



INVESTIGATING THE EXISTING EDUCATIONAL INITIATIVES FOR OUT OF SCHOOLGIRLS AND TEENAGE MOTHERS IN TANZANIA MAINLAND

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List of Abbreviations

AEPs	Alternative Education Pathways
CAMFED	Campaign for Female Education
CDOs	Community Development Officers
CEDAW	Convention for the Elimination of all forms of Violence against Women
COBET	Complementary Basic Education Tanzania
CRC	Convention on the Rights of the Child
DEOs	District Education Officers
EFA	Education for All
FDCs	Folk Development Colleges
FGD	Focus Group Discussion
KIOWEDE	Kiota Women’s Health and Development
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
NGO	Non-Governmental Organisation
OOSGTs	Out of school Girls and Teenage Mothers
RAS	Regional Administrative Secretary
SIDO	Small Industries Development Organization
SWOs	Social Welfare Officers
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TVET	Technical and Vocational Education and Training
UDHR	Universal Declaration for Human Rights
UNFPA	United Nations Population Fund
UNESCO-UIS	United Nation Educational and Cultural Organization-Unit of Statistics
UNICEF	United Nations Children’s Education Fund
URT	United Republic of Tanzania
VET	Vocational Education and Training
VETA	Vocational Education Training Authority

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Executive Summary

This study investigated the existing educational initiatives for supporting out of schoolgirls and teenage mothers (OOSGTs) in Tanzania Mainland. It specifically sought to identify the number, location and ownership of the available initiatives as well as the available services and support for the education of OOSGTs. The study also sought to document the number of OOSGTs enrolled in those educational initiatives and assess the capacity of the available initiatives to provide services and support for OOSGTs' education. Additionally, the study sought to determine the best model(s) for the provision of education to OOSGTs that can be scaled up in the larger context of Tanzania.

It is estimated that over 40 countries have conducted regional studies to determine the magnitude of the problem of out of school children, to identify barriers faced in the provision of education to OOSGTs and to examine policy options for resolving the problem (UNICEF, 2018). A number of global initiatives have been made to deal with girls who drop out of school and those who have never been enrolled in school at all (UNICEF, 2011). To address the problem of out of schoolchildren and achieve Sustainable Development (SD) Goal 4 by 2030, many countries of the world (including Tanzania) have formulated fee-free education policies.

In Tanzania, while many adolescent schoolgirls become pregnant and get expelled from school, there are governmental directives that disallow them to return to school after delivery (Niboye, 2018). These directives apply only in Tanzania Mainland while in the islands of Zanzibar adolescent pregnant girls are allowed to resume studies after delivery. As a result, the number of OOSGTs in Tanzania Mainland has been skyrocketing. For instance, it is reported that more than 8000 teenage girls were forced to drop out of school due to pregnancy in 2010 (UNICEF (2011). A total of 70,000 girls dropped out of school for the same reason between 2013 and 2015 (Centre for Reproductive Rights [CRR], 2019). While many researchers have investigated factors contributing to children's dropping out of school, little has been done to analyse the available initiatives for OOSGTs in Tanzania. This study was conducted to investigate the existing educational initiatives for the education of OOSGTs in Tanzania Mainland.

To best capture participants' views regarding the existing educational initiatives for OOSGTs, a qualitative research approach was employed using phenomenological design. The study was

conducted in six regions of Tanzania mainland, namely Arusha, Dodoma, Mwanza, Mbeya, Pwani and Dar es Salaam. A sample of 204 research participants was selected through purposive sampling technique. The participants included OOSGTs, school students, teachers, folk development college (FDC) tutors, and parents of OOSGTs. Other participants were SWOs, Community Development Officers (CDOs), DEOs, Gender and Human Rights activists and owners of the institutions that provide education to OOSGTs.

Semi-structured interviews, focus group discussions (FGDs) and documentary review methods were used to collect in-depth data from the research participants. Analysis of the collected data involved data transcriptions, data cleaning and member checks, which were finally coded, categorized and organized in major themes.

The following are the key findings of the study:

- The study revealed that there are no specific educational opportunities for OOSGTs in Tanzania mainland. The available educational opportunities cater for both out of school boys and girls. One of the commonest feature of these AEPs is that one has pay fees in order access them whether publicly or privately owned despite being limited in number and urban oriented.
- Re-entry remains the single most strategy to ensure all OOSGTs to get their right to education in Mainland Tanzania as it is the case in the Island since it has no additional costs for both the government and parents. Implementing re-entry in the Mainland would symbolise Tanzania's affirmative action to fully implement its constitution, ETP 2014 and the International treaties ratified to end all forms of discriminations and violence against girls and women and achieve SDG 4 and 5.
- Most of the educational programmes that specifically targeted OOSGTs in the studied regions were initiated by NGOs.
- The actual number of OOSGTs who have benefited from the available educational initiatives/programmes is not readily available due to the lack of documentation.
- The existing educational initiatives provide various forms of support and services to enable OOSGTs to continue with their studies. The support includes educational requirements such as tuition fees, uniforms and books; provision of meals, accommodation and transportation; and provision of guidance and counselling services.

- The exiting educational initiatives have significantly helped OOSGTs realise their educational dreams. However, the capacity of the available initiatives to provide all services and support that OOSGTs need to effectively learn in mainstream schools or in AEPs is limited. The findings, for example, revealed that there is high demand for vocational education and training (VET) by youths including OOSGTs. However, there are few FDCs and VET institutions particularly in rural areas. The available initiatives also do not provide financial support to OOSGTs to cover all costs for their education and other basic needs.
- OOSGTs were found to encounter several challenges that hinder them from joining the programmes, participating effectively in the existing educational programme, and completing their study programmes. The challenges include the unsupportive socio-cultural beliefs in the community, lack of family support and discrimination against OOSGTs in the family and in the community. Other challenges were the burden of domestic chores, long distance from home to the institutions, and limited financial support and other services necessary for OOSGTs.
- Based on the analysis of field data and the review of secondary data from the available documents on educational initiatives for OOSGTs, the results showed that there is no single model that adequately addresses all educational needs of OOSGTs. Neither is there any single model that is suitable for all OOSGTs in Tanzania. However, the results revealed there were some best practices in each of the available educational initiative for OOSGTs. Thus, we recommend a model for provision of education to OOSGTs that can be scaled to other parts of Tanzania. The recommended model selects the best practices from the existing educational initiatives for OOSGTs.
- The results showed that the majority (78%) of OOSGTs preferred alternative education pathways (AEPs) that train functional skills for immediate life application and employment but they lacked financial support. Some of them (22%) wished to continue with their studies if they were allowed to do so. Thus, it is recommended that more institutions that provide AEPs be established in both rural and urban areas. It is also recommended that school re-entry policy guidelines be established to allow girls who dropped from school due to pregnancy to return to school after delivery. Moreover, a mechanism for supporting

OOSGTs financially should be put in place to enable them to cover the cost associated with their education and other basic needs.

1.0 Introduction

There are many factors that make many children to be out-of-school globally and in Tanzania in particular. There are generally two categories of children that are out of school system. Those who have never enrolled for several reasons and those who enrolled but dropped out of school. Causes of drop out are many and varied from student to another. Children's tendency to drop out from school has increasingly become a public concern globally. Since 2010, when the Global Out of school Children Initiative was launched to help governments develop innovative approaches to better identify out of school children and bring them back to school, many countries have taken initiatives to redress the problem of school dropouts (UNICEF, 2018). Globally, over 40 countries have conducted regional studies to establish the magnitude of school dropout, identify the barriers encountered in the attempts to resolve the problem and examine policy options for mitigating it (UNICEF, 2018). Available evidence has shown that the number of girls dropping out of school has been increasing (UNFPA, 2011). In 2014, the out-of-school youth (OOSY) in sub-Saharan Africa (SSA) made up 35% of the world's out-of-school children and youth (UNESCO Institute for Statistics (UIS), 2017; The World Bank Group, 2018). There were 25.7 million out-of-school adolescents of lower secondary school age, and 34.4 million of upper secondary school age in SSA (UIS, 2017). This translates to out-of-school rates of 34% for the 12-14 years' age group, and 58% for the 15-17 years' age group. The out-of-school rate for the 15-17 years' age group is arguably the highest anywhere in the world, with 3 in every 5 girls in SSA being out-of-school.

Research has also shown that the number of girls dropping out of school due to pregnancy has also increased. In Tanzania, teenage pregnancy has increased by 4 per cent since 2010 and by 2016 one in four adolescents aged 15-19 was teen mother (UNFPA, 2018). Thus, Global Out of School Children Initiative came as a response to the increase in the number of children including girls and teenage mothers who drop from school and those who have never been enrolled in school at all (UNICEF, 2011). The initiative was also intended to enable the international community to realize Education for All (EFA) goals.

Many young people face hardships accessing and/or completing formal secondary school, either because they never enrolled in or attended school, or dropped out prematurely (Moyi, 2013). Dropping out of school contradicts the whole purpose of Education for All (EFA). One of the

major goals of EFA was to ensure that there is universal access to basic education (UNICEF, 2018). To achieve this goal, the international community has set goals and targets to be accomplished and has been implementing various programmes (UNICEF, 2018). The Sustainable Development Goal (SDG) 4, for example, aims to ensure inclusive and quality education and promote lifelong learning for all (United Nations, 2019). Its target 4.1 aims to ensure that all girls and boys complete free equitable and quality primary and secondary education with relevant and effective learning outcomes by 2030 (UNICEF, 2018). The international community also committed itself to the provision of fee-free education so as to enhance children's access to school (UNICEF, 2018). As a result, governments in many countries of the world, including developing countries such as Tanzania, have formulated fee-free education policies.

Following the adoption of fee-free education policies, school enrolment has increased tremendously worldwide in the last decades. Globally, the number of children enrolled in pre-primary school, for example, increased from 112 million children in 1999 to 184 million children in 2012. In Sub-Saharan Africa, the overall net enrolment in ordinary and advanced level secondary education rose from 11% in 1970 to 32% and 22% for ordinary level secondary school and advanced level secondary school respectively in 2018 (UNICEF, 2019). In Tanzania, for example, enrolment in secondary school rose from 1.8 million students in 2015 to 2.4 million in 2020. The increase was largely due to the government's introduction of fee-free education policy (PORALG 2020).

Despite the achievements recorded in terms of increase in school enrolment, many children are still reported to be out of school Boukary, et al. UNESCO UIS (2018), for example, estimated that globally 264 million children and youths were out of school in 2015. Out of these, 63.4 million were of the primary school age (06-11), 61 million were of the ordinary secondary school age (12-14 years) and 138 million children were at the age of advanced secondary education (15-17years).

Sub Saharan Africa is considered to have the highest rates of education exclusion. According to UNESCO UIS (2016), over one-fifth of children aged between 6 and 11 are out of school. Similarly, one-third of the youths aged between 12 and 14 are out of school. It is also estimated

that almost two thirds of the youths aged 15 to 17 years were not in school by 2015. By 2015, Tanzania was estimated to have a total of 2 million primary-school-age children and 1.5 million lower-secondary-school-age children who were out of school.

1.2 Out of school Girls and Teenage Mothers

Being out-of-school means one has a very low chance of accessing relevant basic knowledge and skills, and the certificates to signal them. It also erects barriers to dignified and fulfilling employment, well-being, poverty reduction and economic growth, at the household, community and national levels. While both male and female students drop out of school, the focus of this study was on out of schoolgirls and teenage mothers (OOSGTs). The term out of schoolgirls in the context of this study is used to refer to girls aged between 7 to 17 years who have never been enrolled in school or have dropped from school for various reasons. UNICEF (2008) defines teenage mothers as girls who give birth between 10 and 19 years of age. In this study, the term teenage mother is used to denote any adolescent girl who is either not enrolled in school or was enrolled in school but has dropped out of school due to pregnancy and has given birth below the age of 18 years (UNFPA, 2013). The OOSGTs were chosen as the focus of this study due to three main reasons. First, the SDG 4 target 4.1 emphasizes on all girls and boys to complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes by 2030. Second, Tanzania 2014 Education and Training Policy provides for fee free education for all to ensure access for children from marginalised and poor families to get access to 11 years of free basic education (pre-primary to form four). This denotes that without fee free basic education the poorest children will never get their right to basic education. Third, a growing body of literature shows that girls' dropout rates are higher compared to boys' dropout rates in most parts of the world (UNESCO, 2012; Shamidul & Karim, 2015; Sabrahamanyam; 2016). Fourth and lastly, the consequences for dropping out of school prematurely are more severe for girls than for boys (Ngware et al, 2018). Indeed, the available research shows that the lack of girls' access to education has social consequences, including stigma rejection, violence by partners, parents and peers (Grant & Hallman, 2008). Subrahamanyam (2016) stipulates that the consequences of teenage mothers' failure to re-enrol in school extend beyond girls themselves and affect the health, wealth and wellbeing of households, communities and societies.

Globally, nine out of 10 girls' complete primary education while three out of four girls complete their secondary education (Wadon et al, 2018). The available evidence shows that in low-income countries, including Sub-Saharan Africa (SSA), less than two thirds of girls complete their primary education and only one in three completes ordinary level secondary education. In Tanzania, for example, while 45,394 girls dropped from primary school, 39,251 dropped from secondary school (MoEST, 2019). It is estimated that over 30% of girls drop out of school before reaching the Form Four class (Centre for Reproductive Rights [CRR], 2013).

The available literature shows that teenage pregnancy contributes to high dropout rates among adolescent girls in primary and secondary schools in SSA (Coinco, 2010). According to UNFPA (2013), SSA has the highest number of teenage mothers in the world. In 2013, for example, 28% of all teenage mothers in the world were found in SSA. The available literature also shows that in most SSA countries, teenage pregnancy makes many girls to lose their opportunity to get education. In countries where schoolgirls are expelled from school due to pregnancy coupled with absence of clear policies and guidelines for re-instating them to school after delivery, the chances for teenage mothers to continue with education become very narrow (Centre for reproductive right, 2013). Relevant policy and legal frameworks influence a country's provision of education to its citizens. Currently, most SSA countries have universal basic education policies that are expected to promote inclusive and equitable education. This is mainly in response to international conventions, which have made education a right that is guaranteed in their constitutions. However, it is the implementation of these policies (or lack of it) that determines the level of access to education, and therefore the educational attainment of learners (Juuko & Kabonesa, 2007). The implementation of the policies is tied to the amounts of available resources, which in most cases are limited. Literature shows that only a few countries in the SSA, including Zambia, Kenya, South Africa, Botswana and Cameroon have policies and guidelines that allow impregnated girls to return to school after delivery (Niboye, 2018). Experience from other countries has shown presence of clear policy guidelines is beneficial for OOSGTs. In Kenya, for example, school re-entry policy enhances OOSGTs retention, transition and completion rates at all levels of basic education (Ministry of Education [MoE], 2020).

In 2005, the Revolutionary Government of Zanzibar (RGZ), which is part of the United Republic of Tanzania (URT) enacted a law known as *Spinsters and Single Parent Children Protection Act number 4 of 2005* (MoEVT-Zanzibar, 2014), which allowed girls who become pregnant while at school to continue with their studies after delivery. Paradoxically, in the same Republic one part of the country criminalises re-entry after delivering a baby. In Tanzania Mainland, schoolgirls who became pregnant are not allowed to return to school after delivery. According to Niboye (2018), thousands of teenage girls are either expelled or forced to drop out of school each year due to pregnancy without considering the factors that led to the pregnancies. For instance, more than 8000 teenage girls (about 1760 from primary schools and more than 6300 from secondary schools) were forced to drop from school due to pregnancy in 2010 (UNICEF, 2011). Meanwhile, a total of 70,000 girls in Tanzania were expelled from school due to pregnancy between 2013 and 2015 (Centre for Reproductive Rights, 2019). While pregnant girls in Tanzania Mainland were expelled from school without being allowed to resume their studies after delivery, pregnant girls in the aisles of Zanzibar were allowed to carry on with their studies after delivery.

According to HakiElimu (2011), pregnant students in Tanzania Mainland got expelled under the expulsion regulation that was instituted in 2002 following the amendment of the Education Act. Section 4 of the Education Act that states as follows:

The expulsion of a pupil from a school may be ordered where:

b) The pupil has committed a criminal offence such as theft, malicious injury to property, prostitution, drug abuse or offence against morality whether or not the pupil is being or has been prosecuted for an offence.”

As HakiElimu (2011) notes, the “offence against morality” was used as a ground for the expulsion of pregnant girls from school. Niboye (2018) observes that the regulation did not explain the crimes that are considered to be against morality. Clearly, expelling pregnant girls from school on the basis of this regulation seemed to suggest that the “*offence against morality*” was loosely interpreted to include pregnancy of school students. Expulsion of pregnant girls from school on the ground of the “*offence against morality*” continued to be criticized in Tanzania. Thus, the Ministry of Education and Vocational Training (MoEVT) in the year 2010 made it clear that in Tanzania there was no official policy that demanded expulsion of pregnant girls

from school or prevented them from returning to school after delivery (UNICEF, 2011). Such explanation seemed to suggest that the ministry supported the idea of readmitting pregnant girls back to school after delivery. Likewise, the Education and Training Policy of 2014 also contained a provision that demanded pregnant girls to be allowed to resume school after delivery. However, such re-entry guidelines were not endorsed by respective authority (Rutgers, 2016). As a result, education stakeholders continued to debate on whether or not to allow re-entry of teenage mothers back to school after delivery (Niboye, 2018).

The question of re-admitting teenage mothers back to school in Tanzania continued to be a major topic of contestation. The major shift on how teenage mothers should be handled came on 22nd June 2017 when the President of the United Republic of Tanzania, pronounced that girls who become pregnant while schooling in public schools would not be allowed to continue with normal schooling (Niboye, 2018). The ban is justified by arguing that allowing girls to go back to school would symbolise allowing immorality and thus disallowing mothers to access fee free education. Thus girls who become pregnant while schooling had to look for alternative education advancement options. Alternative education is generally defined as education provision out of the mainstream system. This provision may aim at supporting students who could not advance their learning through the mainstream system due to old age as in the case of Complementary Basic Education in Tanzania for primary level and Qualify Test for secondary level. Unlike the mainstream, the length of these alternatives is shorter. For example, two years to do general certificate or one year to do advanced certificate of secondary education. Other forms of education provision in Tanzania include non-academic learning aimed at skills development for individuals who do not want to advance academically but acquire practical life skills to manage their lives. Example of these include Community Based Adult Education (CBAE) Program (African Development Bank Group online, March 31st 2021).

While the education and training policy emphasised on removing barriers that prevented students from completing their respective education and training cycle (MoEVT, 2014. P.35), banning teenage mothers from returning to school to continue with their studies seemed to contradict with the policy. Banning pregnant girls from continuing with their education after delivery was also interpreted as a violation of children's right to education. Expelling pregnant girls and banning them from returning to school was happening despite the fact that Tanzania had ratified both

international and regional instruments that promote human rights including the rights of the girl child to education. Tanzania for example, had ratified the Universal Declaration for Human Rights (UDHR), the Convention on the Rights of the Child (CRC), and the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). All these conventions state that everyone including pregnant schoolgirls has the right to an education (UNICEF, 2018). By ratifying these conventions, the government of Tanzania proved its commitment to protecting the rights of its citizens including pregnant girls. Furthermore, the 1977 Constitution of the United Republic of Tanzania (URT) recognises the rights of children to education and protects children against early marriages and harmful cultural and social practices (URT, 1977).

The above argument has been supported by the UN principle of ‘leave no one behind’ (LNOB) to achieve 2030 SDGs. In other words, not allowing girls who dropped out of schools due to pregnancies culminates to discrimination and gender-based violence. The United Nations Sustainable Development Group (2021 online) puts clearly:

LNOB compels us to focus on discrimination and inequalities (often multiple and intersecting) that undermine the agency of people as holders of rights. Many of the barriers people face in accessing services, resources and equal opportunities are not simply accidents of fate or a lack of availability of resources, but rather the result of discriminatory laws, policies and social practices that leave particular groups of people further and further behind.

Discrimination is perpetuated through gender relations as contented by the USDG that ‘A major cause of people being left behind is persistent forms of discrimination, including gender discrimination, which leaves individuals, families and whole communities marginalized, and excluded’ As a result of gender discrimination in most African countries including Tanzania Mainland, girls have continued to suffer from violation of their rights as marginalised girls continue to miss out education opportunities.

The president's pronouncement to ban pregnant girls from continuing with schooling after delivery sparked a serious debate among child right activists and education stakeholders, including the donor community. Following that pronouncement, the World Bank, for example, froze a \$ 1.7 billion loan to Tanzania that was aimed at improving the quality of secondary education through the Secondary Education Quality Improvement Project [SEQUIP] (Human Rights Watch, 2017). However, after a discussion between the government and the World Bank, the government of Tanzania finally committed itself to finding ways for pregnant mothers to return to school (Human Rights Watch, 2019). Such a commitment resulted in the World Bank's approval of \$ 500 million education loan in March 2020 after a series of delays. The funds were meant for the SEQUIP that focuses on enabling young girls to continue with their secondary education despite social and economic barriers. The SEQUIP project, among other things, sought to support girls who become pregnant to access recognised quality AEPs and obtain lower secondary certification and continue with upper secondary education or post secondary education (World Bank, 2020).

Despite the absence of clear policy guidelines that allow pregnant girls to return to school, there have been several initiatives in Tanzania to support OOSGTs to continue with their education or join AEPs. Available research shows that girls who either missed the opportunity to be enrolled in primary or secondary school or have dropped from school due to pregnancy can still get education or continue well with their schooling (Wadon, et al., 2018).

Literature also shows that the number of OOSGTs has been increasing in Tanzania (HakiElimu, 2019). HakiElimu also reports that teenage pregnancy is the major reason that contributes to high rates of school dropouts among girls. Yet, there is neither a policy nor guidelines that allow teenage mothers to return to school after delivery in Tanzania Mainland. As a result, the initiatives available for educating OOSGTs, the support they need to continue with their education and the model that seems to work best for OOSGTs in Tanzania Mainland are largely unknown. This study was conducted to address this knowledge gap. It based on the premise that since the government collects tax from its citizens, the government has the primary responsibility for providing social services including education to its poor and marginalised children and youth including OOSGTs. The government should also ensure that there is quality fee-free basic

education in the country. Additionally, readmitting girls after delivery does not cost the government extra money but would help teenage mothers from poor families to continue with their education and emancipate them from all forms of underdevelopment associated with lack of education.

2.0 Study Purpose, Objectives and Research Questions

2.1 Purpose

The main purpose of this study was to identify and analyse the existing initiatives and support for the education of out of schoolgirls and teenage mothers in Tanzania mainland.

2.2 Objectives

The study sought to address the following specific objectives:

- a) To identify the number, location and ownership of the available initiatives for the education out of school girls and teenage mothers in Tanzania Mainland;
- b) To document the number of beneficiaries enrolled in the available programmes for out of school girls and teenage mothers;
- c) To assess the available services and support initiatives for education of out of school girls and teenage mothers;
- d) To assess the capacity of the available initiatives to provide services and support for the education of out of school girls and teenage mothers; and
- e) To determine the best model(s) for the provision of education to out of schoolgirls and teenage mothers that can be scaled up in the large context of Tanzania.

2.3 Research Questions

The study was guided by the following research questions:

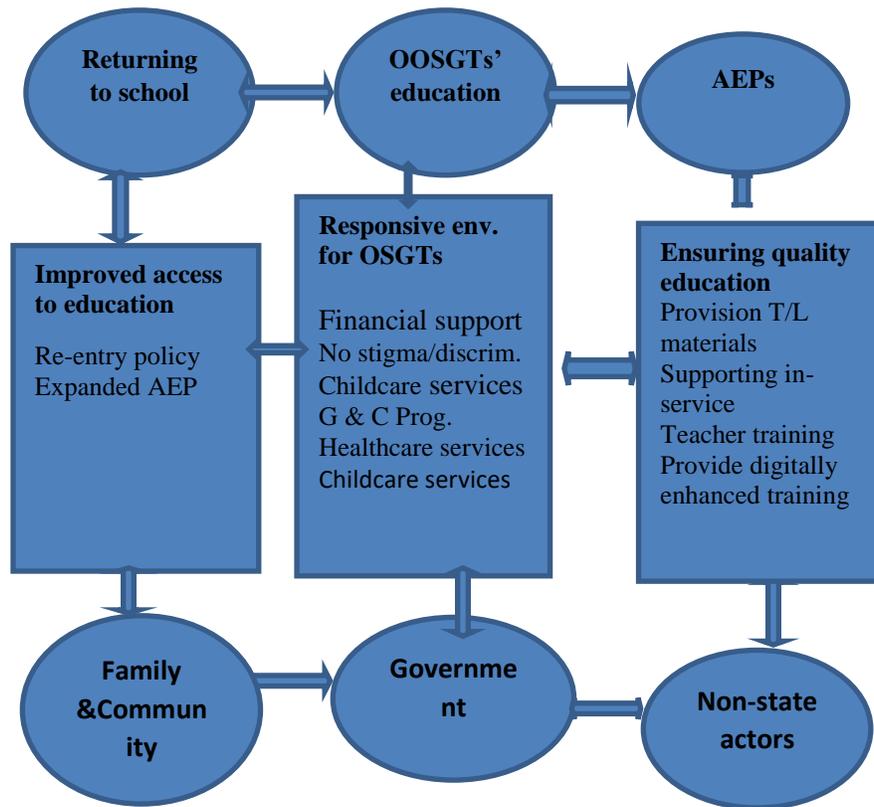
- a) What is the number, location and ownership of the available initiatives for the education of out of school girls and teenage mothers in Tanzania Mainland?
- b) What is the number of beneficiaries enrolled in the available programmes for education of out of schoolgirls and teenage mothers?
- c) What are the available services and support for education of out of schoolgirls and teenage mothers?

- d) What is the capacity of the available initiatives to provide services and support for the education of out of schoolgirls and teenage mothers?
- e) What is the best model for the provision of education to out of schoolgirls and teenage mothers that can be scaled up to the large context of Tanzania?

2.4 Conceptual Framework

To best understand the existing educational initiatives in Tanzania Mainland and how they support OOSGTs educationally, this study was guided by a conceptual framework (Figure 1). The conceptual framework was adopted and modified from UNICEF (2010). The framework highlights the interactions among the factors that influence OOGTs’ decision to return to school and to continue with their studies until they complete their education cycle.

Figure 1: Conceptual framework for OOSGTs’ education



As shown in figure 1, girls who have dropped out of school due to various reasons including pregnancy have two main options to continue with their education. First, they can return to formal schooling. For this to happen, the school must be ready to re-admit such girls. This implies that there has to be clear policy guidelines for re-entry of OOSGTs. Alternatively, OOSGTs can enrol in alternative education pathways (AEPs) run by the government or private sector. In Tanzania, AEPs are formally recognised and students enrolled in AEPs that offer secondary education take the same national examinations as other students in the mainstream schools (World Bank, 2020). Those who do not wish to continue with education in mainstream primary or secondary schools can enrol in vocational education and training (VET) institutions or centres. In VET institutions, OOSGTs learn and develop functional skills that have immediate application and enable them to be employed or employ themselves. This suggests that opportunities for AEPs should be expanded if many OOSGTs are to develop skills that can enable them to earn a living, support their families and pay tax.

For OOSGTs to continue with their education in formal schools or in AEPs until they complete their education cycle, they need responsive environment that provides them with financial support to cover costs associated with their studies. Some of the OOSGTs come from families that are unable to pay for their tuition fees and other basic requirements. Thus, they should be supported financially. The learning environment for OOSGTs should be safe and supportive with no element of stigma or discrimination. The OOSGTs should also be provided with necessary services including guidance and counselling, childcare services and healthcare services including reproductive health education. Such services are necessary to enable OOSGTs not only to cope with challenges they face but also lead healthy life.

For OOSGTs to develop the knowledge, skills and attitudes necessary for them to function effectively in the society, the education they receive should be of high quality. This implies that the institutions where they enrol should have adequate infrastructure and teaching and learning materials as well as well-trained teachers. Considering that some of the OOSGTs have child care responsibilities, they may not attend schools regularly. So, it is necessary for the institutions to have some form of digitally enhanced training. With digitally enhanced instruction, teachers can still facilitate the learning of OOSGTs even when they are not physically present at the

institution. Unforeseen events such as COVID 19 pandemic also make the application of digitally enhanced training necessary.

Expanding education opportunities and creating responsive environment for OOSGTs as well as improving the quality of education call for collaboration of various education stakeholders including parents and community members. Other stakeholders are the government and non-state actors such as individuals, NGOs and the Donor community. Each of these stakeholders has a role to play in the education of OOGTs. Encouragement, financial and material support from family and community members as well as positive attitude towards the education of OOSGTs are necessary for OOSGTs to continue with their education. Likewise, financial support from individuals and NGOs is necessary for improving the quality of education provided to OOSGTs. The government has a role to ensure OOSGTs continue with their studies. It can achieve this by developing policy guidelines for re-entry of teenage mothers to school after delivery. It can also expand opportunities for OOSGTs to access education by establishing more AEPs in both urban and rural areas.

3.0 Methodology

3.1 Research approach

This study explored participants' views regarding the available educational initiatives for OOSGTs. To best capture participants' views, this study employed a qualitative research approach using a phenomenological design.

3.2 Study Area

This study was conducted in six regions of Tanzania Mainland including, Arusha, Dodoma, Mwanza, Mbeya, Pwani and Dar es Salaam. The first five regions were selected to represent the five geographical zones of Tanzania Mainland, namely the Northern zone, the Central zone, the Lake zone, the Southern highland zone and the Coastal zone. Dar es Salaam region was selected because of its biggest number of AEPs most of which admit girls who have dropped from school. For example, out of the total 151 government AEPs centres available in Tanzania, 25 are located in Dar es Salaam (World Bank, 2020). The selection of the six regions enabled the research team to generate data that reflect diverse views of people from different contexts. Since this study

investigated the existing educational initiatives for OOSGTs, its focus was on institutions and organisations that support OOSGTs educationally or offer education and training to OOSGTs. Thus, schools, FDCs, NGOs, open schools (qualifying test (QT) centres and tuition centres were the target institutions.

The study also involved technical and vocational education and training (TVET) centres available in Tanzania Mainland. The FDCs, QT and tuition centres as well as TVET centres were included in this study because they were the main option for most OOSGTs who did not want to go the mainstream school system. The NGOs were included in the study because they had initiatives for supporting OOSGTs educationally. Thus, they were in a better position to provide relevant data for addressing the research questions.

3.3 Study Participants

The main participants in this study were girls and teenage mothers who had dropped from school due to pregnancy and other reasons. Other participants were school students and teachers, FDC tutors and students, parents of OOSGTs, Social Welfare Officers, gender and human rights activists, policy makers and education stakeholders. Three criteria were used to select the participants for this study. The criteria involved an individual being out of school, being a student or teacher in a certain school or college or an individual providing some form of support to OOSGTs. Girls were selected because they had either dropped from school for various reasons including pregnancy or they never had the opportunity to enrol in school. Students or teachers and tutors were selected because they were students or teachers in primary schools, secondary schools, QT centres, FDCs or TVET centres. Parents, Social Welfare Officers, Gender and human rights activists, policy makers, NGO employees and other education stakeholders were selected based on role they played in the lives of OOSGTs. The reason for selecting the above-mentioned participants was to ensure that relevant data for answering the research questions were generated.

3.4 Sample and Sampling Procedures

The sample for this study comprised of 204 participants from six regions. The participants included 34 OOSGTs, 36 primary school pupils (girls =18), 36 secondary school students (girls=18), 24 primary school teachers (female= 12), and 24 secondary school teachers (female =

12). In addition, there were 12 parents (6 =female), 8 district social welfare/community development officers (female=6), 5 policy makers, 3 (all female) gender and human rights activists, 20 tutors in colleges offering AEPs (female= 10), and 2 OOSGTs, not enrolled in any educational institution.

Purposive, probability and stratified sampling techniques were used to obtain the participants of this study. Probability sampling technique was used to select teachers and students from primary and secondary schools as well as colleges. Purposive sampling technique was used to obtain girls who had dropped from school due to pregnancy and other reasons. Moreover, the parents of OOSGTs were selected using the purposive sampling technique. Key informants such as Social Welfare Officers (SWOs), Community Development Officers (CDOs), DEOs, owners of colleges and institutions offering AEPs were selected through purposeful sampling. They were selected on the basis of their positions and their roles in the education of OOSGTs.

3.5 Data Generation Methods

In this study, qualitative methods were used to obtain the required data. The methods included semi-structured interviews, focus group discussions (FGDs) and documentary review. Semi-structured interviews were used to generate data from DEOs, Owners of AEPs, Gender and human rights activists, Social Welfare Officers and Community development officers and OOSGTs. Focus group discussions were used to collect data from students and teachers as well as tutors from FDC and VET colleges. The documentary review was used to examine the documents that had information related to OOSGTs. The documents reviewed were the education and training-related policies, policies on children's rights, policies related to gender, and reports from journal articles related to the education of OOSGTs.

3.6 Data Analysis Procedures

The data in this study were analysed using qualitative procedures. The procedures employed in the analysis of data were data transcription, data cleaning and member checking. The data were initially read to check their clarity before uploading them to computer software for coding, categorization and generation of themes and reporting of the findings.

3.7 Ethical Considerations

Throughout the process of conducting the study, the research team adhered to all ethical standards of research. Before conducting data collection, a research clearance letter was obtained from the University of Dar es salaam. Official research permits were then obtained from Regional Administrative Secretaries (RAS) of Dar es Salaam, Mwanza, Pwani, Arusha, Dodoma and Mbeya. While in the field, the research team made the purpose of the research clear to all research participants for them to give an informed consent to participate in the study. The right of individuals to participate or not to participate in the study was respected. Since some of the participants were less than 18 years old and could not give a legally informed consent, permission for them to participate in this study was sought from their parents or guardians and teachers. Anonymity and confidentiality of the respondents' information were maintained. For the same reason, pseudonyms were used instead of real names of the participants and institutions.

3.8 *Limitations of the Study*

This study relied on qualitative methods of data collection such as interviews, FGDs and desk review of documents. One limitation that the study encountered was the lack of statistical information about girls who had dropped from school and were beneficiaries of existing educational initiatives.

4.0. Findings

4.1 Existing Educational Initiatives for OOSGTs

This study investigated the existing educational initiatives that specifically targeted OOSGTs in Tanzania Mainland. The first objective of this study was to identify the number, location and ownership of the available initiatives for the OOSGTs in Tanzania Mainland. The sub-sections that follow present the findings regarding the number of existing educational initiatives for the education of OOSGTs, categories, location and ownership of the existing educational initiatives.

4.1.1 Number of the Available Initiatives for the Education of OOSGTs

This study covered only six regions. However, it was anticipated that documentary review and interviews with key informants would generate information regarding the number of the existing

educational initiatives in Tanzania Mainland. The findings from documentary review showed that there were over 1040 institutions in Tanzania Mainland that provided technical and vocational education and training (TVET). Out of the 1040 TVET institutions, 55 institutions were focal and development colleges (FDCs). All TVET institutions enrolled both male and female youth. Most of the TVET institutions were registered by the Tanzania Vocational Education and Training Authority (VETA). It was noted that TVET were originally meant for graduate of ordinary or advanced secondary education. However, some of them particularly those owned by individuals, faith-based institutions and companies targeted girls including teenage mothers who had dropped from school due to pregnancy.

It was interesting to note that TVET institutions including FDCs provided various educational programmes that enabled OOSGTs to develop useful skills as one official government argued:

“... Although these vocational education and training centres were not established specifically to provide training to girls who have dropped from school, they have been an option for many girls who drop from school...The training girls receive from these colleges provide them with useful skills in their lives”

The above excerpt suggests that OOSGTs who do not wish to continue with secondary education prefer to join institutions that provide vocational training to learn some skills. Besides FDCs and TVET institutions, it was also found that there were also open learning schools popularly known as qualifying test (QT) or ‘tuition’ centres. Although there were more QT centres in Tanzania Mainland, documentary review identified total 657 QT centres that were registered by the National Examination Council of Tanzania (NECTA) as centres for national examinations. It was interesting to note that QT centres were the main alternative option for teenage mothers who dropped. This is due to the fact pregnant girls expelled from school were not allowed to return to school to continue with their studies after delivery. Thus, the majority of OOSGTs who wished to continue with their secondary education found QT centres to be the best option. Based on the findings from interviews and documentary review, it is clear that over 1697 initiatives exist in Tanzania Mainland for the education of youth including OOSGTs.

It was also noted that most of the existing educational initiatives generally targeted both male and female children and youth and only few of them were specifically targeting OOSGTs only. For example, in all the six regions covered by this study, only four initiatives specifically

targeted OOSGTs. The initiatives focused largely on vocational education and training (VET) and a few of them aimed at supporting OOGTs to continue with their primary or secondary education.

4.1.2 Categories of the exiting educational programmes in Tanzania Mainland

While several educational initiatives for OOSGTs existed in Tanzania Mainland, this study found that each initiative had a specific target group. The available initiatives could be classified into six key categories of educational programmes as summarized in Table 1.

Table 1. Categories of existing educational programmes for OOSGTs in Tanzania Mainland

SN	Educational programme	Target group
1.	Re-entry school	Targeted children who had dropped from primary school and aimed at giving them a second chance to continue with their studies
2.	COBET (MMEMKWA)	Targeted children whose age was above the recommended age for starting primary school and aimed to provide them with the opportunity to complete primary education
3.	Open learning schools (QT centres)	Targeted individuals that dropped from school or failed their form four examination or never enrolled in secondary school.
4.	Folk Development Colleges (FDCs)	Targeted youth including OOSGTs and aimed at helping them develop skills relevant in the community
5.	Vocational Education and Training (VET)	Targeted form four or six graduates and aimed at enabling them develop technical skills relevant for the world of work
6.	Life skills programmes	Targeted youth and intended to provide them with general life skills

i. *Re-entry educational programme*

According to the findings, this initiative was designed to re-admit all children (including girls) who dropped from formal schooling provided that their ages did not exceed the recommended age for primary school. The students admitted in this programme continue to pursue the formal school curriculum together with other children who did not drop out of school as one informant explained:

...So, some of these girls are enrolled in schools depending on their age at that particular time. If she was in primary school, then the girl will join the formal educational system. (SWF1, Dom).

ii. Complimentary Basic Education in Tanzania (COBET)

This is a community-based educational programme that was initiated in Tanzania in 1999 for the purpose of providing opportunities for children above school age to join formal education system. It was designed for children who either missed the opportunity to enrol in school or enrolled in school but dropped and would like to continue with their education. The OOSGTs aged 8 to 18 were allowed to join this educational initiative provided that their ages were above the age recommended for starting primary school. One informant explained:

... If her age has exceeded the age recommended for one to join primary school, she will be taken to COBET (MMEMKWA) classes and will be provided with the school materials and accommodation. She can also stay at home or in the accommodation where other children from disadvantaged families are staying. (SWF1, Dom)

iii. Open learning schools

The open learning schools also known as qualifying test (QT) centres or tuition centres is an educational initiative which is intended to help school dropouts and those who never enrolled in formal school to complete their secondary education or those who are re-sitters of certain secondary exams that they have not performed well to enable them transit to the next level. Explaining the importance of QT centres to OOSGTs, one informant said, “What she was required to learn through formal schooling is also learned through these education programmes...because they use the same syllabus used in the formal education system” (SB. Guardian1). Another participant said:

...For the out of schoolgirls who wish to enrol in secondary school, their option is to join QT centres. For example, here in Dodoma, such centres are found at Dodoma secondary school and in adult education institutions. We also have a centre for QT services that is coordinated by BRAC. BRAC is one of our stakeholders in dealing with children. The QT centres are several. We work together with all these. (SWF, Dom)

In QT centres, OOSGTs develop competences of a specific level of education as outlined in the national curriculum. QT centres are run by private institutions and some government. Students

enrolled in QT centres take the same national form two and form four secondary examinations as other students in the mainstream schools. Documentary reviews indicated that in the year 2018 alone, a total of 2800 girls were enrolled in QT centres leading to lower secondary education completion certificate.

iv. Folk Development Colleges (FDCs)

Folk Development Colleges (FDCs) are government-owned community colleges established in 1975 to cater for adults who wanted to get literacy and vocational skills. FDCs are an example of the government's community oriented vocational training initiatives. In Tanzania, FDCs were established as part of a more comprehensive Adult Education Programme. They were originally meant to enhance youth's and adults' literacy skills and vocational training for post literacy programme graduates in the country. FDCs provide various educational programmes that enable youths to develop functional skills relevant to the local communities.

In FDCs, youth gained general knowledge and vocational competencies related to entrepreneurship, agriculture, life skills, communication skills and civic education that enhanced their personal development, collaborative skills, self-employment and lifelong learning. FDCs were found to be the main option for OOSGTs' development of vocational skills as one of the FDC Principal remarked:

Currently, as we are heading for an industrial economy, we need to focus on technical education. Apart from farming and livestock keeping, our college has been admitting many candidates. Even those that dropped from school find FDCs to be their option. For the past three years, candidates admitted at our college have been studying three major courses: plumbing, domestic electrical installation and automobile engineering. (FDC Principal, Pwani).

It was interesting to note that FDCs also admitted OOSGTs. Explaining how FDCs helped OOSGTs develop various skills, one government official clarified:

“We have a lot of responsibilities to support the girls who have failed to proceed with formal schooling due to different reasons. Firstly, we educate them to focus on educating themselves through different programs such as vocational training courses and then we offer them entrepreneurial education through training programmes and workshops. Also, by using funds allocated to the youth, the Municipal Council provides loans to these girls in small groups under ALL TOGETHER PROGRAMMES, whereby the girls are also

provided with training about entrepreneurial skills. Furthermore, there are different organisations/institutions that work on supporting girls...” (CDO, Mby)

Another respondent stated:

‘The existing educational programmes are very relevant because all of them are in the government plan but we cannot run them due to financial problems. So, when the NGOs come in, they help us to implement what we could not do by ourselves due to the lack of fund’ (SWO, Pwani)

The above quotations indicate that the existing educational programmes enabled OOSGTs to develop necessary skills that help them in their lives. The quotations also suggest that the educational programmes for OOSGTs are in line with government policies and priorities.

It was interesting to note that OOSGTs themselves chose the courses of their interest. One student explained: *I chose the course I’m now studying because I really liked electrical engineering and I had a dream of becoming an expert electrical engineer. I want to be able to climb on mega electric poles (IT FGD, Mby).*

It was also noted that some of OOSGTs were motivated to join AEPs after learning that their fellows who had taken similar programmes were very successful in life. One student explained:

“I know some individuals in my street who have graduated from this course and are now doing tailoring and designing. Their job earns them a good income and they are very successful in life. So, I believe I will be successful as well after my graduation from this programme”. (FDC Girl1, Pwani).

My friends are having good life because they learned many skills at the college. For five months now, I have learned several skills such as life skills and entrepreneurship skills specifically related to self-employment. In tailoring, I’ve learned so many skills such as baby collar skills, box strips skills, nice strips skills, etc. I would like to extend my skills to a higher level immediately after [completing the course]. My intention is to be a big designer after my studies” (FDC Girl2, Pwani)

The above excerpts suggest OOSGTs were interested in skills that would enable them to earn some income so as to support their children and families. Giving them the opportunity to choose what they were interested to study was considered to be more fulfilling to them. Moreover, the girls enrolled in FDCs revealed that the courses they were taking were relevant in the sense that

they enabled them to develop competencies and skills that were applicable in real life situations. During FGDs, some students explained:

“I was totally ignorant of using the sewing machine. I could not even design skirts ... but currently I can run the sewing machine properly and I can design and make a skirt as well.” (FDC student, Mby).

“I can fix sockets, install bulbs and make these other things my colleague has just mentioned. I can also fix T-joints, male joints, etc.” (FDC student, Mby).

It is clear from the quotations above that OOSGTs need skills that have an immediate application in life.

v. Vocational Education and Training Institutions

Vocational education and training (VET) institutions in Tanzania were originally established for the purpose of ensuring that there was an adequate supply of trained manpower. The findings revealed that VET institutions were generally meant to enable youth to develop vocational and technical skills relevant for the world of work. This implies that VET institutions were meant to provide alternative education opportunities for graduates of O-level and A-level secondary education. However, some of the VET institutions provided short programmes that were studied by girls who had dropped OOSGTs. Documentary review and interviews with key informants revealed that OOSGTs were developed various skills that enabled them to survive, live independently and minimise the chances of engaging in risky practices such as early marriages and sexual abuse.

Most of VET institutions were largely found in urban areas. It was also noted that the entry qualification to VET institutions depended on nature and duration of the programme one had to pursue. Long courses such as electricity and driving required candidates to be Form IV leavers with passes while short courses such as tailoring, basic catering and cleaning are taken by even primary school leavers or form four failures. Explaining the criteria for one to be enrolled in VET institutions, one College Principal said:

“We have different admission criteria; first, those who aspire to take long term courses such as electricity and driving... must possess a Form IV Certificate and this is according to NACTE guidelines” (College Principal, Mby)

Another interviewee added that:

A few days ago, the government came up with programmes for upgrading the education level of the girls with vocational skills such as tailoring, masonry, welding and plumbing. These programmes are conducted for one month or more so as to recognise and formalise their skills by awarding them with certificates (CDO, Mby).

vi. Life skills training programmes

Besides academic subjects and vocational skills, the available initiatives also provided OOSGTs with general life skills. These programmes were organised by individuals, NGOs and government institutions to help OOSGTs address issues related to their personal development, self-concept, self-esteem, self-awareness and their role or place in life. It was found that through life skills training programmes, OOSGTs were also provided with guidance and counselling services in relation to job opportunities, self-employment, and entrepreneurship as well as career development options. These services were provided to help OOSGTs realize their potentials. Sharing her feelings on the usefulness of life skills training programmes, one girl from Pwani explained:

“I have learned several skills such as life skills and entrepreneurship skills specifically for self-employment... I would like to advance my skills to a higher level immediately after my studies here” (FDC Girl1, Pwani).

The importance of life skills training programmes to OOSGTs was also acknowledged by a teacher in Mwanza region. Explaining why life skills should be an integral part of the training that OOGTs receive, the teacher argued:

“Here, we offer girls hair and beauty related course including makeup and decoration. The main reason for establishing these courses here is the rapid increase of demand in the field of beauty, let alone the fact that it is our priority to save girls. Importantly, girls also need learn life skills including entrepreneurship skills that can help them find employment opportunities” (T3, Mnz)

It was also found that systematic procedures were followed in recruiting trainees into life skills training programmes. First, youths were identified from the community and recruited into the programmes by a special team of experts. Second, the youths enrolled in programme were organised in groups according to their learning needs as they attend the training. Third, they are trained life skills that were considered useful in real life situations.

While several educational initiatives existed for OOSGTs in the studied regions, the research team was also interested to establish how the quality of the provided programme was assured. It was learnt that the existing initiatives used a variety of internal and external quality control mechanisms to ensure quality education and training was offered. In terms of VET programmes, it was reported that the institutions were regularly checked by the Vocational Education Training Authority (VETA). One teacher in Mwanza explained, *VETA comes to assess the quality of our infrastructure and the quality of the education we offer (T2 Mnz).*

Regarding internal quality assurance mechanisms, another teacher added that:

“We assure the quality of our students through the examinations. We are very strict particularly in the final exams and also before going to field practice, there is a score that everyone must attain. If she fails to attain that score, she won’t qualify to apply for field practice. Also, the feedback from the field counts as we do follow up when they are at the field. We receive a lot of feedback from the media and social networks in relation to the quality of our students, and sometimes the enrolment rates show us that we are doing something of quality” (T3, Mnz).

4.1.3 Location of the Available initiatives for the education of OOSGTs

One of the objectives of this study was to identify the location of the existing initiatives for the education of OOSGTs. Interviews with key informants from the six regions that were involved in this study revealed that most of the educational initiatives for OOSGTs were largely found in urban areas. Explaining how girls in the rural areas failed to realise their education dream due to the lack of educational opportunities, participants had different views:

“Many girls drop from schools for various reasons. This is happening both in towns and in villages. The challenge we have here is that most of the programmes that support girls to go back to school are mainly found in urban areas. In rural areas such opportunities are very rare. As the result, most girls in villages find

themselves unable to continue with their studies even when they want to do so” (SWO, MnZ).

“When I was expelled from school due to pregnancy, I went back home and stay with my mother. When my baby was six months old, I thought of looking for college where I could enrol and learn a skill. But in villages such opportunities are not available. So, I had to leave my baby under my mother’s care and I came to town where I got the opportunity to join this college. If I did not have my aunt in town who accepted to stay with me, I would not have realised my dream” (FDC teen mother, Mby).

It is apparent from the above quotations that most of the educational initiatives for OOSGTs in Tanzania mainland are mainly found in urban areas. This was confirmed by documentary review findings. Documentary review, for example, showed that out of 151 government AEPs, 25 were found in Dar es Salaam region. Yet, most of other initiatives for OOSGTs in other regions were also largely found in urban areas. This suggests that to better help all OOSGTs continue with their education, opportunities for them to join AEPs should be expanded. For OOSGTs wishing to continue with their studies in primary or secondary education, allowing them to return to school after delivery can enable them realise their education dream.

4.1.4 Ownership of educational programmes for OOSGTs

This study also explored the ownership of the existing programmes or initiatives for the education of OOSGTs in Tanzania Mainland. It was noted that the existing educational initiatives or programmes were owned by the government or government institutions and individuals as well as NGOs. Government-owned initiatives comprised FDCs, TVET institutions and SIDO that provided various educational programmes and vocational training to youth including OOSGTs. Some of the existing educational initiatives were owned by government institutions such as higher learning institutions. BRAC Tanzania in Dar es Salaam, for example, was found to have three educational initiatives that specifically targeted OOSGTs. These comprised the ‘Alternative education for school teenage mothers’, ‘Empowering girls through education’ and ‘Secondary education for out of schoolgirls’.

However, most of the educational initiatives that were specifically designed to enrol OOGTs in the studied regions were owned by individuals, faith linked institutions and NGOs. Educational initiatives such as ‘Less stress’, ‘Feed the mind’, ‘Let them learn’, ‘Dreams’, ‘Girls education challenges’ and ‘Provision of alternative learning opportunity for adolescent girls forced out of school due to teenage pregnancy’, for example, were owned NGOs.

It is evident from this finding that there are several initiatives for the education of out of school children and youth in Tanzania Mainland. However, educational initiatives that have been specifically designed to support OOSGTs educationally are very few in Tanzania mainland. The few available initiatives are largely implemented and supported by NGOs and private individuals. From the study by UNICEF 2018 there were no government initiatives to deal with girls' education as a separate strategy. The presence of only few initiatives in the country could be partly attributed to the absence of policy guidelines and legislations for re-entry of OOSGTs. This has an implication for the re-entry policy for OOSGTs and how they should be supported. This is supported by Niboye (2018) who observes that there must be a legal context that legitimizes the return of teenage mothers to school and the government should enforce and monitor the implementation of such law and policy in all primary and secondary schools.

4.2 Beneficiaries of the Existing Educational Initiatives

To best understand the contribution of the existing educational initiatives to OOSGTs' access and completion of their studies, it is necessary to understand individuals who have benefited from such initiatives. One of the objectives of this study was to identify the number of OOSGTs who have benefited from the existing educational initiatives. Most of available FDCs and VET centres lacked statistics on the actual number of OOSGTs who have benefited from courses or programmes they provide. This was due to the fact government FDCs and VET institutions enrolled both male and female students and did not specifically keep records whether or not they had dropped from school. However, interviews with owners and heads of different institutions revealed that many youths had benefited from the existing educational initiatives. For example, Institution D in Dodoma had enrolled a total 17820 individuals for VET courses up to 2015. Documentary review showed an increasing enrolment trend in technical vocational education and training (TVET) institutions in Tanzania. For example, enrolment in technical education and training (TET) colleges in the year 2010/2011 was 85,040 while in vocational education and training (VET) the enrolment was 102, 217 students. In the year 2012/2013 enrolment increased to 112,447 and 121,348 in TET and VET colleges respectively.

The results showed many OOSGTs had benefited from the existing educational initiatives. Institution S2 in Mwanza, for example, had admitted 240 OOSGTs into VET-related courses

since 2010. Institution K2 in Mbeya, on average, enrolled 600 OOSGTs for QT annually. In the year 2018 alone, a total of 2800 girls were enrolled in government AEPs preparing for their ordinary level secondary examination certificate. Similarly, many OOSGTs have benefited from educational support provided by NGOs. For example, by the end of 2020, CAMFED in Dar es Salaam had enrolled a total of 12,335 young women in its six-month transition programme that seeks to enable young women to transition smoothly to adulthood. Out of 12,335 young women, 716 were girls that had dropped out of school due to various factors including pregnancy. The organisation had also supported 206 OOSGTs to re-sit form four examination, 139 OOSGTs to take QT and 1400 OOSGTs to take vocational and technical education courses at VETA and FDCs. It had also helped 8,894 OOSGTs to return to school.

It is clear from the findings that many OOSGTs have benefited from the existing educational initiatives. Although the total number of all educational initiatives for OOSGTs that exist in Tanzania Mainland and the total number of OOSGTs who have benefited from those initiatives may be difficult to establish, the findings showed that the available initiatives have been of great help to OOSGTs. The benefits of the existing educational initiatives to OOSGTs were also acknowledged during the interviews as one College principals explained:

“The existing educational initiatives have benefited many children and youths, including OOSGTs. Our institution, for example, trains many youths to acquire important skills that would enable them to be employed and start their own projects. Some of them come from difficult situations in the community and are given sponsorship. Even we teachers are beneficiaries of these initiatives because we are paid salaries” (College Principal, Mby).

Although the few research participants above acknowledge the role of these AEPs, the question of fee has also featured. Some access these opportunities through scholarships which may not necessarily benefit all because there is no sponsorship for all. The question is where do OOSGTs who do not get sponsorship and cannot pay for themselves go? This makes one to think that these options are not for the poor and marginalized.

It is apparent from the findings that AEPs are not the best option for many girls who drop out of school especially those coming from poor and marginalized families. Focus group discussions with OOSGTs shows that many of the girls who have dropped from school prefer to join AEPs, believing that they are right places where they can develop relevant skills. This position could be attributed to the participants' current status after dropping out of school and having children who

depend on them for provision. Pursuing academic pathway may not help them to sustain their lives and take care of their children. Justifying her decision to join AEPs, one FGD participant explained:

“...Because I had no job, I thought it was better to join this programme so that I can employ myself... I realized that, with tailoring, I would need a small capital to start the business... If you calculate, the profit here is big” (OOSG A).

“I liked it because, even if I will not be employed, I want to have my own big store of electronic equipment” (OOSG F2).

“...I have learnt a lot of things in tailoring...” (OOSG A2).

“My greatest achievement is that most of my students have already created their own businesses with the knowledge I taught them. For me, this is a relief and I am proud of the”. (T2NMnz).

“If you go to Mwanjelwa, there are girls who have opened their own offices because of the training programmes offered here. Also, this institution has helped girls to be self-dependent in life and in solving social challenges. For example, TACAIDS awards our institution for producing competent graduates” (College Principal, FDC-Mby).

The quotations above suggest that AEPs are more preferred by OOSGTs who wish to continue with primary or secondary school education because they train self-employment skills. Clearly, this suggests that incorporation of vocational education and training in primary and secondary education would help students to acquire functional skills that are necessary in life. This finding suggests that embedding some technical skills in primary and secondary school curricula could help many drop outs to have relevant skills to enable them make some income.

While the findings have shown that the existing educational initiatives have benefited many OOSGTs, it was surprising to note that there were no systematically documented statistics about OOSGTs. This may either imply that less importance is attached to the education of OOSGTs or confirms general lack of information in all areas in the country.

4.3 Education and Support services provided to OOSGTs

The OOSGTs across the six regions covered by this study were supported in various. Basically, provision of practical knowledge to OOSGTs was the focus of most programmes, followed by

the support services that aimed at assisting girls to complete their education as presented in the subsequent sections.

4.3.1 Provision of practical knowledge and skills

All (100%) owners and heads of institutions enrolling OOSGTs reported that the programmes they implemented enabled OOSGTs to develop knowledge and skills that were relevant. The majority (78%) of the OOSGTs interviewed reported that they were more interested in programmes that trained skills that enabled them to employ themselves and solve their immediate challenges. Some of the OOSGTs interviewed in this study stated that they were not interested in returning to school for the purpose of studying and obtaining certificates. Rather, they wanted to enrol in programmes that enabled them to develop practical skills for self-employment as illustrated in the following quotation:

“...Frankly speaking, I didn’t want to return to school to continue with my form three studies. Studying so as to obtain a form four certificate wouldn’t help me. I now have my two-year-old child who depends on me. Form four education wouldn’t give me a job. As you can see today, we have many people who hold degrees but they are jobless in the street. So, I decided to join this programme so as to learn beauty-related skills that will help me to start my own salon and get money to support my child and my mother” (Teenage mother in Mwanza).

The excerpt above suggests that OOSGTs’ decision to return to school depends on the benefits they attach to their return to school. It also shows that practical skills that would help them deal with immediate life challenges are preferred to the general knowledge provided in schools. This finding has implications for re-introduction of vocational education and training courses in primary and secondary schools so that upon graduation students have some basic skills for self-employment.

Acknowledging the importance of practical knowledge provided to OOSGTs, the social welfare officer from Pwani region stated *“the programmes are important because they empower girls and women in our community to come out from their challenges and raise awareness of different aspects of life”*.

The findings from FGDs with tutors also indicated that the training provided to OOSGTs was important to them. For stance, a tutor from the FDC in Mwanza was proud that the students who graduated from his course gained necessary skills for self-employment. He claimed

“...Within my makeup course, there are a number of achievements. For instance, many of my students who finished here have managed to employ themselves. Some have been employed while others use their knowledge to earn money for supporting their day-to-day lives” (VET Centre Tutor, Mnz)

Another tutor added:

“My greatest achievement is that most of my students have already created their own businesses through the knowledge that I taught them. For me, this is a relief and I am proud of them” (VET Tutor, Mnz).

Analysing the practical knowledge and skills acquired by the OOSGTs, the social welfare officers in Pwani commented:

“Most of these programmes are really very good. They enable girls to raise funds, and gain a lot of entrepreneurship skills. One of those organisations provided training to girls on tailoring, carpet making and cake making... I suggest that we integrate such entrepreneurship programmes in schools. Programmes provided by VETA are very relevant for our community and for our children” (SWO, Pwani).

These findings imply that the alternative educational pathways have relevant packages of knowledge and skills needed by OOSGTs and other youths in general. Where OOSGTs find re-enrolling school difficult for some reasons including lack of funds, many girls tend to prefer to enrol in AEPs as provided by FDCs and VET centres so as to develop practical knowledge and skills that will help them to curb the existing challenges in life.

4.3.2 Provision of support services

The findings revealed different ways through which OOSGTs were supported across the six regions covered by this study. Basically, the support services provided to girls aimed at assisting them to complete their education and obtain the intended skills. The support services included the following:

4.3.2.1 Provision of educational requirements

It was found in this study that some institutions provide educational requirements such as tuition fees, uniforms and books that facilitate OOSGTs' participation in the respective schools and FDCs. For example, while Institute of adult education in Dar es Salaam had projects that covered all costs associated with the education of OOSGTs, institutions N3 in Arusha supported

OOSGTs by paying for their form two and form four national examination registration fee. One employee of an NGO that supports OOSGTs in Arusha explained:

“Once we have identified OOSGTs and parents have signed the consent forms, we usually have a session to orient the girls on what it takes to be a school student while she is also a mother. Then, we provide them with textbooks, exercise books and pens. We also support them by paying their tuition fees and other costs for those in need of remedial classes. We also support them by paying the fee for their form two qualifying test and form four Private candidate examination” (Employee of an NGO, Arusha.

The study findings noted that Amani girls and Institution KS in Dodoma funded children and youths’ education. One employee of the NGO reported that from 2018 until the interview date the institution had sponsored 384 youths (including OOSGTs) who enrolled in VET programmes. Likewise, the findings from FGDs with OOSGTs at K-FDC in Mbeya confirmed that their educational expenses were covered by the NGO.

Despite the fact that some institutions provided material support to OOSGTs, such support could not meet all their educational needs. Thus, the OOSGTs’ families were supposed to provide some of the needed educational requirements. However, most families were unable to do so because of poverty. The findings from interviews with all participants revealed that lack of educational materials was one of the factors that contributed to school dropouts, as one social worker commented:

“Some children dropped out of school because their families cannot afford school requirements. So, the organization takes the responsibility of identifying the girls who dropped from school and provides them with all the school requirements like textbooks, uniforms and others”. (SW Dom, 1).

In the same line, one girl confirmed that it was not easy for them to continue with school while encountering a multitude of barriers. A girl who had dropped out of school in Mbeya shared her experience by saying, *“Yes, if you go to school with improper uniform and shoes, they send you back home. So, in the end, I decided to drop” (OSG E2).* Actually, girls who go through such an experience can hardly withstand the school challenges. Therefore, OOSGTs need to be provided with educational requirements. Taken together, OOSGTs need to be provided with material support so that they can be able to continue with their studies and learn effectively. According to

R. Chigona & R. Chetty (2018), the underlying premise here is that adequate support to OOSGTs would enable most of the girls to stay in school and succeed

4.3.2.2 Provision of meals, accommodation and transportation

It was noted that some NGOs provided meals, accommodation and transport fare to the girls so as to enable them to participate and learn effectively in the educational programmes. One employee of Institution D in Dodoma stated:

“...It was difficult for OOSGTs who come from poor families and are hungry or have no place to stay to participate effectively in their studies. It is for this reason that Institutions D and S in Dodoma, for example, offered meals and accommodation to enable OOSGTs to focus on their educational programmes.”
(NGO employee, Dom)

Findings from interviews with OOSGTs in Institutions D and S in Dodoma confirmed that those institutions offered lunch to enable them to concentrate on their studies until evening time. Accommodation was mainly offered to girls who appeared to be at the risk of dropping from the training centres or colleges due to poor economic conditions of their families. Homeless girls such as orphans were also provided with accommodation. In addition, some NGOs provided support to OOSGTs who stayed at their homes. The excerpts below provide testimonies of the OOSGTs who benefited from the support services in Dodoma.

“...This organization has been responsibly providing us with all the requirements we need to sustain our lives. “The distance has been the biggest challenge that we face although we have now started receiving financial support for transport fare. The NGO has been incurring the costs for my course. (Girl1, Dom).

Social welfare and community development officers confirmed that long distance, lack of accommodation, and family poverty were some of the reasons that made girls to drop from school or fail to attend school. As a result, such girls opted to engage in income generating activities to cater for the family needs at the expense of their education. The findings from FGDs with OOSGTs also confirmed that lack of accommodation, long distance from school to the homesteads, and family poverty contributed to dropouts. When sharing experiences of their fellow girls who dropped out of school or did not manage to re-enrol in school, some of the schoolgirls in Dodoma commented that their friends had dropped from school because they were staying far away and their families were unable to afford giving them bus fare.

4.3.3 Provision of guidance and counselling services

Findings from interviews and the review of documents showed that availability of guidance and counselling service is critical in making OOSGTs return to school, remain in school until they complete their studies, learn effectively and excel in their studies. Interviews with OOSGTs revealed that guidance and counselling services helped them to make important decisions that have restored their hopes as one teenage mother in Pwani explained

“When I was expelled from school due to pregnancy, my father was very angry at me and did not want to see me at home. Everybody was pointing a finger at me. I thought that was the end of my life. But when I met the social welfare officer, she advised me and gave me information about institutions where I can enrol for my studies after delivery and organizations that can support my studies. Such advice helped me to start thinking that being expelled from school was not the end of life. Right from there, I deliberated that after birth I must find a college to learn some skills that can help me earn a living and support my child. So, after six months of delivery, I joined this college and I’m now completing my studies” (FDC Girl, Pwani).

In the interview with OOSGTs, one student explained:

“When you become pregnant while you’re a student and the one who made you pregnant has run away, you become frustrated. You don’t know where to start. I am thankful that the counselling I got from one woman helped me to see the opportunity to continue with studies after delivery. I joined a tuition centre that prepares students to sit for their form four examinations where I studied and sat for my national examination as a private candidate. I got division III and I’m now studying at this college. One challenge is that caring a child while studying is not a simple thing. You need courage and support without which you can find yourself quitting from studies” (FDC Girl1, Pwani).

Clearly, the quotations above reveal that OOSGTs experience several difficulties that call for guidance and services to help them to return to school and study effectively while at the same time fulfilling the responsibility of taking care of their children. To this end, Social Welfare Offices and NGOs offer guidance and counselling services to help girls to make right choices of educational programmes that make their careers and address their existing challenges. For example, during the interviews, one social welfare officer in Pwani reported that once the OOSGTs were identified, they were advised to choose programmes that were suitable for them.

It is apparent from these findings that OOSGTs receive some support for their education. However, it was noted that the support they receive is not adequate enough to cater for all of their educational requirements. For example, it was noted that the majority of OOSGTs were unable to get back to school or enrol in AEPs due to lack of financial support. At the same time, even those who had already enrolled in the programmes were sometimes compelled to drop out because of their inability to meet the costs associated with their studies. This has implications for policy making and preparation of guidelines on how the education of OOSGTs should be supported. This is in agreement with Birungi's (2015) observation that the lack of an unclear policy is the essence of limitations in the provision of education to OOSGTs.

It was also found that less emphasis was put on non-academic skills such as psychosocial skills, life skills and reproductive health education. These skills are necessary not only for OOSGTs but also for all students and thus should be emphasized in school and colleges. According to UNFPA (2015), when a girl becomes pregnant, her present and future change radically and her health is endangered while her education and job prospects end. Thus, psychosocial support including counselling should be one of the necessary support services to be provided to OOSGTs.

4.4 Capacity of the Existing Educational Initiatives in Meeting Needs of OOSGTs

For students to benefit from their education, the educational programmes being provided should adequately meet their educational needs. Thus, it was important to establish the capacity of the existing educational initiatives to meet all educational needs of OOSGTs. By capacity, the focus was on availability of quality of services, qualified staff, training materials, availability of funds to run the programmes and physical facilities such as teaching and learning infrastructures.

In terms of quality of the services offered, the owners and heads of institutions reported that they offered quality services needed for effective training. When asked to explain the quality of services they provided, one of the owners reported that they offered functional skills and other life skills that were needed by OOSGTs for personal development. For example, the owner of institution F in Arusha explained:

“The centre teaches skills related to cookery, tailoring and beauty and hair dressing skills. These skills were found to have direct application in life as most of the girls get employed immediately after completion of their study programmes.

Even those who can't be employed can employ themselves by, for instance, starting their own salons, catering services, etc.” (Owner of VET centre, Arusha)

The above quotation suggests some colleges provide programmes that enable OOSGTs to develop skills that have an immediate application in life. The courses such as cookery, tailoring, beauty and hairdressing were more preferred to other courses because graduates of those courses develop skills for self-employment.

It was interesting to note that students themselves were also satisfied with the programmes that were provided. When asked to give their views on whether or not they were satisfied with the provided programmes, almost all enrolled students were satisfied with the services offered as one girl indicated:

“Frankly speaking, I feel satisfied with training I'm getting in this college. They're teaching us things that will help us to lead our own life and earn money. When I was expelled from school due to pregnancy I thought my life has come to the end. But with the skills I have learned in this college, I'm now seeing a good future coming ahead of me” (FDC Girl1, Mby).

The Social welfare officer also acknowledged the importance of the skills that OOSGTs developed. According to her, the programmes met the needs of OOSGTs because they helped them to develop skills necessary for starting their own businesses individually or in partnership.

When asked to give their views on whether they preferred to return to school to continue with their studies after delivery or join institutions that trained various skills for employment, the OOSGTs had varying views. The overwhelming majority (78%) of OOSGTs preferred to join colleges and only few of them (22%) wished to go back to school and continue with their studies. Those who preferred to join colleges were interested in learning useful skills for employment as illustrated below.

“...Personally, I like to join an institution that teaches skills that can help me to get employment and be able to support my child and my family. When you have a baby, you have several responsibilities. So, it is better to have some skills that can make you get money and support your child”. (FDC Girl1, Pwani)

“...Going to college to learn some a skill is more important than going back to school. But if you go back to school and people know that you were expelled from school they ridicule you and you can't study well. After all, you can go back and fail. But if you join a college like this one you graduate with a certain skill that can help you in life”. (Teenage Mother, MnZ)

The OOSGTs that preferred to return to school found that option as a means of realising their education dream as one teenage mother remarked.

“...You know every person has a dream of who he/she wants to become in life. I had a dream of becoming a medical doctor. Becoming pregnant is not something that one wishes to happen. It happened to me accidentally but my dream was still there. I still liked to continue with my studies after I delivered a baby. But I could not do so because it is not allowed. If I could get someone to pay for my studies, I would join private school. But I had no support. As a result, my dream of becoming a doctor has vanished” (FDC Girl, Mby)

It is clear from the quotations above that some of girls who drop out of school due to pregnancy do not wish to return to school to continue with their studies for fear of being stigmatised. So, they prefer to learn some skills for employment. However, other girls who were expelled from school due to pregnancy would wish to return to school but schools do not accept them. They also fail to join AEPs to continue with their studies because of poverty. This implies that opportunity to allow teenage mother to return to school after delivery can help them realise their education dream.

As for the quality of teaching staff, it was found that the majority of teachers had the required qualifications. In terms of availability of funds to run the programmes, almost all institutions that participated in this study indicated that they had shortage of funds. Interviews with Heads of institutions showed that shortage of funds was a serious challenge. This implies that most institutions had limited capacity to put in place all facilities and materials that were necessary for effective learning. This was confirmed in interviews with girls who reported that sometimes they lacked the necessary materials they needed as one girl remarked:

“...Sometimes the college does not have materials because there is no money. So, we’re required to buy materials such as cloth and other materials we need for tailoring. If you can’t buy your own materials then you cannot do the practical part of the course FDC” (Girl, Mby).

However, one of the issues raised by owners of the institutions offering AEPs was the lack of capacity to accommodate all the girls who wanted to be enrolled due to shortage of infrastructures such as classrooms and dormitories. They also reported limited financial capacity that hindered them offering AEPs to all OOSGTs. As a result, the owners of the institutions were compelled to admit a limited number of students into their educational programmes. The findings

from interviews with the social welfare workers and owners of institutions in Mbeya revealed that the demand for educational programmes was high, but the capacity to meet the demand was limited.

4.5 Challenges encountered in the provision of education to OOSGTs

The findings of this study also revealed that the available initiatives for the education of OOSGTs are faced by several challenges as summarized in Table 2. As can be seen in Table 2, the existing initiatives for the education of OOSGTs in Tanzania Mainland face a number of challenges that hinder OOSGTs from returning to school, enrolling in AEPs and effectively learning. Financial constraints affect both the service providers and the beneficiaries. All the participants reported that the main challenge affecting the provision of education to OOSGTs was the lack of fund. Moreover, it was found that most of the institutions that run educational programmes for OOSGTs face financial constraints that limit their ability to purchase adequate teaching/learning materials.

During the interviews, all OOSGTs (100%) revealed that family poverty hindered them from joining QT and tuition centres as well as enrolling in colleges that offer AEPs. Thus, poverty limited them from advancing educationally or developing skills that are necessary for earning a living. For example, all OOSGTs reported that inability of their families to meet the costs associated with studies or training was the main obstacle that barred them from joining the programmes. It was also revealed in the interviews with OOSGTs that inability to meet the costs associated with studies in the AEPs made them to drop out. During the FGDs, girls reported that some of their friends who had dropped from school, dropped again from colleges due to inability to pay the costs for their studies. Clearly, this shows that OOSGTs experienced challenges that made them not to realize their dreams.

Table 2: Challenges facing the provision of education to OOSGTs

Challenge encountered	Frequency	Percentage
Lack of family support	150	79.7%
Financial constraints	188	100%
Social cultural beliefs	150	79.78%
Long distance to reach programme centres	150	79.7%
Shortage of teaching and learning facilities	100	53.1%

Discrimination in the family and community	140	74.4%
Domestic responsibilities	100	53.1.8%
Limited number of institutions offering AEPs	150	79.7%
Quality of the provided services	100	53.1%
Lack of clear school re-entry policy guideline	50	24.5%

Lack of family support, long distance from the homesteads to the training institutions, negative socio-cultural beliefs and shortage of AEPs were reported by 79.7% of the participants as some of the challenges that hindered OOSGTs from continuing with their studies after delivery. Regarding socio-cultural beliefs, it was revealed that some parents still maintain the tradition of requiring girls to be married early instead of continuing with studies. So, once a girl drops from school due to pregnancy or any other reasons, her parents or guardians are normally reluctant to support her to continue with studies as one of the parents narrated:

“...When you send a child to school, you’re investing your money, believing that when you become old the child will support you. Sometimes you have to sell some of your assets to make sure the child gets what she needs for her education. Now imagine, instead of your daughter bringing home a good certificate, she brings home a baby. In such a situation the family cannot be happy with that daughter. She automatically loses some privileges” (Parent, Mby).

The findings also revealed that girls who have dropped from school tend to be discriminated by their families or the community in general. The reason for such discrimination was attributed to the fact that girls who drop from school are usually considered as having wasted the family or community resources. Most often, parents send children to school expecting that they (the children) would support them in return when they become old as one parent put it:

“...You know some of our communities still believe that girls are not supposed to excel in education. They want them to get married early and take care of families. If it happens accidentally that a girl becomes pregnant and is expelled from school, the family cannot support her to go back school. But they would easily support a boy who has been expelled from school for misbehaving” (Parent, Pwani).

The quotations above suggest that some parents do not take children to school because they have a right to education. Rather, they do so with the expectation that they will get some benefits from the children in terms of support when they grow older. So, once children drop from school due to

pregnancy or any other cause, their parents lose hope. As a result, girls who have dropped from school tend to be discriminated by their families and the general community.

It was also noted that long distance from the homesteads to the AEPs or absence of such programmes in some areas was a hindrance to the OOSGTs' ambition to continue with their studies. The findings from interviews and FGDs revealed that only few places in Tanzania had institutions that provided AEPs for OOSGTs. So, girls and teenage mothers aspiring to continue with their education have to walk longer distances to reach the institutions. Sometimes, they have to look for accommodation within or near the institutions. Due to family poverty, the majority of OOSGTs are unable to afford accommodation.

The lack of policy guidelines that allow girls who have dropped from school due to pregnancy to return to school after delivery is one of the challenges that hindered teenage mothers from going back to school. As shown in Table 2, only 50 (24.5%) participants identified the lack of school re-entry policy as a challenge. This could be attributed to the existing belief that allowing teenage mothers return can make other girls learn bad behaviours from them. As the result, many people consider school re-entry policy guidelines as not important.

4.6 Best Model for the Provision of Education to OOSGTs

One of the objectives of this was to determine the best model(s) for the provision of education to OOSGTs that can be scaled up in the large context of Tanzania. To be able to determine the best model, it was important to first identify the best practices in each of the existing educational initiatives and then recommend the best model that can be scaled up. The sub-sections that follow present findings on the best practices in the existing educational initiatives and the recommended model for the provision of education to OOSGTs that can be scaled up to a larger context of Tanzania.

4.6.1 Best Practices in the Existing Educational Initiatives for OOSGTs

The findings of this study revealed that each of the existing educational initiatives had some features that were considered important for effective provision of education to OOSGTs. Table 3 presents a summary of best features identified in each of the existing educational initiatives.

Table 3: Best features in the existing educational initiatives for OOSGTs

Region	Institution	Initiative name	Best practices
Arusha	I1	-	Admits OOSGTs, trains them various skills through a variety of programmes including electrical engineering, plumbing, welding, and cookery and tailoring.
	N1	Less Stress,	Runs various programmes for OOSGTs that impart life skills, self-help skills, entrepreneurship skills and health education.
	N2	Feed the Mind	Provides life skills, self-help skills, entrepreneurship skills and health education.
	N3	Let them Learn	Has an early warning system for girls' dropout from school, identifies OOSGTs in collaboration with local government, ensures that parents sign consent forms, orients OOSGTs on what it takes to be a student and a mother at the same time, identifies school for OOSGTs, provides educational materials, support study groups to equip teen mothers with social, financial literacy and entrepreneurship skills. It also pays for their fees and remedial education, monitors students' progress, pays for examination fees, trains OOSGTs on self-efficacy and their rights, provides psychosocial therapies including guidance and counselling.
Mwanza			
Dar es Salaam	I3	-	Admits OOSGTs, offers them a variety of courses including electrical engineering, carpentry, and masonry and tailoring.
	I4	-	Admits OOSGTs, offers a variety of courses including tailoring, cookery, entrepreneurship and techno sells that deals with manufacturing of shoes, soaps, batik etc.
	N3	Dreams	Pays school fees for girls registered in AEPs at institutions I3 and I4
	N3	-	Identifies out of school children who are in the streets, register them after receiving approval from social welfare offices, provides accommodation to OOSGTs whose home environment does not allow them to go to school regularly, support OOSGTs with necessary educational requirements including books, uniforms, pen etc. as well as providing some psychosocial support.
	N4	-	Identifies OOSGTs, provides accommodation to OOSGTs whose home environment does not allow them to go to school regularly, support OOSGTs with necessary educational requirements including uniforms, books etc.
	N6	Girls' Education challenges (GEC)	Organizes study groups for OOSGTs, raises awareness of gender equality and child rights, provides scholarship for secondary education, and provides needs-based training. It also provides supports to girls' study clubs and mentorship programmes for OOSGTs, life skills, peer learning and support and academic tutoring. Other skills include entrepreneurship skills.
	I5	Provision of alternative learning opportunities for adolescent girls forced out of school due to teenage pregnancies	Strengthens OOSGTs' foundational literacy and numeracy skills, entrepreneurial and life skills, and provides vocational training in different trades such as tailoring, needlework, batik making and tie & dye, soap making, production of petroleum jelly as well as cookery. It also supports OOSGTs in registering and preparing for the qualifying test to allow them to sit for the Form IV national examination.
N7	Transition programmes	Traces girls who have dropped out of school and supports them to enrol in its programmes to enable them transition to adulthood. It also provides life skills and wellbeing programme. The initiative also	

includes provision of financial, material and social support.

As shown in Table 3, the existing educational initiatives provided services that were specifically intended to support OOSGTs educationally. All initiatives were found to have at least some elements of the best practices that enabled OOSGTs to join schools or AEPs and continue with the programmes until they complete their studies. Some of the best features identified by this study included having in place an early warning system signalling that a particular girl was likely to drop from school, identifying students who had dropped from school and supporting them to return to school or join AEPs and remain there until the end of their studies.

4.6.2 Recommended Model for the Provision of Education to OOSGTs for Scaled Up

A close analysis of each of the identified educational initiatives revealed that there is no single initiative that is adequate and best fits for all OOSGTs. Neither is there any single initiative that adequately provides OOSGTs with all their educational needs. However, each of the existing educational initiatives had some best practices for effective provision of education to OOSGTs.

The best practices identified in the existing educational initiatives include identification of AEPs for OOSGTs, collaborating with local communities in identifying girls who have dropped from school and supporting them to enrol in AEPs in QT centres, FDCs or VET centres. Other best practices are paying for OOSGTs' tuition and examination fees and supporting them with educational materials including uniforms, pens and textbooks. Other identified best practices were strengthening OOSGTs' literacy and numeracy skills and providing tailor-made programmes. Moreover, the available initiatives also included provision of necessary services for OOSGTs including guidance and counselling, childcare services, reproductive health education, life skills programme including entrepreneurship education and early identification of girls before they drop out.

Thus, based on the findings on the best features in the existing initiatives and the needs of OOSGTs and the absence of re-entry policy, the research team recommends a model for provision of education to OOSGTs elements summarised Figure 2) that can be scaled up to the

larger part the country. The recommended model includes early identification of girls who have dropped out of school, identification of AEPs for OOSGTs and provision of financial and material support necessary for them to continue with their education until they complete their studies. Other elements of the model include teaching OOSGTs school subjects prescribed in the curriculum including strengthening their literacy and numeracy skills and providing tailor-made programmes. Tailored-made programmes are necessary to enable OOSGTs to develop functional skills necessary for them to earn a living and support their families. This should also involve provision of services that are necessary for OOSGTs, including guidance and counselling, childcare services, reproductive health education. Provision of life skills programme including entrepreneurship education is also a key feature of the recommend model.

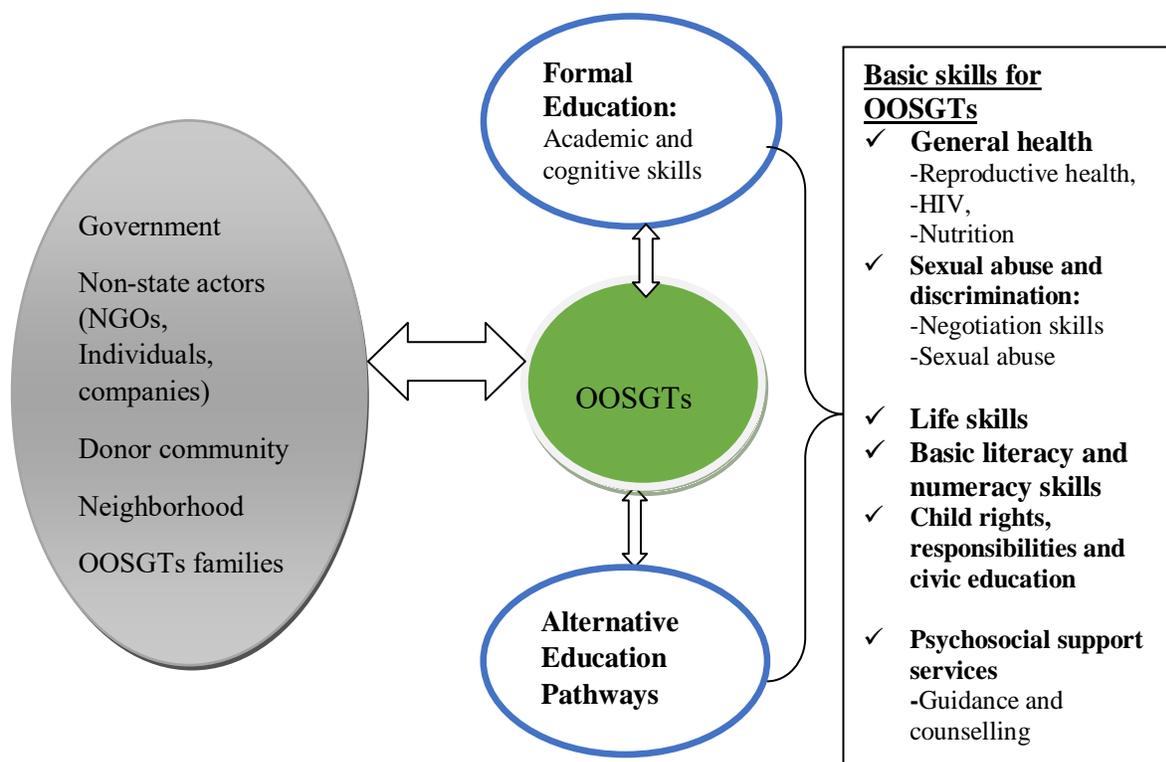


Figure 2. Proposed model for the provision of education to OOSGTs

The recommended model selects from each existing educational initiative for OOSGTs whatever is considered to be the best practices. Clearly, the model shows that girls who have dropped from school due to pregnancy or other reasons have two main options for their education, namely going back to mainstream schools so as to continue with their studies or enrolling in AEPs.

Although currently there is no policy on re-entry of teenage mothers to school in Tanzania Mainland, it remains to be the only means of ensuring that girls' rights to education for five reasons. First, basic education which is free in Tanzania is the only option for girls from poor and marginalized families who used to miss out education before the introduction of fee free education. Free education was a solution to remove barriers to girls' education and hence achieve gender equality. Tanzania's Education and Training Policy of 2014 states removal all barriers to protect girls' right to education. Second, all the AEPs discussed above are not free and hence not the option for the people who always been marginalized and left behind. While these AEPs seem to be liked by most OOSGTs, the study shows that teen mothers prefer the kind of education that is convenient and relevant for these teen mother to manage both studies and upbringing their children. Three, availability of OOSGTs does not guarantee that all out of school girls have guaranteed access to these options. This is because all AEPs are not free but paid for unlike the free basic education. Thus advocating for these type of provision for OOSGTs may be equated to additional barrier for girls to get their right to basic education. Four, since Tanzania has ratified to all international treaties to remove all barriers to girls and women, legalizing re-entry for OOSGTs would implying walking the talk as a country. Five and lastly, re-entry policy has proved to be the best option to ensure gender equality and cost effectiveness. This has been supported by evidence from Zanzibar which is part of the Union and other neighbouring countries including Kenya, Zambia, Malawi, Zimbabwe and South Sudan. All it needs is affirmative action to operationalize the 'April 2009 Guidelines on how to enable pregnant girls to continue with their studies' (MOEVT, 2009).

Of course, for OOSGTs to return to school and learn successfully, they need collaborative efforts of various stakeholders. These stakeholders include the government, non-state actors (both non-for-profit and profit-making organizations, business companies), the donor community, the local communities and OOSGTs' families. Each of these stakeholders has a role to play in the education of OOSGTs. The government should create an environment that supports OOSGTs' re-entry to school or enrolment in AEPs. For this to happen, the government should establish policies, guidelines and legislations that allow OOSGTs' re-entry to school. The government should also establish more institutions in both urban and rural areas to expand opportunities OOSGTs to access education and ensure that all institutions have all the necessary facilities.

While establishment of public institutions that provide fee free educational services to OOSGTs may appear to be the best option, it is apparent that some of the OOSGTs may not get the opportunity to enrol in government institutions. Thus, they may enrol in privately owned institutions that charge some fees. In this case, individuals, NGOs and the donor community can provide some financial support to enable OOSGTs to continue with their studies. Other services can guidance and counselling, advocacy and sensitization programmes.

Families and the community can also support OOSGTs by creating an environment that makes OOSGTs feel that they are still loved even though they have dropped from due to pregnancy or any other reason. They can also support OOSGTs by providing them with school requirements.

While at school or in AEPs, OOSGTs can effectively learn and develop the required skills if the institutions adopt a holistic approach to meet their needs. This implies that OOSGTs should to learn not only the academic and cognitive knowledge and skills stipulated in the curriculum, but also they need to acquire knowledge and skills related to general health, protection from sexual abuse and discrimination, child rights and responsibility, civic education, life skills and basic literacy skills as well as vocational skills. They also need psychosocial support services such as guidance and counselling.

5.0 Recommendations for Effective Provision of Education to OOSGTs in Tanzania

Based on the findings of this study, the research team recommends the following for effective provision of education to OOSGTs in Tanzania:

- a) The Government should review the Education Act of 1978 to enable the operationalization of the re-entry policy for the impregnated schoolgirls to continue with studies. As Tanzania envisions to realise Sustainable Development (SD) Goal 4 by 2030, there is a need for the government to start implementing re-entry for girls who have dropped out of school for various reasons including pregnancy. Failure to provide them the opportunity to continue with their studies and complete basic education in formal school will not only delay the realisation of SD Goal 4 but also create a cycle of poverty among OOSGTs and their children. It is high time for the Mainland to start implementing the guidelines on re-entry of pregnant girls back to school.

- b) The majority of the available initiatives for the education of OOGTs are found in urban areas. This implies that the chances for OOSGTs in rural areas to continue with education in schools or in AEPs are very narrow. This study recommends that the government in collaboration with the private sector and other partners should establish more institutions that provide AEPs for OOSGTs in both urban and rural areas.
- c) The lack of financial support needed to pay tuition fees and other school requirements is one of the challenges that hinder OOSGTs from continuing with the AEPs. There is a need to have an established mechanism for supporting OOSGTs financially. The government in partnership with non-state actors, including NGOs and individuals can, for example, establish a special fund for supporting OOSGTs.
- d) The findings have shown that schoolgirls who become pregnant are discriminated and stigmatized in their families and in the community due to cultural beliefs that are still prevalent in most communities in Tanzania. It is recommended that the government in collaboration with all education stakeholders should establish educational programmes for sensitizing families and community members. This will ultimately contribute to the eradication of cultural beliefs that negatively affect OOSGTs.
- e) The study also recommends the review of Marriage Act of 1971 to address school girl marriages by raising the minimum age to 18 years for girls.

6.0 Conclusion

Based on the findings presented in this report, it is evident that educational initiatives for OOSGTs exist in Tanzania Mainland. However, the existing initiatives do not meet OOSGTs' rising demand for education. The lack of school re-entry policy guidelines for teenage mothers and limited opportunities AEPs make the matter even worse. This hinders OOSGTs from developing the necessary skills they need for employment that would enable them to support their families. It was revealed in this study that there are very few educational programmes that specifically enrol OOSGTs. A few available programmes are largely found in urban areas and are mostly owned by NGOs. As a result, the majority of OOSGTs particularly those living in rural areas fail to join the programmes.

The absence of school re-entry policy guidelines in Tanzania Mainland has also resulted in poor documentation of OOSGTs' information by institutions where they enrol for studies. For example, most of the institutions that participated in this study lacked clear records of enrolled female students that dropped out of school notwithstanding the fact that they were the beneficiaries of the programmes. The lack of records on OOSGTs may result into failure to identify OOSGTs and provide them with the services and support they need to successfully learn and complete their studies. It is important to note that while teenage mothers are students, they are also accomplishing childcare responsibilities.

The teenage mothers who participated in this study acknowledged that getting a second chance to continue with studies or join AEPs after being expelled from school due to pregnancy restored their hope to realize their dreams. Further, those who were enrolled in technical, vocational and training institutions admitted that the programmes helped them to develop important skills with which could enable them to earn their living and support their children and families.

Returning to school and studying effectively call for availability of necessary services and support from the family, schools, the community, NGOs and the government. The services and support in the form of finance, accommodation, guidance and counselling, gender sensitization and reproductive health education are critical for OOSGTs to continue with education and complete their studies. For teenage mothers, availability of school facilities that respond to their unique needs, such as childcare facilities including space and caregivers, flexible time table to accommodate ante-and post-natal clinic attendance and breast feeding breaks is of paramount importance. Moreover, the support in terms of enactment of a policy framework that provides guidelines for supporting teenage mothers to balance the participation in school and their pregnancy/motherhood is necessary for teenage mothers to learn effectively and reduce the likelihood of dropping again from school.

It was noted that OOSGTs face many challenges that affect their motivation to return to school or hinder them from studying effectively. The challenges range from economic to socio-cultural and institutional challenges. To best address these challenges and enable OOSGTs continue with education until they complete their studies, collective efforts of various stakeholders, including

the OOSGTs themselves, their families, the community, NGOs and developmental partners as well the government are necessary.

The existing initiatives for the education of OOSGTs are doing their best to ensure OOSGTs have the opportunity to continue with their education. Given their limited financial capacity, most of the available initiatives do not provides all services and support that OOSGTs need to be able study effectively until the complete their studies. As the result, most of the initiatives focus only some services and support leaving other services that equality important for OOSGTs. This study noted that the available educational initiatives for OOSGTs intended to address the needs of OOSGTs holistically but financial constraints limited them from doing so.

To enable OOSGTs study successfully, the available educational initiatives should take a holistic approach to supporting them. Thus, recommended model for the provision of education to OOSGTs should holistically address the needs of OOSGT. This implies that apart from providing academic and skill-related training including literacy and numeracy skills, other services and support should also be part of the programmes. These should include financial support for OOSGTs to cover costs associated with their studies. Other services should include provision of accommodation, childcare service and guidance and counselling services. There should also be programmes promoting skills related to general health, hygiene, sexual and reproductive health, HIV and sexual abuse and discrimination. It is apparent, therefore, that the best model for the provision of education for OOSGTs that can be scaled up to a larger context of Tanzania should be characterized by a holistic mix of competencies that enable beneficiaries to develop relevant skills that have immediate application and can help them to earn their living through self-employment.

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