The Trajectory of Universal Primary Education and Educational Decentralisation in Tanzania 1961-2015: A Nyererean Perspective

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July 2016
Statement of Originality
This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. I give consent to the final version of my thesis being made available worldwide when deposited in the University’s Digital Repository, subject to the provisions of the Copyright Act 1968.

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I hereby certify that the work embodied in this dissertation is the result of original research and has not been submitted for a higher degree to any other university or institution.

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Acknowledgement and Dedications
The successful completion of this project is the result of contributions from many people. Since it is not possible to list all of them by name, I will mention a few on behalf of the others.

My three supervisors, Associate Professor Tom Griffiths, Professor John Fischetti (also as head of school, school of education) and Dr. Zsuzsanna Millei provided discerning guidance, invaluable theoretical insights, perceptive criticism, suggestions and relentless faith in my ability to accomplish this study.

I am grateful to the University of Newcastle International Postgraduate Research Scholarship (UNIPRS) and the University of Newcastle Postgraduate Research Scholarship (UNRSC) for this project. I am also grateful to the Director of Bukoba Municipal Council, the Prime Minister’s Office Regional Administration and Local Government, and the Ministry of Education and Vocational Training for granting me leave to pursue my studies at the University of Newcastle in Australia.

I would also like to express my profound gratitude to Professor Max Smith for his continuous informal encouragement, Helen Hopcroft for reading some chapters with me, Ruth Talbot for her assistance with Endnote, Hayley McGregor and Brienna Fisher for resolving research administrative issues. Thanks Jonetha Peter for helping me print and scan during the data collection in Tanzania. You really saved me time. Thanks also go to Mr. Joshua Mhalila and other Research Higher Degree students for their informal support in various areas.

My sincere appreciation must go to my father, the late Ta Joseph Baganda, and my mum, Dorosta Baganda, for raising, encouraging and directing me in this academic journey.

Finally, but most importantly, this thesis would not have been possible without the support of my wife and, indeed, friend Editha Baganda and my daughters NancyAsiimwe, Irene Atugonza and Dorothy Byera Baganda. It is to all of you that this project is dedicated.
Abbreviations and Acronyms
Arusha Declaration Declaration of Tanzanian socialism
CCM Chama Cha Mapinduzi (Party of Revolution).
DEO District/Municipal Education Officer
EFA Education for All
ESDP Education Sector Development Program
ESR Education for Self-Reliance
GER Gross Enrolment Ratio
IDA International Development Association
IMF International Monetary Fund
Kiswahili or Swahili (Tanzania National Language)
MDGs Millennium Development Goals
MoEVT Ministry of Education and Vocational Training
NER Net Enrolment Ratio
PEDP Primary Education Development Program
PMORALG Prime Minister’s Office Regional Administration and Local Government
PTA Parent Teacher Association
REO Regional Education Officer
SAP Structural Adjustment Program
Swahili Also known as Kiswahili is a Bantu language and the first language of the Swahili people. It is a lingua franca of the African great lakes region and other parts of southeast Africa including Tanzania, Kenya, Uganda, Rwanda, Burundi, Mozambique and the Democratic Republic of Congo.
TANU Tanganyika African National Union
UPE Universal Primary Education
Ujamaa African socialism, Brotherhood, or at least family hood
URT United Republic of Tanzania
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Abstract

Despite the popularity and the breadth of his philosophical writings, few scholars have linked Tanzania’s founding post-independence President Julius Nyerere’s thinking to the analysis of Tanzanian educational policies and practices. Since 1961, Tanzania has initiated a series of reforms seeking to achieve Universal Primary education, coupled with a particular approach to educational decentralisation. An understanding of these reforms, and an assessment of their historical trajectory, requires an analysis of them through a Nyererean lens or framework. This project centres on developing such an understanding.

The aim of this study is to examine and assess Tanzanian educational reforms, policies and structures, over the period 1961-2015, against the Nyererean framework developed for this project. This objective will be achieved by completing the following tasks: first, identify Nyerere’s over-arching socio-political and economic worldview, which sought to integrate traditional African values with the socialist philosophies and development demands of the postcolonial context, expressed in terms of a broad social and political project: *Ujamaa (African socialism)*. Then, analyse educational policies across three identified time periods in terms of their relationship to the project of African socialism and in particular its key educational components: *Ujamaa*, education for self-reliance; educational expansion (UPE); and Nyererean educational decentralisation.

The analysis of policy through a Nyererean framework yielded mixed results overtime. Whereas the pre *Ujamaa* period 1961-1966 was mainly characterised by the inherited conventional models underpinned by an emphasis upon post-primary education to lay the foundation for future economic growth, some ideas on *Ujamaa* such as brotherhood and abolition of racial discrimination in education, were also documented in policy. The *Ujamaa* and self-reliance period 1967-1985 was distinctive because it embraced most of the Nyererean perspectives in different areas such as education expansion, decentralisation and in particular merging study with work as part of the philosophy of forming citizens with the particular skills and dispositions that would be suited to the *Ujamaa* socialist society. Social-political and economic turmoil in the late 1970s and early 1980s is shown to have impacted on
*Ujamaa* policies, leading into the 1986-2015 period in which policy reversed by moving away from the principles of *Ujamaa* and self-reliance. Here we see the neo-liberal reforms of user-pays and privatisation of educational services. Although institutions such as the World Bank and other financial institutions arguably helped to boost the expansion of education to meet the Millennium Development Goals in the period since 2000, the approach used contrasted in significant ways with the Nyererean egalitarian ideals.

This work contributes a distinctive educational policy analysis in this period, adding to existing research. Despite some divergences, particularly in recent years, there are threads of continuity of the legacy of Nyerere such as enduring social justice and equity, particularly in education expansion, merging work and study and community involvement. Given the continuity in relation to the overarching Nyererean framework, this historical account demonstrates a need to go beyond dominant approaches and reconsider the work of Nyerere for the deconstruction of African/Tanzania educational policies.