



EFFECTS OF SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQUIP) TOWARDS GIRLS AFFECTED BY EARLY PREGNANCIES IN THE COASTAL REGION

Rehema Songambeleⁱ

Department of Research, Consultancy and Publication Unit,
Institute of Adult Education,
Tanzania

Abstract:

The study was about the Effects of the Secondary Education Quality Improvement Project (SEQUIP) towards girls victimised by early pregnancies in the Coastal Region. The research used a qualitative approach with a cross-sectional research design. This study employed a purposive sampling technique to gather the required information. Research populations were the Regional Residence Tutor, teachers, students and community members who were interviewed individually and in focus group discussions. Data were analysed thematically. The researcher found that establishment of SEQUIP brought different effects such as fulfilling education dream by giving an access to education for girls who victimised by early pregnancy, creating and developing potential people in society, SEQUIP also play a role as a source of income and employment for teachers, reducing the poverty and ignorance as well as helps to improve formal education. It is recommended that the Secondary Education Quality Improvement Project (SEQUIP) be obligatory at the primary level. This will help all victims to fulfil their education needs, because not all girls get pregnant willingly. Moreover, the government should not rely solely on donors; instead, it is essential to invest in the project by improving infrastructure, hiring permanent teachers, and raising awareness within the community.

Keywords: secondary education, quality improvement project, girls, pregnancies

1. Introduction

Adolescent fertility remains high in many regions of the world, with particularly elevated rates across the globe where about one-fifth of adolescent girls become pregnant under the age of 19 (Arowojolu *et al.*, 2018). Early motherhood can negatively impact health, educational, and socioeconomic outcomes for adolescent mothers and their children.

ⁱ Correspondence: email songambeler@gmail.com

In sub-Saharan Africa, adolescent pregnancies occur against the backdrop of the highest global maternal mortality rates, high levels of HIV, violence, deprivation, and low service access (Magadi *et al.*, 2007; Mekonnen *et al.*, 2019). Also, most of the girls were victimised due to the limited support mechanisms from the community (Toska *et al.*, 2020). These conditions pose significant obstacles for adolescent mothers and their children to achieve good health and social outcomes (World Health Organisation (WHO), 2019).

In South Africa, about 20% of female school-going adolescents report having been pregnant (Martinez and Odhiambo, 2018), and recent estimates show that approximately 325,000 adolescent girls give birth annually (Maquina, 2024). Like many countries across the African Union, which increasingly aim to provide an enabling policy environment (Martinez and Odhiambo, 2018), the South African Department of Education established a national policy that supports young mothers to return to school (South African Department of Education, 2007). However, evidence shows that only between 30% to 50% of young mothers manage to continue their education (Grant & Hallman, 2018).

In Tanzania, the number of pregnant girls increased, whereby in 2024, an approximation of 45% of teenage women in Tanzania aged 15-19 had been pregnant in different areas all over the country (Demographic and Health Survey, 2023). Supporting adolescent mothers' educational attainment, and timely return to school, taken as a key to interrupting intergenerational cycles of adversity for girls who affected by earl pregnancy (Jochim, Meinck, Toska, Roberts, Wittesaele, Langwenya, and Cluver, 2021) hence Tanzania government under sixth governance of Dr. Samia Suluhu Hassan initiated Secondary Education Quality Improvement Program (SEQUIP) which vested to secondary school by the Ministry of Education, Science and Technology (MoEST) and the President's Office Regional Administration and Local Government (PO-RALG) in collaboration with the World Bank.

The program is taken as a five-year program plan (2020/2021 – 2024/2025) whereby the donors of this programme provide financial support to enlarge infrastructures and increase access to secondary education for girls who are affected by early pregnancies across the country (Msese, 2020).

The project was assigned to the Institute of Adult Education as a non-formal organisation with the aim of:

- 1) creating a safe, gender sensitive and learner-friendly school environment,
- 2) provide good quality alternative education opportunities for secondary school drop-outs, including young mothers
- 3) improve the quality of secondary education by improving teacher skills, reducing huge class sizes and providing adequate teaching and learning materials
- 4) use innovative digital technology to improve mathematics and science teaching and
- 5) Increase access to secondary education by providing more schools closer to the homes of children, particularly girls.

Over the project's lifetime, 6.5 million children have benefited from the project's interventions, and an additional 900,000 mother girls are expected to complete their secondary education in the year 2024 (Nkwama, 2023). SEQUIP, as a new project implemented in Tanzania, faces a dilemma due to the cultural belief and traditions barrier. The programme is also associated with different barriers, such as narrow-mindedness among mothers, which affects their life trajectories because once a girl is pregnant or gives birth, it is difficult to keep her in school due to socio-cultural expectations. This study then aimed at evaluating the effects of the Secondary Education Quality Improvement Project (SEQUIP) towards girls affected by early pregnancies in the Coastal Region.

2. Interrelated Literature Review

The World Bank (2019) reported that the implementation of SEQUIP reduces poverty and develops human capital, especially for women, and it requires a more conducive gender environment. The report reveals that violence against women and girls can have severe physical and mental health consequences impacting women's wellbeing, labour force participation and earnings.

In Tanzania, women in formal wage work who experienced severe abuse at the hands of their partners have 60% lower earnings. Nationally representative data estimates that 40% of women aged 15-49 have experienced physical violence and 17% sexual violence in their lifetime. The Violence Against Children Survey (2021) found that 27.9% of girls had experienced sexual violence before their 18th birthday. Thus, the implementation of this project helped women, particularly adolescent mothers, to fulfil their education and dreams (Nkwama, 2023).

The implementation of SEQUIP further provided access to education and completion of quality secondary education, particularly for girls. It is associated with substantially higher earnings in adulthood and many other socio-economic benefits. In 2011, the rate of return to secondary education for girls was estimated to be 18% compared to 13% for boys. There was a high rate of labour force participation among Tanzanian women, about 84% in 2014. Therefore, raising their secondary education attainment improved productivity and their living standards (Groves *et al.*, 2021).

The World Bank (2019) report revealed that SEQUIP helps to improve secondary school education. Hence, completion rates require improving education quality to adequately prepare students for further education and skills development. Rapid enrolment growth over the past three years has led to overcrowded classrooms, with the average secondary school size increasing by 15% between 2017 and 2019, a shortage of teachers, especially in mathematics and science subjects, where the teacher shortage is close to 4,000 teachers and a shortage of textbooks and other learning materials. The project is thus used to help solve the education problem.

GOK (2019) report reported that the number of children in secondary school rose by almost half a million in only three years, from 1.8 million in 2015 to 2.2 million in 2018,

largely due to the Fee-Free Basic Education Policy (FBEP) introduced in 2016 and SEQUIP in Kenya. Population growth has meant that over the same period, enrolment rates in lower secondary (Forms 1-4) initially dipped but have started to increase since 2017. In upper secondary, enrolment rates have remained relatively stable at 7 per cent since 2015. Looking at lower and upper secondary enrolment together, the share of secondary students of the relevant school age population enrolled was only 32 per cent in 2018, compared to 40 per cent on average for low-income countries and 68 per cent in Kenya, for example, despite the recent enrolment surge (GOK, 2017).

The implementation of the SEQUIP further provides access to and completion of quality secondary education, particularly for girls. It is associated with substantially higher earnings in adulthood and many other socio-economic benefits. In 2011, the rate of return to secondary education for girls was estimated to be 18% compared to 13% for boys. There was a high rate of labour force participation among Tanzanian women, about 84% in 2014. Therefore, raising their secondary education attainment will improve productivity and their living standards (World Bank 2019).

Nkwama (2023) studied the appraisal of the implementation of the secondary education quality improvement project among girls' victims of early pregnancies in Tanzania: a case of Iringa Municipality. The findings found that the implementation of SEQUIP helps to strengthen the system for monitoring and outreach to secondary school girl drop-outs at the district and national level. In addition to the monitoring system to identify girls at risk of dropping out at the school level. The researcher also found that SEQUIP is critical to set up an Information Communication Technology (ICT) based system for facilitating effective outreach to girls who have already dropped out at the national and district levels.

SEQUIP build on existing systems, such as Primary Education Management (PREM) and Education Management Information System (EMIS). Such as an education pathway monitoring system would provide key information for Alternative Education Pathways (AEP) planning and implementation (for example, where new AEP centres might need to be opened, but more importantly, enable outreach activities to these girls and their families to encourage them to continue their education and inform them of available education options. The project will disburse funds for the functioning of this new system. Also, it develops and implements an innovative, local grassroots outreach program. Based on the monitoring system and communications plans, AEP centres are expected to undertake local outreach activities to out-of-school girls in the community. Existing centres are sometimes under-subscribed, with girls and parents often not aware of alternative education opportunities close by AEP, Nkwama, 2023).

Moreover, Msese (2020) found that SEQUEP increase access to secondary education for adolescent mothers across the country. For example, the Institutes of Adult Education (IAE) has enrolled 3,111 girls per year, as they start the implementation of the World Bank-funded Secondary Education Quality Improvement Project (SEQUIP). This evidenced by the rector of the institute of adult education, Dr Michsel Ng'umbi said a total of 12,000 girls who had dropped out secondary school due to early pregnancies,

have a second chance to pursue formal education, also he said the project which will run for four years through the Secondary Education Quality Improvement Project-Alternative Education Pathways (SEQUIP-AEP). The preparation for the project was completed in 2019.

3. Methodology

Research methodology refers to the science of studying how research is conducted systematically (Alok and Mishra, 2011).

3.1 Research Approach

The researcher employed a qualitative approach for the current study. A qualitative approach is useful in obtaining detailed information from the informants in their natural settings regarding their various constructed meanings, opinions, values, behaviours and perspectives (Kombo & Tromp, 2006; Creswell, 2012). Thus, the researcher adopted a qualitative approach because it takes place in natural settings and involves the interpretation of facts based on multiple meanings due to participants' ideas.

3.2 Research Design

A research design refers to the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with the research purpose (Kothari, 2004). This study used a cross-sectional design to get in-depth information on the effects of the Secondary Education Quality Improvement Project (SEQUIP) towards girls affected by early pregnancies in the Coastal Region. The cross-sectional design has been used in the study as it involves an observational study in which data are collected on the whole study population at a single point in time. About this study, this design was relevant as it guided the collection of data from students who benefited from SEQUEP, facilitators and coordinators (resident tutors) on the effects of the Secondary Education Quality Improvement Project (SEQUIP) towards girls affected by early pregnancies.

3.3 Area of Study

This study was conducted in the Coastal Region, Tanzania. The selection of the study area was based on the fact that Coastal is among the regions with the highest rate of early pregnancies, which keep young girls out of schools and deny them their basic right to education. This is evidenced by the pilot study done by the researcher, who found a large number of young girls who have babies and others who are pregnant. Also, the selection of an area based on the facts proposed by Shenton (2004) is that familiarity with the study helps the researcher to handle the obstacles that might affect the process of data collection. From that ground, the researcher is familiar with the Coastal Region, particularly at the Institute of Adult Education where the program was conducted; hence, her experiences facilitated the process of data collection.

3.4 Targeted Population

Education stakeholders, regional resident tutors, district educational officers, teachers, parents, and students were the population of this study. Regional resident tutor, district Educational Officer and Teachers were involved due to their experiences with the introduction of SEQUIP and its effects. Also, stakeholders and teachers were involved because they are implementers of the project from the family level to the school level, while students were directly affected by the project.

3.5 Sample and Sampling Procedures

3.5.1 Sample Size

Kothari (2012) defines a sample as selecting a few items from the universe in which the researcher is interested in gaining information and drawing conclusions. A sample is a small set of data that a researcher chooses or selects from a larger population using a predefined selection method. The sample size of this study comprised 40 participants, hence, 6 education stakeholders, 1 Regional Resident Tutor, 3 District Educational Officers, 5 teachers, 5 parents, as well as 10 students were involved.

3.5.2 Sampling Procedures

Watson (2018), sampling means selecting the group that you will collect data from in your research. This study used purposive sampling to select the respondents.

3.5.3 Purposive sampling

Purposive sampling is a process of choosing key informants in the field for an in-depth study. Purposive sampling, sometimes called judgment sampling, allows the researchers to use their expertise to select a sample that is most useful to the purposes of the research (Kothari, 2024). Regional Resident Tutor and District Education Officer were purposefully being selected due to the virtue of their managerial position. Stakeholders and teachers were involved because they implement the project from the family level to the school level, while Students are directly benefited by the project.

3.6 Methods of Collecting Data

In this study, a variety of data collection methods were employed. This included an interview and a focus group discussion. Orodho and Kombo (2002) point out that no single method can act in isolation because it can bias or distort the whole picture of reality that the researcher is investigating. Therefore, multiple methods are used to cross-check the accuracy of the data.

3.6.1 Interview Method

The interview method is the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses; this method requires a researcher asking questions generally in a face-to-face contact with the respondent (Kothari, 2014). This study employed semi-structured interviews in gathering information from all categories of participants, allowing both the

interviewer and interviewees to raise and pursue issues that had not been included in a pre-devised schedule.

3.6.2 Focus Group Discussion

A focus group is a group interview which involves a small number of participants with similar backgrounds or participants who have common experiences (Flick, 2006). In the focus group discussion, the researcher got new and additional general ideas from the group participants. The researcher developed specific topics to be discussed. Hence, the researcher selected 6-8 participants who included students and teachers. A smartphone was employed to keep records.

3.7 Data Analysis Plan

Collis and Hussey (2014) define data analysis as the separation of data into two constituent parts and the examination of data to distinguish its parts separately and as a whole. Braun and Clarke (2006) illustrated that analysing qualitative data involves a systematic process of interpreting non-numerical information to discover patterns, themes, and insights. This process involves different steps. The first step is data familiarisation, which involves reading and re-reading the data to become deeply familiar with its content. This stage helped the researcher understand the collected data about the questions. The second stage is coding, which involves generating and summarising the main themes of data that might be relevant to answering the research question. It involves coding the entire information, and after that, collating all the codes together for later stages of analysis.

3.7.1 Generating Initial Themes

This phase involved examining the codes and organising data to identify significant broader patterns of meaning (potential themes). It then involves organising data relevant to each candidate theme, so that researchers can work with the data and review the viability of each candidate theme. Then the researcher stepped into reviewing themes: This phase checks the candidate themes against the questions to determine the relevance of the story or data. In this phase, themes developed may be divided, combined, or rejected. This stage assisted the researcher in determining the relevant or irrelevant themes as provided by participants through checking or reviewing them again.

3.7.2 Defining and Naming Themes

This phase involved developing a detailed analysis of each theme, working out the scope and focus of each theme, and determining the story of each. It also involves deciding on an informative name for each theme. This stage helped the researcher to analyse themes according to the scope of the content. The final stage was writing up, which involved weaving together the analytic narrative and data extracts, and contextualising the analysis within existing literature.

3.8 Trustworthiness of the Study

Trustworthiness or rigour of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014).

Several criteria were used to ensure data trustworthiness, namely, credibility, dependability, transferability and confirmability. Credibility was ensured through triangulating the data collected using the three tools, respondents and cases. More attention was given to respondents during the interview session and group discussion process, and emerging contrasting issues that strengthened the findings were considered. Also, dependability was achieved by ensuring that the collected data was audited and data evidences were obtained using various tools.

Moreover, transferability was ensured through employing more than one case, especially the number of centres, a good number of respondents, by employing more than one method of data collection (triangulation methods), use of an appropriate duration for data collection and use of a proper method of data analysis. Likewise, confirmability was ensured through establishing proper records of data in the field and the other researchers who guided the researcher audited and traced the logical progress of the study.

4. Findings

The researcher sought to examine the effects of the Secondary Education Quality Improvement Project (SEQUIP) on girls who have been affected by Early Pregnancies. The researcher found that Secondary Education Quality Improvement Project (SEQUIP) increase the access to education for young mother, also, the study found that one among the effects of SEQUIP is mounting potential people in the society, the project also increase the rate of employment to the teachers, similarly, it contributes to the improvement of formal secondary school. These findings are elaborated in detail as follows:

4.1 Increase access to education for young mothers

Under the set of SEQUIP, the researcher wanted to know the Effects of the Secondary Education Quality Improvement Project in Tanzania, especially in the Coastal Region. The findings from the participants in this study revealed that the Effects of Secondary Education Quality Improvement Project (SEQUIP) fulfilled the education dream by giving access to education for girls who were victimised by early pregnancy. This was evidenced during data collection. For example, during the interview with students, one of the students said:

Secondary Education Quality Improvement Project (SEQUIP) fulfils the education dream by giving access to education for girls who were victimised by early pregnancy. I was chased away due to the challenge of pregnancy. But now I am enjoying getting access to education once again.

Also, dialogue with teachers in the focus group discussion, one of the teachers presented others with the opinion that;

“The Secondary Education Quality Improvement Project (SEQUIP) come with several benefits, for example, nowadays girls who encountered the challenge of pregnancy studying because they have an opportunity of getting education once again regardless of their status as a mother”

The above information implies that the establishment of the Secondary Education Quality Improvement Project (SEQUIP) brings hope and excitement to the victims with early pregnancy by giving a chance to return to school; hence, before this program, the victims were staying at home waiting for domestic chaos. The study aligned with the report of the World Bank (2019), which reported that the implementation of SEQUIP provides an opportunity for Education to the victims, especially for women who face physical and mental health violence.

Moreover, the implementation of the SEQUIP further provides access to and completion of quality secondary education, particularly for girls. It is associated with substantially higher earnings in adulthood and many other socio-economic benefits. In 2011, the rate of return to secondary education for girls was estimated to be 18% compared to 13% for boys. There was a high rate of labour force participation among Tanzanian women (84% in 2014). Therefore, raising their secondary education attainment improves productivity and their living standards (World Bank 2019).

4.1.1 Mounting potential people in the society

Moreover, the study findings found that one of the effects of SEQUIP is mounting potential in people in society. During the interviews with community members, one of the parents said;

“The Secondary Education Quality Improvement Project (SEQUIP) has potential for society since it provides education to the girls who dropped out after pregnancy. The attained education helps them to develop thinking capacity and broaden knowledge, which is used to develop the society, such as solving problems and other issues.”

Also, the tutor said:

“Secondary Education Quality Improvement Project (SEQUIP) has a great impact on the students, hence it provides access to education. Education helps these girls and other people to manage themselves since there is no doubt that education is the source of knowledge and skills. So, it helps them to manage themselves with.”

The above information reveals that the introduction of Secondary Education Quality Improvement Project (SEQUIP) is a source of useful information to society, hence

girls through this program develop self-awareness, awareness and knowledge which are used to change their lives as well as social needs. The current study is related to the report of The World Bank (2019), which said that the implementation of SEQUIP reduces poverty and develops human capital and critical thinkers, especially for women, and it requires a more conducive, gender sensitive environment.

4.2 Secondary Education Quality Improvement Project (SEQUIP) is a source of employment for teachers and improves formal secondary schools

Also, the researcher found out that the Secondary Education Quality Improvement Project (SEQUIP) is a source of employment for teachers. During the dialogue with teachers through focus group discussion, it was reported that teachers were taken from different schools to teach SEQUIP students as part-time teachers; hence, they paid some amount of money out of their salaries. The participants articulate that this program helps them to increase their income and reduce poverty.

Moreover, the researcher found that the introduction of SEQUIP helped improve the formal secondary school. This was evidenced during the focus group discussion with teachers. For example, one of the teachers said:

“This programme also supports the development and implementation of formal education, for instance. Secondary Education Quality Improvement Project (SEQUIP) aimed at transforming the school environment positively and sustainably, which will contribute to keeping girls and boys in school longer, and help the Government achieve its objective of providing responsive learning environments for girls, and support completion of secondary education.”

Similarly, to the study by Nkwama (2023), who found that the implementation of SEQUIP helps to strengthen the system for monitoring and outreach to secondary schools at the district and national levels, also, it helps the government to set up an Information Communication Technology (ICT) based system for facilitating effective outreach to girls who already dropped out at national and district levels to simplify learning process both in formal and non-formal education system. This project also builds up the existing systems, such as Primary Education Management (PREM) and Education Management Information System (EMIS).

5. Recommendations

The implementation of Secondary Education Quality Improvement Project (SEQUIP) has different effects, such fulfilling education dream by giving an access to education for girls who victimised by early pregnancy, creating and developing valuable people in society, source of income and employment for teachers, reducing the poverty and ignorance as well as helps in the improvement of formal education. It is recommended that the Secondary Education Quality Improvement Project (SEQUIP) be obligatory at the

primary level. This will help all victims to fulfil their educational needs, because not all girls get pregnant willingly. Moreover, the government should not rely solely on donors; instead, it is essential to invest in the project by improving infrastructure, hiring permanent teachers, and raising awareness within the community.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

A researcher is an assistant lecturer who holds different positions, like assistant risk management coordinator, consultancy section and researcher. She also works as an academic education coordinator in inclusive education, gender, adult and non-formal education in the Institute of Adult Education, Tanzania. She participated in fighting injustice against pupils with autism in Tanzania. She is also conducting different research, such as assessment of teaching and learning process for pupils with autism in inclusive primary schools, assessing the effectiveness of teaching practice sessions on meeting teaching competences for adult learners, and working paper on evolving societal needs, driving lifelong learning initiative in Tanzania. The researcher is a graduate of a Master's of Arts with Education.

References

- Alok, S., and Mishra, S. (2011). *Handbook of Research Methodology*. New Delhi: Education Publishing. Retrieved from https://www.researchgate.net/publication/319207471_HANDBOOK_OF_RESEARCH_METHODOLOGY
- Arowojolu, A. O., Kassa, G. M., Odukogbe, A. A., & Yalew, A. W. (2018). Prevalence and determinants of adolescent pregnancy in Africa: A systematic review and meta-analysis. *Reproductive Health*, 15(195), 1–17. <https://doi.org/10.1186/s12978-018-0640-2>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Collis, J. & Hussey, R. (2014). *Business research*. (4th ed). Basingstoke: Palgrave Macmillan. Retrieved from https://www.researchgate.net/publication/38177413_Business_research_A_practical_guide_for_undergraduate_and_postgraduate_students
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson. Retrieved from https://books.google.ro/books/about/Educational_Research.html?id=4PywcQAA_CAAJ&redir_esc=y

- Flick, U. (2006). *An Introduction to Qualitative Research*. California: Sage Publications. Retrieved from https://books.google.ro/books/about/An_Introduction_to_Qualitative_Research.html?id=RR1tEAAQBAJ&redir_esc=y
- Government of Kenya (GOK). (2017). *Secondary Education Quality Improvement Project (SEQUIP)*. <https://www.go.ke/sites/default/files/2022-05/ministry-of-education-vmgf-report-july-2017.pdf>.
- Groves, A. K., Gebrekristos, L. T., McNaughton Reyes, L., Moddley, D., Raziano, V., & Maman, S. (2021). A mixed methods study of resilience and return to school among adolescent mothers in South Africa. *Global Public Health*, 1–14. Retrieved from <https://doi.org/10.1080/17441692.2021.1970208>
- Jochim, J., Cluver, L. D., & Meinck, F. (2021). Learner pregnancy in South Africa's Eastern Cape: The factors affecting adolescent girls' school withdrawal during pregnancy. *International Journal of Educational Development*, 87(10), 1–10. <https://doi.org/10.1016/j.ijedudev.2021.102484>
- Jochim, J., Meinck, F., Toska, E., Roberts, K., Wittesaele, C., Langwenya, N., & Cluver, L. (2022). Who goes back to school after birth? Factors associated with postpartum school return among adolescent mothers in the Eastern Cape. *Journal of South Africa, and Global Public Health* 18(1). <https://doi.org/10.1080/17441692.2022.2049846>
- Kombo, D., & Tromp, D. L. A. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Pauline Publications Africa. Retrieved from <https://www.sciepub.com/reference/235152>
- Kothari, C. R., & Garg, G. (2014). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers. Retrieved from <https://www.scribd.com/document/588820989/Brief-61695-20180914084847-20180723104239-Researchmethodology>
- Magadi, M. A., Agwanda, A. O., & Obare, F. O. (2007). A comparative analysis of the use of maternal health services between teenagers and older mothers in sub-Saharan Africa: Evidence from Demographic and Health Surveys (DHS). *Social Science & Medicine*, 64(6), 1311–1325. <https://doi.org/10.1016/j.socscimed.2006.11.004>
- Maquina. (2015). Concern as more than 120,000 schoolgirls become pregnant. https://www.unescwa.org/sites/www.unescwa.org/files/un_resolutions/Ares_69_315e.pdf
- Martinez, E., & Odhiambo, A. (2018). Leave no girl behind in Africa: Discrimination in education against pregnant girls and adolescent mothers. Human Rights Watch. https://www.hrw.org/sites/default/files/report_pdf/au_0618_insert_webspreads.pdf
- Mason, E., & Bramble, W. (1997). *Research in Education and the Behavioural Science: Concepts and Methods*. Chicago: Brown and Benchmark Publisher. Retrieved from https://books.google.ro/books/about/Research_in_Education_and_the_Behavioral.html?id=udFzQgAACAAJ&redir_esc=y

- Ministry of Health (MoH) [Tanzania Mainland], Ministry of Health (MoH) [Zanzibar], National Bureau of Statistics (NBS), Office of the Chief Government Statistician (OCGS), and ICF. (2023). *Tanzania Demographic and Health Survey and Malaria Indicator Survey 2022 Key Indicators Report*. Dodoma, Tanzania, and Rockville, Maryland, USA: MoH, NBS, OCGS, and ICF.
- Msese, N. (2020). SEQUIP Secondary Education Quality Improvement Program 2020. Retrieved from <http://uniforumtz.com>
- Nkwama, M. E. (2023). Implementation of the Secondary Education Quality Improvement Project (SEQUIP) among the girls victimised by early pregnancy in Iringa. *International Journal of Research in Education, Humanities and Commerce*, 4(6). <https://doi.org/10.37602/IJREHC.2023.4602>
- Orodho, A. J., & Kombo, D. K. (2002). *Research Methods*. Kenyatta University Open and E-Learning Module.
- Polit, D. F. and Beck, C. T. (2014). *Essentials of Nursing Research*. Lippincott Williams & Wilkins, Philadelphia. Retrieved from http://repository.unimus.ac.id/7924/1/Beck%2C%20Cheryl%20Tatano_%20Polit%2C%20Denise%20F.%20-%20Essentials%20of%20nursing%20research_%20appraising%20evidence%20for%20nursing%20practice%20%282018%2C%20Wolters%20Kluwer%29%20-%20libgen.li.pdf
- Sekaran, U. (2003). *Research Methods for Business: A Skill-Building Approach*. 4th Edition, John Wiley & Sons, New York. Retrieved from <https://9afi.com/storage/daftar/onTXVlzEDQNTc4khg3Yklhj0g5V5wyFsQqNDZOpL.pdf>
- Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22, 63-75. <https://doi.org/10.3233/EFI-2004-22201>
- Watson, L. (2018). *Qualitative research design: an interactive approach*. New Orleans. Retrieved from https://books.google.ro/books/about/Qualitative_Research_Design.html?id=x-4pzAEACAAJ&redir_esc=y
- World Health Organisation. (2019). *Trends in maternal mortality 2000 to 2017: Estimates by WHO, UNICEF, UNFPA, World Bank Group and the United Nations Population Division*. Retrieved from <https://documents1.worldbank.org/curated/en/793971568908763231/pdf/Trends-in-maternal-mortality-2000-to-2017-Estimates-by-WHO-UNICEF-UNFPA-World-Bank-Group-and-the-United-Nations-Population-Division.pdf>

Commons licensing terms

Authors will retain the copyright of their published articles, agreeing that the Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Alternative Education Studies shall not be responsible or answerable for any loss, damage or liability caused to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind of content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](#).