



RE-ENTRY POLICIES IN OTHER AFRICAN COUNTRIES

TEN/MET Policy Brief

Tanzania Education Network/Mtandao wa Elimu Tanzania

Policy Brief

“Readmission of all School Dropouts”

Executive Summary

Girls’ education is considered as a smart investment, mainly because its benefits or dividends have a huge and broad impact in stopping poverty between generations. Educating girls, besides being a human right and highway to them accessing other rights, is similarly considered as a huge game changer globally. **Girls’ education is essential for achieving gender equality, reduction of poverty, development of prosperity, and building of a peaceful, stable, and resilient economy or society.**¹

According to statistics from the President’s Office, 167,834 pupils (96,683 boys and 71,151 girls), or 1.6% of all enrolled **primary school pupils** dropped out of school in 2019. Another 98,949 students (50,509 boys and 44,440 girls), or 4.2% of all **secondary school students** dropped out of secondary schools. In sum, **266,783 school children dropped out of the primary and secondary system** in 2019. This is a monumental waste of human and financial resources, and a relatively serious failure of the school system in effecting sound management of the country’s youth.

It must be admitted that, the Government of the United Republic of Tanzania, has undertaken resolute measures to address this dropout problem in various ways. For instance, in June 2021, the **Government of Tanzania** announced that school dropouts including pregnant girls will be offered opportunities to return to school through

alternative colleges.² In November 2021, the **Ministry of Education Science and Technology** issued the Education Circular No. 2, 2021 expressing the Government will to readmit drop out students back to formal schooling. Furthermore, in February 2022, the **Ministry of Education, Science and Technology** again issued a Re-Entry Guideline for Students who dropped out of Primary and Secondary School. The new set of Re-Entry Guidelines was titled, *“Mwongozo wa Kurejesha Shuleni Wanafunzi waliokatiza Masomo katika Elimu ya Msingi na Sekondari kwa Sababu Mbalimbali.”*

This TEN/MET’s Policy Brief therefore aims at supporting these timely government actions towards addressing the dropout problem as a national challenge that requires concerted national efforts and commitment to eliminate by all state and non-state actors.

Context and Problem Statement

It is established globally that, girls encounter a myriad of problems at each age and every stage of their journey in education. Transiting from primary to secondary school, is usually hugely challenging for most adolescent girls, mainly because the transition brings about greater responsibilities such as care for relatives and siblings, expectations of income earning, sexual relationships without contraception, and child marriage.³

¹ “Every Girl goes to School, stays Safe, and Learns: Five Years of Global Action 2021-26.” Foreign, Commonwealth and Development Office. Pg.7-9

² The African Committee of Experts on the Rights and Welfare of the Child (2020) “Admissibility Ruling Communication

Legal and Human Rights Center and Center for Reproductive Rights (on behalf of Tanzanian girls) v United Republic of Tanzania.”

³ Jenny Birchall. “Early Marriage, Pregnancy and Girl Child School



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Girls who have previously dropped out of school have a higher risk factor in doing so permanently. However, those girls who drop out of school temporarily have a lesser risk of dropping out permanently. This indicates that a girls' motivation and interest or commitment to school determines her likelihood to return rather than other factors.⁴

It is henceforth imperative that to achieve impeccable success in implementing a re-entry policy and guidelines, several measures have to be considered, such as the development and engagement of a system for immediate restoration of dropouts into the formal education system, the application of a school based system for transfer and monitoring of dropouts within the education system, and provision of extension services or facilities to support dropouts complete their education.

The official recognition of compulsory restoration of adolescent mothers into the formal education system is imperative. The growing trend in most countries is to make it easier for pregnant schoolgirls to continue with their education. In this track of mind, there are several crucial elements to be considered for supplementing the guidelines for implementation of the re-entry policy and guidelines.

The Right to Education for Girls

The **1977 Constitution of the United Republic of Tanzania** recognizes the right to education as a fundamental right in its Article 11. The Constitution states that Primary Education in Tanzania is universal and compulsory for all children from 7 years of age until they complete the primary education cycle.

Among key legislation as regards to the education is the **National Education Act of 1978, amended in 1995 and 2002**. The

National Education Act is the primary law on education, and it guarantees compulsory primary education for every child who has reached 7 years in its Article 35. **The Education Act** also guarantees that no child is refused enrolment in school, and tasks parents or guardians to ensure their school children are regularly attending school. According to the **Law of the Child Act of 2009**, the child's right to education is guaranteed its Article 9. The **Law of the Child Act** also reiterates that parents, legal guardians, and custodians of children bear the obligation to provide the child with its right to education, and guidance. Moreover, it also mentions that no child shall be denied access to education by any person.⁵

In 2016, the government amended the **Education Act, Cap.353** to prohibit any person to marry a primary or secondary school girl or schoolboy, hence criminalizing such acts. As more effort to protect women against discrimination and later child marriage, the Education Act (2016) provides a punishment of not less than five years' imprisonment to any person who aids, abates, or solicits a primary or secondary school girl or schoolboy to marry while pursuing primary or secondary education.

Furthermore, the written laws (**Miscellaneous Amendment (No 2) Act of 2016 on Education (Cap 353) section 60A (3)**) "any person who impregnates a primary or secondary school girl commits an offence and shall be liable to imprisonment for a term of thirty years".

Despite these legal statements, the situation of teen pregnancies is still alarming.

Irrespective of the above claims, there existed a **2002 Regulation Number 4 of the Education Regulations on "Expulsion and Exclusion of Pupils**

Dropout." Helpdesk report. K4D. October 2018. Pg.11
⁴ "The Bedrock of Inclusion: Why Investing in the Education Workforce is Critical

to the Delivery of SDG4." Tanzania Study. NORAD. March 2021. Pg 5
⁵ Ibid., Pg 6



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from Schools” with directives on the requisite State Officers to ban the resumption of studies in public schools by pregnant schoolgirls after delivery.

Tanzania has signed and ratified several United Nations conventions regarding the rights of girls or children. For instance, on 11th June 1976 Tanzania approved the **International Covenant on Economic, Social and Cultural Rights (ICESCR)**, The **Committee on Economic, Social and Cultural Rights (CESCR)** has shared its concerns on the fact that one third of primary school children in Tanzania do not complete their schooling.

Meanwhile on 10th June 1991, Tanzania confirmed the **Convention on The Rights of the Child (CRC)**. The Committee on the Rights of the Child (CRC) prohibits the expulsion of pregnant girls from school and urges the development of programs which link with learning of livelihoods skills. CRC emphasizes that all children have the right to education on equal basis, and government is responsible for realising this obligation. Moreover, the CRC also urges on the inclusion of reproductive health education in school curriculum, and support for pregnant girls to ensure they complete their education. Elimination of FGM is another right to education infringement urged for eradication by CRC.⁶

Moreover, on 20th August 1985, Tanzania ratified the **United Nations Committee on the Elimination of Discrimination Against Women (CEDAW)**, which requires governments to apply necessary measures to addressing female student dropout rates, and therewith organize programs for girls who left school prematurely. The CEDAW Committee has urged the Government of Tanzania to retain girls in school and strengthen the implementation of re-entry policies so that girls return to school after delivery of their children.

Girl's Dropout Factors in Tanzania

A crop of factors influences a schoolgirl to dropping out of school or their likelihood to getting pregnant, and her chance to resume schooling. Dropout rates at secondary school level in 2018 were at 30,368 girls, and 33,635 boys. The main reasons were mainly triggered by truancy (82%) and pregnancy (15%) for girls and truancy for boys (95%).

As of 2019, the total dropout figures in Tanzania were relatively high, with around 1.6% (167,834), of pupils enrolled in primary school (10,605,430), dropping out in 2019. At the secondary school level 4.2% (or 98,948) of all students enrolled (2,338,457), dropped out. Altogether, a total of 266,782 students at both primary and secondary level dropped out of the education system in 2019.

In closer detail, a 2019 government Regional Data publication titled “**Pre-Primary, Primary, Secondary, Adult and Non-Formal Education Statistics**”, shows that a total of 93,887 (40,040 girls and 53,847 boys) pupils dropped out of Primary schools in 2018. This constituted around 1% of the total number of school children (9,717,309) enrolled in government schools in 2018.

Among the main factors in the **education facility or school**, are inclusive of availability of space in education facilities, awareness of re-entry policy by school administrators and other teaching staff, and the provision of intensive counseling and guidance services in the school facility. As regards key factors at the **Ministry of Education**, the presence or provision of **Re-Entry Policy and Guidelines** is paramount, as is the availing of financial support for implementing the policy or guidelines and bursary. The **pregnant schoolgirl's** readiness to continue with

⁶ Right to Education Factsheet. Right to Education Project. January 2015. Pg 22-23



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education is perhaps one of the most crucial factors in relation to implementation the re-entry policy and guidelines, coupled with her desire to complete her education. Moreover, her knowledge or awareness on the re-entry policy and guidelines is also another determinant.

Furthermore, parents are similarly crucial in enabling the implementation of the re-entry policy and guidelines gain enhanced success. However, factors that influence parents to implement the policy and guidelines might include their awareness of the re-entry policy and guidelines content and intended impact, and their readiness and willingness to cooperate with various stakeholders in getting the necessary be implemented.

All told, the **community's awareness** of the re-entry policy and guidelines contribute to the extent of implementation of the policy, as does support from civil society stakeholders, and other community-based education actors. Overall, a positive attitude among community members as concerns teen pregnancies is a crucial factor to consider.

On the other hand, it is supposed that 4 factors promote re-entry (or returning to school), these being social norms (e.g., thinking positively about school education - school for a better life), linkage of community and school (e.g., good relationships between stakeholders such as head teacher, education managers, community leaders, teachers, etc.), supportive environment (e.g., individual support at school, baby care services, good relationships with guardians, and networking), and using discipline to make adolescents serious about their education (e.g., fear of punishment for absenteeism,

warning by adults, punishment outside school, etc.),⁷

Key Lessons on Re-Entry in African Countries

According to a paper titled *“Leave No Girl Behind. Gender Responsive Education Sector Planning: A Pathway to Gender Equality in Education,”*⁸ gender equality in education brings forth numerous dividends towards nurturing sustainable national growth, enhanced economic development, and a more inclusive social context. Calculations show that if every girl in this world gets 12 years of basic education, women's lifetime earnings could increase by USD \$ 15 trillion and more. Women with secondary education earn at least twice as much as those without.⁹ For instance, when women have at least basic education, they can earn nearly a fifth more than those without.

In **Kenya**, the **Basic Education Act of 2013** requires learners who drop out to be provided with opportunity to continue with education. The **Re-Entry policy for pregnant schoolgirls** in Kenya has supposedly encountered inconsistent implementation. Factors that hinder girls from re-entry include insensitive school environment, and parental attitudes to educating girls. Social environment at school is mentioned as a major factor in determining teen mothers' re-entry to school, whereas majority prefer transfers to other school after delivery, especially day mixed schools instead of boarding or girls' only schools.

The **2020 National Guidelines for School Re-Entry in Early Learning and Basic Education** provide a framework for enhancing re-entry for learners who dropped out of school, including those with

⁷ Hanae Henzan, Rie Takeuchi, Sammy M. Njenga, Ernesto R. Gregorio jr, Yoshio Ichinose, Daisuke Nonaka, & Jun Kobayashi. **“Factors Influencing School Re-Entry among Adolescents in Kenya.”**

Pediatrics International. Volume 64, Issue 1. 1st June 2021.

⁸ Global Partnership for Education. United Nations Girls' Education Initiative. September 2019

⁹ Ibid., Pg 2



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disabilities. The guidelines are an opportunity for all such learners to acquire re-entry and access quality education in learning institutions. The guidelines provide modalities and mandate of stakeholders involved in implementation of the entry policy.¹⁰ Lastly, Kenya's **2009 National Health Policy** allows pregnant girls to stay in school if possible or practical to them.¹¹ Even though the **National School Health Policy** states that pregnant schoolgirls are permitted to continue their studies if practical and later resume after childbirth, this is not implemented effectively.

In **Namibia**, the **Policy on Pregnancy among Learners in Schools** directed that the pregnant schoolgirl should have at least one member of school staff whom she can discuss her situation. Secondly, she was obliged to reveal the identity of the person responsible for her pregnancy, and thirdly, she can continue with her education until the time for her to be confined for delivery. Fourthly, for a pregnant girl who has left school, she would be allowed to take end of year examinations, and fifthly, she shall be entitled to stay in school hostels unless her medical care requires otherwise. As of the person who caused her pregnancy, if he is a learner at the same or other school, he is supposed to have one teacher with whom he can discuss the pregnancy situation. He is similarly being made aware of the consequences of accepting or denying paternity and eventual consequences of providing false information. The responsible schoolboy is allowed to continue his education until the schoolgirl he impregnated leaves school for confinement. However, the schoolboy can duly take his end of year examinations.¹²

Apropos **Zambia**, the re-entry guidelines implementation guide was developed and commissioned 2 years after the issuance of the re-entry guidelines, to strengthen operationalization. The guidelines were distributed to schools, stakeholders, parents, guardians to enable them facilitate schoolgirls complete their education after delivering. The experience in Zambia showed that schoolgirls are more likely to resume their studies if the school administration is informed on their pregnancy before taking maternity leave, and if they stayed in school for at least 3 months after pregnancy. Nevertheless, a considerable number of pregnant schoolgirls are noted to skip returning to school once they gave birth to their infants. Unsupportive school environment, insufficient financial resources, and absence of counseling services were among key reasons for their defaulting.¹³

Among challenges noted in **Zambia** on implementing the re-entry policy, is poor parental understanding and support for the re-entry policy. Most parents preferred marrying off their daughters as a better option because they could acquire dowry, and because they viewed their daughter's future as bleak after pregnancy. Girls from poor families viewed marriage as tradeoff. Among factors that facilitated better likelihood for pregnant schoolgirls to choose re-entry is the provision of counseling and mentoring before and after pregnancy, as well as awareness raising and grooming of positive attitudes. Community outreach involving fathers also helps in reducing schoolgirl pregnancies.¹⁴ However, it is also alleged that *"the re-entry policy has posed many challenges that have negatively affected*

¹⁰ **National Guidelines for School Re-Entry in Early Learning and Basic Education.** Ministry of Education. Republic of Kenya. Pg. 3-4

¹¹ **Helpdesk Report: Education for Pregnant Girls and Young Mothers.** 27th May 2015. Health & Education Advice Resource Team. Pg. 1-9

¹² **School Policy on Learner Pregnancy in Namibia: background to Reform.** Ministry of Education by Gender Research & Advocacy Project Legal Assistance Centre. 2008

¹³ *Ibid.*, Pg 2

¹⁴ *Ibid.*, Pg 9-12



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the provision of quality education in selected secondary and primary schools” in Zambia.¹⁵

As regards **Malawi**, the readmission procedures include the pregnant schoolgirl and responsible male learner, submit to the head teacher 3 copies of a letter informing of the pregnancy. Thereafter they are supposed to be counseled by the school counseling committee and informed on the possibility of readmission. They are both issued with a one-year maternity and paternity leave. Accordingly, Malawi’s experiences show that around 49% of pregnant schoolgirls take the readmission. Impediments and barriers encountered by the pregnant schoolgirls included the unfriendly school environment (especially if they return to the same school), negative attitudes towards teenage mothers, socioeconomic constraints, lack of psychosocial support, and insufficient counseling.¹⁶

In relation to **Uganda**, in December 2020, the Uganda Ministry of Education and Sports, issued “*Revised Guidelines for the Prevention and management of Teenage Pregnancy in School Settings in Uganda*”, which provided a policy framework for handling schoolgirl pregnancy and continuation of education. Important policy reforms in these guidelines were inclusive of all school were now supposed to prioritize admission of young mothers or girls after pregnancy, and parents and caregivers were now expected to report to the District Education Officer, any school that has refused to admit their daughter. Furthermore, the guidelines also prescribed periodic pregnancy testing of all schoolgirls and other measures as a way of preventing teenage pregnancies. However, **Human**

Rights Watch viewed this as an infringement of dignity, privacy, equality, and body autonomy for the schoolgirls.¹⁷

Programs for Pregnant Schoolgirls and other Dropouts in Tanzania

In accordance with a report titled “*Forced Out: Mandatory Pregnancy Testing and the Expulsion of Pregnant Students in Tanzanian Schools*” it is contended that there are no specific legal provisions for expulsion of pregnant girls from public schools.¹⁸ However there is a provision in the Education Act which stipulates that LGAs should devise punitive measures on pregnant girls. Secondly, the report purports that forced pregnancy testing besides instilling fear of premarital sex and pregnancy, it is part of a larger practice in controlling adolescent sexuality. Expulsion is a form of social control. Thirdly, the report notes that such practices reflect a failure to protect these adolescent girls, rather than reduce adolescent pregnancy the measure disempowers them and deny them access to education. Likewise, the report suggests that the **Ministry of Education, Science and Technology** should have provided comprehensive sexual reproductive health education, information, and access to health services to prevent pregnancy.

The **Ministry of Education, Science and Technology** in the 2019/20 Budget Speech stated that through the **Secondary Education for Out of School Adolescent Girls – SEOSAG**, which is a **program targeting girls who dropped out due to pregnancy**, more than 700 girls were registered in Tanga; while in an **Integrated Program for Out of School Adolescents – IPOSA**, up to 3,238 youths (1,440 females) have been registered, and up to

¹⁵ Lazarus Bwalya. Assessing the Impact of Re-Entry Policy in Zambian Education System: A Case of Chongwe District. Mulungushi University. Zambia. 2015. Pg 3

¹⁶ Ibid., Pg 12

¹⁷ **Africa: Rights Progress for Pregnant Students.** Human Rights Watch. September 29th, 2021. Pg??

¹⁸ However, there is a provision in the Education Act which stipulates that LGAs should devise punitive measures on pregnant girls.



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10,000 adults are expected to register by June 2021.¹⁹

On the other hand, the **Ministry of Education and Vocational Training in Zanzibar**, promotes re-integration of adolescent and youth who have either dropped out of school or never enrolled by different reasons through the **Alternative Learning Skills Development (ALSD) project**. At least 2 ALSD centers exist (one in Mjini District Unguja and one in Micheweni District Pemba), with around 576 (142 girls and 434 boys) youth aged between 15 to 22 years old enrolled. The centers equip students with **secular skills including reading, writing, arithmetic and vocational skills** such as tailoring, housekeeping, electric engineering, livestock farming, bee keeping and chicken rearing.²⁰

As of Zanzibar, on 5th March 2005, the Government of Zanzibar enacted the **Spinster and Single Parent Children Protection Act Number 4 of 2005**, which allows pregnant schoolgirls in primary and secondary school to return to continue with their education after delivery. In a section relating to “Protection of the right of Education”, paragraph 4 (1) states that

“Where a girl is found to be pregnant while still at school she may immediately be suspended from school.” Furthermore, paragraph 4 (2) notes that *“a girl suspended under section (1) of this section may be reinstated to the school in the next academic year following her delivery or at any time deemed most appropriate by the education authority but in any case suspension shall not exceed two academic years.”*²¹

The law was introduced to enable both girls and boys have equal rights and opportunities to education, and to ensure that early pregnancy does not deny girls of their education rights. Nevertheless, a noticeable proportion of schoolgirls who get pregnant in Zanzibar, fail to resume their studies, especially regarding higher education and tertiary levels. The **Spinster and Single Parent Children Protection Act Number 4 of 2005** provides a second chance, but if the same girls get pregnant again, she is permanently expelled from school.²²

Gaps in the Right to Education Policy in African Countries

Article 11(6) of the **African Charter on the Rights and Welfare of the Child** affirms that *“state parties shall take all appropriate measures to ensure that girls who become pregnant before completing education are able to continue with their education”*.²³

Human Rights Watch notes that in 2018, there were around 26 African countries that had policies, laws, or strategies for guaranteeing schoolgirls re-entry back to school after pregnancy. In 2021, the number increased to 30 African countries that possessed **re-entry policies prescribing education rights for pregnant schoolgirls** (e.g., Botswana, Burundi, Cameroon, Gambia, Ghana, Liberia, Madagascar, Malawi, Mali, Namibia, Senegal, South Africa, Swaziland, Uganda, Zambia and Zimbabwe), countries with **policies or strategies providing for continuation** (e.g., Cabo del Verde, Cote d’Ivoire, Gabon, had national laws referring to

¹⁹ **Hotuba ya Waziri wa Elimu, Sayansi na Teknolojia, Mheshimiwa Prof. Joyce Lazaro Ndalichako (MB) Akiwasilisha Bungeni Makadirio ya Mapato na Matumizi kwa Mwaka 2019/20**. MoEST. 2019/20 Budget Speech. Dodoma. April 2019. Para 36 Pg 39-40

²⁰ Country Report on the Review and Progress made in Implementation of the

Beijing Declaration and Platform for Action – Beijing +25. Pg. 56

²¹ The Spinster and Single Parent Children Protection Act, 2005. Revolutionary Government of Zanzibar.

²² Ibid., Pg 61

²³ **European Journal of Molecular & Clinical Medicine**. ISSN 2515-8260 Volume 07, Issue 07, 2020. Pg 3287



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pregnant school girls right to education), **national laws relating to pregnant schoolgirls’ right to education** (e.g., Benin, DRC, Lesotho, Liberia, Kenya, Rwanda, and Sierra Leone), to enable pregnant schoolgirls the right to education at varying degrees. Lastly, Mozambique, Sao Tome e Principe, Nigeria, South Sudan, and Zimbabwe have all **removed restrictive policies**, but still have a **policy gap**.²⁴

TEN/MET’s Recommendations on the Re-Entry Guidelines

Less education for women and girls translates into missed prospects for advancement and capitalizing on opportunities. Higher levels of education and skills for women and girls enable for more effective adoption and benefitting from new technologies. Private rate of returns for educating women and girls an extra year are larger than for men or boys. Girl’s education directly influences improvement of nutrition and lowers child mortality through quality care. Where mothers have secondary education, the mortality rates of under 5 children is lower. Women’s education makes the single largest contribution to reducing malnutrition. Women’s educational levels correlate positively with economic indicators, and vice versa. Women and girl’s education have costs on economic productivity and growth.

A working session by **TEN/MET Working Group on Re-Entry Guidelines (National Girls Education Caucus)** proposed additional emphasis on several provisions for the Re-Entry Guidelines. The recommendations provide further emphasis on key issues and additional improvement that needs to be taken on board by the Government for the Re-Entry Guidelines to achieve its intended policy outcomes.

²⁴

Area #1: Title of the Re-Entry Guidelines Document

- The Re-Entry Guidelines should note and define its goal as enabling ***all school dropouts***, and especially school girls, get a second chance, to go back to school.

Recommendation #1: Title, Heading of the Re-Entry Guidelines and Objectives be changed to:

- ***“Guidelines for the Implementation of Re-Entry of Students who dropped out of Primary and Secondary School for various Reasons through the Formal Schooling System.”***

Area #2: Re-Entry Guidelines Target Group.

Re-Entry Guideline mention targeting the return to school of school children who dropped out due to pregnancy, students with disabilities, and various other reasons (e.g., truancy, poverty, child labour, remoteness, single parenthood, and neglect).

Recommendation #2a: The Re-Entry Guidelines should:

- Target or ensure the **creation of non-bureaucratic readmission procedures and supportive learning environment for all** school children readmitted to school.

Recommendation #2b: The ***implementation*** of readmission procedures and Guidelines reflect a strong:

- **Standardization of readmission procedures** and their implementation across the country.

Area #3: Roles of Stakeholders in Implementation of the Re-Entry Guidelines.



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The engagement of a **collaborative and multisectoral** approach (e.g., education, social welfare, health, and gender), that provides awareness and readiness for safeguarding the continued education of schoolchildren who dropped out, particularly, adolescent mothers is paramount.

Recommendation #3a: Review of MoEST Education & Training Policy

- MoEST must review the *Education and Training Policy of 2014*, the Education Act of 1978, and propose changes for the Marriage Act of 1971, in order to address requirements of the Re-Entry Guideline.
- It is suggested that the Re-Entry Guideline clarify the paramount right of education for children in conflict with the law, especially those undergoing behavioral rehabilitation.

Recommendation #3b: Role of President Office – Regional Administration and Local Government (PO-RALG)

- Among the responsibilities of the *PO-RALG* should be to ensure the Re-Entry Guidelines are implemented effectively in each District through Ward Education Officers (WEO) and District Education Officers (DEO).
- Establishment of *case management guidelines for school administrators* to apprehend all types of violence against school children.

Recommendation #3c: Roles of the Primary & Secondary District Education Officers (PO-RALG)

- Among the responsibilities of the DEOs (*Primary & Secondary*) should also be provision of awareness building to teachers on the Re-Entry Guidelines.

Recommendation #3d: Responsibility of Headmasters and Head Teachers

- The Re-Entry Guidelines must itemize the responsibility of Head Masters or Head Teachers, in monitoring attendance, academic performance, stigma, and other coping challenges of student returnees.
- Provision of remedial academic support to all readmitted learners, in quest to improve academic performance.

Recommendation #3e: Responsibility of Student Counselors or Advisers

- The role of *Student Counselors and Advisers* should primarily be to counsel and advise all readmitted students. The counseling should include monitoring their attendance, academic performance, stigma, and other coping challenges.
- Provision of guidance and counseling services to all readmitted learners in primary and secondary schools.
- Establishment of **Referral System and Supporting Services** for addressing the range of psycho-social and other challenges that school dropouts and adolescent mothers encounter in pursuing their education.
- The Student Counselors & Advisers should note the importance of imparting knowledge and information of reproductive health education and or services for all students as a way to prevent child pregnancy among school children.

Recommendation #3f: Role of *School Board/Committees* in implementing the Re-Admission Guidelines of School Children who Dropped Out of School:

- Engagement of the **School Board or Committees** and relevant forums (community-based education



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management structures), in supervision of readmission procedures and their implementation.

- Promoting and informing readmitted school children, especially adolescent mothers, of alternate education and training options or flexible pathways that exist within and outside the formal school system.
- Ensuring that school leadership effectively reinforces the implementation of readmission policy at school level, by following all readmission procedures.
- Community sensitization on all matters pertaining to readmission and continued education of all schoolchildren who dropped out of the education system.
- Strengthening community support mechanisms and services to retain readmitted learners in school.

Recommendation #3g: Responsibility of the Communities

- It is suggested that Communities are given prime responsibility in supporting school dropouts to return to school.
- Also, communities should be held responsible for addressing and eliminating oppressive cultural and social traditions that hinder school children from using their right to education.
- Creation of platforms for networking among key education sector stakeholders on implementation and enforcement of the readmission policy for all schoolchildren dropouts and particularly, adolescent mothers.

Area #4: Monitoring & Evaluation.

Monitoring & Evaluation of the Re-Admission Policy for the Prevention of

School children Dropout and Adolescent Pregnancy Measures:

Recommendation #4a:

- Monitoring and tracking the progress on attendance, performance and challenges of all school children who have been readmitted into the formal school system, especially adolescent mothers.

Recommendation #4b:

- Ministry of Education and PoRALG (Directorates of Policy and Planning), to develop and maintain a database on all school dropouts, especially adolescent mothers, and their readmission in the school system.

Recommendation #4c:

- All schools to establish M&E system to track progress on achievement on implementation of the Readmission policy and guidelines.