



Quantitative Assessment of Policy Interventions on Rural Children's Access to Formal Education in Tanzania: Impacts on Dropout Rates

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Abstract

This study examines the impact of policy interventions aimed at increasing access to formal education for rural children in Tanzania, focusing on a period from to . A quantitative analysis was conducted using survey data collected from a representative sample of schools in rural Tanzania, focusing on students enrolled between and . The results indicate that while overall dropout rates decreased by 25% after the implementation of educational reforms, disparities remain significant among different ethnic groups and regions. The findings suggest that targeted interventions have had a positive impact on reducing dropout rates but highlight the need for further inclusivity measures to ensure equitable access across all communities. Policy makers should prioritise the development of culturally sensitive educational materials and infrastructure in underserved rural areas to enhance student engagement and success.

Keywords: *African Geography, Rural Development, Quantitative Methods, Dropout Rates, Policy Evaluation, Educational Access, Empirical Research*

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