



Theoretical Foundations of Curriculum Integration for School-to-Farm Partnerships in Tanzanian Primary Schools: A Framework for Enhancing Food Security Impact

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Abstract

School-to-farm partnerships (SFPs) in Tanzanian primary schools are a promising strategy for integrating agricultural curricula into existing educational frameworks to enhance food security. Not applicable This theoretical framework provides a structured approach to understanding how curricular integration within school-to-farm partnerships can be optimised to achieve significant improvements in food security outcomes among primary school students in Tanzania. Based on the insights derived from this study, educational institutions and policymakers are encouraged to adopt and adapt these themes as guiding principles for curriculum design and implementation in SFPs. The empirical specification follows $Y = \beta_{0+\beta}^{-1} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African Geography, Curriculum Design, Educational Reform, Food Security, Institutional Change, Participatory Methods, Rural Development*

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