THE IMPLEMENTATION OF THE RE-ENTRY POLICY IN SELECTED RURAL SCHOOLS OF THE WESTERN PROVINCE FROM 2006 TO 2008: A CASE OF SENANGA AND SHANGOMBO DISTRICTS.

THESIS
M.Ed.
NGO

BY

MAUREEN CHINDOMBE NGOMBO

A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION.

UNIVERSITY OF ZAMBIA

LUSAKA

2010

DECLARATION

I, MAUREEN CHINDOMBE NGOMBO do solemnly declare that this dissertation is my own work which has not been submitted for a degree at this or another University.

SIGNED: M. C. Ngombo

DATE : 16th July, 2010.

APPROVAL

This dissertation of MAUREEN CHINDOMBE NGOMBO is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

0279896

EXAMINERS' SIGNATURES

SIGNED..... DATE 16th July 2010

SIGNED..... DATE 16th July 2010

SIGNED..... DATE 16/07/2010

DEDICATION

Dedicated to my dear parents Pastor Charles Ngombo Chikote and Noriah Mpulu Kaimbo Chikote for their love and the education they offered me. Without the foundation they laid I would not have reached this far. Also dedicated to my beloved husband Katanekwa Kabani who indeed is a friend in need and who gave me full support, my children Kabani, Ngombo, Luyanga, Mpulu and Chikote and my cousin Kalimbwe for their endurance, support, love and patience through out my period of study.

ACKNOWLEDGEMENT

My sincere thanks go to Mr. Henry J. Msango for all the guidance and supervision he provided for me to have come up with this dissertation. Without his guidance I would not have achieved my goal. Many thanks go to the Lecturers who taught me.

I also thank the two DEBS of Senanga and Shangombo Districts who allowed me to conduct the research in their schools. I thank the Statisticians, Head teachers, Deputy Head teachers and teachers for their support without which this research would have been a failure. I also thank the Religious leaders, Village Headmen, parents and pupils, for their constructive contributions.

My special thanks go to Mr. and Mrs. Imasiku Mwiya who accommodated me in their home and showed a lot of hospitality when I was researching in Shangombo District. Mrs. Mwiya walked long distances with me to the schools, thanks a lot.

My thanks also go to Mr. Stanley Munene who sacrificed a lot of his time to help me with computer work. Thanks indeed.

Many thanks go to Dr and Mrs Ray Handema for being always helpful to me.

Many thanks go to those sisters, brothers, brothers in law and friends who supported me during my time of study. Special thanks also go to my late cousin Mr Elliot Minanu Minanu and his wife Rachael Kanyama Minanu for their support during my period of study.

My classmates Nambela, Mutono, Mubyana, Soko, Nkole, Phiri, Chikaza and Honourable M.P. Changwe, thanks for their support.

May the Good Lord bless you all.

ABSTRACT

The purpose of this study was to assess the implementation of the Re-Entry Policy in 10 selected rural schools of the Western Province from 2006 to 2008 in Senanga and Shangombo Districts. The study was intended to find out the opinion of the respondents and the extent to which the Re-Entry Policy was being implemented and whether head teachers followed and used the guidelines and tools in its implementation.

Random sampling was used to select the five schools from each district. Statistics for 10 more schools from each district were randomly selected from the DEBS's Offices using Annual School Census Forms.

Data were collected using questionnaires, in-depth interviews and documentary analysis. Quantitative and qualitative data were collected. A comprehensive literature review was carried out to determine the work done in the area of girl education and the Re-Entry Policy.

The findings revealed that all the sampled schools were implementing the Policy. However, 13 years down the line from the inception of the policy, some schools did not yet possess the Re-Entry Policy Document hence some head teachers used the circular on the Re-Entry Policy while others used their own discretion.

The findings also revealed that out of the 629 girls who had dropped out in the period 2006 to 2008 only 197 (31%) were re-entered, 432 (69%) were not. This was due to the value the parents attached to marriage rather than to school or due to poverty levels.

The study revealed that few head teachers followed the policy document. Some sent the girls away from school for two or more years. This was against the requirements of the policy.

The research revealed that 15 (50%) of the girls were impregnated by older men including teachers who just went scot free. The school boys who impregnated school girls were also not sent out of school.

Head teachers were threatened with violence and faced opposition from some parents. A lot of sensitization was needed in those rural areas.

The findings of the study were that out of the 114 respondents, 74 (65%) were for the opinion that the policy was good and be continued. Most respondents felt re-entry should only be done once in the regular schools. Others were for the policy to be reversed to the old one in order to reduce promiscuity and the spread of HIV/AIDS and STIs. If not then Academic Production Units and Night Schools should be opened for such girls.

Among the recommendations made by the researcher were that the Ministry of Education should make available the Policy Document to all rural schools, monitor and supervise the policy's implementation closely, allow girls who fall pregnant to re-enter only once in the regular schools and then open more Academic Production Units (APU) and Night Schools for those who got pregnant more than once. The Ministry of Education should sensitize the rural people on the importance of female education. Those parents who do not cooperate or threaten teachers with violence and all those who make the girls pregnant should be put to task by the court of law.

ACRONYMS

AIDS - Acquired Immune Deficiency Syndrome

AIEMS - Action to Improve English, Mathematics and Science

APU - Academic Production Units

CAMFED - Campaign for Female Education

CEDAW - Convention on the Elimination of Discrimination Against Women

CRC - Convention on the Rights of the Child

DEB - District Education Board

DEBS - District Education Board Secretary

DFID - Department for International Development

EFA - Education For All

FAWE - Forum for African Women Educationalists

FAWEZA - Forum for African Women Educationalists of Zambia

GNP - Gross National Product

HIV - Human Immune Deficiency Virus

MOE - Ministry of Education

MoH - Ministry of Health

NGOs - Non Governmental Organizations

NORAD - Norwegian Agency for Development

PAGE - Programme for the Advancement of Girls' Education

PTA - Parent – Teacher Association

SIDA - Swedish International Development Authority

STIs - Sexually Transmitted Infections

UN - United Nations

UNCT - United Nations Country Team

UNDP - United Nations Development Programme

UNESCO - United Nations Educational, Scientific and

Cultural Organisation

UNICEF - United Nations International Children's Emergency Fund

UNZA - University of Zambia

WIDnet - Women's Information for Development Network

WIDSAA - Women in Development Southern Africa Awareness

TABLE OF CONTENTS

Declaration.....i

Approval.....ii

Dedication.....iii

Acknowledgement.....iv

Abstract.....v

Acronyms.....vii

List of Tables xiv

List of Figures.....xvi

List of Appendices.....xvii

CHAPTER ONE

INTRODUCTION

1.1 Overview.....1

1.2 Background of the Study.....1

1.3 Statement of the Problem.....4

1.4 Purpose of the Study.....5

1.5 Objectives of the Study.....5

1.6 Research Questions.....5

1.7 Significance of the Study.....5

1.8 Limitations of the study.....6

1.9 Operational Definitions.....6

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....8

2.2 Theoretical Framework.....8

2.3 Types of Education.....10

2.4 The Importance of Education 12

2.5 Girls' Education.....13

2.6 Education for All.....17

2.7 Teenage Pregnancies and Dropping Out of School.....17

2.8 The Need for an Intervening Policy in the Issue of

Female Education 20

2.9 The Re-Entry Policy..... 22

2.10 The Implementation of the Re-Entry Policy in Zambian Schools....24

2.11 The Re-Entry Policy in Rural Schools of Western Province.....25

2.13 Summary.....27

CHAPTER THREE

METHODOLOGY

3.1 Introduction.....28

3.2 Research Design.....29

3.3Target Population.....29

3.4 Sample Size.....29

3.5 Sampling Procedure/Technique.....30

3.6 Research Instruments.....30

3.7 Data Collection Procedure.....32

3.8 Data Collection Techniques.....32

3.9 Problems Encountered During Data Collection.....35

3.10 Data Analysis.....36

3.11 Data Interpretation.....36

3.12 Summary.....36

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction.....37

4.2 Usage of the Re-Entry Policy Guidelines.....38

4.3 The Usage of the Re-Entry Policy Tools.....45

4.4 Dropping out, Re-entering and Retention of Pregnant Girls.....47

4.5 Interventions Put in Place to Ensure that Girls are re-entered and retained in school.....49

4.6 Perception of the Respondents about the Re-Entry Policy.....52

4.7 Suggestions of the Respondents on the Re-Entry Policy.....56

4.8 Other Respondents' Suggestion on the Re-Entry Policy.....59

4.9 Summary.....61

CHAPTER FIVE

DISCUSSION OF THE RESEARCH FINDINGS

5.1 Introduction.....62

5.2 The Possession of the Re-Entry Policy Document.....62

5.3 The Use of the Re-Entry Policy Guidelines.....63

5.4 The Use of the Re-Entry Policy Tools in Facilitating Girls' re-entry.73

5.5 Dropping Out, Re-entering and Retention of Pregnant Girls in the Period 2006 to 2008.....75

5.6 Perception of the Respondents about the Re-Entry Policy.....79

5.7 Suggestion of the Respondents Towards the Re-Entry Policy.....82

5.8 Summary.....84

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion.....85

6.2 Recommendations.....87

REFERENCES.....90

LIST OF TABLES

Table 4.1 The Type and Sex of Respondents.....37

Table 4.2 The Age of Respondents.....38

Table 4.3 Cross Tabulation of the Times when Pregnant Girls Left School for Maternity Leave According to the Head teachers and the Re-entered Girls.....43

Table 4.4 Cross Tabulation of the Length of Time Given for Maternity Leave According to Head teachers and Re-entered Girls.....44

Table 4.5 Number of Times Head teachers Allowed Girls to Re-enter.....44

Table 4.6 The Action Taken by Head teachers Against those Who impregnated School Girls..... 44

Table 4.7 The Action Taken by Head teachers Against those Who impregnated School Girls According to the Re-entered Girls.....45

Table 4.8 Number of Girls who dropped out due to Pregnancies, Who were Re-entered and who were retained to completion in the ten visited schools from 2006 to 2008.....47

Table 4.9 Number of Girls who were Dropped and Re-entered in some ten other Schools of Senanga District.....48

Table 4.10 Number of Girls who were Dropped and Re-entered in some ten other Schools of Shangombo District.....49

LIST OF FIGURES

Figure 4.1 Number of Head teachers who Communicated to the Parents.....46

Figure 4.2 Counseling done to the Girls by Different Respondents.....51

Figure 4.3 Opinion of the Re-entered Girls Towards the Re-Entry Policy.....55

Figure 4.4 Suggestion of the classroom teachers Towards the Re-Entry Policy.....59

LIST OF APPENDICES

Appendix I: Questionnaire for the District Education Board Secretary...98

Appendix II: Questionnaire for the District Statistician.....100

Appendix III: Questionnaire for the Head teacher.....103

Appendix IV: Questionnaire for the School Guidance and Counseling Teacher.....108

Appendix V: Questionnaire for Teachers.....110

Appendix VI: Questionnaire for the Re-Admitted or Re-Entered Girl...113

Appendix VII: In-Depth Interview Questions for Parents of the Re-Admitted Girls.....117

Appendix VIII: In-Depth Interview Questions for Parents of Non Re-Entered Girls.....118

Appendix IX: In-Depth Interview Questions for the Religious Leaders and Village Headmen.....120

Appendix X: Introductory Letter from Assistant Dean (UNZA) to Senanga District.....121

Appendix XI: Introductory Letter from Assistant Dean (UNZA) to Shangombo District.....122

Appendix XII: Introductory Letter from District Education Board Secretary Shangombo to the Shangombo Head teachers.....123

Appendix XIII (a): Introductory Letter from District Education Board Secretary Senanga to Senanga High school Head teacher.....124

Appendix XIII (b): Introductory Letter from District Education Board Secretary Senanga to Matauka High school Head teacher.....125

Appendix XIII (c): Introductory Letter from District Education Board Secretary Senanga to Muoyo High school Head teacher.....126

Appendix XIII (d): Introductory Letter from District Education Board Secretary Senanga to Namalangu Basic School Head teacher.....127

Appendix XIII (e): Introductory Letter from District Education Board Secretary Senanga to Senanga Basic School Head teacher.....128

Appendix XIV Circular No : 13 of 1997.....129

Appendix XV The Re-Entry Policy Document.....131

CHAPTER ONE
INTRODUCTION

1.1 OVERVIEW

In Zambia many girls had not been advancing in their education due to pregnancies. They were being expelled from school and entering early motherhood and marriages. This eventually led to under development on the side of the women folk. In 1997, the Zambian government allowed such girls to go on maternity leave and then continue with their education after delivery. This study therefore attempted to assess whether the girls in rural areas also did continue with their education after giving birth, thus the implementation of the Re-Entry Policy in rural schools. This chapter focuses on the background information, statement of the problem, the purpose of the study, the objectives of the study, research questions, significance of the study, limitations of the study and operational definitions.

1.2 BACKGROUND OF THE STUDY

When western education came to Northern Rhodesia, parents were unconvinced of the value or relevance of educating the girl child. The girls, too, preferred to stay at home to help their mothers and prepare themselves for marriage to going to school as they saw little point of doing so (Snelson, 1974). Carmody (2004:17-18) adds 'one of the factors to be noted in the study of colonial education... is that there was a gender imbalance. Girls were not excluded from catechetical schools, yet throughout the period, fewer girls remained in school.' Kelly (1999:53, 73) also looking at the education of girls in Northern Rhodesia states that, 'a higher percentage of girls dropped out at or before Standard III.'

This refusal to attend school and dropping out of the girls meant unequal access and participation of girls and boys in school, high

illiteracy rates, high poverty and unemployment levels and little participation of women in decision making processes. The society in general saw no problem in this because it regarded academic education for girls and women not as important as that for boys (Mabula and Chondoka, 1996).

The dropout of girls could be due to various reasons including the following: girls preferring marriage to education, parents not seeing the value of education (Snelson, 1974) and hence imposing early marriages on the girls (Hamusonde, 2003) and failing examinations (Oyekan, 1995). Furthermore, a study carried out in the Western Province shows that apart from failing examinations, pregnancy is the second most common reason why girls left school. In this survey of 656 women, 191 respondents or 29% had left school due to pregnancy (Oyekan, 1995). Kelly, Msango and Subulwa (1999:314) also confirm that 'early marriages and pregnancies pose a special problem for the continued participation of girls in school.'

Pregnancy of school girls has posed a problem even in other countries. Voydanaff and Donnelly (1990) discovered that about 11% of adolescent girls became pregnant each year in the United States. For example, 18 girls (none of them over 16 years of age) from a school in Gloucester, Massachussetts got pregnant in the same year http:www.octoberfilms.co.uk/productions.php?progid=227&category=documentary (2008).

In Africa, the Forum for African Women Educationists (FAWE, 1995) estimated that nearly 20% of the girls who dropped out did so due to pregnancies.

'In Sub-Saharan Africa, more than 13 percent of girls aged 15 - 19 years become mothers'(Ministry of Education (MOE,2004:11).

In Malawi, it is stated that early marriages and pregnancies are major causes of girls dropping out of school. In 2006 it was estimated that over 11,000 girls left primary education for these reasons (Department for International Development (DFID), 2008).

Zambia like other countries faced a serious wastage of human resource due to the dropout of these girls. This wastage occupied the minds of many people. For example FAWE – Zambia spearheaded the campaign to bring back the girls to school http://www.widnet.org.zm/empowerment-reentry.phpWIDnet(2009).
Also petitioners to the Constitutional Review Commission whose general thrust was that there should be a right for the pregnant girls to return to school. The Commission handed this to the Ministry of Education (Mabula and Chondoka, 1996).

Government, realizing that girls and women's education is vital to development as Wolfensohn in Kane (1995) stated 'women are absolutely central to sustainable development, economic advancement and social justice' together with different partners such as UNICEF, United Nations Country Team and Non Governmental Organizations (NGOs) took specific steps to encourage girls to stay in class. This is clearly stated in the United Nations Country Team (2005:13) 'Education policies aimed at encouraging girls now have a higher profile.'

In this vein therefore, the Zambian Government in September 1997, through the then Minister of Education Dr S. Syamujaye announced that pregnant school girls would no longer be expelled but would re-enter school after delivery. Hereby, the Re-Entry Policy was born in Zambia.

This policy entails that the education of the girl child is no longer threatened by a pregnancy. Zambia's female human resource is no

longer to be wasted due to pregnancy. All the girls, be they from the urban or rural schools, have the right to go back to school after delivery.

A study carried out by Hamusonde (2003) in urban schools of Lusaka showed that instead of following the policy guidelines as stipulated in the document, there were some variations in the implementation of the policy by different schools and head teachers. Another study by Daka, (2007) in some other urban schools of Lusaka revealed that the implementation of this policy was not well done by some head teachers. Sitali (1999) in a study carried out in some high schools in Kabwe found that the implementation of this policy by head teachers was not done accordingly.

It is against this background that this study was conducted and that was to find out whether the rural schools were effecting this policy as stipulated in the policy document so as to ensure that the rural girls who dropped out were not discriminated against and expelled from school and left to waste.

Researches carried out by Hamusonde (2003) and Daka (2007) gave impetus for this researcher to carry out this study for they showed that the rural schools' implementation of this policy had not been effected yet.

1.3 Statement of the Problem

The Re-Entry Policy has been implemented in all Zambian schools regardless of their geographical setting, for more than 10 years. However, some rural schools have not been implementing it according to the laid out procedures and guide lines, hence hindering the educational progress of girls.

1.4 Purpose of the Study

The purpose of this study was to find out whether rural schools were implementing the Re-Entry Policy as stipulated in the Re-Entry Policy Document and to suggest measures to be undertaken to address any shortfalls.

1.5 Objectives of the Study

1. To investigate whether the policy guidelines and tools were followed and used when facilitating girls' re-entry.

2. To determine how many girls who dropped out of school due to pregnancies re-entered.

3. To find out the interventions schools had introduced to ensure that the girls who dropped out were re-entered and retained.

4. To investigate the perception of the learners, the providers and the society towards the Re-Entry Policy.

1.6 Research Questions

1. Are the policy guidelines and tools being followed and used when facilitating girls' re-entry?

2. How many girls who drop out of school due to pregnancies re-enter?

3. What interventions have schools introduced to ensure that girls who drop out re-enter and are retained?

4. What is the perception of the learners, the providers and the society towards the Re-Entry Policy?

1.7 Significance of the Study

This study will provide information to help dropouts in rural schools to re-enter, society to encourage the girls to go back to school, providers to consider them as normal pupils, policy makers achieve the objectives of this policy and all to accept it as a positive development to the nation regardless of their location.

1.8 Limitations of the Study

The study should have covered all the rural schools of the Western Province but due to inadequate resources and time, it was limited to selected schools in Senanga and Shangombo Districts.

1.9 Operational Definitions

The terms used in this study have the following meanings:

Child	-A young person, a son or a daughter
Drop outs	-Pupils who have stopped schooling
Guidelines	-Rules or instructions about how something should be done
Headteacher/School Manager	- Male/Female teacher in charge of a school
Human	-A man, woman or child.
Human capital	-The stock of skills and knowledge embodied in the ability to perform labour that produces economic value

Implement	- To carry out or put into practice
Perception	- Understanding/insight of something
Perpetrator	- Someone who has done something wrong or has committed a crime
Retention	-The action of keeping the re-entered girls in school up to completion.
Re-Entry/Re-admission	- To be given another chance into School after a pregnancy
Tools	- Documents used when implementing the Policy
Youth	- Young man or young woman.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review discusses the theoretical perspectives of the study, types of education, traditional education and the girl child, importance of education to both male and female, girls' education, education for all, teenage pregnancies and dropping out of school, the need for an intervening policy in the issue of female education, the Re-Entry Policy, the implementation of the Re-Entry Policy in Zambian schools, the Re-Entry Policy in rural schools of the Western Province and then a summary.

2.2 Theoretical Framework

This study identified and adopted theoretical perspectives that helped determine the issues pursued and what was revealed through research. The researcher recognized that education was an integral part of a platform of policies to empower women and men and to ensure their participation in decisions that affected their strengths and assets which in return brought about social and economic development to the nation.

The study was therefore influenced by the Human Capital Theory. This theory has stressed the significance of education and training as the key to participation in the new global economy http://www.vusst.hr/ENCYCLOPEDIA/doku.php?id=human-capital-theory-and-education (2008). Quiggin (1999) stated that education is an investment which produces benefit in the future. MOE (2007) further states that this investment is '...of crucial concern in the strongly competitive climate of the modern world.' Human capital refers to the

stock of skills and knowledge embodied in the ability to perform labour that produces economic value. It is the skills and knowledge gained by the worker through education and experience. This investment therefore has to include both males and females if forms of individual, societal and national development are to be achieved.

The study also identifies itself with Feminist Theorists who highlight ways in which dominant conceptions and practices of knowledge attribution, acquisition and justification systematically disadvantage women and other subordinate groups. Women are disadvantaged by excluding them from inquiry, denying them epistemic authority, producing theories that represent them as inferior, deviant or insignificant and whose activities, interests and power relations are invisible.http://plato.stanfold.edu/entries/feminism-epistomology/Metaphysics (2000). This was observed in the expulsion of school girls who fell pregnant while their male counterparts continued with their education. The Feminist theory also aims at understanding the nature of inequalities and focuses on gender policies, power relations, sexuality, gender inequalities and the promotion of women's rights, interests and issues http://en.Wikipedia.org/wiki/Feminist-theoryWikipedia(2009).
Psychoanalytic feminists believe that gender inequalities come from early childhood where men believe to be masculine and women feminine which leads to a social system which is dominated by males. This influences the individual psycho-sexual development. To avoid the gender-specific structuring of the society by male-female, co-education was suggested http://en.Wikipediaorg/wiki/Feminist-theoryWikipedia (2009).

The study worked within the stated theoretical framework to emphasise the pregnant rural school girl's re-entry into the education system so as not to lay female human capital to waste and to give girls or women

opportunity to develop themselves and participate in national development without hindrance by early teen pregnancies or location. This should be so because educating females is probably the single most cost effective investment to improve standards of living in developing countries particularly among the poorest nations (Kane, 1995) and there is no investment more effective for achieving development goals than educating the girl child and also to avoid gender inequalities.

2.3 Types of Education

Education is defined by Longman Active Study Dictionary of English as 'the process of teaching people especially in a school or college.' Kelly (1999:1) further defines it as 'a life long process conducted by many agencies.' He goes on to state that

> the word has many meanings. It could refer to a system or institution (e.g. a system), a certain activity ("Education is the action exercised by the adult generation on those who are not yet ready for social life"), to content (the curriculum and syllabuses), or to the product (as when we speak of "an educated person").

Education may be formal, non-formal or informal. Kelly (1999:1) gives the following distinctions: 'formal education is the hierarchically structured, chronologically graded system that runs from primary school to university or other forms of higher education.' He says non-formal education is 'any organised educational activity outside the established formal system that is intended to serve identified learning clienteles and learning objectives.' Informal education, he states, is 'the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in each one's environment.'

Traditional or tribal education is the type of education the missionaries found among the Africans when they came. According to Snelson(1974:1) it had 'five main components.' These were 'instruction

in the history and traditions of the clan and of the tribe the heroic deeds of the ancestors, the myths, rites and ceremonies, the songs and wise sayings and their hidden meanings, the dances and games, customs and beliefs.' The Second component was, 'apprenticeship in practical skills.' The third was, 'social obligations and the inculcation of good manners.' The fourth was 'religious teaching centred on the Supreme Being, Mulungu or Lesa, a remote but all-pervading Creator, and the more intimate tribal gods who controlled the tribe's fortune.' The fifth one was 'the initiation ceremony which followed a concentrated course of instructions given to each age group on reaching puberty.' This was the type of education the Africans believed was the best for them and their children and not the formal type which involved reading, writing and arithmetic which the missionaries introduced when they came.

2.3.1 Traditional Education and the Girl Child

In the traditional setting the girl was to be thoroughly taught by the aunty, mother, grand mother and the other women folk the duties of a housewife and mother. As she was growing up she was told to observe and imitate what the elders were doing. She was taught how to cultivate, gather, preserve and store food, catch fish, make mats and baskets, brew beer, participate in the traditional dances, ceremonies and rituals, and be hospitable to her community members and strangers (Snelson,1974).

At puberty, which was a transition from childhood to womanhood, the girl was put in an initiation school, usually held in a secluded corner of the bush. Here she was instructed in traditional hygiene and sexual behavior and the responsibilities and the rights of married life since marriage was the next step ahead of her. As life continued, some continued in their education by learning how to be midwives, excellent in weaving, pottery and beer making (Snelson, 1974).

This was the type of education Africans desired and delighted in because to them marriage and home management were top priority. To the African the type of education the missionaries brought was strange and made no sense. Hence parents felt it was better to keep their daughters away from an influence which would spoil them and make them fail to participate fully in learning about marriage and home making and that which would bring about a sub-culture.

2.4 The Importance of Education

The development of any nation calls for the empowerment of its human capital through education. To assert this the Swedish International Development Authority (SIDA), (1982:124) points out that 'the development of a country is to a large extent dependent on how much can be invested in the education of children and the youth. Education is an investment for the future.' It is important therefore to note that children and youth mean both male and female and 'the essential point is that all children should have equal opportunity of acquiring intelligence and developing their talents and abilities to the full' (Newsom, 1963:3). Since development depends on investing in education, both sexes have to be educated if a nation is to develop well. Children and the youth are the posterity of a nation. Their potential and capabilities ought to be developed through education. None of them need to be left to waste due to gender or sexuality.

Education at the individual level helps one become self reliant. One may use the knowledge obtained from school to seek formal employment which will entitle him/her to a monthly salary. This will enable him/her to run his/her home without dependence while offering a service to the nation. One may wish to join informal employment due to failure to obtain a job or by choice. Such a person will apply the skills he/she learnt at school for self and family sustenance. This will result into community development which in turn will develop the nation

.When the children are truly educated, there will be no misfits in the nation because each individual will exploit the knowledge and skills attained in education.

Education is an integral platform of policies to empower women and men in the poorest communities and societies (Heward and Bunwaree, 1999). Human beings need education in order for them to participate effectively in different sectors of life. It empowers them also to understand their rights. It also enables them participate in the nation's development as citizens (Women in Development Southern Africa Awareness (WIDSAA), 2000).

President Nelson Mandela described education as 'the engine of personal development,' (Watkins 1999:3). It is really an engine for it empowers people to take more control of their lives and extend their range of choice. At personal level it provides self- confidence that enables one's opinion to be heard. At community level it provides skills through which one can protect his /her rights (to land, health and school) and participate in community development and public life. At national level it creates a demand to be heard. Hence mass education is a fundamental requirement for a living democracy and accountable government for without education democracy is an empty shell. Education therefore is a catalyst for growth because it raises productivity, stimulates innovation and increases output (Watkins, 1999). 'Everywhere the starting point is to empower women and men to ensure their participation in decisions that affect their lives and enable them to build their strengths and assets' (United Nations Development Programme (UNDP),1997:6).

2.5 Girls' Education

The education of women and girls is the single most important investment that yields maximum returns for development (FAWE,

2001). Keeping a girl in school is one of the important ways of changing her life and that of her future generations. Unfortunately, in the past parents saw no need of encouraging their daughters to go to school as they saw no benefit in it, instead great importance was attached to marriage. Therefore tens of thousands of girls were deprived of educational opportunities because of the shortsighted obduracy of their parents and grand parents (Snelson, 1974). Missionaries also were first interested in training catechists, teachers and craftsmen who were necessary in the establishment and growth of their work. Girls' education was not a priority and the British South Africa Company (BSA Co) did nothing to encourage girls' education as they saw no profit in it (Snelson, 1974). As a result girls' education progressed at a snail's pace and indeed lagged behind boys' (Carmody, 2004). He further points out that there was gender imbalance in education and this dated back to the advent of the missionaries, most of whose pioneers were men. When girls are allowed to participate in education, their participation and performance are affected by the traditional divisions of labour in the home. Girls are made to devote much of their time to house chores such as food preparation. This leaves them without time for their homework and schoolwork. Sometimes they may be refused from attending school on time or everyday (Kelly, Msango and Subulwa, 1999).

Kane (1995:4) observes that 'investing in educating females is probably the single most cost-effective investment to improve standards of living in developing countries, particularly the poorest population.' Many families however do not regard the education of a girl as a good investment. They prefer to marry her off at an early age so that the bride wealth may bring resources to her family and so that she can make maximum use of her child bearing potential. Apart from that, the poverty rural families suffer and the loss of live stock in drought, induce many to look towards the early marriages of their

daughters as a way of improving their fortune. Pressure is therefore exerted on these school girls so that they leave school and marry (Kelly, Msango and Subulwa, 1999).

The economic benefits of educating a girl child include the following: faster growth of Gross National Product (GNP), higher rates of return on girls' versus boys' education, higher family resources, improved participation in wage employment and in the home and non market production, higher productivity, a more skilled labour force, better employment opportunities, greater occupational mobility, and improved earnings (Kane, 1995). Investing in a girl does not slow economic growth as others might think.

Social benefits arising from increased education of girls include: lower fertility rate, lower infant mortality rate, improved nutrition, increased life expectancy and better opportunities for their children in the next generation (Kane, 1995). Educating women also protects them from HIV/AIDS infections (Commission on Human Rights, 2002).

Indeed women would always want to do the best for their children. Educated women would always want their children both boys and girls to acquire better education than they themselves received. This is critical in sustaining development because of the need to break the poverty cycle. Educated women make contributions to the decision making processes at home and in the community. They are able to negotiate their right and are aware of their responsibilities. In addition, they are able to take their children for medical attention on time, cover the costs and offer their families nutritious foods that protect them from diseases and hence help them to grow well.

Despite the importance attached to female education, for years women have been discriminated against education wise. '...one in three women is illiterate as opposed to one in five men...in developing

countries 45 percent of women are illiterate...67.8 percent in Asia... and in China 50 percent (Micklos 1996: 41). As Embling (1974:3) states 'the supply of superior intelligence is limited and the demand for it in society is even greater. The largest unused supply is found in women.' Two thirds of the world's illiterates are women. India for example, for two centuries was under Great Britain's educational system yet 60% of its women were illiterate. In the poorer classes women were barely more than servants. No one thought a girl needed education (Seibold, 2007). Their women were left to waste, yet if all were empowered they would develop the nation socially, economically and politically. This would be done as each would utilize his /her knowledge and skills obtained from school including attitude towards life and other people.

Lack of higher education in specialized professional fields confines women to low status, low income "pink collar" jobs such as social service, sales, clerical, teaching, nursing and child care (United Nations, 1989). Women have been restricted access to equal rights. They have been patronized and discriminated against in terms of access to education, inclusion in decision making, and equal treatment in working conditions and pay. Their potential and capabilities have for years been laid to waste. For too many women in many countries, development is just an illusion. This is in agreement with what Micklos (1996:41) alluded to in the statement 'despite almost universal acknowledgement of the vital importance of women's literacy, education remains an elusive dream for far too many women in far too many countries.' Yet all citizens in a country have the right to education. This is clearly stated in the following documents: Article 26 of the United Nations Universal Declaration of Human Rights, Article 28 of the United Nations Convention on the Rights of the Child (CRC), the Zambia National Gender Policy, the United Nations Convention on the Elimination of Discrimination Against Women (CEDAW), the United

Nations Platform for Action, The Beijing Declaration, the Millennium Development Goals and other international conventions and it is also guaranteed by the policy of **Education for All (EFA)** (MOE,2004).

However, with the changing of times and through these different forums, nations have allowed girls and women to be educated. Brundtland in Waldman (1994:16) points out that 'for too long girls and women have not had the access to education but with legislative changes, increased information and redirection of resources, they can be empowered.' Women and girls are therefore free to go to school and obtain knowledge and skills as do boys and men.

2.6 Education For All

At a World Conference on Education For All held in Jomtien, Thailand in 1990, it was agreed that all of the world's children regardless of gender, religion, ethnic origin, or any other discriminatory characteristics would be provided with the opportunity to develop their full capacity. There would be universal access to good-quality primary education and an end to gender inequalities in education (Watkins, 1999). These goals however have not been realized as planned. In 1999, Watkins wrote that 125 million primary-school-age children were not in school; most of them were girls. He further stated that another 150 million children started school but they dropped out before they completed four years of education, before the vast majority had acquired basic literacy skills.

2.7 Teenage Pregnancies and dropping out of school

Unfortunately, despite allowing girls free participation in education, they drop out of school due to pregnancies (Tietjen (1991), FAWE (1995), *and the Ministry of Education (MOE) (1995)). This has posed a* problem in many countries the world over. The United States of America has the highest teenage pregnancy rates in the developed

world, twice as high as those in England, Wales, and Canada and nine times as high as the rates in the Netherlands and Japan.

http://www.guttmacher.org/pubs/jounals/3201400.html (1998). Britain had the highest rate of teenage birth in Western Europe-double the number of Germany; three times that of France and six times of the Netherlands www.guardian.co.uk/print/O,,4139954-103690,00.html (2005).

In Africa, the Forum for African Women Educationists (FAWE, 1995) estimated that nearly 20% of the girls who drop out did so due to pregnancies as alluded to in the introduction. In Kenya, teenage Mothers and Girls Association of Kenya http://www.awomansvoice.org/temak.2000-1html (2000) estimated that between 8,000 and 10,000 girls dropped out of school every year due to pregnancy.

According to Daka (2007) Zambia recorded 39,433 pregnancies in five years from 2002 to 2006. Out of this number, the year 2006 recorded 11,988. In 2003, 2,230 girls dropped out (MOE, et al 2004). At one of the Lusaka urban schools where Hamusonde (2003) had researched, a few girls dropped out between 1990 and 1996. MOE (2007) shows that 13,133 girls got pregnant in 2007. In a report presented to the District Development Co-ordinating Committee (DDCC) held in Boma Conference Hall in Solwezi, the District Education Board Secretary (DEBS) (2009) stated that almost half of the girls in the district dropped out of school due to pregnancies and almost another half of them between Grade 5 and 9 dropped out of school before they completed basic school for early marriages. He attributed this to cultural practices, negative attitudes towards education and poor sanitation in most schools. In an annual committee meeting in Kawambwa District the sponsor for Campaign for Female Education (CAMFED) (2009) stated that most of the sponsored girls in all schools in the District were not

performing well while some were falling pregnant. http://www./lusakatimes.com/?p=15828 (2009).

According to MOE (2003) in a research carried out in Kalomo District, pregnancies could have been due to girls sleeping in separate huts or houses where boys and men were free to visit at night and have sexual activities. The other reason could also have been due to initiation ceremonies called *Nkolola* because it was believed that men did not want to marry girls who did not go through this ritual. Here the girls were secluded (or confined), (known as *kuvundika*), especially from men for a period ranging from two to three months depending on the wishes of the parents. During this period the girls were taught how to take care of themselves, handle a man in marriage and other issues expected of them when they were married. After this ceremony, many girls were married or became pregnant within a year, thus ending their schooling. These ceremonies were practiced in all the provinces of Zambia and the end results were similar. Benaars (1997) further identifies the causes of pregnancies as traditional values and strict social taboos that once regulated sexual behaviour among unmarried youths which have broken down, problems in parent-child relationships which may encourage the adolescent to seek comfort, acceptance and consolation through sexual activity and exposure to suggestive or explicit media, film and magazines that may influence adolescent sexual behaviour.

The dropping out of school was either by the girl staying away from school upon discovery that she was pregnant or through the policy that demanded that a pregnant school girl be expelled and never to return to school. Many girls lost continuity in education due to the demands of this policy. Their potential and capabilities came to a halt and their future which could have been a success had they not gotten pregnant in their educational journey changed course as they were reduced to

mere motherhood. Motherhood is indeed an important responsibility but it should go hand in hand with education.

2.8 The Need for an Intervening Policy in the Issue of Female Education

The loss of female human resource indeed left much to be desired. Female human capital which was laid to waste retarded the progress of the individuals, homes, communities, societies and the nation, as already alluded to. There was need for an action to be taken. An action that would bring this waste to an end. One which would give the female flock access to completion of their education despite pregnancies. A policy was needed. A policy according to the Longman Active Study Dictionary of English is defined as 'a plan or course of action that is agreed by a political party, government, or business.' Subulwa (2004) defines it as 'a statement about practice.' A policy is based on the way things are, it states how things should be and its purpose is to bring about an idealized solution to the problem. Policy making is not just done anyhow but certain steps have to be followed as seen in the following: The situation or the problem has to be analysed, general possible solutions or options are then brought forth, these are then evaluated and from this, decisions are made. The policy is then implemented, the impact of the policy is then assessed and adjustments are made if need be (Subulwa, 2004). He further states that there are two types of policies. These are: an implicit policy and an explicit policy. An implicit policy is an implied one. It is one which lacks clarity, its outlook is not based on cause and effect relationships, its objectives are either not stated or stated in non testable terms, it is not easy to evaluate, it has no time frame and it is non formal. An explicit policy is one which is clearly stated. It identifies a stated problem. Its objectives are clearly stated, are scientifically testable and can be

evaluated easily. It spells out means or resources for its implementation, it has a time frame and is formal.

A policy has the following purposes: to bring about an idealized solution to a problem in an identified area, to pronounce that certain illegitimate practices are legitimate, to initiate other practices for example empowering women into decision making positions, to phase out certain practices for example corporal punishment and untrained teaching. Policies express the power and authority of the state to pronounce the above (Subulwa, 2004).

Considering the situation that prevailed an explicit policy was needed to look into the issue of female education and pregnancies.

2.9 The Re-Entry Policy

The wastage of female human resource became a concern to many people. The government was also getting concerned. A programme for the Advancement of Girls' Education (PAGE) was put in place by the Ministry of Education in 1994.It was aimed at delivering quality primary education to all children especially girls and to reduce differences between boys and girls in enrolment, retention, completion and achievement (MOE, 2005). In order for it to achieve its goals it used several methods including: advocacy and sensitization, community action, single sex classes, school clubs, family pac, Module 7 Action to Improve English, Mathematics and Science (AIEMS)-Girl Friendly School, affirmative action, school grants, participatory planning and management and research studies (MOE, 2005). PAGE had overall goals and these were: to enable girls and women to fully participate in and benefit from economic and social development of the nation and to ensure the survival of girls into adulthood with particular emphasis on their protection from HIV/AIDS. PAGE had the following objectives : to make the public aware of the importance of girls' education, to observe

and check information on girls' education and to improve efficiency and effectiveness of classroom practices in providing learners, especially girls, with basic competencies (MOE, 2005).

While PAGE did quite a lot in the education of the girl child, it had some weak points. In the first place it was only implemented in a few schools in the country hence disadvantaging those which where excluded. Secondly, it did not address the issue of pregnant girls which was the concern among many people. Despite its existence pregnant girls were still expelled from school permanently. So it did not solve the issue of female human resource wastage that prevailed and needed a solution.

Women's rights and social development advocates and individuals demanded that girls be allowed back into school after delivery. The Lobby Group among other things demanded that the government, political parties, civil society and the private sector facilitate the re-admission of these girls (Zambia Women's Manifesto (nd)). WIDSAA Southern Africa (2000), FAWE and other women groups throughout the region advocated for gender responsive policies such as the re-entry of pregnant girls into the education system after they had given birth. This would give girls a second chance and help them continue with their education.

This policy had the following objectives: increase girl's access to education, increase women's literacy, empower women to look after their children, bridge the gender gap in education and give women the chance to contribute to national development (MOE, et al 2004).

FAWE (1995) has asserted that as many countries realized the wastage of human resource through expelling the girl child and also through the changing ideas about the importance of her education they introduced the Re-Entry Policy. Sitali (2009) states that Kenya

introduced the Re-Entry Policy in 1996 while Tanzania did the same in 2007.

Since independence the Zambian government through the Ministry of Education in its quest to improve the delivery of educational services has over the years been making concerted efforts to develop education. This was done through the 1966 **Education Act,** the 1977 **Education Reform** and the 1992 **Focus on Learning** (MOE, 1992). Unfortunately, non of these made specific reference to the re-entry of the girls into the school system after delivery. They continued to be expelled from school due to pregnancy (Sitali, 2009). In 1996 a new policy called **Educating Our Future** came in. Its goals amongst others were achieving universal primary education and promoting gender equality (MOE, 2005). At last a policy that had the girls at heart was introduced.

The introduction of this policy was in line with the demands of the Millennium Development Goals which had been agreed upon in 1990 by different countries (Zambia inclusive). Here 8 goals were laid down which each country was to achieve by the year 2015. Goal Number 1 was to eradicate extreme poverty and hunger. Among the tools that could be used to reduce poverty and hunger was education. This goal demanded that all people be educated, let them attain a skill of some kind as Watkins (1999:1) states '...tackling the education crisis is one of the most effective strategies for breaking the cycle of poverty.' He further goes on to say 'every child out of school represents a loss for prosperity, democracy and human development' (1999:1). Goal Number 3 was to promote equality and empower women. Kelly (1999: 245) points out that;

> The Zambian government has committed itself to the socio-economic improvement and empowerment of women through various programmes and affirmative actions. Within this framework, the National Policy on education gives high priority

> to the education of girls and commits the Ministry of Education to the elimination of all gender disparities within the education sector.

In Zambia this policy was introduced in September, 1997 by the then Minister of Education Dr S. Syamujaye who announced at a conference held at Mulungushi International Conference Centre that pregnant girls would no longer be expelled from school but continue with their education after they delivered.

He also declared that all the girls who had been expelled that year due to pregnancies were to be allowed to return to school. In the same year, the then Permanent Secretary for the Ministry of Education Dr. S. Kasanda, sent out a circular which formalized the Re-Entry Policy and all officers were called on to implement it with immediate effect (MOE, 1997). There was however no proper guidelines laid down for the implementation of this policy. The head teachers had to use their discretion in implementing it.

Guidelines on how the policy was to be implemented were worked out by Forum for African Women Educationists of Zambia (FAWEZA) in conjunction with the Ministry of Education (MOE) and United Nations International Children's Emergency Fund (UNICEF).

This policy was received with mixed feelings by different stakeholders. Hamusonde (2003) found out that some of the mission schools did not implement it instead they offered transfers to the girls because they felt this policy promoted or encouraged promiscuity. Some parents and religious leaders also did not welcome it.

2.10 The Implementation of the Re-Entry Policy in Zambian Schools

The problem however has been that though this policy was in place in a number of countries in Africa, few nations implemented it accordingly and hence relatively few of these girls returned to school.

In Botswana the Re-Admission Policy had been in place since 1976 but the implementation part was not very effective for only about 30 percent of the girls returned to school annually. A similar experience was observed by Bayona and Kandji-Murangi (1996).

In Zambia, the policy decreased the drop out rate to the extent that over a third of the pregnant girls who left school re-entered after delivery. Weekly boarding facilities for girls were also established or renovated so as to protect the girls from the dangers of abuse and early pregnancy that faced them along the long walk between home and school (United Nations Country Team, 2005). Infact in some cases, according to Micklos (1996) parents were sometimes reluctant to send their daughters to school when the facilities were far from home. The decrease in the drop out rate however, did not mean that all girls re-entered. MOE(2003) in a research carried out in Kalomo states that although the Ministry of Education had put in a policy allowing pregnant girls to return to school after delivery, parents did not see its practicability nor did teachers help the parents understand the importance of returning to school. Some communities had not realized that school was an important resource.

2.11 The Re-Entry Policy in Rural Schools of Western Province

The following is the statistics for pregnancies and readmission of girls in rural schools of the Western Province for the years 2004 to 2006:

Year	Pregnant		Readmission	
	Basic School	High School	Basic school	High School
2004	873	103	309	54
2005	1,036	108	392	87
2006	1,260	160	458	89
Total	**3,169**	**371**	**1,159**	**230**

(MOE, 2005; MOE, 2006 and MOE, 2007)

Though girls through the Re-Entry Policy had been given chance to continue school after delivery, the above statistics show that most of the rural girls did not return to school.

Studies carried out by Hamusonde (2003) and Daka (2007) in some urban schools of Lusaka show that some of the girls did not return to school after delivery and that the policy was implemented but not according to the stipulated guidelines. Some Head teachers had devised their own ways of implementation. Sitali (2009) in her study of some high schools in Kabwe found out that the policy was not well implemented as per guidelines. In these studies Hamusonde (2003), Daka (2007) and Sitali (2009) looked at the urban schools but not rural ones and hence recommended that studies should be carried out in the rural schools or even in the whole nation so as to determine policy implementation in the rural schools or country wide.

It was important that the rural schools be researched upon so that the policy was administered correctly everywhere to ensure that the rural girls also benefited from this policy since they too were citizens of this country who also needed development just like those in the urban schools.

> The empowerment of rural communities, including women is another urgent priority for developing countries...since rural women are important resource managers in providing food security and overall family welfare, they hold the key to changes in reproductive behaviour and fertility levels and ultimately, to population structures, growth, size and distribution. http//www.Searo.who.int/LinkFiles/Reproductive-Health-Profile Chapter4ver2-up.pdf (2002)

Therefore, they needed to be educated because education was an end in itself; it was valued because it opened new horizons, extended freedoms and created opportunities.

The other reason why the rural schools had to be researched on was to find out whether the people who lived there accepted this policy and realized its benefits and hence encouraged their daughters to re-enter

school after delivery or whether they rejected it. Meaning that once their daughters got pregnant and dropped out they remained in villages and did some other activities like cultivating the land, mothering or marrying since such activities were seen to be more beneficial in the villages than going to school, as the literature has revealed.

The researcher wanted to find out whether the providers of education located in the selected rural districts of the Western Province supported this policy and hence implemented it correctly as stipulated in the guidelines. The problems they met, if any, as well as the mechanisms or interventions they put in place in order to encourage the implementation of this policy had to be reviewed.

2.12 Summary

Literature study on the importance of girl education has revealed that much female human resource was wasted due to pregnancies while at school and by early marriages. The Re-Entry Policy was then introduced so that the loss would be avoided or minimised. Considering the presentations by different writers and researchers on the reasons given for re-entering girls back into school after delivery, it can be concluded that women and girls in rural or urban areas, given some education can be a vital asset and an important investment in development which would never bring regret to the family, society or nation.

In Chapter Three the researcher describes the research methodology of this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents: the Research Design, Target Population, Sample size, Sampling procedures or Techniques, Research Instruments, Data Collection Techniques, Data Analysis and Procedures which were used for Data Analysis. It also discusses the aspects of reliability, validity and trustworthiness.

3.2 Research Design

To carry out this study, a survey research design was used. A survey research design is described as a method which deals with clearly defined problems and has definite objectives (Sidhu, 2003).White (2005:101) further states that;

> a survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study. Each person in the sample is asked the same series of questions, and responses are then organized so that conclusions can be drawn from them. The information is used to solve a particular problem.

For a survey to give a correct version of the findings involves good planning, proper analysis and interpretation of the data and logical and skilful report writing.

The data gathering techniques it usually uses are attitude scales, interviews, tests of attainment or performance and questionnaires. This study, therefore, used interviews and questionnaires.

Survey research was chosen among the many research designs as it is easily applicable to many different situations and could therefore provide the needed information on the implementation of the Re-Entry Policy.

This study was conducted in rural schools and communities of Senanga and Shangombo Districts of the Western Province. It used both the quantitative and qualitative approaches (mixed method approach).

The qualitative approach was used to find out the feelings, opinions, views, perceptions, and beliefs of the respondents through in depth interviews.

The quantitative approach was used to come up with the actual figures and statistics of the participants involved. For this, questionnaires were administered.

3.3 Target Population

A population is the set of people or entities to which the findings are to be generalized (Merriam and Simpson, 1995). McMillan and Schumacher (2001:169) further go on to define it as 'a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of research.' The study's population consisted of all District Education Board Staff, rural school head teachers, class teachers, guidance and counseling teachers, pupils, village headmen, religious leaders and parents. These were of Senanga and Shangombo Districts.

3.4 Sample Size

A sample according to White (2005:252) is 'a group of subjects or situations selected from a larger population.' The sample size of this study comprised 2 District Board Secretaries, 2 District Statisticians, 10 head teachers or their deputies when head teachers were not available, 10 school counselors, 20 teachers (2 from each school, 1 male and 1 female), 30 pupils who had been re-entered. The pupils

were sampled from different schools, 6 village headmen, 6 religious leaders from different denominations, 14 parents/guardians of re-entered girls, 14 parents/guardians of girls who had never been pregnant and statistics from 20 other schools (10 from each district as given by the Statistician from the District Education Office). The total sample size was 114 respondents.

3.5 Sampling Procedure /Technique

The District Education Board Secretaries, the District Statisticians (who randomly sampled 20 schools from their districts) the head teachers and the school counselors were purposively sampled by virtue of their positions. 1 male and 1 female teacher from each school were randomly sampled. 2 boxes (one with male teachers and the other with female teachers' names written on pieces of papers) were used. 1 name was picked from each box by the deputy head teacher.30 re-entered pupils (at least three from each school) were purposively sampled through the records. 14 parents/guardians of the re-entered girls were purposively sampled through their daughters or the administration.14 parents/guardians whose daughters had never been pregnant were randomly sampled. 6 religious leaders and 6 village headmen were also randomly sampled. Each district provided half of each sample.

3.6 Research Instruments

The research instruments used in this research were questionnaires, in-depth interviews and documentary evidence (Ministry of Education (MOE) 2006 to 2008 Senanga and Shangombo Annual School Census Forms).

3.6.1 Questionnaires

A questionnaire, according to Sidhu (2003:131) is 'an instrument prepared and distributed to secure responses to certain questions. It is a systematic compilation of questions that are submitted to a sample of population from which information is desired.' It contains open or closed questions or statements to which a respondent reacts (White, 2005). Many researchers use it because it contains questions for specific purposes, is relatively economical, all respondents are given the same questions and ensures anonymity.

This study consisted of six sets of questionnaires: one set was for the District Education Board Secretaries, one was for the District Statisticians, the other one was for the head teachers, one was for the class teachers, another one for the school guidance and counseling teachers and then one for the re-entered girls. Most of the questions were close ended except for a few which were open in order to capture the respondent's opinion and suggestions about the Re-Entry Policy. Furthermore, the close ended questions helped to standardize the participants' responses while the open ended ones enabled the participants to express themselves freely.

3.6.2 The in-depth interviews

White (2005:143) states that an interview instrument 'provides access to what is inside a person's head, makes it possible to measure what a person knows (knowledge and information), what a person likes (values and preferences) and what a person thinks (attitudes and beliefs)'. This study used interview guides which had a list of questions which were used to guide the researcher. The flow of the conversation guided the order of the questions. More exploration on the subjects under discussion was done through extra probing questions. In-depth

interviews were conducted to the parents/guardians, religious leaders and village headmen.

3.6.3 Documentary evidence

The Longman Active Study Dictionary of English of 1991 page 212 defines a document as 'a paper that gives information about something or proof of something.' This study used documentary evidence obtained from the District Education Board (DEB) Statistician. The statistics on the dropped and re-entered girls was obtained from MOE 2006 to 2008 Senanga and Shangombo Annual School Census Forms.

3.6.4 Validity of instruments

Validity was a vital aspect which was considered when selecting the instruments to be employed in this study. White (2005:193) states that 'validity is the researcher's conclusion which corresponds to the actual state in reality.' Since in this study descriptive research was employed to collect data from respondents, questionnaires and semi – structured interviews were used. The following factors determined the methods of data collection: the nature of the data that were to be collected, the research questions to be asked, scope of the study and the ways of maximizing validity and reliability of the data.

3.7 Data Collection Procedure

Data collection was carried out from September to November 2009. The researcher obtained an introductory letter from the Assistant Dean, Post-graduate studies, School of Education, University of Zambia. To conduct the research, the researcher sought written permission from the 2 District Education Board Secretaries of the two districts the research was to be carried out from. These issued introductory letters which were addressed to the Head teachers of the schools where the researcher was to go to. The Head teachers in turn date stamped the

letters as an indication that the researcher had truly carried out the study at their schools. The Log Books were signed by the researcher, an indication that the schools had been visited.

3.8 Data collection techniques

In order to obtain data, the researcher followed the following techniques:

3.8.1. Structured questionnaires for the District Education Board Officers of the 2 districts

3.8.1 (a) The first set of questionnaires was administered to the 2 District Education Board Secretaries (DEBSs).

3.8.1 (b) The second set was administered to the 2 Statisticians who used documentary evidence (MOE 2006 to 2008 Senanga and Shangombo Annual School Census Forms) to fill in the required statistics.

3.8.2 Structured questionnaires for the Head teachers, classroom teachers and school Guidance and Counseling teachers of the 10 schools

The third set was administered to 3 head teachers of High schools, 6 head teachers of Basic schools and 1 head teacher of a Middle Basic school making a total of 10 Head teachers. The fourth set of questionnaires was administered to 20 class teachers who were randomly selected (1 female and 1 male from each school). The fifth set of questionnaires was administered to 10 School Guidance and Counseling teachers of the same schools.

3.8.3 Structured questionnaires for the Re-Admitted (Re-Entered) girls

The sixth set of questionnaires was administered to 3 re-entered girls from each school except for the Middle Basic school where pregnant girls never re-entered and those who had recently left school due to pregnancy and were being forced into marriage by their parents. The questionnaires scheduled for that school were therefore passed on to the next set of schools so as to meet the required number of 30 girls. These were purposively sampled from the school records by virtue of being re-entered girls.

3.8.4 Interviews

An interview according to Sidhu (2003:145) is said to be "a two-way method, which permits an exchange of ideas and information. It is unique in that it involves the collection of data through direct verbal interaction between the interviewee and the interviewer." An interview is important in that "the interviewer can probe into casual factors, determine attitudes, discover the origin of the problem, involve the interviewee in the analysis of his own problem and secure the cooperation in this analysis" (Sidhu 2003:145).

Interviews being thus important were therefore used to collect data from the following people.

3.8.4. (a) Parents of re-admitted girls

7 parents of re-admitted girls were interviewed from each district bringing the total to 14 parents.

3.8.4. (b) Parents of girls who had never been pregnant (non re-admitted girls)

7 parents of school girls who had never gotten pregnant while at school were interviewed from each district making a total of 14 parents.

3.8.4 (c) Religious Leaders

3 religious leaders from each district were interviewed bringing the total to 6 respondents.

3.8.4 (d) Village Headmen

3 village headmen were interviewed from each district making a total of 6 participants.

3.9 Problems encountered during data collection

A number of problems were encountered by the researcher during data collection. Some of the schools were far apart from each other in Shangombo District. The researcher had to walk long distances of about 10 to 15 km as the place was sandy and hence it was not easy to get vehicles to go there. Some of the respondents were reluctant to write or give their views and expressed resentment in involving themselves in issues that dealt with policy for fear that they would be disciplined if they gave views contrary to government guidelines despite the fact that the researcher had assured them that the study was purely academic. Some of the respondents were so reluctant that they even lost the questionnaires. The researcher had to provide new ones which was quite another cost. One of the head teachers refused to release certain statistical information may be due to lack of up-to-date records on the required information.

3.10 Data analysis

The purpose of data analysis is to build up an intellectual model in order to draw meaningful conclusions (Blaxter, Hughes and Tight, 2001). The computer software called Excel was used to generate tables, bar graphs and pie charts as quantitative data were analysed.

Interview data were analysed qualitatively through coding and theme formation in order to come up with significant themes and narratives.

3.11 Data Interpretation

Interpretation, according to Ghosh (1992) is the analyzing of generalisations and results. The meanings and implications of the study become clear through interpretation. In this study both quantitative and qualitative data were gathered. Tables of frequency, percentages, bar charts and pie charts were used to interpret quantitative data. Responses with the highest percentages or frequencies were taken to be the general view of the respondents. Qualitative data were interpreted through consideration of the most significant responses by the respondents. These were organized and coded manually in common themes. The most reoccurring themes were taken to be the views of the majority of the respondents.

3.12 Summary

This chapter on methodology has brought to light procedures the researcher carried out when conducting this research. It has stated the research design, the participants in the study, the methods of data collection, the problems encountered, methods of data analysis and data interpretation.

In chapter four the researcher presents the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the research carried out in the rural schools of Senanga and Shangombo Districts. The main purpose was to find out the implementation of the Re-Entry Policy in these rural schools, whether rural girls benefited from this policy and to discover the type of perception and attitude people in these areas had towards this Policy. The presentation is done under full headings drawn from the objectives of the study. These are: usage of policy guidelines contained in the Re-Entry Policy Document, usage of the policy tools when facilitating girls' re-entry, how many of the girls who had dropped out of school due to pregnancies re-entered, the interventions schools had introduced to ensure that the girls who had dropped out were re-entered and retained, the perception of the learners, the providers and the society towards the Re-Entry Policy and the suggestions of the respondents.

4.1.1 Respondent's profile

4.1.1.1 Type and sex of respondents

Table 4.1 shows the type and sex of respondents who took part in the research.

Respondents	Sex		Frequency	Type of School		
	M	F		High	Upper Basic	Middle Basic
DEBS	2		2			
Statistician	1	1	2			
Head teachers	9	1	10	3	6	1
Guidance and Counseling	5	5	10	3	6	1
Class Teachers	10	10	20	6	12	2
Re-entered girls		30	30	9	21	0
Parents of Re-entered girls	7	7	14			
Parents of Non Re-entered girls	7	7	14			
Religious Leaders	5	1	6			
Village Headmen	6		6			

The table gives the type and sex of respondents who answered the questionnaires and who were interviewed in the research. The total number of respondents was 114 which were composed of 52 (46%) males and 62(54%) females. They were from Senanga and Shangombo Districts and equal numbers were sampled from each district.

4.1.1.2 Age of respondents

Table 4.2 shows the age of the respondents who participated in the study

Respondents	Age (years)									
	15-18	19-21	22-24	25-30	31-35	36-40	40-45	46-50	51-55	56-60
DEBS									2	
Statisticians					2					
Head Teachers						3	2	4	1	
Guidance and Counseling					5	3	2			
Class Teacher				12	3	3	2			
RE-entered Girls	19	10	1							
Parents of Re-entered Girls						2	4	3	5	
Parents of non Re-entered girls						3	2	6	3	
Religious Leaders							2	3	1	
Village Headmen									4	2

The table shows the ages of the respondents who participated in the study. The participants were in the range of 15 to 60 years.

4.2 Usage of the policy guidelines contained in the Re-Entry Policy Document

4.2.1 Possession of the Re-Entry Policy Document

When the DEBS were asked as to whether their schools were in possession of the Re-Entry Policy Document, one of them indicated that his schools were not in possession of the document. The other one stated that his schools had the document except for the newly constructed community schools. Out of the ten Head teachers who were visited in this research, six were in possession of the document,

three did not have the document and one of them did not state whether the school had the document or not. Out of the ten Guidance and Counseling teachers seen, six stated that they had the policy document while four showed that they did not have it.

4.2.2 How head teachers implemented the Re-Entry Policy without the policy document

Out of the three head teachers who stated that they had no policy document, one used a government circular on the policy, one used the administration of the school's own discretion as to what could be done and one used verbal instruction as seen applicable in that particular situation.

4.2.3 Problems encountered by the District Office in implementing the Re-Entry Policy

One of the DEBS stated that the major problem faced by his district in the implementation of the Re-Entry Policy was the issue of traditional practices. He said that many parents had not yet seen the benefit of education and hence valued marriage above girl education. When a school girl got pregnant the parents rejoiced and offered her hand into marriage other than sending her back to school. They valued dowry and not education. He further stated that when his head teachers tried to pursue the parents to bring the girls back to school they threatened the head teachers. Out of fear and in order to safe guard their families and themselves head teachers would stop pursuing the cases of these girls and thus many dropped out of school completely.

The other DEBS said that due to poverty, some of the parents saw marriage as beneficial to the family as the dowry alleviated the family's suffering. Marriage also relieved the family of the burden of providing for a big family since their resources were limited. He further stated that parents preferred boy children repeating grades 7, 9 or 12 to

taking a pregnant girl back to school after delivery for they believed that such a girl's place was at home cooking, marrying, bearing and taking care of the children.

4.2.4 Problems encountered by head teachers in the implementation of the Re-Entry Policy

Three of the head teachers said more girls became pregnant every year causing a lot of indiscipline in the schools. Two of them said that some of the girls did not inform management of their pregnancy and hence did not come forward to fill in maternity leave forms. Instead they just disappeared from school. Three of the Head teachers said that due to high poverty levels in the rural areas, parents preferred marrying off their daughters early just for the temporal gain of that particular time. Parents did not appreciate the policy and forced the boys who impregnated their daughters to marry the girls, such parents saw little or no benefit in educating the girl child. Hence immediately the girl matured they saw her as a grown up person who could take care of a home and so they let her drop out of school and marry. If per chance they allowed her to continue school, immediately she got pregnant they forced her to be married to the person who impregnated her. This high preference for early marriages made parents fail to cooperate with the school administration when it came to re-entering their daughters. The parents even wished the policy would be reversed to the old one. Unfortunately, the law that demands that girls re-enter is not so strong as to protect the head teachers who tried to persuade the parents to bring their girls to school. The head teachers were threatened by the parents. Two of the head teachers stated that some of the parents were agreeable in bringing back their daughters to school. The problem however, was with the girls themselves in that they were quite truant due to attending under five clinics and attending to the child when it fell sick. Some of them had no proper persons to

take care of their babies. The performance of some of the girls was quite poor due to divided interests. Some were quite disrespectful to their teachers in that they felt they were grown ups. Hence they were not easy to control.

4.2.5 Problems encountered by class teachers in implementing the Re-Entry Policy

4.2.5.1Teaching pregnant girls

All 20 (100%) of the teachers said teaching a pregnant girl was quite challenging in that most of the times she seemed tired, dozy, absent minded thus lacked concentration and was self conscious and rude because of her state, she was inactive in out door activities, as a result her performance slowly dropped and became quite poor.

4.2.5.2 Teaching re-entered girls

Out of the 20 teachers who were seen, four (20%) said they did not find a problem in teaching the re-entered girls because they seemed to be repentant and hard working. Sixteen (80%) of the teachers said they found it difficult in that the girls had the following problems:

(a) truancy due to the baby being sick, taking it for under five clinics or having no body to care for the child on some days.

(b) rudeness to the teachers because the girls seemed to think they were adults just like their teachers.

(c) late coming to school with reasons like they were still feeding the baby.

(d) lack of concentration due to divided interests between baby, school and the baby's father.

(e) failure to participate freely in class because they feared to be teased by friends.

(f) poor performance.

4.2.6 DEBS reminding head teachers about the Re-Entry Policy

Both DEBS of Senanga and Shangombo Districts reminded their head teachers about the proper implementation of the policy every term.

4.2.7 Head teachers sensitizing pupils and parents about the Re-Entry Policy

Three of the head teachers stated that they sensitized the pupils monthly; six said they sensitized the pupils many times in a term and one did not give his response. Six of the head teachers sensitized the parents every term, one sensitized them once a year, another one sensitized them many times while two of the head teachers withheld their responses.

4.2.8 Girls taken to the hospital for medical check ups and access to antenatal care

Five of the head teachers stated that they took the suspected girls to the hospital for check ups to confirm the pregnancies. Out of the five head teachers, three of them took the suspected girl alone to the hospital while two of the head teachers took the suspected girl to the hospital in a group of other female pupils. Five of the head teachers never took the girls to the hospital for any medical check ups but just used their judgement to send the girls home.

When the 30 re-entered girls were asked it was found that 22 (73%) were taken to the hospital for medical check up when they fell pregnant while eight (27%) were not taken there. Of the 22 girls who had been taken to hospital, 21 were taken alone and only one girl was taken in a group of others.

Five of the head teachers stated that they availed the girls an opportunity to go for antenatal clinics while in school, four did not avail the girls such an opportunity because they never took them for medical check ups and one of the head teachers refused to give a response.

When the same girls were asked it was discovered that 27 (90%) of them did not go for antenatal clinics while at school and only three (10%) of them did.

4.2.9 Information to the parents/guardians about the girl's pregnancy

All the ten head teachers stated that they informed the parents/guardians immediately they realized the girl was pregnant so that the parents/guardians would be aware of the girl's situation in case they had not known.

4.2.10 Time at which the pregnant girls left school for maternity leave

Table 4.3 Cross tabulation of the time when pregnant girls left school for maternity leave according to head teachers and according to the re-entered girls.

Number of Head teachers	Time	Number of re-entered girls	%	Time
3	Before 7 months	18	60	Before 7 months
3	7 months	8	27	7 months
4	After 7 months	4	13	After 7 months

The table shows that only three head teachers out of ten sent the girls home at the right time (seven months) and that out of the 30 girls only eight (27%) were sent home at seven months.

4.2.11 The length of time given for maternity leave

Table 4.4 Cross tabulation of the length of time given for maternity leave according to the head teachers and according to the re-entered girls

Number of Head teachers	Time	Number of re-entered girls	%	Time
1	6 months	2	7	4 months
1	7 months	11	36	6 months
4	1 year	2	7	1 year
2	2 years	13	43	2 years
2	3years	2	7	3 years

The table shows that six head teachers out of ten re-entered the girls at the right time (six months to one year) and thirteen girls out of 30 re-entered schools at the right time (six months to one year).

4.2.12 The number of times head teachers allowed girls to re-enter

Table 4.5 shows the number of times head teachers allowed girls to re-enter

Number of teachers	Number of times they allowed girls to re-enter
4	Many
4	Once
2	Twice

The table reveals that out of the ten head teachers, only four (40%) allowed girls to return to school as many times as the girls desired after delivery. Four allowed the girls to re-enter once and the other two head teachers allowed them to re-enter twice.

4.2.13 Action taken by head teachers against those who impregnated the school girls.

Table 4.6 shows the action taken by head teachers against those who impregnated the school girls.

Responsible person	Recommend for expulsion	Transfer	Advise and continue working	Paternity Leave	Advise and continue schooling	Settle with parents	No response
Teacher	5	-	1	-	-	3	1
School boy	-	-	-	3	6	-	1
Others	-	-	9	-	-	-	1

The table shows that only five head teachers took the correct disciplinary action against the teachers and only three did the same against the school boys

4.2.14 Action taken by head teachers against those who impregnated the thirty

school girls according to the re-entered girls.

Table 4.7 Action taken by head teachers according to the re-entered girls

		Disciplinary Action					
Rsp person	**Frq**	**Rec for dismissal**	**Trans**	**Cont working**	**Ptny Leave**	**Cont schooling**	**I don't know**
Teacher	6	-	-	6	-	-	-
School boy	9	-	-	-	1	7	1
Others	15	-	-	9	-	-	6
Total	30	-	-	15	1	7	7

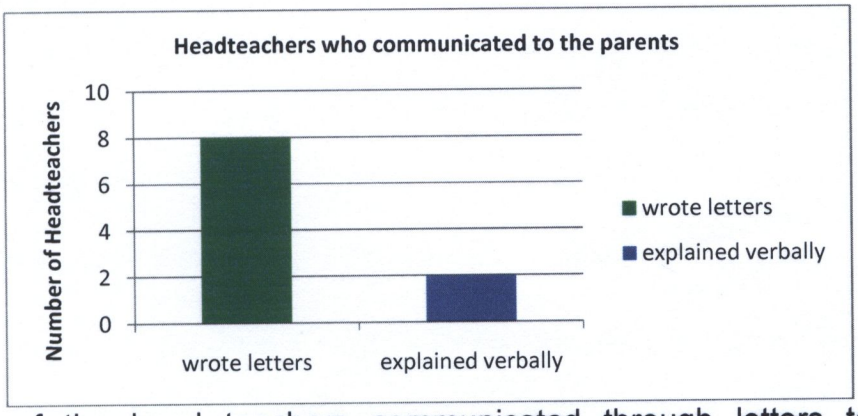
KEY: Rsp-Responsible, Frq- Frequency, Rec-Recommend, Trans-Transfer Cont-Continued, Ptny-Paternity

The table shows that none of the head teachers recommended the teachers for dismissal and only one head teacher sent a school boy on paternity leave.

4.3 The usage of the Re-Entry Policy tools in the implementation of the policy

4.3.1 Communication to parents explaining the Re-Entry Policy

Figure 4.1 shows number of head teachers who communicated to the parents



Eight of the head teachers communicated through letters to the parents/guardians of the affected girls to explain to them more about the Re-Entry Policy, while two communicated verbally.

4.3.2 Parents signing a commitment document

Eight of the head teachers stated that they helped parents/guardians of the affected girls to sign a commitment document promising that they would bring back the girl to school after maternity leave, while two of the head teachers did not make them sign any.

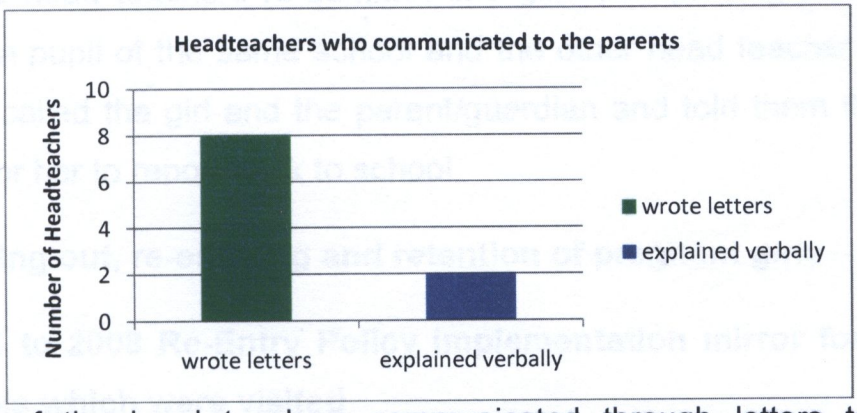
4.3.3 Filling in of maternity leave forms

Eight of the head teachers made the girls fill in maternity leave forms while two of the head teachers did not make them do so. According to the 30 re-entered girls 20 (67%) filled in maternity leave forms while ten (33%) did not at the time they were leaving school.

4.3.4 Re-admission letters

Eight of the head teachers gave the pupils re-admission letters which indicated the year, month, date and time the pupil would report back to school, while two of the head teachers did not do so. According to the 30 re-entered girls 20 (67%) were given re-admission letters while ten (33%) were not.

Figure 4.1 shows number of head teachers who communicated to the parents



Eight of the head teachers communicated through letters to the parents/guardians of the affected girls to explain to them more about the Re-Entry Policy, while two communicated verbally.

4.3.2 Parents signing a commitment document

Eight of the head teachers stated that they helped parents/guardians of the affected girls to sign a commitment document promising that they would bring back the girl to school after maternity leave, while two of the head teachers did not make them sign any.

4.3.3 Filling in of maternity leave forms

Eight of the head teachers made the girls fill in maternity leave forms while two of the head teachers did not make them do so. According to the 30 re-entered girls 20 (67%) filled in maternity leave forms while ten (33%) did not at the time they were leaving school.

4.3.4 Re-admission letters

Eight of the head teachers gave the pupils re-admission letters which indicated the year, month, date and time the pupil would report back to school, while two of the head teachers did not do so. According to the 30 re-entered girls 20 (67%) were given re-admission letters while ten (33%) were not.

4.3.5 Re-admission of girls without the use of a re-admission letter

One of the head teachers re-admitted the girl upon proving that she was once a pupil of the same school and the other head teacher said he simply called the girl and the parent/guardian and told them that it was time for her to report back to school.

4.4 Dropping out, re-entering and retention of pregnant girls

4.4.1 2006 to 2008 Re-Entry Policy implementation mirror for the ten schools which were visited

Table 4.8 shows a cross tabulation of the number of girls dropped out due to pregnancies, those who were re-entered and those who were retained to completion in the above stated years from the ten visited schools.

	2006			2007			2008		
Sch	Dpd	Re-Entd	Cpltd	Dpd	Re-Entd	Cpltd	Dpd	Re-Entd	Cpltd
A	3	2	3	5	3	4	5	5	5
B	30	2	*	34	7	*	25	15	*
C	4	2	2	4	2	4	3	6	5
D	-	-	-	-	-	-	-	-	-
E	5	3	*	3	2	*	4	2	*
F	4	1	3	3	2	1	3	3	2
G	3	2	2	4	3	4	6	4	4
H	3	2	2	3	2	3	2	1	1
I	5	2	2	4	1	1	4	-	-
J	0	0	0	1	0	0	2	2	0
Total	57	16	14	61	22	17	54	38	17

Key: * No records kept by the school. – No submissions made
Sch-School, Dpd-Dropped, Re-Entd-Re-Entered, Cpltd-Completed

The table showed the results from the ten visited schools. In 2006, 57 girls dropped out due to pregnancies, 16 re-entered and 14 completed school. In 2007, 61 girls dropped out, 22 re-entered and 17 completed. In 2008, 54 girls dropped out, 38 re-entered and 17 completed school. School D did not make any submissions. School B and E had no records indicating re-entered girls who later completed school.

The findings show that in the period 2006 to 2008, in the 9 recorded schools 172 girls dropped out due to pregnancies. 76 (44%) re-entered and 96 (56%) did not re-enter school. Out of the 76 (44%) who re-entered 48 (63%) completed either Grade 9 or 12. 28 (37%) dropped out of school again either due to pregnancies or other reasons. The findings show that the number of girls who dropped out each year was much greater than those who re-entered or those who completed Grade 9 or 12 that particular year.

4.4.2.1 Number of girls who dropped and re-entered from other schools

Table 4.9 Shows numbers of girls that had dropped out and re-entered from ten schools other than those visited by the researcher as given by Senanga DEBS' Office Annual School Census 2006 to 2008

	2006		2007		2008	
School	Dropped	Re-Entered	Dropped	Re-Entered	Dropped	Re-Entered
A	5	0	0	0	3	3
B	1	1	1	1	1	0
C	3	3	1	1	3	3
D	7	1	4	0	2	0
E	9	2	9	7	6	6
F	6	1	16	0	9	0
G	27	2	20	1	32	8
H	4	1	0	0	2	1
I	2	0	2	1	0	0
J	1	0	1	1	3	0
Total	65	11	54	12	61	21

The above table reveals that out of the 180 girls who dropped out of the schools due to pregnancies in the period 2006 to 2008, only 44(24%) returned to school to continue with their education the rest 136 (76%) chose to stay away due to reasons such as early marriages, poverty and loss of interest in school.

4.4.2.2 Number of girls who were dropped and re-entered from other schools

Table 4.10 shows numbers of girls that were dropped and those re-entered from ten other schools as given by Shangombo DEBS' Office Annual School Census 2006 to 2008

	2006		2007		2008	
School	Dropped	Re-entered	Dropped	Re-entered	Dropped	Re-entered
A	13	1	4	1	7	1
B	4	0	4	0	10	2
C	14	1	16	7	8	7
D	9	1	7	2	7	1
E	21	28	14	2	5	2
F	8	0	8	0	3	0
G	3	0	3	0	4	0
H	25	3	23	3	5	6
I	11	0	12	0	-	0
J	14	1	4	0	11	8
Total	122	35	95	15	60	27

The table shows that out of the 277 girls who dropped out of school due to pregnancies in the period 2006 to 2008, only 77 (28%) were re-entered, 200 (72%) never returned to school.

4.5 Interventions put in place to ensure that girls are re-admitted and retained in school

4.5.1.1 by DEBS Office

Both DEBS said that each time they had meetings, workshops or seminars with head teachers; they reminded and sensitized them to re-admit and retain the girls in school without reservations.

4.5.1.2 by head teachers (re-admitting the girls)

(a) One of the head teachers said that parents signed agreement forms committing themselves that they would bring the girls back to school after their leave was over.

(b) Another one stated that the responsible persons were made to commit themselves by signing a commitment letter stating that they would ensure that the girls came back to school after their maternity leave.

c) One of them stated that he reminded the parents to bring the girls after they had been away for 2 years.

d) One of them carried out pupil and community sensitization about he policy.

e) Two showed that monitoring and follow-ups were continually made by the guidance and counseling teachers during the girls' maternity eave to encourage them to come back to school.

f) Three stated that they just informed the girls and their parents about he reporting date and advised that they be brought to school on that particular day without fail.

4.5.1.3 by head teachers (retaining the girls)

Four of the head teachers stated that they continued counseling the girls generally showing them the disadvantages of getting pregnant again. Three head teachers said they talked to them on one to one basis while the other three said they just re-entered them and that was all.

4.5.1.4 by teachers (follow ups)

Fourteen (70%) of the teachers said that when girls from their classes went on maternity leave they kept in touch with the girls in order to encourage them to come back to school. Six (30%) did not do anything to encourage them.

4.5.1.5 by teachers (retaining the girls)

Sixteen (80%) of the teachers said they held counseling sessions with them and gave them extra lessons and remedial work so as to help them continue schooling and catch up with the others . Four (20%) said they did nothing to help the girls.

4.5.2 Counseling sessions offered to the pregnant school girls

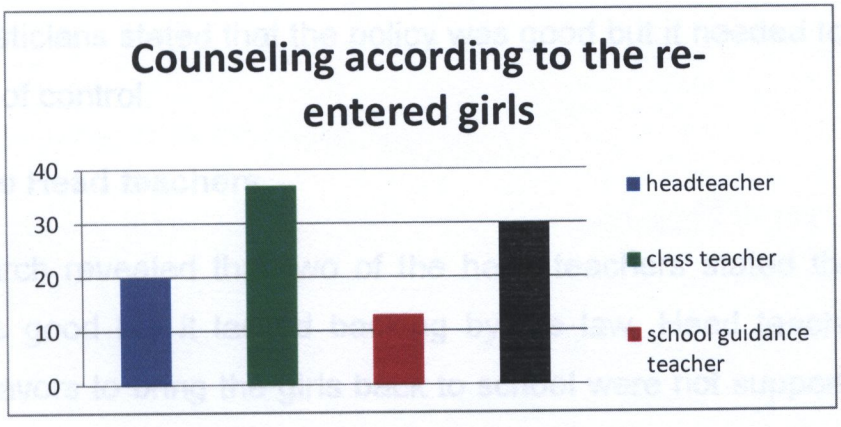
All the ten head teachers put their girls on counseling programmes regardless of having taken them to hospital or not. Four of the guidance and counseling teachers also stated that they counseled the girls and five of them said they talked to the parent or guardian of the pupil instead of talking to the pupil and one refused to state his position.

4.5.3 Number of times Counseling sessions were offered to the re-entered girls by head teachers

Five of the head teachers indicated that they were conducted once a month, two said that they were done once in a term, two stated that they were conducted many times in a term and one withheld his response.

4.5.4 Counseling carried out by different respondents according to the re-entered girls

Figure 4.2 shows counseling done to the girls by different respondents



The study showed that of the 30 re-entered girls six (20%) were counseled by the head teachers, eleven (37%) by class teachers, four (13%) by school Guidance and Counseling teachers and nine (30%) by their own parents.

4.6 Perception of the respondents about the Re-Entry Policy

4.6.1 Education providers' opinion about the Re-Entry Policy

4.6.1.1The DEBS

One DEBS stated that the policy was very beneficial to the girl child because it empowered all those who wished to continue with their education as it gave them a second chance.

The other DEBS said the policy was well intended but since it had no yard stick (how many times a girl was to get pregnant) it was being abused, for example some girls getting pregnant three times before finishing school. He also stated that education was an expensive venture hence the more time they spent in school the more expenses they incurred and the longer the school journey became and hence age caught up with them.

4.6.1.2 The Statisticians

Both statisticians stated that the policy was good but it needed to have measures of control.

4.6.1.3 The Head teachers

The research revealed that two of the head teachers stated that the policy was good but it lacked backing by the law. Head teachers in their endeavors to bring the girls back to school were not supported by law. Parents behaved as they wished on their daughters because they feared no penalty. This had made the head teacher's work difficult in trying to convince the parents to bring their daughters back to school. Two of the head teachers stated that the policy was good but it was being abused by the girls by getting pregnant as many times as they wished because they knew school was always open to them no matter what happened. One of the head teachers showed that it was a good

4.6.2 Other respondents' opinion about the Re-Entry Policy

4.6.2.1 The Parents of the re-entered girls

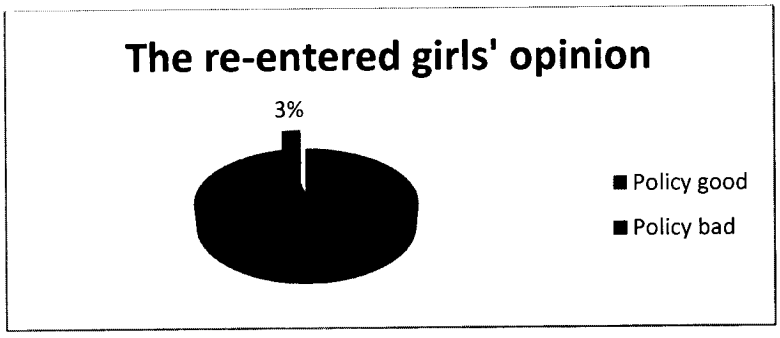
Six of the parents said that this policy was bad because it gave the parents an extra expenditure on the baby who in most cases had no father because the father had refused to accept responsibility over it. They said the burden of caring for the child when the mother had gone to school was heavy. They said these girls were not easy to control because they felt they were grown up and that is why in some cases they ended up being pregnant again. They therefore felt it was better to let these girls get married than to return them to school. Eight of the parents said the policy was good because it helped the girls attain an education which would empower them in future. One of the parents who had had two of his daughters re-entered said he was happy because he had seen the benefit of the policy in that his children managed to complete school because of the second chance they were given.

4.6.2.2 The Parents of the non re-entered girls

Eight of the parents said that the policy was bad. They said it encouraged a lot of promiscuity and the spread of HIV/AIDS and Sexually Transmitted Infections (STIs), the girls became rude to their parents and guardians because they felt they were adults, it added some more responsibilities on the parents who in most cases had to care for both the girl and the baby which they said was a wastage of resource and it retarded the progress of the girl in that time was wasted on breast feeding instead of completing school. Six of the parents said the policy was good in that it gave the girls another chance of completing their education. This empowered the girls and contributed to the development of the girls, the family and the society.

4.6.2.3 The Re-entered girls

Figure 4.3 shows the opinion of the re-entered girls



Twenty nine (97%) of the girls said that the policy was good in that it gave them another chance to finish their school. One (3%) said that this policy was bad because it made the girls leave their babies suffering at home and made them continue with school even when they were not interested.

4.6.2.4 The Religious leaders

Four of the Religious leaders pointed out that the policy was good because it gave the girls a second chance just as God always gave us another chance to repent when we went wayward. They further stated that some girls got pregnant through rape cases or by mistake hence giving them another chance helped them realize their potential which could have been lost for ever. They said giving them another chance empowered them so that in future they would get employed and manage to take care of their child and families. Two of the Religious leaders stated that the policy was bad in that from the Christian point of view and even socially it encouraged prostitution since the girls had no fear of loosing school for they knew that they could be re-entered as many times as they wished. This policy they said encouraged misbehavior and made the girls contract STIs and HIV/AIDS

Furthermore they said these babies (some of whose fathers could not be traced) were a great burden to the parents. Moreover it encouraged sin.

4.6.2.5 The Village Headmen

Three of the village headmen stated that the policy was not good in that it promoted immorality among the girls because they felt they were given freedom to misbehave. They further said that the policy increased the risks of contracting STIs and HIV/AIDS. It also added a burden to the parents for caring for both the girl and her child and wasted parents' resources which were supposed to be used on other projects or other children. Three others said the policy was good in that it offered another chance to the girls who could have gotten pregnant accidentally and that to some it was a turning point because they learnt from their mistakes. They further stated that it was good because it helped empower the girl child whose potential would have been lost due to a pregnancy.

4.7 The suggestions of the respondents on the Re-Entry policy

4.7.1 Education providers

The research revealed the following suggestions:

4.7.1.1 The DEBS

One of the DEBS suggested that there should be punitive measures put in place against parents who failed to comply with the policy requirements. The parents should be made to know that it is an offence which calls for disciplinary measures.

The other DEBS suggested that let the policy be preceded by compulsory sex education in all grades and at all levels to teach the importance of avoiding sex while at school and the disadvantages of

bearing children at an early age. The girls should be re-entered only once. This would bring about behavioural change in the girls as they would realize that they had a limited chance to re-enter after a pregnancy.

4.7.1.2 The Statistician

All of the statisticians suggested that the policy should continue. One of them further suggested that the policy was supposed to be a reformatory instrument detouring girls from being pregnant again, other than encouraging them to do it repeatedly. Therefore the girls should be re-entered only once. She further suggested that strict measures were supposed to be put in place stressing the importance of finishing school without getting pregnant. The other statistician suggested that more sensitization be done to the rural communities by the head teachers and the Ministry of Education to make them aware of the importance of girl education and the Re-Entry Policy.

4.7.1.3 The Head teachers

Three of the head teachers suggested that the policy be continued but there should be uniformity in its implementation. Let all head teachers implement it as it was stipulated in the policy document and not according to their discretion. They also suggested that let all the Education Standards Officers at all levels monitor and supervise the implementation of this policy as they did with other educational requirements. Three of the head teachers said that to detour misbehaving and prostitution and to encourage good morals, let re-entry be reduced to only one chance. Two of the head teachers suggested that to make girls fear misbehaving, to detour the inflax of pregnancies and to make the head teacher's work lighter let the policy be terminated and reversed to the old one. One of the head teachers suggested that let the girls go on maternity leave immediately it was

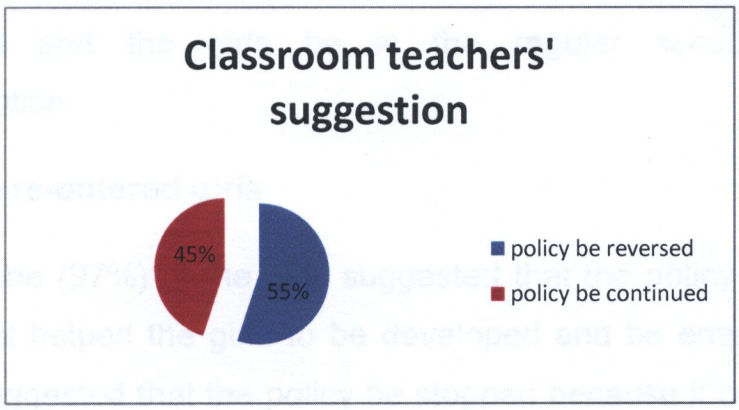
discovered that they were pregnant and not to wait till 7 months to avoid accidents of girls delivering in dormitories. One of the head teachers suggested that parents should work hand in hand with teachers sensitizing and advising the girls about good morals and the benefit of the Re-Entry Policy. He further suggested that those parents who failed to take back their girls to school be punished and those who threatened school staff be taken to court.

4.7.1.4 The Guidance and Counseling teachers

Three of the Guidance and Counseling teachers suggested that all should work hard to show the girls the dangers of early pregnancies and HIV and AIDS. Three of them suggested that the policy be continued because it helped empower the female folk. Two of the teachers suggested that the government should devise a programme that would alleviate the poverty of the poor girls so that they were not abused by men. One of them suggested that the law that required boys to also go on leave be reinforced by government so that they feared impregnating the school girls. One of them suggested that the girls be given only one chance to re-enter. He further suggested that the boys who had impregnated the girls continued with school so that the girls felt the sting of misbehaving as they left school whilst boys continued so that they learned to say 'No' to sex outside marriage.

4.7.1.5 The classroom teachers

Figure 4.4 shows the suggestion of the classroom teachers



Nine (45%) of the teachers suggested that the policy be continued as it helped empower girls who would otherwise be laid to waste. Eleven (55%) suggested that the policy be reversed to the old one because it encouraged promiscuity among the girls. If it can not be reversed then let the re-entered girls be in their own schools other than mixing with the non re-entered ones, they said.

4.8 Other respondents' suggestions on the Re-Entry Policy

4.8.1The parents of re-entered girls

Six parents suggested that the policy be abolished because it was not good. Five parents suggested that it be continued but the girls be allowed only one chance. Three parents suggested that the policy be continued and the girls be allowed to re-enter many times.

4.8.2 The parents of the non re-entered girls

Eight of the parents suggested that the policy be reversed to the old system where pregnant girls would be expelled from school permanently.This would deter most girls from misbehaving. Four of the parents suggested that the policy be continued but the girls should not be enrolled in regular schools because they exerted a negative influence on other girls. Let them be enrolled at Academic Production Unit (APU) and let Night Schools be opened for such and they should be given only one chance to re-enter. Two suggested that the policy be

continued and the girls be in the regular schools to avoid discrimination.

4.8.3 The re-entered girls

Twenty nine (97%) of the girls suggested that the policy be continued because it helped the girls to be developed and be empowered. One (3.3%) suggested that the policy be stopped because it caused a lot of suffering on the side of the babies at the time the mothers were at school.

4.8.4 The Religious leaders

Four of the Religious leaders suggested that the Ministry of Education should continue with the policy but revise it by allowing the girls to re-enter only once. This would deter repeated pregnancies. Let more sensitization be done to both parents and pupils. One of them further suggested that the MOE should work hand in hand with other co-operating partners like the Ministry of Health (MoH) which would teach moral education since this is not part of MOE syllabus. MoH would also lay clearly the disadvantages of immorality to the school girls. Two of the Religious leaders suggested that the policy be reversed to what it was previously when a pregnant school girl was expelled from school permanently.

4.8.5 The Village Headmen

Three of the village headmen suggested that the policy be abolished and the old one be reinstated where a pregnant school girl was sent home permanently. This would be a good punishment that would teach others not to follow suit it would also relieve parents of the burden the children brought on them. Three others suggested that the policy be continued but the girls be re-entered only once so that they would stop misbehaving.

4.9 SUMMARY

The general findings on issues relating to the implementation of the Re-Entry Policy in the rural schools of the Western Province from 2006 to 2008 were that there was need for the two District Offices to supervise and monitor the implementation of the policy, for head teachers to implement the policy as stated in the policy document, for teachers to accept the policy as beneficial not only to the girls but to the nation at large, for the parents to take back their pregnant girls to school after delivery and not to marry them off, for the girls not to abuse this opportunity and for government to sensitize their people in rural places about the benefits of taking their pregnant daughters back to school after delivery. Furthermore the girls should only be given one chance to re-enter. This would deter misbehaving.

Chapter Five discusses the findings presented in this chapter.

CHAPTER FIVE

DISCUSSION OF THE RESEARCH FINDINGS

5.1 Introduction

This chapter discusses the implementation of the Re-Entry Policy from 2006 to 2008 in some selected rural schools of the Western Province, Senanga and Shangombo Districts. This chapter is divided into six sections namely the possession of the Policy Document, the use of policy guidelines and tools in the facilitation of girls' re-entry, how many of the girls who had dropped out of school due to pregnancy re-entered, the interventions schools had introduced to ensure that the girls who had dropped out of school re-entered and were retained and the perceptions and attitudes of the education providers, the learners and the society towards the Re-entry Policy and the summary.

5.2 The Possession of the Re-Entry Policy Document.

The findings of the study revealed that one of the DEBS had the documents in his schools except for the newly opened community schools. The other DEBS showed that his schools did not possess the Re-Entry Policy document. Out of the visited head teachers the majority had the policy document while a few did not. Sitali (2009) similarly found that out of the three schools she visited in Kabwe, one of them did not posses the document. She further stated that few of her respondents had actually seen the guidelines. Daka (2007) in a research in some urban schools of Lusaka also found that though the PEOs insisted that they distributed guidelines to the schools, only 2 out of 9 head teachers possessed the document. She further stated that a good number still claimed they had not set eyes on it. Hamusonde (2003) discovered in some other urban schools in Lusaka that most of the head teachers learnt about the policy from the media, while the rest did so from friends and from Ministry related sources such as the

Provincial Education Officer (PEO), PAGE and FAWEZA. The study revealed that since some head teachers had no document to guide them, they used the circular or their own discretion to implement the policy. This therefore brought about a lot of variations in its implementation.

A study carried out in the Western Province showed that apart from failing examinations, pregnancy was the second most common reason why girls left school (Oyekan, 1995). It was unfortunate that 13 years down the line from the time the government allowed the girls back into school after delivery, the document that contained the guide lines was not yet fully distributed to all the schools. This was negligence on the side of the responsible organ. When the implementation of the policy was left to the discretion of the head teachers as the situation prevailed there was no uniformity and fairness in the administration of the policy. These findings were in line with Hamusonde (2003) who in her study of some urban schools of Lusaka found that 2 years from the introduction of the policy, head teachers had had no guidelines issued to them to follow and so each one used his/her discretion. Daka (2007) also 10 years after the policy's inception found out from some other schools in Lusaka that head teachers did not have this policy and they too used their discretion to implement it.

5.3 The Use of Re-Entry Policy Guidelines

5.3.1 Problems Encountered in the Use of the Guidelines

The study revealed some problems and challenges met by the education providers.

The DEBS revealed that the traditional practices over issues of marriage were still esteemed highly in rural districts. Parents valued marriage above school and hence preferred to let their girls marry than continue school after a pregnancy. The DEBS' revelations were in line

with what Snelson (1974:214) pointed out that 'parents remained generally unconvinced of the value or relevance of education for their daughters....Parents and grandparents genuinely feared that education would spoil their daughters for marriage purposes.' The community believed that the girl's place was at home to marry, bear and rear children and also to do the home chores. They further revealed that poverty levels were also high therefore dowry alleviated family suffering. This was in agreement with Hamusonde (2003:63) who stated that 'poverty is a factor most strongly related to teenage pregnancies.' Some parents therefore, shunned signing any commitment forms that would bind them to bring their children back to school.

From the findings it can be concluded that the DEBS faced a great problem of how to convince parents, who saw no value in the education of girls, to bring back their daughters to school. It can also be stated that their challenge was sensitizing the communities about the importance of the re-entry policy and girl education.

On the side of head teachers, most of them revealed that the increasing numbers of pregnant or re-entered girls posed a problem on discipline in schools. Some of the girls continued to misbehave because they knew that no matter how many times they got pregnant chances of re-entering were still open for them. The girls were difficult to handle and rude to the teachers since they felt that they were adults too. The head teachers said they were not happy with the behavior manifested by these girls and wished the girls would only be given one chance to re-enter. Furthermore, the head teachers stated that not all the girls who got pregnant went to their offices to sign maternity leave forms which would enable them to return to school. The girls seemed not to understand the importance of doing so. In most cases few of these returned to school after delivery. This was in line with

Hamusonde (2003:50)'s findings in some urban schools of Lusaka that '...although there were quite a lot of girls who fell pregnant in schools, these girls had not gone back to school in large numbers.' The research also showed that the levels of poverty determined the re-entering of the girls. Parents married off the girls once pregnant as this seemed to be a readily available fortune that seemed to solve the family problems. This made a large number of the parents not cooperate with head teachers on the issue of re-entering their daughters. Persuading the parents to re-enter the girls put the head teachers in danger from the parents since the penalty against the parents who failed to re-enter their girls was not effected. The head teachers said that the policy was weakened by not being backed very strongly by the law. This made head teachers face a lot of problems in trying to convince the parents/guardians to re-enter their girls because parents had nothing to fear. They further stated that there was no uniformity in its implementation because not all had the Policy Document. Furthermore Standards Officers from all levels were not monitoring the use of the guidelines as much as they did with other educational requirements.

Nevertheless a few head teachers indicated that a few parents /guardians agreed to re-enter their daughters but the girls themselves did not appreciate this because they lacked interest in school. Others were truant because of the demand to take the babies for under five clinics or for treatment due to illnesses.

From the findings it is evident that head teachers faced a lot of challenges in implementing the policy because the legal law to support the policy was not effected by government. Furthermore the policy had no limited number for re-entering school after delivery and there was no penalty against parents/guardians who failed to re-enter their

daughters, and on those who threatened violence against teachers and head teachers.

The researcher was in support with these findings because life's experience had shown that wherever there was no legal law to bind the people, people chose not to cooperate and misbehaved. The researcher also discovered that when policies are not closely monitored by supervisors at all levels, the implementers tend to relax or not to effect them.

When teachers were asked to state the problems they met in implementing the guide lines findings revealed that all the teachers who were seen agreed that teaching pregnant girls was quite challenging. They indicated that the girls seemed tired, dozy, absent minded (lack of concentration) self conscious, rude and inactive in out door activities. It was indicated that these made the girls' performance drop slowly and later became poor. Daka (2007) also in a research in some schools in Lusaka discovered that pregnant girls' performance was generally poorer than that of those who were not pregnant.

When it came to teaching re-entered girls the study indicated that most of the teachers showed that it was difficult because these girls had divided interest between school work, the baby and the baby's father. The demands of motherhood required that the babies be fed before they left for school. This led to their late coming. The babies' health issues also required the girls to take the babies for underfive clinics or for treatment and lack of baby sitters, these made them truant. The fact that the girls were now mothers, and because some of them were impregnated by teachers or elderly men (sometimes prominent men) in the society made them feel they were adults and so they turned out to be rude and difficult to control. The girls' fear of being teased led to passiveness in class and reduction in performance. This demanded that the teachers worked extra hard to help the girls.

A few teachers however found no problems in teaching these girls because they believed that they (the girls) had repented and were hard working.

From these findings it is clear that most teachers were not happy about teaching these girls because they were not easy to teach and control. They required tolerance, extra energy and time from the teacher. It can be concluded that they taught them simply because duty demanded it. Since these teachers did the work unwillingly we can state that even the implementation of the guidelines was poorly done. The researcher was in agreement with the findings because the experience of life has shown that wherever force was used in order to have work done, the results had there and then or after sometime turned out to be negative or poor.

5.3.2 Reminders and sensitization about the Re-Entry policy

The study revealed that the DEBS reminded the head teachers about proper implementation of the policy each term. Most of the head teachers also did their part in sensitizing the parent/guardians every term except for a minority who did it once a year which was not enough. A few head teachers refused to give their opinions probably because they never sensitized the pupils and the parent/guardians.

Sensitization was done in line with the Policy Document MOE (2004:12) which stated 'schools should sensitise pupils on the consequences of pregnancy for both girls and boys...' and 'the Counseling Committee should also sensitise the schools' PTA/PCSC to the Re-Entry Policy.'

The researcher however was not in agreement with the findings that sensitization was done by most head teachers because generally most of the parents stated that they did not know much about the re-entry policy.

5.3.3 Medical check ups and Ante natal clinics

The findings of the study showed that half of the head teachers took the girls for medical check ups. This was in line with the Re-Entry Policy (MOE, 2004) which demanded that girls be taken for check up to confirm a pregnancy. The other half used their discretion. Out of the girls who were taken for medical check up, only a few went as a group in accordance with the Re-Entry Policy (MOE, 2004:3) which states ' when it is reported or rumoured that a girl is pregnant, a check up involving several girls, e.g. thirty girls, should be carried out to avoid stigmatization.' Most of the girls were taken to the hospital alone.

Further investigation among the thirty girls over the same revealed that a large number was taken for medical check up while the rest were not. The girls revealed that most of those who underwent medical check up were taken to the hospital alone.

From the findings it can be concluded that most head teachers exposed the girls to stigmatization by taking them to the hospital for medical check ups alone. This was not acceptable because it was against the policy requirements.

Pregnant women needed access to ante natal care for the sake of their health. In this vein therefore, the Re-Entry Policy, MOE (2004) demanded that pregnant school girls be allowed to access antenatal care. The study revealed that the majority of the head teachers allowed the girls to go to ante natal clinic while a few of them did not.

Further investigation among the re-entered girls revealed that the majority of them were not availed access to the antenatal clinic and that only a small number was.

The researcher was not in agreement with the information given by the head teachers because the concerned girls revealed to the contrary.

The above findings revealed that some of the guidelines were not implemented accordingly. Some of the head teachers chose to ignore what the policy required of them and acted as they pleased despite having the policy document. Others did not know what was required due to not having the document and so acted as they thought appropriate.

5.3.4 Informing the parents/guardians about the girls' pregnancy

The study has revealed that all the head teachers who were seen informed the parents about the girls' pregnancy as soon as they realized the girls were pregnant. This agreed with the Policy Document MOE (2004:4) which stated 'inform the parents /guardian of the girl as soon as possible if they were not aware.'

5.3.5 Times at which the pregnant girls left school for maternity leave

The findings, as seen in Table 4.3, revealed that a few of the head teachers sent the girls on maternity leave before their pregnancies were seven months old. A small number sent them away when the pregnancies were seven months old. These followed the Policy Document MOE (2004:4) which stated 'the girl should go on mandatory leave at the end of the seventh month of her pregnancy....' The remaining minority gave them leave after the pregnancies were seven months old. The other head teachers decided to let the girls go earlier than seven months because they had no policy document to guide them as to when they were supposed to send the girls on leave. The others sent them on leave later because the policy had that provision if the girls wished to go later than seven months.

A further investigation in the same vein from the re-entered girls revealed that only a small number was sent on maternity leave at the

stipulated time. Others were either sent earlier or later than the right time.

From the findings we can conclude that the head teachers actions curtailed the girls' learning earlier than they were supposed to hence they disturbed them. Therefore they failed to follow the guide lines.

5.3.5 The Length of time given for maternity leave

The researcher discovered, as seen in Table 4.4, that most of the head teachers who were seen gave pupils the correct rage of time to be on leave and to re-enter, this was from six months to one year. This agreed with the Policy Document MOE (2004:10) which stated 'the girl should be allowed to re-enter school at least six months and not later than a year after delivery.' A few of the head teachers sent the girls away for two years while another minority allowed them to come back after three years.

When the re-entered girls were asked on the same it was revealed that most of them were given leave within the correct rage of six months to one year, while a small number were given to be away for more than two to three years.

Daka (2007) in a research in Lusaka found that head teachers gave leave just as they saw it fit. Some went up to four years. She found out that some of the girls decided to come back earlier than they were told to and the head teachers allowed them to re-enter.

The head teachers who gave leave within the rage of one year were in line with the Policy Document MOE (2004:10) which stated 'the girl should be allowed to re-enter school at least six months and not later than one year after delivery. However depending on the support from her family, she may re-enter earlier.'

From the research it can be concluded that some head teachers due to not being conversant with the guide lines or by matter of choice gave leave in the rage of above one year onto three years. This wasted the girls' time and retarded their progress. The head teachers therefore violated the guidelines stipulated in the Policy Document.

5.3.6 Number of times head teachers allowed girls to re-enter

It was established as seen in Table 4.5 that most of the head teachers who were seen only a few allowed the girls to re-enter as many times as they desired after delivery. These were in line with the Policy Document MOE (2004:10) which stated 'in the rare event that a girl applies for re-entry more than once, the school should be flexible and re-admit the pupil...' From the study it is evident that some head teachers deprived the girls the opportunity to continue their education by not allowing them to re-enter more than once.

5.3.7 Actions taken by head teachers against those who impregnated the school girls

Table 4.6 showed that only half of the head teachers seen recommended the responsible teachers for expulsion. This agrees with the Policy Document MOE (2004:9) which stated that 'in the case of a teacher impregnating a school girl...the teacher should be expelled and the case handed over for criminal investigation.' The rest of the head teachers either just advised the teachers to stop misbehaving and let them continue working or told the teachers to settle the cases with the parents of the girls. According to the re-entered girls all those teachers who impregnated some of them continued working.

The researcher was not in agreement with the information given by the head teachers because the concerned girls revealed that none of the head teachers recommended a dismissal against the teachers who impregnated them instead all continued teaching. The head teachers

devised their own ways of covering the perpetrators. The finding is similar to what Hamusonde (2003) found out in the schools she researched that a few of the teachers who impregnated school girls just went unpunished. This had not been fair on the side of the girls whose lives were put in the custodianship of these teachers who decided to abuse them.

Concerning school boys who impregnated the school girls, the results of the study indicated that only a minority of the head teachers gave the boys paternity leave. This was in accordance with the Policy Document MOE (2004:8) which stated 'school boys who are responsible for the pregnancy should also go on mandatory leave as a deterrent and lesson to other boys....' The majority of them advised the boys to behave accordingly and left them to continue schooling. Further investigation from the re-entered girls showed that most of the school boys who impregnated some of them were left to continue schooling. Only a few were given paternity leave.

This study revealed that most head teachers were not following the policy guidelines as far as giving paternity leave was concerned. Boys remained in school while girls were sent away. Daka (2007) in her research also found out that most of the boys who impregnated the school girls were not given paternity leave. This was not in accordance with the Policy Document MOE (2004) which states the reasons for the mandatory leave as a deterrent and lesson to other boys and a surety for the girls' return to school.

The research revealed that with outsiders (men who were non – teachers or pupils) all of the head teachers just advised them and left them to continue with their work or businesses. When the re-entered girls were asked concerning the same they showed that half of them were impregnated by non teachers or non school boys. A large number of these men continued working or did their businesses while the girls

did not know what happened to the other few. This was not in agreement with the Policy Document MOE (2004:9) which stated 'punish the perpetrators who defile girls under the age of 16 under the current law that deals with defilement cases.' The document further stated that 'in the case of an outsider, the Parent Teacher Association (PTA)/Parent Community School Committee (PCSC) and Guidance and Counseling Department should play an active role in tracking the culprit.'

The findings are that school girls are impregnated more by outsiders. Hamusonde (2003:46) also in the urban schools of Lusaka discovered similar results and she wrote 'usually the majority of girls were impregnated by older men who were already out of school'. Daka (2007) also in a research in the other schools of Lusaka discovered that almost half of the babies' fathers were older men.

The researcher concluded that head teachers, PTA/PCSC and the Guidance and Counseling Department never took a step to deal with the culprits. They went scot free and could even have continued defiling some more girls. This was not fair on the side of those young girls who depended on those elderly men for guidance.

5.4 The use of the Re-Entry Policy tools in facilitating girls' re-entry

5.4.1 Communication with parents

The findings in Figure 4.1 revealed that a large number of the head teachers who were seen, communicated to the parents explaining the Re-Entry Policy through letters. This was in agreement with the Policy Document MOE (2004:4) which stated 'schools should send a letter explaining the Re-Entry Policy to concerned parents/guardians.' However, a small number of the head teachers communicated verbally.

The findings show that most head teachers used the Letter Writing Tool other than verbal communication which was not official.

5.4.2 Parents signing a commitment document

The study revealed that the majority of the head teachers made the parents of the affected girls sign commitment documents in accordance with the Policy Document MOE (2004:4) which stated 'the school and the parents/guardians should enter into an agreement by signing a committal document for the girl to re-enter school not later than one year after giving birth'. A few of the head teachers however just made parents/guardians commit themselves verbally.

The findings therefore reveal that most head teachers used the Commitment Document Form Tool to have parents commit themselves other than doing it verbally which was not binding.

The researcher discovered that there were some head teachers who run schools unprofessionally through verbal transactions. All official communication was supposed to be done in written and records kept for future reference.

5.4.3 Filling in of Maternity Leave Forms and Re-admission letters

The findings showed that most of the head teachers who were seen made the pupils fill maternity leave forms and gave them re-admission letters. This was according to the Policy Document MOE (2004:6) which stated 'all schools should provide pregnant girls with the following documents before sending them on leave...document granting maternity leave...letter of re-admission to school ...' The minority of the head teachers however, never made this provision. Further investigation among the re-entered girls indicated that most of them filled in the forms and were given re-admission documents while a few of them did not.

This study revealed that most of the head teachers used the Maternity Leave Form and Re-admission Letter Tools as indicated in the Policy Document. It is sad to state that others just sent the girls away by word of mouth. When it was time for re-entry the head teachers just had to prove that the girls were once their pupils and they were re-entered or called the girls and the parents or guardians and told them it was time for the girls to re-enter. This portrayed unprofessionalism.

5.5 Dropping out, re-entering and retention of pregnant girls in the period 2006 to 2008

5.5.1 Dropping out and re-entering

5.5.1 (a) Visited schools in Senanga and Shangombo

The findings in table 4.8 showed that less than half of the girls who dropped out in the three years re-entered. More than half of those who re-entered completed either Grade 9 or 12 and a few of them dropped out again due to various reasons. It was also revealed that two of the schools had records for drop outs only and not for re-entered girls while one school never submitted any record. This revealed that there were some head teachers who did not mind about the proper or even partial implementation of the policy. It was also revealed that the number of girls who dropped out each year was much greater than those who re-entered or those who completed Grade 9 or 12 that particular year.

The researcher concluded that some head teachers did not realize the importance of record keeping therefore they failed to produce records upon demand.

5.5.1(b) Ten other schools in Senanga as obtained from documentary evidence

Table 4.9 showed that out of the girls who dropped out in ten other schools just a few re-entered and the majority did not.

5.5.1 (c) Ten other schools in Shangombo as obtained from documentary evidence

Table 4.10 revealed that out of the girls who dropped out in ten other schools a very small number re-entered while most of the girls stayed away from school.

Evidence from the three tables stated above indicated that less than half of the girls who dropped out in the period 2006 to 2008 returned to school.

5.5.1 (d) Re-Entry in the 30 Schools

The findings show that out of the twenty-nine schools (information from the 30th school was with held by the head teacher) researched on in Senanga and Shangombo Districts, most of the girls dropped out of school due to pregnancy in the period 2006 to 2008. Out of these only the minority re-entered while the majority did not. The findings also revealed that most of the girls who dropped out were from Shangombo District. These findings generally revealed that in both of the two districts few parents and girls appreciated the Re-Entry Policy.

These findings are similar to what MOE (2005), MOE (2006) and MOE (2007) found out in schools in the Western Province from the period 2004 to 2006 that out of the 3540 girls who dropped out due to pregnancies only 1389 (39%) re-entered. 2151 (61%) did not re-enter. It is evident from the study that less than half of the girls who dropped out from both periods returned to school.

Hamusonde (2003) in the urban schools of Lusaka also found out that many girls who fell pregnant did not return to school and that the general response towards re-admition was not positive and was below fifty percent. These findings are similar to those of the United Nations Country Team (2005) which revealed that in Zambia the policy had decreased the drop out rate to the extent that over a third of the pregnant girls who left school had re-entered after delivery.

The researcher concluded that despite the existence of the Re-Entry Policy for more than a decade, a significant number of parents, guardians and girls in the rural areas did not take advantage of the Re-Entry Policy because they did not have many role models around them. The researcher also discovered that poverty in the sense that parents failed to raise a maid and food for the baby and the love for marriage made many girls fail to continue their schooling after a pregnancy. This led to many numbers of girls dropping out and few re-entering.

5.5.2. Interventions put in place to ensure that girls are re-admitted and retained.

Research has revealed that both DEBS used meetings, workshops and seminars to remind head teachers about re-admission and retention of pregnant girls.

On the side of head teachers many of them were concerned about the girls. They therefore put in different interventions that encouraged the girls to come back to school. Some of these were: making parents sign agreement forms committing themselves to bring back the girls after delivery. Making the responsible persons write commitment letters committing themselves to bring the girls back when the leave was over. Reminding the parents/guardians at the end of two years to take the girls back to school. Ensuring that the guidance and counseling

teachers followed up and monitored the girls during maternity leave and encouraged them to go back to school and reminded the parents that it was time for the girl to report to school without fail. Some however did nothing they waited for the girls to come back on their own.

It was also revealed that many of the class teachers made follow ups when the girls from their classes were on maternity leave in order to encourage them to come back to school while a few never did anything but just waited for the girls to report back.

The researcher observed that most of the head teachers and class teachers were concerned about the pregnant girls. They were interested in seeing them continue with their education. That is why they put in different strategies to try and encourage them to go back to school. It was also evident from the findings that some head teachers and class teachers never minded about what happened to the girls. Whether they reported on the reporting day or completely disappeared was none of their business.

5.5.3 Counseling sessions offered to the girls

The findings revealed that after the girls reported to school; they were never left without counseling. Figure 4.2 revealed that mostly it was the class teachers who did the work seconded by the parents or guardians. The head teachers did not do much to help these girls. More surprising were the guidance and counseling teachers who featured to be the last and yet their duty was to guide and counsel the pupils. This entailed that they were failing to follow the Policy Document MOE (2004:12) which stated 'all schools must have a Counseling Committee headed by trained Counselors, and should include in the timetable counseling on sexual and gender relations and reproductive health education to reduce incidences of teen pregnancies.'

The researcher discovered that guidance and counseling was not timetabled as per policy requirement. There was no schedule in the schools to guide the guidance and counseling teachers. Head teachers did not supervise the guidance and counseling teachers closely. Hence these teachers did not take their work seriously.

5.6 Perception of the respondents about the Re-Entry Policy

5.6.1 Education providers' opinion about the Re-Entry Policy

Research showed that both DEBS appreciated the policy and wished for its continuity. One revealed that there was need to revise the policy so as to limit the times one could re-enter to only once. Both statisticians indicated that the policy was good however measures of control in terms of the number of times girls were to be re-entered were needed. As for the head teachers the study revealed that half of them felt that the policy was good because it gave the pregnant girls another chance in their education and this chance was open to all. The other half's opinion was that the policy was bad because it encouraged promiscuity and eroded morals. Most of the guidance and counseling teachers were for the opinion that the policy was good because it helped many girls complete their education. However, a minority were against the policy they said it encouraged learners to be pregnant and that it delayed their progress.

On the side of the teachers, Figure 4.3 showed that a smaller number of them were for the opinion that the policy was good in that it had helped many girls continue with their education. It had reduced illiteracy levels and dependency on men for survival. It further revealed that most of the teachers considered the policy bad in that it encouraged the girls to misbehave and be unruly.

The researcher concluded from the above findings that education providers had mixed feelings towards the policy. Nevertheless, most of

them felt its implementation was necessary for the sake of girl education advancement and girl/woman empowerment. It was however sad to observe that teachers who were supposed to be at the forefront of supporting the policy were actually the ones who wished for its abolishment.

5.6.2 Other respondents' opinion about the Re-Entry Policy

The study revealed that more of the parents with re-entered girls supported the policy because it gave an opportunity to the pregnant girl to continue with her education which would in future empower her. This would make her be self supportive. They wished for its continuity. On the other hand more of the parents with non re-entered girls did not support the policy. They felt it brought about a burden of caring for the child and the mother. Apart from that it encouraged promiscuity and the spread of HIV/AIDS and STIs. They wished it could be abolished and the old one be reinstated.

The researcher concluded that the parents of the re-entered girls could have supported the policy because they just considered the benefit of having an educated daughter other than the risks that went with a pre marital pregnancy. While the parents with non re-entered girls did not support the policy probably because they had not yet experienced the pain of a daughter leaving school due to a pregnancy. Furthermore, they saw no value in the education of a girl child and they therefore opted for marring her off after a pregnancy than school. It could also be that they were concerned with safeguarding the health of their daughters.

As for the re-entered girls, most of them supported the re-entry policy. They felt it was good because of the other chance of completing school that it offered them. A few however were not happy with the policy. They felt there was no need of forcing girls who wanted marriage and

not school to continue schooling. They said they were not happy with leaving their babies at home where there was no proper care. They felt parents were supposed to allow those girls who opted for marriage to marry other than forcing them into school.

The researcher concluded that those girls who supported the policy could have done so either because they genuinely wanted to continue with their education or they wanted to continue misbehaving and bearing children while schooling. Those who did not support the policy could have done so because they were slow learners even before they got pregnant and so they knew that going back to school would make no difference but just waste their time for marriage. They could have also not supported the policy because they had that motherly attachment to their babies.

The study revealed that most of the religious leaders supported the policy. As God's men and women they wanted to display the love of God that forgives the worst sinner. They reasoned that if God gave us more than one chance to repent why would government and society not give a pregnant school girl another chance to re-enter and allow her to get educated and be empowered? A few of them however, did not support the policy. They indicated that God had a way in which He wanted every one to behave. He did not allow sex before marriage and he considered it a sin. Why then would government and society allow girls to practice it (sex) encouraging promiscuity which was against God's will? They further said it spread HIV/AID and STIs and the babies were a burden to the parents. These opted that the policy be abolished and the old one be reinstated.

The researcher concluded that there were mixed feelings among the religious leaders. They fluctuated between maintaining Christian standards of integrity and chastise and exercising Jesus' teachings of love and forgiveness.

As for the village headmen, the findings were that half of them were of the opinion that the policy was bad because it promoted immorality. It also increased the risks of contracting HIV/AIDS and STIs. It wasted parents' resources as in caring for the girl and the baby hence it was a great burden. The other half revealed that the policy was good because it offered another chance to the girls who realized their potential and hence empowered them.

The conclusion of the researcher was that some of the village headmen were quite old and so they did not understand the value of educating a girl child. Apart from that being elderly men, they would not be happy and support anything that seemed to erode morals.

5.7 Suggestions of the respondents towards the Re-Entry Policy

Both DEBS suggested that the government should continue with implementing the Re-Entry Policy but re-entry should be limited to only one chance. They further suggested that the law be reinforced so that parents are made to bring their daughters back to school. They also said sex education should be part of the school curriculum at all levels so that the dangers of pre-marital sex and early pregnancies are taught. This was in line with Haffner (1992:53) who stated that 'most professional educators believe it is important for school systems to implement comprehensive ... programmes in sexuality education, with subject matter and content appropriate to each age and grade developmental levels'. He futher defines sexuality education as 'the life long process of acquiring information and of forming attitudes, beliefs and values about identity, relationships and intimacy....It includes an understanding sexuality in its broadest context.' Sexuality education should prepare students to understand their sexuality effectively and creatively in adult roles (Haffner 1992). The Ministry of Education had introduced sexuality education in the syllabus. The weakness however is that it is not compulsory and is not examined.

Most of the respondents also indicated that the policy was good and it be continued and that the law that backed the policy be reinforced.

The researcher concluded that although the majority of the respondents suggested that the policy was good and it be continued, most of them were not happy with re-entering the girls more than once. They suggested that re-entry be reduced to one chance only. Limitation in the number of re-entry chances would deter promiscuity and stop the girls from abusing the policy. They felt it encouraged immorality so much that girls were no longer ashamed of a pre-marital pregnancy but would even boast about it amongst friends and tease those who had never gotten pregnant. It also increased the contraction of HIV/AIDS and STIs. Further more most of the respondents felt government had not done enough in reinforcing the policy. Much sensitization was not done so as to make people understand it fully as to how it operated and make all aware of the advantages of the policy. They felt the government was supposed to do so using media, civic leaders, politicians, NGOs and schools. Teachers were not protected by law from the parents who threatened violence against them. Outsiders, teachers and pupils were left to abuse the girls freely because the law was not as firm on them as it was for other offences. The respondents felt the re-entered girls posed bad influence on the non re-entered girls. To curb the bad influence of the re-entered girls, Academic Production Units (APUs) and Night Schools were better places for them.

The researcher also observed that head teachers were not effecting the policy adequately because Standard Officers had neglected the monitoring and supervision of the policy.

The researcher observed that a few respondents however, felt due to the highlighted weaknesses of the policy, the policy be reversed to the old one.

5.8 SUMMARY

The findings of the research indicated that people had mixed feelings about the Re-Entry Policy. Some felt it developed and empowered girls who could have been laid off from the education system by pregnancies; others felt it promoted promiscuity and sin and was spreading STIs and HIV/AIDS. However, most of the respondents felt it was good and it could be continued. The study had also revealed that there were no Policy documents in some of the rural schools and therefore head teachers implemented the policy using circulars or their own discretion. This implied that the rural girls did not benefit much from the policy because the guide lines were not followed hence there was no fairness and uniformity in the implementation. It also revealed that many of the girls who dropped out of these schools did not re-enter and half of those who re-entered managed to finish either Grade 9 or 12.

Chapter six discusses the conclusions the researcher has come up with, the recommendations the researcher has put across and the suggestion for further research.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSION

In this chapter the researcher has come up with a number of conclusions based on the issues and problems raised in this study. The major conclusions are as follows:

6.1.1 The study revealed that Standards Officers from the Ministry Head quarters, Province and District levels did not adequately supervise and monitor the implementation of the Re-Entry Policy as they had done with other educational requirements. Hence head teachers had developed a laissez faire type of attitude towards effecting this policy.

6.1.2 The research revealed that the policy document had not been distributed to all the rural schools hence some head teachers were still using the circular or their own discretion.

6.1.3 The findings indicated that the policy was not fully implemented. Some aspects like dismissal of teachers who impregnated school girls, sending of boys on paternity leave (punishing the perpetrators) and allowing girls to leave school and re-enter at the right time, as stipulated in the policy document, were not done by most head teachers.

6.1.4 The study revealed that 432 (69%) of the girls who dropped out from those rural schools due to pregnancies did not re-enter. Their parents opted to marry them off or made them stay at home. This was because they had not realized the importance of educating the girl child and hence considered bride wealth to be more valuable.

6.1.5 The research revealed that 14 (70%) of the teachers did some follow ups on the girls who were on maternity leave so as to encourage them to return to school. Further the study revealed that schools had some counseling sessions which ensured that the girls were retained in school. They also had remedial and extra lessons given to the girls so that they could catch up with others who had not gone on leave.

6.1.6 It was revealed that 29 (97%) of the re-entered girls supported the Re-Entry Policy. They wished the government to continue implementing it because it was good in that it gave them another chance to complete their education.

6.1.7 The research further revealed that The DEBS, the Statisticians and the Guidance and Counseling teachers were in favour of the policy and wished for its continuity. However they felt that some aspects such as unlimited number for girls to re-enter needed to be changed to make them re-enter only once. Some head teachers felt the policy was bad because the government had not put legal requirements to protect teachers from parents/guardians who failed to re-enter their girls, instead the task was left to the head teacher to face alone. The study further revealed that 11 (55%) of the class room teachers felt the policy was bad because the girls needed counseling and extra teaching which turned out to be a great responsibility on them. Apart from that the girls were unruly and were hard to control. They wished the policy was reversed to the old system.

6.1.8 Further still it was discovered that of the 28 parents, 6 Religious leaders and 6 village headmen 21 (53%) were in favour of the policy and supported its continuity. They however felt the girls should only be re-entered once. If this was not possible then the re-entered girls were to attend other units such as APU and Night Schools other than regular schools because the influence of the re-entered girls was not good.

6.1.9 The study further revealed that the teachers and pupils who impregnated the girls were left to continue working or learning respectively. It was revealed that 15 (50%) of the girls were impregnated by men who were non teachers or pupils but were from different walks of life. These were never called to the offices of the head teachers to be questioned, cautioned or charged. The culprits continued with their businesses and in some cases the girls did not know their where abouts.

6.1.10 The findings showed that the School Guidance and Counseling teachers were not carrying out their duties as laid down in the Policy Document.

6.1.11 The findings showed that the general public was not fully sensitized about the policy as to how it was operated and its advantage on the girl child.

6.2 RECOMMENDATIONS

In view of the foregoing findings and conclusions of the study, the researcher made the following recommendations:

6.2.1 The Headquarters, Provinces and District Standards Officers should monitor and supervise the Re-Entry Policy as they did with other educational aspects because this is also a government policy which needs to be implemented accordingly.

6.2.2 The Ministry of Education should sensitise the rural people about the importance of female education and the advantages of the Re-Entry Policy. It should use the media, civic leaders, politicians, NGOs and the schools.

6.2.3 The Ministry of Education should make available the Re-Entry Policy Document to all rural schools.

6.2.4 The Ministry of Education should effect the displinary measures laid down in the Policy Document against a teacher, a school boy or any other man who impregnates a school girl.

6.2.5 The Ministry of Education should Re-Enter the girls only once in the regular schools and then open more APUs and Night schools for those who got pregnant more than once.

6.2.6 The Ministry of Education should put in place some measures against parents who failed to bring their girls back to school and those who threatened violence against teachers.

6.2.7 The Ministry of Education should ensure that moral education or sexuality education is not a selective component of the syllabus but compulsory to all pupils and students and should be examinable. MOE should ensure that programmes like sexual development, reproductive health, interpersonal relationships, affection and intimacy, body image and gender roles are included. It should all aim at helping the pupils/students understand their sexuality effectively and creatively in order for them to make informed decisions and choices in life.

6.2.8 The DEBS should ensure that all head teachers sensitize the parents and pupils about the Re-Entry Policy.

6.2.9 All head teachers should implement the Policy accordingly as stipulated in the Policy Document. No head teacher should use his/her own discretion.

6.2.10 All Guidance and Counseling teachers should ensure that they excute their duties as stipulated in the Policy Document.

6.2.11 All parents should work hand in hand with the head teachers in teaching morals to the girls, boys and men in general, sensitizing them about the disadvantages of teen pregnancies.

RECOMMENDATION FOR FURTHER RESEARCH

Research on the implementation of the Re-Entry Policy in all rural schools of Senanga and Shangombo Districts should remain open to the researchers.

A comparative study on the performance of the rural re-entered girls and urban re-entered girls can be researched.

REFERENCES

Blaxter, L., C. Hughes and M. Tight (2001) **How to Research** Buckingham :Open University Press

Bayona, E. L. M., and I. Kandji-Murangi, (1996) **Botswana's Pregnancy Related Educational Policies and their implications on Ex-Pregnant Girls' Education and Productivity**, Nairobi, Academy Science Publishers.

Benaars, G. A. (1997) **Adolescence Pregnancy Education: NewDirections**, Kenya African Academy of Sciences and FAWE

Carmody, B. (2004) **The Evolution of Education in Zambia**, Bookworld Publishers, Lusaka. Commission on Human Rights (2002) **Report on the Fifty-eighth Session Supplement** No 3 United Nations New York.

Daka, E .S. (2007) **The Impact of Pregnancy and Child Care Responsibilities on Academic Performance Among School Going Mothers**. M.A. Dissertation in Gender Studies, UNZA, Zambia.

Department of International Development DFID (2008) **Back to School for Malawi Teenage Mothers.**

Embling, J. (1974) **A Fresh Look at Higher Education.** London: Elsevier Scientific Publishing Co.

FAWE and the African Academy of Sciences (1995) **Girls and African Education Research and Action to keep Girls in School.** Nairobi, FAWE and AAS Research Programme.

Forum for African Women Educationists of Zambia (FAWEZA) (1996) **The Report on the First General Assembly of FAWEZA.** Hotel Intercontinental. Lusaka.

Forum for African Women Educationists (FAWE) (2001) **Girls' Education and Poverty Eradication: FAWE's Response**, FAWE Secretariat, Presented on The Third United Nations Conference on the Least Developed Countries, Brussels, Belgium.

Forum for African Women Educationists of Zambia (FAWEZA) (2000) **Advocacy for Effective Implementation of the Re-Entry Policy**, Lusaka .

Ghosh, B.N. (1992) **Scientific Method and Social Research**. New Delhi : Sterling Publishers Private Limited.

Haffner D. W. (1992) '**Sexuality Education in Public Schools**' in The Education Digest. Prakken Publications,INC., 53.

Hamusonde, B. S. (2003) **Teenage Mothers and their Re-admission into Schools:The Case of Secondary Schools in Lusaka Urban from 1997-1999** M.A. Dissertation Gender Studies, UNZA, Zambia.

Heward, C. and Bunwaree, S. (eds) (1999) **Gender, Education and Development. Beyond Access to Empowerment.** London: Zed Books Ltd.

http://www.guttmacher.org/pubs/jounals/3201400.html Singh. S and Darroch J. (1998) Adolescent.

http;//plato.stanfold.edu/entries/feminism-epistomology/Metaphysics Research Lab, CSLI, Stanford University Stanford Encyclopedia of Philosophy (2000) (accessed on 01-04-09).

http://www.awomansvoice.org/temak.2000-1html Teenage Mothers and Girls Association of Kenya (TEMAK A Programme Working Against Teenage Pregnancy and Subsequent Rehabilitation of Teenage Mothers (accessed on 09-04-09).

http://www.Searo.who.int/LinkFiles/Reproductive-Health-Profile_Chapter4ver2-up.pdf Unwanted Pregnancy? Unsafe Abortion. Sadik (2002) Girl Education and Pregnancy (About) (accessed on 09-04-09).

http:www.octoberfilms.co.uk/productions.php?progid=227&category=documentary Quinn. J. and Rooke. D. (2008) (accessed on 01-04-09).

Documentary Science and Education/ History and Biography/ Current Affairs/Factual Entertainment/ Arts. October

Films Lymehouse Studios 30/31 Lyme Street London NWOEE (accessed on 01-04-09).

http://www.vusst.hr/ENCYCLOPEDIA/doku.php?id=human-capital-theory-and-education Fitzsimons, P. (2008) Human Capital Theory and Education (accessed on 01-04-09).

http://www.widnet.org.zm/empowerment-reentry.php **WIDNet** (2009) Women's Information for Development Network. The Re-Entry Policy, Offering Girls Another Chance (accessed on 19-03-09)

http://en.wikipedia.org/wiki/Feminist-theoryWikipedia, the free Encyclopedia (2009) (accessed on 01-03-09)

Kane, E. (1995) **Seeing for Yourself. Research Handbook for Girls' Education in Africa.** Washington, D. C. The international Bank for Reconstruction and Development.

Kelly, M. J. (1999) **The Origins and Development of Education in Zambia From Pre-Colonial Times To 1996.** Image Publishers Lusaka.

Kelly, M. J. with Msango, H. J. and Subulwa, C. M. (1999) **A Situational Analysis at the Provincial Level of Girl Child Education in Zambia.** Lusaka. MOE.

Longman Active Study Dictionary of English (1991) Longman Group UK

Mabula, T. K. and Chandoka, Y. A. (1996) **In the Best Interest of the**

Girl Child. Effects of the Cultural and Legal Environment and Education for Zambian Girls. MOE.

McMillan, J.H. and Schumacher, S. (2001). **Research in Education : A Conceptual Introduction.** (5th ed.) New York. Longman.

Merriam, S. B. and E. L.Simpson (1995) **A Guide to Research for Educators and Trainers of Adults** Florida : Kreiger Publishing Company

Micklos, J,Jr (1996) 'Women and World Literacy' in **The Education Digest**, Prakken Publications, INC., 41 -42.

Ministry of Education (MOE) (1977) **Education Reform**, Lusaka : Government Printers.

Ministry of Education (MOE), (1994), **National Symposium on Education of Girls**, Kenya: MOE

Ministry of Education (MOE), (1995) **Proposals for Girl Child Education Phase II, Zambia 1995 – 1998,** Lusaka MOE and UNICEF.

Ministry of Education (MOE) (1997) **Circular 13** Lusaka : MOE

Ministry of Education (MOE) (2003) **Kalomo District Profile**. Report on the Community Sensitisation and Mobilisation Campaign by the CHANGESProgramme in the Ministry of Education. CHANGES, Livingstone.

Ministry of Education (MOE) (2004) **Educational Statistical Bulletin**,

Lusaka: MOE

Ministry of Education (MOE), Forum for African Women Educationists of Zambia (FAWEZA and United Nations Children's Education Fund (UNICEF) (2004) **Guidelines for the Re- Entry Policy. What Happens if a School Girl falls Pregnant.** UNICEF,Lusaka.

Ministry of Education (MOE) (2005) **Educational Statistical Bulletin**, Lusaka : MOE.

Ministry of Education (MOE) (2006) **Educational Statistical Bulletin**, Lusaka : MOE.

Ministry of Education (MOE) (2007) **Educational Statistics Bulletin**, Lusaka : MOE.

Ministry of Education (MOE) (2005) **Family Pac – Guidelines for Parents/Guardians** Curriculum Development Centre (CDC) Lusaka.

Newsom, Sir J. (1963) **Half our Future. Report of the Central Advisory Council for Education.** HMSO: London.

Oyekan, K. (1995) **Unplanned Pregnancies. Causes and Effects**. Ministry of Health, Western Province.

Quiggin, J. (1999) **Human Capital Theory and Education Policy in Australia.** Australian Economic Review 32(2). Australia Research Council Senior Fellow.

Seibold, L. (2007) **'Empowering Women in India'** in Adventist

World:The International Paper for Seventh-day Adventists. General Conference of Seventh-day Adventists: Burlington (December 2007).

Sidhu, K. S. (2006) **Methodology of Research in Education.** New Delhi: Sterling Publishers Pvt. Ltd.

Simpson, J.A. and E.S.C. Weiner (1989) **The Oxford English Dictionary 2nd (ed) Vol:13** Clarendon. Press Oxford.

Sitali, M.N. (2009) **The Effectiveness of the Re-Entry Policy in Selected High Schools of Kabwe District.** M.A. Dissertation in Educational Administration. Lusaka : UNZA.

Snelson, P. D. (1974) **Educational Development in Northern Rhodesia 1883- 1945,** National educational company of Zambia, Lusaka.

Southern African Research and Documentation Centre (2000) **Women in Development Southern African Awareness WIDSAA. Be Inequalities**: Women in Southern Africa

Subulwa, C. M. (2004) **Basic School Management Training of Head teachers (BSMTHT Series. Training Module on Educational Policy Management (Module 3)** Lusaka:UNZA

Swedish International Development Authority (1982) **Sweden Offers Products and Services for Development.** SIDA Sweden.

Tanzania Women in Law (2006) **A Report on the Rights of Women**

and Girls in Tanzania : TANWA

Tietjen, K. (1991) **Educating Girls: Strategies to Increase Access, Persistence and Achievement** Washington D. C.,Creative Associates International Inc.

United Nations Country Team (2005) **Making it Possible. How the U. N. is Helping Zambia Towards the Millennium Development Goals.**

United Nations Development Programme (various years) **Human Development Report, (especially 1997).** Oxford. Oxford University Press.

United Nations (1989) Nations Unies. **Women Femmes. Discrimination. Documents No. 5647** United Nations Department of Public Information UNICEF Zambia.

Voydanaff P. and Donnelly, B. (1990) **Adolescent Sexuality and Pregnancy** California, Publication Inc.

Watkins, K. (1999) **Education Now. Break the Cycle of Poverty.** Oxfarm International.

White, C.J. (2005) **Research: A Practical Guide.** Pretoria: Ithuthuko Investments (Publishing)

www.guardian.co.uk/print/O,,4139954-103690,00.html Hall. S (2001), Guardian Unlimited Education Special Report : New Labour in Power. (accessed on 01-03-09).

APPENDIX I

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON THE IMPEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

Dear Respondent,

I am a University of Zambia Student pursuing a Master of Education Degree in Educational Administration.

The information sought through this questionnaire will be used to determine the implementation of the Re-Entry Policy in Senanga and Shangombo Districts.

Your forthright answers to the questions below will be highly appreciated. This is strictly academic and your responses will be treated with confidence and the data will be used for academic purposes only.

QUESTIONNAIRE FOR THE DISTRICT EDUCATION BOARD SECRETARY

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

1. Sex: Female [ ] Male [ ]

2. Age: [.....years]

3. Do all your schools have the Re-Entry policy document?

a. Yes b. No

4. How often do you remind your head teachers about this policy?

a. monthly b. termly c. yearly

5. What measures have you put in place to ensure that the head teachers re-admit and retain the girls in schools?

.....

.....

6. What problems does your district face in implementing this policy?

.....

.....

7. How many times should pregnant girls be re-entered into school?

a. once b. twice. c. many times

8 . What is your opinion about this Policy?

.....

.....

9. What are your suggestions towards this policy?

.....

APPENDIX II

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON THE IMPEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

Dear Respondent,

I am a University of Zambia Student pursuing a Master of Education Degree in Educational Administration.

The information sought through this questionnaire will be used to determine the implementation of the Re-Entry Policy in Senanga and Shangombo Districts.

Your forthright answers to the questions below will be highly appreciated. This is strictly academic and your responses will be treated with confidence and the data will be used for academic purposes only.

QUESTIONNAIRE FOR THE DISTRICT STATISTICIAN

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

1. Sex: Female [ ]

Male [ ]

2. Age: [.....years]

3. Do you have any records for the re-admitted girls in the District?

a. *Yes* *b. No*

4. If your answer to No. 3 is 'No' give reasons.

.....

5. If your answer is 'Yes' give the following statistics showing the number of girls dropped and number re-entered from any ten rural schools in the following years:

S/N	NAME OF SCHOOL	2006		2007		2008	
		DROPPED	RE-ENTERED	DROPPED	RE-ENTERED	DROPPED	RE-ENTERED
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

6. Does the Re-Entry Policy help girls progress in education?

7. Does it deter or encourage prostitution?

8. How many times should pregnant girls be re-entered into school?

a. once b. twice. c. many times

9. What is your opinion about the Re-Entry Policy?

.....

10. Give suggestions towards this policy.

.....

APPENDIX III

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON THE IMPLEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

Dear Respondent,

I am a university of Zambia student pursuing Master of Education in Educational Administration.

The information sought through this questionnaire will be used to determine the implementation of the Re-Entry Policy in Senanga and Shangombo Districts.

Your forthright answers to the questions below will be highly appreciated. This is strictly academic and your responses will be treated with confidence and the data will be used for academic purposes only.

QUESTIONNAIRE FOR THE HEADTEACHER

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

1. Sex: Female [ ] Male [ ]

2. Age: [.....years]

3. Type of school:

High [ ] Upper Basic [ ] Middle Basic [ ]

4. Do you have the Re-Entry Policy Document?

a. Yes b. No

5. If your answer to question 4 is 'No', what do you use to administer the Re- Entry Policy?

.....

6. Do you take girls to the hospital for checkups to confirm their pregnancies and have the medical forms signed?

a. Yes b. No

7. Do you take them in a group or alone?

a. alone b. in a group

8. How soon do you inform the parents/guardians about the girl's pregnancy?

a. As soon as you realize the girl is pregnant

b. When you are sending her away from school.

9. Do you send a letter explaining the Re-Entry Policy to the concerned parent or guardian?

a. Yes b. No

10. When a girl is confirmed pregnant, which of these steps do you

take?

a. Put her on a counseling programme.

b. Send her home right away.

11. Do the girls have access to antenatal care?

a. Yes b. No

12. Do the parents/guardians sign a commitment document or agreement for the girl to re-enter school?

a. Yes b. No

13. At what point (in terms of month) do you send the girls away?

a. before the pregnancy is 7 months old

b. when the pregnancy is 7 months old

c. after the pregnancy is 7 months old

14. Do you give them re-admission letters?

a. Yes b. No

15. If your answer to question 12 is 'No' state what you do.

.....

16. For how long do you send them away?

a.....months b.....years

17. What intervention(s) have you put in place to ensure that the girls come back to school?

.....

.....

18. Give a brief statistics of the years 2006 to 2008

YEAR	2006	2007	2008
Number of girls dropped due to pregnancies.			
Number of girls re-admitted			
Number of girls retained up to completion			

19. How frequent do you have counseling sessions with the re-entered pupils?

a. Weekly b. monthly c. termly d. many times

20. How often do you sensitize your pupils about the Re-Entry Policy?

a. weekly b. monthly c. termly d. many times

21. How often do you sensitize the parents about the Re-Entry Policy?

a. monthly b. termly c. yearly d. many times

22. How many times do you allow the girls to re-enter?

a. once b. twice c. many

23. What do you do to a school boy who has impregnated a school girl?

a. give him paternity leave b. transfer him c. let him continue schooling.

24. What measures do you take when a teacher impregnates

a school girl?

a. advise and forgive b. recommend for a transfer

c. recommend for expulsion and hand over case for criminal investigation.

d. advise teacher to settle case with parents

25. Should these girls be enrolled in the same schools with other girls?

a. Yes b. No

26. Why?

.....

27. How many times should pregnant girls be re-entered into school?

a. once b. twice. c. many times

28. As a head teacher, what problems do you encounter in implementing this policy?

.....

.....

29. What is your opinion about this policy?

.....

30. What are your suggestions towards the implementation of this policy?

.....

APPEDIX IV

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARMENT OF EDUCATIONANAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON THE IMPEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

Dear Respondent,

I am a University of Zambia Student pursuing a Master of Education Degree in Educational Administration.

The information sought through this questionnaire will be used to determine the implementation of the Re-Entry Policy in Senanga and Shangombo Districts.

Your forthright answers to the questions below will be highly appreciated. This is strictly academic and your responses will be treated with confidence and the data will be used for academic purposes only.

QUESTIONNAIRE FOR THE SCHOOL GUIDANCE AND COUNSELING TEACHER

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

1. Sex: Female [ ] Male [ ]

2. How old are you? [.....years]

3. Do you have the Re-Entry Policy Document?

a. Yes b. No

4. How often do you talk to the girls about issues pertaining to pregnancies?

a. weekly b. monthly c. termly d. many times

5. What do you do to girls who are pregnant?

.....

6. When a pupil is going on maternity leave what do you do?

a. counsel her b. talk to her parent or guardian

7. When a school girl is re-admitted how do you help her stay in school

.....

8. How many times should pregnant girls be re-entered into school?

a. once b. twice. c. many times

9. What is your opinion towards this policy?

.....

.....

10. Give suggestions about this policy

.....

..

APPENDIX V

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON THE IMPEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

Dear Respondent,

I am a University of Zambia student pursuing a Master of Education Degree in Educational Administration.

The information sought through this questionnaire will be used to determine the implementation of the Re-Entry Policy in Senanga and Shangombo Districts.

Your forthright answers to the questions below will be highly appreciated. This is strictly academic and your responses will be treated with confidence and the data will be used for academic purposes only.

QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

1. Sex: Female [ ] Male [ ]

2. How old are you? [.....years]

3. How do you handle a pregnant girl who is in your class?

a. counsel her b. ignore her. c. encourage her to go home

4. After she has left school, do you make any follow up so as to know her where abouts and to encourage them to go back to school?

a. Yes b. No

5. Give reasons for your answer.

.....

6. As a teacher what problems do you face in teaching

a. pregnant girls?

.....

.....

a. re-entered girls?

.....

.....

7. How do you help the re-admitted girls catch up with others and continue with their education?

.....

8. Should these girls be enrolled in the regular schools with the other girls?

a. Yes b. No

9 Why

.....

.....

10. How many times should pregnant girls be re-entered into school?

a. once b. twice. c. many times

11. Why?

.....

12. As a teacher what is your opinion about the Re-Entry Policy?

.....

.....

13. What are your suggestions towards this policy?

.....

.....

APPENDIX VI

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

QUESTIONNAIRE ON THE IMPLEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

Dear Respondent,

I am a university of Zambia student pursuing a Master of Education Degree in Educational Administration.

The information sought through this questionnaire will be used to determine the implementation of the Re-Entry Policy in Senanga and Shangombo Districts.

Your forthright answers to the questions below will be highly appreciated. This is strictly academic and your responses will be treated with confidence and the data will be used for academic purposes only.

QUESTIONNAIRE FOR THE RE-ADMITTED OR RE-ENTERED GIRLS

INSTRUCTIONS:

DO NOT WRITE YOUR NAME

FILL IN THE BLANKS AND TICK THE CORRECT ANSWER WHERE NECESSARY

PART A

AGE:

GRADE:

SCHOOL:

PART B

1. How many times have you been pregnant?
   a. once b. twice c. three times d. more than three times
2. Were you taken to the hospital for medical check up?
   a. Yes b. No
3. If your answer to question 2 is 'Yes' were you taken there alone or as a group?
   a. alone b. as a group
4. The time you got pregnant who counseled or talked to you?
   a. the head teacher b. teacher c. school counselor
   d. parent/guardian e. others
5. Who told you to leave school?
   a. the head teacher b. school counselor c. parent/guardian
   d. friend e. others
6. When did you leave school?
   a. before your pregnancy was seven months old
   b. when your pregnancy was seven months old
   c. after your pregnancy was seven months old
7. Did you fill in a maternity leave form?
   a. Yes b. No
8. Were you given a Re-admission letter?
   a. Yes b. No
9. When were you told to report back to school?
   a. 6 months after delivery

b. 1 year after delivery

c. 2 years after delivery

10. Did your parent/guardian sign a commitment letter or form to promise to bring you back to school after delivery?

a. Yes b. No

11. Who encouraged you to come back to school?

a. the head teacher b. counseling teacher c. parent/guardian

d. friend e. yourself

12. Who impregnated you?

a. school boy b. worker from other departments/organizations

c. teacher d. non working

13. If answer to No 12 is 'school boy' what happened to him?

a. He also went on leave. b. He continued schooling.

c. I don't know.

14. If your answer to question No 12 is 'teacher' what happened to him?

a. He got dismissed. b. He continued working. c. I don't know.

15. If your answer to question No 12 is 'worker from other department/organization' what happened to him?

a. He got dismissed. b. He continued working. c. I don't know.

17. If your answer to question No 12 is 'non working' what happened to him?

a. He was called at the head teacher's office and talked to.

b. He was taken to the police.

c. He went to see your parents

d. I do not know

18. How often are you talked to about the Re-Entry Policy?

a. Once in a year. b. two times in a year c. many times

19. How many counselors does your school have?

a. 1 (female) b. 1(male) c. both male and female d. none

20. What did the school do to bring you back?

.....

21. Do you think the Re-Entry Policy is good?

a. Yes b. No

22. Why?

.....

23. What is your suggestion towards this policy?

.....

.....

APPENDIX VII

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

IN-DEPTH INTERVIEW QUESTIONS FOR PARENTS/GUARDIANS OF THE RE-ADMITTED GIRLS.

THE IMPLEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

1. How old are you?
2. Did you sign any form to commit yourself that you were going to take your girl back to school after delivery?
3. How many times should a pregnant girl be re-entered?
4. Should these girls be enrolled in the regular schools with the other girls?
5. Does this policy help the girls to progress in education?
6. Does this policy deter or encourage prostitution?
7. Should the rule which sends a boy away on leave together with the girl he has impregnated be continued or terminated?
8. Should the rule which requires that a teacher who has impregnated a school girl be dismissed and handed over for criminal investigation be continued or terminated?
9. What is your opinion about this policy?
10. What are your suggestions towards this policy?

APPENDIX VIII

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

THE IMPLEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

IN-DEPTH INTERVIEW QUESTIONS FOR PARENTS/GUARDIANS WHOSE DAUGHTERS HAVE NOT BEEN PREGNANT WHILE AT SCHOOL

1. How old are you?
2. Does the Re-Entry Policy help girls progress in education?
3. Does this policy deter or encourage prostitution?
4. How many times should a girl who gets pregnant be re-entered?
5. Should they be enrolled in the regular schools with the other girls who have not been pregnant?
6. Why?
7. Should the rule which sends a boy who has impregnated a girl away on leave together with the girl be continued or terminated?
8. Should the rule which requires that a teacher who has impregnated a school girl be dismissed and handed over for criminal investigation be continued or terminated?

9. What is your opinion about this policy?

10. What are your suggestions towards the Re-Entry Policy?

APPENDIX IX

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

THE IMPLEMENTATION OF THE RE-ENTRY POLICY IN RURAL SCHOOLS OF SENANGA AND SHANGOMBO DISTRICTS

IN-DEPTH INTERVIEW QUESTIONS FOR THE RELIGIOUS LEADERS AND VILLAGE HEADMEN

1. How old are you?
2. Does the Re-Entry Policy help girls progress in education?
3. Does it deter or encourage prostitution?
4. How many times should a pregnant school girl re-enter?
5. Should these girls be enrolled in the regular schools together with the other girls who have not been pregnant?
6. Why?
7. Should the rule which sends a boy who has impregnated a girl away on leave together with the girl be continued or terminated?
8. Should the rule which requires that a teacher who has impregnated a school girl be dismissed and handed over for criminal investigation be continued or terminated?
9. What is your opinion about this policy?
10. What are your suggestions towards this policy?

APPENDIX X

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

ne: 291381
n: UNZA, LUSAKA,
UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

uary, 2009

HOM IT MAY CONCERN

r/Madam

ELD WORK FOR M.ED STUDENTS

earer of this letter Mr./Ms. NGOMBO MAUREEN CHINDOMBE
ter number 528001079 is a duly registered student at the University of Zambia, of Education.

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

ll greatly appreciate if the necessary assistance is rendered to her.

aithfully

C. Manchishi (Dr)
TANT DEAN – POSTGRADUATE STUDIES – SCHOOL OF EDUCATION

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
13 JUL 2009
121
SCHOOL OF EDUCATION
PO BOX 32379
LUSAKA

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
EDUCATION STANDARDS OFFICER
(GENERAL INSPECTION)
26 SEP 2009
SENANGA EDUCATION BOARD
P.O BOX 920100
SENANGA

A/ESBO - G.I.
FOR DESBS

APPENDIX XI

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

elephone: 291381
elegram: UNZA, LUSAKA
elex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

nd February, 2009

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR M.ED STUDENTS

The bearer of this letter Mr./Ms. NGOMBO MAUREEN CHINDOMBE
Computer number 528001079 is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully

Peter C. Manchishi (Dr)
ASSISTANT DEAN – POSTGRADUATE STUDIES – SCHOOL OF EDUCATION

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
19 JUL 2009
P.O. BOX 32379
LUSAKA

DISTRICT EDUCATION BOARD
P.O. BOX 620152 SHANGOMBO

to be addressed to the
Board Secretary
5 / 07 - 230059

REPUBLIC OF ZAMBIA

In reply please quote
No. APPENDIX XII

MINISTRY OF EDUCATION

DISTRICT EDUCATION BOARD
SHANGOMBO DISTRICT
P.O. Box 920132
SENANGA
WESTERN PROVINCE
ZAMBIA

September, 2009

TO WHOM IT MAY CONCERN

Headteacher

bearer of this letter, Ngombo Maureen Chindombe (Mrs.) is a
er at Senanga High School.

s currently taking a Masters Programme in Education at the
ersity of Zambia. The programme has a field work component
n requires your input.

hall greatly appreciate if the necessary assistance is rendered
r.

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
HEADTEACHER'S OFFICE
02 OCT 2009
KALENGE M. BASIC SCHOOL
P O BOX 920212
SHANGOMBO

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
HEADTEACHER'S OFFICE
01 OCT 2009
MATEBELE BASIC SCHOOL
PO BOX 920147
SHANGOMBO

utukwa
RICT EDUCATION BOARD SECRETARY
NGOMBO

A/D/H

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
OFFICE OF THE HEADTEACHER
30 SEP 2009
NANGWESHI BASIC SCHOOL
PO BOX 920132
SHANGOMBO

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
HEADTEACHER'S OFFICE
30 SEP 2009
SITOTI BASIC SCHOOL
P.O. BOX 920219

HEAD

AMBIA
UCATION
S OFFICE
2009
C SCHOOL
SHANGOMBO

Correspondence should be addressed
District Education Board Secretary
Box No. 230152

No

APPENDIX XIII (a)

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRET
DISTRICT EDUCATION OFF
P.O BOX 92
SENA

15th September, 2009

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
HEADTEACHER'S OFFICE
16 SEP 2009
SENANGA HIGH SCHOOL
P.O. BOX 920090,
SENANGA

Wishing her the best.

The Headteacher
Senanga High School
Senanga.

RE: FIELD WORK PROJECT FOR M.ED STUDENT.

Ms Ngombo Maureen Chindombe, is a Post graduate student at the University of Zambia in the School of Education.

She is at your school to conduct her field work project .As you may be aware, the success of her research to a certain extent depends on the contributions of other people ,such as yourself.

Therefore, you are requested to cooperate and assist her in anyway possible to enable this important assignment succeed.

My office counts on your usual support.

S.M Walubita
District Education Standards Officer
For/ District Education Board Secretary
SENANGA DISTRICT

Education Board Secretary
No. 230152

No.

APPENDIX XIII (b)

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRET
DISTRICT EDUCATION OFF
P.O BOX 920
SENA

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
MATAUKA HIGH SCHOOL
16 SEP 2009
DEPUTY HEAD
P. O. BOX 920774
SENANGA

Received
16/09/10

15th September, 2009

The Headteacher
Matauka High School
Senanga.

RE: FIELD WORK PROJECT FOR M.ED STUDENT.

Ms Ngombo Maureen Chindombe, is a Post graduate student at the University of Zambia in the School of Education.

She is at your school to conduct her field work project .As you may be aware, the success of her research to a certain extent depends on the contributions of other people ,such as yourself.

Therefore, you are requested to cooperate and assist her in anyway possible to enable this important assignment succeed.

My office counts on your usual support.

S.M Walubita
District Education Standards Officer
For/ District Education Board Secretary
SENANGA DISTRICT

Education Board Secretary
x No. 230152

No

APPENDIX XIII (c)

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRET
DISTRICT EDUCATION OFF
P.O BOX 920
SENA

15th September, 2009

The Headteacher
Muoyo High School
Senanga.

RE: FIELD WORK PROJECT FOR M.ED STUDENT.

Ms Ngombo Maureen Chindombe, is a Post graduate student at the University of Zambia in the School of Education.

She is at your school to conduct her field work project .As you may be aware, the success of her research to a certain extent depends on the contributions of other people ,such as yourself.

Therefore, you are requested to cooperate and assist her in anyway possible to enable this important assignment succeed.

My office counts on your usual support.

S.M Walubita
District Education Standards Officer
For/ District Education Board Secretary
SENANGA DISTRICT

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
DEPUTY HEAD
28 SEP 2009
126
MOOYO HIGH SCHOOL
P.O. BOX [illegible] SENGU

esponcence should be addressed
Education Board Secretary
No. 230152

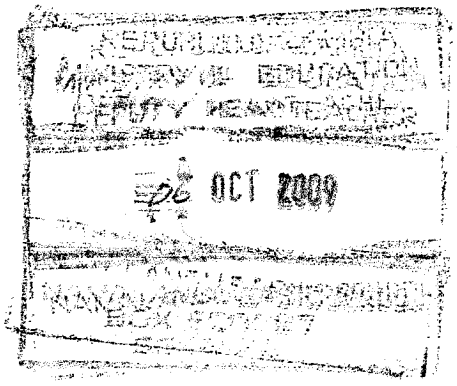
No.

APPENDIX XIII (d)

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETA
DISTRICT EDUCATION OFF
P.O BOX 920
SENAI



15th September, 2009

The Headteacher
Namalongo.....Basic School
Senanga.

RE: FIELD WORK PROJECT FOR M.ED STUDENT.

Ms Ngombo Maureen Chindombe, is a Post graduate student at the University of Zambia in the School of Education.

She is at your school to conduct her field work project .As you may be aware, the success of her research to a certain extent depends on the contributions of other people ,such as yourself.

Therefore, you are requested to cooperate and assist her in anyway possible to enable this important assignment succeed.

My office counts on your usual support.

S.M Walubita
District Education Standards Office
For/ District Education Board Secretary
SENANGA DISTRICT

Education Board Secretary
ax No. 230152

No.

APPENDIX XIII (e)

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRET
DISTRICT EDUCATION OF
P.O BOX 92
SENA

15th September, 2009

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
HEAD TEACHER
23 SEP 2009
SENANGA BASIC SCHOOL
BOX 920091
SENANGA

The Headteacher
Senanga Basic School
Senanga.

RE: FIELD WORK PROJECT FOR M.ED STUDENT.

Ms Ngombo Maureen Chindombe, is a Post graduate student at the University of Zambia in the School of Education.

She is at your school to conduct her field work project .As you may be aware, the success of her research to a certain extent depends on the contributions of other people ,such as yourself.

Therefore, you are requested to cooperate and assist her in anyway possible to enable this important assignment succeed.

My office counts on your usual support.

S.M Walubita
District Education Standards Officer
For/ District Education Board Secretary
SENANGA DISTRICT

APPENDIX IV

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

P.O. BOX 50093
LUSAKA

ME/101/1/208 CONF.

O: ALL PROVINCIAL EDUCATION OFFICERS
DISTRICT EDUCATION OFFICERS
HEADS OF SCHOOLS

IRCULAR NO: 13 OF 1997

E: RE-ADMISSION OF GIRLS WHO LEAVE SCHOOL DUE TO PREGNANCY

ecently the Honourable Minister of Education made a very important policy pronouncement oncerning the re-admission to school of girls who have been expelled on account of regnancy.

his Ministry has taken this move upon realising that the country has encountered a lot of astage in potential human resources who if they had continued with their education, would rve the nation in important capacities. Expulsion of girls from school on account of regnancy has had further adverse effects in that the women in general have lagged behind the en in professional and academic development and cannot therefore effectively contribute to tional development. The poor girls face an added problem of supporting their babies for a ry long time as they cannot get employment easily.

his circular formalises the Ministerial policy pronouncements, and all the addressees should mplement the new policy without further delay. The following broad guidelines will help you working out finer modalities for implementing this policy:-

(i) Girls who had already registered for the 1997 grades 7, 9 and 12 examinations at the time of leaving school be allowed to take the appropriate 1997 examination.

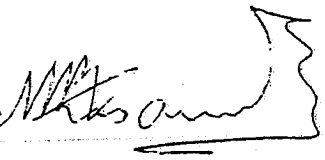
(ii) Girls who were in non-examination grades in 1997 should be allowed to return to school unconditionally after delivery to continue where they had left off.

(iii) This policy takes effect from January 1997. This therefore means that only cases which have occurred since January 1997 are covered by this circular. Earlier cases will not apply.

(iv) Allowing pregnant girls to return to school after giving birth does not in any way condone repeated or subsequent pregnancies. A girl who is thus allowed back into school after the first pregnancy will not be allowed back in school after becoming pregnant again. In such a case she will have to go through the Continuing Education system which is popularly known as "night school".

(v) As far as possible the girl who is re-admitted may continue her education in the same school, but arrangements must be made for automatic transfer to another school when and where this is requested.

her related issues not explicitly mentioned in these guidelines must be interpreted in the light available evidence.



halwe M. Kasanda (Dr)
RMANENT SECRETARY
NISTRY OF EDUCATION

GUIDELINES FOR THE RE-ENTRY POLICY

APPENDIX XV

What Happens if a School-Girl Falls Pregnant?

GO GIRLS!
EDUCATION FOR EVERY CHILD

Hi! My name is Sara. When my friend Tamala got pregnant, she thought that she could no longer stay in school. But in Zambia, girls who have given birth are allowed to re-enter the school.

If we children miss out on education now, everyone will pay the price in the future. Every child has the right to be in school. Let us work together to achieve this!

In this booklet you can learn more about the Re-Entry Policy Guidelines and what actions you can take to ensure that all children, including young mothers, get their right to education fulfilled.

Contents

Introduction 2

1. How can our school detect pregnancies? 3

2. What steps do we need to take after a pregnancy is detected? 4

3. What documents should be given to a pregnant girl when she goes on leave? 6

4. What documents should be maintained by schools on pregnant girls? 6

5. What steps can we take if a fellow pupil is responsible for the pregnancy? 8

6. What steps should we take if an outsider or a teacher is responsible for a pregnancy? 9

7. What is the length of time for re-entry after delivery? 10

8. What steps should we follow in cases of school transfers? 10

9. How many times should a girl be allowed to re-enter school? 10

10. How can we track girls that have fallen pregnant? 11

11. What can we do to improve the school environment and prevent pregnancies? 12

12. What about girls that drop out due to reasons other than pregnancies? 13

13. What about children who are not in school for other reasons? 13

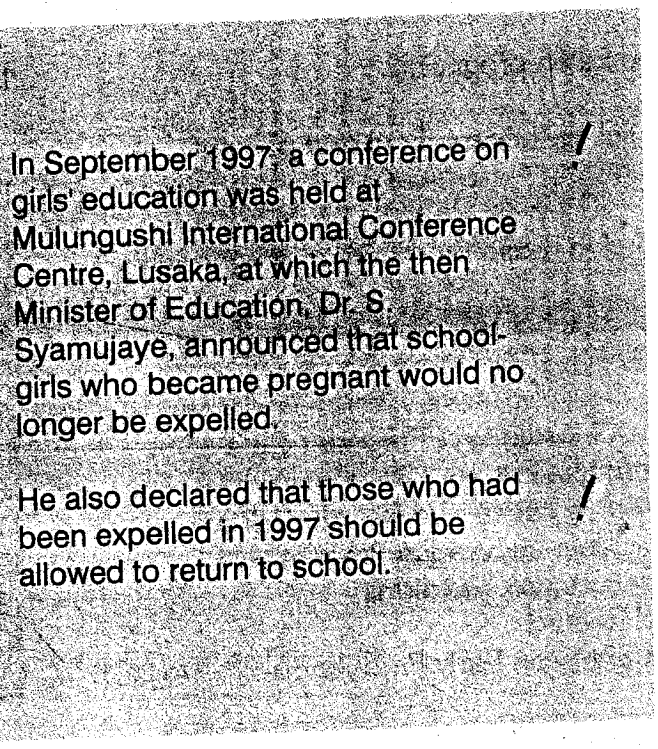
Appendix A - Letter to Parents/Guardians of Pregnant Girls 15
Appendix B(i) - Letter of Maternity Leave and Re-admission 16
Appendix B(ii) - Form for Maternity Leave and Re-admission 17
Appendix C - Commitment by Male Involved in Pregnancy 18
Appendix D - Commitment by Parents/Guardians 19
Appendix E - Detailed School Record 20
Appendix F - Data Collection Sheet on Early Pregnancies 21

Contact Information 22
HIV and AIDS Messages 24

Introduction

All citizens of a country have a right to education. Article 26 of the United Nations Universal Declaration of Human Rights states that education is a human right. This is also stated in the United Nations Convention on the Rights of the Child (CRC), Article 28. Education is a right that is also guaranteed by the policy of Education for All (EFA), the Zambia National Gender Policy, the United Nations Convention on the Elimination of Discrimination Against Women (CEDAW), the United Nations Platform for Action, the Beijing Declaration, the Millennium Development Goals, and other international conventions. Zambia is a signatory to all these.

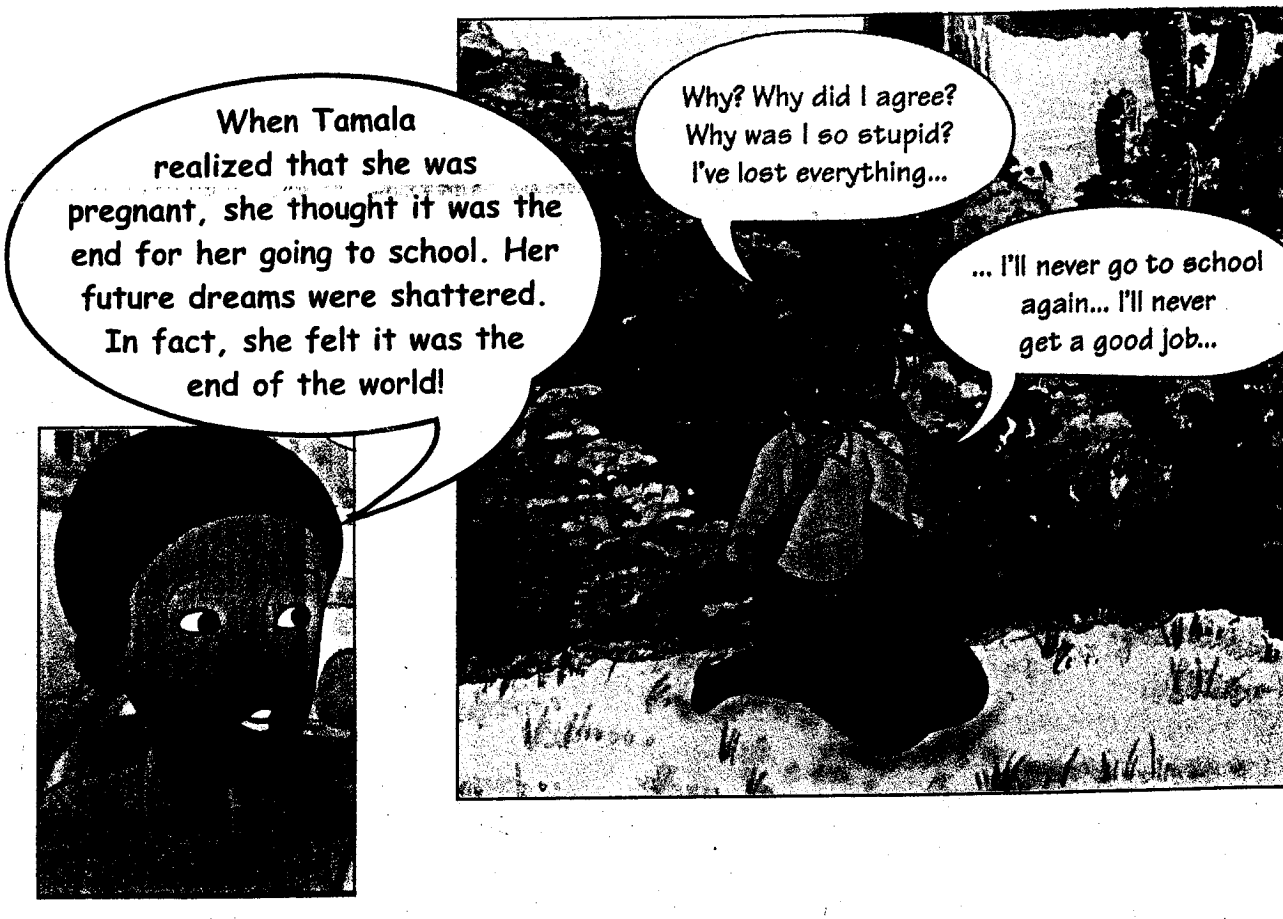
In line with these international and national policy declarations, the Ministry of Education has put in place a number of strategies to increase girls' and boys' access to education. One such strategy is the Re-Entry Policy which mandates schools to allow girls back into the school system who previously left school due to pregnancy.



The Ministry has taken this move because education is a right, regardless of a girl's situation. In addition, gender disparities persist in favour of males in literacy rates, school enrolments, completion rates and education attainments, most of which are in part attributable to teenage pregnancy. Moreover, among other issues, teenage pregnancy is a major factor contributing to high drop-out rates for girls.

The main aim of the Ministry of Education in this area is to develop measures that will stop teenage pregnancies, and thus fulfill their right to education. The Ministry will also endeavour to stop or reduce the incidence of girls dropping out of school for any other reasons.

In the event that a girl is forced out of school as a result of pregnancy, the Ministry has developed the following guidelines to assist schools and other stakeholders to ensure the implementation of the 1997 Re-Entry Policy.



. How can our school detect pregnancies?

✓ All schools in collaboration with Health Centres should carry out routine general medical check-ups of all girls under the School Health and Nutrition (SHN) programme, on a termly basis.

! In 2003, 2,230 girls dropped out of school in Zambia because they fell pregnant.

✓ When it is reported or rumoured that a girl is pregnant, a check-up involving several girls, e.g. thirty girls, should be carried out to avoid stigmatization. The pregnant girl should be assisted to obtain a medical report, which should serve as official evidence that the girl is pregnant.

✓ Schools should not demand a written confession or conduct an interrogation. All communication should be done through a trained school Counsellor.

✓ Schools should introduce communication boxes to facilitate communication on pregnant girls in order to lessen rumour-mongering.

! These Re-Entry Policy Guidelines will assist the girls in staying in school.
BUT REMEMBER: Prevention of pregnancies is the key.

What steps do we need to take after a pregnancy is detected?

Inform the parents/guardians of the girl as soon as possible if they are not already aware.

Once a girl is confirmed pregnant, she should be put on a counselling programme. The school should ensure she has access to antenatal care.

Schools should send a letter explaining the Re-Entry Policy to concerned parents/guardians (*see Appendix A*). Given the high level of adult illiteracy, it is recommended that parents/guardians should see the school Counsellor who will explain the re-entry procedures to them. The committal document or agreement to be signed by parents/guardians should be attached to the letter (*see Appendix D*).

The school and the parents/guardians should enter into an agreement by signing a committal document for the girl to re-enter school not later than one year after giving birth (*See Appendix D*).

The girl should go on mandatory leave at the end of the seventh month of her pregnancy, or earlier if advised by her doctor. However, schools should be flexible in case the girl wishes to go on leave earlier or later than the seventh month. Appropriate documents should be given when the girl goes on leave (*see Section 3, page 6*).

AGNES' STORY

Not all girls know about the Re-Entry Policy, as you can see from Agnes' story.

"I became pregnant in Grade 11. I told my mother. She took me to a clinic that confirmed that I was pregnant. We decided that I should not tell the school authorities.

I used to tie myself up and I was able to stay up to the end of term without being detected. I gave birth during the school holiday. I could not come back to school immediately because I had a hip injury following childbirth. My mother went to the school and reported that I had fallen down and dislocated my hip.

After three weeks I was able to go back to school. After only two days, the Deputy Head called me to her office and asked me if I was pregnant. I said I was not. She asked me if I had a baby. Again I refused. Then she told me to take off my uniform and my breasts were bursting with milk. I was told to come to school the following day with my mother.

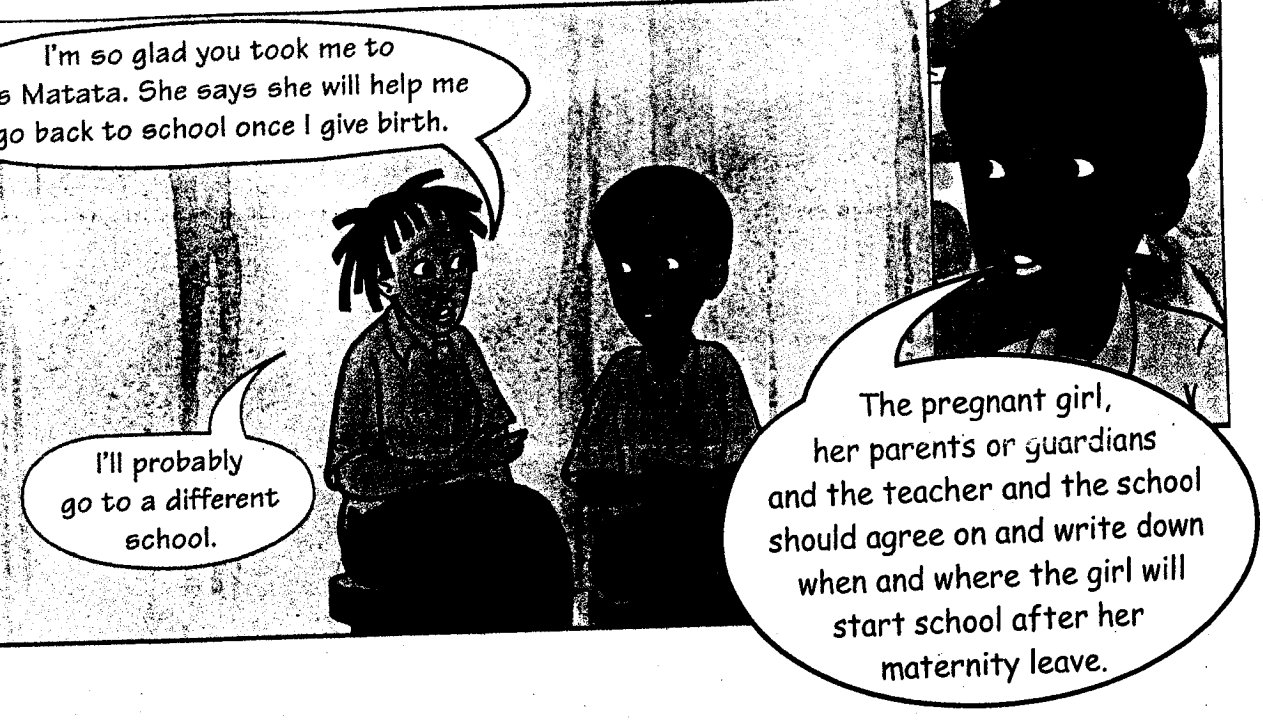
When we came to the school, we were both told about the Re-Entry Policy, and that there was no need for us to go to all those lengths to hide the fact that I had a baby.

I was told to write to the school, explaining that I needed to go on leave and come back to school when my baby was eight months old. I went on leave and came back last year.

I 'm now in Grade 12."

There are many reasons for allowing girls to re-enter school after pregnancy. Some of them are:

- Everyone has a right to education.
- It will increase women's literacy levels.
- It will empower women to look after their children.
- It will bridge the gender gap in education.
- It will give women the chance to contribute to national development.
- Re-entry girls could counsel other girls and deter them from getting pregnant.
- Punishment will not help girls to grow spiritually and socially.
- Some girls are victims of rape and should not suffer for the criminal actions of other people.



Vhat documents should be given to a regnant girl when she goes on leave?

schools should provide pregnant girls with the following documents before sending them eave:

Medical report confirming the pregnancy and health status, including physical and emotional condition.

Document granting maternity leave. The period should be the same for both boarders and day scholars, i.e. to resume school as soon as possible (*Appendix B*).

Letter of re-admission to school, which states the date for resuming classes (*Appendix B*).

Vhat documents should be maintained by chools on pregnant girls?

e following documents should be maintained on pregnant girls by all schools:

Detailed school record (*Appendix E*).

All the documents cited in Section 3.

Commitment by person responsible for the pregnancy, and his family in the case of a school boy (*Appendix C*).

Data collection sheet for monitoring early pregnancy (*Appendix F*).

MUSONDA'S STORY

Girls who fall pregnant need a 'second chance' - just like Musonda.

"I am an orphan, 18 years old, and in Grade 12. My parents are both dead. I was left with my maternal uncle and his wife, who is a nurse. My uncle and aunt were very good to me. I was not the only person they were keeping. My aunt's nephew also lived with us.

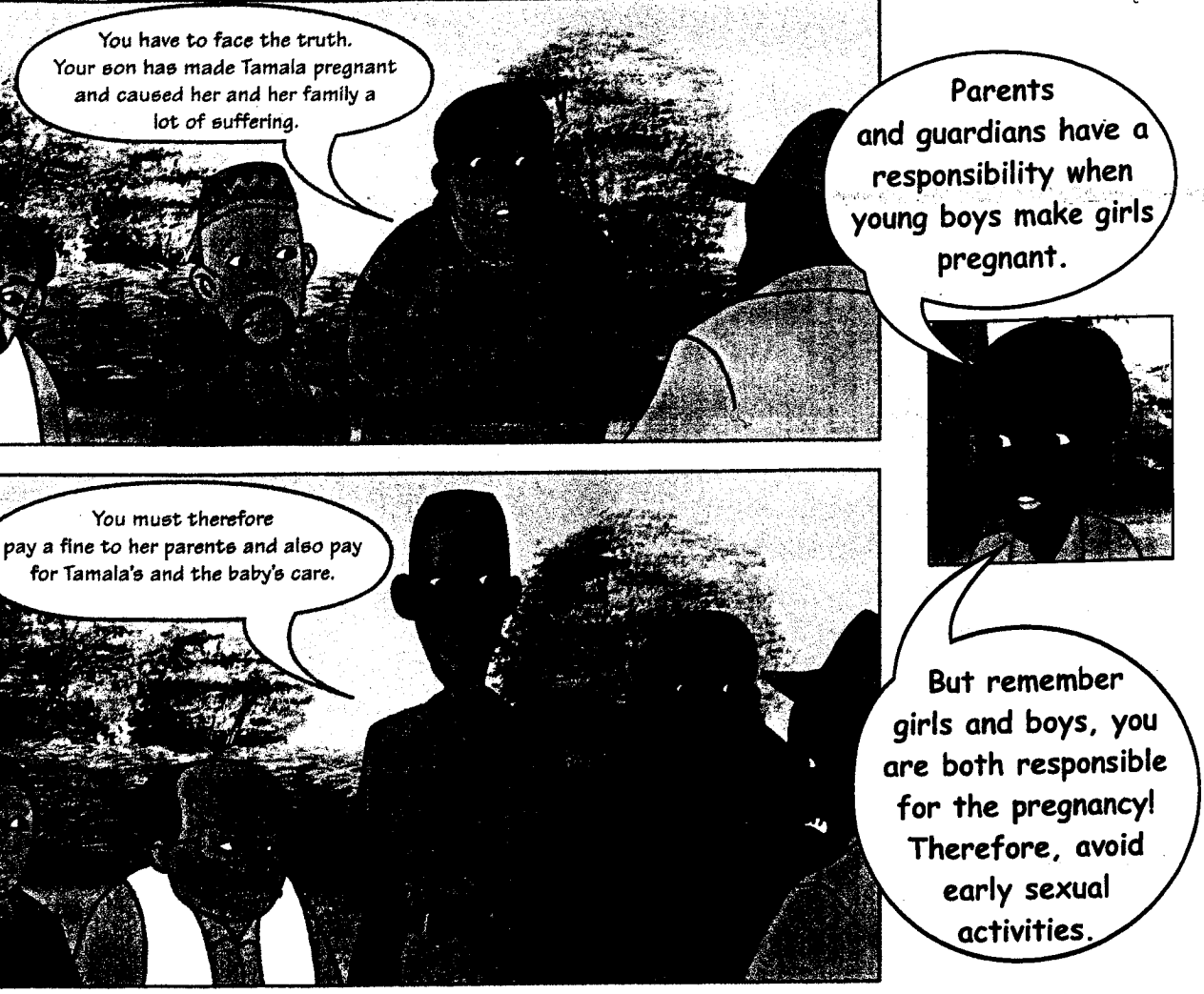
One day, I had a bath and went into my bedroom to get dressed. I was alone in the house with my aunt's nephew. Unfortunately, the girls' room did not have a key. My aunt's nephew came into the room and raped me. When my uncle and aunt came back, I told them what had happened. The boy ran away and has not been back ever since. It was a terrible experience for me. I would wash my body, but still feel unclean. When I didn't have my period for two months, I knew I was pregnant.

Pregnancy is something that you can't put somewhere so that you can forget about it for a while. It is with you all the time. It must have been easy for my aunt to know that I was pregnant. She bought me a dress and told me to try it on. She did not leave the room, so I knew it was a trick. I undressed and she told me I was pregnant. She told me to lie back on the bed. She examined me and said I was about four months pregnant.

My uncle.... was furious, no, he was terribly hurt and that made me feel worse. He said he was not going to do anything for me ever again. I reminded him that I was raped, but it seems a girl who is raped bears the blame. The following day, I did not have the courage to get up and go to school. In fact, I realized that school was over for me. My aunt went to school and told the Headmistress that I was pregnant and could not continue with my education. The Headmistress asked to see me. When I went to see her she told me that I could go back to the same school after weaning my baby.

The atmosphere in our home was tense. Finally, my uncle told me to go and stay with one of my aunts. I gave birth in February 2003. Although I was not staying with him now, my uncle bought all the requirements for the baby. He became very supportive. In January 2004, I re-entered school. My uncle has taken me back into his home. I am lucky to get a second chance in life. I admit that I used to be playful before, I am very serious now. The school has been wonderful. The teachers and all my fellow students treat me normally. If anyone has said something nasty about me, I haven't heard about it.

What has my experience taught me? Well, to start with, it has shown me what life is like for a girl orphan or a woman. You have to be alert all the time. Boys come up to me and say, 'You're beautiful'. I look directly at them and say, 'Thank you, but no. I know what you want.' I have already reported some of the more persistent boys. I'm not going to wait until I'm raped before I shout. My education is my priority now."



hat steps can we take if a fellow pupil is sponsible for the pregnancy?

school boy is responsible for the pregnancy, both he and his parents should sign a mittal document to support the girl and the unborn child (*Appendix C*).

der and equity considerations entail that both girls and boys should be given equal ortunities. Therefore, the following should be done:

The boy responsible for the pregnancy should be counselled by a trained Counsellor about his responsibilities, together with the girl. This should include Voluntary Counselling and Testing for HIV. Both should have a medical check-up for STIs.

School boys who are responsible for the pregnancies should also go on mandatory leave as a deterrent and lesson to other boys, and should only come back when the girl resumes school. This will also partly ensure that girls return to school.

If a school boy is responsible for the pregnancy, both he and his parents should sign a committal document to support the baby: failure to do so will result in dismissal of the school boy (*Appendix C*).

Detailed records on the man/boy responsible for the pregnancy should be maintained in the school. This will help to track him. The records are transferable in case he changes schools. The records should give information on the duration of leave, contact address/telephone, as well as the date of re-admission to school (*Appendix E*).

ESVAH'S STORY

" When I was in Grade 9, I got into bad company. I friends and I had boyfriends, mainly among the teachers. Towards the end of the third term, I bec pregnant. I was able to sit my exams because I wa only one month pregnant. I told the teacher responsible that I was pregnant, and he said he was g to marry me. After I left school, I never saw him again. He got a transfer, and I have no idea where went, and I have no wish to see him.

Although I qualified to go to Grade 10, I could not take up my place. All the other girls in my gr went back for Grade 10. When they got to Grade 11, I used to see them, and envy them so much. a time, I used to blame my friends for my predicament. I no longer blame them. If I had not want to do wrong, I would have left the gang. My father is dead, and my mother has been ill for a long now. We all live with my grandmother. No one had the means to support me. I decided to earn a money so that I could go back to school. Our Parish Priest used to sponsor a number of children. When I asked for assistance, he told me to work for it.

I found that I could not save money because everything I earned went to feeding the family. The Priest left, and a new one came. He did not pay me the money I used to get, but reduced it. I tota lost hope. The head teacher at a nearby school felt sorry for me. He talked to one of the heads of all-girl's school. I was accepted, and I re-entered school in Grade 10. I'm now in Grade 12. I have n overheard any discouraging words from the teachers, or from my fellow students. I talk openly ab my experience in the hope that other girls will learn from it. Unfortunately, I still see even girls I h talked to become pregnant. If I had someone to talk to me the way I talked to these girls, I don't think I would have got pregnant. "

6. What steps should we take if an outsider o a teacher is responsible for a pregnancy?

Adult men/teachers who impregnate school girls should be punished and exposed. following actions should be taken:

- ✓ Put their details on record at the school (*Appendix E*).
- ✓ Inform the girl's parents/guardians of the name of the unborn child's father.
- ✓ Connect the family to organisations like Women and Law in Southern Africa (WLSA), Association of Zambia (LAZ), Female Lawyers Association Zambia (FELAZ), Nati Legal Aid Clinic for Women, and Victim Support Unit for information on legal action maintenance for the girl and the child (*See page 22 for contact details*).
- ✓ Punish the perpetrators who defile girls under the age of 16 under the current law deals with defilement cases.
- ✓ In the case of an outsider, the Parent Teacher Association (PTA)/Parent Community Sc Committee (PCSC) and Guidance and Counselling Department should play an a role in tracking the culprit.
- ✓ In the case of a teacher impregnating a school girl, a stiff punishment should be g The teacher should be expelled and the case handed over for criminal investigation.

OPE'S STORY

" I am 20 years old, and I have a three year old son. My father died a long time ago. My mother was too poor to support me, so one of my sisters took me in. Then she died, and I had to come back home to live with my mother. Sitting at home, doing nothing, led to my getting pregnant.

fter I had given birth, I found out the meaning of abject poverty. I could not buy things for y baby. I decided to rear chickens as a way of raising money to go back to school. I was thus le to pay for myself as an Academic Production Unit (APU) student in Grades 8 and 9. In rade 9, I got the highest marks in the school. The teachers at the school were very helpful. ney explained my situation to the Head at the High School where I was accepted. The school ut me in contact with FAWEZA. Luckily, FAWEZA adopted me, and supports me.

erhaps I'm the only person who is teased in the school, not because I have a child, but ecause I'm so much older than the other students. It hurts me, but it strengthens me at the me time. I know my time is limited, so I work so hard that I beat all those who tease me. I n determined to go to University. "

7. What is the length of time for re-entry after delivery?

! Counselling before and after medical examination is vital.

! When girls become pregnant they live in fear. It is important to reassure them.

✓ The girl should be allowed to re-enter school at least six months and not later than a year after delivery.

However, depending on the support from her family, she may re-enter earlier.

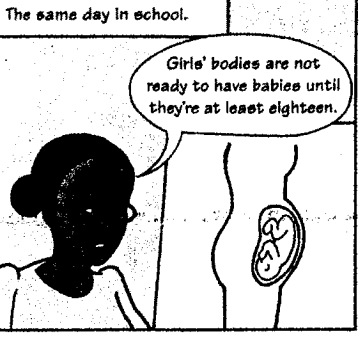
8. What steps should we follow in cases of school transfers?

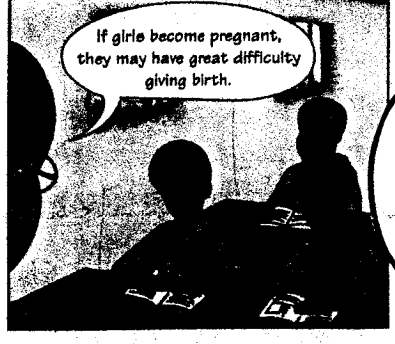
✓ Transfers should not be mandatory, though a girl may choose to transfer to another school.

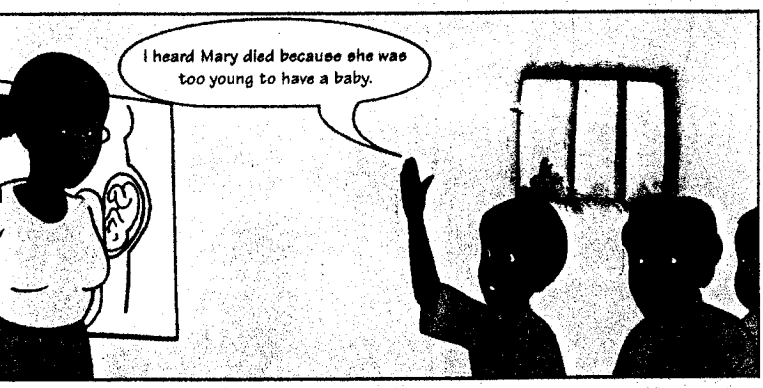
✓ The School Guidance Department should help to find a school place for the teen mother, if possible on an exchange basis in the case of a transfer to another school.

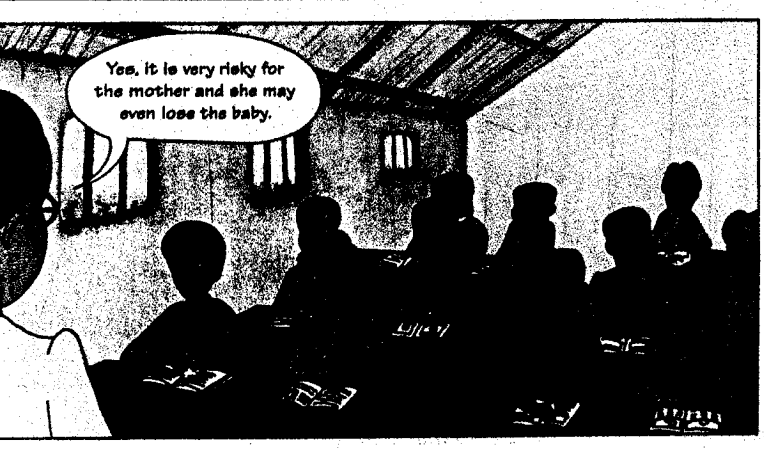
9. How many times should a girl be allowed to re-enter school?

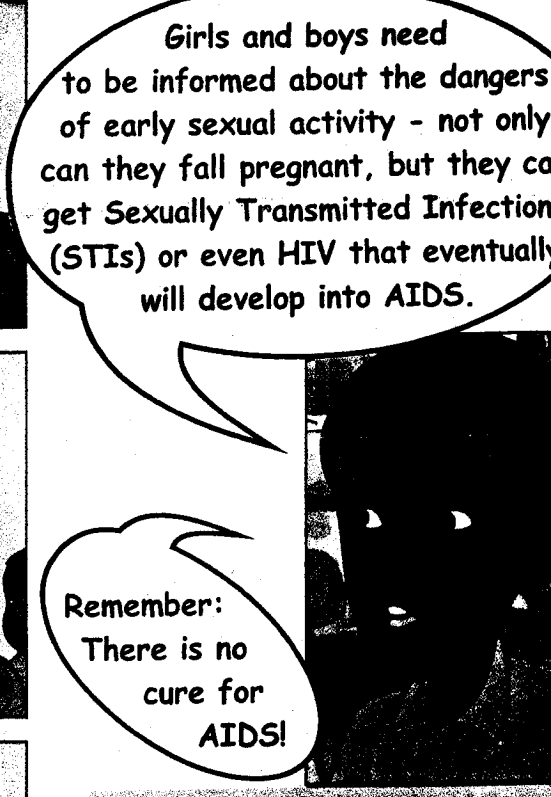
✓ In the rare event that a girl applies for re entry more than once, the school should be flexible and re-admit the pupil, and the girls should be provided with the necessary counselling.











! In Sub-Saharan Africa, more than 13% of girls aged 15-19 years become mothers.

! Counselling and care during and after pregnancy is vital.

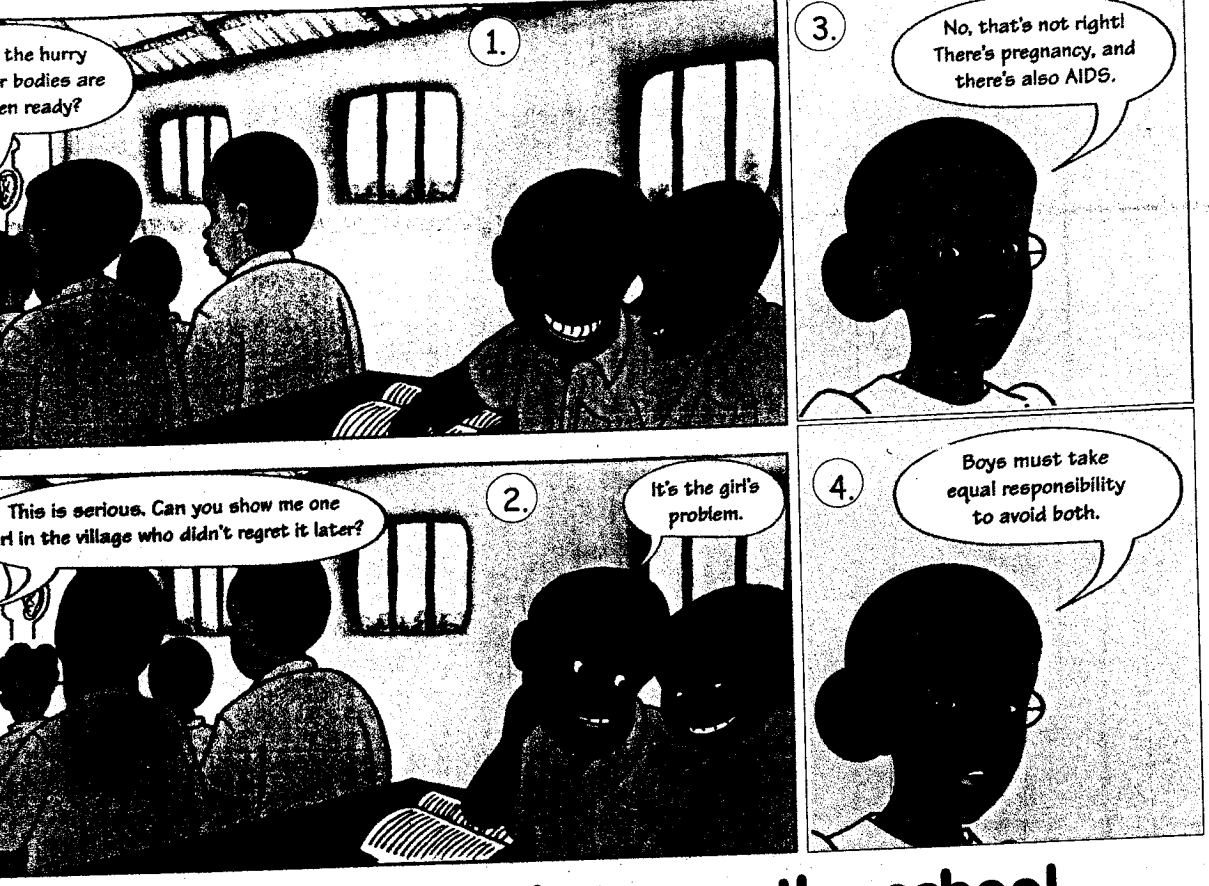
10. How can we track girls that have fallen pregnant?

✓ All schools should monitor teen pregnancy trends by completing the Data Collection Sheet on Early Pregnancy every term (*Appendix F*).

✓ Detailed records on the pregnant school girl and the man/boy responsible for the pregnancy should be maintained in the school. This will enable the school to track all cases. The records, which should be transferred to the next school in case of a change of school, should give the following information: duration of the leave; contact address/telephone and the date of re-admission into school (*Appendix E*).

✓ Schools and the Parent Teacher Association (PTA)/Parent Community School Committee (PCSC) should assist the pregnant girl and her family in tracking down perpetrators. The School Administration, the Guidance and Counselling Department and Equity and Gender Departments should make follow-ups on girls who do not come back to school after re-entering school.

✓ Boys who are involved in pregnant cases should not be allowed to transfer to other schools.



What can we do to improve the school environment and prevent pregnancies?

Each school should have a trained female Counsellor for girls and a male Counsellor for boys. All schools must have a Counselling Committee headed by trained Counsellors, and should include in the timetable counselling on sexual and gender relations and reproductive health education to reduce incidences of teen pregnancies.

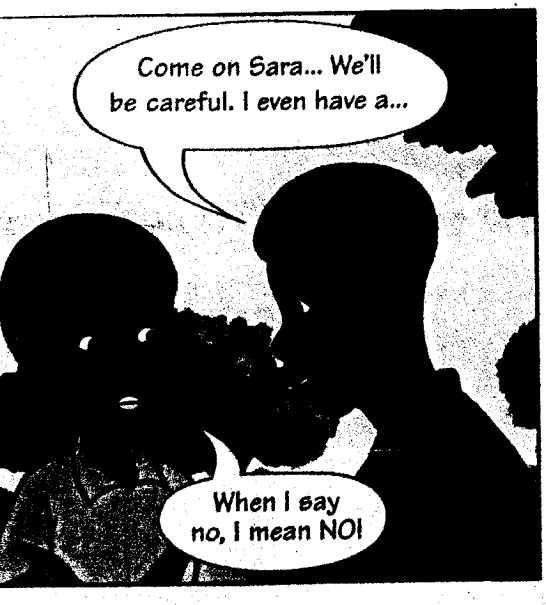
The school administration should ensure that the Re-Entry Policy is disseminated at assembly on a regular basis. Sensitisation should particularly be done at the beginning of the school year when the pupils report to school.

The Counselling Committee should also sensitise the schools' PTA/PCSC to the Re-Entry Policy.

Schools should sensitise pupils on the consequences of pregnancy for both girls and boys, i.e. both will be sent on maternity/paternity leave; the school Guidance and Counselling Department should contact organisations like Women and Law in Southern Africa (WLSA), Law Association of Zambia (LAZ), Female Lawyers Association Zambia (FELAZ), National Legal Aid Clinic for Women, and Victim Support Unit for information on legal action and maintenance for the girl and the child (*See page 22 for contact details*).

Schools should create networks with relevant organisations which can give support on issues of child maintenance and help access bursaries, if a change of school requires extra finances.

Existing Student Alliance for Female Education (SAFE) Clubs and Child Rights Clubs should be strengthened and new ones established in all other schools.



It is rare that a girl comes up to the school authorities to report that she is pregnant. Usually, the report is made by:

- Class/school mates.
- A teacher who notices a change in behaviour (withdrawn and taciturn).
- The sports teacher who notices physical appearance and lack of agility.
- Parents or guardians, after a girl decides to stay away from school.
- Hospital or clinic staff that discover that a pupil is pregnant when being treated for another complaint.
- The matron (in boarding schools) through routine checks on girls.

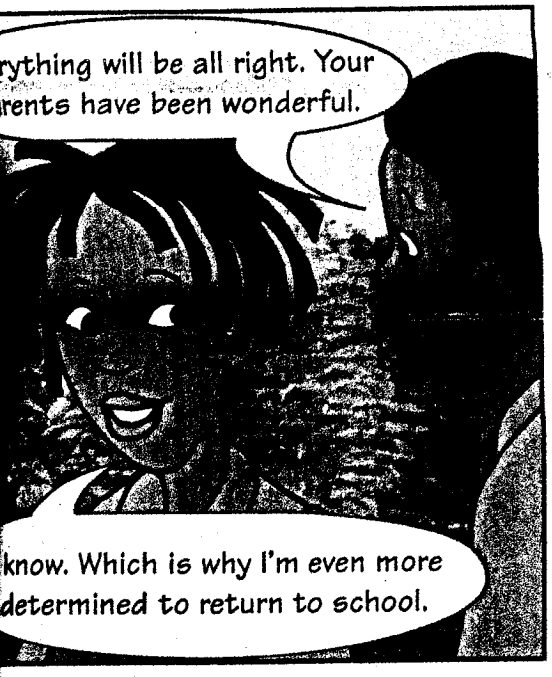
All girls and boys! Remember that you have the right to say NO! It is YOUR body. When you are touched in ways you don't like or when people ask you for sex, you have the right to say NO!

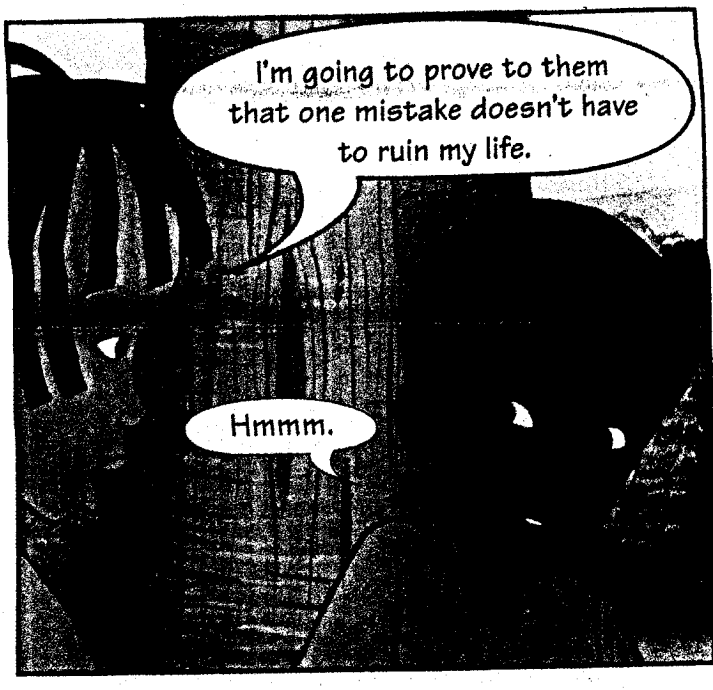
12. What about girls that drop out due to reason other than pregnancies?

- ✓ Girls who drop out of school for reasons other than pregnancy should be re-adm without bias.
- ✓ All schools should develop measures that will facilitate the re-admission of females drop out for reasons other than pregnancy.

13. What about children who are not in school for other reasons?

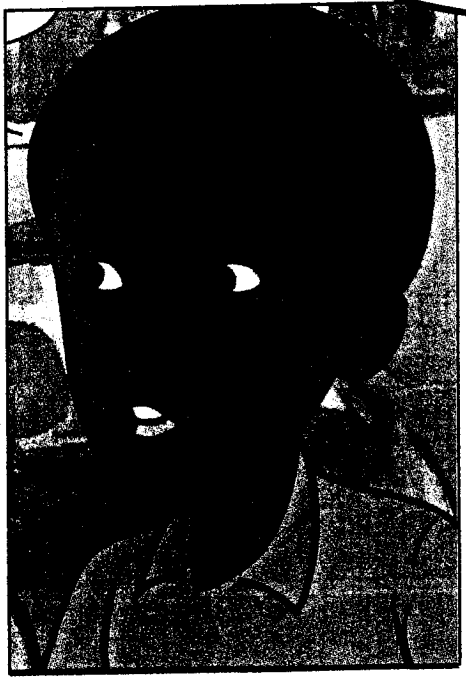
- ✓ All children that have had no access to education and who seek admission into c government school should be admitted without reservation and without bias. This with immediate effect.





So Tamala
was determined to return
to school. Education is now
her main priority.

Let us work
together to ensure
that these Re-Entry Policy guidelines
are implemented in every school in
Zambia. The next pages in this booklet
give your school some tools to ensure
that all pregnant girls return to
school after giving
birth.



And don't
orget that AIDS is
real! Don't get
infected!

Republic of Zambia
Ministry of Education

Dear Parent/Guardian,

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

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

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

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

Yours sincerely,

School Manager

Date Stamp

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

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

Republic of Zambia
Ministry of Education

Ref/Serial Number .....

LETTER OF MATERNITY LEAVE AND RE-ADMISSION

Dear .....

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

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

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

Yours sincerely,

.....
Name of Head of School

.....
Signature

Date Stamp

Form for Maternity Leave and Re-admission - Appendix B(ii)

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

Republic of Zambia
Ministry of Education

Name of Pupil _____

Grade _____

School _____

Section A: MATERNITY LEAVE

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

From ..... to .....

Section B: RE-ADMISSION TO SCHOOL

You will be required to report for classes after delivery as follows:

Date .....

Time .....

Grade .....

Re-admitting School .....

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

Name of Head of School.....

Signature .....

Date Stamp

Republic of Zambia
Ministry of Education

Commitment by Male Involved in Pregnancy

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

Name of school boy/male responsible for the pregnancy
.....
Address .....
Date of birth .....
Grade (if in school) .....
Occupation .....
Signature .....
Date .....

Name of Parents/Guardians (where applicable in case of school boys/minors)
Father/Guardian .....
Mother/Guardian .....
Date .....

Four copies:

1 copy to pupils' parents/guardians

1 copy to pupil

1 copy to school file

1 copy to School Guidance and Counselling file

Commitment by Parents/Guardians of the Pregnant Girl

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

Name of Parents/Guardians:

Mother/Guardian .....
Address.....
Occupation .....
Signature .....
Date .....

Father/Guardian .....
Address .....
Occupation .....
Signature .....
Date .....

Four copies:

1 copy to pupils' parents/guardians

1 copy to pupil

1 copy to school file

1 copy to School Guidance and Counselling file

Detailed School Record - APPENDIX E

A. Details of School

Name of School: .....
District: ..... Province: .....
Address of School: .....
Tel/Fax/Email: .....
Type of School: GRZ/Community School/Private/Grant Aided: .....

B. Bio-data

Part (i) - Details of Female Pupil

Name of Pupil: ..... Grade: .....
Date of Birth: .....
Name of Parents/Guardians: .....
Residential Address During Leave: .....
Permanent Address: .....
Status: Orphan (Single/Double) Not Orphan (underline where applicable)

Part (ii) - Details for Tracking Teen Mother

Expected Date of Delivery: .....
Date Leave Granted: .....
Expected Date of Re-admission: .....
Date of Actual Re-entry: ..... (First/ Second): .....
Date of Transfer: .....
Name of School to which Transferred: .....
Reason for Transfer: .....
.....

Part (iii) - Details of Male Involved in Pregnancy

Name of Man or Boy: .....
Status (a) Teacher /School Personnel.....
(b) School boy/Student: .....
(c) Male Relative: .....
(d) Outsider: .....
Date of Birth: .....
Residential Address: .....
Postal Address: ..... Tel No: .....
NRC No: .....
Occupation: .....
Place of Work: .....

Part (iv)

Number of counselling sessions attended for female pupil: .....
Number of counselling sessions attended for male pupil: .....
Number of counselling sessions attended for Parents/Guardians: .....
Any other information: .....
.....

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

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

---------- ----------

Signed Date

4 copies:

1 copy to pupil
1 copy to school file
1 copy to School Guidance and Counselling file
1 copy to DEBS

Data Collection Sheet on Early Pregnancies - APPENDIX F

Name of School .....

District ..... Province .....

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

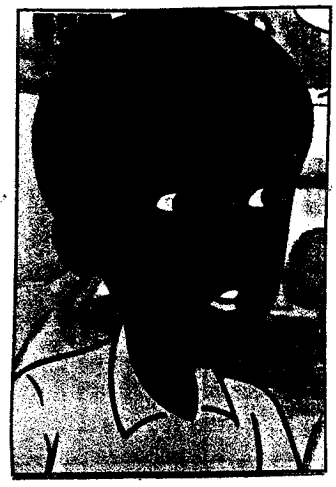
Type of School: (i) Day/Boarding (underline what is appropriate)
(ii) Co-education/Single sex (underline what is appropriate)

Date .....

1. School Girl Pregnancy Rates							
Date:	Gr. 1-7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Girls' enrolment							
No. of girls pregnant							
[illegible]							
After delivery							
Other reasons							
[illegible]							
Failure to return	Gr. 1-7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Failure to fit back							
Other reasons							
[illegible]							
[illegible]							
[illegible]							
[illegible]							

[illegible]

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



Here you will find contact details of organisations that provide legal advice and counselling or are involved in girls' education.

Ministry of Education (MOE) ✓
Equity and Gender Unit
Ministry of Education Headquarters
PO Box 50093
Lusaka
Tel: 01-250855

Forum for African Women Educationalists in Zambia (FAWEZA) ✓
PO Box 37695
Plot 6680, Chiwalamabwe Road
Olympia Park
Lusaka
Tel: 01-295482
E-mail: fawezam@zamnet.zm

Female Lawyers Association Zambia (FELAZ) ✓
c/o Nyankhata Chambers
PO Box 31901
Lusaka
Tel: 01-238601

Law Association of Zambia (LAZ) ✓
PO Box 35271
LAZ House No. 1, Lagos Road (next to old Cemetery)
Rhodes Park
Lusaka
Tel: 01-254401
Fax: 01-254428
E-mail: zamlaw@zamnet.zm

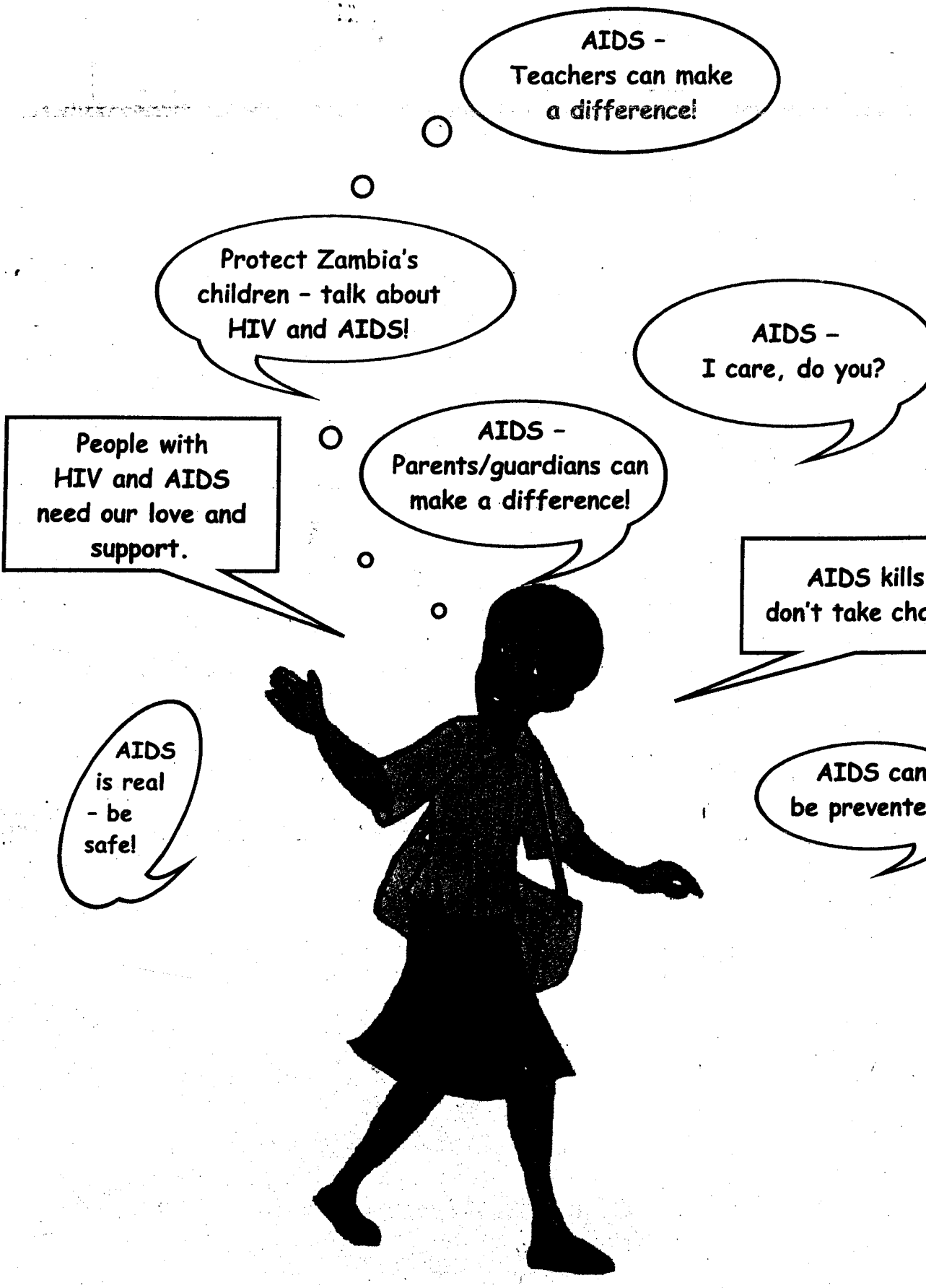
To be continued

National Legal Aid Clinic for Women ✓
Plot 110A/150, Musonda Ngosa Road (behind ZRA)
Villa Elizabetha
Private Bag E 578
Lusaka
Tel: 01-220595
Fax: 01-234747
E-mail: naleacw@zamnet.zm

Victim Support Unit (VSU) ✓
Police Service Headquarters, 3rd Floor, Room A68
Independence Avenue
PO Box 30103
Lusaka
Tel: 01-231060

Women and Law in Southern Africa (WLSA) ✓
PO Box 34777
House No. 1257, Mambulima Road
Rhodes Park, Lusaka
E-mail: wlsazam@zamnet.zm
Internet: www.wlsa.org.zm
Tel: 01-253974/75
Fax: 01-254673

Young Women's Christian Association (YWCA) ✓
Nationalist Road
PO Box 50115
Lusaka
Tel: 01-255204/252726
E-mail: ywcalsk@zamnet.zm


AIDS -
Teachers can make
a difference!
Protect Zambia's
children - talk about
HIV and AIDS!
AIDS -
I care, do you?
People with
HIV and AIDS
need our love and
support.
AIDS -
Parents/guardians can
make a difference!
AIDS kills
don't take cha
AIDS
is real
- be
safe!
AIDS can
be preventa