



# Renewable Energy Access and Adolescent School Attendance in Tanzania: An Investigative Study

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## Abstract

Renewable energy access in schools is a critical issue for adolescent education in Tanzania, where many communities lack reliable electricity sources. The study employed a mixed-methods approach combining quantitative surveys with qualitative interviews to gather data from schools across different regions of Tanzania. A significant proportion (35%) of surveyed adolescents reported improved school attendance after their schools adopted renewable energy solutions, particularly solar power systems, which provided better lighting and study conditions. Renewable energy access positively influences adolescent school attendance in Tanzanian schools, suggesting a need for more widespread implementation to enhance educational outcomes. Local governments should prioritise the integration of renewable energy into school infrastructure as part of broader education reforms.

**Keywords:** *Sub-Saharan, renewable energy, access, adolescent education, attendance, Tanzania, mixed-methods*

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