

## Book review

*Education Policy and Reforms in Tanzania: A Reflection On Globalization Impacts and Research Use Experiences.*

By Kyando, N. M. (2016). Dar Es Salaam: TREECare Association. Pp.x +199, price \$20, ISBN 9987-696-16-3

This book is a comprehensive work in the field of policy studies that suits the contexts of developing countries. The book has shown light on education policy reforms issues in Tanzania, pinpointing the root causes of policy implementation failure right from formulation stages. It is richly illustrated with policy models, explaining the relationship of education policy to countries' development endeavours. Salient development examples as the result of mobilization of resourced to education are drawn from the TIGER countries, the BRICS, and few African countries such as South Africa, Namibia, and Tunisia

The book attempts to give the understanding of connectedness of education to development of a country, unveiling development challenges in Tanzania (p.1) as far as education reforms are concerned. The author has explained the subjugate roles of education reforms and economy in response to globalisation at global level and Tanzania in particular. Centrally to the book the deliberations of the author to explore globalization impacts on education reforms and research use in education policy process, highlighting the interplay of the three organs under triple helix model; the government, industry and universities how they relate to each other and to the production of education worth knowledge economy. As the title of the book suggested, the author has indeed tried to explain the root of education policies in developing countries, Tanzania among, as attributed to Breton woods institutions.

Under reflection on globalization impacts and research use in education policies in Tanzania, the book gives detailed explanation of the swinging waves of education reforms in the country as the result of country's attempt to react to globalisation and partly as the failure to make full use of research institutions in policy process. The book

highlights the next move of all countries if economic growth and development is the theme, as the improvement of education policy or rather reforming education policies that will deliver highly competitive, good and quality education to attain knowledge economy. The argument throughout the book is that knowledge economy should be the goal of any country as now education is one among economic good or item under three grounds; growing acknowledgement that education is one major item of international trade, is one of major country's' economic expenditure, and that, it plays a great role in global competitive advantages.

Finally, the book gives rich and prime information of the economic lag in developing countries, most in Africa and Tanzania among that is attributed to negligence to enough investment in education. One of the clearly discussed issues in the book is government spearheading in policy process, with the powerful unseen and indirect force on ruling party manifesto as the impediments to successful policy reforms in Tanzania. Universities as supposed to be one and equal organs in the policy process according to triple helix model used in the book, has received very scant recognition in the process of reforming education policies albeit the fact the they are institution with think tanks and among responsibilities, vested to research and consultations.

The book suggests the need for government to underscore the importance and central role of universities in knowledge creation and take initiatives to fund universities so that they fulfil research and consultancies role as opposed to current situation where universities are traditionally used for teaching purposes only and if they do research, it is that kind of research which is requisite to learners' fulfilment of the study. The author has delineated that in the context of globalization, knowledge for its own is the fourth hand of the production factor on top of capital, land, labour and entrepreneurship. It is further urged that community organisations, Nongovernmental organisation and interest groups should be given room to participate in policy process rather than lobbying practices by these groups via parliamentarian members.

However, the book has left a room for uncompleted explanation of the link of education policy to development. It just shows the integral part of education to development but the how part of education policy to development is not delved in satisfactorily. There is also a need to clearly and uncontradictory explain the roles of the organs of the triple helix model in the entire process of policy cycle, which one does create new knowledge, which transmit and which organ disseminate. The book contains a lot of issues which informs a reader on the policy precursors, impediments and future in Tanzania and denial of country's prerogatives in agenda setting which lies on the Terms of References (TOR) from donors. A lot need to be explained but the volume of the book is limited to few chapters leaving some of issues with little explanations.

The book is worth academic, prime and a foundation to novel policy analysts as well as experienced one as it gives a complete picture of policy reforms in developing countries, indicating the relationship of developing and developed counties in the policy formulation process. As compared to other policy books, this is yet another stuff that adds to existing literature on policy studies. It is worth for scholars and students who are taking policy studies. Key issues such as knowledge economy and globalization have been defined and explained in auspicious to policy models. Personally as a scholar, the book has given an amazing experience, notably how ruling party has the monopoly on the policy process and the excludability of important auxiliary to knowledge creation that has from the institution vested with that responsibilities. It also has given factual information on the rubber-stamping use of universities to fulfil propolicy deliberations.

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