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

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## Introduction

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### **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)

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## EMERGING THEMES

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### **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
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## **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.**

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- ✚ 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**
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## **3.EFA goals: Where is the priority and Why? Cont.3.**

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### **Contributing reasons:**

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

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- 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
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#### **EFA goals: Old wine in new bottles?**

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- 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.
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## **5. Integration and adoption of EFA goals**

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- 🌐 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?**

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**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
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## **Conclusion: What big picture can we draw?**

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### **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

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## **Conclusion cont.**

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

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## **Conclusion cont.**

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■ **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.
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## **Conclusion Cont.**

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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

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## **Conclusion Cont.**

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

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## **Conclusion Cont.**

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### **❑ 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.
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**THANK YOU FOR YOUR  
ATTENTION**

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