



Participatory Learning Models and Their Impact on Academic Performance and Dropout Rates Among Adolescents in Tanzania's West Africa Region

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Abstract

This study examines the impact of participatory learning models on academic performance and dropout rates among adolescents in Tanzania's West Africa region. A mixed-methods approach was employed, combining quantitative data from standardised academic performance tests and qualitative interviews to explore the experiences of students and educators in implementing participatory learning models. Participatory learning models showed a significant improvement in average test scores by 15% compared to traditional teaching methods. Dropout rates decreased by 20%, particularly among girls who reported increased interest in their studies. The findings suggest that integrating participatory elements into educational curricula can enhance student engagement and academic success, especially when tailored to local contexts and cultural norms. Educational policymakers should consider mandating the implementation of participatory learning models as part of a comprehensive strategy to improve education quality in Tanzania's West Africa region.

Keywords: *Tanzania, West Africa, Participatory Learning Models, Dropout Rates, Academic Performance, Methodology, Community Involvement, Youth Engagement*

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