



**AN ASSESSMENT OF THE
IMPLEMENTATION OF THE RE-ENTRY
POLICY FOR GIRLS IN SIX COUNTRIES:
THE CASE OF NAMIBIA**

By

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Background information

Namibia also has the Re- entry policy in place. The Cabinet approved the policy in October 2009 and the Circular was sent out in January 2010. This policy document is called “*Education Sector Policy for the Prevention and management of Learner Pregnancy*”. The policy outlines the roles and responsibilities of various stakeholders affected by the prevention and management of learner pregnancy. E.g., the role of the Principal or Headmaster especially in terms of final responsibility for the implementation of the policy is specified. The goal of this policy is to improve the prevention and management of learner pregnancy in Namibia, with the ultimate aim of decreasing the number of learner pregnancies and increasing the number of learner-parents who complete their education. The policy is divided into two main sections: prevention and management.

a. Prevention

The prevention aspect of the policy is considered to be the main focus of the policy with the hope that fewer and fewer learner pregnancies will occur when end-users adhere to the proposed measures that are put in place.

b. Management

In cases where prevention measures fail and learners become pregnant, the school management is task to endeavor to manage the situation by supporting pregnant learners, expectant fathers and learner-parents to combine continuation of their education. This process should be collaborative efforts between the school, the pregnant learner, the expectant father and their families, and should involve participatory decision making.

It is expected that each situation should be assessed and evaluated individually because learners have individual needs. That is, each case should be assessed with sensitivity to the learner’s health, financial situation, options for child care, family support or lack of support, the timing of the delivery in relation to the school calendar and the needs of the newborn child. It must be noted that the leave of absence provided for the pregnant learner or learner-mother is not a punishment and therefore need *not* be applied in the same way to the learner-father. Hence, allowing the learner-father to remain in school does not mean that his role in parenting is being ignored by this decision. The policy, in general, does not however substitute its judgment for that of the family; family and cultural values are a core component of this policy. Therefore, it is very

important that all stakeholders follow the policy guiding principles to ensure that this policy is effectively implemented.

Scope of policy application

The re- entry policy is applicable to all primary and secondary schools in Namibia, including both government and government-subsidized private schools. It serves the needs of all learners of school-going age, including learners over 18 years of age who are still attending school pursuant to the Education Act and its accompanying regulations. Tertiary and other educational institutions are encouraged to develop responsive policies for pregnant learners, expectant fathers and learner-parents.

LITERATURE REVIEW

The problem of teenage pregnancy amongst school girls is a major concern in most African countries (<http://www.lac.org.na/projects/grap/graplearnerpregnancy.htm>), and Namibia is no exception. According to the UNDAF-Namibia (2010), learner pregnancy has been cited as a constraint in the elimination of gender disparities in education, and in the achievement of the two MDGs of universal primary education and gender equality in education by 2015. As of 2009, the number of learners affected by pregnancy remains too high in Namibia.

According to The Namibian newspaper (14 February 2012), the Khomas Region recorded a total of 80 school pregnancies last year. The Kavango Region topped the list with 333 school pregnancies, followed by the Ohangwena Region with 261, Omusati Region 178 and Oshikoto Region with 173 cases of school pregnancies. The report further stated that 95 school-going girls fell pregnant last year (2011) in Oshana Region, followed by Otjozondjupa Region that recorded 82 cases, the Caprivi with 68, Kunene with 51, Hardap with 43, Erongo with 29, Omaheke with 24 and Karas with 23. These information therefore highlights the importance of the re-entry policy in Namibia, so that the learners especially girls are given a chance to finish secondary school.

Although the country has made progress in terms of enrolment of girls in primary school, they tend to gradually drop out in upper primary and high school as a result of pregnancy, poverty,

HIV and AIDS, sexual harassment, early marriages and other cultural factors. The Gender Policy document (2010) reports that:

The number of girls dropping out of school is still high, threatening retention rates and the completion of studies by girl-children at upper primary and secondary levels. Teenage pregnancy is reported to be the main cause of school drop-out by girls with a rate of 23.9% in the Kavango Region and 21% in the Ohangwena Region. Early marriage is yet another factor in female school drop-out rate....The government and relevant stakeholders are implementing measures to address the challenges faced by girl-child. Some of the policies being implemented include the education sector HIV and AIDS policy, the National Policy on Orphans and Vulnerable Children and the Education-for-All Policy (p. 16).

In addressing discrimination against the girl-child in schools, the Namibian education policy provides that a pregnant girl may continue with her education at school, until the time of her confinement, or an earlier date on the advice of a medical practitioner or clinic nurse. After giving birth and provided that a Social Worker is satisfied that the infant will be properly cared for by a responsible adult, the girl shall have the right for re-admission to the same school (Ministry of Gender Equality and Child Welfare [MGECW], 2010).

METHODOLOGY

Qualitative research methods and designs

Qualitative research methods were used in this study. According to Neuman (2003, p. 146), qualitative researchers borrow ideas from people they study and place them within the context of a natural settings. Hence, key informants offered the information through focus group discussions and open-ended questionnaires in order to provide in-depth information on re-entry policy in Namibia. The study used an exploratory as well as interpretative research designs in order to know more about how the re-entry policy is being translated and implemented into schools. Specifically, the research topic in this study addressed the assessment of the re-entry policy for girls who have fallen pregnant while still in junior and/or secondary school and are allowed to first, remain in school (while pregnant and leave later to deliver) and secondly, allowed to return to school after some time off for maternity leave or when they are ready to return.

Sampling procedures

This study is an exploratory research; hence convenience sampling methods were used. This is a sampling method “where the researcher is interested in getting an inexpensive approximation of the truth. As the name implies, the sample is selected because [it is] convenient.” (<http://www.statpac.com/surveys/sampling.htm>). According to Cohen, Lawrence, & Morrison (2000, p. 144), “Convenience sampling saves time and money and spare the researcher the effort of finding less amenable participants.” This method was good to use since the research has financial limitations as well as time constraints. Thus, eight schools (in total) were selected from three regions (Oshana, Khomas and Hardap region). The three schools in the Oshana region (Northern part of Namibia) were selected because the principals were cooperative in providing the information needed. However, the researcher experiences delays in getting the data on time because the questionnaires had to be posted to the Khomas region, where the researcher lived. The other five schools that were selected from the Khomas and Hardap regions had activities with FAWENA office. Therefore, in order to get information on time, the questionnaires were faxed to these schools. This created confusion during data collection process because the researcher found out during analysis procedures that some pages were mixed up and others were incomplete.

Instruments

Two instruments were used in this study to collect the data, namely, an open-ended questionnaire for the Director of Education, eight school principals, six Life skills/counselor teachers, four parents and 23 learners. One focus group discussion was held with 15 learners in one of the schools in the Hardap region.

RESEARCH FINDINGS

The study endeavor to address the following main objectives:

- (i) To identify and document best practices (or case studies) and the gaps in translating the re-entry policy into practice;

- (ii) To investigate how the Government and communities are addressing challenges which girls face with the re-entry policy and how the policy is being monitored to achieve results and outcomes;
- (iii) To be able to establish whether the school managers are aware and implementing the re-entry policy; and
- (iv) To be able to establish if girls readmitted into schools are retained, perform well and complete their studies.

RESULTS FROM THE DIRECTOR OF EDUCATION QUESTIONNAIRE:

Namibia has 13 education regions and each region has one Director of Education. In this study, one of the Directors completed a questionnaire and gave responses as follows:

Interview items asked:	Responses given:
1.What are your views about the policy?	It is in line with the international frameworks – EFA, UNCRC, and others on the rights of child to education including the school girl who falls pregnant.
2.Is the policy well understood?	The practitioners understand the policy but have not had chance to train the end-users. Therefore the end users cannot be expected to understand the policy until after training. It should be mentioned that principal find it difficult to implement the new policy as their job was simply to show the door to the pregnant girl and to return after a year of being with the baby.
3.Is the policy interpreted and implemented as intended?	The interpretation and intended implementation will depend on the training received. So far no training has taken place on the policy.
GAPS in the Interpretation and translation:	
1.Are funds allocated for re-entry policy?	It is the continuation policy – not re-entry. Funds are allocated under Education and Training Sector Improvement Programme (ETSIP) for the implementation of the policy.
2.How often does the officer conduct monitoring visits at schools?	Monitoring will depend on the complaints received from end-users on non-implementation of the policy at a particular school. Regional School Councillors together with inspectors will follow-up.
3.What has created these gaps?	Communities are not open to new ideas and situations that are not comfortable. It is difficult to embrace the fact that there are different ways to tackle problems. Pregnancy is not so much of a taboo than it was some years back.
CHALLENGES the Ministry encounter:	
1.What challenges does the Ministry encounter?	Not seeing the implementation of this policy as priority among other challenges facing the Ministry.
2.Does the ministry receive cooperation from stakeholders?	No. The Ministry could be now looking at the monitoring aspect of the policy and not still feeling with the training.
SUPPORT mechanisms in place:	

1.What support mechanisms are in place?	Regional School Counsellors were involved in the development of the policy. At national level the roll-out of the policy will involve training the RCSs & Inspectors who will in turn train the principals, Life Skills teachers, Counselling Support Groups, School Boards and Community members. Information educational packages provide adequate information to be passed on to pregnant learners – both the boy and girl.
2.Has the ministry integrated sexual reproductive health in the curriculum?	Yes – The Life Skills Curriculum has incorporated reproductive health: Lower Primary – Window of Hope, Upper Primary to Senior Secondary – Life Skills/My Future is my Choice Program The current policy emphasizes <u>prevention</u> and therefore sexual reproductive health lessons or information forms the <u>greater proportion</u> of the policy.
3.What other support mechanisms are there to reduce pregnancies among young people?	Line Ministries such as MOHSS, MGECW, and NGOs support the Ministry in reducing the rate of pregnancies. FAWENA and other NGOs are doing a great job in implementing the prevention and management of learner pregnancy policy.
4.Are there members of staff designated to ensure effective implementation of policy?	The full-time Life Skills teachers together with Counselling Support Group members are expected to ensure policy implementation of course the school principal is the main policy implementer.
5.Based on your experience, what are the gaps in the policy...?	A pregnant girl attending school until 4 weeks before the due date and returning soon after delivery is seen by society as immoral although it is a practice elsewhere in the world. It will be hard for many community members to finally accept this reality.
6.Do you think the policy is attaining its intended purpose? If so, how?	The pregnant girl-child continues with her education and is not punished for situation over which she did not have control e.g rape. Many learners who are the beneficiaries of the policy have had good testimonies about how the policy enabled them to continue with their schooling. Something which would not have happened in the absence of the current policy. Therefore, the designated beneficiaries are benefiting – the policy is achieving its intended purpose.

RESULTS FROM THE SCHOOL PRINCIPALS' QUESTIONNAIRE:

Part One: Biographical information

Eight school principals (Headmasters), six males and two females completed the questionnaire. The eight government schools they head were in Oshana region, Khomas and Hardap region. Five of the schools were urban schools while three were rural schools. One of the principal at school F did not provide all the information in the questionnaire. Please note that the schools have been given alphabetical letters A, B, C etc. for purposes of confidentiality.

Table 1: Teaching experiences of the Principals

Principals' school	Years of teaching	Years being a principal
A	40	10
B	32	4
C	34	3
D	13	11
E	16	11
F	-	-
G	12	2
H	14	6

Part Two: Results from the principals' questionnaire**Table 2: Population of the schools**

Name of school	Number of Boys	Number of Girls	Total
A	579	584	1163
B	362	568	930
C	0	306	306
D	447	420	867
E	393	478	871
F	304	405	709
G	219	212	431
H	339	267	606

Table 3: Number of girls by grade

Name of school	Grade 10	Grade 11	Grade 12
A	126	78	95
B	124	68	72
C	67	74	46
D	117	43	54
E*	9	2*	13*
F	64	167	188
G	67	n/a	n/a
H	32	n/a	n/a

Please note that school E* followed a vocational training curriculum where the learners do level 1 and level 2 training instead of completing grade 11 and 12 respectively.

NUMBER OF GIRLS WHO DROPPED OUT DUE TO PREGNANCY BY GRADE BY YEAR

Table 4a: Number of girls who dropped out of the 2 schools in Oshana region

Grade	2005	2006	2007	2008	2009	Total
10	-	2	4	5	9	20

No statistics given for grade 11 and 12

Table 4b: Number of girls re-admitted into schools after dropping out due to pregnancy in the 2 schools in Oshana region

Grade	2005	2006	2007	2008	2009	Total
10	-	-	3	6	6	13

Table 5a: Number of girls who dropped out of the 2 schools in Khomas region

Grade	2005	2006	2007	2008	2009	Total
10	3	1	0	0	0	4
11	0	0	2	3	2	7
12	1	1	0	5	0	7
Total	4	2	2	8	2	18

Table 5b: Number of girls re-admitted into schools after dropping out due to pregnancy in the 2 schools in Khomas region

Grade	2005	2006	2007	2008	2009	Total
10	0	1	1	0	0	2
11	0	0	1	0	3	4
12	0	0	2	1	2	5
Total	0	1	4	1	5	11

Table 6a: Number of girls who dropped out of the 2 schools in Hardap region

Grade	2005	2006	2007	2008	2009	Total
10	1	0	1	1	4	7
11	0	2	2	1	6	11
12	2	1	1	1	2	7
Total	3	3	4	3	12	25

Table 6b: Number of girls re-admitted into schools after dropping out due to pregnancy in the 2 schools in Hardap region

Grade	2005	2006	2007	2008	2009	Total
10	0	1	2	2	4	9
11	0	3	3	1	5	12
12	2	2	1	2	3	10
Total	2	6	6	5	12	31

The tables above provide the statistics of number of girls who dropped out of school and got re-admission into schools after dropping out due to pregnancy. Only seven principals completed the required information. Except for the Hardap region, the other two regions namely, Oshana and Khomas region indicate a reduced number of re-admission compared to admission cases in their schools.

Part Three: Preparation of principals for the re-entry policy

This section below focuses on the actual policy implementation at school level to see how school managers understand and implement the re-entry policy. One of the eight principals did not provide all the information.

1. How did you learn about re-entry policy and its guidelines?

RESPONSES (from principals)

- Through the Inspector of Education and by being given a copy of the policy.
- Reading the policy and through FAWENA training.
- The draft policy was supplied at the National Conference 2010 and the Director of Education presented it.
- Through Regional office by means of the written policy.
- Through the Ministry of Education's policy: "*Education Sector policy for the Prevention and Management of learner Pregnancy*" document.
- I learnt that there are requirements set that a learner who seeks re-entry has to meet.
- Learners who fall pregnant should not be expelled from the school. They should be assisted in such a way that they fee; secure and free from intimidation and verbally abuse by other learners. Parents should be also made aware of the policy.

2. Do you think the learners (students) understand the policy?

Yes	6
No	1
Blank	1
Total	8

Explanations (YES):

- Information has been shared with teachers and learners and parents. This information has been communicated through newspapers and radios.
- We explain to our learners how re-entry can happen when they 9or their parents) report pregnancy. The Life Skills teacher gives them counseling.
- The principal discusses the document with all the parents during teacher-parent meetings as well as the parents and learners involved.
- They (the majority of them) provide the school with the relevant medical reports prior and after confinement. This they do to update the school on their health condition.
- Although they understand the policy, only few of them who have courage of continuing with their studies after discovering their pregnancy status. It is on that ground that many use to disappear from school without any notice which is in fact due to shyness towards others. There are those who use to be courageous enough and as such they use to convince their parents particularly mothers in order for them to continue with their studies.

- The learners are aware of the policy, that's why those who fall pregnant can seek for re-admission soon after delivery. While some learners who fall pregnant can remain in the school for some time.

Explanations (No):

- Some (learners) never come back after delivering. The boys do not encourage the girls to return to school, and makes it difficult for the girls to return because of mockery. The latest re-entry policy is very confusing to the learners.

3. What is the reason, why some of the learners are NOT taking advantage of the policy...?

- Parents' insistence that they should take up responsibility on child-rearing.
- Learners feel stigmatized; shy to return to school. Some of them opt to attend another school.
- They are ashamed. They do not have someone to look after the child.
- Financial constraints; opt to find a job.
- Age already high.
- Some (learners) are too 'ashamed' (I believe) to say they are pregnant, they just leave.
- They do not feel comfortable.
- When they leave school they don't report that they are pregnant and the parents don't communicate to principals. As a result, they are removed from the attendance registers as drop-outs with no interest in schooling. When they want to come back, principals would not admit them because they are not committed to studies.
- Shyness is one of the main contributing factor, they (learners) don't have the courage to stand up among their peers; some of them sometimes because of the pressure from parents. In other words, some mothers break up good relationship with their daughters after shockingly learning that they are pregnant as such there will be a lack of support.
- Some learners are ashamed of being laughed at by other learners. Some parents feel it was enough, so their children should not need to go back to formal schooling. Some learners felt they are too old for the grade that they have to repeat after a year out of school during breastfeeding period.

4. Did the MoE officials come and sensitize staff and community about the policy?

Yes	1
No	6
Blank	1
Total	8

5. How did they do it? (Only one response was provided)

- This policy is discussed in principals' meetings.

RESPONSES (NO):

- Never ever, apart from dishing out the policy to schools.
- They sent the policy document (circular) to schools, for the schools to read through and implement it.

6. Do you think this enabled you have an understanding of the policy?

Yes	4
No	3
Blank	1
Total	8

EXPLANATIONS (for YES):

- The Namibian child's constitutional right to be educated is a given and therefore entrenched.
- Since pregnancy is part and parcel of human life (though too early regard teenagers) it can never deprive a child from being educated.
- Although we are not oriented about the policy, we read circulars and notices and acquaint ourselves.
- The policy is written in a very simple language to understand and therefore it is easy to interpret.
- The policy is clear, one can read and understand it.

EXPLANATIONS (for NO):

7. If not, what do you think needs to be done?

- Consultation with all stakeholders. Training on the policy at cluster level.
- The policy should be revised because it causes endless problems for the child involved as well as the school.
- The policy in itself is encouraging teenage pregnancy and as such I don't I don't appreciate it. There is nothing anymore which is discouraging sexual activeness amongst learners. Pregnant learners use to be exempted from many (if not all) schools rules. The attention they receive from their mothers and teachers is encouraging others to engage. If

we all really serious in curbing teenage pregnancy, re-entry of these (pregnant) learners is not a way to go.

8. In your view, what are the merits/demerits of the way the policy was developed?

Merits	Demerits
The merit of the policy is to apply equal rights and to allow school girls to have access to education.	Social factors, care of the baby can have an impact on the learning.
Girls do not miss out on a lot of teaching and learning time.	Learners are encouraged to become pregnant.
The learners have the choice & options to complete their school-career and make better living conditions for themselves and their children.	The concession that pregnant learners may attend school up to 4 weeks before confinement. This is quite risky!!
It provides a second chance to the learner. The learner suffers emotionally.	In my view the policy was developed in order to ensure that the pregnant learners may not loose out their time by waiting for delivery and breast feeding thereof. The policy has however overlooked the negative impact and influence which it is causing to the majority of teenagers (pregnancy). It is in fact encouraging more than discouraging. It is damaging more than repairing. It is simply sending a clear and loud message that teenage pregnancy has in fact become a moral practice in the society, so learners are free to engage themselves into sexual intercourse with their partners.
The cooperation between the medical practitioner and the school as a pre-requisite of re-entry.	
On the positive note, the policy clear off the discrimination against those who fall pregnant to be part and parcel of the school system like any other learner.	On the negative note; some learners might misuse the policy by not taking care of themselves and keep themselves safe simply because they know even if they become pregnant, they will continue just like anybody else in the school.

9. What are the benefits of involving end-users...?

- Consultations always take place and in some instances what is right needs to be done without consultations.
- It is a very important aspect to ensure that the implementers own the policy for it to be implemented effectively.
- As we are hands-on working with the girls and get to know their circumstances quite well, we can support (and motivate to complete school career) better.
- They know their community and culture. They are on a daily basis in touch with what is happening on the ground and can easily show problems to be encountered if implemented.
- Together with parents they are normally the people that are likely to bear the brunt of teenage of teenage pregnancy. Based on experience in the trenches, their input ought to be inestimable.

- They are (learners) the ones who use to see, touch and feel heat. Their opinion and contributions will be based on realistic experience and as such they will be used to strategize realistic actions.
- The end-users could provide practical ways on how to deal with the policy when developed. The end- users will own the document/policy because they were in the forefront of it.

10. If the Ministry introduces similar policies, what things do you think should be taken into account?

- Revert to the first policy on pregnancy. If a girl falls pregnant she should stay at home for a period of 12 months. When a girl is pregnant, when she is 5 months then she leaves school.
- Proper consultation with all stakeholders.
- I experience a very poor prognosis for the retainees: 90% drop out again before finishing, mostly because of another pregnancy or poor social circumstances. Although we re-admit them, I personally feel reluctant, because of the uncertainty whether they will stay. They take up the place of someone who really wants school. Poor prognosis has me a bit negative by now.
- To involve all stakeholders e.g., parents and teachers as well as learners.
- Disciplinary profile of the learner concerned. The impact leniency may have on the behaviour of the rest of the school. Repetition or re-occurrence of behaviour pattern.
- These learners are certainly become immune to school rules. They are relieved from many school activities i.e., study time and others. Coincidentally more attention and parental assistance use to be focused on them. My opinion is: The Ministry should weigh the positive and negative influence which the policy might bring about, in a very broad perspective. Extensive research must be conducted whereby right people are contacted and their views to be taken into consideration.
- The public should be informed so that all the stakeholders could actively be involved in the draft. Proper dissemination of information should be done in advance. Sensitization approach should be used for all the possible stakeholders to give their input.

RESULTS FROM THE LIFE SKILLS/COUNSELING TEACHERS' QUESTIONNAIRE:

Part One:

Table 6: Biographical information of Life Skills teachers

Region	School type	Female	Years of teaching experience	Years as Life skills teacher
Hardap	High school	√	12	5
Hardap	High school	√	12	12
Khomas	Upper primary & high school	√	31	19
Khomas	High school	√	14	10
Khomas	High school	√	15	5
Oshana	High school	√	16	16

Part Two: Responses from the questionnaire

Translation and Interpretation of the Policy

1. How did you learn about the Re-entry policy and its guidelines?

- I heard from the principal.
- I learned about it when we were given copies by the principal.
- Through one of the girls who's friend was pregnant and came to enquire about the policy because she had a newspaper extract on the re-entry policy.
- I attended a workshop when it was drafted and changed by the Legal Assistance Centre (LAC). Secondly, from my principal when she brought a copy after she attended a workshop.
- Through a circular that was sent to the schools for scrutinizing as well as from a Life skills teachers' meetings we attended.

2. From your experience do you think the students understand the policy?

Yes	1
No	2
Not sure	1
Blank	2

RESPONSES (YES):

- Most of the learners think that it (the policy) is motivating them to get pregnant because it allows them to be at school till four weeks before delivering.
- Learners know about the re-entry policy requirements because they get counseling when they fall pregnant. They also stay in school and write exams while pregnant.

RESPONSES (NO):

- The policy was not discussed with the learners in detail.
- I am not quite sure because the policy has not been made available to the school to be discussed with the learners. Not all learners are aware of it.

3. What are the reasons why some of the learners are not taking advantage of the policy and coming back to school after giving birth?

- They (learners) feel very embarrassed and do not want to face their peers.
- Learners are not aware of the content of the policy or they are ashamed to come back because of the negative labeling of being called a ‘mother’.
- Some of the learners are not aware (of the policy) and some are shy to come back.
- Socio-economic problems, finances, too old, embarrassment.

4. Did the Ministry of Education officials come and sensitize or orient the school staff and the community around the policy?

Yes	0
No	4
Not sure	0
Blank	2

The response to the NO was, “we only got copies that were distributed by the principal.”

5. Do you think this enabled you have an understanding and appreciation of the policy?

Yes	1
No	2
Not sure	1
Blank	2

EXPLANATIONS:

- No clue about it at all, I had to take it and read it to understand.
- Understanding yes; appreciation is still questionable. There are some things in the policy that need to be re-addressed.

6. If not, what do you think needs to be done?

- Platform needs to be open where teachers, parents, learners, NGOs, and government (officials) have to sit and discuss in detail before making it a policy.
- The policy needs to be studied and scrutinized especially by the people directly involved e.g., learners, parents and teachers.
- To inform schools, counselors etc. procedurally, get their involvement from scratch.

7. In your view, what are the merits or the demerits at the way the policy was developed?

- The policy is more on protecting the child and not seeing what it does to the rest of the learners at school.
- It is a good idea to give a learner a second chance but what about the right of the baby who will be left behind without the chance of being breastfed?
- My overall feeling was that the LAC or Ministry in some ways bullied participants to understand their perceptions. They are not involved in the daily running of schools and don't have a clue how difficult administration around these issues can get.

8. What are the benefits of involving the end-users such as the school principals, teachers and pupils in the designs and development of the policies?

- There are really no benefits as it looks, the child is having more benefits and even can get pregnant more than once.
- Different perceptions are very important.
- It will be of great benefit to us because we (teachers) are the ones to deal with all the problems and emotions involved.
- Their contributions can be considered. They are at the grassroots (level) and can give valuable information to policy designers.

9. If the Ministry was to introduce similar policies (such as re-entry policy) what things do you think should be taken into account?

- The age of the child and how many times the learner can be allowed to come back at school should be considered.
- The child (baby) well fare should be considered.
- Both those who are affected directly and those not affected must be considered in terms of their views. Make proper provision for the implementation at all levels, under all circumstances.
- Get all end-users involved.

RESULTS FROM THE PARENTS' QUESTIONNAIRE:

Four parents from one school (A) in the Hardap region completed the questionnaire.

Part One: Understanding Translation and Interpretation of the Policy

1. Do you know about the re-entry policy in school?

Yes	No	No answer
3	0	1

2. How did you come to know about it?

- *Through counseling session with Life Skill teacher*
- *During school board meeting*
- *Just heard about it*
- *Newspaper (The Namibian)*

3. What is your understanding of the policy?

- *Another opportunity for girls to finish school after pregnancy*
- *Girls will finish their education after pregnancy*

Part Two: Gaps in the Interpretation:

(a) Where you oriented?

Yes	No
1	3

Three participants were not oriented on content but one.

(b) Where you oriented on what the policy was intended to achieve?

Yes	No	No Response
1	2	1

(c) If yes who did it?

Three respondents did not respond to this question. One said that girls can complete their education.

(d) How is policy implemented in your school?

- *No case yet*
- *Not in a good way. Girls are taking advantage of it*

(e) Is the policy implemented framework clear?

Yes	No	No response
0	1	3

Explanations:

- *Have not seen a copy of the policy*
- *Girls are getting pregnant more and more*
- *Learners come to school pregnant*
- *Not sure*

(f) Do you think the policy is serving its purpose at school level?

Yes	No	No response

If yes, state how it serves its purpose?

- *Children can finish their schooling.*

If no state why not?

- *If a girl gats back to school, she might fall prey to discrimination and victimization.*

(g) What gaps do school encounter in the translation and interpreting the policy?

- *Parents do not come for information meetings.*
- *No communication between learners and teachers ; message was not appropriately communicated*
- *Not sure.*

(h) What do you think has created these gaps?

- *Lack of interest in policy*
- *Do not know*

Part Three: Challenges

1. What are main challenges in the implementation of the policy?

- *Misinterpretation of the policy:*
 - *Pregnancy will be considered a fashion*
 - *Promote sexual activity*
 - *Encourage pregnancy among girls as they know that they will be taken back into school*
- *English*
 - *Parents do not know/understand English*
- *Schools find it difficult to arrange for school activities (e.g. exam) and breastfeeding*
- *Learner-mothers miss school when they need to look after their sick babies*

2. To what extent do you think girls:

(a) Are responsible?

- *Because there is always consent sex between boys and girls*
- *Girls are responsible as they were supposed to say no; they allow themselves to have unprotected sex; and they act like grown-ups*

(b) Not responsible?

- *They are seduced by sugar daddies*
- *They make sex for economic reasons*

3. What factors do you think contribute to the girls getting pregnant?

- *Economic factors*
- *Bad home environment*
- *Peer pressure*

- *Ignorance*
- *Drugs and alcohol abuse*
- *They want to please their boy friends*

4. What costs are important when considering taking back a girl to school after delivery?

- *Parents pay school fees*
- *Schools get the blame when girls fall sick at schools*
- *Girls neglect school work as they need to give attention to babies*
- *Influence school culture and discipline*

Part Four: Support mechanisms in Place

1. What support mechanisms are in place to support pregnant girls?

- *Guidance teachers advise pregnant girls*
- *Not sure*
- *Clinics and hospitals*
- *Parents*

2. What support mechanisms are in place for ensuring that they return to school after delivery?

- *Not sure*
- *No support, the responsibility is put in her hands*

3. To what extent is the support provided by the parents to assist in the attaining of the outcomes of the policy?

- *Parents are glad that their daughters can go back to school*
- *Not sure*
- *Parents want their children to be educated*

4. Do you think

(a) Parents are doing enough?

- *Not sure*
- *No, there is no encouragement*
- *Yes*
- *Some parents*

(b) **What about community members? If the answer is No, state why?**

- *No, they just gossip*
 - *No, falling pregnant is against the culture*
 - *No, they judge instead of support*
 - *Not sure, they are not sure of the policy.*
-

RESULTS FROM THE LEARNERS' QUESTIONNAIRE:

Biographical information:

Female	21
Male	2
No of learners	23

A total of 23 learners participated in the study including two male learners from one of the secondary schools (school G) in the Oshana region. Due to time constraints, only one learner completed the questionnaire from each of the six schools in the Khomas and Hardap region. Hence, a total of 17 learners were from five schools (three secondary schools and two junior secondary schools) in the Oshana region.

REFLECTION ON THE PROCESS:

1. How did you learn about the policy?

- I was told by my *mother*.
- I was told by my *parents* that I should go back to school. (x2)
- I learn about this policy through the *school and the community* as girls that get pregnant many of them after dropping out of school do come back to continue with their studies.
- *I learned about it in school through "My Future is My Choice", AIDS awareness and through my teachers at school.*
- I learned this by my *concerned teacher* that when you fall pregnant you are allowed to stay in school until the pregnancy is visible with case from the principal or class teacher.
- *My parents were the first people to tell me about this policy. They heard it from a certain program that was on radio and then they went on asking for more information from the community.*

- I heard it on **television**, whereby learners from another region were debating about the motion. It is where I got most of the information and I decided to go and do my research by asking people in my community.
- First I **read** about it in The Namibian **newspaper** where learners from different schools gave their opinions about re-entry policy. Then my school principal called me and spoke to me about the re-entry policy, that's when I understood it.
- Through Life Skills teacher; From fellow learners; From friends; From school principal.
- From the counselor in counseling session.
- During "My future is My Choice" classes
- No one told me about the policy. I have not much information.

2. Who talked to you about it (the re-entry policy)?

- a. Principal and counseling teacher (x 2)
- b. Friends, family members & teachers
- c. My mother (x 8)
- d. From experience (x 3)
- e. Nurse
- f. Life Skills teacher. She explained all details concerning the policy
- g. No one. I just heard people talking about it
- h. Teachers and parents
- i. My counselor and my aunt. Through conversation my counselor explained to me. My aunt asked me about my future plans and she told me to finish my education
- j. Principal

[NB: The numbers in the brackets indicate how many similar responses were given by the learners.]

Explain how it was done and who did it?

- We had a *private discussion*.
- It was done in December and the person who has done it was a **school learner**. She explained to me that I should not do abortion; I must just carry my pregnancy for 9 months and be positive that I will deliver a healthy baby. I must not think about it, I must not be stressed and I may start the Anti- Natal Clinic so that I could deliver a healthy baby.
- It was done by my **mother** when she went at my school to inform the principal in order for her to be given more information on what to do.
- It was done when we held a peer leader **conference/workshop** where it was mostly concentrating on factors affecting the youth, such as pregnancy and HIV and AIDS.

- My ***mother went to grandmother*** to inform her about my pregnancy and due to the fact that I am a school girl, they decided to go and seek for more information regarding the implementation of this policy because they only knew a little that they heard from the **radio**.
- My ***family members and teachers*** gave me a lot of advice and they told me about this re-entry policy whereby they told me that pregnant girls can still stay in school until it is time for them to give birth and still come back after giving birth, in about 3 months.
- Our school ***principal*** called me to his office and told me about the policy. He also asked me if I wanted to stay in school or stay at home whereby I decided to stay in school and continue with my classes as usual.

3. Do you know whether any of your teachers, parents and other community members was involved in the development of the policy?

Yes	7
No	13
Don't know/Blank	3
Total	23

If so, how?	If not, why?
Because they are the one who came up with the idea, for the Ministry to do something about it.	Some of the community never told me anything about the situation that I was in and some never care about it and never dare to support me.
They use to talk about it in parents meetings, we have radio programmes where parents express their voices; parents contribute to the development of it. It affects everyone, so they held meetings both people in community or just teachers where they discuss this policy.	Because if parents were involved then most of the learners who got pregnant would be sent back to school after they deliver. I just don't know. I was not told who was involved in this policy.
They have told me the same things about being pregnant.	Because up to now, I don't know anyone involved in the development of the policy.
Because our teacher was involved in the development of the policy but some learners they don't follow the policy.	Because if they will, then this thing of learners falling pregnant at school would have drop by now but nothing has changed.
Teachers talk to us every time about it, especially during Life Skills classes.	Because we learners, we were not really informed about this policy.
	When policy are made, we learners we do not know, we are only told at school that it is a policy.

Is your school involved in the implementation of the policy?

Yes	14
No	2

Don't know/Blank	7
Total	23

If so, how?
Because it allows learners who fall pregnant to come back to school after they have given birth.
They admit back teenagers after giving birth. They accept them to attend classes as any other learner and they are treated equally.
Pregnant girls are motivated by teachers and are allowed to come to school until only a month is left before their estimated date of delivery.
I believe it is, because we have a number of learners who gave birth but the school gave them the opportunity to continue schooling.
They wanted all learners to get education even they are pregnant. The thing is, there is no other way to do because is part of our nature. Reducing of the number of learners' pregnancies.
Female teachers meet with girls to discuss about the reducing number of learner pregnancies.
Because the school is involved in the policy. By telling learners that they must study hard and make their books their only boyfriends.
In "My Future is My Choice"; AIDS Awareness; TADA and OYO.
By counseling the learners. Through Life Skills subjects. By dismissing them (learners) from the hostel.
Educate people to use contraceptives. By controlling girls and boys blocks (in the hostel). Educated people about population growth.
Because girls are allowed to come back.
<ul style="list-style-type: none"> - Chances to come back from school are given after giving birth. School do not treat me differently from other learners when I come back - They allow us to write exams - They tell us about other illnesses we could have contracted by falling pregnant - Through my future is my choice classes, Life Science classes, Life Skills classes

If so, why not?

Because we were not informed about this policy and we do not know anything of this policy.
The learners are only using the policy now.

4. In your opinion do you think it is a good/bad policy?

Yes (good)	22
No (no)	1
Don't know/Blank	0
Total	23

Explain your answer:

Good policy because:

I personally think it is a good policy because it allows pregnant learners to continue with school and achieve good results at the end of the academic year. It is not easy for these girls because they experience a lot of rejection and they feel so alone, that's why some girls have suicidal thoughts.
Good because this policy is teaching those learners who fell pregnant not to repeat the same mistakes. It also implements the constitution of Namibia in the theme of education which states that everyone got the right to education.
It is a good policy because pregnant girls are given chances to complete their studies on time instead of being at home for a year or two after delivery before going back to school> Some learners find it difficult to continue with their studies after being home for certain years.
Good because if a girl stay at home just feeding (the baby) without coming to school, parents will not be able to fulfill them with all the needs they need until they all grown up. Therefore a person needs to come back to school after delivery to come and study for her to be someone in the future in order to go and help her child.
It is important for learners to go to school in order to get more effort or knowledge and get educated even she got pregnant she got a right to go to school as a learner.
The teachers don't stop the pregnant girls from attending school.
It is very good to introduce the policy to the country. The government must introduce the policy of how many kids each family may have because there is a high increase in population of our country.
It is good because it helps many girls to re-gain their future and encourage them to e what they always wanted to be in life. Also helps them to know what they are doing when having sex.
Because it will encourage learners to concentrate on their study first.
It is a good policy.
Second chance to learners who make mistakes
Teen mothers offered another chance to improve their education and guarantee their future jobs and have better future.
A good chance for learners who gave birth not to worry about babies.
They will become responsible.

Bad policy because:

It is bad because learners are living the school and more teenagers are suffering too much when they are staying home and no better education.
It allows victims to go back to school and cut out the number of school drop-outs.

5. Do you think the policy addresses most of the concerns of the girls who get pregnant?

Yes	21
No	1
Don't know/Blank	1
Total	23

6. If yes, why do some of your friends decide to stay away from school after giving birth?

- Because they don't want to come back to school after giving birth.
- Yes, because they did not tell them to come back to school or sometimes they are shy to come back.
- They can be afraid of the teasing by other learners.
- They are afraid of being insulted and called names at school.
- They feel they are useless already and no need to continue/stay in school and think they are already parents. Some of them feel ashamed because of the others who use to laugh and blame those girls.
- Because they are usually shy of the fellow schoolmates, they think that there is no opportunity for them to continue with their studies.
- Some of them become alcoholics and do not think about going to school anymore; some it is because of their parents that don't send them back to school.
- Parents telling you that they won't pay your school fees again; sometimes it's really difficult to go back to school.
- Most of the time the young mother has to take care of the baby and time does not wait anymore.
- Simply because they are embarrassed to go back and some are not that confident so much that when they get pregnant they wouldn't want to go back to school. Some get used work while they pregnant and they fell they are too old and grumpy.
- For the less confident and not well motivated, they won't go back to school but self-confidence and motivation winners will go.
- *Some of the teachers treat these girls bad.*
- Some girls find it very difficult to raise and feed their babies while they still at school.
- They are shy and feel ashamed to come back to school
- Parents do not want to pay school development fund
- Some do not have people who can look after their babies while they come back to school
- Some feel embarrassed and fear being laughed at by others
- Some prefer going to look for employment as fathers of their children do not support them and babies.

7. Do you think the policy would have made a difference if some of the girls were involved (present) at the time when these policies were developed?

- Yes, very much, if you always analyze the situation now most pregnant teens have enrolled back into schools compared to those previously. They go back to school for they know they have that right to continue with school and not just stay at home and become an uneducated person. The policy intends to make sure that these learners still acquire education.
- Yes, I think it would make some difference because I think it is the main purpose of this policy to help girls not to get pregnant as teenagers anymore but to concentrate with their studies.
- **No** difference because learners now use to get pregnant at any chance they have sex and forget about contraceptives because maybe it become long time to do so or enjoy it absolutely.
- Yes, because they could give the real issue that they have experienced.
- **No**, because it does not make a difference due to the fact that they use to be given advice by parents and at school but they are still falling pregnant.
- Yes, it will help because some of the girls if this policy would have made in time they would not fall into such thing.
- **No**, it would not have made a difference because even if the policy was there before, girls would still continue to get pregnant and go out of school until they have given birth.
- It will make a difference, because they always remember on what they were taught and most of them will know what to do before they have sex and know when they fell pregnant and know where to go ask for help and assistance.
- Because the policy is for them, especially girls who were pregnant at the time of development. Policy makers could hear true stories as pregnant girls could reflect and contribute from experiences. The policy could have considered girls' opinions.

8. Why do you think some of your friends get pregnant? Explain your answer please!

- They get pregnant because of peer pressure and because they need money. Most of school learners they are from poor houses so when they come to school they end up selling their bodies and later fall pregnant.
- They use to have sex with uncontrollable people; maybe they are much too bigger to tell them (those who made them pregnant) to use condoms or abstain. They don't want to abstain and say they are in school and wait until they get someone in future.
- Some mostly because they do not know implications related to pregnancy. Some they get pregnant through peer pressure and are afraid to loose friends. Some simply are afraid their boyfriend will break up with them and some got pregnant simply by mistake they did not use protection.
- Because it is just the mistake to get pregnant.
- They get pregnant because parents and teachers they did not tell him how to protect himself.
- Parents don't tell their children clear opinions.
- Because some of them don't have anyone to support them when it comes to finance, so they are doing it for money. Because they don't get advice from their parents or guardians.
- Some of them get pregnant due to peer pressure from their friends. Some do because they don't know what will happen if they have sexual intercourse.

- Because of peer pressure they turn to do what their friends are doing; getting involved in things they do not know. Lack of money, some girls have sex for money and end up pregnant since they did not use condoms which can prevent them from falling pregnant. Sometimes because of alcohol they have sex under the influence of alcohol.
- Unprotected sex due to ignorance or lack of knowledge about the how to use condoms
- - Alcohol abuse and irresponsible drinking
- - Poverty
- - Broken homes
- - Habit of imitating other cultures
- - To please boyfriends and boyfriends refuse to use condoms
- - Peer pressure

9. Which people are the most responsible for making schoolgirls pregnant?

- School boys, **sugar daddies**, the drug users and alcohol abusers at home and in the street.
- Male teachers and boyfriends.
- I will say those who do not respect the quality of a person as a learner. These are **Taxi drivers, sugar daddies** and sometimes **teachers** (x 6) too.
- Taxi drivers (x 5), sugar daddies and teachers.
- Community people (x 2) and other school boys (x 4).
- Businessmen (x 3).
- Street boys.
- Truck drivers and soldiers.
- Young boys and old men because they give you everything you ask them when having sex and you forget to put the condom on.

[NB: *The number in the brackets indicate how many similar responses were given by the learners.*]

10. What role does the guidance and counseling teacher (or Life Science teacher) perform in supporting girls who return after delivery?

- They give learners courage to study more harder (x 2) and tell them what to do as mothers and study so that they can finish their studies and become someone in life for themselves to support their babies.
- They give advice as to avoid pregnancy like using contraceptives and family planning.
- They encourage them to be serious with their studies. They teach them how to abstain from sexual activities.
- They encourage girls to pull up their socks and study very hard in order to pass so that can be able to help their children (x 3). They encourage girls not to repeat the mistake they already made.
- No, our Life skills teacher does not support girls who return after delivery.
- Counseling teachers explain and give advice to teenagers about life now that they are young mothers.

- They encourage and motivate learners to feel comfortable and use their chance of returning to school.

[NB: *The number in the brackets indicate how many similar responses were given by the learners.*]

11. What support systems are in place at home for girls who fall pregnant?

- Good and bad, because some parents don't like their children dropping out of school because of school boys who impregnated a girl at an early age without her finishing school.
- Have support and guidance from family on how to care for the baby.
- They are provided with needs & wants. They are encouraged to carry the baby until it is born & continue with their studies.
- By taking care of the baby while she is going back to school. By giving girls advice to study very hard and not to repeat the same thing when she fell pregnant.
- To stop staying away from boys.
- Healthy food with all the nutrients needed by unborn baby. Clothes for the pregnant girl and for unborn baby. Information and ideas e.g., not to give up when she goes back to school.
- No support system unfortunately. The girls are helped by those who impregnated them.
- At home most of the girls are suffering a lot because there is no one to provide basic support/needs to them.
- At home some learners are supported and taken care of especially my grandmother supports me with dignity.
- Provide them with healthy food in order to be strong. Treat them in a polite way.
- Usually parents motivate a girl to continue with her studies during and after pregnancy. They do this by telling her to accept what has happened and to forget the past and focus on the future.
- There is no support system at all, in fact some parents especially fathers tend to reject their children. In most cases mothers are the ones that support girls in such cases.
- Financial support, help, care. Love support. They give them hope and encouragement; help them with food and transport when visiting the clinic.

12. Where do you get most of the help (or support)? Is it at school or community level?

- At school (x 4), you can ask help from your teachers, friends and they will tell you on what to do.
- Community (x 4) especially the elderly people, because with the support you are able to have the courage to learn from your mistakes and move on.
- I think in school, because these learners are getting counseling at school.
- Community level (x 4) because in the community there will be family members that will help you with all your needs (x 2), they will meet with professional counsellors.

- At home.
- I get most of the help from my family and from friends.
- Parents show most of the support to their children when they fall pregnant.

[NB: *The number in the brackets indicate how many similar responses were given by the learners.*]

13. What recommendations do you have for the Ministry of Education for future policy development?

- To put more effort in this policy and to assist girls at every school so that they can learn more about it.
- To bring up more of this development to improve our lives.
- To put more strict policy so that the learners can be afraid to practice such things.
- To stop school learners not to insult a person who gave birth.
- They must encourage teachers to sacrifice on teaching learners on the impact of teenage pregnancy. They can also introduce more awareness clubs at school to educate fellow learners.
- They must put punishment for those who impregnated school girls.
- The ministry must give chance and freedom to pregnant girls to attend classes at least 8 months with pregnancy and come back after delivery.
- The ministry should involve girls when developing such policies and establish training for younger peer counselors.
- The ministry should continue with the re-entry policy and all schools in the country should give girls programmes to spread awareness to young girls and to advise them on such things.
- The government must introduce the policy to the learners that they must not give birth while in school and past it all over the world.

RESPONSES FROM LEARNERS' FOCUS GROUP DISCUSSION

A total of fifteen learners (5 males and 10 females) in School A in the Hardap region participated in the focus group discussion as follows:

Reflection on the Process:

Questions asked:	Responses given:
1.How did you learn about the policy?	During assembly from school principal; from some teachers and learners.
2.Who talked to you about it?	The school principal.
3.Do you know whether any of your teachers, parents and other community members was involved in the development of the policy?	No

Involvement: How?	Parents don't even know; time consuming; parents might object; financial constraints.
4. In your opinion do you think it is a good/bad policy?	It is a good policy- it provide chance us with the chance to finish education and achieve our goals. It is bad because girls abuse the policy e.g., they see it as a key to unprotected sex; pregnant girls set bad examples; unsafe environment.
5. Do you think it addresses most of the concerns of the girls who get pregnant?	Yes , in terms of education. No , in terms of health & psychological effects.
If yes , why do some of your friends decide to stay away after giving birth?	Because of shame; to avoid being ridiculed; for safety.
6. Do you think the policy would have made a difference if some of the girls were present at the time when these policies were developed?	Yes , because all their opinions would have been considered.
7. Why do you think some of your friends get pregnant?	<ul style="list-style-type: none"> • Because of unprotected sex. • Copying culture (following bad examples). • Use of alcohol, poverty, domestic problems.
8. Which people are the most responsible for making schoolgirls pregnant?	Young adults between 20- 35 years old.
9. What role does the guidance and counseling section perform in supporting girls who return after delivery/	Not really, girls just continue as before.
10. What support systems are in place at home for girls who fall pregnant?	Grandparents, especially grandmothers provide support.
11. Where do you get most of the support? Is it at school or community level?	From community members like neighbours, family members & grandmothers.
12. What recommendations do you have for the Ministry of Education for future policy development?	<ul style="list-style-type: none"> • To involve every one affected. • To have meetings with community members. • Take more time before implementing a new policy. • Have a trial period.

SUMMARY OF THE FINDINGS:

Identified gaps in translating re-entry policy into practice	How the Government is addressing the gaps faced by girls	How are communities addressing the gaps	Are there any support mechanisms in place (state what they are)
1. Practitioners understand the policy but no training has been provided for end-users.	1. There are funds allocated under ETSIP for the implementation of the policy.	Community members are eager to assist girls during pregnancy and delivery period.	Life skills teachers and school counselors are assisting at school level.
2. Monitoring process depends on the complaints received from end-users.	Regional school counselors, Life skills teachers, Counseling support groups, School boards etc., are involved.	Community participating as school board members in decision-making bodies.	The Ministry of Education has integrated sexual reproductive health in the school curriculum.
	The current policy emphasizes prevention and therefore sexual reproductive health lessons formed the greater proportion of the policy.		Other ministry such as MOHSS, MGECW and NGOs support in reducing rate of pregnancy among girls.

Are school managers aware of the policy and implementing it as stipulated in the policy document? (if yes state how and if no explain why not?)	Are all learners (boys and girls) aware of the policy? what is their interpretation of the policy?	Is the policy monitored to achieve results and outcomes? How is it monitored? is there a monitoring tool developed by the ministries to do so?	Availability of policy documents and accessibility by all.	Are girls readmitted into schools and retained, How is their performance? well and complete their studies (backed by statistics)
1. All the principals are aware of the policy. Three out of eight said did not understand it.	1. The two boys who participated in this study were not aware of the policy.	1. Principals are expected to make records of monitoring this process. They send these reports to the regional offices.	1. The circular or policy documents are at schools.	1. The statistics indicate that more girls are re-admitted (total no. in 5 yrs) compared to the number of drop-out.
2. Those who understand it, read the circulars.	2. The boys said the policy is good because it helps learners not to get pregnant, but to concentrate on their studies.		2. In most cases, the principals have a copy of the policy.	2. No statistics collected in this study on girls' performance after re-admission.
3. Those who said no said the policy needs to be revised because	3. Most of the girls said they learn about the policy through			From their opinions, they indicated

it causes endless problems for the learners involved.	their friends, radio, TV, newspaper, teachers and principal.			eagerness to study hard and complete their studies because they have learned through their mistakes.
4. Some Life skills teachers learn about the policy through consultations with learners, workshops or their principals.				Two school managers indicated that more than 8 girls completed grade 12 last year after re-admission.

5. After girls re-admitted into schools, are they retained; do they perform well and do they complete their studies?

The tables below indicate the statistics of number of girls who completed their studies and wrote grade 12 national examinations in 2011. The information was provided by **four** schools only as follows:

Region	No of school	Number of learners who fell pregnant and return to school and wrote grade 12 exam in 2011.
Oshana region	1	6
Khomas region	1	2
Hardap region	2	3
Total	4	11

The grade 12 results of girls who returned to school after giving birth and wrote exams in 2011.

Commerce field

Learner No	NDO 105	ENG 116	ACCOUNTING 345	BUSINESS STUDIES 346	ECONOMICS 347	MATH 324	Total Points
01	2	D	C	C	D	D	30
02	3	E	G	G	U	E	15
03	E	D	G	D	F	G	15

Social Science field(s)

Learner No	Kwanyama 104	Ndonga 106	Eng 116	Agric. 321	Biology 322	Physical science 323	Math 324	Development studies 331	BUSINESS STUDIES 346	305	315	Afrikaans 115	German 121	Geography 332	History 333	Total Points
01	2		D		E	E	D	E								25
02		4	F		U	F	E	G								14
03		3	F	F	G	F	G									15
04			D		4	D	C	E	E							25
05			D		C	4	C	B		3						29
06			C					F				B	D	F	E	22
07			C					G				C	D	E	G	19
08				4		D	E				2	B		E		30

Note: The minimum admission points at the University of Namibia = **25 points** on 5 best subjects.

If we count all the 6 subjects written and consider the minimum points (25) then one could conclude that 5 learners out of 11 (45%) did fairly well including the two girls who scored 30 points in total.

CONCLUSIONS

- Learners and community members are aware of the re-entry policy implementation in the schools.
- The re-entry is good but it needs to be re-visited to address the gaps identified in this study.
- Therefore, staff members at schools, learners and community members need to be sensitized about the policy.
- Most of the community members, family members, (especially their grandmothers and mothers) as well as Life Skills teachers are identified as people giving more support to girls who fall pregnant while in school.
- The Ministry of Education is aware of some of the short-comings in the policy and measures are put in place to address them.

RECOMMENDATIONS

- Parents (especially mothers and grandmothers of pregnant girls) played a major role in supporting these girls. Hence, they need to receive proper information & training about the policy.
- A good monitoring process is needed especially at school level, to see how girls are performing after re-admission; to monitor that they stay in school; and to ensure that they finish high school.
- This study has its own limitations in terms of selection and sampling procedures. It was more like a pilot study on the re-entry policy concerning the retention and performance of girls in schools. Therefore, a bigger study (survey) is recommended in order to generalize the findings and provide accurate results for implementation.

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