

**STAKEHOLDERS' PERCEPTIONS ON TEEN MOTHERS' RE-ENTRY
POLICY AND PRACTICES IN SECONDARY SCHOOLS IN MALONGO
SUB-COUNTY, MAYUGE DISTRICT, UGANDA**

BY

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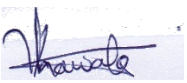
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DECLARATION

Declaration by the Candidate

I hereby declare that this thesis is my original work and that it has not been previously submitted for assessment to another University or for another qualification.

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DEDICATION

This thesis is dedicated to my late father Nathan Kasadha and My late mother Jennifer Namabiro who laid my foundation in education. My Father Godfrey Kyalo for holding my hand through this journey. My sisters Jackie, Stella, my brothers David, Robert for their moral support. My daughter Mitchel Nalubega and her father for being understanding during my absentia for the entire period of study.

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ABSTRACT

Teen mothers' re-entry policies are aimed at supporting teenage mothers to access and be retained in mainstream secondary schools to completion level. However, the practice in schools remains wanting since it is characterised by suspension, expulsion, or re-entry in other schools. This study sought to explore stakeholders' perceptions of teen mothers' re-entry policy and practices in secondary schools in Malongo, Sub-County, Mayuge District and find out intervention strategies to enhance re-entry. The research objectives were to: find out Ministry of Education and Sports officials' perceptions on re-admission policy and practice; find out the headteachers and teachers' perceptions on re-admission policy and practice; find out teen mothers' perceptions on re-admission policy and practice and identify intervention strategies that can be adopted to enhance re-admission of teen mothers in secondary schools. The guiding theory for this study was Urie Bronfenbrenner's Ecological system theory. The study applied an interpretivist approach using the phenomenological research design as this enabled the researcher to explore the experiences and attitudes of stakeholders on teen mothers' re-entry policy and practices. The target population included teen mothers, teachers in charge of girl child affairs, head teachers and Education officials. Data was generated by conducting thorough interviews and drawings for teen mothers. Purposive sampling and snow ball sampling techniques were used to select key informants. Data analysis was done using thematic analysis. The study revealed a slight positive change in the attitudes of stakeholders and some degree of awareness regarding retention and re-entry in secondary schools. This can be a foundation on which policy makers can ably rely on to enhance re-entry mechanisms and strategies. These are somewhat sure ways of bridging the gap between the policy and practices while a disconnect in the systems and structures would sabotage the efforts to enhance retention and re-entry. The study identified strategic interventions that can be adopted to enhance teen mothers' re-entry in schools to uphold the rights of a girl child to education as accorded by SDG 4.

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CSE	Comprehensive Sexuality Education
DEO	District Education Officers
ECCE	Early Child hood care and Education
EFA	Education for All
FAWEZA	Forum for women educationalists Zambia
FGDs	Focus Group Discussions
HEART	Health and Education Advice & Resource Team
HIV	Human Immune Virus
HRW	Human Rights Watch
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
SDGs	Sustainable Development Goals
SRH	Sexual Reproductive Health
STEP UP	
UBOS	Uganda Bureau of Statistics
UDHS	Uganda Demographic Health Survey
UNCRC	United Nations Convention on the Rights of the Child
UNCST	Uganda National Council for Science and Technology
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls Education Initiative

UNICEF United Nations Children's Fund

WHO World Health Organisation

CHAPTER ONE

INTRODUCTION TO THE STUDY

Teenage pregnancy is a social concern around the world due to its diverse effects on the realisation of full potential of the girl child regarding educational attainment and future career prospects. This justifies the rise of different stakeholders at the global and national arenas coming up with policy interventions to ameliorate negative attitudes and side effects caused by teenage pregnancy. The major policy intervention most countries have embraced is the teen mothers' re-entry policy which is intended to give them a second chance in education. While the policies have been adopted, in some developing countries, practise remains far from what the policy stipulates. This chapter therefore presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and limitations, theoretical and conceptual framework, and definition of operational terms.

1.2 Background of the Study

The global arena has teenage pregnancies as one of the major social challenges facing the world in the 21st century (Jelly & Sharma, 2016). The World Health Organization (WHO) defines teenage pregnancy as the occurrence of pregnancy in girls aged 10–19. Its 2014 report presented a global adolescent birth rate of 49 per 1000 girls aged 15 to 19 years old. The Global Health Observatory Data 2018 showed that the adolescent birth rate in 2018 was 44 per 1000 adolescent girls aged 15 -19 years globally.

In a study carried out by Bhat, Cherian, Bhat, Chapman, Lukose, Patwardhan, and Ramakrishna (2015) on factors affecting psychosocial well-being and quality of life among women living with HIV/AIDS, the study points out that, HIV stigma includes

the perception of societal attitudes towards HIV as well as personal experiences of attached stigma. The study further notes that perception of felt stigma is how the individual understands real or imagined fear of persecution and sense of community disapproval. It is therefore noted that the way individuals perceive things in the environment defines their character and attitude.

For this study, perceptions were determined by experiences, expectations, attitudes, interests, and motives in one's social setting. Reactions and responses to teenage pregnancies are often based on individual interpretation and understanding of the situation. United Nations Education, Scientific and Cultural organisation (UNESCO, 2017) stresses that society's respond towards this event by imposing harsh social sanctions on teen mothers including stigmatization and expulsion. This results in teen mothers becoming social outcasts in a society where one has had her deepest roots from childhood. The report further emphasises that early and unintended pregnancy jeopardises educational attainment for girls and for this reason therefore, the education sector has a duty to prevent it by providing knowledge, skills, information and ensuring that pregnant girls and teen mothers have the right to continue their education.

For the girl child, tremendous inequalities in the degree and quality of access to education for girls is significantly observed as in health care. These are fuelled by teen pregnancy since it affects educational opportunity economic wellbeing and consequently a cycle of poverty (Araya & Marber, 2013). This concurs with UNFPA (2013) report which asserts that pregnancies among girls less than 18 years of age have irreparable consequences; teen pregnancy undermines achievement of the UN Millennium Development Goals (MDGs). Meanwhile, initiatives to engage the boys

and young men are included in some countries to reduce the stigma associated with teenage pregnancy and create awareness (Birungi et al, 2015).

The World Educational Forum on Education for All (EFA) is another policy framework which identifies a common ground around quality which includes respect for individual rights and improved equity of access (Laurie et al, 2016). Its 7th dimension addresses equity issues of access to education for all people regardless of gender, ethnicity, disability, sexual orientation etc. On the other hand, Teenage pregnancy abruptly halts the girls' potential and educational aspirations since it means expulsion in most cases. This endangers the issue of gender equality and women empowerment. This comes because of girls often being vulnerable to make informed decision about the matter and on the other hand, their male counter parts will normally continue with their education (UNESCO, 2016).

The issue of teenage pregnancy is an increasingly perturbing challenge in Low-income countries in Latin America, the Caribbean, South Asia, and Sub-Saharan Africa. The United Nations Population Fund (UNFPA,2013), noted that girls under 15 make up 27.4 percent of the 7.3million teens who become mothers each year and If the phenomenon goes un addressed by 2030, an additional million girls will become mothers before their 15 birthdays. In a study carried out by Bellamy (2017), on Jamaica's Policy for the School Re-integration of School- age Mothers, Jamaica ranks the fourth –highest teenage pregnancy rate in Latin America with birth rate of 72 per 1000 adolescent girls. This has however dropped down in recent years to 59 births per 1000 girls aged 15-19 compared with regional and global average of 64 and 4, respectively (World Bank 2017).

In addition, South Asia is another region with the highest rates of teenage pregnancies which is ranked second to Sub Saharan Africa. The Asian experience shows how the practice of early marriage, poverty and social expectations to have children early are considered key drivers of adolescent pregnancy in South Asia (UNFPA, 2015). UNFPA (2013), notes that within South Asia, the recorded teen pregnancy rate is highest in Bangladesh 35% followed by Nepal 21% and India 21% while existing literature suggests that teenage pregnancy has a significant effect on the level of education of women employment opportunities.

The UNICEF press release (2018) points out that while adolescent birth rates have declined globally, in Asia, child marriages and teenage pregnancies are on the rise or stagnated in South East Asia which is a pointer to an aggravated social problem. The average adolescent birth rate in the region is 47 births per 1000 females aged 15-19 higher than the average of 35 in South Asia and close to the global average of 50.

This phenomenon does not spare Africa either. Most education systems previously excluded pregnant girls and teen mothers from school. However, progress has been registered towards a more supportive approach. A number of African countries like South Africa, Botswana, Swaziland, Kenya, Namibia, Zambia, Madagascar and Cameroon have developed re-entry policies allowing adolescent mothers to return to school after delivery. However, Concern has been raised about their arbitrariness, lack of ownership of the policy among governments, implementation gaps due to low monitoring and low school involvement (UNESCO, 2014).

United Nations Population Fund (UNFPA, 2016) points out Zambia as one of the countries in sub Saharan Africa with high levels of teenage pregnancies. In a bid to counteract this, Zambia adopted a National Gender Policy which stated that it will

facilitate the readmission of girls who become pregnant in school as a redress for inequalities in education (UNESCO, 2017). This policy was re-instituted in 1997 and later revised guidelines in 2012 (Birungi et al, 2015).

Kenya effected the re-entry and continuation policy in 1994 which permits pregnant girls to continue with their education for as long possible and allows them to return to school after childbirth. STEP UP Research report 2016 reveals that Kenya's National School Healthy Policy states that school-age girls who become pregnant should be permitted to continue with their education as the policy stipulates. However, policy implementation remains weak in practice because of the moral stigma related to teenage pregnancy (Barmao-Kiptanui et al, 2015).

The report further discloses that there were generally negative attitudes towards teenage pregnancy and expulsion was viewed as acceptable as both a disciplinary measure and deterrent to other girls becoming pregnant. This situation is not very far different from other East African countries.

The African Union Agenda 2063 seeks to have a continent where the full potential of women and youth is realised through its 6th aspiration. This requires an inclusive continent where no child, woman or man will be left behind or excluded based on gender, political affiliation, religion, age and other factors in regard to education, health, social security and protection. Full gender equality in all spheres of life through focus on women and girls' empowerment, ending violence and discrimination against women and girls.

According to Uromi (2014), pregnant girls in Tanzania are still expelled from school and some struggle to continue with studies under difficult situations because there is no clear policy. Some school heads continue to believe that providing an opportunity of

re-entry to the pregnant or mothering teens promotes immorality and other girls are liable to becoming pregnant as well. Therefore, they make it hard for teen mothers to access school or expel the pregnant girls from school. This makes girls and women in general lose their battle to equity and their right to education is grossly violated.

Uganda ranks 5th in Africa in Pregnancy related exclusion (Onyango et al, 2015). Uganda's education policy embraces inclusive education and education for all irrespective of sex, religion, gender, tribe etc. The economic and social development of each county is dependent on its labour force, therefore inclusive education should be at the centre stage to achieve country's development goals and the Sustainable Development Goals.

It is prudent that there has been significant achievement in advocacy and strategies for enhancing girl child education. However, the gaps in retention and completion of the girls especially the adolescents are still eminent.

Nyariro, (2018) postulates that a number of cultural and social economic factors have contributed to gender disparity in the education of the girl child. Teenage pregnancies continue to contribute towards the inequalities which many education policies fight to bridge.

Bhana and Mcambi, (2013) note that teenage pregnancy and motherhood is socially constructed as shame, disgrace and punishable by expulsion. Okwany and Kamusiime (2016) emphasise that, in a situation where there is no official re-entry policy, the usual practice is expulsion of any student who is pregnant. Amidst the Ministry of Education good will pronouncements and circulars to schools, suspension and expulsion remain common.

Birungi et al (2015) note that Uganda is one the countries South of the Sahara which has a draft for National School Health Policy that provides for re-entry. The practices as reported are suspension expulsion and re-entry at different schools.

The highest rates of teenage pregnancies in the country occur in East Central region amounting to 31.6%, Eastern, at 30.1%, Karamoja with 29.7%, West Nile 26.4%. Mayuge district is located in East Central region of Uganda whose rate of teenage pregnancies (31.6%) is higher than the national average of 25%. (Bantebya et al, 2013). This is in line with UDHS (2016) findings which reveal that the Eastern and East Central regions still show the highest rates of teenage pregnancy in Uganda with 30.1% and 31.6% respectively which is higher than the national figure.

According to Bantebya et al (2013), Mayuge is much affected by persistent poverty and social norms around child marriage which results into teenage pregnancies its related impact on education for girls. Lillian and Mumbango (2015) reveal that teenage pregnancy and childbearing is a serious social problem that does not only affect education of the girl child but is also linked to the spread of HIV/ AIDS, sexual abuse, neglect, and abortions as well as infant and maternal mortality hence posing a threat to the health achievements of a country.

It is against this background therefore, that this study focuses on finding out the perceptions of different stakeholders on the policy guidelines and implementation of the same in secondary schools so as to advocate for a second chance in education for the girl child and realise the Jomtien declaration of Universal Primary Education and the Dakar declaration of Education for All. To achieve this, the girl child must be given equal opportunity to realise their inherent potential by giving them access to quality Basic Education.

1.3 Statement of the problem

Teenage pregnancy and motherhood have remained a major social and education concern in Uganda because of its implications on the completion rates of girls in secondary. According to Uganda Demography Health Survey (2011) pregnancy rates were at 24 percent. The most recent Uganda Demography Health Survey 2016 shows an increase from 24 percent to 25 percent of the adolescent girls and young mothers aged 15-19 in Uganda are pregnant or mothers, which is one of the highest teenage rates South of the Sahara.

Uganda's adolescent fertility/birth rate is among the highest in the Eastern Africa region – estimated at 134 per 1000 women aged 15-19 years (UBOS, 2011). The National strategy to end child marriage and teenage pregnancies points out that Teenage pregnancies are high in the East Central, Eastern, and Karamoja regions (30%) compared to other regions, with the Southwest region having the lowest (15%) and Central has the second lowest at 19%. UDHS report (2016) emphasizes that adolescent childbearing is more common in rural areas at 27% compared to urban areas at 27% versus 19%. It is reported that seven out of 10 girls in every household drop out of school due to teenage pregnancies (Naigano, 2017) and 45% of the mothers who seek medical care in Malongo Health center III are teenagers (“It’s time for men to stand up”, 2017).

Ahikire and Madanda (2011), point out that, in principle, there is no legal or policy position that prohibits pregnant girls or child mothers from continuing with their education. However, most pregnant girls are expelled from school and don't return to complete their education and no one is held responsible for breach of the guidelines as the context gives a loophole which shields the implementers of the policy in question.

The UNGEI Report (2011), emphasizes that MoES has kept sending circulars to the school administrators urging them not to expel pregnant girls from school especially allowing those in candidate classes to sit for their final exams.

However, from the aforesaid, the practices in schools towards teen mothers are still far from the guidelines and constitute a violation of pregnant learners' rights to education making completion of secondary education a distant dream for most pregnant girls. It is this gap that the study sets out to close in finding out the perceptions of stakeholders regarding the re-entry policy and practices.

The study therefore will explore teachers', teen mothers', and Ministry of Education and Sports officials' perceptions about the re-entry guidelines and practices on readmission of teen mothers in secondary schools Malongo Sub-County, Mayuge District, Uganda, with a view of addressing teenage pregnancies among learners.

1.4 Purpose of the Study

The purpose of the study was to explore the perceptions of stakeholders on the re-entry policy of teen mothers and develop intervention strategies that would be adopted to enhance re-entry of teenage mothers in secondary schools in Malongo Sub-County, Mayuge district. This helped to inform policy makers and support administrators on how to handle teen mothers in school to help them achieve higher completion and retention rates of a girl child at school.

1.5 Objectives of the Study

The study objectives were.

1. To explore Ministry of Education and Sports officials' perceptions on re-entry policy and practice in secondary schools in Malongo Sub-County.

2. To establish the head teachers and teachers' perceptions on re-entry policy and practice in secondary schools in Malongo Sub-County.
3. To find out teen mothers' perceptions on re-entry policy and practice in secondary schools in Malongo Sub-County.
4. To identify intervention strategies that would be adopted to enhance re-entry of teen mothers in secondary schools in Malongo Sub-County.

1.6 Research Questions.

While trying to consider the problem stated, the following research questions were formulated:

1. What were the Ministry of Education and Sports officials' perceptions on teen mothers' re-entry policy and practices in secondary schools Malongo Sub-County?
2. What would be the head teachers' and teachers' perceptions on teen mothers' re-entry policy and practices in secondary schools in Malongo Sub-County?
3. What were the teen mothers' perceptions on teen mothers' re-entry policy and practices secondary schools in Malongo Sub-County?
4. Which intervention strategies would be adopted to enhance re-entry of teen mothers in secondary schools in Malongo Sub-County?

1.7 Significance of the Study

The intended research study would be of great significance to the Ministry of Education and Sports, the Ministry of Gender, Labour and Social Development in Formulation and design of policies that counteract the diverse effects of teenage pregnancies on the education of the girl child and the social wellbeing of women in general.

Teen mothers would directly benefit from the proposed study as it stayed to inform practice at school level, home, and community regarding ensuring that the girl child achieves their full right to education.

The nation would achieve its vision 2040 which advocates for Education for all since education is at the center of economic and social development of any country.

1.8 Justification of the Study

The United Nations Convention on the Rights of the Child (UNCRC) defines a child as every human being below the age of 18 years unless under the law applicable to the child. It further gives every child a right to education which responsibility lies in the hands of the government and the parents. This means the study on stakeholders' perceptions on re-entry of teen mothers in formal education system justifiable as it intends to elicit information that will help to bridge the gap between the policy guidelines and implementation of the policy in regard to access, retention and complete in the Ugandan context.

1.9 Scope of the Study

The study explored the stakeholders' perception on re-entry guidelines, policies, and the practices on ground.

In particular, the research study explored the perceptions of school administrators, Ministry officials, head teachers, teachers and students on re-entry policies and practices in Malongo Sub-county.

This explored what the policy guidelines stipulated about re-entry of teen mothers, was the policy necessary, did the policy formulation process involve all concerned

stakeholders and how was the implementation of the policy done. Which other policies would we need to address the issues that cause teenage pregnancies?

The study further explored the practices of school administrators, teachers, and students regarding the entry policy. It explored the gap between the policy and the practice.

The research study took place in Malongo Sub-County, Mayuge District in Eastern part of Uganda between September 2019 to November 2019.

1.10 Limitations of the study

The study was subject to design and methodological related concerns that would influence the relation between and among the constructs or variables. The researcher employed face to face interviews as a method of data collection. This involved a personal interaction with the participant. The impression created, the dress code and the skills of the interviewer influenced the responses of the interviewee.

The study required the researcher to explore the policy documents on re-entry of teen mothers. Content analysis largely depended on the availability and accessibility of the documents to the researcher. The researcher assumed that documents were readily available and up to date. However, there were incidences when accessibility and availability of documents become a hurdle.

The unit of analysis consisted of only 3 secondary schools found in Malongo sub-county in Mayuge district with quite differing characteristics. Generalizability of the study findings may only be limited to contexts with similar situations in Africa and other parts of the world. However, the study offers understanding of stakeholders' perceptions regarding re-entry policy which is much needed in countries facing consequences of teenage pregnancy on the social wellbeing of their communities. The

study participants were Stakeholders in education who included Ministry of education officials, teen mothers, head teachers and senior women teachers. This study sample did not include parents, yet they are key stakeholders in the implementation of teen mothers' re-entry policy and retention. Parents were found to be very instrumental in provision of childcare support which the teen mothers need to accomplish their education aspirations therefore, their perceptions concerning retention and re- entry are key.

1.11 Assumptions of the study

The study greatly depended on the following assumptions:

1. The policy documents on re-entry of teen mothers were available in the Ministry of Education and Sports.
2. The school administrators were aware of what is stipulated in the re-entry policy document.
3. The teen mothers availed accurate information related to the policy guidelines and implementation.
4. The sampled population would be willing to participate in the study.

1.12 Theoretical Framework

The research study would be anchored in Urie Bronfenbrenner's Ecological System theory (1979). This postulates that human development and experiences would be explored, understood, and interpreted through the continuous interactions between the environmental components (Von Bertalanffy, 1972).

According to Jack Leonard (2011), the theory proposes that human development and experiences are engulfed in a set of interrelated systems which influences the interactions between the individual and the social environment which include people,

cultures and the legal structures we interact within. This theory guided the study on how different levels interact and influence policy.

The first layer of the system is the microsystem where the pregnant teenager has a link with parents (family), friends, teachers (school) which influences their experiences, attitudes and motives in regard to their age, gender, sex etc. Data collected from teen mothers at this level, as this sub-system focusses on the interactions the teen mothers have with their immediate context and how this influences their experiences and attitudes.

Normally, there is a link within this setting, which Bronfenbrenner refers to as the relationship between the microsystems. Do parents get along with teachers? What of the interactions between the teachers and the teen mothers? This relationship between the microsystems affected the lived experiences of the pregnant teenager at school and in the home. This acknowledges the fact that the microsystem does not work in unison but emphasises the interconnected nature of the sub systems and their influences on the teen mothers indirectly. This is what the theory refers to as the mesosystem and data collected from teachers in charge of girl child affairs, head teachers and teen mothers. Bronfenbrenner defines the next layer as the exosystem. He presents this as a link between two settings; one is an immediate setting and the other is where the person may not play an active role. This includes the social and legal services, rules and regulations within the school policies, Board of Governors and school administrators where the pregnant or teenage mother would not have an active role to play but directly interfaces with decisions made at that level. Data collected from policy makers at the national level and the implementing personnel at the district level, who is the District Education Officer.

Bronfenbrenner continued to describe the other layer which is the macro system looked at the larger cultural and social contexts. These included the cultural attitudes, ideologies, which influenced gender norms, societal expectations of the girl child, the cultural values in regard to education of the girl child and the attitudes towards one who took on the role of motherhood intentionally or not intentionally. The teachers and head teachers were resourceful in provision of data at this level as they interface with overarching cultural values in this context and their influence on policy implementation.

Then lastly, he presents the issue of time in the layer referred to as the chronosystem. This involved the time when events happened. In line with our research study, the issue of time was eminent in terms of age at which the girl got pregnant. This further highlights the need for understanding teen mothers' life transitions and its influence on their experiences and attitudes regarding the re-entry policy and practice. Therefore, teen mothers are the liable respondents in this sub system.

The ecological systems theory speaks to our study because of the way the issue of teenage pregnancies is perceived in society and gather perspectives on various levels of the model. The fact that a teenager was not a standalone, the exploration of the stakeholders' perceptions would be understood with focus on the relationships within the different layers of the ecology of human development. The cultural forces from within the mesosystem and the exosystem affected the family and school which influenced the teen mothers' perceptions of themselves, the policies, family place in the community within which their families and schools are situated. This theory helped the researcher understand and interpret the perceptions of selected stakeholders about teen

mothers' re-entry policies and practices in respect to the societal attitudes and cultural norms in the macro system.

The ecological system further held the structures in society of the child meant to provide required positive development and support for the relationships to operate (Jordan & Henderson, 1995). In the study, teen mothers should be supported by the policy framework and school setting to enhance their access to equitable education through continuation, re-entry retention and completion levels.

Jordan and Henderson (1995) further concur with Bronfenbrenner's theory that it is good practice for our society as whole to advocate for political, economic and social policies that support the importance of parents' and communities' roles in the development of their children. This is in line with the exploration of stakeholders' perceptions about the teen mothers' re-entry guidelines and practices as it assisted in adoption and ownership of policies that support pregnant girls to stay in school.

It further fostered societal attitudes, expectations and values that upheld the importance of giving teen mothers a second chance in education. This human right is provided for in the Convention on the Rights of the Child (CRC) for all children regardless of their gender, age, tribe, colour, national or social origin. The principle of the best interests of the child called upon those in authority to provide, promote and formulate policies as well as regulations that support attaining full rights embedded in the CRC (Rafferty, 2013).

The Ecological theory notes that obstacles in the interactions within the system impaired the normal human development. Silver (2015) in his book review of Lauren Silver's *System Kids: Adolescent Mother's and Politics of Regulation* notes that, there is a discrepancy between the government policies and the adolescent mothers who

required social assistance which affected their continuation with education and the attainment of educational aspirations were left in balance.

She further noted that Bronfenbrenner's Ecology of Human development (1979) highlighted that, no child developed in a vacuum and there was a fundamental role of environment in their daily life, beliefs, and sociological perspectives. The study contributed to the literature on stakeholders' perceptions on government policies, filled the gap between policy and implementation.

Rafferty (2013) illustrated that the provisions of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) applied to females throughout their life cycle and acknowledges the differed needs of girls at different stages of their lives. This in relation to the differed patterns of discrimination that impact on their daily lives. This concurred with Bronfenbrenner's aspect of time in the chronosystem and the way one perceived events regarding time at hand.

Given the tenets of the theory discussed above, the study was positioned to explore perceptions of stakeholders regarding the interrelated ecological systems theory which provided a phenomenological research design that required data to be generated through an interactive process between the researcher and the participants (Nowell, Norris, White and Moules, 2017). The study participants sampled from different layers of the system advocated for the theory whose work focused on guidelines of re-entry policy and its implementation. Tucket (2005) noted that data analysis would reflect the relationship patterns of change in the individual and their environment. In the study, the theory offered an analytical framework that assisted in pointing out the interrelated patterns within the attitudes and experiences of the participants concerning re-entry policy guidelines and practices. This further assisted in bringing shift in attitudes and

practices from the current phenomenon to the desired and provided lens for interpretation of the data generated and the findings.

Bronfenbrenner's Ecological Systems Theory

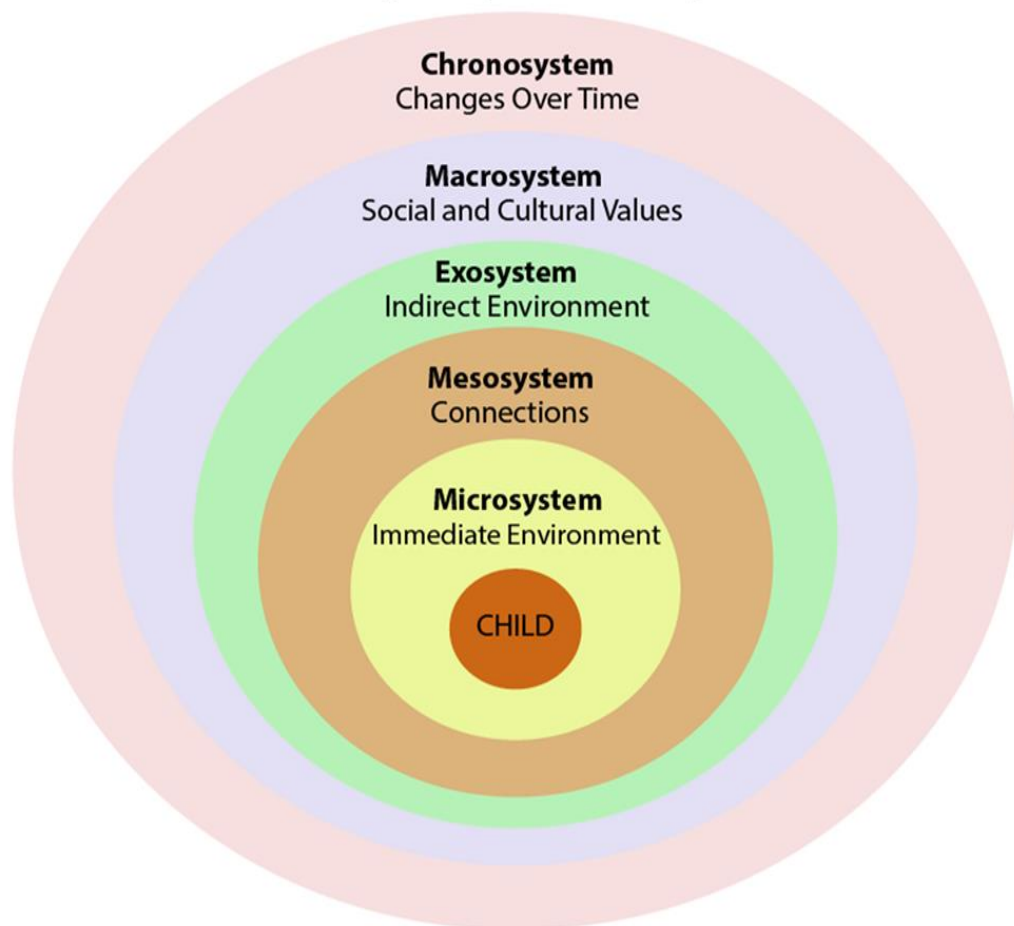


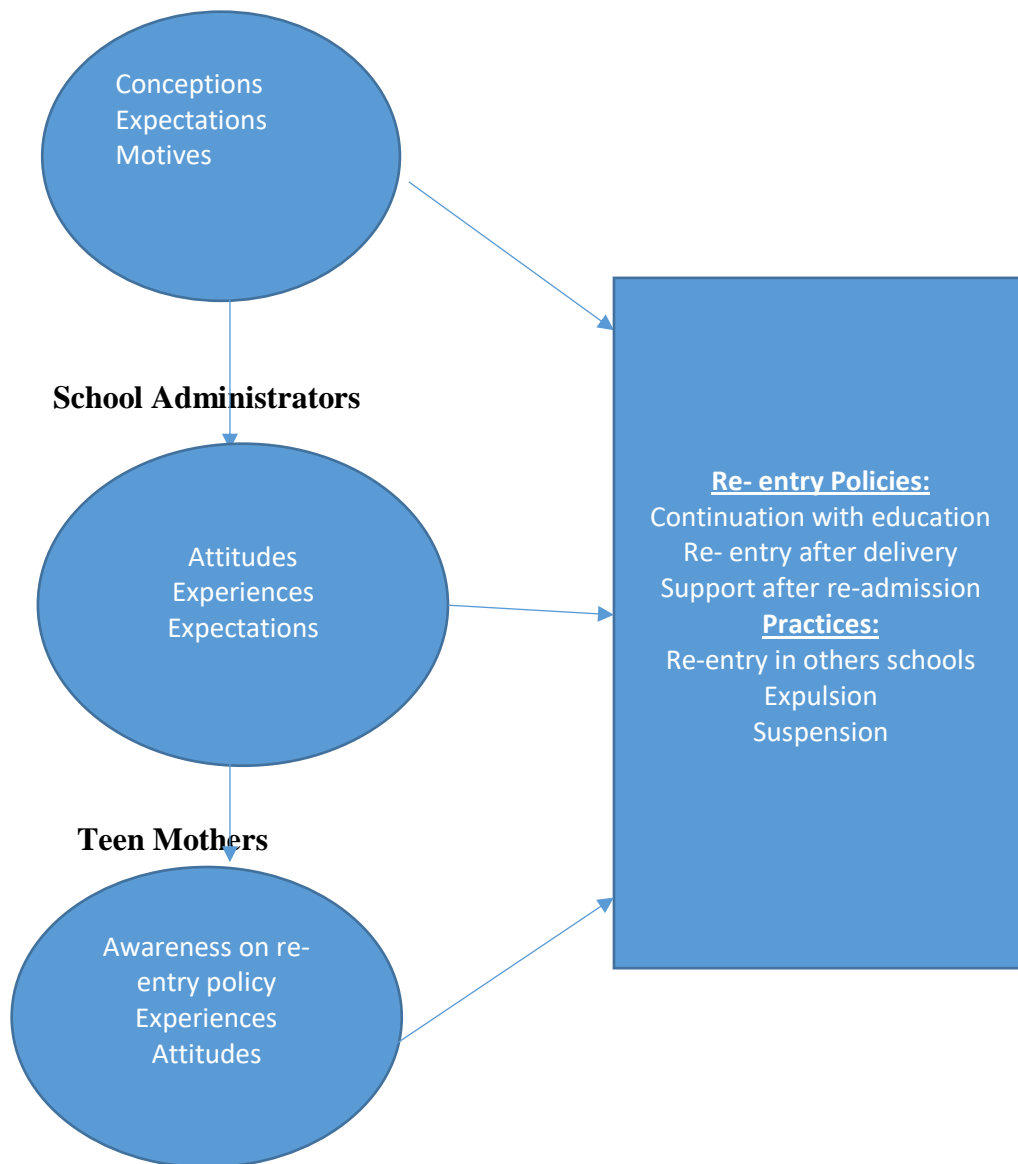
Figure 1.1 Theoretical Framework

Source: The psychology notes headquarters <https://www.PsychologyNotesHQ.com>

1.13 Conceptual Framework

According to Jabereen (2009) a conceptual framework is more of networking among the concepts to give a thorough understanding of the phenomenon. The concepts that build the framework are interlinked and speak to each other for us to conceive the existing reality. In this regard, to provide understanding of experiences with the existing practices, the relationship between the concepts of school administrators' attitudes, experiences and expectations directly relate to the expectations and motives of the Ministry of education and sports officials during formulation and implementation of the policy. These concepts are interlinked directly with teen mothers' experiences and attitudes towards the re-entry policy which shapes their behavioural responses towards the policy and underlying practices.

Ministry of Education & Sports Officials



**Figure 1.2: Conceptual Framework
 Stake holders' perceptions**

1.14 Operational Definition of Terms

Perceptions: The Merriam Webster dictionary defines perceptions as awareness of the elements of environment through physical sensation. Physical sensations interpreted in the light of experiences. Adam (2002) defines perceptions as experiences mediated, timely and multidimensional. These interpretations and values attached to these experiences change with differences in ones cultures, settings age range, personality, social norms and structures essential to humanity.

Practices: These are attempts to implement programs like the re-entry policy which is intended to increase participation and retention of girls in education (Demby et al, 2014). For example, social support, suspension, expulsion, re-entry among others stood some of the practices in incidences of teenage pregnancy. In this study therefore, these were actions taken in events of teenage pregnancies.

Re-entry Policy: According to Birungi et al (2015), re-entry policy compels a pregnant teenager to take temporary leave of absence and re-join school after delivery. It was noted that could be a different school. Re-entry involved continuation policies that necessitated pregnant teens to remain in school for as long as they could. In this study, re-entry policy was a framework that allowed girls who get pregnant to be re-admitted in formal school setting regarding continuation with education, re-entry, and supported during pregnancy.

Stakeholders: Chebets et al (2019) define stake holders as a person, group or organisation which is affected by a particular course of action and can impact the implementation process of decisions taken. In the education sector, teachers, parents, students, line ministries and foundation bodies are key stakeholders. This is because they are obliged to play a critical role in matters of education. Therefore, a stakeholder

is a person with an interest in or concern for something. In this study we selected teen mothers, teachers, and Ministry of Education Officials as main stakeholders in enhancing re-entry policy in the education.

Teachers: A teacher is an authority in a school who is perceived as a source of knowledge, takes decisions on what to learn and how to learn. A teacher designs classroom activity, monitors, motivates, and provides feedback to students as regards their performance and conduct (Al Asmari, 2013). In this study however, teachers were to involve those in charge of girl child affairs and head teachers.

Teen mothers: In this study, these are school going girls who get pregnant at the age of 13-19.

1.15 Summary

The chapter has presented the introduction to the study that bequeathed reasons for investigating stakeholder's perception on teen-mother's re-entry policy in Malongo sub county secondary schools. The chapter presented the background of the study, statement of the problem, research objectives and research questions which the study sought to investigate. It also stated the significance of the study, justification, theoretical framework, scope of the study, assumption of the study, limitations of the study, conceptual framework, and operational definition terms. The next chapter reviews the literature related to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction to Literature Review

This chapter presents literature review regarding educational policies on re-entry of teen mothers in general, the practices or implementation of the re-entry policy, perceptions of policy makers on re-entry, teachers' perceptions on re-entry policy, teen mothers' perceptions on re-entry policy, intervention strategies to prevent teenage pregnancy and intervention strategies to enhance re-entry policy.

2.1 Educational Policies on Re-Entry of Teen Mothers

Several development agencies in the 21st century worldwide have focused on promotion of girl child education and women empowerment. The importance of education has been commended as it is key in improving individual's wellbeing, societies' economic and social development (Birungi et al, 2015). This has registered an increase in the rise of policies and strategies that support equity and equality in education. These policies are grounded in the Universal Declaration of Human Rights, Convention on the Rights of a child (CRC), The convention on the Elimination of All forms of discrimination against women (CEDAW) and the children's Act in particular countries.

The United Nations general assembly resolution adopted by the Human Rights council on 2nd July 2015, anchored in the Universal Declaration of Human Rights, CEDAW, and other international instruments of human rights, reaffirms the importance of the right to education as a key to the empowerment of women and girls and for ensuring equality and non-discrimination, and that States should adopt measures to ensure the equal access of girls to quality education; to eliminate discriminatory laws and practices that prevent them from having access to, completing and continuing their education,

and to provide incentive mechanisms to this end; and to develop and implement programmes, as appropriate, that specifically aim to eliminate gender disparities in enrolment and gender-based bias and stereotypes in education systems, curricula and materials, whether derived from any discriminatory practices, social or cultural attitudes or legal and economic circumstances. The document further urges States to promote the rights of women and girls and to support their empowerment by adopting, as appropriate, a coherent set of gender-responsive policies directed at cultural and family life.

States have been called upon to promote reforms, the effectiveness of institutional mechanisms and good governance, and to accelerate the implementation of legal frameworks and policies directed towards achieving equality and the elimination of all forms of discrimination against women and girls, including nationality laws, (UN, 2015).

To effect the above, Barber, Mueller and Ogata (2013) stress that several policies are emerging to support and encourage women participation in development, however, women's access to education and training is still limited. For instance, free access to basic education in all East Africa countries was implemented as a way of ensuring a global achievement of Education for All and among the Declaration of Human Rights framework. Basic Education in Kenya particularly encompasses Early Childhood Care and Education (ECCE), primary and secondary education. This comprises all children especially those of school going age six to seventeen years. However, though enrolment rates have increased, there are still low rates of transition from primary to secondary and from secondary to tertiary/higher institutions of learning (Orodho, 2014).

Exclusion of the girl child from school for different factors has contributed to the low rates of transition and completion of different levels of education. Exclusion of pregnant teen mothers from mainstream schools is a practice that entails a gross violation of human rights and a threat to achieving prosperity, MDGs and SDGs. The re-entry policy in different parts of the world was therefore formulated in pursuit of social justice, participation, and removal of all forms of discriminative practices. Literature reveals that girls who get pregnant are still discriminated against.

According to Haberland and Rogow (2015), in their article on sexuality education: Emerging Trends in Evidence and Practice, in the Journal of adolescents Health, stress that global community established a policy framework for Comprehensive Sexual Education to respond to young people's needs for information and skills to protect their Sexual Reproductive Health (SRH). The Cairo Agenda 1994 calls upon government to provide sexuality education to promote the well-being of adolescents, enhancing gender equality and equity as well as responsible sexual behaviour, protection from early and unwanted pregnancies.

All the policy frameworks and initiatives mentioned are geared towards closing the gender gap in education at all levels which is an ingredient in achieving gender equality and women empowerment. This is due to the fact the role of women in the economic and social development of a country cannot be underestimated (Spaull, 2015).

2.2 The Practices/Implementation of the Re-Entry Policy

The formulated policies about inclusion of pregnant or teenage mothers in formal school settings in Sub-Saharan Africa and the rest of the world are geared towards ensuring participation vis-à-vis closing the gender gap in education. The policy does not have its end point in formulation alone, but the implementation process gives it life

which is referred to as practice. Birungi et al (2015) reveal that policies and practices towards pregnant teenagers in Sub-Saharan Africa are categorised regarding expulsion, re-entry, and continuation policies. Expulsion policies enforce removal of teen mothers from formal school setting and offer no options for returning to school. Re-entry policies involves a compulsory leave of absence before the teen mother may re-join the same school or usually another school where the teenager is not known. Continuation policies permits the pregnant teenager to remain in school for as long as they can and taking compulsory leave after delivery is not mandatory. Policy frameworks that allow pregnant mothers to continue with their education in a formal school is a new phenomenon in developing countries (Runhare & Hwami, 2014).

The Health& Education Advice &Resource Team (2015) points out that in UK the pregnant schoolgirl gets 18 weeks' maternity leave to be taken before and after the baby is born. Support with transport to school and tutorials with a qualified teacher during the 18 weeks of maternity leave are provided local authorities. HEART report (2015), further emphasises that pregnant girls in Kenya can stay in school if they think they can, as provided for in the Kenya National School Health Policy of 1994. This policy leans towards Continuation as it allows pregnant girls to continue with education for as long, they can. Zambia is another country whose Ministry of Education initiated the re-admission policy in 1997 as a measure of enhancing girl child participation and retention in education (Nkotha et al, 2013). This policy allows a schoolgirl who becomes pregnant to come back to school after she has given birth.

The Human Rights Watch report (2018) reveals that countries like Tanzania and Sierra Leone publicly declared that pregnant students are to be expelled from public school as teenage pregnancy is regarded as a sign of moral failure in society. Maluli and Bali

(2014), stress that exclusion of teen mothers from formal school setting has been condemned as it violates the girl child rights to education provided for by Universal Declaration of human rights 1948, UNCRC, EFA and CEDAW as internationally recognised working instruments for upholding the rights of a girl child. The study further reveals that Tanzania adopted a new policy that would assist teenage mothers to return to school after succumbing to pressure which was exerted by UNICEF and other civil society organisations. However, lack of clear guidelines coupled with negative attitudes of school administrators makes it impossible for teenage mothers to re-join formal school setting.

Birungi et al (2015) point out that Uganda has a draft National school health policy which also allows re-entry of pregnant mothers. Currently, there is no official policy towards re-entry however, the Ministry of education has often given directives to head teachers to allow pregnant candidates to sit for National exams. Current Practice is expulsion, suspension, and re-entry in another school where the history of the girl-child is not known. Re-entry always comes with the support of parents. Mumah et al (2014) stress the challenges encountered in implementation that result from insensitive school environments, parental attitudes against the policy and lack of implementation guidelines. These challenges make it difficult for the pregnant girls to take advantage of the re-entry policy. The study further points out that strategies and practices for managing the consequences of unintended pregnancy among teenagers have received little attention. Afetia (2017), notes that teen mothers usually encounter a multitude of barriers alongside their desire to re-join school. These challenging factors negatively affect the teen mothers' desires thus getting excluded from the formal school setting.

2.3 Policy Makers' Perceptions on Re-Entry Policy

2.3.1 Conceptions

The idea of teen mothers' re-entry policy outsets itself from gender disparity manifestations in education. These majorly include teenage pregnancy, early marriage, female genital mutilation societal gender roles and their effect on access, participation, retention, and completion of education among the young women. To achieve gender parity, Asheer et al (2013), point out that programs for teen mothers should recognise and be embedded in the broader service delivery context necessary to help this population. It is further noted that teen mothers' needs are unique and long term that one program cannot address their issues therefore linking teen mothers to other support programs during policy implementation will give sustainable results. For this reason, the need for policy makers to develop strategies for supporting implementation of policies at all levels is emphasised (Metz & Albers 2014). This can be ensured by availing facilitative administrative policies, processes, procedures, and broader systems interventions to align policy and practice at all levels of implementation cycle.

Stromquist (2015) further recognises the need for modifying the curriculum and providing gender training for school administrators and teachers as a way of improving teachers' practices on issues affecting gender. These include knowledge on national legislation, implementation as well as knowledge and respect of internationally recognised agreements and conventions. On the contrary, these measures have not been implemented yet by many governments in Africa and South Asia. The policies alone are in adequate without strategies to counteract the negative cultural and social attitudes.

2.3.2 Motives behind Policy formulation

Ozga (2012) defines policy as anything that seeks to direct change and respond to it. It includes more than the formalised texts but includes press releases, ministerial speeches, and directives. Policy makers are individuals who have their own ideas, values and interests which drive policy formulation and can re-shape policy implementation (Baa-Poku, 2016). The main purpose of the policy about teen pregnancy is to eliminate gender disparity in education and facilitate the achievement of the Millennium Development Goals of universal primary education (UPE) and gender equity in education by 2015 (FAWEZA, 2004).

According to Rutaremwa (2013), the government of Uganda, with a 24 percent pregnancy rate among the adolescents between the ages of 14-19 has all reasons for taking action. This is because adolescent pregnancy has negative effects on the socio-economic status of the teen mother as well as cripples her educational attainment. The government of Uganda has enacted policies to curb these negative effects. Among them is the National Adolescent Health policy 2004 which was updated in 2011. This states that:

“Pregnant adolescent girls should be re-admitted to school after they have delivered”. However, this policy is not elaborate on how this should be implemented and the lack of policy enforcement results in pregnancy related exclusion amidst an environment where there is no specific retention and re-entry policy for pregnant school girls (Stoebenau et al, 2015).

According to Mok et al (2008), Policy implementation is greatly affected by the interaction between the central government and other systems level where values and

survival issues of policies exist. This is regarding the initial expectations of the policy, local application, and its impact.

2.3.3 Expectations

According to the Cambridge advanced learner's dictionary, a person's expectations are strong beliefs or feelings that something is going to happen.

Bantebya et al (2014) note that progressive national policy thrusts are expected to contribute to shifts in attitudes and practices, as well as communications initiatives that aim to shift discriminatory norms around adolescent girls in rural Uganda. According to the Uganda Demographic Health Survey (2011), 23% of girls' dropout of school due to early pregnancy despite the country's impressive progress in recent decades in promoting human rights and gender equality. Rutaremwa (2013) observes the existence of various policies in the country which are designed to delay and protect young women from becoming pregnant during adolescence.

Maluli and Bali (2014), observe that policy makers in Tanzania anticipated that the re-entry policy would contradict the social norms in the region which treat teen pregnancy as a morality issue. Prospects of positive change in attitude towards teenage pregnancy would be realised through implementation of the re-entry policy to shift the gender norms that restrict girls' capabilities. On the contrary adolescent girls still face discriminatory gender norms that prevent them from developing their capabilities.

2.4 Teachers' And Head Teachers' Perceptions on Re-Entry Policy

2.4.1 Attitudes

According to Undie and Birungi (2015), school heads and teachers play strategic roles in implementation of the teen mothers' re-entry policy. Head teachers and teachers should exhibit readiness to accommodate and support teen mothers since this is crucial

in realising the desired impact of the policy (Kiptanui et al, 2015). Their study further notes that the school is of much importance as it is a primary source of support for girls and young women to take their voices seriously therefore, unit of support and intervention should come from both school and family level. This agrees with Afetia (2016) who notes that support from parents, teachers and the community towards teen mothers is key in ensuring that these girls re-join school and achieve full potential. On one hand, majority of schoolteachers supported parenting students to be allowed to re-enter school as this would help them improve their lives and have a future career (Undie & Birungi, 2015). On the other hand, Continuation by pregnant learners is not so much supported at school citing health implications associated to pregnancy.

2.4.2 Experiences

In a struggle to protect their reputation, school image and to uphold the fundamental human rights of the girl child, School Principals were at crossroads in regard to implementation of the re-entry policy as this poses reputational risks for them (Okwany & Wazir, 2016). The study further pointed out the need to protect professional reputation in the eyes of the community, prospective parents, and accusations of promoting immorality in school literally questioning whether schools have turned to maternity wards. This led to losing prospective parents when visibly pregnant learners were present in school as teenage pregnancy was taken as a morality issue not a rights-based issue as per society.

Undie and Birungi (2016) point out core areas suggested by school head teachers that could be considered to strengthen the implementation of the re-entry policy. Sufficient documentation on the process of sensitizing school head teachers and teachers about

the re-entry policy was critical in effective implementation. This provided a basis for monitoring as monitoring of policy was still very weak (Wanyama & Simatwa, 2011).

2.4.3 Expectations

According to the Kenya re-entry policy guidelines of 1994, school head teachers, district and county education officers were expected to re-admit and assist teen mothers to re-join other schools to avoid psychological and emotional torture (Kiptanui et al, 2015). However, reality was divergent since teachers were never inducted, involved and sensitized on the re-entry policy which made them face a hard life trying to implement what they were not initially inducted on (Sepembwa et al, 2016). Teachers lack understanding of the policy, its rationale, and its implementation procedures. Undie and Birungi (2015) note that school policies have greatly contributed to the mismatch between the teenage mothers' re-entry guidelines and the actions taken at implementation level. A case in point was non- voluntary pregnancy testing in schools which was, a violation of schoolgirls' rights, privacy, and dignity (UNESCO, 2014). The report further noted that on discovering that the girls were pregnant, that marked the point of exclusion from school setting which often fostered by teachers, yet school heads and teachers were expected to be accommodative and supportive to others to achieve improved participation, retention, and completion of girls in education. (UNGEI, 2011). UNGEI 2011 further emphasised that many school head teachers still inherently opposed to re-entry of pregnant girls and child mothers to school which greatly contributed to the gap between the re-entry policy and the implementation of the policy.

School teachers and heads called for collaboration and stronger linkages with other stakeholders to effectively implement the school re-entry policy. This agreed with

Chebets et al (2019) who pointed out the need for stakeholders' participation in policy formulation as it affected implementation negatively or positively. Teachers play a critical role in the school therefore they should be involved in re-entry policy reviews for them to own it and support the pregnant girls back in school.

2.5 Teen Mothers' Perceptions on Re-Entry Policy

2.5.1 Awareness on re-entry policy

The Step-up report (2016) noted that teen mothers' awareness of the policy was not sufficient to enhance the re-entry of teen mothers in school. This was a challenge to the implementation of the policy and made the gap prominent. According to the study carried out by Mumah et al (2014), the extent to which young girls took advantage of this policy, awareness of the policy by school officials, and challenges in the implementation of the policy remained unclear, especially in disadvantaged areas such as the slums, poverty stricken and remote areas. Therefore, there was need to sensitize these communities and other key stakeholders on the Education Re-entry policy for pregnant girls, so they could take advantage of opportunities to complete their education.

Obonyo and Thinguri (2015 as quoted by Baa-Poku, 2016), noted that the absence of clear and specific guidelines; limited access and awareness of the policy, negative community attitude towards pregnant girls' stays in school, lack of financial and legal backings to the policy were some of the key challenges that hindered the smooth implementation of the policy hence fostering the social injustice of exclusion from formal school setting. Walgwe et al (2016) urge governments to not only facilitate young people to re-join school but also provide financial subsidy to maintain girls in school thus strengthening retention and ensuring completion.

2.5.2 Experiences and Attitudes

Teenage mothers' experiences with the re-entry policy in South Africa supported them to continue with and be re-admitted schooling after delivering their child (Singh & Hamid 2016). However, it is noted that disapproval from teachers and parents happened in the initial stages of the pregnancy and numerous difficulties were encountered in management of personal and school responsibilities since they categorised both students and mothers (Bali & Maluli, 2014). In a study carried out by Mwanza (2010), it revealed that stigma was one of the factors that deter teenage mothers from re-joining school. The study pointed out that in most cases, the environment at school for girls who return to school after childbirth was quite unfriendly. Both teachers and fellow pupils stigmatise or tease them, regarding them as 'adults' or mothers. For this reason, many girls did not return to school after delivery because of the stigma attached to the experience of becoming pregnant and being teenage mothers.

Mudau et al (2017) stress that teenage motherhood far reached effects on school attendance and academic performance due to multiple responsibilities that suffocated concentration on schooling. Singh and Hamid (2016) noted that teen mothers' reflections on feeling of pride and regret were nursed by positive personal feelings, cultural and institutional expectations. The study pointed out the need for institutional support and change in societal attitudes. This helped in reducing stigma related with teenage pregnancy and enhanced re-entry.

The Centre for Reproductive Rights (2013) report that most girls are forced to abandon school and leave their parental homes to preserve the reputation of their families. According to Unterhalter (2013), harsh actions to shame young women who became

pregnant were reported which made them become homeless increasing their vulnerability.

2.6 Intervention Strategies to Prevent Teenage Pregnancy

2.6.1 Comprehensive Sexuality Education

This meant providing information and guidance about the physical and emotional aspects of growing up and starting relationships. Several international conferences on population and development had repeatedly urged governments to provide adolescents and young people with comprehensive sexuality education as a measure of reducing the rates of sexually transmitted infections and unintended pregnancy (Haberland & Rogow, 2014). The Cairo Agenda (1994) clarify that this education would be at school and community level and be age appropriate to foster sound decision making on one's Sexual Reproductive Health (SRH) which is a tool in enhancing gender equality and equity. This could be achieved through responsible sexual behaviour. Mumah et al (2014) emphasise that Comprehensive sexuality education that provided culturally relevant, accurate and age-appropriate information about sex and relationships during early adolescence had proved relevance in equipping young girls with positive values and attitudes and promoted positive behaviour change such as delaying sexual debut or negotiating safe sex. Several studies have shown that the longer a girl stays in school, the less likely she would marry as a child and or to become pregnant during her teenage years (Human Rights Watch (HRW 2018). This supported the idea that if teenagers were furnished with right information about their sexuality as well as continuous guidance and counselling, then they would be in a better position to make informed decisions about their reproductive health hence mitigating teenage pregnancies and its related consequences.

2.6.2 Life skills Education

Re-entry policy strategies aimed at reducing teenage conceptions and increased participation of teen mothers in education, training, and employment in England (Rudoe, 2014). Life skills education in her study viewed an early intervention strategy for tackling social exclusion of pregnant and mothering teenagers. According to Geiger and Schelbe (2013), life skills education included programs that provided sex education, youth development and service-learning programs. Sex education was designed to reduce or delay sexual activities among the teen, information about pregnancy, contraception and sexually transmitted infections which reduce teenage pregnancy in the long run. Development programs assisted the teenagers to build skills of self-awareness, decision making, self-efficacy as a means of changed attitudes and behaviour towards sexual activity and reduced teenage pregnancy.

2.7 Intervention strategies to enhance re-entry policy

The African Charter on the Rights and Welfare of the Child, passed in July 1990, affirmed in Article 11 (6) that State parties would take all appropriate measures to ensure that girls who became pregnant before completing education continued with their education. Numerous studies point out the need to uphold school re-entry support systems in school and at home and provided a benchmark against which progress of re-entry promotion efforts would be measured (Walgwe et al, 2016). The support systems included strengthening the guidance and counselling department in school, extending financial, material and academic support to teenage mothers, creating awareness of the policy and its guiding pillars which would help change attitudes of the teachers, learners and parents. Kurgat (2016), showed that the strong administrative support factors that influenced re-entry of teenage mothers were; head teachers' invitation of girls who dropped out of school due to pregnancy for re-entry, head teachers' directed teachers

to give text books to re-admitted girls, provision of reading materials for re-admitted girls that helped them understand more of the dangers of engaging in pre-marital sexual relationships and giving permission to re-admitted girls to go home whenever they requested. These practices would counter the policies in schools that affect the educational access, participation, and outcomes of pregnant and teenage mothers (Runhare et al, 2014).

The re-entry policy is not sufficient to enhance re-entry, retention and completion of education career for the girl child. Runhare et al (2014) lays emphasis on the fact that only the re-entry policy cannot yield much without supporting strategies for confronting the negative traditional, social and cultural constructs that act as barriers for teen mothers who decide to pursue educational career through formal school setting. In this case, the school and the educational sector have a critical role to play in promoting gender equality through sensitizing the children on re-entry policy and availing material and moral support to teen mothers (UNESCO, 2014). The paper calls for education sector actions that support pregnant adolescents and adolescent mothers to achieve better educational outcomes as a strategy to enhance re-entry policy.

According to Grant and Hallman (2006), as quoted by Shahidul and Zehadul (2015), re-entry to school after pregnancy depends on circumstances such as getting a caregiver for the child and ability to share or relinquish childcare responsibilities. This called for support from parents and school to ensure that the teen mothers were not barred by such circumstances from attending school and realising their full potential. Such strategies would be important for; the re-entry policy alone is inadequate. Schools should, through their guidance and counselling department receive such girls and change the perception of viewing them as mothers and offer support and acceptance (Wanyama & Simatwa,

2011). Guidance enables girls to accept what happened and therefore change their attitude and be positive in life and hence work hard to perform well in their academics. Guiding and counselling teacher should provide counselling to the affected girls, parents and teachers who are dealing with these teenage mothers in the process of teaching and in other school activities such as games (Kurgat 2016). This would help in building their self –esteem and encourages them to work hard to achieve their educational aspirations.

On the contrary, Maluli and Bali, (2014), revealed that teachers had maintained conservative attitudes towards teenage mothers by often failing to render necessary support needed by teenage mothers to manage the responsibility of being a mother and a student at the same time. The responsibilities overwhelm the “student mother” and if she does not receive the required support from the school, peers, and parents, dropping out of school is inevitable. The teachers’ and fellow students’ attitudes increased cases of stigma and discrimination against the pregnant girls and teen mothers in formal school setting, this often-made realisation of their educational dreams difficult.

2.8 Previous Studies and Knowledge Gap

Based on the literature, the challenges in implementation of the re-entry policy were clear and how they contributed to the gap between the policy guidelines and implementation. The intervention strategies that would be employed to enhance re-entry policy stressed the role of different education stakeholders in enhancing re-entry of pregnant teenagers and teen mothers as a measure of addressing gender inequality in education. The education sector was highlighted for its major role in upholding the rights to education for pregnant and mothering teens to attain the social, economic and development potential (UNESCO, 2014).

Innumerable studies carried out in Sub-Saharan Africa had their concentration in countries whose education ministries not only embraced but also owned the re-entry policy coupled with clarity on implementation. These include South Africa, Kenya, Malawi, Ghana, Zambia, Botswana, among others.

Birungi et al (2015), reveals that Uganda is one country whose re-entry policy is still in a draft form and MoES has not pronounced itself on how the policy would be implemented to serve the provisions of the National Adolescent Health Policy and the circulars that instruct head teachers to allow pregnant teenagers to sit for National exams. This revealed that stakeholders in education bear varying perceptions towards re-entry policy depending on their country, geographical location, school, gender, and interests. The current study therefore set to explore the perceptions of teachers, teen mothers MoES officials regarding re-entry policy guidelines and implementation of the policy secondary schools in Malongo sub-county.

A study carried out by Bantebya et al (2014) reveal lived experiences of teen mothers, the social norms and practices around teenage pregnancy, marriage, education and how these limit educational aspirations of the girl child on one hand.

On the other hand, the current study seeks to fill the knowledge gap on stake holders' perceptions regarding there-entry policy and identify the intervention strategies that would be employed to enhance the policy particularly in secondary schools in Malongo County.

2.9 Summary

The chapter has presented a literature review on teen-mother's re-entry policy in schools, stakeholder's perceptions on re-entry policy, challenges face by stakeholders in implementing of the policy. Community perspective on re-entry, shortcomings of

teen-mothers. To be precise, it is expected of the stakeholders to put the re-entry policy to action. The ministry of education and sports report that stakeholders have not done enough to implement policy guidelines. This situation presents several challenges that directly impact on teen-mothers causing high rates of dropout of pregnant girls. It is therefore critical to establish how the MoES think they are supposed sensitize stakeholders on how to implement the re-entry policy in schools, capture the challenges faced by teen-mothers, put forward policy orientation and actions that can be taken within the sector of education to address the challenges identified in this research and how re-entry of teen-mothers can be implemented in schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The major purpose of this chapter is to present the research design of the study. The research design is important to the study as it provides detailed procedures to guide the study (Gay, Mills & Airasian, 2012). This study was intended to explore stakeholders' perceptions on re-entry policy guidelines and practices in secondary schools in Malongo County, in Mayuge district. The chapter commenced with presentation of the methodological framework and the rationale for this. It included a brief description of the research design to be employed in the study and the paradigm on which the design of the study would be anchored. This was followed by vivid description of the study area, the target population, sample size and the procedure of determining the sample size. It further discussed the data generation procedures, validity, and reliability of instruments in terms of trustworthiness, data analysis and ethical considerations that would be upheld.

3.1 Research Approach

The research approach that was be applied in this study is the qualitative research approach. A qualitative research is research that is intended to help one better understand, the meanings and perspectives of the people under study, seeing the world from their point of view, rather than simply from your own, how these perspectives are shaped by their physical, social and cultural contexts together with specific processes that are involved in maintaining or altering these phenomena and relationships. "It is inductive in nature and takes an open-ended approach" (Maxwell, 2011, pp.6). Denzin and Lincoln (2005) cited in Lodico, Spaulding and Voegtler (2010) refer to a qualitative research approach as "one that consists of a set of interpretive, material practices that

make the world visible, practices that transform the world and they turn it into a series of representations including field notes, interviews, photographs, recordings, conversations and memos to the self'. This suggested that qualitative researchers employ interpretive or naturalistic approaches to study situations in their natural setting, attempt to understand or interpret phenomena in terms of the meanings attached to them by the study participants (Lodico et al, 2010).

The qualitative approach explores attitudes, behaviour, and experiences of participants to better understand and analyse the meaning individuals attribute to social phenomenon in their natural setting (Creswell, 2009). Therefore, the qualitative approach was suitable for the study as it is intended to explore stakeholders' perceptions on teen mothers' re-entry policy and practices in secondary schools in Malongo sub county, Mayuge District, in Uganda. This assisted the researcher to gain insight in the experiences of participants as an effective approach of provoking people to talk about their perceptions, opinions, expectations, and experiences about sensitive issues like pregnancy. The data generated from a qualitative research was purely dependent on human experiences which provided the researcher in-depth understanding of the phenomenon under study (Creswell, 2014) and the research findings would be more meaningful in real life as the study is conducted in a natural setting. This was a major strength for a qualitative approach. However, the researcher and participants' relationship bared profound effects on the responses given by the participants which would influence the results of the study (Odiya, 2009). Responses would easily be influenced by the presence of the researcher.

3.2 Research Design

Kothari (2004) defines research design as the conceptual structure within which research is conducted, constituting the blueprint for data collection, measurement, and analysis. It is the philosophy, procedure of inquiry or general principles which guides the research (Creswell, 2009). A phenomenological design was adopted for this study which intended to explore experiences, expectations, opinions, and attitudes of the informants. Johnson and Christensen (2008) define phenomenology as a form of qualitative research in which the researcher attempts to understand how one or more individuals experience a phenomenon. The most outstanding feature of a phenomenological research study is that the researcher attempts to understand how people experience a phenomenon from the person's own perspectives. They further emphasise that the major role of the researcher is to enter the participant's inner world to understand his/her perspectives and experiences (p.48).

According to Moustakas (1994) cited in Creswell (2009) understanding lived experiences of participants marks phenomenology as a philosophy as well as method of inquiry whose procedures involves studying a small number of participants (p.13). Eskartsberg, (1986) cited in Lin (2017) observed that phenomenological research method focused on the meanings of human experiences in situations as they spontaneously occur in day-to-day life. Therefore, data about re-entry policy and practices was contained within the perspectives, experiences and perceptions of the people involved in policy formulation, implementation as well as the beneficiaries of the policy who were teen mothers or pregnant girls. These were the people who had experiences relating to the phenomenon under study and would provide in-depth understanding of the gap there is between teen mothers' re-entry policy guidelines and practices.

3.3 The Study Area

The study was carried out in Malongo sub-county, Mayunge District in Busoga sub-region of Eastern Uganda. The District is in the Eastern region of Uganda originally made up of 6 sub-counties and one town council. It lies between 00, 20'N and 33 30'E of the equator bordering Iganga in the North, Jinja in the West, Bugiri in the East and Lake Victoria in the South which is shared by Mukono, Bugiri, Jinja and Mayuge itself. Mayuge District has got a total area of 4672.22 km² of which 76.62 percent (3584.66 km²) is water and 23.38 percent (1093.56 km²) is land. Malongo sub-county covers a total of 215.3 sq. km in the rural setting and schools are in the remote areas. The District has got a total population of 461200 largely composed of Basoga and many other tribes are welcome. The common languages being Lusoga, Luganda and English on a small scale. It is estimated to have 72% of the households engage in subsistence farming with women more involved at about 90% compared to men at 72%. Malongo sub-county has 7 parishes and 67 villages with 3 secondary schools in the sub-county under study, namely Hands of love community school, Malongo Ark PEAS high school and Malongo secondary school. (Uganda schools guide). The researcher chose this area because statistics at the Ministry of Education and Sports indicated that Busoga region had the highest rate of teenage pregnancies, early and forced marriages in the country reported at 42%. This accounts for the high rates of school dropout especially among the girlchild. The focus of the study was on the exploration of stakeholders' perceptions on teen mothers' re-entry policies and practices in Mayuge District Uganda.

3.4 Target Population

Tuckman, (1994) as cited in Odiya, (2009) defines target population as the group which the researcher is interested in obtaining information to answer her/his research questions and draw conclusions. The study population should bear common

characteristics. The target population in this study was three secondary school in Malongo sub-county both governments aided, community and privately owned schools. Creswell, (2009) emphasises that the idea behind the qualitative research is to purposefully select participants, sites, documents, or visual material that best assist the researcher understand the problem (p.178). Therefore, the study participants were head 3 teachers, 3 senior women teachers/ teachers in charge of guidance and counselling, 12 pregnant schoolgirls, teen mother, and 2 ministry officials in charge of promotion of girl child education and formulation of policies. These added up to 20 participants that enabled the researcher to gain insight into the study phenomena.

3.5 Sample Size and Sampling Procedure

Kothari (2004) defines sampling as a process of obtaining information about an entire population by examining only part of it. He adds that sampling involves studying characteristics of a subset (sample) selected from a larger group (population) to understand the characteristics of a larger group. According to Creswell (2013) qualitative research studies often selects participants purposively to assist the researcher in understanding the phenomenon under study and best answer the research questions. Purposive sampling is a non-random sampling technique in which the researcher implores individuals with specific characteristics to participate in the research study (Johnson & Christensen, 2008). These further observe that purposive sampling is sometimes referred to as judgemental sampling as the process of selecting a sample involves the researcher to specify the characteristics of the population of interest and tries to locate individuals with those characteristics. Participants are sampled based on the knowledge they possess about the phenomenon under study or when they are the only ones in their respective categories (Odiya, 2009). Qualitative research is majorly

characterised by collecting data based on words from a small number of individuals so that participants' views are obtained in detail (Creswell, 2012, p.16).

The participants for this study were purposively sampled to provide correct, reliable, and meaningful information related to the subject of study (Struwig & Stead, 2001). Thus, MoES officials, head teachers, senior women teachers / teachers in charge of guidance and counselling were purposively selected to elicit reliable and meaningful information that assisted in answering the research questions. To trace additional key informants (teen mothers), Snowball sampling was employed to get more informants who meet the researcher's desired characteristics and willing to participate in the study. Snowball sampling required each already identified research participant to identify other potential research participants (Johnson & Christensen, 2008). Cohen and Arieli, (2011) notes that snowballing is useful in locating participants from hidden, hard to find and marginalised population. In this study therefore, pregnant girls and teen mothers were located through snowball sampling due to the sensitive nature of the phenomena under study.

3.6 Data Generation Methods

Data generation methods are techniques for physically obtaining data to be analysed in a research study (Johnson & Christensen, 2008). The data generation methods that were used in this study comprised of in-depth interviews and focus group discussions. These were used to gain insight in the participant's attitude, experience, perceptions regarding the teen mothers' re-entry policies and practices in Malongo Sub-County in Mayuge District. The methods used generated data to meet the objectives of this study are briefly discussed below:

3.6.1 Interviews

An interview is an interpersonal encounter which requires establishing rapport with the participants this helps participants to build trust in the interviewer so as to obtain unbiased data and also provide in-depth data which is not easy while using a questionnaire (Mugenda & Mugenda, 2003). Interviews were employed as a key tool to evoke people's feelings of reality, experiences, perceptions, and attitudes. The study relied more on unstructured interviews as they provided room for social interaction between the researcher and the interviewer however, it took time to gain trust, develop rapport and gain access to the interviewees. The ministry of education and sports officials and teachers were subjected to in-depth interviews to generate information on the teen mothers' re-entry policy guidelines, practices in the district in line with their experiences, expectations, attitudes and intervention strategies to enhance re-entry of teen mothers in mainstream schools.

3.6.2 Drawings

According to Mitchell, (2006) as quoted by Johnson, Pfister and Vindrola-padros (2012), drawings are effective visual methods for involving children in participatory research which provides understanding of children's experiences, ideas, and feelings. According to Mitchell, Theron, Smith, Stuart, and Campbell (2011) Drawing has been employed as a technique to explore conscious and unconscious issues and experiences. As a participatory data collection method, drawings are closely child centered, enjoyable and provides a high notch of control to the study participants during knowledge production (Johnson et al, 2012). Therefore, this presents an opportunity for interaction among the participants and sharing between participants and researcher. Papadreu (2013), considers drawing as a tool that aids expression of one's views since it is related to thinking. Evidence is drawn from the interrelatedness between thought

and drawing, with regard to this study, I asked participants to draw what they went through during pregnancy or on realizing the fact that they were pregnant both at home and school and write short narratives which explained their drawings. A caption is a brief explanation which the participant provides in writing to describe the meaning embedded in the drawing (De Lange, 2011). The participants in this study were engaged in making drawings of their perceptions about re-entry policy and practices.

3.7 Data Collection Procedures

Data generated involved identification and choosing individuals to be studied, obtaining permission to be studied gathering information through interviews and documents (Creswell, 2009). Conducting qualitative research requires the researcher to gain access to the study sites and individuals which involves seeking permission from institutions, individuals, and approval from the university review board (Creswell, 2012). The researcher began with seeking approval to conduct research from the University and relevant institutions in the country and the district. This assisted me to gain access to study sites, participants and documents about the re-entry policy guidelines which were the directives from the ministry and the policy papers.

The researcher familiarized herself with the data generation instruments for instance the interview guide. The research further acquired participants' consent and assent by requesting them to sign consent forms. The researcher ensured that participants made informed consent by first showing them the purpose of the study, how beneficial the study is, assured confidentiality of the information and the limits of confidentiality, possible risks, the procedures and the voluntary nature of participation. The researcher made a pre-visit to the study sites to gain permission from the gate keepers and to start creating a relationship that would enable smooth data generation process. Drawing

sessions would be moderated by a research assistant in an accessible place to the participants within the community. For instance, in a hotel but not in the schools. This helped the researcher to ensure privacy and confidentiality during data gathering. The researcher took field notes of what she would observe hear and other non-verbal responses made by the participants as the researcher was one of the major data generation instruments in a qualitative inquiry.

3.7.1 The Role of the Interviewer

In an unstructured interview, the interviewer played an integral part of the research instrument. Since there were no pre-defined frameworks and questions for inquiry, the method greatly relied on the researchers' communication skills as it was conversational in nature. The interviewer listened and reflected more than talking. The interviewer's characteristic would influence the responses of the participants. These were gender, age, social status, race, and ethnicity. The interviewer was in position to control the directions of the conversations to focus on the research concerns. The researcher asked probing questions to elicit perceptions and experiences regarding teen mothers' re-entry policy.

3.8 Data Analysis Approaches

According to Gay et al (2012, p.465), "data analysis in qualitative studies involves summarizing data in a dependable and accurate manner which leads to the presentation of study findings in a way that has an air of undeniability". Lodico et al (2010, p.180) explains that "analysis of data in qualitative inquiries occurs throughout the process of data collection. Data is reviewed and recorded during data generation process as well as written hunches that make the first stages of analysis". They further note that different patches of data generated is interconnected to show relationship and form

descriptions, interpretations and conclusions. This is what highlights the emergent nature of qualitative research.

Generated data in this study was analysed through thematic analysis. Cruzes and Dyba, (2011) explain that thematic analysis involves identifying recurring themes from collected data, explaining, interpreting the themes and drawing conclusions. This involves categorising data which requires grouping and naming of data in small segments of text that provide meaning (Odiya, 2009). Data from drawings and in-depth interviews were correlated with the observations of interactions which was derived from the field notes. Gay et al, (2012 p.469) majorly suggests three steps of data analysis in qualitative research as follows:

Reading and immersing yourself in the data collected as a way of extracting meaning full data. Immersion helped the researcher to become familiar with the data (Cruzes & Dyba, 2011). The audio-recordings from the drawing sessions, captions and in-depth interviews were transcribed into written texts for analysis. Creswell, (2012, p.239) defines transcription as “a process of converting audio tape recording or field notes into text data”.

Secondly, description which involves examining the data in depth to provide detailed description of context, participants, and activities. The researcher sought statements on how individuals were experiencing the phenomenon which provided in depth understanding of the central phenomenon and checking whether the data answered major research questions (Creswell, 2012). This aided generation of codes which required sub divided data and assigning categories for allocating units of meaning (Basit, 2003). Organised data is a useful way to analysis.

Lastly, classifying which required coding pieces of data and grouping them into themes. The coded data was reviewed to identify areas that had a relationship so to reflect and describe a logical meaningful pattern in relation to research questions (Braun & Clarke, 2006). The researcher found emerging themes, review themes, define and name themes and present similar themes which would be incorporated into findings.

To ensure credibility, the researcher took detailed descriptions of events in the field, participants, phenomenon and took note of their own biases as well as their influences on the study.

3.9 Ensuring Trustworthiness

Guba (1981) majorly identifies four aspects of trustworthiness relevant to qualitative inquiry. These include truth value, applicability, consistency, and neutrality. These are important in raising rigor in qualitative research.

Truth Value is intended to establish how confident the researcher is with the truth of the findings based on the research design, the informants, and the context (Krefting, 1991). Guba and Lincoln (1985), refer to this as credibility which is usually obtained from human experiences as they are lived and perceived by the informants. Credibility requires prolonged engagement which facilitates identification of recurrent patterns of behaviour by the researcher. This includes building up a relationship with the study participants and developing familiarity with them. Triangulation is another strategy that qualitative inquiry employs to check the credibility of the study interpretations and findings. It requires use of different data sources and data generation methods for example interview, focus group discussion and recording the interviews to achieve internal validity. Triangulation in regard sources of data and data generation methods was employed in this study to ensure trustworthiness is achieved. Interviews, audio

recordings and drawings were employed to generate data (Erlingsson & Brysiewicz, 2012). This enabled us to ensure that investigations were attempting to demonstrate that a true impression of the study phenomenon is being presented (Shenton, 2004).

Transferability involves showing that the findings of the inquiry have applicability in other contexts which can be realised by providing thick description of the phenomenon under study (Erlingsson & Brysiewicz, 2012). This is referred to as generalisability in quantitative studies. Shenton (2004) further notes that transferability is addressed by providing a detailed account of the study context through vivid description in the presentation of results. Sufficient details of the context of the fieldwork enables a reader to make a decision whether the existing environment is similar to another situation which he/she is familiar, and results can be applied to other settings with no doubt.

In this study, the researcher gave thick description of the whole process of data generation to show that the researcher's findings would be applied to other contexts with similar phenomenon. The face-to face interviews that were held during data generation were audio recorded along with the discussion about each participant's drawing. These were held with teachers, head teachers and teen mothers. Transcriptions of the same were included in the database. This provided a variety of sources which the readers can use to arrive to their judgements and assess whether they can apply to other contexts (Erlingsson & Brysiewicz, 2012).

Dependability is key in ensuring trustworthiness of qualitative research. This requires researchers to ensure the process of inquiry is traceable, logical and clearly documented so as to enable readers judge about dependability or how reliable the interpretations and findings are (Tobin & Begley, 2004, Nowell, Norris, White & Moules, 2017). Gunawan (2015) relates this to reliability of the findings. To ensure dependability, audit trails can

provide the readers with evidence of decisions taken by the researcher concerning the methodological and philosophical stance subjected to the inquiry (Tobin & Begley, 2004). This can ably support another researcher to follow the processes and gain the same results in a similar situation (Shenton, 2004) but not contradictory conclusions (Koch, 1994). In this study, dependability was achieved through keeping records of raw data, field notes and a reflexive journal as means of keeping an audit trail.

Confirmability is another aspect to be considered while conducting a qualitative inquiry. Gunawan, (2015) notes that is greatly an issue of presentation as its concern is with establishing that the researcher's interpretations and findings are clearly derived from the data. The researcher should show how interpretations and conclusions will be reached (Koch, 1994). It is the degree to which the study findings reflect the characteristics of the participants and the setting/context. Not the researchers' own biases and perceptions (Guba, 1981, Baskerville, Kaul & Storey, 2015). The researcher applied triangulation of data sources, methods of inquiry in this study to ensure data supports analysis and interpretations (Krefting, 1991). A reflexive journal was kept by the researcher to trail a critical account of the research process as the researcher is aware of her influence on the study.

3.10 Ethical Considerations

Upholding ethical standards in research is an issue of quality management especially if it involves human participants. Gay et al, (2012) propose that it's necessary to safeguard and protect the rights and dignity of persons, communities whose vulnerabilities impair independent decision making. This can be due to their gender, age and social norms. They further note that permissions and approval from the University review board should be obtained before proceeding to the field. In this study therefore ethical

approval was sought first from Moi University after presenting the research protocol. This was followed by seeking a permit from Uganda National Council for Science and Technology (UNCST) to ensure compliance to applicable national standards and guidelines for conducting research are adhered to. Then I sought permission from the district, county and the schools so as to gain access to the study sites and participants. The researcher made sure that participants get involved in the study after being informed of what the study is about, its purpose, possible dangers, procedures and benefits. This involved participants to agree to participate in the study after being given the necessary information (Johnson & Christensen, 2008). As the study involved minors who would not understand or be vulnerable to being influenced by others, it would take signing of an informed consent and assent form so that they benefit from the research but with protection. The researcher ensured that consent was secured from the teen mothers' parents or guardians and assent before getting involved in the study. Respecting the privacy of research participants is core in conducting ethical research (Johnson & Christensen, 2008). The Researcher ensured privacy of the participants by use of pseudonyms and assigned codes to participants to ensure anonymity. Information shared by the participants was kept confidential especially about their experiences, attitudes, and the drawings (Odiya, 2009). However, there were limits of confidentiality in case a probable risk is sensed.

The researcher explained to participants about their right to participate, not to participate or withdraw from the study since participation is voluntary.

3.11 Summary

This chapter began with a brief introduction and discussion of the qualitative research approach and the philosophical guidelines of this approach. The chapter further discussed the sample and how it would be selected, data collection methods, data analysis, trustworthiness and the ethical considerations that would be upheld.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the key findings as generated from the participants. It provides the contextual analysis of the areas under study and the demographic characteristics of the respondents. It further highlights the findings on the phenomenal under study. These findings were discovered from the data generated through face-to-face interviews and drawings with participants and re-contextualize the findings within the literature.

4.1 Demographic Information of Respondents

This section presents the analysis of demographic characteristics of study participants. These comprised three head teachers, 3 senior women teachers, 2 Ministry of education and sports officials from the gender unit and 12 teen mothers. Some of these teen mothers have gone back to school, others are still staying with their parents either with babies or pregnant, and others are already married to those who are responsible for their pregnancy who are also child fathers.

On one hand, these demographic factors indicate how teen pregnancy and flaws in the implementation of the re-entry policy have frustrated the efforts to achieve SDG goals 4 and 5 in rural area of Malongo sub-county and Uganda at large. On the other hand, the demographic characteristics further highlight the cause- consequence relationship surrounding the phenomenon under study. Among these include stigma, parental neglect, early marriage, school dropout among others. Flick (2018, p. 465) emphasizes the importance of analysis in terms of causes of phenomenon and consequences, context and driving conditions of the phenomenon.

4.2 Themes Emerging from Data

In this section, I present the themes emerging from the participants' responses. During data analysis, thematic approach was used to describe themes. This started with coding the transcribed responses from the interviews held earlier on. The process was intended to attach meaning to the pieces of data which permits summary of data by collapsing codes into themes(Punch, 2014, p. 173). Four themes emerged from the different data sources in conjunction with the research objectives and questions sought to be answered. The table below shows the themes and subthemes in response to each research question.

Table 1; Code structure

Research question	Themes and sub-themes
What is the Ministry of Education and Sports officials' perception on teen mothers' re-entry policy and practices in secondary schools Malongo Sub-County?	<p>Theme 1: MoES officials' perceptions on re-entry policy and practice.</p> <p>Sub-theme 1.1: Views regarding the rationale for the re-entry policy <i>Emphasis on re-entry as social protection tool.</i> Policy as a way forward It is beyond a morality aspect stake holders become receptive</p> <p>Sub-theme 1.2: Management dynamics Collaboration Re-entry Mechanism</p> <p>Sub-theme 1.3: Practices/Implementation challenges group check-ups to control stigma Social context and gender confines Stigma</p>
What are the head teachers' and teachers' perceptions on teen mothers' re-entry policy and practices in secondary schools in Malongo Sub-County?	<p>Theme 2: Head teachers and teachers' perceptions on re-entry policy and practice</p> <p>Sub-theme 2.1: Knowledge and Awareness <i>school policies upholding re-entry and retention</i> <i>Silent Policy</i></p> <p>Sub-theme 2.2: Attitudes and experiences Positive attitude towards the policy. Negative feelings about re-entry.</p> <p>Sub-theme 2.3: challenges to implementation Parental neglect social confines negative attitude towards retention Stigma Ministry's laxity on policy implementation</p>
What are the teen mothers' perceptions on teen mothers' re-entry policy and practices secondary schools in Malongo Sub-County?	<p>Theme 3: Teen mothers' perceptions on re-entry and practices</p> <p>Views about re-entry Regarded as time wastage Re-entry Rejected by Community</p> <p>Encountered experiences Stigma Take on parental roles</p>
Which intervention strategies can be adopted to enhance re-entry of teen mothers in secondary schools in Malongo Sub-County?	<p>Theme 4: Intervention strategies that can be adopted to enhance re-entry policy</p> <p>Sub-theme 4.1: national level Multi-sectoral approach ALP (accelerated learning programs) Support and awareness among implementers Build capacity on economic empowerment Special schools for teen mothers Laws that protect teen mothers</p> <p>Sub-theme 4.2: Community level Male engagement strategy Community engagement</p> <p>Sub-theme 4.3: School level Exposure to role models. Life skills program Parental engagement is key. Equip counselling department Formation of clubs in schools</p>

4.2.1 MoES Perceptions on re-entry policy and Practices

The first objective of this study was to explore the Ministry of Education and sports officials' perceptions on re-entry policy and practices. In-depth interviews were employed as data generation method to evoke participants' feelings towards the phenomenon under study. Creswell (2014) Suggests that it is a significant way of eliciting participants' perceptions and experiences and how they make meaning of their lived experiences.

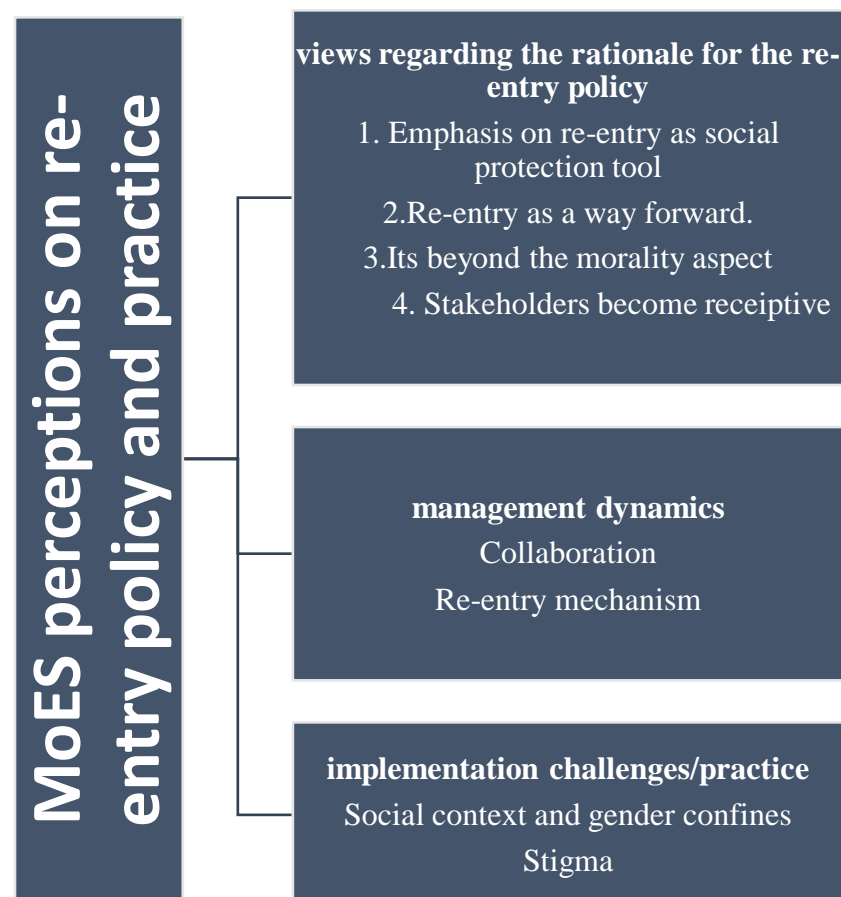


Figure 4.1: Summary of findings showing theme and sub-themes

4.2.1.1 Views regarding the rationale for the re-entry policy

4.2.1.1.1 Emphasis on re-entry as social protection tool

The participants identified the re-entry policy as a significant tool for social protection.

This is viewed as an intervention to reducing the vulnerability of a girl child faced by the idea of exclusion from the education system. One of them argues

“I feel the policy is a very much welcome idea because when you look at the national gender policy. It is looking at the inequalities dealt with. As an education sector, we feel this is part of the inequalities, this is part of the barriers that affect the education system. Looking at our different levels of enrolment visa vie the completion, retention, and survival rates to secondary. We still have children completing in primary which rate is still low. And then they go to secondary, first with lower secondary, the numbers are reasonable but also still lower at 42%. Then when we go up to upper secondary the numbers totally drop. So, what does this mean to the education sector? We are losing. We are losing over 58 girls and we are only having 42 girls out of 100 in the system. So, to us we feel that is a bit of a very big challenge” (MOKAA, 18/03/2020).

The other participant with a similar insight articulates

“There is a big problem, so we cannot keep saying “for us as a school we do not allow that. You may enroll a hundred percent in primary and completion is only 33%, what happens? Where do they go? They are losing. We cannot account and then from that 33%, transition to secondary is just 25% which is still low. Where do they go? During the holidays, again shows we are losing many that vacation of P.7 many don’t come back, we cannot account for them, they are not in polytechnics, and they have not gone to secondary schools.) Where are they? So, there is a lot of waste in the system and for us to be able to address this waste, we should be able to address this issue”. (MOKAA2, 20/03/2020).

The previous quotations confirm that the policy makers approve re-entry policy as a social protection tool which contributes immensely to social development and transformation. This can be done through increasing access to education for a girl child and ensuring inclusion regardless of gender limitations and other social constructs. This further expresses the willingness of the policy makers to contribute to the national development plan. This can be through acknowledging and owning the teen mothers’

re-entry policy as a way of addressing the waste in the education system partly caused by teenage pregnancy.

This opinion corresponds with Nsalamba Gladys & Alex, (2019) whose findings acknowledge that re-entry policy helps in the reduction of gender discrepancies in education system through creating equity. Similarly, Omwancha (2012) asserts that, cultural practices and social norms in many African contexts are a deterrent to re-entry policy implementation. Practices like female initiation and early marriage which are deeply rooted in African cultures suffocate community perspectives regarding re-entry of teen mothers in mainstream schools. Therefore, re-entry policy can be an effective tool in addressing the negative aspects manifested in the cultural practices and social norms.

4.2.1.1.2 Policy as a way forward

The participants further view teenage pregnancy as one of the barriers to the education career of the girl child which the education sector must address. Therefore, the re-entry policy is regarded as a way forward to the cost and losses incurred by the education sector and country. This is because it cannot account for the students who get pregnant. These become victims of early marriage, dropout, and social ridicule. One participant noted,

“We should not just look at the 25, but what does it imply. If you look at your population of 40 million to say that 25% are teenage mothers. Isn't that a time bomb? And not only for the girls, it affects the education sector because this girl drops out before she completes, before she gets anything, this same girl becomes a burden to the healthy sector because she will go there, she will get to produce and get fistula and then produce a baby she will not be able to take care of and the child will be mal-nourished you know, from that now she's coming back to the community as a mother. She cannot contribute to that community economically, so it becomes a problem. So, it is bigger than what we think” (MOKAA2, 20/03/2020)

Another participant said

“Look at the...the maternal mortality rate, who dies? They do not know the importance of antenatal, neo-natal mortality is high simply because I do not know what to do as a child mother! To produce a baby because you are in yourself a baby. So, it is bigger than that. At the end of the day, you keep struggling saying the whole sector is struggling, the education sector is struggling, and social development is struggling because we have these people around.” (MOKAA, 18/03/2020)

Simelane, Thwala, and Mamba (2013) stress that a multitude of girls with access to education drop out due to teenage pregnancy and arranged early marriages which has a negative financial implication to the health, education, and social development sector.

In contrast with my findings, at secondary level in this context, a number of early marriages are not arranged by parents or guardians however, they are forced into marriage and school dropout due to circumstances arising from teenage pregnancy and teenage motherhood. Such circumstances come along with a duty to care for the child mother and child with a direct financial implication on this girl’s family. In the same accord, the education system is equally strained to accommodate this girl as well as the health sector. On her decision to give up, all sectors run a risk of losing this girl in one way or the other and gross financial implication at national level. From this perspective therefore, policy makers anticipate re-entry policy as an intervention that would help save the vast investment that government and other bodies incur to educate a girl child

4.2.1.1.3 It is beyond a morality aspect

The social challenges in our midst justified by the occurrence of teenage pregnancy are real. Meanwhile there are cultural and social expectations regarding conduct of a girl child. The community perceives the occurrence of teenage pregnancy as a question of morality yet, some girls are victims of child abuse. My interaction with participants reveals that at national level, teenage motherhood is viewed as an issue beyond the

morality question. Pregnancy is not a reflection of the notch of immorality among teenage girls.

“We developed the guidelines of reporting, tracking and response to cases of violence, because she is in senior one, she was abused. So, the perpetrator should be brought to book. So, that girl needs to be supported”. (MOKAA2/20/03/2020)

“We feel the issue of us looking at the values and not looking at the needs of the child do not really hold a lot of water. Yes, we look at the school rules and regulations that are supposed to guide us in this regard”. (MOKAA 18/03/2020)

It is a time when the victims need maximum support from all angles. It is a call to the custodians of values to avail the much-needed support to these girls so as not to violate their right to education. The re-entry policy focuses on the on-spot need of the girl child in turbulent times alongside the highly recognized values in the society. This further reflects a change in the attitude of policy makers towards re-entry and retention of the girl child. These findings agree with Bolton (2015) whose study findings recognized that education officials acknowledge the significance of re-entry policy in counteracting the set moral standards perceived as minimum social expectations from the girl child.

4.2.1.1.4 Stakeholders become receptive

Policy formulation and implementation requires the interest of users at all levels (Diaz, Adler & Patt, (2017)). One of the majorly reported barriers to successful implementation of the re-entry policy is low involvement of and negative attitude of implementing stakeholders. Participants at the ministry level point out that stakeholders at the community level especially religious leaders have become receptive towards re-entry and retention of teen mothers. This is revealed in the quotation below

“We had key issues with religious leaders but now they reached a point of now sharing their own sentiments. We have consulted the cultural leaders and religious leaders and in our last engagement they were very positive. Because they could also give testimonies that they have several children who have gone through such phases but it’s a

bit of a challenge, so we also need their support for them to be able to build morals in these children.” (MOKAA 18/03/2020)

This a reflection of how critical the retention and re-entry policy have become if we are to realize equity and equality in education. Religious leaders are changing attitude as they can now share their personal experiences. They admit committing most of their time to church and upholding the religious values of the church thus losing a point somewhere. Most of the education institutions are religious founded and communities.

4.2.1.2 Management dynamics

The participants perceived the idea of policy management dynamics as a significant factor in ensuring successful implementation of the re-entry policy. Among others, collaboration and re-entry mechanism were identified as crucial points in the entire policy process to achieve the rationale behind policy formulation.

4.2.1.2.1 Collaboration among stakeholders

Collaboration among stake holders is basic in solving societal problems. Intervention strategies can be improved through joint ownership of policies which aids in addressing implementation challenges that unveil. Participants advocate for collaboration among stakeholders evident in the following quotation:

“You can only convince them, build their capacity, popularize the need to have these girls back in school. it is also your mandate or your responsibility to tell them, yes much as you have gone out given birth and you have delivered, why don’t you go back to school? It is a shared responsibility; government cannot do it alone. So, if we all keep on speaking the same language preaching the same message and gospel, we can have these children finally back in school, otherwise it is not a one-day job and there is still a lot to be done. Mayuge is the hub, the hub of girls getting pregnant, parents selling off their children for just 500 shillings, I know you have had about the “kidoo”, you have seen the parents taking their children to sugarcane plantation, sugarcane plantations are dangerous spaces for girls and the child labor in itself is an act of violence. So, if we cannot really as stakeholders stand on our feet and fight this then we lose. The local government need to support because they are the structures that work

down there in the districts, they work down there in the schools, they are the ones in the communities” (MOOKA 18/3/20)

These responses show the need for jointly implementing the policy in to order realize equity in education. This conforms to the findings of Maluli and Bali (2014), who stress that through cooperation among administrators at different levels, teachers, parents, and the target population would effectively address the concerns of teen mothers. Nabugoomu et al (2018), emphasize collective responsibility strategy at different sectors as an approach of addressing the challenges of policy implementation. For instance, health service providers be given training about working with homes, schools, and teen mothers to achieve the retention and re-entry. This implies that support from other sectors is crucial. Local government structures should come in play to counter other social challenges that may impede policy implementation. These should collaborate with the gender and social development ministry since teenage pregnancy directly affects its interventions at the impact level (Aparicio, Pecukonis & Zhou, 2014).

4.2.1.2.2 Re-entry Mechanism

This category relates to specific actionable points in the policy guidelines. The guidelines are intertwined with other policies and frameworks that support the re-integration and management of teen mothers in a school system. Uganda reviewed the HIV policy guidelines in 2018 to accommodate re-entry and retention of teenage mothers. The guidelines draft is meant to reinforce existing laws, policies, and guidelines in the effort of reducing the vulnerability of teenage mothers. This is through creating a safe learning environment and strengthening support structures in the community to ensure retention and re-entry. One study participant narrated

“We had a number of interventions and our interventions are informed by the Gender in Education Policy and the national strategic

plan on elimination of violence and the national strategic plan for girls' education. So, basically that is the framework that guides our work. Following those frameworks, we have been doing a few programs around supporting adolescent girls and one of them is the menstrual hygiene management. In Busoga have been there. I know this region from the onset. When I talk about this, it is real. for us at least as a unit, we have interfaced with these realities. (MOKAA2,20/3/2020)

” it is not a policy, that is what we need to make clear, as government we already have a number of policies that have been taken care of, issues of adolescent health and development and issues of school health, so we already have gender in education policy, we already have the national sexuality framework, we also have the draft school policy which is being finalized. All these policies have talked about issues with teenagers. so, what we thought about instead of having another policy to talk only to talk about pregnancy. So, these guidelines had not taken care of the aspect of retention and re-entry of child mothers. So we realized after implementing like two years that these issues were really critical, can we give the child a second chance (investigator...true) other than just pretending, when it happens what happens (investigator...uh). So, we thought it wise to revise these guidelines, we have now called them guidelines on prevention of HIV and AIDS, teenage pregnancy, retention, and re-entry of child mothers. So, the guidelines are right now in their final stages” (MOKAA,18/3/2020)

Responses from these interactions pointed at stakeholder's willingness to bridge the gap that was realized in the existing framework. This was intended to include how re-entry of teen mothers would be managed from the point of discovering pregnancy, Management of collaboration with other sectors community involvement, among others. These findings reflect government commitment to promotion of girl child education and a mechanism to hold everyone accountable in addressing the plight of teen mothers. This is consistent with Baa-Poku's (2016) findings that highlight the restraints of operating without clear policy implementation guidelines and the need for one. Achoka and Njeru stress that short of legal support makes policy implementation in Kenya weaker. This is like the findings in this study.

4.2.2 Teachers' Perceptions on re-entry policy and practices

Teachers and head teachers are important implementing partners of the re-entry policy. Most practices identified regarding the policy are influenced by their actions. Participants expressed their views in relation to three main categories namely knowledge and awareness, attitudes and experiences and challenges.

4.2.2.1 Knowledge and Awareness

Policy implementation issues require one's awareness and understanding of changes in the system. The re-entry policy is a tool that educators should be aware of and have clear understanding about to streamline its interaction process during implementation. The study sought to unleash a situational analysis on teachers' awareness and knowledge about re-entry and retention of teen mothers in schools. The participants revealed that they were aware of the re-entry policy which comes in as a directive to allow pregnant mothers to write their exams especially those in candidate classes. This is evident in the quotations below

"Yes... we have a copy. But for the ministry's policy about re-entry, they are reluctant. They do not mind. So, the policy is on paper. It is on paper but practically it is not there." (MAPHM24/2/20)

"Yeah, I have heard, ever heard of it cause here one year we also had that student who conceived then was pregnant and failed to come back but she had registered, but they went to look for her hmmm the time for exams came when she had given birth, but they were looking for her to come and do the exams instead she deliberately refused." (SWHOL20/2/20)

"We follow the ministry guidelines. The Ministry stipulates that if a girl child is still interested in education and has met challenges of early pregnancy. We can allow that girl back if she is still interested in education. She can go, give birth, and resume school. (MSSHM29/11/19)

"Teen mothers seem to be allowed to come back for studies because some of them are seen in examination period. Students with such problems! Administrators inform the teachers not to stop those pregnant mothers from writing their national examination. Have not seen any communication that is documented from government but the

information, somehow flows to them. It might have been a radio announcement because you hear parents saying the government does not stop pregnant girls from writing their exams and that is how the information circulates.” (MSSSW13/1/20)

The quotations above reveal that most head teachers and teachers are aware of the existence of the re-entry policy. Awareness, knowledge, and perceptions of situations drives recognition and monitoring of policy (Vassev & Mike, 2011). Participants further point out that the policy is silent and information flow regarding re-entry seemed to be lacking. This deters stakeholders from noticing changes and blocks their reactions in accordance with the phenomenon at hand. The study findings agree with Baa-poku’s (2016) study which stipulates that insufficient sensitization about the policy is a barrier to achieving educational outcomes. Therefore, sensitization across implementing stakeholders and beneficiaries is important if we are to achieve policy recognition and monitoring.

One participant observes

“But sometimes they shy away to come back to the very school. It is only those who are very courageous that they can come back to school and study. Sometimes because we do not want to disclose. When we say there is this policy. We might escalate the problem that many of them might not take it seriously that after all even if I get pregnant, I will come back and study. Because sometimes we do not pronounce that policy because at least we want to control that moral bit so, I would say, it is a quiet policy. It is not a pronounced policy as such but, we normally encourage” (MSSHM29/11/19)

This is a manifestation that some teachers regard re-entry policy as a tool that will promote indiscipline in the school. They stress that the policy may escalate the number of teenage pregnancy occurrence which explains why it is not a pronounced policy. For this reason, therefore, schools go ahead and implement what their school rules and regulations stipulate thus failing to implement the policy (chidonga & Nisbert, 2019)

4.2.2.1.1 School policies upholding re-entry and retention

As earlier noted in literature, several development agencies have focused on highlighting the importance of girl child education and women empowerment to improve individual wellbeing and enhance social development (Birungi et al, 2015). There has been an increase in number of policies deeply rooted in the Universal Declaration of Human Rights, Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) among others. Uganda is a signatory to most of these internationally recognized instruments. This is in effort to close the gender gap in education. In accordance with the international and national instruments, some schools have developed policies to ensure equity and enhance gender equality in education. One school administrator note:

“It has appeared in newspapers and through other sources of media where the girl child has not been given equal opportunities to attain education just like the boys. Therefore, we have a policy called girl child policy in our schools and this policy is all about making sure that the girls that enroll in senior one, they complete the education cycle that is senior four. The policy also allows us to enroll young mothers those that conceived in primary, gave birth and they want to continue with education. Others that conceive in senior one, s.2, s.3, they give birth and wish to continue with their education, so we enroll them in the school. Last year we had two that completed s.4. Young mothers that enrolled in s.3 and another in s.2. This year 2020 we have one that we have enrolled in s.1, she was in senior one last year first term, last year, so she is back to continue. She conceived, we supported her with her pregnancy, when she felt like she cannot stay in school with the pregnancy at around 7 months, she dropped out then she has enrolled. So, we do also enroll young mothers then we also protect their rights, you find that some girls are abused sexually by some of the stakeholders in the education system, in the communities also in schools if you do not have strict policies. For us as a school we have another policy which protects girls called child protection policy. Child protection policy ensures that we create a friendly atmosphere/study environment for both boys and girls but particularly girls because for them they are vulnerable to exploitation. So, for us all the staff members, administrators, teachers and the support staff, the guards, the cooks, the compound cleaners, the wardens and everybody have signed the child protection policy to ensure they abide by it. Child protection policy in order not to exploit the girls in school and community” (MAPHM24/2/20)

This is an indication that some school administrators enact local policies in line with the re-entry policy to support girl child education, enforce child protection and safeguarding in secondary schools. This is quite a new trend in Uganda in as far as re-entry is concerned especially when operating without approved guidelines from the Ministry of education and sports. Retention and continuation of pregnant teenagers in schools is predominantly unheard of. However, this school having its cores values in promotion of girl child education goes an extra mile to ensure protection against abuse from the stakeholders in education and the community. It is also an affirmation that some stakeholders are already recognizing the plight of teenage mothers even amidst shortage of clear implementation guidelines. These findings are consistent with Maluli and Bali (2014) who emphasizes that social support is crucial in helping teen mothers stay in school and continue with school to completion. It appears this is also determined by the next category.

4.2.2.2 Attitudes and experiences

Implementation of the re-entry policy greatly relies on attitudes and experiences of teachers who directly interface with the beneficiaries of the policy. Categories from two extreme ends emerged. Positive attitudes, negative attitudes and challenges teachers face during implementation.

4.2.2.2.1 Teachers' Positive attitude.

A positive attitude towards re-entry and continuation practices aids individuals to recognize and understand what the policy is. Positive attitude is a fuel in the navigation process of the re-entry policy. This attitude helps this group of stakeholders promote a mutual commitment towards the local policies and re-entry in general. The evidence below exhibits this

“Yap... am in support of the policy because it gives a second chance. They give a second chance to the young mothers to study. Because some of them you see as children, they enter girlfriend- boyfriend relationship not knowing what will happen. Then suddenly, the pregnancy comes out. So, they need at least a second chance, they need a third chance such that they re-enroll in school and then they complete their academics. On the side of retention, it is the role of the school to make sure that these people go through guidance and counselling sessions.” (MAPHM24/02/20)

“school we do not refuse any girl, even when you are married if you do not feel shy, you can come back and continue up to completion. Yeah, of course here completion people look at senior four after senior four they think they have gone higher they simply drop” (HOLHM10/3/20)

“The foundation of our school supports more especially girls and we try to put in more effort to support girls to continue with education and it will be very good if we have some girls around three in school. They show example to....to the rest of the student.” (SWMAP/27/02/20)

On one hand, these findings suggest that some teachers and head teachers have a positive attitude towards re-entry and acknowledge the need for re-entry and retention. Teachers agree that teen mothers should not only be given a second chance but also be accorded the necessary support for them to stay in school. This concurs with Jumba and Githinji (2018) who emphasizes the role of teachers ‘positive attitude towards acceptance of re-entry and retention in society. Similarly, Wanyama and Simatwa (2011) stress the role of school principles’ positive attitude in popularizing re-entry and retention guidelines.

On another hand, some teachers express negative feelings about re-entry as they believe that sending the pregnant mothers away serves as disciplinary measure against the occurrence of teenage pregnancy in schools. They also believe that being open to retention and re-entry may tarnish the reputation of the school as teenage pregnancy is tagged an indicator of immorality and indiscipline. The quotation below notes

” we do not feel good, because, normally what we do that in case our routine check-up of girls is conducted we get reports from our nurse, normally we take them as suspects if you find out then we see what to do,” (HOLHM10/3/20)

“Once they remain in school, they will influence the rest, cause they will look at it to be something normal and they will not concentrate, yet if they try to send them away, the others will feel the impact, therefore, they will also concentrate on studies” (SWMAP20/2/20)

This is a challenge to retention and re-entry implementation and a contradiction since school heads exhibit a negative attitude towards retention though they claim an open policy. It further suggests that sending them away serves as disciplinary and mitigative measure for the teen mothers and for the other students against teenage pregnancy, respectively. This is a violation of education rights for these girls. These findings agree with Ngabaza and Sheffer (2013) who argue that some educators have a will to assist pregnant girls and teen mothers' re-entry, however, they are obstructed by their own negative attitudes. Therefore, there is need to sensitize and harmonize the mixed feelings exhibited by educators.

4.2.2.3 Challenges to implementation

The study majorly aimed to explore the stakeholders' perceptions regarding re-entry policy. This would be done through eliciting participants' views on re-entry and experiences during implementation, Participants identified the following categories as challenges to implementation of teen mothers' re-entry policy. These point out parental neglect, social confines, community's negative attitude

4.2.2.3.1 Parental neglect

Parental involvement cannot be divorced from education matters. This is because a school cannot be in a vacuum as well as the learner. Parents together with the community play a vital role in the implementation of re-entry as matters of pregnancy have a diverse effect on the child mother. Therefore, the parents of the mother must be

directly involved. However, teachers believe parents have neglected their responsibilities towards the pregnant mothers. Participants note

“They are failing to control their children. Because the parents feel all the responsibility lies in the hands of the school. Some have had challenges with backtracking.” (MSSH29/11/19)

“In my experience we have majorly two challenges and the first one is about school fees payment. Some of these teen mothers when they re-enroll in school, they get challenges of insufficient support from their parents. Like in our school, school fees are basically low and meant to cater for lunch of learners in school. But parents find a challenge of paying the fees. In the year 2015, 12 teen mothers dropped out of school and the reason was school fees. When I reached out to the parents they were like ‘you see that girl annoyed me and so you see she leaves you with the child, you have to cater for the child, buy milk, buy what again you pay school fees for the mother, no me I never wanted these burdens’. That causes a challenge to the mothers in school due to this and shortage of other necessities.” (MAPHM24/2/20).

This is a confirmation of poor parental attitude towards re-entry and insufficient support from the parents towards learners who have managed to get back in school or continued with school even when pregnant. This is because parents harbor bitterness over their children getting pregnant. This is driven by the social constructs within the community. The belief that these girls are wasted and a disgrace to the family. This is in conformity with Onyango et al (2015) whose findings apportion blame for teenage pregnancy on the young mothers which influences stigmatization. The study further expresses that negative perceptions and attitude towards teenage motherhood is a social belief with its basis in the cultures of the community.

4.2.2.3.2 Negative community attitude and social confines

As earlier stated, parents come from a community which has its social expectations for a girl child. Stances of community negative attitudes have also been pointed out as one of the major challenges hindering successful implementation of re-entry and retention. These attitudes are embedded in and influenced by the social and contextual confines

surrounding teenage motherhood coupled with re-entry and retention policies.

Participants said

“This place is there is a lot of immorality, and this immorality affects more girls coming in especially along the landing sites and those islands due to the way people behave after getting some money... they spoil the girls, that affects the girls a little bit, much as we as encourage more girls” (HOLHM10/3/20)

“The second challenge is from the community, some of those girls are impregnated by the villagers. This person will continue following the girl who has gone back to school. They continue hunting for them especially those that walk long distances. They give them a lift to school and back home as they convince them. They continue disorganizing them and pop back to square one. The community is also not well sensitized, the community believes that once a girl conceives and produces a child, everything stops there as regards education. Once you enroll such a girl in school, the community will say; again, that one who produced, again she is back in school’. They think she is going to spoil the other girls. For them they do not believe in re-entry. So, those are basically the challenges we meet.” MAPHM24/2/20

This is a manifestation that Community attitude towards re-entry and retention is a big challenge. Most perpetrators come from the community who continue to make advances to the teen mother in school especially those with challenges in accessing school. The community believes that once a girl conceives, that marks the end of education. The community does not believe in re-entry. Therefore, there is need for sensitization of the community towards re-entry and retention.

4.2.2.3.3 Stigma

Innumerable studies have highlighted stigma as a major restraint toward implementation of teen mothers’ re-entry policy. Stigma is an overarching factor that hinders re-entry and retention. This can be grouped into self and external stigma. This is evident in the following quotation

“she had registered, but they went to look for her hmmm the time for exams came when she had given birth, but they were looking for her to come and do the exams instead she deliberately refused.

This reveals that self-stigma among pregnant teenagers frustrates the intentions of fronting re-entry policy. This agrees with Achoka et al (2012) and Undie et al (2015) who stress that stigma and discrimination hinder implementation of school re-entry.

4.2.2.3.4 Ministry's laxity on policy implementation

Many policies have a potential of meeting the expectations of policy formulation intentions, however, monitoring of the policy is lacking in most African countries which usually creates a policy gap. This is not different from the re-entry policy. The headteachers highlight this in the following quotation

“For the ministry, ministry's policy about re-entry. they are reluctant. They do not mind.” (MAPHM24/2/20)

This is an indicator that one other factor that suffocates re-entry is the lack of vigilance from the policy makers. Difficulties identified within the implementation of a policy has an overarching impact on its effectiveness (Jauk, Krammer & Reicher, 2018). The policy formulating body and other stakeholders could come up with monitoring and evaluation mechanisms to improve the abilities within the policy.

4.3.3 Teen mothers' Perceptions on re-entry policy and practice

The third objective of this study was to explore teen mothers' perceptions on re-entry policy and practice. These were generated using drawings as mentioned earlier. I present the drawings and captions made by each of the participants below. These drawings show participants' experiences regarding pregnancy and re-entry both at home and school. These experiences harbor perceptions regarding re-entry and depict the practices. This will be followed by presentation of findings and the discussion. It is vital to mention that I present the captions the way they were written by participants without any changes made.

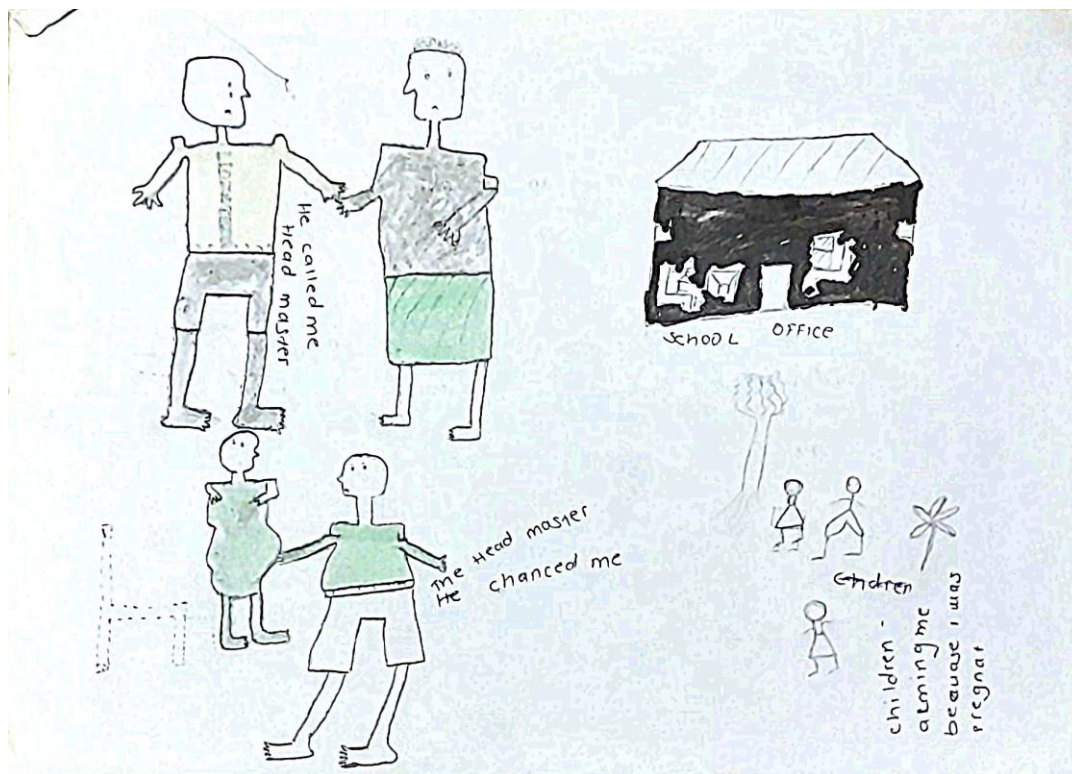


Figure 4.1: Drawing by PPtB

Caption: One day I was to school sitting in the classroom. I saw the headmaster coming to me. He called me to go to the office of the senior woman teacher. When I reached there, the senior woman teacher chased me. She found me with a pregnant. The senior woman teacher asked me who had made me pregnant, I failed to talk my boyfriend and she chased me away from school. That is how I left.

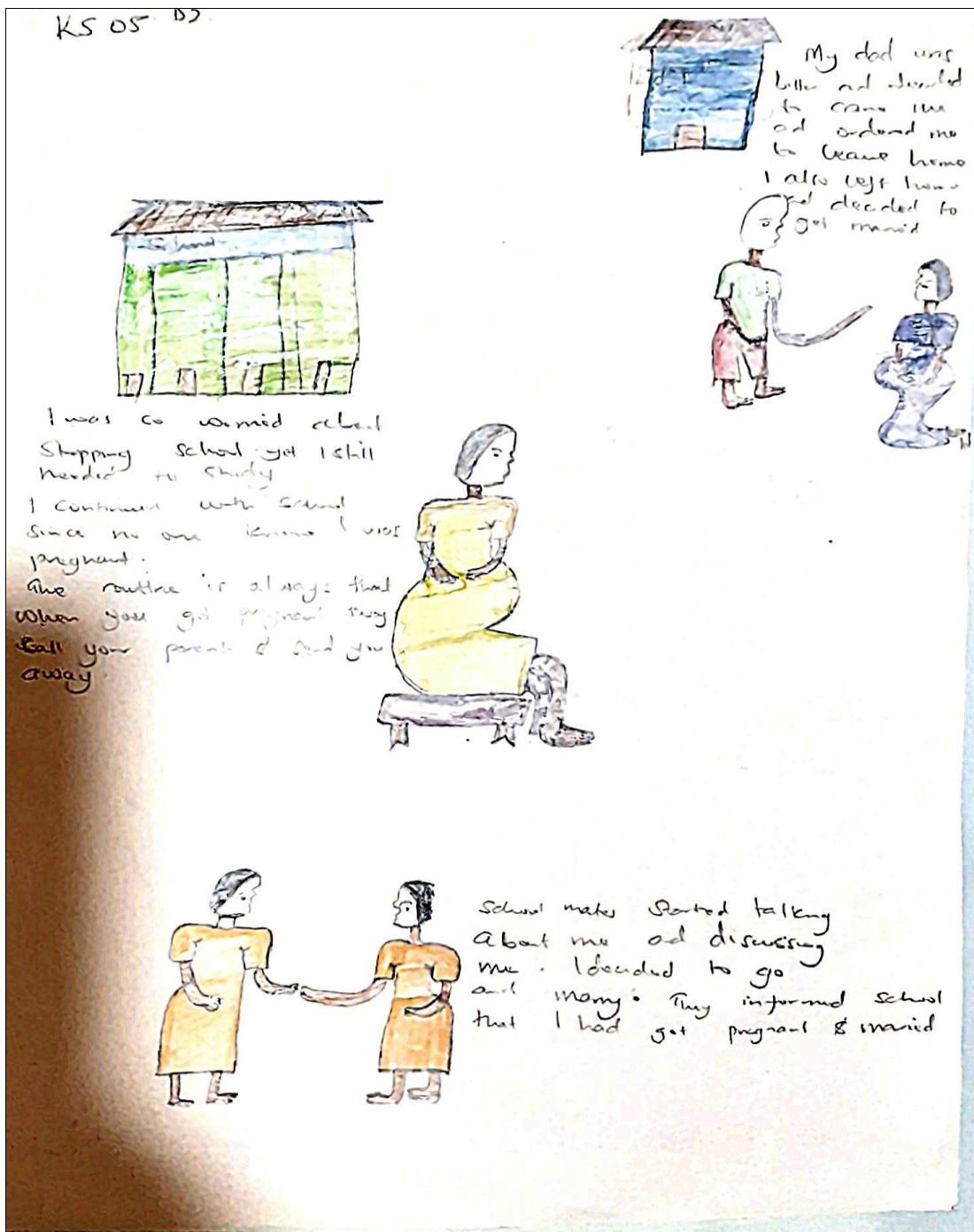


Figure 4.2: Drawing by Ppt005

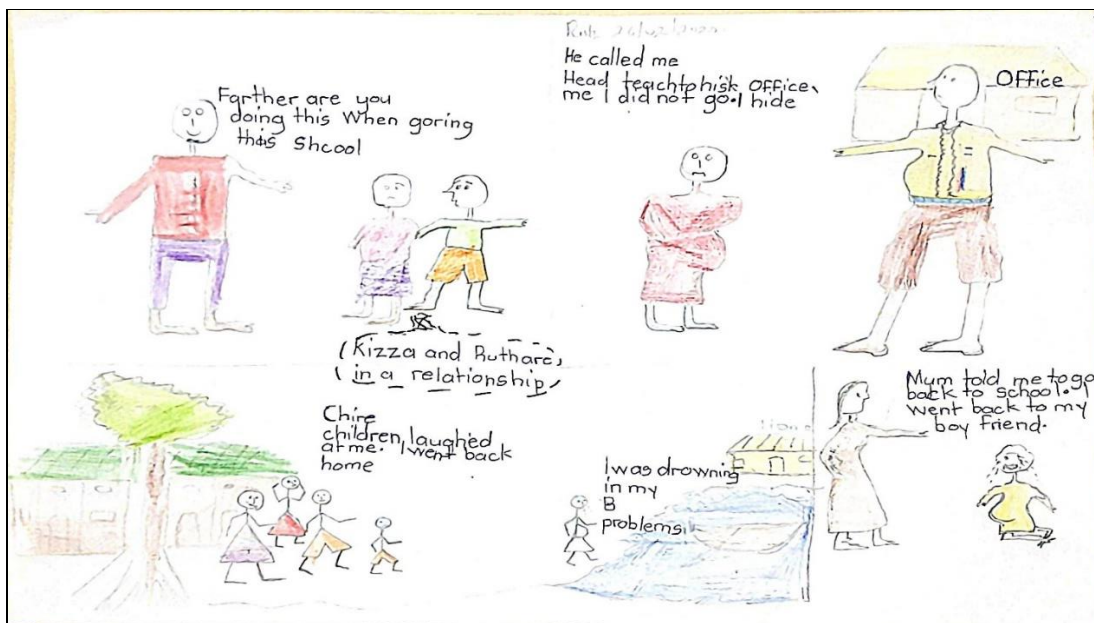


Figure 4.3: Drawing by PPTA

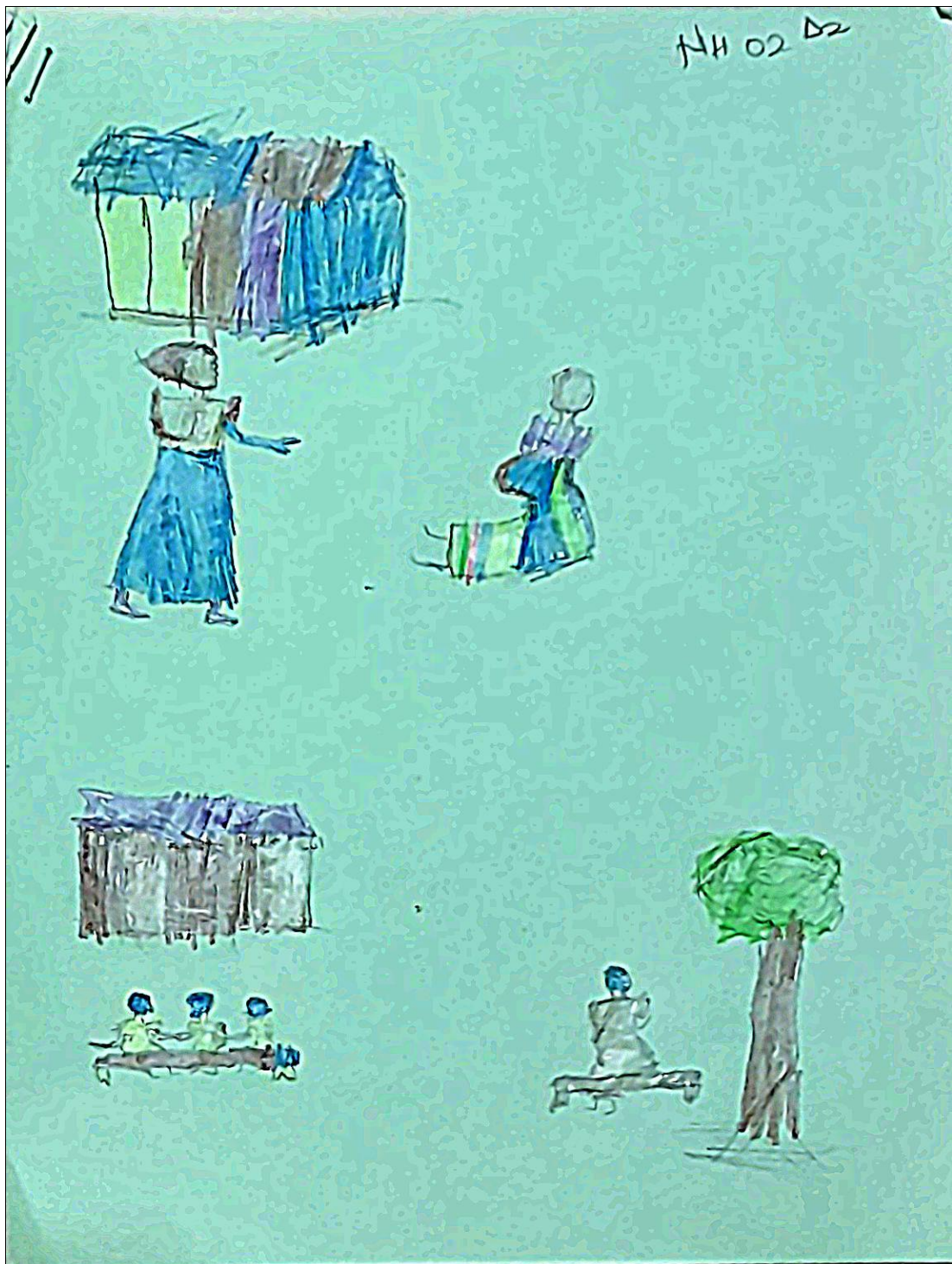


Figure 4.4: Drawing by PPt002

Caption: Mum was bitter, and her suggestion was for me to abort. I rejected her opinion since in my vision there was death and life besides another life. At school children laughed at me and I was always lonely and cocooned in isolated places. I realized that school was not a place for me, and I decided to leave school. The teachers supported

and encouraged me to go back and continue with my studies, but at one point I could not handle. I decided to go home. Challenges with school fees have made me fail to go back to school.

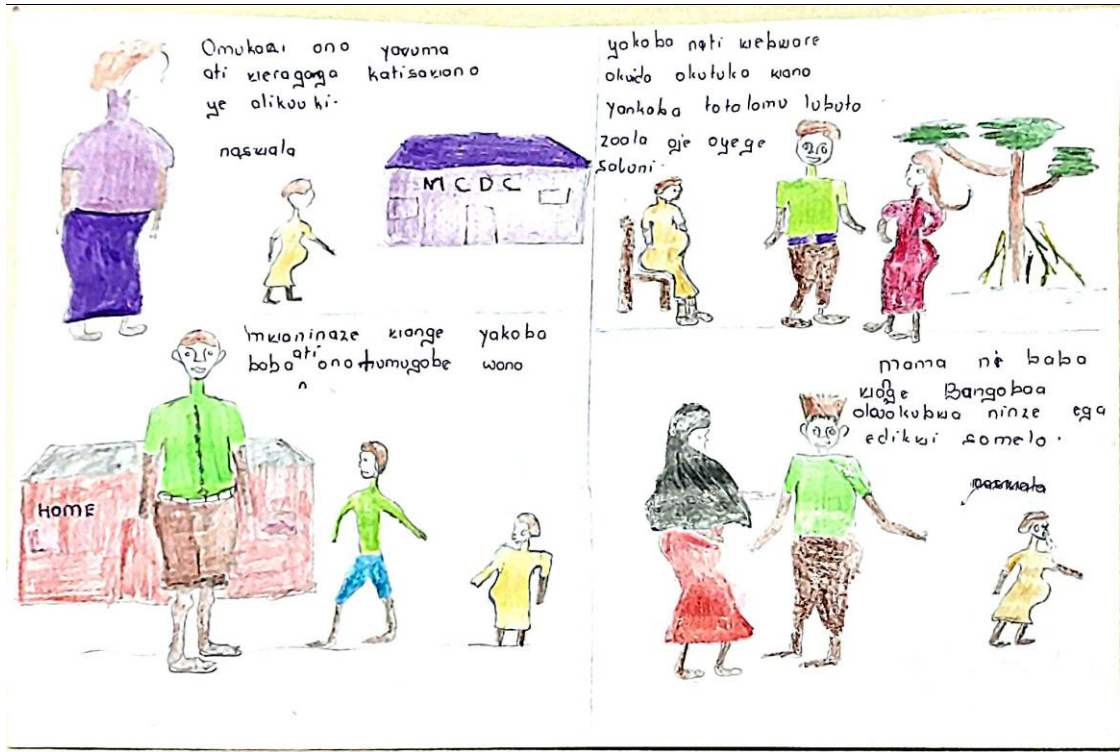


Figure 4.5: Drawing by PPTC

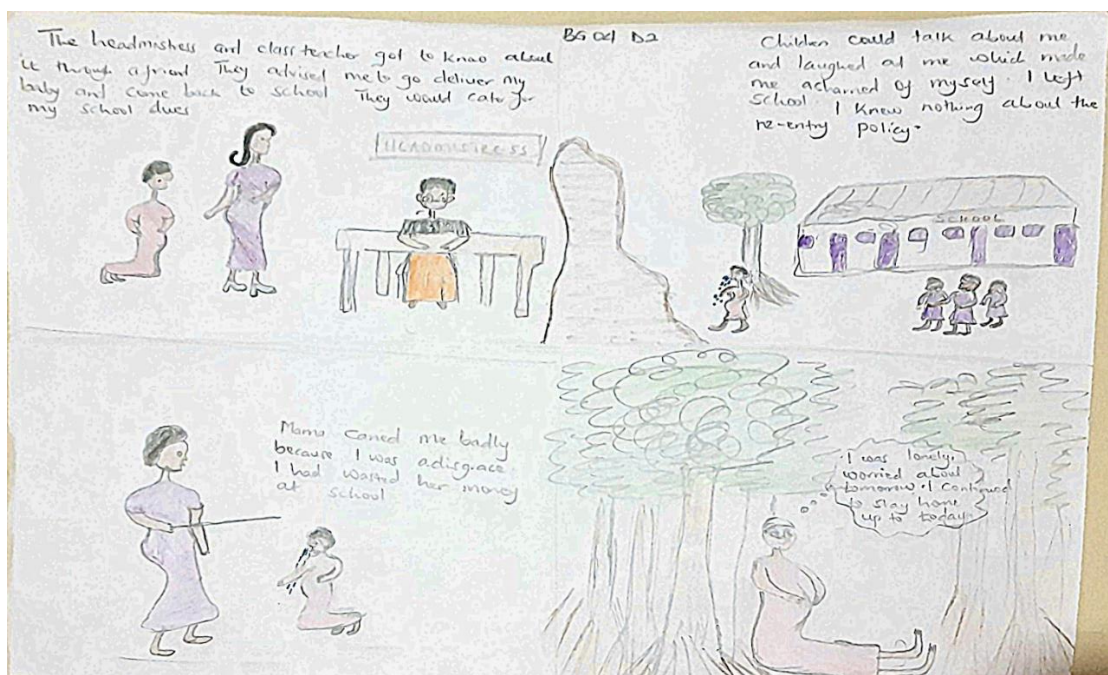


Figure 4.6: Drawing by PPT004

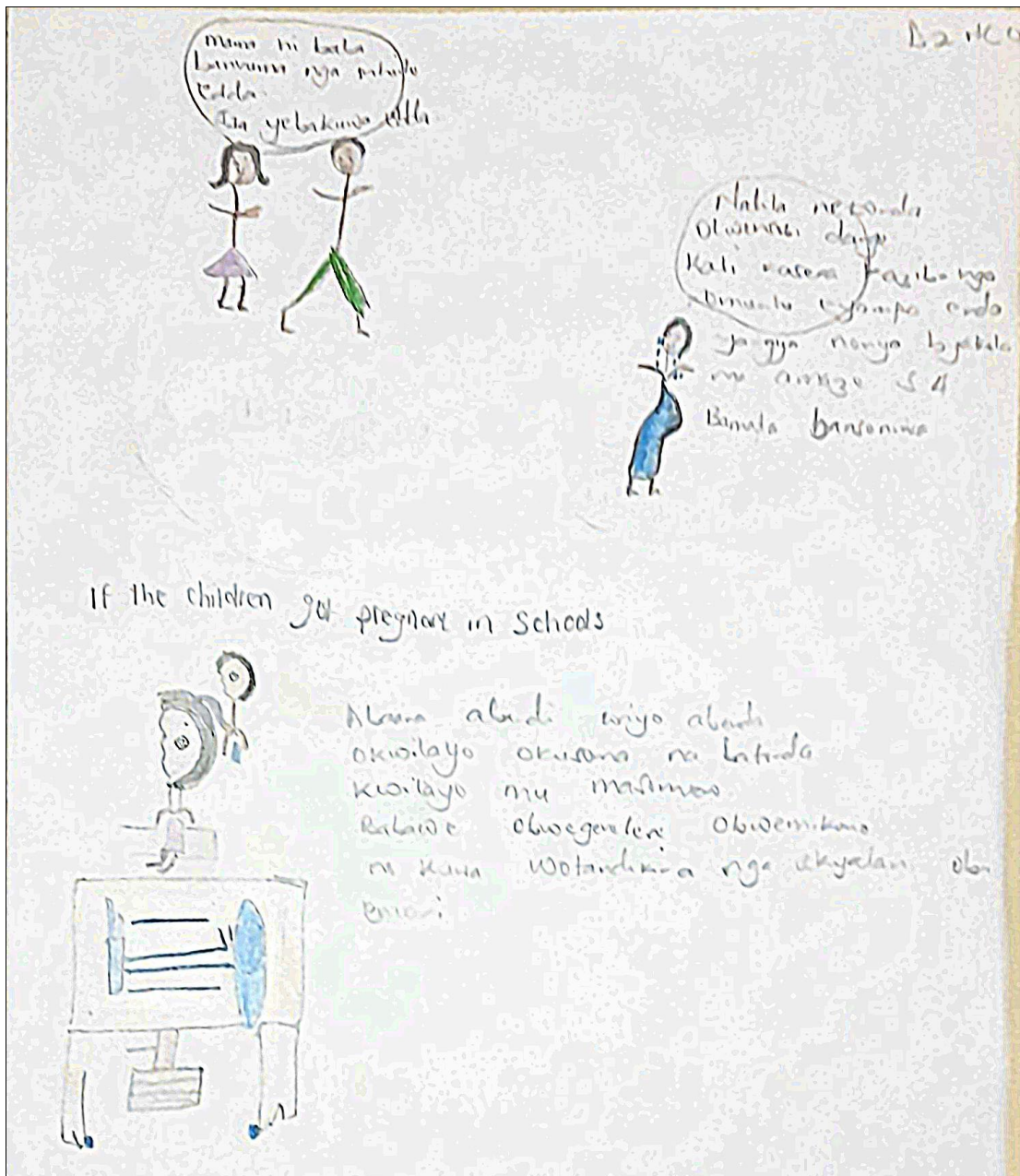


Figure 4.7: Drawing by PPt001

Caption: Father and mother scolded me when I conceived. They told me to go to the person responsible. The boy had left the village to go and look for what to do. I had no contact with him. I regretted why I had misbehaved. It was a hard time for me. I had no option apart from asking for forgiveness. My parents forgave me but did not support me to join school again as to them I was a waste. Some teen mothers are strong enough and interested to re-join school and others are not interested in joining secondary

schools again. Those should be equipped with vocational skills to empower them and improve their future social wellbeing.

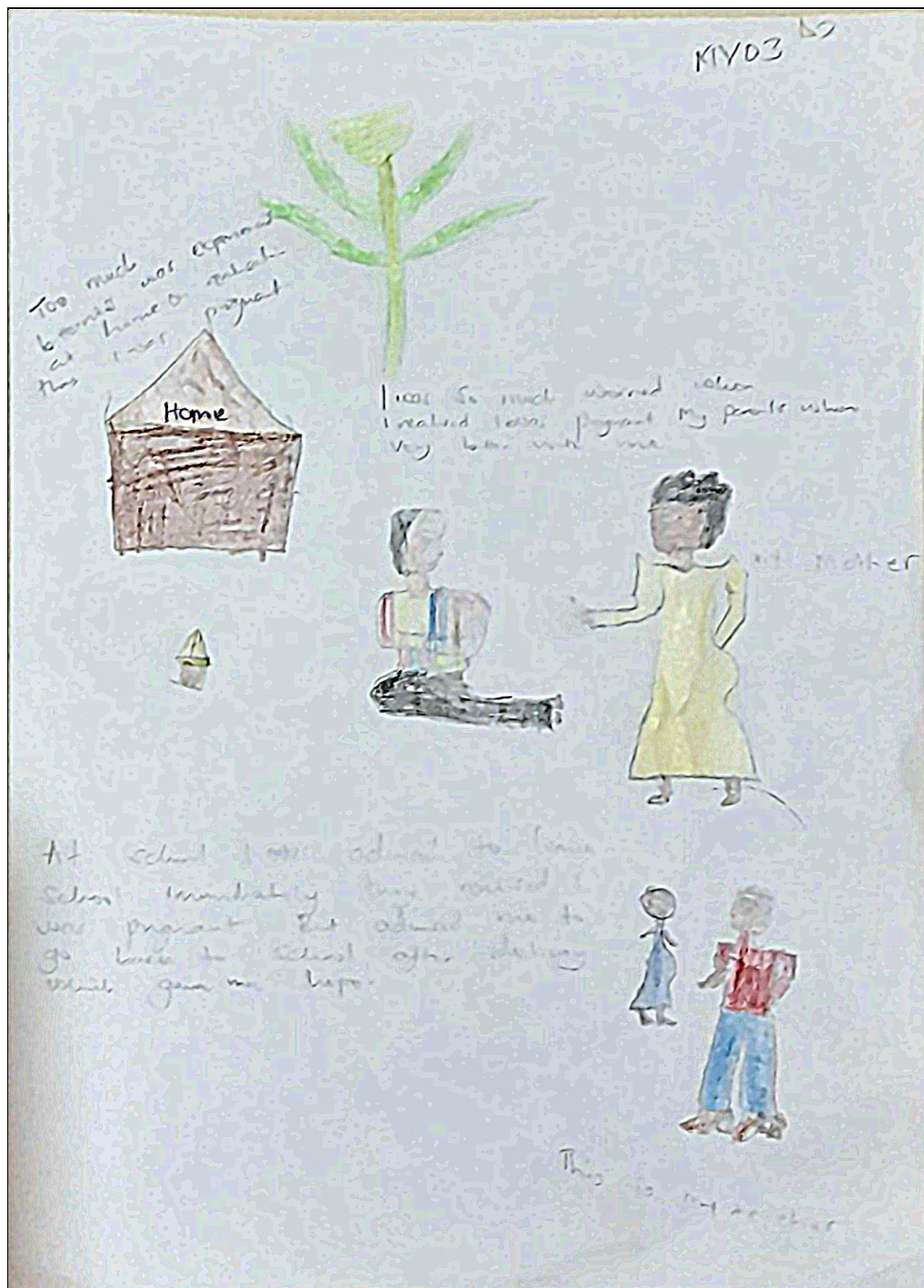


Figure 4.8: Drawing by PPT003

Caption: I was so much worried when I realized, I was pregnant my parents were very bitter with me. At school I was advised to leave school immediately they realized I was pregnant. But they advised me to go back to school after delivery which gave me hope.

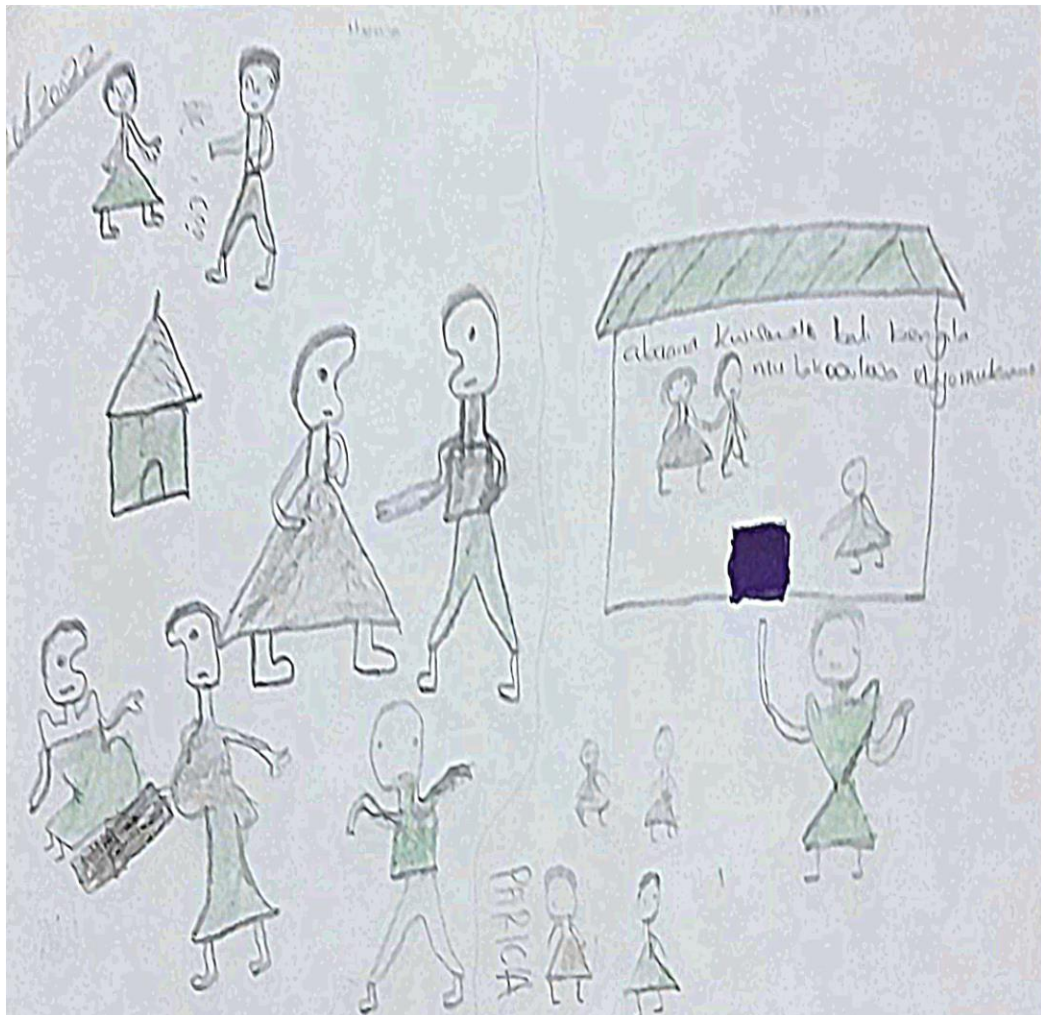


Figure 4.9: Drawing by PpTD

Caption: I had seen some children at school with their pregnancy, but they would hide and finally leave school. When I got pregnant, most elders around me were bitter with me condemning my actions. I would hear of those who have continued with their studies but usually they would leave the village. In my case, I had no one to support me so I have lost hope in going back to school.

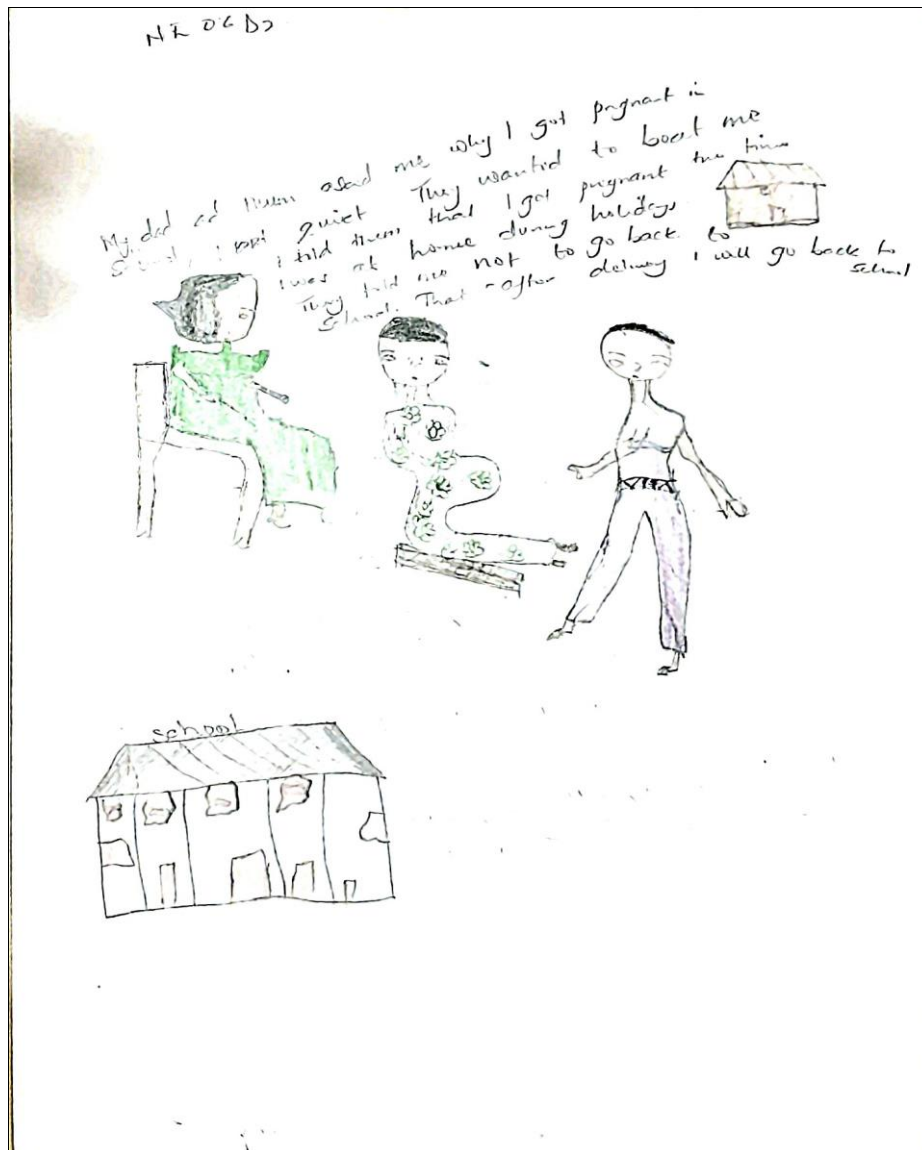


Figure 4.10: Drawing by PPt006

Caption: My dad and mum asked me why I got pregnant in school. I kept quiet. They wanted to beat me. I said that I got pregnant the time I was at home during holidays. They told me not to go back to school. That after delivery, I would go back to school.

4.4.3.1 Views about re-entry

4.4.3.1.1 Regarded as time wastage

Several stakeholders are aware of the re-entry policy and acknowledge its importance concerning educational attainment. Though, its actionable points come along with a lot of challenges. Teen mothers are aware that the policy is for their benefit. Regarding the

presidential directive for pregnant candidates to write their exams, a few teen mothers have tried to enroll back in school after delivery and retention levels are very low. This is an indicator of an aspect that is not being addressed. It remains imperative to mention that the experiences and challenges teen mothers encounter influence their perceptions about re-entry policy. One participant noted

“There was a girl at school who had become pregnant in term one and she continued with school up to around term two. However, at some point in term two, she went home delivered and later jointed school again with the head teachers advise. She came back to school later and normally continued with her studies.” (PptATMS126/2/20)

On one hand, this shows that the teen mothers are aware of the re-entry policy though they may not be aware of its dynamics. On the other hand, teen mothers point out that re-entry is regarded as time wastage from other players. At some point, it also sinks in their minds. This is evident in the following quotations

“They tell them what a waste you are since you are pregnant. Every now and then so and so is pregnant. They even call for an assemble and tell it to everyone in school. In the staff room you become their topic of discussion. Do you know so and so’s daughter is pregnant? When you pass by, all eyes on you.” (PptATMS126/2/20)

‘Even if the parent has gone to school, I mean educated, they still see you as a waste. They assume that they are going to waste money again and you will get pregnant again. Because you are a waste. But I think it’s their thinking “is not true, because when you go back you become very careful and focused since you know what it means you don’t have to waste the chance” (Ppt006TMS228/2/20)

“For stance, the first day I went to school after delivery, there is a woman who mocked me telling me that “instead of it breastfeeding the child, she is pretending to be going to school”. This was coming from our immediate neighbor, stays next to us and its where we pass everyday while going to school. She added “instead of breastfeeding, you are wasting time, disturbing, inconveniencing your grandmother to care of the child. Better stop school and breastfeed your child...your child and you are going to grow thin”. I did not bother responding to her, I just walked away and continued to school. At school you have a group of those who are supportive and friendly and there is also a group of those who would see, she is too old to be here. She failed the first time and got pregnant what about now?” (PptCTMS126/2/20)

“The kinds of comments you will receive will be insulting. For stance, “she is a mature person who has ever given birth before, but she is performing poorly, she better leaves that to us who are still young” (they believe you are old enough to be part of this community) “us who are young we are performing better and leading the matures”. They insinuate. In fact, when you go back after delivery, you work harder to be in a better position than the other ones who are young (teenage mothers are viewed and they also view themselves as old enough to be in school). Even if the others are older than you if you gave birth, (you are a mother) you cease being younger. You become older than them because of being a teenage mother. If it so happens that you are in a position lower than them, ooh (laughs). They get in groups and start saying “that one is a mother, she is mature than everyone in class”. On the other hand, if you are among the last ones still, they will say uhmm “see that one, instead of being in the first five she is in the last five”. You become a laughingstock in school, on the way and at times even at home.” (PptATMS126/2/20)

“I had ever heard about it. However, some teachers do not want to entertain anyone who is pregnant in school. The moment they realize you are pregnant they say “we don’t want you to waste our time here. They even get a cane and send you away” (PptDTMS126/2/20)

This an indication that teen mothers view re-entry as time wastage for “adult” child mothers. Having a child and taking on the responsibilities of childcare make them view themselves as grownups and the community uses similar lens towards them. This results in perceptions of attending school a time-wasting venture.

4.3.3.1.2 Re-entry Rejected by Community

As earlier noted, community attitudes towards re-entry are negative. Teen mothers’ perceptions are no different from other stakeholders concerning community. They further view re-entry as a positive intervention amidst rejection by the community. Some teen mothers attest that they have received support from teachers at school. However, they have roots down in the community whose cultural values and expectations largely disregard teenage pregnancy. This is evident in the following quotations

“there was a student who used to study while she was pregnant, though they would study while hiding, but for my case. When people

at home realized I was pregnant, they were not receptive at all. They would not even allow me to stay at home.” (PptBTMS126/2/20)

“I am in support of the policy, but you can pass by people while going to school and they start shouting at you, mocking you on the road. Most especially those of us who go through the trading center. It is very challenging, if you are not bold enough you might not go through the center again. Yet it is the only way to school. The motorbike riders make the situation worse; they laugh at you, you feel ashamed. (PptATMS126/2/20)

The quotations above show how insensitive the community is towards teen mothers. Community attitude is characterized by scorn, and ridicule to the teen mother. They strongly believe that if a girl gets pregnant, that nullifies her pursuit for formal education. A few of them end up in marriage if they do not secure an abortion before pregnancy becomes visible.

4.3.3.2 Encountered experiences

4.3.3.2.1 Stigma

Stigma has been cited as one major social challenge to re-entry of teen mothers. This manifests internally or externally resulting to what is referred to as self-stigma and that from the environment, respectively. Stigma in the school environment is branded by bullying from other students and some teachers identifying them as a point of reference. Most teenage mothers view these actions as inevitable given the time at which one has conceived and place. A teenage mother's response when asked why she denied the offer to go back to school.

“Deep in my heart I knew I would not manage getting back to school. I feared the other children (students) to see me. Together with the situation I was going through. Whenever, I would get to class, I would feel headache, vomiting and the. I sincerely could not make it. I stayed at school until I was four months pregnant. You know girls at school would talk about you in their groups. You would only see those pointing fingers at you, I could not manage. I decided to leave school due to fear and went home. At home mum told me to deliver and nurse my child then I will go back to school.” (Ppt001TMS228/2/20)

“I left school because there was a lot of bullying, there were students who would shout at me. Students would shout at me and openly shout that I was pregnant. I personally do not like people shouting at me. I decided to go back home and leave school.” (PptDTMS126/2/20)

“When I got pregnant, they never sent me out of school, but it was me who felt ashamed of school. I would doze off in class to the extent the teacher would enter class without my notice.” (PptCTMS126/2/20)

“I would hide because on realizing that I was pregnant, I knew they would call me into the head teacher’s office and that was shameful.” (PptATMS126/2/20)

The above quotations are manifestations of self-stigma characterized by fear, shame, and uncertainty which teenage mothers experience on realizing pregnancy. This becomes a turning point for many teen mothers regarding education aspirations. This is a time in life where one needs support from family, friends, and society, since these children face emotional, psychological, and physical challenges at the time. On the contrary, most participants report rejection from those who should be sources of support for teen mothers. On one hand, this is consistent with the findings of Ahikire and Mandada, (2011) and Esantsi, Onyango, Asare, Kuffour, Tapsoba, Birungi, and Askew, (2015) who report that stigma around teenage pregnancy was on the rise leading to abortion or school dropout. On the other hand, these study findings are in contention with Akella and Jordan (2015) whose findings show that teenage mothers get family, school and government support which is depicted through provision of childcare support and assistance offered whenever needed. However, these study findings also show that some schools avail the necessary support to teen mothers especially those with the aim of promoting girl child education which is a beginning point to enhance re-entry and retention mechanisms.

4.3.3.2.2 Taking on parental roles

The thought of taking on parental roles for the teen mothers and their parents is one major concern that hinders re-entry to take shape. Participants note

“When I conceived, my, the relationship with my parents became very much strained, in fact they were very bitter with me, because I am their first child and being the first child in the family, they never wanted me to get pregnant.” (PptATMS126/2/20)

“She added “instead of breastfeeding, you are wasting time, disturbing, inconveniencing your grandmother to care of the child. Better stop school and breastfeed your child...your child and you are going to grow them.” (PptCTMS126/2/20)

“This is because they should provide for you school requirements and support you take of care of the child as you go to school. Therefore, if the say, “you are rotten tomato” we get demoralized, we lose hope until we finally let go of education dreams.”(Ppt005TMS228/2/20)

Participants report that this leads to strained relationships with their parents and more often teen mothers elope with their partners so as they can take on the responsibility. For those who stay at home, study findings show that teen mothers face a multitude of challenges in taking on parental roles coupled with negotiating and mending their own ties with their parents. This is because parents are taking on a double responsibility of providing childcare to their daughter and grandchild. This directly affects retention and re-entry if the parents are not well guided and counselled. Teen mothers also go through a lot of pain and frustration due to the insults that flow from all corners of society. However, these affirm that if given necessary support, time, and courage, one can become strong surpassing all odds and focusing on their career. Teen mothers let go of their educational dreams if not supported by parents. These findings are consistent with Karimi, (2015) whose findings confirm that teen mothers withstand pressure from different angles to continue with school.

4.3.4 Interventions strategies to enhance re-entry policy

Social interventions are formulated to provide long lasting solutions to already identified problems facing communities and that can possibly hamper the social welfare of individual members of society. The re-entry policy is an intervention strategy against the far-reaching effects of teenage pregnancy on the education of a girl child in Africa

(Chidongo & Nisbert, 2012). The study sought to answer a question on intervention strategies that could be adopted to enhance re-entry and retention of teen mothers in mainstream secondary schools. This question was cutting across all participants and the study findings revealed the following strategies could be adopted at different levels that is (a) the national level, (b) community level and (c) school level.

4.3.4.1 National level

The policy guidelines can be used to make rational administrative decisions to enhance policy implementation strategies that can cause a positive impact on teen mothers' completion rates in Uganda and Africa.

4.3.4.1.1 Multi-sectoral approach

Participants highlighted Multi-sectoral approach as an effective scheme to enhance re-entry and retention in secondary schools. One participant noted

“The girls should be linked to other services. So, the other services could even mean family planning services so that again she does, we do not have that occurrence of pregnancy.” (MOKAA2 20/3/20)

“Working with other stakeholders when the child is abused, whom do we work with? Do we sit back and say we lost her, we are working with the ministry of gender, labour, and social development especially the probation, the Uganda child helpline. We make sure that again this child is supported. We are working with the justice, law and order sector to make sure the case is reported and handled to ensure justice is provided, and we are working with the health services to make sure that this girl accesses the right services, and then we are linking our schools to health facilities. We have realized that some of the issues that our adolescents experience, we may not be able to handle as a sector but if we have a facility nearby, the nurse can always come and talk about these issues, offer adolescent friendly services, we are good at giving information as education but there is a technical person to give service so that multi-sectorial approach is helping us and then we are working with the religious institutions to make sure they talk about these issues wherever there is an opportunity, even if it is a funeral they talk about it to create awareness.” (MOKAA2 20/3/20)

“So, it is a whole cycle where, you cannot only hold the government accountable, the number of stakeholders and structures need to come

*into play for us to be able to attain what we want to achieve
(MOKAA18/03/20)*

In response to the intervention strategies that can be adopted at national level is Multi-sectorial approach which involves working with other sectors at the national level. For instance, the health sector, justice law and order sector for reporting and handling cases in case of abuse, gender, labour and social development, religious institutions. If all these work in unison regarding re-entry and retention, then we would realize the intentions and expectations of the policy. This is in agreement with Chiyota and Marishane (2020) who points out that the policy alone may not address issues of gender equity and equality in the education of a girl child. He further encourages promotion of multi sectoral approach towards creating awareness on re-entry policy and its advantages regarding education of girls. Similarly, these study findings agree with Walgwe et al (2016) who emphasizes collaborative project design and intervention planning as a way of making stakeholders own and support the proposed interventions.

4.3.4.1.2 Accelerated learning programs (ALP)

These are complimentary education interventions that can be adopted some contexts to lower the consequences of not attaining formal education. These are adopted in contexts where formal education cannot be easily implemented. One participant points out that

*“So, the best way forward is to support them come back to school, have that accelerated learning program in place. As a sector we have the accelerated learning program already for secondary and if this child is out of school and then they can go through those accelerated learning program, so they catch up with the other program within the schools. So, to me am really very positive about the re-entry.”
(MOKAA 18/03/2020)*

This shows the readiness of stakeholders to take on all possible approaches that can enhance re-entry policy. These findings are consistent with Fitzpatrick (2020) who

advocates for adoption of ALPs as an approach to creating enabling environment and systems to promote access to education.

4.3.4.1.3 Build capacity on economic empowerment

Strengthening women economic empowerment helps in increasing social protection for girls to ensure their rights are protected. One major challenge to retention is shortage of basic needs and lack of support. These force them into school dropout and eventually early marriage. Participants note,

“what do you need to do to retain them? One , you need to build their capacity on economic empowerment income generating avenues so that they have something to enable them get basic needs, scholastic materials to keep them within school that is why we also do IGA’s for the girls who have come back to school, so that we reduce on the cycle of violence from re-occurring for as long as this girl wants to come back to school but does not have basic needs they will keep on going back to the same source were they got pregnant from for support.”(MOKAA18/03/2020)

This shows that being young mothers, they are shouldering childcare responsibilities that comes with several demands and financial implications for self and child. Therefore, availing financial incentives and IGAS would support teen mothers to stay in school. Swann (2018) supports economic strengthening of vulnerable groups as part of the multisectoral approach to overcome financial barriers to re-entry and retention. This would help reduce the cycle of violence.

4.3.4.1.4 Special schools for teen mothers

The question of re-entry in “which school” is still a puzzle to many stakeholders in education. This is due to stigma and ridicule faced by teen mothers in the community, schools and at home (Undie et al, 2015). Innumerable studies show that many teen mothers prefer re-entry in a different school where they are not known. Participants in

this study suggested that government should have special schools for teen mothers designed with facilities to accommodate teen mothers. Participants said

“I wish they could come up with a school which only teaches children who have gotten pregnant or child mothers. Because in such a school there is no reason for getting ashamed of oneself since everyone you look at is pregnant or had delivered before. Those students will understand each other since we would all be sharing similar experiences in one way or the other” PptATMS126/02/20

When asked whether it would not seem discriminatory to have school for teen mothers regarding inclusive education aspects, the participants’ responses were

“No, I don’t think so, this is because all students in the school will be taken as matures (grown-ups). There is likely to be no bullying in this case since everyone has had the same experience” (PptATMS126/02/20)

“I just imagine all of you in the school having your babies. I think we can even support each other more if you are pregnant. Just put on some buggy shirt, join class and life goes on. No one will see you as a social outcast. The company around you alone can motivate you. You see one with a baby, one pregnant and life there is normal.” (PptDTMS1,26/02/20)

This is an indication that there are innumerable challenges faced by teen mothers in school setting. Similarly (Nyariri,2018) reveals that teen mothers are subject to discrimination and marginalization which hinders their educational attainment (Bhana & Mcambi,2013, Onyango et al, 2015). The school rules and regulations are erroneous in relation to re-entry policy since they harbor a violation of ones right to education.

4.3.4.1.5 Laws that protect teen mothers

Laws, policies, and frameworks are tools that can potentially keep society in shape. They further help human beings to live in harmony within society. Therefore, study participant calls for enactment of laws that curb stigma tendencies against teenage mothers in our midst. This is evident in the quotations below

“We also must think about laws that can protect teen mothers from being bullied. Different penalties should be thought of for all the

categories say people in the community, “boda boda” riders, school children, ever the teachers to protect us against their actions. Like counselling and guidance of teen mothers.”(pptATMS126/02/20)

“They should write a notice that no one should say provoking words to teen mothers in school and the community. They should also be given priority at health centers so that they are not kept for long during anti-natal visits and other visits to the health centers. (PptB TMS126/02/20)

In response to the intervention strategies that could enhance re-entry, participants suggest that making provocative and abusive statements to teen mothers who have managed to re-enter should become punishable by law to all categories of people in the communities. These utterances are intended to insult teen mothers which in turn challenges their self-esteem and confidence.

4.3.4.2 Community level

4.3.4.2.1 Community engagement and Male engagement strategy

Community plays a vital role in socialization of teen mothers regardless of how they are viewed and instrumental in popularizing policy. It is within community that cultural and social constructions are formulated and broken as participants stated

“I should engage the motorcyclists. She started engaging the motorcyclists on how to safeguard and protect these children, now the cyclists have ended up being allies to the head teacher and they even report cases that are not on their stage but are within the community and then these being handle the perpetrators are always being brought to book. Right now, as we talk this was a school which had an enrolment of 80, right now there are at 230.” (MOKAA2 20/3/20)

“What we need to emphasize is the support from community. There is a model in Pader the communities, the older women in the communities. Actually, have volunteered, there times the girl come with their babies, there is like a nursery, the old women sit there with these children, they play with them, when girls get break, they come and breastfeed. The enrolment in that school has increased, that shows you that there was already a problem, but these girls that have really been through pregnancy, most of them have been successful. community engagement, male engagement, for me I see all these as interventions. You know when you are dealing with the issue, you may not concentrate on one they should be linked because if you don’t do that you are likely to miss out on certain stakeholders. For example,

if you call a community dialogue, the women will come and they...they will not talk and yet they are the ones producing these children and when the child gets pregnant, it's the problem of the mother. So, you need to get another forum where you should be able to talk to these women to be able to share. When you are talking about providing basic requirements, the men will tell you, I give them books (MOKAA 18/3/20),

“These motorbike riders also usually make people lose focus. They point at you while you are going to school and say, “you see that girl there, that one is so and so’s wife, he even fathered a child with her but now see (look at her) that girl is going back to school”. If this wave of words finds you unstable, you can’t manage at all.” PptATMS1 26/02/20)

This study reveals that community engagement is paramount in breaking the barriers of such cultural and social constructions. Community should be engaged to register social justice. Male engagement is equally important as these are responsible for the occurrence of pregnancy. Therefore, these should be engaged in all interactions of the policy. Nyariro (2018) similarly reveals lack of community support as a hinderance to successful policy implementation especially in dominantly patriarchal contexts.

4.3.4.2.2 Engagement of cultural leaders

Cultural leaders are key individuals in setting and preserving the set standards in the community. These further enjoy some degree of authority which can be exploited to the advantage of popularizing girl child friendly policies. Participants argues

“We are engaging the cultural leaders to change the negative norms and practices around issues of child marriage and teenage pregnancy. Though it is a gradual process. Where people have been benefiting, one time, I was on a radio station in kamuli, somebody called in and said, “nti nze omwana owange bwomuwa enda ompaayo emitwaalo abiri otwaale.” Literally meaning “If you impregnate my daughter, just give me two hundred thousand Ugandan money and take her for marriage”. So, what does that mean? So, we need to engage those structures at that level. We are running from one angle to another.” (MOKAA220/3/20)

The study findings reveal that cultural institutions have an influence on people’s perceptions of re-entry. It further suggests that these people do not attach value to

education of a girl child. However, involvement of their leaders can help in changing their attitudes and breaking the barriers involving behavioural change. Similarly, Ngabaza and Shefer, (2013, p.113) point out the impact of negative community attitudes on implementation of policy. This calls for involvement of the community from the inception of policy implementation.

4.3.4.3 School level

4.3.4.3.1 Formation of clubs in schools and Life skills program

Social challenges in the world have led to formation of school clubs and given raise to implementation of life skills in school. It is through the school clubs that students have access to life skills training for promotion of a safe learning environment. It is suggested that schools should not only give attention to cognitive development but also attend to interpersonal skills. The quotations below affirm

“Life skills program within the schools. Yes, I mean...it does not mean when you are poor the next thing is run to the man to give you something to survive on. So being able to make critical decisions that should be able to benefit you, being able to think through were you see yourself in the next ten years. Eh, that is life skills training which is very important then.” (MOKAA220/3/20)

“We are emphasizing gender responsive pedagogy, we are emphasizing safe and secure learning environment, so that at the school level this child gets the right services, the right information, can be able to tell were the danger zones are. They can be empowered with life skills. The senior woman teacher is willing and available to talk about these issues you know.” (MOKAA18/3/20)

“Then we have developed clubs, guidelines for formation of school clubs through these clubs our children will acquire life skills. So, but again the clubs were there, and they were nothing like guidance. So...so again we have developed some guidelines on how schools should operate these clubs and these should be able to help our child...children to express themselves, to participate in discussing issues that concern them, Very many things. since we are dealing with an issue that (hesitates) it may not be like changing it in a day but slowly by slowly it will be able to change. MOKAA2, 20/03/2020)

“We have a girl child club in school where all girls are members, they chose their leaders like the chairperson, the secretary, the patron is

the senior woman teacher. We also have a position for boys, three of them also come to the executive of the girl's club much as they are boys. I mean to attend those girls' sessions such that there is nothing new and they help to talk to the boys in order not to abuse or bully the girls with challenges. You see bullying in school Is one of the challenges we face so that is why we have that club, they also teach girls to share challenges that they go through and also the patron guides on how to solve those challenges. The other thing is they are taught how to be assertive; they teach them life skills. all this help them to complete and to cope and there is not that kind of stigma that can bring their self-esteem down. They feel proud, others are even elected as leaders in the school." MAPHM24/02/20

The study findings assert the role played by school clubs in imparting life skills among teenagers as well availing the promotion of social emotional development. It is further revealed that life skills equip the individual with positive behavior to handle challenges in life. Skills like assertiveness, decision making, problem solving and social skills aid in improving school environment especially to the marginalized students (Jauk,Krammer &Reicher, 2018, Yildirim.G, 2019).

4.3.4.3.2 Exposure to role models

It is pertinent that teen mothers are exposed to role models in society. Role models are individuals who can be exemplar in different aspects of life. Traditionally role modelling can facilitate acquisition of values and attitudes among learners through transmission of skills. This is evident in the quotation below

"these girls should be exposed to people who have made it in life. Some girls actually get pregnant simply because they don't see a future, because in your clan you are the one who has gone up to P.7 so you have made already made a record of reaching P.7. You need to see another woman that has gone past a PHD. past this level.

This is an indication that role modelling has a direct impact on education outcomes.

This further show that teen mothers in that context could have other people who are successful to see and copy a leaf.

4.3.4.3.3 Parental engagement

One cannot address issues concerning children without the parents in the picture. In this case, parents are key stakeholders and for re-entry to be implemented successfully, we need the full support of our parents and their positive attitude towards re-entry. Parents need to play their role in the retention and re-entry of teen mothers. Participants explained that

“Parents who have gone to school usually take back their children to school. Others do not support you at all. The moment you get pregnant and continue with school after delivery, they always say “your school fees ended the time you got pregnant, so I have no money to waste on you”. So, you find difficulties with accessing scholastic materials and you end up leaving school and at times you just get married.” (PptCTMS1/26/02/20)

“The first thing that should be done is to sensitize our parents about how beneficial it is to join school again. Most parents have a tendency of assuming that “ah no, that is a gone case. She

is a rotten tomato” I can’t continue with this one, let me look at other children in the family” that marks the end of your education? Ppt002TMS2/28/2/20

“And if a parent is not educated, they will say, “I did not attend school in my life, am not surviving” I will not waste my funds on that one. She is a lost sheep.

Our parents should be so much involved in this, if the idea does not come from your parent then “it becomes hard for you to re-join. Even if there are people in the community who would encourage you to go back. Without that opinion sinking in your parent, it is next to impossible. This is because they should provide for you school requirements and support you take of care of the child as you go to school. Therefore, if they say, “you are rotten tomato” we get demoralized, we lose hope until we finally let go of education dreams.” (Ppt005TMS2/28/2/20)

“she may fail to properly sustain herself therefore, we need support from parents. we need support because these learners may not afford. We have so far received two cases from school where some learners stop schooling after coming back, they stop because of lacking facilities to use at school and they cannot facilitate themselves (SWMAP27/2/20)

These study findings highlight the pivotal role played by the parents in enhancing re-entry. It is further noted that re-entry must sink in the parents' soul to make it a reality for the teen mother. If not so, they make it hell for the girl child to attain her education career be it secondary or vocational. Parents are encouraged to change attitude and closely monitor teen mothers as they are going through a lot of physical, biological, and social changes at the time (Mcloone, Wakefield & Cohn, 2013).

4.3.4.3.4 Guidance and counselling

The relevance of guidance and counselling in enhancing re-entry policy implementation should not be underestimated. Counselling services play an important role in enabling teen mothers and learners in general to realize their potential and eventually achieving their educational attainments. Participants note

School should equip the counselling department with trained manpower and this department should be very active to help address the challenges faced by the teen mothers especially stigma related issues and coping with the environment itself'' (MSSSW, 13/1/20)

''So sometimes we intervene and say no, you female teachers continue talking to the girl but also to the other students. And sometimes those challenges do not come from the girls but the boys. The girls may be understanding but the boys may not be. So, we are also open to the boys and tell them that it is you who are the cause. Therefore, they should refrain from stigmatizing their female counterparts. They are equally interested in their studies(education). Through parents' meetings and the like we also sensitize the parents and talk to them. Because the parents feel all the responsibility lies in the hands of the school. Some have had challenges with backtracking, parents report at school, then we counsel the girls if they are backtracking (HMMSS29/11/19)

This study highlights the importance of guidance and counselling in creating a safe learning environment for teen mothers. It also shows how counselling addresses the other acts of violence including scorn, ridicule, and discrimination. Counselling builds peer support for the teen mothers in school which yields resilience. Alika and Ijeoma (2013) assert that counselling, support, and parental encouragement enable prevention

of frustration and stress. The assertion that there is need for provision of basic counselling services to young mothers is timely (Omwancha, 2012).

4.4 Conclusion

This chapter focused on the findings of stakeholders' perceptions on re-entry policy and practices. This involved exploration of views, experiences, challenges, and suggestions for unearthing and enhancing the potentials of the policy. With these in account, stakeholders pointed out their perceptions on re-entry and practices. In the next chapter, I present a summary of findings and answers to the research question

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.0 Introduction

The aim of this study was to generate knowledge to enable a better understanding of stakeholders' perceptions on re-entry policy and practice. The study took on a qualitative approach under the interpretivist paradigm. A phenomenological research design was used to draw understanding of experiences. The study employed in-depth interviews to gather views of MoES officials and teachers. Drawings were used to generate data from teen mothers. In this chapter I give a summary of findings, conclusions from the themes, theoretical contributions, and suggestions for further research, recommendations, and the study limitations.

5.1 Summary of Findings and Conclusions

The study comprised of 20 primary participants who included 2 officials from the gender unit, 3 head teachers, 3 senior women teachers and 12 teen mothers some of whom had re-entered, others are at their parents' home with a child or pregnancy and others married already. Themes were generated through thematic analysis. The themes answered the four research questions; *“What is the Ministry of Education and Sports officials' perceptions on teen mothers' re-entry policy and practices?”*, *“What are the head teachers' and teachers' perceptions on teen mothers' re-entry policy and practices?”*, *“What are the teen mothers' perceptions on teen mothers' re-admission policy and practices?”* and *“Which intervention strategies can be adopted to enhance re-entry of teen mothers?”*.

5.1.1. MOES Perceptions on re-entry policy and Practices

The findings of the study revealed that MOEs officials perceive re-entry as an intervention to reducing the vulnerability of a girl child in the face of exclusion from the education system. It is further viewed as a social protection tool which contributes to social development and transformation. This involves addressing the costs and losses incurred in the education. Interactions with ministry officials reveal their perception of teenage pregnancy as something beyond the question of morality. Therefore, policy is regarded as a direct call to the custodians of values to avail the support needed to avert the would-be consequences of teenage pregnancy. It is viewed as a critical instrument in society that needs collaboration and joint ownership as an implementation improvement strategy. It is an accountability yardstick in addressing the plight of teenage pregnancy.

5.1.2 Teachers' Perceptions on re-entry policy and practices

Participants expressed their views in relation to three main categories namely knowledge and awareness, attitudes and experiences and challenges. The participants revealed that they were aware of the re-entry policy which comes in as a directive to allow pregnant mothers to write their exams, issues of policy management are not well articulated to them. They further reveal that this is a silent policy which lacks clear information flow resulting in slow response towards re-entry and ad-hoc decision making. Findings also highlight that teachers view re-entry as an instrument that will promote gross indiscipline in the school a pointer to why it is kept silent. This quite contrary to how the MoES officials view re-entry.

On the other hand, some privately founded schools especially those under the NGO umbrella have adopted local policies in line with re-entry and retention. This highlights

their core values in the promotion of girl child education. It is revealed that some teachers exhibit mixed feelings about re-entry. Some teachers have both positive and negative attitudes. This shows the influence of cultural values and education towards one's perceptions. Positive attitudes promote commitment toward implementation of policy while negative attitudes promote exclusion as it is viewed as a disciplinary measure. The study findings reveal the challenges hindering re-entry which include poor parental attitude and insufficient support which shows negative perceptions towards teenage motherhood which is a barrier. They further point out self-stigma as a frustration to the intentions of the policy. Lastly, the study reveals the Ministry's laxity in implementation which is also explained by delayed approval of the policy guidelines.

5.1.3 Teen mothers' Perceptions on re-entry policy and practice

From the thematic analysis, it is revealed that teen mothers are equally aware of the policy just like teachers. However, they reveal that the re-entry policy is regarded as time wasting though they acknowledge its importance in achieving education for all and women empowerment. Additionally, they view themselves from lenses of adulthood as they take on motherhood roles at a tender age. Teen mothers reveal that they are deeply rooted in communities whose cultural values disregard teenage pregnancy. This therefore undermines re-entry and retention is unheard of. The study findings further reveal that self-stigma coupled with other forms of stigma encountered in the environment are cited as major hindrances to re-entry. This calls for behavioral change. On a positive note, participants report that some schools try to give support to teen mothers so as they can continue with school. Most of these fail due to external factors.

5.1.4 Interventions strategies to enhance re-entry policy

This research revealed some practical intervention strategies towards enhancement of re-entry policy and improved practices in secondary schools in Malongo Sub-county Mayuge district.

Study findings revealed the strategies that could be adopted at the national, community and school level. It was suggested that a multi-sectorial approach which involves working with other sectors could be adopted. Advocacy for adoption of ALPs, availing financial incentives and IGAS would support teen mothers to stay in school. Participants revealed the need for special schools for teen mothers to reduce on the innumerable challenges faced by teen mothers in school setting. It is further pointed out that school rules and regulations are erroneous in relation to re-entry policy as they harbor a violation of ones right to education. These should be revised to have consistence with the re-entry policy. Participants suggested that making provocative and abusive statements to teen mothers who have managed to re-enter should become punishable by law to all categories of people in the communities.

Additionally, it is revealed that community engagement is paramount in breaking the barriers of cultural and social constructions that impede implementation of re-entry, reveal that cultural institutions have an influence on people's perceptions of re-entry. Findings highlight the role played by school clubs in imparting life skills among teenagers as well as availing the promotion of social emotional development. These life skills equip the individual with positive behavior to handle challenges in life. Participants also recommend availing role models as a strategy that can impact on one's behavioral change. Lastly, guidance, counselling and parental encouragement are thought to be imperative in enhancing re-entry and upholding retention.

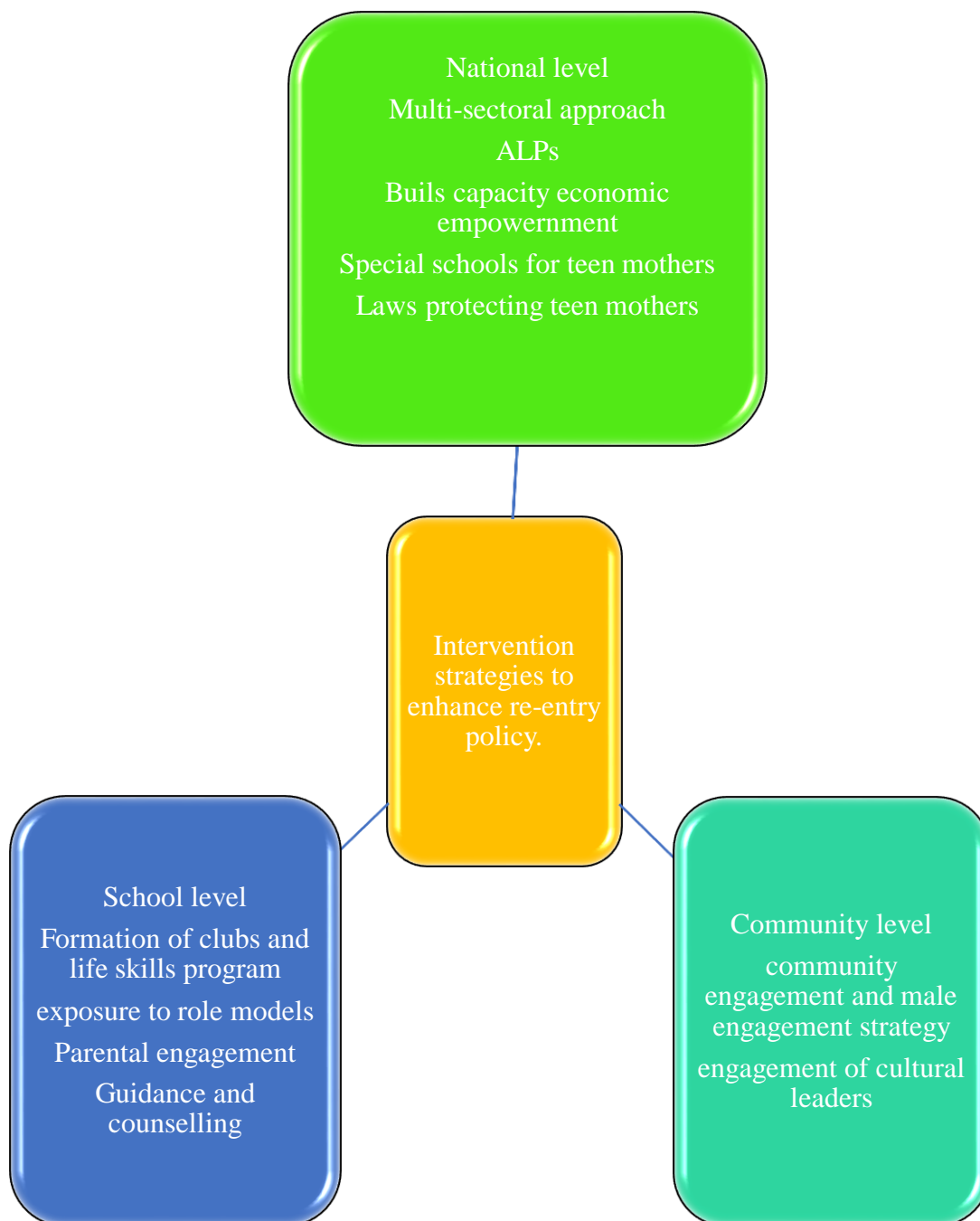


Figure 5.1: Illustration showing intervention strategies to enhance re-entry policy.

5.2 Conclusions

The study revealed perceptions of stakeholders on re-entry policy in Malongo and added to the few studies that have explored stakeholders' perceptions on re-entry and retention in this context specifically Mayuge district and country at large. It further reveals that time is nigh for approval of policy guidelines in the country to set a basis for holding all stakeholders accountable during implementation. This would aid reducing implementation flaws and assist in bridging the gap between policy and practice. It seemed that approval of policy guidelines is vital in paving way for interventions that can mitigate the consequences of teenage pregnancy. Such interventions can assist in creating opportunities for girl child geared towards achieving their educational career. This is a manifestation that upholding the right to education of a girl in Africa is of great significance in the economic and social development of any country.

5.3 Theoretical contributions

This study was anchored in Urie Bronfenbrenner's ecological systems theory. As explained in chapter one, this system would form a basis for me to draw meaning from my findings. The study sought to explore stake holders' perceptions, attitudes, practices anchored within the ecological systems theory This contributed towards theory verification through highlighting the connections between lived experiences and the cultural and social confines within the community. The system lays emphasis on how an individual cannot develop in a vacuum and highlights how central the environmental structures are in influencing the perceptions on re-entry policy and views on practices. The study not only explores stakeholders' perceptions on re-entry policy and practice but also draws responses from participants on intervention strategies that should be

adopted to enhance re-entry policy and improve on the practices that contribute to the gap there is in policy implementation.

The study findings reveal that a multi-sectoral approach needs to be adopted for stakeholders to achieve policy expectations. This corresponds with Bronfenbrenners' tenet layered in the mesosystem where the connections with various sectors would affect the development of the teen mother. It is these links with other sectors that enabled provide a supportive environment which finally influences the decision making of this mother.

The findings further reveal that fronting the re-entry policy is one way to curb the consequences of teenage pregnancy on the education of the girl child. These have proved to be a social concern in Africa and currently at a high notch given the restrictions of the current COVID-19 pandemic times. Breaking the interrelated social system which is very much against teenage pregnancy is of great importance regarding attainment of equity and accessibility to education. This therefore appears to me that any flaws within the different layers of the system have a direct impact on the entire human development of the teenage mother. The theory was very instrumental in helping me understand the relationships between the systems where the individuals are found.

The same study could also be done using a different methodology as it could extend the depth of the findings.

5.4 Recommendations

The following are recommendations proposed from the study:

1. The Ministry of Education and Sports officials' perceptions on re-entry policy and practice show the need for community leaders to work with teachers to end violence against children within their community. This can be achieved through

holding community dialogues to change the negative perceptions towards re-entry.

2. Guidance and counselling department at school should be facilitated to not only to give services to the teen mothers but also, to the parents and guardians of teen mothers. The members in this department should be given refresher courses on ethical issues.
3. Best practices in regarding re-entry in some schools and communities should be documented and success stories be shared with other districts experiencing similar challenges.
4. Keeping in mind, the teen mothers' perceptions regarding re-entry policy and practices, the ministry should construct well facilitated education centers for this category of children at least in each district to contain the consequences of stigma and marginalization.
5. The male engagement strategy should be given attention at all levels to make them aware of the consequences of their actions on education and hold them accountable.
6. School administrators should harmonize re-entry policy Vis a vis the school rules and regulations to avoid a violation of teen mothers rights to education.
7. In line with objective number four of the study, the MoES should hasten approval of re-entry policy management guidelines to streamline implementation process. This will enhance girl child education in the community as it will improve on school survival and completion rates.
8. The MoES should educate teachers and sensitize parents on the re-entry policy to increase behavioral change and highlight the importance of education in community transformation.

5.5 Recommendations for further research

I recommend the following for further research:

A comparative study be carried out to give comparisons of perceptions and practices in NGO founded schools and government aided schools.

Little is known about the relationship between teenage pregnancy and indiscipline cases at school, a study about this should be carried out.

Lastly, a similar study be conducted in the entire district and other parts of Uganda to establish perceptions on re-entry policy in different context.

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APPENDICES

Appendix I: Interview Guide for Ministry of Education and Sports Officials

I am Violet Kawala a student at Moi University. I am doing research on **stakeholders' perceptions on teen mothers' re-entry policies and practices in secondary schools in Malongo sub- county, Mayuge district**. I am interested in your experiences as a key person in the formulation and implementation of teen mothers' re-entry policy guidelines. I will keep your information anonymous during the process of data collection, analysis and reporting of findings. Several questions have been developed to achieve the objectives of the research, please answer what you feel comfortable with. You retain the right to voluntary participation to this study and when you feel threatened during our conversation you are free to withdraw and all notes will be destroyed.

1. In your opinion what do you understand by teen mothers' re-entry policy guidelines? (Probe more on the policy).
2. How should the head teachers and teachers manage and implement teen mothers' re- entry policy?
3. Do the policy makers involve the head teachers and teachers in formulation of the re –entry guidelines. If so, how are they involved?
4. Do you think the policy guidelines are meeting the expectations of the formulation body?
5. Tell me about the teen mothers' re-admission practices? Tell me about the challenges encountered in the implementation of the policy?
6. Suggest the possible intervention strategies to enhance re- admission of teen mothers in secondary schools.

Appendix II: Teen Mothers' Drawing and Discussion Prompt (Guide)

Facilities: Audio/video recorder to be used with permission from the teachers, pen pencils, colours and paper taking notes.

I am Violet Kawala a student of Moi- University. I am doing research on **stakeholders' perceptions on teen mothers' re-entry policies and practices in secondary schools in Malongo sub-county, Mayuge district, Uganda**. I am interested in your experiences and attitudes as persons directly concerned with the implementation of teen mothers' re-entry policy guidelines and practices in school. I will keep your information anonymous during the process of data collection, analysis and reporting of findings. Several questions have been developed to achieve the objectives of the research, please answer what you feel comfortable with. you retain the right to voluntary participation to this study and when you feel threatened during our conversation you are free to withdraw, and all notes will be destroyed.

1. Using drawing, show what your view on teen mothers' re-admission policy guidelines and implementation are?
2. How do you feel about the school practices regarding teen mothers' re-entry policy guidelines and practices?
3. What do you think needs to be done to enhance implementation of re-admission policy of teen mothers in school?
4. Tell me more on the experience you have encountered during pregnancy while in school? What are your views about challenges you have gone through?
5. What solutions do you propose in addressing these challenges?

Appendix III: Teachers' Interview Guide

Facilities: Audio/video recorder to be used with permission from the teachers, pen and paper taking notes.

I am Violet Kawala a student of Moi- University. I am doing research on **stakeholders' perceptions on teen mothers' re-entry policies and practices in secondary schools in Malongo Sub-county, Mayuge District, Uganda**. I am interested in your experiences and attitudes as persons directly affected by teen mothers' re-entry policy guidelines and practices in schools. I will keep your information anonymous during the process of data collection, analysis and reporting of findings. Several questions have been developed to achieve the objectives of the research, please answer what you feel comfortable with. You retain the right to voluntary participation in this study and when you feel threatened during our conversation you are free to withdraw, and all notes will be destroyed.

1. Please share your experiences about the implementation of the teen mother re-admission policy in your school.
2. Please share more about the policy in school.
3. How do you feel about the teen mother's re-entry policy and practices in mainstream schools?
4. Regarding teenage pregnancy, what do you think are your expectations from the teen mothers' re-entry policy?
5. How do you manage teen mothers who are back in school?
6. Has the school lived up to the expectations of the policy? (why your answer).
7. In your opinion, share with us the challenges encountered during implementation of the teen mothers' re-entry policy?
8. What possible interventions do you propose to enhance re-entry policy?

Appendix IV: Letter of Introduction

Moi University,
P.O BOX 3900-30100,
ELDORET.

20th September 2019

The District Education Officer,
Mayuge District,
P.O. Box 1317,
Mayuge (Uganda).

Dear Sir /Madam,

RE: REQUEST TO CONDUCT RESEARCH

I am writing to request for permission to conduct research in respective secondary schools in Mayuge District. I am a student at Moi University, Eldoret Kenya, pursuing a Master of Education in Research under admission number EDU/ PGR/1008/18. My topic of study is on *stake holders' perceptions on the policies and practices of re-entry of teen mothers in secondary schools in Malongo Sub-County*.

I therefore request for maximum support from the Officials in the education department and the respective school administration. The information will be for study purposes alone.

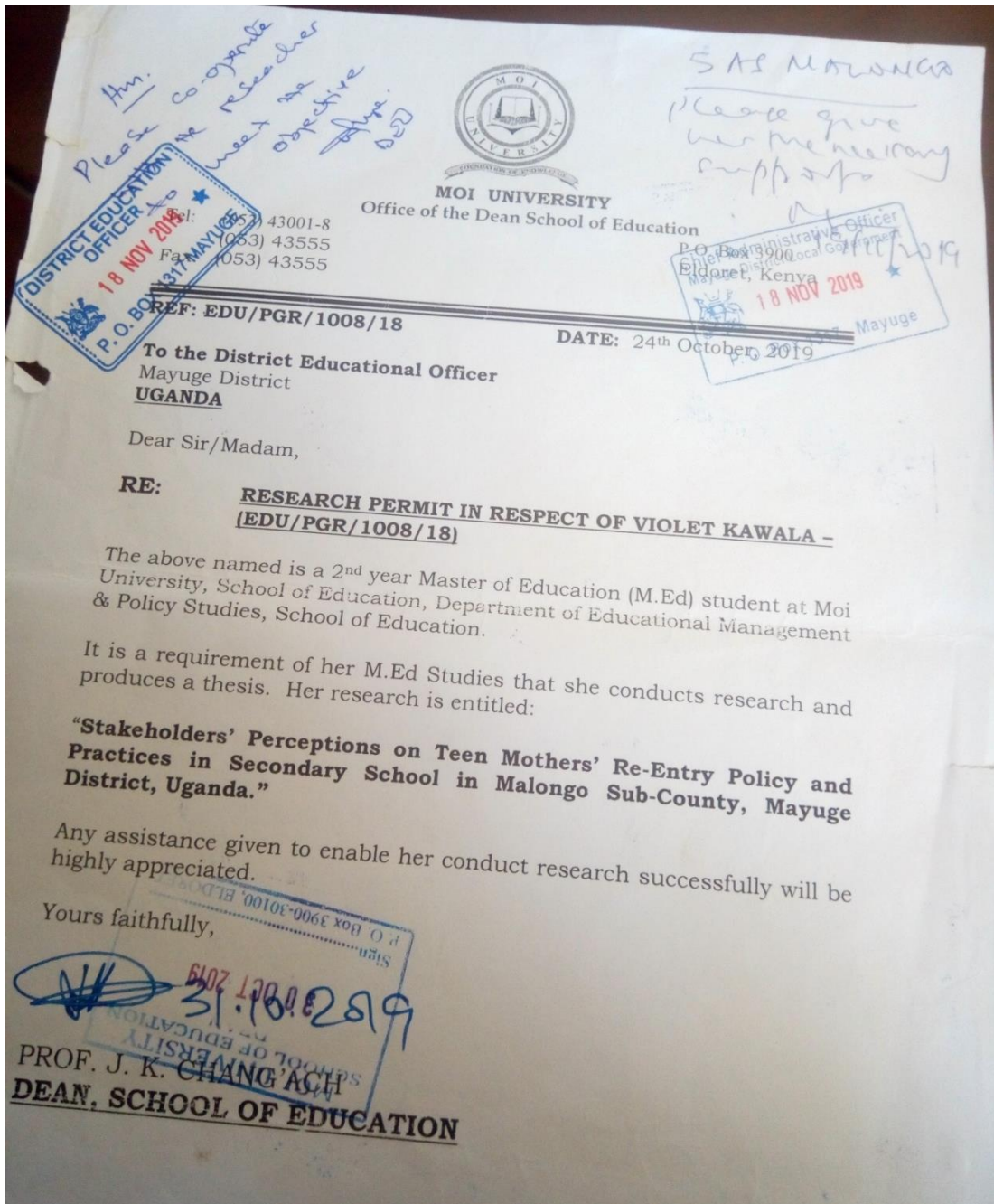
Your unwavering support is highly appreciated.

Yours faithfully,

.....

Kawala Violet

Appendix V: Letter of Introduction with Permission



Appendix VI: Consent Form

PARENTAL/ GUARDIAN/PARTICIPANT/ CAREGIVERS CONSENT FORM

I/We.....give my /our consent to participate in the research study exploring stakeholders’ perceptions on teen mothers’ re-entry policies and practices in secondary schools in Malongo Sub-county Mayuge district, Uganda. This will take place from 1st July - 31st August 2020.

This study will be beneficial to the students, parents, teachers, school administrators and policy makers in adopting practices and policies that may address the possible challenges being faced by teen mothers and help the school administrators on how to handle the issue of teen pregnancies in secondary school without hindering girl child education.

CONFIDENTIALITY

The information which will be given is purely for study purposes and will be kept confidential. However, this aspect is subject to legal limits and life-threatening issues.

VOLUNTARY PARTICIPATION

Participation in this research study is voluntary and the participant has the freedom to make an informed decision about getting involved in the study. The participant retains the right to withdraw from the interview from any point they feel uncomfortable.

Acknowledgment and agreement by parents/guardians/caregivers of the child.

Parental/guardian/ Participant/caregivers’ signature

Parent/guardians/Participant/caregivers name

Appendix VII: Consent Form Lusoga Version.

OKWIKILIZA OKWENIGILA MUKUNONEREZA

Omutwe ogwo kunonereza: Stakeholders' Perceptions on Teen Mothers' Re-Entry Policy and Practices in Secondary Schools in Malongo Sub-County Mayuge District Uganda

Omunonereza: Violet Kawala

Eyittendekero: Moi University

Enandula:

Omunoneraza musoomi kwi ittendekero elya Moi University e Kenya nga attendekebwa kwi idaala erya Masters mu kunonereza mu bye endegeresa no kubirukanya. Ekiwandiko kino kyi kwinongola kubigemagana no kunonereza kuno era nga oyidakusabibwa okuta ekinkumu ku kiwandiko kiino singa oyikiliza okwenigila mu kunoreza kuno.

Ekilubililwa ekyokunonereza kuno no kutegela ebyo abaana abawala abafunye enda nga bakasoma kumutendela ogwa siniya byebabitamu kwi somelo nimubitundu ebibetoloyile nga tulingilile enkola ebayikiliza nokubawa omwaganya ogwilayo kwisomelo. Nga kwotayile ne engeri gyebabisibwamu nga bayizeeyo oluvayinuma olwo kuzaala oba nga bali enda mu disitulikiti eye Mayuge.

Ebigemagaana ku bawomyemu omutwe mu kunonereza kuno

Asakila okunonereza kuno ni CERM-ESA nga kino kibiina ekyegayitira awalala namatendekelo 5 ngamuno mulimu Moi University (Kenya), Nelson Mandela metropolitan University (South Africa), Uganda Management Institute (Uganda), University of Dar es Salaam (Tanzania) ni University of Oldenburg (Germany).

Omukaago guno gusakirwa ekitongole ekya German Academic Exchange Service nkani DAAD.

Ekgendererwa

Okunonereza kuno kulubililwamu okutegela bikyi abaana abafunye enda nga bakasoma byebabitamune engeri gyebabisibwamu awali enkola ebayikilizisa okwila mumasomelo. Ebinaava mukunonereza kuno bida kutuyamba okutumbula ebyendegeresa mwi iwanga lyaiiffe okusingila ilala omwana owo' obuwala. Biino bida kwongela otuyamba mu kutema empenda edi nasobozesa abaana bano okusigala nga basoma basobole okutukiliza ekirooto kyaibwe.

Emitendela

Abanenigira mu kunonereza kuno baida kusabibwa okuta omukono kukiwandiko ekiraga nti bayikiliza oba okusaba bazaire baibwe oba ababavunanizibwaku okuta omukono kukiwandiko kiino. Twidakwayamu nga otuwa endowooza doo mudakika nga 30-60.

Okukuuma Ebyaama

Oyo yenayena anenigira mukunonereza kuno waidembe okuvamu singa awulila nga tasobole. Byonabyona byonotukobela byakusiigala nga byakyaama okutolaku nga oyikiliza tubigabane okuyamba abandi oba nga bikosa obulamu bwo oba obwabandi.

Anetaba mu kunonereza kuno

Olondeyibwa okwenigira mukunonereza kuno kubanga olina obumaniirivu mu nsonga eno oba wagibitamuuku. Okuwayamu niwe kidatwala edakika 30- 60. Okunonereza kuno kwidakwetabamu abantu makuumi abiiri.

Ebisoomoza

Wazila kusomozebwa kwamaani mukunonereza kuno aye singa wabawo eyetaaga okubudabudibwa, waidakubaawo omukugu mu kukumakuma ni mubyokubudabuda abantu anatumyambaku singa tufuna obwetavu obwo.

Ekindi, nti oyidakuteteganyizibwa mubwiire bwonowayo mukunonereza kuno.

Emiigaso

Oyidakuganirwa mukunonereza kuno nga tukukobela ebiinava mukunonereza kuno no okukukobera wetutuse mukunoreza kuno. Ebinaava mukino byakutuyamba okutumbula ebyendegeresa mukitundu kyaiffee ni mwiiwanga okutwaliza awalala.

Ebitasubirwa

Tiwayidakubawo kusalwa olwokwetaba mukunonereza kuno

Ebibuuzo

Singa wabawo obwetavu obwo kwinoonoka ensoga eno, gemagana nomunonereza ku mutimbagano no munonereza omukulu ku mutimbagaano kawalaviola@gmail.com oba essimu 0776509313.

Singa wabaawo okwemulugunya kwidembe lya kwenigila mukunoneraza kuno, tukilila omukubiliza wo lukiko lwa Gulu University Research ethics Committee Dr. Gerald Oboyi Ku 0772305621. Oba lekobai@yahoo.com / lekobai@gmail.com

Okwikiliza

Kulwebininonirwa waigulu, era byentegeire obulungi, ndikiliza okwettaba mukunonereza kuno

Name.....

Participant Signature.....

Date.....

Name.....

Interviewer Signature.....

Appendix VIII: Map of Mayuge District

