



# Quality Improvement Initiatives in Early Childhood Education: A Qualitative Analysis of Zanzibar, Tanzania

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## Abstract

Quality improvement initiatives in early childhood education (ECE) have been implemented to enhance educational standards globally. In Zanzibar, Tanzania, such efforts are aimed at improving access and quality of ECE services. The study employed a thematic analysis approach, analysing data from interviews with educators, parents, and local officials. Data were collected through semi-structured interviews and focus group discussions held in primary schools across Zanzibar. Interviews revealed that while some initiatives improved classroom environments and resource allocation, there was limited integration of evidence-based pedagogical approaches, leading to inconsistent outcomes in child development outcomes. The findings suggest a need for more comprehensive training programmes focusing on both theoretical knowledge and practical application of effective teaching methods. Recommendations include the implementation of structured professional development programmes that align with internationally recognised ECE standards, ensuring consistent quality across all Zanzibar schools.

**Keywords:** *Geographic, Africa, Qualitative, Research, Cultural, Sociocultural, Ethnography*

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