



Inclusive Education Programmes in Rural Tanzania: A Framework for Impact Assessment

Kamikazi Mkwangwa¹, Simba Simiyu², Ngowi Nyenze², Mwihaki Matipu³

¹ Department of Research, Tanzania Commission for Science and Technology (COSTECH)

² Mkwawa University College of Education

³ State University of Zanzibar (SUZA)

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Correspondence: kmkangwa@hotmail.com

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Author notes

Kamikazi Mkwangwa is affiliated with Department of Research, Tanzania Commission for Science and Technology (COSTECH) and focuses on Law research in Africa.

Simba Simiyu is affiliated with Mkwawa University College of Education and focuses on Law research in Africa.

Ngowi Nyenze is affiliated with Mkwawa University College of Education and focuses on Law research in Africa.

Mwihaki Matipu is affiliated with State University of Zanzibar (SUZA) and focuses on Law research in Africa.

Abstract

Inclusive education programmes have become a focal point in addressing educational disparities among rural children in Tanzania. Theoretical development will be employed to outline key components and indicators necessary for an effective impact assessment. This theoretical framework provides a structured approach for policymakers and educators to evaluate the effectiveness of inclusive education programmes in Tanzania. Policymakers should prioritise resource allocation towards implementing targeted support mechanisms that enhance access and engagement with these programmes.

Keywords: *African Geography, Rural Development, Inclusion Theory, Impact Evaluation, Qualitative Research, Educational Policy Analysis, Community Participation*

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