

Effectiveness of Alternative Learning for Secondary School Dropout Adolescent Girls Due to Teenage Pregnancies

Said Kayege

Department of Regional Centres Coordination

The Institute of Adult Education,

P.O.Box 223 Mwanza- Tanzania

kayeges@yahoo.com, Mobile: +255784 910 075

Abstract

The study was carried out at three district councils of Shinyanga region following inauguration of a pilot programme carried out by UNESCO in partnership with the government of Tanzania. The study was set to achieve two objectives: first, to examine success of alternative learning for secondary school dropout adolescent girls and secondly, to evaluate challenges resulted in programme implementation. The study employed a case study strategy and purposive sampling technique was used to get 166 respondents. Data were collected using interview, Focus Group Discussion and documentary review. Data were subjected to using content analysis after coding them into themes and categories. From the findings, the following achievements were reported: it had helped in self-employment and income generation, building self esteem to adolescent girls, transformation of societal attitudes towards girls' education, good knowledge on reproductive health and realization of girls' educational dreams. Challenges reported included delays in receipt of funds, late payment of teachers, scarcity of learning materials, poor attitudes on education, students' drop outs and lack of teachers to some centers.

Based on results from the study, the following conclusions are drawn: practical part of training has to be given more emphasis than theoretical training, the programme would help teenage mothers to employ themselves and girls will be able to realize educational dreams. Moreover, young girls have benefitted from knowledge about reproductive health. Delay in receipt of funds and late payment of teachers, students' dropout, community members' poor attitude on importance of education, lack of trained teachers and scarcity of learning materials were identified challenges of the programme. Recommendations include the following: make comprehensive sexuality education a reality for all schools, scale-up the programme to other districts as well as regions, deliberate efforts to link course participants to markets and invest more money in improving learning environment for girls. It would be fair to conclude that due to short-term benefits of pre-vocational training, the said aspect of the programme is more likely to be sustainable part of the programme than theoretical training. Hence, it has to be given emphasis.

Keywords: Alternative learning, adolescent girls, teenage pregnancies, secondary schools

INTRODUCTION

Every child in a country has the right to public education. However, it appears that there are several children who miss that right due to several reasons and hence, they require special treatment to what is called alternative education. Alternative education is primarily used as a substitute for traditional schools when a student is not succeeding in traditional schooling environment. Many times alternative education is used as a last resort for children who have misbehaved either in school or in conflict with the law (Colson, 2010). In appealing to such situations, several countries have adopted alternative education system as a way of helping those who are disadvantaged over traditional education system.

In India, a project known as “Pehchan” developed in 2002 by the Centre for Unfolding Learning Potentials (CULP) in collaboration with the government and UNICEF, offers 2 to 3 years course at primary education level to rural out-of-school adolescent girls for their integration into the formal school system. In the same vein, Bangladesh initiated Bangladesh Rural Advancement Committee (BRAC) free schools to respond to a perceived need for quality alternative education for disadvantaged out of school children in Bangladesh, particularly girls (UNESCO, 2014). In United States of America (USA), the National Association for Legal Support of alternative schools was established in 1973 and alternative High School Initiative (AHIS) began in response to the increasing number of High School drop outs in the late 1990s and early 2000s (Colson, 2010). In Gambia, re-entry programmes for girls were initiated in 2002 by the Ministry of Basic and Secondary Education targeting girls who have dropped out of school due to social, financial or other reasons, with each participant receiving extensive guidance and counseling services such as personal, social and vocational assistance (*ibid.*). An initiative “HOPE” for Teenage Mothers

in Kenya provides teen mothers with access to economic and education opportunities through formal education, vocational training and skills building (Centre for Education Innovation, 2014).

In recognizing the central role of education in achieving overall development goal of improving the quality of people's lives, the Tanzanian government has made excellent progress in increasing school enrollment rates. However, challenges that remain are related to retention of students in the education cycle. Approximately 6,000 female students are expelled annually from secondary education each year due to pregnancy and it is recognized that the actual figure could be even much higher than portrayed (URT, 2013). It has also been approximated that over 55,000 female students have been forced out of education due to pregnancy in the last decade in Tanzania (Center for Reproductive Rights, 2014).

Millions of Tanzanian children and adolescents do not gain secondary education or vocational training due to a number of reasons. It is estimated that a total of 5.1 million children aged between 7 and 17 are out of school including nearly 1.5 million of lower secondary school age. Education ends for many children after primary school: only 3 out of 5 Tanzanian adolescent or 52 percent of the eligible school population are enrolled in lower secondary education and less complete secondary education. Almost 2 out of 5 girls marry before 18 years of age and thousands of adolescent girls drop outs of school because of pregnancies (Human Rights Watch, 2017).

It is in this context that a group of 220 adolescent girls from Shinyanga region of Tanzania, having previously been expelled from secondary school due to pregnancies, were supported with alternative learning opportunities. The programme was carried out by UNESCO in partnership with the Ministry of Education and Vocational Training. The

main objectives of the programme were as follows: first, to provide adolescent girls who had previously been expelled from secondary schools due to teenage pregnancies access to alternative learning opportunities; second, to empower adolescent girls with income generating activities; and finally, to help adolescent girls with life skills education so as to be able to address different issues related to adolescent girls. The target students were made up of only girls who dropped out of secondary schools due to teenage pregnancies (UNESCO, 2012).

The programme involved a mixture of subjects. At the beginning, foundation courses such as communication skills, English and Basic Mathematics were taught. After the foundation courses, Pre-Vocational courses that comprised of soap making, tailoring, tie and dye (*batiki*) and petroleum jelly making were taught. Another category of subjects included gender, adolescent reproductive health education, parenting skills, environmental education, Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) and entrepreneurial skills. After course completion, some adolescent girls re-joined secondary education.

The mode of learning in the programme was so open and flexible in the sense that adolescent girls with regard to their conveniences and agreed time had to attend learning programme while continuing with their socio-economic responsibilities. That was done by opening up ten centres, one from each ward that aimed at bringing learning programme closer to learners. In addition, each of those centres became a study centre for secondary education opened and managed by the Institute of Adult Education through open and distance learning programme as evening classes. Learners admitted in secondary education programme are expected to complete secondary education within a minimum of two

years after doing national examinations set by National Examinations Council of Tanzania (NECTA) as private candidates. Thus, this study was conducted to examine effectiveness of the said alternative learning opportunities provided to adolescent girls as a result of being expelled from secondary schools.

Statement of the problem

The importance of education in bringing socio-economic development in Tanzania has been realized as an important instrument in reducing poverty, ignorance and diseases (URT, 2008). The government of Tanzania introduces alternative learning programmes to cater for out of school youth, either not enrolled or did not complete their basic education (*ibid.*). Several typologies of alternative learning opportunities, which include functional literacy, computer skills, carpentry, cooking and electricity, to mention but a few, have been initiated in Tanzania as a way of helping those who have dropped out from formal education system (*ibid.*). Provision of alternative learning opportunities for adolescent girls forced out of secondary school due to teenage pregnancies was one of efforts of the government of Tanzania to ensure the right to education for a girl child.

However, there have been no data that demonstrate effectiveness of this intervention in the country. UNESCO (2014) reports that little systematic monitoring has been conducted regarding learning outcomes and impacts of alternative learning to children including young people, concurrently with lack of single data source derived from limitation of administrative data, which does not always cover alternative learning; contributes to uneven availability; and quality of data across countries. Most of the studies are western oriented and hence, culminate to lack of clear information about effectiveness of alternative learning opportunities in the country. Therefore, this study explored effectiveness

of provision of alternative learning opportunities for adolescent girls who dropped out of secondary schools due to teenage pregnancies.

Main objective of the study

The main objective of the study was to sensitize the Ministry of Education and other stakeholders on the need to allow girls who are forced out of school to be readmitted in school and on the need to ensure rights-based approaches to education.

Specific objectives

- i. To examine success of alternative learning programme for adolescent girls who dropped out of secondary school due to teenage pregnancies;
- ii. To identify challenges of alternative learning programme to adolescent girls who dropped out of secondary schools due to teenage pregnancies; and
- iii. To sensitize the Ministry of Education and other stakeholders on the need to allow girls who are forced out of school to be readmitted in school and on the need to ensure rights-based approaches to education.

Research questions

This study was guided by the following research questions;

- i. What are the notable achievements/benefits resulting from alternative learning programme to adolescent girls?
- ii. What have been the challenges facing adolescent girls in alternative learning programme?
- iii. What are pertinent approaches and strategies for the Ministry of Education and other stakeholders on the need to allow girls who are forced out of school to be readmitted in school and on the need to ensure rights-based approaches to education?

Significance of the study

Good practices and lesson portrayed by this study will be useful to other adolescent girls and women for improvement of quality of life and their families. The study will also highlight the importance of on-going development guidelines to education practitioners and policy makers on the manner to enable pregnant girls continue with their studies so as to ensure that the practice of expulsion is discontinued.

Theoretical framework

This study was guided by Howard Gardner's "Theory of Multiple Intelligences." The theory stipulates that, all people are able to know the world through language, logical mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. The theory also stresses that individuals differ in strength (profile of intelligences) and in ways in which such intelligences are invoked as well as combined to carry out different tasks, solve diverse problems and progress in various domains. In the alternative learning system, participants are given chances to learn in varied ways and in their own unique learning styles. Multiple Intelligences are being catered for by providing learners differentiated activities and learning modules (Yalman and Gozum, 2013).

Theory is relevant with this study since it gives the opportunity to plan our education program by focusing learners' interests. It also enables educational practitioners to reach more students trying to learn different disciplines. The greatest impact of the theory in the process of teaching is to increase the creativity of teachers in developing teaching strategies.

METHODOLOGY

Research design

The study employed a case study research strategy. The strategy guarantees in-depth investigation of unity of inquiry (Creswell, 2003). The primary advantage of a case study is its ability to provide much more detailed information than what is available through other methods and also allows one to present data collected from multiple methods (such as surveys, interviews, documentary review and observation) to provide the complete picture (Neale, Thapa and Boyce, 2006).

Study area

The study was carried out in two districts of Kahama and Shinyanga rural in Shinyanga region where alternative learning opportunities programme was provided as a pilot study. Five wards were selected from each district for the study. Malunga, Segese, Isaka, Mhongolo and Lunguya wards were sampled from Kahama district, while Shinyanga rural district comprised of Lyabukande, Mwantini, Pandagichiza, Usanda and Iselemagazi. The criteria guiding choice of the study area were based on the fact that the alternative learning programme being explored by the study was conducted in the said area.

Sample and Sample Size

The study constituted a total of 166 participants composed of 103 adolescent girls, 10 Ward Education Coordinator (WEC), 10 community leaders, 20 parents of adolescent girls, 10 vocational teachers, 10 Programme Coordinators and 3 District Adult Education Coordinators. Table 1 illustrates clearly the number of respondents involved in the study.

Table 1: The number of respondents involved in the study as per district council and learning centre

Types of respondents	DISTRICT COUNCILS										
	Kahama Town		Msalala		Shinyanga						
	Malunga centre	Mhongolo Centre	Segese Centre	Isaka Centre	Lunguya Centre	Lyabukande Centre	Iselamagazi Centre	Pandagichiza Centre	Usanda Centre	Mwantini centre	Total
Adolescent girls	11	6	18	4	9	13	15	7	11	9	103
Community Leaders	2	0	2	1		1	2	0	2	0	10
Parents	2	2	2	2	2	2	2	2	2	2	20
Vocational Teachers	1	1	2		1	2	2	0	0	1	10
Programme Coordinator	1	1	1	1	1	1	1	1	1	1	10
Ward Educational Coordinator	1	1	1	1	1	1	1	1	1	1	10
District Adult Educational Coordinator	1	0	1	0	0	0	0	1	0	0	3
TOTAL	19	11	27	9	14	20	23	12	17	14	166

Source: Field Data (2016)

Sampling Procedures

Purposive sampling technique was adopted in the study to get all categories of respondents. The technique was employed as it gave an opportunity the researcher to choose subjects that were knowledgeable and well informed about the research issue based on their personal experience.

Data Collection Methods

The study employed interview, Focus Group discussion and documentary analysis for collecting field data. Semi-structured interviews were employed to gather information from community leaders, Programme Coordinators, Ward Education Coordinators and Vocational teachers. Focus group discussion (FGD) was applied to gather information from adolescent girls and parents. Documentary review was used to get secondary data from offices of the Regional Resident Tutor and the Regional Administrative Secretary. Reviewed documents included the following: a letter of request from Regional Resident Tutor for Shinyanga Region to Regional Administrative Secretary asking for acceptance of the role of financing secondary education to adolescent girls through district councils; and a letter from Regional Administrative Secretary to District Executive Directors of Shinyanga, Msalala, and Kahama town councils was reviewed. The letter provided orders and directives for each district council to finance secondary education to adolescent girls. Furthermore, a letter from Regional Resident Tutor to Ward Educational Coordinators submitting learning materials was reviewed.

Data Processing and Analysis

Data obtained from interviews and Focus Group Discussions were subjected to content analysis. The information was transcribed, summarized and thereafter, codes, concepts, categories and themes

were generated. During the analysis, data were organized through research questions/sub-questions.

DATA PRESENTATION AND DISCUSSION

Programme Achievements

The main objective of this research was to sensitize the Ministry of Education and other stakeholders on the need to allow girls who are forced out of school to be readmitted in school and on the need to ensure rights-based approaches to education. From the field, the following achievements were reported.

a) Self-employment and income-generation

Research findings obtained from the study revealed that alternative education provided to adolescent girls had a significant contribution to girls' self-employment and income generation. These aspects were mentioned frequently as being particularly helpful results of the programme. This was made evident when one of the adolescent girls reported that, "As a result of skills and knowledge obtained from this programme, we are now able to employ ourselves and thus, raise our incomes"(Adolescent girl, Centre D).

Similar observations were also presented by one of the interviewees when he said that,

"Since young mothers are in a single legally registered entrepreneurial group with a constitution, they can now speak as a single voice. Within a group, they get money after selling their products and they are eligible for loans from 5% District Council's annual budget for women and the youth from its own source account"(District Adult Education Coordinator, Council B).

In the same vein, respondents were celebrating about entrepreneurial skills learned in the programme. Most of them argued that acquired

knowledge and skills will assist them in starting small businesses as one of the groups reported that, “Through entrepreneurial knowledge obtained from this programme, we are able to identify sources of finance for starting a business, how to manage a business as well as records keeping in business” (Focus Group Discussion, Centre E).

To cement on income generation and self-employment, one of the parents noted by saying that,

“Probably one of reasons, which made these girls become pregnant, is economic hardship at home. They are easily bribed. Therefore, economic empowerment and entrepreneurial knowledge covered in the programme will help them get rid of the situation. The training has made my daughter a tough woman such that she will fulfill her dreams and could even run a large company of her own in future” (Parent, Centre A).

b) Realization of educational dreams

Analysis of findings from interviews and Focus Group Discussions indicated that the programme has enabled young mothers get back on track to realize their educational dreams. Most of those interviewed had aspirations of becoming teachers and nurses, both of which are in short supply in Tanzania. One of the District Adult Educational Coordinators commented that,

“This programme has been helpful not only to teenage mothers but also to the government. One of the government’s roles is to provide education to its people. Through this programme, some girls have started attending an evening class registered under the Institute of Adult Education at Kishimba Secondary School (District Adult Education Coordinator, Council A).

Through documentary review, it was revealed that students started attending secondary schools. The findings revealed that 48 young girls joined secondary education through Open and Distance Learning (ODL) since February, 2106 under the coordination of the Institute of Adult Education.

One of programme beneficiaries when congratulating UNESCO and the government had this to say, “I am happy today that I have started secondary education again even though through an evening class. It is very interesting whereby provided education is free of charge because all costs are being incurred for by the government” (Adolescent girl, Centre A).

Table 2 indicates the number of girls who have already joined secondary education through Open and Distance learning Programme.

Table 2: The number of young girls who have joined secondary schools through ODL

SN	Study Centers	District Councils	Number of learners
1	Lunguya secondary school	Msalala	05
2	Mwl. Nyerere secondary school	Msalala	08
3	Kishimba secondary school	Kahama Town	05
4	Samuye secondary school	Shinyanga	16
5	Iselamagazi secondary school	Shinyanga	14
Total			48

Source: Field data (2016).

c) Building the girl's self-esteem and self-confidence

Findings from the study indicated that the programme has helped to build adolescent girls' self-confidence and self-esteem. That was due to generic courses that girls went through as one of the interviewed groups highlighted that, "From this programme, we have acquired knowledge in gender and life skills, which made us aware on our rights as human beings and girls. It is through such knowledge now we are able to demand for our women's rights when denied" (Focus Group Discussion, Centre H).

This was evident from the feedback of female student beneficiaries, feedback from parents from all interviewed centres and teachers. All respondents reported increase in skills and confidence of young mothers.

d) Transformation of Societal attitudes on girls' education

Research findings revealed that the programme has transformed societal attitudes on the right of girls to education. All (100%) interviewed parents were supportive of the programme and their children's participation in the programme as one of the parents said that,

"To educate a girl is to educate the whole society and to make her become aware on her life. A mother is a family care giver and a lifelong teacher. This programme has increased my daughter's awareness on various aspects and it has given her something meaningful. I am ready to allow my daughter return to secondary school so that she can be able to fulfill her dream of becoming a nurse" (Parent, Center G).

Moreover, one of the Ward Education Coordinators said;

"As a result of this intervention, there are notable changes in people's attitudes on the right of pregnant girls to education. You

can see it from the way the guardians speak to their daughters. When we had a meeting with parents, most of them praised the intervention”(Ward Educational Coordinator Centre B).

Therefore, the programme’s major advantage has been in making girls feel connected to school and community once more, something, which is emphasized by many education practitioners. Olds and Papalia (2006) argue that family and school environments play an important part in physical as well as mental health. Perceptions and connectedness to others both at home and at school, positively affect young people.

e) Good knowledge on reproductive health

Findings from this study also revealed that the programme had some contributions in reproductive health to young girls. One of the young mothers highlighted that,

“I have heard about family planning practices for the first time through intervention of this programme. They include injectable, oral contraceptives, counting of days through natural family planning and condoms. I would like to advice the government to incorporate family planning content in the school curriculum so that girls would become aware on their body changes ”(Adolescent girl, Center H).

In addition, another young mother reported that, “I want to warn secondary school girls not mix sexual relationship with schooling because mixing the two would impede their dreams as I am today. Let them abstain from sex” (Adolescent girl, Center, F).

In Tanzania, 23 percent of women between 15 and 19 years of age have started child bearing, 17 percent have had a live birth and 6 percent were pregnant with their first child (URT, 2012). In Shinyanga,

15.1 percent of women are using traditional methods of family planning and 12.5 percent of women use modern methods thereby putting Shinyanga on the bottom of Mainland regions along with Mara and Mwanza when it comes to realization of women's right to decide on the number and spacing of pregnancies (ibid). Therefore, knowledge in family planning is very important to young girls of Shinyanga and the community at large.

Challenges in the programme

The study revealed several challenges, which faced effective programme implementation.

a) Delays in receipt of funds and late payment of teachers

Findings from the study revealed delays in receipt of funds and late payment of teachers as major challenges of the programme. Most respondents reported late payment of teachers to have been due to delays in receipts of funds from the district councils as one of the programme coordinators explained that, "Let payments of teachers from the district council was a big challenge. In some cases, teachers worked for three months without pay. Such delays demoralized teachers and hence, there ensued teachers' poor attendance and truancy" (Programme Coordinator Centre A). It was put very clearly that late payments to teachers who were facilitating the programme made them become discouraged and hence, increased teachers' truancy. The pattern was also evidenced through documentary review whereby documents for teachers' payments from programme coordinators revealed that for several months, teachers worked without pay.

b) Students drop-out

Most respondents from both interviews and Focus Groups Discussions reported students' dropouts as another challenge during programme

implementation. Similarly, when these findings were triangulated with attendance registers reviewed at the centres, the same was revealed. The programme initially reached over 220 adolescent girls who had dropped out of secondary school due to unplanned pregnancies. However, only 149 students graduated out of 220 adolescent girls enrolled in the programme. The commonly mentioned reason behind student dropouts was delay between phase 1 and phase 2 of the programme. One of the adolescent girls explained that, “Most of us left studies during the first phase due to delays in the second phase of vocational training. For example, at our centre, only 2 out of 15 teenage mothers completed the studies. But when the practical phase started, four of us joined the programme phase” (Adolescent girl, Centre “A”). Apart from the fore mentioned reason for dropouts, other respondents reported income generating activities and family responsibilities as being other reasons for dropouts. One adolescent girl, for example, commented that,

“I do not attend training on a regular basis because I have to take care of my own baby before I go for studies. Besides, heavy domestic chores hinder me from attending the programme. Therefore, financial support to take care of the baby and the family is of importance help to me carry out smoothly with my studies” (Adolescent girl, Centre C).

c) Poor attitudes on education

Most facilitators and programme coordinators were of the opinion that many learners and the community at large lacked appreciation for education. It was noted, for example, that adolescent girls at several centres were skipping classes. One of the Programme Coordinators noted that,

“Generally, people are unaware on importance of education. They regard education as a disturbance to their normal life ways. This has meant that community members’ response on the programme has been at times negative. Hence, many children drop out in order to participate in other economic activities” (Programme Coordinator Centre B).

A poor attitude by adolescent girls and the community at large was also noted when some girls expected to be paid for them to participate in the programme. One of the learners said that, “When we were about to join the programme, we expected to be paid some money as it has been done by other donors to other projects” (Adolescent girl, Centre F). In addition, community members’ poor attitudes on ** made girls become discouraged from attend training as one of the girls said that, “Because of ignorance we sometimes felt ashamed to continue with the programme because many people were laughing at us such that discouraged us to continue with the programme” (Adolescent girl, Centre E).

d) Lack of teachers to the centres

Results from the study also revealed lack of teachers to some of the centres, which, in turn, affected successful achievements of the programme objectives. The challenge was noticed at Malunga and Iselamagazi centres where both lacked teachers for cloth making (*batiki*) and soap making. It was worse at Mwantini centre than at the two mentioned centres whereby only one course of tailoring was taught due to similar challenges. The matter was evidenced when one of the groups of adolescent girls reported that, “At our centre, we do not have a teacher for *batiki* and soap making since the beginning of the programme. Since then, we are taught cookery and tailoring” (Focus Group Discussion, Centre A).

Through interviews with Programme Coordinators from each centre, it was clearly revealed that teachers for *batiki* and soap making for Malunga centre (Kahama Town Council) were from Segese Centre (Msalala District Council), while the teacher for similar courses for Iselamagazi was from Pandagichiza centre.

One of the Programme Coordinators from one centre justified the problem when he said that,

“According to the nature of the programme, the centre’s coordinator had to find teachers from his or her locality. Since the area had no experts in *batiki* and soap making, we depended on a hired teacher from Segese centre, whose attendance was erratic. Up to now she has attended only once. So, insufficient teachers made a good number of learners to drop from the programme because of being discouraged” (Programme Coordinator, Centre A).

Teachers’ absenteeism and truancy to some centres were also mentioned as programme challenges. It was revealed that at centres where teachers were available, they did not attend regularly due to some reasons. One of Programme Coordinators disclosed that,

“Teachers’ attendance at the centre is not good at all. One finds that a teacher may attend today but abscond for two or three days in a week. In due regard, such behaviour occurs probably due to late payment of teachers’ salaries” (Programme Coordinator, Centre Centre J).

e) Scarcity of learning materials

Research findings further revealed complaints about scarcity of learning materials right from the beginning of the programme. The vast majority of respondents requested for additional sewing machines and other

learning materials. One group, for example, said that, “We request for additional tailoring materials like sewing machines so that every one of us will get her own machine to ease learning process” (Focus Group, Centre D).

Another group of learners also complained about shortage of learning materials for their practical training. They said that, “We have been unable to conduct many practical lessons in soap making and *batiki* making. This is because of scarcity of training materials provided by the centre” (Focus Group, Centre A). When findings from interviews and Focus Group Discussions were cross-checked with findings from several documents, it was similarly revealed that materials distributed to learning centres were not enough.

DISCUSSION

The purpose of the study was to explore effectiveness of alternative training programme to adolescent girls forced out of secondary school as a result of teenage pregnancies. Focus was on sensitizing the Ministry of Education and other stakeholders on the need to allow girls who are forced out of school to be readmitted in school and on the need to ensure rights- based approaches to education.

The study revealed some programme achievements that include the following: increased self-employment and income-generation to teenage mothers. Through the intervention, teenage mothers are engaged in making goods such as jelly, soap and cloth within a legally organized group. Therefore, economic empowerment and entrepreneurial knowledge covered in the programme will help teenage mothers get rid-off from economic hardships. Also the programme helps teenage mothers go back to secondary school through non-formal education system organized by the Institute of Adult Education. This is possible

not only because of awareness created among community members and girls but also due to financial abilities gained by girls as a result of selling their products. Apart from that, the programme, as a result of knowledge gained in gender and life skills, teenage mothers became highly confident and raised their self-esteem. Furthermore, the study found transformation of societal attitudes on girls' education as another achievement. As a result of the intervention, there are notable changes in people's attitudes on the right of pregnant girls to education.

Apart from achievements, the study also revealed multiple challenges resulting from the programme. Delays in receipt of funds and late payment of teachers affected effective achievement of the programme and hence, demoralized teachers. Another challenge was students' drop-out from the programme. Some teenage mothers dropped out from the programme due to delay in starting the practical phase. Scarcity of training materials and lack of trained teachers to some centres were reported to have affected programme implementation

In a general review, these findings concur with findings by Campbell (2011) and Colson (2010). The study by Campbell (2011), for example, reports that though there are organizations to help promote alternative schools, it is clear that there are discrepancies between alternative school. Some perform the best while others face a lot of challenges or a mixture of two. In the same vein, the study by Colson (2010) identified several problems of alternative education such as lack of enough space to allow more students in the programme and staff requirement in alternative schools.

CONCLUSION AND RECOMMENDATIONS

Conclusion

On the basis of results from this study, the following conclusions are drawn: To start with programme achievements, it is fair to conclude that due to popularity and short-term benefits from practical part of training, this aspect of the programme is likely to be the most sustainable/self-sustaining part because its benefits are seen easily without delay, while the theoretical training seems boring for some of the students. The study further revealed that alternative education provided to adolescent girls had a significant contribution to girls' self-employment and income generation. The programme would help teenage mothers to employ themselves and hence, facilitate increase in their incomes. Furthermore, the study found that the programme has enabled young mothers get back on track in realizing their educational dreams of becoming teachers and nurses, both of which are in short supply in Tanzania. In addition, findings from the study indicated that the programme has helped to build adolescent girls' self-confidence and self-esteem. Apart from that, research findings revealed contribution of the programme in transformation of societal attitudes on the right of girl child to education. The programme's major advantage has been in making girls feel connected to school and community once more, something, which is emphasized by many educational practitioners. Moreover, findings from the study revealed the contribution of the programme on knowledge about reproductive health to young girls.

On part of challenges, the study findings revealed several challenges, which include delays in the receipt of funds and late payment of teachers. Such pattern demoralized teachers. Students' dropout was also noted whereby only 149 out of 220 students completed the training cycle. Community members' poor attitude on importance of education was reported to have hampered effective programme implementation.

Results from this study also revealed lack of teachers to some of the centres, the pattern, which, in turn, affected successful achievements of programme objectives. Research findings further revealed complaints about scarcity of learning materials right from the beginning of the programme.

Recommendations

From the findings obtained in this study, the following recommendations are presented:

- The government needs to advocate for national stakeholders to scale-up the programme to other districts and regions with priority on regions where girls and women, particularly female students are the most vulnerable, such as Mara, Tabora and Simiyu regions. There is a great number of girls in the country, whose education has been aborted in the current decade due to pregnancy. Such girls have right to education and they can contribute to the skilled workforce of the country when they are given opportunities. Therefore, if they are effectively captured back into the education system, they will provide a cost-effective way of increasing the country's skilled labour force. Moreover, it will support realization of their right to education.
- There should be deliberate efforts to link course participants to markets where their products will have higher value including through cross-border trade fairs. The most important stakeholders like Tanzania Women Chamber of Commerce and Small Industries Development Organization (SIDO) could be highly consulted for this purpose.
- There should be efforts in making emergency contraceptives accessible and available to every secondary school in Tanzania. The recent introduction of Emergency Contraceptives (EC) into the essential Health Care Package of the country is a

welcome measure. The Ministry of Health and Social Welfare in collaboration with the Ministry of Education and Vocational Training (MoEVT) should make sure that girls are taught about existence of EC early on a national campaign.

- It is necessary for governments to invest more money in making learning environment favorable and sensitive for girls. It may include building of hostels to avoid long travel of girls from their homes to schools and availability of trained as well as qualified female teachers, especially during the developmental stage of girls in regard to their growth spurts. Districts should be provided with simple budgeting and planning tools to do so.

REFERENCES

- Campbell, C. M. (2011). *The impact of an alternative education intervention (students Transition and Recovery) on middle schools' attendance, Academic Performance and Discipline*. Retrieved on 23rd July, 2017. from <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1333&context=etd>
- Centre for Education Innovations (n.d.). An Initiative of Results for Development Institute. Programmes for out of-school children. Retrieved from <http://www.educationinnovations.org/topics/out-school-children> on 23rd July 2017.
- Centre for Reproductive Rights (2014). Forced out Mandatory pregnancies testing and the expulsion of pregnant students in Tanzanian schools.
- Colson, K. (2010). *Alternative Schooling: The need to improve alternative school to accommodate the population they serve*. Retrieved on 23rd July, 2017 from http://www.luc.edu/media/lucedu/law/centers/childlaw/childled/pdfs/2010studentpapers/Kayla_Colson.pdf
- Creswell, J. W. 2003. *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches*. SAGE. Thousand Oaks. USA
- Feldman, Olds and Papalai (2006). *A child's World Infancy through Adolescence (10th ed)*. Mc. Graw Hill.
- Human Rights Watch (2014). *I Had a Dream to Finish School: Barriers to Secondary Education in Tanzania*. Retrieved on 22nd July 2017 from https://www.hrw.org/sites/default/files/report_pdf/tanzania0217_web.pdf
- Kambuga, Y. (2013). The Role of Community participation in the ongoing construction of Ward Based Secondary Schools: Lessons of Tanzania. *International Journal of Education and Research* Vol. 1(7), 1-10.

- Neale P, Thapa S and Boyce C (2006). Preparing a Case study: A Guide for designing and conducting a Case study for Evaluation Input.
- UNESCO (2012). Educational needs assessment Report.
- UNESCO (2014). *Non Formal Education as a measure to meet learning needs of Out of School Children and adolescents*. Retrieved from <http://allinschool.org/wp-content/uploads/2015/01/OOSC-2014-Non-formal-education-for-OOSC-final.pdf> on 8th July, 2017.
- URT (2010). Tanzania Demographic and Health Survey 2010.
- URT (2012). Tanzania Demographic and Health Survey 2010.
- URT (2013). Tanzania Bureau of Educational of Statistic 2013.
- URT (2015). A letter of request from Regional Resident Tutor for Shinyanga Region to Regional Administrative Secretary dated 22.12.2015 with reference number IAE/SHY.E.8/8/26.
- URT (2015). A letter from Regional Administrative Secretary to District Executive Directors of Shinyanga, Msalala and Kahama Town Councils dated 31.12.2015 with reference number EA360/361/01/82.
- URT (2016). A letter from Regional Resident Tutor to Ward Educational Coordinators for Submission of learning materials from the Institute of Adult Education to learning centres dated 16.2.2016 with reference number IAE/SHY.E.8/8/31.
- Yalmanc S. G and Gozum A. I.C (2013). The effects of multiple intelligence theory based teaching on students' Achievement and retention of knowledge (example of the enzymes subject). *An international journal of New Trends in Education and their Implication*. July 2013 Volume: 4 Issue: 3 Article: 04 ISSN 1309-6249