

**AN ETHICAL ASSESSMENT OF THE ZAMBIAN SCHOOL RE-ENTRY POLICY
WITH RESPECT TO TEENAGE PREGNANCY: A CASE STUDY OF SELECTED
SECONDARY SCHOOLS IN LUSAKA**

By

ALFRED KABWE

**A dissertation submitted to the University of Zambia in partial
fulfilment of the requirements for the award of the degree of Master
of Arts in Applied Ethics**

THE UNIVERSITY OF ZAMBIA

LUSAKA

November 2017

COPYRIGHT

All rights reserved. No part of this dissertation may be reproduced, stored in any system for retrieval or transmitted in any form or by any means, photocopying, recording or otherwise without the prior permission of the author or the University of Zambia.

© A. KABWE, 2017

AUTHOR'S DECLARATION

I, **Alfred Kabwe**, do hereby solemnly declare that this dissertation is my own work. It has never been previously presented to this or any other university for the award of a degree.

Signed.....

Date.....16/11/2017.....

CERTIFICATE OF APPROVAL

This dissertation by Alfred Kabwe has been approved as fulfilling the requirements for the award of the degree of Master of Arts in Applied Ethics by the University of Zambia.

Examiners

1. Full Name.....ANTHONY M. MUSAOKA

Signature.....

Date.....16/11/2017

2. Full Name.....J. L. ILUBALA - ZIWA

Signature.....

Date.....20/11/2017

3. Full Name.....JOHN MWESHI

Signature.....

Date.....16/11/2017

ABSTRACT

The study investigated, from the ethical point of view, if the school re-entry policy in Zambia is ethically justified, using six purposively selected secondary schools in Lusaka. The objectives of the study were to investigate the current perceptions about the causes of teenage pregnancies among school going girls; to investigate the current perceptions about the effects of the school re-entry policy; to investigate the current attitudes to teenage pregnancies, and finally to make an ethical evaluation of the findings. A case study design was used involving qualitative methodology with an ethical component. The target population for the study comprised pupils, teachers, parents and representatives from Lusaka District Education Board Secretary's office (DEBS) and from Forum for African Women Educationists of Zambia (FAWEZA). The total sample was 78 respondents. It was comprised of 22 teenage mothers, 30 other pupils, 12 teachers, 12 parents of teenage mothers, 1 representative from Lusaka DEBS and 1 representative from FAWEZA.

The methods used to collect primary data were focus group discussions, observations, in-depth interviews and questionnaires. Data from teenage mothers and other pupils were obtained through questionnaires and six focus group discussions. Data from teachers, parents and representatives from Lusaka DEBS and FAWEZA were obtained by using in-depth interviews. Data collected was then analysed by coding and manually grouping the emerging themes. Interpretations and conclusions were then made from the data. The significance of this study is that it would contribute to the controversy surrounding the girls' school re-entry policy by subjecting it to an ethical assessment.

The findings of the study revealed that Zambia has a relatively flexible school re-entry policy which allows pregnant girls to continue with their education. People's views about the school re-entry policy have changed since 2010 and their attitudes are becoming more favourable to the school re-entry policy. Meanwhile, the incidence of teenage pregnancy among school girls in Zambia remains high. Perceived causes of teenage pregnancies are peer pressure, curiosity, poverty, lack of self discipline and lack of parental guidance. Perceptions of the positive effects of the school re-entry policy are primarily that teenage mothers are enabled to gain an education and contribute to national development. Perceptions of the negative effects of the school re-entry policy are primarily that other girls might emulate the bad example of girls that get pregnant in school and become pregnant too, leading to high numbers of pregnancies in schools. Perceptions of the negative effects of the expulsion policy are primarily that there would be an increase in ignorance and illiteracy which would retard national development.

Utilitarian ethical theory justified the school re-entry policy in Zambia in that the overall consequences of the re-entry policy on all affected were seen to be better than the consequences of expulsion. Rights theory justified the human right of pregnant girls to education notwithstanding the need to protect the rights of others. The principle of the lesser evil led to the conclusion that the negative effects of the re-entry policy are less than the negative effects of the expulsion policy. Hence, the overall ethical evaluation concluded that, despite disadvantages, the school re-entry policy is currently justified. Virtue ethics poses a challenge to both parents and teachers to serve as role models to the girls. Recommendations are made to encourage schools to form peer educator groups and to encourage the government to ensure that Comprehensive Sexuality Education is effectively implemented in schools. Parents/teacher associations are also encouraged to spearhead the moral education of pupils in order to reduce teenage pregnancies.

DEDICATION

I dedicate this dissertation to my wife, Sarah Kabwe for the encouragement and support she gave me. Without her patience and moral support, this dissertation would have been difficult to produce.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to Professor C. Dillon-Malone, a lecturer at the University of Zambia in the Department of Philosophy and Applied Ethics for supervising me in writing the research proposal and completing this dissertation. I thank him for his patience, guidance and insightful comments which spurred me on in completing this dissertation. I also thank other lecturers in the Department of Philosophy and Applied Ethics such as Dr. A. Musonda and Mr. D. Liche for their contribution to the completion of this dissertation. Furthermore, I thank representatives of Lusaka DEBS and FAWEZA for the valuable information they gave me. I also thank the head teachers of Kabulonga Girls Secondary School, Munali Girls Secondary School, Arakan Girls Secondary School, David Kaunda Technical Secondary School, Libala Secondary School and Kamwala Secondary School for granting me permission to interview the pupils and for giving me the information I needed. Lastly, but not the least, I thank the teachers and parents for their cooperation.

TABLE OF CONTENTS

	Page
Copy Right.....	i
Author’s Declaration.....	ii
Certificate of Approval.....	iii
Abstract.....	iv
Dedication.....	v
Acknowledgements.....	vi
Table of Contents.....	vii
List of Figures.....	xi
List of Tables.....	xii
List of Appendices.....	xiii
Acronyms.....	xiii
v	
CHAPTER 1: INTRODUCTION.....	1
1.1 Background.....	1
1.2 Statement of the Problem	1
1.3 Main Aim.....	2
1.4 Objectives	2
1.5 Research Questions	2
1.6 Significance of the Study.....	2
1.7 Ethical Issues	2
CHAPTER 2: LITERATURE REVIEW	3
2.1 Introduction	3
2.2 Teenage Pregnancy.....	3
2.3 General Overview of Girls’ School Re-entry Policies	5
2.4 A Case Study in Uganda.....	6

2.5 A Case Study in South Africa.....	7
2.6 The School Re-entry Policy in Zambia	7
2.6.1 Two cases in Lusaka urban district.....	9
2.7 Summary.....	9
2.8 Concluding Statement	10
CHAPTER 3: THEORETICAL FRAMEWORK.....	11
3.1 Introduction	11
3.2 Utilitarianism	11
3.2.1 Act Utilitarianism.....	11
3.2.2. Rule Utilitarianism	11
3.3 Rights Theory.....	12
3.4. The Principle of the Lesser Evil.....	13
3.5. Virtue Ethics.....	13
CHAPTER 4: METHODOLOGY.....	15
4.1 Introduction.....	15
4.2 Research Design.....	15
4.3 Location of Study.....	15
4.4 Sample Size and Sampling Procedures.....	17
4.5 Research Instruments.....	18
4.6 Data Analysis.....	19
4.7 Delimitations.....	19
CHAPTER 5: FINDINGS AND DISCUSSION.....	20
5.1 Introduction.....	20
5.2 Teenage Pregnancies.....	20
5.3 Perceptions of the Causes of Teenage Pregnancies.....	20
5.3.1 Peer Pressure and peer educator groups.....	21

5.3.2 Poverty.....	22
5.3.3 Curiosity.....	23
5.3.4 Self discipline.....	23
5.4 Perceptions of the Effects of the School Re-entry Policy.....	24
5.4.1 Good consequences of the school re-entry policy.....	25
5.4.2 Bad consequences of the school re-entry policy.....	26
5.4.3 Bad consequences of the expulsion policy.....	27
5.5 Attitudes towards Teenage Pregnancies in Schools.....	28
5.6: Attitudes on Whether or Not Pregnant Girls Should be Allowed to Continue With Their Education.....	31
5.7 Concluding Discussion.....	35
5.7.1 Comprehensive Sexuality Education.....	35
5.7.2 Guidance and Counselling.....	36
5.7.3 Boarding Schools.....	36
5.7.4 Summary.....	37
CHAPTER 6: ETHICAL EVALUATION OF THE FINDINGS.....	38
6.1 Introduction.....	38
6.2 Utilitarianism.....	38
6.2.1 Act Utilitarianism.....	38
6.2.2 Rule Utilitarianism.....	38
6.3 Rights Theory.....	39
6.4 The Principle of the Lesser Evil.....	41
6.5 Virtue Ethics.....	40
6.6 Overall Ethical Evaluation.....	42
CHAPTER 7: CONCLUSION AND RECOMMENDATIONS.....	43
7.1 Introduction.....	43
7.2 Conclusion.....	43

7.3 Recommendations.....	44
BIBLIOGRAPHY.....	45

LIST OF FIGURES

Figure 4.1.....	15
Figure 4.2.....	16

LIST OF TABLES

Table 4.1: Break down of in-depth interviews.....	17
Table 4.2: Break down of FGD participants.....	18
Table 5.1: Age range of teenage mothers.....	20
Table 5.2: Perceived causes of teenage pregnancies.....	21
Table 5.3: The effects of the school re-entry policy.....	24
Table 5.4: Girls' responsibility for getting pregnant.....	29
Table 5.5: Parents' attitudes.....	30
Table 5.6: Parents' attitudes again.....	31
Table 5.7: Length of maternity leave.....	33
Table 5.8: The school re-entry policy vis-a-vis encouraging pregnancies.....	34

LIST OF APPENDICES

Appendix 1.....	51
Appendix 2.....	52
Appendix 3.....	53
Appendix 4.....	56
Appendix 5.....	59
Appendix 6.....	60
Appendix 7.....	61
Appendix 8.....	62
Appendix 9.....	63
Appendix 10.....	64
Appendix 11.....	65
Appendix 12.....	66
Appendix 13.....	67

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ARVs	Anti-Retro-Viral Drugs
CAMFED	Campaign for female Education
CSE	Comprehensive Sexuality Education
DEBS	District Education Board Secretary
EECA	Eastern Europe and Central Asia
FAWEZA	Forum for African Women Educationalists of Zambia
FAWE	Forum for African Women Educationalists
FELAZ	Female Lawyers Association of Zambia
FGDs	Focus Group Discussions
HIV	Human Immune Virus
LAC	Latin America and the Caribbean
LAZ	Law Association of Zambia
LIMCS	Low and Middle Income Countries
MOE	Ministry of Education
PPAZ	Planned Parenthood Association of Zambia
PTAs	Parents Teacher Associations
SSA	Sub Saharan Africa
SRGBV	School Related Gender Based Violence
STIs	Sexually Transmitted Infections
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations Children's Emergency Fund
UNFPA	United Nations Population Fund or formerly United Nations Fund for Population Activities
USA	United States of America

CHAPTER 1: INTRODUCTION

1.1 Background

Prior to 1997, it was an expellable offence for a girl to fall pregnant while in school in Zambia. Since the inception of the school re-entry policy in 1997, pregnant girls are allowed to remain in school and given maternity leave of six months to one year after which they are expected back in school (IRIN, 2012). In Zambia, the Ministry of Education has come up with the re-entry policy implementation guidelines which assist schools and other stakeholders such as parents and guardians to help pregnant girls continue their education (FAWEZA, UNICEF, 2004). Despite the availability of the re-entry policy, pregnancy cases among school girls continue to rise and some girls who fall pregnant shun to go back to school due to lack of supportive structures and high levels of stigma among fellow pupils and teachers (CAMFED, 2012). Stigma might also come from the family, community members and peers. When this happens, girls become more vulnerable to abuse, poverty and economic hardship. Their right to education, dignity and gender equality might be violated. This is an eye opener for policy makers, advocates, programme developers and other stake holders in the education of girls (UNESCO, 2014).

The school re-entry policy for girls, however, has been met with controversy. Some quarters of society feel that the policy is beneficial because it reduces gender disparity in accessing education and gives girls a second chance to improve their lives through education. In this way, education would enable girls to contribute meaningfully to their families and to national development (Mutombo and Mwenda, 2010). On the other hand, some feel that allowing pregnant girls to remain in school would encourage immorality in schools and lower the standards of education. It was in the light of these conflicting views that this study sought to assess the school re-entry policy to determine whether it was ethically acceptable or not.

1.2 Statement of the problem

The fact that the Zambian government came up with the girls' school re-entry policy, allowing girls who fall pregnant in school to continue with their education in order to enhance their opportunities in life does not mean the policy was necessarily acceptable to all who were affected by it. For, whereas the rights to a minimally good life of the school girls who fall pregnant were at stake, there were also the rights of others to be considered, such as the rights of the innocent babies born to these girls, the rights of the other equally innocent girls and boys who would have to learn together with pregnant girls and later teenage mothers, as well as the rights of the wider community that bore the brunt of the pregnant school girls' decision. What this entailed was that the wellbeing of all affected by the girls' school re-entry policy must be considered in a balanced way in order to ethically assess the acceptability of such a policy. In past studies and surveys conducted on this issue, different opinions have been given on the matter but no ethical assessment of the acceptability of the policy by all affected by it has been made. Therefore, the study

investigated current perceptions about the re-entry policy in Zambia by all affected in order to establish how ethically acceptable the policy was.

1.3 Main Aim

The main aim of this study was to empirically investigate the current perceptions about the effects of the school re-entry policy on all affected by it in dealing with the problem of teenage pregnancies among school girls, and to ethically assess the acceptability of the policy.

1.4 Objectives

- (a) To investigate the current perceptions about the causes of teenage pregnancies among school going girls.
- (b) To investigate the current attitudes to teenage pregnancies.
- (c) To investigate the current perceptions about the effects of the school re-entry policy.
- (d) To make an ethical evaluation of the findings.

1.5 Research Questions

- (a) What are the current perceptions about the causes of teenage pregnancies among school going girls?
- (b) What are the current attitudes to teenage pregnancies?
- (c) What are the current perceptions about the effects of the school re-entry policy?
- (d) What ethical evaluation can be made of the findings?

1.6 Significance of the Study

This study would help to clarify the controversy surrounding the girls' school re-entry policy by subjecting it to an ethical assessment. It would also add to the body of knowledge on teenage pregnancy and the girls' school re-entry policy with respect to the Zambian context. Additionally, the study would ascertain if views on the re-entry policy by different stakeholders are changing due to its positive and negative effects. Policy makers could use it for policy reviews and formulations.

1.7 Ethical Issues

Ethical issues that were attended to were informed consent, harm and risk, privacy, confidentiality and anonymity. Participants were given full information about what the study involved. In the case of school children, the consent of parents and school personnel was sought. The likelihood of harm and risk to participants was kept to a minimum during the establishment of the research problem. Privacy was maintained by restricting access to others of the information acquired. Confidentiality and anonymity was ensured by not using names of individuals in any publications that would result from the research project.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of some of the literature related to teenage pregnancy, its extent, causes, consequences and proposed solutions. It also examines the school re-entry policies of different countries in the world and how effective these re-entry policies have been.

2.2 Teenage Pregnancy

Teenage pregnancy is a problem affecting both high and low income countries. In 2015, among high income countries, the highest rates of teenage pregnancy was in the United States of America (32.73 live births per 1000 girls), New Zealand (26 births per 1000 girls) and United Kingdom (25.77 births per 1000 girls). In low and middle-income countries (LMICs), Sub Saharan Africa (SSA) had the highest rate of teenage pregnancy among 15-19 olds (108.10 births per 1000 girls) followed by Latin America and the Caribbean (LAC) (68.02 births per 1000 girls) (World Bank open data, n.d).

In 2010, 36.4 million young women in developing countries aged between 20 and 24 admitted having given birth before the age of 18 (UNFPA, 2013c). Developing countries account for 95 per cent of births to teenage mothers. In these countries 2 million girls give birth before the age of 15 (UNFPA, 2013c).

In Sub Saharan African countries, the most affected countries with teenage pregnancies are Niger, Mali, Angola, Chad and Malawi. In Latin America and the Caribbean, it is Nicaragua, Dominican Republic, Guatemala, Honduras and Venezuela. In Asia and the Pacific, it is Bangladesh, Afghanistan and Nepal. In Eastern Europe and Central Asia, it is Georgia, Romania and Bulgaria. In Middle-East and North Africa, it is Iraq, Yemen, Egypt, Syria and Morocco (UNESCO, 2014).

In 2015, SSA represented by such countries as Niger, Mali, Angola, Chad and Malawi had the highest rate of teenage births among 15-19 year olds (108.10 births per 1000 teenage girls) (World Bank open data, n.d). In 2010, 36.4 million girls in developing countries between the age of 20 and 24 reported having given birth before the age of 18 (UNFPA, 2013c).

In Zambia, the situation is similar. In 2002, there were 3,633 teenage pregnancies among school going teenagers. In 2004, the number rose to 6,528, in 2007 the figure increased to 11,391 and in 2009 the figure rose to 13,694. In 2010, there were nearly 15,000 teenage pregnancies among school going teenagers in Zambia (CAMFED, 2012). According to a report submitted by the Planned Parenthood Association of Zambia (PPAZ), Zambia in 2012 recorded 17,600 teenage pregnancies. North-western province alone, recorded 1,500 teenage pregnancies in 2013. In Ndola, Chifubu High School recorded 87 teenage pregnancies in 2013 (Lumba, 2014).

In all regions of the world, poverty, socio-economic marginalization along with sexual violence are the main causes of teenage pregnancy. A review of studies investigating the factors associated with adolescent pregnancy among 13-19 year olds in the European Union conducted in 2007 found that there was a strong relationship between socio-economic deprivation and adolescent pregnancy (Imamura et.al, 2007). Data in the United States of America showed that teenage pregnancy was mostly concentrated among poor and low income young women (Guttmacher, 2013). In developing countries, poor and marginalized girls are among those likely to get pregnant from consensual or forced transactional sex to support themselves and their families (UNFPA, 2013c). In a research conducted in Uganda, young people described poverty as a driving force for having children as a source of income, labour and old age insurance (Beyeza-Kashesya, 2010). The other cause of teenage pregnancy is lack of access to services such as family planning and modern contraception, resulting in unprotected sex (UNESCO, 2014a).

Additionally, educational consequences of teenage pregnancy are school drop out, absenteeism, poor academic performance and lower educational attainment. Economic consequences are lower family income, increased poverty and increased dependency ratio. Health consequences are high risk of maternal death (especially for girls younger than 16 years of age), high risk of obstetric complications and low birth weight. Social consequences are stigma and discrimination, reduced chances of getting married and increased chances of suffering abuse (UNESCO, 2014).

Further educational consequences of teenage pregnancy are that teenage mothers may stay in school but frequently disengage with learning and go unnoticed by teachers. Teenage mothers may suffer from anxiety and depression, which may affect their learning (Lall, 2007). Pregnant students also tend to feel tired and may lack concentration at school, and sometimes may miss classes for medical reasons (Pillow, 2006). After delivery, teenage mothers are generally described by teachers as restless and sleepy during lessons, and risking remaining behind with school work due to double responsibility as mothers and students (Maluli and Bali, 2014). As a result, young mothers often struggle to get good academic results and pass their final examinations. However, there are also some cases where teenage motherhood becomes the driving force for good performance. Some teenage mothers work hard because they do not want their children to suffer (ibid).

The education sector can help by ensuring that the girls' right to education is upheld by keeping them in school to enable them complete secondary education. The education sector can provide good quality education, including comprehensive sexuality education (CSE), and ensure safe, non-discriminatory and violence free school environments. Schools can help young people access reproductive health services and ensure that they have education and skills on how to avoid pregnancy and make decisions about pregnancy. They can promote gender equality in schools, engage boys and young men in pregnancy prevention and prevent school related gender based violence (SRGBV) (ibid).

The problem of teenage pregnancy needs a response from a wide range of institutions and service providers including the family, schools, social protection agencies and health service providers. The education sector has an obligation to help prevent teenage pregnancy by providing knowledge, information and decision-making skills and ensuring that pregnant girls and adolescent mothers have the right to continue their education. Education, together with Comprehensive Sexuality Education (CSE), needs to be considered as an instrument to prevent adolescent pregnancy. It would empower girls by increasing their knowledge, self-confidence, awareness of themselves and their bodies, their rights and their capabilities (UNESCO, 2014). School authorities have the power to make the learning environment more friendly, supportive and protective. Hence, schools can act as social support centres linking children, parents, families and communities with other services such as health services (UNESCO, 2009).

2.3 General Overview of Girls' School Re-entry Policies

Many countries in the world that formerly excluded girls from school have made progress towards a more supportive approach. A number of African countries including Botswana, Zambia, Mozambique, South Africa, Kenya, Mali, Swaziland, Namibia, Madagascar and Cameroon have developed re-entry policies allowing pregnant school girls to return to school after delivery (UNESCO, 2014). However, currently there are concerns about their arbitrariness, lack of ownership of the policy by governments and communities and poor implementation due to scant monitoring or lack of involvement of schools and the sexual reproductive health service providers (SRH). The policies also have a punitive touch due to strict requirements such as asking a girl to apply to a different school or to stay out of school for a given period of time before being re-admitted. Some re-entry policies have been driven by donors and collapse when donors pull out, making it difficult for schools to implement them (ibid).

Girls are re-admitted into school after a given specified period of time. For example, in South Africa, the Department of Education released a document containing measures for the prevention and management of learner pregnancy, supporting girls to return to school and recommending a two year maternity leave from school (Willan, 2013). However, two years is a long time to be away from school and could present a challenge for teenage mothers to catch up when they are re-admitted (Ramulumo and Pitsoe, 2013).

Some countries require girls to meet certain conditions before being re-admitted into school. For example, Malawi has had a school re-entry policy since 1993, but it requires girls to write three letters to the head teacher in order to have their places reserved, which rarely happens (Muchaju-Liwewe, 2012). In Malawi pregnant girls are not allowed back into school until after one year. To avoid stigma and discrimination from fellow pupils and teachers, sometimes girls apply to different schools. Once they are re-admitted, girls are given just one chance. They would not be re-admitted if they fell pregnant a second time but would be expelled permanently (Mayzel, 2010).

Some countries have flexible re-entry policies in order to assist teenage mothers to return to school. In Madagascar, for example, teenage mothers are allowed to return to school immediately after delivery, while in Cameroon girls have the right to negotiate the length of their maternity leave and can arrange for extra classes to catch up with academic work (Ministry of Education by Gender Research, 2008). In Kenya, the re-entry policy recommends that girls be counselled after being re-admitted (Omwancha, 2012). In Russia, Ukraine, Kazakhstan, Belarus and other countries in Eastern Europe and Central Asia (EECA), girls have the right to continue their education even when they are pregnant. They can either attend school or receive home based education. They can take maternity leave or postpone final examinations when that becomes necessary for medical or other reasons (UNESCO, 2014).

Overall, re-entry policies are available in many countries, but they are not applied systematically. There is arbitrariness in their application because of lack of knowledge at district or school level and lack of monitoring (Maluli and Bali, 2014). In 2012, the Forum of African Women Educationalists (FAWE) analysed re-entry policies in Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe and found that implementation challenges were related to lack of training for teachers and head teachers on how to apply the policies, difficulties in arranging activities to allow teenage mothers breastfeed, and lack of monitoring (FAWE/OSISA, 2012). Other challenges were related to cultural factors, preventing communities from accepting and supporting the policies, and stigma from peers, teachers and the community (ibid). The cultural factors prevailing are that families would rather obtain dowry and marry off the pregnant school girl than allow her to continue with her education. Due to poverty, parents would not want to pay school fees and at the same time support the pregnant girl and subsequently the baby. In fact families would rather support the education of a boy than a girl, much less a pregnant girl.

In most cases, teachers are not prepared with how to deal with pregnant girls or teenage mothers in a classroom environment (Mpanza and Nzima, 2010). They might be afraid of physical accidents which might endanger the safety of the pregnant girls (Ramulumo and Pitsoe, 2013), or they might see pregnant girls as women who did not fit in the school environment (Shaningwa, 2007). Teachers were unable to provide extra time to teenage mothers for lessons missed, and there were no structures in schools for teenage nursing mothers (Bhana, et.al, 2010).

2.4 A Case Study in Uganda

Ahikire, J. And Madanda, A. (2011) carried out a survey on re-entry of pregnant girls in primary and secondary schools in Uganda. Their findings were that the cases of girls dropping out of school were increasing. The leading cause of drop out was that girls were getting pregnant while still in school and they were failing to re-enter school after delivery. The main causes of school girls' pregnancy found were socio-economic situation that the girls found themselves in, lack of parental care, men's abuse of their power and masculinity and lack of life skills on the part of the girls.

The survey also found that although Uganda had made deliberate efforts to promote gender equality at national and school level, there were significant gaps in addressing issues of pregnancies in schools. At national level, no clear policies existed on how pregnancy in school could be handled or how girls who would want to rejoin school after giving birth would be assisted. Findings also indicated that districts had no established mechanisms to deal with pregnancies in schools. Some districts had information on the number of schools, their registered students and on drop outs, but they did not have information on students who dropped out due to pregnancy.

Practices that existed in addressing cases of pregnancy varied from school to school, with no legal framework to address the issue. Some of the practices included allowing pregnant girls in candidate classes to write their examinations, engaging the police to trace the man responsible for the pregnancy, expulsion, suspension, regular pregnancy checkups, regular monitoring by matrons and school nurses. At the community level, pregnant girls were often rejected at home and sent away to the man responsible for the pregnancy. They were labelled useless, a burden, perceived as sinful, abominable and outcasts. They were isolated and denied assistance even when the family had resources (Ahikire and Madanda, 2011).

The suggested solutions to this problem were that education stakeholders in Uganda needed to come up with a comprehensive policy and implementation framework to address pregnancies in schools. The policy would target prevention of pregnancies and then provide mechanisms to deal with pregnancy when it occurred. There was need for a gender responsive school environment for retention of pregnant girls and teenage mothers. Mechanisms to decisively and systematically deal with defilement, rape and sexual abuse and how to punish culprits needed to be put in place too (ibid).

2.5 A Case Study in South Africa

Thobejane (2015) carried out a qualitative study in Matjitjileng village in South Africa on factors contributing to teenage pregnancy in South Africa. His findings were that in Matjitjileng village, pregnancy among the young people had reached pandemic heights. This problem led to school drop out as the teenage mothers had to leave school to care for their babies. The causes of teenage pregnancy found were lack of communication between parents and children, lack of provision of sex education by parents to their children and peer pressure. Parents considered providing sex education to their children as a taboo. The suggested solutions to the problem of teenage pregnancy were that parents needed to communicate with their children and provide sexuality education. Furthermore, workshops were encouraged to promote abstinence and teen pregnancy preventive measures.

2.6 The School Re-entry Policy in Zambia

In Zambia, before October 1997, any girl who fell pregnant while in school would be expelled. The introduction of the re-entry policy in 1997 recognised the importance of addressing gender inequalities in national development and the need to narrow the gender gap in education by re-admitting girls who fell pregnant while in school (Chusa, 2010).

The re-entry policy was meant to give girls who drop out of school due to early pregnancy an opportunity to be re-admitted six months to one year after delivery (ibid). School authorities were expected to encourage pregnant girls to continue attending classes. They were not allowed to expel pregnant girls from school. Two months before delivery, they would be given maternity leave to prepare for child delivery (Chinemu, 2011). The guide lines on how the policy would be implemented were worked out by FAWENZA in conjunction with the Ministry of Education and UNICEF (Mutombo and Mwenda, 2010). The guidelines state that all schools, in collaboration with health centres shall conduct medical check-ups of all girls once per term. Once pregnancy is detected, the school should send a letter explaining the re-entry policy to concerned parents or guardians with committal forms attached to be signed by parents or guardians, promising that they would send the girl back to school within six months to one year after delivery.

The pregnant girl should go on mandatory leave at the end of the seventh month or earlier if advised by her doctor. When going on leave, the girl would have a medical report confirming pregnancy, a document granting maternity leave and a letter of re-admission to school stating the date for resuming classes. The school would keep a record of all documents cited including the signed commitment letter by the person responsible for the pregnancy that he would support the girl and the baby financially. The detailed school record would also include the details of the female pupil such as her name, date of birth, names of parents or guardians, residential address during maternity leave and her status whether orphaned or non orphaned (ibid). If a school boy was responsible for the pregnancy, then he would also be sent on paternity leave. The girl would receive counselling from a female counsellor and the boy from a male counsellor. All schools should have guidance and counselling committees with trained counsellors.

The guidelines also include the steps that would be taken when a fellow pupil is responsible for the pregnancy and those that would be taken when an outsider or a teacher is responsible for the pregnancy. The steps to be taken with regard to school transfers of teenage mothers and school boys responsible for pregnancies are also spelt out. Transfers are not mandatory, but if a teenage mother requests for it, then the guidance and counselling teacher can help to find a school place in another school, even on an exchange basis. Boys who are involved in pregnancy cases are not allowed to transfer to other schools. A girl can be allowed to apply for school re-entry two times if that happens to be the case. If a girl falls pregnant a third time, she would be allowed to continue her education in open learning centres. The guidelines also show what could be done to track girls that have fallen pregnant. This includes keeping a record of the schools to which the girls have been transferred, the expected date of delivery, date when leave was granted, expected date of re-admission, date of actual re-entry (first/second), date of transfer and the reasons for the transfer (see appendix A-F) (MOE, FAWENZA and UNICEF, 2004).

However, despite the availability of these guidelines, the re-entry policy is not consistently implemented in schools. There is arbitrariness in implementation because of lack of knowledge on how to implement it at district or school level and lack of monitoring

(Maluli and Bali, 2014). This is due to lack of training for teachers and head teachers on how to apply the re-entry policy. This is compounded by cultural factors which prevent communities from accepting and supporting the re-entry policy such as the desire for marrying off girls and collecting dowry (FAWE/OSISA, 2012).

2.6.1 Two cases in Lusaka urban district

Muzumara (1999) carried out a study titled adolescent decision making and pregnancy in Zambia: The case of Lusaka urban district. He found that the majority of adolescents in Zambia were sexually active, with high levels of adolescent pregnancy and birth and that the consequences of this sexual activity were largely borne by the girls. The study revealed that girls had less freedom to decide on sexual matters and pregnancy than their male counter parts whose sexual whims they satisfied.

Solutions advanced to the problem of teenage pregnancy were advancement of girls' education to empower them in decision making and to be less dependent on men.

Hamusonde (2003) undertook a study on teenage mothers and their re-admission in schools in Zambia, focusing on secondary schools in Lusaka urban from 1997 to 1999. The major aim of the study was to examine the extent to which teenage mothers were returning to school, and the awareness of the re-admission policy by school heads, teachers, parents and teenage mothers, their opinions of it and whether schools implemented it. The study found that the policy was not effectively implemented. Only 39 per cent of the girls who fell pregnant (1,416 out of 3,633) returned to school. This was due to lack of documented guidelines at the time of the research. The recommended solution to the problem was to develop the implementation guidelines and to conduct awareness campaigns for the re-admission policy.

2.7 Summary

The data reviewed in this chapter addressed the causes, effects and consequences of teenage pregnancies and solutions being proposed. Re-entry policies of various countries were also examined. It was found that the problem of teenage pregnancy is worldwide problem affecting both developed and developing countries (World Bank open data, n.d). The causes of teenage pregnancy were common in all countries. These were poverty, socio-economic marginalization, sexual violence, lack of parental guidance and lack of access to services such as family planning and modern contraception, resulting in unprotected sex (UNESCO, 2014a).

The effects of teenage pregnancy were found to be school drop out, absenteeism, poor academic performance, lower educational attainment, low family income, increased poverty, and risk of maternal death, stigma and discrimination (UNESCO, 2014). The other effects of teenage pregnancy, according to UNICEF (2016) are that they cannot only limit a young woman's own development, limiting education opportunities but can also limit a young woman's life opportunities such as the opportunity to find a good job and have an income, hence the need for the re-entry policy. In addition, for the infants born to

teenage mothers, the years of early childhood may be marked by poverty, poor care and instability, which help perpetrate problems from one generation to another.

The suggested solutions to the problem of teenage pregnancy were that the education sector should help to keep girls in school by promoting gender equality, ensuring safe, non discriminatory and violence free school environments. The schools could also provide Comprehensive Sexuality Education (CSE) and help young people access reproductive health services. This would give young people knowledge and skills on how to prevent pregnancy and how to make decisions about pregnancy (ibid). Parents should also communicate with their children and provide sexuality education (Thobejane, 2015).

Literature reviewed in this study showed that many countries have school re-entry policies, but they are not applied systematically. They are applied in an arbitrary way because of lack of knowledge at the district or school level and lack of monitoring (Maluli and Bali, 2014). African countries such as Zambia, Mozambique, South Africa, Uganda, Kenya, Tanzania, Malawi, Namibia, Swaziland and Zimbabwe have school re-entry policies but they faced implementation challenges such as lack of training for teachers and head teachers on how to apply the policies, lack of provisions to enable mothers to breastfeed, and lack of monitoring (FAWE/OSISA, 2012). Cultural factors also prevent communities from accepting and supporting the policies and there is stigma from peers, teachers and the community (ibid).

Some European and Asian countries such as Russia, Ukraine, Belarus and Kazakhstan have flexible school re-entry policies in which girls have the right to continue their education even when they are pregnant. They can either attend school or receive home-based education. They can take maternity leave or postpone final examinations when that becomes necessary for medical or other reasons (UNESCO, 2014).

2.8 Concluding Statement

The problem of teenage pregnancy has been found to be a real problem facing both developed and developing nations, Zambia inclusive. Many countries, including Zambia are using the school re-entry policy as a mitigating measure to this problem. The main causes of teenage pregnancy were found to be lack of parental guidance and poverty. The negative effects of teenage pregnancy were found to be dropping out of school and a sustained cycle of poverty. Major solutions proposed to the problem of teenage pregnancy were Comprehensive Sexuality Education and parental guidance.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 Introduction

This chapter discusses the ethical theories and principle applied to this study. The aim of ethical theories is to provide us with moral standards we should use when assessing actions and decisions, and how such moral standards should be justified (Gamuland, 2012). The following theories and principles guided the collection and analysis of data in the current study: utilitarianism, rights theory, the principle of the lesser evil and virtue ethics.

3.2 Utilitarianism

Utilitarianism is an ethical theory that says that an act is right or wrong based on the good or bad states of affairs it produces. Utilitarians deny the deontologist claim that some actions have inherent moral value as required or forbidden. The fundamental principle of utilitarianism is the principle of utility which says that the morally right action is the one that produces the best overall consequences with regard to the utility of the majority of all the affected parties (Gamuland, 2012). There are two types of utilitarianism, act utilitarianism and rule utilitarianism.

3.2.1 Act Utilitarianism

Act Utilitarianism was advanced by Jeremy Bentham. According to Act Utilitarianism to make a moral decision, first identify alternative courses of action A1, A2, A3...Then identify the expected consequences of the alternative courses of action and determine their value, both positive and negative. Pleasure is positive and pain is negative. Bentham believed that by adding up the amounts of pleasure and pain for each possible course of action, we should be able to choose the correct moral decision. Happiness equalled pleasure minus pain (Bentham, 1996).

Act Utilitarianism sees the highest good as the greatest happiness for the greatest number. Actions are judged as a means to an end. Bentham argued that we should be guided by the principle of utility and not by rules. He wrote: "By the principle of utility is meant that principle which approves or disapproves of every action whatsoever according to the tendency which it appears to have to augment or diminish the happiness of the party whose interest is in question" (ibid.: 1-2)). Therefore, the principle of utility dictates what we ought to do and what we ought not to do. It is not egoistic because its purpose is to maximise the amount of happiness to the greatest number of persons. The focus is not on actions or intentions and motives of the actor but on the expected consequences of actions.

3.2.2 Rule Utilitarianism

According to Rule Utilitarianism, the morally right action should be in accordance with moral rules that could be justified on the basis of the principle of utility. The principle of utility is the principle that approves or disapproves of every rule based on whether it augments or diminishes the happiness of the party whose interest is in question. People should decide what to do in concrete situations by applying rules whose acceptance would produce the best consequences, as for example, rules such as 'Do not harm innocent

people' and 'Do not steal other people's property'. The question is not which action would produce the greatest utility, but which moral rule would produce the greatest utility or welfare (Gamuland, 2012).

In Rule Utilitarianism, assessments of the rightness or wrongness of actions are conducted through a two-step procedure: Firstly, an assessment of moral rules based on the principle of utility should be made. One should assess which moral rules would produce the best overall consequences for all the affected parties. Secondly, one should conduct an assessment of the rightness or wrongness of actions in concrete situations on the basis of moral rules justified in the first step. One should decide how to act in concrete situations on the basis of moral rules justified in step one – even when an alternative course of action would have better consequences for all the affected parties in a particular situation. For example, if the rule 'Do not lie' is on the list of rules that could be justified on the basis of the principle of utility in step one, then it is not permissible to lie even though lying would produce the greatest utility in the case at hand. Therefore, under Rule Utilitarianism even rights of individuals could be respected.

Both Act and Rule Utilitarianism guided the collection of data in this study in that they helped the researcher to evaluate the overall consequences of the school re-entry policy.

3.3 Rights Theory

Rights Theory refers to a general category of moral theories that define right action in terms of moral duties. It focuses on the rightness of an act and not what results from it (Darwall, 2002). Immanuel Kant believed that the moral law is built into human reason by nature and that every human being has a moral duty to abide by the imperative or command given by right reason. Hence the name, "deontology" where "deon" is the Greek word for duty. Kant argued that morality is only possible in a community of beings that possess the natural gifts of rationality and free will. Therefore, we are accountable for our actions because we are capable of knowing right from wrong (White, n.d). Kant spoke of the "categorical imperative" meaning the absolute command to obey right reason. Moral duty is identified with good will in abiding by the categorical imperative, or absolute command, which dictates following right reason. He expressed the categorical imperative in the form of maxims or principles. The first principle that would determine whether or not a particular action would come under the categorical imperative related to whether or not the action could be universalised. In Kant's words it says, "Act only according to that maxim by which you can at the same time will that it should become a universal law" (Kant, 1990: 38). The action in question in this research relates to the school re-entry policy. A universal law is a principle that can be followed by all people. Hence, when we want to know whether one of our actions is morally right, we have to test it using the categorical imperative. This test has three steps: First, we have to formulate the maxim of our intended action. Secondly, we must universalize this maxim. Thirdly, we must see whether we can will or want that our maxim becomes a universal law. If we can will or want that our maxim becomes a universal law, then the action is morally permissible. If we

cannot want this, the action is morally wrong and unacceptable because it involves a kind of inconsistency or contradiction. According to Kant, what is morally right or wrong for one person is morally right or wrong for any similar person in similar circumstances. Therefore, moral judgements are universalizable and hence based on both impartiality and rationality.

Kant's second formulation of the categorical imperative says: "Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never merely as a means, but always at the same time as an end" (Kant, 1990: 38). This formulation requires respecting every person and oneself as a rational self-determining human being. We have a duty to follow this imperative, not because of any pleasurable consequences, but because it is the right thing to do. Therefore, we should always treat people as ends in themselves and not as a means to an end. We cannot treat people as if they were property to be sacrificed in pursuit of pleasure. This principle applies to all persons at all times and in all places (Copy, 2006). One of the implications of Kant's second formulation of the categorical imperative is that we should strive to develop the capacity in ourselves and in those around us, for example, through education. Therefore, the right to education which comes to be expressed under social-economic human rights is a spin off from the second formulation of the categorical imperative.

Rights theory guided the collection of data and the evaluation of the findings of the study with reference to the re-entry policy in secondary schools in Zambia.

3.4 The Principle of the Lesser Evil

The Principle of the Lesser Evil is applied in practical conflict situations where a greater evil can only be avoided when a lesser evil is permitted (Weizman, 2011). Therefore, when found in such a conflict situation, it is commonly held that we have to choose the lesser evil.

To apply the Principle of the Lesser Evil, if there are two or more reasonable alternatives available, you must find out the ethically relevant consequences of the alternatives and show that the consequences of all the alternatives are overall seen to be bad. Then you argue that the evil consequences (taken together) of one alternative are better than the consequences (taken together) of the other alternatives. Although all the actions involve evil, the action that has the comparatively lesser negative consequences is the lesser evil and should be chosen (Sidgwick, 1907).

In this study, the principle of the lesser evil guided the collection and analysis of the data. The researcher expected that the school re-entry policy for teenage mothers would involve two sets of negative consequences which would have to be evaluated in order to establish which of the two sets of consequences would involve the lesser evil.

3.5 Virtue Ethics

Virtue ethics focus on what constitute the character traits of people, for example, bravery and honesty (Talbot, 2012). Virtue ethics relies on two virtue based systems to distinguish

moral virtues from vices. The religious line of inquiry relies on divine command theory, for example, the Bible, and the secular line of inquiry depends on reason and experience (White, n.d). Both virtue based systems tend to promote community over individuals. According to Aristotle, moral virtues refer to the excellence of human behaviour. All virtue based moral systems are intended to help people to live a good life and develop a good character. We are not born with virtues but we develop them as we grow and interact with other people. A good character can be developed by imitating moral exemplars or role models, for example, Jesus, Ghandi, Martin Luther King, good parents, good teachers and others (Talbot, 2012).

Virtue ethics focuses on what sort of persons we ought to be in order to live a happy or flourishing life. According to virtue ethics, the good and flourishing life is a virtuous life. We cannot have a good life if we are not just, courageous, prudent, honesty and so forth. Therefore, to live a happy life, we must practice virtues. A virtue is a good trait of character. It is an acquired habit or disposition of acting in a specific way. Hence, the trait must be practised by the person for some time and not just be a momentary disposition. The disposition, for example, honesty, must become part of the person's character. For example, an honest person will try where possible to work with honest persons, to have honest friends, to bring up children to be honest and disapprove of dishonesty.

Moral virtues, according to Aristotle, are character traits which make an individual to act in a certain way under certain circumstances using reason. The idea behind moral virtues is to encourage desirable virtuous behaviour and discourage undesirable vicious behaviour (ibid.). These habits or traits are cultivated through social and political institutions, especially institutions of education. Moral education, therefore, must begin at an early age, helping young ones to develop the habit of choosing to act in accordance with virtue. Moral character is developed in children by teaching them to emulate the behaviour of virtuous adults because moral knowledge is practical, not theoretical (ibid.).

According to virtue ethics, then, an action is right if and only if it is what a virtuous person would characteristically do under the circumstances (Hursthouse, 1999). Virtues are derivative because their value is determined by the fact that they motivate us to do what we ought to do. A moral virtue, therefore, is a character trait that intrinsically motivates an individual in a given situation to act in a way which is generally morally right (Peterson and Seligman, 2004).

In this study, the virtues of self-control and chastity are very relevant to the issue of teenage pregnancies. A person's character traits are not developed in isolation but within and by the communities to which one belongs, including family, church, school and other private and public associations.

CHAPTER 4: METHODOLOGY

4.1 Introduction

This chapter discusses the following components: Research design, Sample size and sampling procedures, research instruments, selection of schools and location of study, data analysis, and delimitations.

4.2 Research Design

A case study design was used involving qualitative methodology with an ethical component. The methods used to collect primary data were observation, in-depth interviews, questionnaires and focus group discussions.

4.3 Location of Study

Lusaka district found in Lusaka province was chosen as a study area. Figure 4.1 shows a map for Lusaka province.

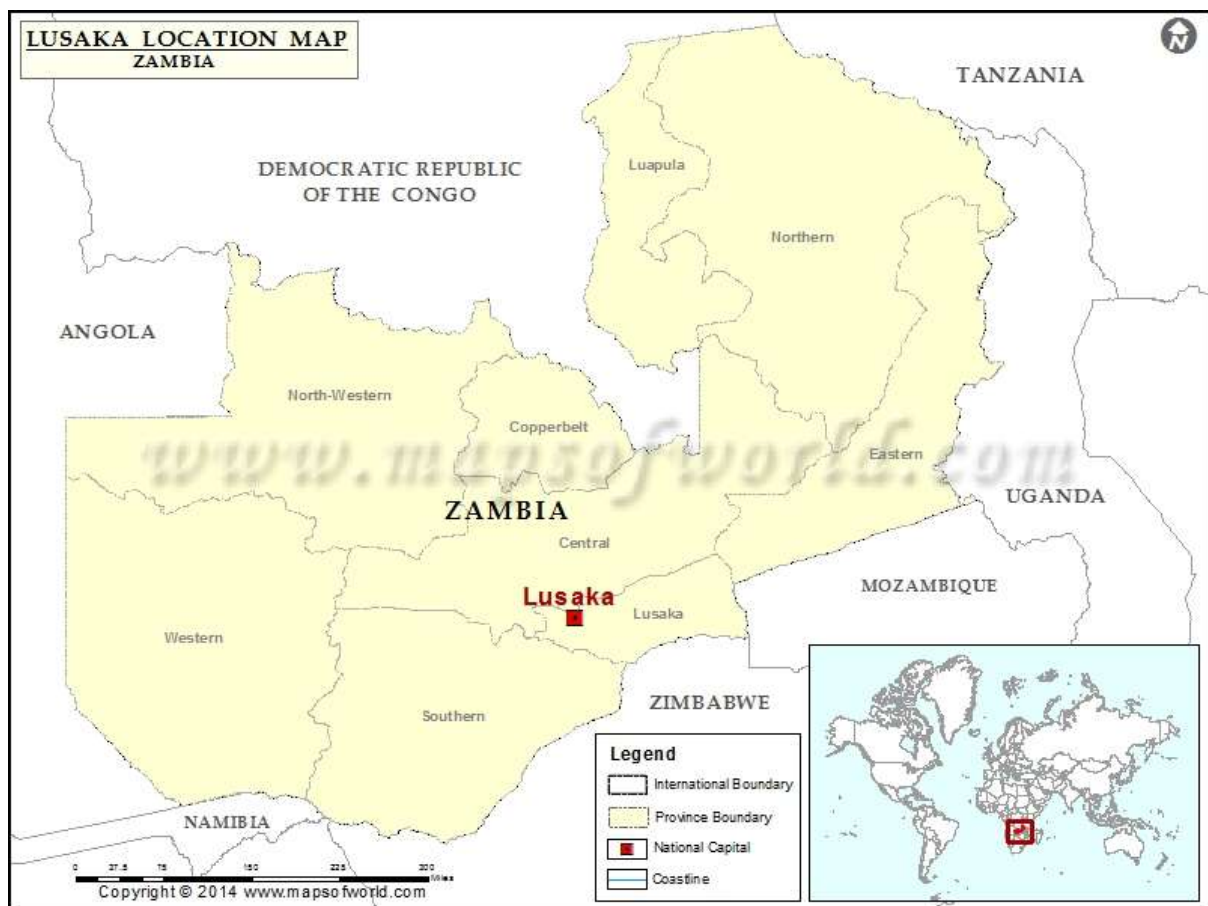


Figure 4.1: Location Map for Lusaka Province

Source: www.mapsofworld.com

Muchinga province is not shown and the country reading Uganda is supposed to read Malawi.

Lusaka province is further divided into four districts, that is, Lusaka district, Chongwe district, Kafue district and Luangwa district. Lusaka district is where the study was carried out. Lusaka district covers an area of 360 square kilometres and has a population of 2,330,200 (CSO, 2016). Lusaka district is a metropolitan district with people from all provinces and many foreign countries. Figure 4.2 shows Lusaka district which is the study area.

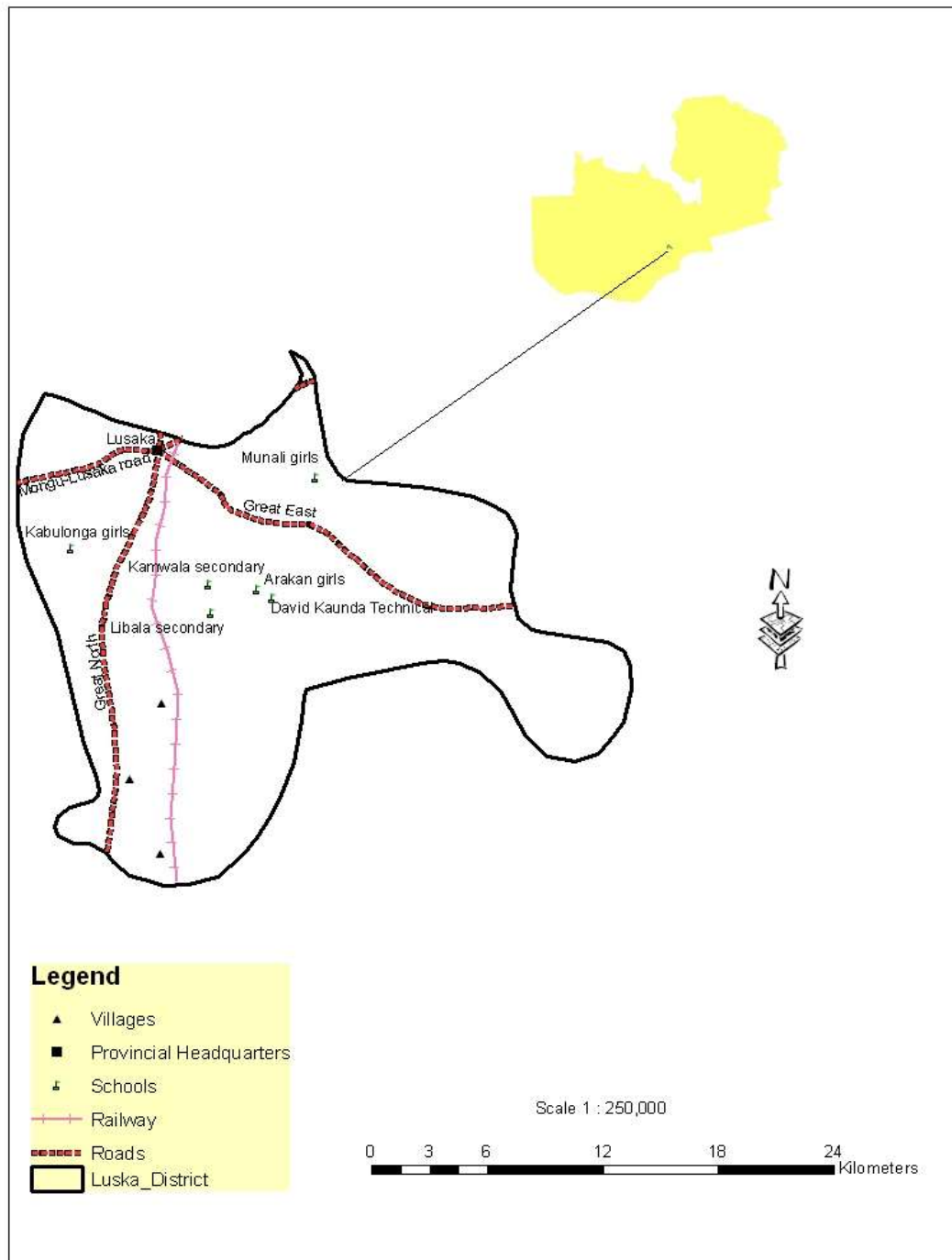


Figure 4.2: Location Map for Secondary Schools studied in Lusaka District.
Source: University of Zambia, Geography Department.

Lusaka urban district was selected as study area because it is a metropolitan city having heterogeneous population. It has a large population drawn from various economic and educational backgrounds and ethnic groups. Hence, Lusaka urban would easily provide research participants from various social-economic backgrounds. Additionally, all types of schools are found in Lusaka urban, i.e., girls only government secondary schools, grant aided mission secondary schools, co-education government day secondary schools and government boarding secondary schools. David Kaunda technical secondary school was the only co-education boarding government secondary school selected. The secondary schools studied are shown in Figure 2 above. These are David Kaunda Technical Secondary School, Arakan Girls' Secondary School, Libala Secondary School, Kamwala Secondary School, Kabulonga Girls' Secondary School and Munali Girls' Secondary School.

4.4 Sample Size and Sampling Procedures

The population for the study included all secondary schools in Lusaka district. The sample was six secondary schools purposively selected in Lusaka district (cf. Figure 4.2).

Table 4.1 Break down of In-depth interviews

Secondary school	Teachers	Parents	Total
Arakan Girls'	2	2	4
David Kaunda	2	2	4
Libala	2	2	4
Kamwala	2	2	4
Kabulonga Girls	2	2	4
Munali Girls	2	2	4
Total	12	12	24

The target population for the study comprised pupils, teachers, parents and representatives from Lusaka DEBS and FAWEZA. In-depth interviews were carried out with twelve teachers, twelve parents of teenage mothers, and one representative from Lusaka DEBS and from FAWEZA. Data from 22 teenage mothers and 30 other pupils was obtained through questionnaires. The total sample was 78. In addition, there were 6 focus group discussions each containing 7 teenage mothers and 6 focus group discussions each containing 7 other pupils. FGDs and questionnaires were more suitable in getting data from teenage mothers as the researcher was male. A pilot study revealed that teenage mothers had no objection to FGDs and questionnaires. Table 4.1 shows the breakdown of in-depth interviews:

Information coming from in-depth interviews was supported by Focus Group Discussions (FGDs). Table 4.2 shows the break down of Focus Group Discussion participants

Table 4.2 Break down of FGD participants

Secondary school	Teenage Mothers (Group 1)	Other Pupils (Group 2)	Total
Arakan Girls	7	7	14
David Kaunda	5	7	12
Libala	7	7	14
Kamwala	7	7	14
Kabulonga Girls	7	7	14
Munali Girls	7	7	14
Total	40	42	82

Purposive sampling is a non probability, judgemental sampling in which the researcher selects participants on the basis of his or her knowledge of the population and its characteristics (Babbie, 1990). Purposive sampling was used in this study with reference to the six secondary schools as follows: Kabulonga Girls' secondary school, Munali Girls' secondary school and Arakan Girls' secondary school were selected because they are government secondary schools with girls only; Libala secondary school and Kamwala secondary school were chosen because they are government day co-education secondary schools; and David Kaunda secondary school was selected because it is a government boarding co-education secondary school. These schools were selected because they follow government regulations and policies such as the girls' school re-entry policy. These schools also have girls in them who are the target group. The representatives from the Lusaka District Education Board Secretary's office and FAWEZA were also purposely selected because they are stakeholders in the education sector.

Convenience sampling includes participants who are readily available and consent to participate in a study (Fink, 1995). Hence, the pupils, teachers and the parents in the study were selected using convenience sampling.

4.5 Research Instruments

The data collection instruments that were used were observation check list, interview schedule guide, questionnaire guide and focus group discussion guide. In-depth interviews are a unique means of obtaining richer information because they allow free communication and are not limited by predetermined classifications (Punch, 1998). Data from teachers, parents and representatives from the Lusaka District Education Board Secretary's office and FAWEZA were obtained by using in-depth interviews and interview schedules. Data from teenage mothers and other pupils were obtained through questionnaires and focus

group discussions. The interview guides and focus group discussion guides are attached in the appendices.

4.6 Data Analysis

According to Polit and Hungler (1983), data collected are not useful unless they are arranged in a meaningful manner so that it is possible to derive patterns of relationships. Therefore, data obtained through interviews, questionnaire and focus group discussions was analysed qualitatively by coding and categorising of emerging themes. The data was coded manually because the sample was small. Generalisations and interpretations were then made from the data. The findings were presented in tables because they summarise results in a meaningful way to help the reader comprehend the study (Sweaney and Olivieri, 1981).

4.7 Delimitations

The delimitations of the study were that the study did not include all secondary schools in Lusaka due to time and financial constraints.

CHAPTER 5: FINDINGS AND DISCUSSION

5.1 Introduction

This chapter presents and discusses the findings of the study which aimed at investigating the girls' school re-entry policy in Zambia. This was a case study of six secondary schools in Lusaka. Information contained in this chapter is based on personal observation, information obtained from in-depth interviews, focus group discussions (FGDs) and questionnaires. The findings are presented according to the emerging issues from the field followed by a presentation and discussion of the attitudes and perceptions of teenage mothers, pupils, teachers, parents and representatives from Lusaka DEBS and FAWEZA with respect to teenage pregnancies and the school re-entry policy.

5.2 Teenage Pregnancies

Data on teenage pregnancies among the 6 secondary schools was obtained from school re-entry registers. In all the 6 secondary schools in Lusaka involved in this study, there were 325 girls who fell pregnant between 2013 and 2016. The highest numbers of teenage pregnancies were found in the girls only day secondary schools followed by co-education secondary schools. On the other hand, David Kaunda secondary school had the lowest number because it was a boarding school and girls were strictly kept in school and regulated by school authorities. In addition, high performing pupils who were focussed on studies were admitted to this school. The girls' secondary schools had more pregnancy cases because they were day schools with the result that school authorities had no control over pupils once they knocked off from school. Some of the girls could go to meet with boy friends and other peers instead of going home.

In this study, the most prevalent age range of teenage mothers from a total of 22 was found to be between 15 and 19 years (86.4%) as illustrated in Table 5.1. This showed that pregnancy among school going girls was an adolescent problem.

Table 5.1: Age range of teenage mothers

What is your age range?	Frequency (%)
10 – 14	0 (0)
15 – 19	19 (86.4)
20 – 24	3 (13.6)
25 – 29	0 (0)
Total	22 (100)

5.3 Perceptions of the Causes of Teenage Pregnancies

Views on the causes of teenage pregnancies were sought from 22 teenage mothers and 30 other pupils. Their responses are summarised in Table 5.2.

Table 5.2: Perceived Causes of Teenage Pregnancies

What are the causes of teenage pregnancies?	Frequency (%)	Frequency (%)	Total
	Teenage mothers	Other pupils	
Peer pressure	11 (50.0)	12 (40.0)	23
Poverty	7 (31.8)	9 (30.0)	16
Curiosity	4 (18.2)	5 (16.7)	9
Lack of self discipline	0 (0)	4 (13.3)	4
Total	22 (100.0)	30 (100.0)	52

The perceived causes of teenage pregnancies referred to in table 5.2 were peer pressure, poverty, curiosity and lack of self discipline. Peer pressure, which is simply the influence from peers, was the strongest with 11 teenage mothers out of 22 citing it as one of the leading causes of teenage pregnancy. Some of the parents in this study admitted to not doing enough in teaching their children because they were too busy with work. Hence, peers and the social media took charge and influenced the behaviour of the girls. The second perceived cause of teenage pregnancy was poverty, which is the lack of adequate income to cover for housing, food, health, clothing and education. Out of the 22 teenage mothers interviewed, 7 felt that some girls got pregnant because they were moved by poverty to engage in transactional sex with men in order to get money to meet some of their needs. Only 4 out of 22 teenage mothers indicated that some girls fell pregnant because of curiosity, which is the desire to experiment with new things and no teenage mother cited lack of self-discipline as the cause of teenage pregnancy. Other pupils interviewed had similar responses. Of interest is that 4 out of 30 other pupils interviewed indicated that school girls who fell pregnant lacked self-discipline.

5.3.1 Peer Pressure and peer educator groups

Peer pressure is directly persuading, encouraging or coercing another person to engage in certain behaviour (Sim and Koh, 2003). It may cause adolescents to change their behaviour in order to avoid being laughed at, teased or attacked by peers. Everything an adolescent does to conform to the expectations of a peer group, regardless of his or her beliefs, is peer pressure. In this study, half of the teenage mothers interviewed (11) indicated that peer pressure was one of the major causes of teenage pregnancies among school going girls. This view was also supported by 12 of the other 30 pupils interviewed. Some of the girls who got pregnant had boy friends who could give them money to buy things that their peers had such as cell phones, shoes and cosmetics. The desire to conform to the standards of the group enticed these girls to engage in transactional sex in order to obtain money to maintain those standards. In some cases those who did not have boy friends were looked at as dull or as lagging behind with the result that some girls bowed to the pressure to having a boy friend and later on to having sex. In the end, some of these girls became pregnant. Some of the parents in this study admitted to not doing enough in teaching children. In the words of a male parent¹:

¹ Personal communication, 17/05/2016

I don't think I have done enough. Sometimes we parents are too busy with work to teach the children regularly. Children have bad friends, watch bad films without parental control. Parents are slow. Children are ahead of parents with Face book, WhatsApp and other internet sites. Parents need to improve.

UNESCO (2014a) also mentioned lack of parental guidance as one of the causes of teenage pregnancies. Many parents, as this study showed, were too busy with work to fully teach their children. Other parents are just not comfortable to discuss sexuality issues with their children because of African culture and beliefs. Therefore, many parents left counselling and guidance of their children, especially on their physical development and sexuality, to other relatives such as aunties and grand parents, who also usually do not manage to properly counsel and guide them.

Many parents have fears that their children might be negatively influenced by peer groups and might abandon their family values and beliefs. However, peer pressure is not always negative. On the one hand, negative peer pressure can lead adolescents to engaging in unhealthy and unsafe behaviours such as beer drinking, drug abuse and prostitution. On the other hand, positive peer pressure can motivate adolescents to study harder in school, engage in sports and peer educator groups promoting good values such as chastity, self respect, respect for others and protection of oneself from diseases such as AIDS and STIs.

Most of the pupils interviewed indicated that peer education could be effective in preventing teenage pregnancies among pupils. Peer education occurs when learning is facilitated by one of the members of the concerned group (Save the Children, 2004). Individuals from among the pupils could be selected and trained to serve as peer educators. They can also be given some content from the CSE framework to use in their discussions. Peer educators work better when they are trained and guided. Their job is to disseminate key points of knowledge and to act as mentors offering advice and counselling to fellow pupils and referring them to adults such as teachers and health professionals for further support should that become necessary. Peer educators also monitor and evaluate the needs of their peers and adapt accordingly to help them. This means that school administrators and teachers would work to support peer educators. In summary, peer education could help prevent teenage pregnancies because teenagers were usually more comfortable to discuss sensitive issues with their peers, such as relationships, sex, sexuality, substance abuse, discrimination and social pressures.

5.3.2 Poverty

In this study poverty was used as a relative term referring to lack of gainful employment either formal or informal to enable one make a living. Parent employment status would affect the family's economic and social standing. When parents had a stable and gainful employment, they would more likely be able to provide secure housing, food, healthcare and education needs for their families. Without stable and meaningful employment, it would be difficult for parents to meet those needs. When this happened, girls especially could be vulnerable to receiving financial help from boy friends. In this study, 7 teenage

mothers out of 22 interviewed and 9 pupils out of 30 indicated that some girls resorted to having boy friends because of poverty. Their parents could not afford to give them everything they needed and so they engaged in transactional sex to obtain money to meet some of their needs. In this way, some of the girls got pregnant. It should be noted, however, that some of the girls who got pregnant came from well to do and average families. Hence, in some cases, girls were having boy friends and having sex because they were pleasure seeking and not because they were poor and were looking for money. In fact, some of the girls coming from poor families had still maintained chastity and depended only on what their families could provide.

UNESCO (2014a) cited socio-economic marginalisation as the cause of teenage pregnancies. This was in line with the findings of this study because when parents were poor, most likely they would have no gainful employment and no meaningful income. Such parents would find themselves in a lower social status and might not participate fully in social and economic activities, hence marginalised. The school girls coming from such families might be vulnerable to receiving material favours from men in exchange for sex, leading to teenage pregnancies.

5.3.3 Curiosity

Curiosity was the desire to venture into new things, the desire to find answers to questions and the desire to discover what was unknown or what one had not experienced before (Berlyne, 1960). The outcome of this desire could either be dangerous or beneficial. It could be beneficial if it led one to acquiring knowledge that brought personal development and harmful if it led to bad consequences. Young people were generally curious. They wanted to learn new things and experience what they had never experienced before. In this study, 4 teenage mothers out of 22 interviewed indicated that some of the girls got pregnant because they were curious about sex. They wanted to experience it. Parents and teachers could help young people to deal with curiosity by openly discussing and informing them about sexual reproduction and the consequences of casual sex. When young people had full information, they would more likely be able to make informed decisions about sex and intimacy with the opposite sex. They could begin to appreciate that the rightful place in which to experience sex is in a marriage relationship where they would safely enjoy the benefits of marriage and handle the responsibilities that came with it.

5.3.4 Self discipline

Self discipline was the ability to do what you should do, at the time you should do it, whether it was pleasurable to you or not (Tracy, 2011). Self discipline sometimes required self denial. In the case of school girls, they needed to concentrate on their studies and suppress their desires for sexual encounters. Academic achievement should be the priority during secondary education. Lack of self discipline was a major cause of failure, frustration, low achievement and unhappiness in life. It was surprising that no teenage mother cited lack of self discipline as a possible cause of teenage pregnancy, and only 4 out of the 30 other pupils captured in the study indicated that lack of self discipline was

one of the causes of teenage pregnancy. This suggested that self discipline was not considered to be an important factor in the context of teenage pregnancies.

Both Lusaka DEBS and FAWEZA agreed that the four factors discussed above were perceived causes of teenage pregnancies. However, the DEBS added that lack of Comprehensive Sexuality Education was the major cause of teenage pregnancies among school going girls. FAWEZA's thinking was that lack of reproductive health education and reproductive health services was another cause of teenage pregnancies among girls. UNESCO (2014a) also cited lack of access to reproductive health services such as family planning and contraceptives as one of the causes of teenage pregnancies.

5.4 Perceptions of the Effects of the School Re-entry Policy

The following data was collected from 22 teenage mothers, 30 other pupils, 12 teachers, 12 parents, 1 representative from Lusaka DEBS and 1 representative from FAWEZA. Their responses are summarised in Table 5.3:

Table 5.3: The effects of the school re-entry policy

What are the effects of the school re-entry policy on:	Re-entry policy		Expulsion policy
	Good consequences of re-entry policy	Bad consequences of re-entry policy	Bad consequences of expulsion policy
(a) The school girl	<ul style="list-style-type: none"> ● A chance to be educated, get employed and take better care of herself. ● Reduced abortions and saved girls' lives. ● Able to contribute to national development. ● Improved health. ● Poverty reduction. ● Reduction in ignorance and illiteracy. ● Improvement of living standards. 	<ul style="list-style-type: none"> ● Lack of concentration at school and risk of low grades. ● Isolation, mockery and stigmatization. ● Pregnant girl can become guilty vis-à-vis morality. ● Dozing in class. ● Low self esteem. ● Absenteeism from school. ● Sensitive to thinking others are gossiping. ● Risk of becoming affected and short tempered. 	<ul style="list-style-type: none"> ● Limited educational, employment and life opportunities. ● Increased illiteracy and ignorance. ● Increased risk of abortions. ● Increased ill health due to ignorance. ● Perpetuated poverty. ● Poor living standards. ● Not able to meaningfully contribute to national development.

(b) The child born to the school girl	<ul style="list-style-type: none"> ● An educated mother. ● Child educated. ● Less abortions. ● Future for the child. 	<ul style="list-style-type: none"> ● Lacking full attention from the mother. ● No proper breast feeding. ● Being neglected at home. ● Becoming sick due to poor nutrition. ● Mistreatment by care givers. 	<ul style="list-style-type: none"> ● An illiterate and ignorant mother. ● Risk of ill health because mother lacks knowledge on nutrition. ● Less chances of being educated. ● Perpetuated poverty.
(c) The family of the school girl	<ul style="list-style-type: none"> ● Poverty reduction in the family when the girl is educated starts working. 	<ul style="list-style-type: none"> ● The cost of employing a care giver (maid). ● Paying school fees for the mother. 	<ul style="list-style-type: none"> ● Perpetuated poverty in the family.
(d) The other learners in the school	<ul style="list-style-type: none"> ● A pregnant girl can tell other learners not to make the same mistake. 	<ul style="list-style-type: none"> ● Pregnant girls may be a bad example to other learners. ● Other learners not comfortable to learn with a pregnant girl in class. ● Interference with learning programme. 	<ul style="list-style-type: none"> ● Other learners might miss the contributions of the girls who drop out to national development.
(e) The nation	<ul style="list-style-type: none"> ● Eradicates ignorance. ● Lead to the country's development as doctors, nurses, teachers, lawyers, leaders and entrepreneurs. 	<ul style="list-style-type: none"> ● Moral decay with high number of girls getting pregnant. ● Danger of unhealthy population due to STIs and HIV /AIDS. ● Population increase due to unplanned pregnancies. 	<ul style="list-style-type: none"> ● Increased ignorance and illiteracy. ● Girls who drop out of school cannot meaningfully contribute to national development.

5.4.1 Good consequences of the school re-entry policy

The school re-entry policy is beneficial to the girls because it offers them a second chance to be educated and increase their opportunities to gain employment for their livelihood. This could lead to reduction in poverty, ignorance and illiteracy. The girls could have an improved standard of living and improved health because they would know better about hygiene and balanced diet. They would be better placed to contribute to national development as a work force, as entrepreneurs and as leaders. When girls are given a chance to continue with their education even when they are pregnant, they are not likely to engage in abortions. This would reduce deaths for girls and for unborn children. In many cases, abortions by teenage mothers are conducted by unqualified people using drugs or traditional medicines. Even the children born to teenage mothers would benefit from

having educated mothers who could give them a bright future. The presence of pregnant girls in school could be a deterrent to getting pregnant by some of the girls. It was not all girls who could emulate a bad example. Some girls would learn to do good from the bad examples of others.

5.4.2 Bad consequences of the school re-entry policy

The disadvantages of the school re-entry policy were lack of concentration at school, dozing in class and absenteeism from school by pregnant girls. This could lead to low grades. UNESCO (2014a) also cited absenteeism, poor academic performance, stigma and discrimination and lower educational attainment as disadvantages of teenage pregnancy and the school re-entry policy. When pregnant girls missed classes, they were likely to fall back in their class work, fail examinations or even drop out of school due to the pressure of being both a parent and a pupil. Although this study found that stigma against pregnant girls had reduced in schools, pregnant girls still faced a measure of isolation, mockery and stigmatisation, leading to low self esteem. In addition, girls could develop behavioural problems thinking that others were gossiping about them, or becoming guilty when teachers or pupils commented on morality. In the end some pregnant girls could become emotionally affected and short tempered. This pressure could cause some girls to drop out of school, leading to lower educational attainment and most likely to lower income and increased poverty.

The child born to a teenage mother could lack full attention from the mother because she was at school most of the times. The child could lack proper breast feeding, which could lead to health problems due to poor nutrition. Sometimes the child could be neglected or mistreated at home by care givers when the mother was at school.

The family of the pregnant school girl could incur the cost of employing a care giver (maid) to take care of the baby and at the same time paying the school fees for the mother. This could lead to an increased financial burden for the family.

Pregnant girls could be a bad example to other learners who might also become pregnant thinking they would be allowed to continue with their education. Some of the other learners were not comfortable to learn with a pregnant girl in class because of vomiting, dozing and fear of accidents. Pregnant girls could interfere with the learning programme if they suddenly fell sick in class and the teacher had to attend to them.

Additionally, the nation could suffer from moral decay with high numbers of girls getting pregnant. There could also be a danger of an unhealthy population due to STIs and AIDS/HIV. This was because when girls fell pregnant, it meant that they were not using any form of protection during sexual encounters, making them vulnerable to catching and spreading these infections. There could also be an unplanned population increase due to these unplanned pregnancies, putting more pressure on social services. The disadvantages

mentioned above were reflected in the following comments: A parent² at Kabulonga Girls' Secondary School when asked to give the bad effects of the school re-entry policy on other learners and the nation, said:

Other learners may not learn any lesson from it especially that the erring pupil is allowed to continue learning with them. This misfortune may replicate with other school learners. The nation through its re-entry policy may be sitting on a time bomb, where you have most girls falling pregnant whilst in school.

The representative from FAWEZA³ said:

Sometimes teenage mothers are a bad example to other learners. They behave in a certain way that can influence those who do not have babies. They become big headed, thinking they are at the same level with their teachers.

A teacher⁴ at Libala Secondary School said:

The re-entry policy will lead to moral decay in schools. There will be no good learning. There will be low academic performance; low school completion rate by girls; high risk of contracting HIV; the child born may be infected; high infant and maternal death. There will be more money spent on ARVs.

Responding to the same question, a girl⁵ at Libala Secondary School said:

The disadvantages of the school re-entry policy to other learners are that others may not be comfortable to learn with pregnant girls because of vomiting, fighting, moodiness, spitting saliva, sleeping in class and fear of accidents. Pregnant girls are a bad example to others who may also fall pregnant and increase the population.

5.4.3 Bad consequences of the expulsion policy

The teenage mother would have limited educational, employment and life opportunities. This would fuel illiteracy, ignorance and a sustained cycle of poverty. Fearing to be expelled from school once discovered pregnant, some girls might resort to abortions risking their own lives and those of unborn babies. Expelled girls might not be able to meaningfully contribute to national development because of limited education.

The child born to the school girl would suffer ill health because of having an illiterate and ignorant mother who has little knowledge on nutrition. The child would have unstable childhood marked with reduced educational opportunities and increased chances of remaining in poverty.

² Personal communication, 25/05/2016

³ Personal communication, 26/05/2016

⁴ Personal communication, 27/05/2016

⁵ Personal communication, 27/05/2016

The family of the school girl would perpetually remain in poverty because if the pregnant girl does not get a good education she might not be able to find a well paying job which would enable her to meaningfully contribute to the family's income.

The other learners in school would miss out on the contributions the expelled girls would have given to national development if they were to continue with their education.

The nation would suffer from increased ignorance and illiteracy, resulting in retarded national development.

5.5 Attitudes towards Teenage Pregnancies in Schools

Information on attitudes towards teenage pregnancies in school was obtained from 22 teenage mothers, 30 other pupils, 12 teachers, 12 parents, 1 representative from Lusaka DEBS and 1 representative from FAWEZA. All 78 Respondents were asked to state whether it was right or wrong for girls to fall pregnant while at school. They all felt that it was wrong for girls to fall pregnant while at school. Their feelings were reflected in the following comments:

A teenage mother⁶ from Kabulonga Girls' Secondary School said:

It is wrong because girls know the school rules and know what is right. A boy and a girl who are not married should not have sex.

A male parent⁷ at David Kaunda Technical Secondary School said;

It is naturally wrong for a boy and a girl who are not married to have sex. It is also against the Bible's command not to engage in fornication. Therefore, it is ungodly, unholy and a sin, and parents do not expect that conduct from their children.

The representative from FAWEZA⁸ said;

It is not right for any young person to fall pregnant before marriage but there are some whom it happens to and it is not their fault. Most girls fall pregnant because sexual reproductive information on their body changes as they become teenagers is not given to them at the right time. Other information to prevent pregnancies is also not provided with them.

A teacher⁹ at Munali Girls' Secondary School responded:

It is wrong because God warrants sex in marriage only. Premarital sex may disturb the learning of pupils especially when they fall pregnant or catch sexually transmitted infections (STIs) and HIV.

⁶ Personal communication, 17/05/2016

⁷ Personal communication, 30/05/2016

⁸ Personal communication, 26/05/2016

⁹ Personal communication; 01/06/2016

It was reasonable, therefore, to accept that it was wrong for girls to fall pregnant while at school because of the following reasons;

1. Girls knew morally that sexual encounters should only be enjoyed in a marriage relationship.
2. School rules were against such immoral conduct.
3. The Bible condemned fornication as a sin.
4. Parents and society did not expect girls to fall pregnant while at school

Table 5.4: Girls' responsibility for getting pregnant

Do you think girls are responsible for getting pregnant?	Teenage mothers Freq. (%)	Other pupils Freq. (%)	Teachers Freq. (%)	Totals (%)
Yes	6 (27.3)	26 (86.7)	7 (58.3)	39 (60.9)
Yes and No	10 (45.4)	3 (10.0)	2 (16.7)	15 (23.4)
No	4 (18.2)	1 (3.3)	3 (25.0)	8 (12.5)
No response	2 (9.1)	-	-	2 (3.1)
Total	22 (100.0)	30 (100.0)	12 (100.0)	64 (100)

Information for table 5.4 was obtained from 22 teenage mothers, 30 other pupils and 12 teachers. One representative from Lusaka DEBS and the one from FAWENZA were also interviewed. Respondents were asked to indicate whether or not girls were responsible for getting pregnant. Most of those interviewed (39 out of 64 interviewed) said that girls were responsible for getting pregnant. Only those who were raped and could not obtain help could be excused as not responsible.

A teenage mother¹⁰ at Kamwala Secondary School said:

As a girl you have a key to say yes or no to having sex with your boy friend. To begin with, girls have boy friends willingly and engage in sexual activities when they know it is wrong because they are not married.

Only 8 out of 64 said that the pregnant girls were not responsible. A pupil¹¹ at Arakan Girls' Secondary School said:

Girls are not responsible because they are made pregnant as a result of peer pressure, lack of knowledge and because of ignorance.

On the other hand, 15 out of 64 were of two minds. A male teacher¹² interviewed at Arakan Girls' Secondary School as to whether or not girls are responsible for getting pregnant responded:

¹⁰ Personal communication; 02/06/2016

¹¹ Personal communication, 06/06/2016

¹² Personal communication, 06/06/2016

Yes and no. Yes because they are responsible for their lives, and they choose to have sex before marriage. No, for those who are raped and those who are too young to understand what they are doing but they are enticed with material things.

The representative from FAWEZA¹³ was also sympathetic towards school girls becoming pregnant while at school because they were made pregnant by boys and men. She said:

I don't think there are many girls who want to be pregnant, so saying that they are responsible is not true. Besides, girls do not become pregnant on their own, but they are made pregnant by boys and men.

When girls got pregnant they seemed to be blamed alone when men and boys responsible were not blamed. The responsibility for the teenage pregnancies could be shared by all concerned. That included parents, schools and communities because they were responsible for teaching girls about sexuality and equipping them with knowledge and skills which could prevent pregnancies.

The representative from Lusaka DEBS, however, was not so sympathetic because she took the attitude that some of the girls knew what they were doing. Only those who were forced into having sex against their will could be considered not responsible. The most prevalent age range of the pregnant girls was 15 to 19 years. This suggested that the girls were mature enough to know what they were doing and, hence, were held responsible.

Having considered all these views, the researcher found it reasonable to conclude that girls were directly responsible for getting pregnant because they were endowed with free will and a moral sense. At the same time parents, schools, communities and the church were indirectly responsible because of their failure to provide guidance to the girls who fell pregnant.

Twelve (12) parents were interviewed in order to find out how they felt when their daughters got pregnant. Their feelings were summarised in tables 5.5 and 5.6:

Table 5.5: Parents' attitudes

How did you feel when your daughter got pregnant?	Frequency (%)
Disappointed	7 (58.3)
Saddened	4 (33.3)
Shocked	1 (8.4)
Total	12 (100)

Some parents interviewed indicated that they were disappointed when their daughters got pregnant while at school. Others chose 'saddened' as their response. Still others indicated

¹³ Personal communication, 26/05/2016

that they were shocked. This showed that there was no parent who expected or wanted her daughter to fall pregnant while at school. The parents disapproved of teenage pregnancy.

Table 5.6: Parents' attitudes again

Do you think you did enough in teaching your child?	Frequency (%)
Yes	8 (66.7)
No	4 (33.3)
Total	12 (100)

Twelve (12) parents were asked if they did enough in teaching their children. Table 5.6 gives a summary of their responses. Some parents (8) felt they had done enough in teaching their children, but that their children were disobedient. A male parent¹⁴ at David Kaunda Technical Secondary School said the following:

I have done enough, but there is peer pressure out there and sometimes children are disobedient.

Other parents (4) felt they did not do enough because they were busy with work and could not teach their children regularly.

5.6 Attitudes on Whether or Not Pregnant Girls Should Be Allowed to Continue With Their Education

Responses were sought from 22 teenage mothers, 30 other pupils, 12 teachers, 12 parents, 1 representative from Lusaka DEBS and 1 representative from FAWEZA on whether or not pregnant girls should be allowed to continue with their education. It was significant to state that all the 78 respondents agreed that pregnant girls should be allowed to continue with their education.

A female parent¹⁵ interviewed at Kabuloga Girls' Secondary School said:

It is a good policy because it allows girls to be educated and reduce illiteracy. It could also contribute to national development since girls can become nurses, doctors, teachers and leaders.

The unanimous agreement by respondents that pregnant girls should be allowed to continue with their education was in line with the step taken by many countries discussed in this study who, in addition to Zambia, adopted the school re-entry policy.

Furthermore, views on the numbers of times pregnant girls should be re-admitted into school were sought from 22 teenage mothers, 30 other pupils, 12 teachers and 12 parents. A significant majority (70 out of 76) of the respondents said that pregnant girls should be

¹⁴ Personal communication, 30/05/2016

¹⁵ Personal communication, 17/05/2016

re-admitted only once. A male parent¹⁶ interviewed at David Kaunda Technical Secondary School responded:

Pregnant girls should be re-admitted into school only once because a mistake is made once, the second time it is deliberate.

On the other hand, both representatives interviewed from FAWEZA and Lusaka DEBS seemed to be more flexible saying that pregnant girls should be re-admitted into school twice. This was in line with the guidelines provided by the government on the re-entry policy which required that girls be allowed back only twice. If a girl fell pregnant a third time, she would not be allowed back but would join open learning centres (MOE, FAWEZA, UNICEF, 2004).

From the responses by teenage mothers, other pupils, teachers and parents, the study established that the advantages of allowing re-entry only once were that girls would take caution not to fall pregnant again. The girls would also realise that the authorities were serious with enforcing discipline. The disadvantage was that re-admitting them once would be too restrictive. Re-admitting the girls more than twice would be too permissive.

In view of the responses given above, it was still debatable as to whether re-admission twice was the most appropriate policy.

Twelve (12) teachers, 1 representative from Lusaka DEBS and 1 representative from FAWEZA were asked to state their role in teenage pregnancy prevention.

A female teacher¹⁷ at Libala Secondary School said:

Our role is to counsel pupils to avoid risky behaviour such as beer drinking, drug abuse, going to house parties and having boy friends. We also sensitise girls to potential dangers, for example how a girl should respond if a boy invites her into a private place. We also teach girls how to be assertive and to say no.

A male teacher¹⁸ from Arakan Girls' Secondary School said:

There is very little teachers can do. Their role is to teach. They leave counselling to grade teachers and guidance teachers although they have very little time for that. This is because counselling is not time tabled.

The representative from Lusaka DEBS¹⁹ said:

Our role as Ministry of Education is to sensitise pupils on the dangers of early pregnancies and to monitor the implementation of government policies and initiatives aimed at curbing teenage pregnancies, for example, by promoting

¹⁶ Personal communication, 30/05/2016

¹⁷ Personal communication, 27/05/2016

¹⁸ Personal communication, 06/06/2016

¹⁹ Personal communication, 14/06/2016

Comprehensive Sexuality Education (CSE) in schools.

The representative from FAWEZA²⁰ said:

Our role in teenage pregnancy prevention is to provide information on sexual reproductive health and giving information on how pregnancies can be prevented to both boys and girls.

The role of teachers in teenage pregnancy prevention was to act as role models in moral excellence both in word and in practice for pupils to emulate. However, sometimes that did not happen because some teachers were involved in sexual relationships with learners. Teachers also implemented government policies such as CSE which was aimed at educating pupils about sexuality and reducing teenage pregnancies. The role of DEBS was to monitor the implementation of government policies such as CSE in schools. This study found, however, that CSE was not effectively implemented in schools. The role of FAWEZA was to provide information on sexual reproductive health in order to reduce teenage pregnancies and promote girls' education. On the other hand, while it was good to give girls information that could help them prevent pregnancies, it was even better to teach them why it was wrong to engage in sex before marriage and the benefits of postponing sexual encounters to the time they were in marriage.

Teenage mothers (22) in the schools under study were asked to indicate how long their maternity leave was. Table 5.7 shows their responses.

Table 5.7: Length of maternity leave

How long was your maternity leave?	Frequency (%)
3 months	11 (50)
6 months	5 (22.7)
9 months	4 (18.2)
1 year	2 (9.1)
Total	22 (100)

It was found that most of the teenage mothers (50%) preferred 3 months maternity leave because they did not want to lose time or to repeat a grade. One year maternity leave was considered to be too long as it might contribute to some teenage mothers failing to return. All teenage mothers, however, agreed that the flexible maternity leave they were given was adequate for their different situations to enable them to get back to school while their babies remained with care givers. A focus group response for teenage mothers at Arakan Girls' Secondary School was that six months maternity leave was enough because one year could discourage girls from returning.

The study revealed that there was no uniform maternity leave provided for girls. Officially, maternity leave was supposed to be between six months and one year (MOE, FAWEZA,

²⁰ Personal communication, 26/05/2016

UNICEF, 2004). However, some girls returned to school after three months, others after six months and yet others after nine months and even after one year. This suggested that the girls came back according to their individual needs. The schools were flexible in that respect by not insisting on one year maternity leave. This policy made allowance for the different circumstances in which individual girls might find themselves.

With regard to the question whether the re-entry policy fuelled more pregnancies, table 5.8 shows the responses.

Table 5.8: The school re-entry policy vis-a-vis encouraging pregnancies

Does the re-entry policy encourage pregnancies?	Teenage mothers Freq. (%)	Other pupils Freq. (%)	Teachers Freq. (%)	Parents Freq. (%)	Totals
Yes	7 (31.8)	25 (83.3)	9 (75)	8 (66.7)	49
No	15 (68.2)	5 (16.7)	3 (25)	4 (33.3)	27
Total	22 (100)	30 (100)	12 (100)	12 (100)	76

Table 5.8 shows the responses given by 22 teenage mothers, 30 other pupils, 12 teachers and 12 parents. Most of the respondents (49 out of 76) indicated that girls were taking advantage of the school re-entry policy by getting pregnant because they knew they would continue with their education.

A female teacher²¹ from Munali Girls' Secondary School expressed it in this way:

Yes, the girls are taking advantage of the re-entry policy by carelessly getting pregnant because the numbers of pregnancies have increased. When they deliver, they come showing their babies. In the past only a few or no one fell pregnant from form 1 to form 5 in a class. This time it is not possible because almost every class has a pregnant girl.

A female parent²² from Kabulonga Girls' Secondary School said:

It could be true that girls are easily falling pregnant because there is no form of punishment given out to help deter would be offenders.

From direct observation, it was not uncommon for the researcher to see school going teenager mothers come to school with their babies and causing commotion with other pupils wanting to see the babies. This made teenage motherhood appear desirable instead of it being considered as a vice. This permissive attitude did not seem to discourage teenage pregnancy in schools.

On the other hand, a reasonable number (27 out of 76) disagreed that the re-entry policy encouraged schoolgirl pregnancies. They gave different reasons. Some of the teenage

²¹ Personal communication, 01/06/2016

²² Personal communication, 17/05/2016

mothers (15 out of 22) said that the school re-entry policy did not encourage teenage pregnancies because many of them did not even know that there was a re-entry policy before they got pregnant. The 5 other pupils (out of 25) also said that the school re-entry policy did not encourage pregnancies because girls were free to make their own decisions and not just to follow what others were doing. In addition, 3 teachers (out of 12) and 4 parents (out of 12) gave a similar response. Furthermore, the representative from Lusaka DEBS and the representative from FAWWEZA also disagreed because pregnant girls in schools faced stigma and isolation. This suggested that it was very unlikely that other pupils would become pregnant because of the bad example of teenage mothers.

In sum, despite the larger number of participants who felt that the re-entry policy encouraged pregnancies, it was still a debatable issue as to whether or not that was correct in view of the reasonable number who disagreed. It was notable that the view of the representatives from both the DEBS and FAWWEZA was that the re-entry policy did not encourage pregnancies.

5.7 Concluding Discussion

Although many parents in this study felt disappointed or shocked when their daughters got pregnant, they did not feel that their daughters were bad people or outcasts as they were perceived in past studies like those conducted by Mutombo and Mwenda (2010) and Ahikire and Madanda (2011). Parents felt that pregnant school girls were still their daughters and it was their responsibility to help them. They also felt that the school re-entry policy was welcome since it was there to advance the girls' education. Furthermore, the study established that generally, stigmatisation of pregnant school girls by fellow pupils and teachers had reduced as compared to the time Mutombo and Mwenda carried out their research in 2010. The researcher observed that pregnant girls in schools could interact with other pupils and teachers freely. A female teacher at Munali Girls' Secondary school observed that it was normal to see pregnant girls in school unlike in the past when this was considered as a taboo.

At the time Mutombo and Mwenda conducted their research in 2010, most school authorities looked at the school re-entry policy as not good for the education system because it was going to dilute education standards and breed indiscipline in schools. Now, all of those interviewed said that the school re-entry policy was a good policy. All school authorities had been provided with the school re-entry policy implementation guidelines unlike in the past when most of them did not have the guidelines. From these findings, the study showed that the school re-entry policy had been accepted by pupils, teachers, parents and school authorities. Despite some disadvantages expressed, the data findings indicated that people had come to realise that the education of pregnant schoolgirls had a positive multiplier effect leading to girls' empowerment and national development.

5.7.1 Comprehensive Sexuality Education

In all the six secondary schools under study, teenage pregnancy was found to be a real problem which needed concerted efforts to tackle. Some teachers interviewed felt that

Comprehensive Sexuality Education (CSE) was one of the ways to handle the problem of teenage pregnancy. Camfed, Restless Development and ZANEC (2012) also stated in their position paper that CSE was needed by pupils to help them know the dangers of early pregnancy and how to prevent early pregnancy. The Zambian government through the Ministry of Education, Science, Vocational Training and Early Education came up with a CSE Framework to help tackle the problem of teenage pregnancy. However, in all the six secondary schools involved in the study, the teachers revealed that CSE was not being implemented effectively because although it was given to all subject teachers to implement, the subject teachers were busy trying to complete the syllabi. The teachers suggested that CSE could only be effective if it was a stand alone subject, examinable and taught by full time guidance and counselling teachers.

The CSE framework was rich in content as it focused on the following; benefits of abstaining from sexual activities, different sexually transmitted diseases, the effects of HIV and AIDS, and ways of handling different feelings of love, romance and attraction. It also helped learners to identify characteristics of healthy and unhealthy relationships, identify personal values in relation to sexuality (for example keeping virginity until marriage), respect for self and the opposite sex, prioritisation of education and career advancement (MESVTEE, 2013). Hence, if implemented properly, CSE could help curb the problem of teenage pregnancies in schools. It could also help learners develop critical thinking about the consequences of early sexual activity, analyse the benefits of maintaining positive personal values and identify the positive and negative effects of peer pressure and mass media on sexual decisions. Furthermore, learners could learn to apply negotiation skills and identify sources of help and support on issues related to sexuality.

5.7.2 Guidance and Counselling

Mutombo and Mwenda (2010) found in their research that although schools at that time had guidance and counselling facilities, they did not focus on those who had become teenage mothers. However, all guidance and counselling teachers interviewed said that all returning teenage mothers were counselled and attended progressive counselling sessions. On the other hand, the researcher found that guidance and counselling teachers were not employed full time to do counselling. They were busy with teaching other subjects such as English, Geography, and Mathematics and so on, and attending to examination issues. This meant that they had very little time to do counselling. In addition, as secondary schools had large numbers of pupils, guidance and counselling teachers could not manage to counsel all of them, especially as counselling was not even timetabled.

5.7.3 Boarding Schools

The researcher found that teenage pregnancy cases were very few in the boarding school studied as compared to the day secondary schools. Some teachers interviewed at David Kaunda Technical Secondary School said that their boarding school had motivated pupils to study and live in a supportive and inclusive academic community where they learned about independence and responsibility, values which helped them to achieve success at a higher rate than pupils in day secondary schools. These findings showed that boarding

schools were more inclined to encourage positive personal development, shaping the personal values and ethics of pupils. Pupils were helped to develop self discipline, maturity and the ability to think critically. The boarding school authorities also protected pupils from drug and alcohol abuse. These factors might explain why David Kaunda Technical Secondary School (a boarding school) had the least number of teenage pregnancies among the six secondary schools studied.

5.7.4 Summary

This study found peer pressure, poverty, curiosity and lack of self discipline and parental guidance to be the major causes of teenage pregnancies. Comprehensive Sexuality Education was identified as a measure that could help to prevent teenage pregnancies. The positive effects of the school re-entry policy were that girls would be helped to get educated, securing their own future and that of their families. This would help reduce illiteracy and poverty and contribute to national development. The negative effects of the school re-entry policy were found to be possible child neglect, lack of proper breast feeding, increased financial burden for families who were taking care of the babies and paid school fees for the mothers. In addition, other girls in school might get a bad example and become pregnant themselves, leading to unplanned population increase. All respondents (78) agreed that it was wrong for girls to fall pregnant while at school. Girls were responsible for getting pregnant because they were free moral agents. The parents and teachers' role was to provide sexuality education to the girls in an effort to prevent teenage pregnancies. DEBS' role was to monitor the implementation of government policies such as CSE aimed at preventing teenage pregnancies. FAWEZA's role was to provide information on sexual reproductive health in order to help girls make informed decisions about sexuality issues involving them and to reduce teenage pregnancies.

CHAPTER 6: ETHICAL EVALUATION OF THE FINDINGS

6.1 Introduction

Teenage pregnancy and the re-entry policy are ethical issues because they affect the pregnant school girl, the baby born to the school girl, the family of the school girl, the other learners in the school and the nation. This chapter therefore, makes an ethical evaluation of the findings, using the following theories and principle: Utilitarianism, Rights theory, Virtue Ethics and The Principle of the Lesser Evil

6.2 Utilitarianism

Utilitarianism belongs to a broad group of ethical theories called consequentialist theories. Consequentialist theories say that the rightness or wrongness of actions depends solely on the value of their consequences. According to Utilitarianism, “the rightness or wrongness of actions and practices are determined solely by consequences produced for the wellbeing of all parties affected by the actions or practices” (Beauchamp, 1982:73).

6.2.1 Act Utilitarianism

The teachers interviewed at Arakan Girls Secondary school and Kabulonga Girls Secondary school said that the re-entry programme would give greater assurance that the pregnant schoolgirls and their children would be economically and socially independent. Consequently, poverty would be reduced in their families. They would also be better placed to contribute to the national economy and benefit everyone. On the other hand, expulsion from school would lead to illiteracy, a sustained cycle of poverty, ignorance, an increased disease burden due to poor nutrition and malnutrition, possible abortions, a risk of increased maternal death and little or no contribution to the national economy. These adverse effects would affect school girls, their children, their extended families and the nation at large (see table 5.3). Utilitarianism tells us to choose the option that is seen to have the overall better consequences for all affected parties. On balance, therefore, despite the negative consequences for the school re-entry policy identified in table 5.3, according to Act Utilitarianism, this policy is judged to be the ethically acceptable option to choose in the case of teenage pregnancies among school going girls because it has less evil consequences than the expulsion policy..

6.2.2 Rule Utilitarianism

Rule Utilitarianism focuses on a growing pattern or rule emerging in many countries in Europe, Asia, America and Africa supporting the school re-entry policy, where all effort is being made to curb teenage pregnancies by offering Comprehensive Sexuality Education in schools. A number of African countries including Botswana, Mozambique, South Africa, Kenya, Mali, Swaziland, Namibia, Madagascar and Cameroon have developed re-entry policies allowing pregnant girls to return to school after delivery (UNESCO, 2014). Malawi has had a school re-entry policy since 1993 (Muchaju-Liwewe, 2012). In Russia, Ukraine, Kazakhstan, Belarus and other countries in Eastern and Central Asia (EECA), girls are allowed to continue their education even when they are pregnant. Therefore, the school re-entry policy for girls reveals a rule that many countries in the world have agreed

would be of the greatest benefit to their countries. Hence, the school re-entry policy is judged to be ethically justified by Rule Utilitarianism.

In sum, then, from the perspectives of both act and rule utilitarianism, the consequences of applying the school re-entry policy are overall seen to be better than the alternative consequences of applying the expulsion policy. Therefore, the school re-entry policy ought to be chosen.

6.3 Rights Theory

Rights theory comes under deontological theory in that it focuses on basic human rights that can be identified by right reason. This is the basis on which the Universal Declaration of Human Rights has been formulated. The moral right being referred to in this study is the right of girls to education whether pregnant or not. Rights Theory focuses on the rightness of an act and not what results from it (Darwall, 2002).

The first principle of Kant's categorical imperative says that a particular action can be said to be justified if it can be universalised. The right to education for every human being can be universalised. Therefore, the school re-entry policy can be universalised because it enables pregnant girls to exercise their right to education. Basic human development is blocked if pregnant girls are denied education.

Girls have a basic right to education. They still reserve for themselves this right even when they make mistakes in their lives and get pregnant whilst in school. A re-entry policy, therefore, serves the purpose of protecting the teen mother's right to education by ensuring that she is given another chance in realising this right to education. Human rights are rights possessed by all human beings by virtue of their being human beings. Human rights are equal rights. Therefore, rights theory can be said to be egalitarian in nature. It ascribes rights to all human beings equally without any discrimination whatsoever. Hence, it can be said that human rights are universal. John Rawls, in his *Theory of Justice*, observed that in a just society, the same rights apply to all based on impartiality (Rawls, 1971). Human rights are inalienable rights and they apply to all humanity on an equal basis. The *United Nations Universal Declaration of Human Rights* in Article 1 states: "All humans are born free and equal in dignity and rights." It further states in Article 26: "Everyone has the right to education." According to human rights theory, therefore, human beings have the right to education as a basic human right. This is echoed by the *African Charter on Human Rights* which says in Article 17: "Every individual shall have the right to education." Furthermore, the African Charter in Article 2 says that every individual shall enjoy the rights prescribed in the Charter without any discrimination based on sex or any other status. Zambia is a signatory to both the United Nations Universal Declaration of Human Rights and the African Charter which means that Zambia has agreed to abide by these human rights.

Kant's second principle of the categorical imperative says that you should "act in such a way that you always treat humanity, whether in your own person or in the person of any

other, never merely as a means, but always at the same time as an end” (Kant, 1990, p. 38). This categorical imperative requires respecting every person for their inherent dignity. Blocking education to a person is not respecting that person's rights. The school re-entry policy, therefore, can be seen to be justified because respecting a person involves respecting their right to education. Without education, the right of persons to develop as full human beings is blocked. They, their children, their families and the nation suffer in the long run due to lack of education.

From the human rights point of view, despite girls falling pregnant, they should not be denied their right to education. Girls have the right to education despite the condition in which they find themselves such as being pregnant while at school. The right to education is a fundamental human right enshrined in a number of human rights documents such as the *Convention on the Rights of the Child* (CRC) Article 28, the *Convention on the Elimination of all Forms of Discrimination Against Women* (CEDAW), and the *African Charter on the Rights and Welfare of the Child* (Article 11), to which Zambia is a signatory. Zambia has also ratified Education for All (EFA). The school re-entry policy, therefore, enables pregnant girls to enjoy their right to education and not to be discriminated against on the basis of pregnancy. Allowing pregnant girls to be educated helps them to develop their full potential which enhances their human dignity. Four parents talked to at Kamwala Secondary School and Munali Girls Secondary School said that the school re-entry policy was a good policy because it gave pregnant girls a chance to be educated and to become better people even if they made a mistake at first.

In the study conducted by Mutombo and Mwenda (2010), people perceived human rights and their application as something that would breed indiscipline in schools. Consequently, many people at first opposed the school re-entry policy. However, this involved a failure to focus adequately on the right of pregnant schoolgirls to education and attitudes to the re-entry policy have changed since then. Many pupils and teachers talked to at David Kaunda Technical Secondary School, Libala Secondary School and Kabulonga Girls Secondary School supported the school re-entry policy even if they did not support the act of girls falling pregnant while at school.

In sum, then, Kant’s two formulations of the categorical imperative would justify allowing pregnant girls to continue with their education on the basis of human rights.

6.4 The Principle of the Lesser Evil

According to the principle of the lesser evil, when we have two evils, the option with comparatively lesser evil consequences is the lesser evil and ought to be chosen (Sidgwick, 1907). In this case, in applying the principle of the lesser evil to our study, the choice is between the school re-entry policy and the expulsion policy.

On the one hand, the negative consequences of the school re-entry policy are as follows: other girls in schools might copy bad example from pregnant girls and become pregnant too, leading to an increased number of pregnancies and moral decay in schools; the

children born to teenage mothers might lack adequate breast feeding and care because the mothers are at school; the families of pregnant girls would suffer an increased financial burden as they pay school fees for mothers and support babies; and the pregnant girl herself would have to face two roles, that of a pupil and that of a parent, which might lead to low grades.

On the other hand, the negative consequences of the expulsion policy are firstly, that teenage mothers and their children would suffer because of illiteracy and ignorance, and secondly, that their lives, educational and employment opportunities would be limited, condemning them and their families to a sustained cycle of poverty, poor human development and little opportunity to contribute to national development.

Despite the disvalues involved in the re-entry policy, they are nevertheless considered to be a lesser evil than those identified with the expulsion policy. This is so because, in the long term, the pregnant girl's education is not only going to be of benefit to herself and her child but also to her extended family and to the nation at large.

Hence, with regard to the principle of the lesser evil, the negative consequences of the school re-entry policy are seen to be less evil than the negative consequences of the expulsion policy.

6.5 Virtue Ethics

According to virtue ethics, what is important is to acquire a good character. Since we are not born virtuous, virtue is something we learn as we grow up. We learn it from virtuous adults. Being virtuous means acquiring the right habits. Once you have acquired the right habits, you will know what the right action is and perform the right action because it is the right thing to do (Talbot, 2012). One parent interviewed at David Kaunda Technical Secondary School said that he had not done enough in teaching his children the right habits because of a busy schedule at work. Children can learn bad or vicious habits instead of virtuous ones from peers, the internet and from the mass media. Religious beliefs, good parental guidance and good guidance at school can help young people to develop emotional aspects and motivational factors such as good desires or wishes. For example, a chaste young person will try where possible to work with chaste persons, to have chaste friends, and to disapprove of unchaste conduct. Developing this virtue can help young people fight negative peer influence to engage in casual sex and hence avoid teenage pregnancies. Virtues will help young people choose good friends who can influence them for the better. Hence, Parent Teacher Associations (PTAs) are challenged to play a major role in instilling moral values in young people (MOE, 1996).

It is significant that in this study, none of the girls who became pregnant admitted that they lacked self-discipline with regard to having sex. They had not developed the virtues of self-discipline and self-restraint. Developing virtuous habits depend not only on positive peer influence but on the influence of parents and teachers. Religions can also play an important role in helping to instil such virtues in their followers. Parents and teachers

especially are supposed to be role models, encouraging self-discipline and self-restraint both by their words and by their actions. They are challenged to help develop virtues in their girls.

In sum, then, virtue theory is very important with respect to the character development of girls. Without this inner resource of the significance of the virtue of chastity in their lives, they can lack the discipline required for moral living and are vulnerable to succumbing to immoral behaviour.

6.6 Overall Ethical Evaluation

In conclusion, from the perspective of triangulation, utilitarianism (with its focus on the greatest overall good consequences), rights theory (with its focus on the human right to education of the pregnant girl), and the principle of the lesser evil (with its emphasis on the evil of the re-entry policy being less than the evil of the expulsion policy), all three ethical approaches can be seen to converge in ethically justifying the re-entry policy. In addition, virtue ethics emphasises the importance of the development of habits such as chastity and self-control in sexual interactions while at school and the importance of role models such as parents, teachers and others in shaping the moral character of the girls.

CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

This chapter presents the conclusion with respect to the findings of the study and the ethical evaluation of the findings. This is followed by recommendations based on the findings.

7.2 Conclusion

Zambia has a relatively flexible school re-entry policy which allows pregnant girls to continue learning up to the seventh month of pregnancy when they are allowed up to one year of maternity leave. Many teenage mothers return to school within three months after delivery and others return within six months because they do not want to lose much time or to repeat a grade.

Views were changing about teenage pregnancy and the school re-entry policy since the earlier study carried out by Mutombo and Mwenda. Although not condoning teenage pregnancies, the school re-entry policy for pregnant schoolgirls has been widely accepted as a good policy aimed at reducing illiteracy and at promoting education for all. Nevertheless, the extent of teenage pregnancy among school girls with reference to secondary schools in Lusaka has been found to be still high.

The main causes of teenage pregnancies in schools were found to be poverty, peer pressure, curiosity and lack of self discipline. The consequences of applying the school re-entry policy on all affected were overall seen to be better than the consequences of applying the expulsion policy because the evil in the negative consequences of the school re-entry policy put together was seen to be less than the evil in the negative consequences of the expulsion policy put together.

In the one boarding school that was included in the study (David Kaunda Technical Secondary School), it is perhaps significant that it had fewer cases of teenage pregnancies as compared to the other five day secondary schools. This could be because pupils were strictly kept in school and monitored by school authorities unlike in day schools where pupils could wander about when they knocked off from school or when going to school. However, further more comprehensive research would be required to establish whether in fact boarding schools were more effective in preventing teenage pregnancies.

Comprehensive Sexuality Education (CSE) was found to be a partial solution to the problem of teenage pregnancies if properly implemented in secondary schools because it covers issues of how to handle different feelings of love, romance and attraction, how to identify characteristics of healthy and unhealthy relationships, how to develop personal values in relation to sexuality, how to be assertive and say 'no' to sexual advances and how to handle peer pressure. Effective implementation of CSE would involve equipping girls with skills that would enable them to make decisions about their bodies by raising girls' awareness of their sexual health and protecting them from sexual abuse. Guidance and Counselling teachers were proposed by teachers to be in the best position to teach CSE

in secondary schools if they were trained in this area and if CSE was a standalone subject which would also be examinable. Peer education was also considered to be an effective way to fight the problem of teenage pregnancies as teenagers are more open to members of the same age group to discuss issues of sexuality.

With respect to ethical evaluation, utilitarianism, rights theory, and the principle of the lesser evil were found to converge in justifying the school re-entry policy. According to act utilitarianism, the school re-entry to pregnant girls was perceived to result in greater benefits to the majority of people in the country. In accordance with rule utilitarianism, a rule was seen to have emerged worldwide to offer school re-entry to pregnant school girls. Rights theory justified the school re-entry policy not only because this approach can be universalised but also because it protects the right to education of the pregnant girls. While the school re-entry policy and the expulsion policy are both seen to have some bad effects, nevertheless, the school re-entry policy is seen to result in the lesser of the two evils. Hence, it should be chosen until a more positive option presents itself. Virtue ethics promotes the development of virtues such as self-control and chastity, which can help to prevent teenage pregnancies. Parents and teachers were alerted to their responsibility of instilling and encouraging virtuous habits in girls by acting as role models.

7.3 Recommendations

The following recommendations are based on the conclusions of the study:

1. The government, through the Ministry of General Education, should effectively implement the teaching of Comprehensive Sexuality Education in schools to help curb the problem of teenage pregnancies.
2. Comprehensive Sexuality Education should be taught as a stand alone subject and should be examinable.
3. The government should train more Guidance and Counselling teachers who will also teach Comprehensive Sexuality Education as a subject.
4. Peer educator groups should have the Comprehensive Sexuality Education content made available to them for discussion.
5. Schools should establish peer educator groups to help develop moral virtues in pupils.
6. Parent Teacher Associations (PTAs) should play a more effective role in focusing on moral character development in secondary schools as recommended in 'Educating our future'.
7. Further research is recommended to find out the measures put in place by boarding secondary schools in curbing teenage pregnancies as compared to day secondary schools.

BIBLIOGRAPHY

- Ahikire, J. and Madanda, A. (2011) A survey on re-entry of pregnant girls in primary and secondary schools in Uganda, FAWE Uganda, Kampala. Retrieved from www.FAWE Uganda.org [accessed 17/11/15].
- Babbie, E. (1990) *Survey Research Methods*, 2nd ed. Wadsworth Publishing Company, California.
- Bentham, J. (1748-1832) Utility and Reason, Retrieved from rs16@aub.edu.lb, [accessed 04/03/16].
- Bentham, J. (1996) *An Introduction to the Principles of Morals and Legislation*, Oxford University Press, Oxford.
- Berlyne, D. (1960) *Conflict, Arousal and Curiosity*, McGraw-Hill, London.
- Beyeza-Kashesya, J., Neema, S., Ekstrom, A.M. and Kaharuza, F. (2010) “Not a boy, Not a Child”. A qualitative study on young people’s views on childbearing in Uganda. *African Journal of Reproductive Health*, 14 (1), 71-82.
- Bhana, D., Morrel, R., Shefer, T., and Ngabaza, S. (2010) South African teachers’ response to teenage pregnancy and teenage mothers in schools. *Culture, Health & Sexuality*, 12 (8), 871-883.
- Camfed, Restless Development, and ZANEC (2012) Position paper by ZANEC on the re-entry policy of the Ministry of Education, Science, Vocational Training and Early Education of September 1997, ZANEC, Lusaka.
- Chinemu, P. (2011) ZAMBIA: A successful case for re-entry policy, Africa News, retrieved from <http://www.africanews.com/site/ZAMBIA-A-successfle-case-for-re-entry-policy/list-messages/38029> [accessed 27/02/12].
- Chusa, S. (2010) Education re-entry policy: Girl child’s renewed hope, retrieved from <http://www.statehouse.gove.zm/index.php/component/content/article/48-featured-items/1817-education-re-entry-policy> [accessed 25/02/12].

- Copy, D. ed (2006) *Oxford Handbook of Ethical Theory*, Oxford University Press, Oxford.
- Creswell, J.W. (2003) *Research Design*, Sage Productions, London.
- CSO (2016) Zambia Data Portal <http://zambia.open.dataforafrica.org>.
[Accessed 27/12/15].
- Darwall, S. L. ed (2002) *Deontology*, Basil Blackwell Publishers, Oxford.
- Egleston, B. (2012) *Utilitarianism*, University of Kansas, USA. Retrieved from www.beneegg.net/publications/Egglest... [Accessed 27/12/15].
- Fancy, K. (2012) Because I am a girl. The state of the world's girls 2012. Learning for life. Plan International. Retrieved from <http://plan-international.org/girls/reports-and-Publications/the-state-of-the-worlds-girls-2012-learning-for-life.php?lang=en>
[accessed 04/06/14].
- FAWE (2012) *Best practices-school re-entry for adolescent mothers in Zambia*, Faweza, Lusaka.
- FAWE/OSISA (2012) Final Narrative Report. Joint project on Analysis study of Re-entry Policy in 6 countries in Southern Africa, FAWE, Nairobi.
- Fink, A. (1995) *How to Sample in Surveys*. Vol. 6: Sage Publications, London.
- Frey, L. R. et.al (2000) *Investigating Communication: An Introduction to Research Methods 2nd ed.* Allyn and Bacon, Boston.
- Gamlund, E. (2012) *Ethics Spring 2012*, University of Bergen, Bergen.
- Gledhill, S.E. et.al (2008) "Sampling Methods: Methodological Issues involved in the recruitment of older people into a study of sexuality. *"The Australian Journal of Advanced nursing*, 26 (1): pp. 84-94.
- Guttmacher Institute (2013) Unintended pregnancy in the United States. Fact Sheet December. Retrieved from [http://www.guttmacher.org/pubs/FB-unintended – Pregnancy-US.html](http://www.guttmacher.org/pubs/FB-unintended-Pregnancy-US.html) [accessed 14/05/14].
- Hamusonde, B.S. (2003) Teenage Mothers and their Re-admission in Schools: The Case of

- Secondary Schools in Lusaka Urban from 1997-1999. M.A Thesis, UNZA, Lusaka.
- Hursthouse, R. (1999) *On Virtue Ethics*, Oxford University Press, Oxford.
- Imamura, M., Tucker, J., Hannaford, P., Da Silva, M.O., Astin, M., Wyness, L. and Temmerman, M., on behalf of the REPROSTAT 2 group (2007) Factors associated with teenage pregnancy in the European Union countries: A systematic review. *The European Journal of Public Health*, 17 (6), 630-636.
- IRIN (2012) Girl Education policy pays off: Second chance policy enables girls to return to the classroom after pregnancy. Retrieved from <http://www.langmead.com/development/m206/news3.htm> [accessed 25/02/12].
- Kant, I. (1990) *Foundations of the Metaphysics of Morals*, Library of Liberal Arts, New York.
- Lacawing, M. (2015) Utilitarianism-Routledge, Retrieved from documents.Routledge-Interactive.53.amazonaws.com>... [Accessed 27/12/15].
- Lall, M. (2007) Exclusion from school: Teenage pregnancy and the denial of education. *Sex education*, 7 (3), 219-237.
- Lumba, H. (2014) Teen pregnancies: What should be done? *Times of Zambia* dated 22nd December 2014. Retrieved from www.timesco.zm [accessed 02/07/14]
- Maluli, F., and Bali, T. (2014) Exploring experiences of pregnant and mothering secondary school students in Tanzania, *Research on Humanities and Social Sciences*, 4 (1), 80-88.
- Mayzel, M., Kachala, F., and Kerner, B. (2010) Reaching out to teenage mothers in Malawi. Retrieved from <http://www.k4health.org/sites/default/files/Reaching%20out%20Teen%20mothers%20in%20Malawi-o.pdf> [accessed 16/04/14].
- Mchaju-Liwewe, O. (2012) Re-entry Policy: The case of Malawi. Final Report.
- MESVTEE (2013) Comprehensive Sexuality Education Framework (Grades 5-12),

Curriculum Development Centre, Lusaka.

Miles, M.B., and Huberman, A.M. (1994) *Qualitative Data Analysis*, Sage Publications, London.

MOE (1996) *Educating Our Future: National Policy on Education*, MOE, Lusaka.

MOE (2009) *Preliminary Education Statistics Bulletin*, MOE, Lusaka.

MOE, FAWEZA and UNICEF (2004) Guidelines for the re-entry policy, MOE, Lusaka.

Mpanza N.D., and Nzima, D.R. (2010) Attitudes of educators towards teenage pregnancy. *Procedia-Social and Behavioural Sciences*, 5, 431-439.

Mutombo, N., and Mwenda, M. (2010) *Review of the re-entry policy*, MOE, Lusaka.

Muzumara, P. (1999) A study of adolescent decision making and pregnancy in Zambia: The case of Lusaka urban district 1991-1998. M.A. Dissertation, UNZA, Lusaka.

Omwancha, K.M. (2012) The implementation of an educational re-entry policy for girls after teenage pregnancy: A case study of public secondary schools in the Kuria district of Kenya. Retrieved from <http://researcharchive.Vuw.ac.nz/handle/10063/2382> [accessed 20/06/14]

Philosophers in Review (2015) Utilitarianism, Retrieved from <http://debate.uvm.edu>dcpdf> >NFL-L... [Accessed 27/12/15].

Pillow, W. (2006) Teen Pregnancy and Education: Politics of Knowledge, Research and Practice. *Educational Policy*, 20 (1), 59-84.

Polit, D. and Hungler, B. (1983) *Nursing Research Principles and Methods*, J.B. Lippincott Company, Philadelphia.

Punch, K. (1998) *Introduction to Social Research*, Sage Publications, London.

Ramulumo, M.R., and Pitsoe, V.J. (2013) Teenage Pregnancy in South African Schools: Challenges, Trends and Policy Issues, *Mediterranean Journal of Social Sciences*, 4 (13), 755-760.

- Rawls, J. (2003) *Justice as Fairness: A Restatement*, Harvard University Press, London.
- Rawls, J. (1971) *A Theory of Justice*, Harvard University Press, London.
- Salkind, N.J. (1997) *Exploring Research*, Prentice Hall, New Jersey.
- Save the Children (2004) *Effective Peer Education*, Save the Children, London.
- Shaningwa, L.M. (2007) The Educationally-related challenges faced by teenage mothers on returning to school: A Namibian case study. Doctoral dissertation, Rhodes University. Retrieved from <http://eprints.ru.ac.za/1646/> [accessed 08/05/14].
- Sidgwick, H. (1907) *Method of Ethics*, Macmillan, London.
- Sim, T.N. and Koh, S.F. (2003) A Domain of Conceptualization of Adolescent Susceptibility to Peer Pressure. *Journal of Research on Adolescence*, 13(1), 57-80.
- Smart, J.J.C. and Williamas, B. (1973) *Utilitarianism: For and Against*, Cambridge, London.
- Sweaney, M.A. and Olivieri, P. (1981) *Introduction to Nursing Research*, J.B. Lippincott Company, Philadelphia.
- Talbot, M. (2012) *Bioethics: An Introduction*. ISBN-10:0521714591. Retrieved from <http://amzn.to/HZQwbS> [Accessed 12/03/16].
- Thobejane, T.D. (2015) Factors Contributing to Teenage Pregnancy in South Africa: The Case of Matjitjileng Village, Institute of Gender and Youth Studies, University of Venda, South Africa.
- Tracy, B. (2011) *No Excuse! The Power of Self-Discipline*, Vanguard Press, New York.
- UNESCO (2003) EFA Global Monitoring Report Making Public Policy Fit for Girls, UNESCO, Paris.
- UNESCO (2009) The International Technical Guidance on Sexuality Education: An Evidence –Informed Approach for Schools, Teachers and Health Educators, Vol. II. Topics and Learning Objectives. UNESCO, Paris.

- UNESCO (2014a) Booklet 9: Puberty, Education & Menstrual Hygiene. Good Policy and Practice in HIV & AIDS and Education (Booklet Series). UNESCO, Paris.
- UNESCO (2014) Developing an Education Sector Response to Early and Unintended Pregnancy, Discussion for a Global Consultation. UNESCO, Paris.
- UNFPA (2013c) Adolescent Pregnancy in Eastern Europe and Central Asia, Regional Brief. Retrieved from <http://ecca.unfpa.org/publications/adolescent-pregnancy-eastern-europe-and-central-asia>. [accessed 09/05/14].
- Weizman, E. (2011) *The Least of All Possible Evils: Humanitarian Violence From Arendt to Gaza*, Verso, London.
- Wiederman, M. and Whitley B. Jnr. (eds.), (2002) *Handbook For Conducting Research on Human Sexuality*, Lawrence Erlbaum Associates, London.
- White, R. F. (n.d) *Moral Inquiry*, Unpublished book. Retrieved from ronwhite@mail.msje.edu. [Accessed 12/03/16].
- Willan, S. (2013) A Review of Teenage Pregnancy in South Africa-Experiences of Schooling, and Knowledge and Access to Sexual and Reproductive Health Services. *Partners in Sexual Healthy*: 1-63.
- World Bank Open Data. Retrieved From <http://data.worldbank.org/> [accessed 18/06/14].

APPENDIX 1

AN ETHICAL ASSESSMENT OF THE ZAMBIAN SCHOOL RE-ENTRY POLICY WITH RESPECT TO TEENAGE PREGNANCY: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN LUSAKA

IN-DEPTH INTERVIEW GUIDE FOR PARENTS/GUARDIANS OF TEENAGE MOTHERS

1. Is it morally right or wrong for girls to fall pregnant while at school? Give reasons.
2. (a) How did you feel when you heard that your daughter was pregnant?
(b) Why did you feel like that?
3. Do you feel that you did enough to help prevent the pregnancy?
4. Should pregnant girls be allowed to continue with their schooling, given maternity leave and be re-admitted to school after delivery? How many times should they be re-admitted?
5. What are the advantages of the school re-entry policy to
 - (a) the school girl,
 - (b) the child born to the school girl,
 - (c) the family of the school girl,
 - (d) the nation?
6. What are the disadvantages of the school re-entry policy to
 - (a) the school girl,
 - (b) the child born to the school girl,
 - (c) the family of the school girl,
 - (d) the other learners in the school,
 - (e) the nation?
7. Do you think girls are now taking advantage of the policy by getting pregnant because they know they can get back to school?
8. What do you recommend should be done to prevent teenage pregnancies?

Thank you for your time and cooperation

APPENDIX 2

AN ETHICAL ASSESSMENT OF THE ZAMBIAN SCHOOL RE-ENTRY POLICY WITH RESPECT TO TEENAGE PREGNANCY: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN LUSAKA

IN-DEPTH INTERVIEW GUIDE FOR KEY INFORMANTS (TEACHERS, REPRESENTATIVE FROM DEBS'OFFICE AND FAWEZA)

1. Is it morally right or wrong for girls to fall pregnant while at school? Give reasons.
2. Are girls responsible for getting pregnant? Give reasons.
3. What is your role in teenage pregnancy prevention?
4. Should pregnant girls be allowed to continue with their schooling, given maternity leave and be re-admitted to school after delivery? How many times should they be re-admitted?
5. What are the advantages of the school re-entry policy to
 - (a) the school girl,
 - (b) the child born to the school girl,
 - (c) the family of the school girl,
 - (d) the nation?
6. What are the disadvantages of the school re-entry policy to
 - (a) the school girl,
 - (b) the child born to the school girl,
 - (c) the family of the school girl,
 - (d) the other learners in the school,
 - (e) the nation?
7. Do you think girls are now taking advantage of the policy by getting pregnant because they know they can get back to school?
1. What do you recommend should be done to prevent teenage pregnancies?

Thank you for your time and cooperation

APPENDIX 3

AN ETHICAL ASSESSMENT OF THE ZAMBIAN SCHOOL RE-ENTRY POLICY WITH RESPECT TO TEENAGE PREGNANCY: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN LUSAKA

QUESTIONNAIRE FOR TEENAGE MOTHERS

INTRODUCTION

This research is an ethical assessment of the Zambian School re-entry policy on teenage pregnancy. The re-entry policy allows girls to continue schooling even when they are pregnant. As a teenage mother, you have been purposively selected as a participant in this questionnaire; your participation is deeply appreciated. Please respond by marking 'x' in the appropriate boxes and by writing the responses in the spaces provided where applicable.

Information obtained from the questionnaire shall be treated with high confidentiality and used for the educational research purposes only. Please answer each question as frankly and as truthfully as possible.

Do **NOT** write your name.

1. What is your age range?

(a) 10-14 ☐

(b) 15-19 ☐

(c) 20-24 ☐

(d) 25-29 ☐

2. (a) Is it morally right or wrong for girls to fall pregnant while at school?

(i) It is morally right ☐

(ii) It is morally wrong ☐

(b) Give reasons for your

answer.....

.....

3. (a) Do you think girls are responsible for getting pregnant?

(i) Yes ☐

(ii) No ☐

(iii) Some Yes, some No ☐

(b) Give reasons for your answer.....

.....

4. What causes girls to become pregnant while at school?.....

.....

5. (a) Should pregnant girls be allowed to continue with their education?

(i) Yes ☐

(ii) No ☐

(b) How many times should they be re-admitted into school?

(i) Once ☐

(ii) Twice ☐

(iii) Three times ☐

(iv) No limit ☐

6. What are the advantages of the school re-entry policy to

(a) the pregnant school girl.....

.....

(b) the child born to the school girl.....

.....

(c) the family of the school girl.....

.....

(d) the nation.....

.....

7. What are the disadvantages of the school re-entry policy to

(a) the pregnant school girl.....

.....

(b) the child born to the school girl.....

.....

(c) the family of the pregnant school girl.....

.....

(d) the other learners in the school.....

.....

(e) the nation.....

8. (a) How long was your maternity leave?.....

(b) Do you think that was fair for you and the baby?

(i) Yes ☐

(ii) No ☐

9. Do you think girls are now taking advantage of the policy by getting pregnant because they know they can get back to school?

(i) Yes ☐

(ii) No ☐

10. What do you recommend should be done to prevent teenage pregnancies?.....

.....

.....

.....

.....

.....

.....

Thank you for your cooperation

APPENDIX 4

AN ETHICAL ASSESSMENT OF THE ZAMBIAN SCHOOL RE-ENTRY POLICY WITH RESPECT TO TEENAGE PREGNANCY: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN LUSAKA

QUESTIONNAIRE FOR OTHER LEARNERS

INTRODUCTION

This research is an ethical assessment of the Zambian School re-entry policy on teenage pregnancy. The re-entry policy allows girls to continue schooling even when they are pregnant. As a pupil, you have been purposively selected as a participant in this questionnaire; your participation is deeply appreciated. Please respond by marking 'x' in the appropriate boxes and by writing the responses in the spaces provided where applicable.

Information obtained from the questionnaire shall be treated with high confidentiality and used for the educational research purposes only. Please answer each question as frankly and as truthfully as possible.

Do **NOT** write your name.

1. What is your age range?

(e) 10-14 ☐

(f) 15-19 ☐

(g) 20-24 ☐

(h) 25-29 ☐

2. (a) Is it morally right or wrong for girls to fall pregnant while at school?

(i) It is morally right ☐

(ii) It is morally wrong ☐

(b) Give reasons for your answer.....

.....

3. (a) Do you think girls are responsible for getting pregnant?

(i) Yes ☐

(ii) No ☐

(iii) Some Yes, some No ☐

(b) Give reasons for your answer.....

.....

4. What causes girls to become pregnant while at school?

.....

5. (a) Should pregnant girls be allowed to continue with their education?

(j) Yes ☐

(ii) No ☐

b) How many times should they be re-admitted into school?

(i) Once ☐

(ii) Twice ☐

(iii) Three times ☐

(iv) No limit ☐

6. What are the advantages of the school re-entry policy to

(a) the pregnant school girl.....

.....

(b) the child born to the school girl.....

.....

(c) the family of the school girl.....

.....

(e) the nation.....

.....

7. What are the disadvantages of the school re-entry policy to

(a) the pregnant school girl.....

.....

(b) the child born to the school girl.....

.....

(c) the family of the pregnant school girl.....

.....

(f) the other learners in the school.....

.....

(g) the nation.....

.....

8. Do you think girls are now taking advantage of the policy by getting pregnant
Because they know they can get back to school?

(j) Yes ☐

(ii) No ☐

9. What do you recommend should be done to prevent teenage pregnancies?

.....

.....

.....

.....

.....

Thank you for your cooperation

APPENDIX 5

AN ETHICAL ASSESSMENT OF THE ZAMBIAN SCHOOL RE-ENTRY POLICY WITH RESPECT TO TEENAGE PREGNANCY: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN LUSAKA

INTERVIEW SCHEDULE

(FOCUS GROUP DISCUSSION GUIDE FOR TEENAGE MOTHERS)

2. Is it morally right or wrong for girls to fall pregnant while at school? Give reasons.
3. Do you think girls are responsible for getting pregnant? Give reasons.
4. Should pregnant girls be allowed to continue with their schooling, given maternity leave and be re-admitted to school after delivery?
5. What are the advantages of the school re-entry policy to
 - (a) the school girl,
 - (b) the child born to the school girl,
 - (c) the family of the school girl,
 - (d) the nation?
6. What are the disadvantages of the school re-entry policy to
 - (a) the school girl,
 - (b) the child born to the school girl,
 - (c) the family of the school girl,
 - (d) the other learners in the school,
 - (e) the nation?
7. (a) How long was your maternity leave?
 - (b) Do you think that was fair for you and the baby?
7. Do you think girls are now taking advantage of the policy by getting pregnant because they know they can get back to school?
8. What do you recommend should be done to prevent teenage pregnancies?

Thank you for your time and cooperation

APPENDIX 6

AN ETHICAL ASSESSMENT OF THE ZAMBIAN SCHOOL RE-ENTRY POLICY WITH RESPECT TO TEENAGE PREGNANCY: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN LUSAKA

INTERVIEW SCHEDULE

(FOCUS GROUP DISCUSSION GUIDE FOR OTHER PUPILS)

1. Is it morally right or wrong for girls to fall pregnant while at school? Give reasons.
2. Do you think girls are responsible for getting pregnant? Give reasons.
3. Should pregnant girls be allowed to continue with their schooling, given maternity leave and be re-admitted to school after delivery?
4. What are the advantages of the school re-entry policy to
 - (a) the school girl,
 - (b) the child born to the school girl,
 - (c) the family of the school girl,
 - (d) the nation?
5. What are the disadvantages of the school re-entry policy to
 - (a) the school girl,
 - (b) the child born to the school girl,
 - (c) the family of the school girl,
 - (d) the other learners in the school,
 - (e) the nation?
6. Do you think girls are now taking advantage of the policy by getting pregnant because they know they can get back to school?
8. What do you recommend should be done to prevent teenage pregnancies?

Thank you for your time and cooperation.

APPENDIX 7

Letter to Parents/Guardians of Pregnant Girls - Appendix A



Republic of Zambia
Ministry of Education

Dear Parent/Guardian,

**RE: MINISTRY OF EDUCATION RE-ENTRY POLICY FOR
PREGNANT GIRLS**

This is a follow up to our earlier communication regarding your child, [*name of child*], who is currently expecting a baby.

This letter serves to explain Government Policy on school girl pregnancies. Through the Re-Entry Policy Circular of 1997, Government prohibited the expulsion of pregnant girls from school. This policy requires girls to go back to school not later than one year after delivery of the child.

The purpose of this letter, therefore, is to inform you that [*name of child*] will be required to resume school by [*date of expected re-entry*], after she has given birth. Kindly sign the attached commitment form and return it to the school within this week. Failure to comply with the requirements of the Re-Entry Policy may result in legal action being taken against the parents/guardians as stipulated in the Laws of the Land.

Yours sincerely,

School Manager

Date Stamp




APPENDIX 8

APPENDIX B(i)

Letter of Maternity Leave and Re-admission of Pregnant Girl to School
- APPENDIX B(i)

Either Appendix B(i) or B(ii) should be selected and used by all schools.


Republic of Zambia
Ministry of Education

Ref/Serial Number

LETTER OF MATERNITY LEAVE AND RE-ADMISSION

Dear

This serves to inform you that the school has granted you maternity leave
from to

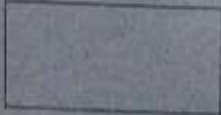
You will be required to report for classes on at 07:30 hrs.

Please note that disciplinary action will be taken against you if you fail to report on the
stated date.

Yours sincerely,


.....
Name of Head of School

.....
Signature

Date **Stamp** 

APPENDIX 9

Form for Maternity Leave and Re-admission - Appendix B(ii)
Either Appendix B(i) or B(ii) should be selected and used by all schools.



**Republic of Zambia
Ministry of Education**

Name of Pupil _____
Grade _____
School _____

Section A: MATERNITY LEAVE

The School has granted you maternity leave for the following period:
From to

Section B: RE-ADMISSION TO SCHOOL

You will be required to report for classes after delivery as follows:
Date
Time
Grade
Re-admitting School

Please note that disciplinary action will be taken against girls who fail to report on the stated date.

Name of Head of School.....
Signature

Date Stamp

Commitment by Male Involved in Pregnancy - Appendix C



Republic of Zambia
Ministry of Education

Commitment by Male Involved in Pregnancy

I/We ("we" in the case of school boy and parents/guardians).....
..... do hereby promise to support the baby and
mother (name of girl) both financially and materially until the child is 21 years of age.
I/We also promise to assist the girl's parents in ensuring that she returns to school after
delivery and by the date stated in the letter of re-admission.

Name of school boy/male responsible for the pregnancy
.....

Address
.....

Date of birth
.....

Grade (if in school)
.....

Occupation
.....

Signature
.....

Date
.....

Name of Parents/Guardians (where applicable in case of school boys/minors)

Father/Guardian
.....

Mother/Guardian
.....

Date
.....

Four copies:

1 copy to pupils' parents/guardians

1 copy to pupil

1 copy to school file

1 copy to School Guidance and Counselling file

APPENDIX 11

Commitment by Parents/Guardians - APPENDIX D

Commitment by Parents/Guardians of the Pregnant Girl

I/We, the parents/guardians of do hereby promise to ensure that she returns to school after delivery and by the date stated in the letter of re-admission.

Name of Parents/Guardians:

Mother/Guardian

Address.....

Occupation

Signature

Date

Father/Guardian

Address

Occupation

Signature

Date

Four copies:

1 copy to pupils' parents/guardians

APPENDIX 12

APPENDIX E

Detailed School Record - APPENDIX E

A. Details of School

Name of School:

District: Province:

Address of School:

Tel/Fax/Email:

Type of School: GRZ/Community School/Private/Grant Aided:

B. Bio-data

Part (i) - Details of Female Pupil

Name of Pupil: Grade:

Date of Birth:

Name of Parents/Guardians:

Residential Address During Leave:

Permanent Address:

Status: Orphan (Single/Double) Not Orphan (underline where applicable)

Part (ii) - Details for Tracking Teen Mother

Expected Date of Delivery:

Date Leave Granted:

Expected Date of Re-admission:

Date of Actual Re-entry: (First/ Second):

Date of Transfer:

Name of School to which Transferred:

Reason for Transfer:

Part (iii) - Details of Male Involved in Pregnancy

Name of Man or Boy:

Status (a) Teacher /School Personnel.....

(b) School boy/Student:

(c) Male Relative:

(d) Outsider:

Date of Birth:

Residential Address:

Postal Address: Tel No:

NRC No:

Occupation:

Place of Work:

Part (iv)

Number of counselling sessions attended for female pupil:

Number of counselling sessions attended for male pupil:

Number of counselling sessions attended for Parents/Guardians:

Any other information:

Part (v) Parent's/Guardian's commitment

I/we do hereby promise that my/our daughter returns to school after delivery and by date stated in the letter of re-admission.

Signed

Date

4 copies:

APPENDIX 13

Data Collection Sheet on Early Pregnancies - APPENDIX F

Name of School

District Province

Agency: GRZ/Community School/Private/Grant Aided (underline what is appropriate)

Type of School: (i) Day/Boarding (underline what is appropriate)
(ii) Co-education/Single sex (underline what is appropriate)

Date

1. School Girl Pregnancy Rates

Date:	Gr. 1-7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Girls' enrolment							
No. of girls pregnant							

2. No. of girls reclaiming their school places

After delivery							
Other reasons							

3. No. of girls dropping out due to pregnancy

	Gr. 1-7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Failure to return							
Failure to fit back							
Other reasons							

4. No. of girls made pregnant by teachers or school personnel

5. No. of girls made pregnant by school boys/students

6. No. of girls made pregnant by male relatives

7. No. of girls made pregnant by men/boys outside school

Head Teacher's observations on:

- Factors affecting effective implementation of pregnancy policy:.....
- Possible solutions:.....

