THE PROCESS OF ADOPTING EDUCATION FOR ALL (EFA) IN EDUCATIONAL POLICY MAKING IN TANZANIA
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Introduction

Background to the study
A comparative study of three countries
1. Tanzania
2. Kenya
3. Ethiopia

In collaboration with:
National Graduate Institute for Policy Studies (GRIPS Japan)

EMERGING THEMES

- 1. Conceptualisation of Education For All: Definitional issues

No universal or standardized definition of the term existed. EFA is variously conceived as:
- inclusive education that must be made available to all specific groups
- a right
Conceptualisation of EFA Cont.

- basic education: narrowly taken to mean primary education and/or basic literacy skills for adults
- an education fundamental to one’s life that more or less resembles lifelong learning

2. Knowledge of EFA goals: Who knows what and why?

- The degree of knowledge varied depending on the position
- Not all of the six goals receive equal attention
- Priority is on primary education
EFA goals: Where is the priority Cont.

- The aspect of gender equity is also being effectively brought to the fore
- Other aspects like early childhood care and adult education are mentioned but remain marginalised

3.EFA goals: Where is the priority and Why? Cont.3.

Contributing reasons:
- Consciously and/or unconsciously
- Lack of strong political will?
- Conflict of interest/power? ("Who pays the piper also calls the tune").
4. EFA goals: Are they new?

- EFA goals were not new (just re-affirmed) except
- the specific articulated concept of EFA and collective global effort to fight ignorance
- Goal on quality ed. and social and life skills

EFA goals: Old wine in new bottles?

- Examples of efforts before 1990
  - Plans to fight ignorance just after independence
  - Adult literacy campaign in 1970
  - UPE in 1974
  - The 1978 National Education Act No. 25 to consolidate UPE efforts.
5. Integration and adoption of EFA goals

- At surface level EFA goals have been integrated into educational policies
- Education and Training Policy (ETP) 1995
- Tanzania Development Vision 2025 which accords high priority to education.
- The Poverty Reduction Strategy Paper (PRSP) MKUKUTA
- The Primary Education Development

6. What influences adoption and integration?

Factors:
- The global movement.
  Tanzania is part of the world - logical that it conforms to global movements
- Financial/donor dependency
  Developing partners take part in meetings and influence decisions
Conclusion: What big picture can we draw?

1. Education For All is not something entirely new in Tanzania.

   Although, the concept is associated with the 1990 Jomtien Conference and the later 2000 Dakar Framework For Action, the mission of achieving education for all has long existed.

Conclusion cont.

   Therefore, the current global movement is indeed a renewal of these early initiatives.
Conclusion cont.

- Regardless of this, three notable issues have also emerged:

1. Lack of policy continuity in the history of education development which necessitated changes to government policy and/or shifts in emphasis.

Conclusion Cont.

2. Human and structural complications in the process of decision-making

   The practice of EFA is not value-free, natural concept, but rather a construction through struggle for and conflict of power/interest
Conclusion Cont.

3. Difficulty of conceptualizing EFA and its effect on prioritization and translation of policies into practice.

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Conclusion Cont.

- **What is the way Forward?**
  
  It is recommended that to achieve EFA goals, Tanzania has to ensure that resources are equally distributed to encompass ALL segments of the population. Otherwise, educating all will remain to be a vision than reality if other segments of the population are left on the periphery.
THANK YOU FOR YOUR ATTENTION