in order to foster meaningful construction.

1.6.1 Relation of the Social Constructivism Theory to the Current Study

This research espoused Social Constructivism as it sought to examine how knowledge is exhibited by the local residents of Mongu District influenced the level at which 'Rights to Education' could be regarded as effective. 'Rights to Education' are abrogated, but they are deemed normal based on the fact that the affected residents construct their own meaning and significance of various aspects. This area has been dominated by the teaching of the missionaries hence inducing or constructing a belief that these missionary activities are always right. In this area it is true to say one can only do well in life if he or she was educated at a Mission Secondary School. Which is not true but these people have created a world that evolve around the belief that mission ethos are gospel truths. In so doing these schools has put the community on a remote control hence they can tell the community what rights the parents have over the 'Right to Education' of the pupils under them.

Human rights are equal, inalienable, and universal, even with cross-cultural relativism considerations. There is no institution or organisation that is supposed to violate Human Rights because of its constitutions or culture or morals. Human rights are above any organisation or system, the church included. Human Rights are not culturally relative because culture is not the cause or a factor in the development of human rights ideas and practices and is not necessarily for or against any particular human rights (Donnelly, 2013:107).

The residents have constructed a culture and tradition that has surrendered their rights at the mess of the Mission Secondary Schools. Anything that the church managed schools has decreed as bad is always bad, in this case the Re-Entry Policy. The mission schools have been aided by the government or the policy makers that are blind followers of religion. The MOGE has shown a number of gaps through the Zambian Education Act (2011:438) No. 23 especially Article 25 (1 to 3) which has given the powers to the learning Institutions. The Re-Entry Policy has not been accepted in Mission Secondary Schools in question as it is regarded as immoral move in education when in fact the 'Right to Education' is been violated through what the society has deemed normal. Therefore, the research will examine the implication of varying aspects of knowledge and the consequence of its insufficiency in upholding 'Rights to Education' in Mongu District of Western Province.

1.6 Conceptual Framework

This paper conceptualised that the lagging factor in education rights was construed from lacking of knowledge and awareness. People perceive violation of the 'Rights to Education' differently depending on the point of occurrence. People perceive things according to the person, the area where the person is and the social interaction. Hence, all these factors will be considered as in how people are acquainted with information pertaining to the 'Right to Education'. In this manner, it is perceived that the factors affecting the violation of the 'Rights to Education' are both intra and inter related challenges such as inability to access literature because of poverty, illiteracy, lack of interest among the local residents respectively. For this reason, the perceived solution to the challenges can be addressed by the conceptualised diagram below where the problems that constitute the ineffectiveness of application of 'Rights to Education' can be brought to a halt by identifying the perceived problems, the major players, the linkage between these players,

suggested source of knowledge and perceived outcomes. Figure I below illustrates the conceptual framework within which this investigation will be effected.

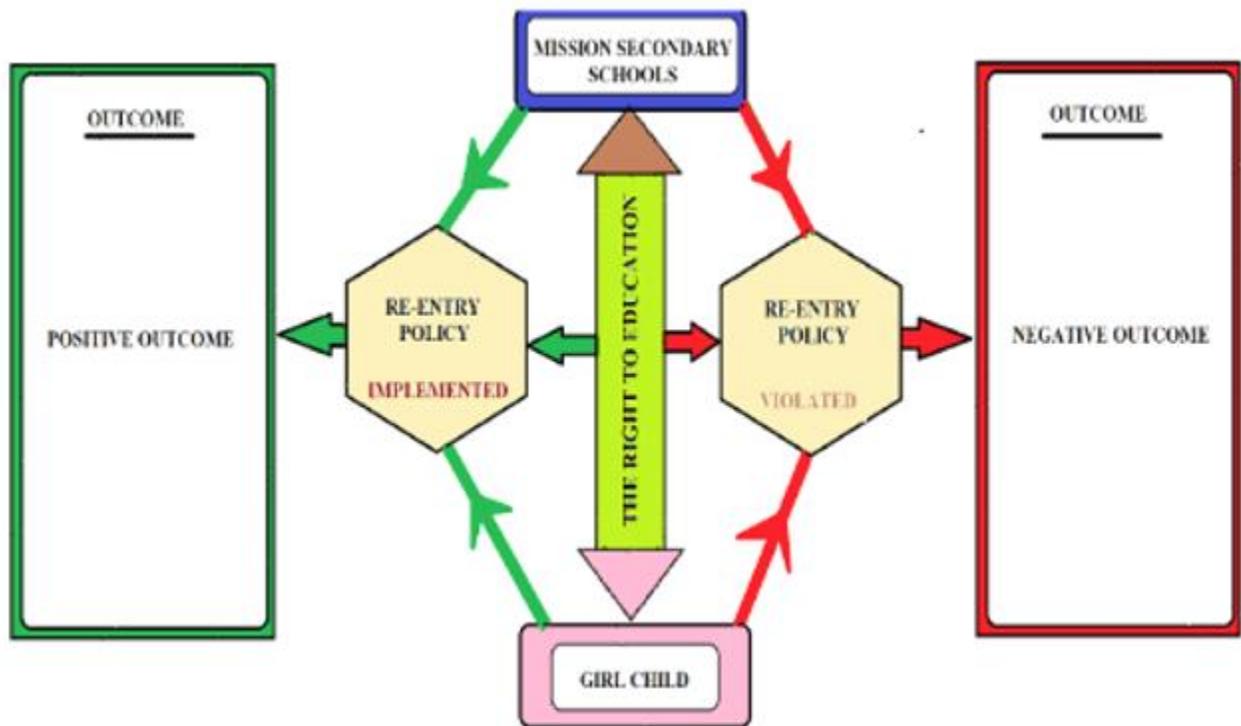


Figure I: Conceptual Framework

1.7 Limitation of the Study

The findings were drawn from a small number of participants and from a limited geographical area. Therefore, the view of study informants may not represent the general population's views. The study was limited to three Mission Secondary Schools of Mongu District of Western Province. With this stated obstacles the sample was limited so the findings may not be the general

representation of the country as they would have been a lot of schools in the district, province and the country at large to be covered.

Misinterpretation of questions in the interview guide also limited the study. Some respondents had their own different interpretation of the questions and responded according to their understanding. This limitation was handled by the researchers by ensuring that the questions were phrased in the simplest way possible and read through with the respondents.

On the other hand, some respondents were unwilling to respond to some important questions while some respondents withheld some vital information for reasons based known to themselves. To overcome this, the researchers probed further until the much needed information was given. This required researchers to convince the respondents as much as possible that the information was of great importance and will be well utilized

The study did not take into consideration of the views of the actual victims, their parents, the men or boys responsible for their pregnancy, the Ministry of General Education and other stakeholders. The other obstacle was the scarcity of literature on the study topic and in particular on the violation of the 'Right to Education' for the girl child due to lack of direct policy for teen mothers. Most of the literature reviewed was therefore drawn from outside Zambia.

1.8 Summary

This chapter has looked at the background to the study, statement of the problem, purpose of the study and objectives of the study. The chapter also covers the research study questions, significance of the study, limitations, theoretical framework and ended with the conceptual framework. The next chapter will review the literature of the 'Right to Education' and Human Rights in education.

CHAPTER TWO

Literature Review

2.0 Overview

In attempt to strengthen the arguments and prove the validity of the conclusions drawn from the case study, the researcher makes use of the literature on the subject to investigate the effects of the violation of the 'Right to Education'. The research focuses on the effects of the violation of the 'Right to Education' for the girl child in selected Mission Secondary Schools in Mongu District of Western Province. In building a logical framework for the research topic this chapter, is divided into sections namely, Education, Human Rights, Right to Education, Effects of the Violation of the 'Right to Education', Re-Entry Policy, Mission Schools, Current Issue on the topic and the Research Gap. The main focus was finding possible solutions to mitigate the effects of the violation of the 'Right to Education' for the girl child. The section reviewed work written by different scholars regarding the subject at hand on the effects and possible ways to implement the Re-Entry Policy in Mission Secondary Schools. The chapter will end with a summary.

It is often broadly asserted that, in order to fully understand one's perceived research problem of study, it is worth looking at various studies that have already been done in the area of interest such as Education, Human Rights, 'Right to Education' and these terms will be related to the Re-Entry Policy for the girl child. To this effect, it has been brought to the researcher's attention that a number of studies on the phenomenon 'Right to Education' have been conducted. The 'Right to Education' constitutes one of the most fundamental human rights. It concerns the progressive development of the individual, both as a person and as a responsible citizen. It is one of the main factors enabling an individual or family to raise their standard of living and is central to the progressive economic, social and cultural development and growth of society. Specifically, with respect to the development agenda, the 2000 Dakar Framework for action highlighted that 'quality is at the heart of education' nothing that 'a quality education is one that satisfies basic learning needs'.

2.1 Education

Education has been defined differently by different scholars. Education is the process of cultural transmission and renewal, the process whereby the adult members of a society carefully guide the development of infants and young children, initiating them into the culture of the society (Adeyemi and Adeyinka, 2002:224). A lot of researchers have given us a lot of literature on the traditional education system before the Western education system was forced onto the Africans or Zambians in particular. The traditional African education was mostly about socialisation of new members to the bigger community and it was gender balanced governed by gender roles. These gender roles would support the already established system. The traditional education system was mainly skills and socially oriented. According to Snelson (1974), Traditional Education is a means in which one generation transmits wisdom, knowledge and experiences in readiness to the next generation for life's duties and pleasures (Adeyemi and Adeyinka, 2002:232).

The coming of the Missionary, Western Model of education did not consider the traditional education. It only educated African men on how to read, write and communicate. Henifelaar and Udelhoven, (2014) quoted Snelson stating that the White Fathers (missionaries) were interested in teaching Zambians in arithmetic, writing and reading. This education system was male dominated, this meant girls and women were left out. Their 'Right to Education' was denied, and even after Zambia's independence there were very few girls in schools than boys. This meant that even after independence they were very few women in decision making positions in government. This shows how long girls and women have suffered discrimination under all types of education systems.

Furthermore, the findings in the above study are not in affirmative with recommendations stated by the UN Committee on Economic, Social and Cultural Rights (CESCR, 1985), which states that, education is both a human right in itself and an indispensable means of realizing other human rights. 'Right to Education' means that all children must have equal access to education without discrimination. This entails that girls who fall pregnant while in school must be encouraged to continue schooling hence all institutions of education have the duty to promote and protect human rights and the rights for both children and adults is the 'Right to Education'. Henceforth the Re-

Entry Policy is one of the policy that the governments in many countries especially in Africa have made it into a law to support the rights of the girl child.

As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Specific emphasis is put on the gender-focused impact of education for women and children at risk of exploitation and persecution. According to the CDESCR, education shall exhibit the following interrelated and essential features:

- i. **Availability:** educational institutions and programs must be available in sufficient quantity. For example, all institutions are likely to require buildings, sanitation facilities, safe drinking water, teaching materials and many more.
- ii. **Accessibility:** educational institutions and programs have to be accessible to everyone without discrimination and be physically and economically accessible. For example, all institutions have to be within safe physical reach as regards to a geographical location and be affordable to all.
- iii. **Acceptability:** curricula and the forms and substance of education have to be of good quality and culturally acceptable to students.

2.1.1 Human Rights

According to Donnelly (2007:282), 'Human rights, following the manifest literal sense of the term, are ordinarily understood to be the rights that one has simply because one is human. Human rights are also inalienable rights, because being or not being human usually is seen as an inalterable fact of nature, not something that is either earned or can be lost'.

There are 30 articles on Human Rights in the United Nations' Universal Declaration of Human Rights (UDHR, 2015). Human rights are inherent to all human beings, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status. They cannot be given or taken away. Human rights are the foundation for freedom, justice and peace in the world. They are formally and universally recognised by all countries in the Universal Declaration on Human Rights. Since the adoption of the UDHR, many treaties have been adopted by states to reaffirm

and guarantee these rights legally. International human rights law sets out the obligations of states to respect, protect, and fulfil human rights for all.

Some articles on Human Rights provided in the UDHR (2015) are as follows;

Article 8 of the UDHR states that everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 13 of the UDHR states that, (1). Everyone has the right to freedom of movement and residence within the borders of each State. (2). Everyone has the right to leave any country, including his own, and to return to his country.

Article 18 of the UDHR state that, everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. Article 26 is the Right to Education on Human Rights, article such as the right to food, right to security, the right to freedom to mention but a few.

These obligations impose specific duties upon states, regardless of their political, economic, and cultural systems. All human rights are universal, indivisible, interdependent, and interrelated (Vienna Declaration and Program of Action, 1993, paragraph. 5). Equality and non-discrimination are foundational and cross-cutting principles in international human rights law. This means that all human rights apply to everyone.

One of the modern authors on Human Rights is Jack Donnelly. He talks about Human Rights and Culture. He believes that Human Rights and Freedoms are not dependent upon cultural values or morality. He believed that no particular culture or comprehensive doctrine is by nature either compatible or incompatible with human rights. He went on saying it is a matter of what particular people and societies make of and do with their cultural resources. He believes that cultures are immensely malleable (Donnelly, 2013:107). Donnelly leads up to his main premise that human rights are equal, inalienable, and universal, even with cross-cultural relativism considerations. There is no institution or organisation that is supposed to violate Human Rights because of its constitutions or culture or morals. Human rights are above any organisation or system, the church included. Human Rights are not culturally relative because culture is not the cause or a factor in the development of human rights ideas and practices and is not necessarily for or against any particular human rights (ibid).

2.1.2 Right to Education

Article 26 of the UDHR talks about the Right to Education as on Human Rights. Everyone has the 'Right to Education'. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Choudhury, (2014:37) defines the 'Right to Education' as a universal entitlement to education, recognized in the International Covenant on Economic, Social and Cultural Rights as a human right that includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. 'In addition to these access to education provisions, the 'Right to Education' encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve quality of education (ibid)'.

According to the UN, Education is not a privilege. It is a human right. Right to Education Initiative (2017), states that education as a human right means the 'Right to Education' is legally guaranteed for all without any discrimination and the states have the obligation to protect, respect, and fulfil

the 'Right to Education'. There are ways to hold states accountable for violations or deprivations of the 'Right to Education'. The 'Right to Education' is recognized and protected by the International human rights law through the Universal Declaration on Human Rights, adopted in 1948, proclaims in Article 26: 'everyone has the 'Right to Education'.

The 'Right to Education' as human right encompasses both entitlements and freedoms, which includes the following the right to free and compulsory primary education, the right to available and accessible secondary education, made progressively free, the right to equal access to higher education on the basis of capacity made progressively free, the right to fundamental education for those who have not received or completed primary education, the right to quality education both in public and private schools, the freedom of parents to choose schools for their children which are in conformity with their religious and moral convictions, the freedom of individuals and bodies to establish and direct education institutions in conformity with minimum standards established by the state and last but not the least the academic freedom of teachers and students (Right to Education Initiative, 2017).

2.1.3 Effects of Violation of the 'Right to Education

According to Kiefer (2016:3), 'Human Rights violation is an unlawful deprivation of individual rights considered inherent to all humans. A human rights violation is a situation where a person's right are denied, or not respected or fulfilled. If a community is not given an opportunity to take part in the decision making process of an issue that affects it, that situation then amounts to a violation of the rights of the members of the community. Human rights violations further leads to discrimination which further leads to marginalisation of the vulnerable groups. For example where a homosexual person is denied medical treatment depicts violation of human rights whereby the right to health has been violated'.

A violation of the 'Right to Education' may occur through direct action of States parties or through their failure to take steps required by law. It also happens when there is no law and order in the country. This violation can occur when the country is experiencing a civil war or when some institutions are above the law of the land, namely the church or multinational institution that can

easily manipulate the laws to favour them. Apartheid in case of Israelites and the Palestine and apartheid in the old South Africa where races had to go to different schools on religion basis.

In England, it was reviewed that schools affiliated to churches or religion violates the 'Right to Education' through selection and direct discrimination on the basis of race and gender. In England Faith schools are allowed to discriminate in terms of who they admit on the basis of religion, but they are not allowed to discriminate on the basis of the other protected characteristics in the Equality Act 2010. Department for Education (2014:5) states the direct discrimination is not permitted, and this most notably was found by the Supreme Court in the case of Jewish Faith Schools, a voluntary aided Jewish school in north London, in 2009, as the school gave priority to pupils who had a parent who was "halachically Jewish". According to Orthodox Jewish law, anyone whose mother is halachically Jewish is themselves halachically Jewish whether or not they practice the religion, while anyone else is not unless they convert. Since conversion is a burdensome process, and since Judaism is considered by UK law to be a race as well as a religion, this was found to constitute direct discrimination on the basis of race.

In Tanzania, the government discriminates the 'Right to Education' for girls who get pregnant during their time at school. Even when the government of Tanzania recognised the Re-Entry Policy in 2007, 10 years after the Zambian government in 1997. According to the Jomtein Declaration at the Thailand World Conference of 1990, education for all knows no sex, religion, ethnic and social background. The education systems in Kenya (1996), Zambia (1997), Swaziland (2004) and Tanzania (2007) have endeavoured to eliminate gender disparities and promote social equity through the provision of education for all including girls (Sitali, 2009:23).

The government of Tanzania has continued violating the 'Right to Education' for the girl child by failing or ignoring to adopt the Re-Entry Policy. For example, on 22nd June, 2017 while addressing the Bagamoyo District Residents in his 3 days tour to Coast Region in Tanzania. President John Pombe Magufuli of Tanzania made a statement to the public who gathered where he mentioned that all pregnant school girls from primary schools to secondary schools should not continue their education. This action would increase on the number of dropout of girls from schools and also promote early marriages. In most cases early marriage leads to gender based violence as the girl child is young to take up the responsibility of a woman.

Rutgers (2016:2), reports that in Tanzania, girls are often expelled from school when they are found to be pregnant. According to a 2013 report by the Centre for Reproductive Rights, over 55,000 adolescent girls were either forced to drop out or were expelled from schools because of pregnancy between 2003 and 2011. Although their research revealed no national-level law, regulation, or policy explicitly requiring the expulsion of pregnant students, they found a widespread belief among teachers, school administrators and education officials that this practice is required by law. Expulsion from school has a big impact on the lives of these girls. It decreases their likelihood of earning a good income. Besides, they are also often faced with stigmatization by their peers, parents and the wider communities.

According to Martinez (2013:4), the most widely agreed understanding of attacks on education defines an attack as, ‘any intentional threat or use of force carried out for political, military, ideological, sectarian, ethnic, religious or criminal reasons against students, teachers, and education institutions’. Those responsible can belong to State security forces, including armed forces, law enforcement agencies and paramilitaries or non-state armed groups. Documented attacks on education include killings, disappearances, abductions, forced exile, imprisonment, torture, maiming, rape and sexual violence and the recruitment of child soldiers all taking place in schools as well as the destruction of educational buildings and materials.

In many warring countries were teachers, pupils and the buildings are attacked. The girls and female teachers are at higher risk of sexual violence, including rape, committed by armed actors. In several conflict-affected countries, this risk has proved a deterrent to female participation in education, both by teachers and pupils. The absence of female teachers can be another barrier to girls’ attendance in schools. For example in Afghanistan, Mali and Pakistan, the United Nations, have evidence that shows that girls, teachers and girls’ schools come under attack when ideologies held by armed groups seek to undermine the status of girls and women. In 2010, following threats from the Taliban on girls’ education, an estimated 900 Pakistani government and private schools were closed, restricting access for more than 120,000 girls. In Afghanistan, the Taliban and associated armed groups have thrown acid at school-going girls and poisoned the water and food consumed by girls, with the intention of preventing them from going to school. Martinez (2013:8),

stated that Anti-government elements in Afghanistan have warned girls to stop going to school, a practice that is also common in conflict-affected areas of Mali, where girls and women have also been targeted for not adhering to strict clothing requirements.

2.1.4 Re-Entry Policy

The Re-Entry Policy launched in 1997 advocated that girls who drop out of school due to pregnancy should be readmitted after giving birth (Moonga, 2014:1). The aim of this policy is to implement measures that will help prevent the exclusion of young mothers from furthering their education. Education is a key for social and cultural right and plays an important role in reducing poverty and child labour as well as promoting democracy, peace, tolerance, development and economic growth. The ‘Right to Education’ is well defined and protected by the first statement by the Ministry of General Education (MOGE, 1996:1) in its mission which reads as follows:

‘..... The mission of the Ministry of General Education is to guide provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic’.

The REP is well explained in the MOGE mission statement above. The policy is also supported by the outcomes of the Beijing Conference of 1995. The conference demanded that girls who dropped out of school because of pregnancy should be readmitted. This applies to Zambia as a signatory nation to most of the international instruments that promote the rights of children and women. The countries recognise education of all children as a basic human right as enshrined in Article 26 of the United Nations Universal Declaration of Human Rights. It further recognizes education as a right that is also guaranteed by the policy of Education for All (EFA), the United Nations Convention on the Elimination of Discrimination against Women (CEDAW), the United Nations Platform for Action, and the Millennium Development Goals. In addition to the international instruments, major national policy developments within the education sector were initiated, culminating in the development of the third Ministry of General Education policy on education in the document “Educating Our Future” (MOGE, 1996).

The REP has increased the numbers of a girl child or young mothers back to school which is a positive side of the policy. Former Minister of General Education John Phiri, said that the REP is a good policy as it accords girls to complete their education despite the circumstances they find themselves in. He continues saying statistics revealed in parliament showed that 12,617 girls were re-admitted in school under the school REP after falling pregnant between 2009 and 2011.

States have the primary duty to ensure the 'Right to Education'. However, other actors play a key role in promoting and protecting this fundamental right. The Government of Zambia's role in education arises from its overall concern to protect the rights of individuals, promotes social well-being and achieve a good quality of life for every person through all embracing economic development. The government must therefore seek to promote and support the conditions within which education can realise its potential in society (MOGE, 1996).

2.1.5 Mission School

Christian missionaries were crucial to the development of formal education throughout much of the world. Mission schools were established in India as early as the 16th Century. They eventually appeared on almost every continent, and persisted in some regions to the late 20th Century. The Catholic and Protestant missionaries were the main groupings that built, managed the schools, influenced the Western kind of education and together evangelizing Christianity. These schools managed by the missionaries or church became known as Mission Schools. A Mission School is a religious school originally developed and run by Christian missionaries. The Mission School was commonly used in the colonial era for the purposes of Westernization of local people (Heredia, 1995:1).

They generally provided the first Western formal education, often initially against local resistance. They demonstrated the economic value of this education which spurred later demand. They trained many of the teachers who staffed non-missionary schools. They pioneered education for women and poor people. They were the major early teachers of European languages, Western science, and Western medicine. These innovations had a number of important social consequences around the world (Woodberry, 2007:99). For Protestants, mass education was crucial because they wanted

people to read the Bible in their own languages. Thus, wherever Protestant missionaries went they almost immediately imported printing technology, created fonts, and began printing Bibles, tracts, newspapers, and other texts for ordinary people.

They also rapidly developed mass literacy programs to teach ordinary people to read. This was true even of Protestant missionaries with little formal education themselves. In areas where Catholic missionaries competed with Protestants, they too invested heavily in education and printing, often developing the best elementary and secondary schools (Pawliková-Vilhanová, 2007:249).

Missionary education spurred others to invest as well. As mission school graduates gained lucrative jobs, others clamoured for Western education. However, many parents did not want their children to be exposed to the proselytism in mission schools, so they pressured their governments and their own religious leaders to establish comparable schools. They also pressured governments to restrict the religious content of Mission Schools or shut them down altogether. For Africans, the missionary movement represented the first and most important facet of Western contact. Christianity provided access to a civilization and culture pattern which was bound to conquer African societies. The adoption of Christianity also meant acculturation into the world of Western civilization, ideas and technology, with Christianity went also Westernization (Pawliková-Vilhanová, 2007:258).

2.2 Current issues on Major Factors Discussed Above

Education is believed to be the key to success in all the societies around the globe. Education is the process by which the adult members of a society bring up the young ones, hence passing on their culture from one generation to another (Omwancha, 2012:16). He further explains that from its Latin origin, education can be inferred to be the process of bringing up children by adult members of the family and society. Since all the adult members are involved with these tasks of bringing up, rearing, guiding, directing, and educating children, this approach means that education is more than schooling. Therefore these tasks carried out by the adult members in any society complement the efforts of the school.

According to the UN, Education is not a privilege. It is a human right. Right to Education Initiative (2017), states that education as a human right means the ‘Right to Education’ is legally guaranteed

for all without any discrimination, and the states have the obligation to protect, respect, and fulfil the 'Right to Education'. There are ways to hold states accountable for violations or deprivations of the 'Right to Education' and this is to prevent the violation of this fundamental right.

The Zambian government launched the Re-Entry Policy in 1997 that advocated that girls who drop out of school due to pregnancy should be readmitted after giving birth. As usual any introduction of a new policy will raise a lot of questioning and sometimes rejection among the citizens. The REP introduced by the Zambian government to allow pregnant school girls complete their education has become a controversial issue, as statistics of girls getting pregnant after REP's introduction in schools has increased and with it triggered debate. This is an indication that a lot of work has to be done to sensitise the masses on the importance of this policy to a girl child and the society at large.

The REP in Zambia is been implemented in most of the government managed schools. Since its inception a number of girls in school has improved. For example at Tsidya Secondary School statistics show that 30 to 60 percent of girls returned to school after maternity leave between 2013 and 2015 (Wedekind and Milingo, 2015:7). Although the REP has given the girl-child a chance to return to school upon giving birth, the environment within the school and community remains unfavourable for the full implementation of the policy. The needed professional counseling is not available hence the teen mother face a lot of withdrawal from the family and friends. In his study on the teen mothers, Moonga (2014: III), discovered that there was no proper tracking system of teen mothers in the REP.

According to international law, other actors have responsibilities in upholding the 'Right to Education' the role of multilateral intergovernmental agencies, such as United Nations Educational, Scientific and Cultural Organisation (UNESCO), Office of the High Commission For Human Rights (OHCHR), United Nations International Children Emergency Funds (UNICEF), is of particular importance in relation to the realisation of the 'Right to Education' in providing technical and financial assistance. The international financial institutions also should pay greater attention to the protection of the 'Right to Education' in their policies, credit agreements, structural adjustment programs and measures taken in response to the debt crisis.

Conflict affects children's chances of receiving a good-quality education in many different ways. Where government is weakened and states are fragile, it is often challenging though not impossible to provide schooling, particularly in remote or poor areas. At the presentation of Children And Armed Conflict (CAAC) annual Report on the UN General Assembly (2017), stated that:

'..... In Afghanistan, girls' education remains a direct target. For instance, in one incident verified by our child protection colleagues in April, the Taliban forced 28 school principals and one teacher to attend a meeting where they demanded a change of the curriculum and stated that no girls over 11 years of age should attend school. In the Democratic Republic of Congo, 174 attacks on schools were verified between April and June 2017. The majority of schools were destroyed, looted or burnt down by the Kamuina Nsapu militia in the Kasai region. It will take years, if not decades, before this region and its children recover from the lost educational opportunities as a result of just three short months of violence. These types of incidents mean that children living in conflict-affected countries are more than twice as likely to be out of school as those living in countries at peace.....'

Many missionary school around the world would be carrying the sentiments of Pope Francis' stance on the Catholic Church that should be prophetic and the importance of Catholic identity in education should not exclude, and education within "the walls" of a selective and safe culture should be avoided. Most Mission Schools aim at educating the citizens for personal development and also social justice. Nowadays, some of the Mission Schools are private and are somehow very expensive for ordinary poor people. For example, education offered by Mission Schools was free or highly subsidized in most cases but after independence, many African governments took over the management of mission schools. The government takeover came with a lot of negatives as they failed to provide or manage these schools. For example, in Nigeria and other African countries, the sudden takeover of the church managed schools by the government brought about the collapse of education in schools that were hitherto reputed for high standards; morality and character building also collapsed (Ajah, 2015:264).

The current Education Act No. 23 of 2011 article 25 (1, 2, 3 and 4) by the government of Zambia seems to be stating nothing of the importance of the REP as it may have provided the gap for the Mission Schools to violate the 'Right to Education' for the girl child. It is not conclusive on the policy hence the Memorandum of Understanding between government and churches. An Extract from Education Act of Zambia No. 23 2011 especially article 25 (1,2, 3 and 4) states as follows;

25. (1) *A learner who leaves or is withdrawn from an educational institution may be re-admitted at the education institution on such terms and conditions as the educational institution may determine.*
- (2) *A learner who falls pregnant or impregnates a female learner while pursuing a course of study at an educational institution shall be re-admitted to the educational institution after delivery of the baby.*
- (3) *The re-admission of a learner referred to in subsection (2) shall be on such terms and conditions as the Minister may, by statutory instrument, determine.*
- (4) *A person who contravenes subsection (2) commits an offence and is liable, upon conviction, to a fine not exceeding two hundred thousand penalty units or to imprisonment for a period not exceeding two years, or to both.*

The above article does not in any way bring out the importance of the REP in supporting the RTE for the girl child. It is clearly stating that the powers to re-admit a learner is in the hands of the learning institutions hence perpetrating the violation of the RTE for the girl child.

2.3 The Research Gap

The researcher has reviewed the literature on the 'Right to Education' as one of the most important Human Rights. All the literature used in this review have a core factor which is Human Rights especially the 'Right to Education.' This right is very vital to all human beings as it is bigger than any discriminatory instruments that can be devised in the world. Once this right is ignored it means the person whose denied this right is classified as not a Human hence he or she has no Human Rights as defined earlier that they are inherent to all human beings, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status. They cannot be given or taken away. Any Organisation or Institution that takes them away has violated them personally, nationally and internationally. The 'Right to Education' as a human right should be for all. Equal opportunities should be given to all. It is not true to say that all secondary schools managed by the church have implemented the 'Right to Education' through the Re-Entry Policy in Zambia.

A number of research that has been carried out in the area of the REP (Re-Entry Policy) has a measure to encouraging and to improving the girl child education in Zambia. Hence, it has been discovered that some selected church managed secondary schools do not allow girl pupils who fall pregnant to continue learning from their schools. Instead they are issued with forced transfer letters to continue learning at government managed schools. This is a violation of RTE for the girl child. The violation of the 'Right to Education' by some selected Mission Secondary Schools in Mongu District of Western Province is the gap in this research. This is the gap of study the researcher has identified being omitted or not clearly dealt with by most of the literature reviewed. The researcher would like to pursue this area of interest to investigate the effects of the violation of the 'Right to Education' by some selected Mission Secondary Schools in Mongu District of Western Province.

2.4 Summary

This Chapter has reviewed a number of relevant literature to help give evidence and justification to conduct this study. The chapter has covered literature on education, human rights, the 'Right to Education, the effect of the violation of the 'Right to Education,' the Re-Entry Policy, the Mission Schools and related literature to the topic. The next Chapter will review the Methodology.

CHAPTER THREE

Research Methodology

3.0 Overview

The chapter will focus on the methodology of the study. Therefore, this chapter will start by presenting the research design, the philosophical orientation of research by providing the epistemological and ontological assumptions of the study. Then the data collection instruments, target population, sample size, sampling design, type of data to be collected, data analysis, analytical framework and lastly ethical consideration. This chapter will end with a summary.

3.1 Research Design

A research design refers to the plan used to examine the question of interest or refers to the many ways in which research can be conducted to answer the question being asked (Marczyk and DeMatteo, 2005:22). This research will engage Qualitative approach. A case study gives the possibility of studying the problem defined in some selected secondary schools in Mongu District of Western Province on the violation of 'Right to Education' by Mission Secondary Schools. Basically, a case study is a depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic, whilst it will not answer a question completely, it will give some indications and allow further elaboration and hypothesis creation on a subject. The case study research design is also useful for testing whether scientific theories and models actually work in the real world.

Yin (1984:23), states that a case study can be based on any mix of quantitative and qualitative evidence depending on the data to be collected. In this study, case study design will be employed through the use of Semi-Structured Interview/Discussion and Focus Group Interviews or Discussions. Utilisation of a case study will give the investigator an opportunity to focus on specific and interesting cases in Mongu District which would come as fruition to the research results. A case study will also accord the research to avail meticulous and systematic findings. Utilisation of a case study in this research will be grounded on pragmatism of a case study as a research method. Clearly pragmatism can provide a very powerful justification for the use of case

studies. Thus, a case study in this investigation will effect a privilege and possibility of studying violations of the 'Right to Education' for the girl child by some selected Mission Secondary Schools in Mongu District of Western Province.

3.2 Philosophical Footings of the Research

The investigation was placed within a case study whose ontological supposition assumption is that there is a reality but that it is usually difficult to apprehend. However, there is no way that such an assumption can ever be proved or disproved, as social constructivists, pragmatists and even positivists are ready to argue. But this assumption is surely per formative. In general, this supposition works, especially for the physical world.

Critical realism will be particularly well suited as a companion to case research. It justifies the study of any situation, regardless of the numbers of research. Prior to clarifying the type of ontology used in this study, it is important to define ontology. Ahmed (2008:2) defines ontology as "the study of being." It is concerned with 'What kind of world we are investigating, with the nature of existence, with the structure of reality. He further observed that, the ontological assumptions are those that respond to the question 'What is there that can be known?' or 'What is the nature of reality'? However, this study will be grounded on critical realism ontology. This realistic ontology follows the physical world in which the researchers assume the existence of a world of cause and effect.

It is not ontology of mechanical causes caught in the cause-effect relationships. In this study, researchers assumed that there were some realities for instance in this study realities on the cause of rights and intervention strategies. In this manner, it may be assumed that they follow a realistic ontology. They view it as a causal reality. Ahmed, (2008:3) referred to this notion saying, 'One purpose of research is to explain What is the case or What has happened. A reason for seeking explanations might be to predict what will happen in the future or what would happen if there were to be certain interventions'. This will be clearly shown in the aim of the study that is targeted examining the violations of 'Rights to Education'. This means that the researcher will look for what would happen to residents of Mongu District if there was an adoption of certain effective 'Rights to Education'.

On the other hand, epistemology is a way of understanding and explaining how we know what we know. Epistemology is also concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate (Ahmed, 2008:3). However, the epistemological stance used in this study is objectivism. Objectivist epistemology holds that meaning, and therefore meaningful reality, exists as such apart from the operation of the any consciousness. It means that the mind of the investigator is thought to be separate of the world of objects, of what is investigated. Thus, in this study, the researcher will separate himself from the objects he will be studying. The researcher will look for the violations of the 'Right to Education' for a girl child by some selected Mission Secondary Schools on the residents of Mongu.

3.3 Target Population

The total population will include all the teachers, pupils, headmasters and parents in the selected Mission Secondary Schools.

3.4 Sample Size

The study will target 63 informants involving 30 learners in six groups of 5 each, 15 parents in three groups 5 each, 15 teachers in three groups of 5 each and 3 head teachers from the three selected Mission Secondary Schools in Mongu District of Western Province.

3.5 Sampling Design

The researcher will use purposive sampling procedure where the target group will be purposefully selected. This is due to the reason that simple random sampling enables a situation where the target population from selected Mission Secondary Schools in Mongu District to have an equal opportunity of being selected and this will reduce biasness.

3.6 Data Collection Instruments

In this study, Semi-structured Interview, Focus Group Interviews or Discussions will be employed. The data to be collected will be based on primary types of data. Primary data will be obtained by the use of Semi-structured interviews, Focus group in the field. Datko quoting Cohen (2007)

defines, the Semi-structured (sometimes known as semi-standardized, in-depth, or focused) interview as a research method has its roots in the psychiatric or therapeutic interview, but unlike this approach whose course is in minimal control of the interviewer and mostly guided by the interviewee, the semi-structured interview introduces rather more control on the side of the interviewer (Datko, 2015:142). Cook explains that in a usual Semi-Structured Interview, the researcher has more guidance over the direction of the conversation and discussed content than in a non-directive data collection approach; but still the informants are not restricted in elaboration or changing the course of the interview into other related areas (ibid).

The principal aim of the Semi-Structured Interview is to obtain an informant's subjective response to a known situation from his or her lived world. A researcher always seeks descriptions and understanding of the subjects' stock of knowledge about the topic under study, while he or she is interested in the main themes the participants experienced or lived through in their own lives.

A Focus Group Discussion (FGD) involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 5 to 12 people. It is led by a moderator (interviewer) in a loosely structured discussion of various topics of interest (Uprety and Baral, 2016: 1).

FGDs are structured and directed, but also expressive, they can yield a lot of information in a relatively short time. Therefore, FGDs are a good way to gather in-depth information about a community's thoughts and opinions on a topic. The course of the discussion is usually planned in advance and most moderators rely on an outline, or guide, to ensure that all topics of interest are covered (Uprety, and Baral, 2016: 2).

3.7 Data Collection Procedure

This study will use qualitative method of data collection which will involve Semi-Structured Interviews and Focus Group Discussions or Interviews. Firstly, Semi -Structured Interviews will

allow respondents to express themselves freely and bring out ideas on the main concerns of the study. Furthermore, primary data will provide the foundation to base the study and it will stand as the limelight for the research. Additionally, communication barriers will be addressed in the sense that interviewees will express themselves in the language they would be comfortable with.

3.8 Data Analysis

Data collected from the respondents will be analyzed using qualitative methods. Qualitative thematic will be done by capturing and analyzing the descriptive responses of the respondents on challenges on the topic of the study.

3.9 Analytical Framework

This research adopted thematic analysis. According to Braun and Clarke (2006:5), ‘Thematic analysis is the most common form of analysis in research and it is actually firmly and is compatible with both essentialist and constructionist paradigms within psychology. Through its theoretical freedom, thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data. Given the advantages of the flexibility of thematic analysis, it is important that it is clear that the method is not trying to limit this flexibility’. Thematic framework emphasizes pinpointing, examining, and recording patterns or themes within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question. Thematic analysis was performed through the process of coding in six phases to create established, meaningful patterns. These phases include, becoming familiar with the data, generating initial codes (data compilation and reduction), searching for themes, reviewing themes, defining and naming themes and producing report.

Inasmuch as words or phrases in the text were counted, implicit and explicit ideas within the data were identified. The research considered thematic analysis as the most appropriate method to capture the intricacies of meaning within particular data. After the findings from the interviews, the major issues and ideas were be manually coded. Having obtained the data from various areas, interpretation of that data was qualitatively done. Furthermore, in terms of secondary data, information was collected from articles, books, internet and some dissertations. The researchers reviewed various findings by different academicians. Some of the major issues that emerged were

the political issues influencing the extent to which the 'Rights to Education' among girl children are effective. Additionally, the socio-economic issues such as the low standards of living negatively influenced how they handled the issues pertaining girl child's 'Rights to Education' (Saldana, 2009).

3.10 Ethical Considerations

Ethics is a branch of philosophy that deals with the conduct of people and guides the norms or standards of behaviour of people and relationships with each other. It refers to an "ethos" or "way of life", "social norms for conduct that distinguishes between acceptable and unacceptable behaviour (Akaranga and Makau, 2016.1)." The study of ethics leads to the creation of social norms which focus on the behavior that a person is expected to uphold in a particular situation. Therefore, ethical considerations are a set of principles about how researchers and research organisations should conduct themselves when dealing with research participants, other researchers and colleagues. Ethics were upheld from the initial stage of recruiting research participation. Thus, the following ethical considerations during primary and secondary data collection on the violation of the 'Right to Education' for the girl child in selected Mission Secondary Schools were considered. The researchers' letter of introduction together with consent letter for the research approved by the institution was revealed for approval and signing by each participant before being interviewed or attempting to answer any question. In recruiting research participants, the researcher endeavored to ensure that there was voluntary participation of potential participants of the research study. In so doing, the researcher attempted to make certain that the research topic and purpose were explained to the research participants as to enhance voluntarism in the light of participation.

In addition, the researcher also ensured that the sampling design was adhered when recruiting research participants and this enhanced fairness and avoided biasness when recruiting the research participants. To mention more, the ethics of harming research participants physically or emotionally were upheld in high esteem. This was ensured by avoiding respondents' anonymity and confidentiality without their consent. The respondents were not allowed to disclose their names during the interviews except their signature to show consent for interviews. None of activities were done without consent of the respondents for example, when wanting to take a

photograph. The researchers also requested the respondents to suggest the language they were comfortable to communicate with and the instructions such that they could stop the interview if they felt uncomfortable even in the middle of the interview. The researcher also ensured that ethic of plagiarism was upheld by acknowledging borrowed ideas and the researcher also endeavored not to doctor any part of the research findings during data collection. The researcher also got permission from the District Education Board Office so that the researcher could be allowed to collect data from the selected schools.

3.11 Summary

This Chapter has reviewed the research methodology, the research design, the philosophical orientation of research topic by averring the epistemological and ontological assumption. Then the data collection instruments, target population, sample size, sampling design, type of data to be collected, data analysis. Analytical framework and lastly ethical consideration. The next Chapter will review the Presentation of Findings.

CHAPTER FOUR

Presentation of Findings

4.0 Overview

This chapter presents the findings of the study through themes directly related to the objectives of the study. The overall intention of the study was to investigate the Violation of the ‘Right to Education’ for the girl child in selected Mission Secondary Schools in Mongu District of Western Province. The findings are presented in a categorical manner beginning with findings from Semi-Structured Interviews and closing with findings from Focus Group Interviews/Discussions.

4.1 Objectives of the Study

The study was guided by the following research objectives:

1. To ascertain whether Mission Secondary Schools violate the ‘Right to Education’ for the girl child.
2. To examine how the Mission Secondary Schools violates the ‘Right to Education’ for the girl child.
3. To investigate the effects of the Mission Secondary Schools’ violation of the ‘Right to Education’ for the girl child.
4. To device possible ways of how Mission Secondary Schools should handle the ‘Right to Education’ for the girl child through the Re-Entry Policy.

4.2 The Demographic Profile of the Respondents

As a reminder, this section will present the demographics of the respondents who took part in the study. All the groups that took part in the study were requested to provide background information before they took part in the Semi-Structured Interviews and Focus Group Discussions. As seen in Table I, the percentages of the learners, parents, teachers in terms of gender were not balanced. Whereas the percentages of the Head teachers as well were not balanced. In Table II shows the

symbols representing the head teachers, teachers, parents, learners and the three schools involved in the study.

4.2.1 Table I: Showing Sex of the Respondent

RESPONDENT	MALE	FEMALE	AGE (RANGE)
Learners	13	17	15 – 17
Teachers	7	8	28 – 50
Parents	8	7	40 – 65
Head Teachers	2	1	46 – 52
TOTAL	30	33	
Percentage	47.6%	52.4%	

4.2.2 Table II: Showing symbols of the Respondents

	SYMBOL	DESCRIPTION
1	HT	Head Teacher (Semi-structured Interviews)
2	FGD T	Focus Group Discussion involving Teachers
3	FGD P	Focus Group Discussion involving Parents
4	FGD L	Focus Group Discussion involving Learners

4.3 Findings from the Semi-Structured Interviews

4.3.1 Objective One: To ascertain whether Mission Secondary Schools violate the ‘Right to Education’ for the Girl Child

4.3.2 Findings from the Semi-Structured Interviews linked to Objective One

The 3 Head teachers interviewed pointed out that their schools did grant the RTE for all school going children who have qualified and did meet the grades needed for admission. They reported that the RTE was granted through the following factor; availability of committed teaching staff, safe learning environment, no disturbances for non-payment of school fees, supporting programs for vulnerable learner and local school monitoring policies. From the interview the major themes raised were availability of committed teaching staff. They mentioned that the teachers were readily available and committed to their duty. The head teachers mentioned that they do provide a safe learning environment for the learners as proven by the availability of the infrastructure which is in good conditions and other basic necessities. It was also state that the learners are not disturbed in anyway due to non-payment of school fees. It was discovered that in line with granting the RTE for the learners, one of the schools has the feeding program and also provide shelter to support those learners from poor families. The research participants in the Semi-structured interview said the following in support of the research finding portrayed above:

HT 1: *‘..... At this school the learners are granted the right to education, they are not sent home if they have not paid school fees. We were the first school to effect this policy of not sending learners home for non-payment of school fees long before the government did. We believe and we now know that when a girl child is educated she will educate her children, the nation will develop and the church will develop...’*

HT 2: *‘Yes, we do grant the RTE at this school as it is our core business as a school, to educate the youths so what we do is ensuring that the teachers in class educate the learners without fail. Learners (class monitors) have the right to report teachers who go late and miss class, this is the local school policy. The school also has a system that monitors the pupils who miss class...’*

HT 3: *'RTE is part of the human rights and our school is committed to promoting and supporting the RTE for the girl child. The RTE is enshrined in the law of the land and we are the custodian. Our school does grant the Right to Education without discrimination'.*

4.4 Objective Two: To examine how the Mission Secondary Schools violates the 'Right to Education' for the Girl Child

4.4.1 Findings from the Semi-Structured Interview linked to Objective Two

All the head teachers pointed out that their schools might be violating the RTE for a girl child knowingly and unknowingly as they endeavour to educate the learners. The Head Teachers identified a number of areas such as failure to provide enough teaching and learning materials, disciplinary cases, forcing learners to go home, high cut off point, low number of girls in school, lack of basic necessities. The major themes were as follows; lack of teaching and learning materials in these schools. The head teachers attested that learning and teaching materials were a big problem and had negatively affected the performance of the girl child academically, this is a violation of the RTE. During disciplinary case the girl's learning time was used for this process which would take a long time to resolve and sometime it would require the presence of the learner who has to be asked out of class. It was mentioned that during power outage, the learners are asked to go home due to lack of electricity to power the water pump, this was a violation of the RTE as learners would have missed out on learning time. The other themes brought out were high cut off point for girls than that of boys. This system does disadvantage the girl child as it leads low numbers of girls in class and it is a violation to the RTE. In relation with the above research findings here are the supporting comments from the research participants below.

HT 1: *'It is a bit difficult to answer that as a leader of the institution..... However one area where I feel we violate the 'Right to Education' for a girl child, is when a child has a disciplinary case. We involve parents which is the best thing, the parent would be invited to come at 9 and the pupil has to be asked out of class. The disciplinary case would take an hour or more. By the time the case is done the pupil would have lost her class time and missed out on*

learning time’.

HT 2: *‘To some extent it is violated in that the ratio of boys to girl varies favouring the boys which is 3 to 1. Initially this school was a boy school from 1964. Girls were introduced in 1996 and this was gradual. The mission school or grant aided school was to produce pupils who would produce priests and religious brothers. This violated the RTE for the girl child as Mongu has a high number of girls than boys’.*

HT 3: *‘The other area where the ‘Right to Education’ is violated could be the provision of water. At this school water is rationed. Water is a big problem. The school is using borehole water and it depends on electricity. When the town experience power outage the pupils are released at lunch time or half day missing the learning time. This violates the ‘Right to Education’ as the pupils will have missed out on learning time. As I mentioned earlier on the ‘Right to Education’ is not just learning in class but also providing the basic necessities of life for example water. This is a girls’ school and flowing water is really needed. If there is no flowing water the pupils are released to go home....’*

4.5 Objective Three: To investigate the effects of the Mission Secondary Schools’ violation of the ‘Right to Education’ for the Girl Child

4.5.1 Findings from the Semi-Structured Interview linked to Objective Three

The head teachers believed that the violation of the RTE for the learners was going to have negative impact on her life as a whole. They were quick to mention that this violation was going to result into a lot of negative consequences for both the girl child and the society. From the interview the following themes emerged, high school dropout, low self-esteem, prostitution, early marriages and academic poor performance. The head teachers mentioned that high school dropout was as result of the violation of the RTE for the girl child. It was mentioned that girls easily give up if not encouraged. As a result of the high dropout girls followed by uneducated low self-esteem girls in the society who in turn would be unproductive. Most uneducated girls would find marriage as the

easy way out hence increasing early marriages in the society. The head teachers stated that low self-esteem girls would engage into prostitution for survival. The head teachers attested that the other effect of the violation of the RTE is the sending away of learners when there is power outage. As it seems to be the only way out for these schools due to lack of other alternative power sources. Below are the comments by research participants related to the findings indicated above.

HT 1: *'..... Learners are affected psychologically when they are pulled out of class when others are learning. When there is no water in the school they are asked to go home, half day and fail to complete the syllabus but still expected to write the same national examinations. These will affect the education and the health of the pupils. These girls when they grow up into ladies will fail to develop or function because they will have low self-esteem and confidence because they did not do so well in their academic studies. As they are expected to compete out there in the society with people who are well qualified. Their contribution to society will be very different as they will have no confidence, they will feel challenged or defeated even before they say anything'.*

HT 2: *'...if girls are not given the RTE in this town because they have no chance to be enrolled in the school. This will encourage early marriages, increase in the number of school dropout and a wider perspective those that are left out they end up in the street and without education and this might encourage prostitution as a way of survival....'*

HT 3: *'..... To some extent, the girls are not granted the RTE as they are subjected to poor learning environment by not having enough time to stay in school whenever there is no running water, this coupled up with poor teaching and learning materials this results in academic poor performance...'*

4.6 Objective Four: To devise possible ways of how Mission Secondary Schools should handle the ‘Right to Education’ for the girl child through the Re-Entry Policy

4.6.1 Findings from the Semi-structured Interview linked to Objective Four

All head teachers were absolute in stating that their schools do support Re-Entry Policy that was enforced by the government. They were quick to mention that their schools however do not practice or implement the REP for many reasons. They were honest to say that the girl child who got pregnant would be transferred to a government school were the REP is implemented. When asked if their ‘forced transfer’ on the pregnant girl was not violating the RTE, they mentioned that the force transfer was designed to help the teen mother have a new start elsewhere where the other teen mothers are welcomed. The 3 head teachers emphasised that they offer counselling and facilitate transfers to these young mother before and after they are forced out of the Mission Schools of their choice.

When asked if there were documents the exempt them from implementing the REP, all the head teachers stated that there was a Memorandum of Understanding (MoU) between the government and the Churches. They mentioned of the MoU which they failed to produce at the time of the interview as they did not have it. They mentioned that the document could easily be sourced from the Secretariat in Lusaka. The head teachers once in a while they are invited for workshops to update them on the matter. Below are the comments by research participants related to the findings indicated above.

HT 1: *‘Unfortunately we don’t practice or bring back the girls that have fallen pregnant. However we have a way of helping them out because it is church policy that they are asked out of school. After maternity leave we ask the girl to choose a school of their choice managed by government. We believe that every child has the ‘Right to Education’ so we help the girl child to continue with her education. These girls might have fallen pregnant through their experiment or peer pressure or raped hence finding themselves in a web of young mothers. We feel it is important to help the girl child out of the school to a government school for fresh start and free from stigma. The*

pregnant girls or young mothers are asked out of the Mission School as to deter other girl to go against the moral teachings of the church.

'The documents are available at the secretariat, there is a Memorandum of Understanding between the government and Mission Schools. This stance by the church is practice by all Mission School in the country'.

HT 2: *'Being a Christian school the REP is not practice as it stands against the Church's teachings, it encourages immorality and moral decay. As a school that believe in Education for All, the pregnant girl is assisted to find a place in government schools... The REP has been abused as it has no limit. In some parts of the country girls have fallen pregnant more than once. This is against the moral teachings of the church and if the young mothers were allowed in these school will continue abusing the policy'.*

HT 3: *'The agreement between the ministry of education and churches is there to prevent and deter girls from involving themselves in active sex. Our church is against immoral policies and it is a challenge to the policy makers to value the declaration of this country as a Christian nation. This can be seen and felt by the policies that are made by the lawmakers'.*

4.7 Findings from the Focus Group Discussions

4.7.1 Objective One: To ascertain whether Mission Secondary Schools violate the 'Right to Education' for the Girl Child

4.7.2 Findings from the Focus Group Discussions/Interviews linked to Objective One

The 53 respondents attested that the RTE is granted to learners in the schools, this right is inclusive of the girl child. The following were the themes extracted from the responses of the research participants, support for vulnerable pupils, dedicated teaching staff, the safe learning environment and non-payment of school fees. There were 7 respondents who felt that even though the schools granted the RTE to learners, they pointed out some factors why they felt the schools could do

better.

Below are the comments by research participants who believed that the RTE was granted related to the findings indicated above.

FGD T 1: *'Yes, because most of our learners at this school are allowed to learn even when they have not paid school fees. The institution has even gone to an extent of lobbying for financial assistance from other organisations to help the vulnerable learners at our school'.*

FGD P 4: *'This school does grant the RTE with a unique dedication than government schools, pupils are well trained and protected by the staff and management'.*

FGD L 2: *'Yes, in a way that they offer various subjects and various teachers, to give knowledge to the pupils who are specialized in those subjects'.*

Among the respondents who stated that the RTE is granted had the other side that the RTE was not provided at these schools. The following are some of the reasons; the absence of REP, selective subjects, low number of girls in the schools in question, study time was not enough and it favoured boys than girls as it is late in the afternoon, punishment effective during learning times. Below are the comments by research participants related to the findings indicated above.

FGD T 4: *'No, because we do not implement the Re-Entry Policy. The girls who fall pregnant before completing Grade 12 they are asked to leave this school, this is denying the RTE'.*

FGD T 10: *'I feel to an extent that we are denying the children the privilege of RTE, we have set high standards that only select pupils with good results. The Cut Off Point for our school is very high to grant the RTE to all children. We have more classes at junior level than at senior level, for example at this school, at junior level we have 4 classes for grade 8 and 4 for grade 9 but*

at the senior level each grade has 3 classes. This implies that a class from the junior level is thrown out and left to find places in government schools’.

FGD P 9: *‘How can we say that the country with limited schools and very little effort is put in by the government to improve the education system, no materials for our children to use. I believe the school managers are trying to grant the RTE. Our girl child is not protected by the government who cannot enforce REP in these Mission Schools who have challenged the policy, the REP’.*

FGD L 17: *‘Subject combination at this school is an instrument of discrimination, some girls desire to take up technical or practical subjects like Design and Technology but they are placed in a class where there is Food and Nutrition, education must be general everyone should be free to choose the subjects’.*

4.8 Objective Two: To examine how the Mission Secondary Schools violates the ‘Right to Education’ for the Girl Child

4.8.1 Findings from the Focus Group Discussions/Interviews linked to Objective Two

The discussions revealed a number of violations against the girl child’s ‘RTE. 51 out of 60 respondents felt that even though the schools did granted the RTE to learners, the girl child’s RTE was violated through the unsafe learning environment, long disciplinary procedure, erratic supply of running water, sexual abuse, high Cut Off Point and lack of learning and teaching materials. The respondents indicated that unsafe learning environment was caused mostly by the limited and old buildings, furniture was limited and the science laboratory were poorly equipped. The other concern was with the outbreak of waterborne diseases, the toilets where not safe due to the erratic water supply. The respondents mentioned of sexual abuse and sexual advances by male teachers towards the vulnerable girl child. They complained about the prolonged disciplinary cases that waste the learners’ learning time. High Cut Off Point for girls which the respondents believe led to high dropout of the girl child. The other 9 respondents believed the girl child’s ‘Right to Education’ was not violated but it was just the girl child who wanted attention. From the participants that believe that the RTE is violated, here are some of their comments related to the

research findings as indicated above.

FGD T 1: *'The violation of the RTE will lead to the increase in the drop out of a girl child hence producing women who are not empowered to contribute to the running of the community and the country at large'.*

FGD T 13: *'The girl child's RTE is violated by the school failing to secure learning materials and safe environment. We heard of cases where the teachers are sexually abusing the girl child.'*

FGD P 11: *'How can she feel free to learn in an environment where her rights are violated by selfish people? The girl child is not safe from some of the male teachers who see them as their second wives. The school cannot provide enough space for the girl child to continue with her education when she is impregnated by a teacher or a fellow learner meanwhile the male culprit continues working and the learner continues learning'.*

FGD P 12: *'My child has to ask me to buy her text books for Maths and Sciences saying that the school does not have books. I am asked to pay for extra tuition fee outside the normal learning time for the child. This is how the girl child loses out as the teachers concentrate much on extra tuition classes where they get a lot of money.'*

FGD L 2: *'The RTE is violated at this school in a sense that when a girl falls pregnant, she is not given an opportunity to come back at this school.'*

FGD L 21: *'The population of girls is lower than that of boys at this school hence their RTE is violated by the school through selection at grade 8 and grade 10.'*

FGD L 27: *'Girls' right is violated during exams when it comes to the unjustified Cut-off Points for girls which is higher than that of boys at this school'.*

4.9 Objective Three: To investigate the effects of the Mission Secondary Schools' violation of the 'Right to Education' for the Girl Child

4.9.1 Findings from Focus Group Discussions/Interviews linked to Objective Three

The findings of the study on the effects of the violation of the RTE for the girl child included the following, low self-esteem, early marriages, encouraged gender based violence, high school dropout leading to uneducated girls, increase prostitution, stigmatisation of teen mothers, abortion, sexual abuse, poverty, career pathways and AIDS infection rate goes up. The study dwelled much on low self-esteem for both abused and uneducated girl child. They also mentioned that as a result of the pregnancy the girl child might be forced into early marriage which might be a field of gender based violence as she would be very young to understand the essence of marriage. They stated that teen mothers were called names and wear the stigma as prostitutes. It was said that in some families they teen mothers or pregnant girls were disowned by their families. The respondents felt that vulnerable teen mothers were exposed to sexual abuse and HIV/AIDS infections. The respondents believed that the new career pathways had contributed to both poor performance and high school dropout of girls. Below are the comments by research participants related to the findings indicated above.

FGD T 2: *'The dropout of a girl child as a result of the violation of the RTE is a social, academic and economic problem. When we look at the economic factors, it means that the resources which was invested in this particular individual has gone to waste. So at the end of the day poverty continues to increase in our community instead of lifting the status of our country. Poverty results into bad morals e.g. theft, prostitution, murder and many others'.*

FGD T 10: *'When a girl falls pregnant in some families they are asked to leave their parents or guardian's place to be with a man responsible for their pregnancy, this is like forced - early marriage. In most cases these men who go out with the school girls have AIDS or STIs. The poor girl will be jumping from the frying pan into the fire. Early marriage will come with its own package as a result of the young girl or teen mother failing to perform as a mature woman, this leads to Gender Based Violence (GBV) in the*

community'.

FGD P 5: *'As a result of the violation of the RTE, we will have an illiterate community that is killing the potential of a girl child who is the mother of a nation. We are simply condemning our society and ourselves to hell. When a girl is educated she creates a society that is very caring*'.

FGD P 13: *'The effect of violating the RTE for the girl child will invite the increase in the AIDS infections and this will lead to unproductive society where only old people will remain healthy but not productive*'.

FGD L 2: *'It will present a high drop out of girls from school hence creating low self-esteem for the girl child*'.

FGD L 26: *'High Cut Off Point for a girl child leads to less number of girls in school and this will affect the nation as it will suppress the voice of the woman, lady in society especially in decision making*'.

4.10 Objective Four: To device possible ways of how Mission Secondary Schools should handle the 'Right to Education' for the Girl Child through the Re-entry Policy

4.10.1 Findings from Focus Group Discussions/Interviews linked to Objective Four

The study pointed out that all the Mission Secondary Schools involved in the study do not implement the REP as it was against the teachings of the Church. The respondents indicated that the pregnant girls were asked out of the Mission School to government secondary schools where the REP was implemented as supported by the 54 respondents. The 54 respondents believed that the REP must be introduced in the Mission Secondary Schools in order to promote the girl child's RTE. The step would empower the girl child with the second chance, to reshape her goals in terms of education. The move would help in reducing the number of girls dropping out of school, it will also reduce on early marriage statistics, in a way reducing on gender based violence, increase on the number of educated girls and reduce on the number of HIV/AIDS new infections.

The 6 respondents who supported the Church's stance on the REP believe that the policy was immoral and they pointed out that teen mothers were a bad influence to other girls. They believed that the mission schools are managed and guided by the Christian values. Below are the comments by research participants related to the findings indicated above.

FGD T 1: *'The REP promotes the RTE for the girl child in the country and giving them a second chance to be educated. It definitely will increase the number of women in decision making positions in the society and the country at large.'*

FGD T 3: *'The REP is the only way to help the girl child to stay in school of their choice. This will reduce on the number of early marriages and in many way reduce of GBV. REP will improve the number of educated girls, ladies and women in the country.'*

FGD P 1: *'What is the main aim of these Mission Schools? I guess is to show these girls and boys that God is above all things. God is ever forgiving. My point is that why can the Mission Schools forgive these young mothers by embracing them back by simply accepting the Re-Entry Policy.'*

FGD P 2: *'I would like to see the Mission Schools provide day-care for the teen mothers as a way of supporting the RTE for the girl child.'*

FGD L 14: *'As a girl child at this school, I would love to see all Mission Schools to be providing day-care by 2020 for the teen mothers as a way of supporting the RTE for the girl child.'*

In relation with the research findings above, those in support with the Mission Schools, the participants against the REP had this to say;

FGD L 11: *'Girls always want nice things that is why they get pregnant from old men, to avoid this situation girls must concentrate on getting good education and be able to buy things that they need than selling their bodies for money and*

leakages. This will reduce on the number of girls drop out and reduce on AIDS infections’.

FGD P 4: *‘Traditionally any girl who fell pregnant in her parents’ house would be surrendered to the responsible man’s family and sometimes parents would disown their daughters for the embarrassment they have brought to their family. The mission schools are trying to teach the girls to value the Church’s teachings and live morally upright’.*

4.11 Summary

This chapter looked at findings from the study. Beginning with the demographic of the respondents who included the Head Teachers, Teachers, Parents and Learners. These findings were divided according to research instruments used, namely Semi-Structured Interviews and Focus Group Discussions/Interviews. The findings were arranged according to the objectives of the study. The next chapter will look at discussion of the findings from the study.

CHAPTER FIVE

Discussion of Findings

5.0 Overview

This chapter presents a revealing discussion of the research results presented in the preceding chapter four. Primarily, an investigation whether Mission Secondary Schools violate the ‘Right to Education’ for the girl child in selected secondary schools in Mongu District of Western Province will be discussed first. This will be followed by a discussion on how the Mission Secondary Schools violates the ‘Right to Education’ for the girl child in selected secondary schools in Mongu District of Western Province. Thirdly, an investigation on the effect of the Mission Secondary Schools’ violation of the ‘Right to Education’ for the girl child in selected secondary schools in Mongu District of Western Province will be discussed and at the end a discussion on possible ways of how Mission Secondary Schools should handle the ‘Right to Education’ for the girl child through the Re-Entry Policy in selected secondary schools in Mongu District of Western Province will be made.

5.1. Mission Secondary Schools Violate the ‘Right to Education’ for the Girl Child

The findings from the study revealed that out of the 63 respondents, 54 respondents pointed out that the RTE was granted in their schools and 9 respondents stated that the RTE was not granted in their schools. Figure II shows the percentage of the granted RTE and the percentage of RTE not granted.

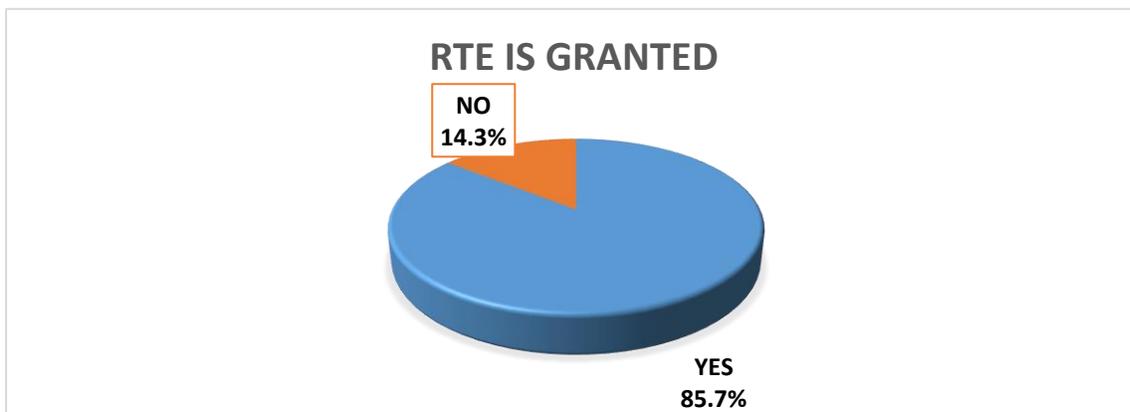


Figure II: The grant of the RTE

The 54 respondents stated that RTE was granted, this represented a percentage figure of 85.7%. 9 respondents said that the RTE was not granted representing 14.3%. From the findings, it can be concluded that Mission Secondary Schools grant the RTE. The findings are in agreement with the fact that every school going child is supposed to be educated. 14.3% respondents suggested that the RTE is not granted. Their concerns are justifiable. There are a lot of factors to be considered before concluding that RTE is provided to the learners. Factors such as distance, safety, geographical location, affordability, the staff, learning and teaching materials and other necessities. This is in line with the following statement, according to the UN-CESCR (1985) which states that education shall exhibit the following interrelated and essential features such as availability, accessibility and acceptability.

Most of the learners attending to these schools in Mongu District cover long distances. On average most of the learners cover more than 3 kilometers to be in school. When it comes to accessibility, not everyone has access to education. For example the Cut-Off Point is a sign that education is not easily accessible for all, it is subjective. One of the respondents interviewed, stated that the Cut-Off Point for girls is higher than the boys'. This is a discriminatory step against education and that of the RTE for the learners especially for the girl child. This discovered truth is supported by Mozghan's statement stating that, 'discrimination in education ranges from gender to race, age, social class, financial status and other characteristics (Mozghan, 2015:35)'.

In an effort the school management is striving to provide learning and teaching materials, safe learning environment, providing enough time for preparation, the needed necessities to grant the RTE, as it is an entitlement according to Choudhury, (2014:37). He understood that MOGE has an obligation to develop secondary education and making it accessible to all.... and in the near future a progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education (ibid). The efforts described above is what the 85.7% of the respondents were agreeable to in terms of the granting of RTE.

The findings can be summarised by a social process based on Vygotsky's Social Constructivism theory which emphasise on interactions between people, communities, organisations and the

surrounding that the people of Mongu has learnt and become more knowledgeable about the RTE. The knowledge that the people of Mongu are equipped with and how they acquired is in line with the Vygotsky's Social Constructivism. This theory is supported by the following statement stating that:

'..... human learning describes learning as a social process and the origination of human intelligence in society or culture. Social constructivists view learning as a social process. It does not take place only within an individual, nor is it a passive development of behaviours that are shaped by external forces. Meaningful learning occurs when individuals are engaged in social activities (Topçiu and Myftiu, 2015:172).'

5.2 How Mission Secondary Schools Violate the RTE for the Girl Child

The findings from the study on the violation of the RTE for the girl child in the selected Mission Secondary Schools in Mongu District of Western Province. The study revealed a number of violations of the RTE for the girl child. 9 out of 63 respondents believed that there was no violation of the RTE for the girl child. This represented 14.3% of respondents. The main violations are as follows, out of 54 respondents, 8 pointed out lack of teaching and learning materials, 6 pointed out wastage of time for learning through disciplinary cases, power outage hence creating no flowing water causes the administration to ask learners to go home, late coming to class and leaving classroom early by some teachers, 20 pointed out the failure to implement the Re-Entry Policy, 7 pointed out less number of girls in school, 3 pointed out imposed subjects, 4 pointed out sexual abuse and advances by male teachers, 4 pointed out poor sanitation and finally, 2 pointed out bullying by the boys and abusive language from some teachers. Below is figure III showing the form of violation of the RTE for the girl child in a graph.

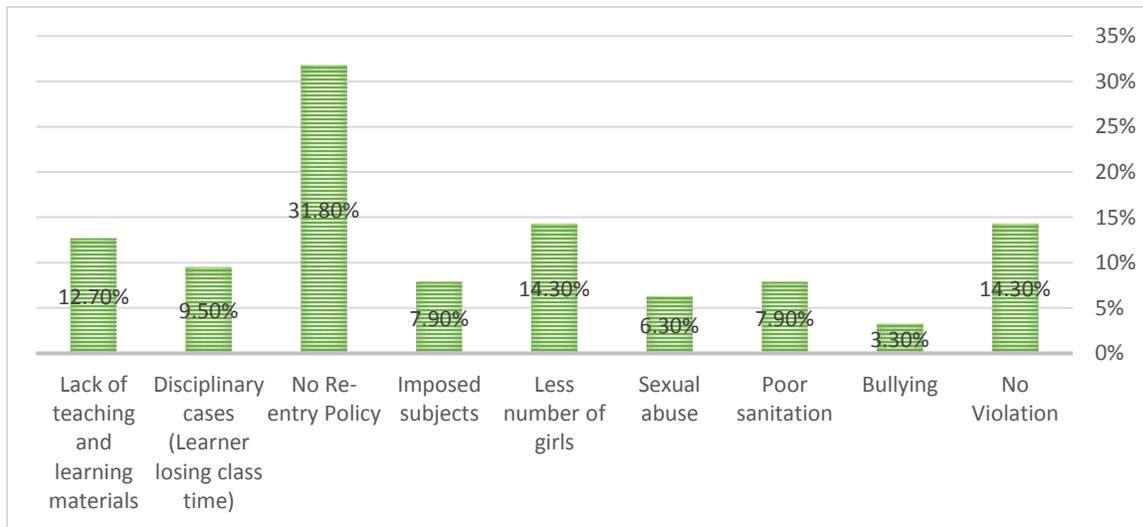


Figure III: *The Violation of the RTE for the Girl Child*

The above findings represents the total percentage of respondents who identified the violation, 85.7% which was broken down into particular violations; 12.7% for lack of teaching and learning materials, 9.5% wastage of learning time through disciplinary cases, power outage hence creating water problem hence causing the administration to ask learners to go home, late coming to class and leaving classroom early by some teachers, 31.7% failure to implement the REP, 11.1% less number of girls in school, 4.8% imposed subjects, 6.3% sexual harassment, 6.3% poor sanitation and finally 3.2% bullying by the boys and abusive language from some teachers.

The REP, although it was introduced in 1997 in Zambia, the policy has never been associated with the RTE. Hence, it is difficult for some sections of society to carry it on board. This comes out as a double standard when the Ministry of General Education and the Ministry of Justice fails to recognise, enforce and educate the nation on the RTE through the implementation of the REP. It is important to state that the government has failed the girl child, a statement supported by Katarina, (2016), who stated that behind this failure stands governments, which bear responsibility for ensuring that no child is without education, and lack of focus both in implementation and in content in development agendas on governments' human rights obligations.

The Curriculum Development Centre (CDC) keeps changing the curriculum without involving the class teachers who are on the ground and this has exposed the MOGE's failure in coming up with an education system that will stand the test of time. The current system is vulnerable at the hands

of politicians as it has been observed in Zambia, the subjects keep on changing to suit every new government that is formed. This is seen in the failure of the MOGE to enforce the REP in all the schools in the nation. The fact that the Mission Secondary Schools have literally rejected to follow the government's directive is a violation of the RTE for the girl child. The number of girls in schools have continued to drop. The findings from one of the schools is that the girls are forced to classes that have the so called "girls' subjects" such as Home Economics, Food and Nutrition and not classes that have the technical subjects or the so called "boys' subjects". With New Careers Pathway System introduced by the MOGE, the learners are forced to take subjects. The bundling up of certain subjects by the CDC has imposed subjects on pupils and the teachers.

This violation of the RTE for the girl child is confirmed by the following statement, according to the CDC, (2013:36) stating that the 'National concerns are emerging challenges that cut across the curriculum in order to ensure a holistic development of a learner. Cross-cutting Issues are cardinal and therefore, integrated across the curriculum at all levels of the education system'. This introduction the new combination of the compulsory grouped subjects is a violation of the girl child's freedom from picking the subjects of her choice'. These new program are always imposed on the implementers. This is against the social constructivists who believe that the syllabus for learners should not be changed anyhow but follow the procedure, this is supported by Adams (2006:252), who mentioned that, 'Learners must be encouraged to explain what they think, why, and how such changes seem to fit with the requirements of the socio-cultural context'. Adam continues saying that the design of learning opportunities and methods for demonstrating and mediating knowledge into the socio-cultural space should rest at least partly with pupils. Asking pupils what they wish to consider and how they wish to investigate and present their work engenders feelings of importance and worthiness.

The Zambian government is one of the members that are signed up to improve and promote the RTE but has failed to live up to the promise made by the member states. The failure of Zambia is confirmed in this statement... "This report finds that many of the same governments that have signed on to development agendas and form part of global partnerships including among the 16 champion countries that UN Secretary-General Ban Ki-moon appointed in September 2012 to

“lead by example” to promote education globally are those that are also failing many of their school-aged children (Katarina, 2016)”.

The number of girls in school has continued to increase although at a slow pace compared to that of boys. Overall school enrollment has been rising for both boys and girls, exceeding regional averages. According to the Living Conditions Monitoring Survey, the enrollment rate for adolescents 11–18 years of age grew from 77 percent in 2002/03 to 86 percent in 2010 for boys and from 68 to 81 percent, respectively, for girls (Mupuwaliywa and McConnell, 2005:2)... ‘Although overall enrollment has improved across provinces since 2006, the Eastern province has consistently had the lowest enrollment of girls. In 2010, for instance, enrollment of girls in the Eastern province averaged 69 percent, compared with more than 80 percent in the other provinces (ibid)’.

The other area of concern is the disciplinary cases, the process take a lot of the learning time for the learner involved. This process will involve the administrators, class teachers, learners and the parents. The learner involved misses out on learning time. In the same vein the learning time is wasted during power outage where learners are send home due to health and hygiene concern as toilets will have no running water. The water pumps operates using electricity and the schools have no other alternative apart from the hydro-electricity. Late coming to class and leaving the classrooms early by teachers is another violation of the RTE for the girl child. In addition, apart from violating the girl’s RTE, late coming by teachers is an indiscipline behaviour which sends a bad message to the learners. This is in conformity with what Banja (2010:11) stated that the teachers’ conducts such as abusive language towards pupils, flirting with school girls, favouritism towards certain pupils, reporting for class late, reporting for work drunk, absenteeism from class impact on the learners’ discipline negatively.

Sexual abuse is a violation of the human rights and it psychologically affect the girl child’s performance in school. It must be said that sexual abuse and harassment is not only between the male teachers and female learners, the girls are also victims of sexual abuse and harassments from the fellow male learners who even bully them. This act is a violation of the human rights of the girl child as stated by Kiefer (2016:3), as a human rights violation is a situation where a person’s right are denied, or not respected or fulfilled. As a result of the failure by both the government and

the school management, the girl child is not respected and protected hence they are abused. Sexual abuse expose girls to GBV, HIV/AIDS and if left unchecked might increase. These abuse cases have increased over time and women in influential positions have turned a blind eye to the violated girl child. This calls for the government to implement measures that would protect the girl child.

In conclusion of the findings on Objective two, it is evident that the violations mentioned above can be resolved with the social process, which will require the members of the community of Mongu District to find ways on how to tackle them. When handling sensitive social factors the members of the community are a key to the solutions and home based solutions be proposed. The home based solutions need the knowledge of the event, in case of this discussion initiated by the findings of the study. According to Vygotsky,...‘a dynamic relationship is an interaction between the individual and the society. This dynamic relationship denotes a relationship of mutuality between the two. Just as society has an impact on the individual, the individual also has an impact on society.....’ In general, decisions or resolutions are through the social process. Guided by the research findings, in term of the REP, it is imperative for the Church, the Ministry of General Education, the community and other stakeholders to engage in a meaningful dialog. This dialog will promote a positive interaction that the interested parties will discuss on the issue with the purpose of resolving it. In this case the Church, the Ministry of General Education and the concerned community will strive to engage in a dialog that might take time due to a lot of bureaucracy to resolve the issue of the low number of girls in school and the high Cut-Off Point for girls.

The same way this reality of sexual abuse and gender based violence are created by the social process due to some sociocultural abuse of power they can be changed. The male teachers who are taking advantage of the girl child and abuse them can be helped through the social process where they might be talked to, informed of the evils of their actions to the girl child and the society at large. They need to be guided with the facts at hand. The sitting down of the perpetrators is in line with this statement by Kukla (2000), which reads as, ‘Social constructivists believe that reality is constructed through human activity’, this means that the society of Mongu can help in solving the problem of sexual abuse and gender based violence as the problem was invented by the members of the community. Through positive interactions and re-inventing the new reality, the male

teachers may change with time. This social process is in line with this statement saying that, ‘Meaningful learning occurs when individuals are engaged in social activities (Topçiu and Myftiu 2015:172)’.

5.3 The Effects of the Mission Secondary Schools’ Violation of the ‘Right to Education’ for the Girl Child

The findings of the study showed that the majority 58 out of 63 respondents felt that the violation of the RTE for the girl child had negative out comes, 5 out of 63 believed that there were no negative effects. The 58 respondents identified the following; 21 identified stigmatization of young mothers, 15 pointed out early marriages, 16 pointed out of high school dropout of girls, 6 identified the increase in HIV/AIDS and STIs. Figure IV shows the effects of the violation of the RTE for the girl child of violation in percentage form on a graph.

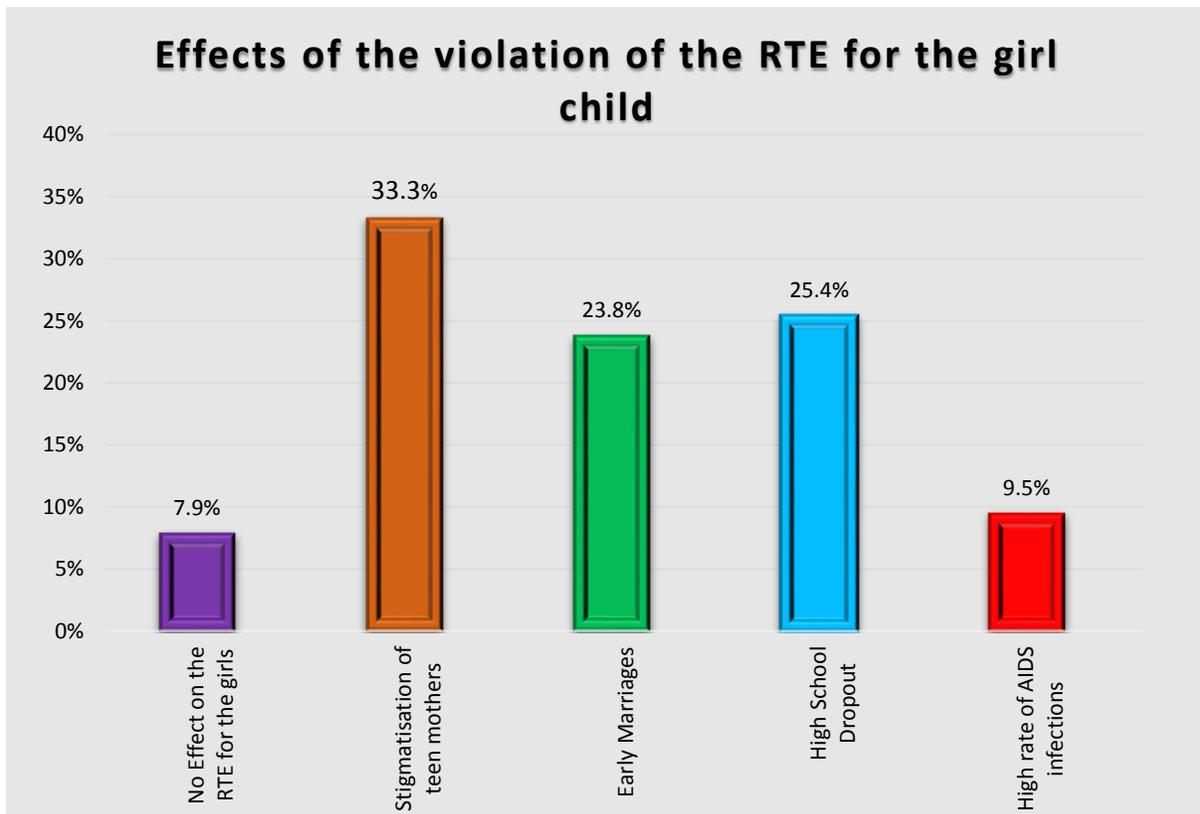


Figure IV: Effects of the violation of the RTE for the girl child

Here are the main findings of the negative effects of the violation of the RTE for the girl child in percentage form; 33.3% identified stigmatization of teen mothers, 23.8% pointed out early marriages, 25.4% pointed out of high school dropout of girls, 9.5% identified the increase in HIV/AIDS and STIs.

From the findings, it is clear that the violation of the RTE for the girl child has a lot of long and short term negative consequences. The effects covered all aspect of life such as economical, sociological and psychological. Right to Education Initiative (2017), states that education as a human right means the 'Right to Education' is legally guaranteed for all without any discrimination and the states have the obligation to protect, respect, and fulfil the 'Right to Education'. The government of Zambia through the MOGE has failed to protect the girl child and has failed to promote the RTE through the REP. Hence teen mothers are left on the street without the protection of the government. From the above statement, if the community of Mongu believed in the said RTE, stigma should not have been part of the aftermath of the girl's mistake of falling pregnant. For example, the negative stereotypes continue to dominate understandings of teenage pregnancy thus teenage mothering is popularly linked to welfare dependency, promiscuity and irresponsibility (Ellis-Sloan, 2014:1). As a result, young mothers report experiences of stigma and discrimination. Stigmatization has negatively affected the teen mothers and pregnant girls and psychologically they have developed low self-esteem.

It is believe that after the teen mother has suffered stigma and name calling, she may be forced into prostitution, early marriage and drug abuse. All these indulgencies are as a result of her wanting to be appreciated and accepted by the society. It is through this new found family and friend that the young mother might be abused sexually. This view is supported by the statistics of the statement below;

'... In some parts of the world, most notably sub-Saharan Africa, HIV prevalence rates among young women aged 15 to 24 outpace those of men in that age group by two to eight times. Of substantial consequence, yet largely ignored, is the fact that the majority of sexually active girls aged 15 to 19 in developing countries are married, and these married adolescent girls tend to have higher rates of HIV infection than their sexually

active, unmarried peers. Thus married adolescent girls not only represent a sizeable fraction of adolescents at risk, but they also experience some of the highest rates of HIV prevalence of any group.... (Bruce and Clark, 2004: 2)'.

The girls who get married before completing their grade 12, could face significant risks of HIV/AIDS and it is at this age that marriage greatly intensifies sexual exposure via unprotected sex, which is often with an older partner who, by virtue of his age, has an elevated risk of being HIV-positive. This dramatic rise in the frequency of unprotected sex is driven by a strong desire to become pregnant. It is also believed that school girls are thought to be virgins and virginity is considered to be the cure of AIDS in some sectors of society. This has increased the rate at which the girl child is infected by those greedy men seeking to be healed. The cure of HIV/AIDS not this socially fabricated lie that has been socially constructed to believe that having unprotected sex with a virgin cures AIDS and other STIs. This is in support of what Gupta (2000:3) stated that, the traditional norm of virginity for unmarried girls that exists in many societies, paradoxically, increases young women's risk of infection because it restricts their ability to ask for information about sex out of fear that they will be thought to be sexually active. Virginity also puts young girls at risk of rape and sexual coercion in high prevalence countries because of the erroneous belief that sex with a virgin can cleanse a man of infection and because of the erotic imagery that surrounds the innocence and passivity associated with virginity.

The teen mothers have added to the number of the high school dropout hence contributing almost nothing to the economic development of their community. High school dropout for girl and other effects are the research findings under this objective as the RTE is defiled. These effects are caused by the community and the environment that has failed to take up its position to support and promote the RTE for girl child. The school managements and the government through the MOGE has failed to interpret Human Rights and the RTE. This is clearly seen as the Church and the MOGE play double standards in terms of implementing the RTE and the REP. MOGE has managed to implement REP in all government schools but still takes the side of Mission Schools that have resented REP. Both organisations do acknowledge the fact that REP is part of the RTE for the girl child but still enter in the Memorandum of Understanding (MoU). The government through the Ministry of General Education has failed to implement and enforce the REP in Mission Secondary

Schools hence have joined forces to defile the RTE for the girl child. The stance is in line with what Martinez calls as an attack on education. According to Martinez (2013:4), the most widely agreed understanding of attacks on education is ‘any intentional threat or use of force carried out for political, religious or criminal reasons against students, teachers, and education institutions’.

When it comes to the Mission Secondary Schools there are reservations favouring the Church which violates the RTE for the girl child by using the moral part of scriptures from the Bible, which is applied with reservation and double standards. The moral part is enforced on the poor girl child but it is not enforced on the same church leaders/people who have been caught breaking the moral part of the same scriptures. The girls and women face additional risks of sexual and gender-based violence within school environments. Girls and female teachers can be at higher risk of sexual violence, including rape. This is in line with what Gupta (2001:1), stated that, ‘Women’s vulnerability in many societies is due to the culture of silence that surrounds sex that dictates that “good” women are expected to be ignorant about sex and passive in sexual interactions’.

The Mongu residents are social beings. This means that they have the ability to solve some of their problem through interaction with Ministry of General Education and the Church representatives. This is in line with a social constructivist Langford (2005:7), who stated that, ‘man is a social being... ‘this basically means that he is unable to survive and thrive on his own, because it is in his makeup and nature to be with others to interact with them, connect with them, and even develop relationships. This nature of his is what leads him to seek a sense of belonging, and partake of society’. The above statement gives a way forward on how the society of Mongu may engage the MOGE and the Church to solve or reduce the problem of girls’ high school dropout, stigmatization against teen mothers, child marriage and HIV/AIDS infections. If these issues are not solved they will definitely affect the community of Mongu which includes the Church, MOGE and the country as a whole. A living society like Mongu will always find ways out of a problem as it is very dynamic. The REP might need a lot of negotiations than the other vices in question. In order to bring about the desired outcome, an agreement has to be reached and it will involve a social process of how social constructivists may handle ethical challenges, such as early marriages, prostitution, gender base violence in a following way, after information is obtained, the nature of relationships is assessed and valued colleagues and experts are consulted, the interactive process of the socially

constructing an outcome to an ethical dilemma involves negotiating, consensualising and arbitrating.

5.4 To Device Possible Ways on How Mission Secondary Schools should handle the ‘Right to Education’ for the Girl Child through the Re-Entry Policy

According to the findings all the respondents attested that the REP is not implemented in the three Mission Secondary Schools in the study. The findings indicated that 12 out of 63 respondents believed that transferring pregnant teens to government schools was the only way to help them. 51 respondents believed that there are other ways to help the girl child to enjoy her RTE. Out of the 51 respondents, 25 respondents suggested that the teen mothers be given a second chance at the same school, 16 respondents believed that opening a day care schools for the teen mothers, 2 respondents viewed that they were for the idea of creating a separate class for the pregnant girls and 8 respondents suggested that the government enforce the REP in all schools. Figure V shows in percentage form the sentiments expressed by those who would like the policy to be implemented and those who are against the implementation of the REP in selected Mission Secondary School in Mongu District of Western Province. These findings represent a percentage of 19% against the REP and 81% for the REP.

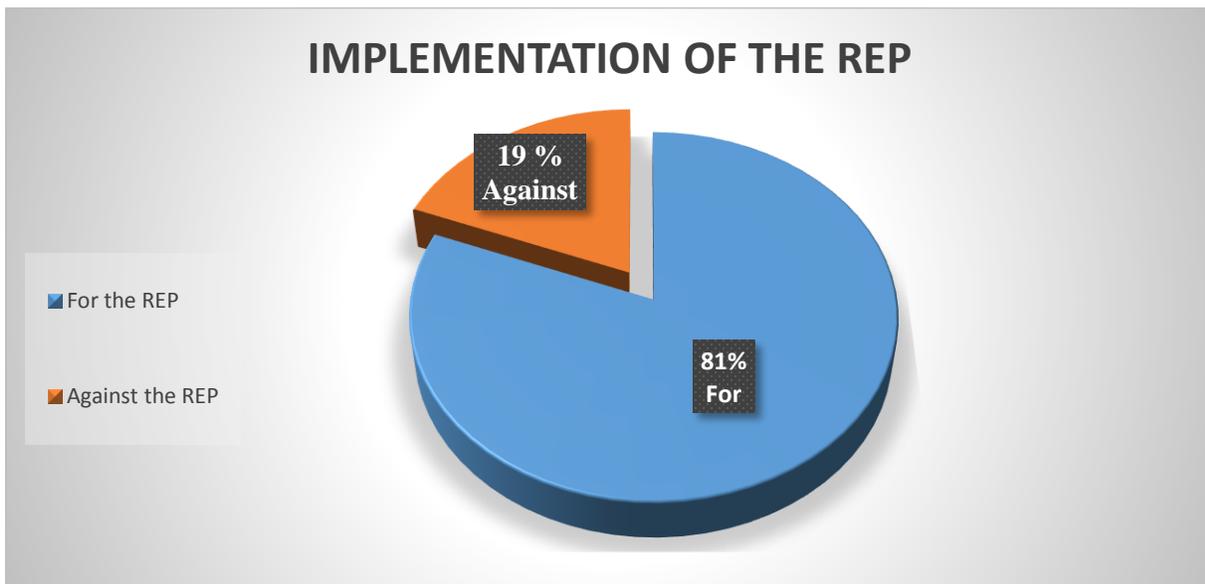


Figure V: Implementation of the REP

SCHOOL	2016	2017	2018 (September)	TOTALS PER SCHOOL IN 3 YEARS	AVERAGE AGE
A	5	7	5	17	14 -18
B	10	8	5	23	14-18
C	3	3	2	8	14-18
TOTALS PER YEAR IN THE DISTRICT	18	18	12	48	14-18

Table III: Depicting statistics of pregnancy

The information in Table III indicates the number of girls that failed to continue their education as they are forced out of the school of choice to a different environment, this new environment dictate that they fit in. Following the data provided in Table III, 48 girls were forced out of the Mission Secondary Schools in the last three years into the unfamiliar grounds and need to adjust. This lead to loss of time for the pregnant girls to catch up on learning time.

The presentation of the findings for both respondents those for and those against the implementation of the REP in percentage form. 39.7% for a second chance for the teen mothers at the same school, 25.4% for opening day care schools for teen mothers, 3.2% for creating a separate class for the pregnant girls and 12.7% for the government to enforce the REP in all schools. Figure VI below shows the suggestions in graph form.

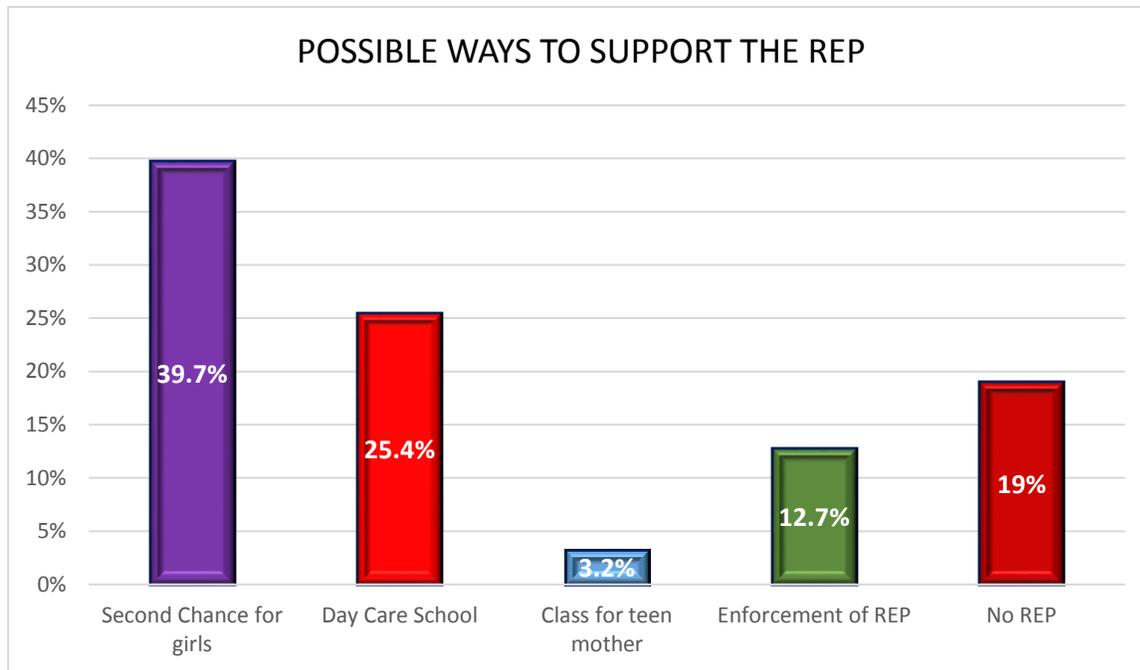


Figure VI: Possible ways to support the REP

Kiefer (2016:3), ‘..... if a community is not given an opportunity to take part in the decision making process of an issue that affects it, that situation then amounts to a violation of the rights of the members of the community...’. The positive ways forward in a development program for decision making, the members of the community need to be involved fully. ‘Community-based knowledge includes the everyday lived experience in communities, organizations, government agencies, social change movements, and other places outside this can include detailed knowledge of both past efforts to bring about community change and perspectives on why advocacy initiatives in the past have succeeded or failed (Philip, 2014:8)’. Most of the parents do send their children to these schools and have a say in the running of the schools indirect and direct through Parents Teachers Association (PTA). To device possible ways on how Mission Secondary Schools should handle the ‘RTE’ for the girl child through the REP, needs an interactive engagement among the interesting parties, in this case it is the MOGE, the Church and the community.

As a way forward, the enforcement of the REP should have no ‘special cows’ if this happens, the MOGE will be failing the girl child as the Church would be allowed to continue violating the girl

child in their schools. The negative effects of the MOGE failing to enforce the REP will be a time bomb for the country as the girl child will be uneducated, forced into early marriage and this will lead to increase in GBV cases. The MOGE should be in the forefront to protect and defend the vulnerable girl child. The New education Act continues to support the REP on paper but no action from the government to support the REP. The new Education Act has enough protection and provision for education to ensure progress towards national and international goals and one of the main item is the REP (MOGE, 2013).

Zambia is a signatory to many international conventions that have guided the country's approach to the provision of social services such as education. These include the Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, and the International Covenant on Economic, Social, and Cultural Rights, among others. Zambia has also been part of the 1989 UNESCO Convention on Technical and Vocational Education since 26 April 1995. With these powers invested in the government of Zambia, the government has failed to challenge and enforce the REP in the Mission School hence ensuring the RTE for the girl child. This indicates a blind eye that both the Church and the government through the MOGE has ignored the violation of the RTE with impunity. Henceforth, Donnelly's (2013:107) argued that Human Rights are not culturally and religiously relative. Human rights are above any organisation under the earth, so RTE as part of the human right is above the Church or any religion. It is with this background the two man made institutions should promote and value the RTE for girl child and implement the REP in all mission schools in Zambia.

The second chance for the girl child at the school of her choice would be exciting. The teen mother after delivering her baby needs to be re-oriented to some of the challenges she might face before she is readmitted at the same Mission School. Emerging from the culture that never gave girls chance with education, the implication of the REP should be a step to prove that the girl child is entitled to education. Using history of a girl child's struggle with education, Carmody stated that, girls in the first place were excluded in the missionary schools, only to be included on the game plan later (Maliko, 2011:18). This meant that fewer girls remained in school of the upper classes, and the rest that remained were pre-dominantly male. Girls in the district were not given a chance to get to school, this is because the social constructivists believed that the reality (education for

girl child was not yet invented) then was not vital for a girl child but with time the change of attitude of the Mongu people is supported by Snooks when he stated that society is dynamic (Snooks, 1996, 491). With time the society has placed a value on the education of a girl child.

Arguably, teen mother will need to go through a counsellor's hands who will prepare her to handle and accept her new position. As suggested from the findings, introducing a new class for only teen mothers will equally face the same reaction from the school and the community. The reactions from the community might spark furious discussions about teenage pregnancy to family breakdown, welfare dependency, promiscuity and poor parenting (Ellis-Sloan, 2014:1). If this happens the teen mother would have been prepared by the professional counsellors.

From the findings of the study, it was indicated that Day Care should be available at all schools so as not to worry the teen mothers about their babies. Sung (1981:114), states that, ...society stresses that teen mothers should be helped to complete their high school education,their schooling will become a reality only if accompanied by child care...' It is an important suggestion that the MOGE should consider constructing in all the school in the country. The Day Care should be where a class for teen mothers is. This should also facilitate the opening a class for teen mothers. However, it is farfetched with government schools, because MOGE has failed the girl child's RTE. The MOGE cannot guarantee sponsoring the program and employing the staff needed. The government through MOGE has failed to secure learning and teaching materials in almost all schools under its care. It is important to note if the MOGE can source funds to implement the day care services for the girl child. On the positive side, if the Day Care system is available, it may increase the interest of the teen mother to continue with her education hence increasing the numbers for the girl in school. This should also facilitate the opening of a class for teen mothers.

Donnelly (2013:107) states that Human Rights are not culturally and religiously relative. This means that the RTE for all school going children should be respected. Moreover, residents of Mongu District have constructed a culture and tradition that has surrendered their rights at the mess of these Mission Secondary Schools. Anything that the Church managed schools has decreed as bad is always bad, in this case the REP. The REP has not been accepted in Mission Secondary Schools as it is regarded as immoral move in education when in fact the RTE for the girl child is been violated through what the society has deemed normal.

From the findings of the study, the effects of the violation of the RTE for girl child are all social issues that can be resolved by dialog. This dialog should better the community not to punish it. The Church and the community surely can create and find common grounds where the REP is implemented. If the common ground is created through the social process, this will involve the constructivist theory called Intersubjectivity by Vygotsky. According to Rogoff (1990),

‘Intersubjectivity is a shared understanding among individuals whose interaction is based on common interests and assumptions that form the ground for their communication. Communications and interactions entail socially agreed-upon ideas of the world and the social patterns and rules of language use (Kim, 2014)’.

Through a social process the community of Mongu District is likely to convince the Church to implement the REP. The findings from the study is in agreement with Vygotsky’s statement, who believed that social process will change the attitude and the reality of any given society, in this case the Church’s stance on REP. This will be done by continuing engaging in a positive dialog with the Church, the positive attributes of REP will be seen and encouraged by the community of Mongu.

5.5 Summary

This Chapter has presented the findings and discussions of the study. The study has established that the Right to Education for the girl child is violated in the selected Mission Secondary Schools. The study has revealed that the Right to Education for a girl child is violated by both the Mission Secondary Schools and the Government who signed a Memorandum of Understanding with Churches in the country. From the findings it showed that the majority of the participants believe that the selected Mission Secondary Schools should implement the REP. The next Chapter will focus on conclusions and recommendations.

CHAPTER SIX

Conclusions and Recommendations

6.0 Overview

This chapter presents the conclusions and recommendations of the study. The conclusions and recommendations are based on the findings of the study which is grounded on the objectives of the study, the Violation of the 'Right to Education' for the girl child in selected Mission Secondary Schools in Mongu District of Western Province and the whole country at large. The chapter closes with a summary.

6.1 Conclusions of the Study

In line with the general objectives of the study which was to investigate the effect of the violation of the 'Right to Education' for the girl child in selected Mission Secondary Schools in Mongu District of Western Province.

In line with objective One, which was to ascertain whether Mission Secondary Schools violate the 'Right to Education' for the girl child in selected secondary schools in Mongu District of Western Province. The study revealed that the RTE was granted at these schools but also revealed a violation of the 'Right to Education' for a girl child which the management in these schools need to investigate with open minds. The management of the schools understood the importance of the 'Right to Education' which has no conditions as it is one of the many Human Rights yet they still put a condition to the above mentioned entitlement by rejecting the REP.

With the guidance of Objective Two, the study described how the Mission Secondary Schools violates the 'Right to Education' for the girl child in selected secondary schools in Mongu District of Western Province. Respondents revealed a number of violations of the 'Right to Education' of the girl child. These were mainly from the school environment such as sexual harassment, reporting late for work and leaving work by some teachers, high Cut Off Point, few spaces in schools for the girl child, non-implementation of the REP, wastage of learning time by long

disciplinary processes, imposed subjects on learners, rationed supply of water, failure to provide learning and teaching materials. The study revealed that some prominent violations may be avoidable by the school management, the parent association together with the government such as lacking of school learning and teaching materials, experiencing of the power outage which affect the pumping of water, reporting late for work and leaving work early by some teachers and long disciplinary processes.

The findings from the study on Objective Three, to investigate the effects of the Mission Secondary Schools' violation of the 'Right to Education' for the girl child in selected secondary schools in Mongu District of Western Province, revealed how negatively the violation of the RTE for the girl child has effected almost all aspects of her life. The violation of this right leads to early marriages/forced marriages, increase in infection rate of HIV/AIDS, high school dropout as a result of the high Cut Off Point for the girl child, the uneven ratio between boys and girls leading to limited space for girls in schools, non-implementation of the REP leads to an increase in uneducated girls hence enforcing low of self-esteemed girls and the stigmatization that comes with getting pregnant at an early age. Early marriage which lead to the increase in GBV, maternal mortality and high child mortality among teen mothers in the society. These violations have created a gap between the statistics of the number of the girl child in class to that of a boy child. The girls have less chances to stay or get into school compared to the boy child in most if not all communities in Zambia. The study has revealed that very little effort might have been done to protect the girl child from the violations discovered in this report.

In line with Objective Four, to device possible ways of how Mission Secondary Schools should handle the 'Right to Education' for the girl child through the REP in selected secondary schools in Mongu District of Western Province. A number of the respondents believed that Mission Secondary Schools in question must be in the forefront to enforce the 'Right to Education' for the girl child through the implementation of the REP for the girl child, facilitate the creation of Day Care for teen mothers, build classes for only teen mothers, improve or find learner friendly disciplinary process and also provided a deliberate policy to reduce or in lowering Cut Off Point for the girl child.

The school management must involve the parents and other stakeholders with open minds, to invite possible ways that would support both the Church's positive values and the RTE for the girl child. The Church should promote forgiveness to the teen mothers by putting the words of Jesus Christ in practice when He said to the woman caught in the act of adultery, 'Sin no more my child'. The government through MOGE must realize that entering into a MoU with the Church is simply going against the human right especially the 'Right to Education' for the girl child. The Church must let the community guide and support other possible ways in which the REP may work in these schools without destroying the core of the Mission Secondary Schools. Failure to implement the REP has the following negative consequences for the girl child, early marriages, GBV, high school dropouts, teen mothers, prostitution/sex abuse, HIV/AIDS infections, uneducated girls and low self-esteem girls will increase and this will have a toll on the whole nation in the near future.

6.2 Recommendations of the Study

Based on the findings of the study outlined above, there are various recommendations that can be made.

1. The Ministry of General Education must consider increasing funding towards girls schools and also provide a safe learning environment that must promote the RTE for the girl child.
2. It has been observed that the government (MOGE) is playing double standard on the issue of the REP. The REP is enforced in all government managed secondary schools but not in Mission Secondary Schools. There is need for the government through the Ministry of General Education to enforce the REP in all the schools in the country be it private, mission or government managed. In this way the government would have shown the importance of the RTE for the girl child.
3. The Ministry of General Education should ensure that the RTE for the girl child is not violated by providing all the needed educational materials and providing a safe environment for the girl child, this must be done in collaboration with all stakeholders.

4. There is need for parents, the community, school management and the Ministry of General Education to find inclusive and possible ways towards supporting the RTE for girl child through the REP in Mission Secondary Schools.

6.3 Avenues for Future Research

1. To expediently conduct a nation-wide study and evaluation of the Violation of the RTE. By this, a study involving both public and grant-aided schools such as Mission Schools.
2. To assess the extent to which the 'Right to Education' for the girl-child is being implemented in both public and grant-aided schools, it can be conducted in any part of Zambia's ten provinces.

6.4 Summary

This chapter looked at conclusions and recommendations drawn from the study's findings with the guidance of the general objective and specific objectives of the study. The findings from this study, it is hoped that they may help the selected Mission Secondary Schools in Mongu District and the country at large to help the government and the girl child be educated without any conditions to their 'Right to Education' as attaching any conditions to this entitlement is a violation.

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APPENDIX 1

Semi-Structured Interview guide for the Head Teachers

Introduction

I am a student at the University of Zambia in conjunction with the Zimbabwe Open University pursuing a Masters in Science in Peace, Leadership and Conflict Resolution. I am undertaking a study on the violation of the 'Right to Education' for the girl child in selected mission secondary schools in Mongu District of Western Province.

This Semi-Structured Interview Guide is part of a study to the violation of the 'Right to Education' for the girl child. The main purpose of this study is to solicit for information connected to the violation of the 'Right to Education' for the girl child, the effects as well as to come up with recommendations that can help address the issue of the violation of the 'Right to Education' for the girl child in selected Mission Secondary Schools in Mongu District of Western Province. This might establish if the 'Right of Education' are violated and the effect that it has on the girl child's education.

The information shall be used for purely academic purposes and shall be treated with the strictest confidentiality. Therefore, you are kindly asked to give honest answers to all questions.

INTERVIEW QUESTIONS:

1. What is the 'Right to Education'?
2. Do you think the learners at this school are granted the 'Right to Education'?
If 'Yes' how?
If 'Not' why?
3. In what ways is the 'Right to Education' for the girl child violated at this school?
4. What do you think is the effect(s) of the violation of the 'Right to Education' for the girl child at this school?
5. How can the Re-Entry Policy be used to promote the 'Right to Education' for the girl child at this school?

THANK YOU

APPENDIX 2

Focus Group Discussions guide for Teachers, Parents and Learners

Introduction

I am a student at the University of Zambia in conjunction with the Zimbabwe Open University pursuing a Masters in Science in Peace, Leadership and Conflict Resolution. I am undertaking a study on the violation of the ‘Right to Education’ for the girl child in selected mission secondary schools in Mongu District of Western Province.

This Focus Group Discussion Guide is part of a study to the violation of the ‘Right to Education’ for the girl child. The main purpose of this study is to solicit for information connected to the violation of the ‘Right to Education’ for the girl child, the effects as well as to come up with recommendations that can help address the issue of the violation of the ‘Right to Education’ for the girl child in selected Mission Secondary Schools in Mongu District of Western Province. This might establish if the ‘Right of Education’ are violated and the effect that it has on the girl child’s education.

The information shall be used for purely academic purposes and shall be treated with the strictest confidentiality. Therefore, you are kindly asked to give honest answers to all questions.

FOCUS GROUP DISCUSSIONS QUESTIONS:

1. What is the ‘Right to Education’?
2. Do you think the learners at this school are granted the ‘Right to Education’?
If ‘Yes’ how?
If ‘Not’ why?
3. In what ways is the ‘Right to Education’ for the girl child violated at this school?
4. What do you think is the effect(s) of the violation of the ‘Right to Education’ for the girl child at this school?
5. How can the Re-Entry Policy be used to promote the ‘Right to Education’ for the girl child at this school?

THANK YOU

Table IV: Research budget

ACTIVITY	UNIT	COST (ZMK)		SUBTOTAL (ZMK)
Laptop	1	3,000.00		4,000.00
8 Gig flash	1	75		75
Internet browsing	10 hours	0.2		120
Print outs	100 pages	0.5		50
Pens	1 pack	45		45
Tipex	2	7		14
Transport	5 days	8 by 16		640
Incidentals	5days			100
Grand total				6,574.00

Table V: Research timeframe

ACTIVITY	TASK BY	PERIOD (2018)			
		12 TH JANUARY TO 26 TH APRIL	14 TH MAY TO 28 TH JUNE	4 TH JULY TO 20 TH AUGUST	20 TH SEPTEMBER TO 30 TH OCTOBER
Proposal Writing/ Documentation	Researcher				
Data Collection	Researcher				
Report Writing/ documentation	Researcher				
Presentation of Findings	Researcher				