

**Perceptions of Policy Duty Bearers on the Inclusive Education
Policy for Pregnant Teenagers in South Africa**

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ABSTRACT Post-apartheid, South Africa democratised access to education as enshrined in the country's Constitutional Bill of Rights of 1996. This also includes making education accessible to pregnant teenagers as provided for by other post-apartheid legal provisions that prohibit discrimination in education. This study explored the perceptions of education policy duty bearers on the inclusion of pregnant learners in formal schools. The sample of the study comprised teachers, community representatives in school governing bodies (SGB), and parents of pregnant teenagers at two schools that mainstreamed pregnant learners. Data were analysed using Atlas ti computer package which was programmed to code and quote participants' views. Results of the study revealed that socio-cultural gender ideologies were the more influential variables on participants' negative perceptions towards the inclusion of pregnant learners in regular schools. From the findings, we recommend that comprehensive structures and procedures for policy dialogue and advocacy be established in schools.