



Tanzanian Educational Policies: Comparative Analysis within an African Context,

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Abstract

Tanzania's educational policies have undergone significant changes since , influenced by both national and international factors. The study employed a qualitative approach to analyse official documents, interviews with policymakers, and secondary data from relevant government sources. Key themes emerged regarding the integration of technology in classrooms and the emphasis on teacher training programmes, highlighting the need for ongoing policy refinement in these areas. The analysis suggests that while Tanzania has made progress in educational reforms, there is still room for improvement, particularly in resource allocation and teacher retention strategies. Policymakers are encouraged to prioritise equitable funding distribution across regions and to invest more in professional development opportunities for educators.

Keywords: *African education, comparative analysis, policy studies, educational reform, cultural context, qualitative methodology, pedagogical approaches*

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