# THE EFFECTIVENESS OF THE RE-ENTRY POLICY IN SELECTED HIGH SCHOOLS OF KABWE DISTRICT

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## Declaration

I, Mable Nowanga Sitali, do hereby declare that this piece of work is my own, and that all the work of other persons have been duly acknowledged, and that this work has not been previously presented at this university and indeed any other university for similar purposes.

Signed.....

Date..29/06/09.....

## Approval

This dissertation of Mable Nowanga Sitali is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

Examiners` Signatures

Signed..... Date 30/06/09

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## Dedication

This work is dedicated to the Sitali family and my nieces.

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To all those mentioned above and those not mentioned, please accept this token of my gratitude and may God richly bless you.

## List of Acronyms

**MOE-** Ministry of Education

**PEO-** Provincial Education Officer

**PESO-** Provincial Education Standards Officer

**SESO-** Senior Education Standards Officer

**SPO-** Senior Planning Officer

**DPO-** District Planning Officer

**PTA-** Parents, Teachers Association

**PAGE-** Programme for the Advancement of Girl Child Education

**UNICEF-** United Nations International Childrens' Fund

**FAWEZA-** Forum for African Women Educationists in Zambia

**FAWE-** Forum for African Women Educationists

**SHN-** School Health and Nutrition

**NERCHA-** National Emergency Response Committee on HIV/AIDS

**MDG's-** Millenium Development Goals

**CRC-** Convention on the Rights of the Child

**CAMFED-** Campaign for Female Education

**WIDSAA-** Women In Development Southern Africa Awareness Programme

**AIDS-** Acquired Immune Deficiency Syndrome

**HIV-** Human Immune deficiency Virus

## Abstract

Education is a very important factor in the development of any nation. However, it has been observed that for a long time girls have been marginalised or disadvantaged in terms of access to education. One of the major factors contributing to this disparity has been teenage pregnancies among the school going girls. In order to try and raise the progression rate of girls in the formal education system, the Ministry of Education has introduced the Re-entry Policy which allows pregnant school girls to get back to school after delivery.

This study was set out to find out the effectiveness of the Re-entry Policy in selected high schools of Kabwe district.

The data were collected through interviews and focus group discussions. The key informants included the Ministry of Education officials, School administrators, teachers, PTA executive committee members and pupils.

The findings from the study showed that stakeholders in the provision of education had different views regarding the Re-entry Policy. Some welcomed the policy whilst others did not, saying it encouraged immoral behaviour among the pupils. However, being government policy, schools were trying hard to implement it. The progression rate of the pupils` re-entering school was fairly good.

In view of the research findings, recommendations have been made. The challenge is on the Ministry of Education to explain the importance of the policy to all stakeholders through their various departments. Teachers and parents should also be able to educate the pupils on the importance of staying away from sex and concentrating on school.

# CHAPTER ONE

## DEFINITION OF THE RESEARCH TOPIC

### 1.1 Background

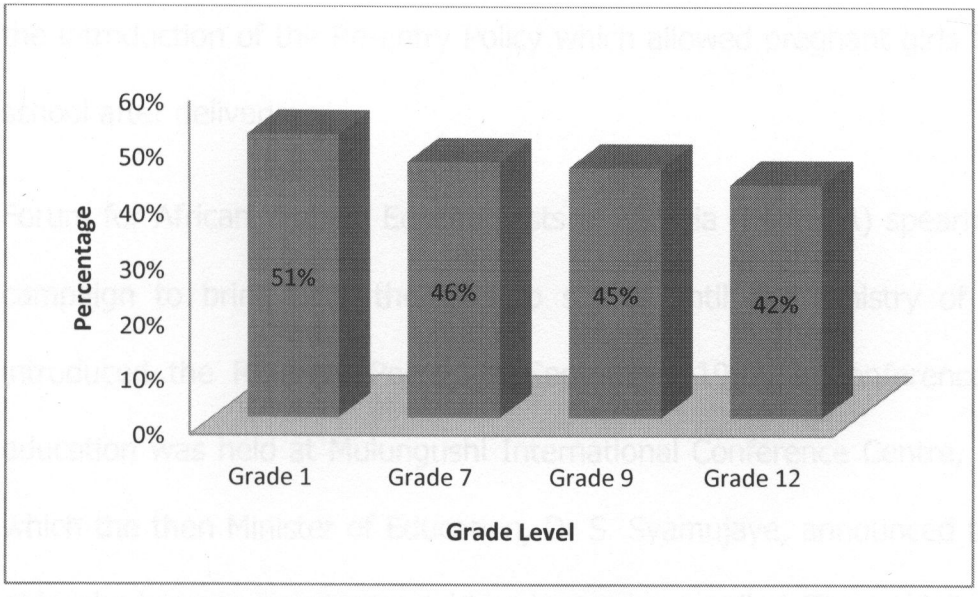
All citizens in a country have the right to education. This is stated in the following documents: Article 26 of the United Nations Universal Declaration of Human Rights, Article 28 of the United Nations Convention on the Rights of the Child (CRC), the United Nations Platform for Action, the Beijing Declaration, the Millennium Development Goals, and other international conventions (MOE, 2004: 2).

However, since 1964, Zambia has seen a wide gap between the numbers of girls in schools compared with the numbers of boys. The issue of girl dropouts due to pregnancy in Zambia and the world over is as old as the formal school system itself. In its 1996 policy document, *Educating our Future,* the Ministry of Education emphasises the need to accelerate the development and full participation of girls and women, which is best done by retaining them in the education system until they complete school. The Ministry has also made headways in readmitting girls who dropout of the formal education system due to pregnancy. Benaars (1997: 22) identifies the causes of these pregnancies as follows: traditional values and strict social taboos that once regulated sexual behaviour among unmarried youths have broken down; problems in parent-child relationships which may encourage the adolescent to seek comfort,

acceptance and consolation through sexual activity; and exposure to suggestive or explicit media, film and magazines that may influence adolescent sexual behaviour.

Girls participate in schooling at nearly the same rate as boys for much of basic education. Participation in grade one is equal for boys and girls. Nevertheless, equal participation decreases as pupils advance to higher grades. Enrolment equity falls by a percentage point per grade (as shown in the figure below). Although a small decline, the result is a substantial difference between boys and girls in upper grades. By Grade 12, there are only three girls for every four boys in school (MOE, 2005).

**Figure 1:** Girls' Enrolment by Grade




The Forum for African Women Educationists (FAWE) Regional Office initiated a research study on the situation of girls in Africa, Zambia inclusive, which

resulted in the Strategic Resource Planning Document. The document established several factors that prevented girls from accessing and continuing in school. The major contributor was the way girls were socialized to behave by society in comparison to boys. Unlike the boys who from infancy are perceived as leaders, girls are socialized to be subservient, passive and made to believe that they have a second role in society. The girls usually start school at the right age but as soon as they reach puberty, marriage is usually the best option for them and hence, they dropout due to early pregnancies. It was realised by most nations that letting girls drop out of school at an early age has a negative effect on their economies in terms of production. So, the onus was on the various governments to see what best could be done to solve this problem. A number of resolutions were arrived at and one such resolution was the introduction of the Re-entry Policy which allowed pregnant girls to re-enter school after delivery.

Forum for African Women Educationists in Zambia (FAWEZA) spearheaded the campaign to bring back the girls to school until the Ministry of Education introduced the Re-entry Policy. In September 1997, a Conference on girls' education was held at Mulungushi International Conference Centre, Lusaka, at which the then Minister of Education, Dr S. Syamujaye, announced that school girls who became pregnant would no longer be expelled. The guidelines on how the policy was to be implemented were worked out by FAWEZA in conjunction with the Ministry of Education and UNICEF. The policy was received with mixed

feelings by different stake holders in the provision of education, with mission schools completely rejecting it. However, being government policy, school authorities have had no option but to implement it.

In their study on human rights education in basic schools, Simuchimba and Luangala (2006) pointed out that while the Ministry of Education's motive in introducing the Re-entry Policy was to eliminate gender imbalances in the provision of education, some pupils were abusing it. It is for these reasons that I was prompted to carry out this study to find out how effective the policy is in terms of improving progression rates in selected schools of Kabwe district.

## 1.2 Statement of the Problem

In trying to achieve equal participation in education between boys and girls, the Ministry of Education in Zambia has employed various strategies. One such strategy is the Re-entry Policy which allows pregnant school girls to go back to school after delivery. However, this policy has been received with mixed feelings among stakeholders. As such, we do not know how effective the Re-entry Policy is in addressing the high dropout rate among girls in schools.

## 1.3 Purpose of the Study

The purpose of this study was to find out how the school Re-entry Policy was being implemented in schools, its effect on girls progression rates and stakeholders attitudes towards it.

## 1.4 Objectives

The following were the objectives of the study:

1. To investigate how the Re-entry Policy was being implemented in schools.
2. To collect statistics on pregnancies, re-admissions and progression rates in schools.
3. To assess the attitude of teachers, school administrators, PTA executive committee members and pupils towards the Re-entry Policy.

## 1.5 Research Questions

The following were the key research questions:

1. Was the Re-entry Policy being implemented as stipulated by the Ministry of Education?
2. What were the statistics related to the implementation of the Re-entry Policy?
3. What were the views of the school administrators, teachers, PTA Executive Committee members, Ministry of Education officials and pupils on the Re-entry Policy as a whole?

## 1.6 Significance of the Study

The study would contribute to the existing knowledge on the School Re-entry Policy. The findings may be found useful by various stakeholders on issues of gender and education.

## 1.7 Limitations of the Study

Inadequate financial resources limited the study to three high schools of Kabwe district. The study could have been extended to a number of high schools if

financial resources could allow. Given this limited sample, the findings may not be as representative of the general picture in the country as they would be if more schools or districts were covered.

## 1.8 Definition of Terms

In this study, the words below will mean the following:

**Progression:** The coming back to school of the girls who had fallen pregnant to complete their high school education; this involves girls moving from one grade to the next and being able to continue with school despite having stayed away for sometime to breastfeed their baby.

**Effectiveness:** Enhancing girls` progression rates in high school education up to completion of Grade 12.

**Quality education:** Education that helps to transform the learners into responsible

citizens by equipping them with life skills and positive attitudes.

In conclusion, this chapter has given the background to this study. It has discussed the statement of the problem, the purpose of the study, the objectives of the study, the research questions, significance of the study, limitations and finally the definition of terms. The chapter which follows will

review literature related to the study of the Re-entry Policy for pregnant school girls.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

This chapter reviews literature on girls' education. For clarity and meaningfulness, the review goes back to the pre-colonial period through to the current post-colonial era; it gives a historical background to the development of girls` education and then focuses on how the Re-entry Policy was finally introduced and adopted in many African countries, including Zambia.

### 2.1 The Pre-Colonial Period (Before 1890)

The pre-colonial period is the period prior to colonial rule in Africa. This was the period of traditional or indigenous education for the Africans. In this study, this period also includes early missionary education up to 1924.

When the missionaries started coming to Africa with their western form of education, they found that the Africans were fully developed in their traditional education. Education has been defined in various ways by different scholars. Snelson (1974: 1) defines it as `a means through which one generation transmits wisdom, knowledge and experiences which prepare the next generation for life's duties and pleasures`.

Datta (1984: 2) identifies the main aims of traditional education as being to: preserve the cultural heritage of the extended family, the clan and the tribe; adapt members of the new generation to their physical environment and teach them how to control and use it; and explain to them that their own future and

that of their community depends on the understanding and perpetuation of the institutions, laws, language and values inherited from the past.

Snelson (1974) explains five main components of traditional education. Firstly, there was instruction in the history and traditions of the clan and of the ethnic group. Under this component, the heroic deeds of the ancestors were taught to enhance the sense of patriotism amongst the young people. Dances, games, customs and the beliefs of the ethnic group were equally taught through rites and ceremonies such as initiation ceremonies.

Secondly, there was apprenticeship in practical skills. The boys accompanied their fathers on hunting expeditions where they learnt how to follow the spoor of game and read the wind, set traps, shooting a straight arrow, skinning and dismembering an animal. Girls, on the other hand, learnt to become good wives and mothers from their mothers, aunts and grandmothers; they learnt household responsibilities such as cooking, sweeping the hut, washing pots, pounding maize and grinding millet into flour as well as child minding. The learning of all these practical skills was by observation, imitation and repetition. From this, it can already be seen that the girl's place in traditional education was the home and kitchen where she was prepared to be a mother and wife in future.

Thirdly, social obligations and the inculcation of good manners was another important component of traditional education. Through this third element of

traditional education, children learnt the correct modes of greeting and addressing other members of the ethnic group. They also learnt how to sit, receive or give a present, to respect the old people and extend hospitality to strangers. This was tested mostly on the girls who were mostly at home as opposed to the boys who were usually in the bush hunting with their male elders. The girl was therefore groomed for issues pertaining to the home.

Fourthly, there was instruction in traditional hygiene and sexual behaviour as another important component of education. This was done through an initiation ceremony and it focussed on preparing the young people for adulthood. For some tribes, the ceremony included an act of circumcision for both sexes. The element provided an opportunity for the young people to learn their responsibilities and their rights as adult members of an ethnic group or community.

The fifth and final component which Snelson (1974) identifies is religious teaching. This was centred both on the Supreme Being that was very remote and tribal gods that were more close to the lives of the people in the community. While the former controlled more difficult issues like life and death, the later controlled everyday fortunes. This religious component of education accorded a spiritual significance to most of the events that took place in the community, such as the birth of twins, the death of a dog, sickness, drought and also the breaking of a treasured calabash.

While the best form of traditional education provided a thorough and well balanced preparation for life (as it preserved the cultural heritage, language and institutions and taught the young people to make the best use of their environment), formal education which came later was just meant to make the Africans be able to read and write.

The Western model of education came to Zambia through the activities of different missionary groups. The most well known groups that came to plant the Christian faith in Zambia by the turn of the 19th century and the beginning of the 20th century were just about a dozen. Among these were the Paris Evangelical Missionary Society, London Missionary Society, Jesuits, White Fathers, United Free Church of Scotland, Christian Missions in Many Lands, Dutch Reformed Church, Seventh Day Adventists, Primitive Methodists and the Brethren in Christ.

The primary motive of the missionaries was not to set up schools for the sake of opening up opportunities to the Africans for work and other functions in the colonial order; rather they wanted reading and writing skills to assist the Africans to understand the gospel better on their own. Their main aim was evangelization. With this in mind, missionaries set up mission centres at various strategic points in Zambia.

Education provided to Africans in the pre-colonial period had lasting effects on the country. The quality of education depended on the missionaries in-charge

of the various provinces. Some missionary groups like the Paris Evangelical Mission, the Free Church of Scotland and the Jesuits who provided education to Western, parts of Northern and Southern provinces, respectively, provided formal education and produced reasonably well educated people who later had a positive effect on the struggle for Zambian independence. However, other missionary groups like the Christian Missions in Many Lands and the White Fathers` interest was just to provide the Africans with the 3Rs or reading, writing and arithmetic, whose main aim was to make the Africans able to read the Bible (Snelson 1974).

However, it should be noted that women were not allowed to question or ask questions on any matters relating to the Bible in public; they had to wait till they got home to ask their husbands. It was clear that even when the missionaries came, they were coming from a culture which was male dominated. This is evident even in the number of male missionaries compared to female missionaries that came to Africa. The only difference between Europe and Africa was that the situation was worse in Africa. As Carmody (2004: 17) explains, there was gender imbalance which dated back to the advent of the missionaries, most of whose pioneers were men. Girls were not excluded from the catechetical schools, though boys had a head start. Male missionary teachers may have discriminated against girls in individual schools. Moreover, since young single men were employed as teachers, parents were not prepared

to allow them authority over their adolescent daughters. This led to most of the girl children remaining at home instead of going to school.

## 2.2 The Colonial Period

### a) BSA Company Period (1890-1924)

The coming of the BSA Company as government of Northern Rhodesia did nothing to change the kind of education given to the local people by the missionary societies. The Company government did nothing to train teachers, organise a uniform curriculum or even to monitor the syllabus. There was no assistance to the missionaries who were running schools (Snelson, 1974). Mwanakatwe (1971: 24) argues quite correctly that, western education offered to Africans was a favour and not a birthright. So, the colonial masters were reluctant to invest in it. Instead, much emphasis was laid on giving Africans various manual skills. The same reasoning of education being a favour and not a birthright also held back the creation of secondary school places, even when there had been established a large number of primary schools that would supply candidates for the secondary school level of education. Meanwhile, the colonial masters used the Africans` money to educate the European settler population.

It is clear from what has been discussed above that the girl child was mainly considered for chores that were thought to bring about the best of a mother. Girls were taken as second class compared to boys and this put the girls in a disadvantaged position.

According to Snelson (1974), parents contributed heavily to the gender imbalance in that they remained generally unconvinced of the value or relevance of education for their daughters. However, even the girls themselves often saw little point in going to school and preferred to stay at home helping their mothers and preparing themselves for marriage. As Gadsden (1992: 107) points out, gender differences in educational provision and achievement, the subsequent inequalities in the political role of women in Zambian society, all have their origin in the BSA Company period. The missionaries' first concern was to train the catechists, teachers and craftsmen who were necessary for the establishment and growth of their work. The BSA Company government did nothing to encourage girls' education.

**b) British Colonial Period (1924-1963)**

There was a deliberate idea by the British colonialists of creating an imbalance between primary, secondary and tertiary institutions (Mwanakatwe, 1971). This plan was to virtually produce a bunch of academically harmless natives whose horizons did not go beyond the nose. The government wanted the whites to settle permanently in Northern Rhodesia, and to remain masters over the local people. The idea was therefore to just allow the Africans to have basic education to enable them to just read and write, hence the emphasis on primary education rather than secondary education.

The gender imbalance was very evident even at this stage, in that, the number of girls was far less than that of boys. Carmody (2004: 19) explains that, colonial government policies favoured mass education at the basic level. The colonial government authorities feared that if they offered secondary and later, tertiary education to the Africans, they would claim for better jobs and disadvantage the European settlers. He further explains that, even when secondary schools were introduced, it was very clear that these favoured the male folk. There were more secondary schools for boys than girls. In fact, for a long time, the only girls' secondary schools were Chipembi Girls and Mabel Shaw, where as for the boys, there were many more schools apart from Canisius, Munali and David Kaunda Secondary Schools.

This clearly shows how much gender imbalance existed. The fact that there were few girls' secondary schools meant that there were very few girls who were able to get places in these schools. So, most of the girls continued to be at home and to be groomed as future wives and mothers. Generally, the colonial government deliberately wanted to bail out the poor white community in Northern Rhodesia at the expense of African education. They wanted to give them exclusive education as an assurance of good jobs.

Gadsden (1992) states that at Catholic mission stations, girls` education was delayed until societies of nuns were sent to the area. Thus the more advanced education provided at mission station boarding schools was often not available for girls until several years after boys` schools were established. At Chikuni, for

example, a school for boys was opened in 1908 and for girls in 1920. At Chitambo, a boys` school was opened in 1908, but a girls` school was not opened at the mission station until seventeen years later. It is important to mention here that, much as there were not as many girls' boarding schools as that of the boys, when the girls boarding schools were being introduced, the colonial government tried to give slightly more grants to these schools though they were not enough. This to some extent was the recognition that girls had to be accorded more chance to be in school.

In 1935, the Colonial Office Advisory Committee on Education in the Colonies issued a memorandum in which it encouraged higher education of Africans. However, this memorandum did not particularly say anything about the girls' education. This meant that the girls were still at a disadvantage in terms of advancement in formal education. In the period following the First World War, colonial administrators in Africa assumed greater responsibility for education. In most colonial territories directors of education were appointed and committees were set up in European capitals for assistance to formulate official policies on African education. The result of such activities was to create a system of education that continued to operate, with some changes, until the 1930s. Colonial education was dualistic in structure in the sense that missionary societies and the government constituted the two most important operational agencies. African education remained largely under missionary control and was

minimal both in quality and in quantity, while European education continued to be under government control and was a lot better both in quality and quantity.

As evidence that there were very few females who had attained formal education by 1963 when the Federation of Rhodesia and Nyasaland was dissolved, the number of women with standard four certificates was far much less than that of men. African education was kept underground for a long time. *There was no African representative on the Legislative Council until after the* Second World War (Mwanakatwe, 1971).

Although the colonial government did not do enough to encourage girls' education, some effort was made to do so. For example, more grants were given to girls boarding schools than boys' schools (Gadsden, 1992). These efforts were however, too little because there were far more girls out of school than boys.

## 2.3 Post-Colonial Period (1964 to date)

The Post-colonial period refers to the period after Zambia attained independence in 1964. This period is socio-politically divided into three republics, that is, the First (1964-1972), the Second (1973-1990), and the Third (from 1991) Republics. Starting with the 1966 Education Act, the government tried to put in place some developments to answer the citizen's apprehensions and doubts about the education system through a number of policy reforms. The first major stride the government made was the 1977 Education Reform. It wanted to make education more Zambian, that is, education was supposed to

meet the needs and aspirations of Zambians and function as a powerful instrument for the Zambian society's progress (MOE, 1977). The 1977 Reforms tried to integrate work and study and one of the ways this would be done was through the Zambia National Service, Rural Reconstruction Centres and Resettlement schemes like Kanakantapa and Kambilombilo.

These reforms did not have any specific issues on the plight of the girl child, meaning that unlike the boy child who was ahead, the girl child was still going to be at a disadvantage in terms of formal education. However, as the gap between boys and girls at senior secondary school level grew, the policy of selecting girls for Grade 10 at a lower cut-off point than boys was later introduced in the 1980s. With the coming in of a new government in 1991, there was soon another education policy document called *Focus on Learning* (MOE, 1992). This aimed at providing materials, teacher training, improving head teachers and inspectors and massive rehabilitation of schools (MOE, 1992).

This policy document also did not have any specific reference to girl child education; if anything, the document was completely silent on the matter. With the Zambian society still hungry for high quality education, the government through the Ministry of Education introduced another policy document, *Educating Our Future* in 1996. The policy generally aimed at investing in human resource development through proper education at all levels.

Unlike the other two policy documents, *Educating Our Future* tries to address the issues affecting the girl child to a large extent. The Ministry of Education had, by 1996, realised that for a long time there had been a wide gap in terms of girls' and boys' education; there were more boys than girls who were able to attain formal education.

Consequently, government started building girls' schools to allow more girls enter and attain formal education. Additionally, the cut off point for girls' selection to Grade 8 and 10 continued to be reduced. All this was to make sure that the number of girls who dropped out due to lack of school places and failure in the examinations was minimised. This has been referred to as positive discrimination and affirmative action by the government or Ministry of Education (MOE, 2005).

The Programme for the Advancement of Girls Education (PAGE), which was also a Ministry of Education Programme that aimed at promoting and creating public awareness of the importance of girls` education within the framework of the Education For All at national level, was introduced. The programme sought to improve the efficiency and effectiveness of classroom practice so as to provide learners, especially girls, with basic competencies by way of implementing specific interventions that directly impact on access, retention and progression of girls in schools in the country. As a way of encouraging participation by the girls, there were cases where even in co-education schools, some classes specifically meant for girls were created. It was believed that girls would be

freer to participate with their fellow girls than it would be with boys. PAGE had three main objectives, which were; to increase teacher and parental support for the education of girls, to increase teacher and parental support for the education of girls, and to build up self confidence and self esteem in girls.

Affirmative action was one intervention put in place by government to increase the proportion of women in the management of education. As a means, affirmative action for women was meant to provide role models for girls to emulate. As an end, it was envisaged to address the gender imbalance at the management level. As the National policy document on education, *Educating Our Future* says, `the Ministry will ensure that all management positions in the system are equitably shared between deserving men and women` (MOE, 1996: 66). Apart from recognising the achievement of deserving women, action in this sphere would provide girls, particularly those in rural schools, with role models whom they could respect and look at as examples.

Another organisation that started looking into the plight of the girl child was the Forum for African Women Educationalists in Zambia (FAWEZA), which issued bursaries to girls to enable those who came from poor families to pay the fees that were required in the schools, and higher institutions of learning.

Free education at basic level was also introduced in the third republic. This meant that more boys and girls were able to access basic education without fears of dropping out due to failure to pay fees. As Carmody (2004: 23),

explains, the structure and organisation of the education system was quickly changed. In the immediate short-term, schools were desegregated while tuition and boarding fees were abolished.

In order to mitigate the gender imbalance, one of the issues the Ministry of Education had to deal with was the fact that although many girls were being enrolled in schools, they usually dropped out of school after puberty because of falling pregnant. The measure taken was the introduction of the Re-entry Policy whereby pregnant school girls could go back to school after delivery. This policy was in line with the general policy of the Ministry of Education to encourage and ensure the education of all people, without reasons to obstruct progression and completion of education (Kelly, 1999).

Throughout the world, 100 million children remain out of school, nearly two thirds of whom are girls. Yet, education is a fundamental human right which is essential to the achievement of all the United Nations Millennium Development Goals (MDGs). The fact that education is a human right means that each and every human being should never be denied chance to attain the highest level of education possible. There should never be any form of discrimination in terms of sex or socio-economic status. That is why this study focussed on finding out the effectiveness of the Re-entry Policy in selected high schools of Kabwe.

Apart from being a basic human right, educating girls promotes gender equity; it is a good investment; it is the highest return investment available in the

developing world; it provides positive values and skills for personal and national development, and it has a multiplier effect, empowering women to bring about positive changes in a nation (FAWEZA, 2006: 1).

It is commonly accepted that protection of the rights of women and girls inextricably protects them from HIV and AIDS. Girls' education has been recognised as an investment with the largest returns for economic and social development. Research has shown that educating girls gives them knowledge and skills which contribute to issues of social and economic development (UNICEF, 2000). It is for this reason that girl child education should be enhanced at all costs.

The social and economic benefits of educating girls have been widely acknowledged by both governments and international agencies. As such, commitments have been made at various levels including internationally, at the Dakar Conference and the United Nations General Summit, with world leaders pledging to eliminate gender disparities in education and achieving Universal Primary Education by 2015. Some governments translated these commitments into action by employing affirmative action policies and strategies while others were still trying by 2009. When girls are educated, the benefits to themselves and society are many and widespread.

Educated girls gain greater control of their lives and are better placed and able to lead healthier lives. Furthermore, Birdsall *et al* (2005) point out that maternal

education is a key determinant of children's attainment of education, as mothers with basic education are substantially more likely to educate their children, especially daughters. This implies that support to women literacy programmes should be considered as an important compliment to interventions in increasing access and retention at basic school level.

Teenage pregnancies have for a long time been a hindrance to girls' progression rates in the education system. That is why the researcher took keen interest in finding out how the Re-entry Policy was being used to help girls realise the need for continued education even after falling pregnant. The researcher particularly took keen interest in finding out how effective the Re-entry Policy was in selected high schools of Kabwe District of the Central Province, where she was based.

## 2.4 Introduction of the Re-entry Policy

The Re-entry Policy is one of the many strategies that various governments, through their Ministries of Education, have employed to curb the scourge of teenage mothers dropping out of school. According to the Jomtein Declaration at the (Thailand) World Conference of 1990, education for all knows no sex, religion, ethnic and social background. The education systems in Kenya, Zambia, Swaziland and Tanzania have endeavoured to eliminate gender disparities and promote social equity through the provision of education for all, including girls. Accordingly, Kenya introduced the Re-entry Policy in 1996, Zambia in 1997, Swaziland in 2004 and Tanzania in 2007.

In Tanzania, the law allowed girls aged as young as fifteen to get married with parental consent and between 20% and 40% did so before reaching adulthood. This in itself made the young girls dropout of school. Another factor which led to girls dropping out was the lack of protection by the education system; they were made to walk long distances to and from school. This exposed them to the risks of rape and abduction into marriage. The effect of this was that they became pregnant and dropped out of school while others even ended up contracting the deadly HIV and AIDS (TANWA Report). Once this happened, the girl was automatically forced to drop out of school. This only changed in 2007 when the Re-entry Policy was introduced in the country (Tanzania). From 2007, the government's intention was to build more district boarding schools to counteract the low numbers of girls making the transition from primary to secondary education.

In Swaziland, to date (2008), girls` education is seen as a luxury and not a necessity. With such an attitude, when a girl falls pregnant, society takes it as necessary that she assumes her role as a mother to a Swazi child and forget about the classroom. This means that the girl automatically drops out from the education system and becomes a full time mother, performing motherly roles. According to Dr Wissel, Director of the National Emergency Response Committee on HIV and AIDS (NERCHA), it is not only those girls who became infected with HIV through unprotected sex who have had their education cut short, but AIDS has also led to loss of education for many other Swazi girls. It

is from this background that the Re-entry Policy was recently launched in Swaziland.

Unlike other African countries, Kenya was one of the first countries to put in place measures to curb the high numbers of girls who were dropping out of school due to various reasons. In 1994, a National Symposium on Education for Girls was held. At this symposium, the Ministry of Education and other stakeholders discussed a number of issues which included the re-entry of teenage mothers into school. The meeting came up with the following four recommendations in favour of the teenage mothers: adopt a policy of re-entry to permit pregnant girls back into the school system after delivery; set up special bridging centres for young mothers where they could continue with their formal education or specialized training while breastfeeding their babies; create out of school opportunities for out of school girls and exploit informal sector apprenticeship for them; introduce flexible models of attendance so that institutions operate at full capacity during the day and evening throughout the week, month and year to allow full attendance and completion of courses (MOE, 1994: 12-13).

After this open declaration in support of the girl mothers, the Ministry of Education in Kenya started working on the process of re-entry. By 1996, the Ministry of Education had formulated guidelines on the policy and circulated them to education authorities like school administrators, teachers and various

stakeholders in the provision of education. The Re-entry Policy was eventually introduced in the same year, 1996.

Early motherhood has hindered and continues to hinder girls from advancing in education and ultimately their careers to the full. Kelly, Msango and Subulwa (1999) pointed out that although national policies in many countries had called for the expulsion from school of both the girl and boy responsible for pregnancies, on the average, more girls than boys were expelled. They revealed that in 1996, before changes in policy, in the Southern Province of Zambia, 242 girls were expelled for being pregnant against 6 boys for causing pregnancy. In the same year Northern Province had 205 girls against 4 boys expelled for the same reasons. The trend was the same in the rest of the provinces where pregnancies occurred.

The Zambian Ministry of Education national policy document on education, *Educating our Future* (MOE, 1996), mainly emphasises the national goal of acceleration to development and full participation of girls and women. This meant paying special attention to the needs of the girls and women, which would best be done by retaining them in the education system until they completed school.

In 1994, FAWE under the sponsorship of the United Nations International Children's Education Fund (UNICEF) in Mauritius, organized a Ministerial Consultation on school dropouts and adolescent pregnancy under the theme,

'Counting the cost', at which Zambia's Minister of Education was present. As a follow up to this, the Programme for the Advancement of Girls Education (PAGE) was introduced (FAWEZA, 2000). Its main aim was to address gender inequality in education.

According to Kelly (1997): "the achievements of PAGE included major research studies, extensive advocacy and sensitization on behalf of girls' education, capacity building within Ministry of Education in relation to gender equality, development (with AIMS) of a special curriculum module, introduction of single sex classes in PAGE pilot schools in Chipata and Lusaka, and building bridges with parents through the introduction of Familypac"

However, PAGE was not well implemented because it was only present in very few schools and districts in Zambia. The situation was the same in many other African countries. Consequently, a meeting was called in Dakar, Senegal in 1997, at which African Education Ministers made a new commitment to addressing the issue of adolescent pregnancies.

On 15 and 16 September, 1997, a National Symposium on girls education organised by the Ministry of Education with the support of UNICEF was held at Mulungushi International Conference Centre, Lusaka, at which the then Minister of Education, Dr S. Syamujaye, finally announced that school girls who became pregnant would no longer be expelled (MOE, 2004: 2). He also declared that those who had been expelled in that year should be allowed to return to school.

In the same year, Dr S. Kasanda, then Permanent Secretary at the Ministry of Education, sent out a circular (MOE, 1997) which formalised the Re-entry Policy and called on officers to implement it without delay. However, the circular was vague because the decisions touching on the policy were left to the discretion of the heads of schools. The guidelines of 2004 emphasised the following: girls who had already registered for 1997 grades 7, 9 and 12 examinations at the time of leaving school were to be allowed to take the 1997 examinations; girls who were in non examination grades were to be allowed to return to school unconditionally after delivery to continue where they had left off; the policy would be effective January, 1997 and earlier cases would not benefit; there would be no repeated or subsequent pregnancies, re-entry would only be once. In the case where a girl fell pregnant for the second time, such girls would join continuing education or night school; re-entry would be in the same school, but arrangements were to be made for automatic transfer to another school when and where this was requested. These guidelines were clearer and made a big difference although the time lag had implications in relation to people's response.

The African governments' recognition of the need for the girls return into school is a major breakthrough. The Ministries of Education in various countries encourage all schools to allow the girls' return. Where a girl is denied access, she can appeal to the Ministry of Education for intervention. Once allowed back into school, the school authorities are encouraged to educate these girls to

totally avoid getting pregnant again. In order to effectively educate these girls, organisations have been formed in various countries to spearhead awareness programmes.

In Kenya, the FAWE National Chapter has been in the forefront emphasising the need for guidance and counselling in schools. Like Kenya, Zambia saw the coming up of FAWEZA in 1996. This organisation has been highly instrumental in sensitizing communities on the policy as well as finding ways of helping the affected girls.

However, some girls were reluctant to return to school afterwards. Mabula and Chondoka (1998) attributed the reluctance to go back to school by such girls (in Zambia) to the way society perceived sexual relations and child bearing where a girl child was considered an adult once pregnant, as well as the stigma that went with early motherhood.

Since the pronouncement of the Re-entry Policy was made in Zambia, no study has been done to find out how it is being implemented in schools and how effective it has been in terms of achieving its main objective of reducing the high girls dropout rate from school due to pregnancy. This study therefore partly aimed at filling this gap by studying the effectiveness of the Re-entry Policy in selected high schools of Kabwe district.

In this chapter, I have reviewed literature related to girls' education. The review dated back to the pre-colonial period through to the current post-colonial era. It

gave a historical background to the development of girls' education and then focussed on how the Re-entry Policy was finally introduced and adopted in many African countries including Zambia. The next chapter discusses the methodology used in this study.

# CHAPTER THREE

## METHODOLOGY

This chapter focuses on the methodology used in this study. Discussed in detail are the research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis.

### 3.1 Research design

A research design is the arrangement of conditions for collection, analysis of data and interpretation of observed facts in a manner that combines relevance to the research purpose with economy in procedure (Ghosh, 2002: 65). A research design may also be considered as a programme to guide the researcher in the collection, analysis and interpretation of observed facts (Achola and Bless, 1988).

The study largely utilised the qualitative approach or paradigm. A paradigm is a framework that organises broadly based views; paradigms create boundaries within which the search for answers occurs and circumscribe or delimit what is important to examine in a given field of enquiry (Ulin *et al,* 2002).

Qualitative research is an interpretive perspective, a paradigm which views the world as constructed, interpreted and experienced by people in their interactions with each other and with wider social systems. A qualitative research paradigm focuses not only on objective verifiable facts but also and mainly on the many subjective meanings that people attach to them. It typically

focuses in depth on relatively small samples, even single cases, selected purposively.

Ulin *et al* (2002) argue that qualitative methods are extremely useful in defining the social process by which problems emerge and for suggesting strategic points of programmatic intervention to deal with particular problems, thereby increasing understanding. This type of research is sometimes called relativist or phenomenalist, where data is usually collected in the form of descriptions even though some of the methods used, such as interviews, are also used in quantitative research. However, the difference is that qualitative researchers mainly use non-mathematical procedures when interpreting and explaining their research.

My study was largely qualitative in design and approach because the data that were needed mainly involved views that people had about the Re-entry Policy and these were best collected qualitatively. The data also needed a lot of description and explanation. Interview guides and focus group discussions were the instruments used. These instruments had the advantage of allowing the respondents to express their opinion about the Re-entry Policy more clearly. The researcher equally had the opportunity to probe and seek clarification on issues raised during the interviews.

## 3.2 Target Population

A population is the set of people or entities to which findings are to be generalized (Merriam and Simpson, 1995). This agrees with Borg and Gall (1979) who also explain that target population refers to all the members of a real or hypothetical set of people, events or objects to which we wish to generalize the results of our research.

The target population of this study consisted of the eleven government high schools of Kabwe district, including the head and their deputies, all the teachers, all pupils from the eleven high schools and all the Ministry of Education officials in the district.

## 3.3 Sample size and Sampling procedure

The sample included thirty pupils, twelve teachers, three head teachers and three deputy head teachers of the eleven high schools and six Ministry of Education Officials who included the Provincial Education Standards Officer (PESO), Senior Planning Officer (SPO), District Planning Officer (DPO) and three Senior Education Standards Officers (SESO's). The sampling techniques used were: convenience sampling, purposive sampling and systematic sampling. Convenience sampling was used to select the three high schools. The schools were selected because of their proximity to the researcher. Proximity to the researcher in this case meant the schools which were near the researcher's residence so that she could easily meet the transport costs as she was the one meeting all the costs of the entire research programme.

Ghosh (1992: 66) defines convenience sampling as a sampling technique where the investigator selects certain items according to his or her convenience. Therefore, as explained above, the selected schools were very convenient for her.

The three high schools, the Ministry of Education officials, three head teachers and three deputy head teachers selected were purposively chosen. Zikmund (2000) defined purposive sampling as a non –probability sampling technique in which the researcher selects the sample based upon his or her judgment about some appropriate characteristics required of the sample members. Purposive sampling enables the researcher to use his or her judgment to select cases that will best enable him or her to answer the research questions and to meet the objectives (Saunders, 2003). Therefore, the researcher purposively chose the head and deputy head teachers who are collectively referred to as 'school administrators`. By virtue of being the people running the schools, school administrators know better what is going on in the schools, what policies are in place and how they are being implemented in their schools. Similarly, the Ministry of Education officials were sampled on the basis that they are supervisors of school administrators, and they provide guidance and interpretation of educational policies, including the Re-entry Policy, and they are the ones who eventually enforce educational policies.

The teachers and pupils sampled were selected on the basis of their availability and willingness to participate in the study. This meant that the researcher,

upon being granted permission by the administrators of the three schools, went on to request the teachers to voluntarily participate in the interviews. Consent had to be sought from the pupils also. Thus, the careers and guidance teachers in all the three schools went with the researcher to the classes and asked for pupils who were ready to take part in the focus group discussions. The researcher explained to them what the research was all about so that they could decide whether to take part or go away.

## 3.4 Research Instruments

Data for this study were gathered using in-depth interview guides and focus group discussion guides. The interview guides were aimed at obtaining in-depth information on the implementation of and views on the Re-entry Policy from the various respondents. Interviews allowed the respondents to express themselves fully on issues that related to the Re-entry Policy.

Focus Group Discussion schedules were used to collect data from the pupils on the views they also had on the Re-entry Policy. Focus group discussions were used to collect more profound data on the Re-entry Policy from the pupil subjects in order to help bring out their deep feelings, attitudes and beliefs. The pupils were in groups of 8-10 and were composed of both girls and boys.

## 3.5 Data Collection

Data were gathered during the second term of 2008. Before the data collection exercise began, the researcher sought written permission from the Provincial Education Officer for Central Province to visit schools (refer to Appendix 2). This was after producing a letter from the University of Zambia which clearly introduced the researcher as a student (refer to Appendix 1). She then visited the schools to make further arrangements. The participants in the research were given a general idea of what the study was about. The study employed the data collection techniques described below.

### 3.5.1 Interviews

Face to face interviews were carried out using the interview guides (see Appendix 3-6). The key respondents were: Ministry of Education officials, school managers (head teachers and deputy heads) and teachers. In order to make sure that the researcher got all that the respondents were saying, a tape recorder was used. This was done with the consent of the respondents. However, in certain cases where the respondents were not comfortable to be tape recorded, the researcher just used pen and paper to record what was being said. Interviews had the advantage of allowing the respondents to express their opinion more clearly. The researcher equally had the opportunity of probing and seeking clarification on issues raised during interviews. As Ary *et al* (1990) explain, one of the most important aspects of the interview is its flexibility; the interviewer has the opportunity to observe the subject and the

total situation in which he or she is responding. Interviews allow for questions to be repeated and their meanings to be explained in case they are not understood by the respondents. The interviewer can also press for additional information when a response seems incomplete or not entirely relevant.

This is what happened during my interviews as most of the questions on the interview guide were probed further till I was able to get the answers and views from the respondents clearly. One such question which was not fully understood was that of how the Re-entry Policy was being implemented in the schools and so, I had to ask the administrators what they did when they discovered that a pupil had fallen pregnant.

Another advantage of an interview is the control that the interviewer has over the order in which questions are considered. In some cases it is important that respondents do not know the nature of later questions because their responses to these questions might influence earlier responses and the subject cannot go back and change answers previously given. An example of this was that when the researcher asked how the policy was being implemented in these schools, the respondents were not aware that the next question would require them to give statistics of pregnant pupils in the school.

### 3.5.2 Focus Group Discussions

The researcher used focused group discussions (refer to Appendix 7) to get information and views about the Re-entry Policy from the pupils. Monette *et al* (2005: 498) define a focused group as an interview with a whole group of

people at the same time, especially for the purpose of seeking their subjective reactions and levels of meaning important to people's behaviour. In addition, focused groups use the interaction between people to stimulate ideas and encourage group members to participate. In fact, when run properly, focused groups have high levels of participation and thus elicit reactions that interviewers might not have obtained in a one-on-one interview setting.

Accordingly, the researcher made sure that she carried out the focused group discussions involving 10 pupils in each school. The pupils found it easy to interact in their groups and thus, a lot of ideas and views on the Re-entry Policy and its implementation were raised as boys and girls were free with their fellow pupils. Maximum participation was stimulated and the researcher was able to capture a lot of views which were both recorded on paper and tape.

## 3.6 Data Analysis

The purpose of data analysis is to build up an intellectual model in order to draw meaningful conclusions. Blaxter et al (2001) describe data analysis as an attempt to organize, account for and provide explanations of data so that some kind of sense can be made of them.

Accordingly, my analysis of interview responses involved the process of structuring of the data into a form that allowed patterns to be identified and hypothesis to be generated. This was done using the constant comparative

analysis technique. The responses were recorded and interpretive analysis was used to establish themes and sub-themes from the data. The qualitative analysis of the respondents' inner views provided for a detailed and more meaningful explanation of the data. The strategy involved grouping the respondent's answers into central issues or themes explaining different perspectives on the issues under discussion.

In conclusion, this chapter has explained the methodology which the study used. It gave reasons for the choice of the type of research chosen, that is qualitative study and it also gave reasons for the type of instruments and methods used. The next chapter will present the research findings.

# CHAPTER FOUR

## RESEARCH FINDINGS

This chapter presents the data gathered from the interviews and focus group discussions conducted to establish the effectiveness of the Re-entry Policy in selected high schools of Kabwe district. The findings are given under three headings, namely: Implementation of the Re-entry Policy, Statistics related to the Re-entry Policy and views about the Re-entry Policy. These headings were derived from the three objectives of the study.

### 4.1. Implementation of the Re-entry Policy

#### a) Ministry of Education Officials

One of the duties of the Ministry of Education officials at provincial and district offices or levels is to ensure that national policies such as the Re-entry Policy are implemented by schools. So in order to find out how the Re-entry Policy was being implemented, I asked the Ministry of Education officials how the Policy was being implemented in schools and how they knew that it was actually being implemented. Their responses were as follows:

- We have done our part by explaining the policy to school administrators and we have also distributed the guidelines to all schools to follow.
- The policy is law and so schools are mandated to implement it and not go against it.
- The Ministry of Education at the provincial level have a special unit which facilitates the implementation of the policy.

- The MOE Provincial and District offices make it a point to visit schools and get feedback on what is actually obtaining in the schools regarding the policy.
- The Senior Planning Officer (SPO) at provincial level and Planning Officer at district level, who deal directly with the Re-entry Policy issues, make it a point to follow up careers and guidance teachers who also deal directly with the affected pupils in schools, by requesting them to submit up dated statistics on pupils who are benefiting from the policy, on a regular basis.

**b) School administrators**

In order to get the actual situation obtaining in schools on the implementation of the Re-entry Policy, the school administrators, that is, the head and deputy head teachers were asked how the Re-entry Policy was being implemented in their various schools, and this is what they had to say:

- We are all aware of the Re-entry Policy.
- The Re-entry Policy is being implemented in schools.
- The careers and guidance departments (in schools) are the ones dealing directly with the pupils who benefit from the policy.
- The careers and guidance departments (in the schools) are mandated to give details of the pupils who fall pregnant, are given maternity leave and later re-enter school after delivery to the school administrators who

in turn, submit the statistics to the MOE department which deals directly with the issues regarding the policy.

- We make it a point to explain to the pupils about the policy so that those who become victims do not just decide to give up on school even when they can have a chance of completing their education.
- Evidence of pupils coming back to school after delivery is proof that the policy is being implemented here.

**c) Teachers**

As people who deal directly with the issues that affect the pupils, teachers were asked whether they knew what the Re-entry Policy was and all the teachers interviewed in the three schools agreed that they knew what it was. As a follow up to this question, the teachers were asked to explain how the Re-entry Policy was being implemented in their particular schools. The following is what the teachers said:

- Once a child is discovered pregnant, that is, either through fellow pupils reporting or observation by the teachers, the pupil is followed up by the grade teachers or the careers and guidance teacher.
- The pupil's parents or guardians are called to school.
- Counselling is done to the pupil and the parents.
- The Re-entry Policy is then explained to the parents and the pupils; all the necessary procedures including filling in and signing of the committal

document for the girl to come back to school after delivery are explained and done.

- The careers department enters all the details of the number of girls who fall pregnant and when they go for maternity leave.
- The girls are followed up during their pregnancy and counselled to help them bear the criticism which often goes with this.

**d) PTA executive committee members**

As stake holders in the provision of education, PTA executive committee members were considered to be an important group to be interviewed on the implementation of the Re-entry Policy. So to find out whether they knew what the Re-entry Policy was, the committee members were asked whether they were aware of a policy which allowed pregnant school girls to continue with their education and the following were their responses:

- We are aware of the Re-entry Policy which allows pregnant school girls to come back to school after delivery.
- We know that there is such a policy but do not know exactly what it is called.

As a follow up to this question, the members were asked whether this policy was being implemented in their respective schools and the following were their responses:

- The policy is being implemented.
- It is something we never closely follow up as it is left to the administrators and teachers who deal directly with the pupils in their schools.

The executive committee members were also asked what challenges they faced with the girl children in school and their responses were as follows:

- Fear of the girls joining wrong peer groups.
- Fear of the girls being sexually abused once they leave the confines of their homes.
- Fear of the girls getting pregnant while they are still in secondary school.
- The lack of concentration on education, especially when as teenagers, they start getting interested in the opposite sex.
- Focus on material wealth and getting too occupied with acquiring certain luxuries which parents and guardians might not be able to afford.

From the findings above, it is very clear that, although the key stakeholders in the provision of education (school authorities) are aware of the existence of the School Re-entry Policy for pregnant girls, its implementation is not being done according to the Ministry of Education guidelines on the policy as these are either not fully understood or are just not available like in school B.

## 4.2 Statistics on Pregnancies, Re-admissions and Progression

In order to get information on the statistics related to the Re-entry Policy, the school administrators and the teachers, particularly those in the careers and guidance department, were requested to provide the researcher with the numbers of girls who had fallen pregnant from 2006 to 2008 and amongst these, how many had come back to school after delivery, and finally, how many of these had actually managed to progress to grade 12.

All this information has been shown in the tables which follow on the next two pages. The first three tables show the numbers of girls who fell pregnant and those who re-entered school after delivery in each of the three schools.

**Table 1:** ***Pregnancies and re-admissions by year*** **–School A**

| YEAR | *Grade 10* | | *Grade 11* | | *Grade 12* | |
|---|---|---|---|---|---|---|
| | No. of pregnant girls | No. of re-admitted girls | No. of pregnant girls | No. of re-admitted girls | No. of pregnant girls | No. of re-admitted girls |
| 2006 | 6 | 2 | 5 | 5 | 4 | 3 |
| 2007 | 2 | 2 | 1 | 1 | 2 | 2 |
| 2008 | 4 | 1 | 2 | Nil | 3 | Nil |

**Table 2:** ***Pregnancies and re-admissions by year*** **– School B**

| YEAR | *Grade 10* | | *Grade 11* | | *Grade 12* | |
|---|---|---|---|---|---|---|
| | NO. of pregnant girls | No. of re-admitted girls | No. of pregnant girls | No. of re-admitted girls | No. of pregnant girls | No. of re-admitted girls |
| 2006 | 5 | 2 | 2 | Nil | 3 | 3 |
| 2007 | 2 | 1 | 4 | 2 | 2 | 2 |
| 2008 | Nil | Nil | 2 | 1 | Nil | Nil |

**Table 3:** ***Pregnancies and re-admissions by year-*** **School C**

| YEAR | *Grade 10* | | *Grade 11* | | *Grade 12* | |
|---|---|---|---|---|---|---|
| | No. of pregnant girls | No. of re-admitted girls | No. of pregnant girls | No. of re-admitted girls | No. of pregnant girls | No. of re admitted girls |
| 2006 | 4 | 3 | 3 | 1 | 2 | 2 |
| 2007 | 3 | 3 | 2 | 1 | 3 | 3 |
| 2008 | 3 | Nil | 2 | 1 | 2 | Nil |

## Progression

Progression rate in this study refers to the number of girls who had fallen pregnant at some point during their senior secondary education and had been able to come back and continue with school up to the time they were able to even write their final grade 12 examinations.

**Table 4**

***Progression rate per school in the period 2006-2008.***

| School | Total No. of preg girls. | Total No. of re-ad. Girls. | Total No. of girls who have prog. | % of progression rate. |
|---|---|---|---|---|
| A | 29 | 16 | 16 | 55 |
| B | 20 | 11 | 10 | 50 |
| C | 24 | 14 | 14 | 58 |
| Totals/overall prog. % | 73 | 41 | 40 | 54 |

Table 4 gives the progression rate per school in the period 2006-2008 by showing the total number of pregnant girls, the total number of re-admitted girls, the total number of those who have progressed and the progression percentage. The table also shows the overall total numbers for the three schools as well as the overall progression rate percentage.

From the statistics tabulated in the four tables, it is clear that many girls are falling pregnant in the three schools. It is also clear that from these pregnant girls, the number of those who are coming back to school and progressing with their education up to grade 12 is generally high.

## 4.3 Attitudes of Ministry of Education Officials, School Administrators, Teachers, PTA Executive Committee Members and Pupils Towards the Re-entry Policy

Different stakeholders in school education, that is, the Ministry of Education officials, school administrators, teachers, PTA executive committee members and pupils were consulted so that they could give their views on the Re-entry Policy as they were all affected by it in one way or another. Basically here we are talking about stakeholders` attitudes because people's views reflect their attitudes and values.

### a) Ministry of Education officials

The MOE officials as people who are involved in the formulation and implementation of policies were asked to give their views or what they felt about the Re-entry Policy and its provisions. This is what they had to say:

- The policy is well intended.
- The policy gives a chance to the girl child to progress in education and be an instrument for development.
- The PESO had this to say: `The Re-entry Policy is good to those who are remorseful, but to some, it is abused and tends to promote immorality in schools`.
- The Re-entry Policy is meant to bring equity in the education system, that is, the number of girls and boys should balance.

Amongst the six MOE officials interviewed, three supported the Re-entry Policy, saying, this was one of the many ways in which girl child education would be encouraged. However, the other three officials completely rejected the idea that it was a good policy, arguing that it encouraged promiscuity and lack of concentration on school on the part of the would-be-mother whose attention was now divided between school and home.

***b) School administrators***

School administrators as people involved in the smooth running of the schools were asked what their views were on the Re-entry Policy and its provisions. The following is what they said in response:

- The policy has been received with mixed feelings, with some welcoming it and others having a lot of reservations about it, regarding it as not being a good example of morality for the pupils.
- It being a government policy, `we as people running government institutions have no choice but to make sure we implement it in our schools`.
- Whilst the policy might have its own strengths and weaknesses, the best message to preach to the pupils is to abstain from sex and give them enough sex education in the various clubs they have in schools as co-curricular activities.
- To some extent it encourages other pupils to fall pregnant; after all, they know that they will come back to school.

**c) Teachers**

Teachers who are the ones who deal directly with the pupils as they teach in class were important respondents to give their views on the Re-entry Policy as a whole, and this is what they had to say in response to the question: What are your views on the Re-entry Policy?

- It sets a bad example to the other pupils in the class.
- The affected pupils tend to feel out of place even when they are with their friends in class because they feel everyone looks at them with `an accusing eye`.

- The performance of the affected girls usually goes down, when compared to their previous performance.
- Some affected pupils who are quite remorseful tend to put in extra effort in school and end up even being better pupils in the long run.
- There is usually a lot of mockery, especially from the boys, on the affected girls.
- Sometimes we teachers unconsciously have a part to play in the problem of the affected pupils not fitting in the school system because of some loose comments which could have a negative effect on them.
- We also make the pupils feel like outcasts in the class in the way we sometimes want to give counsel to the unaffected pupils and this in turn has a negative effect on the affected pupils; in the end, these girls find solace in just dropping out of school completely.

**d) PTA Executive Committee Members**

Parents are important stakeholders in the provision of education. Therefore, in each and every school, there is always a committee elected among the parents of the pupils in the school to represent other parents in matters affecting the well being of the school. This is referred to as the Parent Teachers Association

executive committee members. The PTA executive committee members had the following to say when asked about their views on the policy:

- We know about the existence of the policy.
- Much as we know about the existence of the policy, we don't have the actual details of what the policy includes, apart from the fact that it allows pregnant school girls to come back to school after delivery.
- It encourages pupils to be very irresponsible in their behaviour.
- The affected pupils pose as a very bad example to the rest of the pupils in the school.
- A few of the executive committee members said it was a good policy for those pupils who were able to realise that they had made a mistake and were thus, being granted some form of forgiveness by allowing them to continue with their education.

As follow up to the above, the PTA executive committee members were asked why they thought government introduced the Re-entry Policy, and in answer, this is what they said:

- It wants to allow more girls in school.
- It wants to help those girls who could have been involved in unfortunate circumstances such as rape, to be able to complete school.

**e) *Pupils***

As the group which actually benefits from this policy directly, pupils needed to be consulted in this study. So focus group discussions with pupils were conducted in the three schools to bring out their views on the Re-entry Policy. The following were the many views that came out:

- We know of the fact that there is a policy in place which allows pregnant school girls to come back to school after delivery, but we do not know what it is called.
- It is a good policy but, it would have even been better if the girls who are re-admitted are only those who had fallen pregnant out of unfortunate circumstances like abuse, defilement or rape, and not those who just deliberately fall pregnant.
- Although the Re-entry Policy seems to be a good way of making the girls continue with their education, it is important to have some form of punishment for the boy, that is, if a school boy is the one responsible for the pregnancy, instead of just letting the boy continue with school as if all is well.
- To a large extent, the policy encourages pupils to be promiscuous and so it should not be encouraged.
- Girls should not be given a chance to continue with their education when they fall pregnant as they automatically choose their destiny of becoming mothers willingly in many cases.

- As a sign of forgiveness, especially in a Christian nation like Zambia, it is prudent to at least give the girls chance to continue with their education, unless they decide to get pregnant for the second time.
- The unfortunate circumstances, like rape would not affect the same girl twice, so the policy is welcome on the view that the pregnant school girl would have learnt their lesson.
- The education system was now concentrating too much on the girls and forgetting about the boy child.
- It is usually the boys in school who are fond of teasing the re-admitted pupils and therefore, this makes the affected girls feel out of place and in the long run, they resort to dropping out of the school system completely.
- There is a lot of gossip amongst the girls themselves, once there is news that one of them is pregnant; so, even before the school administrators get wind of it, the affected pupil or pupils could have resorted to quit school because of embarrassment when the teachers discover it.

From what has been presented in this chapter, it is clear that the various stakeholders in the provision of education had mixed feelings and attitudes towards the Re-entry Policy. Some teachers, parents and pupils welcomed the policy whilst others did not. However, [illegible] parents have an attitude of distancing

themselves from the implementation of the policy, it may not work successfully. Pupils on the other hand, should see it as a positive move especially that one day they or one of their relatives might benefit from this policy. The MOE officials and school administrators should be able to interpret the importance of the policy to the public.

The fifth chapter will discuss the findings in detail.

# CHAPTER FIVE

## DISCUSSION OF FINDINGS

Education is a fundamental human right that is essential to the achievement of all the UN's Millennium Development Goals (MDG's). As such, both the boy and girl child should be able to access education at all costs. The girl child has for a long time not had as much education opportunities as the boy child. Therefore to eliminate gender disparities and promote social equity, the Ministry of Education has tried and continues to try and promote or enhance basic education for all, including females (MOE, 1998: 55).

One of the many strategies that the Ministry of Education has employed, to meet the educational objectives is to increase `the course completion rate through reduction of drop out rates` (MOE, 1998: 77). It is a well known fact that the school drop out rate for girls is higher than that for boys and also that pregnancy and the subsequent dropping out of the girls from school contributes to the disparities that the Re-entry Policy seeks to eliminate.

This study, therefore, aimed at finding out the effectiveness of the Re-entry Policy in selected high schools of Kabwe. The study was guided by three objectives and it is under these objectives and subtopics that the findings were presented in the last chapter and will now be discussed in this chapter. They include: implementation of the Re-entry Policy, statistics related to the implementation of the Re-entry Policy and the attitudes of teachers, school

administrators, PTA executive committee members and pupils towards the Re-entry Policy.

## 5.1 Implementation of the Re-entry Policy

First and foremost, all the school administrators and teachers in the schools were fully aware of the fact that the Re-entry Policy allowed pregnant school girls to get back to school after they delivered. This awareness was evidence that the various administrators knew exactly what the Re-entry Policy was and what its provisions meant. The awareness and knowledge of the provisions of the policy by school administrators and teachers who were the actual implementers of school policies, was a positive thing as it meant that there was a very good chance of the policy being well implemented. The situation in schools A and C where, apart from the knowledge of the school administrators and teachers, the Re-entry Policy guidelines were also available, was good for the proper implementation of the policy.

However, despite the awareness and knowledge among administrators and teachers in all the three schools, it was evident that the guidelines on the policy were not readily available in school B. The findings indicate that although the respondents were aware of the policy guidelines, very few had actually seen them. This was not a good sign because it meant that the only thing that the school knew was that the policy existed and needed to be implemented by allowing pregnant school girls to come back into school after delivery but they

did not know what else needed to be done as part of implementation. This is not in line with the Ministry of Education objective of ensuring that the policy is well explained and is fully understood by all stakeholders in the provision of education, especially school administrators and teachers.

This situation in school B is similar to what Simwapenga-Hamusonde (2003) found out that 80% of the head teachers in Lusaka district learnt about the policy from the media, 10% from friends and only 10% from Ministry of Education related sources such as PEO, PAGE and FAWEZA.

It is important that as the schools are practicing or implementing this policy, they have in possession the actual policy document to refer to, especially that there are a lot of issues which have to be looked into when dealing with the affected girls. As the MOE (2004) advises, the following documents are a must when it comes to the full implementation of the Re-entry Policy:

a) Letter of parents/guardians of pregnant girls.

b) Letter of maternity leave and re-admission of pregnant girl to school.

c) Commitment by male involved in pregnancy.

d) Commitment by parents/guardians.

e) Detailed school record.

f) Data collection sheet on early pregnancies.

In line with the point above, Daka-Sinkala's (2008) findings reveal that some administrators in schools do not work hand in hand with their school

counsellors. The lack of co-ordination between the two key players in the implementation process of the Re-entry Policy makes it difficult to have smooth implementation of the policy. Furthermore, the hostility towards the policy by some administrators, who are entrusted with the authority to re-enrol the teenage mothers in schools, can negatively affect the implementation process.

The Ministry of Education officials who are supervisors and advisors in the provision of education were all aware of the Re-entry Policy and they knew what it meant and why it was introduced. This is good for the implementation of the policy because these officials are the ones who should be disseminating information and explaining the policy guidelines to the schools and other stakeholders. However, these officials should be more consistent in making sure that the implementation of the policy is closely monitored. If schools are to effectively implement the policy, the supervisors should be able to play a major role in monitoring and supervising its implementation; they should also be able to explain its benefits very clearly, including why the Government introduced it. In this way, the teachers will be able to in turn sensitise the pupils and parents effectively.

The PTA executive committee members in the three schools admitted that they knew what the Re-entry Policy was, but they were not sure whether it was being implemented or not as that was the responsibility of school administrators and teachers. It is important that parents, who also play a major role in the education of their children, should be aware of what is going on in

the schools including the various policies which are part and parcel of the education system. Parents should take keen interest in the affairs of schools and know which policies are being implemented there and for what reasons. After all, they are the immediate beneficiaries as families where these children or pupils come from. If parents are distancing themselves from the teachers and administrators with regards to issues of the Re-entry Policy then they will not be able to support it fully. However, schools should also take the lead to ensure that parents are part of the whole process of enlightenment. It should be a two-way process.

## 5.2 Statistics on Pregnancies, Re-entry Admissions and Progression

Table 1 on page 41 shows statistics for School A, which I will now interpret in what follows below. Firstly, it shows that, in 2006, six grade 10 pupils, five grade 11 and four grade 12 pupils fell pregnant. The total number of pregnant pupils in this school in 2006 was fifteen. After some counselling and follow up, all the fifteen were able to get maternity leave at the time when the individuals felt they were 'too heavy' and could not manage to be in class anymore. This is in accordance with the MOE (1997: 6) guidelines which state that:

> The girl should go on mandatory leave at the end of her Pregnancy, or earlier if advised by her doctor. However, Schools should be flexible in case the girl wishes to go on leave earlier or later than the seventh month.

From what I observed, once, the girls were granted leave, there wasn't any form of follow up by the counsellor or the matron, in this case, to find out how

far or whether the girls had delivered or not. However, from the fifteen girls, twelve of them managed to come back and re-enter. These were four grade 10s, four grade 11s and four grade 12s, who even managed to sit for the final Grade 12 Examinations. On the other hand, the three other girls, that is, one grade 11 and two grade 10s could not be traced.

It can therefore be said that although three out of the fifteen girls who had fallen pregnant could not be traced, the Re-entry Policy had been utilized and at least twelve girls managed to progress in their school education in this particular year of 2006.

In the same school, the statistics for the year 2007 were as follows: two grade 10, one grade 11 and two grade 12 pupils fell pregnant, bringing the total number to five. After they all delivered, that is at different times, they all managed to come back and continue with school.

The 2008 statistics for the same school were as follows: four grade 10, two grade 11 and three grade 12 girls fell pregnant and from these, one grade 10 and one grade 12 had delivered and come back to school at the time of writing this report. The others were still strong enough to continue with school till they decided to go on maternity leave. The two grade 11s were on leave and had not yet delivered.

From the statistics above, it can be said that School A had to a large extent, been able to implement the Re-entry Policy correctly as most of the guidelines

were followed by the authorities in dealing with the pregnant girls. It is also clear that most of the pupils who fall pregnant, manage to get back and continue with their education. This is important because it means that the Re-entry Policy's objective of reducing the girls` drop out rate from school due to pregnancy is being achieved.

However, it is important to mention that, although the policy in this school is reducing the drop out rate, some pupils in this school still decided to drop out of school before they were discovered by school authorities. Most of them do this because they feel ashamed and embarrassed to continue being at school while pregnant; they would like to avoid being teased, laughed at or talked about by fellow pupils or even teachers.

Another thing noted by the researcher in this particular school was that, being a day school, it was easy for the affected pupils to continue with education because they just waited till they were due for delivery and there after, they quickly came back to school and continued, usually in the same grade. Given all the advocacy on protection of human rights, the school administrators ignored the one year leave requirement and felt it was alright for the pupils to continue in the same grade, although this created the problem of the girls' catching up on what they had missed during the brief period they were out for delivery. This situation proved advantageous for the pupils who were fast learners because it meant that they could easily read and catch up with what their fellow pupils had learnt in their absence. However, it was a disadvantage on the

slow learners because the brief absence in school meant missing out a lot on what their friends had covered. On the other hand, some pupils thought it was better to continue with the pupils they were familiar with because they were able to understand each other better.

Coming to the statistics collected for School B and presented in table 2 on page 42, it is important from the outset to mention the fact that these statistics were collected twice because the first time I visited the school, I observed that the figures given by the administrators and those given by the teachers and pupils were not tallying. This suggested to me that the actual figures were perhaps being hidden. So, after I assured the administrators that the research was purely academic and that the school's name would not be revealed, final figures were given which seemed to tally with what the different respondents had given. In 2006, five grade 10, two grade11 and three grade 12 pupils were found pregnant. In 2007, School B recorded two grade 10, four grade 11 and two grade 12 pupil pregnancies. From these numbers, one grade 10, two grade 11 and two grade 12 pupils were re-admitted after delivery. In 2008, at least up to the beginning of the second term, there were only two grade 11 pupils who had fallen pregnant and one of these two was re-admitted after delivery. The other two grades, that is, 10 and 12, had no cases of pregnant girls.

As explained above, this school had to be re-visited in order to collect the necessary statistical information. Therefore, due to the hesitant behaviour of the school administrators and the 'secrecy' and 'confidentiality' that goes with

the condition of pregnancy, the final figures collected might also not reflect the true picture of the situation on the ground. There could have been girls who had fallen pregnant and had just decided to stop school altogether as opposed to facing any form of rejection from peers and the school administrators. This can be confirmed by what one of the pupils said during the focus group discussions, that: 'Even if the number of girls who fall pregnant in the school is supposed to be known by the school administrators, there are a number of cases which the pupils themselves know, but they fail to divulge such information to the teachers due to the stigma attached to it'. The African tradition plays a role in matters of secrecy and confidentiality with regard to issues of pregnancy. This is evident in the way couples keep the wife's pregnancy as top secret till it begins to show. Also, morality plays its part. A pregnancy outside marriage is considered as sinful by many Christians.

These could be some of the factors which influence school administrators' attitudes towards pregnancy cases in their schools and which lead to their reluctance to give accurate figures which in most cases are supposed to be higher than those given. The administrators also look at pregnancy issues as having a negative effect on the name of the school, fearing that the school would be seen as being weak on moral standards. However, since education is a human right, everybody whether male or female should not be denied a chance to get educated even when they are caught up in an unfortunate circumstance like a pregnancy.

Statistics for School C which were presented in Table 3 on page 42 are discussed below. In 2006, four grade 10 pupils were found pregnant and after delivery, three of them managed to come back and continue with their education. Three grade 11 pupils fell pregnant and they all came back after delivery while two grade 12 pupils got pregnant and they both came back and even managed to sit for the final examinations at the end of the year.

In 2007, three grade 10 pupils fell pregnant and two of them came back after delivery, while two grade 11 pupils also fell pregnant and they both re-entered after delivery. The two grade 12 pupils who became pregnant that year managed to even sit for the final grade 12 examinations before delivery. The 2008 statistics show that three grade 10, two grade 11 and two grade 12 girls got pregnant. Amongst these, only one grade 11 pupil re-entered, the others were still in school, while one grade 12 who had gone on leave had delivered and was expected to be back in school at the time of writing this report.

The researcher also observed that there was a deliberate move by the school authorities in school C to sensitize the girl child on the dangers of teenage pregnancies and HIV and AIDS through the various clubs. The pupils were also made aware of the Re-entry Policy, but with serious emphasis on abstinence. This is in line with MOE (2004: 12) which encourages schools to sensitise both girls and boys on the consequences of pregnancy. From what was happening in school C, the researcher got the impression that the Re-entry Policy was being

implemented in such a way that it was greatly helping to reduce the pregnant girls` dropout rate, in line with the Ministry of Education's objectives.

Having collected the statistics on pregnancies and re-admissions by year, the researcher, then calculated the progression rate using, the number of the affected girls who had been able to progress to grade 12 in each school. The statistics as presented in Table 4 on page 43 were as explained below.

In School A, from the twenty-nine girls who had fallen pregnant from 2006 to 2008, sixteen of these were able to sit for the final grade 12 examinations at the end of each year, representing 55% progression rate. The researcher noted that the number of pregnant girls seemed to be high at grade 10. This could be due to the long stay pupils have outside school as they wait for their grade 9 results which enable them to proceed to grade 10.

In School B, eleven out of the eighteen pregnant girls went on to grade 12 and managed to sit for the final grade 12 examinations, representing a progression rate of 61%. Finally, in School C, fourteen out of 24 girls who re-entered managed to continue and sat for the final grade 12 examinations, representing a progression rate of 58%.

The totals and overall progression percentage rates show that the total number of pregnant school girls in all the three schools was 73, the total number of re-admitted girls in the three schools was 40, total number of girls who progressed to grade 12 and actually managed to sit for the final grade 12 examinations.

The total overall progression percentage rate was 54%. This rate was enough evidence to show that the Re-entry Policy was slowly being adhered to by stakeholders in the provision of education and that the policy was therefore working effectively in reducing the number of girl child drop outs from school.

The progression rate for pregnant school girls who were re-admitted into school after delivery at the average of 54% for the three schools was quite high. It is also significant because it shows, as hoped by the Ministry of Education, that school administrators, teachers and more importantly pupils as key stakeholders in education realise that a girl's education does not end with her teenage pregnancy; that there is a second chance that has been provided through the Re-entry Policy.

Similarly, the effectiveness of the policy here is also being measured by the fact that the girls who fall pregnant are able to realise their mistake and get back to school as education is the only key to success.

In the same vein, the reduction in the number of girls falling pregnant shows that pupils are learning from the mistakes of their friends and thus, they do not want to be caught up in the same web of pregnancy. This is in line with one of the objectives of PAGE, which is to improve the access, retention and progression of girls in school (MOE 1998: 1).

As earlier mentioned, the researcher discovered that the numbers of pregnant pupils which some school administrators had on record was actually less than

the actual numbers the pupils divulged as more names and numbers came out in their focus group discussions. The pupils seemed to have more information on how many pupils had fallen pregnant but they did not feel obliged to tell the school administrators for fear of putting the girls concerned in danger or infringing on their rights.

Another reason for this could have been that due to the stigma attached to the teenage pregnancies by some administrators in these schools, it was almost 'taboo' for the pupils to freely tell them about such cases. This in itself made it even more difficult for the affected girls to come back and continue with school education. When the girls discover that they are pregnant, the next thing they do is to just sneak out and drop out of school.

In school C, the School Health and Nutrition Programme (SHN) Co-ordinator who is also referred to as the school matron, was already on a programme of counselling those girls who fall pregnant to prepare them for their future roles as mothers where as on the other hand, they continue with their education. This is done to help the girls understand that education should not end because of a pregnancy.

## 5.3 Attitudes of Ministry of Education Officials, School Administrators, Teachers, PTA Executive Committee Members and Pupils Towards the Re-entry Policy

As mentioned in the last chapter on findings, the four categories of respondents above except three PTA executive committee members were aware of the existence of the Re-entry Policy and knew its provisions well. The PTA executive

committee members only knew that there was such a policy, but did not know the contents of the policy in detail. In a way, this ignorance is an indication of lack of commitment or interest, especially that the respondents were PTA executive committee members. As parents, leaders of fellow parents, and members of the decision-making teams in their schools, these parents are supposed to take keen interest in the education of the children and all the policies that govern that educational provision. It was clear that some of the parents did not actually support the policy as they believed that the presence of pregnant girls and (young) mothers in school would give a bad example to other pupils in the school.

If parents or guardians whose homes these pregnant girls come from, do not take keen interest in issues and policies that affect the girls` education such as the Re-entry Policy, then they will not be able to encourage the young mothers to go back to school. Parents have the final authority over their children and so, if they get fully involved as stakeholders in the provision of education, pregnancy will not deter their children from progressing and completing their education.

Coming to teachers, some of them thought that the Re-entry Policy was good as it was meant to try and bridge the gap between the boy and girl child in terms of access to education. However, other teachers did not favour the policy, arguing that it was only encouraging pupils to become immoral and would have a negative effect on the discipline of the rest of the pupils in the

school. The non-pregnant girls (and even boys) would now think that falling pregnant was okay since they would be able to continue with their education afterwards.

Although it is morally wrong for a pupil to get pregnant outside marriage, teachers are expected to be supportive of a policy such as Re-entry because they are supposed to value the education of girls more than other people do. All teachers should be able to explain that education does not end with pregnancy and encourage the concerned pupils to continue with school so that they can lead better lives in future. A pregnancy should be considered as a mistake which a pupil should learn from and be able to continue and successfully complete grade 12. If the teachers openly despise the pupils who fall pregnant, such pupils will be reluctant to continue with school for fear of being despised by the teachers. If the teachers who have control of the rest of the pupils in class can openly despise the pregnant girls, what more with their fellow pupils? The teachers` strict moral approach to the problem of pre-marital pregnancies among pupils can, therefore, have a negative effect on the number of pupils progressing to grade 12 and on the successful implementation of the policy.

The Ministry of Education officials, whose task is to disseminate information to schools on the importance of the Re-entry Policy, also had different views on it. Two of the officials did not support the policy, whilst the other four were in full support of the policy, saying, it was a good way of bridging the gap between

the boys and girls in attaining equal education opportunities. Like teachers, it is important for the Ministry of Education officials to support the policy as they are part of the technocrats who help the government in the formulation of policies. They should be in the forefront explaining the importance of the policy not only to schools but to the general public also.

The pupils who are direct beneficiaries of the policy had so much to say about the policy, but it is clear from the findings that the policy was, to a large extent, not welcome by them, especially the boys. That is why the boys even tease the affected girls and try to make their lives unbearable. This contributes to many pregnant girls deciding to just leave school instead of continuing or going back after delivery. Pupils are supposed to be the ones who should be in the forefront accepting the policy as they are the ones who directly benefit from it. They should see it as a positive move more especially that one day they or one of their relatives might benefit from the policy.

This chapter discussed the findings of the research in relation to the literature review. The findings revealed that much as the policy has been received with mixed feelings by the various stakeholders, schools were trying hard to implement it to a large extent. The final chapter concludes and gives recommendations to the study.

# CHAPTER SIX

# CONCLUSION AND RECOMMENDATIONS

## 6.1 Conclusions

Data have shown that the Re-entry Policy has been received with mixed feelings, most of which are negative. This is so because pregnancy outside marriage is considered by many Zambians to be morally wrong. It is thought that as learning institutions, schools should advocate for good moral standards amongst pupils. So, school girls who fall pregnant are treated with rejection both at home and school. Stigmatization on the pupils involved is another thing which makes the pupils decide to stay away from school completely and just become mothers without completing their education.

As may be re-called, this study had three objectives: Firstly, to investigate how the Re-entry Policy was being implemented in schools; secondly, to collect statistics on pregnancies, re-admissions and progression rates; and thirdly, to assess the attitude of teachers, school administrators, PTA executive committee members and pupils towards the Re-entry Policy.

From the findings, it can be concluded that stakeholders in the provision of education especially the school administrators, who are at the core of making sure that the policy is being implemented in their schools, are trying hard to implement it. However, the implementation of the policy is not easy because some other stakeholders such as teachers, parents and pupils have not welcomed it. Some schools also do not have copies of the policy guidelines in

these schools for easy reference. So the policy is being implemented with some difficulties.

Secondly, it can be concluded that the introduction of the Re-entry Policy has had a positive effect on the progression rates of the girl child in education. The data revealed that there had been an increase in the number of girls progressing to grade 12 despite falling pregnant and withdrawing from school for some time. This is good for the girls concerned, their families and the country as a whole, as national development depends on many citizens being educated.

Finally, it can also be concluded that there are mixed feelings on the Re-entry Policy among stakeholders. Some of these stakeholders (i.e. among MOE officials, school administrators, teachers, PTA executive committee members and pupils) felt that the policy was a good one and had a positive effect on girls` education which was needed in the development of the nation. On the other hand, others were reluctant to welcome the policy because they felt that it would have a negative effect on the moral standards in the schools, communities and the nation.

## 6.2 Recommendations

In view of the foregoing findings and conclusions, the following recommendations are proposed:

1. The Ministry of Education should make an effort to try and educate *teachers and administrators in schools on what the Re-entry Policy is* about. They should be sensitised in such a way that they are able to understand why it is important for the girl child to re-enter school so that they are not hostile to the affected girl pupils.
2. The parents should be sensitised by MOE and other interested organisations on the importance of allowing their affected children to re-enter school after delivery.
3. The Ministry of Education should make the Re-entry Policy or guidelines available in each and every school so that all the stakeholders can have access and refer to it.
4. Schools should have a deliberate programme of sensitising all the pupils on the need to accept the affected girls so that they are not looked at as outcasts. The sensitisation should focus especially on the boys so that they do not harass the girls who return after maternity leave.
5. While the findings of this study show that the Re-entry Policy is having a positive effect on the education of pregnant girls who dropout of school, it might be necessary, in further research, to find out if there is any relationship between the introduction of the policy and the numbers of school girls who are falling pregnant.

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## APPENDIX 1: Introductory Letter from the University of Zambia


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

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29th January 2007

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR M.ED STUDENTS

The bearer of this letter Mr./Ms. MABAO SITALI computer number 526004211 is a duly registered student at the University of Zambia, School of Education.

The student is taking a Masters Programme in Education. The Programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to ~~him~~/her.

Thanking you always.

Yours sincerely

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
16 NOV 2007
SCHOOL OF EDUCATION
PO BOX 32379
LUSAKA

P. C. Manchishi (Dr)
ASSISTANT DEAN (PG), EDUCATION

c.c. Dean, Education
Director, DRGS

## APPENDIX 2: Permission Letter from the Provincial Education Officer Central Province

*nmunication should be addressed to*
*vincial Education Officer*
*ne: 222535/8*

*In reply please quote:*

*No.* TS/89138

REPUBLIC OF ZAMBIA

# MINISTRY OF EDUCATION

REGIONAL HEADQUARTERS
P.O. BOX 80197
KABWE

June 6 2008

The District Education Board Secretary
**KABWE**

**FIELD WORK FOR MED STUDENT MABLE NOWANGA SITALI**

The above named teacher in a student at UNZA on field project.

Please kindly avail her audience and support in her data collection.

S.Daka
Ag. Principal Education Standards Officer
for/ Ag. PROVINCIAL EDUCATION OFFICER
**CENTRAL PROVINCE**

/jkm*

## APPENDIX 3: Interview Guide for Ministry of Education Officials

1. How long have you been working for the Ministry of Education?

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2. Is the Re-entry Policy being implemented in schools of Kabwe?

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3. Of the girls` who have fallen pregnant in these schools, how many have come back to continue with school after delivery?

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4. What is your view on the Re-entry Policy as a whole?

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5. Is the Re-entry Policy being implemented as stipulated by the Ministry of Education?

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6. Why do you think the Re-entry Policy was introduced?

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## APPENDIX 4: Interview Guide for School Administrators

1. How long have you been in the teaching profession?

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2. How is the Re-entry Policy being implemented in your school?

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3. How many girls have fallen pregnant in your school from 2006 to 2008?

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4. Of the girls who have fallen pregnant in your school, how many of them have come back to continue with school after delivery?

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5. What is your view on the Re-entry Policy as a whole?

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6. Is the Re-entry Policy being implemented as stipulated by the MOE?

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7. Why do you think the Re-entry policy was introduced?

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## APPENDIX 5: Interview Guide for Teachers

1. What is the Re-entry Policy?

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2. How is the Re-entry Policy being implemented in your school?

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3. What are your views on the Re-entry Policy?

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4. Is the Re-entry Policy being implemented in your school as stipulated in the guidelines?

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5. As teachers dealing directly with the pupils`, what are some of the challenges you face in making sure the policy is well implemented?

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6. Why do you think the Re-entry Policy was implemented?

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7. From what is obtaining in your school would you say the Re-entry Policy has had a positive impact on the progression rates of the girl child?

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## APPENDIX 6: Interview Guide for PTA Executive Committee Members

1. How many children do you have at this particular school?

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2. How many of these children are male and how many are female?

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3. What are some of the challenges you as parents face with the girl child?

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4. What is the Re-entry Policy?

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5. Why do you think the Re-entry Policy was introduced?

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6. Is the Re-entry Policy being fully implemented as stipulated by the Ministry of Education in your school?

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7. What are the parents` views on the Re-entry Policy as a whole?

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8. As stakeholders in the provision of education, what are some of the issues that you think need to be addressed with regard to the effective implementation o the policy?

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## APPENDIX 7: Focus Group Discussion Questions for Pupils

1. What grades are you doing?

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2. As pupils what do you know about the Re-entry Policy of pregnant school girls?

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3. In your own opinion, what is the best way to deal with pregnant school girls?

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4. What happens in your school to the girls who fall pregnant?

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5. Why do you think the Re-entry Policy was introduced?

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6. From your observation, does your school follow the Re-entry Policy as stipulated by the Ministry of Education?

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