# CHAPTER ONE

# INTRODUCTION

## 1.1    Background to the Study

Studies conducted in the 1990's in Zambia revealed that due to the unequal social cultural gender constructs, girls and women were remarkably disadvantaged.  Kelly and Simwiinji. (1999) observed that in 1996 the number of children out of school aged 7-13 years old in Zambia was more than  a quarter of a million and of these more than half of them were girls. The factors that contribute to this scenario included the seclusion at puberty that deprived the girl of valuable learning time as it was at times done during school periods and also forced and early marriages.  In virtually all societies in Sub-Sahara Africa (SSA), social, cultural beliefs, norms, values, attitudes and practices that are detrimental to the education of women are prevalent, (Sifuniso, 2008).

These include low valuing of the education of women, low expectations of women's performance, gender specific roles and domestic obligations that cause women and girls to be over burdened and the high value placed on marriage for girls (Bunji, 2004).  These factors evidently stand in the way of girl's education with regard to access, retention performance and transition, hence the need to put in place interventions to enhance girl's access to education. Kasonde-N'gandu and Simwiinji (2009) reported that in pursuit of the promotion of girl's access to education in relation to their male counterparts,  the zambian government put in place some interventions and policies to address the gender disparities

in education. One of these interventions is the bursaries scheme that has since seen a rise in the number of girls receiving assistance.

The table below shows a significant increase in the number of girls receiving bursaries from 2003 to 2008.

**Table 1.1: Number of Pupils Receiving Bursaries in Basic Schools by Gender and Year**

| Year | Male | Female | Total | %Female |
|------|------|--------|-------|---------|
| 2004 | 3,305 | 4,881 | 8,186 | 60 |
| 2005 | 6,589 | 7,404 | 13,993 | 53 |
| 2006 | 32,904 | 35,511 | 68,415 | 52 |
| 2007 | 46,172 | 48,785 | 94,957 | 51 |
| 2008 | 41,836 | 45,173 | 87,009. | 52 |
| **Total** | **130,806** | **141,754** | **272,560** | **52** |

Source: Educational Statistical Bulletin, 2007

The Zambian government has also ensured that the differential cut off point system between boys and girls is promoted. This policy was introduced after the realization that most girls got lower points than their male counterparts at grade; 7, 9 and 12 levels. Given this scenario, it is evident that if the qualification point was left uniform, there would be more boys getting into grades 8 and 10 and there would also be more boys accessing tertiary or university education than girls. The lower cut off points for girls has since enabled more girls qualify to higher grades and levels of education. Another policy that the

government of Zambia has put in place to curb the lower completion and retention rates of girls in higher education is the reservation of 30 percent of the places at university level for female students. In the past, the trend was that girls who completed grade 12 could not compete with their male counterparts in terms of acceptance to universities as most of the girls had lower marks. With this reservation of 30% of the places for female students, it means that those places would be competed for by female students only. The other 70% are left open for competition between female and male students. This policy has since enabled more female students to access university education. Another program that government has embarked on to improve girls' access, retention and completion rates in education is the introduction of the Programme for the Advancement of Girls Education (PAGE). The programme is aimed at improving conditions in certain schools by making them more girl friendly to encourage more girls stay in school. In these selected schools, teachers are encouraged to use teaching materials that reflect or depict women and girls' assertiveness and ability to rise to higher levels. The sanitary conditions are also adequately improved to enable girls feel comfortable to use them at any time. There are also several activities taking place in these PAGE Schools aimed at encouraging girls to continue with school.

Other policies government has embarked on to address the disparities between girls and boys in education include the construction of all girls technical high schools in the 9 provinces of Zambia to increase on space for school girls, reviewing of the curriculum in schools to bring in gender terms and concepts that in the past mainly depicted the male gender in higher positions and showed the female gender occupying lower jobs or

positions to bring in a balanced picture that depicts both genders' participation in any position, sending of more female teachers to rural schools to serve as role models to teenage girls in schools, introduction of stiff punishment for parents/guardians, marrying off girls who are supposed to be in school and abolishing the compulsory wearing of uniforms to enable children that cannot afford uniforms continue with school. Government has also introduced free education at basic and high school levels. The 50-50 enrolment ratio at Grade 1 is also a government policy aimed at ensuring that there is equality in access to education for both boys and girls beginning at an early stage. It has been argued that there are several actors in the successful execution of the re-entry policy in many countries, United Nations Childrens Emergency Fund (UNICEF) (2006). Some of the stake holders include the community, parents and guardians, health personnel, Non Governmental Organisations (NGOs), law enforcement officers such as the police and school authorities. However, it has been observed that implementation guidelines of the policy were not well known by these implementers, Diaw (2010).

According to UNICEF (2010) stated that in Zambia, the effectiveness of the re-entry policy was shrouded in uncertainties in terms of the role that stake holders needed to play in the implementation of the re-entry policy. It was without doubt that the role of the main implementers of the re-entry policy who were school administrators had not been clearly defined. Further, school administrators had various challenges that they were facing in the implementation of the re-entry policy which needed to be addressed.

Among the policies the Government of Zambia has put in place to reduce the disparity of enrolment between boys and girls, and to keep the girls in the education system, the re-entry policy has been one with far reaching consequences. The policy introduced in Zambia in 1997 was a strategy to enable school girls who fell pregnant to go back to school to continue their education when they were ready to do so within six months or one year after delivery. The Ministry of Education (MoE) took such a move upon realizing that expulsion of girls had an adverse effect on the retention and completion rates for girls which remained much lower than that of boys in all schools across the country. Giving another chance to girls who drop out of school due to pregnancy is an affirmative action and it is against this back ground that Zambia launched the re-entry policy.

Pregnancy is the major reason why girls drop out of school in Zambia, accounting for between 20% and 25% of all female drop outs annually. Among the Government, Private/Church and Grant Aided Schools, data for the years 2005 to 2007 showed that, pregnancy accounted for 22% - 27% of the drop outs among the girls (see Table 1.2 below).

**Table 1.2: Drop Outs due to Pregnancies in Various Categories of Schools**

| Year | Agency | Total Number Drop outs | Drop due to pregnancy | % drop out due to pregnancy |
|---|---|---|---|---|
| 2005 | GRZ | 31,031 | 7,204 | 23 |
| | Private/Church | 1,872 | 192 | 10 |
| | Grant aided | 1,946 | 368 | 19 |
| **TOTAL** | | **34,849** | **7,764** | **52** |
| 2006 | GRZ | 31,275 | 8,031 | 22 |
| | Private/Church | 1,353 | 98 | 26 |
| | Grant aided | 3,172 | 496 | 7 |
| **TOTAL** | | **35,800** | **8,625** | **55** |
| 2007 | GRZ | 32,919 | 9,175 | 28 |
| | Private/Church | 1,140 | 125 | 11 |
| | Grant aided | 2,265 | 432 | 19 |
| **TOTAL** | | **36,324** | **9,732** | **58** |

Source: Ministry of Education (2007)

The problem of pregnancy is a gender specific factor experienced by girls as it involves girls' unique vulnerability to pregnancy-related school drop outs (Eloudou and Simwiinji., 2004). Therefore, reductions in pregnancy-related drop-outs would ultimately contribute significantly to efforts to closing the gender gap in educational attainments. Plausible arguments suggest that strategies to avoid unintended pregnancies among teens can have

spill-over benefits in promoting gender equality in many countries. The Forum for African Women Educationalists (FAWE) regional office initiated the Strategic Resource Planning Document (SRPD) in 1995 which came out of a research on the situation of girls in Africa including Zambia. In general, it was realized that pregnancy was contributing significantly to the dropout rate among the girls in Sub Sahara Africa (SSA). In Malawi, the policy to allow girls go back to school one year after birth of the child and dismissed school boys who impregnated girls was introduced in 1993 while in Zimbabwe it was introduced in 1999. Other countries implementing similar policy include Swaziland, Botswana and Namibia.

The Forum for African Women Educationalists in Zambia (FAWEZA) spearheaded the campaign in Zambia to bring the girls back to school until the Ministry of Education (MoE) instituted the re-entry policy in 1997. In 1997, September, a conference on girls' education was held at Mulungushi International Conference Centre in Lusaka at which the then the Minister of Education, Dr. Syamukayumbu Syamujaye announced that school girls that became pregnant would no longer be expelled. He also declared that all those who had been expelled in the same year be allowed to return to school.

The guidelines on how the policy was to be implemented were developed by MoE in collaboration with United Nation International Children Emergency Fund (UNICEF) and key stakeholders like FAWEZA. (www.widenet.org.zm/empowermentreentry.php).

However, the policy was received initially with mixed reactions. This resulted in a time lag with regard to the time it was announced and implemented in most schools. Awareness creation of the re-entry policy was visibly enhanced by the "Go-Girls Campaign" spearheaded by MoE and UNICEF in 2004 in collaboration with other stakeholders like Zambia National Education Coalition (ZANEC) and FAWEZA across the country. Many schools started to actively implement the policy after the "Go-Girls Secure the Future Today Campaign". The campaign represented a pragmatic approach by Government to bring to reality the Commitment made together with the rest of the international community at the World Education Forum in Dakar, Senegal in April, 2000 to eliminate gender disparities in enrolment in primary and secondary education, (Namunda, 2010). It should be mentioned, however, that although the policy focuses on the re- admission of girls on grounds of pregnancy, the Ministry of Education encourages girls who have dropped out of school for other reasons too to go back to school. The reason for the deliberate emphasis on the girls is because at the time of the re-entry policy formulation, the prevailing attitude, which to date continues to be a source of concern, was to "push out" of the educational system girls who fell pregnant for the rest of their lives. In cases where the pregnancies involved school boys, such boys were allowed to go on with their educational programme, while the girls dropped out.

## 1.2    The Statement of the Problem

The introduction and implementation of the Re-entry Policy has a number of challenges that have been observed in countries where it has been in practice for a long time. According to FAWE (1995), only an average of 10 per cent of school girls that had fallen

pregnant in Sub-Saharan African (SSA) countries between 1990 and 1994 had gone back to school from all the countries that have been implementing the re-entry policy. A similar trend has been reflected in Cote d'Ivoire, where the response was insignificant in the beginning but later dwindled. This agrees with Oyaro and Henveld (1995) who stated that in SSA, where re-admission policy exists, mothers were not returning to school in large numbers. With time, however, the degree of resistance has dwindled and society has began to appreciate the policy. There have been numerous challenges which range from cultural, social, political and economical factors. These pose resistance to acceptance of the policy from members of society as well as education providers themselves. Most of the challenges as noted by Bunji (2004) include;

(1) Lack of understanding of the policy by both teachers and pupils.

(2) Ineffective implementation of the policy by school administrators.

(3) Limited school places and;

(4) Social stigma associated with teenage pregnancy.

According to FAWEZA (2010), there have been many lapses in terms of implementation of the re-entry policy in Zambia especially in rural areas. This was confirmed by MoE (2010) that very few girls were returning to school after giving birth especially in rural areas. Mc Cauley-Brown (2010) states that the challenges being faces by girls in returning to school after delivery include the unsupportive school environment and inadequate implementation of the re-entry policy by school administrators as this was a barrier to girls in terms of benefitting from the re-entry policy.

According to Oyaro and Henveld (2010), most school authorities do not have competence in executing the re-entry policy because they were not well versed with the procedures that must be taken for pregnancy victims to re-enter school after cessation of pregnancy and this is one o the reasons for the low rates of re-entry by girls who had left school use to pregnancy.

Though the re-entry policy was introduced in 1997 in Zambia, initially there were no guidelines on how the policy was to be implemented.  The lack of guidelines could have contributed to the lapses in the implementation of the policy.  In this regard, the Ministry of Education decided to met out guidelines on the re-entry policy to all stake holders in 2004, MOE, UNICEF and FAWEZA (2004).

To this effect it still remains unclear as to what role school administrators are expected to play in the implementation of the re-entry policy.  This study aims at finding out the role that school administrators  play and the challenges they face in the implementation of the re-entry policy.

## 1.3    Purpose of the Study

This study sought to assess the role that school administrator's played in the implementation of the re-entry policy.

## 1.4    Objectives of the Study

The objectives of this study were:

(1) To find out the role that school administrators played in the implementation of the re-entry policy.

(2) To find out what school administrators did when a pregnancy was detected among school girls.

(3) To find out what support systems existed at school for the girls returning after giving birth.

(4) To find out the views of school administrators on girls returning to school after giving birth.

## 1.5    Research Questions

(1) What is the role of school administrators in the implementation of the re-entry policy?

(2) What do school administrators do once pregnancies are detected among school girls?

(3) What support systems exit at school level for returning girls?

(4) What are the views of school administrators on girls returning to school after giving birth.

## 1.6    Significance of the Study

This study may help educational planners to understand the hurdles that exist at school level in line with the implementation of the re-entry policy. Secondly, the study might enable the MoE to strengthen the school administration system if it is to effectively and efficiently implement this policy. In addition, the study may help to improve the

performance of school administrators in implementing the re-entry policy and ultimately increase the number of girls returning to school after delivery.

## 1. 7    **Limitations of the Study**

This study was done primarily on a purposive sample and its generalization is limited. Further due to the small sample size, that is few people from selected schools in Central Province, the analysis on the role that school administrators' play in the implementation of the re-entry policy is limited to those particular schools.

## 1. 8    **Definition of Terms**

Committee:         Group Of People Assigned To Carry Out Specific Functions/Duties Within The School System.

Counselor:         Officer In The School Charged With The Responsibility To Give Direction And Emotional Guidance To Pupils In Difficulties.

Stakeholders:      Interested Individual/Organization.

Support system:    Deliberate Measures Including Structures Established To Help A Pregnancy Victim At School.

Stigmatization:    Negative Perception And Attitudes Towards Pregnancy Victims.

Re-admission:      Being Allowed Back Into School Having Left Due To Pregnancy.

Disparity:         Differences And Gaps Between Gender Groups In Terms Of Retention         In School.

Parity:                    Achieving Equal Levels In Terms Of Retention In School.

Re-entry:                  Being Able To Be Enrolled Back Into School Having Left School

Due To Pregnancy.

## 1.9    Summary

This chapter discussed the factors that stood in the way of girls' education with regards to access, retention, performance and transition.   The chapter also looked at some interventions in terms of policies and programs that the government of Zambia had put in place in addressing the above concerns.  These interventions included the following:

(1) The introduction of the bursary scheme for girls.

(2) The introduction of the differential cut off point between boys and girls.

(3) The reservation o 30% of places at university level for female students only.

(4) The introduction PAGE.

(5) The construction of technical boarding schools for girls in the nine (9) provinces.

(6) Reviewing of the curriculum in schools to make it more gender friendly.

(7) Sending of female teachers to rural areas to act as role models to younger girls.

(8) The 50:50 enrolment ratio at grade one(1)  for  boys and girls.

(9) Introduction of free education at basic and high school level.

(10)The introduction of re-entry policy to enable girls who fall pregnant return to

school after giving birth.

In addition, the chapter showed that several countries, especially in the Southern African Development Community (SADC) region had introduced the re-entry policy in order to enable girls that fall pregnant return to school after delivery. This was done in an effort to increase the number of girls accessing education and to bridge the gap between boys and girls in relation to educational attainment.

The chapter also looked at the process that was embarked on for the realization and subsequent introduction of the re-entry policy and the roles that various stake holders such as NGO's played. This chapter brought to the fore the fact that there were still some impediments in the implementation of the re- entry policy especially with regard to the role that school administrators played in the implementation of the re-entry policy.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1    Introduction

This Chapter reviews literature related to studies on the re-entry policy at international and national levels. The first section deals with literature on the western countries. The second section discusses literature on Africa, while the last-section renews literature on Zambia.

### 2.2    Literature on Western Countries

A number of works and studies have been done concerning the re-entry policy throughout the world. At international level, there have been several measures and systems that have tried to address the plight of pregnant school girls. Teenage pregnancy is a worldwide problem which governments, world over, are concerned about. Studies on teenage pregnancies reveal that teenage mothers were often themselves born to teenage parents and were more likely to end up both as single parents and to bring their children up in poverty (Hall, 2001). Gardner (2004) showed that 425,000 babies were born to teenage mothers in the United States of America and Canada in 2002. Research findings by Levine and Brooks (1990) in the early 1990s also indicated that teenagers accounted for 30 percent of non marital births in America. Hall (2001) reported that Britain had the highest rate of teenage births in Western Europe, double the number in Germany, three times that of France and six times that of Netherlands. As a result, the then Minister of Education and Employment, Margaret Hodge, indicated that the government was trying to reduce the United Kingdom (UK)s, 'unacceptable levels' of teenage pregnancy through clearer sex

education in schools. It was hoped that this would help break the cycle of teenage pregnancies.

London (1983) found that teenage mothers who returned to regular comprehensive schools continually faced obstacles and dilemmas as they had to make a social adjustment to their peers and teachers and cope with anonymity accompanied with attending school. The teenage mother also had to adjust her self-image to being a pupil six hours a day, daily experiencing conflict as she struggled with her dual development as an adolescent and a mother. According to Fitzgerald (2003), flexible educational arrangements had to be made available in England for girls who fell pregnant while at school. This form of re-entry and retention into school was to be enhanced by giving the 'adolescent' mother some form of payment by government. Clearly, this policy in England revolves around the inclusion and re-integration of 'adolescent' mothers into the regular school system as opposed to adolescent mothers who were made to learn in separate schools especially in America (London,1983).

The incidence of pregnancy among teenagers has been identified as a serious growing problem in the world, especially in the poorer nations (UNDP, 2010). Teenage pregnancy was a major challenge to the fight against illiteracy, gender equity in education and progression rate of the girl-child in the education system world-wide. In addition, by limiting literacy and other benefits of education for girls, teenage pregnancy could have a negative impact on females' opportunities for economic success and political participation (MoE, 2010).

According to Namunda and Mwenda (2010) gender differences in primary school enrolment were a major concern in Western Countries, South Asia and Middle East. This posed a great challenge to achieving gender equality by 2015. One of the major strategies aimed at maximising opportunities for a girl child to attain basic education, involved instituting a policy of re-admitting to school girls who fell pregnant after they had delivered their babies (UNDP, 2010).

In his comparative analysis of various school systems, Gallagher (1999) reported that where there were separate schools for teenage mothers, it was found that mothering girls performed better in their academic work, concentration was high and completion rates were equally high. Such girls were said to be more comfortable and relaxed in that kind of environment.

Accordingly, Gallagher (1999) noted that separating pregnant school girls and teenage mothers whilst ensuring that they continued with school was best practice in America. While in the UK, the practice was to integrate teenage mothers in regular schools.

## 2.3    Literature on Africa

Studies done in Africa revealed that there were still challenges of high school girl pregnancies in many countries and only a considerable number were being integrated back into the school system. In West Africa, many school girls dropped out of school due to Pregnancies and only 12% of over 100,000 got back to study in Nigeria, Ghana and

Senegal between 1997 and 2002. In Malawi, an approximate number of about 11,000 girls left primary education due to pregnancies. In 1996 alone just over 100 went back to school from over 10,000 dropouts. (www.difid.gov.uk/case studies). In Kenya, 31 % of all school drop outs were a result of pregnancy (http://pnews.netiAfrica/nota.asp.idnews= 34137). An association called Teenage Mothers and Girls Association of Kenya (TEMAK) did a study on factors that lead to the high rate of dropouts among girls in 2002, which revealed that 8,000 to 10,000 girls dropped out of school every year due to pregnancy. This number is incredibly high and quite worrying given the population of Kenya.

According to Heneveld (2009), most of the social and economic problems experienced in SSA were compounded by the marginalization of women in education.  As such it was imperative that most of the countries in Africa introduced the re-entry policy to address the educational inequalities between men and women.

According to Henagan and West (2011) the average rate of teenage pregnancy was 143 per 1000 females in african countries, a figure that was higher than any other region globally. This prompted african governments to introduce policies that would ensure that those girls that left school due to pregnancy were given a chance to go back to school.  It has however been argued that despite the existence of the re-entry policy in many african countries, the numbers of girls returning to school after giving birth remained low especially in rural areas, (Lichie, 2010).

Accordingly, this could be as a result of several factors including the fact that parents/guardians, and even teachers may not be well acquainted with the procedures to be followed in order for girls who fell pregnant to re-enter school as observed by Mulenga (2010). Given this state of affairs, it can be argued that there were still some lapses in as far as ensuring that the majority of pregnancy victims in schools returned to school, after giving birth.

The phenomenon of girls getting back to school after giving birth in Kenya was on the rise (Adaji and Simwiinji, 2010). This trend was as a result of increased education on the availability of the re-entry policy and the deliberate effort the government has put in place to educate teachers on the procedures for utilization of the re-entry policy especially at school level.

Lopi (1994) indicates that the government of Botswana was worried with the high number of girls that left school due to pregnancy and decided that special schools should specifically be built for them. A study by FAWE (1994) in Botswana, found that adolescent school-going mothers in special schools portrayed a good self image, were confident and freer than their counterparts in regular schools. To this effect, Botswana's laws were very explicit on matters related to school girl pregnancies and their re-entry into either regular or special schools. A circular dated 22nd February 2002, from the Director, Secondary Department, sent to all schools, stipulated that girls who dropped out of school due of pregnancy could be re-admitted to any school, six months after cessation of pregnancy provided the following documents were submitted to the school Head:

- Testimonies from their previous school

- Proof of data of cessation of pregnancy (birth certificate, hospital card)

- Proof of applicant's age (passport or birth certificate).

The re-entry policy of Botswana was thus backed by that country's law (Cap 58 Regulations Circular) which noted that "if a pupil became pregnant, the parent or guardian of such a pupil shall be required to withdraw her from the school at which she was enrolled and secure her readmission to school, which shall be other than that from which she was withdrawn, shall at least apply to return one calendar year after cessation of pregnancy subject to approval by the Minister. FAWE, (2004) further noted that Botswana allowed girls to go back to school twelve months after delivery if the family could take care of the baby. There were some centres in the country which provided a residential school programme as well as baby care facilities to enable young mothers pursue their education without interruption. These girls were later accepted back into the formal school system. As noted above, there was however a slight difference in timing of when the girl was allowed to get back to school between the policy regulations and the Cap 58 Regulation Circular of the government.

Therefore the Kenyan example pointed to the fact that the role of school administrators in the implementation of the re-entry policy included the fact that they had to engage victims of pregnancy in conjunction with their parents and guardians to ensure that such girls

returned to school after giving birth.  The approach of educating teachers on the procedures for ensuring that victims of pregnancy returned to school enhanced teachers' ability to execute the re-entry policy effectively.

The scenario in Botswana where school administrators were trained in handling pregnancy victims was similar to the Kenyan approach though both countries had not clearly spelt out the role of various stake holders including school administrators in the implementation of the re-entry policy.

Other countries in the SADC region such as, Tanzania, Namibia, South Africa, Swaziland, and Zimbabwe had introduced mechanisms to address the plight of school girl drop-outs. Policies that allowed pregnant school girls to go on maternity leave and be able to return to school (re-entry or re-admission) had been instituted to ensure that girls right to education was not infringed upon, http://Kurangu.comlipp/guardian 12008/03/0711 0950.html).

According to Kasonde-Ng'andu and Simwiinji (2009), SADC countries' objectives of introducing the re-entry policy were the same but the implementation guidelines differed. For example, in Botswana if a fellow school boy was responsible for a school girls' pregnancy, that particular boy was not required to go on paternity leave while the Zimbabwean situation demanded that such a boy went on paternity leave. Cap 58 Regulation Circulation of Botswana required that pregnant school girls could only be readmitted at another school other than the school she was at, at the time of pregnancy and needed to wait for a complete year before resumption of school after delivery, while in

Malawi, there was no fixed time frame under which a girl was expected to return to school (Mughogho, (1999).

The Tanzanian re-entry situation required that a school girl who left school due to pregnancy applied to the school authorities or board for readmission. Accordingly, the school was at liberty to readmit the girl in the same school or recommend for transfer to another school. The 1999 re-entry policy circular for Zimbabwe prohibited school girls who fell pregnant from getting readmitted to the same school while in Zambia; there were no restrictions to that effect.

According to FAWE (2002), Namibia, South Africa, Mozambique and Swaziland had similar policies on re-entry of former pregnant school girls which clearly seemed to be the standard in SADC countries, only differing a bit on whether to retain the girls in the same school or not. It must, however, be noted that implementation of polices that allowed girls who fell pregnant to get back to school in most african countries was not supported by any legality and were not enforceable. In Botswana, returning to school for teenage mothers was optional and not mandatory as teenagers were not compelled by legalities to return to school if they got pregnant whilst at school. (Chizongwe, 2004) noted that in most African countries, if a pupil became pregnant, the parent or guardian of such a pupil was required to withdraw such a pupil from her school and not marry her off.

Oyaro (2010) and FAWE, (2010) reported that though Namibia, Zambia, Mozambique, South Africa and Swaziland have a re-admission policy in place for some time now, many

schools continue to deny girls who had fallen pregnant access to education by not accepting them in the schools they attended prior to getting pregnant. Clearly, social stigma associated with school girl pregnancy was prevalent among school administrators. It was evident that with this kind of attitude, school administrators' role in the implementation of the re-entry policy in many countries still had challenges that need to be addressed.

In Malawi, the policy lacked detailed implementation guidelines, publicity and there was a lot of negativity towards school girls who were mothers. The introduction of the re-entry policy in many african countries had been received with mixed responses (Kasonde – N'gandu and Simwiinji, 2009). Arguments advanced against the re-entry policy included the fact that stigmatization towards school girl mothers apparently continued to exist. The perception towards school girl mothers was that they were wrong doers and could contaminate the good girls. Given that stigmatization was prevalent in Malawi, most parents whose school girls had fallen pregnant discouraged the girls from returning to school and instead opted to marry them off. It was also noted that some school administrators were not following guidelines as stipulated by MoE deliberately for the re-entry policy on pregnant girls and by implication barred them from getting back to school (Chindimba and Mughogho, 2009)

## 2.4    Literature on Zambia

In Zambia, 34,104 school girls fell pregnant in basic schools between 2002 and 2006. In the same period 5,329 school girls got pregnant in high schools, adding up to 39,433 MoE,

(2007). It has been argued that returning girls who get pregnant whilst at school promoted immorality and most catholic-run schools did not allow such girls get back to that particular school but supported the idea that they be readmitted to another school. Zambia Research Department (ZARD) (2001), Syabwanta (2002), Sitali (2009) and Kasonde-N g'andu and Simwiinji. (2009), in their studies revealed that most arguments against the re-entry policy in Zambia included the notion that discipline in schools was derailed, thus lowering the standard of education. It was perceived that school girl mothers did not have respect for teachers as they equated themselves to any adult and that the policy promoted promiscuity in terms of encouraging girls to indulge in sex before marriage.

On the other hand, ZARD (2001) reported that many arguments for the re-entry policy have been advanced in Zambia which include the fact that such a move would increase women's literacy levels, empower women in terms of knowledge to take care of their children, give chance to women to contribute to national development and also to enhance the right to education for these girls. It was further stated that some girls who were rape and defilement victims should not be disadvantaged by the acts of unscrupulous people. Views on the readmission of pregnant girls as revealed by ZARD (2001) are shown below.

**Table 2.1: Views on Re-admission of Pregnant Girls into School- 2001**

| People and Organization | Percentage of views for readmission | Percentage of views against readmission | Total (%) |
|---|---|---|---|
| Church | 28 | 72 | 100 |
| Individual Church Members | 58 | 42 | 100 |
| Teachers | 31 | 69 | 100 |
| Parents | 47 | 53 | 100 |
| Boys | 42 | 58 | 100 |
| Girls | 52 | 48 | 100 |
| Re-Entry | 91 | 09 | 100 |
| Politians | 73 | 27 | 100 |

**Source:** Zambia Research Department (ZARD) 2001.

Syabwanta (2002) revealed that most school girl mothers preferred to remain anonymous for fear of humiliation and stigma by fellow pupils and teachers. However, the study lamented the fact that at that time, there was no stipulated number of times that a school girl could get pregnant and be allowed to re-enter school. Also, it was argued in that study that there was no punishment prescribed for the people responsible for school girl pregnancies. Contrary to Kelly's view (Zambia News Online/October 1, 1997) that "most girls who fall pregnant have no wish to get back in class due to fear of being taunted by

school mates", Daka and Sinkala (2007) found that many mothering school girls were happy that they were given a chance to go back to school though their performance was relatively below average due to their dual role of attending school as well as caring for their children, in cases where they did not have reliable care givers for their babies. Daka and Sinkala (2007) further found that most of the mothering school girls interviewed came from humble family back grounds whose economic status was low. This compounded the inability and incapacity for guardians or parents of such girl mothers to afford maids or baby minders.

The Zambian situation reveals disparities between rural and urban areas in terms of continued access to education by adolescent mothers. Mwansa (2008) highlighted the indisputable fact that a significant number of school girl mothers in rural areas had not returned to school despite the re-entry policy compared to the high number of returning girls in urban areas. Accordingly, there was need to intensify sensitization on the existence of the policy in rural areas.

According to Sitali (2009), public schools were not finding it hard to implement re-entry policy and the progression rates of pupils re-entering school was fairly good. However, he suggested the need to educate pupils on the dangers of engaging in early sexual activity as this would lead to acquiring the deadly Human Immune deficiency Virus ( HIV) and Acquired Immune Deficiency Syndrome (AIDS) and absolute abuse of the policy as observed by Simuchimba and Luangala, (2008). It was stated by Simuchimba and Luangala, (2006) that while MoE's motive in coming up with re-entry policy was to

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eliminate gender imbalances in the provision of education, a good number of girls were actually abusing the policy by becoming pregnant several times after re-entry in to school. This was also confirmed by Matondo (2008) opinion on the re-entry policy. Kankasa-Mabula and Chondoka (1998) stated that societal attitude that once a girl bore a child, she was considered an adult had perpetuated girls' reluctance to get back to school after delivery. Whilst this perception was a fact in some countries, Chanda (2007) maintained that there were differences in perception in countries where adulthood was not measured by bearing a parent especially among teenagers.

In Zambia, there have been various reactions from various sectors of society including school administrators. Sifuniso (2006) stated that the Zambia National Union of Teachers (ZNUT) and individual teachers continued opposing the re-entry policy. What was critical with this finding was that teachers who were major actors in planning and implementing the re-entry policy were not supportive. According to Banda (2010) indicated that even if the zambian government had the final say in introducing a new policy, most school authorities never accepted it. This meant that school administrators implemented the policy half heartedly because they did not have a choice. They implemented it because they did not want to be seen as fighting government not as something that they believed in. Arising from the half hearted implementation of the re-entry policy by school authorities brought the role that they were playing (implementation) was brought into question. Banda (2010) stated that it was not clear as to what the expected role of school administrators was in the implementation of the re-entry policy given the fact that they were not supportive o the policy from its inception.

"In Zambia, many head teachers expelled girls immediately when their pregnancy was discovered despite the guideline stating that pregnant school girls would be allowed to stay in school until they felt the need to go on maternity leave" (UNICEF2009:22). In this context, the findings of UNICEF (2009) points to the fact that even where there were policies in place regarding the re-admission of former pregnant school girls, the school administrators were not playing their role in interpreting the guidelines as such and the implementation of the re-entry policy by school authorities was not being properly done. In other words, it was difficult to comprehend the exact role that school administrators were expected to play in the implementation of the re-entry policy given their resistance to the same policy.

On the challenges of tracking girls who had left school due to pregnancy, some schools had done extremely well in playing the major role of following up the girls who fell pregnant whilst at school and pursuing them to get back to school, Luangala (2008). Apparently, in some schools, administrators did very little or nothing to persuade or encourage pregnant school girls to return to school after delivery. In their pursuit to analyse the effects of the re-entry policy in zambian schools, Kasonde-Ng'andu and Simwiinji (2009), found that the majority of respondents were of the view that the re-entry policy was working in their schools. Teachers and Head teachers who indicated that the policy was working based their argument on the high number of pupils who were returning to school after delivery. On the other hand, teachers and head teachers who indicated to the contrary pointed out that the policy encouraged promiscuity which led to unnecessary

pregnancies in schools since pupils knew that they could get back to school after delivery. Clearly, there were still many challenges and grey areas that needed to be addressed if the re-entry policy was to achieve the objectives it was intended for. It is true to say that the re-entry policy in Zambia was showing positive impact although there were still limitations in the implementation of the re-entry policy Mwansa (2008).

Hostile school environments and the unreceptive nature of schools have been perceived as some of the factors contributing to the girls' failure to fully take advantage of and benefits from the re-entry policy. In some cases, stigmatization and lack of support from both teachers and parents including a feeling of shame among school girl mothers continued to hinder girls from returning to school MoE, (2007).

Evidence from the annual school census captured by the MoE indicated that there was an upward trend in the number of girls who fell pregnant each year compared to the numbers who re-entered. According to MoE (2008), numbers of pregnancies that occurred among school girls was getting higher in rural areas than in urban areas. Rural areas had higher cases of pregnancies, and also lower cases of re-admissions unlike the situation in urban areas which had low rate of pregnancies and also high rate of re-admissions. Many reasons have been advanced for the failure to attract the young girls back into school. For example, according to FAWEZA (2006), there were many tensions and shortcomings in the implementation of the re-entry policy and in achieving desirable outcomes. To this effect the MoE (2010) pointed out that the policy was not being fully implemented as stipulated in the guidelines and the ministry had since embarked on seeking the indulgence of

consultants who would critically review the process of implementing the policy since its inception (MoE, 2008). Accordingly, it was suggested that there was dire need to review or examine the overall impact of the policy and formulate relevant recommendations.

Having extensively reviewed both local and global literature, this study found that there was need to bring to the fore practical and measurable means of addressing challenges that existed in the implementation of the re-entry policy. It was evident that many works had been done with regards to identifying the reasons for disparities in educational attainment between boys and girls and addressing them.

Though the re-entry policy had been introduced as one of the means of addressing these disparities, the study did not find any literature on how the roles that school administrators played in the implementation of the re-entry policy could be enhanced. Therefore, it was important to embark on this study in order to bring out recommendations on how school administrators' role in the implementation of the re-entry policy can be enhanced.

## 2.5.    Summary of Reviewed Literature

The reviewed literature looked at studies that had been done with regards to the re-entry policy in western countries. To this effect, the literature showed that the problem of teenage pregnancy was a global concern. The literature further showed that many governments had introduced a policy to re-admit girls that had fallen pregnant back into school after giving birth through various approaches.

Some countries had adopted the approach of building separate schools for such girls, while other countries had adopted a form of inclusion within the same school that a girl attended prior to becoming pregnant.

Pregnancy was found to be one of the problems leading to school girls dropping out of school and so far this challenge was being addressed by way of allowing girls to return to school after cessation of pregnancy. From the reviewed literature, it was clear that there were still challenges with regards to the readmission of former pregnant school girls.

In this regard, many countries had put in place, measures to address the disparities that had existed in the past between girls and boys in terms of educational attainment. However, it was important to note that there was need to do more in order to address these disparities especially in sub-Saharan countries where the socio-economic situation were still a major hindrance to girls' progression in education and to strengthen all the systems currently available to ensure that the re-entry policy was effectively implemented.

The reviewed literature further showed that african countries had also instituted policies of a similar nature where former pregnant school girls were allowed back into school. In almost all the african countries cited in the literature, the challenge that was being experienced was whether to re-admit such girls in the same school they attended at the time of getting pregnant or to transfer them to other schools.

It was evident that many countries opted to take former pregnant school girls to different schools to avoid stigmatization. However, it was noted that the implementation of the re-entry policy was not being done effectively especially that the school authorities' role in the implementation process was not well defined. Clearly, the re-admission rate for countries such as Kenya and Botswana was higher than in other countries owing to the fact that school administrators in those countries were trained to handle pregnancy victims. By so doing, Kenya and Botswana had enhanced the competences and skills by school administrators thereby improving their role in the process of implementation.

In Zambia, the literature reviewed, brought out the fact that the role of school administrators in the implementation of the re-entry policy was hampered by their reluctance to admit girls who had left school due to pregnancy. In addition, it was clear that school administrators were not trained to handle pregnancy victims which situation resulted in many girls failing to return to school after giving birth. To that effect, much of the reviewed literature brought out the fact that in Zambia, the role that school administrators were expected to play in the implementation of the re-entry policy was not clearly spelt out.

The contentious issue common in many countries was whether such girls should be readmitted at the same school they attended at the time of pregnancy or whether they should be taken to another school. Further, it was a common situation in many countries that returning school girls still faced challenges in various ways. Some of the challenges included the fact that there were inadequate support systems for them in school, stigma and

lack of concentration by pregnancy victims. The literature review was important to this study in that it gave an insight as to the situation of school girl pregnancies and what strategies have been used to address the situation.

# CHAPTER THREE

# METHODOLOGY

## 3.1    Introduction

This chapter describes the research design, population, sample size, sampling procedure, research instruments, validation of the instruments and data-collection procedure. It also discusses data analysis and the problems encountered during data collection.

## 3.2    Research design

The research design took the form of a survey which focused its attention on finding out the role school administrators were playing in the implementation of the re-entry policy. Cohen and Manion (1980:71) stated that surveys gather data at a particular point with the intention of describing the nature of existing conditions of the identification standards against which existing condition can be compared or determining the relations which exist between specific events". In this research, the survey was appropriate as it was easily applicable to various social problems. The survey was also relevant in the process of comparing relations that existed between various occurrences.

## 3.3     Population

There were four secondary schools and thirty high schools in central province.

The population consisted of sixty-eight (68) head teachers, sixty eight (68) deputy head teachers, sixty-eight (68) guidance and counseling teachers, thirty-four (34) matrons, one thousand and two hundred (1,200) ordinary teachers, three hundred and forty five (345) class teachers and one hundred and fifty club (150) patrons.

**Table 3.1: Number of schools in Central Province**

| DESCRIPTION | NUMBER |
|---|---|
| High schools | 4 |
| Secondary schools | 30 |
| **TOTAL** | **34** |

**Table 3.2: Population**

| STATUS | NUMBER |
|---|---|
| Head teachers | 68 |
| Deputy head teachers | 68 |
| Matrons | 34 |
| Guidance and counseling teachers | 68 |
| Ordinary teachers | 1,200 |
| Grade teachers | 345 |
| Teachers in charge for clubs | 150 |
| **TOTAL** | **1,933** |

## 3.4    Sample Size

The sample that was selected was two hundred (200) respondents. This sample consisted of three head teachers (3), three deputy head teachers(3), three guidance and counseling teachers (3), five matrons (5), eighty-six ordinary teachers (86), fifty grade teachers (50) and fifty (50) teachers in charge of clubs.

**Table 3.3: Composition of Sample**

| DESCRIPTION | NUMBER |
|---|---|
| Head teachers | 3 |
| Deputy head teachers | 3 |
| Matrons | 5 |
| Guidance and counseling teachers | 3 |
| Ordinary teachers | 86 |
| Grade teachers | 50 |
| Club teachers | 50 |
| **TOTAL** | **200** |

## 3.5     Sampling Procedure

Both purposive and random sampling procedures were used to select the sample to be used for the study in order to bring out views from both rural and urban set ups. The Head Teachers, Deputy Head Teachers, Matrons, Guidance and Counselling Teachers were selected purposively.   Grade teachers, teachers in charge of clubs and ordinary teachers were randomly selected using the pick-a-lot random sampling method.  The three schools were purposively selected to cater for representation from both rural and urban areas and co-education schools without excluding an all girls school.

## 3.6    Research Instruments

The instruments used in the collection of data were questionnaires (appendix A) and interview guide (appendix B). Documentary analysis was also conducted. The questionnaires were given to ordinary class teachers, Grade Teachers and Club Patrons. The total number of questionnaires distributed was one hundred and ninety-two (192) of which one hundred and eighty-eight (188) were returned. The interview guide was used to collect data from Head Teachers, Deputy Head Teachers, Matrons and Guidance and

Counseling Teachers. The questionnaire had two parts. Part one had questions that sought to find out what role school administrators played in the implementation of the re-entry policy to ensure that victims benefitted from the policy. This part also had questions that aimed at determining what school administrators did when a pregnancy was detected among school girls. Part two had questions centered on finding out what support systems existed in schools for returning girls.

The interview guide had questions and themes dealing with the role of school administrators in the implementation of the re-entry policy, what support systems existed in schools to help girls getting back to school after giving birth and also questions on the steps that school administrators took when pregnancies where discovered among school girls. The last section of the interview guide looked at questions to do with the perceptions and views of school administrators towards girls re-entering school after delivery. Documentary analysis involved reviewing documents that schools used in relation to the re-entry process. These were mainly circulars, directives, policies, guidelines, reports on readmissions submitted to higher authorities and minutes of school meetings paying particular attention to resolutions on school girl pregnancies.

## 3.7    Ethical Issues

The researcher ensured that anonymity and confidentiality of the respondents were observed and maintained. This was done by asking respondents not to put their names on the questionnaires. Respondents were also assured that, information obtained in this

questionnaire was for academic purpose only and would not be used for any other purpose without the respondent's permission.

Permission to conduct the research was obtained from the relevant authorities and no respondent was forced to participate in the research. All the respondents participated freely.

The collection of data was done from l" October to 30th December, 2009. The researcher sought written permission from the Directors of planning, Standards and Curriculum in the MoE in order to obtain data from the three schools. In addition, the Provincial Education Officer (PEO) for Central province was informed and permission was given to the researcher to conduct the research in Central Province. The Provincial Education Officer informed the Head Teachers of the schools involved.

Respondents were asked not to indicate their names on the questionnaires in order to ensure confidentiality, and to get honest responses. The researcher read out the instructions and allowed the respondents to ask questions in order for them to be clear on what was needed before filling in the questionnaires. A time fame of two days was given to the respondents to answer the questions.

## 3.8    Validity

Before the study was conducted, the issues of validity of the instruments to be used were taken into account. Fisher et.al. (1991), state that validity is the extent to which an instrument measures what it is supposed to measure. Before undertaking the actual data collection, the questionnaires were discussed with the senior managers in the MoE who were also interested in finding out if the implementation of the re-entry policy was being effectively carried out in schools. The pre-testing of the instruments was done at Mkushi High School. The pre-testing provided a chance to revise ambiguous questions in the instruments.

## 3.9.    Data Analysis

The SPSS was used to analyse quantitative data.  The analysis involved creating frequencies and percentages of particular responses which were presented using tables. Three data entry assistants were engaged to enter the data while the researcher was involved in cleaning and analyzing it.

The qualitative data were analysed manually from the information recorded in discussions. Responses to questionnaires were classified in major themes and sub themes and critically analysed. Expressions were infused in major views with a view to gaining deeper insights into the subject matter.  Qualitative data were also analysed by coding emerging themes. Qualitative data were further grouped into categories using constant comparative analysis techniques.

### 3.10    Problems Encountered during Research

The researchers and their assistants faced a number of problems during the data collection exercise. The researchers arrived at Mkushi High School when teachers were administering postponed mock examinations. Most of the teachers were, therefore, engaged in administering the examinations. As a result, a lot of time was spent waiting for the completion of invigilation of mock examinations.  In addition, head teachers in Central Province were having a seminar in Chisamba.  This posed a problem as some of them had to be followed again after several weeks.

# CHAPTER FOUR

## PRESENTATION OF RESEARCH FINDINGS

### 4.1     Introduction

This chapter presents the research findings based on the research question of this study. The research questions of this study were, what is the role of school administrators in the implementation of the entry policy? What do school administrators do when pregnancies are detected among school girls? What support systems exists at school level for returning school girls and what are the views of school administrators on the returning girls?

### 4.2     School administrators' role in the implementation of the re-entry policy

This study attempted to find out what the school administrators did to implement the entry policy. It was assumed that for this policy to be implemented the school administrators needed to do a number of things. Therefore, the question was asked as to what role do the administrators play in implementing the re-entry policy. It was found that the majority of respondents considered disseminating information about the policy as the major role administrators played in the implementation of the re-entry policy. Out of the 188,160 (85% ) composed of ordinary class teachers stated that administrators were responsible for distributing documents and other materials related to the re-entry policy to concerned pupils and the general public. They further mentioned that it was the duty of school administrators to guide girls or their parents/guardians on how they could utilised the re-entry policy. The administrators who gave this response consisted of grade teachers, ordinary class teachers and teachers responsible for clubs and societies, 10 (5%) whose

composition was head teachers and deputy head teachers and a matron pointed out that it was the role of the school to implemented the guild lines of the policy as provided by higher authorities in the MoE. The ten respondents further stated that it was the duty of school administrators to provide mechanism for following up on pregnant school girls. 18 (10%) of the respondents composed of head teachers, deputy head, teachers, matrons, guidance and counseling teachers and club patrons/matrons were of the view that school administrators were responsible for insuring that pregnant school girls returned to school after cessation of pregnancy.

**Table 4.1: The role of school administrators in the implementation of re-entry policy?**

| Responses | Number | Percentage |
|---|---|---|
| -Administrators were responsible for administering documents on the policy of stakeholders<br>-To guild pregnant school girls and their parents/guardians on utilization of policy | 160 | 85 |
| -To implement the guild lines of the policy<br>-To provide mechanisms for following up on pregnant school girls. | 10 | 5 |
| -Responsible for ensuring that pregnant school girls returned to school cessation of pregnancy | 18 | 10 |
| **Total** | **188** | **100** |

## 4.3 Steps administrators take when pregnancies were detected among school girls

While it was important for the administrators to share information about the re-entry policy stakeholders, there was more they needed to do in order for them to contribute to the implementation of the re-entry policy. One of those things was the steps they took when they found out that a girl was pregnant. Therefore, the second research question of this study was to find what administrators did once pregnancies were detected among school girls.

The table below illustrates the responses given by respondents.

**Table 4.2 what school administrators did when pregnancies were detected among school girls**

| Responses | Numbers | Percentage |
|---|---|---|
| -They engaged school councilors to counsel concerned girls | 125 | 66 |
| -Pregnant girls were enrolled on antenatal programmes | 25 | 13 |
| -They informed stakeholders, parents or guardians on the availability of the re-entry policy and administered guidance on how much girls could re-entry school | 30 | 16 |
| -They opened up detailed record sheet for the girls for ease of tracking | 8 | 4 |
| **Total** | **188** | **99** |

In order to gain more understanding on the second research question, respondents were also asked to state whether school administrators were actually involved in detection of pregnancies among school girls and if so, how they were doing so. In response all the 188 respondents stated that school administrators were involved in detecting pregnancies among school girls.

On the question of how this was being done, 125 (66%) composed of grade teachers, class teachers and club patrons stated that school administrators worked in collaboration with heath care providers in clinics and hospitals in carrying out routine medical check- ups among pupils. They further stated that these  routine medical checkups were done through School Health and Nutrition (SHN) programmes on a termly basis, 59 (31%) of the respondents indicated that sometimes school administrators worked on rumors involving pregnancies and subjected about thirty (30) or more girls to medical checkups to avoid any stigmatizations. These respondents were composed of ordinary class teachers, matrons and guidance and counseling teachers. Three (3) or more of the respondents revealed that school  administrators involvement in detecting pregnancy cases among school girls was by way of devising the mechanism such as suggestion boxes were information about pregnancy cases was conveyed and from which they began investigations for confirmation of the same.

## 4.4    Support systems existing at school level for returning school girls

The third research question was: what support system existed at school level for girls returning to school after giving birth. In answering this question, 85 (45%) of the respondents indicated that there were two departments namely Guidance and Counseling and Gender departments that had been established in schools to provide support for returning girls. These respondents were composed of class teachers, and club patrons. 35 (19%) mainly ordinary class teachers revealed that several clubs and societies such as debate club and Student Partnership Worldwide (SPW) had been set up in schools to encourage girls to continue with school in the unfortunate event that they fell pregnant. They further said that these same clubs and societies also encouraged girls that had re-entered school after cessation of pregnancy to concentrate on schooling.

However, 68 (36%) of the respondents composed of class teachers and grade teachers mentioned that the bursary scheme had been strengthened to specifically provide support to girls who had re-entered school after giving birth, especially those that could not afford to pay school fees.

In order to collect more information on the support systems existing in schools, respondents were interviewed to find out what measures or support systems they had put in place to help the returning girls to fit in the school life. During interview sessions, three (3) head teachers and deputy head teachers, pointed out that they had tightened and introduced regulations that prohibited any form of stigmatization, scorning, passing unpleasant remarks and teasing of any pupil. These six (6) (head teachers and deputy head teachers)

further disclosed that they had initiated general counseling where issues of sexuality and dangers of indulging in sexual activities whilst at school were discussed. Four (4) respondents (deputy head teachers and one matron) stated that they had compelled all clubs and societies to include weekly talks on contemporary issues such as teen pregnancies, HIV and AIDS matters, defilement, rape, gender based-violence and other issues as a matter of policy. During the same sessions, three (3) matrons also indicated that all girls were advised to join organization such as the Women's Lobby Group (WLG) that encouraged young ladies to continue with education and helped them understand how they could utilize their rights to education. Further, the three contented that school had also set schedules for talks with organization that supported female education such as the Forum for Africa Women Educationists in Zambia (FAWEZA) Campaign for Female Education (CAMFED) and Female lawyers Association of Zambia (FELAZ) to help such girls.

**4.5    Views of school administrators towards girls returning to school after giving birth.**

The fourth research question was; what are the perceptions and views of school administrators towards girls returning to school after giving birth. In answering this question, several responses were given. The table 4.3 below illustrates the responses given.

**Table 4.3      Views of school administrators towards girls returning to school after giving birth.**

| Responses | Number | Percentages |
|---|---|---|
| The perception was negative as they were seen as bad elements that could contaminate other pupils | 88 | 47 |
| All learners were treated in the same manner | 10 | 5 |
| Negative views had been expressed  by some administrators towards girls that had returned to school after giving birth | 80 | 43 |
| They viewed them as adults, arrogant and difficult to discipline | 10 | 5 |
| **Total** | **188** | **100%** |

To get insight as to what the views of school administrators were towards returning girls, respondents were further asked to state the reaction of school administrators to girls that had returned to school since giving birth. They were also asked to state what their perception of school girl mothers was. Their responses were as follows; 100 (53%) ordinary class teachers and teachers responsible for clubs stated that girls that were parents must not be allowed to go back to school they attended at the time they fell pregnant. These one hundred respondents also pointed out that these returning girls had contributed to the watering down of morals in schools. Eight (8) respondents, that is three (3) head teachers, three (3) deputy head teachers and two (2) matrons were of the view that school

girls mothers were just as good as any other pupil and therefore must be allowed to go back to school regardless of whether it was the same school they attended at the time they got pregnant or not, while 80 (43%) mainly grade teachers and club patrons disclosed that school girl mothers had difficulties concentrating on school work as they had dual roles to attend. Four (4) of the respondents composed of three matrons and one deputy head teacher mentioned that girls that returned to school after giving birth had the right to education and there was nothing anybody could do or say about it. They further mentioned that since it was government policy to allow such girls back to school, it was totally beyond their jurisdiction as administrators to make any other decision other than implementing the policy.

# CHAPTER FIVE

# DISCUSSION OF THE FINDINGS

## 5.1     Introduction

This chapter discusses the findings according to the objectives of the study. The objectives of this study were to: find out the role that the school administrators played in the implementation of the re-entry; find out what school administrators did when a pregnancy was detected at school; find out what support systems existed at school for the girls returning after giving birth; and find out the views of school administrators on returning to school after giving birth.

## 5.2     The role of school administrators in the implementation of the re-entry policy

It was established from the findings of the study that school administrators were responsible for administering documents, providing information and other related materials to parents/guardians of the victims of pregnancy. This was meant to help them understand how they could utilize the policy and eventually get the girls back to school. Clearly, the dissemination of information to stakeholders was critical in the quest to derive benefits from the policy. This finding confirmed Luangala's (2008) findings that school administrators were an important conduit in the dissemination of information about the re-entry policy. The scenario was actually common in Europe and America where governments had embarked on programmes to ensure that the public was aware of alternative schools for teen mothers, (London, 1989).

Clearly, school administrators' role in implementing the re-entry policy involved creation of awareness and sensitization as mentioned by the majority of the respondents in this study. This finding conforms with Kasonde – Ng'andu and Simwiinji. (2009) who found that school administrators had a mammoth task of educating stakeholders on the availability or existence of the re-entry policy. However, it can be argued that there were no clear mechanisms spelt out on how and when this sensitization was being done. Further, it remained very unclear as to what extent the dissemination of information was being done especially with regards to the general public and also what fora were used to broadcast the information.

Sitali's (2009) study found that school administrators faced a huge challenge in educating the public on the availability of the re-entry policy. This study also agrees with Sitali (2009), who stated that there were no laid down mechanisms for school administrators to educate the public on the availability of the re-entry policy. It can therefore be argued that this critical role that school administrators played in the implementation of the re-entry policy needed to be backed by detailed guidelines on how this could be achieved if the implementation was to be effective.

In addition, the other role that clearly came out of this study was that school administrators were expected to guide the victims of pregnancy and their parents or guardians on how they could utilize the re-entry policy. Clearly, this appeared to be a much easier role as school administrators could easily guide the guardians / parents of victims of pregnancy at the point of giving them maternity leave forms.

According to the MoE (2010), the government of Zambia had reviewed the new Zambia Teacher Education Course (ZATEC) with a view to include the lessons and topics on the various policies that government had introduced since the MoE (1996) Policy framework. Realising that the re-entry policy came into effect after 1996, there was need to train teachers on the guidelines for re-entry to enable them articulate and implement the policy more effectively. That approach was backed by UNDP (2010) proposal that there was need to capacity build all stakeholders involved in the implementation of the re-entry policy in Zambia. It must be realized that the capacity of school administrators to implement the policy did not need to be underplayed as simply being a part of their routine work. In fact, it can be argued that the success of the re-entry policy squarely lay in the salient role that school administrators needed to play and therefore, their capacity to influence the victims of pregnancy to see and appreciate the need to return to school was worth enhancing.

This study further found that school administrators also played the role of facilitation in the process of helping girls wishing to return to school after giving birth. As a matter of fact school administrators were involved in facilitation by way of providing guidance or advice on the steps and procedures to be taken in the utilization of the re-entry policy. The responses given by the majority of the respondents, (95%) whose composition was that of ordinary class teachers and showed that school administrators were actually the ones involved in the re- integration of former pregnant school girls. This was being done by way

of accepting them back to school, providing documentation for re-entry into school and keeping records for ease of tracking.

Though, the study found that school administrators' role in the implementation of the re entry policy was that of providing tracking systems for pregnant girls, it was however evident that the main tracking process that school administrators engaged in was just that of opening record sheets. A check on the information on the record sheets showed that personal details such as name, residence, guardian / parents name and contacts, were the main data collected. However, it was not clear as to how the actual tracking was done outside the school premises. Therefore, it can be said that the effectiveness of tracking systems in schools remained rather absurd as it was unclear as to what extent this was possible especially once the girl was out of school. Just as FAWE (2004) found that tracking pregnant school girls in Malawi had proved futile and that getting former school girls to return to school after giving birth was highly dependent on the guardians / parents and also the willingness of the girl, this study's findings also agree with FAWE (2004) that as the scenario was similar in Zambia where there was nothing to compel parents or guidance to take girls who had given birth back to school. Since it was difficult for administrators to follow up school girls who were on maternity leave, it was not clear as to what kind of tracking systems were being utilized in order to capture these girls.

Lopi (1994: 26) stated that "School managers in Botswana had been trained and oriented on how to re integrate pregnancy victims into regular schools". From the finding of this study, the Zambian scenario showed that school administrators were involved in the re-integration of pregnancy victims but it was unfortunate that there had been no training on

how school administrators could re-integrate pregnancy victims apart from just following the guide lines. Therefore it was important that school administrators gained skills and competences in handling such tasks if the policy was to be effective. This could only be done by training school administrators on how to administer the guidelines.

It can further be stated that the role of school administrators in the implementation of the re-entry policy was challenged by the lack of laid down mechanisms for reaching out to pregnancy victims who left school without informing the school authorities. Though Luangala (2008) stated that some schools had done extremely well in tracking pregnancy victims, school administrators' role in tracking victims of pregnancy who left school incognito was still vague. It was important for the government through the MoE to clearly define the mechanisms that would be implored to actualize the effective tracking of former pregnant school girls by school administrators. Mulenga (2010) reported that school authorities were not well acquainted with effective procedures for ensuring that all pregnancy victims were tracked.

As the situation was in Kenya and Botswana, where the two governments had invested in educating teachers in methods of tracking girls that had left school due to pregnancy, that approach was worth emulating especially in countries including Zambia where rural areas had witnessed very low levels of re-admission of former pregnant school girls, suffice to state that the zambian government was reported to have embarked on that arrangement, (training teachers to handle pregnancy victims), (UNDP, 2010).

Adaji and et al (2010) report that increased knowledge on procedures for re-entry in the Kenyan example attests to the increased re-admission rates experienced there. Hall (2001) stated that the government in the UK had embarked on reviewing the curriculum in order to infuse sex education in schools. In that regard, it can be noted that school administrators were responsible for teaching pupils about sex education to enlighten them on the dangers of early sexual indulgence and teenage pregnancies. This conforms with Gardner (2004) and Levine and Brooks (1990) who found that school administrators faced the challenge of adaptation to new educational arrangements that government introduced in England in the quest to address the high levels of pregnancies among teenagers. In this case, the role of school administrators involved individual adjustment in conforming with the new system which required them to teach teenage mothers to come to school through the re-admission policy.

This study found that school administrators role in the implementation of the re-entry policy was to administer documentation on the existence of the re-entry policy to stakeholders. Therefore, this role was quite vital in the success of the re-entry policy as it called for school administrators pro activeness in assisting the beneficiaries of the policy to understand the various options available to them if they had to re-enter school. For example as Fitzgerald (2003) alluded to the availability of re-integration into regular schools while Gallagher (1999) noted that in some areas there were schools specifically for teenage mothers. To that effect, it was important that school administrators clearly explained the various options and the procedures victims of pregnancies needed to follow in order to benefit from the re-admission policy.

**5.3 Steps taken by administrators when pregnancies were detected among school girls**

It must be remembered that the second objective was to find out what school administrators did when pregnancies were discovered among school girls. This study found that school counselors were engaged to settle the emotions of pregnant school girls by assuring them that there was a second chance for them through the re entry policy. Luangala (2008) pointed out that there were challenges faced in persuading pregnancy victims to get back to school. Contrary to Luangala (2008)'s position, this study found that this challenge was being cushioned by school counselors who were actively involved in preparing pregnant school girls for re-entry into school.

The study also found that once pregnancies were detected, school administrators enrolled pregnancy victims on antenatal programmes and informed other stakeholders such as parents/guardians on the availability of the re-entry policy and also administered guidance on how such girls could re-enter school. This process of informing guardians and parents of pregnancy victims helped to encourage them take back the girl to school after delivery unlike the situation was where once a school girl fell pregnant, parents and guardians simply withdrew them from school, (Chizongwe, 2004). This was a commendable step on the part of school administrators that should be maintained. Syabwanta (2002) stated that it was rather absurd to expect antenatal programmes to be conducted in schools. Contrary to Syabwanta (2002)'s position this study did not find anything peculiar about antenatal programmes. It can be argued that antenatal programs were not really cumbersome and

could be maintained up to the time when the girl could no longer continue with school and therefore the practice was worthy promoting.

On the aspect of school administrators' involvement in detection of pregnancies cases among school girls, this study established that there was collaboration with health care providers. This trend was a normal trend that could be continued especially that health care providers were better placed to advise on health matters. As such, school administrators needed to be commended for the extra effort they were putting in to detect, pregnancies among school girls such as the use of suggestion boxes.

## 5.4 Support systems existing in schools for girls returning to school after giving birth

The third objective of this study was to find out what support systems existed in schools for the girls returning to school after giving birth. The findings of this study showed that there were a number of support systems that were present in schools to help the returning girls. 90% of the respondents mentioned that departments of Gender and Guidance and Counseling were part of the support structures that had been strengthened to encourage, guide and support the returning girls. These findings were in line with Kasonde-N'gandu and Simwiinji's (2009) views that there were a number of measures that school administrators had put in place to support returning girls in schools.

According to MoE (2009) and Kasonde-Ng'andu and Simwiinji (2009) hostile school environments and the unreceptive nature of schools had been perceived as some of the

factors hindering girls that had left school due to pregnancy from deriving full benefits from the re-entry policy. To the contrary, this study found that school administrators had put in place rules and regulations that prohibited scorning and passing of any unpleasant remarks towards any pupil. To that effect, it was worth noting that by and large, the school administrators' role in the implementation of the re-entry policy was to provide a condusive environment for all pupils. In that way, they were contributing to the success of the re-entry policy.

Oyaro (2010) and FAWE (2010) stated that social stigma associated with the phenomenon of school girl pregnancy was prevalent among school administrators. To some extent it can be said that a section of school administrators may still be stigmatizing former pregnant girls, but suffice to state that there were still some good initiatives and efforts that school administrators were involved in their pursuit to implement the re-entry policy visa vi the school environment. This study also found that some elements of stigma were indeed prominent among school administrators, though that could not be taken as common or standard practice or behavior among all school administrators.

Syabwanta (2002), reported that there was stigma associated with girls returning to school after cessation of pregnancy. The findings of this study with regard to the establishment of guidance and counseling department in schools showed positive response to the issue of addressing stigma which potentially could lower the victims of pregnancy's self esteem and assertiveness.

The importance of guidance and counseling to pregnancy victims could not be over emphasized. It was quite a positive indication on the part of school administrators to give hope and direction to pregnancy victims so as to make them feel wanted and cared for. However, these departments were not well tailored to support the re-entry of girls back into school. This study discovered that other measures such as introduction of rules and regulations that prevented any kind of stigmatization and resentment were also part of the systems that existed in school administrators ,and where more effective than the two departments since they directly dealt with the support towards re-entering school after giving birth.

## 5.5    Views of school administrators towards girls returning to school after giving birth

The fourth and final objective of this study was to find out what views of school administrators had towards girls returning to school after giving birth. The findings of this study revealed that there was a lot of negativity towards returning girls. These negative tendencies came up due to the perception that girls that had babies were bad elements of bad morals and difficult to discipline. This study confirmed Sitali's (2009) findings that most school administrators viewed such girls as unwanted elements.  Mwansa (2008), Matondo (2008) and Simuchimba and Luangala (2006) found that teachers felt that girls were abusing the re-entry policy by deliberately becoming pregnant. It could be argued that it was no wonder that there was negativity towards returning school girls as this study found.  The fact that there were tendencies of prejudice towards girls that left school due to pregnancy inherently showed condemnation of such girls without any regard to the

circumstances that led to pregnancy. With that kind of attitude, it would be difficult to understand how school administrators with a prejudiced attitude could whole heartedly implement the re-entry policy for the benefit of a pregnancy victim. However it was derived from most of the respondents, about 47% that the negative attitude usually was in cases where the re-entering girl returned to the same school she attended at the time of pregnancy. As such it was certain that the issue of anonymity perhaps could curb this view as there was still some level of resentment and resistance to girls re- entering the same school.

The debate of girls re-entering the same school after giving birth had been on-going in Zambia for a long time. According to ZARD (2001), most missions schools especially catholic run schools and grant aided schools had been against this kind of arrangements even by 2001. The scenario was similar in Kenya and Zimbabwe where many people had argued against returning of girls to the same school, (FAWE,2004). It can be concluded that there hadn't been a huge drift from that position especially among school administrators. As such there was need for concerted effort in addressing this issue to enable pregnancy victims benefit from the re entry policy and for the policy to be effectively executed.

Syabwanta (2002), Sitali (2009) and Kasonde Ngandu and Simwiinji (2009) stated that, some administrators in Zambia had argued against the re-entry policy in light of readmission to the same school. Undoubtedly, such administrators could not be expected to facilitate the reintegration of returning girls whole heartedly and this put the role that they

were expected to play in question. This scenario also confirmed the findings of Sitali (2009) that some schools were finding it hard to implement the re entry policy as there was resistance to re-integration of former school girls especially in schools run by religious groups.

The arguments raised by church run schools especially catholic run schools continued to raise concern in the education fraternity, especially with regard to the marginalization of girls in education. As Heneveld (2009: 10) stated "most of the economic and social problems sub Saharan countries faced were compounded by the continued marginalization of women in education". Through government had brought in the re-entry policy as one of the means to ensure that girls continued with their education after giving birth, church run schools continued objecting the re-admission of girls to the same schools. As such, these schools continued to defy the government order to allow former pregnant girls get back to school in the same vein, there was nothing put in place to compel all schools to execute the re-entry policy. Additionally, there was also no penalty meted against those defying the order to re-admit former pregnant school girls. Such schools had continued to break the law with impunity.

Given that position taken by some church run schools, it would be impossible for school administrators in those schools to play any role in the implementation of the re-entry policy.  In such cases, it can be stated that school administrators played no role in the implementation of the re-entry policy and the situation called for government's attention. As Oyaro (2010) and FAWE Secretariat (2010) rightly noted, there were still some

countries, including zambia, where school administrators continued denying girls who had left school due to pregnancy, access to education by simply not accepting them.

Chidimba and Mughogho (2009) also raised concern over the deliberate decision by some school administrators to ignore the guidelines on the re-entry policy and by implication deliberately barred them from returning to school. It was evident that such school administrators were indeed not playing any role in the implementation of the re-entry policy.

Henegan and West (2011) and Liche (2010) bemoaned the high rate of teenage pregnancy in African countries but commended the pro- activeness of governments for introducing the re-entry policy in order to arrest that situation. However, the position taken by those opposed to re-entry of pregnancy victims into school was hindering government efforts in addressing gender inequalities in the education system.

Additionally, those schools which were against re-admission of former pregnant school girls had continued denying such girls their right to education. It remained to be seen as to whether the government through the MoE would address that matter.

The other notable outcome of this study in the area of school administrators' views towards returning girls was that there was still stigma that went with a schooling mother. It seemed that it had become rather difficult to erase the stigma fifteen (15) years after the introduction of the re-entry policy in Zambia. Apparently, it was very clear that once it was

known that one was a parent and was in school, traces of dislike towards such a one became unavoidable by the some administrators.

Contrary to what Lopi (1994) found, the situation in Botswana was rather different where everybody had accepted the re entry of mothering girls at the same school. That scenario was worth emulating by zambians especially that the country couldn't suddenly construct special schools for mothering girls. In some cases administrators were so supportive to girls that had returned to schools after cessations of pregnancy by initiating certain programmes and activities to help them. This study is in line with Syabwanta (2002) who found that there were indeed programmes and activities in schools working as support systems for returning girls. The existence of the bursary scheme was also found to be a good support gesture for girls who could not afford to pay school fees.

In addition, this study also found that school administrators drew up programmes aimed at exposing school girls to organizations that support female education such as FAWEZA,CAMFED, UNICEF to mention a few. By so doing the school administrators were actually bettering the school environment and making it conducive for continued learning as returning girls felt at home.

Though this study found a number of positive aspects in relation to the support systems existing in schools, there were still traces of impediments that could be highlighted. It can be stated that there were still some inadequacies in the area of facilities in schools where girls with babies could nurse their babies when need arose. Daka and Sinkala (2007) found

that mothering school girls' performance was relatively low due to their dual role of attending schools as well as caring for their babies in cases where they did not have reliable baby minders. That kind of situation could be aggravated further by unsupportive school environment that lacked facilities. In Zambia, there was no schools built with such facilities as the case was in Europe where even nursery services where available for teen mothers (London, 1989). It therefore still remained a puzzle as to how girls wishing to return to school could be supported at school level especially in case where such girls did not have relatives that could take care of the baby during the time its mother was at school. The study's findings conforms with Sinkala (2007) findings that teenage mothers who returned to regular schools continuously faced obstacles and dilemmas as they had to make arrangements for baby care outside the school as opposed to their friends who attended schools that were specifically designed for teenage mothers.

By and large, Gallagher's (1999) position that separate schools for teenage mothers were much more tailored to support their continuity with education remained valid. It was inevitable therefore to argue that though school administrators worked to establish support systems to help girls returning to school, lack of necessary supporting facilities would obviously discourage mothering girls to return to schools and Zambia would easily drift back to the large educational disparities between boys and girls. Given that the attitude of negativity among school administrators towards girls returning to school was prevalent, many girls would resort to shunning going back to school. Namunda and Mwenda (2010) outlined various case studies in the nine (9) provinces of Zambia which confirmed that

girls were still very uncomfortable to return to school due to the unsupportive environment.

Further, this study confirmed Kankasa - Mabula and Chondoka (1988) who argued that societal attitudes that once a girl bore a child, she was considered an adult. The perception that school girl's mothers were adults and not fit to be re integrated among young learners somehow had continued to pose some kind of discriminatory tendencies despite the existence of rules and regulations to deter discriminators .' However, though the perception of adulthood was a fact in some countries, Chanda (2007) disputed that position stating that there could be differences in perception in schools in countries where adulthood was not measured by bearing a child. This study however did establish the point that the perception of some zambian school administrators was that girls with children were adults and that they were difficult to discipline. Of course, there could be some disparities in perception among school administrators over the adult issue but that did not take away the fact that traces of such mentality among school administrators still existed. Therefore, Kasonde - Ngandu and Simwiinji (2009) findings that hostile school environments and the un receptive nature of schools could contribute to the failure by the schools systems to fully re integrate the returning girls remained valid.

This study's findings showed that derogatory remarks had been uttered in some instances towards returning girls. That was tantamount to verbal abuse. Though there was good will on the part of school administrators to reprimand abusers, this study could not find any evidence that perpetrators of abuse had been reprimanded. To a larger extent, it can still be

maintained that the full re integration of girls returning to school after giving birth was still hindered by negative tendencies among some administrators. It was difficult to comprehend why there still existed negative perceptions and views towards mothering girls. However, the fact that schools were part of the larger society where there were serious entrenched values and ideals that falling pregnant was unacceptable for a school girl. These values seemed to be carried on even to the school arrangement making it almost impossible to erase them.

Lopi (1994) stated that that school administrators were trained on how to reintegrate former pregnant school girl in Botswana. FAWE (2004) confirmed Lopi's (1994) findings on the training aspects. It can surely be maintained that the aspects of training school administrators could have positively contributed to the successful reintegration of returning girls in Botswana.

In Zambia there hadn't been any serious training of the people at the helm of re integrating girls. What seemed to be obtaining was just the availability of guideline without corresponding training. As such that lack of skills and competences coupled with negative perceptions and views among school administrators could result in their ineffective implementation of the re entry policy if left unchecked.

Further, some administrators held very strong religious views and felt that falling pregnant was morally wrong for a school girl and totally unacceptable. With such strong religious ties, they found it almost impossible to accept the return of girls who had given birth. This

could have led to the reluctance, dragging of feet and general negativity towards returning girls. Additionally, deeply entrenched traditional values among some people over what is considered bad or good continued to exist in conservative forms. As such intolerance could negatively affect the successfulness of the re entry policy.

FAWEZA ( 2004 ) argued that there was extensive consultation of stakeholders prior to the introduction of the re-entry policy.  However, though this was done, some school administrators continued to view the re-entry policy as a government pronouncement over which they had no say. In such cases, such administrators could be implementing the policy out of sheer obligation and not out of conviction. Again this could derail their effectiveness in the way the implementation was being done. However, it must be stated that this study did establish the fact that there were some administrators who felt that returning girls were just as good as any other learner and should be given opportunities to return to school.

To summarize this chapter, the main issues arising there from include the fact that school administrators were important people playing critical roles in the implementation of the re entry policy. Their roles included information provision, guidance, counseling, tracking and improving the school environment to support returning girls, other roles include collaborating with other stakeholders such as heath provider, Non Governmental Organization (NGOs), Parents and so on in the quest to enable pregnant girls return to school. On a sad note, however the study found that they were still negative attitudes towards returning girls by some school administrators.

# CHAPTER SIX

## CONCLUSION AND RECOMMENDATIONS

### 6.1    Introduction

The problem of girls falling pregnant whilst at school continued to be highly prevalent in Zambia. With this challenge, government had continued to exhibit political commitment to the re-admission of girls in schools after delivery by way of the re-entry policy despite opposition from some sectors of society towards the re-entry policy. Generally, this study brought to the fore a number of issues that needed to be addressed if the policy was to be effectively implemented at school level.

This study focused on the role of school administrators and the challenges they faced in the implementation of the re-entry policy.  The study revealed a number of issues that were vital elements to the successful implementation of the re-entry policy.  Further, the study highlighted the important role that school administrators played in the implementation of the re-entry policy, and gave some recommendations that would enhance the execution of the policy at school level.  The study showed that school administrators were critical factors in the effective implementation of the re-entry policy.  In other words, school administrators had an important role to play if the re-entry policy was to effectively serve the purpose it was intended for.  It was also clear from the findings of this study that there were still a number of impediments to the successful implementation of the re-entry policy. The impediments were a great challenge to the role that school administrators were expected to play in the implementation of the re-entry policy.

## 6.2    Conclusion

It was concluded from this study that the school administrators' role in the implementation of the re-entry policy included the following:

- To provide information about the re-entry policy to stake holders.

- To educate school girls, parents, guardians and other stake holders on how the re-entry policy could be utilized by victims of pregnancy.

- To liaise with other stake holders in the implementation of the re-entry policy.

- To provide support systems for girls returning to school after cessation of pregnancy to help them get back into school life again.

- To devise mechanisms for following up on girls that had left school due to pregnancy.

- To help in creation of a conducive environment in school for returning school girls.

This study showed that the majority of school administrators reluctantly implemented the re-entry policy due to the fact that they considered it as a recipe for continued moral decay and indiscipline in schools. It was also evident that most school administrators' executed the policy not because they supported it but because it was given to them by the government in this regard it was clear that the implementation of the re-entry policy in schools remained inadequate.

Further, it was clear that there was still resistance to the policy by some school administrators who did not favour the idea of re-admitting girls to the same school they

attended prior to getting pregnant. As such, this state of affairs negatively affected the implementation of the re-entry policy.

In addition, this study found that school administrators remained limited in as far as providing mechanisms for following up on girls that had left school due to pregnancy, as they could not only depend on the records that existed in schools.

In the area of support systems in schools, this study found that school administrators had set up departments such as guidance and counseling and gender department to guide and help pregnancy victims in schools. However, these departments were not tailored to support the re-entry policy as they had not been adjusted to specifically support the girls that had gone back into school but to mainly provide career guidance to all pupils in the schools. Further schools still lacked facilities where a girl could be able to leave a baby with a baby minder or indeed to breast feed in case where such girls had no one at home to help look after the baby whilst the girl attended school.

This study also found that the perceptions of some school administrators towards girls that had returned to school after giving birth was negative. This was evident in the responses given by respondents that they had heard derogatory remarks uttered towards such girls. It can be concluded that some school administrators still portrayed tendencies of stigmatization as they viewed school girl's mothers as bad people. There were also impressions among school administrators that it was difficult to teach and discipline people who had babies as they also felt that they were parents.

It should however be mentioned that school administrators had put in tremendous efforts in trying to improve the school environment so as to make it more conducive for girls re-entering school after giving birth. This was in form of support systems. However, a lot remained to be done to improve on the support systems currently available in schools.

### 6.3    Recommendations

In order for the re-entry policy to be effectively implemented in schools, there was need to take the following steps:

(1) The Ministry of Education should engage in sensitization or training of all the administrators (Head teachers, Deputy Head Teachers, Teachers, Matrons and so on), on the guidelines of the policy and also how to handle issues concerning  girls that had re-entered  school after giving birth.

(2) School administrators needed to strengthen and expand the support systems in schools such as tracking arrangements in order to ensure so that more of former pregnant girls re-enter school.

(3)  The Government of the Republic of Zambia (GRZ) needed to back up the re-entry policy with sector policies to ensure that the vulnerability of girl children was reduced.

(4) Government through the Ministry of Education must address issues of stigma and sexual reproductive health information deficiency among other issues to ensure that young school mothers remained focused on their education.

(5) The MoE should put in deliberate measures to publicize the policy as school administrators may not manage to reach out to as many people as possible in information dissemination.

(6) The MoE must realign the Guidance and Counseling and Gender Departments to enable them deal with supporting girls that had come back into school after cessation of pregnancy.

**Future Areas of Research**

It is recommended that further research can be carried out in the following areas if the Re-entry Policy was to be effective.

- The role of communities in the implementation of the re-entry policy.

- The role of parents in the implementation policy.

- The effectiveness of the re-entry policy in rural areas in comparison to urban areas.

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**Appendix:  A**

<u>**QUESTIONNAIRE FOR ALL RESPONDENTS**</u>

Status ………………………… Date of Posting to Current School ……………………...

Sex …………………… Age …………………… Marital Status ………………………...


<u>**PART ONE**</u>

1. What is the role of School administrators in the implementation of the re-entry policy?

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2. What do School administrators do when pregnancies are detected among school girls?

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3. State the steps taken by school administrators when pregnancies are detected among school girls……………..................................................................................

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4. Are School administrators engaged in the actual detection of pregnancies among school girls? ……………………………………………………………………..

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5. If the answer to question 4 is yes, explain how detection of pregnancies among school girls is done by school administrators ……………………………………….

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## **PART TWO**

6. What support systems exist at school level for returning school

   girls?.................................……………………………………………………………

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7. Who gives the girls support at school level?

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8. How are the views of school administrators towards girls returning to school after

   giving birth?

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9. What is the reaction of school administrators towards girls returning to school after

   giving birth?

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**Appendix:  B**

**INTERVIEW GUIDE FOR HEAD TEACHERS, DEPUTY HEAD TEACHERS, MATRONS AND GUIDANCE AND COUNSELLING TEACHERS**

1.  What do you see as the role of School administrators in the implementation of the re-entry policy?

2.  What steps do you take when pregnancies are discovered among school girls?

3.  Are you directly involved in the detection of pregnancies among school girls?  If so how?

4.  What measures or support systems have been put in place to help girls returning to school after delivery to fit in school life?

5.  Are there any organizations that your school collaborates with to help encourage young girls to continue with school after cessation of pregnancy?

6.  How can you describe the views of school administrators towards girls returning to school after giving birth?

**Appendix: C**

<div align="center">

**REPUBLIC OF ZAMBIA**
**MINISTRY OF EDUCATION**

</div>

Ref/Serial Number …………………………

**LETTER OF MATERNITY LEAVE AND RE-ADMISSION**

Dear …………………………………………………...

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

From ………………………………………………… to
………………………………………………………….

You will be required to report for classes on ………………………..at 07.30 hrs.

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


Yours sincerely,


………………………………………………….
Name of Head of School


………………………………………………
Signature


Date Stamp

**Appendix:  D**

**Detailed School Record**

**A. Details of School**

Name of School: …………………………………………………………………………..

District:…………………………………………………..Province: ………………....

Address of School: …………………………………………………………………………

Tel/Fax/Email: ……………………………………………………………………………….

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

**B. Bio-data**
**Part (i) – Details of Female Pupil**

Name of Pupil:……………………………………………………..

Grade:…………………….

Date Of Birth: …………………………………………………………………………………

Name of Parents/Guardians: …………………………………………………………………

Residential Address during Leave: …………………………………………………………..

Permanent Address: ………………………………………………………………………….

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

**Part (ii) – Details for Tracking Teen Mother**

Expected date of delivery: …………………………………………………………………….

Date Leave granted: …………………………………………………………………………..

Expected date of Re-admission: ………………………………………………………………

Date of actual Re-entry: ………………………………………………………………………

Date of Transfer: ……………………………………………………………………………..

Name of School to which Transferred: …………………………………………………

Reason for Transfer: …………………………………………………………………….

…………………………………………………………………………………………

…………………………………………………………………………………………

**Part (iii) – Details of Male Involved in Pregnancy**

Name of Man or Boy: …………………………………………………………………..

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

              (b)  School
boy/Student:…………………………………………………..

              (c)  Male
Relative:……………………………………………………

              (d)  Outsider:
……………………………………………………………

Date of Birth: …………………………………………..…...

Residential Address: …………………………………………………………………

Postal Address: ………………………………………………… Tel No:…………….

NRC No: …………………………………………………………………………….

Occupation: ……………………………………………………………………….

Place of Work: …………………………………………………………………..

**Part (iv)**

Number of counseling sessions attended for female pupil: …………………………….

Number of counseling sessions attended for male pupil: …………………………………

Number of counseling sessions attended for Parents/Guardians: …………………………...

Any other Information: …………………………………………………………………………

…………………………………………………………………………………………………..

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

I/we …………………………………………………………do hereby promise that my/our

daughter …………………………………………..returns to school after delivery and by date

stated in the letter of re-admission.


…………………………………………        ……………………………………………
Signed                                    Date


4 copies:
1 copy to pupil
1 copy to school file
1 copy to School Guidance and Counselling file
1 copy to DEBS