



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY

GUIDELINES FOR INTEGRATING
FINANCIAL LITERACY IN TERTIARY AND
HIGHER EDUCATION CURRICULA IN
TANZANIA



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ABBREVIATIONS AND ACRONYMS

ATM	Automated Teller Machine
BoT	Bank of Tanzania
CBE	Competency-Based Education
CBET	Competency-Based Education and Training
CFE	Certified Financial Educator
CSP	Corporate Strategic Plan
CSR	Corporate Social Responsibility
DIRA 2050	Dira ya Maendeleo Tanzania 2050 (Tanzania Development Vision 2050)
EAC	East African Community
EdTech	Education Technology
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
FinTech	Financial Technology
FSDT	Financial Sector Deepening Trust

FYDP	Five-Year Development Plan
ICT	Information and Communications Technology
INFE	International Network on Financial Education
InsurTech	Insurance Technology
LMS	Learning Management System
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Reporting and Learning
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
NACTVET	National Council for Technical and Vocational Education and Training
NCFI	National Council for Financial Inclusion
NFEF	National Financial Education Framework
NFIF	National Financial Inclusion Framework
OECD	Organisation for Economic Co-operation and Development
OER	Open Educational Resources
PAYE	Pay As You Earn
SACCO	Savings and Credit Cooperative Organisation
SDGs	Sustainable Development Goals
SIS	Student Information Systems
SLP	Short Learning Programme
TCU	Tanzania Commission for Universities
TDV 2050	Tanzania Development Vision 2050 (DIRA 2050)
TVET	Technical and Vocational Education and Training

DEFINITION OF KEY TERMS

Financial Literacy	The ability to understand, interpret, and apply financial knowledge and skills, including budgeting, saving, investing, borrowing, and risk management, to make informed and effective financial decisions.
Tertiary and Higher Education Institutions	Universities, university colleges, and technical and vocational higher education institutions in Tanzania that offer post-secondary education leading to nationally recognised qualifications.
Financial Ecosystem	The interconnected network of financial institutions, markets, services, technologies, regulations, and actors that facilitate financial activities such as payments, savings, credit, insurance, and investments.
Financial Numeracy	The ability to apply numerical and mathematical concepts to understand and manage financial information, including calculations related to budgets, interest rates, loan repayment, and investment returns.
Money Management	The systematic process of planning, budgeting, saving, spending, and monitoring financial resources responsibly to meet personal or household financial goals.
Financial Obligations	Mandatory financial responsibilities that individuals must fulfil, including taxes, loan repayments, bills, rent, insurance premiums, and other legally or contractually binding payments.
Personal Financial Protection	The capacity to safeguard personal financial resources through risk management, insurance, cybersecurity practices, awareness of consumer rights, and mechanisms for addressing financial fraud or misconduct.

Financial Technologies (FinTech)	Digital tools and platforms, such as mobile money, digital lending, online banking, InsurTech, investment applications, and blockchain-based services, that enhance the delivery and accessibility of financial services.
Digital Financial Services	Financial services delivered through digital channels, including mobile telephones, computers, ATMs, point-of-sale devices, and online platforms.
Short Learning Programmes (SLPs)	Structured, short-duration training modules focused on specific financial literacy skills or competencies, often stackable towards academic credits or micro-credentials.
Embedding (Cross-Curricular Integration)	A curriculum strategy that incorporates financial literacy content, competencies, or assessments within existing courses or modules across different academic disciplines.
Stand-Alone Course	A dedicated and independently assessed course focusing exclusively on financial literacy competencies, delivered as a constituent part of an academic programme.
Experiential Learning	A practical pedagogical approach through which students acquire financial literacy skills via real-world activities such as internships, community projects, simulations, or cooperative education.
Service-Learning	A pedagogical approach that integrates community service with academic learning, requiring students to apply financial literacy competencies in real community contexts and to reflect critically on their experience.
Collaborative Learning	An instructional approach in which students work together in structured groups to solve problems, analyse cases, prepare budgets, or complete financial tasks, deepening understanding through peer interaction and shared accountability.

Savings and Credit Cooperative Organisation (SACCO)	A member-owned financial cooperative that provides savings, credit, and other financial services to its members, operating under a cooperative model and regulated under Tanzanian law.
Certified Financial Educator (CFE)	A nationally recognised professional designation awarded under the Bank of Tanzania's financial education framework, certifying that instructors meet prescribed professional standards.
Financial Consumer Protection	Principles, policies, and practices designed to safeguard consumers' rights when engaging with financial service providers, encompassing transparency, fairness, redress mechanisms, and data safety.
Financial Inclusion	Access to and effective use of affordable and appropriate financial products and services by individuals and businesses, enabling their meaningful participation in economic life.
Micro-Credentials / Digital Badges	Small, stackable, competency-based certifications awarded upon completion of short financial literacy learning units, frequently verified and recognised electronically.
Regulatory Authorities	National bodies, specifically TCU and NACTVET, responsible for overseeing quality assurance, accreditation, curriculum standards, and compliance in tertiary and higher education institutions in Tanzania.

ACKNOWLEDGMENT

On behalf of the Ministry of Education, Science and Technology (MoEST), I extend sincere appreciation to the Chairperson of the National Council for Financial Inclusion and Governor of the Bank of Tanzania, Mr. Emmanuel Tutuba, for his leadership and sustained commitment to strengthening financial capability in Tanzania. The support of the Bank of Tanzania has been central to the development of these Guidelines and to the wider national agenda of equipping citizens with the competencies required for responsible financial decision-making.

The development of these Guidelines is a strategic national response to the need for practical financial literacy in tertiary and higher education. By mainstreaming competencies in budgeting, saving, responsible borrowing, investment, taxation, consumer protection, risk management, and safe use of digital financial services, the Guidelines contribute to graduate preparedness, employability, entrepreneurship, financial inclusion, and sustainable livelihoods.

The Guidelines are aligned with Tanzania's broader development and education priorities, including the Tanzania Development Vision 2050 (DIRA 2050), the Education and Training Policy (2014, 2023 Edition), the Education Sector Development Plan (ESDP 2025/26–2029/30), the National Financial Inclusion Framework (NFIF 2023–2028), and relevant regional and international commitments. They provide a common reference for regulatory bodies, tertiary and higher education institutions, curriculum developers, quality assurance units, and financial education partners.

I also acknowledge the contribution of the technical experts who supported the development and refinement of these Guidelines, including Mr. Kennedy Komba, Dr. Khadijah Kishimba, Ms. Violeth Luhanjo, Prof. Joel S. Mtebe, Mr. Khalifa Kondo, Dr. Perpetua Kalimasi, Mr. Deusdedith Youze, Dr. John Kalolo, Mr. Twaha A. Twaha, Mr. William A. Bukuku, Ms. Kadole Kilugala, Ms. Desderia C. Sabuni, Mr. Fanuel Kijoji, and Dr. Theresia Busagara. Their technical input, institutional experience, and commitment to quality have enriched this document.

MoEST appreciates the Bank of Tanzania, regulatory authorities, tertiary and higher education institutions, and other stakeholders for their collaboration. The Ministry expects all institutions to use these Guidelines as a practical instrument for integrating financial literacy as a core graduate competence, and for reporting implementation progress through established quality assurance mechanisms.



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Prof. Carolyne I. Nombo
Permanent Secretary

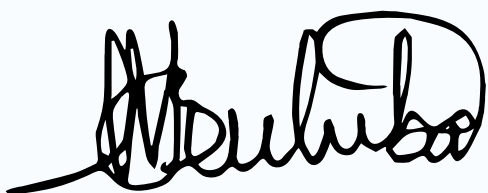
FOREWORD

Financial literacy is central to economic empowerment, responsible citizenship, and inclusive national development. As Tanzania advances towards its long-term development aspirations, tertiary and higher education institutions have a critical role in preparing graduates who can make informed decisions on budgeting, saving, borrowing, investment, taxation, insurance, consumer protection, and the safe use of digital financial services.

The rapid expansion of formal and digital financial services has created new opportunities for citizens, students, and entrepreneurs. At the same time, it has increased exposure to risks such as over-indebtedness, fraud, unsafe digital practices, weak consumer awareness, and poor financial planning. Integrating financial literacy into tertiary and higher education curricula is therefore both an education-sector priority and a financial-sector imperative. The Bank of Tanzania, as the Secretariat to the National Council for Financial Inclusion, has continued to promote financial inclusion, financial education, and consumer protection through national frameworks, regulatory guidance, and stakeholder collaboration. The partnership between the Bank of Tanzania and the Ministry of Education, Science and Technology reflects a shared commitment to ensuring that financial literacy becomes an integral part of the education system, rather than remaining an optional or occasional awareness activity.

These Guidelines provide a practical framework for universities, university colleges, technical and vocational higher education institutions, regulatory bodies, and partners to integrate financial literacy into curricula, teaching, assessment, student support, digital learning, and institutional quality assurance. Their effective implementation will support the development of graduates who are financially knowledgeable, confident, ethical, and resilient.

Together, we remain committed to building a financially informed and resilient population as a foundation for inclusive national development and sustainable economic transformation.



Emmanuel M. Tutuba

Governor, Bank of Tanzania, Chair National Council for Financial Inclusion

1.0 INTRODUCTION

1.1 Background and Rationale

These Guidelines respond to the absence of a standardised national framework for integrating financial literacy across tertiary and higher education curricula in Tanzania. Existing provision remains uneven: some institutions address financial literacy through isolated workshops, short activities, or discipline-specific topics, while others provide limited structured exposure to practical financial decision-making.

The need for these Guidelines is reinforced by the rapid expansion of financial services, including mobile money, digital credit, online banking, insurance technologies, and other financial technologies. While these services have widened access, they have also increased students' exposure to risks such as over-indebtedness, fraud, unsafe digital practices, weak consumer awareness, and limited understanding of loan terms, interest rates, repayment obligations, and redress mechanisms.

For students in tertiary and higher education, financial literacy is particularly important because many manage student loans, stipends, accommodation costs, digital payments, savings, and early employment or entrepreneurship income without adequate preparation. These Guidelines therefore position financial literacy as a practical graduate competence required for employability, entrepreneurship, responsible citizenship, and sustainable livelihoods.

These Guidelines shall be used by universities, university colleges, technical and vocational higher education institutions, curriculum developers, academic departments, quality assurance units, student affairs offices, TCU, NACTVET, MoEST, the Bank of Tanzania, and authorised financial-sector partners. They guide curriculum design, programme review, teaching and learning, assessment, staff development, student support, monitoring, and institutional reporting.

Institutions are expected to integrate financial literacy through stand-alone courses, embedded course content, short learning programmes, micro-credentials, extra-curricular activities, experiential learning, collaborative learning, service-learning, and digital learning platforms. They are also expected to train instructors, allocate resources, establish accountable partnerships, assess student learning, and submit implementation evidence through existing quality assurance and reporting mechanisms.

1.2 Policy and Legal Context

The integration of financial literacy is anchored in national frameworks, including the Education and Training Policy (2014, 2023 Edition) and the National Financial Inclusion Framework (NFIF 2023–2028). The Ministry of Education, Science and Technology is mandated to formulate, coordinate, monitor, and assure the quality and relevance of education at all levels. This mandate provides a clear basis for mainstreaming cross-cutting competencies such as financial literacy, which strengthen graduate preparedness and socio-economic participation.

At the policy level, the Education and Training Policy (2014, 2023 Edition) promotes competency-based education and the development of life skills necessary for employability, entrepreneurship, responsible citizenship, and sustainable livelihoods. The Education Sector Development Plan (ESDP 2025/26–2029/30) further emphasises digital skills, financial capability, innovation, quality assurance, and institutional responsiveness as essential components of human capital development.

Within the financial sector, the National Financial Inclusion Framework (NFIF 2023–2028), the National Financial Education Framework (NFEF), and the Bank of Tanzania’s financial consumer protection initiatives underscore the importance of equipping citizens with the knowledge and skills needed to use financial services safely and effectively. These Guidelines translate those national priorities into practical curriculum expectations for tertiary and higher education institutions.

The Guidelines also align with Tanzania Development Vision 2050 (DIRA 2050) as well as the Zanzibar Development Vision 2025–2050, the Sustainable Development Goals (SDGs), and regional education priorities that call for strengthening financial capability as a driver of inclusive economic participation and sustainable livelihoods. They therefore support both education-sector reform and broader national economic transformation.

1.3 Purpose of the Guidelines

The purpose of these Guidelines is to provide a national reference framework for integrating financial literacy into tertiary and higher education curricula in a coherent, competency-based, inclusive, assessable, and sustainable manner.

1.4 Objectives

The specific objectives of these Guidelines are to:

- I. Adopt financial literacy as a core graduate competence in tertiary and higher education;
- II. Define the core financial literacy competencies relevant to Tanzanian learners and institutions;
- III. Guide curriculum developers and academic departments in integrating financial literacy into programmes, courses, modules, and learning activities;
- IV. Facilitate practical, inclusive, and student-centred approaches to teaching and assessing financial literacy;
- V. Support regulatory bodies in reviewing and assuring the quality of financial literacy integration;
- VI. Support the assessment and monitoring of students' financial health and wellbeing; and
- VII. Develop an implementation, coordination, monitoring, and review framework for sustainable national uptake.

1.5 Scope and Applicability

These Guidelines apply to all tertiary and higher education institutions in Tanzania, including universities, university colleges, and technical and vocational higher education institutions offering post-secondary qualifications. They apply to new programme development, curriculum review, course improvement, short learning programme design, micro-credential development, extra-curricular programming, and institutional quality assurance.

All institutions are expected to use these Guidelines when developing or revising curricula and when designing student support interventions related to financial capability. Regulatory authorities are expected to use the Guidelines as a reference during curriculum review, programme accreditation, institutional monitoring, and quality assurance.

1.6 Guiding Principles

Implementation of these Guidelines shall be guided by the following principles:

- i. **Competency-based orientation:** Financial literacy shall be taught and assessed using applied tasks such as budgeting exercises, loan comparisons, and financial simulations;
- ii. **Relevance and contextualisation:** Learning activities shall be grounded in Tanzanian financial realities and student contexts, using multiple approaches to ensure that all core competencies are covered within at least one formal curriculum component;
- iii. **Inclusiveness and accessibility:** Financial literacy learning shall accommodate students with disabilities and diverse learning needs;
- iv. **Flexibility of integration:** Institutions shall use stand-alone, embedded, modular, extra-curricular, blended, or hybrid approaches according to institutional context and programme requirements;
- v. **Consumer protection and digital safety:** Learners shall be equipped to recognise financial risks, fraud, predatory lending, data misuse, and unsafe digital practices;
- vi. **Institutional ownership:** Implementation shall be anchored in institutional policies, curriculum systems, quality assurance structures, and resource plans; and
- vii. **Evidence-based improvement:** Progress shall be monitored through measurable indicators, learner assessments, institutional reports, and periodic reviews.

2.0 CORE FINANCIAL LITERACY COMPETENCIES

2.1 Competency Framework

The competency framework defines six core competencies tailored to Tanzanian financial systems and student realities. The framework draws on national financial inclusion priorities and international benchmarks, including OECD/INFE frameworks, to ensure relevance and rigour. Figure 1 presents the six competencies and their relationship to one another.



Figure 1: Six Core Financial Literacy Competencies

As shown in Figure 1, the six competencies are mutually reinforcing. Institutions shall use the framework as a reference when mapping existing curricula, developing new courses, designing short learning programmes, preparing assessment tasks, and monitoring student competence development.

2.2 Competency Descriptor Structure

Each financial literacy competency is presented using a common descriptor structure to support curriculum design, assessment, and quality assurance. The descriptor identifies the competency title, provides a concise description, outlines relevant subdomains, specifies learning outcomes, and highlights inclusion and accessibility considerations. Institutions shall use this structure when mapping existing courses, developing new modules, preparing assessment tasks, and documenting evidence of student competence.

The learning outcomes are intentionally expressed using observable and assessable verbs drawn from Bloom's Taxonomy. This enables academic departments, quality assurance units, TCU, and NACTVET to determine whether financial literacy has been meaningfully integrated and whether students can demonstrate applied competence, rather than merely recalling definitions.

2.3 Financial Numeracy Skills

Financial numeracy is a foundational competency that enables students to apply numerical reasoning to practical financial situations encountered in everyday life. It underpins all other financial literacy areas and is essential for informed budgeting, saving, borrowing, and investment decisions. Table 1 presents the competency descriptor for Financial Numeracy Skills, outlining the subdomains, learning outcomes expressed as measurable actions, and inclusion considerations that institutions shall use when designing and assessing this competency.

Table 1: Financial Numeracy Skills Competency Descriptor

Competency	Financial Numeracy Skills
Description	The ability to understand, interpret, and apply numerical concepts to financial decisions such as loan repayment, savings growth, and budgeting.
Subdomains	Basic arithmetic in personal finance; percentages; simple and compound interest; loan repayment calculations; budgeting calculations; discounting and compounding; present and future value; interpretation of financial tables, charts, and statements.

Learning Outcomes	• Calculate percentages, totals, balances, and repayment amounts in everyday financial situations. • Compute simple and compound interest using real financial products, including bank loans and savings accounts, for savings, loans, and investments. • Compare loan, savings, and investment options by analysing cost, return, and repayment information. • Estimate the present and future values of money by applying discounting and compounding concepts. • Interpret financial data presented in tables, charts, statements, and digital financial applications. • Explain financial calculation procedures clearly using verbal, written, and visual formats.
Inclusion and Accessibility Considerations	Use large-print and tactile materials; provide talking calculators and accessible spreadsheets; simplify numerical tasks into guided steps; use coins, blocks, and visual manipulatives; provide captioned demonstrations and peer-assisted practice.

2.4 Knowledge of the Financial Ecosystem

An understanding of the financial ecosystem equips students with the knowledge needed to navigate financial institutions, products, regulations, and consumer responsibilities within Tanzania's financial system. This competency enables graduates to make informed choices about the financial services they access and use. Table 2 presents the competency descriptor for Knowledge of the Financial Ecosystem, providing the subdomains, Bloom's-aligned learning outcomes, and inclusion considerations for curriculum design and assessment.

Table 2: Knowledge of the Financial Ecosystem Competency Descriptor

Competency	Knowledge of the Financial Ecosystem
Description	The ability to understand the financial institutions, actors, products, technologies, and markets that operate in Tanzania, and to interpret how regulation and consumer responsibilities shape the delivery and use of financial services.
Subdomains	Banks, microfinance institutions, SACCOs, mobile money operators, insurance providers, pension funds, capital markets, regulators, payment systems, digital financial services, consumer rights, ethical conduct, and financial-sector laws and regulations.
Learning Outcomes	• Identify major financial service providers and regulatory authorities operating in Tanzania. • Describe the roles and functions of banks, mobile money operators, SACCOs, insurance providers, pension funds, and capital markets. • Compare financial products, including mobile loans, SACCO savings, and bank accounts, based on benefits, costs, risks, accessibility, and suitability. • Use basic financial services and digital payment systems responsibly and confidently. • Explain the legal, regulatory, and consumer protection framework governing financial services in Tanzania. • Demonstrate responsible behaviour when selecting and using financial products and services.
Inclusion and Accessibility Considerations	Use simplified financial-system maps, pictorial diagrams, captioned videos, accessible digital materials, sign-language support where needed, simulations, role-play, and experiential visits adapted for different learner needs.

2.5 Money Management

Money management is a core life competency that enables students to plan, budget, save, and make responsible borrowing and investment decisions throughout their academic and professional lives. Developing this competency supports financial resilience and reduces vulnerability to debt and economic hardship. Table 3 presents the competency descriptor for Money Management, detailing the subdomains, measurable learning outcomes aligned to Bloom's Taxonomy, and accessibility considerations that guide curriculum development and assessment.

Table 3: Money Management Competency Descriptor

Competency	Money Management
Description	The ability to plan and manage income through budgeting and saving, and to make informed financial decisions regarding borrowing and investing.
Subdomains	Lawful income generation; personal budgeting; expenditure tracking; savings plans; investment principles; borrowing decisions; credit management; emergency funds; personal financial planning.

Learning Outcomes	• Identify lawful and ethical income-generation opportunities, including formal employment, registered business activities, and compliant digital entrepreneurship. • Prepare a personal or household budget with clearly defined income and expenditure categories. • Track personal spending patterns and adjust expenditure in response to budget evidence, demonstrating sustained behavioural change over time. • Design a realistic savings plan aligned with specific personal financial goals. • Compare investment options by evaluating expected return, risk, liquidity, and time horizon. • Assess borrowing affordability and associated risks before making credit decisions. • Develop a simple personal financial plan integrating income, expenditure, saving, borrowing, and investment considerations.
Inclusion and Accessibility Considerations	Provide pictorial budget templates, tactile graphs, voice-supported spreadsheets, guided budgeting exercises, worked examples, peer-assisted learning, and step-by-step financial planning worksheets.

2.6 Financial Obligations

Understanding financial obligations is essential for students to fulfil their legal, contractual, and personal financial responsibilities as employees, entrepreneurs, and citizens. This competency prepares graduates to manage taxes, loan repayments, utility bills, and other binding financial commitments with confidence and accountability. Table 4 presents the competency descriptor for Financial Obligations, specifying the subdomains, learning outcomes expressed using measurable verbs, and inclusion considerations that inform curriculum integration and assessment design.

Table 4: Financial Obligations Competency Descriptor

Competency	Financial Obligations
Description	The ability to understand and fulfil legal, contractual, and personal financial responsibilities, including PAYE tax, loan board obligations, rent agreements, and utility payments.
Subdomains	Meaning and types of financial obligations; personal and business responsibilities; taxation; bills and utilities; loan repayment; insurance premiums; taxpayer rights and responsibilities; consequences of non-compliance.
Learning Outcomes	• Define common financial obligations applicable to individuals, households, students, employees, and businesses. • Distinguish between legal, contractual, and personal financial responsibilities. • Explain personal tax obligations and complete sample tax-compliance forms applicable in Tanzania. • Identify taxpayer rights, responsibilities, and the consequences of non-compliance with financial obligations. • Prepare a simple schedule for managing recurring financial obligations across a given period. • Complete sample forms or templates related to bills, loans, taxes, or repayment planning. • Evaluate the financial and legal consequences of delayed or unpaid financial obligations.
Inclusion and Accessibility Considerations	Use simplified forms, guided templates, captioned tutorials, verbal guidance, role-play, storytelling, and practical demonstrations using realistic financial obligations familiar to students.

2.7 Personal Financial Protection

Personal financial protection empowers students to safeguard their financial resources, manage risk proactively, and respond effectively to fraud, digital threats, and unexpected financial shocks. This competency is increasingly important in an environment of rapid digital financial expansion and growing consumer vulnerability. Table 5 presents the competency descriptor for Personal Financial Protection, outlining the subdomains, Bloom's-aligned learning outcomes, and accessibility provisions that guide teaching, assessment, and inclusion planning.

Table 5: Personal Financial Protection Competency Descriptor

Competency	Personal Financial Protection
Description	The ability to safeguard financial resources, including protecting mobile money accounts, avoiding fraud, and managing unexpected financial shocks through risk-awareness and appropriate protective strategies.
Subdomains	Risk management; sources of financial risk; insurance and diversification; fraud prevention; consumer rights and responsibilities; complaint handling; compensation mechanisms; financial alerts; cyber-security basics.
Learning Outcomes	• Identify common sources of personal financial risk, including illness, job loss, inflation, theft, fraud, and digital scams. • Apply basic risk-management steps to personal financial situations. • Compare products and strategies for mitigating financial risks, including insurance, savings buffers, and diversification. • Explain consumer rights and responsibilities when engaging with financial service providers. • Recognise fraudulent, misleading, or unsafe financial practices and report them through appropriate regulatory channels. • Respond appropriately to consumer awareness messages, regulatory alerts, and financial safety communications.

Inclusion and Accessibility Considerations	Provide complaint procedures in Braille, audio, large print, and sign-language-supported formats; use visual narratives and cue cards; conduct role-play on fraud reporting and redress; provide simplified insurance examples and accessible cybersecurity guides.
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2.8 Application of Financial Technologies (FinTech)

The rapid proliferation of digital financial services makes competence in financial technologies essential for all tertiary and higher education graduates. This competency equips students to use FinTech platforms safely, assess associated risks, and engage critically with emerging digital financial innovations. Table 6 presents the competency descriptor for the Application of Financial Technologies (FinTech), defining the subdomains, measurable learning outcomes, and inclusion considerations that institutions shall use to integrate and assess this competency.

Table 6: Application of Financial Technologies Competency Descriptor

Competency	Application of Financial Technologies (FinTech)
Description	The ability to use digital tools and platforms safely, efficiently, and innovatively including mobile money platforms, digital lending applications, and on-line banking systems used in Tanzania, for financial transactions, savings, lending, investment, insurance, and informed financial decision-making.
Subdomains	Mobile money; e-wallets; online banking; contact-less payments; digital lending; credit scoring; micro-investment applications; InsurTech; blockchain and cryptocurrencies; cybersecurity and digital safety.

Learning Outcomes	• Use mobile money platforms, e-wallets, and on-line banking systems to conduct basic financial transactions safely and accurately. • Track digital transactions and interpret digital statements or receipts to monitor personal financial activity. • Compare digital financial products based on cost, convenience, risk, security, and suitability for different financial needs. • Explain digital lending mechanisms, credit-scoring processes, and the risks associated with short-term digital credit. • Identify phishing attempts, scams, identity theft, and other unsafe digital financial practices. • Apply safe digital practices, including the use of strong passwords, secure authentication methods, and protection of personal financial data. • Describe emerging financial technologies, including InsurTech, blockchain, and cryptocurrencies, at a conceptual level appropriate to the programme context, and assess their opportunities and risks.
Inclusion and Accessibility Considerations	Use accessible mobile applications with large icons and voice-over functions; provide guided group practice sessions; offer offline simulations; simplify cybersecurity content using plain language and visual aids; provide adaptive devices where necessary.

3.0 STRATEGIES FOR CURRICULUM INTEGRATION

3.1 Overview of Integration Strategies

Financial literacy shall be integrated into tertiary and higher education curricula through one or more of three complementary strategies: a stand-alone course, embedding into existing courses, and modular delivery through short learning programmes or micro-credentials. Institutions shall select the strategy or combination of strategies based on defined criteria, curriculum alignment, regulatory requirements, staff capacity, student profiles, and implementation resources. Figure 2 illustrates the three strategies and how they relate to one another.

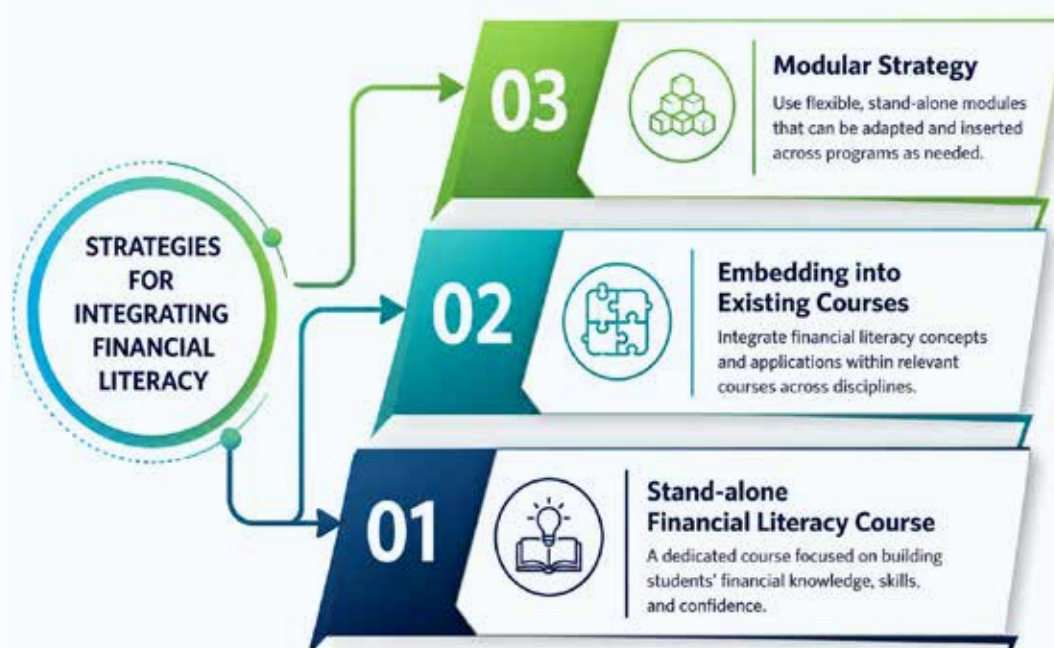


Figure 2: Strategies for Integrating Financial Literacy

As Figure 2 shows, institutions may adopt a full stand-alone course, integrate financial literacy content across existing courses, or use flexible modules. These strategies are not mutually exclusive; an institution may introduce a foundational course while also embedding discipline-specific financial literacy tasks and offering short modules for targeted competencies.

3.2 Stand-Alone Financial Literacy Course

A stand-alone course positions financial literacy as a dedicated and independently assessed component within an academic programme. This strategy is suitable where an institution seeks comprehensive coverage of core competencies, standardised assessment, and clear accountability for learning outcomes. It is recommended for programmes that currently lack any structured financial literacy coverage.

To implement this strategy, institutions shall develop a course outline through normal curriculum approval procedures, specify credit weighting or notional hours, assign qualified instructors, prepare learning materials, align assessments with competencies, and ensure that the course is included in programme structures approved by relevant academic organs and regulatory authorities. A sample stand-alone course outline is provided in Annex 4 (Annex Table 4), with suggested semester content in Annex 5 (Annex Table 5).

3.3 Embedding Financial Literacy into Existing Courses

Institutions shall embed financial literacy concepts and applications into existing courses across disciplines. This approach is appropriate where financial concepts naturally relate to programme outcomes, for example, entrepreneurship finance in business studies, household budgeting in social sciences, taxation in law, project costing in engineering, agribusiness finance in agriculture, health insurance in health sciences, and digital payments in ICT.

Embedding shall be guided by curriculum mapping, instructor development, course outline modification, assessment alignment, and content coordination. This ensures that the integration is deliberate, assessable, and not dependent on isolated individual initiatives, and that it can be verified through curriculum review and quality assurance processes. Table 7 presents the embedding process, with a discipline-specific example for each programme area provided in Annex 7 (Annex Table 7).

Table 7: Approach to Embedding Financial Literacy in Existing Courses

S/N	Process	Example
i	Curriculum Mapping	Review programme curricula to identify alignment opportunities between existing learning outcomes and financial literacy competencies.
ii	Instructor Development	Conduct targeted workshops or teaching modules to equip instructors with the skills and confidence to integrate financial literacy content into their courses.
iii	Modify Course Outlines	Adjust course outlines through curriculum committees or at instructors' discretion to formally incorporate financial literacy content and assessments.
iv	Ensure Assessment	Embed financial literacy assessments — including assignments, tests, or projects — to reinforce learning content and signal its academic importance.
v	Coordinate Content Scope	Coordinate integration across courses to prevent content overlaps or competency gaps in financial literacy delivery.

3.4 Modular Strategy

The modular strategy involves short, self-contained learning units focused on specific financial literacy topics. These units shall be delivered as workshops, online modules, short learning programmes, bootcamps, or micro-credentials, and shall complement rather than replace core assessed curriculum components. The strategy is suitable for institutions requiring flexible delivery without overloading existing degree or diploma structures.

Institutions shall ensure that modules are competency-based, accessible through digital or blended delivery where possible, and linked to recognised evidence of completion such as digital badges, certificates, or academic records. Table 8 outlines the key application approaches for the modular strategy, with a detailed sample short learning programme descriptor in Annex 6 (Annex Table 6).

Table 8: Utilisation of the Modular Strategy

Implementation Approach	Example
Required Online Micro-Modules	Financial Literacy 101 comprises six micro-units, completed at any time during Year 1 of the programme.
Intensive Block / Bootcamp Week	A 20-hour financial literacy bootcamp delivered as a concentrated block during a single academic week.
Competency-Based Short Courses	A credit management competency module, assessed and signed off following a scenario-based evaluation exercise.
Micro-Credentials / Digital Badges	An 'Introduction to Investing (Level 1)' digital badge awarded and recorded in the learner's academic profile.
Final-Year Transition Module	A 'Leaving College Financially Ready' micro-module offered to all graduating students in their final semester.

3.5 Criteria for Choosing an Appropriate Strategy

The choice of integration strategy shall be based on institutional readiness, programme requirements, staff expertise, student needs, quality assurance capacity, and regulatory expectations, with priority given to assessment capacity and curriculum alignment. Institutions shall combine strategies where necessary to ensure broad coverage and sustained reinforcement of financial literacy competencies. Table 9 summarises the ideal institutional environments for each of the three strategies.

**Table 9: Ideal Institutional Environments for the Implementation of
Financial Literacy Integration Strategies**

Strategy	Ideal Institutional Environment
Stand-Alone Financial Literacy Course	An institutionally approved, credit-bearing curriculum with a clear assessment framework; dedicated instructors with relevant financial literacy expertise; adequate library resources, including textbooks, journals, and digital materials; and established moderation processes ensuring assessment validity, reliability, and academic integrity.
Embedding (Cross-Curricular Integration)	Programme-level curriculum mapping identifying alignment between existing learning outcomes and financial literacy competencies; collaborative course teams across disciplines; shared rubrics and common assessment criteria; access to instructional design support for revising course outlines; and quality assurance systems capable of monitoring the depth and consistency of integration.
Modular Strategy	Institutional policies supporting micro-credentials, stackable credits, and Short Learning Programmes (SLPs); availability of short, intensive teaching blocks within the academic calendar; centralised registration, tracking, and record-keeping systems for module completion; and flexible staffing models accommodating block teaching, visiting experts, or part-time facilitators.

4.0 PEDAGOGICAL AND ASSESSMENT APPROACHES FOR DELIVERY

4.1 Overview of Delivery Approaches

Effective financial literacy education requires more than the delivery of content. It must actively engage students in practising financial decision-making, analysing real-life cases, reflecting on behaviour, demonstrating competence, and applying financial concepts in authentic or simulated environments. The approaches described in this chapter address both pedagogy and assessment, and are designed to complement the curriculum integration strategies presented in Chapter 3. Figure 3 summarises the five delivery approaches.



Figure 3: Approaches for Implementing Financial Literacy

As shown in Figure 3, financial literacy shall be delivered through a balanced mix of extra-curricular activities, experiential learning, collaborative learning, service-learning, and digital and blended delivery. Institutions shall select approaches that support active learning, inclusiveness, behavioural change, and practical application of competencies.

4.2 Extra-Curricular Activities

Extra-curricular activities extend financial literacy learning beyond formal classroom instruction. They include student financial literacy clubs, seminars, guest lectures, competitions, simulation games, budget challenges, peer mentoring programmes, and financial awareness campaigns. These activities reinforce classroom learning and enable students to develop confidence through practice and peer interaction. All extra-curricular activities shall be evaluated using participation and learning outcome indicators to demonstrate their contribution to competency development. Figure 4 presents a practical programming cycle for extra-curricular activities.



Figure 4: Programming Extra-Curricular Financial Literacy Activities

As illustrated in Figure 4, institutions shall begin by establishing or strengthening student financial literacy clubs, then prepare an annual or semester calendar, promote activities widely across the institution, make activities interactive and appropriately incentivised, and use attendance data and participant feedback to improve subsequent events.

4.3 Experiential Learning

Institutions shall integrate experiential learning to enable students to acquire financial literacy through real-world or simulated tasks. Experiential learning shall include internships, cooperative education, student-managed investment or savings projects, financial simulations, practicum tasks, mentorship programmes, and workplace-based financial reflection activities. These experiences connect learning to authentic financial environments and strengthen students' capacity to apply competencies beyond the classroom. Figure 5 depicts the four-stage experiential learning cycle.



Figure 5: Experiential Learning in Financial Literacy Education

As Figure 5 shows, experiential learning shall connect students to practical financial contexts through concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Institutions shall structure these experiences with clear learning outcomes, supervision arrangements, assessment rubrics, and reflection tasks to ensure academic rigour and accountability.

4.4 Collaborative Approach

Programmes shall incorporate collaborative learning tasks that deepen financial literacy understanding and application through peer learning and group-based problem solving. Students work together to analyse case studies, prepare budgets, debate investment options, conduct financial games, solve simulations, and share experiences through digital or face-to-face forums. This approach builds communication, critical thinking, and teamwork skills alongside financial competence. Figure 6 illustrates the key elements of the collaborative approach.



Figure 6: The Collaborative Approach to Financial Literacy Learning

As shown in Figure 6, instructors shall provide clear tasks, defined group roles, explicit assessment criteria, and facilitation support to ensure active participation, academic accountability, and equitable learning outcomes for all students.

4.5 Service-Learning

Programmes shall integrate activities that require students to apply financial literacy skills in community contexts. Service-learning links academic learning with community engagement by requiring students to apply financial literacy competencies to support communities, youth groups, women's groups, low-income households, small businesses, or community organisations. All service-learning activities shall be formally assessed against defined learning outcomes. Figure 7 outlines the six steps for implementing service-learning in financial literacy.



Figure 7: Steps for Implementing Service-Learning in Financial Literacy

As Figure 7 illustrates, institutions shall identify community needs, align service activities with course objectives, prepare students adequately, implement the service component, require structured critical reflection, and assess both learning outcomes and community impact to demonstrate effectiveness.

4.6 Digital and Blended Delivery

Institutions shall use Learning Management Systems (LMS), mobile-friendly learning materials, digital simulations, online quizzes, discussion forums, analytics dashboards, and digital badges to support financial literacy delivery. Digital and blended delivery shall improve flexibility, enable student progress tracking, and support scalable implementation where supported by adequate infrastructure, digital literacy, and institutional capacity.

Digital delivery shall meet defined standards for inclusiveness and security, including accessibility for students with disabilities, data protection compliance, and safe digital user practices. Institutions shall ensure that online content is accessible, compatible with assistive technologies, available in low-bandwidth formats where possible, and supported by clear guidance on data privacy and digital safety.

4.7 Assessment of Financial Literacy Competence

Assessment of financial literacy shall be competency-based, practical, and aligned with the learning outcomes defined in Chapter 2 (Tables 1–6). Institutions shall avoid limiting assessment to the recall of financial concepts and shall instead require students to demonstrate applied competence through realistic financial tasks, simulations, case analyses, digital safety exercises, and reflective evidence of decision-making.

Acceptable assessment evidence may include personal budgets, savings plans, loan comparison exercises, financial product comparison matrices, PAYE or loan repayment scenarios, consumer complaint simulations, digital safety checklists, financial action plans, reflective journals, portfolios, LMS quizzes, and scenario-based examinations. Where financial literacy is embedded into existing courses, assessment rubrics shall clearly identify the financial literacy component to ensure that it is visible, assessable, and subject to quality assurance review.

Institutions shall ensure fairness, accessibility, and academic integrity in assessment by providing clear instructions, accessible templates, alternative formats for students with disabilities, moderation of assessment tasks, and documented feedback to learners. Assessment results shall feed into institutional monitoring and annual reporting under the MERL framework described in Chapter 7.

5.0 INSTITUTIONAL ROLES AND COORDINATION MECHANISMS

Successful implementation shall be achieved through a coordinated institutional framework involving clearly assigned roles for MoEST, the Bank of Tanzania, regulatory authorities, tertiary and higher education institutions, and financial-sector partners. These roles extend beyond monitoring and evaluation to encompass policy direction, curriculum standards, quality assurance, and reporting, with additional functions defined according to each stakeholder's institutional mandate. Table 10 details the responsibilities and coordination expectations for each stakeholder.

Table 10: Institutional Roles and Coordination Mechanisms

Stakeholder	Core Responsibilities	Coordination Expectations
Ministry of Education, Science and Technology	Issue national policy directives; coordinate implementation; provide national guidance; convene at least one annual coordination forum; mobilise resources for national training; and publish consolidated implementation updates.	Chair or convene national coordination forums; issue circulars and guidance notes; receive consolidated reports from TCU and NACTVET; and use evidence to inform policy and resource decisions.
Bank of Tanzania	Provide technical input on financial education content, consumer protection, digital financial services, financial-sector risks, and standardised learning materials; support capacity building; and participate in review and evaluation processes.	Work with MoEST, TCU, NACTVET, and institutions through agreed mechanisms; support Certified Financial Educator initiatives where applicable; and ensure that technical support remains educational and non-promotional.

Regulatory Authorities: TCU and NACTVET	Integrate financial literacy expectations into curriculum review, programme approval, accreditation, institutional audits, and quality assurance guidance.	Include financial literacy checks in curriculum review tools; provide feedback to institutions; consolidate annual institutional reports; and submit summaries to MoEST and the Bank of Tanzania.
Tertiary and Higher Education Institutions	Integrate financial literacy into programmes and courses; implement teaching and assessment; train staff; allocate resources; designate focal persons; maintain evidence; and report implementation progress annually.	Embed financial literacy in academic planning, quality assurance, student support, LMS systems, and curriculum review; submit annual reports through regulatory channels; and use MERL evidence for improvement.
Other Financial Sector Regulators	Provide technical input on financial education content, financial-sector risks, and standardised learning materials; support capacity building; and participate in review and evaluation processes.	Work in collaboration with the Bank of Tanzania, Tertiary and Higher Learning Institutions and CFEs. Need to ensure that technical support remains educational and non-promotional.
Development Partners	Support guest lectures, simulations, mentorship, internships, competitions, community outreach, digital tools, and learning materials were approved by institutions.	Operate through formal MoUs; avoid product promotion or biased content; respect academic independence, data protection, inclusion requirements, and student welfare.

6.0 IMPLEMENTATION FRAMEWORK AND ROADMAP

This chapter defines the operational pathway for implementing these Guidelines. It translates the policy and curriculum expectations into phased actions that institutions, regulatory bodies, MoEST, the Bank of Tanzania, and partners can plan, resource, monitor, and review. All institutions shall meet the minimum implementation requirements within the defined timelines. The roadmap recognises that institutions vary in readiness and therefore allows for progressive implementation while maintaining a national expectation of full integration over five years. Table 11 presents the five-phase implementation framework.

Table 11: Implementation Framework and Roadmap

Phase	Timeline	Key Activities	Responsible Actors	Expected Outputs
Phase 1: Orientation and Readiness	Year 1	Disseminate the Guidelines; appoint institutional focal persons; conduct readiness assessments; sensitise academic leaders and curriculum committees.	MoEST, BoT, TCU, NACTVET, Institutions	Institutional readiness reports; focal persons appointed; implementation awareness established.
Phase 2: Curriculum Mapping and Design	Years 1–2	Map existing programmes; identify integration opportunities; select integration strategies; prepare course, module, or embedded content outlines.	Institutions, academic departments, QA units, TCU, NACTVET	Curriculum mapping reports; revised course outlines; proposed modules and SLPs.

Phase 3: Approval, Capacity Building and Piloting	Years 2–3	Approve revised Institutions, curricula; train in- MoEST, structors; develop BoT, TCU, teaching and as- NACTVET, sessment materials; Partners pilot selected courses, modules, and extra-curricular activities.	Approved curriculum changes; trained instructors; pilot reports; teaching resources produced.
Phase 4: Full Implementation and Institution- alization	Years 3–5	Integrate financial literacy across all applicable programmes; implement digital and blended modules; embed reporting in quality assurance systems.	Financial literacy integrated across programmes; LMS modules operational; annual reports submitted.
Phase 5: Evaluation and Guideline Review	Year 5	Conduct national evaluation; analyse institutional evidence; consult stakeholders; revise Guidelines as necessary.	National evaluation report; revised Guidelines; updated implementation priorities.

6.1 Institutional Implementation Requirements

Each institution shall establish internal mechanisms for implementing these Guidelines. At a minimum, institutions shall:

- i. Designate a financial literacy focal person or implementation team within Year 1, verified by appointment letters, approved terms of reference, and organizational charts;
- ii. Conduct curriculum mapping across programmes and departments during Year 1, verified by mapping matrices, departmental reports, and curriculum committee minutes;
- iii. Select appropriate integration strategies and delivery approaches by the end of Year 1 to early Year 2, verified by approved strategy documents and stakeholder consultation records;
- iv. Develop course outlines, embedded learning tasks, and micro-credentials

- between Year 1 and Year 2, verified by approved module descriptors, learning outcomes, and archived materials;
- v. Train academic and student support staff throughout Year 2, verified by training records, attendance registers, and evaluation reports;
- vi. Prepare inclusive learning materials and assessment rubrics within the Year 2 window, verified by reviewed materials and documented accessibility checks;
- vii. Allocate and utilise resources for implementation and student engagement from Year 2 through Year 3, verified by approved budgets, procurement records, and expenditure reports; and
- viii. Collect implementation evidence and submit annual reports from Year 3 onwards, verified by monitoring and evaluation reports, student performance data, and quality assurance or audit records.

6.2 Capacity Building

Capacity building is essential for sustained implementation. Institutions shall train instructors in financial literacy content, competency-based pedagogy, assessment design, inclusive delivery, digital learning, and financial consumer protection. MoEST and the Bank of Tanzania shall coordinate national or regional training-of-trainers programmes to ensure consistency, quality, and alignment with national standards across all institutions.

6.3 Curriculum Review and Approval

Financial literacy integration shall follow established institutional curriculum development and approval procedures. Revised programmes shall demonstrate clear learning outcomes, comprehensive content coverage, appropriate teaching methods, aligned assessment tasks, sufficient staff capacity, adequate learning resources, and verified accessibility provisions. TCU and NACTVET shall consider financial literacy integration as a quality indicator when reviewing new and revised curricula submitted for approval.

6.4 Learning Resources and Digital Platforms

Institutions shall develop or adapt learning materials that reflect Tanzanian financial realities, including mobile money, banking, insurance, taxation, credit, student loans, entrepreneurship finance, consumer protection, and digital safety. Learning resources shall be hosted, where possible, on institutional LMS platforms to support access, enable analytics, and facilitate continuous improvement of content and delivery.

6.5 Financing and Sustainability

Financial literacy integration shall be planned with sustainability in mind from the outset. Institutions shall include financial literacy activities in strategic plans, annual budgets, curriculum review plans, staff development plans, and quality assurance processes. Partnerships with financial-sector actors and development partners shall complement, and not replace, institutional ownership and resource commitment. Table 12 outlines the key funding sources and sustainability considerations.

Table 12: Financing and Sustainability Model

Funding Source	Possible Use	Sustainability Consideration
Institutional Budgets	Course development, teaching materials, staff training, student clubs, and LMS support.	Include financial literacy in annual plans and medium-term expenditure frameworks.
Bank of Tanzania Technical Support	Content validation, training of trainers, technical guidance, and consumer protection materials.	Use national standards and certified trainers where applicable.
Financial-Sector CSR	Student competitions, mentorship, resource centres, simulations, and community outreach.	Formalise through MoUs and avoid promotional or commercial bias.
Development Partners	Pilot programmes, inclusive resources, digital content, research, and evaluation.	Use partner support to build institutional capacity and scalable materials.
Short Courses and Micro-Credentials	Cost recovery, continuous professional education, and student certification.	Set transparent fees and reinvest proceeds in learning resources.

6.6 Sample Course Outlines and Module Descriptors

To support consistent implementation, institutions shall adapt the sample course outlines and module descriptors provided in Annexes 4 to 10. These samples are not prescriptive; they provide practical models that curriculum developers shall customise according to programme level, credit requirements, delivery mode, institutional policy, and regulatory expectations.

The samples cover four implementation pathways: a stand-alone financial literacy course (Annex 4, Annex Table 4), with suggested week-by-week content in Annex 5 (Annex Table 5); a short learning programme or micro-credential (Annex 6, Annex Table 6); embedded integration by discipline (Annex 7, Annex Table 7); and competency-based module descriptors for Financial Numeracy and Money Management (Annex 8, Annex Table 8), the Financial Ecosystem, Obligations and Consumer Protection (Annex 9, Annex Table 9), and Digital Financial Services and FinTech (Annex 10, Annex Table 10).

6.7 Quality Assurance and Risk Management

Quality assurance shall be embedded throughout implementation. Institutions shall demonstrate that financial literacy has been incorporated into approved curricula, course outlines, module descriptors, teaching materials, assessment rubrics, LMS content, student support activities, and annual quality assurance reports. TCU and NACTVET shall use these Guidelines as a reference during curriculum review, accreditation, programme monitoring, and institutional audits.

Key implementation risks include curriculum overload, inadequate instructor capacity, weak coordination between academic departments, limited learning resources, low LMS readiness, insufficient accessibility provisions, weak assessment design, and potential commercial influence from financial-sector partners. Institutions shall maintain mitigation plans that assign responsibilities, timelines, and evidence requirements for each identified risk.

Partnerships with financial-sector actors shall be governed by formal MoUs that protect academic independence, prohibit promotional or product-marketing bias, ensure data protection, and require inclusive delivery. Institutions shall retain responsibility for curriculum decisions, assessment standards, and the protection of student interests at all times.

7.0 MONITORING, EVALUATION, REPORTING AND LEARNING

Monitoring, Evaluation, Reporting and Learning (MERL) shall ensure that financial literacy integration is implemented effectively, produces measurable learning outcomes, and informs continuous improvement at both the institutional and national levels. MERL shall operate within existing quality assurance systems while introducing specific indicators for financial literacy integration, progress, and impact.

7.1 Institutional Monitoring and Evaluation Processes

Institutions shall implement MERL through the following processes:

- i. Baseline studies shall use a standardised student diagnostic test, staff capacity survey, and institutional resource audit checklist, supported by basic data-capture templates;
- ii. Semester-based monitoring shall use course evaluations, student surveys, assessment records, attendance registers, and activity reporting templates;
- iii. Mid-term reviews shall use programme review checklists, focus group guides, classroom observation tools, and resource utilisation tracking templates;
- iv. End-line evaluations shall use post-tests, exit surveys, behavioural change questionnaires, and institutional impact assessment tools, supported by comparative analysis templates; and
- v. Annual reporting shall use standardised reporting templates, aggregated data dashboards, compliance checklists, and a document repository for verification evidence (see Annex 3, Annex Table 3).

7.2 National Monitoring, Evaluation, Reporting and Learning Indicator Matrix

The National MERL Indicator Matrix presented in Table 13 provides the key indicators, baselines, targets, data sources, reporting frequency, disaggregation variables, and responsible actors for monitoring financial literacy integration at the national level. Institutions, regulatory bodies, MoEST, and the Bank of Tanzania shall use this matrix to track progress and inform evidence-based decision-making.

Table 13: National Monitoring, Evaluation, Reporting and Learning Indicator Matrix

Indicator	Baseline	Target / Measure	Data Source / Verification Evidence	Frequency	Disaggregation	Responsible Actor
Institutions with approved financial literacy integration plans	To be established during institutional readiness assessment	All regulated institutions have approved implementation plans within the first implementation phase	Approved implementation plans, minutes of academic organs, appointment letters for focal persons	Annual	Institution type, ownership, location, and regulatory category	Institutions, TCU, NACTVET
Academic programmes mapped for financial literacy integration	Number of programmes mapped at the start of implementation	Progressive annual increase until all applicable programmes are mapped	Curriculum mapping reports, departmental submissions, and QA records	Annual	Programme level, discipline, and department	Institutions

Programmes or courses revised to include financial literacy outcomes	Number of approved programmes/courses with explicit FL outcomes at baseline	Annual increase against institutional baseline until all applicable programmes are covered	Approved curriculum, course outlines, module descriptors, and approval records	Annual	Programme level, discipline, and delivery mode	Institutions, TCU, NACTVET
Instructors trained to deliver financial literacy	Number of trained instructors at baseline	Number and percentage of relevant academic and support staff trained	Training plans, attendance registers, certificates, and evaluation reports	Semi-annual	Sex, department, institution type, and staff category	Institutions, MoEST, BoT
Students reached through courses, modules, or extra-curricular activities	Number of students reached at baseline	Annual increase in students reached through formal and co-curricular channels	Course enrolment, LMS analytics, activity attendance, and completion records	Semester / Annual	Sex, disability, programme, level, and delivery mode	Institutions

Student financial literacy learning gain	Diagnostic pre-test score or initial competency assessment	Improvement between pre-test and post-test scores or competency-based assessment evidence	Assessment records, pre/post-test tools, portfolios, and practical tasks	Annual	Sex, disability, programme, and level	Institutions
Institutions using LMS or digital modules for financial literacy	Number of institutions with operational digital modules at baseline	Annual increase in digital or blended delivery and student completion records	LMS reports, screenshots, digital badge records, and analytics dashboards	Annual	Institution type, delivery mode, and programme level	Institutions
Partnerships established for financial literacy implementation	Number of active partnerships at baseline	Number and quality of active MoUs and approved partnership activities	MoUs, activity reports, partner reports, and institutional approvals	Annual	Partner type, activity type, and institution	Institutions, MoEST, BoT

Inclusive and accessible materials developed	Inventory of existing accessible materials	Annual increase in accessible resources and documented adaptations	Resource inventories, accessibility checklists, and QA reports	Annual	Format, disability support type, and programme level	Institutions
Institutional annual reports submitted	Reporting rate at first year of implementation	100 per cent reporting by regulated institutions	Annual institutional reports and regulatory consolidation reports	Annual	Institution type and regulatory category	Institutions, TCU, NACTVET
National review forums conducted	Number of review forums conducted at baseline	At least one national or sector-level review forum per year	Forum reports, attendance records, and action plans	Annual	Stakeholder group and institution type	MoEST, BoT, TCU, NACTVET

Percentage of students demonstrating satisfactory financial health scores	Financial health assessment baseline established in first year of implementation	Annual improvement in mean student financial health scores; at least 60 per cent of assessed students attaining satisfactory scores by end of implementation phase	Financial health assessment records, pre- and post-assessment tools, and institutional reporting	Annual	Sex, programme level, institution type, and disability status	Institutions, MoEST, BoT
Proportion of students reporting improved financial wellbeing behaviours, including budgeting, saving, and responsible debt management	Baseline established through initial student financial wellbeing survey	Annual increase in proportion of students reporting positive financial behaviours; target of at least 70 per cent of surveyed students reporting improved practices by end of implementation phase	Student financial wellbeing surveys, focus group reports, and institutional monitoring records	Annual	Sex, programme level, year of study, and institution type	Institutions, MoEST, BoT

7.3 Reporting Arrangements

Each institution shall submit an annual financial literacy implementation report using the standardised reporting template in Annex 3 (Annex Table 3). TCU and NACTVET shall consolidate reports from institutions under their respective mandates and submit national summaries to MoEST and the Bank of Tanzania. The consolidated reports shall inform policy decisions, resource mobilisation, capacity-building plans, and the periodic review of these Guidelines.

7.4 Learning and Continuous Improvement

Monitoring findings shall be used to drive continuous improvement in curricula, teaching methods, assessment practices, student support, digital resources, partnerships, and institutional policies. Institutions shall use findings from student assessments, instructor feedback, stakeholder consultations, and implementation reports to make iterative improvements, treating monitoring as a tool for organisational learning rather than a compliance obligation.

8.0 REVIEW OF THE GUIDELINES

These Guidelines shall be reviewed through three complementary mechanisms: routine implementation monitoring, a mid-term implementation review, and a comprehensive five-year review. An extraordinary review may also be triggered where major changes occur in education policy, financial-sector regulation, digital financial technologies, curriculum standards, national development priorities, or implementation evidence.

The review process shall assess whether financial literacy has become an embedded, assessable, and sustainable graduate competence across tertiary and higher education institutions. It shall also examine the relevance of the competency framework, the effectiveness of integration strategies, the quality of teaching and assessment, the inclusiveness of learning materials, the performance of coordination mechanisms, and the usefulness of MERL evidence for institutional and national improvement. Table 14 summarises the review process requirements.

Table 14: Review Process for the Guidelines

Review Element	Requirement
Routine Monitoring	Institutions shall monitor implementation every semester and submit annual reports through established regulatory and quality assurance channels.
Mid-Term Implementation Review	A mid-term review shall assess progress, implementation bottlenecks, institutional readiness, capacity-building needs, and early learning outcomes.
Comprehensive Review Trigger	A five-year review cycle; major policy or regulatory change; emerging financial technologies; significant implementation challenges; or evidence from national monitoring reports.
Lead Institutions	MoEST shall coordinate the review in collaboration with the Bank of Tanzania, TCU, NACTVET, tertiary and higher education institutions, and relevant financial-sector stakeholders.

Technical Review Team	A multidisciplinary team comprising curriculum experts, financial education specialists, regulatory representatives, inclusion experts, digital learning specialists, institutional quality assurance officers, and student representatives where appropriate.
Evidence Sources	Institutional implementation reports, curriculum review records, student assessment results, LMS analytics, stakeholder feedback, financial inclusion data, tracer studies, external evaluations, and national policy documents.
Consultation Process	Consultations shall involve regulatory authorities, institutional leaders, academic staff, students, financial-sector partners, development partners, and representatives of students with disabilities or special learning needs.
Validation and Approval	Draft revisions shall be validated through stakeholder forums and submitted through appropriate MoEST and partner approval channels before dissemination.
Dissemination	Approved revisions shall be disseminated through circulars, stakeholder workshops, digital platforms, regulatory guidance notes, and institutional curriculum forums.
Record Management	MoEST shall maintain version control, approval records, dissemination records, and archived versions of the Guidelines for reference and accountability.

The review process shall not only update this document but also assess whether financial literacy has become an embedded and sustainable graduate competence across tertiary and higher education institutions in Tanzania, and whether national coordination mechanisms are functioning as intended.

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ANNEXES

Annex 1: Institutional Readiness Assessment Checklist

Institutions shall complete the Institutional Readiness Assessment Checklist at the start of implementation to identify strengths, gaps, and priority actions across eight readiness areas. The completed checklist shall be submitted as part of the Year 1 baseline report and retained as verification evidence of compliance with the implementation requirements in Section 6.1.

Annex Table 1: Institutional Readiness Assessment Checklist

Readiness Area	Key Question	Evidence Required	Status / Score	Action Required	Responsible Unit
Policy readiness	Has financial literacy been included in institutional strategic, curriculum, or quality assurance plans?	Strategic plan, curriculum policy, and QA plan	Fully / Partially / Not Available		
Curriculum readiness	Have programmes been mapped for financial literacy integration opportunities?	Curriculum mapping report and departmental submissions	Fully / Partially / Not Available		
Human resource readiness	Are instructors available and trained to deliver financial literacy?	Training records, staff list, and ToT reports	Fully / Partially / Not Available		
Digital readiness	Is there an LMS or digital platform for hosting modules and tracking participation?	LMS records, screenshots, and analytics reports	Fully / Partially / Not Available		
Resource readiness	Are teaching materials, case studies, simulations, and assessment tools available?	Resource inventory and approved teaching materials	Fully / Partially / Not Available		

Partnership readiness	Are relevant financial-sector or community partners identified and governed by MoUs?	MoUs, partnership plan, and activity approvals	Fully / Partially / Not Available		
Assessment readiness	Are assessment tasks, rubrics, and moderation procedures available?	Assessment rubrics, moderation records, and sample tasks	Fully / Partially / Not Available		
M&E readiness	Are indicators, data tools, and reporting responsibilities assigned?	M&E plan, reporting template, and focal person TOR	Fully / Partially / Not Available		

Annex 2: Curriculum Mapping Template

Institutions shall use the Curriculum Mapping Template to systematically map existing programmes and courses against the six core financial literacy competencies described in Chapter 2 (Tables 1–6). The mapping exercise shall inform the selection of integration strategies, guide course outline modification, and generate the baseline evidence required for annual reporting (Annex Table 2).

Annex Table 2: Curriculum Mapping Template

Programme / Level	Existing Course / Module / Credits	Relevant FL Competency	Integration Approach	Proposed Learning Outcome	Assessment Evidence	Responsible Unit	Approval Status / Timeline
			Stand-alone / Embedded / Modular				
			Stand-alone / Embedded / Modular				
			Stand-alone / Embedded / Modular				
			Stand-alone / Embedded / Modular				
			Stand-alone / Embedded / Modular				

Annex 3: Annual Institutional Reporting Template

Institutions shall complete the Annual Institutional Reporting Template and submit it to their respective regulatory authority - TCU or NACTVET - using established reporting channels. The template captures quantitative data and qualitative evidence of implementation progress against the MERL indicators presented in Table 13.

Annex Table 3: Annual Institutional Reporting Template

Reporting Area	Quantitative Data Required	Qualitative Evidence Required	Verification Evidence
Institutional focal person	Name, designation, department, email, and telephone contact	Role in coordinating implementation and reporting	Appointment letter, TOR, and organisational chart
Programmes mapped	Number and percentage of programmes mapped	Summary of mapping findings and priority gaps	Curriculum mapping matrices and departmental reports
Curricula revised	Number of courses, modules, or programmes revised and approved	Description of integration strategy used	Approved curricula, course outlines, and minutes
Staff trained	Number of academic and support staff trained, disaggregated by department where possible	Training focus, perceived capacity gains, and remaining needs	Attendance records, certificates, and evaluation reports
Students reached	Number of students reached through courses, modules, workshops, clubs, or outreach activities	Evidence of participation, engagement, and feedback	Course enrolment, LMS analytics, and activity attendance
Digital delivery	Number of LMS modules, quizzes, simulations, or digital badges used	Description of digital delivery model and accessibility provisions	LMS reports, screenshots, and completion records
Assessment results	Pre-test/post-test scores, completion rates, or competency achievement rates	Summary of learning gains and assessment challenges	Assessment records, rubrics, portfolios, and moderation reports
Inclusion measures	Number and type of accessibility adaptations provided	Description of support for students with disabilities or diverse learning needs	Accessible materials inventory and QA checks
Partnerships	Number of active MoUs and partnership activities conducted	Type of partner support and safeguards against promotional bias	MoUs, activity reports, and institutional approvals
Challenges and recommendations	Number of implementation issues requiring institutional or national support	Key challenges, mitigation actions, and recommendations	Management action plan and follow-up records

Annex 4: Sample Course Outlines and Module Descriptors

Annex 4.1: Sample Stand-Alone Course Outline

Institutions implementing a stand-alone financial literacy course shall adapt the sample course outline in Annex Table 4. The outline shall be customised to reflect the institution's qualification level, credit policy, delivery mode, and programme context, and must be approved through established curriculum procedures before implementation. Suggested week-by-week content for the stand-alone course is provided in Annex 5 (Annex Table 5).

Annex Table 4: Sample Stand-Alone Course Outline

Component	Description
Course Title	Introduction to Financial Literacy for Tertiary and Higher Education Students
Course Code	FL 101 or institution-specific code
Level	Certificate, Diploma, Bachelor's Degree, or equivalent introductory level. Institutions shall adjust content depth according to qualification level.
Credits / Notional Hours	Recommended 2–3 credits, equivalent to 20–45 contact hours plus additional independent learning hours, in line with institutional credit policies.
Course Description	This course introduces students to essential financial literacy concepts and practices required for informed personal, academic, professional, and entrepreneurial financial decision-making. It covers financial numeracy, money management, financial institutions and services, financial obligations, consumer protection, digital financial services, and responsible financial behaviour.
General Objective	To enable students to apply financial knowledge, skills, and responsible behaviours in managing personal finances, using financial services safely, and making informed financial decisions.

Specific Learning Outcomes	Apply basic financial numeracy in everyday financial decisions; prepare and monitor a personal budget and savings plan; compare financial products and services based on cost, risk, benefit, and suitability; explain major financial obligations including bills, loans, taxes, and insurance premiums; identify consumer rights, fraud risks, and redress mechanisms; use digital financial services safely and responsibly; assess the implications of borrowing, saving, investment, and financial risk; develop a simple personal financial action plan.
Indicative Content Areas	Financial numeracy; budgeting and savings; responsible borrowing and credit management; financial institutions and services in Tanzania; taxation and other financial obligations; insurance and risk management; consumer protection; digital payments, mobile money, online banking, digital lending, and cybersecurity; personal financial planning.
Teaching and Learning Methods	Lectures, case studies, guided calculations, financial simulations, budgeting exercises, group discussions, peer learning, role-play, digital demonstrations, LMS-based quizzes, guest lectures, and reflective journals.
Assessment Methods	Coursework 40–60%: budgeting assignment, case analysis, quizzes, group project, or reflective journal. Final assessment 40–60%: practical scenario-based examination, portfolio, or applied financial planning task. Institutions shall align weighting with their assessment regulations.
Delivery Mode	Face-to-face, blended, online, or modular delivery using an LMS or equivalent platform.
Required Learning Resources	Financial calculators or spreadsheets, sample budgets, sample loan schedules, mobile money transaction examples, financial product brochures, tax examples, consumer protection notices, and digital safety materials.
Suggested References	Bank of Tanzania financial education materials; National Financial Inclusion Framework; OECD/INFE financial literacy resources; relevant Tanzanian financial-sector regulations; institutional course packs and approved OER materials.

Annex 5: Suggested Semester Content for the Stand-Alone Course

Annex Table 5 provides a week-by-week guide to the suggested content, contact hours, independent learning requirements, mapped competencies, key practical activities, and assessment evidence for the stand-alone financial literacy course described in Annex 4 (Annex Table 4). Institutions shall adapt the schedule to their academic calendar, credit policy, and student profile.

Annex Table 5: Suggested Semester Content for the Stand-Alone Course

Week	Topic	Contact Hours	Indep. Learning	Mapped Competency	Key Practical Activity	Assessment Evidence
1	Introduction to financial literacy and responsible financial behaviour	2–3	2–3	Financial ecosystem; money management	Students identify personal financial goals and common student financial challenges.	Short reflection on personal financial goals.
2	Financial numeracy: percentages, interest, inflation, and time value of money	2–3	3–4	Financial numeracy	Students calculate simple and compound interest and compare repayment options.	Numeracy worksheet or LMS quiz.
3	Budgeting, expenditure tracking, and savings planning	2–3	3–4	Money management	Students prepare a monthly budget and savings plan.	Personal budget assignment.
4	Financial institutions, products, and services in Tanzania	2–3	2–3	Financial ecosystem	Students compare bank, mobile money, insurance, pension, and microfinance products.	Comparison matrix.
5	Borrowing, credit management, and debt risks	2–3	3–4	Money management; financial obligations	Students analyse HESLB, SACCO, bank, or digital credit scenarios.	Case analysis.
6	Investment basics and entrepreneurship finance	2–3	3–4	Money management; financial numeracy	Students evaluate basic saving, investment, and micro-enterprise financing choices.	Group presentation.

7	Financial obligations: bills, rent, taxes, loan repayments, and insurance premiums	2–3	2–3	Financial obligations	Students prepare a schedule of recurring financial obligations.	Obligation management plan.
8	Financial consumer protection, fraud, complaints, and redress	2–3	2–3	Personal financial protection	Students role-play reporting a financial complaint or suspected fraud.	Role-play rubric or reflection.
9	Digital financial services and FinTech	2–3	2–3	FinTech; personal financial protection	Students analyse the safe use of mobile money, online banking, and e-wallets.	Digital safety checklist.
10	Cybersecurity, data privacy, and safe digital financial behaviour	2–3	2–3	FinTech; personal financial protection	Students identify phishing, scams, and unsafe digital practices.	Scenario-based quiz.
11	Personal financial planning and transition to work or entrepreneurship	2–3	3–4	Money management; financial obligations	Students prepare a personal financial action plan.	Financial action plan.
12	Course synthesis and applied assessment	2–3	3–4	All six competencies	Students present lessons learned and revise their financial action plans.	Portfolio or final applied task.

Annex 6: Sample Short Learning Programme / Micro-Credential Module

Annex Table 6 provides a sample descriptor for a Short Learning Programme (SLP) or micro-credential module focused on personal financial management and digital financial services. This sample corresponds to the Modular Strategy described in Section 3.4 and Table 8. Institutions shall adapt the descriptor to their institutional policy, target group, duration, and certification approach.

Annex Table 6: Sample Short Learning Programme / Micro-Credential Module

Component	Descriptor
Module / SLP Title	Personal Financial Management and Digital Financial Services
Target Group	Students in tertiary and higher education institutions. The module may also be adapted for staff induction, graduating students, student leaders, or entrepreneurship clubs.
Duration	Recommended 30–40 learning hours, delivered over one intensive week, selected weekends, or four to six online or blended sessions.
Credit / Certification	Shall be offered as a non-credit certificate, micro-credential, digital badge, or credit-bearing short learning programme according to institutional policy.
Purpose	To strengthen practical money management, responsible use of financial services, consumer protection awareness, and safe engagement with digital financial platforms.
Learning Outcomes	Prepare a personal budget and savings plan; compare financial products and digital financial services; assess borrowing affordability and digital credit risks; identify fraud, scams, and unsafe digital practices; apply consumer protection and complaint procedures; prepare a personal financial action plan.
Content Units	Unit 1: Financial goals and budgeting; Unit 2: Saving and responsible borrowing; Unit 3: Financial products and services; Unit 4: Digital payments, mobile money, online banking, and digital lending; Unit 5: Consumer protection and cybersecurity; Unit 6: Personal financial action planning.
Learning Activities	Mini-lectures, financial simulations, product comparison tasks, digital safety demonstrations, peer discussions, case studies, budgeting exercises, and action plan preparation.

Assessment	Pre-test and post-test, budget task, digital safety checklist, product comparison exercise, and personal financial action plan.
Evidence of Completion	Certificate, digital badge, portfolio entry, LMS completion record, or institutional co-curricular transcript entry.

Annex 7: Embedded Financial Literacy Integration by Discipline

Annex Table 7 provides discipline-specific examples of how the six financial literacy competencies (Tables 1–6) can be embedded into existing courses across nine academic programme areas. Curriculum developers and academic departments shall use these examples as a reference when modifying course outlines in line with the embedding process described in Section 3.3 and Table 7.

Annex Table 7: Embedded Financial Literacy Integration by Discipline

Discipline / Programme Area	Existing Course or Learning Context	Relevant FL Competency	Sample Learning Activity	Assessment Evidence
Business and Economics	Entrepreneurship, microeconomics, business finance, and accounting	Money management, investment, credit, taxation, and financial numeracy	Prepare a start-up cash-flow plan, compare SACCO, bank, and digital credit options, and assess repayment affordability.	Business cash-flow assignment and financing comparison matrix.
Engineering and Technology	Project management, innovation, engineering economics, and procurement	Financial numeracy, budgeting, and financial obligations	Estimate project costs, analyse cost overruns, and prepare a simple budget for a student innovation prototype.	Project costing report and budget justification.

ICT and Computer Science	Digital innovation, cybersecurity, e-commerce, and information systems	FinTech, digital safety, and consumer protection	Analyse risks in mobile money, digital lending, online payments, phishing messages, or e-commerce transactions.	Digital financial risk analysis and safety checklist.
Education	Life skills education, curriculum studies, educational technology, and guidance services	Financial literacy pedagogy, budgeting, and digital finance	Design a student financial literacy lesson using Tanzanian examples such as mobile money, HESLB loans, and school-based savings clubs.	Lesson plan, micro-teaching task, or learning resource.
Law	Commercial law, taxation law, consumer protection, and cyber law	Financial obligations, consumer rights, and redress mechanisms	Analyse a consumer complaint, mobile lending terms, tax obligation scenario, or digital credit contract.	Legal case brief and redress pathway.
Health Sciences	Health management, community health, health economics, and insurance	Insurance, risk management, and budgeting	Compare health insurance options and analyse out-of-pocket financial risks for households.	Health financing case study.
Agriculture and Agribusiness	Agribusiness, farm management, cooperative management, and value-chain finance	Budgeting, savings, credit, and investment	Prepare a seasonal farm budget, repayment plan, and savings strategy using cooperative or SACCO examples.	Farm budget and credit analysis.

Social Sciences and Community Development	Community development, social policy, project planning, and civic education	Financial inclusion, consumer protection, and service-learning	Develop a community financial literacy outreach plan for youth, women's groups, informal workers, or small traders.	Outreach project proposal and reflection report.
Tourism, Hospitality and Creative Industries	Enterprise development, service management, and customer relations	Money management, budgeting, digital payments, and consumer protection	Prepare a budget and digital payment plan for a small tourism, hospitality, or creative enterprise.	Enterprise budget and digital payment risk checklist.

Annex 8: Module Descriptor – Financial Numeracy and Money Management

Annex Table 8 provides a competency-based module descriptor for the Financial Numeracy and Money Management module, corresponding to the competencies described in Tables 1 and 3. This descriptor shall be used by institutions developing stand-alone or embedded modules in these competency areas, and must be adapted to reflect institutional credit systems, programme levels, and assessment regulations.

Annex Table 8: Module Descriptor: Financial Numeracy and Money Management

Descriptor Element	Details
Module Title	Financial Numeracy and Money Management
Module Purpose	To develop students' ability to perform financial calculations, prepare budgets, track expenditure, save responsibly, compare financial options, and make sound money management decisions.
Recommended Duration	20–30 contact hours plus independent learning activities.
Credits / Notional Hours	Recommended 2 credits or equivalent institutional allocation; institutions shall adjust credits and notional hours according to approved credit systems.
Prerequisite Knowledge	Basic arithmetic and the ability to use simple calculators, spreadsheets, or mobile applications.

Indicative Topics	Percentages, simple and compound interest, budgeting, expenditure tracking, savings planning, loan repayment, present and future value, comparing financial options, and financial goal setting.
Learning Outcomes	Calculate interest, repayments, savings growth, and budget balances; prepare and monitor a personal budget; compare borrowing and saving options; explain financial calculations using tables, charts, or spreadsheets; develop a personal money management plan.
Teaching Methods	Worked examples, guided calculations, spreadsheet exercises, budgeting simulations, peer review of budget plans, and scenario-based problem solving.
Assessment	Numeracy worksheet, personal budget, loan comparison task, LMS quiz, and personal money management plan.
Assessment Weighting	Coursework or practical tasks 60–70%; final applied task or portfolio 30–40%, subject to institutional assessment regulations.
Required Learning Resources	Financial calculators, spreadsheets, sample loan schedules, budget templates, LMS quizzes, and Tanzanian financial product examples.
Inclusion Considerations	Provide large-print worksheets, accessible spreadsheets, talking calculators, tactile aids, step-by-step examples, and additional guided practice.

Annex 9: Module Descriptor – Financial Ecosystem, Obligations and Consumer Protection

Annex Table 9 provides a competency-based module descriptor for the Financial Ecosystem, Obligations, and Consumer Protection module, corresponding to the competencies described in Tables 2 and 4. Institutions shall adapt this descriptor when designing modules that address financial systems knowledge, taxpayer responsibilities, and consumer rights within the Tanzanian regulatory context.

Annex Table 9: Module Descriptor: Financial Ecosystem, Obligations and Consumer Protection

Descriptor Element	Details
Module Title	Financial Ecosystem, Obligations, and Consumer Protection
Module Purpose	To enable students to understand financial institutions, financial products, legal and contractual financial obligations, consumer rights, complaint channels, and risk protection mechanisms.
Recommended Duration	20–30 contact hours plus independent learning activities.
Credits / Notional Hours	Recommended 2 credits or equivalent institutional allocation; institutions shall adjust credits and notional hours according to approved credit systems.
Prerequisite Knowledge	Basic understanding of personal finance concepts and common financial services used in Tanzania.
Indicative Topics	Financial institutions and regulators; financial products; payment systems; taxes; bills; loan obligations; insurance premiums; consumer rights; fraud prevention; complaint and redress mechanisms; ethical financial behaviour.
Learning Outcomes	Identify key financial institutions and regulatory authorities in Tanzania; compare common financial products and services; describe major personal financial obligations; explain consumer rights and responsibilities; identify financial fraud and misconduct; demonstrate how to report a financial complaint or seek redress through appropriate channels.
Teaching Methods	Case studies, financial product comparison, role-play, guest lectures from regulators or financial institutions, complaint-handling simulations, and group presentations.
Assessment	Product comparison matrix, consumer protection case brief, role-play rubric, short test, and obligation management schedule.
Assessment Weighting	Practical assignments and case work 60–70%; final scenario-based assessment 30–40%, subject to institutional regulations.

Required Learning Resources	Consumer protection notices, sample contracts, tax and loan repayment examples, complaint forms, regulatory guidance, and case studies.
Inclusion Considerations	Provide simplified forms, captioned videos, audio materials, sign-language support where required, visual narratives, and accessible complaint procedure guides.

Annex 10: Module Descriptor – Digital Financial Services and FinTech

Annex Table 10 provides a competency-based module descriptor for the Digital Financial Services and FinTech module, corresponding to the competencies in Tables 5 and 6. This descriptor shall be used by institutions integrating digital finance competencies into programmes across all disciplines, and shall be adapted to reflect the digital infrastructure, LMS capacity, and student digital literacy levels of the institution.

Annex Table 10: Module Descriptor: Digital Financial Services and FinTech

Descriptor Element	Details
Module Title	Digital Financial Services and FinTech
Module Purpose	To develop students' competence in using digital financial platforms safely, understanding the opportunities and risks of FinTech, and protecting personal data when conducting financial transactions.
Recommended Duration	20–30 contact hours plus independent learning activities.
Credits / Notional Hours	Recommended 2 credits or equivalent institutional allocation; institutions shall adjust credits and notional hours according to approved credit systems.
Prerequisite Knowledge	Basic digital literacy and familiarity with mobile phones, mobile money, or online platforms.
Indicative Topics	Mobile money; online banking; e-wallets; digital payments; digital lending and credit scoring; InsurTech; micro-investment applications; blockchain and cryptocurrencies; phishing; password security; authentication; data privacy; digital consumer protection.
Learning Outcomes	Use digital financial services safely and responsibly; interpret digital transaction records and statements; compare digital financial products based on cost, risk, and suitability; identify phishing, fraud, scams, and unsafe digital practices; apply basic cybersecurity and data protection practices; assess opportunities and risks associated with emerging FinTech services.

Teaching Methods	Digital demonstrations, simulations, mobile-interface walk-throughs, risk analysis, cyber-safety scenarios, group discussion, and LMS-based activities.
Assessment	Digital safety checklist, scenario-based quiz, FinTech product review, fraud identification task, and short reflective report.
Assessment Weighting	Digital practical tasks and quizzes 50–60%; FinTech product review or applied scenario 40–50%, subject to institutional regulations.
Required Learning Resources	Mobile money examples, online banking demonstrations, phishing scenarios, LMS quizzes, data privacy guides, and cyber-safety checklists.
Inclusion Considerations	Use accessible applications, large icons, voice-over support, offline simulations, guided practice, plain-language cybersecurity materials, and adaptive input devices where necessary.

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