

Reigniting Hope: 50 Years of Adult Education in Tanzania

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Table of Contents

Acknowledgments.....	v
Preface.....	vi
Introduction	Error! Bookmark not defined.
Chapter One	
Reflections on the Impact of Mwalimu Nyerere’s Vision on Adult and Non-formal Education	Error! Bookmark not defined.
YUSUF KASSAM & BUDD HALL	
Chapter Two	
Unforgettable Features of Adult Education in Tanzania	Error! Bookmark not defined.
VICTOR M. MLEKWA	
Chapter Three	
Fundamental Managerial Dimensions of Non-Formal Education Programmes and their Dynamics in Tanzania.....	32
GENNES HENDRY SHIRIMA	
Chapter Four	
Public Financing of Adult and Non-formal Education in Tanzania: Issues and Challenges	61
PHILEMON A. K. MUSHI	
Chapter Five	
Prospects for Open and Distance Learning in Higher Education in Tanzania	84
PHILIPO LONATI SANGA	
Chapter Six	
Expanding Learning Opportunities through Open and Distance Learning	100
ELIFAS TOZO BISANDA	
Chapter Seven	
Bridging the Gender Gap in Higher Education through Open and Distance Learning in Tanzania	114
EUSTELLA PETER BHALALUSESA	
Chapter Eight	
Tanzanian and German Cooperation in Adult Learning and Education for Development: A Historical Legacy of 50 Years Told Through the Roles of Programmes, Personalities and DVV International.....	139
FRAUKE HEINZE & HERIBERT HINZEN	
Authors’ Biographies.....	Error! Bookmark not defined.

Chapter Eight

Tanzanian and German Cooperation in Adult Learning and Education for Development: A Historical Legacy of 50 Years Told Through the Roles of Programmes, Personalities and DVV International

FRAUKE HEINZE & HERIBERT HINZEN

Introduction

There are milestones in the development of adult learning and education (ALE) in the United Republic of Tanzania which can be traced back to the independence movement and its leader President Julius Kambarage Nyerere. His New Year Speeches on *Education Never Ends* in 1969/1970 and his address on *Adult Education and Development* to the First World Assembly of the International Council for Adult Education (ICAE) in Dar es Salaam 1976 were important contributions to the development of ALE in the country and indeed globally. This global perspective reaches especially out to UNESCO and its series of World Conferences on Adult Education. This article looks at ALE developments in policy and practice of Tanzania in the context of a diversity of exchanges and cooperation with DVV International during this period to properly mark the occasion of the 50 years celebration. The search includes examples and experiences of the interconnectedness of national and international ALE developments in activities, programmes and personalities. The most recent start of a new project of DVV International in Tanzania sets the tone for looking from the present into the future.

A Tribute First

The International Adult and Continuing Education (IACE) Hall of Fame held an Induction Ceremony on December 4, 2008 in which Nyerere received the status of posthumous honors, and on his plaque, it is stated:

“The late Julius K. Nyerere, the independence leader and founding president of the United Republic of Tanzania and previously Tanganyika, once said the independence movement in Tanzania was the largest adult education campaign in the history of his nation. His people knew President Nyerere as an educator, “Mwalimu” in Kiswahili. He believed deeply in the power of adult learning.”

During his presidency, Nyerere worked to change the elitist ideas about education in Tanzania. He argued that the education system catered to the needs and interests of a very small proportion of people who managed to enter the

hierarchical pyramid of formal schooling. Nyerere set out his vision in “Education for Self-Reliance”. He explained education had to work for the common good, foster cooperation and promote equality. He encouraged teachers and students to engage together in productive activities and students to participate in the planning and decision-making of these activities. ... He believed living is learning and learning is trying to live better.

In 1970, Nyerere declared that Tanzania would celebrate Adult Education Year throughout the nation and throughout all political and governmental bodies. Nyerere understood adult education, believed in it and built structures to support it. He served as the founding honorary president of the International Council for Adult Education and he hosted the First World Assembly of Adult Education in June 1976” (IACE, 2008).

The induction took place in Budapest in the context of the Regional Pre-Conference of CONFINTEA VI (Conférence Internationale sur l'Éducation des Adultes), the series of UNESCO World Conferences on Adult Education. At the time of writing this article the national and global ALE communities are again preparing for the regional pre-conferences in 2021 with a perspective of the next global CONFINTEA VII planned for 2022 (UIL, 2019) in Marrakesh. As envisaged during the Mid-term Review it will be important integrating ALE deeper into the Education 2030 Agenda of the Sustainable Development Goals (SDG), agreed upon by all member states of the United Nations, including the United Republic of Tanzania as well as the Federal Republic of Germany.

ALE in Tanzania Today

Looking at some of the achievements during the last decade from a global perspective, but with an interest to understand the major challenges and opportunities while preparing for future cooperation, some of the following findings could be mentioned in respect to the status of ALE programmes and policies in Tanzania. In short, ALE today focuses on functional literacy, post literacy, life skills, pre-vocational skills (weaving, carpentry, tailoring, plumbing, entrepreneurship skills, etc.) as well as professional development in adult and community development (certificate, diploma and degree levels) with a number of government partners, non-state actors and University institutes involved.

Programmes and Projects

Two major programmes are implemented as part of adult and non-formal education. The Integrated Community-Based Adult Education (ICBAE) is the main ALE programme of the government. It caters for people aged 19 years and above and focuses on basic and advanced literacy training and enrolls learners in extension activities, income generation, life skills and vocational skills. (Hinzen & Weber, 2019, p. 27-29) The Complimentary Basic Education and Training (COBET) is specifically designed for out-of-school youth between the ages of 9 to

17 years to reintegrate them into the formal system. Both ICBAE and COBET make use of formal school teachers and para-professional teachers who lack the methodological skills to work with adults.

A third potential programme developed as a pilot project by the Institute of Adult Education (IAE), is the Integrated Post-Primary Education (IPPE) and supported by UNICEF since 2010 to narrow the gap between the formal and non-formal education system. It provides learning opportunities beyond the primary education level. It targets COBET and ICBAE graduates. However, at this stage it is not an official government programme such as COBET and ICBAE yet. Further, non-formal education embraces Open Learning Secondary Education (Levels I, II and III), Open Learning in higher levels and Open Distance Learning. Provision is flexible and it cuts across a broad range of programmes. In a similar fashion the involvement of many other local and international organisations alongside a variety of government programmes across sectors can be elaborated.

The Government TVET (Technical Vocational Education and Training) programmes and the Folk Development Colleges (FDCs) are also good examples of the variety of adult education services Tanzania offers to youth and adults. FDCs have a longer tradition since their establishment in the 1970s in the context of Swedish support to ALE and the status reached now has been discussed following evaluation missions (Rogers, 2017).

Policies and Plans

When perusing policy and other strategic documents related to the challenges that adults in Tanzania face, two major entry points can be identified calling for a more integrated system and stream-lined service delivery with lifelong learning opportunities and interventions. Examples in place are the *Tanzania Development Vision 2025* which envisions Tanzania as a middle-income country imbued with 5 main attributes of i) high quality livelihood; ii) peace, stability and unity; iii) good governance; iv) a well-educated and learning society; and v) a competitive economy capable of producing sustainable growth and shared benefits. Therefore, the Tanzania Five Year Development Plan (FYDP II) ranging from 2016/17 to 2020/2021 puts great emphasis on the area of skills development, where strategic interventions are required to respond to skills gaps identified by recent labour market surveys. The Education Sector Development Plan (ESDP 2016/17 – 2020/21) takes its cue from the Education and Training Policy (2014) and focuses on four areas of i) access, participation and equity; ii) quality and learning; iii) education for social and economic development; and iv) system structure, governance and management. It endeavors to improve the provision of learning opportunities for adults, increasing the coverage of literacy, essential skills and adult education. It aims to ensure that competencies meet the needs of the job market in key sectors and that healthy, peaceful, environmentally and gender

friendly practices are encouraged. A number of other policies and lately also Presidential directives address the situation of youth and adults in the country e.g. Health, Gender and Community Development. They include implementation strategies and programme approaches. (PO-RALG, 2017)

Most Recent ALE Developments

NALMERS as a New Initiative

The National Adult Literacy and Mass Education Rolling Strategy (NALMERS) covering the period 2020 to 2025 is a highly relevant document to study carefully the context of literacy achievements for youth and adults during the last decades. It discusses the efforts of the Tanzanian Government during the years 1960 -1990 to implement a variety of programmes and strategies to provide literacy and mass education activities which contributed to reach a “reduction of illiteracy from 80% in 1961 to 9.6% in 1986”, but followed by a decline so that the “2012 national census showed that the illiteracy rate reached 28.4%, rural areas having higher rate of 37.7%. At that time, there were 3.5 million out-of-school-aged children and youth aged 7 to 19. It also projected that in 2015 there would be 5 million out-of- school-aged children and youth” (MoEST, 2020, p. 3). Strategically, NALMERS puts improved literacy levels for youth and adults into the perspective on how to fulfill the *Tanzania Development Vision 2025* and its aims to become a middle-income country with a semi-industrialized base. No doubt that to reach this an improved skills level would be of highest importance.

As a strategy, NALMERS presents and discusses a variety of options, including respective performance indicators and cost estimates, and analyses the different programmes and activities currently being implemented by Tanzanian Government and a variety of development partners and institutions. The Commissioner of Education in the Ministry of Education, Science and Technology (MoEST) reflected this massive task ahead and therefore invited in his foreword:

Strong cross-governmental cooperation and support is required to ensure a coherent and efficient implementation pathway. To this effect, the government has an ongoing commitment to have a literate and informed society for improved livelihood and sustainable development. The government is also aware of the fact that, severe lack of youth and adult literacy skills can thwart efforts to achieve the national development agenda and the sustainable development goals by 2030, to which Tanzania is fully committed to achieve. By and large, the Government through MoEST will continue creating a conducive environment that will enable various stakeholders to fully participate in this initiative (MoEST, 2020, V).

This invitation for cooperation in implementing NALMERS and placing it into the global agenda of the SDG has to be recognized when now looking further into a process which has much in common.

Regional Cooperation of DVV International

DVV International has a long-standing presence in the East/Horn of Africa region with country offices in Uganda and Ethiopia. Outreach activities to other countries in the region took place in the form of conferences, meetings and exchange visits. Based on exploratory visits to Tanzania and exchange opportunities with Ethiopia and Uganda, some delegates from the Tanzanian government are familiar with the *Adult Learning and Education System Building Approach* (ALESBA) and with Community Learning Centers (CLC) as one key component for service delivery (Belete, 2020). DVV International and its partners in Ethiopia and Uganda have successfully been implementing the concept of CLCs as places where adults can access a variety of ALE opportunities combined with services delivered by local government and other stakeholders. During exchange visits the delegation from Tanzania assessed positively the CLC model and the work of DVV International within the framework of the ALESBA. The delegation acknowledged that Tanzania shows strong synergies with the country portfolios of Uganda and Ethiopia, and that lessons learnt can be taken into account when implementing the ALESBA and CLC model in Tanzania.

Representatives from the Adult and Non-formal Education sector within the Tanzanian MoEST were invited to a workshop in Uganda exploring the root causes behind consistent high levels of illiteracy in East Africa in 2014. This workshop was the first to influence the development of the ALESBA through action learning in the East/Horn of Africa region. It has shown that like other countries in the region Tanzania has similar challenges in the sector, but also has best practices that can be showcased. This form of periodic outreach between Tanzania and other countries in the region continued since 2016 with annual visits by the DVV International Regional Director to different stakeholders from both government and civil society to understand the work in the sector better. Tanzania indeed has made strong attempts to put a variety of programmes and projects in place to meet the needs of youth and adult learners. A group of government and civil society stakeholders was also invited to Ethiopia at the end of 2017 to observe and learn from the CLC model in Ethiopia. The group could relate this experience to former similar structures in Tanzania and appreciated the updated Ethiopian model that involves multi-sectoral government offices to deliver training and services at CLCs. At least two roundtable workshops have been held in Tanzania with especially government representatives to learn from the Tanzania experience in 2017 and 2018. During these workshops, Tanzanian participants also explored the opportunity to start CLCs again in Tanzania and expressed interests to know more about the ALESBA.

Two participants, one each from the PO-RALG (President's Office–Regional Administration and Local Government) and the IAE were invited to the Africa workshop on Adult Education System Building in October 2019 hosted by Ethiopia. (DVV International, 2019) This workshop trained participants from 10 African countries in the approach, including from Tanzania.

Meanwhile, DVV International approached its main donor, the German Federal Ministry for Economic Cooperation and Development and requested to include Tanzania as one of the target countries in the East / Horn of Africa regional profile along similar funding lines and objectives as the other countries in the region. Towards the end of 2019, DVV International received approval from German Federal Ministry for Economic Cooperation and Development to include Tanzania for a three-year funding phase 2020-2022.

Official Opening on 2nd February 2021

The Permanent Secretary of the Ministry of Education, Science and Technology, Hon. Dr. Leonard Akwilapo and the Ambassador of the Federal Republic of Germany, H.E. Regine Hess, jointly launched the DVV International programme *Support for Adult Education System Building in Tanzania* during a workshop at the University of Dar es Salaam which would be implemented in cooperation with its Tanzanian counterparts.

In her opening remarks, the German Ambassador underlined the impact ALE has on literacy and numeracy, equal access to education, skills for employment and income generation. As a cross-cutting enabler it also contributes to health, poverty reduction, local economic development, climate change and promotion of gender equality.

Frauke Heinze, representative from DVV International headquarter in Germany laid out the objectives of the programme aiming at increasing access for adults to education, to strengthen quality of adult education service delivery in the area of literacy and skills development. Government and CSOs will be assisted to review, analyse, consolidate, and streamline their programmes, to put a well-functioning adult learning and education system in place—a system that provides complementary learning opportunities for adults in Tanzania, fosters their personal development and promotes a knowledge-based society that is able to tackle today's challenges. In this respect, the MoEST and the IAE have been assisted by DVV International in launching and distributing the NALMERS. The cross-governmental and inter-stakeholder strategy provides one reference point for DVV International cooperation in Tanzania.

Further, the programme will draw on the regional experience DVV international has gained in implementing ALE programmes. The DVV International's regional

office for East Africa will be relocated from Addis Ababa to Dar es Salaam in June 2021.

Earlier Examples and Phases of Cooperation

In the year 1994 the German Adult Education Association (Deutscher Volkshochschul-Verband, DVV) celebrated 25 years of the institutionalization of its international cooperation which had transformed from a Department for Adult Education in Developing Countries to an Institute for International Cooperation with a high level event where the Federal Minister, Eduard Spranger, and Prof. Dr. Rita Süßmuth, President of the German Parliament and at the same time President of DVV held keynote addresses. These decades of institutionalization with its diversity of programmes, partners and achievements were put together in a commemorative and extended issue of the DVV journal *Adult Education and Development* in an attempt to look at the interconnectedness of developments globally with those in its own cooperation activities (Hinzen, 1994).

DVV is the national association of a system of local adult education centers called Volkshochschulen (vhs), literally translated as folk high schools, which you find in each village and city of Germany, today more than 900 with 3,500 sub-centers decentralized to reach out to where the people live. The vhs cover a wide range of subjects on different qualification levels, and yearly have a participation rate of some 9 million in courses, lectures and other activities of a wide variety. Historically it goes back to the first democracy in Germany when in the constitution of the Weimarer Republic in 1919 adult education became a constitutional matter. Ever since the vhs are part of the ALE system in Germany which today is an important sub-sector of the education system, like the kindergarten, the primary and secondary schools, colleges and universities and vocational education and training – all seen together in their importance for a perspective of lifelong learning (Hinzen, 2020).

It is this special focus and expertise in the education, training and learning of adults which led the German Federal Ministry for Economic Cooperation and Development to invite DVV to strengthen the portfolio of German development cooperation in the area of social-structures since the early 1960s (Hirsch, Jost & Waschek, 2019), and reaches out into a policy document on *Strategic Fields of Action* which is guiding DVV International currently. This being grounded in the interests, roles and tasks of a national service association may help to understand why DVV International combines interventions on macro level in policy, legislation and financing with the meso level of professionalization and institutionalization of providers and staff to support the micro level well – the area where programmes and activities of high quality reach out to large groups of participants.

Scholarship Programme

The training of adult educators has been a cornerstone of the work of DVV International since its beginning. It was part of all country-based activities as well as a special programme which combined a variety of capacity building efforts for a greater number of countries. One such area was the African Scholarship Programme which for the year 1996 covered 708 students across 10 countries mostly for part-or full-time courses reaching the certificate, diploma, sometimes bachelor or master levels. Tanzania was one of the participating countries and in that year had 39 diploma scholarships for Tanzanian citizens, plus 10 scholarships for students from other African countries which did not have universities, colleges or institutes who provided such studies.

Actually, such scholarships for the training and capacity building of adult educators who mostly were already working as teachers or in institutions dealing with literacy or vocational training for adults were an important component of the DVV portfolio. Tanzania was one of the strong implementing partners, and on the other hand benefited from several hundred scholarships and thus training adult educators to run respective activities. Based on three sub-regional reports covering Southern, East and Central as well as West Africa an extended evaluation was undertaken and the results published as *Training Adult Educators in African Universities*. Several components of the scholarship programme continued, others were further strengthened in respect of structural support to the institutions, including literature and technical resources. Another successful part was micro-project-support, often used to start new projects on a smaller level in countries exploring the potential for future extension.

Cooperation with the Tanzania Institute of Adult Education (IAE)

This hails back to the year 1978, and the results of the activities can be followed through each of the annual reports of the 1980s. The procedure was to agree early on priorities for each of the year, and the IAE implemented in consultation with DVV an annual reporting system, and regular exchange visits. As much as possible the cooperation included the 20 IAE Regional Centers.

Key areas of cooperation were for the year 1982: Publications via three writers' workshops for the regions of Singida, Arusha and Iringa, mostly on livelihoods skills; Training of adults educators in seminars including Dodoma, Shinyanga and Songea; Further training of IAE staff, including accounting, human resources planning, and editorial work; Technical infrastructure, including paper and printing equipment; Consultations – the IAE Director visited DVV for project exchange, participated in a special thematic seminar on further training of adult educators, and joined an International Conference on Adult Education at UNESCO.

A similar structure of cooperation had been established with other countries since the early 1980s. They followed the assumption that there were strong partners with programmes, staff and infrastructure which could be supported through regular funding of program activities following on agreed plans, and professional exchange over objectives reached. These countries included partners in Uganda and Zambia. They were in addition to country programmes in Congo, Madagascar, Sierra Leone, Somalia and Sudan with project offices and where DVV had country offices and with local and expatriate staff (Hinzen, 1994).

Journal of Adult Education and Development

Already from its early beginning and throughout the period from being published by DVV International between 1973 and 2019 the journal had benefited from Tanzanian colleagues as authors. The first Tanzanian colleague who shared an article was Yussuf Kassam in the 5th issue where he wrote *Literacy and development – What is missing in the jigsaw puzzle?* The article by Julius K. Nyerere on *Adult education and development* stood next to a *Letter to adult education workers* which was authored by the Brazilian Paulo Freire whose 100th birthday and the first appearance of his *Pedagogy of the Oppressed* we are also celebrating these years.

At the same time, it should be noted that the distribution of the journal in Tanzania had reached a high level in comparison to other countries. Issue 50 in the year 1998 carried an article which explained the role of *Adult Education and Development* in supporting the projects and partners of DVV International while at the same time was a contribution to information and exchange on professional matters.

Personalities and their Global Contributions

There were of course many colleagues during those decades who significantly shaped the ALE developments in Tanzania as well as in Germany. However, there are two to whom a special tribute should be paid here: Paul Mhaiki and Hellmuth Dolff. They met in 1972 during CONFINTEA III in Tokyo, each of them on their country delegation for this most important UNESCO event which actually was decisive in defining ALE as a profession and laid the grounds for the *Recommendations on Adult Education* which the UNESCO General Conference adopted in Nairobi in 1996.

Mhaiki and Dolff both held senior positions in their own countries. Paul Mhaiki was the first Director of IAE, moved on to become Principal of Kivukoni College, before he was seconded to UNESCO headquarters in Paris to serve as Director of the Department of Adult Education, Literacy and Rural Development. During that time he wrote *International co-operation in adult education* (Mhaiki, 1982) reflecting on his personal experiences in the context of a changing world and providing numerous examples on contacts, collaboration and cooperation. When

his term ended, he stayed on in France as the Ambassador to UNESCO of the United Republic of Tanzania. Helmuth Dolff was the longstanding Director General of DVV who took over this position in his early professional career and stayed there for more than 25 years. He was strong on ALE developments in Germany pointing to institutionalization and professionalization to be backed by policy, legislation and public funding. At the same time, he was highly internationally minded and initiated the first contacts and projects for DVV in Africa, Asia and Latin America, and also served in many other functions like as President for the European Bureau of Adult Education.

During the Tokyo conference these two had side-meetings with Prof. Roby Kidd from the Canadian Association of Adult Education and Paul Berthelsen, a colleague from Denmark seconded to UNESCO. Those four saw the growing importance and need for a global civil society voice and organization for ALE, and together with other colleagues around the world they created the International Council for Adult Education (ICAE) in 1973. In his memorial note Kidd mentioned that it was Dolff who chaired the meeting, and later served as ICAE Treasurer and Vice-President for Europe, like Mhaiki for Africa. A first meeting of the ICAE Executive Committee was then held on invitation of DVV in Cologne in 1974 (Hinzen, 1994). The first Secretary General became Roby Kidd, and he invited Budd Hall who had been working in the Research and Planning Department of IAE from 1970-1974 to join ICAE in Toronto, after his book *Adult Education and the Development of Socialism in Tanzania* had been published by the East African Literature Bureau (Hall, 1975). He later took on as Secretary General and his closeness to Tanzania and its representatives made it possible that in 1976 the First World Assembly of ICAE was held on the campus of the University of Dar es Salaam. This is where Julius Nyerere spoke on *Adult Education and Development* (Nyerere, 1979) and was invited to become the Honorary President of ICAE.

Looking Back, Moving Forward

As co-authors of this article, we share a commitment to international ALE and at the same time represent two generations of colleagues from DVV International in the cooperation with ALE in Tanzania. Frauke Heinze has gained a wealth of experience in the broader areas of development, including health education work with the German Society for International Development in a number of countries. She joined DVV International a few years back and is now the Senior Desk Officer for East and Southern Africa that included the coordination work with Tanzania and just culminated with the opening of the new Country Office in Dar es Salaam. She is now involved in the transfer of the Regional Office from Addis Ababa to Dar es Salaam, and from mid-2021 she will move from headquarters to become the Regional Director East Africa working for Ethiopia, Tanzania and Uganda.

Heribert Hinzen had a different pathway to Nyerere and Tanzania. In 1972 at the University of Cologne, he participated in a seminar on *Nyerere and Ujamaa in Tanzania*, and in the next semester on *Kaunda and Humanism in Zambia*. To write his academic papers he consulted the libraries and collections of project documents and literature of the German Foundation for International Development, and the DVV. Both were active in Africa, and the former, in cooperation Tanzanian and international partners, was deeply involved in the preparation of the conference on *Adult Education and Development* to take place in 1974 in Dar es Salaam. While working on his doctorate at the University Heidelberg he participated in the *International Seminar on Comparative Structures of Adult Education Developing Countries* which UNESCO organized at the Kikuyu College in Nairobi in 1975, coming together with the earlier mentioned Budd Hall and Roby Kidd. At the time IAE was in the lead of the mass campaign *Chakula ni Uhai* on nutritious food and the then Director Father Daniel Mbunda agreed on his application to join IAE as a research associate during the evaluation process. Bertram A. P. Mahai was the Head of the Research and Planning Department, and he together with all colleagues at IAE provided a space for an extraordinary learning experience. The professional contacts enabled him to coordinate for UIL the study on *Education for liberation and development: The Tanzanian experience*, in which almost twenty colleagues shared their experiences and insights (Hinzen & Hundsdörfer, 1979). From 1977 onwards he served in leadership positions of DVV International till his retirement in 2015. The two authors already worked closer together when DVV International commissioned a feasibility study to intensify work in Tanzania again (Hinzen & Weber, 2019).

This chapter looked at several biographical and institutional dimensions by changing lenses when engaging in ALE with DVV International and Tanzania which has political, professional and personal influences and impact and will continue to do so. We tried to show the interconnectedness of the ALE movement globally and the important roles which programmes and personalities for Tanzania and Germany played over this period of the last 50 years in which those important milestone events of the CONFINTEA conferences and the ICAE World Assemblies helped to shape the international ALE agenda. These were the early building blocks for a later time when the *Belem Framework for Action* (BFA), the *Education 2030 Agenda* of the SDG, and the *UNESCO Recommendation on Adult Learning and Education* (RALE) emerged. All these global documents – BFA, SDG, and RALE – were adopted by the member states of the UN family, of course including the Governments of Tanzania and Germany. Both countries are now entering a new phase for deepening the cooperation further.

Finally, without this historical legacy and the roles Tanzanian and German adult educators played during that period of half a century presented and discussed here there would not have been the invitation by UNESCO to ICAE to contribute to the

Delors Report in 1994 nor to the current UNESCO *Futures of Education* initiative.

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Authors' Biographies

Budd L. Hall



Budd Hall began his academic career as a Research Officer in the Institute of Adult Education (Tanzania) in 1970. His early work included evaluation of the radio study group campaigns and development of the ideas of participatory research. Upon leaving Tanzania, Budd took up a position as Head of Research for the International Council for Adult Education (ICAE). He served as the conference secretary for the first World Assembly of Adult Education which featured Mwalimu Julius K. Nyerere as the keynote speaker in June 1976. In 1979 he was elected Secretary General of the International Council for Adult Education. In 1990 he took up an appointment in the Department of Adult Education at the University of Toronto. In 2001, he moved to the University of Victoria as Dean of Education and Director of the Office of Community-Based Research. He currently shares a UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education with Dr. Rajesh Tandon of India.

Yusuf Kassam



Yusuf Kassam taught at Mzumbe Boys' Government Secondary School in Tanzania between 1967 and 1969. Then, he worked as Resident Tutor at the Institute of Adult Education in Tanzania between 1970 and 1974, before he became a Lecturer in Adult Education and Associate Professor of Adult Education at the University of Dar es Salaam between 1974 and 1979. Between 1979 and 1981, Kassam worked as the Director of the Institute of Adult Education in Tanzania. Thereafter, he joined the International Council for Adult Education (ICAE) as Director of Programmes between 1981 and 1990. For the next 22 years, he worked as an Evaluation Consultant in International Development.

Victor M. Mlekwa



Victor Mlekwa is an Associate Professor of Adult Education in the Department of Educational Foundations, Management and Lifelong Learning of the School of Education at the University of Dar es Salaam. He first served as a tutor at Marangu Teachers' College in Kilimanjaro region in 1972. He then worked at the Institute of Adult Education which was under the University of Dar es Salaam by then. In 1983, he was employed by the University of Dar es Salaam in the Faculty of Education currently known as the School of Education. At the university, he also served as Head of Department for several triennia and Associate Dean of the Faculty for one triennium. He has published a number of journal articles and book chapters in adult education, adult literacy training, workers' education and education in general.

Philemon A.K. Mushi



Philemon Mushi is a retired Professor of Adult Education. He joined the former Department of Education, Faculty of Arts and Social Sciences of the University of Dar es Salaam as a Tutorial Assistant in 1985. He rose to the rank of full Professor in 2001. Mushi has served at the University of Dar es Salaam as Associate Dean (Academic) of the Faculty of Education (1993-1994), Head of Department of Adult Education and Extension Services (1997-2000), Chief Coordinator of University of Dar es Salaam Teaching and Learning Improvement Programme (UTLIP) and Director of Postgraduate Studies (2000-2003). Further, he is the founding Principal of the Mkwawa University College of Education (2005 - 2012). He has also served as Country Coordinator of an International Project on Adult Education Chronologies/Histories in Commonwealth Countries between 1993 and 1996 and Chairperson of the Institute of Adult Education Board from 2008 to 2011. He has published several books, journal articles and book chapters on adult and non-formal education. Mushi has also served as External Examiner for the Institute of Adult Education, Open University of Tanzania, Makerere University, University of Lesotho and the University of Swaziland.

Philipo L. Sanga



Philipo Sanga is a trained teacher and educator who began his career as a secondary school teacher in 1998. His qualifications in the education career have milestones from the then Dar es Salaam Teachers' College where he earned a Diploma in Education (Science Teacher), University of Dar es Salaam where he graduated his Bachelor of Education in Adult Education

(BEEd. ADE), and then Master of Arts in Education (MAED) from the same university. Sanga holds a PhD in Educational Technology from Hanyang University (South Korea) where he graduated in 2015. While his focus for master's research was on attitudes of university students towards distance education, his PhD thesis hinged on developing an assessment model for teacher educators. Sanga is currently a Senior Lecturer of Adult and Distance Education at the University of Dar es Salaam. His research interests include adult education, open and distance education, and assessment in higher education. He is currently a member of the editorial boards of: the Rural Planning Journal (RPJ) of the Institute of Rural Development Planning (Tanzania); International Diplomatic Review Journal (IDRJ) of the Centre for Foreign Relations (Tanzania) and; Moja journal for Adult Education and Development (South Africa). He is also currently serving as an Associate Chief Editor of Papers in Education and Development (PED), journal of the School of Education of the University of Dar es Salaam.

Elifas T. Bisanda



Elifas Bisanda is the Vice Chancellor of the Open University of Tanzania (OUT) since June, 2015. Before his appointment, Bisanda, who is a Professor of Mechanical Engineering, was the Deputy Vice Chancellor (Regional Services) for two years (2007-9), then Deputy Vice Chancellor (Academics) for six years (2009-2015) at the Open University of Tanzania. Prior to joining the Open University of Tanzania, Bisanda worked at the University of Dar es Salaam for 20 years (1981-2000), three years at the University of Namibia (2000-2003), and four years at the Kigali Institute of Science and Technology – KIST (2003-2007). Bisanda holds a PhD in Materials Science from the University of Bath, UK (1991), an M.Sc. in Metallurgical Engineering from Cranfield University in UK, and a B.Sc. in Mechanical Engineering from the University of Dar es Salaam.

Eustella P. Bhalalusesa



Eustella Bhalalusesa is an Associate Professor in the Department of Educational Foundations, Management and Lifelong Learning of the School of Education at the University of Dar es Salaam. She is a trained teacher with a vast experience in teaching at different levels of education in Tanzania from primary to higher education. Bhalalusesa has also served in different administrative positions at the University of Dar es Salaam as Director of Research Bureau at

faculty level for three years, Head of Department for three years, and Dean of the Faculty of Education for six years. Thereafter, in 2012 she was appointed as Commissioner for Education in the Ministry of Education, Science and Technology, a position which she served for five years. She returned to the University of Dar es Salaam in 2017. Bhalalusesa has published widely in education specifically in the areas of girls and women education, open and distance learning, as well adult and non-formal education. Presently, she is serving as Chief Editor of Papers in Education and Development (PED), journal of the School of Education.

Gennes H. Shirima



Gennes Shirima has been working in the academia for more than a decade. He began his career in 1994 as a primary school teacher where he served for 14 years. He has a Bachelor Degree in Education, Master in Educational Management and Administration, and a PhD in Educational Management and Policy Studies. His research areas gravitate around management of adult and non-formal education (ANFE) programmes. Shirima advocates for ANFE to maximize its potential of reaching and changing the socio-economic lives of many unprivileged children, youths and adults. As a lecturer in the School of Education of the University of Dar es Salaam, he teaches policy, planning and management of ANFE programmes at both undergraduate and postgraduate levels.

Heribert Hinzen



Heribert Hinzen is a senior consultant on adult education and lifelong learning for sustainable development. He has been working for DVV International for almost four decades in leadership roles in headquarters and offices in Sierra Leone, Hungary and Lao PDR. He earned a doctorate from the University of Heidelberg in Germany with a comparative study on the development of adult education in Tanzania. He serves as Honorary Professor at the University of Pecs in Hungary, and teaches in comparative adult education at the University of Würzburg in Germany. Earlier, he has been Vice-President of the International Council for Adult Education (ICAE) and the European Association for the Education of Adults (EAEA), now Promoting, Interrogating and Mobilising Adult Learning and Education (PIMA). He was a member of the CONFINTEA VI Consultative Group, the UN Literacy Decade Expert Group, and on the German Delegations for the World Education Forum 2000 in Dakar, and 2015 in Incheon. His editorial roles include work for Adult Education and Development, *Bildung und Erziehung*, and

the International Review of Education. In 2006 he was invited into the International Adult and Continuing Education Hall of Fame, and in 2016 he became Honorary Fellow of the UNESCO Institute for Lifelong Learning.

Frauke Heinze



Frauke Heinze is an experienced international expert in Adult Education and Public Health with over 15 years of experience in international cooperation. Currently, she is managing and overseeing projects on adult education in six countries in the Southern and East/Horn of Africa regions for DVV International, the Institute of the German Adult Education Association as a leading professional organization in adult education and development. During her employment at *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)* Frauke managed international projects in health education, health system strengthening and community development for over 10 years in Kenya, Malawi, Zambia and Nepal.

