



**INVESTIGATION INTO TRACKING SYSTEMS USED
TO FOLLOW UP PREGNANT GIRLS
IN SELECTED GOVERNMENT SECONDARY SCHOOLS
IN KALULUSHI DISTRICT, COPPERBELT, ZAMBIA**

BY

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AUTHOR'S DECLARATION

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DEDICATION

I wish to dedicate this work to the God Almighty, my late parents, to my wife, Hildah Matolo, to my children Mwansa Chibwe, Chibwe Chibwe, Natotela Chibwe and others that may come.

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TABLE OF CONTENTS

COPYRIGHT	i
AUTHOR’S DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ACRONYMS AND ABBREVIATIONS USED	ix
LIST OF TABLES AND FIGURES	x
APPENDICES	xii
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background	1
1.1 Statement of the Problem	2
1.2. Purpose of the Study	3
1.3. Objectives of the Study	3
1. 3.1. General Objective.....	3
1.3.2. Specific objectives.....	3
1.4. Research Questions.....	3
1.5. Delimitation of the study.....	4
1.6. Limitation of the study	4
1.7. Significance of the study	4
1.8. Theoretical Framework	5
1.9. Conceptual Framework	8
1.10. Operational Definitions	9
1.11. Summary	10
 CHAPTER TWO	 11
LITERATURE REVIEW	11
2.0. Overview	11
2.1. The Concept of Tracking.....	13
2.2 Summary	15

CHAPTER THREE	16
METHODOLOGY	16
3.0. Overview	16
3.1. Research Design	16
3.2. Study Population	16
3.3. Research site	16
3.4. Sample and Sampling Procedures	17
3.5. Study Sample.....	17
3.6. Sampling Technique.....	18
3.7. Research Instruments	19
3.8. Data Collection Procedure	19
3.9. Data Analysis	20
3.10. Ethical Considerations.....	20
3.11. Summary	20
 CHAPTER FOUR	 21
PRESENTATION OF FINDINGS	21
4.0 Overview	21
4.1 Demographic Data of the Teen Mothers	21
4.2 Awareness levels about the 1997 Re-entry Policy	21
4.3. Tracking Systems used to follow up Pregnant School girls.....	25
4.4 Challenges Faced when Tracking The Teen Mother.....	36
4.5 Mitigation measures to overcome the challenges faced the tracking teen mothers	43
4.6 Summary	49
 CHAPTER FIVE	 50
DISCUSSION OF FINDINGS	50
5.0 Overview	50
5.1 To establish the extent of awareness of the 1997 Re-entry Policy and its guidelines.....	50
5.2 To establish the tracking systems used in tracking pregnant school girls.....	51
5.3 To identify the challenges experienced during tracking.	56
5.4 To examine mitigating measures taken to overcome the challenges	60
5.5 Summary	63
 CHAPTER SIX	 64

CONCLUSION AND RECOMMENDATIONS	64
6.0 Overview	64
6.1 Conclusion.....	64
6.2 Recommendations	65
6.3 Recommendation for further research.....	66
 REFERENCES	 67
APPENDINCES	71
Appendix 1: Interview Guide for the Head Teachers.....	71
Appendix 2: Interview Guide for Guidance and counselling Teacher	72
Appendix 3: Interview Guide for Grade Teacher.....	73
Appendix 4: Interview Guide for Teen Mother	74
Appendix 5: Interview Guide for Focus Group Discussion	75
Appendix 6: Interview Guide for Senior Planning Officer (SPO)	77
Appendix 7: Interview Guide for the Planning Officer (PO) at DEBS office	78
Appendix 8: Interview Guide for Parents or Guardians.	79
Appendix 9: Interview Guide for Faith Based Organisation (FBO)/Non-Governmental Organisation(NGO).....	81
Appendix 10	82

ACRONYMS AND ABBREVIATIONS USED

ASCF	: Annual School Census forms
CEDAW	: Convention on Elimination of Discrimination Against Women
CBO	: Community Based Organisation
CRC	: Convention on the Rights of the Child
DEBS	: District Education Board Secretary
DGCC	: District Guidance and Counselling Coordinator
FBO	: Faith- Based Organisation
ICT	: Information and Communication Technology
PEO	: Provincial Education Officer
PO	: Planning Officer
NGO	: Non-Governmental Organisation
REP	: Re-entry Policy
SPO	: Senior Planning Officer
UNCRC	: United Nations Convention on the Rights of the Child
UNESCO	: United Nations Educational, Scientific and Cultural Organisation
UNICEF	: United Nations Children's Education Fund
UNPF	: United Nations Population Fund

LIST OF TABLES AND FIGURES

Table 1:	Distribution of teen mothers by age bracket at point of falling pregnant.....	21
Table 2:	Distribution of responses from different participants on awareness levels about Re-entry Policy by category.....	24
Table 3:	Head teachers' responses on what tracking systems were put in place.....	26
Table 4:	Grade Teachers' responses on what tracking systems were put in place.....	27
Table 5:	Teen mothers' responses on what tracking systems were put in place them for by the stakeholders.....	29
Table 6:	Parents/Guardians' responses on what tracking systems were put in place.....	30
Table 7:	NGO Responses on what tracking systems were put in place.....	31
Table 8:	Guidance and counselling teachers' response on what tracking systems were put in place.....	33
Table 9:	Focus Group Discussion Responses on what tracking systems.....	35
Table 10:	Ministry of General Education officials' responses on what tracking systems.....	36
Table 11:	Head teachers' responses on challenges of tracking teen mothers.....	37
Table 12:	Grade teachers' responses on challenges of tracking teen mothers.....	38
Table 13:	Teen mothers' responses on challenges they faced in their being tracked.....	39
Table 14:	Parents/Guardians' responses on challenges of tracking teen mothers.....	39
Table 15:	NGO Responses on challenges of tracking teen mothers.....	40
Table 16:	Guidance and counselling teachers' response on challenges of tracking teen mothers...	41
Table 17:	Focus Group Discussion responses' on tracking challenges of teen mothers.....	42
Table 18:	Ministry of General Education on challenges of tracking teen mothers.....	42
Table 19:	Head teachers' responses on mitigating measures to overcome the challenges of the tracking teen mothers.....	44
Table 20:	Grade Teachers' responses on mitigating measures to overcome the challenges of the tracking system.....	45
Table 21:	Teen mother's responses on mitigating measures to overcome the challenges of the tracking.....	46

Table 22: Parents/Guardians’ responses on mitigating measures to overcome the challenges of the tracking system	46
Table 23: Non-Governmental Organisation responses on mitigating measures to overcome the challenges of the tracking system.....	47
Table 24: Guidance and counselling teachers’ responses on mitigating measures to overcome the challenges of the tracking system.....	47
Table 25: Focus Group Discussion responses on mitigating measures to overcome the challenges of the tracking system.....	48
Table 26: Ministry of General Education response on mitigating measures to overcome the challenges of the tracking system.....	48

FIGURES

Figure 1: Conceptual Framework

APPENDICES

- Appendix 1: Interview Guide for the Head Teachers
- Appendix 2: Interview Guide for Guidance and counselling teacher
- Appendix 3: Interview Guide for Grade Teacher
- Appendix 4: Interview Guide for Teen Mother
- Appendix 5: Interview Guide for Focus Group Discussion
- Appendix 6: Interview Guide for Senior Planning Officer (SPO) at PEO's office
- Appendix 7: Interview Guide for Planning Officer (PO) at DEBS office
- Appendix 8: Interview Guide for Parents or Guardian
- Appendix 9: Interview Guide for Faith Based Organisation (FBO)/ Non-Governmental Organisation (NGO)
- Appendix10: Consent letter

ABSTRACT

This study sought to investigate the tracking systems used to follow up pregnant school girls in selected government secondary schools in Kalulushi District. The study used critical theory in identifying the importance of the study which also aimed to sensitise stakeholders on the issues involved in teenage pregnancy by raising them for discussion. Further, the study used a qualitative method using a descriptive survey design. Interview guides, were used to obtain in-depth information from the Ministry of General Education (MOE) officials, head teachers, grade teachers, guidance and counselling teachers, Non-governmental organisations(NGOs) and parents/guardians. Focus group discussion guide was also used to collect data from the teen mothers. Furthermore, analysis of documents was exploited for data collection. The sampling method used was non-probability purposeful sampling. A total of 25 participants took part in the study.

The study established that there were no formal and no established structures of systems for tracking pregnant school girls that existed at school and household levels. However, there were informal and non-routine tracking activities arising from the effort and initiative of individual participants. On the other hand, the study established that NGO had in place a systematic tracking system. The type of activities undertaken in the tracking of teen mothers mainly included: home visitation, psychosocial counselling, monitoring class attendance and performance as well as maternal health. The parents/guardians also tracked their teen mothers' academic performance and encouraged them to go to school early. The study also identified a number of challenges that were faced by participants in the process of tracking the teen mothers. The major challenges were: limited time, lack of human and financial resources for logistics such as transport and relocation of teen mothers by parents/guardians to unknown places, among others.

The study further established a number of measures taken to mitigate the challenges. The commonest were: need for funding, scheduled tracking sessions, more human resource and up to date information about teen mothers. The study recommended the need for enhanced record keeping and data management. In addition, schools should collaborate and dialogue more with parents, sensitise them on the re-entry policy and tracking system in order to reduce stigma and myths about pregnant girls as well as cultural barriers.

CHAPTER ONE

INTRODUCTION

1.0 Background

Global trends indicate that teenage pregnancies are a major social problem and according to the United Nations Population Fund (UNPF), the problem has assumed endemic proportions among teenagers, especially in the poor nations. The dropout rates from school of teen mothers after becoming pregnant while still at school is of international concern. Chilisa (2002) asserts that over the past two decades, several sub Saharan African countries, including Botswana, Cameroon, Guinea, Kenya, Madagascar, Malawi, Namibia, Sierra Leone, South Africa and Zambia, have instituted a variety of policies intended to address pregnancy-related school dropouts. The policies include giving adolescent mothers the legal right to return to school after giving birth.

The Zambian government has already signed numerous international and regional declarations guaranteeing all children the right to education. In 1997, Zambia instituted a School Re-entry Policy (REP), which officially states that girls who become pregnant as students should be allowed to return to school after giving birth. This policy is part of an effort by the Zambian government to increase education completion rates among the population and close the gender gap in education by addressing one of the barriers to education that some girls face. The policy that has been in place for almost 20 years now and is said to have benefitted many young girls, who, otherwise would not have completed their education, especially secondary education. Statistics show that there has been a steady increase in the re-admittance figures from 38% in 2002 to 40% per cent in 2009 (MOE, 2009). Further, statistics revealed by the Minister of General Education in parliament showed that 12,617 girls were re-admitted in school under the school Re-entry Policy after falling pregnant between 2009 and 2011(MOE, 2013). The statistics further show that in 2014 a total of 16 378 girls fell pregnant out of whom only 7 391 were readmitted. (MOE, 2014).

However, it is not well known what tracking systems are put in place, how much stakeholders know about the Re-entry Policy, what challenges are faced, and what mitigation measures could be taken to deal with challenges in the tracking systems. This is the knowledge gap that this study worked to bring out in order to contribute to the bridging it by investigating the

tracking or follow up system used on pregnant school girls from the time the problem is identified to readmission through to completion of secondary school education.

1.1 Statement of the Problem

The issue of school going girls falling pregnant along the way is a common phenomenon in our schools today. The REP launched in 1997 advocates that girls who drop out of school due to pregnancy should be readmitted after giving birth. This is part of a broad set of initiatives and policies to encourage more girls to re-enter school and complete their education. However, while the REP is a critical step in establishing females' right to return to school after giving birth, there has been little effort made by the school administration, community, stakeholders and other interest groups in tracking the affected girls in order to actualise the ultimate objective of the policy, which is to help the teen mothers complete their education.

Similarly, although a significant number of researches have been conducted, with substantial literature existing on school teenage pregnancy and its consequences, they have largely concentrated on the policy formulation, implementation, and its impact on the promotion of the girls' education in the both developed and the developing parts of the world (Tomasevski 2003, Wanda 2006). Further, the researchers posit that there is little, if any at all, information concerning the tracking or follow up systems of the pregnant girls in the promotion of their education. This scenario may not be different from that obtaining in Zambia. Nevertheless, I have in mind Sitali Mable in whose dissertation has reported teachers at some selected secondary schools in Kabwe hinting on an aspect of tracking system. Thus; the girls are followed up during their pregnancy and counselled to help them bear the criticism which often goes with pregnancy at school (Sitali, 2009). There seems to be no established systems to track the girls during the pregnancy, maternity leave as well as after readmission to completion of at least secondary education. Thus, the need for this study.

One would ask whether the re-entered teen mothers completed their secondary education successfully. It is not debatable that the number of teen mothers referred to in the preceding sentence, who did not re-enter could be fewer if the tracking or follow up systems were in place. Generally, the issue of tracking or follow up systems on the teen mothers in most studies remains far-fetched. Mutombo, N. and M. Mwenda (2010), in their case study of two secondary schools in Zambia, argue that a high percentage of girls re-entering school after pregnancy at some Zambian secondary schools does not come about by chance, but that re-entry can be stimulated through targeted interventions. I believe that such measures should

include enhancing tracking or follow up systems where they exist, and establishing some, where they are non-existent. Similarly, at continental level and citing the case of Kenya, which introduced the REP in 1994, in the 2008 CSA Report, Okwany (2004) contends that inspection visits of teen mothers for follow ups and quality assurance purposes are rarely undertaken by the government education officials. He further asserts that the REP programme has often poor linkages with the mainstream education system and the local communities and non-governmental organisations (NGOs), who are also stakeholders of the teen mothers.

1.2. Purpose of the Study

The purpose of the study was to investigate the tracking systems used to follow up pregnant school girls in selected government secondary schools in Kalulushi District, Zambia.

1.3. Objectives of the Study

The objectives of the study were as follows:

1.3.1. General Objective

To investigate the tracking systems used to follow up pregnant school girls in selected government secondary schools in Kalulushi.

1.3.2. Specific objectives

1. To establish the extent to which pregnant school girls, the school administration, parents and guardians, and community based organisations are aware of the 1997 REP and its guidelines.
2. To establish the tracking systems that are put in place for the pregnant school girls at school, household and community levels.
3. To identify the challenges faced by the pregnant schools girls, the school administration, parents and guardians, and community based organisations and the ministry officials during the tracking system.
4. To examine mitigating measures put in place or should be put in place to overcome the challenges faced by participants during the tracking of teen mothers.

1.4. Research Questions

The study was guided by the following research question:

1. What are the awareness levels of the pregnant schools girls, the school administration, the parents and guardians, and community based organisations about the 1997 REP in the selected government secondary schools in Kalulushi District?
2. What tracking systems to follow up pregnant girls have been put in place by the school administration, parents and guardians, and community based organisations in the selected government secondary schools?
3. What are the challenges faced by the pregnant schools girls, the school administration, parents and guardians, and community based organisations when tracking the pregnant school girls?
4. What mitigating measures are put in place or should be put in to overcome the challenges faced by pregnant schools girls during the tracking system?

1.5. Delimitation of the study

The study was confined to three selected government secondary schools of Kalulushi District on the Copperbelt. It was also restricted to three secondary schools in the district.

1.6. Limitation of the study

The study had a limitation of confining itself to selected public secondary schools in Kalulushi District. The study was also limited to a sample size of twenty-five respondents. Therefore the findings may not carry equal representation of all public secondary schools in the district and the country at large. In view of the foregoing, it would be advisable that similar studies may be conducted in other secondary schools in order to generalise the results. The researcher experienced a challenge in obtaining data from the provincial education office as the targeted respondent had just been transferred to another province, and had to make fresh appointments with the new office bearer.

1.7. Significance of the study

Firstly, the findings of this study might be useful in policy formulation by the policy makers in schools and the Ministry of General Education locally and abroad. Secondly, the findings might be considered as the basis for review and evaluation of the effectiveness of the REP in learning institutions. Thirdly, the findings of this study could help both the educational and economic planners to find possible solutions to mitigating the challenges in policy implementation and management as well as appreciate the cost implications of REP on human capital development.

Fourthly, the findings on the existence or non-existence of the tracking system might help school administration, the policy makers, the non-governmental organisation, the parents and guardians and other stakeholders strengthen their coordination and cooperation among themselves, and appreciate roles and responsibilities of one another in the REP cycle and guidelines. For instance, in 2011, the United States of America (USA) after tracking the aspects of school teen pregnant girls for over 70 years established that 50% of the teen mothers never graduated from high school (Boonstra, 2002). This valuable data, which is vital in policy planning, implementation, evaluation, review and amendment, is only possible where there is a tracking system in place. Hence the need for this research.

Fifth, by investigating the tracking systems that support teen mothers on their education tour, this study offers concrete examples and specific recommendations that might help education policy makers and programme implementers achieve higher progression rates. Similarly, this study might be used to improve data collection and management for effective and increased completion rates for girls at secondary schools, as desired by the Zambian government. Sixth, the findings the research may enhance of efficient implementation of the REP, as well as contribute to the literature that calls for more understanding of the experiences of the teen mothers. This research is therefore a partial attempt to give a voice to their experiences and understand how tracking or follow up systems enhance their school re-entry, and ultimate completion of their education.

Finally, I should mention that the choice of the topic for this study also relates to my personal motivation. Drawing on my own experience having worked at the District Education Board offices as a Planning Officer, whose responsibility of REP activities fall, under Gender and Equity of the administrative programme of now output based work plans and budgets, I have in the past observed that the component of tracking or follow up system on the teen mothers has not been addressed as part of the REP cycle.

1.8. Theoretical Framework

This study is premised on two frameworks. The first is the girl's rights to education based approach, and the second is the critical theory. The United Nations Convention on the Rights of the Child (1989) has specific educational rights contained in Articles 28 and 29. Article 28 postulates that the right to education on the basis of equality of opportunity in the provision of compulsory and free primary education, available and accessible secondary education. Article 29 emphasises education needs for the development of the child to his or her fullest potential,

promote respect for human rights, the child's own culture and the natural environment as well as to promote values of understanding, peace, tolerance, equality and friendship.

These pieces of legislature on the child's rights posit the rights against discrimination: one of these is that children who are pregnant have the right to attend schools. (Child's Right Commission Report, 2002). Further, Article 3 underpins the general principle that education must be provided without discrimination on any grounds. Similarly, as argued by Heward (1999) and Unterhalter (2007), the global agenda for increased educational participation for girls is grounded on basic principles that first view educating girls as an investment for girl enhancement, future labour return and a getaway out of poverty, and secondly a moralist principle, which presupposes that education is a basic human right to be accessed by all irrespective of their sex.

In addition, the right to education for girls is entrenched, in a number of United Nations Conventions such as Universal Declaration for Human Rights UNCUDHR-(Article 26), and in the International Covenant on the Economic, Social and Cultural Rights and the Convention on Elimination of Discrimination Against Women (CEDAW). These conventions and charters have been ratified by several countries, including Zambia. This study is premised on these rights-based approaches to girls' education and the Critical theory. OCHA (2007) asserts that protection encompasses all activities aimed at ensuring full respect for the rights of the individual in accordance with human rights law, international humanitarian law (which applies in situations of armed conflict) and refugee law.

The second framework which was used in this study was the critical theory. The researcher used the critical theory as a lens in understanding the implementation of the REP for girls. One of the main tenets of the critical theory as developed by Habermas (Carr & Kemmis, 1986), is emancipation of people by making them aware of the basis of their misrepresentations through self-reflection and self-understanding of their situations. This liberation may lead to engaging the individuals in reconstruction to enable them to pursue their goals in life. If we draw assumptions from the critical theory, a way can be found to critique the implementation of REP with the objective of bringing to light relationships of power and inequality, and work towards empowerment. This could lead to transforming some of the participants' social effects. In this case, the Critical theory helped the researcher to identify and explore the research problem which was an investigation into the tracking systems of the REP for girls.

There is also a possibility that almost all stakeholders in education view exclusion from school due to pregnancy as acceptable even though it could have denied many young girls access to education and better lives. Lack of access to education may have led the girls to become miserable. However, by exposing these misrepresentations and experiences as taken for granted and unexamined, the study might provide better understanding of the REP for girls. This could lead to inculcation of hope among the groups of young girls who could have already given up and lost hope of completing schooling.

Further, the investigation into the tracking systems of the REP can be explained in terms of critical theory particularly in the use of the communicative actions. Critical theory argues that the stakeholders and actors in education such as policy makers, Ministry of General Education officials, head teachers, teachers, students, parents, faith and community based as well as non-governmental organisations should be engaged in free, open and democratic deliberations, and tracking systems in order to move beyond basic information, discussion and communication (Waghid, 2002). According to this theory, meaningful enlightenment and the ability to challenge the falsehoods and conventions that influence the implementation of the REP and tracking systems could be exposed through democratic deliberation and consultations. The illumination of situations attained because of communicative actions is expected to lead to cultivation of a belief system based on self-understanding and self-evaluation, hence an optimistic approach towards education for all and promotion of the REP through tracking systems. I believe that it is possible that the involvement of different groups of participants in educational tracking systems through visits and democratic sharing of experiences could lead to creating knowledge and awareness of how the purposes in their lives have been distorted. This understanding and cognizance of their circumstances could bring about ways of eliminating these distortions and the development and engagement of rational interest.

Additionally, Carr and Kemmis (1986) indicate that one of the central tenets of critical theory according to Habermas (1984) is emancipatory interest in liberty and independence. They further note that human beings may achieve self-emancipation through critical theory that could expose their distorted situations and show how they could be eliminated. Furthermore, Sykes, Schneider and Plank (2009) argue that critical theory is a suitable and robust legacy as it offers valuable insights in the policy arena that may help educational stakeholders such as teachers, practitioners, researchers, policy advocates, parents and students to jointly address concerns in education through research. They also note that social revolution as an agenda in educational practice could be made stronger, clearer and more persuasive through critical

theory. Therefore it can be argued that issues and challenges facing educational practices can be well understood by exposing them to critique. Through critical theory, any misrepresentations about educational practices could be publicized and transformed for the better. This could lead to awareness and better understanding of tracking system and REP and its improvement to make it more effective.

Similarly, Cohen, Manion and Morrison (2000), state that critical theory clearly points out what sort of conduct is expected in a social democracy. They argue that it goes further than mere accounting for this behaviour to recognition of a society that is created on equality and democracy for all its members. In particular they emphasize that it seeks to encourage individual liberties, equality and empowerment within a democratic society. This is supported by Young (1992) who asserted that critical theory unwraps the problem through rational problem solving. He adds that critical theorists consider open communication to be critical and most resourceful in problem-solving to both community and learners in classroom. Therefore, critical theory provides a framework to think about the REP in terms of social justice. It also provides a theoretical base for engaging all stakeholders in discussing how the policy might be better implemented through establishment or enhancement of tracking systems as follow ups on the pregnant school girls.

1.9. Conceptual Framework

In this research, the study sought to assess the tracking systems used to follow up pregnant school girls in government secondary schools under the 1997 REP. The tracking system was considered at five levels. That is, Ministry of General officials at both the provincial and district, school administration, teachers, household, and faith and community based organisations, as well as non-governmental organisation and other interest groups, especially those involved in girl child education in the selected secondary schools in Kalulushi District. This tracking starts from the point the problem is identified to readmission through to completion of secondary education. Below is the conceptual framework that was used as a mirror through which these young ‘mothers’ experiences could be seen and analysed. The following concepts were considered in this research: The level of policy awareness, existence of tracking systems, challenges and mitigations used or that should be undertaken for improved tracking systems as well as effective implementation of the Re-entry Policy at all the levels referred to above. Below is the graphic presentation of the conceptual framework.

Figure 1 Conceptual Framework

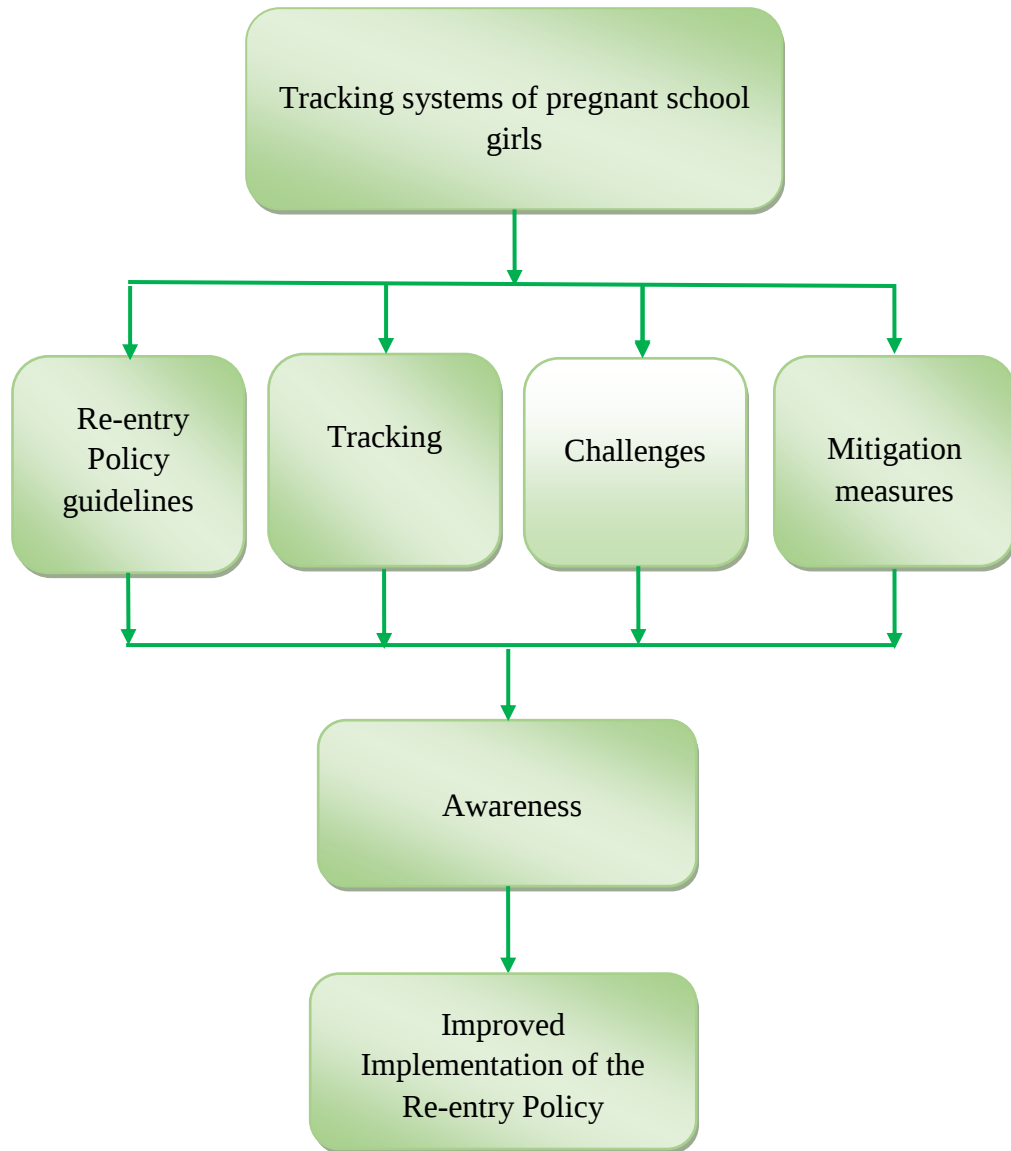


Figure 1. Showing the framework to investigate into the tracking systems of the pregnant school girls in selected urban and peri-urban government secondary schools in Kalulushi District.

It is the researcher's view that an awareness of the Re-entry Policy guidelines, tracking system, challenges and mitigation measures can lead to improved tracking and implementation of the Re-entry Policy and its guidelines.

1.10. Operational Definitions

- **Analyse:** To study or examine something in detail so as to understand or explain it.
- **Assess:** To determine the value, significance, or extent of; appraise, investigate.
- **Establish:** To discover, prove, or decide that something is true.
- **Examine:** To study a subject or consider an idea or plan carefully.

- **Government School:** Public or state school, excluding private and grant-aided schools.
- **Investigate:** To study, look into, or examine. Typically to look through facts or evidence and come up with a conclusion.
- **Re-entry Policy:** A government policy that allows pregnant school girls to return to school after delivery in hope of completing their education in spite of their status.
- **Re-admission:** Being allowed to go back into school having left because of pregnancy.
- **Stakeholders:** Interested parties in a particular issue who in this case include; parents and guardians, school administration, guidance and counselling teacher, grade teacher, members of the community, and faith, community based organisations as well as non-governmental organisation.
- **Tracking systems:** Deliberate measures and procedures that include structures established specifically to help in the following up of the teen ‘mothers’ until completion of at least secondary education, which is the ultimate goal.
- **Teen Mother:** A school pregnant girl who has given birth to a baby while at school, and has been re-entered. The two are used interchangeably.

1.11. Summary

This chapter presented the background of the study, statement of the problem, purpose of the study, research objectives and research questions. Other components covered are delimitation and limitation, significance of the study, as well as theoretical and conceptual frameworks. Lastly, the chapter closes with operational definitions. The chapter that follows focuses on the literature review of what other scholars have found and recorded on the re-entry policy and the tracking systems.

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview

This chapter reviews the literature on REP from a number of scholars who have attempted in the similar manner to look at the policy, or better still the tracking of the teen mothers under the policy. In reviewing literature, the research wishes to reveal what has been done by different governments and stakeholders, and in so doing be able to identify the gaps that are available for this study to contribute to, so as to fill them. The chapter reviewed literature at national and international levels. Further, this study is mainly connected to two related lines of literature. Firstly, the availability of tracking or follow up systems at school, at household and community levels through faith and community based organisations as well as non-governmental organisations. Secondly, the extent of policy awareness and challenges experienced by all stakeholders including the teen mothers in the REP cycle with specific reference to tracking systems.

Further, more often than not, politicians announce figures of school girls who have fallen pregnant in a particular year and those re-entered. For instance, according to the 2009 Education Statistical Bulletin by the Ministry of Education, in 2002 there were 3,663 teenage pregnancies among school going teenagers. In 2004, the number rose to 6,528, in 2007 the figure had risen further to 11,391 before reaching a record high of 13,634 in 2009. In 2014 the statistics further show that a total of 16 378 girls fell pregnant out of whom only 7 391 were readmitted (MOE, 2014). These figures may be justified, but little if not nothing at all, is said about what happens after the re-entry up to completion of school. However, where that happens, it remains significantly untraced. The re-entered child may have just dropped out in the eleventh grade after re-admission in the tenth grade, distorting statistics of completion rate, and success of the REP. Moreover teen mothers find it challenging to combine school and parenthood which can easily pull them out of school. Garwick et al (2008), acknowledge this argument and indicate that their study on teen mother revealed difficulty of mothering a child while still a learner as one needed to take so much time between juggling school, a job and the baby. Zondo (2006) also agrees to this school of thought and posits that teenage mothers experienced difficulty in balancing their educational responsibility and taking care of the baby. The Zambia MOE (2009) bulletin report was not any different the foregoing arguments as it

revealed that despite the REP in place, a number of girls who fell pregnant shun going back to school either due to assumed lack of supportive structures or high levels of stigma among fellow pupils and teachers. Similarly, the study done by Canada, Ministry of education (1998) on the challenges and choices of keeping teenage mothers in schools revealed that fellow teachers use judgmental glances or mean remarks, and that other teenage mothers quit school because of pressure from school learners and administration or teachers (Canada. Ministry of Education, 1998). However, Shaningwa (2007) argues that teenage mothers, who live with a female adult, are able to cope with schooling, because they have somebody they trust to take care of their babies while at school. Equally, in an attempt to see a successful re-entry of teen mothers, Sewell (2011), posits that schools should consider how they can best support education of teen mothers during the period of maternity leave, for example by sending work at their home . She further argue that this may include work sent home, home tuition, a part- time timetable or attendance at an Alternative Learning Provider. However, wherever possible, the young mother should be encouraged to return to her own school.

One would ask whether the re-entered teen mothers completed their secondary education successfully. It is not debatable that the number of teen mothers referred to in the preceding sentence, who did not re-enter could be less if the tracking or follow up systems were put in place. In their document, Mutombo and Mwenda (2010) also argued that among those that had returned to school, 68% indicated that they had a challenge of returning to school because they were the “focus of scorn from fellow pupils. They went further to argue that the other challenge was inadequate resources to support them and their children.

Generally, the issue of tracking or follow up systems on the teen mothers in most studies remains far-fetched. By investigating the tracking or follow up system of the pregnant school girls from the time the problem was identified to readmission through to completion of secondary school education. This study worked to contribute to the bridging of this knowledge gap. Mutombo and Mwenda (2010), in their case study of two secondary schools in Zambia, argued that a high percentage of girls re-entering school after pregnancy at some Zambian secondary schools does not come about by chance, but that re-entry can be stimulated through targeted interventions. I believe that such measures alluded to by Mutombo and Mwenda (2010), should include enhancing tracking or follow up systems where they exist, and establishing some, where they are non-existent. In addition, Pillow (2006) noted that teenage pregnancy has been associated with cultural shortfalls and seen as carelessness on the side of

the pregnant girls, which conceptions and attitudes against teenage pregnancy as recklessness and negligence of the girls, impact on the policy and practice affecting the education of pregnant and mothering students. She argued that the situation made difficult monitoring and collection of information regarding the education of pregnant and mothering students. Similarly, the 2014 United Nations Report on data collection also laments lack of quality information and agrees with this finding. The report reveals that this lack of quality information often resulted in poor planning, decision making and allocation of resources (UN, 2014).

At continental level and citing the case of Kenya, which introduced the REP in 1994. In the 2008 CSA Report, Okwany (2004) contends that inspection visits of teen mothers for follow ups and quality assurance purposes are rarely undertaken by the government education officials. He further laments that the REP programme is often with poor linkages with the mainstream education system and the local communities and non-governmental organisations (NGOs), who are also stakeholders of the teen mothers. A study by De Jonge's (2001) revealed that socio-economic problems were, to a great extent, precursors rather than penalties of teenage motherhood. He then suggested that policies needed to give emphasis on support services for the young mothers to enable them to recover from social disadvantage. Olivier (2000) supports the idea and posits that there is a professional need to equip learners with life skills to help them deal with their challenges.

2.1. The Concept of Tracking

The concept of tracking or follow up on the pregnant or teen mothers is significantly remote in most countries in the world. The concentration of researchers on REP has given less space to the tracking or follows up system of the pregnant or teen mothers, more than other areas of concern. In Zambia, lack of tracking or follow up systems of the teen mothers dates back to colonial days. Dempsey and Ravacon (1971) asserted that they found a total of forty-three articles in education journals in the 1960's which pertained to married and/or pregnant students. They assert that twenty of these articles dealt with the legal rights, personal problems and educational problems of married students. Ten of the articles discussed policies and problems related to the married and pregnant students. The unwed, rather than married, pregnant student was the concern of writers at the end of the sixties. There were twelve articles about unwed students, dominated by discussions concerning special programs, no article was found on the tracking or follow up systems.

However, Nolte (1973) posited that in Utah Schools of the United States of America, pregnant students were put and followed up under medical supervision. Failure to that the school district could perhaps justify exclusion of a pregnant student if the girl refused to place herself in this arrangement. Further, Bergeson (1974) added that every girl in the United States, whether married or pregnant had a right to and a need for the education that would help her prepare herself for a career, for family life, and for citizenship. Therefore there was a holist follow up arrangement where the local school systems had an obligation to cooperate with such other state, county, and city agencies as health and welfare departments and with private agencies and physicians to assure that pregnant girls receive proper medical, psychological, and social services during pregnancy and for as long as needed thereafter.

One or two examples from the African perspective show lack of tracking systems of the teen mothers. For instance, Mughogho and Chamdimba (2005) noted that the government of Malawi initiated positive developments that were meant to eliminate biases in the education system, and that the REP for pregnant girls was one of those initiatives. However, they further establish that despite such efforts, the REP lacked the support systems necessary for effective implementation, and it had not been widely publicised to the would-be beneficiaries. A similar perspective is given by Kadzamira (2007) who asserts that most countries in the region of Southern Africa introduced policies of re-admission that allowed teenage mothers to complete school. However, she also noted that there was evidence that when this policy was implemented it had been more of a reactive than preventive strategy. This clearly showed the non-existence of tracking systems for the pregnant girls. In addition to this, in 2013 the United Nations Population Fund report lamented lack of data as a draw back in the tracking systems. The report revealed that having no data and bad data on women and girls has hampered the ability to influence policy on re-entry, track progress and demand accountability (UNPF, 2013).

Admittedly, the aspect of tracking systems of the teen mothers received limited attention. Aruda et al., (2008) argued that tracking the teen mothers had been mostly insignificant. They, however, posit that, tracking the teen mothers could start by counselling the teen mother to accept the situation, to remain health and continue with their education. Further, they asserted that it was important to monitor pregnant adolescents at regular weekly intervals until they had made their decision on whether or not to keep the pregnancy, and then to refer them accordingly. Furthermore, they argued that when efforts were made to coordinate care, provide services to newly pregnant teens it was still not as challenging. In addition, they suggested that

it was helpful for the medical personnel to be involved in the tracking of the teen mothers as well as to inform their pregnant patients at the outset about their follow-up and outreach policies so that the teen mothers understood that providers, and other stakeholders would be calling them if they did not show up for appointments. This would enhance communication and cooperation. Lastly, a number of scholars have attributed inadequate tracking of teen mothers to lack of support from stakeholders. Lack of support from school teenage mothers, who return to school after the birth of their children, experience intimidation and marginalization and lack of support from by educators. Chigona and Chetty (2008) also add their voice and argue that teenage mothers did not receive support from their educators, for example when a learner has missed lessons due to infant related problems, teachers were not willing to go through the lesson.

2.2 Summary

This chapter presented the literature review giving an overview of what scholars have found and recorded on the re-entry policy and the tracking systems. The chapter also gave an insight into the concept of tracking. The next chapter focuses on the methodology used to collect data.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter presents the methodology that was used in the study. These include: research design, study population, study sample, sampling technique, and research instruments. Others were data collection procedure, data analysis and ethical considerations.

3.1. Research Design

In this study, the researcher used qualitative descriptive survey. According to Ghosh (2002), a research design is an 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. In this case, the study was largely qualitative in design and procedure because the data needed to be collected mostly involved views that respondents had on the REP and the tracking system of the teen mothers, which needed a lot of descriptions and explanations. According to Best (1995), qualitative studies are those in which the descriptions of observation are not ordinarily expressed in quantitative terms but not suggesting that numerical measures are never used; rather, other means of descriptions are emphasised. Therefore, in this research qualitative approach was used. It involved interviews using interview guide as well as recording voices of the respondents.

3.2. Study Population

According to Sidhu (2003) population in research refers to the total or whole of objects or individuals regarding which inferences are to be made in a sampling study. This study therefore targeted all secondary schools, head teachers, guidance and counselling teachers and grade teachers. Others are school girls and their parents as well as non-governmental, faith and community based organisations, and the Planning officer, all in Kalulushi District. The other is the Senior Planning Officer at the provincial education office. The choice of these respondents was that there are all stakeholders and have a critical role to play in the REP cycle and in the tracking or follow up systems of the teen mothers.

3.3. Research Site

The study was carried out in Kalulushi District on the Copperbelt Province of Zambia. The three schools were referred to as school A, school B and school C.

3.4. Sample and Sampling Procedures

This study took place in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. The study only covered three selected government schools. The number of participants sampled was twenty-five in total. These included; Senior Planning Officer (SPO) from the office of the Provincial Education Officer(PEO), the (Planning Officer) from the Ministry of General Education from the office of the District Education Board Secretary(DEBS), head teachers, guidance and counselling teachers and grade teachers. Others were the parents and guardians of the teen mothers, the faith and community based organisations as well as the non-governmental organisations.

The researcher used non-probability sampling technique, particularly the purposeful sampling. This was because the targeted population was specifically the pregnant school girls who might not be easily and successfully sampled from the general population of the school girls. Similarly, the targeted sample of the households of these pregnant girls could not have been easily sampled from a population of such households. In addition, the figures of the respondents were too small to be subjected to other sampling methods. In some cases, the researcher applied the convenience sampling as the respondent was only for instance, one head teacher found per school, or one non-governmental organisation as a respondent in the particular locality of the teen mothers as was the case in this study. Only one non-governmental organisation was available and responded for the two of the selected school where teen mothers received sponsorship.

3.5. Study Sample

The study sample comprised one Senior Planning Officer (SPO), one Planning Officer (PO) and three head teachers. Others were three guidance and counselling and teachers, six grade teachers, three parents or guardians of the teen mothers, one faith or community based organisation, and one Non-governmental organisation. Lastly, there were six teen mothers, that is, four teen mothers from the selected urban secondary schools, and two teen mothers from one peri-urban selected secondary school. The total number of participants in this study was twenty-five. The choice of the Senior Planning Officer (SPO) and the Planning Officer (PO), at the PEO's office and DEBS office respectively was apt as the two officers were solely in charge of the aspect of REP and general policy and programme interpretation. Similarly, the choice of head teachers was critical as they were responsible for policy decision and implementation, which included the REP. The role of guidance and counselling and grade teachers in the REP was crucial as they provide with teen mothers psycho-socio counselling.

In addition, they were directly involved in the record keeping of the teen mothers during and after re-entry. The grade teachers were also responsible for the behaviour and conduct of these teen mothers in class, and are with them during the school days. The parents and guardians were the custodian of the teens' well-being and upbringing. Lastly, the faith and community based organisations as well as the non-governmental organisations provided financial support to some teen mothers.

Three secondary government schools were sampled in this study. Of the seven secondary schools in Kalulushi District, two were selected to represent the urban schools. While one represented the peri-urban secondary schools. Similarly, out of the seven secondary schools in the district, three were located in the urban area. One was a private school, leaving only two secondary schools which were purposely sampled. Out of the remaining four peri-urban schools, one was a grant-aided school, leaving three schools from which one was equally purposively sampled.

3.6. Sampling Technique

The sampling techniques that were applied in this study include; convenience sampling, purposive sampling and systematic sampling. These techniques were used to select the three government secondary schools. Ghosh (1992) defines convenience sampling as a technique where the researcher selects particular items according to his or her convenience. In this study the selected schools were conveniently sampled.

The officials from the Ministry of General Education, and the head teachers as well as the guidance and counselling teachers were selected purposively. Zikmund (2000) defines purpose sampling as a non-probability sampling technique in which the researchers chooses the sample based on his or her judgement about some appropriate characteristics required of the sample members. Further, officials from the Ministry of General Education, who include the Senior Planning Officer (SPO) and the Planning Officer (PO), are not only the supervisors of the school administration, but are squarely in charge of the monitoring and implementation of the REP.

Further, the selection of grade teachers was based on the fact that they were teachers of the teen mothers in class, and that they were available and willing to participate in the study. The teen mothers were also selected on the basis of their availability and willingness to be part of respondents.

3.7. Research Instruments

It has been noted by McMillan and Schumacher (1993) that an interview consists of a direct verbal interaction between the interviewer and the subject. Ndagi (1997) also asserts that an interview is unique in that it involves the collection of data through direct verbal interaction between the interviewee and the interviewer. The information gathered in this study came from personal interviews with the respondents. In addition to this, a focus group discussion was used with the teen mothers. The research instruments that were used included; structured individual interview guide, and focus group discussion guide with the teen mothers. In order to supplement effective data capturing, a voice recorder was used during the oral interviews. The study also explored data collection through review and analysis of documents and records.

3.8. Data Collection Procedure

Data-collection techniques are methods that allow us to systematically collect information about our objects of study that is, people, objects, phenomena, and about the settings in which they occur. The selected public secondary schools were two in the urban and one in the peri-urban of Kalulushi District in the Copperbelt Province of Zambia. A triangulation method, as a strategy for increasing the validity of evaluation and research findings (Merriam 2002), and integrating appropriate secondary and primary research methods was used. These included: desk review through document analysis of relevant and available information. Documents such as circulars, policy guidelines, progress reports, and other materials related to the REP and tracking systems were used.

The researcher also used individual face-to-face interview using interview guides (Appendices 1-9) to collect data from the head teachers, guidance and counselling and teachers, the grade teachers, parents/guardians as well as faith, Non-governmental and community based organisations. The focus group discussion guide was also used to collect information from the teen mothers. Fraenkel and Wallen (2009) asserted that the advantages of this method were that unclear issues could be clarified as well as asking participants to elaborate on responses that were pertinent to the study. Merriam (1988) agrees that when collecting and making sense of data in qualitative research that was focused on meaning, an instrument sensitive to underlying meaning was required. Cohen, Manion and Morrison (2000) support that interviews allowed researchers and participants to discuss their interpretations of the world from their own point of view, bringing out its human nature.

3.9. Data Analysis

According to LeCompte and Schensul (1999) data analysis is the practice of reducing huge amounts of collected data to make sense of them. In this study, qualitative data has been analysed using inductive approaches. Tables have been used to provide more comprehensive presentation. The steps included the researcher grouping data, presenting data as a category with each category explained as a qualitative narrative. The final stage was the interpretation of data and linking of the findings to the literature review and from the researcher's interpretation based on the data.

3.10. Ethical Considerations

In order to avoid a likely cause of any physical or emotional harm to the participants, the data collecting techniques used in this study considered research procedures that never violate informants' right to privacy by posing sensitive questions or gain access to records which could contain personal data. Further, in collecting information from the teen mothers, through observation of the behaviour of informants, the researcher did not observe them without their parents/guardians being aware. Furthermore, this study ensured that no personal information was made public, which informants would want to be kept private, but respected certain cultural values, traditions or taboos valued by the informants. The researcher also ensured the confidentiality of the data obtained. The names and addresses of the informants were omitted from the interview guides. Similarly, the names of the schools were withheld, letters were used, instead.

Lastly, the researcher obtained informed consent from parents/guardian before the study or the interview begun. Administratively, the researcher sought introductory letter from the University of Zambia in association with Zimbabwe Open University (UNZA-ZOU) to enable him collect data from the participants. Equally, permission was sought from the Provincial Education office, and from the District Education Board Secretary (DEBS) for the researcher to have access to the participants for data in the selected schools.

3.11. Summary

This chapter has presented the methodology used in this study. It has also placed emphasis on the research design, sampling techniques and procedures, as well as the sample size and methods used to collect and analyse the findings of the study. The next chapter presents the results on investigation into the tracking systems used to follow up pregnant school girls in selected secondary schools.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

The findings in this chapter are presented in line with the research questions of the study as indicated in Chapter One. However the study has also presented demographic data of respondents, especially that of the teen mothers. Important to the presentation of the findings are the following research questions:

1. What are the awareness levels of the pregnant schools girls, the school administration, the parents and guardians, and community based organisations about the 1997 Re-entry Policy in the selected government secondary schools in Kalulushi District?
2. What tracking systems to follow up pregnant girls have been put in place by the school administration, parents and guardians, and community based organisations in the selected government secondary schools?
3. What are the challenges faced by the pregnant schools girls, the school administration, parents and guardians, and community based organisations when tracking the girls who are pregnant?
4. What mitigating measures are taken to overcome the challenges faced by pregnant schools girls during the tracking system?

4.1 Demographic Data of the Teen Mothers

Table 1 shows the age bracket of the teen mothers at the point of falling pregnant. The age bracket with the highest number of participants was between the 14 and 16 years at 67%. Age ranges of 17 -19 and that of 20 and above recorded lower number at 16.7% each.

Table 1: Distribution of Teen Mothers by age bracket at point of falling pregnant

Age	No. of Respondents
14 - 16	4
17 - 19	1
20 and above	1
Total	6

4.2 Awareness levels about the 1997 Re-entry Policy

One of the objectives of the study was to establish the extent to which participants were

aware about the 1997 Re-entry Policy. The responses are as presented below:

4.2.1 Head Teachers' Responses

When asked to what extent they were aware about the 1997 Re-entry Policy, all the three sampled participants indicated they were aware of the Re-entry policy to a large extent. All of them also indicated they were oriented on the policy and that the issue of school girls falling pregnant was common especially in government schools.

4.2.2 Grade Teachers' Responses

When asked to what extent they were aware about the 1997 Re-entry Policy, two of the six grade teachers indicated that they were aware about the Re-entry policy to a large extent, while three indicated had knowledge of Re-entry policy fairly well. One grade teacher indicated he had at least an idea about the policy. No one indicated they did have any idea.

4.2.3 Teen Mothers' Response

Three out of six teen mothers, who took part in the study, indicated they were very much aware of the Re-entry policy. One teen mother said she had a fair knowledge about the Re-entry policy, but did not say why it was so. Two other teen mothers indicated they had at least an idea about the Re-entry Policy. When asked why they had only an idea about the policy, one of the two teen mothers said that her friends used to laugh at her and discriminate her for being pregnant while at school, and therefore did not mingle freely to learn more about the Re-entry policy. No one indicated not having an idea. The teen mothers also indicated that they learnt about the Re-entry Policy from their peers, grade and guidance and counselling teachers.

4.2.4 Parents/Guardians' Response

Out of the anticipated six parents/guardians, four participated in the study, as the researcher could not reach the other two owing to reasons beyond his control. Two out of the four parents/guardians who took part in the study indicated that they were very much aware of the Re-entry policy. While the other two, both from the same school as in the former case, indicated they had fair knowledge about the Re-entry policy. None of the parents/guardians who took part in the study said they had no idea about the policy. When asked how they came to know about the Re-entry policy, three of the parents/guardians said they got piece of the information from the school administration, teachers and community in which they lived.

One of these three parents said that she also learnt about the Re-entry policy from the electronic media and the radio.

4.2.5 Non-Governmental Organisation

A Non-Governmental Organisation (NGO) that existed and dealt with the teen mothers in the sampled schools, indicated that the organisation was very much aware about the Re-entry policy, and that it was helping teen mothers in schools B and C. When asked about how the NGO came to know about the Re-entry policy, the Coordinator revealed that it was through partnership with Ministry of General Education through the office of the District Education Board Secretary (DEBS), through attending the District Development Coordinating Committee (DDCC) and Department of Social Welfare committee meetings.

4.2.6 Guidance and Counselling Teachers

Two of the three guidance and counselling teachers who took part in the study indicated that they were aware about the Re-entry Policy to a very large extent. They added that they were aware about the policy because it involved counselling, which was one of their core tasks done every day. One guidance and counselling teacher said:

As guidance and counselling teachers, we are very much involved
in the issues of pregnant school girls for psycho-social counselling,
Therefore, we are very much aware about the Re-entry policy'

The third one said she only had a fair knowledge about the 1997 Re-entry policy. The participant attributed her limited knowledge about the policy to her being new in the position, but that she learnt about it as a grade teacher. There was no guidance and counselling teacher who said they had no idea about the 1997 Re-entry policy.

4.2.7 Focus Group Discussion

Apart from the responses gathered from participants, the researcher also collected information on the extent of awareness about the Re-entry Policy from the participants in the Focus Group Discussion (FGD), comprising six teen mothers only. These were drawn from the three sampled schools, two from each school. Two participants stated that they were very much aware of the Re-entry policy. Three other participants indicated that they were fairly aware of the Re-entry policy. The remaining teen mother said she had absolutely no idea about the Re-entry policy. In justifying her ignorance about the Re-entry policy, the teen mother said she went to a mission school where pregnant issues were not tolerated, but that she fell pregnant while writing her grade 9 examinations. She added that upon delivery she

went to a basic school to repeat her grade 9, where similarly there was no mention of Re-entry policy. She said:

I never stayed in school when I got pregnant, no school counselling, no idea about the Re-entry policy, no maternity leave was granted to me. Nevertheless, I returned to school three months after delivery

The teen mothers mentioned grade teachers, friends, parents, guidance and counselling teachers as well as some community based organisations (NGO) as some of the sources of information about the 1997 Re-entry Policy.

4.2.8 Provincial Education Officer

The Senior Planning Officer who represented the office of the Provincial Education Officer (PEO) said they were aware of the policy to a large extent as it was a government policy, which they implemented. The office of the PEO further indicated that they ensured all DEBS were familiar with the Re-entry policy.

4.2.9 District Education Board Secretary

The District Education Board Secretary was aware of the 1997 Re-entry Policy. The District guidance and counselling coordinator (DGCC) who represented the DEBS said that they were aware about the policy to a large extent. The DEBS office also said as a district they built and continued building capacity among the head teachers as well as guidance and counselling teachers for continued knowledge about the Re-entry policy.

Table 2: Distribution of responses from different participants on awareness levels about Re-entry Policy by category

Participant Category	Large extent	Fairly	At least	No idea	Total
(i).Head teachers	3	0	0	0	3
(ii).Grade teachers	2	3	1	0	6
(iii).Teen mothers	3	1	1	1	6
(iv).Parents/Guardians	2	0	2	0	4
(v).Non-Government Organisation	1	0	0	0	1
(vi).Guidance and Counselling teacher	2	1	0	0	3
(vii).Focus Group Discussion	2	3	0	0	0
(viii).PEO Officials	1	0	0	0	1
(ix).DEBS Officials	1	0	0	0	1
Total	15	5	4	1	25

As shown in table 2 above, out of twenty-five participants who took part in the study, fifteen or 60% said that they were aware about the 1997 Re-entry Policy to a large extent. Five or 20% said they had a fair knowledge about the policy. The other four or 16% of the participants indicated they had at least an idea about the policy. Only one participant indicated had no idea about the policy. Generally, 24 or 96% of the participants in the study were at least aware of the policy.

4.3 Tracking Systems used to follow up Pregnant School girls

The next question the researcher asked the participants was what tracking systems were used to follow up pregnant girls. The following were the responses by different participants as shown below. The responses are later presented in bullet and table forms and by category of participants for easy access and comprehension.

4.3.1. Head Teachers' Responses

Table 3 below shows responses from head teachers on what tracking systems were put in place to follow up the pregnant school girls or teen mothers. All the head teachers acknowledged the existence of the tracking systems in all the three schools, except that they were not scheduled and not accompanied by instruments. All the head teachers also indicated that they tracked the teen mothers through collaboration with grade and guidance and counselling teachers.

Most head teachers indicated that the tracking included; monitoring performance of the pregnant girls while still at school, exempting them from school manual work, ensuring the girls attended ante and postal natal clinic, calling and talking to both sides of the parents, the girls and the responsible man, explaining to them the effect of the pregnancy as well as counselling them. Commitment forms were given to parents to ensure the girls returned to school after delivery. Further, the girls were given maternity leave when they were about to deliver and the school authority, through guidance and counselling teachers, visited the child at home. Sometimes the school authority tracked the girls through their friends or by phoning them. Additionally, two head teachers indicated that the teen mothers who were on maternity leave were given academic written work through classmates.

Other head teachers indicated that tracking was also done through parents/guardians who were advised to report the birth of the baby for further instructions. Further, all the head teachers indicated that upon re-entry, the teen mother's class attendance and academic performance were tracked. The responses from the head teachers also indicated that for easy tracking, monthly returns on the teen mothers were submitted to the office of the District Education

Board Secretary (DEBS) to account for every pregnant and re-entered child. The table below shows the responses from head teachers.

Table 3: Head teachers' responses on what tracking systems were put in place.

School	Head Teacher's Responses
School A	•Tracking system exists, but there are no instruments or tools to that effect. •While pregnant and still at school, administration monitors the child through grade and guidance and counselling teachers. •Parents are called and given information regarding the effect of the pregnancy. •Counsel both the parents and the girls and ensure the girls attends ante-natal clinic. •Grants the girls maternity leave when due. •School authority visits child at home, through guidance and counselling teacher. •Parents advised to immediately report birth of the baby to administration. •Upon re-entry, girls' attendance and performance are tracked.
School B	•Tracking system exists, but there are no instruments or tools to that are used. •While pregnant and still at school, child is tracked and monitored through collaboration with grade and guidance and counselling teachers. •Parents from both sides and the pregnant girls are called, counselled and given commitment forms to ensure the girls return to school after delivery. •Responsible man is also tracked to ensure support to the baby. •Follow ups are made to ensure the girls attends ante-natal clinic. •Maternity leave and school authority tracks the girls through phoning and friends. •Academic work given through classmates while the teen mothers are on maternity leave. •Track attendance and performance of re-entered, teen mothers.
School C	•Tracking system exists, but there are no instruments/tools used. •While pregnant and still at school, child is monitored and tracked through grade and guidance and counselling teachers. •Parents are called and given information about the implication of the pregnancy. •Counsel both sides of the parents, the girl and the responsible man. •Exempt the girl from school manual work. •Encourages the girl to attend ante-natal clinic. •Girl is granted maternity leave when due. •School authority, through guidance and counselling teachers visits child at home. •Tracking is also done through parents/guardians who are advised to report the birth of the baby for further advice. •Upon re-entry, girl's attendance and performance are tracked.

	•Monthly returns submitted to DEBS office to account for every re-entered child. •Re-entered teen mothers are also tracked through provision of extra lessons with the help of Time to Learn programme.
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4.3.2 Grade Teachers' Responses

Table 4 shows responses of the grade teachers on what tracking systems have been put in place. All grade teachers acknowledged the existence of tracking systems save for tracking instruments. Tracking began by confirming the pregnancy, how old it was and who was the responsible person. Most grade teachers indicated that there was also tracking of the girl's academic performance and attendance through daily class registration. Some grade teachers also revealed that where necessary, recommendations for the teen mother to repeat a grade was made. Others indicated that tracking continued while the teen mother was on maternity leave through visitations once in a while. Academic written exercises were sent to teen mothers through friends. One grade teacher said:

You find time once in a while and visit the child at home. You also prepare academic work and send it through her friends who work together with the teen mother through a discussion

Most grade teachers indicated that upon re-entry, the teen mother's attendance and performance were tracked. Some grade teachers also stated that they tracked the teen mothers physical and health status by conducting physical checkups and where necessary exclude them from manual work. The findings also indicated that tracking was done through record keeping of the teen mothers.

Table 4: Grade Teachers' response on what tracking systems were put in place

School	Grade Teacher's Responses
School A	•Tracking system somewhat exists, but no formal tools are used. •Tracks by confirming the pregnancy, how old and responsible person and informs the guidance and counselling teacher for further processes. •Tracks the girl's academic performance and attendance through every day class registration. Where necessary recommends the girl repeats a grade. •Tracking continues during her maternity leave; visits the teen mother once in a while. •Conduct physical check-up. •Record about the teen mother is kept for easy tracking. •When on maternity leave academic exercises are sent to her through friends. •Upon re-entry, girl's attendance and performance are tracked.

School B	•Tracking system exists, but there are no instruments or tools to that effect. •Tracks the suspected pregnant girls by watching them closely. •Monitors her class attendance and performance. •When on maternity leave, tracking is enhanced through promotion of communication by giving the teen mother her grade teacher's phone number. •Tracks their physical and health status and where necessary exclude them from manual work. •Sometimes parents are called to collect academic exercises for them to do at home while on maternity.
School C	•Tracking system exists, but there are no instruments/tools to that are used. •Tracks the girl through occasional visits to the parents and discuss the child's pregnancy. •Track girls through sensitisation. •Upon re-entry, girl's attendance and performance are tracked, and remedial work is given.

4.3.3 Teen mothers' response

Table 5 shows the responses of teen mothers on what tracking systems were put in place for them by the stakeholders. The stakeholders included: school administration, guidance and counselling teacher, grade teachers, NGO and parents/guardians. The responses showed that 4 out of 6 respondents recognised non-existence of the routine tracking system, especially from the administration point of view. However, all the respondents acknowledged being tracked or followed up by grade teachers who tracked their class attendance and performance, especially before and after maternity leave. Most teen mothers also indicated that their grade teachers checked on their sitting arrangement and position in class, and ensured work was done or got punished or the parents were informed about their performance. All the participants also appreciated being tracked by the guidance and counselling teachers through counselling, monitoring and encouraging them. Five of the teen mothers indicated that their parents and guardians followed up on them by collecting their report forms from school, and consulted their grade teachers on character and behaviour. They also made sure homework was done whenever it was given to them. One participant also indicated that her parents especially her mother used to track and monitor her strictly, even asking for the class time table to ensure that her daughter attend all the classes. Another teen mother said the following:

The guidance and counselling teacher encourages me to work hard and concentrate on school, and to report to her

any unfair remarks from classmates and teachers. She also monitors us on a weekly basis.

Further, most participants indicated that their parents and guardians encouraged them to wake up early for school, to work hard for their future and that of their children. Their parents also tracked their re-entry date, took care of the grandchild whenever they were in school.

Table 5: Teen mothers' responses on what tracking systems were put in place them for by the stakeholders

School	Teen Mother's Responses
School A	•No routine tracking system exists. •Grade teacher tracks attendance and performance. •Guidance and counselling teacher encourages us to work hard and concentrate on school, and to report to her unfair remarks from classmates and teachers •Parents encourage me to wake up, work hard for my future and that of my child •Guidance and counselling teacher does weekly monitoring •Parents tracked re-entry date took care of the grandchild.
School B	•There is no routine tracking system exists. •Grade teacher ensures work is done or gets punished or the parents are called. •Parents make sure homework is done, studies are done, and strongly advise concentration on school work •Parents also check time table and seeks accountability for every period. •Guidance and counselling teachers follow up the teen mothers to encourage them never to give up school. •Pupils were sent to visit me when I was on maternity leave
School C	•Tracking system exists. •Grade teachers check work every day. •Parents collect report forms, and consult grade teachers on character and behaviour. •Guidance and counselling teachers counsel to re-enter school. •Teachers check on our sitting arrangement and position in class.

4.3.4 Parents/Guardian's response

Table 6 shows responses of parents/guardian on what tracking systems were put in place to follow up their teen mothers. Asked about what tracking systems they had put in place to follow up their teen mothers, all the parents/ guardians who took part in the study indicated that there were no formal tracking systems that were put in place. They however stated that they tracked

their children's performance and class attendance through contacts with teachers. All parents/guardians also indicated that they bottle-fed their grandchildren while the teen mothers were away at school or were writing homework. They all encouraged their teen mothers to return to school after delivery and advised them to be going to school early. Most parents/guardians indicated that they also tracked the performance of their teen mothers through inquiring from their school mates, friends, teachers, and by collecting of report forms. Some parents/guardians also indicated that sometimes they stopped their teen mothers from performing households chores so that they could concentrate on their school work.

Table 6: Parents/Guardians' responses on what tracking systems were put in place

School	Parents/Guardian's Responses
School A	•Ensure teen mothers go to school early and regularly. •Track her personal activities, laying emphasis on academic work after school. •Track performance through contact with teachers, and collection of report forms. •Take care of the grand child while she writes homework.
School B	•Track performance through contact with teachers, and collection of report forms. •Encourage teen mothers to learn from their mistake and concentrate on school work.
School C	•Ensure she wakes up early and goes to school regularly. •Track performance through inquiring from her friends, teachers, and collecting of report forms. •Exempt her from some household chores to give her time to work on school exercise. •Bottle feeding the grand child when teen mother is at school or when she is writing homework.

4.3.5. Non-Governmental Organisation (NGO)'s response

Table 7 shows responses from one of the NGOs involved in the promotion of girl's education in the two selected secondary schools, that is, B and C. When asked what tracking systems were put in place to follow up the teen mothers, the coordinator said the tracking system that existed was achieved through volunteer care givers working for the NGO. The coordinator further indicated that the care givers went into schools to register the teen mothers and collect their academic and personal information for easy tracking. She also stated that each teen mother had a personal file for record keeping. Further, the coordinator said that through the care givers, monthly reports about the teen mothers were collected, reviewed and appropriate decisions were made. The coordinator also indicated that the organisations provided psycho-

social counselling to both the teen mothers and their parents/guardians. Further, the NGO revealed that the tracking of the teen mothers' also included their financial status in terms of payment of user fees. The coordinator indicated that 100% financial support for user fees was given to teen mothers in order for them to complete their secondary education after re-entry.

Table 7: NGO responses on what tracking systems were put in place

School	NGO's Response
School B and C	•Systematic tracking system exists. •Tracking is done through care givers who are volunteers under NGO. •The care givers go into schools to register the pregnant girls. •Sometimes gather academic and personal information and records about the teen mothers. •Each teen mother has a personal file for record and decision making. •Through care givers monthly reports about the teen mothers are collected, reviewed and appropriate decision is made. •Provide psycho-social counselling to both the teen mother and their parents/guardian. •Financially supports teen mothers at 100% sponsorship currently, with plans to reduce to 50% so that the other 50% comes from parents/guardians in 2018 to promote the spirit of cost sharing.

4.3.6 Responses of Guidance and Counselling Teachers

Table 8 shows responses of guidance and counselling teachers on what tracking systems were put in place to follow up pregnant girls. While one guidance and counselling teacher said that the tracking system existed at her school, though without instruments or tools, the other two stated that the tracking system did not exist, but tracking occurred through interaction or by individual effort. One guidance and counselling teacher said:

No, not a routine tracking system, No tracking instrument, we just rely on government documents and biodata, but it happens through interaction and sensitisation

Another guidance and counselling teacher said that there was no tracking system, but used her own method. All the guidance and counselling teachers indicated that tracking began immediately a report of a suspected pregnancy was received from different sources which included: pupils, teacher, in some cases parents, and others. One guidance and counselling teacher said tracking the girl was by first developing a relationship with the suspected girl so

that she could open up and set the tone to share information. All the participants that were interviewed indicated that while at school, the pregnant girls were monitored ensuring that they sat comfortably in class, and were allowed to go home whenever they felt tired. They further indicated that parents/guardians of the girls were tracked, called and oriented about the Re-entry policy. They were later counselled on the effects of the pregnancy, and were told to make sure the girl returned to school to continue learning.

The traced pregnant girls were given a consent form to accept they were pregnant and pledge to keep it until delivery. Parents/guardians from both sides were equally invited to fill in commitment forms to ensure the teen mother returned to school after delivery. Teen mothers were also tracked through record keeping. Two guidance and counselling teachers indicated that the pregnant girls were exempted from manual work and co-curricular activities while at school. One guidance and counselling teacher indicated that she visited the teen mothers at least once during their maternity leave, and that they were advised to obtain and copy notes from their friends so that they remained in touch with school life. She further indicated that academic work was also sent to the teen mother who was on maternity leave through classmates.

On the other hand, one guidance and counselling teacher indicated that except in rare cases, especially when a particular teen mother was sick, there was no tracking during maternity leave. Instead parents were told to report the birth, and give subsequent monthly reports on the progress and health of the teen mother. Otherwise, the teen mother's friends were sent to visit her and give feedback to the school administration.

One guidance and counselling teacher further indicated that upon re-entry, the teen mothers were counselled on weekly basis for the first two months. All the guidance and counselling teachers indicated that upon re-entry, the teen mothers' class attendance and performance were tracked. Lastly, two guidance and counselling teachers stated that the pupils and the teachers from teen mothers' classes were also counselled against discriminating them.

Table 8: Guidance and counselling teachers' responses on what tracking systems were put in place

School	Guidance and Counselling Teacher's Responses
School A	•No routine tracking system exists, but happens through interaction. •No tracking instrument, just rely on government documents and biodata. •A pregnant girl is traced and given a consent form to accept she is pregnant. •Parents from both sides are invited to fill in commitment forms to return the teen mother to school after delivery •Track and encourage her to stay in school provided she is fine. •Teen mother is tracked in her academic exercise, ensuring she writes class exercise and homework whenever given. •Sometimes teen mothers are exempted from manual work and co-curricular activities. •Parents and girl are tracked and told not go into marriage. •Maternity leave is granted when due, but tracked through her friends who are sent to home to check on her.
School B	•Tracking system exists, but there are no instruments or tools to that effect. •Tracking begins when a report of a suspected pregnancy is received from different people; pupils, teacher, and others. Relationship is developed with the pupil so she could open up and set the tone. •Parents from both sides and the pregnant girl are called, counselled and given commitment forms to ensure the girl returns to school after delivery. •Parents are advised not to scold, lest she aborts or commits suicide. •Teen mothers is granted maternity leave when due, and collects data on the residential address of the girl for easy tracking. •Visits the teen mothers at least once during her maternity leave. •Teen mother are advised to obtain notes from friends and copy to remain in touch with school life. •Academic works given through classmates while the teen mother is on maternity leave •Upon re-entry, the teen mother is counselled on weekly basis for the first two months. •Pupils and teachers from her class are also counselled against discrimination. •Attendance and performance of teen mothers are tracked.

School C	•No official tracking systems that exist, but I use my own approach or method. •Track is done through record keeping. •While still at school, the girl is monitored ensuring that she sits comfortably in class, and allowed to go home whenever tired. •Parents are called and explained to on the effect of the pregnancy, are told to make sure the girl returns to school to continue learning. •Except in rare cases, especially when the teen mother is sick, there is no tracking during maternity leave. •Instead parents are told to report the birth and subsequent bi-monthly report on the progress and health matters of the teen mother or her friends are sent to visit her and give feedback. •Upon re-entry, the girl's attendance and performance are tracked. •Teachers and pupils of the same class are informed and counselled to appreciate the expected challenges the teen mother would go through.
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4.3.7 Focus Group Discussion Responses

In addition to the responses collected from the teen mothers, the researcher also collected information on what tracking systems were put in place from the Focus Group Discussion (FGD). This group comprised six teen mothers; two from each school. Table 9 shows the responses on what tracking systems were put in place. Most teen mothers acknowledged the existence of tracking system, though they were not consistent. All the participants indicated they were tracked by their grade teachers through class registration and performance. Three respondents also indicated that their grade teachers tracked them by phoning their parents to inquire about them and find out when they were likely to return to school. They all appreciated the counsel they received from their guidance and counselling teachers. Four out of the six teen mothers reported that the guidance and counselling teachers visited them at home when they were on maternity leave. Further, all the participants said the school administration started tracking them by calling the parents/guardians of the girl and those of the boy.

All the teen mothers indicated they were tracked by their parents/guardians at home and at school through teachers and friends. Five teen mothers further revealed that their parents/guardian made sure they woke up early to go to school, took care of their babies, and went to school for Open Days to collect report forms and learn about their behaviour and conduct at school.

Table 9. Focus Group Discussion responses on what tracking systems were put in place for them

School	Focus Group Discussion Responses
School A, B and C	•Tracking system exists, but not consistent. •School administration summons both sides of the parents together with us for guidance and counselling and told not marry us off. •Grade teachers conduct registration to track our presence. •Grade teachers phone parents to ask about us. •Grade teachers tell us to copy notes while on maternity leave. •Grade teachers monitor class performance. •Guidance and counselling teachers counsel parents and ourselves •Guidance and counselling teachers sometimes visit us at home, and encourage us to return to school. •Parents/guardians wake us up early to go to school. •Parents/guardians attend school Open Days to collect report forms, to track our academic performance, conduct and behaviour.

4.3.8 Responses of Officials from Ministry of General Education

Table 10 shows responses from the office of the PEO and that of the DEBS. The PEO indicated that while the tracking system existed, the higher offices dependent on the lower organs for data on the teen mothers. Nevertheless, he indicated that the Annual School Census forms (ASCF) which were administered every year were also used to track records on the re-entry policy. The Senior Planning officer (SPO) who participated on behalf of the PEO further reported that the office relied on the monitoring and records from the district offices and schools for tracking of the teen mothers as well as implementation of the Re-entry policy in general.

The office of the DEBS also indicated the existence of the tracking system although there were no tracking instruments. The District guidance and counselling officer who took part in the study, representing the office of DEBS indicated that there was a tracking system in place, but the office dependent on the structures at school level. Otherwise, the DEBS, as a district, was only doing institutional tracking of the teen mothers depending largely on schools. Both participants from the offices of the PEO and the DEBS respectively, confirmed that tracking was carried out through institutional monitoring.

Table 10. Responses of officials from Ministry of General Education on what tracking systems were put in place.

Station	Ministry of General Education Response
PEO'S Office	•Tracking system exists. •Annual School Census forms are also used to track records on the re-entry policy. •Relies so much on the monitoring and records from the district offices and schools for tracking teen mothers. •PEO's office mostly monitors what goes on at the district office and school.
DEBS' Office	•Tracking system exists, but dependent on the structures at school level. •The district does institutional tracking. •While pregnant and still at school, child is tracked until re-entry

4.4 Challenges Faced when Tracking the Teen Mother

The next question the researcher asked the participants was the challenges they faced when tracking the teen mothers. The following were the responses from different participants as shown below. The responses are presented in tabular and bulleted form and by category of participants for easy access and comprehension.

4.5 Head Teachers' Responses

Table 11 shows responses from head teachers on the challenges of tracking teen mothers. They all indicated that the main challenges were inadequate human resource and transport to reach out to the teen mothers as some of them lived very far away from the school. One head teacher revealed that some parents were skeptical about being visited

One head teacher also said,

In some cases parents were skeptical and suspicious about the school administration visiting the teen mothers at home. They think that the child would be arrested.

Similarly, two head teachers said some parents relocated their teen mothers to unknown places for fear of scorn and assumed shame of having a pregnant daughter who was still at school. One head teacher also said that tracking girls sometimes was hindered by 'husbands' not showing up early for administration to take necessary steps in the Re-entry policy cycle. The head teacher further indicated that inaccurate information about the pregnancies was a

challenge in the tracking system, as some pregnant girls did not easily open up in the early stages.

Table 11: Head teachers’ responses on challenges of tracking teen mothers.

School	Head Teacher's Responses
Schools A	•Lack of transport to reach out the teen mothers. •Inadequate human resources. •Some girls are relocation making difficult tracking.
Schools B	•Inaccurate information about the pregnancy, girls do not easily open up in the beginning. •Tracking girls sometimes is hindered by ‘husbands’ not showing up early. •Relocation of girls to unknown places.
Schools C	•Some parents are skeptical and suspicious about school administration visiting the teen mothers at their homes. •Lack of transport to reach out the teen mothers. •Inadequate human resources.

4.6 Grade Teachers’ Responses

Table 12 shows responses from grade teachers on the challenges that they faced in the process of tracking the teen mothers. All the grade teachers revealed that they had limited time to track the teen mothers. They also indicated lack of transport as one of the major challenges. One grade teacher said cultural beliefs and stigma also hindered tracking. He said:

Some cultures force girls into marriage and are taken to their ‘husbands’ household. So it is difficult to track such teen mothers

Two other grade teachers also revealed that some teen mothers were not willing to share information with male grade teachers. All the grade teachers also reported that there was information gap amongst stakeholders who were equally responsible for ineffective tracking systems. They gave an example of some cases where there was not coordination between the grade teacher who may have identified the pregnancy and the guidance and counselling who did the counselling, resulting in lack of feedback. Thereby impeding effective tracking of the pregnant girls. One of them said lack of information about the whereabouts of teen mothers made difficulty tracking as some teen mothers sometimes just abandon school largely instigated by non-compromising parents. Another grade teacher said:

Sometimes teen mothers themselves give incorrect information

about their residential addresses to avoid being visited.

Two other grade teachers indicated that there was a challenge of teen mothers relocating to another area to avoid being tracked.

Table 12: Grade teacher’s responses on challenges of tracking teen mothers

School	Grade Teacher's Responses
School A	•Teen mothers do not open up to male grade teachers. So difficult to track. •Do not receive feedback from guidance and counselling teachers when child proceeds on maternity leave. •Transport to visit teen mothers is not there. Only sacrifices. •Communication gap between grade teachers and teen mothers. •Some cultures force girls into marriage and take them to ‘husbands’ household. So difficult to track such teen mothers. •Teen mothers sometimes feel stigmatised and so fear to share information to help in the tracking.
School B	• Limited time to track. Too busy to visit teen mothers. •Teen mothers sometimes feel too ashamed to share information especially with male grade teachers. •Some parents keep silent or hide information from school authority, especially at re-entry point. They want the child married •Lack of transport to visit teen mothers.
School C	•Transport limitations. •Lack of information about the whereabouts of teen mothers as sometimes they just abandon school especially when parents want them to go into marriage. •Sometimes teen mothers themselves give incorrect information on their residential areas to avoid being visited.

4.7 Teen Mothers’ responses

Table 13 shows distribution of responses of teen mothers on the challenges they faced during they being tracked. Most teen mothers indicated that some parents and teachers in the process of tracking put too much pressure on them. One teen mother revealed that her father was too annoyed with her to support or monitor her. Another teen mother said:

They think I am too young to make my own decisions. My father forces me to read. It makes me pretend. Sometimes my parents even prevent me from watching TV.

Another teen mother revealed that when the responsible boy denied responsibility of the pregnancy, she was discriminated against, laughed at and so could not open up to anyone. Yet another teen mother complained of some teachers being too harsh on them especially when they were late to class, even when they were late for good reasons.

Table 13: Teen mother's response on challenges they faced in their being tracked.

School	Teen Mother's Responses
School A	•The responsible boy denied responsibility, was discriminated against, and laughed at, so could not open up to anyone.
School B	•Too much pressure from parents and teachers on the teen mothers. They think I am too little to make own decisions. •Parents force me to read, makes me pretend. •They stop from watching television programmes, I do not like this monitoring.
School C	•Father too annoyed to even follow up on me. •Some teachers too much on me. Even when I am late for genuine reason.

4.8 Parents/Guardians' responses

Table 14 shows distribution of responses of guardian/parents on the challenges they faced during the tracking of their children, the teen mothers. Two of the parents/guardians indicated that significantly there were no challenges worth mentioning. However, one parent said her teen mother concealed information because of discrimination. She said:

Upon disclosing her pregnancy she received a lot of discrimination, resulting in her concealing information, which made it difficult for me to discern information for the tracking purposes.

Table 14: Parents/Guardian's response on challenges of tracking teen mothers

School	Parents/Guardian's Response
School A	•No challenges, except upon disclosing her pregnancy she received a lot of discrimination, resulting in her concealing information, which made it difficult to discern information for tracking purposes.
School B	•No challenges at all.
School C	•No challenges at all.

4.9 Non-Governmental Organisation (NGO)’s Response

Table 15 shows responses of the Non-Governmental Organisation that took part in the study on the challenges faced in the tracking of the teen mothers. The coordinator said there were two major challenges which included; limited resources and relocation of teen mothers by parents/guardians. The coordinator indicated that limited resources had made it quite difficult to track and support more teen mothers. Further, she indicated that relocation of teen mothers by parents was a serious challenge. She said:

Relocation of the pregnant girls, especially when parents/guardians are not willing to let the neighbourhood know about their pregnant child for fear of bringing shame upon the family has posed a big challenge in the tracking system.

The coordinator further indicated that some step mothers of the teen mothers did not help in taking care of the babies; thereby making it difficult for the teen mothers to do other things. She said that it was difficult to ask the teen mothers to report to offices of the institution as a way of tracking them.

Table 15. NGO responses on challenges of tracking teen mothers.

Station	NGO’s Response
Schools B and C	•Limited financial and human resources. •Relocation of teen mothers to unknown areas by parents to avoid shame in the neighbourhood impedes tracking. •Teen mothers tied down by babies. Not easy to call them for follow ups. •Step mothers not willing to take care of the teen mother’s baby

4.10 Guidance and Counselling Teachers’ Response

Table 16 shows responses of guidance and counselling teachers on the challenges faced in the tracking of teen mothers. All the guidance and counselling teachers who participated in the study indicated limited time, inadequate manpower and lack of transport as the main challenges. One guidance and counselling teacher also cited pseudo parents, unfix aboard, as well as relocation of the teen mothers to unknown places as challenges of tracking teen mothers. She said:

There are some pseudo parents/guardians who pretend they would take care of the teen mother, but later relocate the girl to the village. This makes tracking teen mothers difficult.

Another guidance and counselling teacher, said she had a challenge of visiting the teen

mothers as the community was ‘hostile’ and could not easily welcome visitors, thinking there was a scheme to arrest the man responsible for the pregnancy.

Table 16: Guidance and counselling teachers’ response on challenges of tracking teen mothers

School	Guidance and Counselling Teacher's Response
School A	•Insufficient time to track the teen mothers. •Lack of transport and other logistics.
School B	•Most teen mothers are vulnerable and have no fixed aboard. •Pseudo parents/guardian who promises to take care of the teen mother yet relocate or send them to the village. •lack of transport and manpower. •Lack of partnership with Zambia Police Service through victim support unit(VSU)
School C	•Limited time to reach out to the teen mothers. •Inadequate financial and human resources. •Not so familiar with the compound. •Some community members are sometimes ‘hostile’ to school staff and against the re-entry; want to marry off their children and, can attack you.

4.11 Focus Group Discussion (FGD)’s Responses

Table 17 shows responses from focus group discussion on the tracking challenges that teen mothers faced. All the participants who took part in the group discussion indicated that tracking existed but erratic, which led to information gaps. They also said that there were isolated cases of harshness, especially from some parents and guidance and counselling teachers leading to some teen mothers planning to give up school. They indicated that sometimes some guidance and counselling teachers and parents/guardians were too harsh to us. This could lead to some of the girls leaving school.

Two teen mothers also indicated that their male parents were not supportive and never followed them up on their educational matters. Further, most of the participants indicated that the teachers were too busy to track them. They also revealed that their grade teachers’ efforts’ to try to track them through exercises and giving them notes while they were on maternity leave was not fruitful because babies kept them too busy. The teen mothers also

indicated that sometimes their parents/guardians relocated them from their original residences to other unknown areas to avoid being scorned and shamed by neighbours. Thus school administrators could not follow them.

Table 17. Focus Group Discussion responses on tracking challenges of teen mothers.

School	Focus Group Discussion Response
Schools A,B and C	•Tracking system not consistent. In some cases one not sure what next to do. •Sometimes some guidance and counselling teachers and parents are too harsh to us. May lead to giving up school. •Teachers too busy to track us. •Lack of information about our residents. •Some male parents not happy we are pregnant and do not support us. •Male parents do not track or encourage us like female parents do. •Lack of frequent communication between us and our teachers. •Grade teachers' effort to track us through exercises and sending notes when on maternity, fail to materialise as we are tied down by babies. •Sometimes we are relocated from our original residences to other areas to avoid being scorned and shamed by neighbours.

4.12 Responses of Officials from Ministry of General Education

Table 18 shows responses of Ministry of General Education officials at the provincial and the district levels. Both the province and district cited lack of logistics as the major challenge confronting tracking systems of the teen mothers. The district's responses also indicated lack of accurate record keeping and staff shortage as other challenges. Negative attitude by some teachers and teen mothers was also attributed to the challenges they faced during the tracking of the teen mothers, as such teen mothers could not make themselves available. The District guidance and counselling coordinator call for sensitisation of all the stakeholders.

Table 18: Ministry Official response on challenges of tracking teen mothers.

Station	Ministry of General Education Responses
PEO'S Office	•Logistical, transport problems to visit districts, schools and households.
DEBS' Office	•Few guidance and counselling teachers in schools & inaccurate record keeping. •No transport to go round schools in the district to collect data on the ground •Some teen mothers are too rude towards teachers, who develop negative attitude, and fail to track them.

4.5. Mitigation measures to overcome challenges faced during the tracking teen mothers

The next question the researcher asked the participants was what mitigation measures could be taken to overcome the challenges faced when tracking the teen mothers. The following were the responses by different participants.

4.5.1 Head Teachers

Table 19 shows the responses of the head teachers on the mitigating measures that could be taken to overcome the challenges of the tracking system. All the head teachers acknowledged the need for availability of transport to reach out to the teen mothers as well as adequate human resources. They further said that there was need for funding in order to effectively implement the re-entry policy.

One head teacher from a peri-urban school indicated that there was need to sensitise parents to avoid skepticism and suspicion about school administration visiting the teen mothers at their homes. Two other head teachers also indicated the need to recruit more guidance and counselling teachers of at least two per school. One head teacher indicated that there was need to keep reliable and up to date information about teen mothers as well as conduct regular counselling sessions. The study also found out that it was necessary to come up with standard tracking instruments and to put in place schedules of tracking. In addition, the office of guidance and counselling teacher needed to be equipped with Information and Communication Technology (ICT) gadgets to enhance record keeping and data management on teen mothers and other related aspects. One of the head teachers said:

We need transport to reach out to the teen mothers. We are just sacrificing as a school. We also need more human resource as well as ICT gadgets for effective tracking of the teen mothers.

Another head teacher indicated that there was need for the successfully tracked and re-entered teen mothers to be used as role models to encourage those planning to withdraw from school.

Table 19: Head teacher's response on mitigating measures to overcome the challenges of the tracking teen mothers.

School	Head Teacher's Response
School A	•Sensitise parents on the re-entry policy to reduce skepticism and suspicion. •Need to fund implementation of re-entry policy and tracking. •Recruit more guidance and counselling teachers at least two per school.
School B	•Keep reliable and up to date information about teen mothers. •Conduct more counselling sessions. •Resources needed. •Equip office of guidance and counselling teacher with ICT equipment for enhanced record keeping and data management. •Need to come up with standard tracking instruments. •Put in place schedule of tracking.
School C	•Sensitise parents on the re-entry policy to reduce skepticism and suspicion. •Need to fund implementation of re-entry policy. •Recruit more guidance and counselling teachers at least two per school. •Re-entered and successful teen mothers should be used as role models to encourage those planning to withdraw from school.

4.5.2 Grade Teachers

Table 20 shows the responses of the grade teachers on mitigating measures that could be taken to overcome the challenges of the tracking system. All the grade teachers indicated that there was need to sensitise teachers, pupils and parents on the Re-entry policy. They also indicated the need to improve communication, collaboration record keeping, and information sharing among stakeholders. They all suggested the need for resource allocation, which included transport and time needed for tracking. Two grade teachers also said there was need to have two grade teachers in each class. One male and one female and plans of action should be drawn to sensitise and counsel the teen mothers.

Another grade teacher indicated that it was important to put in place committees at school and district levels to implement, monitor and track the teen mothers. He further called for grades 8 and 10 pupils as new entrants to be oriented on the re-entry policy and the tracking system.

Table 20: Grade Teacher's response on mitigating measures to overcome the challenges of the tracking system.

School	Grade Teacher's Response
School A	•Resources and time needed for tracking. •Sensitise teachers, pupils and parents on the re-entry policy. •Need for collaboration and information sharing among stakeholders •Provision of transport and other logistics. •There should be improved communication.
School A Cont'd	•Conduct regular checkups in schools for early tracking. •Draw plan of action for sensitising teen mothers on tracking •Put in place committees at school and district levels to implement, monitor and track the teen mothers. •Grades 8 and 10 pupils as new entrants should be oriented on re-entry policy and tracking system. •Establish information management system for tracking.
School B	•Sensitise teachers, pupils and parents on the re-entry policy. •Have two grade teachers one male another female. •Need to provide specific time to track teen mothers. •Provide transport to visit teen mothers,
School C	•Need to provide transport. •Improved record keeping and information sharing. •Sensitise parents on the re-entry policy. •Need to collect reliable data.

4.5.3 Teen Mother

Table 21 shows responses of the teen mothers on mitigating measures to be undertaken to overcome the challenges of being tracked. All the teen mothers indicated that there was need to sensitise teachers, pupils and parents/guardians against discrimination and to appreciate that teen mothers needed freedom to make certain decisions own their own. One teen mother said there was also need to take legal action against those denying responsibility of parentage. Another said that tracking systems should be accompanied by counselling, and parents and teachers should take keen interest in tracking them and not being harsh.

Table 21: Teen mother's response on mitigating measures to overcome the challenges of the tracking system.

School	Teen Mother's Response
School A	•Husbands' denying responsibility must be taken to the police. •Need to sensitise peers, teachers and parents/guardians against discrimination.
School B	•Need to sensitise parents/guardians •Tracking systems should be accompanied by counselling. •Parents and teachers should take keen interest in tracking us, not being harsh
School C	•Need to sensitise teachers and parents/guardians

4.5.4 Parents/Guardian's Responses

Table 22 shows the responses of Parents/Guardian's on the mitigating measures that could be undertaken to overcome the challenges of the tracking system. One parent said there was need to sensitise teachers, parents and pupils on the Re-entry Policy. Another indicated there was need for the government to establish day care centres.

Table 22: Parents/Guardian's response on mitigating measures to overcome the challenges of the tracking system.

School	Parents/Guardian's Response
School A	•Sensitise teachers, parents, pupils on tracking system and the Re-entry policy.
School B	•Sensitise teachers, parents, pupils on tracking system and the Re-entry policy.
School C	•There is need for the government to establish day care centres. •Teachers should sensitise pupils on the importance of tracking systems if they should be found in that position.

4.5.5 Non-Governmental Organisation (NGO)

Table 23 shows the responses of Non-Governmental Organisation on mitigating measures that may be undertaken to overcome the challenges of the tracking system. The NGO supporting teen mothers at the two schools, that is, B and C indicated that the government should come up with a policy to prohibit parents with wrong intentions from relocating their teen mothers. Further the coordinator indicated that there was need for the government to fund teen mothers so that they could come up with income generating projects as well as establishment of Day Care Centres to take care of the babies, while the teen mothers attended school. She also called upon the government and private companies to get on board and help in the funding of tracking the teen mothers by way of paying something to the volunteer care givers.

Table 23: Response of Non-Governmental Organisation Officer on mitigating measures to overcome the challenges of the tracking system.

Station	NGO's Responses
Schools B and C	•Government should come up with a policy to prohibit parents from relocating teen mothers with wrong intentions. •Need for government and private companies to come on board. •Need to fund teen mothers; come up with income generating projects for them. •Establishment of Day Care Centres for babies for the girls.

4.5.6 Guidance and Counselling Teachers' Responses

Table 24 shows responses of guidance and counselling teachers on the mitigating measures that could be taken to overcome the challenges of the tracking system. One guidance and counselling teacher called for the need to conduct checkups in schools on termly basis for early tracking.

Two of the guidance and counselling teachers indicated there was need for increased human resource for improved tracking systems, or reduce their teaching load for them to spend more time on counselling. In addition, they all indicated that guidance and counselling should be time tabled. One guidance and counselling teacher also said there was need to get hold of addresses and contact phone numbers for parents or next of kin of the teen mothers. Pseudo parents should be threatened with legal action. She further said,

There is need to establish partnership with Victim Support Unit
in case of litigation involving the responsible man.

Another guidance and counselling teacher stated that it was vital to sensitise the community on the role of guidance and counselling teachers in tracking system.

Table 24: Guidance and counselling Teacher's response on mitigating measures to overcome the challenges of the tracking system.

School	Guidance and Counselling Teacher's Response
School A	•Guidance and counselling should be time tabled and reduce teaching load. •Provide schools with any mode of transport for tracking. •Sensitise all stakeholders on re-entry and the tracking system
School B	•Get addresses and phone numbers for parents or next of kin of the teen mothers. •Threaten pseudo parents with legal action. Guidance and counselling should be time tabled

	•Establish partnership with Victim Support Unit (VSU) in case of litigation. •Conduct checkups in schools on termly basis for early tracking. •Sensitise all stakeholders on re-entry and the tracking system
School C	•Sensitise community on tracking system and role of Guidance and counselling •Need for human resources 3 per school. •Guidance and counselling should be time tabled. •Recruit more guidance and counselling teachers or reduce teaching load for the existing.

4.5.7 Focus Group Discussion

Table 25 shows responses of teen mothers from the Focus Group Discussion on mitigating measures that could be taken to overcome the challenges of being tracked. All the participants indicated the need for routine tracking systems, and that the school authorities should collect from teen mothers information such as contact phone numbers and residential addresses. Two guidance and counseling teachers pointed out that teachers should communicate and find time to visit the teen mothers, and that those male parents who did not track and support their children should be sensitised. The group further indicated that parents relocating teen mothers should be summoned by school authorities, while harsh guidance and counselling teachers should be calm and helpful to the teen mothers.

Table 25. Focus Group Discussion responses on mitigating measures to overcome the challenges of the tracking system.

Station	Focus Group Discussion
Schools A,B and C	•Harsh guidance and counselling teachers should be calm and helpful. •School authorities should collect phone numbers and residential addresses. •Teachers should communicate and find time to visit us and routine tracking. •Male parents who do not track and support us should be sensitised. •Parents relocating teen mothers should be summoned by school authority.

4.5.8 Responses of Officials from Ministry of General Education

Table 26 shows responses of the officials from the Ministry of General Education on mitigating measures that could be undertaken to overcome the challenges of the tracking system. The PEO indicated there was need for collaboration and exchange of notes between parents and school authorities about the welfare of the teen mothers. The DEBS indicated the

need to sensitise communities, PTA and head teachers and others on the importance of tracking the teen mothers. The office also called for availability of transport and financial resources, improved record keeping and recruitment of more guidance and counselling teachers in schools for effective tracking.

Table 26. Distribution of Ministry of General Education response on mitigating measures to overcome the challenges of the tracking system.

Station	Ministry of General Education Response
PEO'S Office	•School authourities should collaborate more with parents •Also create dialogue with community and sensitise them on Re-entry policy to reduce stigma/myths about pregnant girls. •Parents and school should exchange notes about the welfare of the children.
DEBS' Office	•Sensitise communities, PTA and head teachers and others. •Need for transport and financial resources for effective tracking. • Improved record keeping. • Recruit more guidance and counselling teachers in schools

4.5.9 Summary

This chapter endeavoured to present the findings on the tracking systems used to follow up pregnant school girls. The results were presented in line with the four research questions set out in chapter one of this dissertation. The chapter that follows presents the discussion of the findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the findings presented in chapter four and relating them to the literature review contained in chapter two with reference to the four objectives as well as the conceptual framework of this study. The main findings of this study are discussed under four headings that are drawn from the research objectives. These are intended to provide sufficient answers to the four objectives and realise the purpose of this study. These are;

1. To establish the extent to which pregnant schools girls, the school administration, parents and guardians, and community based organisations are aware of the 1997 REP and its guidelines.
2. To establish the tracking systems used at school, a household and community levels that are put in place for the pregnant school girls.
3. To identify the challenges faced by the pregnant schools girls, the school administration, parents and guardians, and community based organisations, during tracking.
4. To examine the mitigating measures taken to overcome the challenges faced by pregnant school girls during the tracking system.

5.1 To establish the extent of awareness of the 1997 Re-entry Policy and its guidelines.

In order to determine whether or not tracking of teen mothers occurred, the research sought to establish the extent to which participants were aware of the 1997 Re-entry Policy. The participants who included head teachers, guidance and counselling teachers, grade teachers, the teen mothers themselves, parents and guardians, and community based organisations gave various responses.

The findings gathered from the head teachers who participated in the research showed that they were very much aware of the 1997 Re-entry policy. The study established that all the participants were oriented on the policy. With regards to the grade teacher's responses on the awareness of the 1997 Re-entry Policy, the study established that most of the grade teachers had a fair knowledge about the policy. While some of the grade teachers were very much aware about the policy. However, the responses also showed that at least one grade teacher had scanty awareness levels about the policy.

Concerning the teen mothers on their levels of awareness about the Re-entry Policy, the study established from the responses of that most of them were very much aware of the policy. The study also established that teen mothers learnt about the policy from their peers, grade and guidance and counselling teachers. The responses of the parents/guardians showed that all the participants in the study were at least aware about the Re-entry Policy. Two of them were aware of the policy to a large extent. The study further established that the school administration, teachers, local communities and electronic media such as radio were some of the sources of information about the Re-entry Policy. Additionally, the study established, from the responses of the coordinator of the Non-Governmental Organisation, that NGOs were aware about the 1997 Re-entry Policy to a large extent. It was also established that the source of information included partnership with the office of the District Education Board Secretary (DEBS). Others sources were through meetings by the District Development Coordinating Committees (DDCC) and Department of Social Welfare.

With regard to the responses gathered from the guidance and counselling teachers, the study established that all the teachers were aware of the Re-entry Policy to a large extent except for one participant who indicated that had had a fair knowledge about the policy. This was because she was just standing in for the guidance and counselling teacher who was on leave at the time of the study. The study further showed that the guidance and counselling teachers were oriented on the Re-entry Policy, and that school girl pregnancies involved psychosocial counselling which was part of the core tasks of the guidance and counselling officer..

The responses from the Focus Group Discussion revealed that three participants had a fair knowledge about the Re-entry Policy, with two to a large extent. However, one teen mother expressed ignorance about the Re-entry policy. In this particular case, the study established that the teen mother's ignorance about the policy arose from the fact that she fell pregnant while at a basic school where the issue of Re-entry policy was quite uncommon and least talked about. The study further established that officials from both the provincial and the district offices were aware about the 1997 Re-entry Policy to a large extent. The officials were oriented on the policy adding that it was a government policy which they needed to implement through districts and schools respectively.

5.2 To establish the tracking systems used in tracking pregnant school girls

The research also sought to establish what systems were used in tracking pregnant school girls, by asking whether or not the tracking systems existed and what activities were done in the tracking of the teen mothers.

The responses from all the head teachers showed the existence of the tracking systems in all the three schools. However, the study established that although tracking took place, there were no systems, as tracking was not scheduled, no established structures and not accompanied by any instruments. Further, the study revealed that most head teachers were not directly involved in the tracking of the teen mothers but through collaboration with grade and guidance and counselling teachers and through parents/guardians who were advised to report the birth of the baby for further instructions. Aruda et al., (2008) allude to this measure when they argue that it is helpful for medical personnel to be involved in the tracking of the teen mothers as well as to inform their pregnant patients at the outset about their follow-up and outreach policies. The study also established some tracking activities that were exclusively carried out by the head teachers. These included summoning and talking to both sides of the parents, the girls and the responsible man, explaining to them the effect of the pregnancy as well as counselling them. It was also established that head teachers signed and approved commitment forms which were given to parents and the 'husband' to ensure the girls returned to school after delivery. In addition, the study established that head teachers submitted monthly returns on the teen mothers to the office of the District Education Board Secretary for easy tracking and to account for every pregnant and re-entered child. This was contrary to assertions by Okwany (2004) in the 2008 CSA Report, in which he asserted that the REP programme had often poor linkages with the mainstream education system.

Concerning responses of the grade teachers on what tracking systems were put in place, the study established that all the grade teachers revealed the existence of tracking systems save for tracking instruments. The study also established that tracking began upon confirmation of the pregnancy and the identification of the responsible man. Further, the research established that most grade teachers tracked the girl's academic performance and daily class attendance through registration before they proceeded on maternity leave. The responses also revealed that where necessary, recommendations for the teen mother to repeat a grade was made. The responses further revealed that tracking continued while the teen mother was on maternity leave. This was achieved through visitations of once in a while. In addition, the study established that teen mothers were also tracked by sending them written academic exercises, which kept them remain in touch with the academic life. These findings are in agreement with Sewell (2011), who posits that schools should consider how they can best support education of teen mothers during the period of maternity leave, for example by sending work home and conduct home tuition, using a part- time timetable.

Furthermore, the study established that most grade teachers tracked the attendance and performance of teen mother upon re-entry. The responses also revealed that some grade teachers tracked the teen mothers physical and health status by conducting physical checkups and where necessary excluding them from manual work. The study further established that tracking was also done through keeping the record of the teen mothers.

The responses from most of the teen mothers on the existence of tracking systems that were put in place for them by the stakeholders, revealed the non-existence of the routine tracking system, especially by school administrators. On the other hand, the study established that all the participants acknowledged being tracked by their grade teachers for class attendance and performance, especially before and after maternity leave. In addition, the responses also revealed that most teen mothers were tracked by their grade teachers through checking on their sitting arrangement and position in class, and ensuring work was done or got punished or the parents were called. The study also established that all the participants were tracked by guidance and counselling teachers through counselling, monitoring and encouragement.

The responses from the teen mothers further revealed that their parents/guardians followed up on them by collecting their report forms from school, consulting grade teachers on their character and behaviour as well as making sure homework was done whenever it was given to them. Furthermore, the study established that parents/guardians tracked and monitored their teen mothers' school time table, attitude towards school work, and their re-entry date.

Concerning the responses of parents/guardian on what tracking systems were put in place to follow up their teen mothers, the study established that there were no formal tracking systems that were put in place. In spite of this, it was revealed that parents/guardian tracked their children's performance and class attendance through contacts with teachers. It was further established that most parents/guardians tracked the performance of their teen mothers through inquiring from their school mates, friends, teachers, and collecting of report forms. The responses also revealed that most of the parents/ guardians bottle-fed their grandchildren while the teen mothers were away at school or were writing homework. This is also in line with what Zeck et al (2007) established in their study that parents would take on the responsibility of caring for the grandchildren so that they would by whatever means send their daughter back to school after they had borne a child. The study further revealed that parents/guardian also encouraged their teen mothers to return to school after delivery, to go to school early, and sometimes exempted them from households chores so that they could concentrate on their school work as a way of tracking them.

Considering, the responses from one of the NGOs on the existence of tracking systems and what tracking activities were put in place to follow up the teen mothers, the study established that, NGOs had a systematic tracking system that was achieved through volunteer care givers. It was established that the care givers went into schools to register teen mothers, collect their academic and personal information and place them on their personal file for record, review, decision making and tracking purposes. Further, the study established that through the care givers, the organisation provided psycho-social counselling to both the teen mothers and their parents/guardian, with monthly reports done. Furthermore, the responses revealed that the tracking of the teen mothers' also included establishing their financial status in terms of payment of user fees. The research also established that in tracking the financial status of the teen mothers, the organisation was able to identify the needy teen mothers for 100% financial support in user fees in order for them to complete their secondary education after re-entry.

Furthermore, the responses from most guidance and counselling teachers on what tracking systems were put in place to follow up pregnant girls revealed that the tracking system did not exist per se, but that it occurred through interaction or by individual effort or initiative. The study further established that even in a case where a participant reported its existence, there were no instruments or tools used in the follow up of teen mothers. Furthermore, the responses from all the guidance and counselling teachers revealed that tracking of teen mothers began immediately a report of a suspected pregnancy was received from different sources which included; pupils, teachers, in some cases parents, and others. The traced and identified pregnant girls were given a consent form to accept they were pregnant and pledged to keep it until delivery. Aruda et al., (2008) also allude to this observation and assert that it is important to monitor pregnant adolescents at regular weekly intervals until they have made their decision on whether or not to keep the pregnancy, and then to refer them accordingly. Similarly, the study established that all guidance and counselling teachers monitored the pregnant girls while still at school by ensuring that they sat comfortably in class, and were allowed to go home whenever they felt too tired to be in class learning. In addition, it was established that parents/guardians from both sides were tracked, called, counselled and oriented about the Re-entry policy and told to fill in commitment forms to make sure the girl returned to school after delivery to continue learning.

From the responses of the guidance and counselling teachers, the study equally established that the teen mothers were also tracked through record keeping and by visitation at their homes at least once during their maternity leave or parents/guardians were told to report the

birth, and subsequent report on the progress and health matters of the teen mother. Otherwise the teen mother's friends were sent to visit her and give feedback to the school administration. In terms of academic life of the teen mothers on maternity leave, the study revealed that guidance and counselling teachers advised them to obtain notes from their friends and copy so that they remained in touch with school life. While academic exercises were given to the teen mothers through classmates. These findings are in agreement with Sewell (2011), who asserts that schools should consider supporting education of teen mothers during the period of maternity leave by sending work home.

The study further established from the responses of all guidance and counselling teachers that upon re-entry, the teen mothers' class attendance and performance were tracked. Lastly, the study also established that guidance and counselling teachers sensitised and counselled pupils and teachers from teen mother's class against discrimination against her.

On responses from Focus Group Discussion on what tracking systems were put in place for them to be tracked, the study established that most teen mothers acknowledged somewhat existence of tracking system, though there were not routine and largely inconsistent. It was further established that all the teen mothers were tracked by their grade teachers through class registration and performance, and that their grade teachers tracked them by phoning their parents to inquire about them, and when they were likely to return to school. Furthermore, the study established that all the teen mothers were tracked and counselled by the guidance and counselling teachers most of whom also visited them at their respective homes when on maternity leave. It was equally established that the school administration started tracking the teen mothers by calling parents from both sides to a meeting to discuss the pregnancy.

The study also revealed that all the teen mothers were tracked by their parents/guardians at home and at school through teachers and friends. They further revealed that their parents/guardian made sure they woke them up early to go to school, and took care of their babies. This revelation is in line with what Zeck et al (2007) established in their study that parents would take on the responsibility of caring for the grandchildren so that they could by whatever means send their daughter back to school after giving birth. The responses also established that the parents/guardians tracked their academic performance by going to school to collect report forms during Open Days and consult about their behaviour and conduct at school.

The responses from the office of the Provincial Education Office (PEO) revealed that while the tracking system of the teen mothers existed, the higher offices dependent on the lower

organs for data collection and management on tracking of the teen mothers. Nevertheless, the study established that Provincial Education Office also uses the Annual School Census forms (ASC) which were administered every year to track records on the re-entry policy. It was further established that the office relied so much on the monitoring and records from the district offices and schools for tracking of the teen mothers as well as implementation of the Re-entry policy in general.

The study also established the existence of the tracking system at the office of District Education Board Secretary although there were no tracking instruments. The response from the District guidance and counselling officer who participated in the study, representing the office of District Education Board Secretary revealed that institutional tracking system of the teen mothers existed, but largely dependent on the activities and the structures at school level. The study further established that both the participants from the offices of the PEO and the DEBS respectively confirmed that tracking was carried out through institutional monitoring.

5.3 To Identify the challenges experienced during tracking.

The study also sought to establish what challenges were experienced by various participants during the tracking of pregnant school girls. This was achieved by asking what challenges were faced. Concerning the responses from the head teachers on the challenges they encountered during the tracking of teen mothers, the study established that there were a number of challenges that were faced. Firstly, the responses from all the head teachers revealed inadequate human resource and transport to reach out to the teen mothers as the major challenges. The situation was said to be worsened by the fact that some of teen mothers lived very far away from the school. Secondly, it was established that the head teachers had a challenge of tracking the teen mothers because some parents relocated their affected girls to unknown places for fear of scorn and assumed shame of having a pregnant daughter who was still at school. Thirdly, the study also established that some parents were skeptical and suspicious about school administration visiting the teen mothers at home, thinking the child would be arrested. This situation made tracking teen mothers difficulty. This too is related to the findings of Chigona and Chetty (2008) in their study where they reported that some parents saw child bearing as a status and encouraged their children to have babies. In their study, they quote one teenage mother saying her mother said she wanted to see her first born before she died.

The fourth challenge faced by the head teachers was that of information gap. The responses from the head teachers revealed that inaccurate information about the pregnancies was a

serious challenge in the tracking system, as some pregnant girls did not easily open up in the early stages. Further, the problem was said to be compounded by hiding 'husbands'. Furthermore, the study established that in some cases head teachers found it difficult to track girls as sometimes they were hindered by 'husbands' not showing up early for administration to take necessary steps in the Re-entry policy cycle.

The study further established a number of challenges faced by grade teachers in the process of tracking the teen mothers. The responses from the grade teachers revealed that they were most challenged by limited time, lack of transport, and information gap to effectively track the teen mothers. These challenges were also echoed by the head teachers. The study established that grade teachers did find enough time or and transport to track the teen mothers especially when they were on maternity leave. This was because grade teachers were too busy with teaching and had no extra funds to spare for tracking.

In addition, responses from most of the grade teachers revealed that there was information gap amongst stakeholders, which affected effective tracking systems. They gave an example of some cases where there was not coordination between the grade teachers who may have identified the pregnancy and the guidance and counselling who did the counselling, resulting in lack of feedback. Thereby impeding effective tracking of the pregnant girls. It was also established that some shy teen mothers were unable to share information concerning their pregnancies especially with the male grade teachers. There was also a challenge of insufficient information about the residencies of the teen mothers. The study further established that there was a challenge of lack of information about the whereabouts of teen mothers as they sometimes just abandoned school largely instigated by non-compromising parents, or they would give incorrect information about their residential areas to avoid being visited. Lack of adequate information is in agreement with the UNPF (2013) report which reveals lack of data about the teen mothers being a hindrance in tracking process. It was also established that some cultures forced girls into marriage and were taken to 'husbands' household or simply relocated to another area to avoid being tracked.

Concerning the responses of the teen mothers on the challenges they faced during their being tracked, the study established that most teen mothers said some parents and some teachers put too much pressure on them in the process of being tracking. The responses from some teen mothers further revealed that when it was discovered they were pregnant they were discriminated against, laughed at and so they could not open up to anyone, making tracking difficult. This concern was also raised by Mutombo, et al (2010) in their review of the Re-

entry Policy. They argued that among those that had returned to school, 68% said they had a challenge of returning to school as they were the focus of scorn from fellow pupils. Similarly Pillow (2006) shares this concern noting that teenage pregnancy has been associated with cultural shortfalls and seen as carelessness on the side of the pregnant girls. She further adds that these conceptions and attitudes of teenage pregnancy as recklessness and negligence of the girls, impact on policy and practice affecting the education of pregnant and mothering students.

On the responses of guardian/parents on the challenges they faced during the tracking of their children, the teen mothers, the study established that the parents/guardians did not experience any challenges worth mentioning. However, one parent revealed that her teen mother concealed information because of discrimination. It was revealed that upon disclosing their pregnant, some teen mothers received a lot of stigma and discrimination, resulting in them concealing information, which made it difficult to discern information for tracking purposes. This revelation of discrimination was also cited by teen mothers themselves as a challenge of tracking. The Zambia (MOE, 2009) bulletin also reveals that a number of girls who fall pregnant shun to go back to school either due to assumed lack of supportive structures or high levels of stigma among fellow pupils and teachers. As mentioned earlier on, Pillow (2006) supports this observation arguing that conceptions and attitudes of teenage pregnancy as recklessness and negligence of the girls, restricted the monitoring and collection of information regarding the education of pregnant and mothering students. This challenge was also expressed by the teen mother participants who could not open up and share information with their grade teachers because of stigma and discrimination from some quarters at school and in the society.

Concerning the response of the only Non-Governmental Organisation that took part in the study on the challenges faced in the tracking of the teen mothers, the study established two major challenges which included; limited resources and relocation of teen mothers by parents/guardians. It was revealed that limited resources had made it quite difficult for the organisation to track and support more teen mothers. This concern is in agreement with De Jonge's (2001) who argued that the socio-economic problems were, to a great extent, precursors rather than penalties of teenage motherhood. The organisation further revealed that the institution was challenged by the relocation of the pregnant girls, especially when they were not willing to let the neighbourhood know about their pregnant child for fear of bringing shame upon the family. Furthermore, the study established that some step mothers of the teen

mothers did not help in taking care of the babies thereby tying down the teen mothers. De Jonge's (2001) said that it was difficult to ask the teen mothers to report to the offices of the institution as a way of tracking them. Shaningwa (2007) agrees to this point of view and posits his study established that teenage mothers, who lived with a female adult, were able to cope with schooling, because they had somebody they trusted to take care of their babies while at school. The problem of parents/guardians relocating teen mothers to unknown areas to avoid shame and being tracked was also cited as a challenge by the head teachers, grade teachers, teen mothers, parents/guardians, and NGO.

Additionally, the responses from guidance and counselling teachers on the challenges faced in the tracking of teen mothers who participated in the study, revealed limited time, inadequate manpower and lack of transport as the main challenges. They also disclosed that girls without fix aboard and relocation of the teen mothers to unknown places posed a serious as a challenge of tracking the teen mothers. The study established that guidance and counselling teachers had limited time to track the teen mothers because they were also allocated a lot of teaching periods. It was also revealed that guidance and counselling teachers had no logistics such as transport to visit the teen mothers when on maternity leave for the purposes of tracking. In isolated cases it was established that there were some pseudo parents/guardians who pretended they would take care of the teen mother, but later relocated the girl to the village, which made tracking teen mothers difficult. It was also established that at least one guidance and counselling teacher had a challenge of tracking by visiting the teen mothers as the community was believed to be 'hostile' and could not easily welcome visitors, thinking there was a scheme to arrest the man responsible for the pregnancy. This would entail no much desired marriage taking place. This finding is related to that of Ritcher and Mlambo (2005) cited in Chigona and Chetty (2008) where they reported that some parents saw child bearing as a status and encouraged their children to have babies. In their study, the quote one teenage mother saying her mother said she wanted to see her first born before she died. The head teachers also cited this challenge of relocation.

The responses from focus group discussion on the tracking challenges that teen mothers faced, revealed a number of challenges. The study established most participants were erratically tracked, which led to information gaps. It was equally revealed that there were isolated cases of harshness, especially from some parents and guidance and counselling teachers leading to some teen mothers planning to give up school. Further, it was established that some male parents were not supportive and never tracked or followed up teen mothers on their educational matters. Furthermore, some of the participants revealed that the grade teachers

were too busy to track them, and that some grade teachers' efforts' to track them through giving them academic exercise and copying notes during maternity leave, sometimes did not work as they were tied down by their babies. Shaningwa (2007) agrees to this point of view and asserts that teenage mothers with a female adult taking care of their babies while at school were able to cope with schooling. The aspect of grade teachers being too busy to track teen mothers matches with the grade teacher's response of limited time as a challenge. The study also established that sometimes parents/guardians relocated their teen mothers from their original residences to other unknown areas to avoid being scorned and shamed by neighbours, which made tracking them difficult for the school administration, and other stakeholders. This challenge of relocating confronting some teen mothers has also been echoed by other participants in the preceding paragraphs.

The responses of Ministry of General Education officials at the provincial level, revealed lack of logistics as the major challenge hindering routine and effective tracking systems of the teen mothers. The study further established that largely the tracking of teen mothers by the provincial office was mostly through and dependent on information from districts and schools. With regard to the responses from the office of the DEBS on the challenges of tracking, the study established that the district education office was challenged by lack of logistics, inaccurate record keeping and staff shortage at school levels. It was further established that negative attitude by some teachers against teen mothers on one hand and rudeness of teen mothers towards teachers on the other, as they saw themselves old enough to challenge teachers, contributed to the aspect of tracking challenges.

5.4 To examine mitigating measures taken to overcome the challenges

The research further sought to establish the mitigation measures participants took or would undertake in order to overcome the challenges they faced. This was achieved by asking the participants what mitigation measures could be put in place.

The responses of the head teachers on the mitigating measures that could be taken to overcome the challenges of the tracking the teen mother, revealed that all the head teachers reported the need for availability of transport to reach out to the teen mothers, adequate human resources for tracking and psycho-social counselling as well as funding in order to effectively implement the re-entry policy. The study also established the need to sensitise parent/guardians on the importance of teachers tracking teen mothers to avoid skepticism and suspicion about school administration visiting the teen mothers at their homes.

Further, the research established the need for recruitment of more guidance and counselling teachers of at least two per school and to keep reliable and up to date information about teen mothers. It was equally established that there was need to ensure counselling sessions were conducted regularly to educate the teen mothers and other pupils on the Re-entry Policy and the tracking system. The study further established the need for schools to come up with standard tracking instruments and to put in place schedules of tracking the teen mothers as well as to equip the office of guidance and counselling teacher with Information and Communication Technology (ICT) gadgets for enhanced record keeping and data management on the teen mothers and other affected girls. Some responses from the head teachers also established the need for the tracked and re-entered teen mothers to be used as role models in order to encourage those planning to withdraw from school. Similarly, the 2014 United Nations Report on data collection also laments lack of quality information on tracking systems of the teen mothers. This lack of quality information often resulted in poor planning, decision making and allocation of resources (UN, 2014)

Concerning the responses of the grade teachers on mitigating measures that could be undertaken to overcome the challenges of the tracking system, the study established that all the grade teachers appreciated the need to sensitise teachers, pupils and parents on the Re-entry policy. Further, the grade teachers' responses revealed that it was necessary to improve the aspects of communication, collaboration, record keeping, and information sharing among stakeholders. Furthermore, the research established the need for resource allocation, transport and time needed specifically for tracking as well as draw plans of action to sensitise and counsel the teen mothers. Some grade teachers responses also revealed the need to put in place committees at school and district levels to implement, monitor and track the teen mothers, and that grades 8 and 10 pupils as new entrants should be oriented on re-entry policy and tracking system.

Concerning responses of the teen mothers on mitigating measures to be undertaken in order to overcome the challenges of being tracked, the study established the need to sensitise teachers, pupils and parents/guardians against discrimination and to appreciate that teen mothers as they also needed some degree of freedom to make certain decisions. Some teen mothers also revealed the need to take legal action against those denying responsibility. In addition to this, the study showed that tracking systems were to be accompanied by counselling, and that parents and teachers should take keen interest in tracking the teen mothers and not being harsh to them. On the question of tracking being accompanied by counselling as suggested by the

teen mothers. This observation is in agreement with Aruda and his colleagues who posit that tracking the teen mothers can start by counselling the teen mothers to accept the situation, to remain health and continue with their education (Aruda et al., 2008).

Regarding the responses of Parents/Guardian's on the mitigating measures that could be undertaken to overcome the challenges of the tracking teen mothers, the study established that there was need to sensitise teachers, parents, pupils and other stakeholders on the importance of having tracking systems and the Re-entry Policy in general. It was also established that there was need for the government to establish day care centres for the babies of the teen mothers who are busy with school work.

On the responses from the Non-Governmental Organisations about mitigating measures that could be undertaken to overcome the challenges of the tracking system, the study established that there was need for the government should come up with a policy to prohibit parents with wrong intentions from relocating their teen mothers. The responses equally revealed that there was need to fund teen mothers for income generating projects as well as establishment of Day Care Centres to take care of the babies, while the teen mothers attended school. De Jong (2001) also alludes to this proposition and suggests that policies need to place emphasis on support services for the young mothers to enable them to recover from social disadvantage. The coordinator also called upon the government and private companies to get on board and help in the funding of tracking the teen mothers by way of paying something to the volunteer care givers. In supporting this school of thought, Okwany (2004) laments that the REP programme are often with poor linkages with the mainstream education system and the local communities and non-governmental organisations (NGOs), who are also stakeholders of the teen mothers.

The responses from the guidance and counselling teachers on the mitigating measures that could be taken to overcome the challenges of the tracking system, revealed the need to conduct medical checkups in schools on termly basis for early tracking. Aruda et al., (2008) allude to this measure when they argue that it is helpful for medical personnel to be involved in the tracking of the teen mothers as well as to inform their pregnant patients at the outset about their follow-up and outreach policies. It was further established that there was need for increased human resource for improved tracking system, or at least reduce teaching load for guidance and counselling teachers to spend more time on counselling. It was also established that guidance and counselling should be time tabled. The study also revealed the need for guidance and counselling teachers to collect addresses and contact phone numbers for parents

or next of kin of the teen mothers, and threaten pseudo parents with legal action. Hence need for schools to establish partnerships with Zambia Police Service (ZPS) through Victim Support Unit (VSU) in case of litigation involving the responsible man. The study also established that most guidance and counselling teachers revealed it was vital to sensitise community on tracking system and on the role of guidance and counselling teachers in the Re-entry Policy as a whole.

Concerning the responses of teen mothers from the Focus Group Discussion on mitigating measures that could be taken to overcome the challenges of being tracked, the study established that all the participants revealed there was need for routine tracking system, and that the school authorities should collect from teen mothers information such as contact phone numbers and residential addresses. Some responses of the participants from Focus Group Discussion further pointed out that teacher should communicate and find time to visit the teen mothers, and that those male parents who did not track and support their children should be sensitised. The responses further revealed that parents relocating teen mothers to unknown areas should be summoned by school authorities, while harsh guidance and counselling teachers should be advised to be calm and helpful to teen mothers.

On the responses of the official from the Ministry of General Education on mitigating measures that could be undertaken to overcome the challenges of the tracking system, the study established that there was need for collaboration and exchange of notes between parents and school authorities about the welfare of the teen mothers. The research also established the need for respective districts and schools to budget for tracking and general implementation of the Re-entry Policy. Concerning the DEBS office on mitigation measures, the study established that there was need to continue sensitising communities, PTA and head teachers and others on the importance of tracking the teen mothers. It was further established that the offices needed transport and financial resources, improved record keeping and recruitment of more guidance and counselling teachers in schools for effective tracking.

5.5 Summary

This chapter focused on discussing the findings in relation with literature review and presented according to the research objectives. The next chapter presents the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

The chapter gives a summary of the research study. It is based on the objectives of the study.

6.1 Conclusion

The purpose of the study was to investigate the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District, in the Copperbelt Province of Zambia. This was done by focusing on firstly, investigating the extent to which all the sampled participants were aware of the 1997 Re-entry Policy. Secondly to establish the tracking systems used at school, household and community levels, and thirdly, to identify the challenges faced by all stakeholders in the tracking systems. Lastly, to examine the mitigation measures that were taken or should be taken to overcome the challenges. The study has made appropriate recommendations to the relevant authorities for improved tracking system for pregnant school girls and implementation of the policy.

In the study, the responses of participants on awareness of 1997 REP and its guidelines revealed that at least 14 out of 25 participants were very much aware about the Re-entry policy, while 5 each had fair knowledge and at 5 least had an idea respectively. Only one out of the 25 participants expressed ignorance about the Re-entry Policy.

Therefore, the study concluded that most stakeholders were aware about the Re-entry policy as it was established that at least 24 out of 25 or 96% of the participants were aware of 1997 REP with the exception of only one participant who expressed ignorance about the Re-entry Policy.

The study also established that there were no formal tracking systems that existed at school and household levels, but there were activities of tracking the pregnant school girls. These tracking activities were mostly informal and by effort and initiative of individual participants especially the grade and guidance and counselling teachers in case of a school. The study further established that there was lack of structures, instruments or tools in the tracking systems and they were not scheduled. Instead they occurred as situations arose. Kadzamira (2007) has also given a similar perspective on this observation as she notes that there is evidence that where this policy has been implemented it has been more of a reactive than preventive strategy. However, the study established that a NGO had a systematic tracking

system, but with challenges. The type of activities undertaken in the tracking of teen mothers mainly included; home visitation, psychosocial counselling, class attendance and performance as well as maternal health. The parents/guidance also did their part by tracking their teen mothers' academic performance and encouraging them to go to school early.

The study also established a number of challenges that were faced by participants in the process of tracking the teen mothers. The major challenges faced included; limited time, lack of human and financial resources for logistics such as transport, relocation of teen mothers to unknown places, information gaps among stakeholders, and unreliable information about the teen mothers. Other challenges are unwillingness by teen mothers to open up, especially to male teachers, cultural barrier that promoted early marriages as well as teen mothers suffering discrimination thereby unable to share information necessary for tracking.

The study established a number of measures that could be taken into account in order to mitigate the challenges and improve the tracking system and implementation of the Re-entry Policy. The commonest mitigation measures included; funding and putting in place a scheduled tracking systems, recruitment of more guidance and counselling teachers and putting in place reliable and up to date information about teen mothers. The study also established that there was need for schools to come up with standard tracking instruments or tools to target common indicators, and to conduct regular psycho-social counselling sessions. It was also established that there was need to equip office of guidance and counselling teacher with ICT equipment and accessories for enhanced record keeping and data management. Lastly, the study established that it was imperative for the school authorities to collaborate and dialogue more with parents, sensitise them on re-entry policy and tracking system in order to reduce stigma and myths about pregnant girls as well as cultural barriers. This mitigation measure links well with the Critical Theory. Aruda et al., (2008) also allude to this observation calling for the need to counsel the teen mothers to accept the situation they find themselves in.

6.2 Recommendations

In the light of the major findings above, the following recommendations are proposed concerning the tracking systems used to follow up pregnant school girls in government secondary schools and the betterment of the school organisation.

1. There is need for the Ministry of General Education to come up with standard framework of tracking instruments that could be availed to schools to enhance tracking systems. The instruments should however provide leave room for adjustment to suit varied situations.

2. Schools should also establish information management system with database for tracking teen mothers. Therefore, there is need to equip the office of guidance and counselling teacher with Information and Communication Technology(ICT) accessories for enhanced record keeping and data management.
3. The government should improve human capacity by recruiting more guidance and counselling teachers or at least reduce their teaching load of the current staff from the existing 28 periods per week to 14.
4. Schools should equally plan and budget for activities that would promote tracking of the teen mothers at all the three stages. That is at stage one, when the girl is pregnant and still at school, at the second stage; when the girl is on maternity leave and the third stage; when the teen mother has been re-entered.
5. There is also need for school administration to engage stakeholders to help with the sponsorship of tracked and re-entered teen mothers to reduce their vulnerability.

6.3 Recommendation for further research

There is need for further research on what support systems have been created for stakeholder participation in the tracking of the teen mothers.

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APPENDICES

Appendix 1: Interview Guide for the Head Teachers

School:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

In this discussion, I wish to ask you questions about girl's education and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that your management has put in place to ensure that the girls who fall pregnant along the way, complete at least their secondary education, grade 12.

1. To what extent do you appreciate the re-entry policy (REP)?
2. How many cases of pregnancies has the school recorded since 2014?
3. Does the management have a routine tracking system of the teen 'mother'?
4. Which year was the tracking system introduced in this school?
5. How does the school management enforce the tracking system of the pregnant school girls, from the point the pregnancy is identified to the time of re-entry and possibly completion of grade 12? Kindly explain briefly under (i) (ii) and (iii) below:
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
6. How does the school management follow up or monitor the pregnant girls?
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
7. State, if any, the type of instruments or tools the school management uses in the tracking, monitoring or following up of the pregnant and teen 'mother'.
8. Kindly list the tracking or follow up challenges faced by the school management.
9. What do you think would be the possible solutions to these tracking system challenges?
10. To what extent do you think the tracking system of teen 'mothers' has improved implementation of the re-entry policy in the school? Kindly give a brief explanation of the extent.
11. Finally, what recommendations would you make in order to improve the tracking system?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU!

Appendix 2: Interview Guide for Guidance and Counselling Teacher

School:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

In this discussion, I wish to ask you questions about girl's education and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that you as guidance and counselling teacher use to ensure that the girls who fall pregnant along the way, complete at least their secondary education.

1. To what extent do you understand the re-entry policy?
2. How many cases of pregnancies has the school recorded since 2014 by year?
2014 2015 2016
3. Does the school have a routine tracking system of the pregnant school girls?
4. Which year was the tracking system introduced in this school?
5. How are you involved in the tracking of the pregnant school girls, from the point the pregnancy is identified to the time of re-entry and possibly completion of grade 12? Kindly explain briefly under (i), (ii) and (iii) below:
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
6. How do you as a guidance and counselling teacher follow up or monitor the pregnant girls?
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
7. State, if any, the type of instruments or tools the school or you use in the tracking, or monitoring or following up of the pregnant and teen 'mothers'
8. Kindly list the tracking or follow up challenges that you face as guidance and counselling teacher.
9. What do you think are the possible solutions to these tracking system challenges?
10. As a guidance and counselling teacher, to what extent do you think the tracking system of teen 'mothers' has improved implementation of the re-entry policy in the school? Kindly give a brief explanation of the extent
11. Finally, what recommendations would you make to the higher authority in order to improve the tracking system?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU!

Appendix 3: Interview Guide for Grade Teacher

School:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

In this discussion, I wish to ask you questions about girl's education and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that you as a grade teacher exploit to ensure that the girls who fall pregnant along the way, complete at least their secondary education.

- 1.To what extent do you understand the re-entry policy?
- 2.Has any of the classes you have taught now and in the previous years recorded any cases of pregnancies? 2014 2015 2016.....
- 3.Do you have a routine tracking or follow up system of the teen 'mothers' as a class or school?
- 4.Which year was the tracking system introduced in this school or class?
5. How are you involved in the tracking of the pregnant school girls, from the point the pregnancy is identified to the time of re-entry and completion of grade 12? Kindly explain briefly under (i), (ii) and (iii) below:
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
- 6.How do you as a grade teacher follow up on or monitor the pregnant girls?
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
- 7.State, if any, the type of instruments or tools that you use in the tracking, monitoring or following up of the pregnant and teen 'mother'
- 8.Kindly list the tracking or follow up challenges that you face as a grade teacher.
- 9.What do you think are the possible solutions to these tracking system challenges?
10. As a grade teacher, to what extent do you think the tracking system of teen 'mothers' has improved implementation of the re-entry policy in the school?
Kindly give a brief explanation
11. Finally, what recommendations would you make in order to improve the tracking system?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU

Appendix 4: Interview Guide for Teen Mother

School:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

In this discussion, I wish to ask you questions about your education as a teen mother, and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that you as the teen mother receive along the way from different stakeholders in order for you to complete your secondary education.

1. What grade and age were you when you fell pregnant?
2. What grade are you doing now?
3. To what extent do you understand the re-entry policy?
4. Does the school have a routine tracking system of the pregnant school girls?
5. How much have stakeholders followed up on you and your education?
6. How have the following stakeholders helped you since you became pregnant?
 - i. School administration?
 - ii. Guidance and counselling teacher?
 - iii. Grade teacher?
 - iv. Parents/guardians?
 - v. Faith and Community based and non-government organisations?
 - vi. Others, specify;.....
7. How have different stakeholders followed up on you from the point the pregnancy was discovered to the time you re-entered the school? Kindly explain briefly under (i), (ii) and (iii) below.
 - (i). While pregnant and still in school?
 - (ii). When on maternity leave?
 - (iii). Now that you are re-entered up to completion of grade 12?
8. Kindly list the tracking or follow up challenges that you face as a teen mother.
9. What do you think are the possible solutions to these tracking or follow up challenges?
10. As a teen mother, to what extent do you think the tracking of teen 'mothers' has improved, or would improve implementation of the re-entry policy in the school? Kindly give a brief explanation of the extent
11. Finally, what recommendations would you make to the higher authority in order to improve the tracking system?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU!

Appendix 5: Interview Guide for Focus Group Discussion

School:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as respondents. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

In this discussion, I wish to ask you questions about your education as teen mothers, and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that you as the teen mothers receive along the way from different stakeholders in order for you to complete your secondary education.

1. What grades and ages were you when you fell pregnant?
2. What grades are doing you now? Current grades (List)
3. To what extent do you understand the re-entry policy?
4. Does the school have a tracking system to check and monitor pregnant school girls?
5. How much have stakeholders followed up on you and your education?
6. How have the following stakeholders helped you since you became pregnant?
 - a. School administration?
 - b. Guidance and counselling teacher?
 - c. Grade teacher?
 - d. Parents/guardians?
 - e. Faith and Community based and non-government organisations?
 - f. Others, specify;.....
7. How have different stakeholders followed up on you from the point the pregnancy was discovered to the time you re-entered the school? Kindly explain briefly under (i), (ii) and (iii) below:
 - (i). While pregnant and still in school?
 - (ii). When on maternity leave?
 - (iii). Now that you are re-entered up to completion of grade 12?
8. Kindly list the tracking or follow up challenges that you face as a teen mother.
9. What do you think are the possible solutions to these tracking or follow up challenges?

10. As a teen mother, to what extent do you think the tracking of teen 'mothers' has improved, or would improve implementation of the re-entry policy in the school? Kindly give a brief explanation of the extent

11. Finally, what recommendations would you make to the higher authority in order to improve the tracking system of the teen mothers?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU!

Appendix 6: Interview Guide for Senior Planning Officer (SPO)

School:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

In this discussion, I wish to ask you questions about girl's education and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that your office has put in place to ensure that the girls who fall pregnant along the way, complete at least their secondary education, grade 12.

1. To what extent do you appreciate the re-entry policy?
2. How many cases of pregnancies has province recorded since 2014?
3. Does the management have a routine tracking system of the teen 'mother'?
4. Which year was the tracking system introduced at the provincial level?
5. How does your office enforce the tracking system of the pregnant school girls, from the point the pregnancy is identified to the time of re-entry and possibly completion of grade 12? Kindly explain briefly under (i) (iii) and (iii) below:

- (i). For those pregnant and still in school?
- (ii). For those on maternity leave?
- (iii). For those re-entered up to completion of grade 12?

6. How does the management at PEO's office follow up on or monitor the pregnant girls?
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
7. State, if any, the type of instruments or tools the PEO management uses in the tracking, monitoring or following up of the pregnant and teen 'mother'
8. Kindly list the tracking or follow up challenges faced by the provincial management team.
9. What do you think would be the possible solutions to these tracking system challenges?
10. To what extent do you think the tracking system of teen 'mothers' has improved implementation of the re-entry policy in the school? Kindly give a brief explanation of the extent
11. Finally, what recommendations would you make in order to improve the tracking system?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU!

Appendix 7: Interview Guide for the Planning Officer (PO) at DEBS office

School:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

In this discussion, I wish to ask you questions about girl's education and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that your management has put in place to ensure that the girls who fall pregnant along the way, complete at least their secondary education, grade 12.

1. To what extent do you appreciate the re-entry policy?
2. How many cases of pregnancies has school recorded since 2014?
3. Does the District Education Board management have a routine tracking system of the teen 'mother'?
4. Which year was the tracking system introduced at this office?
5. How does the District Education Board management enforce the tracking system of the pregnant school girls, from the point the pregnancy is identified to the time of re-entry and possibly completion of grade 12? Kindly explain briefly under (i) (ii) and (iii) below:
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
6. How does management team follow up on or monitor the pregnant girls?
 - (i). For those pregnant and still in school?
 - (ii). For those on maternity leave?
 - (iii). For those re-entered up to completion of grade 12?
7. State, if any, the type of instruments or tools the district management uses in the tracking, monitoring or following up of the pregnant and teen 'mother'.
8. Kindly list the tracking or follow up challenges faced by the District Education Board management.
9. What do you think would be the possible solutions to these tracking system challenges?
10. To what extent do you think the tracking system of teen 'mothers' has improved implementation of the re-entry policy in the school? Kindly give a brief explanation of the extent.
11. Finally, what recommendations would you make in order to improve the tracking system?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU!

Appendix 8 Interview Guide for Parents or Guardians.

School:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

In this discussion, I wish to ask you questions about girl's education and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that you as a parent or guardian apply to ensure that your child/ward who has fallen pregnant along the way, is re-entered and complete at least their secondary education.

1. Current grade of the child/ward Age... Date of Birth.....
2. How much do you understand the re-entry policy?
3. When did your child/ward fall pregnant?
4. How did you come to know about the re-entry policy? Kindly explain briefly,
5. As we are discussing now, where is your child/ward, at school pregnant, on maternity leave, re-entered? Others specify
6. How are you helping your child to ensure she completes school without further delay? Kindly explain briefly
7. What means and ways of tracking your child/ward's school attendance and performance do you have and use? Kindly explain briefly,
8. At what stage of her pregnancy did you start tracking your child/ward? Kindly explain briefly
9. How do you collaborate with the school administration regarding the education of your child/ward? Kindly explain briefly.
10. Kindly explain briefly, how you as a parent/guardian, follow up or monitor your child/ward when?
 - (i). while pregnant and still going to school?
 - (ii) On maternity leave?
 - (iii). Re-entered up to completion of grade 12?
11. Kindly list the tracking or follow up challenges that you face as a parent/guardian.
12. What do you think are the possible solutions to these tracking system challenges?
13. As a parent/guardian, to what extent do you think the tracking system of teen 'mothers' has improved implementation of the re-entry policy in the school community? Kindly give a brief explanation.

14. Finally, what recommendations would you make in order to improve the tracking system?

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU!

Appendix 9 Interview Guide for Faith Based Organisation (FBO)/Non-Governmental Organisation (NGO)

Name of organisation:..... Date:..... Sex:.....

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research to assess the tracking systems used to follow up pregnant school girls in the selected government secondary schools in Kalulushi District of Copperbelt Province of Zambia. I am pleased you have been sampled to be part of this research as a respondent. I should mention from the outset that all your responses are for academic purposes only, and shall be treated with strict confidentiality.

I wish to ask you questions about girl's education and the government's re-entry policy. Our discussion will mainly be based on the tracking systems or follow up methods that your organisation employs to ensure that the girls your sponsor, who fall pregnant along the way, are re-entered and complete at least their secondary education.

1. As Faith Based Organisation (FBO)/Non-Governmental Organisation (NGO) sponsoring girl child's education, how many pregnancy cases has your organisation recorded in the last three years?
2. How many and where are these pregnant girls now?
 - (a).Still at school?
 - (b).on maternity leave?
 - (c).Re-entered?
 - (d).Dropped school, reason for dropping?
 - (e). No idea?
 - (f). Other?, specify
3. What is the range of age groups of the girls falling pregnant?.....
4. What is the range of grades of the girls falling pregnant?.....
5. How much do you understand the re-entry policy Large extent/Fairly/at least/No idea?
6. How did you come to know about the re-entry policy? Kindly explain briefly.
7. How are you helping these girls to ensure they complete school without further delay? Kindly explain briefly,
8. What means and ways of tracking the girls' school attendance and performance do you have and use? Kindly explain briefly,
9. At what stage of the pregnancy do you start tracking you're the girls? Kindly explain briefly.
10. How do you collaborate with the school administration and the parents/guardians regarding education of the girls? Kindly explain briefly.
11. Kindly explain briefly, how you as Faith Based Organisation (FBO)/Non-Governmental Organisation (NGO), follow up on or monitor the girls when?
 - (i). pregnant and still going school
 - (ii) On maternity leave
 - (iii). Re-entered up to completion of grade 12

12. Kindly list the tracking or follow up challenges that you face as a Faith Based Organisation (FBO)/Non-Governmental Organisation (NGO)/

13. What do you think are the possible solutions to these tracking system challenges?

14. As a Faith Based Organisation (FBO)/Non-Governmental Organisation (NGO), to what extent do you think the tracking system of teen ‘mothers’ has improved implementation of the re-entry policy in the school community?

Large extent/Fairly/At least/No idea. Kindly give a brief explanation.

15. Finally, what recommendations would you make in order to improve the tracking system

As our discussion comes to an end, I wish to thank you most sincerely for your valuable responses, attention and patience. Further, I want to assure you once again that all that has been discussed here remains for academic purposes and shall be treated as strictly confidential. Lastly, I wish to request your availability should there be need for me to seek from you further clarification on one or two things related to what we have just discussed.

THANK YOU VERY MUCH AND GOD BLESS YOU!

Appendix 10

CONSENT FORM

I am a postgraduate student from the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU). I am carrying out a research on **Investigation into the Tracking Systems used to follow up Pregnant School Girls in the selected Government Secondary Schools in Kalulushi District of Copperbelt Province of Zambia.**

I need your sincere opinion in order for me to accurately write on the topic as above. I want to assure you that the information you are going to give will be kept confidential. If you are willing to take part in this study, please write your name in the spaces provided below. Similarly, should you feel that you cannot continue at any point of the study, for instance during a discussion, or interview, you are free to withdraw.

Participant's name:

Signature:.....

Date:.....