

**A COMPARATIVE INVESTIGATION ON THE IMPLEMENTATION OF THE RE-ENTRY POLICY BETWEEN GOVERNMENT AND GRANT AIDED/MISSION SCHOOLS. A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN MAZABUKA DISTRICT, SOUTHERN PROVINCE, ZAMBIA.**

**BY: SIMATAMA SIMATAMA.**

**COMPUTER NUMBER: 714803071.**

**A THESIS SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT.**

**THE UNIVERSITY OF ZAMBIA, LUSAKA, ZAMBIA 2016.**


## **AUTHORS DECLARATION.**

I, the undersigned, SIMATAMA **SIMATAMA**, bearer of the under listed computer number, do here by declare that this thesis, which is being submitted for academic purposes only, is a product of my individual work. To the best of my knowledge, all quotations from other works have been duly acknowledged. I, therefore, bear the absolute responsibility for its contents, errors, defects and omissions that it may contain.

**DATE: 29<sup>TH</sup> JULY, 2016.**

**NAME: SIMATAMA SIMATAMA**

**COMPUTER NUMBER: 714803071**

**SIGNATURE:.....**  .....

SUPERVISORS APPROVAL

I hereby recommend that this thesis, which was prepared by **Simatama Simatama** be accepted for examination. I have checked it and ascertain that it is a product of the student's individual work.

NAME: DR TOMMIE NJOBVU.  
SIGNATURE.....  
DATE:.....01/0/2016.....

## **DEDICATION**

To my wife Ngosa for her unwavering support.

## ABSTRACT

This study comparatively investigated the implementation of the re-entry policy between selected government and mission or grant aided schools. The main interest was to explore and compare the way government and mission schools implemented the re-entry policy and to find out if the implementation procedures followed by each school type had a direct bearing on the overall number of girls re-entered.

The study sample consisted of six (06) selected secondary schools; three mission schools and three government schools, two (02) ministry of general education officials, six (06) head teachers, eighteen (18) teachers and one hundred and thirty-six (136) pupils. Sampling means to set a limit of a larger group or population under study with a view of making the study manageable, (Ary, 2002; Johnson and Christensen, 2012). Purposive sampling of knowledgeable informants was used because it enabled the researcher to select participants that were known, reliable and provided needed information.

For data collection, both structured and unstructured interview schedules were conducted. Unstructured interview schedules provided in-depth information as the informants emotional attachments were another added source of relevant information. Questionnaires were also used as data collection instruments.

To analyze the data, frequency tables were used and the results of the study indicated that mission schools and government schools all had experienced cases of pregnancy (36 in 2015 from the three government schools and 21 in 2015 from the three sampled mission schools. It was revealed that pregnancy cases in mission schools were low compared to government schools largely because of the re-entry policy implementation procedures that mission schools followed. The study also revealed that due to the re-entry policy implementation procedures that mission schools were following, the number of re-entered girls collectively at district level especially that Mazabuka had many mission schools still remained disturbingly low,(37%).

The findings in this study were that mission schools secretly re-entered girls deemed close relations to any of the officers holding positions of authority such as head teachers, heads of department and teachers. For example, the daughter to a secondary school head teacher would be secretly re-

entered at the same school or if transferred then to another mission school preferably of the same faith when the rest were transferred to government schools against their wish. It was further revealed that transferring pregnant girls to other schools demotivates them academically and some end up stopping school. Implementation of the re-entry policy had several challenges some of which included lack of financial and material resources or support to assist teen mothers get back to school, the re-entry policy was softer on boys who were sometimes responsible for the pregnancies, discrimination was still persistent and the same girls were perpetually falling pregnant even after they were re-entered.

Major recommendations were that comprehensive sex education needed to be introduced as an examinable component of the curriculum. It was also recommended that policy implementation procedures needed to be re-drafted so that they cater for both mission and government schools. It was further suggested the free education policy (currently grade 1-7) needed to be extended up to grade (12) twelve to lessen the financial constraints teen mothers faced.

## **ACKNOWLEDGEMENTS**

I am greatly indebted to Dr Njobvu Tommie from the University of Zambia, Directorate of Graduate Studies for guiding me through and offering technical advice which helped shape this thesis. Acknowledgements also go to all the authors of different academic books, journals and all that was consulted, fellow students for the encouragements and participants who made the collection of data possible.

## TABLE OF CONTENTS.

	PAGES.
AUTHOR’S DECLARATION.....	I
SUPERVISOR’S APPROVAL.....	III
DEDICATION.....	IV
ABSTRACT.....	V
ACKNOWLEDGEMENTS.....	VII
TABLE OF CONTENTS.....	VIII
LIST OF TABLES AND FIGURES.....	XI
ABBREVIATIONS .....	XII

### CHAPTER ONE

1.0 INTRODUCTION.....	1
1.1 BACKGROUND.....	2
1.2 STATEMENT OF THE PROBLEM.....	4
1.3 AIM/PURPOSE OF THE RESEARCH.....	5
1.4 STUDY OBJECTIVES.....	5
1.4.1 GENERAL OBJECTIVES.....	5
1.4.2 SPECIFIC OBJECTIVES.....	5
1.5 RESEARCH QUESTIONS.....	6
1.6 RESEARCH HYPOTHESIS.....	6



1.7 SIGNIFICANCE OF THE STUDY.....7

1.8 SCOPE OF THE STUDY.....8

1.8.1 LIMITATIONS OF THE STUDY.....9

1.9 OPERATIONAL DEFINITIONS.....10

**CHAPTER TWO**

2.0 LITERATURE REVIEW.....11

2.1 BACKGROUND TO THE ZAMBIAN SCENARIO.....12.

2.2 ETHICAL CONSIDERATIONS.....18

2.3 THEORETICAL FRAMEWORK.....18

**CHAPTER THREE**

3.0 METHODOLOGY.....23

3.1 RESEARCH DESIGN.....23

3.2 STUDY AREA/SITE.....24

3.3 STUDY POPULATION.....24

3.4 STUDY SAMPLE.....24

3.5 SAMPLING TECHNIQUES.....25

3.6 DATA COLLECTION INSTRUMENTS.....25

3.7 DATA COLLECTION PROCEDURE AND TIMELINE.....25

**CHAPTER FOUR**

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....26

**CHAPTER FIVE**

5.1 FINDINGS.....35

5.2 DISCUSSIONS.....35

**CHAPTER SIX**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS.**

6.1 INTRODUCTION.....38

6.2 SUMMARY.....38

6.3 CONCLUSIONS.....40

6.4 RECOMMENDATIONS.....42

**REFERENCES**

**APPENDICES**

- A1: Questionnaire for teachers (Grant Aided schools).
- A2: Questionnaire for Head teachers (Grant Aided schools).
- A3: Questionnaire for teachers (Government Schools).
- A4: Questionnaire for Head teachers (Government Schools).
- A5: Interview schedule for Pupils.
- A6: Questionnaire for Ministry of Education Officers.

**LIST OF TABLES AND FIGURES**

**TABLES**

Table 2.2: Evaluation of the re-entry policy (2010).....

Table 2.3: Category of Girls mostly affected.....

Table 2.4: Number of teenage pregnancies (grade 1-12 in 2014).....

Table 4.2: Questionnaire return rate.....

Table 4.3: Demographic characteristics of respondents.....

Table 4.4: Distribution of teachers responses.....

**LIST OF FIGURES**

Figure 2.3: Cyclical nature of Zambian success.....

Figure 4.1: Questionnaire distribution.....

## ABBREVIATIONS

MOE	Ministry of Education.
UNESCO	United Nations Education, Scientific and Cultural Organization.
MDG	Millenium Development Goals.
EFA	Education for All.
UNICEF	United Nations Independent Children's Emergency Fund.
CEDAW	Convention on the Elimination of Discrimination Against Women.
MASCOE	Mazabuka School for Continuing Education.
FAWEZA	Forum for African Women Educationalists in Zambia.
DEBS	District Education Board Secretary.
DESO	District Education Standards Officer.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This was a comparative investigation of the implementation of the re-entry policy between government schools and mission/grant aided schools. The difference in the application and implementation of the re-entry policy meant that it yielded different results from different types of schools but the same target groups, school girls. The comparative investigation was undertaken using a case study of selected mission and government secondary schools in Mazabuka Districts where questionnaires were distributed to administrators, policy implementers, and pupils including those who were once pregnant. Structured interview guides and unstructured interview schedules were also utilized so as to get accurate verbal data.

The comparative investigation of the implementation of the re-entry policy between government and mission/ grant aided schools was divided into six chapters, chapter one consisted of the introduction, background, statement of the problem, aim or purpose of the study, objectives, research questions, research hypothesis, significance of the study, scope of the study, and operational definitions. Chapter two comprised literature review, historical overview of the study, theoretical framework, and validity of literature, knowledge gap and how the study was expected to contribute to increased knowledge. Chapter three consisted of methodology, research design, study area/site, population, study sample, sampling techniques, data collection instruments and data collection procedure and the timeline. Chapter four dealt with data presentation, analysis and interpretation, chapter five presented study findings and discussions and, lastly chapter six concluded and offered recommendations based on research findings.

## 1.1. BACKGROUND

Teenage pregnancies have been among other things observed to be a major social problem among the juveniles (MoE, 2008). The majority of the victims of pregnancies were the school age and this posed a greater danger and serious challenge to the fight against illiteracy, gender, equity in education and the progression rate of the girl-child in the education system worldwide, (MoE, 2008). In Zambia, for instance, once a girl child became pregnant, that marked the end of her academic life as they faced expulsion from schools. This meant that there was a lot of gender imbalances; education was a barrier that prevented equal and effective participation of men and women in the formal and informal and employment sectors. Despite the predominance of females in Zambia's population, gender imbalances which do not favor women existed in Zambia's socio-economic, cultural and political spheres. These imbalances prevented women from effectively contributing to and benefitting from the development process, (National Gender Policy, 2000). This had posed the problem of social and economic development as many women were not involved in decision making. Additionally, there was feminization of poverty as reflected in women's limited access to and control over productive resources, social services, remunerative employment opportunities and minimal participation in political and managerial decision making. This also led to high fertility rate leading to overpopulation in Zambia.

The Ministry of General Education had put in place a number of strategies to increase girls' access to education. One such strategy was the re-entry policy which mandated schools to allow girls back into the school system who had left school due to pregnancy. The Ministry took this move because education was a fundamental right which enabled children secure their rights to development and protection, regardless of a girls' situation. Additionally, gender disparities persisted in favor of males in literacy rates, school enrollments, completion rates and education attainments, most of which were in part, attributable to teenage pregnancy. Moreover, among other issues, teenage pregnancy was a major factor contributing to high drop-out rates for girls (MoE, 2008).

The re-entry policy was passed after the Beijing Conference of 1995 where the women movement drew up its priorities and action plan. Under education for the girl child was a challenge that

required a call to readmit girls who had dropped out of school due to pregnancy. Following this conference, the Forum for African Women Educationalists of Zambia was established in 1996 which added its voice to the call for the policy change concerning girls who got pregnant whilst still at school, (MoE, 2008).

In view of this, the then Minister of Education, Dr Syamukayumbu Syamujaye, in September 1997 at Mulungushi International Conference Center at a girl's education conference announced that school girls who became pregnant were no longer liable for expulsion. He further stated that those who had been expelled that year were expected to return to school after delivery. Subsequently, circulars were written to most, if not all stakeholders such as provincial education officers, district education board secretaries, head teachers, civil society organizations and non-governmental organizations that were supporting the education of the girl-child. Since the inception of the re-entry policy on 13<sup>th</sup> October 1997, many girls (5,517 in 2009 for instance) had taken advantage of the policy by getting back to school after delivery though another disturbing number have not yet taken advantage especially those from grant aided or mission schools, thereby creating a comparatively huge difference in the execution or implementation of the policy.

The aim of the policy was to provide opportunities to girls who had dropped out of school due to pregnancy be able to go back to school after delivery. The initiative was important because the benefit of education in improving the overall quality of life multiply with increased participation of girls and women. The empowerment of the girl-child with education was particularly associated with significant reductions in infant mortality and morbidity, improvement in family nutrition and health, lowering of fertility rates, improved chances of girl-child education and improved opportunities in both wage and non-wage sectors for females.

One of the major challenges before the establishment of the re-entry policy was the high levels of illiteracy among females due to dropping out of school as a result of teenage pregnancies. This reduced women participation in economic success and political participation. As a result of gender inequalities in schools, one of the strategies to maximize opportunities for a girl child to attain basic education was the introduction of the re-entry policy to re-admit school girls who fell pregnant after delivering (UNESCO, 2014). The actual problem with the implementation of the policy seems to lie on how grant aided/mission schools have taken it; they don't readmit pupils

who had fallen pregnant back into their schools but facilitate their transfer to other schools. Nevertheless, the number of pregnancy cases in mission schools is low but high in government schools which implement the policy following laid down government procedures, this scenario poses a question as to whether the policy is necessary or not? Additionally, there's a difference in the way mission/grant aided schools implement the re-entry policy which is quite different from the way government schools implement the same policy. The academic paper seeks to comparatively identify the difference in the implementation of the re-entry policy between mission/grant aided schools and government schools.

## **1.2. STATEMENT OF THE PROBLEM**

There exists a grave discrepancy between missions or grant aided schools and government schools in the execution of the re-entry policy. Teenage pregnancies were very common and a major contributing factor to high dropout rate for girls (MoE, 2008). The numbers of readmissions were still low in comparison with the number of pregnancy cases and this is largely attributed to the way grant aided/mission schools implemented the re-entry policy. For instance, in 2009 alone, 13,634 pregnancy cases were recorded but only 5,517 readmissions were conducted representing 40% readmission, (MoE, 2010).

Following its inception in May 1997, the re-entry policy was received with mixed feelings from different sections of society. The church which runs and administers grant aided or mission schools opposed the re-entry policy, teacher unions, teachers, most parents and even pupils both male and female opposed it, (MoE, 2010). Some quarters of society, especially the civil society organizations, contended that the policy was contributing to improve gender parity by enabling previously pregnant girls get back to school, complete their education and have a better future (MoE, 2010). The initiative was seen as a direct response to persistent gender gaps in education. The long term impact of this was evident in having few women in leadership positions. Other quarters of society felt that the policy was expected to increase irresponsibility, immorality and recklessness on the part of the girls, as they were getting pregnant at will and still had a chance of going back to school, implying that there was no deterrent for getting pregnant, (Sifuniso, 2008).



The study sought to investigate whether mission/grant aided schools implement the re-entry policy using the implementation framework that government schools used in the implementation of the re-entry policy.

### **1.3. AIM/PURPOSE OF THE RESEARCH**

The general purpose of the research is to compare the implementation of the re-entry policy between selected grant aided or mission schools and government schools in Mazabuka, Southern Province of Zambia. The research paper compared the way mission/ grant aided schools implemented the re-entry policy and ascertain whether implementation procedures followed have a direct bearing on the results being attained by the re-entry policy

### **1.4 STUDY OBJECTIVES**

#### **1.4.1 GENERAL OBJECTIVES**

- To compare the way mission/grant aided schools and government schools implemented the re-entry policy.

#### **1.4.2 SPECIFIC OBJECTIVES**

1. To ascertain the implementation of the re-entry policy between mission/grant aided and government schools.
2. To analyze the institutional framework put in place for the implementation of the re-entry policy.
3. To ascertain the challenges that affected the implementation of the re-entry policy.

## **1.5 RESEARCH QUESTIONS**

1. Do mission/grant aided schools implement the re-entry policy in the same way as government schools?
2. Had the re-entry policy achieved its intended purpose under the current institutional framework?

What were some of the challenges that affected the implementation of the re-entry policy especially when compared between the way mission/grant aided schools implemented the re-entry policy and the way government schools implemented it?

## **1.6 RESEARCH HYPOTHESIS.**

Mission/grant aided schools did not record high pregnancy cases compared to government schools. Did that mean pupils in government schools had taken advantage of the re-entry policy? Mission schools transfer a girl who had fallen pregnant to another school and this helps instill discipline and pupils delay sexual debut thereby recording low pregnancy cases. There seems to be a difference in the implementation of the re-entry policy between mission/grant aided schools and government schools. Implementation procedures seem to have a direct bearing on the number of pregnancy cases because mission/grant aided schools utilized the implementation procedures as a deterrent to others for them to learn a lesson. Government schools on the other hand, implemented the re-entry policy in accordance with government laid down implementation procedures. The government laid down implementation procedures followed by government schools had a bearing on the number of pregnancy cases that were being recorded.

## **1.7 SIGNIFICANCE OF THE STUDY.**

Mission schools/grant aided schools and government schools implemented the re-entry policy differently and the policy seemed to have yielded different results emanating from the implementation procedures followed. This research explored and identified some of the practices or procedures that make the policy yield different results from the same target groups, school girls. It further identified procedures that would bridge the gap making the policy be implemented differently since the target group is the same. It's reported that mission/grant aided schools incur less incidences of pregnancy cases largely because they did not readmit but facilitate the transfer of girls who may fall pregnant to other schools and this deters them from indulging in sexual activities whilst still at school. On the contrary, government schools which readmit at the same school seemed to have high pregnancy cases simply because the girls tended to know that it was just a delayment but certainly not the end of their academic life and would soon or later join their friends back in school, possibly the same class.

The results of this research were helpful not only to the Ministry of General Education but also to other line ministries such as Gender, Youth and Sport and Ministry of Health as it had brought out the social and economic challenges faced by girls who were readmitted in schools. It also outlined the relevance of the re-entry policy and tried to investigate whether the policy achieved its intended objectives under its current institutional implementation framework and pointed out the gaps that required modification of the implementation procedures of the policy. There still existed a gap or difference in the way the re-entry policy is implemented between mission/grant aided schools and government schools and this had resulted in the two categories of schools producing different results using the same policy.

This research was important and worth undertaking because the National Policy on Education of 1996 contains general principles of education particularly those that focus on equity and equality, where access, participation and achievement in education were embedded by gender, physical, mental, economic or social factors. The government sought to eliminate sources of educational disadvantages in order to achieve equality and equity, (Educating Our Future, 1996).

Further, the research helped both administrators and policy makers and implementers identify gaps in the administration of the re-entry policy so as to find better strategies in which the policy could effectively help all the affected girls. The research suggested putting in place strategies and measures that ensured mission schools implemented the re-entry policy in conformity with government schools so that the persistent gender gaps in education are responded to; the long term impact of which is expected to be having more women in leadership positions.

### **1.8 SCOPE OF THE STUDY**

Due to limited time, the research was only conducted in schools within Mazabuka District of Southern Province. The Ministry of General Education officials, head teachers, teachers and pupils from both mission and government schools were the main target groups because of their vast knowledge and experience about the re-entry policy and its implementation procedures.

The study restricted itself to the exploration of the differences in the re-entry policy implementation procedures between selected mission/grant aided schools and government schools. It further investigated the effects the difference in the implementation procedures had on the number of pregnancy cases that were recorded. The scope of the study was narrowed to only two ministry of general education officials, head teachers from six selected secondary schools and one government school for continuing education, three of which were mission/grant aided schools whilst the other three were government schools. Eighteen (18) teachers nine from mission/grant aided schools and nine from government schools and ninety (90) grade eight and nine pupils, fifteen (15) from each school were the targeted respondents. So the study excluded pupils from grades ten (10) to twelve (12).

The researcher also conducted structured interview schedules with three grade nine (09) girls from each school; that is, Nanga secondary school, Kaonga Secondary school, Mazabuka School for Continuing Education, St. Joseph's Secondary School, St. Patrick's Secondary School and Mazabuka Girls Secondary School. Unstructured verbal interviews with two (02) girls from each school were also conducted. Additionally, Mazabuka district had one school for continuing education in Southern Province where most of the girls who had dropped out of school due to pregnancy were re-entered so this provided fertile ground for obtaining information.

### **1.8.1 Limitations of the Study.**

The following limitations constrained the progression of the research. It was costly to move from one school to another to meet respondents. It was also difficult to obtain information especially from pupils who had fallen pregnant before, because they felt uncomfortable releasing information about a study for which they were a greater part. Further, the research restricted itself to government schools and mission schools/grant aided schools that were ran by the Catholic Church only leaving out those ran by other church organizations due to proximity with the researcher. The results of the research therefore, represented only what was prevailing in Roman Catholic ran mission/grant aided schools only. Time was not enough to conduct a thorough research in all the schools so this also limited the scope of results obtained. Additionally, the study was conducted only in one district and therefore the results are an indication of the implementation procedures followed in government and mission/grant aided schools geographically located only in Mazabuka district. The research only suggested and was not responsible in any way in changing the implementation procedures that were followed.

## **1.9 OPERATIONAL DEFINITIONS.**

The following terminologies have been used in the context as explained below:

**Re-entry:** the act of returning girl- pupils that fall pregnant back to school.

**Policy:** is a purposeful course of action taken/adopted by those in power in pursuit of certain goals or objectives (Sapru, 2004).

**Institution:** a large organization formed for a particular purpose such as schools, government agency (English Concise Dictionary).

**Institutional Framework:** refers to a law or other formal provision that assign primary responsibility as well as the authority to an agency. It also includes arrangements or procedure to facilitate effective operations of agencies.

**Challenges:** the constraint that makes the efficiency of the re-entry policy difficult.

**Gender:** the state of being male or female.

**Teenage:** these are children aged between thirteen (13) and nineteen (19) years old.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

The Zambian government through the Ministry of General Education identified strategies for gender equality which included putting in place mechanisms, and facilities, that encouraged the retention of the girl-child into the educational system and provision of facilities that were girl friendly, (2008-2010 National Implementation Framework). Being a signatory to both the Millennium Development Goals (MDGs) and the Education for All (EFA) Goals, Zambia made serious commitments to eliminate gender disparities at basic and high school levels and to achieve gender equality by 2015.

The global trend indicates that teenage pregnancies were a major social problem which had assumed epidemic proportions especially in the poorer nations, (UNFPA 1998). A significant feature of teenage pregnancies globally was that, more than 80% of teen pregnancies were unintended, (Flanagan and West, 2004). This, therefore, implied that the majority of the teenagers who had fallen pregnant were still in school and if they dropped out at this point, it undermined the fight against illiteracy and gender equity in education. This was because the school boys responsible for the pregnancies had remained in school, while the young mothers were sentenced to a lifelong of misery in the innermost circle of poverty reserved for uneducated single mothers.

### **2.1 Background to the Zambian Scenario**

In Zambia, once a girl child became pregnant, that marked the end of her academic career. This was because she faced expulsion from school. This scenario meant that there were a lot of gender imbalances in the education system as the education system mostly favored males. Education, therefore, was a barrier that prevented equal and effective participation of men and women in the formal and informal education and employment sectors (UNESCO,2014).Despite the predominance of females in Zambia's population, gender imbalances which did not favor women existed in Zambia's socio-economic, cultural and political spheres. These imbalances prevented women from effectively contributing to and benefitting from the development process, (National Gender Policy, 2000). There was feminism of poverty as reflected in women's limited access to

and control over productive resources, social services, remunerative employment opportunities and minimal participation in political and managerial decision making process. Education was a right for all children as it helped secure their right to development and protection.

The missionaries strived to encourage and provide for the education of the girl child by building more schools especially single sex schools, and having sisters, for instance, as role models so that the girls could emulate. However, when a school girl became pregnant, the academic life of such a girl-child would end there and then. With the advent of the re-entry policy of May 1997, mission schools opted to facilitate the transfer of such a girl-child to another school in protection of the moral fiber and in conformity with moral principles based on the Christian principles.

In view of the above, mission schools did not re-admit once a school girl fell pregnant but gave what they termed ‘forced transfer’ to another school, neither did they even readmit those from other schools who may have left school due to pregnancy. Teenage mothers, therefore, found themselves in unsupportive school environments. These unsupportive school environments put the teenage mothers at risk of not completing school, despite being re-admitted to school, (Mc Canley Brown, 2005). The implementation procedures of the re-entry policy adopted by mission schools meant that a good number of girls who had fallen pregnant were not re-admitted into school. This implied that the number of girls not benefiting from the re-entry policy because of non-re-admittance was high. The percentage of those re-admitted was merely in the range of 38% to 40% contrary to what was initially anticipated that the girls were expected to take advantage of the re-entry policy. The table below illustrates the above scenario;

**Table 2.2:** Shows, however, that since 2002, a consistent 38% to 40% of girls who might otherwise have dropped out of school were being re-admitted and completing their studies.

Year	2002	2003	2004	2005	2006	2007	2008	2009
Pregnancies	3,663	4,405	6,528	9,111	12,370	11,390	12,370	13,634
Readmissions	1,322	1,836	2,626	3,899	4,470	3,870	4,692	5,517
% Readmissions	36%	42%	40%	43%	36%	34%	38%	40%

Source: MOE (2010); An evaluation of the Re-entry Policy in Zambia.



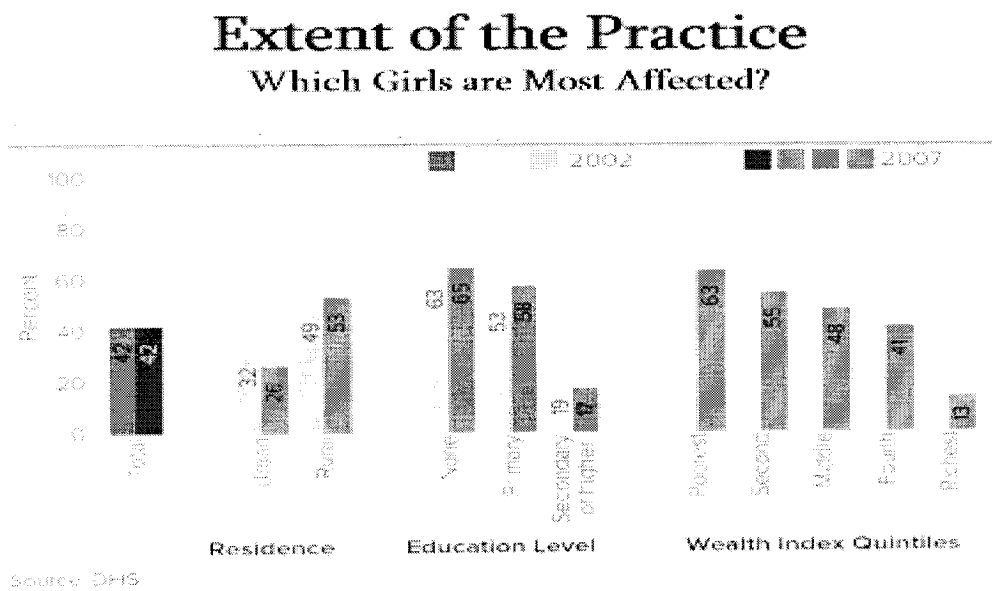
In view of the above, the number of pregnancy cases prevalent in schools whether mission/grant aided or government still remained very high compared to those who were eventually re-entered. The highest readmission rate is still a low 42% and this is largely attributable to the differences in the way in which mission schools or grant aided schools implemented the re-entry policy.

Teenage pregnancy had remained one of the major causes of school drop outs among girls in Zambia. The Ministry of General Education was alive to the fact that, although there were policies in place such as the re-entry policy, free basic education and the like, teenage pregnancies were rising to levels that were still challenging to the ministry, (UNESCO, 2014). The rising numbers of teenage pregnancies implied that a lot of school going girls had dropped out of school way before completing their education. In 2010, 14,773 girls and in 2011, 15,707 girls dropped out of school due to pregnancy, (Ministry of General Education Bulletin, 2011 and 2012).

The re-entry policy of May 1997, provided for the once pregnant girls to be allowed to return to school to complete their education after delivery. A young mother who had dropped out of school due to pregnancy reduced her opportunities in life. In a country with such high poverty levels as Zambia, this meant that her child was predisposed of in abject poverty as he or she joined the poverty cycle. Both mission/grant aided schools and government schools had girls who needed to complete their education and if they were disturbed along the way by pregnancy, the same procedures and rules were expected to apply. This was because once they were out of school; they were expected to join the same society and face the same harsh realities of life.

Poverty was one of the leading causes of early pregnancy, the poorest of girls were leading on the number of pregnancies and these were mostly found in government schools, this partially explains the high number of pregnancy cases amongst girls in government schools. The extent of the practice showing which category of girls is mostly affected is as illustrated below;

Table 2.3 showing the extent of the practice; which category of girls were mostly affected (UNESCO, 2014).



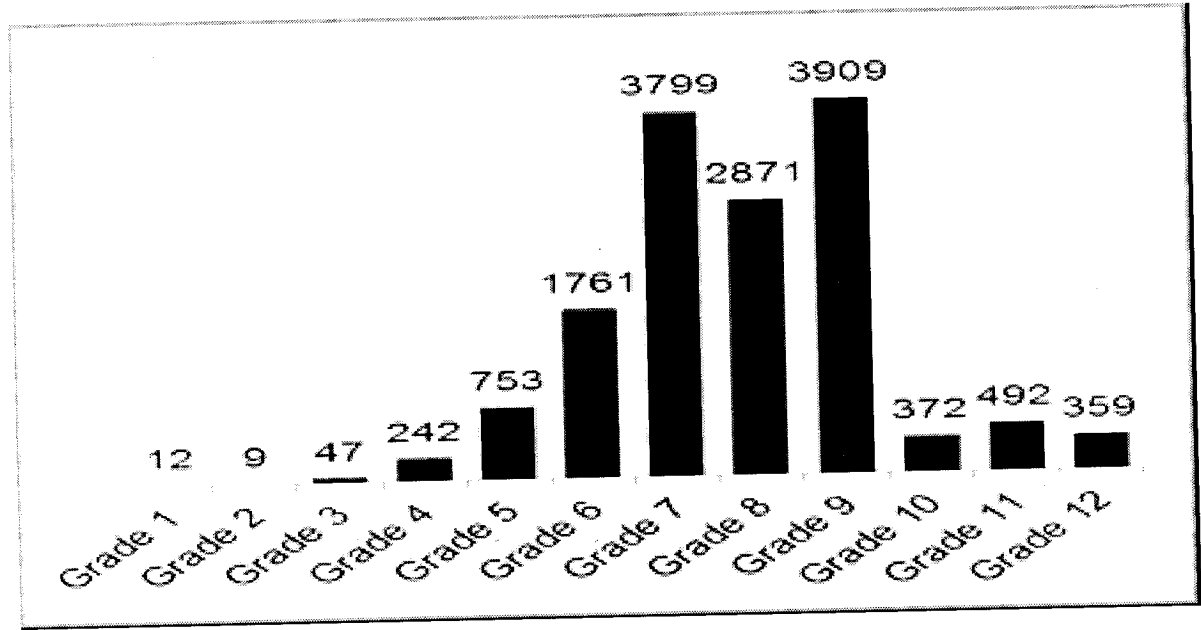
The above table indicated that the poor with either no education or primary education mostly found in rural areas were the most affected. These girls were mostly found in government schools if and when they were privileged to obtain a form of education. Girls from wealth families were mostly found in private schools and if they were to be in another school type, they were in mission/grant aided schools. This, again, explained in part, the reasons why pregnancy cases in mission/grant aided schools were lower than in government schools.

The study targeted the comparison in the implementation procedures of the re-entry policy of May 1997, and reviewed in 2012 between mission/grant aided schools and government schools. It further brought out the notion that the difference in the implementation procedures yielded different results regarding the prevalence of pregnancy cases. It was established that both mission/grant aided schools and government schools faced the same challenges of a good number of girls falling pregnant whilst at school. The study concerned a social problem prevalent almost in all human societies. Mission schools/grant aided schools implemented the re-entry policy and agreed on the relevance of the re-entry policy in much the same way as government schools but

the gap lay in the implementation procedures. The study, therefore, opened up avenues for further discussion so as to arrive at one concrete implementation procedure that could easily be followed by all. In 2013, there were 12,500 girls between grades 1 to 9 who were reported pregnant but only 4,492 were re-admitted. Similarly, there were 2,428 girls from between grades 10 to 12 who were reported pregnant but only 1,337 were re-admitted, (Ministry of General Education, 2013).

The table below (Table 2.4) shows the number of recorded teenage pregnancies from grades one (01) to twelve (12) in 2014 according to the research conducted by UNESCO.

**Table 2.4 Showing number of Teenage Pregnancies from grades 1 to 12 in 2014.**



**Source: UNESCO (2014).**

The above indicated that pregnancy cases were high from between grades six (6) through up to grade nine (09). Further, (UNESCO, 2010) reports that the drop -out rates implied that girls aged 15 -19 were twice more likely to be out of school than boys (44.3% compared to 22.2%). Additionally, about 125 out of 300 of the girls and 16% boys experience sex before 15 years, (2010 Population Reference Bureau). Given the above scenario, it was prudent enough to ensure that the re-entry policy performed its basic function of returning girls back to school without any bias or segregation as to whether one was from a government or grant aided/mission school.

MoE (2014) further argued that though grant aided schools/mission schools were on record as having had rejected re-entering girls who had fallen pregnant using government guidelines, the relatives to those occupying top administrative positions or the first line managers and any high ranking ministry of general education official even teacher's daughters were re-entered in mission schools. This usually happened without keeping a track record and without following the government laid down re-entry policy guidelines.

Teenage pregnancies often had health, economic and social risks both for young mothers and their babies, as well as for the wider communities they live in. UNFPA (2013) adds that adolescent pregnancy is not just a health issue. It is deeply rooted in poverty, gender inequality, violence, forced child marriage, power imbalances between girls and their partners, lack of education, and the failure of systems and institutions that otherwise should be protecting their rights. Some of the key common causes of teenage pregnancy included low levels of knowledge on sexual and reproductive health, early sexual debut, limited availability and access to youth friendly health services, poverty, unprotective environments, alcohol abuse, transactional sex and socio-cultural beliefs and customs.

## **2.2. ETHICAL CONSIDERATIONS**

The following ethical considerations were followed and upheld:

- 2.2.1 The participants were treated with utmost respect by respecting their opinions.
- 2.2.2 Clearance was obtained from the University of Zambia Ethics Committee.
- 2.2.3 Participants were not forced to participate, volunteers were firstly sought.
- 2.2.4 Data collected was treated confidentially and used for academic purposes only by not divulging information collected to anyone else.

## **2.3 THEORETICAL FRAMEWORK**

According to Anderson and Taylor (2009), Gender-inequality theories recognize that women's location in, and experience of, social situations were not only different but also unequal to men's. Liberal feminists argued that women had the same capacity as men for moral reasoning and agency, but that patriarchy, particularly the sexist patterning of the division of labor, had historically denied women the opportunity to express and practice this reasoning.

They further contended that women had been isolated to the private sphere of the house-hold and, thus, left without a voice in the public sphere. Even after women entered the public sphere, they were still expected to manage the private sphere and take care of household duties and child rearing. Liberal feminists pointed out that marriage was a site of gender inequality and that women do not benefit from being married as men do. Indeed, married women had higher levels of stress than single women and men. According to Liberal Feminists, the sexual division of labor in both the private and public spheres needed to be altered in order for women to achieve equality. For instance, it was more stressful for a girl who had a child as compared to one who did not have taking into account that the girl who was already a mother was expected to attend school and at the same time assume responsibility of caring for the child, (UNESCO, 2014).

This was seen to have detrimental effects on the performance of the school going children. According to cultural feminists, the different values associated with womanhood and femininity were the major reason females and males experienced the world differently. Others believed that the different roles assigned to women and men within institutions better explained gender difference, including the sexual division of labor in the household. Existential and Phenomenological feminists focused on how women had been marginalized and defined as the 'other' in patriarchal societies. Women were thus seen as objects and denied the opportunity for self-realization, (U.S. Women's Bureau Bulletin, 2008).

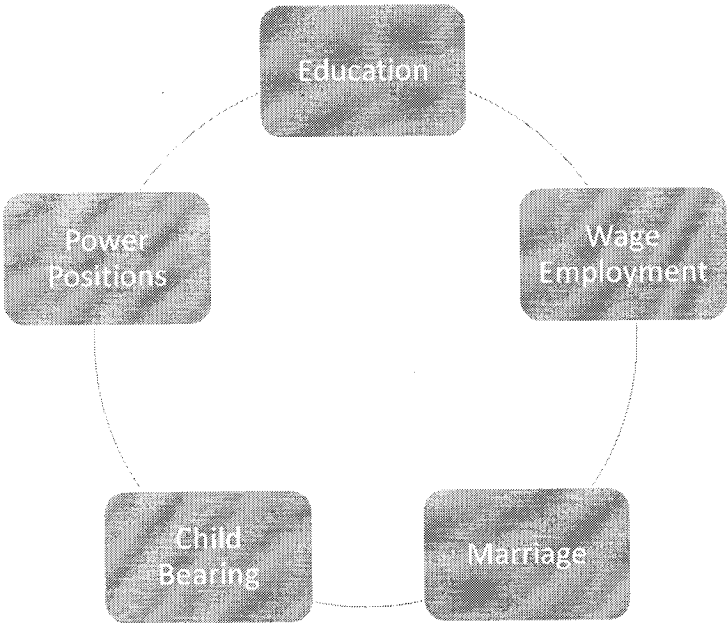
Marxist feminists maintained that class conflict was the motor force of history, and rejected the notion that there were irreconcilable differences between the interests of men and women. But do not deny that men were the agents of women's oppression, or that, within the framework of existing social relations, men benefitted from it, both in material and psychological terms. Yet the benefits that most men derive from women's inequality are petty, hollow and transitory, and the costs that accompany them are substantial, (U.S. Women's Bureau Bulletin, 2008).

Young women had increasingly rebelled not only against passivity and dependency in their relationships but also against the notion that they were expected to function as sexual objects, being defined in purely sexual rather than human terms, and being forced to package and sell themselves as commodities on the sex market. The very stereotypes that express the society's belief in the biological inferiority of women recall the images used to justify the oppression of

blacks. The nature of women, like that of slaves, was depicted as dependant, incapable of reasoned thought, childlike in its simplicity and warmth, martyred in the role of mother, and mystical in the role of sexual partner. In its benevolent form, the inferior position of women resulted in paternalism; in its malevolent form, a domestic tyranny which could be unbelievably brutal, (Why Women’s Liberation? 2006).

The theoretical framework was based on the idea that every human being undergoes a cycle of development that is systematic. The cycle starts from childhood then educational aspirations, and once educational aspirations were met, the individual moves to another level of probably wage or self-employment before other social aspects such as marriage were taken care of. Child bearing came as almost the last stage such that, one would have been settled before aspiring for positions of political power and influence. The stages of human development were systematic and other factors such as pregnancy disturbed the smooth progression and attainment of higher level achievements.

Figure 2.3 shows the cyclical nature of what constituted success for an average Zambian girl child.



Source: FAWEZA: 2009.

The above was suggestive of the notion that most girl children struggling with school aspired to undergo a cycle of success in the above sequence. Pregnancy was assumed to be one of the major obstacles towards the attainment of all the above. The aspirations of all *Zambian girls* upon starting school included the ability to compete favorably in matters of wage employment but seldom do they achieve all their aspirations without practical disturbances such as pregnancy. The re-entry policy of May 1997 strived to ensure almost all girls go through the cycle of academic attainments by placing the pregnant girls back into school after delivery. An unsuccessful life was defined from the stage where one starts and ended the cycle, if a girl child started the cycle from marriage, then chances of attaining full education were less due to expulsion from school and attending to motherly responsibilities. This was the case in Zambia before the advent of the re-entry policy, where girls who fell pregnant preferred to get married than getting back to school.

Government, therefore, sought to strike a balance in the attainment of social development by introducing such a policy. Todaro (2009) defined social development as the attainment of equality in opportunity between and across gender. In line with the feminist theory, the gender theory held that all social differences between men and women were as a result of oppressive stereotype and should have been eliminated so that both men and women participated in every activity of society in statistically equal numbers. Globally, statistics indicated that young females received less education than young males in most low income developing or under developed states where Zambia was not excluded. According to the Systems theory, the state performed many functions one of which was to adjudicate between the conflicting social and economic interests, (Sapru, 2004).

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 RESEARCH DESIGN**

This thesis was largely qualitative in nature. In qualitative research, the data are the product of a process of interpretation. The researcher here believed that 'data did not exist' out there waiting to be discovered, but was produced by the way it was interpreted and used by researchers (Descombe, 2003). Qualitative data can be obtained using different research methods and these often come in a number of formats among which are structured questionnaires and interview transcripts. The descriptive research method was also employed. Questionnaires were distributed to a large population of 132 pupils and 18 teachers including 06 head teachers and then collected after being filled in.

Descriptive research is 'research which describes phenomena as they exist'. It was used to identify and obtain information on the characteristics of a particular problem or issue (Collis and Hussey, 2003). Giddens (2002) also contended that descriptive research in education could include any people, places, situations, conditions, procedures, interactions, and undertakings about which we wish to know more. In this study, the researcher used descriptive research among the many research designs because of its easy application in many situations. Descriptive research was basically interested with collection and interpretation of data. The data collected was at times quantitative and statistical techniques were used to summarize the information (Collis and Hussey, 2003). The data collected was tabulated in frequency table form then interpreted according to tallies so as to deduce meaning and interpretation. The meaning was then interpreted descriptively. The trends that frequency tables were showing were described using descriptive words and meaning deduced. Some data was quantitative and this quantitative data was used to describe patterns that were evident from the quantities shown on the frequency tables.



### **3.2 STUDY AREA/SITE**

The targeted study area was Mazabuka District of Southern Province. The district was selected due to proximity with both sources of data and the researcher. The selected schools were six, three (03) mission schools and three (03) government schools. The research, therefore, confined itself with one district and only sampled three Roman Catholic run mission schools because of proximity with the researcher. The other reason was because the district only has Roman Catholic mission run mission schools two of which are girls only (single sex) schools which were adequate sources of needed data.

### **3.3 STUDY POPULATION**

The study population comprised two hundred and twenty (220) school pupils, one hundred and ninety (190) were females from both mission and government schools. Eighteen (18) teachers from both mission and government schools, six (06) head teachers from both mission/grant aided school and government schools and two (02) ministry of general education officers.

### **3.4 STUDY SAMPLE.**

The study sample consisted of one hundred and twenty (120) school pupils, ninety (90) of whom were females, sampled purposively from both mission and government schools. This means 'sampling in a deliberate way, with some purpose in mind' (Punch, 2004). This means that the researcher already knew some information about the sample and the specific people were deliberately picked because of greater likelihood of producing the most valuable data. The researcher investigated on the population before conducting purposive sampling so as to collect intended data. Eighteen (18) teachers were sampled from both mission/grant aided schools and government schools. Six (06) head teachers from the six sampled schools were on target including two (02) ministry of general education officials.

### **3.5 SAMPLING TECHNIQUES**

The major sampling technique adopted was purposive sampling so as to collect required data and avoid over collection of unnecessary data and save on time. Purposive sampling of knowledgeable informants enabled the researcher to select participants that were known, reliable and provided information. The researcher firstly obtained prior information from the guidance teachers on the characteristics of the respondents before sampling.

### **3.6 DATA COLLECTION INSTRUMENTS**

The data collection instruments that were employed included structured interviews, structured questionnaires and unstructured verbal interviews. Validity can be defined as the extent to which the instrument measures what it claims to measure, (Descombe, 2003). Collis and Hussey (2003:59) define Validity as 'the extent to which the research findings accurately represent what is really happening in the situation'. The data collection instruments will therefore be designed to provide valid data.

### **3.7 DATA COLLECTION PROCEDURE AND TIMELINE**

Data was collected over a period of seven months from January to July, 2016. Triangulation was used as a method of data collection. Triangulation is the system of using different methods to collect data on the same subject, (Descombe, 2003). Questionnaires were distributed to sampled population, interviews were conducted. The research station offered a convenient room in which participants were being interviewed from and a frequency table of responses entered. Unstructured verbal interviews were conducted and these provided more data as emotional attachments to the topic under review were also visible. The participants were interviewed from a convenient room deliberately set for interviewing informants. The responses were tabulated and later tallied so as to deduce the implied meaning.

## **CHAPTER FOUR.**

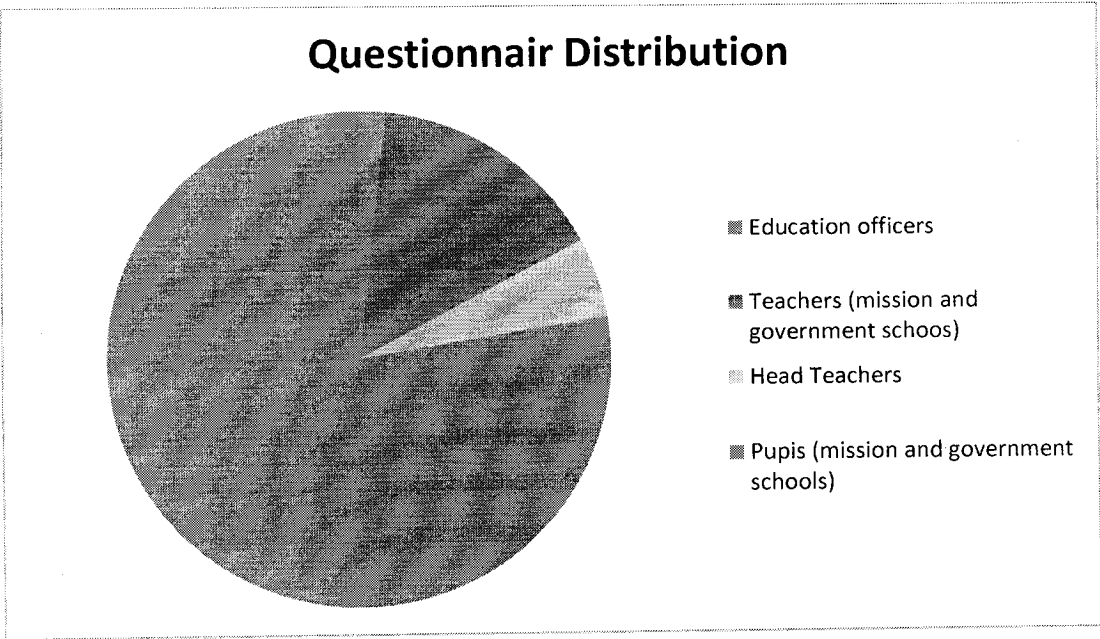
### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION.**

#### **4.0 Introduction**

This chapter is about data or research presentation, analysis and interpretation of research findings. According to Ghosh (1992), research findings are a critical examination of the collected data. It can simply be put as the verification of the problem of the study. Data interpretation can be said to be what the results indicate. Data interpretation actually answers the original problem and critically examines the result obtained after analyzing. Therefore, this chapter presented, analyzed and interpreted the data on the comparative investigation of the implementation procedures followed when implementing the re-entry policy of May, 1997. The comparison was between mission/grant aided schools and government schools. The chapter was divided into two sections, that is, the first section dealt with the demographic characteristics of the respondents and the second section further delved into the descriptive statistics of the researched items.

In the study, a total number of 132 pupils were sampled; 90 were given questionnaires, 30 were subjected to a structured interview schedule and 12 were subjected to unstructured verbal interviews. 15 pupils from each of the three government and grant aided schools were given questionnaires giving a total of 45 respondents from the three mission/grant aided schools and 45 from the three government schools. Interview schedules were administered to 05 pupils from each of the 06 schools giving a total of 30 interview schedules. Two (02) pupils from each of the six (06) sampled schools were given unstructured verbal interviews giving a total of twelve (12) unstructured verbal interviews conducted. Three teachers (03) from each of the six (06) sampled schools were given questionnaires making a total of eighteen (18) questionnaires distributed to teachers. Six (06) questionnaires were given to the six head teachers of the sampled schools. Two (02) questionnaires were distributed to the two Ministry of General Education Officials who were assisting in the collection of data. Out of the total of 116 distributed questionnaires, 97 returned fully completed questionnaires representing a return rate of 83.6% of which 17(94.4%) were from teachers out of the 18 distributed questionnaires and 75 (83.3%) came from pupils out of the 90 distributed questionnaires.

**Figure 4.1** below shows the distribution of questionnaires.



It could be deduced from the above that pupils were the main target groups followed by teachers. This was because pupils and teachers offered information that even head teachers were hiding. For instance, information about whether mission schools still re-admit or don't re-admit even the relatives to those in administration who implemented the policy.

The questionnaire return rates of the different groups that were given questionnaires was as illustrated below;

**Table 4.2 Showing Questionnaire Return Rates.**

<b>Respondent Category</b>	<b>Number Issued Out</b>	<b>Number Returned</b>	<b>Percentage</b>
Headteachers(mission and government)	06	06	100%
MoE Officials	02	02	100%
Teachers(mission and government)	18	17	94.4%
Pupils(mission and government)	90	75	83.3%

The information obtained was analyzed using frequency tables, graphs and percentages. Responses from questionnaires, structured interview schedules, unstructured interviews and discussions especially with ministry of general education personnel were used to supplement responses from closed ended questionnaires. The response rate was considered reasonable because at least more than 60% of the intended targeted respondents participated in the study. The researcher felt that the views expressed in the report therefore were representative of the target population.

**4.3 Section One: Background Information of Respondents.**

**4.3.1: Demographic Characteristics.**

The demographic characteristics below illustrate the distribution of respondents, that is, pupils categories in relation to gender, age, whether from mission/grant aided school or government school and whether they have been re-entered or not.

**Table 4.3: Showing the demographic characteristics of the respondents.**

<b>Attributes</b>	<b>Category</b>	<b>Count</b>	<b>Percentage</b>
<b>Gender</b>	Female	87	74.4%
	Male	30	25.6%
<b>Total:</b>		<b>117</b>	<b>100.0%</b>
<b>Age</b>	<15 years	06	5.1%
	15-19 years	87	74.4%
	20-24 years	08	6.8%
	25-29 years	12	10.3%
	Above 30 years	04	3.4%
<b>Total:</b>		<b>117</b>	<b>100.0%</b>
<b>Mission/Grant Aided</b>	Female	42	35.9%
	Male	15	12.8%
<b>Government Sch.</b>	Female	45	38.5%
	Male	15	12.8%
<b>Total:</b>		<b>117</b>	<b>100.0%</b>
<b>Re-entered</b>	Government Sch.	21	80.8%
	Mission/Grant Aided Sch.	05	19.2%
<b>(Females Only)</b>			
<b>Total:</b>		<b>26</b>	<b>100.0%</b>

The findings in Table 4.3 above show that most of the respondents (87, 74.4%) were females while only (30, 25.6%) were males. This scenario was associated with the fact that the re-entry policy affected more females than it did the males. This was highly supported by Ministry of General Education (MoE, 2013) that reported that in 2013, there were 12,500 girls between grades 1-9 who were reported pregnant but only 4,492 were readmitted. Similarly, there were 2,428 girls from between grades 10-12 who were reported pregnant but only 1,337 were readmitted. The dropout rate was much higher among girls (5.9% in grade nine alone compared with 2.4% boys). So a total of 117 pupils were given questionnaires and purposive sampling was utilized to come up with respondents.

Patton (2001) asserts that the understanding of sampling techniques was based on the researchers' position to take a process of selecting incidents, slices of life, time periods or people on the basis of their potential manifestation or representation of important theoretical constructs. This being the case, sampling takes into account making decisions about people and facts about life. Johnson and Christensen (2012) further add that when sampling smaller groups for data, it is important that the sample is as representative of the larger population of the study topic as possible.

Table 4.3 further indicates that the majority (87, 74.4%) of the targeted respondents were aged between 15-19 years. This again was supported by (MOE, 2013) that indicated that from around grade 7 to 9, pregnancy rates were high largely due to low levels of knowledge on safer sex and pregnancy prevention measures. Further, the 2007 Zambia Demographic Health survey indicated that two out of five girls (about 45%) were married before their 18<sup>th</sup> birthday and girls living in poverty and in rural areas had faced a higher risk of early marriages and most especially those without access to education.

From table 4.5, it was also deduced that the number of male respondents was the same be it mission/grant aided or government school (15, 12.8%). The number of sampled females/girls in mission/grant aided was 42 (35.9%) while the number of females sampled from government schools was 45 (38.5%). The disparity was due to the fact that government schools were implementing the re-entry policy quite different from mission schools and females tended to favor the procedure government schools used to return them back to school because government schools

did not segregate. The table further indicated that comparatively, government schools re-entered (80.8%) or readmitted more than granted aided/mission schools (19.2%).

**Table 4.3** Distribution of teachers, Head teachers, Ministry of General Education Personnel according to duration of service.

Designation	Count	Percentage
DEBS	01	3.8%
DESO	01	3.8%
Head teachers	06	23.2%
Teachers	18	69.2%
<b>Total:</b>	<b>26</b>	<b>100.0%</b>

Duration of Service		
1-5 years	02	7.7%
6-10 years	13	50.0%
11-20 years	07	26.9%
20 years and above	04	15.4%
<b>Total:</b>	<b>26</b>	<b>100.0%</b>

The findings from table 4.3 shows that majority of the respondents were teachers (18, 69.2%) most of whom had worked for Ministry of General Education for the duration ranging between 6-10 years (13, 50%). This enabled the researcher collect accurate data as most of them were seniors in terms of qualifications and teaching experience even in the handling of government policies including the re-entry policy. It is a well-known fact that an ‘education policy’ sets the vision and strategy for educational development, mobilizing support and co-operation for implementing the



vision and strategy from a wide range of constituencies. Although the Ministry of General Education had adopted a number of policies to guide the provision of education equitably, the system currently did not assure equal access by all categories of learners. For instance, there were still glaring gender disparities at the various levels of education. Although gender parity is in favor of girls from grades 1 to 4, the index drops thereafter from grade (05) five in favor of boys. This is mainly due to high dropout rates for girls resulting from among other factors, early pregnancies (estimated at 13,649 in 2009), early marriages and lack of safe school environments for adolescent girls. This largely calls for an improvement in gender equity and parity through the improvement of girls' retention in education especially through the proper implementation of the re-entry policy.

**Table 4.4** Distribution of teachers' responses on whether the procedures followed when implementing the re-entry policy were the same in both mission and government schools and whether the policy yielded the same results.

School Type	Same Procedures	Different Procedures	Percentage	Not sure	Same results
Mission/Grant Aided		09/09	100%		No (50%)
Government		07/09	78%	02(22%)	No (50%)

The above table indicates that all the teachers from mission or grant aided schools agreed that the procedures followed during the implementation of the re-entry policy between mission or grant aided schools and government schools were different. This in turn produced or yielded different results when compared to government schools. For instance, a lot of pregnancies were recorded in most government schools because the policy was arguably abused by the girl child. In mission schools which only facilitated that a girl returns to another school not necessarily the same school recorded low pregnancy cases.

**Table 4.5** Distribution of teachers' responses on whether the school implemented the re-entry policy according to laid down government procedures.

School Type	Implements	According to laid down government procedures	Known Figures from 2014 to date
Mission/Grant Aided	Yes	No (09, 100%)	04/09 44%
Government	Yes	Yes (07, 78%)	19/29 66%

Table 4.4: above indicates that both mission schools and government schools implemented the re-entry policy. Teachers in both categories of schools responded in the affirmative that the different categories of schools implemented the re-entry policy. However, it was discovered that 09(100%) of the teachers indicated that mission/grant aided schools, only 04 out of the 09 girls who had fallen pregnant were re-admitted at the same mission school and these were either related to a teacher, a ministry of education official or possibly a daughter of the head teacher. Anyone who may not fall in this category may not have their daughters re-entered at the same school but given a forced transfer to another school preferably a government school. Additionally, mission/grant aided schools only re-admitted secretly, if one was well known then the girl was luckily transferred to another mission school possibly of the same church or faith.

It can further be deduced that probably due to the secretive nature of implementing the re-entry policy by mission schools, the number of students falling pregnant was very low because the students were fore warned that they were not eligible to re-enter but forcefully transferred to other schools preferably government schools. The percentage of girls re-admitted at the same mission school stood at only 44%. This low rate was explained by the hostile manner in which the re-entry policy was implemented.

Contrary to mission/grant aided schools, the three government schools included in the study had results that indicated that the schools implemented the re-entry policy and 07(78%) of the 09 teachers agreed that the re-entry policy was implemented according to laid down government procedures. The total number of girls falling pregnant from 2014 between grade 8 to 10 only was 29 and 19 out of the 29 were re-admitted at the same school representing 66% implementation of the re-entry policy percentage. There existed a great disparity in the manner that mission/grant aided schools implemented the re-entry policy in comparison with government schools. This had

further, produced different results in terms of girls returning to school percentage rate. A lot of girls in government schools were reportedly falling pregnant with the hope of returning to schools because of the procedure followed when implementing the re-entry policy.

Mission schools contended that following the same procedures as government schools was recipe for the promotion of immorality and compromising of Christian values and principles. They further contended that transferring pregnant girls to other schools so that they continue with their education was helpful as it had assisted to deter discrimination from friends and from oneself which would otherwise affect the girl child psychologically and lead to poor academic performance. Additionally, mission schools asserted that they were not only teaching subjects so that pupils can pass but also imparted moral principles based on the Christian faith.

## **CHAPTER FIVE.**

### **FINDINGS AND DISCUSSIONS**

#### **5.1 Findings and discussions on the comparative investigation on the implementation procedures between mission schools and government schools.**

All the citizens of a country have a right to education as enshrined under Article 26 of the United Nations' Universal Declaration of Human Rights. Zambia is a signatory to several other statutes and policies that promote the provision of education such as Education for All (E.F.A), the Zambia National Gender Policy and the United Nations Convention on the Elimination of Discrimination Against women (CEDAW), (UNICEF, 2004). The implementation of the re-entry policy which mandated schools to allow girls back into the school system who previously left school due to pregnancy was a strategy to increase girls' and boys' access to education.

The policy had its own guidelines to be followed during its implementation. Initially, the implementation of the re-entry policy guidelines which were developed in 1997 were intended for all school girls whether from a private, government or mission/grant aided school. The initiative was a direct response to the gender gaps that were evident in the education system.

The questionnaires distributed to ministry of general education officials, head teachers, teachers and pupils revealed that both mission/grant aided schools and government schools implemented the re-entry policy. The only difference lay on the implementation procedures. While government schools retained the pregnant girls in the same schools, mission schools were on record as having rejected retaining the same girls in the same schools as this was expected to promote immorality and compromise on Christian principles. Mission schools instead opted to transfer them to other schools preferably government schools. They further asserted that mission schools were protected and supported on this position by statutory instrument number 43 of 1993 under Article 8f. Government schools, on the other hand, implemented the re-entry policy in accordance with laid down government procedures that required retaining the girl child in the same school after delivery, unless otherwise. The interviews conducted further revealed that both mission/grant aided schools and government schools were in possession of the re-entry policy, aware of the type of forms and the procedure to follow when facilitating the return of a teen mother back to school.

However, the study discovered that the curriculum was expected to include aspects of the re-entry policy as it was realized that about 75% of the girls were not aware of the policy until they became pregnant.

The unstructured verbal interviews revealed that mission/grant aided schools implemented the re-entry policy in a similar manner as government schools though secretly. They implemented the re-entry policy in three folds; by transferring a pregnant girl to a government school, transferring to another mission/grant aided school of the same faith and re-entering the pregnant girl at the same mission school. What determined the procedure to be followed was whether the victim had a relative of influence in decision making at the school. It was discovered that the daughter to the head teacher who falls pregnant was secretly re-admitted at the same mission school and the maternity leave shortened. The daughter to a mere teacher may be transferred to another mission/grant aided school of the same faith. If the girl who fell pregnant had no relation within the administrative hierarchy either at the same school or a different school, such a child was transferred to a government school and these formed the majority.

Mazabuka School for Continuing Education (MASCOE) was the only government continuing school in Southern Province and this provided rich information on the disparities in the implementation of the re-entry policy of May 1997 between government and mission/grant aided schools. Seventy five percent (75%) of the interviewed pupils, two of whom came from mission/grant aided schools who have been re-entered suggested a level playing field by following similar implementation procedures with mission/grant aided schools. They further contended that they were discriminated against by teachers, and friends some of whom had equally fallen pregnant and were still in mission/grant aided schools due to their close relations with first line management at mission schools. The teachers interviewed at the school also stated that they suffered discrimination as well because they were taken to be second class teachers of second class pupils who were already mothers. They suggested building more of such but boarding schools to accommodate the increasing number of teen mothers.

Sixty percent (60%) of the sampled girls from St. Joseph's Secondary School which is grant aided stated that the re-entry policy was not necessary as it had only promoted immorality amongst pupils. They pointed out that pupils especially girls from government schools had taken advantage

of the re-entry policy by falling pregnant more often thereby abusing it. They also stated that the practice of re-entering such girls in mission schools had contributed to the loss of moral fiber as it bred immorality and compromised on Christian values and principles.

Eighty five percent (85%) of the sampled boys and girls at Nanga Secondary School which was a government school were of the view that the re-entry policy was expected to be implemented using the same guidelines in all the school types because the target was ultimately the same. Transferring a pregnant girl from a mission/grant aided school to a government school was said to be discriminatory. The teachers further re-echoed that education was a fundamental right for all children as it enabled them secure their rights to development and protection.

Fifty-five percent(55%) of the interviewed girls at Mazabuka Girls Secondary School which is a mission school indicated that the procedures followed in the implementation of the re-entry policy in mission/grant aided schools was highly selective and encouraged abortion in the quest to continuously secure a school place at the same mission school. The pupils further pointed out that government schools had a clear cut direction and followed stipulated guidelines when implementing the re-entry policy. They asserted that mission/grant aided schools had no standard guideline upon which they implemented the re-entry policy as they had implemented it differently on different categories of victims, hence, discriminatory and segregative.

## **CHAPTER SIX.**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS.**

#### **6.1 Introduction.**

This chapter summarized the study by highlighting major findings. Additionally, it spelt out the conclusions and ends with recommendations for further research based on research findings.

#### **6.2 Summary.**

The differences in the implementation procedures of the re-entry policy of May 1997 followed by mission/grant aided schools produced results that were different from those obtaining in government schools which implemented the re-entry policy following the laid down government procedures. The study was investigating the differences in the procedures followed in implementing the re-entry policy between mission/grant aided schools and government schools. It further explored the implementation of the re-entry policy between mission/grant aided schools and government schools and outlined some of the major challenges faced in the implementation of the re-entry policy. In order to address the above, the study employed the descriptive research method. The study purposively sampled eighteen (18) experienced teachers, one hundred and thirty-two (132) pupils from both mission/grant aided schools and government schools, six (06) head teachers from both grant aided and government schools and two (02) ministry of general education officers from whom data was collected.

Data was collected using three types of instruments; these were structured questionnaires, guided interview schedules and unstructured verbal interviews. The researcher encountered a challenge on the time limitation for the collection and compilation of data. However, camping and waiting to collect all the data needed and not just leaving data collection instruments with respondents assisted in the smooth and faster collection of intended data. Furthermore, one grant aided school head teacher was not willing to respond to the questionnaire without firstly consulting the managing agency that ran the school as he was recently appointed. The head teacher was given ample time to consult and this also impacted negatively on the time aspect for the researcher.

It was, however, found that unstructured verbal interviews whose raw data was analyzed and compared with results for structured and guided interviews and guided interview schedules were very effective in the collection of research data. The data was thereafter analyzed qualitatively by extracting information from data collection instruments and then displaying it using frequency tables and pie charts before descriptively extracting the patterns that were revealing. The major research findings were as follows:

1. Mission/grant aided schools secretly re-entered girls who were closely related to administrative officers who work either at the same school or at a different school and the rest were assisted with facilitation of transfer to another school. (04 were readmitted at the same mission school (St. Patricks) while 13 sent to a government continuing school (MASCOE) in 2014).
2. Government schools implemented the re-entry policy in accordance with the stipulated and laid down government procedures while mission/grant aided schools unanimously agreed that following government laid down procedures was tantamount to the promotion of immorality and compromising on Christian values and principles.
3. The number of girls who had fallen pregnant and were re-entered was comparatively much higher in government schools than in mission schools largely due to the differences in the implementation procedures executed. For example, St Josephs secondary school which was a mission school had recorded 03 pregnancy cases while Nanga Secondary school, a government school had recorded 09 pregnancy cases in 2015.
4. The number of girls who do not re-enter school even after delivery was still very high (139 out of 341 in Mazabuka District 2014, FAWEZA); they ended up married, had no one to sponsor them back into school, there were no relatives to take care of the child or were scared of discrimination from friends and from oneself which ultimately affected them psychologically and led to poor performance.
5. Some girls had benefitted from the re-entry policy and had completed their studies and were independently working.
6. Other girls who did not re-enter immediately after delivery re-entered even after they had two or more children.



### 6.3 Conclusions.

Following the findings, the study concluded that there was a difference in the way mission/grant aided schools implemented the re-entry policy when compared with government schools. Mission/grant aided schools offered transfers to other schools while government schools retained their pupils at the same school after delivery. It was discovered that mission schools were implementing the re-entry policy differently based on who the girl who had become pregnant was related to. For example, the daughter to the head teacher at a mission school may be re-entered at the same school but another teen mother transferred to another school preferably government school. If the daughter to the head teacher, for instance at a mission school was sent elsewhere, it may have been to another mission school of the same faith and reasons for the transfer altered.

It was, furthermore, established that the disparities in the implementation of the re-entry policy between mission/grant aided schools had negatively impacted on the number of girls who were re-entered. Mission schools were recording fewer incidences of pregnancy cases compared to government schools that had high incidences of pregnancy cases; this was attributed to the implementation procedures that mission schools followed.

The study further unearthed that teachers and pupils in government schools felt that mission schools had increased abortion cases and reduced pregnancy cases due to the fear of the procedure followed when implementing the re-entry policy. On the other hand, pupils and teachers alike in mission schools felt that pupils in government schools were indulging in sexual activities early because they had taken advantage of the implementation of the re-entry policy.

The study further established that the implementation of the re-entry policy faced numerous challenges, some of which included:

1. Lack of financial support to teenage mothers.
2. Parents marrying off their daughters after they became pregnant at the expense of the teen mothers returning to school.
3. The re-entry policy was softer on the boys who were responsible for the pregnancies. The responsible boys tended not to stay home as long as the girls.
4. There was widespread discrimination of the teen mother from friends, teachers and oneself that led to psychological disturbance that eventually led to poor academic performance.

5. Girls who had fallen pregnant easily fell pregnant again.

The study further discovered that girls from grades seven(07) through up to nine (09) were the most affected and the assumption was that this was largely due to less reproductive health knowledge and less information on pregnancy prevention measures. Additionally, mission schools conducted routine termly health checkups unlike government schools which did not conduct such routine medical health checkups.

#### **6.4 Recommendations.**

Based on the findings of this study, the researcher came up with the following recommendations;

1. There was need to introduce and implement comprehensive sex education in all schools as an examinable component of the national education Curriculum Framework so as to provide young people with age appropriate, culturally relevant and scientifically accurate information.
2. There was urgent need to draw re-entry policy implementation procedures that were expected to cater for both mission and government schools.
3. There was need to conduct sensitization meetings on the re-entry policy so as to strive to curtail discrimination.
4. The government, through the ministry of general education was expected to provide financial and material assistance to teen mothers who get back to school after delivery.
5. Extending the free education policy (currently grade 1-7) up to grade 12 was expected to lessen the financial challenges faced by teen mothers who had gotten back to school.
6. There was need to strengthen the Education Act of 2011 which provided for judicial responses to those parents who withdrew their children from school for purposes of marrying them off and the compulsory school attendance as a responsibility for both the administration and parents/guardians.
7. Construction of a lot of girls' boarding schools and weekly boarding facilities to create an enabling and conducive learning environment even for teen mothers. This was expected to additionally address knowledge gaps and ensure that young people acquired knowledge and information for their adult lives.

## REFERENCES

- Akinpelu, J.A., (1981), **An Introduction to Philosophy of Education**. London: Macmillan Education Ltd.
- Ary, D. (2002). **Introduction to Research in Education**. Belmont. Wadsworth.
- Barbie, E.R. (1979). **The Process of Social Research**.
- Barry, K and King, L., (1997), **Beginning Teaching (3<sup>rd</sup> ed)**. Sydney: Social Science Press.
- Bell, J., (1999), **Doing Your Research Project (3<sup>rd</sup> ed)**. Philadelphia: Open University Press.
- Bosen, I.W. (2000). **Growing up as an Educated Zambian. Unpublished PhD Dissertation**.  
Copenhagen: Royal Danish School of Education Studies.
- Burgham, H. (1990). **The way the Catholic Church started in Western Kenya**.  
Nairobi: Mission Books Service.
- Castle, E.B., (1956), **Principles of Education for teachers in Africa**. Nairobi: Oxford University Press.
- Collis, J and Hussey, R., (2003), **Business Research: A practical guide for undergraduate and postgraduate students (2<sup>nd</sup> ed)**. New York: Palgrave Macmillan.
- Descombe, M., (2003), **The Good Research Guide: For small-scale social research projects (2<sup>nd</sup> ed)**. McGraw: Open University Press.
- Ghosh, B.N. (1992). **Scientific Method and Social Research**. New Delhi: Sterling
- Gillham, B. (2000). **Case Study Research Methods**. London: Continuum.
- Johnson, B. and Christensen, L. (2012). **Educational Research; Quantitative, Qualitative and Mixed Approaches**. Thousand Oaks: C.A: Sage.
- Kombo, D.K. (2006). **Proposal and Thesis Writing; An Introduction**. Nairobi: Pauline.

Ministry of Education, (1977). **Educational Reform Proposals and Recommendations.**

Lusaka: Government Printers.

Ministry of Education, (2013). **Comprehensive Sexuality Education.** Lusaka: Gov't Printers.

Palmer, M. (1991). **What should we teach?** Geneva: WCC Publications.

Patton, M. (2002). **Methods; Qualitative Evaluation and Research:** Newbury Park: Sage.

UNESCO. **Young People Today. Time to Act Now.** Paris: UNESCO, 2003.

UNESCO. **International Technical Guidance on Sexuality Education;** Geneva: UNESCO; 2009.

UNESCO, (2012). **Education Sector Response to HIV and AIDS in the SADC Region.**

United Nations (Zambia: 2014). **Child Marriage Symposium.**

UNFPA, UNESCO. **Hand book for Educating Adolescent Reproductive and Social Health.**

Bangkok: UNESCO.

## APPENDIX 1

### QUESTIONNAIRE FOR TEACHERS (GRANT AIDED SCHOOLS)

Dear Sir/Madam

I am a student at the University of Zambia (UNZA) in collaboration with Zimbabwe open University carrying out a research on the cooperative investigation on the implementation of the re-entry policy of May 1997 between grant aided and government schools .You have been selected to participate in the research to help gather information for my research by completing this questionnaire .The information you shall provide will be treated with strict confidentiality.

#### INSTRUCTION

Tick in the space provided for appropriate response for each question and briefly describe your response in the spaces provided with lines

#### SECTION A: BIO – DATA

1. Name of school .....
2. Type of school (a) Government [ ] (b) Private [ ] (c) Grant Aided [ ]
3. School setting (a) Rural [ ] (b) Peri- Urban [ ] (c) Urban [ ]

#### SECTION B: PERSONAL DETAILS

1. Gender: Male [ ] Female [ ]
2. Age: 21-30 [ ] 31-40 [ ] 41- 55 [ ] 55- 65 [ ]
3. Position held in school ..... (optional)
4. Length in service (a) 0-15 yrs. [ ] (b) 16 -30 yrs. [ ] (c) 30 yrs. And above [ ]

#### SECTION C

1. What is the size of the school ( population)  
a) Boys ..... b) Girls .....
2. Are there cases of girls failing pregnant whilst at school from 2013 to date  
a) Yes [ ] No [ ]

3. Which grade has the most prevalent cases of girls failing pregnant in the past two years  
a) Grade 8 [ ] b) Grade 9 [ ] c) Grade 10 [ ] d) Grade 11 [ ] e) Grade 12 [ ]
4. Are cases of girls failing pregnant at school increasing or decreasing or remained the same  
a) Increasing [ ] b) Decreasing [ ] c) Same [ ]
5. Does the school conduct termly routine health checkups for girls  
a) Yes [ ] b) No [ ]
6. How do you rate your knowledge on the re- entry policy  
a) Below 40% [ ] b) Between 40% and 60 % [ ] c) Above 60% [ ] 100% [ ]
7. Does your school implement the re-entry policy  
a) Yes [ ] b) No [ ]
8. If yes to what extent  
.....  
.....  
.....
9. Has it successfully managed to return girls back to school  
a) Yes [ ] b) No [ ]
10. If not why?  
.....  
.....  
.....  
.....
11. Does not implementing the re- entry policy help the pregnant girls?  
a) Yes [ ] b) No [ ]
12. do mission schools really implement the re- entry policy  
a) Yes [ ] b) No [ ]

#### SECTION D

1. From your experience of working with the girl child in school, do you think the re – entry policy is relevant?  
.....

- .....
- .....
2. What are some of the challenges in its implementation? .....
- .....
- .....
- .....
3. Does your school re-admit previously pregnant girls? If yes approximately how many were re-admitted during the previous two years? If no, where do the girls who fall pregnant at your school transfer to and what kind of help does the school offer, if any?
- .....
- .....
- .....
- .....
- .....
- .....
4. How would you compare the implementation of the re-entry policy between mission schools or grant aided schools with government schools? .....
- .....
- .....
- .....
- .....
5. Do you think girls who are re- entered would perform better at the same school or should be transferred to another school? ( give a reason) .....
- .....
- .....
- .....
- .....
6. "Pupils in government schools fall pregnant easily / at will because of the re- entry policy. In mission schools or grant aided schools pregnancy cases are low because of lack of proper implementation of the re- entry policy". To what extent do you agree or disagree with the above assertion?



.....  
.....  
.....  
.....

7. How can implementation of the re-entry policy be improved in both mission and grant aided schools and government schools? .....

.....  
.....

THANK YOU VERY MUCH FOR YOUR TIME

**APPENDIX 2**

**QUESTIONNAIRE FOR HAEDTEACHERS (GRANT AIDED SCHOOLS)**

Dear Sir/Madam

I am a student at the University of Zambia (UNZA) in collaboration with Zimbabwe open University carrying out a research on the cooperative investigation on the implementation of the re-entry policy of May 1997 between grant aided and government schools .You have been selected to participate in the research to help gather information for my research by completing this questionnaire .The information you shall provide will be treated with strict confidentiality.

**INSTRUCTION**

Tick in the space provided for appropriate response for each question and briefly describe your response in the spaces provided with lines

**SECTION A: BIO – DATA**

- 4. Name of school .....
- 5. Type of school (a) Government [ ] (b) Private [ ] (c) Grant Aided [ ]
- 6. School setting (a) Rural [ ] (b) Peri Urban [ ] (c) Urban [ ]

**SECTION B: PERSONAL DETAILS**

- 5. Gender: Male [ ] Female [ ]
- 6. Age: 21-30 [ ] 31-40 [ ] 41- 55 [ ] 56- 65 [ ]
- 7. Position held in school ..... (optional)
- 8. Length in service (a) 0-15 yrs. [ ] (b) 16 -30 yrs. [ ] (c) 30 yrs. And above [ ]

**SECTION C**

- 1. Is the school a) Co- education [ ] b) Single sex [ ]
- 2. Have you experienced cases of girls failing pregnant whilst at school  
a) Yes [ ] b) No [ ] c) Not sure [ ]
- 3. If yes what actions do you undertake to ensure academic progression doesn't end with failing pregnant? .....

- .....
- .....
- .....
4. If your biological daughter became a victim of failing pregnant whilst at school, would you still act as explained above?  
 a) Yes [ ] b) No [ ]
  5. What changes if any do you think need to be done to change the way grant aided / mission schools implement the re-entry policy? .....  
 .....  
 .....  
 .....
  6. Do you think mission/grant aided schools implement the re- entry policy in the same way as government schools? If not, why?  
 .....  
 .....  
 .....  
 .....  
 .....
  7. Given the opportunity to re- draft the guidelines followed during the implementation of the re- entry policy, what changes could you include that would bridge the gap regarding disparities in implementation of the policy between mission schools and government schools?  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

8. Has the re- entry policy assisted girls in your school? If yes, in which way?  
.....  
.....  
.....  
.....
9. Do mission schools and government schools implement the re- entry policy in the same way? If yes, what are the similarities? If no, what are the differences and why the differences?  
.....  
.....  
.....  
.....  
.....
10. Do you agree with the assertion that the re- entry policy has increased the number of pregnancy cases in most schools? If you agree, why? If not, why? (Sample figures are welcome). .....  
.....  
.....  
.....  
.....
11. To what extent does your school practice the re- entry policy? .....  
.....  
.....  
.....
12. Do you admit previously pregnant girls from other schools? if not, why? If yes, have they reformed academically? .....  
.....  
.....  
.....  
.....

13. Do you follow up cases of pregnancy to ensure all girls get back to school after delivery? a) Yes [ ☐ ] b) No [ ☐ ]
14. What are some of the comparative disparities in the implementation of the re –entry policy between grant aided /mission schools and government schools? .....
- .....
- .....
- .....
- .....

THANK YOU VERY MUCH FOR YOUR PATICIPATION

## APPENDIX 3

### QUESTIONNAIRE FOR TEACHERS (GOVERNMENT SCHOOLS)

Dear Sir/Madam

I am a student at the University of Zambia (UNZA) in collaboration with Zimbabwe open University carrying out a research on the cooperative investigation on the implementation of the re-entry policy of May 1997 between grant aided and government schools .You have been selected to participate in the research to help gather information for my research by completing this questionnaire .The information you shall provide will be treated with strict confidentiality.

#### INSTRUCTION

Tick in the space provided for appropriate response for each question and briefly describe your response in the spaces provided with lines

#### SECTION A: BIO – DATA

1. Name of school .....
2. Type of school (a) Government [ ] (b) Private [ ] (c) Grant Aided [ ]
3. School setting (a) Rural [ ] (b) Peri Urban [ ] (c) Urban [ ]

#### SECTION B: PERSONAL DETAILS

1. Gender: Male [ ] Female [ ]
2. Age: 21-30 [ ] 31-40 [ ] 41- 55 [ ] 55- 65 [ ]
3. Position held in school ..... (Optional)
4. Length in service (a) 0-15 yrs. [ ] (b) 16 -30 yrs. [ ] (c) 30 yrs and above [ ]

#### SECTION C

1. What is the size of the school (population).

- a) Boys ..... b) Girls .....
2. Are there cases of girls failing pregnant whilst at school from 2013 to date
  - a) Yes [ ] No [ ]
3. Which grade has the most prevalent cases of girls failing pregnant in the past two years
  - a) Grade 8 [ ] b) Grade 9 [ ] c) Grade 10 [ ] d) Grade 11 [ ] e) Grade 12 [ ]
4. Are cases of girls failing pregnant at school increasing or decreasing or remained the same.
  - a) Increasing [ ] b) Decreasing [ ] c) Same [ ]
5. Does the school conduct termly routine health check- ups for girls?
  - a) Yes [ ] b) No [ ]
6. How do you rate your knowledge on the re- entry policy?
  - a) Below 40% [ ] b) Between 40% and 60 % [ ] c) Above 60% [ ] 100% [ ]
7. Does your school implement the re-entry policy?
  - a) Yes [ ] b) No [ ]
8. If yes to what extent  
.....  
.....  
.....
9. Has it successfully managed to return girls back to school?
  - a) Yes [ ] b) No [ ]
10. If not why?  
.....

.....  
.....  
.....

11. How would you compare the implementation of the re- entry policy between mission schools with government schools?

12. Pupils in government schools fall pregnant easily / at will because of the re- entry policy. In mission schools or grant aided schools pregnancy cases are low because of lack of proper implementation of the re- entry policy”. To what extent do you agree or disagree with the above assertion? .....

.....

.....

.....

13. Has your institution re- entered a girl from a grant aided / mission school? If yes what were the reason given as to why they couldn't be re- entered at a mission school?

.....

.....

.....

.....

.....

If not, do the same mission / grant aided schools re- admit?

a) Yes [    ] b)No [    ]

14. Given the authority to change the implementation of the re- entry policy, what changes would you affect if any?

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.



## APPENDIX 4

### QUESTIONNAIRE FOR HEADTEACHERS (GOVERNMENT SCHOOLS)

Dear Sir/Madam

I am a student at the University of Zambia (UNZA) in collaboration with Zimbabwe open University carrying out a research on the cooperative investigation on the implementation of the re-entry policy of May 1997 between grant aided and government schools .You have been selected to participate in the research to help gather information for my research by completing this questionnaire .The information you shall provide will be treated with strict confidentiality.

#### INSTRUCTION

Tick in the space provided for appropriate response for each question and briefly describe your response in the spaces provided with lines

#### SECTION A: BIO – DATA

7. Name of school .....
8. Type of school (a) Government [ ] (b) Private [ ] (c) Grant Aided [ ]
9. School setting (a) Rural [ ] (b) Peri- Urban [ ] (c) Urban [ ]

#### SECTION B: PERSONAL DETAILS

9. Gender: Male [ ] Female [ ]
10. Age: 21-30 [ ] 31-40 [ ] 41- 55 [ ] 55- 65 [ ]
11. Position held in school ..... (optional)
12. Length in service (a) 0-15 yrs. [ ] (b) 16 -30 yrs. [ ] (c) 30 yrs. And above [ ]

#### SECTION C

15. Is the school a) Co- education [ ] b) Single sex [ ]
16. Have you experienced cases of girls failing pregnant whilst at school  
b) Yes [ ] b) No [ ] c) Not sure [ ]

17. If yes what actions do you undertake to ensure academic progression doesn't end with failing pregnant? .....

.....  
.....  
.....

18. If your biological daughter became a victim of failing pregnant whilst at school, would you still act as explained above?

b) Yes [ ] b) No [ ]

19. What changes if any do you think need to be done to change the way grant aided / mission schools implement the re-entry policy? .....

.....  
.....  
.....  
.....

20. Do you think mission schools are fair to government schools and girls who fall pregnant whilst at school in terms of the way they implement the re-entry policy? Give reasons.

.....  
.....  
.....  
.....  
.....  
.....

21. Given the opportunity to re- draft the guidelines followed during the implementation of the re- entry policy, what changes could you include that would bridge the gap regarding disparities in implementation of the policy between mission schools and government schools?

.....  
.....  
.....  
.....

- .....
- .....
- .....
22. Do mission schools and government schools implement the re- entry policy in the same way? If yes, what are the similarities? If no, what are the differences and why the differences?
- .....
- .....
- .....
- .....
- .....
23. Do you agree with the assertion that the re- entry policy has increased the number of pregnancy cases in most schools? If you agree, why? If not, why? (Sample figures are welcome). .....
- .....
- .....
- .....
- .....
24. Have you re- admitted girls from mission schools? What were the reasons given as to why they were not re- admitted at their previous schools? .....
- .....
- .....
- .....
- .....
25. What are some of the comparative disparities in the implementation of the re –entry policy between grant aided /mission schools and government schools? .....
- .....
- .....
- .....

THANK YOU VERY MUCH FOR YOUR PATICIPATION

**APPENDIX 5**

**INTERVIEW SCHEDULE / GUIDE FOR PUPILS (BOTH MISSION AND GOVERNMENT SCHOOLS)**

- 1. Are you aware of the re – entry policy? If yes, how did you become aware of the policy?  
.....  
.....
- 2. Does your school implement the policy?  
.....
- 3. How many of your colleagues has the policy taken back to school? .....
- 4. Is the way the policy is implemented the same as the other schools? If not , what is the difference? .....  
.....  
.....
- 5. How would you improve the implementation of the re –entry policy given a chance?  
.....  
.....  
.....  
.....
- 6. Imagine you are the head of a mission school and your daughter falls pregnant .would you re –admit her at the same mission school or another mission school or government school. Cite reasons.  
.....  
.....  
.....
- 7. Is the re- entry policy really necessary?  
.....  
.....  
.....

## APPENDIX 6

### QUESTIONNAIRE FOR THE DISTRICT EDUCATION OFFICIALS

Dear Sir/Madam

I am a student at the University of Zambia (UNZA) in collaboration with Zimbabwe open University carrying out a research on the cooperative investigation on the implementation of the re-entry policy of May 1997 between grant aided and government schools .You have been selected to participate in the research to help gather information for my research by completing this questionnaire .The information you shall provide will be treated with strict confidentiality.

#### INSTRUCTION

Tick in the space provided for appropriate response for each question and briefly describe your response in the spaces provided with lines

#### SECTION A

1. Name of District
2. How do you rate your knowledge on the re- entry policy
  - b) Below 40% [ ] b)Between 40% and 60 % [ ] c) Above 60% [ ] d) 100% [ ]
3. Does your District have both mission / grant aided and government schools
  - a) Yes [ ] b) No [ ]
4. Comparatively in which of the above schools (mission or government) do you experience a lot of girls failing pregnant?
  - a) Mission / grant aided [ ] b) Government [ ]
5. Give exact or approximate figures of girls who have fallen pregnant in the past two years from
  - a) Mission schools in your district
  - b) Government schools in your district
6. Which schools implement the re- entry policy effectively?
  - a) Mission schools [ ] b) Government schools [ ]

7. Are there disparities in the way the re- entry policy is implemented between government and mission schools? If yes, what are the disparities and why?

.....  
.....

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.