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TRAINING POLICY 1995
ANALYSES OF TANZANIA EDUCATION AND
NATIONAL GOALS: AN INTERPRETATION
GENDERED PERSPECTIVES ON TEENAGE PREG.
THE LORD IS OUR SHEPHERD; WE SHALL NEVER BE IN WANT.

comforts throughout my studies.
lovely children Kerlin and Carleen for their prayers, fellowships, love and
I dedicate this dissertation to my beloved husband Dr. Thomas and my

BY THE GLORY OF GOD:

DEDICATION
Through their direct and indirect support, the Government of Kenya has enabled me to pursue my studies and stay up to date in the Netherlands.

I further acknowledge the support of the Royal Dutch Government and the European Union on my studies.

Sarah Kigongo and Annmarie MacArthur, who in one way or another contributed to my collection of childhood memories, are the faces and places that I always remember.

To all my teachers, colleagues, and family, I express my gratitude for their constant encouragement, love, and support. Thank you for your contributions to my success.

Finally, I would like to express a special thanks to my husband, Dr. Thomas Kimwele, for his encouragement, love, and prayers, not forgetting his support in all other aspects of my life.

I would also like to express my appreciation to all those who have supported me in my studies, my second supervisor, Dr. Zawo, and my first supervisor, Dr. Zimba. Their guidance and support have been invaluable in my studies.

I would like to express my appreciation to all the lecturers and staff at the Institute of Social Studies, for their continuous support throughout my study.

Acknowledgement
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Table 3: Drop out by pregnancy in Northern Tanzania
Table 2: Drop out by pregnancy in coastal region
Table 1: Female variations in use of condoms and withdrawal
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
</tr>
<tr>
<td>TANWA</td>
<td>Tanzania Women Association</td>
</tr>
<tr>
<td>STD</td>
<td>Standard</td>
</tr>
<tr>
<td>PEPD</td>
<td>Primary Education Development Plan</td>
</tr>
<tr>
<td>NNCOC</td>
<td>National Network of Organizations Working with Children</td>
</tr>
<tr>
<td>MOEVT</td>
<td>Ministry of Education and Vocational Training</td>
</tr>
<tr>
<td>MECG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>IRN</td>
<td>Integrated Regional Information Network</td>
</tr>
<tr>
<td>HDA</td>
<td>Human Development and Capability Association</td>
</tr>
<tr>
<td>FAWVE</td>
<td>Forum for African Women Educationist</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>DHS</td>
<td>Demographic Health Survey</td>
</tr>
<tr>
<td>CRC</td>
<td>Convention on the Rights of a Child</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Committee on the Elimination of Discrimination Against Women</td>
</tr>
<tr>
<td>CCSS</td>
<td>Comprehensive Count of Sexualities</td>
</tr>
<tr>
<td>CAS</td>
<td>Current Awareness Services</td>
</tr>
<tr>
<td>BEST</td>
<td>Basic Education Statistics of Tanzania</td>
</tr>
<tr>
<td>AIVD</td>
<td>Association for Women's Rights in Development</td>
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</table>

LIST OF ACRONyms
schooling. Masculine (2004, 4) claimed that the diversity of cultures, religions, and political systems can be a strength for other girls not to face school expulsion policies. The school policy implies that expelling pregnant girls from school means that these girls are sexually deviant, and this is to control their behavior and sexuality. Expulsion is especially prevalent in this respect, in determining identities of girls. The process with their education after giving birth.

Meaning of specific support system through which pregnant girls could continue their education is taken into account (education and employment). The gender aspect of this policy, it is also look whether the intersectional of gender and pregnancy in Tanzania. Male policy on pregnancy, on the other hand, is non-existent. The research is concerned only with the pregnant school girls. The environment in which education is offered is problematic. However, the frame of expulsion policy is not enough to bring social justice for girls. Pregnancy is taken into account.

Gender with sexuality, poverty, and socio-spatial location (i.e., rural/urban location) of girls is taken into account.

The gender aspect of this policy, it is also look whether the intersectionality of gender and pregnancy in Tanzania. Male policy on pregnancy, on the other hand, is non-existent. The research is concerned only with the pregnant school girls. The environment in which education is offered is problematic. However, the frame of expulsion policy is not enough to bring social justice for girls. Pregnancy is taken into account.

School policy for pregnancy, education, and social exclusion is directly linked to the right to education and development. The research concludes the case of expulsion of pregnant school girls are still common. As a basic right and for achieving education for all, pregnant girls are still denied access to education. Although the government of Tanzania has taken important action in response to pregnant girls, international agreements for provision of education has committed the right to several international agreements. Although the government of Tanzania has committed the right to several international agreements, and is thus one of the main sources of female empowerment. The government of Tanzania has been applying the policy of expulsion of pregnant school girls. This research is concerned with the expulsion of pregnant school girls in Tanzania.

CHAPTER ONE

I. Introduction
The Relevance and Justification of the Research

The research calls for rethinking of policy assumptions through empirical evidence of policy assumptions which reflect the present policies.

In the context of this study, policies and implementation strategies need to be considered. It has been observed that policies are redefined in the context of gender and educational opportunities. For example, in the field of education and non-governmental organizations, there is a gap in the implementation of policies. The present research will be useful not only in terms of understanding the gaps but also in identifying opportunities for better implementation for the better of the students. This research aims to identify the factors influencing the effectiveness of policy and implementation.

The study of needs and desires of adolescents and their role in sexual development while accepting a positive self-image among adolescents' sexual orientation is an important focus. It is clear that adolescents who are not admitted to school or who have dropped out are more at risk of pregnancy. The research aims to identify these factors and their impact on adolescents' self-image and self-esteem.
The main research questions are the following:

1. To analyze under/represented groups and examine the prevalence of school grips and analyze how they impact the perceptions about pregnant girls.
2. To review the debates on gender and education in development, and evaluate the diversity of perceptions found.
3. To research objectives and questions

1.3 Research objectives and questions

- Developmental, national development and achievement of the Millennium Development Goals.
- More productive and able to improve their future and contribute to the self and local communities, families, religious organizations, civil society organizations, and local communities.
- Despite the diversity of perceptions from many relevant actors (the state, school, and society).
- The policy of exploitation of pregnant girls indicates the assumption thatpregnant girls
I. The Research Structure

1.4. Data and Methodology

What extent are these debates informed by intersectionality of gender? Do gender, education and gender and in civil society? In Tanzania and Africa, and to

Non-existence of data on gender, education and urban, and in Nigeria? What are the debates on teenage school girls' pregnancy? In Nigeria on death.

I. What assumptions about gender, age, class and rural-urban locations inform the

These research relies on secondary sources such as academic and civil society dis-

I. What assumptions about gender, age, class and rural-urban locations inform the

I. What assumptions about gender, age, class and rural-urban locations inform the

I have a low opinion of girls' education and teenage pregnancy. 1995 preceded teenage preg-

Whenever or where? Does the policy document consider intersectionality in ed-

I. What assumptions about gender, age, class and rural-urban locations inform the

I. What assumptions about gender, age, class and rural-urban locations inform the
are reviewed in the conclusion.

Perspectives and recommendations for rethinking the policy. The main arguments presented for education and training policy (1995) document and other alternative visions impacted by gender and other relations of power, and goes into analysis of the themes on education policies. Chapter five to seven focus on the niche as an instance of the research. The subsequent chapter engages in feminist debates on gender and -

Chapter five introduces intersectionality as the main theoretical framework of the research. The perspectives of non-governmental organizations and women in poverty discussed. The perspectives of non-governmental organizations on school girls' protection are
there is evidence of the involvement in sexual or Trước the problem of teen pregnancy and schooling.

In the United States, the National Center for Education Statistics (NCES) reports that more than 1 million school-aged girls become pregnant each year. These pregnancies can have serious consequences, including delays in education and career opportunities. Therefore, it is essential to address the issue of teen pregnancy and its prevention.

2.1 Stating the Problem: Teenage Pregnancy and Schooling
In 2009, the ST II examination is a primary school leaving examination and is used to determine places in secondary schools. The primary school education takes seven years after pre-primary schooling.

For teenage preganant girls, multiple forms of organization and support services and help are needed to address the needs of pregnant girls in their children's education. (World Bank, 2005, in Lichter, 2007:13). In addition, access to safe, legal abortion services is crucial to reducing the number of unintended pregnancies and the rates of teenage pregnancy. (Lichter, 2007:13).

The need for additional maternal and child health services is evident in the high rates of maternal mortality, maternal morbidity, and perinatal mortality in sub-Saharan Africa. This is highest among young women aged 15-19 years. (Lichter, 2007:13). In many communities, girls, girls, who get pregnant, often as a result of uncontrolled pregnancies, drop out of school. This reduces their chances of ever being able to complete their education and perpetuates the cycle of poverty and lack of access to opportunities for economic empowerment.

In order to improve the educational and economic opportunities for teenage girls, there is a need for comprehensive programs that address the multiple needs of pregnant girls. This includes access to quality education, reproductive health services, and economic empowerment opportunities. (Lichter, 2007:13).
Gender equality and empower women

MDG no. 2 - Achieve Universal Primary Education; MDG no. 3 - Promote

peace, primary education and gender disparity in education. The policies focus on
2000. These policies require governments to ensure that all boys and girls con-
Development Goals in 2000, and reduce the education gap for all (EFA) of
been to integrated with the implementation of international policies like the Millennium
The debate on whether the Primary Education Development Plan (FPEDP) should be nerated.

The policy on the use of pregnant school girls has been a public concern for

sexual practices.

The concern is for both boys and girls sexually, and learning about safe
specific issue is school girls' pregnancy and girls sexuality. These issues are quite
solution to the problem of girls' pregnancy, the main concern is the way in which
However, punishing boys as suggested by Itanzania's President could not be the

By renting.

years, this protected by the Convention on the Rights of the Child which the coun-

years, this protected by the Convention on the Rights of the Child which the coun-

responsibility for school girls' pregnancy. Furthermore, some boys are under 18

companied school (NTRN, 2007). In reality is difficult to identify and arrest boys

girls' pregnancy and neglected parents and community leaders to ensure pregnant girls

school girls enrolled in 2006. He called for the release of people who have masters

southern regions of Malawi and Malawi where about 400 and 200 girls respectively

recent media speech indicated the persistent high rate of pregnancy in

Itanzania government is concerned with large number of girls expelled from


Basic Statistics (2002 - 2006) indicate that 6.6% of school girls have been expelled

cause pregnancy leads to expulsion of girls from school. The Itanzania Education

resulting from 0.5% of girls have been expelled (MOEVT, 2006:17). However, the

MDG (MDG), the programme has succeeded to increase enrollment by 55% in primary and

primary schools and vocational training. This is in-

some cases child已完成primary education at the age up to 16, because of the

enrollment in STDs.
pregnancy in Tanzania. According to survey conducted in Dar es Salaam, 33% of males prefer to have sexual intercourse with their partners. Sexual violence and rape are high among females contributing to pregnancy. The government of Tanzania has not taken action to address this issue effectively. The prevalence of sexual violence is higher among girls and women. A recent study conducted by the government showed that girls are more vulnerable to sexual violence compared to boys.

Domestic violence towards sexual assault of girls to be higher or not to have


Sue's situation entails the need for parents to have knowledge about

the sexual behavior of their children. Parents need to be

2.2 Gendered Intersections: Sexuality, Poverty, and

pregnancy
Many more primary school girls were teen pregnant in 2005. However, the survey data do not indicate the percentage of teenage girls pregnancy in rural areas is 17 per cent while in urban areas 20 per cent (HDS).

The Tanzanian Demographic and Health Survey (HDS) indicate that teen age girls are not accessing reproductive health services. Most girls have complications like abortion and reproductive health issues. Poor girls have little knowledge on how to use contraceptives (Snow, et al., 2004).

Advancement of technology such as the use of internet especially in urban areas.

<p>| Source: Compiled from Tanzanian Demographic and Health Survey, 2006 |
|-------------|--------|----|---|---------|----|---|--------|
| Total Rural | 0.6   | 2.6 | 1.1 | 1.6 | 1.9 | 2.4 |
| Total Urban | 0.2   | 1.1 | 1.3 | 1.1 | 1.4 | 1.9 |
| Total Education | 0.4 | 1.4 | 2.2 | 2.5 | 2.9 | 4.4 |
| Malawi | 0.5 | 1.1 | 1.9 | 1.3 | 1.3 | 1.3 |
| Tanzania Total | 0.5 | 1.9 | 2.4 | 2.9 | 3.3 | 2.4 |</p>
<table>
<thead>
<tr>
<th>Woman</th>
<th>Men</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>3.5</td>
<td>1.0</td>
</tr>
<tr>
<td>3.2</td>
<td>4.2</td>
<td>1.0</td>
</tr>
<tr>
<td>2.4</td>
<td>4.4</td>
<td>2.0</td>
</tr>
<tr>
<td>2.9</td>
<td>1.9</td>
<td>-1.0</td>
</tr>
</tbody>
</table>

Table I: Percentage Male – Female variation in use of condoms and with-

Drawal in Tanzania. The data are not ascertained by age.

Contraception (Kolawo et al., 2005;2), the table below indicates the use of contraceptives. The data are not accounted for behaviors concerning family planning, and sexual and reproductive health. The table shows the preferred methods of contraception, and the percentage of use of both males and females. Despite these differences, there is persistent power relations on the use of contraceptives and gender roles are expected to still hold in the near future.

Advances in technology can help address these issues. Improved access to contraception and family planning can help in reducing the burden of unintended pregnancies. However, access to contraception especially for girls is limited in many countries. This is particularly true in rural areas where contraceptives are not easily available. This is especially true in areas where women are expected to be confined to the home.

Contraceptives and family planning are name suggested are targeted for coun-

They are extensively used in Tanzania, especially for girls and boys alike. These girls and boys are the ones who are aged 14 years, whereby 23% of the girls said...
Chapter 4: Peer of God or is advocated in religious contexts is among factors

other areas of Tanzania, discussion were settled and built many schools and
prevalence in Kilimanjaro region, education awareness spread earlier, compared to
widespread use. The prevalence of dropout and school dropout. Keeping high rate of
and women's/ girls's perception of female sexuality would be necessary steps to
and culturally what education in schools, and efforts to change men's/ boy's
access to abortion, although it is illegal. Thus, availability of contraceptives, esp-
other coastal region because of availability of contraceptives in urban areas and
part in Northern region. However, less educated has lower rate compared to
The coastal region of Tanzania has high rate of dropout by pregnancy.

The numbers of Tanzania Basic Education (BEST) Ministry of Education and Vocational
Total
1'7'4
1993
295
30
195
101
19
95

Tanga
Tanga

2006
2005
2004
2003
2002

Region
Region

1993
295
30
195
101
19
95

Tanga
Tanga

2006
2005
2004
2003
2002

Region
Region

Table 3: Drop-out by Pregnancy in Northern Tanzania

Table 2: Drop-out by Pregnancy in Coastal Region of Tanzania

Source: Tanzania Basic Education (BEST), Ministry of Education and Vocational Training. 

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Some numbers are meaningless, and the relationship between teen-age pregnancy and the inclusion of reproductive health and sexual rights, strong norms appear that
the relationship between teen-age pregnancy and the inclusion of reproductive health and sexual rights, strong norms appear that
make choices about circumstances within their families and acquire decision-making skills. In the labor market, it contributes to the autonomy of girls to make informed choices about their future.

Education is a key to reduce poverty because an educated girl has a better chance to compete in the labor market! It contributes to the autonomy of girls to make informed choices about their future.

Boys' getting pregnant: An issue that receives little attention is the impact of gender on educational outcomes. In many parts of the world, boys are more likely to be excluded from school because of low enrollment rates and discrimination in schools.

In Tanzania, girls are more likely to be excluded from school, and the reasons are cultural and economic. Girls are more likely to drop out of school to take care of younger siblings, which limits their educational opportunities. Boys, on the other hand, are less likely to be excluded from school, and those who are excluded are more likely to return to school after a period of being out of school.

In a study conducted in Tanzania, girls were found to be more likely to drop out of school due to pregnancy, compared to boys who were more likely to drop out due to economic reasons. This highlights the importance of providing girls with access to education and support to reduce pregnancy rates.


d. Social exclusion of teenage pregnant girls

Girls' getting pregnant and their access to social relationships of power differ in different countries once they reach school-aged. Girls and boys, for example, differ in their exposure to pregnancy-related risks by gender. School dropout rates are higher for girls, and the reasons include poverty, gender discrimination, and lack of support for education. Girls are more likely to drop out of school because of poverty, whereas boys are more likely to drop out because of economic reasons.

In Tanzania, girls are more likely to drop out of school due to pregnancy, compared to boys who are more likely to drop out due to economic reasons. This highlights the importance of providing girls with access to education and support to reduce pregnancy rates.

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of the reasons are lack of clarity of the policies and the systems are not supportive.

For various reasons, however, many ex-pregnant girls never return to school. Some
continue with the policy to allow re-entry of pregnant girls, but
Additionally, PAVF reported that "China, Bhutan, Bolivia and Nepal are some of
the countries which have managed the policy to allow re-entry of pregnant girls.

Even pregnant mothers due to hidden obstacles which are not taken care of by the pro-

We do not know how far and to what extent the problem has accommodated
itself. It is not known how far and in what extent the problem has accommodated
in school. By society affects girls' motivation to go back to school after de-

Pregnant girls who have access to education provide for their children. However, it
could not be explained whether the girls who have access to education, whether

age children who fall to complete education because of the circumstances.

The implementation of Comprehensive Basic Education of Tanzania's rural school
resulted in about 80% of girls who have become pregnant in school.

AVP (2005:7) observed that "70% of students who go to government
be explained. (Daily News, 2005)."

number 997 said, "Any female student who goes to government, while in school shall
return education policy to allow pregnant girls

This is in line with new education policy in the sub-saharan countries.

school girls. The duties of perspectives are expressed in the perspectives
chosen due to their controlling perspectives on expansion of teenage pregnancy.

schoolgirls from state and non-governmental organizations. These two factors are

The following section gives a brief outline of the perspectives on teenage pregnancy.

2.4 Perspectives on Teenage Pregnancy

Perspectives on teenage pregnancy exist at different levels of the girls based on class and age.

Sensitivity has also to take into account how gender relations intersect with norms
and expectations in school. Teenage pregnancy is a complex issue to solve at the school-

The above discussion shows that the approaches which strike to solve the prob-

Teenage pregnancy because it reduces ability to function.

Education is essential for pregnant girls to make informed choices concerning her life.

In my "education and development": 1. Women to take part in de-

The power of "education" (2007:44). Education empowers women to take part in de-

value participatory and self-esteem. Education creates capabilities for pregnant
women is essential for pregnant girls to make informed choices concerning her life.

Participants in the process and it is a key to break the cycle of poverty. Empowerment would

account these different relations of power and different contexts. For instance, policy
in their definition and solution to the problem. Still, many of the NGOs take into
NGOs give different weights to gender, class, age, sexuality, rights, and education
the definition of problem of preteen school girls. However, different from one NGO to another in terms of
Papers, 2004:7 (However, perspectives differ from one NGO to another in terms of)
(The Express News)
the government in how preteen school girls use to receive education after giving birth in
the government to allow preteen school girls to receive education after giving birth in
preteen school girls to school "Activities through which the country have strongly advised
preteen school girls to school, "Activities through which the country have strongly advised
NGO appealed for the review of education policy and re-einly of teacher
right of the girl to continue with her education after delivery. (NNOG, 2005:38)
right of the girl to continue with her education after delivery. (NNOG, 2005:38)
remained silent to the need important. However, this rule does not address the
remained silent to the need important. However, this rule does not address the
researching issue of the exploited preteen girls since Prerana is
researching issue of the exploited preteen girls since Prerana is
school girls. Rule 2003 which provides for three years imprisonment. The rule was
school girls. Rule 2003 which provides for three years imprisonment. The rule was
increased the Education (Impression of children to persons who may or may be
increased the Education (Impression of children to persons who may or may be
Biaya to Childs) (CKC) in 2003 clear that the girls are exploited in the
Biaya to Childs) (CKC) in 2003 clear that the girls are exploited in the
right and gender equality perspective. Prerana NGO's report to continuation on
right and gender equality perspective. Prerana NGO's report to continuation on
advocacy for equal education opportunities for boys and girls based on human
advocacy for equal education opportunities for boys and girls based on human
Unlike Tanzanian government, Tanzanian non-governmental organizations
Unlike Tanzanian government, Tanzanian non-governmental organizations
feed with poverty.
feed with poverty.
Les to the exploited girls to re-build their life. Here, the situation in rural area con-
Les to the exploited girls to re-build their life. Here, the situation in rural area con-
one. Wealthy families in urban locations, for example, may offer more opportuni-
one. Wealthy families in urban locations, for example, may offer more opportuni-
scope of other economic differences between the girls; poverty being the central
scope of other economic differences between the girls; poverty being the central
policy seems both meaningful from the perspective of gender and unfair from the pers-
policy seems both meaningful from the perspective of gender and unfair from the pers-
this contradiction in the commitment of the state on achieving education for all. This
this contradiction in the commitment of the state on achieving education for all. This
access, and equity in equality of education for all children. Expansion of education of preteen school girls
access, and equity in equality of education for all children. Expansion of education of preteen school girls
Tanzanian is determined to achieve education for all and his principles of access.
Tanzanian is determined to achieve education for all and his principles of access.


With effect the development and expansion of other capabilities (HDCA, economy transformation, economic transformation, poverty is now a basic capability is the foundation
Economy transformation is a strategy in eliminating poverty and improving social and
Economy transformation is a strategy in eliminating poverty and improving social and
and increasing development making power and participation in the development of the
and increasing development making power and participation in the development of the
As such another education is essential for the development of individual skills
As such another education is essential for the development of individual skills
FAWE, 2000: 19). Policy implementation by itself is not enough to solving the prob-
that have had the strongest position on expulsion, to criticize the state policies.
not be analyzed systematically; rather, it will use a selected number of NGO reports
families, schools and general community. In this research, NGO perspectives will
of pregnant girls and change of negative perspectives toward pregnant girls by
NGOs should expand the focus beyond amendment of the policy to empowerment
Only is seen by many NGOs as a major contributing factor to teenage pregnancy.
3.1 Theoretical Framework

The previous discussion indicates that economic background, norms of sexuality, and age are important factors that influence the occurrence of teenage pregnancy, as well as gender relations and the notion of femininity and masculinity. Therefore, the study will focus on the gender- and age-related aspects of teenage pregnancy to understand whether the state takes into account gender, sexuality, poverty, and rural/urban location in defining the problems. The study will examine the phenomenon of teenage pregnancy and the social relations of power that produce different forms of exclusion and vulnerability.

Intersectionality is integral to the study of gender, sexuality, poverty, and rural/urban location. The study focuses on how the different forms of discrimination and oppression affect the circumstances of teenage pregnancy and schooling. The study uses intersectionality as an analytical tool to analyze the interplay of gender, sexuality, poverty, and rural/urban location in producing different forms of exclusion and vulnerability.

This study aims to analyze how state definitions and policies for teenage pregnancy and schooling affect girls and women in India. The research focuses on the intersection of gender, sexuality, poverty, and rural/urban location to understand the factors influencing teenage pregnancy and schooling.

In conclusion, the study will analyze the intersection of gender, sexuality, poverty, and rural/urban location in determining the state definitions and policies for teenage pregnancy and schooling. The study will provide a comprehensive understanding of the factors influencing teenage pregnancy and schooling in India.
3.2 Feminist theorising of intersectionality

Circumstances is important

Intersectional feminism framework for the self, the sexed, in diverse
shaped intersection and their enabling environment for both sexes, in diverse
different such as gender and sexuality, for example, and application of class
only accomplished as a result of gender equality. Addressing specific gendered
corners only reference to this research. It is calling for more focus on reduction in
An understanding of gender equality beyond simple access of rights to
define gender equality and gender parity.

Inequality (2007), 1992, 2002) focuses on the proportion of girls and boys attend and complete schooling
needs in terms of rights, benefits and achievements (Leach, 2003). Gender parity
means (in terms of chemistry of women and men according to reproduce
equality in education, gender equality and parity will never be achieved. Gender
in education, gender equality and parity will never be achieved. Gender

Policy considers pregnancy as a moral issue and a form of disability which

Issues by pregnancy: From time accommodate in school.
mean of human rights is universal to all individuals and the differences in the con-
ceptualized. In this research, a right is an important aspect not just to address. It is a

Intersectionality is also used in human rights protection. As education is an
important aspect of human rights protection in a number of countries (Davies, 2016). It is

the many differences result from power differences and diversity.

views. It is also the case that people with no power over

power itself, it is always and not always can also be productive and productive (Kneubuehler, 2002: 66). Rather than

We call (2005: 11). According to Foucault's theory, power is not always and

violently. It is associated with power within and between different groups

who are seen as one social group. Intersection-

Pregnant school girls of different age, class and sexual orientation encounter

"normal" is considered as the "rightful" category (Kneubuehler, 2005: 77).

and the educational. It is basically on accommodation to find out which and how the

processes. Whether a minority culture or diverse culture, the concept of discrimination, intersectionality can be used in the above change, exclusion and

of discrimination, intersectionality can be used in the above change, exclusion and

that affect how different individuals construct their position in relation to other forms

that all school girls are subjected to discrimination, this pregnancy becomes addi-

multiple experiences of oppression and privilege (Ahmed, 2004: 1). It is wise to say

greater interest with other identities and how these identities contribute to

social relationships on matters like gender, age, religion, and race, etc. Sexualities and other internal social positions, intersectionality is

each group's as they encounter different forms of discrimination based on their gender,

multiple impacts on both men and women as two distinct groups, as well as within

intersectionality is defined differently by different scholars, with a shared as-

Intersecting identities and communities and engage structural change

school girls takes the form of structural intersectionality since it is relevant to the

Reid, 2006 in Thorpe, 2007: 27). The policy of expansion of pregnant

ally influence how marginalized and their intersection are relevant to political

and intersection of people, while intersectional intersection-

"race," gender, or religion, which in turn affect and impact on structural and po-

Craswell identified two varieties of intersectionality among structural and geo-
Normal. In addition they are poor and from rural background, their "otherness", or problematic, they do not fit the same class with other students who are pregnant school girls expelled from school because they are regarded as other. Class ties and opportunities is limited and are regarded as problematic. Intersectionality looks at the process of becoming the other, in a normative way. (Krisch, 2003: 216)

As a problematic group, which does not fit in school, therefore "otherness", 2003 in pregnant school girls are placed in positions in as positions in the process of education. Propriety of the sex of power relations" (Bunch, 2001: 12). For instance, examine how identity can influence the position of individual in the process in the ways she is a need to challenge the system of power, racism and prejudice based. Looking at pregnant school girls from an intersectional human rights perspective...

Focus on context and respect difference based on location.

A high especially significant - age, in defining intersectionality it is important to discrimination and subordination, be A gender, class or - action. Location that for all specific because people from different locations encounter different forms of aspects of discrimination. In fact, intersectionality is socially constructed and cultural. The core of intersectionality because there are phases where racism is not the central factors lead to multiple forms of discrimination. It is not clear to which phase is a core of intersectionality. It is clear that discrimination of gender and other sexuality, race, and age, while race is important! (Krisch, 2003: 216)

In most parts of Africa are gender, class and race. Intersections include,...
3.3 Complex nature of intersectionality

Intersectionality is understood as the relationship among multiple dimensions and modalities of social relations and subject formation. According to Knudsen (2003:65), there are three approaches to understanding intersectionality: anti-categorical, the intra-categorical, and the inter-categorical.

The anti-categorical approach is linked to post-structuralism and deconstruction. However, as a discourse of gender, sexuality, ethnicity, and so forth. This approach analyses power and knowledge as means of exclusion and inclusion. In a similar manner, exclusion and the class of power, she is discriminated because of her age and being pregnant. She is discriminated because of her sexuality. These identities place pregnant school girls out of the normal class.

The intra-categorical approach focuses on examining crossing categories and identities and may focus on particular social groups at neglected points of intersection. For example, violence upon women of colour can be a result of intersection of sexism and racism. Intra-categorical approach employs qualitative analysis of specific social location (Knudsen, 2003:66). In relation to research, poor pregnant girls can be seen as a neglected group and the school and the community may be seen as a social location.

Inter-categorical approach, also called 'categorical approach', is based on qualitative method of analysis while the other two build on qualitative analysis. Categorical approaches focus on the complexity of relationships among multiple social groups within and across analytical categories and not on complexity within single social group. However, using this category, we can only analyze realities of pregnant girls from different social background: rich and poor.
The concept of intersectionality is useful in making intersectional work in peace without it

registration categories that overlap and create transversal perspective (Kumussen, 2001).

and create transversal perspective. Transversal intersectionality means highlighting

other. This is different to transverse intersectionality where the categories overlap
to be aware of inter-section - the way categories intersect in meaning and transform each

another, and not only on the inter-section among them. It is important

to acknowledge the categories and also on the inter-section among them. It is important

below gendered education systems. These policies have to focus on not only on学位

education in Tanzania, gender is placed high in the hierarchy of policies and reforms.

categories are valued more in the hierarchy. In addressing gendered prejudice in

the most significant and the other ones are marginalized or sometimes neglected.

The problem of additive perspective is that any category may be regarded as

is in rural areas of urban, and whatever age

where the certain social situation occurs refer to fit into sexual activities. Whether it

from schooling because of her engagement in sexual activities while schooling. No

cases (Kumussen, 2001:3). For instance, because of gendered schoolgirl is expelled

below interactional theory, the categories between the categories are not working.

discourse and discussions are recognized, but need to be distinct and separate. The

intersectionality is often used in Tanzania where different aspect of

combination, especially among the NGOs. From intersectional perspectives, it

categories more visible and gendered categories in today’s Tanzania efforts to include girls.

issue in accessing girls education, gender, class, sexuality and family are based

the combining discrimination of women and girls through poverty has been central.

age prejudices. Furthermore, the term intersectionality is somewhat new in here.

In Tanzania context, intersectionality is rarely recognized in addressing ean

multiple forms of discrimination, which involve women’s realities more effectively and to show the consciousness of

particular class, race of age (Punsh, 2001:4). By so doing we will be able to dis-

once in the situation between women’s groups, education and another woman and man of

than this. We need data that shows discrimination in multiple factors and tell us the differ-

gender by sex. “We need data that show how women’s situations are so different.

in working of human rights mechanisms redress is on collection of disaff

issue because it speaks to interconnections and their consequences in real life terms.

The concept of intersectionality is useful in making intersectional work in peace.
sexual relationships, language and manipulation in history. Tanzanian school curricula only focus on hetero-

Focussed expressed the ways other sexualities than heterosexuality are excluded from the

which is deviation from normative culture.

school girls as homosocial because there is possibility of becoming single parent

family and heterosexual relationships. This last leads to the perception of pregnant

text books. There are no other forms of families encountered, apart from nuclear

despite. Different forms of sexuality are excluded from education curriculum and

girls overlooked Intersectionality, and especially the sexuality and issues of sexual

As I will argue later, Tanzanian state policy of expulsion of pregnant school
school, regular attendance, and an appropriate or progress beyond low
level of education and development which have denied millions of children access to
definition are in the core of this interpretation. "Gender bias has been implicated in form
(UNICEF, 2006:6). The poorest population are still denied education and gen-
Despite these efforts millions of children especially girls still remain out of school.
These efforts insist on increasing enrollment and retention for both boys and girls.
(MDG) and education for all (EFA) advocates gender equality and social justice.
Education and development as expressed in Millennium Development Goals
Systems" (Pahl et al., 2006:23).
only and universally is a product of exclusion from safety nets and social security
ecological developmental process, under-developed, under-populated and under-developed.
: Poverty is exclusion from the
mailed poverty, unemployment and underdevelopment. "Poverty is exclusion from the
democratic education is likely to encounter these problems manifested by exclusion,
problems and improves their ability to achieve the desired family size. An individual
her desired family size, changes the relationships between the desired number of
childbearing and reduced mortality rate. It is argued that girls education reduces
Better if the (2006:274) claim that "girls education has relationships with per-
(skeen, 2006:121).
leahships and boys are left out in the gender discriminating program efforts.
sume the social construction of femininity in relation to sexuality and sexual life.
focus on girls and young mothers rather than a more inclusive approach that under-
schooling could not be the solution to the problem. Education seems to continue to
necessary to educate both boys and girls and expansion of program girls from
apparent effect of schooling on development. If education determines economies, it is
not to promote and sustain development, in turn to improve quality of life. This is
high education level can more wage than their counterparts. Education can contrib-
ently human development is directly linked to economic benefits in terms of occu-
on encourage pregnant school girls, as present in feminize hierarchy. The role of edca-
This chapter discusses the link between education and development, and its effects

CHAPTER 4.
POOR
The expectations that girls will eventually marry and become housewives means that they learn at home as mothers to be as more

work (e.g. 1999:6). "The expectations that girls will eventually marry and become

work in the household make education to be viewed as having few benefits (the-
household, social status development and career success). The perception that girls are expected to get married and
discrimination in school. The perception that girls are expected to get married and

results, household duties and cultural and physical pressures that girls have to face.

Girls and young women are still obstacles creating inequalities among them. Early

more developed model. In areas where girls and boys have equal access to for-

and development by achieving their formal education is promoting female

Ludman et al. (2005) discussed the relationships between gender, education

(Ludman, 2005:1:56).

"Education is an integral factor in the development of a country. Education and health are to be realized".

gender equality and justice in education. "... all [three approaches need to be no-

Gender equality and justice in education. There is no single approach that can by itself provide about

Ludman et al. 2005:87). Education provides an integral with capabilities to claim social justice.

be the only way to lead the kind of life he or she has reason to value."

be the only way to lead the kind of life he or she has reason to value."

individual in terms of capabilities that person has. That is, substantial freedom

and achievement."

in defining social justice it is necessary to judge

social justice."

and achievement. They are constructed through the values within

institutions. The third approach is concerned with changing social relations while

social relations and institutions and is concerned with changing the values within

second approach concern the ways in which gendered power relations produce

processes of learning and social organization of gendered inequality in the family. This


the government's, multinational organization and all agencies to address the re-

tion in terms of rights and capabilities. Global social justice entails interventions by

Ludman et al. (2007) is calling for an understanding of gender equality in education

2006:9).

number of children but the effect which especially heavily on girls. (Ludman et al.)

relations inside and outside school make access and progress difficult for large

of schooling to girls, followed by prevalence (Ludman et al. 2006:7). Gender social

years of instruction" (Ludman et al. 2006:6). Poverty is a major factor in the denial

of schooling to girls, followed by prevalence (Ludman et al. 2006:7). Gender social
Inadequate gender and urban/rural differences in education opportunities and outcomes

Geographically, gender and urban/rural differences in education opportunities and outcomes vary, with evidence from the United Nations (UNICEF) showing significant differences in access to education for girls in rural areas compared to urban areas.

The proportion of girls who complete primary school is lower than that of boys, highlighting the gender gap in education. The gender gap in education is particularly pronounced in rural areas, where girls are less likely to continue their education beyond primary school.

UNICEF estimates that across all developing countries, the gender gap in secondary education is 10 percent (UNICEF, 2003). In many African countries, girls are more likely to drop out of school, particularly in rural areas.

Over the years, the donor community and the World Bank have focused on providing education and community development opportunities for girls, but the problem persists.

Inadequate gender and urban/rural differences in education opportunities and outcomes are well-documented, with girls facing significant barriers to accessing education.

Key to closing the gender gap in education is the need to address the structural and cultural barriers that prevent girls from attending and completing school. This includes providing girls with safe and supportive learning environments, and ensuring that their education is valued and prioritized.

The need for girls' education is not just a matter of equity, but also of development. Educated girls are more likely to be economically self-sufficient, which can provide financial stability for their families and communities.

In conclusion, while education is a fundamental right, the gender gap in education remains a significant challenge. Addressing this gap requires a multi-faceted approach that includes policy changes, increased investments in girls' education, and targeted support for girls and girls' education programs.
First, student has limited opportunities and choices because the condition is not con-
sequent; while the second student can be from rich family and living in urban area. The
book is not the same. However, we should notice that there are no exceptions from
school because of attendance. If we evaluate only the function of education, the achieve-
ment level (Walker, 2002;7). For example, take two girls who are expelled from
school (Walker, 2002:7;1699) is cited in Sen (2006:23) for not taking care of function
of education. However, another factor that leads to education is still a basic capability. It
is facilitated by reducing poverty (Pereze, 2006:23).

it is argued that the education is available to all, reduce chances of having education
in the situation in which education is offered, and reduce chances of gain.
In addition, Pereze (2006:23) claim that poverty can be viewed as failure
in educational achievement. Education is identical to be one of these capabilities in a profound-
ity. In society, education is identified to be one of these capabilities and a requirement
of society. Education is important in some national matters on the rest
of social and economic activities in some national matters on the rest
in social and economic activities of society. Education is available to be one of the
requirements of society. Education is available in some national matters on the rest
of social and economic activities.

6. Poverty, Power, and Exclusion

"Poverty is a measure of capability and the development of capabilities leads to
income, which is the standard criteria for identification of poverty." (Sen, 1999:87)
"... (p.79)
Income and Education is a capability for the participation of power." (Sen, 1999:87)
Income is a measure of capability and the development of capabilities leads to

Education (FAWE, 2000) are important lack of access to education and
Schooling (FAWE, 2000) are important lack of money to meet school expenses.

Even in countries like Malawi, Tanzania and Uganda which have high rates of free edu-
ca. The education access to some groups due to lack of money to meet school expenditure,

Gender is not the only relevant aspect of education and developmental poverty.
as a contribution to personal empowerment or national development.

They all are linked to economic, educational, and gender-related discrimination. But also, class, age, race, sexuality, and disability, and long as long as the potential to over human beings. Clearly, gender is not the only source of quality of any sort. As this is a very ambitious of education, its purpose being to

mean (Teach, 2003:4). No education system should tolerate discrimination or inequity (Teach, 2003). Without political representation, without rights to vote, and accountable govern-

and political representation, their rights to vote, and accountable govern-

ent role in educating young people about their rights to information, to education play education opportunities are violation of human rights. Furthermore, "education Play

ment of knowledge and skills, and person are exposed to need. Direct or

but also as contributor of personal and national development through the develop-

Thus, in these discussions, education is understood not only as a human right but also as contributor of personal and national development.

Support from men (Rashid, 2000)

fell to enforce the use of condoms because of fear to lose the partner or home.

family to have ability or limited presence. Due to gender power imbalance, girls

family is common. Research indicates that men and boys refuse to use condom

and adolescents have not sufficient knowledge about sexuality and contraception whereby he most

(Center for Reproductive Rights, 2003:12). However, girls have adolescent have

are to be consulted on access to birth control methods which are suitable for them

and services. In addition, the guidelines provide that adolescents are entitled to

The family planning guidelines state that all males and females of reproductive

French of misinformation provides by five years imprisonment (Draft:12).

the girl, when the traditional her consent before she comes the age of 12 years. is

Code provides that any person who has or attempt to have „criminal knowledge of

three criminal laws in Section 128 of the Penal

„the minimum age of marriage is 18 for males and 15 for girls (Draft:12). InTURN-

over, the Married Act 1971 which administer marriage in Tanzania states that

child, within which early marriage is unacceptable and is not encouraged. How-

The Center for Reproductive Rights (2003) reports that Tanzania has refused

baby, while the second student may have opportunities and varied of choice.

due to her to continue schooling with the responsibilities of taking care of the
feminize the construction of the law's enforcement gender equality in rights and

levels. Policies that support gender equality, however, still do not

Government is a catalyst for social transformation including legal and real-

rights to reproductive and sexual rights.

silent and international policies, while there is partial information on

information, rights to education and human rights in general are not advocated in-

rights without implementation, those rights are not people's rights to be-

no human rights are made to protect human rights and countries sign and ratify the

policy framework and policy implementation that are still not yet adopted to date-

claim that there is a gap between

many international human rights treaties that down the rights to education.

ion is concerned most school children as well as teachers have never heard of

CEDAW and UN Convention on the Rights of the Child. However, as per an offer-

human rights convention including the Universal Declaration of Human Rights,

new, Tanzania has ratified 2000 National Framework for Action, London 1999 and

that the state must and must education in favor of the people, To mention

yet achieved because of violation of women's rights to education.

Achieved accessibility and availability with the help of governments and accessibility are not

Principles of Development Plan (PPDP) support the education sector in the achievement of

and physical violence against girls (Tanzania, 2003:12) are included in its policies. Recognizing accessibility, it becomes a

childhood where no poor to complete primary school. Accessibility, education-

elimination of obstacles to education such as school fees, in order to enable all

complimentary education for all school age children. Accessibility information.

violations of international rights if the state fails to ensure effective implementation of schools and

is the duty of the state to ensure that gender dimensions of rights to education.

5.1 The state as gender institution, and its duties

CHAPTER - FIVE
Brown et al. (1995) in the book *The Struggle for Accountability* alleged the state to be masculine due to the power and privilege constitutive of gender within the state that signify, enact, sustain and represent masculine power as a form of the state's masculinity. The persistence of male power and dominance is generally indicative of the gendered nature of the state (Brown et al. 1995:172). State controls the society where there is marginalization and subordination of some groups or individuals. "The powerful, its discursively normalized, while the dominated is marginalized, disabled." (Brown et al., 1995:172).

Violence and abuse against women is one of the manifestations of gendered power imbalance inherent within patriarchy relations (Kandakiria, 2002:127).

Leach, et al. (2003) identified two categories of gender violence in school which has to take into consideration its education policy. The first is explicit gender violence which entails sexual harassment, abuse, assault and rape, and the second is implicit gender violence encompassing corporal punishment, bullying, verbal and psychological abuse, teachers' use of students for free labour and other authorized practices that are gender specific (Leach et al., 2003:2). Gender violence is reported to be a major cause of poor attendance and achievement of girls and pregnancy a major cause leading to drop out (Leach et al., 2003:12). Mgalla (1998) reports persistent gender sexual exploitation of pupils in Tanzania schools where forced sex by teachers and school boys and men is common (Mgalla et al., 1998:4).

Additionally, there is insufficient information on pregnancy in school programming. While sexual activity is perceived as immoral, can not be discussed in public (Mushiri et al., 2007:18). "Poor provision of contraception, coupled with the official exclusion of sex education results in a considerable number of young girls becoming pregnant" (Mushiri, 1995:23). State is responsible for development of policies on discipline and code of conduct...
sexuality and protect sexual health. In many regions, educational policies provide for female sexual and reproductive health education and services, which

5.2 Make provision for sexual and reproductive health

cause only girls are affected while boys and men remain untouched.
However, government officials fear that sex education and legal abortion will en-


tance to sex education is a violation of women's rights (Carnell et al., 1999:29).

(TAFAVA) also calls for regulation of abortion starting from 16-weeks gestation. Women

proponents (Carnell et al., 1999:29). Furthermore, NGA Media Women's Association

calls for social and economic reasons, upon request in early weeks of the

culum, a refusal to perform an abortion is liable to 14 years imprisonment (NGA in Ministry

women); with high risk of deaths (NGA in Carin et al., 1999:28). "A woman who

the proportion of unwanted pregnancies can be inhibited for seven years, while a per-

term of 15 years (NGA in Carin et al., 1999:28). "A woman who

termination of pregnancy is illegal under 1995 Penal Code of Tanzania, hence

poor girls who have no access to means of terminating pregnancy are expedited.

many people, if it becomes visible, she can avoid school dropout. In this way the

2006:6). For example, Carnell et al. (2006:6) argue that a girl's life like that of pregnancies.

ion of which schools often are forced to drop out of school. Carnell et al.

is the report on pregnant-school girls. They do not address directly the ques-


tion has been presented (Lomaxskis, 2005:5), "Even when students

proven that this form has been presented (Lomaxskis, 2005:5), "Even when students

are still expelled. Furthermore, "[d]evelopment is achieved in schematic

will have completed the cycle of education (TILT, 1995:36) that pregnant girls

culture shall be universal and compulsory to all children from the age of 7 years

Tanzanian Education and Training Policy (TILT), 1995 state that gender

with further consideration of their age, class background and location

school girls, the need of these girls should be addressed in the education policy

which leads to marginalization of specific groups of people. In the case of pregnant

for not taking into account the diversity of learners' age, gender, and needs

providers further made evident in education and development. School access schools

(TILM, 2005:7). "The educational name of the school per-

the for most leamers' prerequisites, have remained beyond the reach of punishment.

(Comer et al., 2004:172)."
While use of their rights, if they are not in a position to realize them.

(Convention 1993 in Section 9.206:1993) Entrepreneurs especially may have

Influx action to needs, and one that results in making significant collective changes

in the question of personal agency rather than reliance on information, one that

[The health of women and child health] (CONSIDOA 2003:58).

They do not feel able to come forward to claim their rights (CONSIDOA 2003:58).

Right for women will have limited meaning if

non et al. 2006:29). However, "Rights for women will have limited meaning if

and through improving sexual and reproductive health in education curriculum

and through improvements in sexual and reproductive health education and

support such policies and legal systems which reinforce and support girls' empowerment.

Thus the state has a role to empower women and girls to know, access and as

Girls and Education programs for education and career development

the importance of the imposition of pol-

are recommended imposition of pol-

2000:18). However, during this,[1] as lack of knowledge about sexuality, poor quality of reproductive health and

knowledge about sexuality, poor quality of reproductive health and

of 2.0]. Higher risk of unsafe sexual education is a factor of importance

because the lack of information and access to relevant services..." (can

less to enable them to deal with their sexuality, "adolescents are particularly vul-

serve in the area of reproductive health and rights. Government policy should improve

impact on their reproductive health and rights. Government policy should improve

and boys’ attitude and behavior towards sex and sexual practices, and have deep

policies in Tanzania. Although ideas about female and male sexuality affect girls

Sex and sexuality remain topics that are not discussed in government education

Infection and even deaths.

Qualitative doctors to undertake the procedure, otherwise there will be high risk of

Abortion, change of law is not enough without infrastructures and availability of

abortion law there are number of reported cases of teenage abortion in Tanzania.

contraception among girls (Zemen et al. 1999:31). Even in presence of illegal
6.1 The policy document: An intersectional analysis
In addressing the poor participation and drop-out of girls in education, however there is no single page in the policy document mentioning sexuality. Concerned, sexuality could be the main point of view which contribute to the poor performance of students, rather than merely reducing the number of drop-outs and secondary students. The text here focuses on slow increases in participation of women/girls in education.

The Tanzanian Education and Training Policy 1995

Intersectoral analysis of the policy: Defining the problem

6.2 Intersectoral analysis of the policy: Defining the problem

There is intersectorality in the effects of school girls' pregnancy. The school process of learning and other social conditions of inequality. Hence, the gendered process of learning and other social conditions of inequality. Hence, the gendered process of learning and other social conditions of inequality, and gains and losses, the authors of the study is mentioned. The meaning of school girls' pregnancy in the policy is from social justice perspective. Explanation is in interventionist approach as

From social justice perspective, explanation is in interventionist approach as
issue, gender, and class, and are intertwined in complex ways. Issues of other social relations. Thus, pregnancy and birth are not just acts of reproduction but also have implications for social and economic inequalities. The intersectionality of gender, class, and social location is beyond the scope of this text. However, it is important to note that the experiences of women and girls are shaped by social, economic, and political factors that intersect and influence each other. These factors include issues of gender, class, and race. The interplay of these factors is complex and cannot be reduced to simple binaries of difference. The concept of intersectionality recognizes that different axes of oppression and privilege intersect, and that the experience of being both a woman and a person of color is not just a matter of addition but a complex and dynamic process. The experiences of women and girls are shaped by the interplay of these axes, and the resulting inequalities are not just a matter of gender or race but a combination of both. Therefore, any analysis of gender and race must take into account the intersection of these factors.

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The above quotation from **Tanzanian Education and Training Policy 1995**

"6.3.1 Government shall encourage the construction of hostels/boarding for girls in secondary schools."

6.3.1 Government shall encourage the construction of hostels/boarding for girls in secondary schools.

6.3.2 Government shall not deporate existing girls' government boarding schools.

6.3.2 The establishment of co-educational and girls' secondary schools at the age of seven years until they complete the cycle of education.

6.3.4 Primary education shall be universal and compulsory to all children.

**Section One**

**6.3 Intersectional analysis of the Policy: Defining the Solutions**

Intersectional analysis is required in sections and analyzed again by using intersectional

6.3 Intersectional analysis of the Policy: Defining the Solutions

Results of the Intersection of gender, class, age, and sexuality.
is marked by asymmetric power relations that are enacted not only through ethnic
in issues related to sexuality and gender violence in all aspects of the
should not be viewed only as a threat to an individual, but should rather be
school, and physical violence are accompanied by sexual desire. If the period
in a period of consensual sex (sex in exchange for gifts or money) with children under the age
where the school's daily menu (some dishes called 'female dishes') are enjoyed in
- Outide school environment. If other words, sexual abuse is also experienced in

women and make teachers in human rights perspectives, "all young people,
which is difficult to choose girls in boarding school without contact with school girls. But if
the problem of preference and early marriage of school girls. But if
The exploitation of girls and boarding schools is mentioned in the policy as

money which leads to dropout and expulsion from school.

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is made an assurance of outcome without addressing the cause of girls' free-
2002;2001;2003:1; 2002-3). Universal and compulsory education, equal to the
cause of various reasons, including gendered cultural norms which affect girls' education, and other national policies like the African countryside's

nominal, social and cultural as described by Teayal (2003:5).

enters the classroom. It is the responsibility of non-physical barriers, whether eco-
only opportunities. Efforts should be put on building more inclusive school facilities for
addressed if pre-school girls continue to drop out and be expelled without an

and universal and compulsory education can be seen as an assurance for access. But they do not guarantee participation of

Universal and compulsory education is claimed to be the solution to
6.3.2 Section Two

School Year.

The imbalance of power between girls and boys, girls and teachers, or other peers outside school can be detrimental to students’ mental health. Girls are more likely to be targeted by school leaders and sexual abuse from peers or their teachers once violence and bullying are present. Therefore, schools should implement policies to address these issues.

6.3.3 Section Three

These articles focus on curriculum:

6.3.3.1 Education and school systems shall eliminate gender stereotyping in mathematics and science.

6.3.3.2 The school curriculum shall be reviewed in order to scrutinize and correct the gender bias present in the curriculum.

The following two articles address structural issues in education of women and girls.

6.3.2.1 Government shall establish special educational and financial support for women and girls.
Limited view, though provision of financial support for girls and women's education in non-formal education, is absent only in a few schools with female teachers. Class ceiling is imposed in some schools and parental education and personal choices are influenced by societal norms and values. These norms are reinforced by the policy of gender-based discrimination in education, which affects girls more severely than boys.

In conclusion, it is clear that the engagement of girls with sexual health class participation in gender training rather than being replaced by women teachers development and education programs. Women teachers should be trained and should view men as obstacles to development programs. Women should be viewed as partners in training men in gender equality work (Cressey et al., 2006). If it is required not to involve men in gender equality work, the role of women must be a critical area of concern to development programs. The role of women must not be disguised as a subordinate role in decision-making processes. Women's participation, power, representation, and negotiation of women's issues, empowerment, power relation, and participation of women in decision-making processes is essential.

Schools (except in 2006-256)

Furthermore, the education policies must offer formal distribution of control in all aspects of education, which is not the case in the schools. The role of women is not valorized in the context of abstinence before marriage, and they do not have the right to control their bodies and lives in the context of reproductive rights and power relations. Women must have a say in decision-making processes in schools and control over educational programs. Women's representation in education and education programs must be increased, and it must include diverse, pleasurable, and meaningful education. Women should not control female sexuality and should include diverse, pleasurable, and meaningful education for women teachers (Cressey et al., 1995).

2.12 Special in-service training programs should be designed and implemented for women teachers
and discrimination are dealt separately in the policy, while the interaction and
is not shown in the policy. Rather, it addresses different aspects of disadvantage
dropout due to pregnancy, early marriage, or poor education achievement of girls
at early age. The relationships between these gender hierarchies and poverty and
or teachers' inability to recognize sexual practices and make them subject to marriage
sexuality in such a way as to render girls vulnerable to sexual violence by boys.
In the Indian culture, it is based on ideologies and structures that define female
cause if it reduces the gender inequalities to the issue of culture, never recognized.
can, excluding boys and mean from the issue. The policy is also gender biased-
The policy is gender biased by viewing premarital and extramarital births con-
Female and male sexuality.

an effect of gendered inequalities and exclusions based on poverty and norms of
premarriage is strengthened by framing it as a cause of low participation, and not as
efforts to address the problem of girls' participation in education, but the issue of
above explanations indicate the use of additive intersectionality in the policy as
ype of education which will be offered in the document. The elaboration on the
ion, but not as an element of support for young mothers. The elaboration on the
In many social groups (Krusner, 2003:66), intersectional visions require intersectional approaches. The lens to study student \textit{race} and identity, focusing on particular social groups, neglects points of vertical relationships among them. Inter-institutional, complexly examining cross-race and cross-identity approaches. Yet, intersectional perspectives offer a comprehensive and nuanced view.

\section{7.1.1 An Intersectional Approach of Intersectionality}

In the school system, needs to stop degrading pregnant school girls as "non-pregnant" groups which does not provide space for understanding the system of gendered power and structure. Hence, intersectional consciousness of multiple dimensions of exploitation and marginalization and the need to understand the system of gendered power and structure. Hence, intersectional consciousness of multiple dimensions of exploitation and marginalization and the need to understand the system of gendered power and structure.

For the sake of solving the problem of school girls' pregnancy, using gendered

significance should take into consideration the intersectionality of gender, age, and pregnancy location.

- A provision for special education programs for pregnant school girls to help them to complete their education.
- Provision for positive perception towards pregnant school girls.
- Involvement of different stakeholders such as NGOs, schools, communities and parents of pregnant school girls.

An amendment of existing policy on exploitation of pregnant school girls is not enough.
Sexuality and age are neglected in school, family, and society. Social and cultural understandings of the ways in which meanings of gender, power, and inclusion in education influence the role of making and implementing the policy. Since it is required to make the power in relation to exclusion, however, they have less power compared to the role with the role of making and implementing of educational policies in education through review of educational policy.

There are individuals and non-governmental organizations which advocate for the position of pregnant school girls. 

Examining different ways through which these power relations influence the position of girls as a result of the school environment, the system of power, structure and privilege, support educational policies of pregnant girls through education. This support takes place through the following pathways as a result of policies that have occurred. Those pathways are defined as a result of policies that have occurred. They are also defined as a result of policies that have occurred. Policies that are linked to exclusion and inclusion in educational systems. For example, power relations are linked to exclusion and inclusion in different ways.

Like forms of social relations, within institutions, gender would become a complex concept intersecting with multicultural, ethnic, and social identities. Gender hierarchies and exclusion, and non-power relations between boys and girls can lead to conflict and dropping out of school. Schooling would not be defined as a cultural problem but would be explicitly recognized as an educational problem.

If an anti-categorical approach (Figure 1) is adopted by the state, then pregnant girls' inclusion and exclusion are in the meaning of gender, sexuality, age, and class.
7.1.2 Inter-cultural approach of intersectionality

Figure 2: Inter-cultural approach

Family is a place where gender relations are transmitted from one generation to the next through gender roles and relations among members of the household, and a framework in which children of different sexes are brought up (UNESCO, 2003:118). In addressing pregnancy of school girls, family has the role to play, for instance in the openness on discussing issues between children and parents. Parents feel to be responsible and have control over girls, rather than boys as they believe that if girls are not controlled and given much freedom they will lose purity and even become pregnant while boys have nothing to lose (Heward et al., 1999:91).

School is responsible to support the family, as well as to ensure availability, accessibility, adaptability, acceptability of girls' education. Shetton (2006) claim that school to be a historical, social and cultural institution, within which gender is negotiated, reproduced and produced. Students and teachers interact and identities and relationships are constructed (Shetton et al., 2006:423). Other scholars describe school as a dangerous place where sexual harassment, bullying and corporal punishment occurs. “Classroom as one of the specific sites where schools as deeply gendered and heterosexually regimes, construct relations of domination and subordinination” (Hird, 2006:426). Teachers demand sexual favour from girls for good
based on the fact that gender orientation remains within two categories: women and men. This multiplicity based on gender alone highlights the expansion of multiplicity beyond gender is a comparison of gender with other categories such as class, sexuality, and age rather than a comparison between gender. The inter-ethnic codes represented in Figure 3 calls for multiplicity of gender by different categories and positions.

**Figure 3: Inter-ethnic approach**

and education empowerment tools for changing these power relations. Ending the first pregnancy from school, but not in school, would not be a cause of girls dropping out but an effect of unearned power relation. The so-called educational empowerment means that the policy would change pregnancy of school girls into gender to other categories such as class, sexuality, and age. Let us consider the inter-ethnic approach (Figure 3) calls for multiplicity of gender by directly refer...

**7.1.3 Inter-ethnic approach of intersectionality**

Less attention is devoted to structural inequalities among different classes, age, and educational orientation in which school, family, and community in terms of formal sexuality of girls. To some extent, the data reflects a social environment where recognizing the interlinks between...
School attendance is well-maintained with rising of a child. The staff has to realize that the policy to expand the number of students to fill the school is not enough. Support systems with clear strategies for higher re-entry are required where schools have rules and enable pregnant school girls to enjoy their rights to education.

One of the major human rights issues the policy changes by itself is not enough to address the issue of pregnant girls from schools. The expansion policy is affecting education rights of pregnant girls from schools. There is a strong need to review the current expansion policy on expansion.

Pregnant girls to make their own choices.

In order to maintain and education and to direct the efforts toward empowering girls is not easy. It is necessary for the schools to focus on different ways in which these power relations are intersected with other oppressive relations such as those of class, age, and sexuality. It is necessary for different groups of girls. It is easy to understand that gender relations are embedded in all contexts of education. It is to be acknowledged that expansion is experienced differently by pregnant girls in school and in society.

For instance, the assumption that girls’ sexuality is not to be controlled and protected until marriage, which is not the case. The right to develop education policy.

Pregnant girls to have the right to develop education policies and the key to break poverty.

Providing education as a means of fighting out of poverty. Education is empowering for girls. Education is empowering for girls. Current education is a base for girls to have access to education. Girls receive a degree of education for people. Importance of education for girls.

In addressing education, development, poverty and pregnant school girls, the state needs to take into consideration the three approaches of intersectionality. The state needs to take into consideration the three approaches of intersectionality.

7.2 Conclusion
Gender equality implies equality of outcomes which is difficult to be achieved.

The index measured is not in line with power relation between boys and girls.

- Gender parity which many governments claim to achieve is mere ganging-up
decisions and practices which also focus on access to and provision of girls' education.
- Girls is concerned. It is required that the policy moves beyond the World Bank to
between gender, education and development as far as the provision of education for
definition of gender in relation to education. In order to look at the intersection of
women, poverty, age, class and sexuality, in addition to adopting new models in
address of poverty, age, class and sexuality.


- Suffering use of contraceptives.
- Access and inadequate information on reproductive health and sexual rights, and in-
- Access is contended by poverty, sexual violence, insufficient information on sex-
- Effects of exploitation and their intersectionality have to be dealt with. Tanzania perce-
- The way of dealing with the problem, multiple factors which lead to pregnancy and
- Is an indication that the policy of exploitation of pregnant school girls is not an effect-
- Persistence of pregnancy and resulting dropout in primary schools in Tanzania.

- Gender discrimination of boys and girls, especially in the context of poverty.
- and cultural practices of subordination that characterize the intersectional relation-
- Sexual and physical violence which increases the imbalance of power, social structures
- girls' education, skills, and access to health services, but concentrating only with-
- meaningful and gender sensitivity is understood by thinking resources toward-
- continuity of education can still be problematic. The discourses of gender main-

By denying discrimination the opportunity for girls' school girls to continue
there is no structure and the social and cultural meaning assigned to female sexual-

Even if the law is changed and girls have the rights to go back to school, it
punishment and needs to be changed in order to bring social justice for both sexes.
phases pre-school and primary school girls are affected of sexual desires which devalue the
which bring more sexuality and more important and unacceptable. This assimilation
assumption of a zero policy of exploitation is based on the patriarchal sexual norms
she whereby other forms or girls can be subject to or affected of desire. The utilization
school girls' education after delivery. Sexuality thus to be understood as sexual-

of formal institutions. Where the social cultural difference may affect pre-

With support system in place, changing ideas about female sexuality is
schooling simultaneously, and thus girls need a supportive structure.

in such a young age it is difficult to perform the duty of raising children and
the society, within which both girls and boys live.

Also important because it helps to create awareness of complex power relations in multiple exclusion and discrimination in school curricula and family education is becoming further magnified. Additionally, inclusion of gender perspectives of age, as well as perpetuating location in order to share those in less privileged form

locally address the diversity of pregnant school girls based on sexuality, class and

Empowerment efforts of the state, school, NGOs and citizens should also be able to question and contest power dynamics that create inequalities of all stakeholders should empower girls to control their own bodies and sexuality within patriarchal educational systems. (Institute, 2008:296, The International Efforts

Empowerment should also enable them [pregnant school girls] to challenge the context of conflict/confusion as separate, sense of agency and sense of self in a wider context of shape alternative social relations. Pregnant girls should be empowered to gain self-shape alternative social relations. Pregnant girls should be empowered to gain self-power of existing gender relations, effectively challenge and resist

there is emphasis in empowerment processes of girls to be able to express the opposite with other stakeholders such as citizens and non-governmental organizations

women of power relations as part referred to Weitnauer (1994) namely opposite.

Above all, individual empowerment for pregnant school girls in all these do-

and recognizing the poverty and social exclusion and collective capacity and providing skills for safe and supportive motherhood and economic empowerment are viewed as resource for building individual

and many others associated with teenage pregnancy, it is necessary to express these education like any other children. Despite the psychological and biological factors.

Finally, I am strongly believe that teenage pregnant girls have the same rights to


Without change in social norms and customs which guides people's behaviour
The Question. United States of America: Blackwell Publishers Inc.

Institute of Social Studies

Research Paper. The