



Youth Engagement in Education Policy in Tanzania: A Comprehensive Analysis

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Abstract

Youth engagement in education policy has become increasingly important in Tanzania as part of broader efforts to improve educational outcomes and promote inclusive schooling. The study employed a mixed-methods approach combining qualitative interviews with focus groups to gather data from various stakeholders including policymakers, educators, and young people themselves. Youth involvement in education policies was found to be predominantly at the secondary level (70%) and primarily through formal consultation processes. Themes identified included participation in curriculum development and policy feedback loops. The study concludes that while youth engagement is evident, it is not yet integrated into a comprehensive framework for inclusive schooling, highlighting gaps in current policy mechanisms. Recommendations include the need to establish formal channels of communication between youth representatives and policy-making bodies at all educational levels.

Keywords: *African geography, Youth participation, Policy analysis, Education reform, Stakeholder engagement, Participatory approaches, Critical theory*

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