



Impact Assessment of School-Based Financial Education on Adolescent Financial Literacy in Tanzania,

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Abstract

This study examines the impact of school-based financial education programmes on adolescent financial literacy in Tanzania. Financial education programmes were evaluated through a mixed-methods approach involving pre- and post-programme assessments for a sample of secondary school students in Tanzania. A significant improvement was observed in students' ability to manage finances, specifically in budgeting and saving strategies after participating in the financial education sessions ($p < 0.05$). The findings suggest that structured financial education within schools can effectively enhance adolescent financial literacy. Schools should integrate regular financial education into their curriculum to further improve students' financial capabilities.

Keywords: *Tanzania, Financial Literacy, Education Policy, School-Based Interventions, Qualitative Research, Quantitative Analysis, Adolescent Development*

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