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Appendices

Appendix 1: Research Topic registration: University of Pretoria



8 January 2009

Mr T Runhare
Number 23
Rooibok Road
LOUIS TRICHARDT
0920

Dear Mr Runhare

TOPIC: THESIS

I have pleasure in informing you that the following has been approved:

TOPIC: A comparative case study of institutional responsiveness to mainstreaming of pregnant learners in formal education

SUPERVISOR: Prof S Vandeyar

CO-SUPERVISOR: -

The appropriate regulations for the requirements of theses appear in the General Regulations of the University.

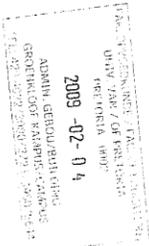
Shortened guidelines for the submission and technical details of theses are attached.

Your enrolment as a student must be renewed annually until you have complied with all the requirements for the degree, preferably during the official period of enrolment but before **February 28**. No re-registrations will be accepted after **February 28**. You will only be entitled to the guidance of your supervisor if annual proof of registration can be submitted.

Yours sincerely

Ms Wilda Stander

Telephone: (012) 420 2725 / Fax: (012) 420 5933
Email: wilda.stander@up.ac.za



Appendix 2.1: Letter from Ethics Committee: University of Pretoria

I.A APFC



Faculty of Education

Ethics Committee

23 April 2009

Dear Mr Runhare

REFERENCE: EM08/11/01

Your application was carefully considered and discussed during a Faculty of Education Ethics Committee meeting and the final decision of the Ethics Committee is:

Your application is approved on the following conditions:

- 1) That the research strategy that will be utilised in the study does not require that the participants offer very private and personal information about themselves.
- 2) That it is made clear to the focus group participants that there are limits to confidentiality. Confidentiality cannot guarantee because there is no control over other participants in the focus group.

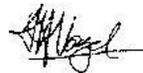
This letter serves as notification that you may continue with your research. You do not have to re-submit an application. The above-mentioned issues can be addressed in consultation with your supervisor who will take final responsibility.

Please note that this is **not a clearance certificate**. Upon completion of your research you need to submit the following documentation to the Ethics Committee:

- 1) Investigator(s) Declaration that you adhered to conditions stipulated in this letter (D08/01).
- 2) Investigator(s) Declaration for the storage of research data and/or documents (Form D08/02).
- 3) Supervisor's Declaration for the storage of research data and/or documents (Form D08/03).

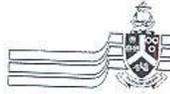
On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number EM08/11/01 in any communication with the Ethics Committee.

Best wishes,



Dr Salome Human-Vogel
Chair: Ethics Committee
Faculty of Education

Appendix 2.2: Ethical clearance certificate: University of Pretoria



UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EM08/11/01

PhD: Education Policy Studies

A comparative case study of institutional responsiveness to mainstreaming of pregnant learners in formal education.

Mr Tawanda Runhare

Department of Education Management and Policy Studies

22 July 2010

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE Prof L Ebersohn

DATE

22 July 2010

CC

Prof Vandeyar

Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix 3: Permission to conduct research: Senior education manager (South Africa)



LIMPOPO

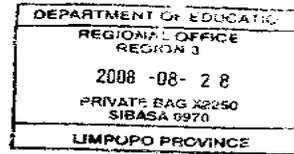
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

Private Bag X2250
SIBASA
0970
Tel: (015) 962 1315
962 1331
Fax: (015) 962 6039
(015) 962 3674

DEPARTMENT OF EDUCATION

REF:13/3/2/11
ENQ: J.MAGUGUMELA.

University of Venda
School of Human and Social Sciences
Department of Teacher Education
Private Bag x5050
THOHOYANDOU
0950



Attention: TAWANDA RUNHARE

*Given to M. Masala
Registry 20080828*

PERMISSION TO CONDUCT RESEARCH: A case study of Institutional Responsiveness to Mainstreaming of Pregnant Learners in Formal Education.

1. The above matter has reference.
2. We acknowledge receipt of your request to conduct research on the above mentioned topic.
3. Permission is granted to conduct research as requested on condition that normal teaching and learning is not disrupted.
4. This serves to introduce to the Circuit manager and the Principal under whose jurisdiction the identified school shall be.
5. We wish you success in your endeavour to be involved in finding solutions to challenges facing the successful provision of better quality education.

[Signature] *20080828*
DISTRICT SENIOR MANAGER FOR EDUCATION DATE

VHEMBE DISTRICT
THOHOYANDOU GOVERNMENT BUILDINGS; OLD PARLIAMENT; BLOCK D
55th Anniversary of South Africa - Development is about people

Appendix 4: Permission to conduct research: Circuit Manager (South Africa)



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
**DEPARTMENT OF EDUCATION
VHEMBE DISTRICT**

Nzhelele West Circuit
Private Bag X1001
Dzanani
0955
Telefax: 015 970 4537

NZHELELE WEST CIRCUIT

Ref: 915170
Enq: Circuit Manager
Tel : 015 970 4537
Cel : 071 676 4371

To: The Principal

PERMISSION TO CONDUCT RESEARCH: TAWANDA RUNHARE: A case study of Institutional Responsiveness to Mainstreaming of Pregnant Learners in Formal Education.

1. The above matter have reference
2. Permission has been granted to Tawanda Runhare to conduct research on the above mentioned topic.
3. Permission is granted to conduct research as requested on condition that normal teaching and learning is not disrupted.
4. Hoping that you will find this in order.



THE CIRCUIT MANAGER: NZHELELE WEST

17/09/2009

Date

NZHELELE WEST CIRCUIT MAKHADO EMPC ADMINISTRATION BUILDINGS
Private Bag X1001, Dzanani, 0955, Telefax: 015 970 4537

1

*The Heart Land of South Africa – Development is about people! **Baso Paba, People First, Vhatlu Phanda!***

Appendix 5: Permission to conduct research: Secretary for Education (Zimbabwe)

all communications should be addressed to
"The Secretary for Education Sport and Culture"
Telephone: 734051/59 and 734071
Telegraphic address: "EDUCATION"
Fax: 734075



Ministry of Education, Sport and Culture
P.O Box CY 121
Causeway
Zimbabwe

MR TAWANDA REINHARD
FACULTY OF EDUCATION
UNIVERSITY OF PRETORIA
PRETORIA, SOUTH AFRICA

RE: PERMISSION TO CARRY OUT RESEARCH

Reference is made to your application to carry out research in the Ministry of Education, Sport and Culture institutions ^{or vice versa}

A CASE STUDY OF INSTITUTIONAL RESPONSIVENESS TO
CONTINUING TRAINING OF PREGNANT LEARNERS IN FORAL
EDUCATION: HARARE AND MIDLANDS PROVINCES.

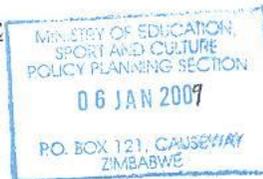
Permission is hereby granted. However, you are required to liaise with the Provincial Education Director responsible for the schools from which you want to research.

You are also required to provide the Ministry of Education, Sport and Culture with the final copy of your research since it is instrumental to the development of Education in Zimbabwe.



Z. M. Chitiga
Z. M. Chitiga

For: SECRETARY FOR EDUCATION, SPORT AND CULTURE



Appendix 6: Permission to conduct research: Provincial Education Director (Zimbabwe)

All communications should be
addressed to
"The Provincial Education Director
Education, Sport and Culture"
Telephone: 222911/4 and 2
23225/6
Fax: 226482



Ministry of Education
Sport, Arts and Culture
P.O. Box 737
GWERU

Mr/Ms/Miss **TAWANDA RUMHARE**

Deputy Regional Director
Ministry of Education
and Culture: Midlands
17 NOV 2009
(Primary Education)
P.O. Box 737, Gwelo

Dear Sir/Madam

APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH IN SELECTED SCHOOLS IN MIDLANDS PROVINCE

Permission to carry out a research on **A COMPARATIVE CASE STUDY OF
INSTITUTIONAL RESPONSIVENESS TO MAINSTREAMING
OF PREGNANT LEARNERS IN FORMAL EDUCATION;
HARARE AND MIDLANDS PROVINCES.**

In Midlands Province has been granted on these conditions

- that in carrying out this you do not disturb the learning/teaching programmes in schools
- that you avail the Ministry of Education, Sport and Culture with a copy of your research findings
- that this permission can be withdrawn at anytime by the Provincial Education Director or by any higher officer

The Education Director wishes you success in your research work, and in your University College studies

T. Nyahwa
PP. EDUCATION OFFICER (PROFESSIONAL ADMINISTRATION AND LEGAL SERVICES)
FOR PROVINCIAL EDUCATION DIRECTOR, MIDLANDS

Appendix 7: Participant consent forms

Appendix 7.1



Faculty of Education
University of Pretoria
PRETORIA 0002

2008

INFORMATION SHEET AND INFORMED CONSENT FORM FOR SCHOOL PRINCIPALS

Introduction

My name is Mr Tawanda Runhare. I am a PhD student at the University of Pretoria carrying out research on **policy guidelines that allow for the inclusion of pregnant and former pregnant learners in formal schools.**

I am requesting for permission to select 30 learners (some of whom will be pregnant or former pregnant), from your school to take participate in the research by expressing their views on the topic.

For you to make an informed decision on this, you should have full information and understanding of what the study is about and how the learners will be involved. Should you have any questions, please feel free to ask or phone me on the following numbers: 015 962 8412/079 216 3502 (South Africa) or 052 6712/011 716228 (Zimbabwe). You are reminded that participation is entirely on voluntary basis and therefore no one will take part until she/he fully understands what the research is all about and is happy with what she/he will do in the study.

What is the purpose of the study?

The main purpose of the study is to gather the views of school principals, teachers, learners, parents and community members in the school governing boards on policy guidelines that allow pregnant and former pregnant girls to continue with their education at formal schools. This information will be used to analyse the strengths/benefits and weaknesses/disadvantages of the policies and suggest how they could be improved.

How will they participate in the study?

If you grant this permission, the learners who volunteer to participate will be asked some questions on the research topic and to share their views in a group of between 6 to 8 people of the same age, gender, circumstances and socio-cultural origins. The group discussion will take about one hour. The discussion will not be an oral examination and therefore all the views expressed will be correct because there are many perceptions to the same policy.

What are the rights of the learners as research participants?

The decision to take part in this study is totally voluntary, that is, every learner will be free to accept, or refuse to take part in the study if she/he has some doubts or thinks that her/his participation could leave her/him emotionally or psychologically disturbed. Furthermore, should she/he agree to take part but change her/his mind later, she/he will be allowed to withdrawal from the study at any stage and time, without being asked any questions.

What are the risks of participating in the study?

Since the learners shall only be answering questions on the topic being studied, there will be no foreseeable physical injuries that could result from their participation. However, the ideas they will express will be known by the other members of the group. They will therefore be advised not to say any information about themselves that they would not share with other people or that could leave them feeling emotionally disturbed. However, if one thinks that such information is important to this study, she/he can write and put it into the school suggestion box, without indicating her/his name.

Also, as the study is not about anyone's personal or private life, but on views towards pregnancy policies in schools, there should be no emotional risks if one chooses to take part.

How will participants' personal privacy and confidentiality be protected?

As already stated, the learners will not be asked to talk about their private life but to express their views on pregnancy policies in schools.

All views gathered in the study will be handled in a strictly confidential manner: First, participants will not be allowed to say their names throughout the discussion and gathered information will not be linked to any name in the report of the study. Second, the gathered information will only be used for this study and not disclosed to any unauthorised people. Lastly, all participants will have a chance to cross-check the information before and after it is put into a report. This will be done at another meeting, which will be held between the researcher and the focus groups that would have participated.

Has the study got approval from authorities?

Written permission to carry out this research in schools was granted by the Faculty of Education's Ethics Committee (University of Pretoria) and the relevant department of the Ministry of Education. However, this does not mean that learners will take part in the study against their will. Furthermore, before learners below the age of 18 years can volunteer to participate, their parents will first give written permission.

INFORMED CONSENT DECLARATION FORM

In terms of the ethical requirements of the University of Pretoria, I now invite you to complete this form as an indication of your permission for learners at your school to voluntarily participate in this study.

I _____ hereby confirm that I have been fully informed about the purpose, procedures, and activities of the study. The rights and risks of learners' participation have also been fully explained to me. I was given full opportunity to ask any questions and I understand that participants can withdraw from the study at any stage and time, without giving any reasons.

I therefore hereby freely **Give/Do not give** my consent for the learners to voluntarily take part in the study as outlined (**Delete the inapplicable**).

Signature: _____ **Date:** _____

Researcher signature: _____ **Date:** _____

Appendix 7.2



Faculty of Education
University of Pretoria
PRETORIA 0002

2008

INFORMATION SHEET AND INFORMED CONSENT FORM FOR ADULT PARTICIPANTS

Introduction

My name is Mr Tawanda Runhare. I am a PhD student at the University of Pretoria carrying out research on **policy guidelines that allow for the inclusion of pregnant and former pregnant learners in formal schools.**

I am inviting you to volunteer to take part in the research by expressing your opinions on the topic.

For you to make an informed decision on whether to participate or not, you should have full information and understanding on what the study is about and how you will be involved. Should you have any questions, please feel free to ask by writing your questions (**without writing your name**) and placing them in the school suggestion box or phoning me on the following numbers: 015 962 8412/079 216 3502 (South Africa) or 052 6712/011 716228 (Zimbabwe). Since this is not official work, you are therefore reminded that you are not forced to take part and that you should not agree to take part until you fully understand what the research is all about and are happy with what you will do in the study.

What is the purpose of the study?

The main purpose of the study is to gather the views of school principals, teachers, learners, parents and community members of the school governing boards on policy guidelines that allow pregnant and former pregnant girls to continue with their education at formal schools. This information will be used to analyse the strengths/benefits and weaknesses/disadvantages of the policies and suggest how they could be improved.

How will you participate in the study?

If you agree to take part in the study, you will be asked some questions on the research topic and share your views in a group of between 6 to 8 other people of the same age and gender. The group discussion will take about one and half hours. The discussion will not

be an oral examination and therefore all the views expressed will be correct because there are many perceptions to the same policy.

What are your rights as a research participant?

Your decision to take part in this study is totally voluntary, that is, you are free to refuse to take part in the study if you have some doubts or if you think that your participation could leave you emotionally or psychologically disturbed. Furthermore, should you agree to take part, but change your mind later, you are allowed to withdrawal yourself from the study at any stage and time, without being asked any questions or giving any reasons.

What are the risks for your participation in the study?

Since you shall only be answering questions on the topic being studied, there will be no foreseeable physical injuries that could result from your participation. However, the ideas you will express will be known by the other members of your focus group. You should therefore not say any information about yourself that you would not share with other people or that could leave you feeling emotionally disturbed. If you think that such information is however important to this study, you can write and put it into the school suggestion box, without indicating your name.

Also, as the study is not about your personal or private life, but on your views towards pregnancy policies in schools, there should be no emotional risks if you choose to take part.

How will your personal privacy and confidentiality be protected?

As already mentioned, you will not be asked to talk about your private life but to express your views on pregnancy policies in schools. For this reason, you are advised to only answer what you are asked.

All views gathered in the study will be handled in a strictly confidential manner. First, you will not be allowed to say your name throughout the discussion and gathered information will not be linked to any name in the report of the study. Second, the gathered information will only be used for this study and not disclosed to any unauthorised people. Lastly, all participants will have a chance to cross-check the information before and after it is put into a report. This will be done at another meeting which will be held between the researcher and your focus group.

Has the study got approval from authorities?

Permission to carry out this research in schools was granted by the Faculty of Education's Ethics Committee (University of Pretoria), the Ministry of Education, the school principal and parents. However, this does not mean that you should take part in the study against your will.

INFORMED CONSENT DECLARATION FORM

In terms of the ethical requirements of the University of Pretoria, I now invite you to complete this form as an indication of your voluntary acceptance to take part in this study.

I _____ hereby confirm that I have been fully informed about the purpose, procedures, and activities of the study. The rights and risks of my participation have also been fully explained to me, and I have read and fully understood what this study is all about. I was given full opportunity to ask any questions and I understand that I can withdraw my participation from the study at any stage and time without giving any reasons.

I therefore hereby freely **Give/Do not give** my consent to participate in this study (**Delete the inapplicable**).

Signature: _____ **Date:** _____

Researcher signature: _____ **Date:** _____

Appendix 7.3



Faculty of Education
University of Pretoria
PRETORIA 0002

2008

INFORMATION SHEET AND INFORMED CONSENT FORM FOR LEARNERS

Introduction

My name is Mr Tawanda Runhare. I am a PhD student at the University of Pretoria carrying out research on **policy guidelines that allow for the inclusion of pregnant and former pregnant learners in formal schools.**

I am inviting you to volunteer to take part in the research by expressing your opinions on the topic.

For you to make an informed decision on whether to participate or not, you should have full information and understanding on what the study is about and how you will be involved. Should you have any questions, please feel free to ask by writing your questions (**without writing your name**) and placing them in the school suggestion box or phoning me on the following numbers: 015 962 8412/079 216 3502 if in South Africa or 052 6712/011 716228 if in Zimbabwe. Since this is not school work, you are therefore reminded that you are not forced to take part and that you should not agree to take part until you fully understand what the research is all about and happy with what you will do in the study.

What is the purpose of the study?

The main purpose of the study is to gather the views of school principals, teachers, learners, parents and community members of the school governing bodies on policy guidelines that allow pregnant and former pregnant girls to continue with their education at formal schools. This information will be used to analyse the strengths/benefits and weaknesses/disadvantages of the policies and suggest how they could be improved.

How will you participate in the study?

If you agree to take part in the study, you will be asked some questions on the research topic and share your views in a group of between 6 to 8 other learners. The focus group will be made up of other learners of the same age, gender, circumstances and attending at the same school as you. The group discussion will take about one hour. The discussion

will not be an oral test and therefore all the views expressed will be correct because there are many ways of looking at policy, rule or anything by different people.

What are your rights as a research participant?

Your decision to take part in this study is totally voluntary, that is to say you are free to refuse to take part in the study if you still have some doubts or think that your participation could leave you emotionally or psychologically disturbed. Furthermore, should you agree to take part but change your mind later, you are allowed to withdrawal yourself from the study at any stage and time, without being asked any questions or giving any reasons.

What are the risks for your participation in the study?

Since you shall only be answering questions on the topic being studied, there will be no foreseeable physical injuries that could result from your participation. However, the ideas you will express will be known by the other members of your focus group. You should therefore not say out any information about yourself that you do not want to share with other people or that could leave you feeling emotionally disturbed. If you think that such information is important to this study, you can write and put it into the school suggestion box without indicating your name.

Also, as the study is not about your personal or private life, but on your views towards pregnancy policies in schools, there should be no emotional risks if you choose to take part.

How will your personal privacy and confidentiality be protected?

As already mentioned, you will not be asked to talk about your private life but to express your views on pregnancy policies in schools. For this reason you will be advised to only answer what the questions ask.

All views gathered in the study will be handled in a strictly confidential manner. First, you will not be allowed to say your name throughout the discussion and gathered information will not be linked to any name in the study report. Second, the gathered information will only be used for this study and not disclosed to any unauthorised people. Lastly, all participants will have a chance to cross-check the information before and after it is put into a report. This will be done at another meeting which will be held between the researcher and your focus group.

Has the study got approval from authorities?

Permission to carry out this research in schools was granted by the Faculty of Education's Ethics Committee (University of Pretoria), the Ministry of Education, your school principal and parents. However, this does not mean that you should take part in the study against your will.

INFORMED CONSENT DECLARATION FORM

In terms of the ethical requirements of the University of Pretoria, I now invite you to complete this form as an indication of your voluntary acceptance to take part in this study.

I _____ hereby confirm that I have been fully informed about the purpose, procedures, and activities of the study. The benefits and risks of my participation have also been fully explained to me, and I have read and fully understood what this study is all about. I was given full opportunity to ask any questions and I understand that I can withdraw my participation from the study at any stage and time without giving any reasons.

I therefore hereby freely **Give/Do not give** my consent to participate in this study (**Delete the inapplicable**).

Signature: _____ **Date:** _____

Researcher signature: _____ **Date:** _____

Appendix 8: Focus group interview guides

Appendix 8.1: Focus group interview guide for pregnant and former pregnant learners

INTRODUCTION AND INSTRUCTIONS

I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However should you feel that there are certain things you do not want to say in the presence of others, you can write and forward to me after the discussion. Remember the views expressed here are only going to be used for this study and there are no wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.

Thank you.

Mr Tawanda Runhare.

1. Do you understand the school policy on girls who become pregnant while at school?
 - 1.2 What is good about the policy?
 - 1.3 What is bad about the policy?
 - 1.4 What should be added to the policy?
 - 1.5 What should be removed from this policy?

2. When you look back, what was it like to be at school before you got pregnant?
 - 2.2 What is it like being at school now?

3. Would you say your educational plans have changed after getting pregnant?
 - 3.1 If yes explain how they have changed.

4. From your experience, how do the following people treat you? Give reasons why you think they have such behaviour, attitudes and treatment.
 - 4.1 Your parents.

4.2 Community members.

4.3 Your school/classmates.

4.4 Teachers.

5.1 Describe the traditional/cultural customs and practices that your community has on pregnant women.

5.2 What cultural/traditional customs and practices in your community do you find to be bad for your education now that you are pregnant/have a baby? Explain with examples from your experience or what you have seen.

6. From what you have experienced so far, what would you prefer from the following choices? Give reasons to support your choice.

6.1 To be at home during the period of pregnancy and only come back to school after giving birth. Why?

6.2 To continue with schooling throughout the period of pregnancy. Why?

6.3 To attend a correspondence or adult school. Why?

6.4 To stop going to school completely. Why?

7. Describe the reactions of the following to you when they got to know that you were pregnant?

7.1 Your parents

7.2 Your school/classmates

7.3 Teachers.

7.4 How did these reactions affect you as a learner?

8. Describe your daily life with the following people now that you are pregnant:

8.1 Your parents

8.2 Your school/classmates

8.3 Teachers

9. If given a choice where would you find it better to continue with schooling? Give reasons for your choice.

9.1 The school where you were before your pregnancy. Why?

9.2 A different school from where you were before your pregnancy. Why?

9.3 A correspondence or adult school. Why?

10. Are there any programmes or services at school that are meant to help you as a pregnant or formerly pregnant learner?

10.1 If yes, describe them.

10.2 If not, what do you suggest should be done?

11. Describe the problems that you are experiencing at school as a pregnant or former learner.

11.1 What do you suggest should be done to solve the problems?

12. As a pregnant or former pregnant learner, what do you expect from the following people?

12.1 Your parents.

12.3 Teachers.

12.4 Your school/classmates.

13. Has there been any change to your school performance after you got pregnant or gave birth. Give reasons for the change, if any.

14. If you look at the structures/facilities in the school, are they good for you as a pregnant or former pregnant learner? Explain your answer with examples.

14.2 What do you suggest should be done to meet your needs?

15. What things do you think should be done to the following to improve the learning of pregnant and former pregnant learners?

15.1 Teachers.

15.2 Your parents.

15.3 Your school/classmates.

16. The policy that allows pregnant and former pregnant girls to continue with their education in schools has been there for some time now.

16.1 Do you think the policy should be kept in schools or be stopped now? Why?

Thank you once more for your participation and valuable ideas.

Tawanda Runhare
PhD student University of Pretoria, 2008.

Appendix 8.2: Focus group interview guide for mainstream learners

INTRODUCTION AND INSTRUCTIONS

I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However should you feel that there are certain things you do not want to say in the presence of others, you can write and forward to me after the discussion. Remember the views expressed here are only going to be used for this study and there are no wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.

Thank you.

Tawanda Runhare.

1. Do you understand school policy on girls who become pregnant while at school?
 - 1.1 What is good about the policy?
 - 1.2 What is bad about the policy?
 - 1.3 What should be added to the policy and why?
 - 1.4 What should be removed from the policy and why?

2. Describe the traditional/cultural values and practices that your community has on pregnancy.
 - 2.2 What cultural/traditional practices/values in your community affect the educational performance of pregnant learners? Explain with examples from your observations.
 - 2.2 What are the traditional sexuality education/beliefs/values in your community which affect the education of pregnant and formerly pregnant learners? Explain with examples from your observations.

3. From your observations, describe how the following people behave to and treat pregnant and formerly pregnant learners:
 - 3.1 Their parents.
 - 3.3 Teachers

3.4 Their school/classmates like you.

4. Where do you think it would be better for the pregnant and former pregnant learners to learn? Give reasons for your answer.

4.1 At the same school where they were before pregnancy.

4.2 At a different school from where they were before pregnancy.

4.3 At a correspondence or adult school.

4.4 To stop school altogether.

5. As school/classmates of pregnant and former pregnant learners, did you get any counseling on this?

5.1 If so, from whom and on what topics?

5.2 If not, is this important to you? Give reasons.

6. What do you think should be done to?

6.1 Pregnant and former pregnant learners to help them with their schooling?

6.2 Other learners who are learning with pregnant learners so that they can understand the pregnant and former pregnant learners in school.

7. From what you see, what do you think is best for the pregnant girls?

7.1 To continue with school during their pregnancy. Why?

7.2 To take a break from school and return after giving birth. Why?

8. From what you see, what do you think is best for pregnant and former pregnant learners?

8.1 To continue at the same school where they were before pregnancy.

8.2 To change to another school?

8.3 To stop schooling altogether. Why?

9. From your observations what problems do pregnant and formerly pregnant learners face?

9.1 At school.

9.2 At home.

9.3 What should be done to help solve these problems?

10. What things do you think should be done by the following to improve the learning of pregnant and former pregnant learners?

10.1 Teachers.

10.2 Their parents.

10.3 Other learners like you.

11. The policy that allows pregnant and former pregnant girls to continue with their education in schools has been there for some time now.

11.1 Do you think the policy should be kept in schools or be stopped now? Why?

Thank you once more for your participation and valuable ideas.

Tawanda Runhare
PhD student University of Pretoria, 2008.

Appendix 8.3: Focus group interview guide for educators

INTRODUCTION AND INSTRUCTIONS

I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However should you feel that there are certain things you do not want to say in the presence of others, you can write them and give me after the discussion. Remember the views expressed here are only going to be used for this study and there are no wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.

Thank you.

Mr Tawanda Runhare.

- 1.1. Does the school have a school policy on learners who could fall pregnant while at school?
- 1.2. What do you think are its strength and weaknesses?
2. What in your view should be added to and removed from the school policy? Give reasons.
3. From your experience and observations do you support the inclusion of pregnant and former pregnant learners in formal schools? Give reasons to support your answer.
4. From your observations, explain the attitudes towards or treatment of pregnant and former pregnant learners by the following people:
 - 4.1 Their parents.
 - 4.2 Other learners.
 - 4.3 Teachers in general.

5. From your observations, what problems do pregnant and former pregnant learners face that affect their school work?

5.1 At home.

5.2. In the community.

5.3. At school.

6.1 What are the customs and views that people in the community have towards teenage pregnancy?

6.2 How could such customs and views disadvantage the education of pregnant and former pregnant learners?

7. From your observations, do you think the school community supports the school policy on inclusion of pregnant and former pregnant learners in formal schools? Explain your answer.

8. The policy that allows pregnant and formerly pregnant girls to continue with their education in formal schools has been there for some time now.

8.1 Do you think the policy should be continued or discontinued? Give reasons for your view.

9. What do think is best for the pregnant and former pregnant learners:

9.1 To continue at the school where they were before their pregnancy. Why?

9.2 To change to another school. Why?

9.3 To withdraw during pregnancy and come back to school only after giving birth. Why?

9.4 To attend a non-formal or adult school. Why?

9.5 To stop schooling altogether. Why?

10. Since the pregnant and formerly pregnant learners are in the school, does the school do anything to help them with their schooling?

10.1 If yes, give details.

10.2 If not what should be done?

11. Describe what you see to be the reactions of the following people on hearing that a school girl is pregnant:

11.1 Their parents.

11.2 You, as their teachers.

11.3 Other learners.

12 From school records are there some girls who have chosen to leave school due to pregnancy

12.1 If yes, what could be the reasons?

12.2 If not, what does the school do to help such learners?

13. Do the school facilities cater for the needs of pregnant learners?

13.1 If yes, in what way?

13.2 If not, what should be done?

14. Are there any programmes or services meant to cater for the special needs/problems of pregnant and former pregnant learners?

14.1 If yes give examples.

14.2 If not, what should be done?

15. Is anything being done by the school to prepare the following for the inclusion of pregnant and former pregnant learners at the school?

15.1 Their parents.

15.2 Teachers.

15.3 Other learners.

15.4 Explain your answer.

16. Suggest what you think should be done to the following to improve the learning of pregnant and former pregnant learners?

16.1 Teachers.

16.2 Their parents.

16.3 Their school/classmates.

17. The policy that allows pregnant and former pregnant girls to continue with their education in schools has been there for some time now.

17.1 Do you think the policy should be kept in schools or be stopped now? Why?

Thank you once more for your participation and valuable ideas.

Mr Tawanda Runhare
PhD student University of Pretoria, 2008.

Appendix 8.4: Focus group interview guide for parents/guardians of pregnant and former pregnant learners

INTRODUCTION AND INSTRUCTIONS

I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However should you feel that there are certain things you do not want to say in the presence of others, you can write them and forward to me after the discussion. Remember the views expressed here are only going to be used for this study and there are no wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.

Thank you.

Tawanda Runhare.

- 1.1 Do you fully understand the school policy on school girls who could become pregnant while they are at your school?
- 1.2 What do you like and dislike about the policy and why?
- 1.3 What should therefore be added to and removed from the policy and why?

2. In your view, which is better for a school girl, -to change school or remain at the same school when she falls pregnant? Explain your answer.

- 3.1 What are your community's traditional/cultural customs and practices about a pregnant woman?
- 3.2 In what way do such beliefs and practices affect the education of pregnant and former pregnant learners?

4. Explain some of the major problems which affect the education of pregnant and former pregnant learners:
 - 4.1 At home

4.2 In the community

4.3 At school.

5. Do you support the teaching of sex education in school?

5.1 If not, why?

5.2 If yes, what things should be taught to learners? Why?

5.3 Which topics should not be taught to learners? Why?

6. From what you see, how are the pregnant and former pregnant learners treated:

6.1 By family members.

6.2 By Community members.

6.3 By teachers.

6.4 By other learners.

7. Do you support the inclusion of pregnant and former pregnant girls in schools? Why?

8. Suggest what you think should be done by the following people to improve the education of pregnant and former pregnant learners:

8.1 Parents.

8.2 Community members.

8.3 Teachers.

8.4 Other learners.

9. The policy that allows pregnant and former pregnant girls to continue with their education in schools has been there for some time now.

9.1 Do you think the policy should be kept in schools or be stopped now? Why?

Thank you once more for your participation and valuable ideas.

Mr Tawanda Runhare
PhD student University of Pretoria, 2008.

Appendix 8.5: Focus group interview guide for members of the school governing board

INTRODUCTION AND INSTRUCTIONS

I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However should you feel that there are certain things you do not want to say in the presence of others, you can write them and forward to me after the discussion. Remember the views expressed here are only going to be used for this study and there are no wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.

Thank you.

Mr Tawanda Runhare.

1.1 Do you fully understand the school policy on school girls who could become pregnant while they are at your school?

1.2 What do you like and dislike about the policy and why?

1.3 What should therefore be added to and removed from the policy? Why?

2. In your view, which is better for a school girl, -to change school or remain at the same school when she falls pregnant? Explain your answer.

3.1 What are your community's traditional/cultural customs and practices about a pregnant woman?

3.2 In what way do such beliefs and practices affect the education of pregnant and former pregnant learners?

4. Explain some of the major problems which affect the education of pregnant and former pregnant learners:

4.1 At home

4.2 In the community

4.3 At school.

4.4 What should be done to solve such problems?

5. Do you support the teaching of sex education in school?

5.1 If not, why?

5.2 If yes, what things should be taught to learners? Why?

5.3 Which topics should not be taught to learners? Why?

6. From what you see, how are the pregnant and former pregnant learners treated?:

6.1 By family members.

6.2 By Community members.

6.3 By teachers.

6.4 By other learners.

7. Do you support the inclusion of pregnant and former pregnant girls in schools? Why?

8. Did you as the school governing board members take part in formulating the school policy on girls who fall pregnant while at school?

8.1 If yes, how did you take part in the formulation of the policy?

8.2 Did the general members of the school community participate in formulating the school policy on girls who fall pregnant while at school?

8.3 If yes, how did you participate in the formulation of the policy?

9. From what you see, how are pregnant and former pregnant learners treated:

9.1 By family members.

9.2 By Community members.

9.3 By teachers.

9.4 By other learners.

10. Do you support the inclusion of pregnant and former pregnant girls in schools? Why?

11. Suggest what you think should be done by the following people to improve the education of pregnant and former pregnant learners:

11.1 Parents.

11.2 Community members.

11.3 Teachers.

11.4 Other learners.

12. The policy that allows pregnant and former pregnant girls to continue with their education in schools has been there for some time now.

12.1 Do you think the policy should be kept in schools or be stopped now? Why?

Thank you once more for your participation and valuable ideas.

**Tawanda Runhare
PhD student University of Pretoria, 2008.**

Appendix 9: Examples of research reflective notes

OCCASION: F.G. Interview with Zimbabwean educators

DATE: 17 November 2009

VENUE: Staff room: Zimbabwean study site.

Journal Notes: Three of the educators said they had not seen the policy though they have seen pregnant and former pregnant girls allowed to learn. Nine of the teachers only agreed that the school should have the policy – they only assumed rather than knowing. Teachers have little concern on policy issues – they regard it as administration responsibility. Schools do not have their own policy but only depend on the office ministry policy, which is not discussed with both learners, parents and even transfers have not been staff developed on the policy provisions. The educators, especially males, expressed more negative views on the policy.

Many raised the view that teen mothers are viewed as prostitutes and that they are isolated in society.

There were views on re-enrolment at different school or transfer to another school which were expressed based on the advantages: All the participants had consensus that the girl child has a right to education and so should be allowed to return to school after delivery, but to another school than to the same school. It is in fact the trend in Zimbabwe unlike in SA. Some were against going to an adult school/non-formal because they said a child should learn with people of her own age. If she goes to an adult school she could regard herself to be an adult or get bad influence from adults: However others expressed that at a non-formal school, because timetable is not rigid, a teenage mother can have time to breastfeed the body and to meet other mothers and share parental ups and downs.

OCCAION: F.G. Interviews with Zimbabwean parents

DATE: 10 - 11 December 2009

VENUE: Staff room and participants' own homes: Zimbabwean study site.

Journal Notes: The male participants were more talkative against inclusion; emphasis on moral values of society and that it was a shame for a girl to be pregnant while at school not at tertiary college.

There was difference in perception according to gender: Males viewed pregnancy as related to loose morals while females viewed it as an exploitation of innocent young girls. That it was those who are poor in school who became pregnant and therefore no real loss/wastage.

Parents who had the experience of having had a pregnant daughter were appreciative that it was a challenge; although they also lay blame on the daughters for bring shame to them. They raised concerns against those who opposed the policy of mainstreaming pregnant and teen mothers in formal schools. However they agreed that it caused problems at school that's why it would be better to have the girl return to school after giving birth. This softer stance was more in SA than in Zimbabwe where girls withdrew themselves once pregnant and would choose to reenroll at another school away from where they are known. Parents of former pregnant and pregnant learners preferred to be interviewed at their homes than to join the focus groups. This indicated the stigma associated with having a pregnant daughter. That only female parents accepted to talk to the interviewer also showed that men saw the problem of daughter pregnancy as mother-blame issue.

OCCASION: F.G. Interview with South African parents

DATE: 09 October 2009

VENUE: Secluded rooms: South African study site.

Journal Notes: One of the female parents excused herself from the discussion. Although she did not show any emotions, as the researcher I got interested to find out the reasons. I asked if I could visit the family on another day. With the assistance of one of the educators, we visited the family. First I wanted to know why she had moved out of the discussion. This made me to realise that parents with similar experiences, and those with children who are pregnant or were former pregnant would not be free to come out in the public. I made appointments to visit some at their homes. The parents of pregnant and former pregnant learner, it could be concluded from this that they were not free to tell their experiences in public. To them discussion on teenage pregnancy was a sensitive research area. As the researcher I had to adjust my data gathering procedures to create an atmosphere in which such parents could open up. For this reason they were interviewed at their individual homes. Here they opened up but they were emotional at times, one ended up expressing self pity for failing to look after her daughter while others felt their daughters were not thankful for the sacrifice they made to educate them. This indicated how society negatively viewed families with a pregnant child.

Appendix 10: Example of transcribed data from interviews (Refer to CD)

Occasion: F.G. Interviews with South African Pregnant and Former Pregnant Learners

Date: 25 August 2009

Venue: Secluded study room: South African study site.

I am glad that the school management and the department do not chase us from school. We come to school until we find that now we can just have to go or to remain at home maybe when it's time to give birth, no one will stop us. After giving birth I will make sure that I look for somebody to look after my baby because I want to go on with my education when I have given birth. It is possible that I can have a child even let's say today and if it's exam time I can come the day after and I will be able to attend school the following day or to write my exam the following day. I have seen others who have done this before and I know this is allowed (SA Pregnant Learner 1).

When we get pregnant at school we do not report the case to anyone in the school. I was not asked to report. I just come to school as usual. Not even a single teacher comes to us to ask about our pregnancy or to counsel us. I think it is proper that we should be getting counseling; unfortunately we do not receive any. I would prefer to be informed about what to wear and when to wear at school and how to sit in the desk (SA Pregnant Learner 3).

Occasion: F.G. Interview with Zimbabwean School Development Committee (SDC)

Date: 04 December 2009

Venue: Staff room: Zimbabwean study site.

It is upon the parents of the pregnant child to make a decision to have the child continue with her education so that the girl could go and continue at another school. We have not discussed the policy with the school head but I know that it is the right of every child to education. To me it's not really an important matter, there are important issues like improving the passes for the school than this policy because we should not be like

encouraging pregnant girls be in school as if they have done nothing wrong (Zimbabwean male SDC member).

Yes it is right that the policy can be a spoiler to school children. It's like we are licensing that it is ok to get pregnant while at school. If we condone this thing it can create problems yet we are saying let the children learn first. How can such a girl mix with others without spoiling them? If other girls see that the pregnant girl is expelled they will fear to be pregnant (Zimbabwean male SDC member).

Appendix 11: Example of Atlas ti coded free quotations (Refer to CD)

All current quotations (297). Quotation-Filter: All

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Edited by: Super
Date/Time: 10/06/28 10:40:14 AM

P 1: F.G INTERVIEW WITH SOUTH AFRICAN SCHOOL GOVERNING BODY MEMBERS

P 1: F.G INTERVIEW.doc - 1:2 (8:8) (Super)

Codes: [Right to Education]

How about if examinations are being written, will it be fair to suspend the girl? It means she will have to wait for next year exams. They should be allowed to write and go on with their education so that their future is not destroyed just because of something that takes place for only nine months. To me this is very unfair and the policy is right to allow the girls to go on with their schooling.

P 2: F.G. INTERVIEW WITH SOUTH AFRICAN EDUCATORS

P 2: F.G. INTERVIEW.doc - 2:1 (105:105) (Super)

Codes: [Call for Special Schools for Pregnant Teens]

While there is no way society can run away from teenage pregnancy in schools, but the counter solution is to find a school where there is less stigmatisation. Whether we like it or not, psychologically once a girl becomes pregnant, she becomes stigmatised here at a normal school because she gets ashamed to be in that state as a schoolgirl

P5: F.G. INTERVIEWS WITH SOUTH AFRICAN MAINSTREAM LEARNERS

P 5: F.G. INTERVIEW.doc - 5:1 (5:5) (Super)

Codes: [Mainstreaming As Cause of Teenage Pregnancy]

Usually when a person is pregnant she will make others to be lazy at school and some think that to become pregnant is a fashion at school and this encourages other children to become pregnant as they see that there won't be any problem if they become pregnant. This is not good for their future because girls will end up planning pregnancy instead of concentrating on school.

P6: F.G. INTERVIEW WITH ZIMBABWEAN SCHOOL DEVELOPMENT COMMITTEE (SDC) MEMBERS

P 6: F.G.INTERVIEW.doc - 6:1 (35:35) (Super)

Codes: [Morality and Learner Pregnancy]

When you go deeper on this issue, may be those who allow the pregnancy to go on are actually right. Many go for abortion secretly because of fearing their parents. Now if schools refuse to accept them, this is like double punishment. The girl is already ashamed of herself and putting more pressure on her is unfair. This is why some abort, kill or dump the baby (Zimbabwean female SDC member).

P 7: F.G. INTERVIEW WITH ZIMBABWEAN EDUCATORS

P 7: F.G. INTERVIEW.doc - 7:1 (11:11) (Super)

Codes: [Hate Language]

If for example she comes from school late because there were sports or some afternoon study or something like that at school, you hear parents say “You want to bring us another baby without a father”. Because the girl will have made the first mistake, she has no defense. Even to walk with another male pupil. The parents of the boy will shout at him thinking he is being spoiled by the young mother (Zimbabwean male educator).

P 8: INTERVIEW WITH ZIMBABWEAN PREGNANT AND FORMERLY PREGNANT LEARNERS

P 8: KEY PARTICIPANT INTERVIEW.doc - 8:1 (38:38) (Super)

Codes: [Educator Assistance to Pregnant Learners]

There is no teacher who comes to help me with school work here at home. It’s only my friends with whom I do the subjects with who come so that we discuss whatever they will have covered. I do not wish to approach teachers because people in the township speak rumours too much.

Appendix 12: Example of Atlas ti codes (Refer to CD)

Code-Filter: All

HU: backup of backup of PhD CODES AND QUOTATIONS
File: [C:\Documents and Settings\tawanda.runhare\Des...\backup of backup of PhD CODES AND QUOTATIONS.hpr6]
Edited by: Super
Date/Time: 10/06/18 05:22:06 PM

Call for special schools for pregnant learners
Call for special schools for pregnant teens
Cultural beliefs on pregnancy
Cultural beliefs on pregnancy and marriage
Cultural limitations on pregnancy and motherhood
Educator assistance to pregnant learners
Educators capacity to handle learner pregnancy
Effects of learner pregnancy
Gender bias against pregnant teens
Hate language
Home-school partnerships
Home -school partnerships
Infrastructural capacity to mainstream pregnant learners
Knowledge of learner pregnancy policy
Knowledge on learner pregnancy
Learner pregnancy and school indiscipline
Learner pregnancy and school performance
Mainstreaming as cause of decline in education standards
Mainstreaming as cause of increase in teen pregnancy
Mainstreaming as cause of increase in teenage pregnancy
Mainstreaming as cause of teenage pregnancy

Appendix 13: Records on population and school participation of pregnant learners

Appendix 13.1: Population of Pregnant Learners at the Study Sites: 2008 - 2009

Year	Study Site	Known Cases	Suspected Cases	Enrolled	Totals
2008	S.A. school	11	- (No records)	8	19
	Zim. school	3	- (No records)	2	5
2009	S.A. school	17	2	11	30
	Zim. school	5	3	4	12

Source: School admission records

Appendix 13.2: School Performance of Sampled Pregnant Learners at the South African Study Sites: 2008 - 2009

Learner Details	Subject	2008				2009			
		T1	T2	T3	T4	T1	T2	T3	T4
SA Pregnant Learner 1	Eng	89	26	68	55	31	33	30	37
	Tshivenda	68	63	82	76	44	53	48	51
	Maths Lit	72	56	29	31	30	13	19	27
	Science	51	24	56	42	29	21	28	26
SA Pregnant Learner 2	Eng	19	31	40	37	25	14	-	-
	Tshivenda	52	35	40	42	53	33	-	-
	Maths Lit	39	14	15	21	32	18	21	20
	Science	35	37	49	42	54	62	34	39
SA Pregnant Learner 3	Eng	89	26	68	53	44	53	41	42
	Tshivenda	68	63	82	70	31	33	-	-
	Maths Lit	72	56	29	33	30	13	-	-
	LO	51	24	56	34	29	21	-	-
SA Pregnant Learner 4	Eng	45	47	25	38	45	47	41	43
	Tshivenda	55	63	54	50	55	53	32	40
	Maths Lit	43	16	20	23	43	16	21	24
	Science	28	48	54	30	28	48	32	40
SA Pregnant Learner 5	Eng	27	37	30	32	33	38	31	41
	Tshivenda	65	62	54	51	51	53	51	61
	Maths Lit	26	9	6	17	26	17	25	33
	LO	53	65	78	62	62	57	59	63
SA Pregnant Learner 6	Eng	9	5	16	21	52	-	-	-
	Tshivenda	33	51	42	37	22	-	-	-
	Maths Lit	17	21	25	30	12	-	-	-
	Science	40	40	33	45	46			

Source: Learners progress records provided by subject educators and school academic records

Appendix 13.3: School Performance of Sampled Former Pregnant Learners at the South African Study Sites: 2008 - 2009

Learner Details	Subject	2008				2009			
		T1	T2	T3	T4	T1	T2	T3	T4
SA former pregnant learner 1	Eng	46	51	44	53	43	47	53	51
	Tshivenda	53	57	61	51	56	63	61	66
	Maths Lit	41	47	37	43	44	47	45	43
	Science	39	43	51	22	39	44	50	47
SA former pregnant learner 2	Eng	-	44	38	47	39	51	48	53
	Tshivenda	63	71	67	63	59	57	66	59
	Maths Lit	53	49	50	47	61	54	48	47
	Science	40	47	63	54	51	48	51	47
SA former pregnant learner 3	Eng	46	43	44	46	53	43	40	45
	Tshivenda	63	71	68	73	69	59	61	67
	Maths Lit	47	45	49	41	53	45	43	44
	Science	39	52	47	44	48	42	40	46
SA former pregnant learner 4	Eng	51	47	49	44	53	46	43	47
	Tshivenda	61	74	68	59	57	63	68	64
	Maths Lit	47	51	39	42	47	42	39	37
	Science	42	37	35	28	41	39	47	44
SA former pregnant learner 5	Eng	42	38	36	37	43	41	32	39
	Tshivenda	51	47	47	60	56	53	55	57
	Maths Lit	42	38	29	31	37	32	19	35
	Science	43	39	44	47	29	33	35	39
SA former pregnant learner 6	Eng	48	33	29	36	38	41	26	31
	Tshivenda	47	41	44	52	62	59	57	51
	Maths Lit	16	26	31	18	22	36	39	28
	Science	22	34	30	34	42	27	33	39

Source: Learners progress records provided by subject educators and school academic records

Appendix 13.4: School Performance of Sampled Pregnant Learners at the Zimbabwean Study Sites: 2008 - 2009

Learner Details	2008				2009		
Zimbabwean pregnant learner 1	Subject	Marks			Marks		
		Term1	Term2	Term3	Term1	Term2	Term3
Zimbabwean pregnant learner 1	Eng	59	63	B	53	55	43
	Shona	72	78	A	66	63	56
	Maths	54	57	C	N/A	N/A	N/A
	Science	51	59	C	N/A	N/A	N/A
Zimbabwean pregnant learner 2	Eng	28	39	41	33	44	-
	Shona	60	63	59	56	54	-
	Maths	14	18	16	21	19	-
	Science	32	33	31	17	16	-
Zimbabwean pregnant learner 3	Eng	53	49	56	55	53	44
	Shona	73	67	73	69	68	59
	Maths	41	38	27	44	33	36
	Science	43	33	49	51	44	34
Zimbabwean pregnant learner 4	Eng	58	63	B	53	63	57
	Shona	73	69	B	59	51	54
	Maths	53	56	D	N/A	N/A	N/A
	Science	55	59	C	N/A	N/A	N/A

Source: Learners progress records provided by subject educators and school academic records

Appendix 13.5: School Performance of Sampled Former Pregnant Learners at the Zimbabwean Study Sites: 2008 - 2009

Learner Details	2008				2009		
	Subject	Marks			Marks		
		Term1	Term2	Term3	Term1	Term2	Term3
Zimbabwean former pregnant learner 1	Eng	61	58	63	52	47	56
	Shona	78	68	77	73	69	63
	Maths	47	41	32	29	32	42
	Science	43	53	47	43	52	47
Zimbabwean former pregnant learner 2	Eng	56	55	48	52	49	54
	Shona	66	64	61	67	58	63
	Maths	44	49	41	38	36	43
	Science	45	48	47	52	49	49
Zimbabwean former pregnant learner 3	Eng	56	54	51	58	49	57
	Shona	67	71	68	59	68	66
	Maths	45	51	46	52	51	47
	Science	49	52	49	53	48	56
Zimbabwean former pregnant learner 4	Eng	44	-	48	51	48	49
	Shona	65	-	61	68	63	59
	Maths	31	-	32	29	38	39
	Science	44	-	43	38	41	39
Zimbabwean former pregnant learner 5	Eng	56	51	54	42	46	42
	Shona	66	72	68	55	57	58
	Maths	46	47	38	42	48	43
	Science	44	38	41	51	45	45
Zimbabwean former pregnant learner 6	Eng	-	41	44	28	34	38
	Shona	-	53	48	51	49	50
	Maths	-	40	41	33	27	31
	Science	-	36	14	31	23	26

Source: Learners progress records provided by subject educators and school academic records

Contents of CD

- Appendix 10:** Transcribed data
Appendix 11: Atlas ti coded free quotations
Appendix 12: Atlas ti filtered codes