

**TO EVALUATE THE EFFECTIVENESS OF FORUM FOR AFRICAN WOMEN
EDUCATIONALISTS OF ZAMBIA (FAWEZA) IN DISSEMINATING INFORMATION
ABOUT THE SCHOOL RE-ENTRY POLICY TO FEMALE PUPILS WHO BECOME
PREGNANT WHILE AT SCHOOL: A CASE STUDY OF MATERO GIRLS
SECONDARY SCHOOL.**

RESEARCH PAPER

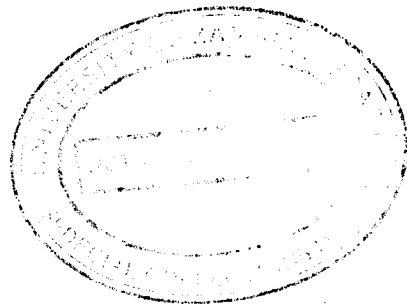
LIS 422: DEVELOPMENT INFORMATION SYSTEMS AND SERVICES

SUBMITTED BY: CHANDA JULLIEN

COMPUTER #: 25091549

SUPERVISOR: MR. NJOBVU

DUE DATE: 30TH APRIL, 2009.



THE UNIVERSITY OF ZAMBIA

2009

DECLARATION

This piece of work is truly my own and that the work has not been previously presented at this University or indeed any other institution for similar purposes.

SIGNATURE:


.....

NAME OF STUDENT:

Chanda Jullien

DATE:

28th April, 2009.

SIGNATURE OF SUPERVISOR:

.....

NAME OF SUPERVISOR:

Mr. Benson Njobvu

DATE:

.....

ABSTRACT

The paper reports on the research that was conducted on problem pregnancy as one of the major factors contributing to high dropout rates for Matero Girls Secondary School pupils despite the re-entry policy being put in place. The general object of the research was to evaluate the effectiveness of FAWEZA in disseminating information about the school re-entry policy to Matero Girls Secondary school pupils. The methodology used to carry out the research involved the use of a non- experimental design and a simple random sampling method. 70 respondents were selected from a sample of 320 female grade 12 pupils. Self-administered questionnaires were used to solicit information from the respondent. The responses were entered, interpreted and analysed using the Statistical Package for Social Sciences (SPSS).

The major findings of the research were that the respondents have access to information on the re-entry policy as well as on abstinence and other reproductive information. The findings also indicated that only a small number of respondents have received information on the re-entry policy from FAWEZA. It was further discovered that the means used by FAWEZA to communicate the information to pupils is not very effective. However, the majority of the respondents knew about the re-entry policy but most of them did not get the information from FAWEZA. Nevertheless, the respondents were in support of the re-entry policy saying that the girls need to be given a second chance to continue with their education. The research findings also showed that the number of pregnancies have increased with the introduction of the re-entry policy.

Recommendations given by respondents to FAWEZA included the need to improve on sensitizing the pupils on the re-entry policy than just give them scholarships. The respondents also recommended that government should partner with FAWEZA and provide them with financial support. They also recommended that FAWEZA should visit their school more often for the provision of information to pupils.

ACKNOWLEDGEMENTS

I wish to give thanks to God for according me the ability to produce this research paper successfully and for protecting me throughout my stay at UNZA. My sincere gratitude goes to my beloved husband Mwansa Chilekwa, my lovely mum and Mubanga my daughter. My humble appreciation also goes to my Lecturer and Supervisor Mr. B. Njobvu for his professional and harmonious guidance throughout the period of the research.

Special thanks go to the Head and deputy Head teachers of Matero Girls secondary school and Ms D. Makumba. Lastly, but not the least, I say thank you to Mrs. Suzyo Sakala, my family members and my friends Mwaanza and Mweenda for their continuous support, encouragements and love.

To all of you, I say thank you very much.

DEDICATION

I dedicate this work to my daughter Mubanga Chilekwa Martha for being patient with me during the time I was studying at the University of Zambia.

LIST OF TABLES	TITLE OF TABLE	PAGE
• Table 1	Importance of information on sex education to pupils	16
• Table 3.....	Rating of FAWEZA mode of communication of re-entry policy	21

LIST OF FIGURES	TITLE OF FIGURE	PAGE
Figure 1.....	Types of information needed by respondents	17
Figure 2.....	Types of information obtained from school	18
Figure 3.....	Respondents school dropout due to pregnancy	20

LIST OF ACRONYMS AND ABBREVIATIONS

APU	Academic Production Unit
CBOs	Community Based Organisations
EFA	Education for All
FAWE	Forum for African Women Educationalists
FAWEZA	Forum for African Women Educationalists of Zambia
GEM	Girls Education Movement
HSRC	Human Sciences Research Council
MOE	Ministry of Education
NGOs	Non Governmental Organisation
NRC-IOM	National Research Council and Institute of Medicine of the National Academies
PPFA	Planned Parenthood Federation of America
SAFE	Students Alliance for Female Education
STIs	Sexually Transmitted Infections
SPSS	Statistical Package for Social Scientists
USA	United States of America
ZARD	Zambia Association for Research and Development

TABLE OF CONTENTS

PAGE

Declaration.....	i
Abstract.....	ii
Acknowledgements.....	iii
Dedication.....	iv
List of Tables.....	v
List of Acronyms and Abbreviations.....	vi

CHAPTER ONE

1.0 Introduction.....	1
1.1 Types of information.....	1
1.2 Role of information.....	2
2.0 Background of the organisation.....	3
2.1 FAWEZA goals.....	3
2.3 FAWEZA objectives.....	3
3.0 Statement of the problem.....	5
4.0 Aim of the research.....	5
5.0 General Objectives.....	6
5.1 Specific Objectives.....	6
6.0 Rationale of the study.....	6

6.1 Limitations of the study.....	7
CHAPTER TWO	
7.0 Literature Review.....	8
7.1 Theoretical framework.....	8
7.2 Empirical framework.....	9
CHAPTER THREE	
8.0 Research Methodology.....	12
8.1 Sampling design	12
8.2 Sampling frame and sample size	12
8.3 Justification for sample size.....	13
8.4 justification for sampling frame.....	13
9.0 Data Collection.....	13
9.1 Instruments of data collection.....	13
9.2 Data Analysis.....	14
CHAPTER FOUR	
10.0 PRESENTATION OF RESEARCH FINDINGS.....	15
10.1 Background information of the respondents.....	15
10.1.1 Age of pupil and area of residence.....	15

10.1.2 Respondents' guardian and income level.....	15
10.1.3 Sponsor of respondent.....	16
11.0 Respondents view the importance of information on sex education.....	16
11.1 Types of information needed by respondents.....	17
11.2 Respondents source of information.....	17
11.3 Types of information obtained from school.....	18
11.4 Adequacy of information received from sources.....	18
11.5 Awareness of the policy statement by government that allows the re-admission of pregnant girls after they have had their babies.....	
19	
11.6 Sources of information on the policy	19
11.7 School drop out due to pregnancy.....	20
12.0 VIEWS OF RESPONDENTS ON FAWEZA SERVICES.....	20
12.1 FAWEZA sensitization on re-entry policy	20
12.2 Means used by FAWEZA to disseminate information about the re-entry policy to pupils.....	21
12.3 Rating of FAWEZA mode of communication of re-entry policy	21
12.4 Rate of school drop out.....	22
12.5 FAWEZA visits to Matero Girls Secondary School.....	22
12.6 Description of information on re-entry policy.....	23
12.7 Impact of the information disseminated by FAWEZA on re-entry policy.....	23
12.8 Pupils' views on re-admitting girls who drop out of school due to pregnancy.....	23
12.9 Pupils' reasons for and for not agreeing re-admission of pregnant girls after they give birth.....	23
13.0 Respondents Recommendations.....	23

CHAPTER FIVE (5)

14.0 DISCUSSION OF RESEARCH FINDINGS

14.1 Background information of the respondents.....25

14.1.1 Age group and access to information.....25

14.1.2 Respondents’ guardian and income level.....25

14.1.3 Respondents view the importance of information on sex education.....27

14.1.4 Types of information obtained.....27

14.1.5 Respondents source of information.....28

14.1.6 Adequacy of information received from sources.....28

14.1.7 FAWEZA sensitization on re-entry policy29

14.1.8 Awareness of the policy statement by government that allows the re-admission pregnant girls after they have had their babies.....29

14.1.9 Sources of information on the policy29

14.2.0 Means used by FAWEZA to disseminate information about the re-entry policy to pupils.....30

14.2.1 Rating of FAWEZA mode of communication of re-entry policy30

14.2.2 Rate of school drop out.....30

14.2.3 Rate of retention.....30

14.2.4 FAWEZA visits to Matero Girls Secondary School.....32

14.2.5 Description of information on re-entry policy.....32

14.2.6 Impact of the information disseminated by FAWEZA on re-entry policy.....32

14.2.7 Pupils’ views on re-admitting girls who drop out of school due to pregnancy..... 33

14.2.8 Pupils’ reasons for and for not agreeing re-admission of pregnant girls after they give birth..... 33

15.0 Recommendations.....33

16.0 Conclusion.....33

Reference

Appendix

CHAPTER ONE

1.0 INTRODUCTION

It is widely accepted that information is a very important resource in the process of development. Information constitutes a body of knowledge or data which may be utilized such that it is used in every sector of human development. Experience has shown that for any activity to be executed effectively in an organization there is need to have complete, accurate and up to date information. "Information is a collection of facts organised in such a way that they have additional value beyond the value of the facts", (Stairs and Reynolds, 2003:5). The value of information is seen in decision making, question answering and problem-solving. Without necessary information it is difficult for people to come up with sound decisions.

1.1 TYPESS OF INFORMATION

In every sector of human development the need for information is cardinal in order for the recipients of such information to make informed decisions. The education sector is not an exception of the many sectors that need information. It is important that an enabling policy environment that is committed to removing barriers that stand in the way of girls' access to and completion of education is supported by providing appropriate information.

Therefore, relevant information needs to be given to both school going girls and those who have already dropped out of school to enable them continue with their education. The types of information needed include information on existing policies and programmes that favour girl child education and their return to school. This should also include information about bursary schemes for those pupils who would like to return to school but do not have the resources to help them continue with their education. Pupils and drop outs also need information about support groups and other organisations that offer psycho-social counselling to school re-entrants. Furthermore, the other type of information needed is information about formalities and procedure that one needs to undergo before and after dropping gong on leave.

1.2 ROLE OF INFORMATION

As already indicated, “the need for information is ubiquitous, meaning there is no sector that can effectively function without information effective planning, resource allocation and utilisation of all types of resources requires information. This information has to be timely and reliable in order to support decision making”, (Yumba, 1997:3).

The role of information is to impact the results as it is applied to make decisions provided that it is exclusive, timely and of better quality. In the education sector Information assumes an important role in that it helps the policy makers and other stakeholders to make wise decisions in the identification of needs and priority areas and come up with the appropriate curriculum to support the education sector. In addition, information is said to hold the central position in education as well as development. Education provides knowledge and skills to drive social and economic development. Looking at the importance of both education and information the need to have timely information in this sector is cardinal. Therefore the provision of information in the education sector should be given top priority. Information must be made rapidly and readily accessible to all the consumers such as planners, decision makers, teachers, parents and the pupils. Information plays critical roles in human life and society as a whole, in the sense that it adds to the existing body of knowledge, controls, instructs, educates and thus tends to influence the actions of the recipient of such information. In this way the planners and policy makers can make appropriate policies. Therefore looking at the role information plays, its importance in the education sector cannot be overemphasized.

In examining the issue of pregnancy related school drop outs, I explore in particular the widely held but problematic assumption that most young women who drop out of school following a pregnancy would otherwise have remained in school if they were given the right information about sex, pregnancy and education while they were still in school. One of the institutions providing such information is FAWEZA.

2.0 BACKGROUND INFORMATION TO THE ORGANISATION

FAWEZA is a non governmental organisation which was established in Zambia on March 8th 1996 and it is registered under the laws of Zambia. FAWEZA, which is basically an advocacy NGO is a member of the Forum for African Women Educationalists (FAWE) a pan African Non Governmental Organization founded in 1992 to promote girls' and women's education in sub Saharan Africa in line with Education For All. With Headquarters in Nairobi, Kenya, FAWE has a network of National Chapters in 35 countries. FAWE is a network of leading African women educationalists that are well placed to influence education policy aimed at transforming African education systems to become responsive to the specific education needs of girls and women in order to accelerate their participation at all levels of the education system. In Zambia, FAWEZA membership is spread out through out the country. Membership is derived mainly from the teaching fraternity.

2.1 FAWEZA GOALS

The following are the goals, objectives as indicate in the FAWEZA Nationwide Action Plan (2000).

1. Increase girls and women enrolment, retention, progression, qualitative performance and completion at all levels of the education system.
2. Advocate for policies and programmes that support the education of girls and women.
3. Implement pilot demonstrations /interventions that enhance girls and women's participation in education.
4. Create and strengthen collaborate partnership and networks for effective implementation and monitoring.
5. Build capacity of FAWEZA at all levels to effectively carry out its mandate.

FAWEZA has put in place objectives to help attain the set goals and achieve its mission. The following are the objectives:

- To promote girls' learning achievement and progression rate at Basic and High School
- To invigorate government commitment to Education for All (EFA) goals.

- To stimulate government's efforts in militating against the impact of HIV/AIDS on children and youths.
- To raise public awareness to the importance of the education of females.
- To strengthen non-governmental efforts to advance girls education in Zambia.
- To enhance the capacity of education practitioners in the Government and Community school education system in promoting female education.
- To monitor gender programme activities and utilization of programme resources.
- To enhance the Human and Financial Resources capacity of FAWEZA. To stimulate government, donors, communities, parents, CBOs, and NGOs to increase their investment in education especially girls education.
- To build and strengthen networks with and among other civil society organisations in the promotion of girls and women education.

(FAWEZA, 2008)

FAWEZA has a wide range of activities which include.

- Providing scholarships to girls. This is in order to curb the social, economic and cultural aspects that force girls to leave school.
- Provide adolescent reproductive health information and life skills to girls. The girls are also equipped with information to help other students and members of the community.
- FAWEZA has also formed a club in secondary schools for girls called Students Alliance for Female Education (SAFE). At the global level FAWE has formed a movement for called Girls Education Movement (GEM). These two clubs are there to sensitize people about the importance of girls' education. (FAWE, 2004).
- FAWEZA has also been creating awareness to various groups of people regarding re-admission among other issues related to the girl child.

FAWEZA also works with the Ministry of Education (MOE) to ensure that education policies are formulated and implemented in a way that promotes gender equity. This partnership helps FAWEZA to gain access to resources available in government institutions in order to implement programmes aimed at increasing female participation in education. FAWEZA

provides this information through advocacy and raising awareness and sensitization through print and electronic media, workshops, seminars, and public sensitization meetings (rallies) with a view to educating the Zambian public especially parents, teachers, pupils and policy makers. It is through the afore- mentioned fora that FAWEZA has managed to successfully advocate for the re-entry policy. Re-entry policy is a policy that was put in place by the Zambian government in 1997 to allow girls who drop out of school due to pregnancy to be re-admitted back in the school system, (FAWEZA, 2004). Despite this organisation providing information the problem of pregnancy related school- drop out for girls has continued

3.0 STATEMENT OF THE PROBLEM

Pregnancy is one of the major factors contributing to high dropout rates for Matero Girls Secondary School pupils despite the re-entry policy being put in place. The school records (2008) indicate that between 1997 and 1999 only twenty nine (29) pupils were re-admitted into school after pregnancy out of a recorded number of fifty nine (59) this includes both grades 11 and 12 pupils. Between 2006 and 2008, out of the seventy three (73) girls who got pregnant only twenty one (21) returned. This number consisted of sixteen (16) grade 11 and nine (9) grade 12 pupils. The low re-enrollment rate of pupils has been attributed to the lack of information about the re-entry policy.

This situation has a negative impact on educational and social welfare of these pupils in the sense that they have fewer opportunities to complete their education after delivery. Also, their opportunities for social economic advancement are hindered the girls are also at risk of contracting HIV and other sexually transmitted diseases as they engage in unprotected sex. Furthermore, girls who fall pregnant while at school are faced with stigma from fellow pupils which lead to them performing poorly academically.

4.0 AIM OF RESEARCH

The aim of the research was to evaluate the effectiveness of FAWEZA in disseminating information about the school re-entry policy to school going pupils.

5.0 GENERAL OBJECTIVE

To evaluate the effectiveness of FAWEZA in disseminating information about the school re-entry policy to Matero Girls Secondary school pupils.

5.1 SPECIFIC OBJECTIVES

1. To find out if pupils at Matero Girls Secondary School are provided with adequate information on how to prevent pregnancies (sex education).
2. To assess the effectiveness of the means used by FAWEZA to disseminate information about the re- entry policy to school girls.
3. To investigate the rate at which school girls drop out
4. To assess the retention rate of school girls who fall pregnant at Matero Girls secondary school.
5. To find out whether Matero Girls pupils are sensitized about the school re-entry policy.
6. To investigate the attitude of Matero Girls Secondary School towards the re-entry policy.

6.0 RATIONALE OF THE STUDY

Many studies have been done about pregnancy related school drop out but not much has been done to analyze the institutions that are suppose to provide information to the school going pupils, communities as well as the drop outs.

The findings of the research revealed the factors that contribute to pregnancy related school drop out. The findings of the research might be useful to inform policy makers in the MOE and other interested parties in that they know what is obtaining on the ground about the problem of adolescent mothers and the rate at which they return to school. The information may also be used to work out strategies to help all girls who leave school because of pregnancy and wish to return to school. In short, the findings of this research have shed more light on the problem and, factors causing pregnancy- related school drop outs. The findings of the study may also be useful not

only to education planners in MOE, but also heads of schools, teachers, pupils and parents. The study would also make a contribution to the already existing body of knowledge on girls' education and drop outs in Zambia. Furthermore, the study can be used as reference for further research. It is also hoped that the findings of this research would benefit various stakeholders who include the government, parent's pupils and the community at large.

6.1 LIMITATIONS OF THE STUDY

To begin with, it was difficult to establish the income status of the respondents parent because not all pupils were able to tell the exact amount that was earned by their parents. This may have compromised with the results of the research. Also the school record keeping system of the number of drop outs was poor thus could have compromised with the results of the study. The school authorities cited the lack of some pupils reporting their pregnancies as the reason because the problem is more that what is seen.

CHAPTER TWO

7.0 LITERATURE REVIEW

7.1 THEORETICAL FRAMEWORK

An increase in the proportion of girls attending school after puberty inevitably leads to a rise in the risk of girls becoming pregnant while in school. However, the fraction of new mothers returning to school tends to be low. In some cases, a pregnant schoolgirl has to choose between dropping out of school or undergoing an abortion that is typically illegal, and therefore likely to be unsafe, in order to remain in school, (Lloyd and Mensch, 2005) Thus, there is a high cost associated with becoming pregnant while still in school. Hence, adolescent pregnancy is associated with increased school dropout rates and decreased educational achievement. Almost half of childbearing mothers fail to complete their high school education, thus increasing the probability of persistent economic and social disadvantages. However, results of long-term studies in the USA suggest that with appropriate support, most former teenage mothers eventually finish high school and are employed (Barnet, 2003). Because adolescent mothers face numerous challenges for long-term success, interventions that minimize absenteeism and support school continuation may ameliorate some of the negative outcomes. One such strategy is the school re-entry policy which enhances access to education and while promoting school continuation for girls who are largely affected with high dropout rates.

“In Zambia pregnancy related school drop outs are high as observed by FAWENZA that in 2003 alone 2230 girls dropped out of school due to pregnancy”, (FAWEZA, 2004:3). FAWENZA has also observed that in sub Saharan Africa more than 10% of girls aged 15-19 become mothers. This age is critical because it is the school going age. Similarly, “each year, nearly one million teenagers in the U.S approximately 10% of all 15 to 19 year old females become pregnant”, (FAWEZA, 2004:11). Another Fawe report indicates that the number of the girls who drop out of school due to pregnancy might be more than the number presented above because some girls stop school without informing the school authorities of the reason for dropping out. This also applies to Matero Girls Secondary School, where the rate of drop out prior to the introduction of the re-entry policy was much more than it was after the policy was introduced. Moreover, pupils

dropped out of school without informing the school authorities of the reason for dropping out. However, after the policy was introduced, there was a reduction in the number of drop outs and an increase in the number of re-entrants. A situation which later changed and in 1999 only five (5) grade 12 pupils returned to school out of the total number of sixteen (16) drop outs.(Simwapenga-Hamusonde, 1999)

7.2 EMPIRICAL FRAMEWORK

Monica Grant and Kelly Hallman conducted a study in 2006 in South Africa to find out the factors associated with schoolgirl pregnancy, as well as the likelihood of school dropout and subsequent re-enrollment among pregnant schoolgirls. Data was collected from birth histories, education histories, and data concerning pregnancy to strengthen the identification of young women who became pregnant while enrolled in school and to define discrete periods of school interruption prior to first pregnancy. The research found that prior school performance, instances of grade repetition or non-pregnancy-related temporary withdrawals from school is strongly associated with a young woman's likelihood of becoming pregnant while enrolled in school, dropping out of school if she becomes pregnant, and not returning to school following a pregnancy-related dropout. Young women who are the primary caregivers to their children were also significantly more likely to have left school than women who shared or relinquished childcare responsibilities. Furthermore, young women who lived with an adult female were significantly more likely to return to school following a pregnancy related dropout. For example a research conducted by Barnett (2003) in the USA on reduced school dropout rates among adolescent mothers receiving school-based prenatal care indicates that, receipt of school-based care might reduce absenteeism because teenagers would go to medical appointments on-site and then return to class instead of missing whole days of school. This is similar to girls who leave someone at home to care for their child while they attend formal school. Those girls who are the sole care givers for the child are likely to drop out and concentrate on child care.

Although more and more countries now allow girls to stay in and/or return to school after a pregnancy, these policy changes have had little effect so far on behavior (NRC/IOM, 2005). South Africa is among the few countries in sub-Saharan Africa that allow a young woman to return to school after a pregnancy. Grant and Hallman (2006) in their study observed that,

although a large proportion of young women continue their education following the birth of their first child, many do not. Many of the same household and family characteristics that influence a young woman's likelihood of dropping out of school in response to her pregnancy also influences her likelihood to resume schooling. As Lloyd and Mensch (1995: 85) summarized, "rather than pregnancy causing girls to drop out of school, the lack of social and economic opportunities for girls and women and the domestic demands placed on them, coupled with the gender inequities of the education system, may result in unsatisfactory school experiences, poor academic performance, and acquiescence in or endorsement of early motherhood". Odaga and Henveld (1995) did a research in Ghana to find out reasons why the number of teenage mothers drop out of school even after being re-admitted. The research found that girls who return to school in some countries like Ghana experienced problems of discrimination, mockery, harassment and negative pupil and teacher attitude. It was also revealed that teachers were insensitive to pupils and passed derogatory remarks that made some pupils to perform poorly academically and eventually caused them to drop out. Zambia Association for research and development (ZARD) also conducted a research in Lusaka in 1998 on the attitude of the public about re-admission of teenage mothers into the school system. The study indicated that 67% of the total sample from members of the public was not in favour of the policy as it was seen to promote immorality among school girls while 89% of the civil society organisations and women's groups was in favour of the policy because of the benefits it was going to offer to the girl child.

However, Meekers and Ahmed (1999) found that among young women in Botswana who dropped out of school following a pregnancy and subsequently returned to school, the majority of returnees stayed in school until they received their matriculation certificate. They speculate that highly motivated students with good school performance prior to pregnancy are those most likely to return, but also that any student who manages to return to school following a pregnancy is likely to have the impetus to advance her education. This research lends some support to the hypothesis that young women who are more invested in their education are less likely to become pregnant while attending school, and, if they do become pregnant, are less likely to drop out of school as a result of the pregnancy.

On the other hand a study conducted by Grant and Hallman found that significant proportion of pregnant schoolgirls in South Africa either remained in school or re-enrolled shortly after the

birth of their child. Prior poor school performance, measured as grade repetition or temporary withdrawal from school, is highly predictive of which young women will drop out. School engagement is the combination of students' sense of belonging to their school, commitment to school, and commitment to academic work (Smerdon 2002). School behaviors, such as attending class, participating in discussions, completing homework assignments, avoiding distracting behavior, and taking part in extracurricular activities are used as proxies for engagement and have been shown to be correlated with academic achievement (Manlove, 1998)

In their research Grant and Hallman (2003) also found that prior school performance is strongly associated with a young woman's likelihood of becoming pregnant while enrolled in school, and among pregnant schoolgirls, with the likelihood of dropping out of school at the time of pregnancy. Young women with a prior non-pregnancy-related grade repetition are two times more likely to leave school at the time of their pregnancy than are those who had not repeated a grade, and women who had ever withdrawn from school temporarily are two to three times more likely to drop out than those who had not. Among those who dropped out of school for pregnancy-related reasons, those who had ever repeated a grade or who had withdrawn temporarily from school are significantly less likely to return to school following childbirth. Second, a young woman's access to childcare also plays a significant role in her subsequent educational attainment. Young women who were the primary caregiver for their child are more likely to drop out of school than are women who shared care giving responsibilities with others. The relative risk of becoming pregnant is greatest in grade 12 because a major educational qualification is within reach; however, with every year that passes after school dropout, young women are significantly less likely to return to school although very few girls become pregnant at the lowest grade level.

Another study was conducted by Simwapenga- Hamusonde in Lusaka in 1999 to examine the extent to which teenage mothers were returning to school and also the opinions of head teachers and parents about the re-entry policy and whether schools implemented it. According to the findings of this research, it was discovered that the teenagers were aware of the policy. At least 58 out of 60 who were sampled were aware of the policy. However, the teachers and other school authorities indicated that the policy did not clearly define the procedures and policy

implementation guidelines. Moreover, 50% of school heads were not in favour of the policy while 65% of parents and 54% of teachers were in support of the policy. The study also revealed that government schools allowed girls to return to school and get transfers if they wanted but mission schools only allowed those in the examination classes to sit for examinations. Hamusonde also indicated that lack of adequate information on reproductive health and methods of preventing pregnancy was the major problem to some girls getting pregnant. Furthermore teachers just like parents were not comfortable enough to talk to the girls about sex.

CHAPTER THREE

8.0 RESEARCH METHODOLOGY

8.1 SAMPLING DESIGN

The research employed a case study strategy focusing on Matero Girls Secondary School. The research also used probability (non-experimental) sampling. This means that the research elements were examined in an uncontrolled and natural environment which was Matero Girls Secondary School. The population from which the research sample was drawn consisted of all grade 12 pupils at Matero Girls Secondary School in Lusaka. Simple random sampling was used to select the research elements.

8.2 SAMPLING FRAME AND SAMPLE SIZE

The school register for grade 12 pupils was used as a sampling frame. The sample therefore consisted of 70 pupils who were randomly selected from a total of 320 grade 12 pupils. The 70 pupils represented 21.9% of the total population which is scientifically accepted. The research was carried out during the 2009 academic year, second semester

9.2 DATA ANALYSIS

After collecting data using the quantitative approach the questionnaires were coded and data entered in the computer. A data analysis technique known as the Statistical Package for Social Scientists (SPSS) was employed in analyzing the data that were collected. This helped the researcher in the precise measurement and reporting of some characteristics of the phenomena under study. The advantages of using SPSS were:

1. It was user-friendly.
2. It had enough space for a long range of numbers.
3. Mathematical manipulation could easily be dealt with through its in-built functions.

CHAPTER FOUR (4)

10.0 PRESENTATION OF RESEARCH FINDINGS

This chapter presents the findings of a case study research that was conducted at Matero Girls Secondary School on the effectiveness of Forum for African Women Educationalists of Zambia (FAWEZA) in disseminating information on the school re-entry policy to school girls who become pregnant while at school.

The sample consisted of 320 female grade 12 pupils from which 70 respondents were randomly selected using the class registers as sampling frames. The sample constituted 100% girls with no missing questionnaires. The findings of the research are presented below:

10.1 BACKGROUND INFORMATION OF THE RESPONDENTS

10.1.1 Age of pupil and area of residence

Respondents were grouped in three categories in terms of their age for easy analysis. The study revealed that 35 (50%) of the respondents were between the ages of 15-17years, 26 (37.1%) of the respondents belonged to the age group between the ages of 18-21years while 8 (11.4%) belonged to the age group above 21years old. There was only 1 non response representing 1.4% of the respondents. Furthermore, the study revealed that of the 70 respondents, 16 (22.9%) reside in low density residential areas, 48 (68.6%), 5(7.1%) live in high density residential areas while 1(1.4%) was a non-response.

10.1.2 Respondents' guardian and income level

The research also revealed that 34(48.6%) of the 70 respondents live with both parents (father and mother), 13 (18.6%) live with single parents, 7 (10%) live with their brother or sister while only 5 (7.1%) have grand parents as their guardians. 2(2.9%) did not give responses. In terms of the income levels of the guardians, the study established that of the 70 respondents, 20(28.6%) of the guardians earn below K500, 000 per month, 16 (22.9%) earn between K500, 000 and K1, 500,000 per month while 30 (42.9%) earn above K1, 500,000 per month. 4(5.7%) did not give responses.

10.1.3 Sponsor of respondent

It can be deduced that of the 70 respondents, 51 (72.9%) have their education paid for by parents, 10 (14.3%) by NGOs and only 7(10%) gave other responses which include uncles, Aunties, brother and sisters. 2(2.9%) gave no responses.

11.0 Respondents view the importance of information on sex education.

Table 1- Importance of information on sex education to pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	49	70.0	70.0	70.0
	Important	12	17.1	17.1	87.1
	Not very important	5	7.1	7.1	94.3
	Not important	2	2.9	2.9	97.1
	Not sure	1	1.4	1.4	98.6
	Non-response	1	1.4	1.4	100.0
	Total	70	100.0	100.0	

Table 2- source field data

Table 1 above illustrates how respondents view the importance of information on sex education. From the table, the majority of the respondents 49 (70%) said it was very important, 12 (17.1%) indicated that the information was just important and 5 (7.1%) said it was not important. Of the 70 respondents 1 (1.4%) were not sure and 1 (1.4%) did not respond.

11.1 Types of information needed by respondents

Figure 1: Types of information needed by respondents

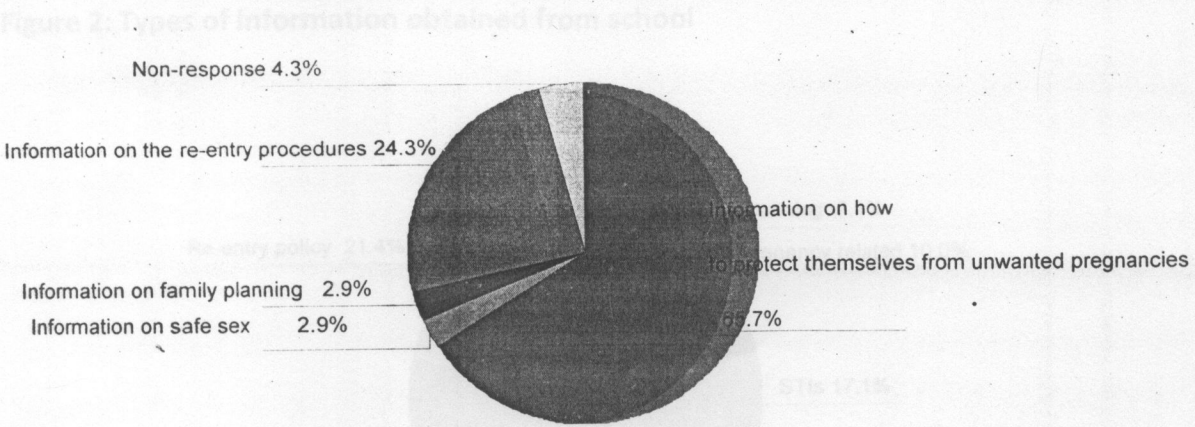


Figure 1 source: field data

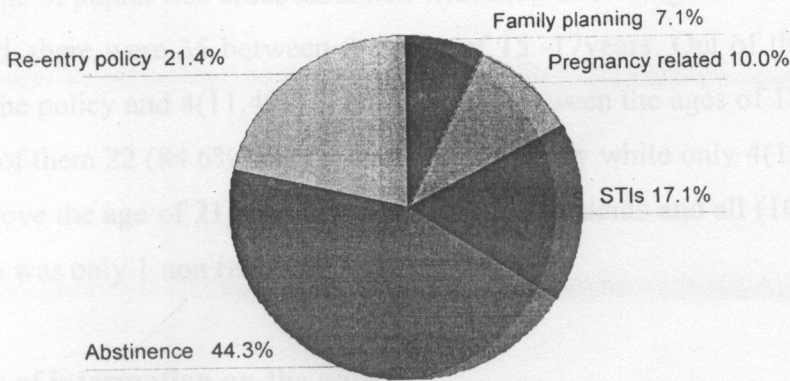
From 1 figure above, the research findings revealed that of the 70 respondents, 46 (65.7%) need information on how to prevent unwanted pregnancies, 2 (2.9%) need information on safe sex and 2 (2.9%) need information on family planning. Additionally, 17 (24.3%) need information on the procedures on how to go back to school after giving birth. When cross tabulated with age, only 5 (10.9%) of those above the age of 21 years said they need information on how to prevent unwanted pregnancies while an equal number of 20 (43.5%) from the age groups between 15-17 years and 18-21 years said they need information on how to prevent unwanted pregnancies.

11.2 Respondents source of information,

The research findings show that of those who get information on family planning, abstinence, safe sex, pregnancy related, STIs and re-entry policy from school, a big number of them 28 (40.0%) have teachers as their source of information, 10 (14.3%) get the information from friends while 8 (11.4%) obtain it from school managers. The research further revealed that 4 (5.7%) of the respondents get information from FAWEZA and 16 (22.9%) from parents /guardians, there were 4 (5.7%) of the total responses.

11.3 Types of information obtained from school

Figure 2: Types of information obtained from school



source: field data

In relation to the above, the findings of the study revealed varied answers with the majority of the respondents 31 (44.3%) indicating that they access information on abstinence at school. Furthermore, the findings established that 5 (7.1%) receive information on family planning, 7 (10%) receive pregnancy related information, 12 (17.1%) showing they receive information on STIs and 12 (17.1%) obtain information only 15 (21.4%) affirmed receipt of information on re-entry policy from school.

11.4 Adequacy of information received from sources

In response to the question the question as to how adequate the information received from the sources is, of the 70 sampled respondents, 28 (40%) said it was very adequate, 32 (45.7%) said it was just adequate, 8 (11.4%) said it was inadequate and only 2 (2.9%) did not know.

11.5 Awareness of the policy statement by government that allows the re-admission of pregnant girls after they have had their babies

The findings of the study established that out of 70 respondents, the majority 62 (88.6%) have knowledge of the policy statement by government that allows the re-admission of pregnant girls after they have had had their babies. Only 8 (11.4%) of the respondents were not aware of the policy. The age of pupils was cross tabulated with their knowledge. From the 70 respondents that were sampled, there were 35 between the ages of 15 -17years. Out of this number, 31 (88.6%) knew about the policy and 4(11.4%) did not. Those between the ages of 18-21years were 26 with the majority of them 22 (84.6%) being aware of the policy while only 4(15.4%) had no idea. The age group above the age of 21years consisted of 8 respondents and all (100%) were aware of the policy. There was only 1 non response.

11.6 Sources of information on the policy

The findings of the research established that 29 (41.4%) obtained the information on the policy from media (T.V, Radio, Newspaper), 11 (15.7%) got the information from ministry of education official, while only 9 (12.9%) obtained the information from FAWEZA. The study further revealed that 15 (21.4%) got the information from school managers, 30 (42.9%) got the information from class teachers and 26 (37.1%) obtained the information from friends. There were several non responses.

11.7 School drop out due to pregnancy

The study established that of the 70 respondents, only 15 (21.4%) have been pregnant before while the majority 55 (78.6%) have never been pregnant before. The information is illustrated in figure 3 below:

Figure 3: Respondents school dropout due to pregnancy

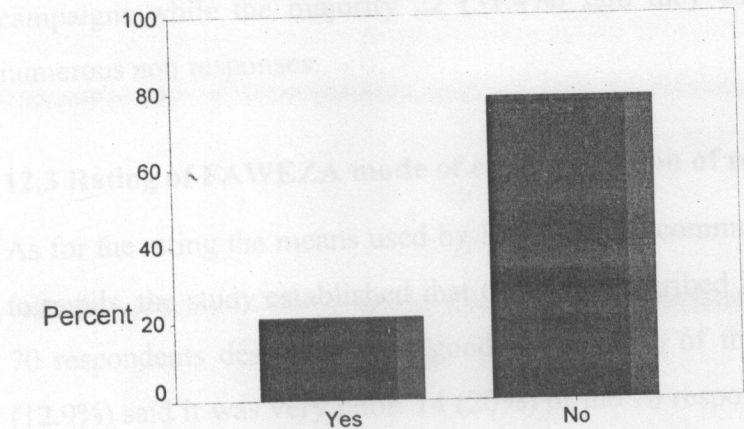


Figure 3 source: field data

The findings of the research show that of those who have been pregnant before, 15 (21.4%) all of them have gone back to school. Of those who have never been pregnant before, 38 (54.3%) said they would go back to school after giving birth if faced with a pregnancy while at school. Only 1 (1.4%) respondent indicated they would stay back and not go back to school. 16 (22.9%) said they do not know what they would do if faced with a pregnancy while at school.

12.0 VIEWS OF RESPONDENTS ON FAWEZA SERVICES

12.1 FAWEZA sensitization on re-entry policy

To respond to the question if FAWEZA sensitizes pupils on the re-entry policy, the majority consisting of 39 (55.7%) respondents said no while 30 (42.9%) said yes. There was one non response.

12.2 Means used by FAWEZA to disseminate information about the re-entry policy to pupils

According to the study 8 (25.7%) of the respondents said FAWEZA use posters that encourage girls to be assertive and to avoid pregnancies, 9 (12.9%) indicated that the use drama and only 1 (1.4%) said story telling. Furthermore, 17 (24.3%) said they use multimedia sensitization campaigns while the majority 22 (31.4%) said they use open group discussion. There were numerous non responses.

12.3 Rating of FAWEZA mode of communication of re-entry policy

As for the rating the means used by FAWEZA in communicating information on re-entry policy to pupils, the study established that 6 (8.6%) described it as very good while 15 (21.4%) of the 70 respondents described it as good. 24 (34.3%) of the respondents rated it as poor and 9 (12.9%) said it was very poor. 14 (20%) of the 70 respondents were not sure while 2 (2.9%) did not respond. see table below for details:

Table 2 – Rating of FAWEZA mode of communication of re-entry policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	6	8.6	8.6	8.6
	Good	15	21.4	21.4	30.0
	Poor	24	34.3	34.3	64.3
	Very poor	9	12.9	12.9	77.1
	Not sure	14	20.0	20.0	97.1
	Non-response	2	2.9	2.9	100.0
	Total	70	100.0	100.0	

Table 2 source: field data

The study further established that of those who said FAWEZA does not sensitize them on the re-entry policy, 19 (27.4%) cited teachers as their source of information, 7 cited school managers as their source of information, 12 (17%) said they get the information from peer educators. Another 8 (11.4%) get the information from parent/guardians.

12.4 Rate of school drop out

According to the interview conducted with the deputy head teacher of Matero Girls Secondary School on 30th March, 2009 in Lusaka, the re-entry policy is being implemented at the school. The deputy head teacher also said that there are incidences of pregnancies at the school. Further it was indicated that before the implementation of the re-entry policy, incidences of pregnancy among school girls were rare and that those girls who became pregnant were expelled from school and not allowed to go back. If they went back to school, they would go to a different school and not notify the school authorities that the girl had at one time dropped out of school due to pregnancy. This made it difficult for them to keep records of pregnancy related drop outs. From 1997 to 1999, those who dropped out were 59, grade 12(11), grade 11 (21) and grade 10 (11). Grade 9 (13), grade 8 (3) and. These numbers include both the APU (Academic Production Unit) and the regular pupils. In the year 2000, grade 12(2) grade 11(1) grade 10(6) grade 9 (1) and no one in grade 8. The records for 2006 grade 12 (4) grade 11(11) grade 10 (3) grade 9 (5) grade 8 (2). In 2007 grade 12 (11) grade 11 (5) grade 10 (3) grade 9 (4) and no one in grade 8. In 2008, grade 12 (3) grade 11 (2) grade 10 (9) grade 9 (4) grade 8 (1).

The numbers of those who returned between 1997 and 1999 were grade 12(9) grade 11(16) grade 10 grade 9 (7) just wrote the examinations and none of those in grade 8 returned. In 2000 Grade 12 (2) grade 11(1) grade 10 (3) grade 9 (1). 2006 grade 12 (4) grade 11 (0) grade 10 (1) grade 9 all the 5 pupils sat for their examinations and no one in grade 8 returned to school. 2007 grade 12 (3) grade 11 (1) grade 10 (1) grade 9 (2) 2008 grade 12 (2) grade 11 (2) grade 10 (3) grade 9 (1) grade 8 (1).

12.5 FAWEZA visits to Matero Girls Secondary School.

When pupils were asked if FAWEZA visits their school, the findings of the research established that 9 (12.9%) indicated that they visit them once per term and 5 (7.1%) said twice per term. The study further revealed that 7 (10%) of the respondents said they only visit the school once in the whole year. 33 (47.1%) said FAWEZA does not visit their school at all. 20% indicated that they did not know anything about the visits. There were 2 (2.9%) non responses.

12.6 Description of information on re-entry policy

38 (54.3%) of the 70 respondents described the information as very good, 10 (14.3%) described the information as good, 8 (11.4%) described the information as poor and 8 (11.4%) described it as very poor. 6 (8.6%) were not sure.

12.7 Impact of the information disseminated by FAWEZA on re-entry policy

22 (31.4%) of the respondents indicated that a lot of the girls go back to school after giving birth. The study also established that 7 (10%) of the respondents said that a lot of pupils are enlightened about the re-entry policy while 33 (47.1%) observed that pregnancy cases among school going girls have increased. 3 (4.3%) said pregnancy cases among school going girls have reduced and 5 (7.1%) said there is no difference.

12.8 Pupils' views on re-admitting girls who drop out of school due to pregnancy

15 (21.4%) strongly agreed, 31 (44.3%) agreed, 8 (11.4%) disagreed while 10 (14.3%) strongly disagreed. 5 (7.1%) had no opinion and 1 (1.4%) did not respond.

12.9 Pupils' reasons for and for not agreeing re-admission of pregnant girls after they give birth

21 (30.0%) of the 70 respondents said that the girls need education so that they can take care of themselves while 23 (32.9%) said that the girls need to be given a second chance to complete their education because some of them were just raped. 18 (25.7%) indicated that some girls take the policy for granted and engage in pre-marital sex. 8 (11.4%) said that girls have the right to education.

13.0 Respondents Recommendations

The research established that 41 (58.6%) of the respondents said that the services provided by FAWEZA are good because they help girls to go back to school but they should improve on sensitizing about the re-entry policy than just give scholarships. 2 (2.8%) had no idea on the of

the services provided by FAWEZA while 26 (37.2%) said the services are good but they should give preventive information. 1 (1.4%) did not respond.

19 (27.1%) of the respondents recommended that government should partner with FAWEZA and provide financial support while 24 (34.3%) suggested often visits by FAWEZA to the school. 10 (14.3%) suggested the introduction of workshops in schools. 5 (7.1%) suggested that FAWEZA should go to public places like markets, 8 (11.4%) recommended that they should provide the pupils with studying materials and not just talk about re-entry.

CHAPTER FIVE (5)

14.0 DISCUSSION OF RESEARCH FINDINGS

The main objective of the research was to evaluate the effectiveness of FAWEZA in disseminating information about the school re-entry policy to Matero Girls Secondary school pupils. In line with this, this chapter discusses the findings, draws some conclusions and makes some recommendations to relevant authorities.

14.1 BACKGROUND INFORMATION OF THE RESPONDENTS

14.1.1 Age of pupil and area of residence

The findings of the research show that half (50%) of the respondents belonged to the age group between 15 and 17 years while 37.7% belonged to the age group between 18 and 21 years old. These are the age groups that are past puberty stage and considered to be sexually active thus more prone to becoming pregnant due to lack of information on how to avoid unwanted pregnancies which can lead them to drop out of school. The findings are similar to those found by the Planned Parenthood Federation of America (PPFA) in 2006 in a study to look at the "sexual experiences of youths" and the results indicated that these sexual experiences differ greatly. However, the fact remains that most will become sexually active during their adolescent years from age 14 years and many will become pregnant or father a child by age 18 years. The study found that 73% of young women 15- to 19-year-old females-become pregnant while enrolled in school and 78% of them drop out (Planned Parenthood Federation of America, 1993)

14.1.2 Respondents' guardian and income level

The research also revealed that 48.6% of the 70 respondents live with both parents (father and mother), 18.6% live with single parents, and 10% live with their brother or sister while only 7.1% have grand parents as their guardians. In terms of the income levels of the guardians, the study established that 28.6% of the respondent's guardians earn below K500, 000 per month, 22.9% earn between K500, 000 and K1, 500,000 per month while 42.9% earn above K1, 500,000 per month. In a cross tabulation between respondents school drop out and income level of parent/guardian, it was discovered that 65% those pupils who have dropped out of school due to

pregnancy had parents/guardians in the income bracket below K500,000 per month and 73.3% lived in medium density residential areas.

The findings of the study are similar to those found by Hallman and Grant (2003:7) in which the findings provide evidence that both early school leaving and adolescent pregnancy are strongly associated with low economic status of the parent/guardian. This was attributed to the lack of social and economic opportunities for girls and the domestic demands placed on them which may result in unsatisfactory school experiences, poor academic performance, and acquiescence in or endorsement of early motherhood.

Using a non-cause-specific hazard model for the factors associated with school dropout and subsequent re-enrollment in school, Fuller and Liang (1999) found an association between a family's financial strength, measured by level of household expenditure and access to credit, and the likelihood that a daughter will remain in school. In an earlier study conducted in Botswana, they found that household-asset ownership and housing quality were also consistently related to girls' educational attainment; (Fuller et al. 1995, cited in Fuller and Liang 1999:8). 76% of respondents reported pregnancy as their reason for dropping out of school, although an additional 6% reported that they left school in order to care for a child. In contrast, 11 % of women reported that they dropped out of school because they were unable to pay the school fees. Indeed, of pregnant schoolgirls who had not yet returned to school by the time of the survey, 19% cited their inability to pay school fees as the reason. In these cases, disentangling the relative importance of pregnancy and economic vulnerability in determining school dropout is difficult.

This shows that an adolescent's unwanted pregnancy not only endangers the long-term investment made in a daughter's education (NRC 1993), but also creates additional financial issues that poor households may be unable to handle.

Bennaars in his research conducted in 1997 to explain the major reasons for the increase of teenage pregnancies and related school drop outs in Africa indicated that poverty and material deprivation may push young people into survival sex in exchange for money and food. He further cited problems in parent-child relationship, which may encourage the adolescent to seek comfort, acceptance and consolation through sexual activity. Thus the problem of school drop out is far reaching than it is viewed by many.

14.1.3 Respondents view the importance of information on sex education.

70% said it was very important, 17.1% indicated that the information was just important and 7.1% said it was not important. An insignificant percentage of 1.4% was not sure. The findings agree with what Trias (1982:61) stated that “where effective family planning information and services are unavailable among school going adolescents, pregnancy related school dropout incidences are unavoidable. The research reveals that those between the ages of 15 and 21 need information on how to prevent unwanted pregnancies. This shows how much school going girls lack reproductive health information. Therefore, the incidence of the unwanted child could be drastically reduced by extending to all high schools the wide variety of modern contraceptives available and by offering sex education, information and services to those in need”.

The results of the research areas related to a study carried out by Mwansa-Wina in Lusaka in 1999, on the assessment of knowledge and usage of contraceptives by students. It was revealed that students are at risk of getting pregnant because most of them are in their most youthful stage, when they would want to experiment with a lot of things in life like sex. The study revealed that this “predisposes the female students at risk of unwanted pregnancies, most of which are terminated by unsafe means, resulting in various complications that sometimes lead to the loss of a youthful life”. Therefore, students need information to help them avoid unwanted pregnancies through the provision of information and services that cover family planning safe sex and abstinence from sex. Mwansa-Wina argues that it is their right to have access to information and services on reproduction health.

14.1.4 Types of information obtained

In relation to the above, the findings of the study revealed varied answers with the majority of the respondents 44.3% indicating that they access information on abstinence at school. Furthermore, the findings established that only a minimal percent of 7.1% receive information on family planning, 10% receive pregnancy related information, and 17.1% showing they receive information on STIs and 35% obtain information only 21.4% affirmed receipt of information on re-entry policy from school. The research findings agree with Bennaars findings in his research conducted in 1997 to explain the major reasons for the increase of teenage pregnancies and related school drop outs in Africa. His findings indicate that reproductive health information should not be availed to school going pupils because exposure to such information may influence

adolescent sexual behaviour and girls may end up getting pregnant and leave school (Bennaars, 1997:44). Thus Bennaars suggested the provision of information that will help the teenagers delay involvement in sexual activities such as abstinence

14.1.5 Respondents source of information,

The research findings show that of those who get information on family planning, abstinence, safe sex, pregnancy related, STIs and re-entry policy from school, a big number of them 40.0% have teachers as their source of information, 14.3% get the information from friends while 11.4% obtain it from school managers. The research further revealed that 22.9% of the respondents get information from parents /guardians.

The findings of the research are similar to the views held by Jane Mulemwa in 1999 in her work "Scientific, technical and vocational Education of girls in Africa: Guidelines for programme planning". Mulemwa states that teachers have a crucial role to play in the education of a child. This is because learners spend quite a substantial part of their time in schools and with teachers. More over, the teacher tends to be listened to by learners much more seriously than any other category of people, including the parents. This is particularly so with the young children at the lower and even the upper secondary school levels. The impact of teachers, therefore, on the thinking, practices and attitudes of the learners, is great. Teachers are among the first direct role models of the child, outside the family (Mulemwa, 1999:20)

14.1.6 Adequacy of information received from sources

The research revealed that 40% of the respondents said that the information received was very adequate, 45.7% said it was just adequate, 11.4% said it was inadequate and only 2.9% did not know. This can be attributed to the major source of information (teachers) who are seen as the most easily available and accessible role models for all learners, both boys and girls. Consequently, what teachers say and do is very important because it greatly influences the thinking, the actions and the aspirations of children, (Mulemwa, 1999:21). The findings of the research are similar to those found by Planned Parenthood Federation of America in 2003 in the USA. PPFA carried out a research on teen pregnancy and sex education and 88.7% of the respondents indicated that adequate information on sex helps them maintain a narrow focus on

reducing specific sexual risk-taking behaviours, 67% said accurate information about sexuality helps them build interpersonal and communication skills to resist sexual pressures

14.1.7 FAWEZA sensitization on re-entry policy

The research also found that FAWEZA has not been very effective in carrying out sensitization campaigns in schools in that even though a number of pupils know about it, 55.7% said they do not sensitize them on the re-entry policy while 42.9% said they are sensitized. This is contrary to the findings of the research which was done by ZARD in 2006 at Kabulonga Girls, Matero Girls and Roma Girls secondary schools in Lusaka which indicates that 97% of pupils at Matero girls secondary schools in Lusaka said they are sensitized about the re-entry policy.

14.1.8 Awareness of the policy statement by government that allows the re-admission of pregnant girls after they have had their babies

The findings of the study established that 88.6% have knowledge of the policy statement by government that allows the re-admission of pregnant girls into school after they have had their babies. This is contrary to the findings of an opinion poll conducted by ZARD in 2003 which showed that a only 30% of the pupils at Matero girls had knowledge about the re-entry policy. This has been attributed to the fact that a policy is not a permanent structure. It improves as it draws from its practice.

14.1.9 Sources of information on the policy

The findings of the research established that 41.4% obtained the information on the policy from media (T.V, Radio, Newspaper). 15.7% got the information from ministry of education official, while only 9 (12.9%) obtained the information from FAWEZA. The study further revealed that 21.4% got the information from school managers, 42.9% got the information from class teachers and 37.1% obtained the information from friends. The research findings above give a reflection of what Mwansa-Wina (1991) discovered in the study on the assessment of knowledge and usage of contraception by students. The results of that study showed that information provision to students is limited in the sense that students tend to shun centres like FAWEZA because adolescents feel that they need to hear strong and consistent messages about responsible

behaviour from people close to them. In this case teachers carry the primary responsibility for guiding their students. The impact of teachers on the thinking, practices and attitudes of the students is great. Thus students resort to getting information from teachers who are the most easily available and accessible role models and also from “friends, video films, and the Internet

14.2.1 Means used by FAWEZA to disseminate information about the re-entry policy to pupils

The research revealed that 25.7% of the respondents said FAWEZA use posters that encourage girls to be assertive and to avoid pregnancies. 12.9% indicated that the use drama and only 1.4% said story telling. Furthermore, 24.3% said they use multimedia sensitization campaigns while the majority 31.4% said they use open group discussion. The findings of the research are similar to those of the research done by Bennaars in Kenya in 2003 who found FAWEZA uses more of the media (radio, television and newspapers) to disseminate information. He also found out that they use open group discussions involving both boys and girls. Bennaars discovered that posters are also used they are stuck mainly in schools and other public places displaying messages for women and girls.

14.2.2 Rating of FAWEZA mode of communication of re-entry policy

The study established that 8.6% described it as very good while 21.4% of the 70 respondents described it as good. 34.3% of the respondents rated it as poor and 12.9% said it was very poor. 20% of the respondents were not sure. Hence suffice to observe that the majority are not satisfied with the mode of communication. Therefore, FAWEZA has to come up with effective means of dissemination information on re-entry policy if the policy has to yield the intended results.

14.2.3 Rate of school drop out

According the interview conducted with the deputy head teacher of Matero Girls Secondary School on 30th March, 2009 in Lusaka, the re-entry policy is being implemented at the school before the implementation of the re-entry policy, incidences of pregnancy among school girls were rare and that those girls who became pregnant were expelled from school and not allowed to go back. If they went back to school, they would go to a different school and not notify the

school authorities that the girl had at one time dropped out of school due to pregnancy. This made it difficult for the school authorities to keep records of pregnancy related drop outs. From 1997 to 1999, those who dropped out were 59, grade 12(11), grade 11 (21) and grade 10 (11). Grade 9 (13), grade 8 (3) and. These numbers include both the APU (Academic Production Unit) and the regular pupils. In the year 2000, grade 12(2) grade 11(1) grade 10(6) grade 9 (1) and no one in grade 8. The records for 2006 grade 12 (4) grade 11(11) grade 10 (3) grade 9 (5) grade 8 (2). In 2007 grade 12 (11) grade 11 (5) grade 10 (3) grade 9 (4) and no one in grade 8. In 2008, grade 12 (3) grade 11 (2) grade 10 (9) grade 9 (4) grade 8(1).

14.2.4 Rate of retention

The numbers of those who returned between 1997 and 1999 were grade 12(9) grade 11(16) grade 10 grade 9 (7) just wrote the examinations and none of those in grade 8 returned. In 2000 Grade 12 (2) grade 11(1) grade 10 (3) grade 9 (1). 2006 grade 12 (4) grade 11 (0) grade 10 (1) grade 9 all the 5 pupils sat for their examinations and no one in grade 8 returned to school. 2007 grade 12 (3) grade 11 (1) grade 10 (1) grade 9 (2) 2008 grade 12 (2) grade 11 (2) grade 10 (3) grade 9 (1) grade 8 (1).

As seen from the findings of the research, the number of pupils who return to school is lower than the number of drop outs. According to the deputy head teacher, the low rate of returnees is due to the not knowing the procedures on how to return. However some pupils just decide to stay at home while others are constrained by the lack of finances. The findings of the research also established that there is poor record keeping and lack of tracking system by the school authorities and that the number of dropout may be larger than what is known because some pupils drop out without informing the school authorities of the reasons for dropping out. The findings also revealed that the number of girls falling pregnant after the implementation of the re-entry policy has increased. This is in contrast with the findings of Meekers and Ahmed (1999) who found that among young women in Botswana who dropped out of school following a pregnancy returned to school and the majority of returnees stayed in school until they received their matriculation certificate.

14.2.5 FAWEZA visits to Matero Girls Secondary School.

The research established that 12.9% of the respondents indicated that FAWEZA visits them once per term and 7.1% said twice per term. 10% of the respondents said they only visit the school once in the whole year. 47.1% said FAWEZA does not visit their school at all. 20% indicated that they did not know anything about the visits. This is in contrast with Leta, R. et al (2000) observation that for information to be of good use, it must be delivered in good time and consistently. Thus looking at the magnitude of the problem at hand, FAWEZA has to increase the times of visit to the school.

14.2.6 Description of information on re-entry policy

54.3% of the 70 respondents described the information as very good, 14.3% described the information as good. 11.4% described the information as poor and 11.4% described it as very poor. 8.6% were not sure. This is contrary to the findings of the study done by ZARD in 2004 in Lusaka who found that 65% of the NGOs provide misleading information on relevant issues an act which is not helpful at all.

14.2.7 Impact of the information disseminated by FAWEZA on re-entry policy

31.4% of the respondents indicated that a lot of the girls go back to school after giving birth. The study also established that 10% of the respondents said that a lot of pupils are enlightened about the re-entry policy while 47.1% observed that pregnancy cases among school going girls have increased. 4.3% said pregnancy cases among school going girls have reduced and 7.1% said there is no difference.

The findings of the research are in line with those found by Human Sciences Research Council (HSRC) 2005 in Botswana in a research on re-entry policy, childbearing and subsequent educational attainment in the developing world. The research established that since the enactment of the re-entry policy, 69% of 14 - 19-year-old school girls have given birth across sub-Saharan Africa compared with only 38% of 20–24-year-old females. 42% of 14–19-year-olds who dropped out of school when they were pregnant had returned to school at the time of the survey, compared with 12% of 20–24- year-olds. This difference most likely relates to the longer period of time that the older cohort has had to return to school after the pregnancy; the research findings showed that younger girls who have dropped out of school because of

recommendations which FAWEZA should consider to enhance the provision of information on the re-entry to pupils:

1. Improve on sensitization the re-entry policy to Matero Girls Secondary school pupils
2. FAWEZA should give preventive information to pupils
3. Government should partner with FAWEZA and provide financial support to enhance the sensitization on re-entry policy
4. FAWEZA should be visiting the schools more often and also visit schools in rural areas and not only schools along the line of rail.
5. FAWEZA should introduction workshops in schools where other girls in the school should be counseled on consequences of irresponsible sexual behaviour, adolescent sexuality, boy/girl relationships, negative peer influences, building self-confidence and self-esteem.
6. Carry out a lot of awareness to discourage stigmatization and encourage drop outs to return

16.0 Conclusion

From the findings of the research, it can be concluded that FAWEZA is doing a good work to encourage girls who become pregnant while at school to return and continue with their education. However, more has to be done because incidences of pregnancy among school girls have increased following the introduction of the re-entry policy. Most girls take the policy for granted and have continued to fall pregnant knowing that they can still return to school as they have the right to education. Parent should also be involved in the sensitization campaigns. This will also facilitate the sharing of knowledge through public debates and reduce stigma on the returnees. While promoting school continuation for populations with high dropout rates is important, it has been observed that solving the problem should eventually involve addressing each of the causes of school drop outs. These causes are further compounded by an insensitive

school culture characterized by gender stereotyping, heavy workload for the girls and sex exploitation. It is evident that gender equity has to be fully realized in Zambia.

In this way focus on the issue of teenage mothers' re-entry into the school programme can be done without losing sight of the great responsibility the society carries in order to ensure that other girls do not fall into the cycle of helplessness.

REFERENCES

- Barnet, B. (2003). Reduced School Dropout Rates among Adolescent Mothers Receiving School-Based Prenatal Care
Available at: <http://archpedi.ama-assn.org/cgi/content/full/158/3/262>
Accessed on July 16, 2008
- Bennaars, Gerald A.: (1997) Adolescence Pregnancy Education: New Directions.
African Academy of Sciences & FAWE.
- FAWE. (2004). Re-entry for Adolescent School Girl Mothers: Best Practices in Girls' Education in Africa. Nairobi: FAWE
- FAWEZA. (2000). Nationwide Action Plan: Advocacy for effecting the re-entry policy for pregnant girls. Lusaka: FAWEZA
- FAWEZA. (2004) Guidelines for the re-entry policy: what happens if a girl falls pregnant?
Lusaka; UNICEF
- FAWEZA. Available at: http://www.widnet.org.zm/partner_faweza.php
Accessed on 6th July, 2008
- Fuller, Bruce and Xiaoyan Liang. 1999. "Which girls stay in school? The influence of family economy, social demands, and ethnicity in South Africa." In *Critical Perspectives on Schooling and Fertility in the Developing World*. Washington, DC: National: Academy Press.
- Grant, M and Hallman, K. (2003). "Disadvantages and youth schooling, work and childbearing in South Africa." Paper presented at the Annual Meeting of the Population Association of America, Minneapolis, 1–3 May.
Available at: <http://www.teenpregnancy.org>
Accessed on 6th July, 2008

Grant, M and Hallman, K. (2006). Pregnancy-related School Dropout and Prior School Performance in South Africa. New York; Population council.

Available at: www.popcouncil.org/publications/wp/prd/rdwplist.html.

Accessed on 3rd July, 2008

Human Sciences Research Council (HSRC). 2005. *Emerging Voices: A Report on Education in South African Rural Communities*. Pretoria: HSRC.

Hudson, F (2005) Early teenage sexuality, pregnancy and motherhood: a special educational need.

Available at: <http://www.familyfirstaid.org/teen-pregnancy.html>

Accessed on 20th July, 2008

Leta, R. et. al (2000). Factors Constraining Information Use. The World Bank, Washington D.C

Lloyd, C.B. and Mensch, B. (1995). "Implications of formal schooling for

Girls' transitions to adulthood in developing countries." Pp. 80-104. Washington, D.C.: National Academy Press. : <http://archpedi.ama-assn.org/cgi/content/full/158/3/262>

Accessed on July 16, 2008

Lloyd, B.C and Mensch, B.S. (2005). Early Marriage and Pregnancy as Factors in School Dropout: An Analysis of DHS Data from Sub-Saharan Africa New York; Population Council

Available at: www.popcouncil.org/publications/wp/prd/rdwplist.html

Accessed on 30th June, 2008

Meekers, D. and Ahmed, G. (1999). "Pregnancy-related school dropouts in Botswana." *Population Studies* 53(2): 195–209.
Available at: <http://archpedi.ama-assn.org/cgi/content/full/158/3/262>

Accessed on July 16, 2008

Manlove, J. et al (1998). "The influence of high school dropout and school disengagement on the risk of school-age pregnancy." *Journal of Research on Adolescence* 8(2): 187–220.
Available on <http://www.google.com/xhtml>

Accessed on 20th July, 2008

Mwansa-Wina, H. (1999). The assessment of knowledge and usage of contraception by students UNZA: Lusaka. (Unpublished).

Mulemwa, J. (1999). Scientific, technical and vocational education of girls in Africa:

Guidelines for programme planning

<http://archpedi.ama-assn.org/cgi/content/full/158/3/262>

Accessed on 20th July, 2008

National Research Council and Institute of Medicine of the National Academies (NRC-IOM). (2005). *Growing Up Global: The Changing Transitions to Adulthood in Developing Countries*. B.C Lloyd. Washington, DC: The National Academies Press.

Available at: <http://archpedi.ama-assn.org/cgi/content/full/158/3/262>

Accessed on July 16, 2008

Odaga, A. and Henveld, K. (1995). Girls and schools in sub-Saharan Africa. Washington: world Bank

Planned Parenthood Federation of America (1993). Pregnancy and Childbearing Among U.S. Teens available at: <http://www.qualityoflife.org>

Accessed on 18th July, 2008

Stair, R.M and Reynolds G.W (2003). Principles of Information Systems: A managerial approach. London: Cover Technologies

Smerdon, Becky A. 2002. "Students' perceptions of membership in their high schools." *Sociology of Education* 75(4): 287–305.

Available at: <http://www.google.com/xhtmll>

Accessed on 20th July, 2008

Simwapenga- Hamusonde. (1999). Teenage mothers and their re-admission into schools: The case study of secondary schools in Lusaka urban from 1997-1999. MA Thesis. The University of Zambia: Lusaka

Trias, M. (1982), *The Unwanted Child*. [Online] Available at: <http://ncbi.nlm.nih.gov/pubmed>. Accessed on: 17th July, 2008.

Yumba, D. (1994) An evaluation of National Information Policy Proposals of selected African Countries-Botswana, Ethiopia, Malawi, Tanzania, Uganda and Zambia. Msc (IS) Thesis. Addis Ababa University: Addis Ababa

Zambia Association for Research and Development. (1998). Opinion polls: Survey on re-admission of the pregnant girl child into school. Lusaka: ZARD

QUESTIONNAIRE #.....

RESEARCH TOPIC:

TO EVALUATE THE EFFECTIVENESS OF FORUM FOR AFRICAN WOMEN
EDUCATIONALISTS OF ZAMBIA (FAWEZA) IN DISSEMINATING INFORMATION
ABOUT THE SCHOOL RE-ENTRY POLICY TO FEMALE PUPILS WHO BECOME
PREGNANT WHILE AT SCHOOL: A CASE STUDY OF MATERO GIRLS SECONDARY
SCHOOL.

Dear respondent,

I am a 4th year student at the University of Zambia Great East Road campus in the School of Education. Am carrying out a research study on the above stated topic.

You have been randomly selected to participate in this research by way of responding to the questions herein. You are assured that your responses will be treated with high level of confidentiality.

INSTRUCTIONS

1. Read the questions carefully.
2. Tick (✓) the most appropriate responses.
3. Where appropriate, fill in the blank spaces provided.

I thank you in advance.

Chanda Jullien

SECTION A

BACKGROUND INFORMATION

1. Age of pupil.

- (1) 12-14 years
- (2) 15-17 years
- (3) 18-21 years
- (4) Above 21 years

2. Area of residence.

- (1) Low density (e.g. Kabulonga, Chadliegh)
- (2) Medium density (e.g. Chilenje, Matero)
- (3) High density (e.g. George compound, misisi compound)

3. Who is your guardian?

.....

4. Education level of parent/guardian

- (1) Primary education
- (2) Junior Secondary
- (3) Senior Secondary
- (4) college
- (5) University
- (6) Never been

5. Parent/ guardian income level.

- (1) Below K500,000 per month
- (2) Between K500,000 and K1,500,000 per month
- (3) Above K1,500,000 per month

6. Who pays for your education?

- (1) Parents (mother/father)
- (2) GRZ (government bursary)
- (3) NGO (e.g. FAWEZA)
- (4) Other specify.....

SECTION B

INFORMATION NEEDS OF MATERO GIRLS SECONDARY SCHOOL PUPILS AND ITS RELEVANCE

7. How would you describe the importance of information on sex education to pupils?

- (1) Very important
- (2) Important
- (3) Not very important
- (4) Not important
- (5) Not sure

8. What sort of information do you need with regard to the re-entry policy?

- (1) Information on how to protect yourself from unwanted pregnancies
- (2) Information on safe sex
- (3) Information on family planning
- (4) Information on the procedures on how to go back to school

9. In most cases where do you get this information from?

- (1) Teachers
- (2) PAGE officials
- (3) FAWWEZA officials
- (4) School managers
- (5) Parents/Guardians
- (6) Peer educators
- (7) Other specify.....

10. Do you receive any of the following information from school?

	Yes	No
(1) Family planning	[]	[]
(2) Pregnancy	[]	[]
(3) STIs	[]	[]
(4) Safe sex	[]	[]
(5) Abstinence	[]	[]
(6) Re-entry policy	[]	[]
(7) Other specify.....		

11. If yes to question 10, who gives you the information?

- (1) Teachers
- (2) Friends
- (3) School managers
- (4) Parents/ Guardians
- (5) Peer educators
- (6) Other specify.....

12. If no to question 10, what do you think is the reason why you don't have access to such information?

.....
.....

13. How adequate is the information you receive from your sources?

- (1) Very adequate
- (2) Adequate
- (3) Inadequate
- (4) Don't know

14. Are you aware of the policy statement by government that allows the re-admission of pregnant girls after they have had their baby?

- (1) Yes
- (2) No

15. How did you get the information on the policy? Through:

	Yes	No
(1) Media (T.V, Radio, Newspaper)	[]	[]
(2) Ministry of education officials	[]	[]
(3) FAWEZA officials	[]	[]
(4) School manager	[]	[]
(5) Class teacher	[]	[]
(6) Friends at home	[]	[]
(7) After a friend at school got pregnant	[]	[]

16. Of what benefit is the information to you?

.....
.....

- | | | |
|---|--------------------------|--------------------------|
| (4) Multimedia sensitization campaigns (Radio, T.V, Newspapers) | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) Open group discussion | <input type="checkbox"/> | <input type="checkbox"/> |
| (6) Other specify..... | | |

23. How would you rate their (FAWEZA) mode of communication of re-entry information to you?

- (1) Very good
- (2) Good
- (3) Poor
- (4) Very Poor
- (5) Not sure

24. If no to question 22, who sensitize you on re-entry policy?

- | | Yes | No |
|------------------------|--------------------------|--------------------------|
| (1) Teachers | <input type="checkbox"/> | <input type="checkbox"/> |
| (2) PAGE officials | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) FAWEZA officials | <input type="checkbox"/> | <input type="checkbox"/> |
| (4) School managers | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) Parents/Guardians | <input type="checkbox"/> | <input type="checkbox"/> |
| (6) Peer educators | <input type="checkbox"/> | <input type="checkbox"/> |
| (7) Other specify..... | | |

25. In what form is the sensitization information presented?

- | | Yes | No |
|---------------------------|--------------------------|--------------------------|
| (1) Drama | <input type="checkbox"/> | <input type="checkbox"/> |
| (2) Lesson(in class) | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) Open group discussion | <input type="checkbox"/> | <input type="checkbox"/> |
| (4) Story telling | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) Other specify..... | | |

26. How often do FAWEZA officials visit your school to give you information on the re-entry policy?

- (1) Once per term
- (2) Twice per term
- (3) Once in the whole year
- (4) They don't come at all
- (5) Don't know

27. How would you describe the information on the re-entry policy given to you by FAWEZA?

- (1) Very good
- (2) Good
- (3) Poor
- (4) Very Poor
- (5) Not sure

28. What has been the impact of the information disseminated by FAWEZA on re-entry policy?

- (1) A lot of pupils go back to school after giving birth
- (2) A lot of pupils are enlightened about the re-entry policy
- (3) Pregnancy cases among school going girls have reduced
- (4) Pregnancy cases among school going girls have increased
- (5) No difference

29. Do you agree that pregnant girls should be readmitted into school after they have had their babies?

- (1) Strongly agree
- (2) Agree
- (3) Disagree
- (4) Strongly disagree
- (5) No opinion

30. Give a reason for your answer

.....
.....

31. What are your views on the services provided by FAWEZA?

.....
.....

32. What do you think should be done to improve on the efficiency and effectiveness of the services provided by FAWEZA?

.....

.....

INTERVIEW GUIDE FOR SCHOOL HEAD

- 1. Title/position of interviewee.
- 2. Date of interview.
- 3. For how long have you been at this school?
- 4. For how long have you served in this position?
- 5. Is the re-admission policy being implemented at your school?
- 6. Are you aware of the policy statement by government that allows the re-admission of pregnant girls after they have had their babies?
- 7. Do you have incidences of pregnancies at your school?
- 8. How many girls became pregnant in the following years by grade:
 - (a) 1998
 - (b) 2000
 - (c) 2002
 - (d) 2006
 - (e) 2008
- 9. How many have returned by grade?
 - (a) 1998
 - (b) 2000
 - (c) 2002
 - (d) 2006
 - (e) 2008
- 10. What has been the impact of the re-admission of the teenage mothers to school?
- 11. Recommendations

.....

.....