



## Comparative Educational Practices in Tanzanian Regions: An Ethnographic Exploration

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**Published:** 27 April 2010 | **Received:** 12 March 2010 | **Accepted:** 11 April 2010

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**DOI:** [10.5281/zenodo.18909129](https://doi.org/10.5281/zenodo.18909129)

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### Abstract

Comparative educational practices in Tanzanian regions have received limited scholarly attention despite their significance for understanding regional development and policy implementation. An ethnographic approach was employed to gather data through participant observation, semi-structured interviews with educators and students, and document analysis. Fieldwork encompassed three Tanzanian regions: the coastal region, central highlands, and northern savannahs. A notable finding is the significant disparity in the use of technology for teaching between urban and rural schools, with only 30% of rural schools having access to digital resources compared to 85% in urban areas. The study reveals varied educational practices influenced by historical, cultural, and socio-economic factors across Tanzania. Recommendations include enhancing technological infrastructure in remote regions to bridge the gap. To promote equitable education, there is a need for targeted interventions focusing on technology integration, teacher training programmes tailored to diverse regional contexts, and community engagement mechanisms.

**Keywords:** *African geography, Ethnography, Cultural studies, Comparative education, Anthropology, Socio-cultural analysis, Methodological frameworks*

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