



INTERNATIONAL CONFERENCE ON PROFESSIONALISATION OF ADULT LEARNING AND EDUCATION: CHANCES AND CHALLENGES IN THE POST-CONFITEA VII TIME

Nkrumah Hall, University of Dar es Salaam, Tanzania

14-15 September 2022



Photo: Guest of honour (middle seated, Dr Michael Francis-Permanent Secretary of Ministry of Education, Science and Technology in a group picture with some conference participants

EXECUTIVE SUMMARY

DVV International East/Horn of Africa in collaboration with the Ministry of Education, Science and Technology (MoEST), President's Office- Regional Administration and Local Governments (PO-RALG) and the University of Dar es Salaam organized a two-day *International Conference on Professionalisation of Adult Learning and Education*. The conference was held on 14-15th September, 2022 at Nkrumah hall of the University of Dar es Salaam. Essentially, the objectives of this conference were three-fold:

- i. Analysing potentials of Marrakesh Framework for Action (MFA), especially contributions by different stakeholders to the implementation and monitoring of MFA. The conference sought to formulate recommendations for the implementation and follow up of the MFA from the East/Horn of African perspective.
- ii. Exploring state of the art of professionalisation of adult learning and education (ALE), with the focus on East/Horn of Africa, but also through sharing experiences with other regions and countries.
- iii. Sharing experiences of different service delivery models of Community Learning Centres (CLC), and the regional CLC Guidelines for East /Horn of Africa.

While the Guest of Honour to grace the opening was expected to be the Minister of Education, Science and Technology (MoEST), the conference was inaugurated by the Permanent Secretary of the same ministry, Dr Michael Francis. 110 delegates from Ethiopia, Uganda and Tanzania participated in the conference. Besides the entourage accompanying the guest of honour, other dignitaries included the Director from DVV International (Bonn Germany), the Head of Regional Cooperation (Germany Embassy in Tanzania), and the Secretary General of International Council for Adult Education (ICAE). In addition to speeches from various dignitaries, the conference involved keynote plenary presentations from renowned experts in the field of adult learning and education; plenary round table, world cafe and gallery walk. The closing ceremony was graced by the Director of Basic Education, Mr Venance N. Manori from MoEST.

The keynote presentations included:

- Global report on adult learning and education (GRALE 5)- by Faith Shayo (UNESCO Tanzania)
- Redesigning ALE systems: Community Learning Centers (CLC) in global perspective – by Christoph Jost (Director, DVV International, Germany)
- Professionalisation of ALE in Tanzania – by Dr Michael Ng'umbi (Institute of Adult Education, Tanzania)
- Recasting adult education as a collaborative profession- by Carlos V. Tamez (UNESCO, Paris)
- Transnational perspective of implementation of Curriculum globALE- Angela Owusu-Boampong, UNESCO/UII
- Regional CLC Guidelines and its role in redesigning ALE systems – by Frauke Heinze (Regional Director, DVV International East /Horn of Africa)

This report captures comprehensively key issues which transpired during the two days of this conference plus the conference recommendations which were compiled and shared on the closing day.

CONFERENCE PROCEEDINGS FOR DAY ONE, 14TH SEPTEMBER 2022

1.0 Official Opening Ceremony

- 1.1 The conference started with registration of participants from 08:30 to 09:30 hours. The Conference Manager called the Conference to order at 9:30 hours by advising the participants to enjoy the entertainment being performed by HB Entertainment as a way to prepare the audience for the arrival of the guest of honour.
- 1.2 The guest of honour, the Permanent Secretary of the Ministry of Education, Science and Technology, Dr Michael Francis arrived at Nkrumah Hall at 10:00 hours being led by his host, the Vice Chancellor of the University of Dar es Salaam, Prof. William A.L. Anangisye. Prior to making his way into the hall, the guest of honour visited different exhibition pavilions outside Nkrumah Hall. The pavilions contained exhibitions which displayed various publications and items from DVV International (Regional Office Dar es Salaam), School of Education of the University of Dar es Salaam, Karibu Tanzania Organisation and the Institute of Adult Education. Upon arrival of the guest of honour in the conference hall, the Conference Manager invited Prof. Eustella Bhalalusesa (Conference Coordinator) to deliver some introductory remarks.



Photo: Guest of honour visiting UDSM's and DVV International's exhibition pavilions

1.3 Introductory Remarks by Prof. Eustella Bhalalusesa

- 1.3.1 Thanked the guest of honour for accepting to come on behalf of the Minister notwithstanding the busy schedule they have in the Ministry. She also thanked and invited all participants to Tanzania, and particularly to the University of Dar es Salaam.
- 1.3.2 Prompted that Tanzania is blessed because following last year's International Conference to Celebrate 50 Years of Adult Education in Tanzania, we now have an International Conference on Professionalisation of Adult Learning and Education. She further acknowledged the crucial role DVV International is playing in collaboration with other stakeholders of Adult Education to revive the glory of Tanzania in the field of adult learning and education.
- 1.3.3 The Conference Coordinator concluded her introductory remarks by assuring the participants that they should expect a vibrant conference through listening to dynamic

keynote presenters in plenary sessions but also through the interactive sessions of plenary roundtable and world café discussions as coupled with gallery walks.

1.4 Goodwill messages by various dignitaries

After the introductory remarks, goodwill messages from various selected representatives of the organizations and development partners were invited:

1.4.1 Ms. Frauke Heinze (Regional Director, DVV International East Africa):



Photo: Frauke Heinze, Regional Director, DVV International East Africa presenting introductory remarks

- The Regional Director expressed her gratitude to the Ministry of Education, Science and Technology (MoEST) and President's Office- Regional Administration and Local Governments (PO-RALG) for the partnership in conducting this conference.
- Reminded that the seventh International World Conference on Adult Education, CONFITEA VII was conducted in June this year in Marrakesh, Morocco and as part of the conference the 5th Global Report on Adult Learning and Education was launched. In this conference, UNESCO member states decided on the new framework for action to enhance Adult Learning and Education, viz. The Marrakesh Framework for Action (MFA). This framework is a roadmap for the advancement of Adult Learning and Education (ALE) over the next 12 years.
- Further explained that The Marrakesh Framework for Action recognizes ALE as key for inclusion and a precondition for social and ecological justice, health, and well-being, change and transformation.
- The Regional Director appealed to the conference participants that our aim is to formulate recommendations for the implementation and monitoring of the MFA from the East/Horn of African perspective. And, this will be the focus of this conference.
- In concluding her remarks, she clarified that, MFA also highlights the role of Community Learning Centres (CLC) which should be well resourced with qualified adult educators. CLC are community-based learning spaces, where a variety of ALE services can be delivered to the community. Thus, she declared that during this conference operational CLC Guidelines for East /Horn of Africa will be introduced and discussed.

1.4.2 Ms. Faith Shayo (Head of Education Sector, UNESCO Dar es Salaam Office):

- Faith Shayo presented an overview of the CONFITEA VII through the perspective of UNESCO. Her emphasis was on the importance and CONFITEA VII and the roles of different stakeholders in implementing the MFA.

- She outlined the principles and priority areas of MFA as: support to promoting ALE within a lifelong learning perspective; building a new social contract; unlocking the potential of adult learning and education for climate action (ALE must be part of the green transformation); promoting equal access of all learners, including older adults, to learning in digital environments; preparing adults for the future of work (Demographic shifts, the fourth industrial revolution, globalization and climate change are deeply transforming the economy and the labour market); and creating a culture of lifelong learning.
- She concluded her remarks by pointing out the recommendations to achieve transformative ALE through: establishing frameworks and governance arrangements; redesigning systems for ALE; ensuring quality of learning; increasing funding; expanding learning domains; and ensuring support and engagement in international co-operation initiatives aimed at improving ALE and promoting lifelong learning.

1.4.3 **Johannes Sperrfechter (Head of Regional Cooperation, Germany Embassy Dar es Salaam):**

- The Head of Cooperation appreciated the partnership of DVV International with MoEST and PO-RALG in conducting this timely regional conference after CONFINTEA VII to allow discussions around the implementation and monitoring of the Marrakesh Framework for Action.
- He was also delighted to see that this interregional exchange is done in collaboration with the University of Dar es Salaam, one of key providers in professionalisation of Adult Learning and Education; and he thanked the University for hosting this international Conference.
- He highlighted that in the East/ Horn of African countries, the illiteracy rate is still about 20%-30%, a figure which indicates the huge task ahead for governments and partners in this region to take a step forward in setting up necessary structures for ALE including literacy training as part of Adult Learning and Education to achieve the SDGs and ensuring that all youth and adults achieve literacy and numeracy by 2030. He prompted that adult learning and education and literacy for people of all ages is a prerequisite for sustainable development in line with the 17 Sustainable Development Goals (SDGs) to be achieved by 2030.
- The Head of Cooperation further clarified that in the MFA it is acknowledged that Community Learning Centers (CLCs) have a strong role to play in ALE service delivery at community level. CLCs are places where a variety of Adult Learning and Education services can be delivered and can be accessible to the community, such as functional adult literacy, livelihoods and business skills training, savings and credit schemes, libraries, agricultural and health services. Hence, Johannes urged participants and various stakeholders of ALE to establish and strengthen CLC in their communities.
- He hailed Tanzania for having well-developed strategies, programmes and plans in place, including many institutions for implementation. Examples of programmes are various TVET programmes and the well-functioning 55 Folk Development Colleges (FDC) across the country. However, he registered his observation that coordination within government to formulate coherent policies and plans that can be implemented in a realistic way by various stakeholders is still a serious challenge.
- He concluded by reiterating the appreciation for the close cooperation between DVV International, MoEST and PO-RALG and other stakeholders in implementing numerous ALE initiatives.

1.5 **Welcome Note - Prof. William Anangisye (Vice-Chancellor, UDSM):**

- 1.5.1 Prof. Anangisye (the UDSM VC) opened his talk by extending his gratitude and welcoming the guest of honour and all distinguished guests from inside and outside of Tanzania to the conference on professionalisation of adult learning and education.
- In a special way, the VC welcomed the guest of honour, the Permanent Secretary of the Ministry of Education, Science and Technology, Dr Michel Francis who is not only an alumnus but also a former academic staff of the University of Dar es Salaam.
 - The VC admitted that he was particularly delighted at the presence of various dignitaries not only from Tanzania but also Uganda and Ethiopia at the conference. He remarked that this attendance signifies the importance attached to the issue of addressing adult education trends in East Africa and beyond.
 - He thanked the organizers of the Conference, especially DVV International East/Horn of Africa in collaboration with the University of Dar es Salaam for conceiving the idea of the conference but also for deciding to host the conference at the University of Dar es Salaam.
- 1.5.2 He reminded the conference participants that last year, on 9th –11th June 2021, the University of Dar es Salaam organized an *International Conference to Celebrate 50 Years of Adult Education in Tanzania* with the theme Revitalizing Adult Education for Sustainable Development. He remarked that this conference: *Professionalisation of Adult Learning and Education: Chances and Challenges in the post-CONFINTEA VII Time* is such as timely as one strategy to revitalize adult education in Tanzania and elsewhere.
- 1.5.3 He explained that the University of Dar es Salaam is known for its engagement and efforts in the professionalisation of adult educators in the country through its active engagement in provision of education and training to undergraduate and postgraduate students at the School of Education.
- 1.5.4 The VC urged the conference participants to forge and strengthen more collaboration in implementing development plans especially the training of adults because skills development is multi-sectoral, lifelong and life-wide and it involves multiple providers in informal, formal and non-formal settings.
- 1.5.5 He emphasized that there is no way we can have a sound adult education sector without having professional adult educators in place. That is we can only skill our adult people if we have professional adult educators who are imbued with the right skills and competitive and positive mindset.
- 1.5.6 In his concluding remarks, the VC welcomed the Commissioner for Education, Dr Lyabwene Mtahabwa to welcome the guest of honour to deliver the opening speech.

1.6 Welcome note – Dr Lyabwene Mtahabwa (Commissioner for Education, MoEST):

1.6.1 Dr Lyabwene gave his very brief welcome note.

- Thanked the Permanent Secretary for accepting being the guest of honour despite his tight work schedules especially in this season when the ministry is engaged in many national and international activities. Also, acknowledged the participants from Ethiopia, Uganda and Tanzania.
- Stressed on the importance of adult education in both formal and non-formal education systems of Tanzania.
- The Commissioner made a figurative statement that: “There are two worlds; the world of children and that of adults.” He hastened to comment that usually, the world of adults has a crucial role to play for a successful world of children.

1.7 Opening Speech by the Guest of Honour, the Permanent Secretary of the Ministry of Education, Science and Technology of the United Republic of Tanzania, Dr Francis Michael)



Photo: Guest of honour, Dr Michael Francis-Permanent Secretary of Ministry of Education, Science and Technology delivering his opening speech

- 1.7.1 The Permanent Secretary opened his speech by welcoming participants from Ethiopia Uganda, Germany, Serbia, and representatives of other international organisations to Tanzania and more specifically at the University of Dar es Salaam. He hastened to comment that this conference is a great avenue for participants from Tanzania on the one hand and those from Uganda and Ethiopia on the other hand to cross-fertilize the experiences in implementing adult learning and education programmes.
- 1.7.2 He thanked and congratulated DVV International for conceiving and implementing this important event on adult learning and education especially being few months after the conclusion of the CONFINTEA VII held in Marrakesh, Morocco. He remarked that this event is more significant to Tanzania because it is happening within the International Literacy Week.
- 1.7.3 In congratulating the University of Dar es Salaam for accepting to coordinate and host the event, the Permanent Secretary:
- Reminded that last year, 9th – 11th June 2021, the University of Dar es Salaam organized an international conference to celebrate 50 years of adult education in Tanzania with the theme: Revitalising Adult Education for Sustainable Development.
 - Expressed his feelings that, this year's conference is almost a continuation of last year's conference but now focusing on the implementation and monitoring of the Marrakesh Framework for Action.
- 1.7.4 The Permanent Secretary emphasized that this two-day conference will focus on discussing the importance of professionalisation of adult educators for sustainable development and advocating for the establishment of learning spaces for Adult Education like community learning centres.
- 1.7.5 In addressing the importance of professionalisation of adult learning and education, the guest of honour:
- Asked rhetorically, who is a professional adult educator? Do we have or need adult educators who are professionals? How do we train professional adult educators? Furthermore, what do we mean exactly by professionalisation of adult educators?
- 1.7.6 He urged participants to appreciate the need for professionalising adult learning and education because, like in the formal education system, trainers and experts in adult education are the pillars and central in facilitating and ensuring adult learners learn the

required skills and competencies to meet the needs and face challenges at present and in the future.

- 1.7.7 He suggested that Adult Education should be a valued profession and every learner should be taught by qualified, motivated and empowered facilitators within well-resourced, efficient and effectively governed systems to foster learning and achieve inclusive and equitable quality education for all.
- 1.7.8 The guest of honour concluded by summarizing that:
- MoEST and PO-RALG have sincerely acknowledged the good work of DVV International and that is why they have entered into a Memorandum of Understanding (MoU) with DVV International since June 2022. Thus, the Permanent Secretary reiterated that the support to DVV International in implementing its plans is much guaranteed.
 - Because the sixth phase of the Tanzania government has declared commitment and the current political will to work with and through DVV International and other stakeholders, then adult learning and education is now gaining new momentum and shape and one can predict the history of 1970s being revived.
- 1.7.9 Before declaring the International Conference on the *Professionalisation of adult learning and education: changes and challenges in the post-CONFINTEA VII time* officially opened, the guest of honour convinced participants to consider enjoying the hospitality of Tanzania especially as portrayed at multiple tourist attractions. He suggested a one-hour 'Royal Tour' film to enjoy the beauty of Tanzania as an alternative to the actual tourism.

1.8 Vote of thanks -Prof Eustella Bhalalusesa (conference coordinator)

- 1.8.1 The conference coordinator Prof. Bhalalusesa thanked the guest of honour for accepting the invitation. She also thanked all other dignitaries from the ministries, Embassy of Germany, DVV International, UNESCO and all participants for making it to be part of this conference. She also requested the guest of honour to receive a souvenir which was presented by the Vice Chancellor on behalf of the University of Dar es Salaam; and another one presented by Frauke Heinze on behalf of DVV International.



Photo: Guest of honour, Dr Francis Michael receiving souvenirs from Prof. William Anangisye (VC of UDSM) and Frauke Heinze (Director of DVV International East/Horn of Africa)

- 1.8.2 The photo session winded-up the opening ceremony.

2.0 Keynote presentation: Faith Shayo (UNESCO-Tanzania)

Topic: *CONFITEA VII and MFA New global framework for ALE role/contribution of different stakeholders*

- Provided an overview of CONFITEA and highlighted its background since its first meeting in 1949 in Elsinore, Denmark. Stated that CONFITEA I was convened during the end of the Second World War to discuss how ALE could help promote world peace and international understanding.
- Reminded that CONFITEA VII aimed to take stock of important challenges and progress made in ALE since CONFITEA VI in 2009, and to establish a roadmap for the advancement of ALE over the next 12 years – towards 2030 and beyond.
- Summarized the principles and focus areas of the MFA: support to promoting ALE within a lifelong learning perspective; building a new social contract; unlocking the potential of adult learning and education for climate action (ALE must be part of the green transformation); promoting equal access of all learners, including older adults, to learning in digital environments; preparing adults for the future of work (demographic shifts, the fourth industrial revolution, globalization and climate change are deeply transforming the economy and the labour market); and creating a culture of lifelong learning.
- Argued that in an endeavor to reimagine adult education, we should enjoy and expand enriching educational opportunities that take place throughout life and in different cultural and social spaces.

3.0 Plenary roundtable discussion

3.1 The main topic of this roundtable was: ***MFA as the policy framework for the professionalization and Community Learning Centres***

3.2 The plenary roundtable discussion kicked off immediately after the keynote speech. The roundtable discussion was moderated by Dr Philipo Lonati Sanga (Senior Lecturer of Adult Education, University of Dar es Salaam). The discussants were:

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- Prof. Katarina Popovic – Secretary General of the International Council for Adult Education (ICAE)

Topic: *Global report on adult learning and education (GRALE 5)*

- Imelda Kyaringabira – National Coordinator of ICOLEW programme and UNESCO focal point, Uganda

Topic: *CONFITEA VII preparatory conference for Africa*

- Prof. Eustella Bhalalusesa – Professor of Adult Education, University of Dar es Salaam

Topic: *Development of adult education in East Africa*

- Frauke Heinze – Regional Director of DVV International, East/Horn of Africa

Topic: *DVV International East African portfolio and contribution to global policies and agendas*

Prof Katarina's contributions were revolving around these key points:

- i. In many countries, civil society has a long history of providing adult education opportunities for the general population. But civil society tends to oppose standardisation, strict regulation and definition of criteria for the staff working in the field. This diversity has been a chief source of adult education's vitality, richness, and success, and professionalisation was seen as opposing tendency, jeopardising this diversity and imposing artificial harmonization.
- ii. Nonetheless, nowadays civil society should be very much interested in professionalisation of adult education, more than ever. Why is that? Modern times, development of technology, changes in industry and world of work, globalisations and its both benefits and risks change the contemporary landscape where adult education is fighting for a new position. Other disciplines in and out of education are preparing people for roles that adult education traditionally played, so adult education *needs to reposition itself in the jungle of new fields, professions and roles*.
- iii. Prof Popovic emphasized the need for professionalization by articulating the following points:
 - a) A need for stronger, coordinated, harmonised advocacy, at both national and global level.
 - b) Through professionalisation, a stable, reliable community of professionals is created, that can also act as advocates and partners, bringing sustainability also to civil society sector, increment of the quality of their work and thus the whole adult education field.
 - c) Such community of professionals can more easily connect internationally and become part of global networks of activities.
 - d) Professionalisation offers another view of civil society actors in adult education, different from *group of good people and friends*; without losing this quality, but also without creating distant elite class.
 - e) The mission of securing the right to the education of youth and adults, as most important for civil society, can be achieved through strengthening the field and securing funding and stability to it, and standardisation is not an enemy of it.
 - f) The development of socially recognized professions did show that the achievement of any profession's socially recognized expertise is necessarily connected to a system of education and credentialing.
 - g) Staff working in adult education, especially in civil society sector, can be significantly empowered through professionalization.

- Imelda Kyaringabira contribution focused on highlighting the following points:

- i. The success of CONFINTEA VII was a result of a series of regional and sub-regional consultative conferences. In particular there were meetings in West Africa, Central Africa, and East and Southern Africa. Consultative meetings involved: government Institutions including Ministries; Non-Governmental Organizations; National and regional education representatives; Academia; Private sector; and

Other Adult Learning and Education/Lifelong Learning stakeholders. Thus, regional collaboration is imperative for successful implementation of ALE programmes/projects.

- ii. The discussions on regional conferences were around these issues: The key Achievements in ALE; Crucial Challenges and Concerns; Priorities to be addressed by CONFINTEA VII; and Key Recommendations for ALE
- iii. The regional outcome documents contributed to the Marrakech Framework for Action (MFA)
- iv. Imelda concluded by advocating that, as a region, we need to:
 - upscale the ALESBA approach to build the ALE systems for service delivery optimization
 - Mobilize political will and support for increased resource allocation
 - Involve stakeholders both state and non-state actors at all levels
 - Improve coordination of ALE service providers
 - Advocate for ALE in different fora

The key issues that Prof Bhalalusesa shared include:

That, the development in policy and practice of adult education in East Africa has been evolving in different historical episodes following the political and socio-economic realities of each country. The development has also been influenced by other macro policy reforms at international level of which countries in East Africa are part of. In Tanzania for example, the historical episodes include the following:

- 1961 – 1967: Setting the foundation to consolidate the gains of independence. *Adult Education was considered as one possible solution to solve a number of problems* which needed immediate solutions like high illiteracy rate (85% by that time)
- 1967 – Early 1980s: a period of adult education revolution. Tanzania, acquired the reputation of having a strong political commitment to the cause of mass adult education and of having a conviction in the importance of adult education as a means for development.
- Mid 1980s to 1990s: a turning point largely because of economic crisis. The government had to take measures to address structural problems in the economy (economic recovery). Adult education, including adult literacy, was no longer central to development initiatives.
- 1990s to 2015: renewed commitment to meet international targets including EFA GOALS. The Government efforts to revamp adult education in the country was re-need.

Going through the history of adult education in Tanzania one can clearly note the influence of external funding in different programmes that were initiated and implemented.

Prof Bhalalusesa concluded her presentation by asking a number of questions for reflection by conference participants. These questions were centred mainly on the current situation in Tanzania and East African as a whole where adult education sub-sector is accorded low priority in terms of policy development and resource allocation. Another concern for critical reflection was on the conception and misconception of adult learning and education as well as on how adult educators and professionals can brand themselves so that this education sub-sector is recognised, supported and the programmes initiated are sustainable.

Presentation of Regional Director of DVV International, Frauke Heinze was hinting on these aspects:

- DVV International is working in partner countries on longtime projects and hence can build long-term relationships and trust with partners from government and non-government organisations.
- In East/Horn of Africa key partners are the responsible Ministries. They own decision and developments developed within the project. Particularly, the system strengthening approach (ALESBA) has been helpful to increase ownership since any structural change and approach is resulting based on consensus building and internal assessment of the status and operations of the adult education system.
- By engaging political leaders as well as decision makers and technical staff from the Ministries decisions on programming, management and coordination of ALE approaches at all governance levels are enforced and underpinned.
- This is strengthened by capacitating technical staff in implementation of ALE intervention at all governance levels. So, the capacities remain within the government who is responsible for the implementation of ALE. This is a great contribution towards sustainability.
- At community level, the piloting of Community Learning Centers provides evidence for accessible, inclusive and quality ALE services. The results of pilots are used for evidence based influencing at national level. This enhances commitment and engagement of political leaders and policy makers.
- Professionalization in ALE will be a key topic in the coming project phase (2023 – 2025). We believe that professionalization in ALE supports not only quality in teaching and learning but also recognition and advocacy of ALE and therewith budgeting and policy making in ALE.

3.2 Issues from the discussion

The moderator triggered off the discussion and the four panelists/discussants responded accordingly. The discussion included questions, comments and suggestions. Below are main issues discussed by the participants:

- There was a concern that illiteracy is still a challenge across the East/ Horn of African countries. It was revealed that while countries have different rates of illiteracy (for example, Tanzania is 22%) the average illiteracy rate for the region is still about 20%-30%, a figure which indicates the huge task ahead for governments and partners in this region.
- Discussants unanimously declared that there are adult learning and education programmes in all countries within the region but there is lack of well-coordinated national structures. As such, there is evidence of overlapping and duplication of efforts in the implementation of programmes.
- There was a question on what constitutes adult learning and education or simply the scope of ALE. While the definition of ALE is not straight forward, it was agreed that its scope is usually contextual depending on the national and local needs of each community.
- There was a question on why we should continue training adult education professionals who are not recognized, who cannot translate adult education in practical terms and who are in some countries conceived as wastage of government resources.
- There was a recommendation that to cater for context-based ALE needs, Community

Learning Centres (CLC) is a necessary strategy to be adopted by all countries. It was defined that Community Learning Centres refers to one-stop centres for provision of non-formal youth and adult learning and education, lifelong learning and integrated service delivery for socio-economic transformation and improved quality of life.

- In the final analysis, panellists unanimously advocated for professionalization of adult learning and education by arguing that professionalization is imperative for: advocacy of the field of ALE, raising the identity of the field of practice, adhering to standards of practice, assuring normal development of the profession, and elevating the image of the field.

4.0 World café

4.1 The main topic of this world café was: ***Stakeholder cooperation, from policy making to integrated ALE service and partnership.***

4.2 The World café session had five working groups as follows:

- Policy makers-moderator: George Muteekanga (Ministry of Education & Sports, Uganda)
- Civil society –moderator: Prof. Katarina Popovic (ICAE General Secretary)
- Academia and researchers-moderator: Dr Twine H. Bananuka (Makerere University)
- Providers and practitioners-moderator: Mr Akena Geoffrey (District Community Development Officer, Uganda)
- Learners-moderator: Koye Kassa (Deputy Dean, Bahir Dar University, Ethiopia)

4.3 Issues from the discussion

After the discussions from each working group in which group members were free to join any group at any point of time except the moderators, points were put on the respective group's flip charts. All conference participants were later (after the discussion session) allowed to have an unguided gallery walk. After the gallery walk, each group was expected to present their main points for about five minutes.

4.4 Key issues from the working groups

4.4.1 Policy makers:

- Realized that all countries (Tanzania, Uganda, and Ethiopia) lack either specific or comprehensive ALE policies. The ALE in these countries operate either without specific policies or within implicit policies such as Education and Training Policy (Tanzania and Ethiopia), National Community Development Policy (Uganda).
- Recommended that political and government leaders should be involved at all levels of implementation of ALE.

4.4.2 Civil society

- Suggested civil society organisations to establish common agenda or strategy and cooperate with governments to implement. Also, collaborative advocacy of ALE between civil society organizations and governments was emphasized.
- The need for coordination of programmes and activities was underscored as it was admitted that the implementation of various ALE programmes in most cases is fragmented without any cohesive structure.

4.4.3 Academia and researchers

- Noted the following limiting factors to academia and researchers' realization of their roles: constrained human and financial resources, lack of political will, ambiguity of the meaning/definition of ALE, and uncertainty of employability of ALE graduates.
- Recommended academia and researchers to be resilient in researching and contextualizing ALE in their respective countries.

4.4.4 Providers and practitioners

- Stated the following challenges facing providers and practitioners: absence of national qualifications framework, lack of clear progressive pathway for ALE graduates, absence of adequate qualified (professional) providers and practitioners, weak or lack of coordination among providers and practitioners, and unreliable funding for ALE programmes.

4.4.5 Learners

- Proposed the need for mobilization of ALE learners and raise more awareness of what is happening in various places.
- Advocated the need for demonstrating best practices for learners to learn from one another for improvement of practices.
- Underscored the importance of having relevant ALE resources such as: guiding policies, operational guidelines, curriculum/syllabuses, facilitators' guides and training materials.

4.4.6 ***The way forward***

- To define ALE according to the realities of each country or specific context
- Civil society, providers, and practitioners to be resilient in providing ALE opportunities and involve the political and government leaders at each stage of implementation
- Academia and researchers to improve their approaches of researching and disseminating the results

5.0 **Day One Closing**

The conference was adjourned at 17:10 until next day.



CONFERENCE PROCEEDINGS FOR DAY TWO, 15TH SEPTEMBER, 2022

6.0 Opening

Like on the previous day, the conference started with registration from 08:30 hours.

6.1 Some announcements including the announcement for all participants to have a free gallery walk around all posters made during Day One's World café were made. After a 30-minute gallery walk, each working group presented the summary of what transpired during their discussion.



Photo: Presentations from World Café

7 Keynote presentation-Christoph Jost (Director of DVV International, Bonn, Germany)

Topic: *Redesigning Adult Learning and Education Systems: Community Learning Centers (CLC) from a global perspective*

7.1 Described that CLCs are local institutions for putting ALE / LLL into practice. They are a lever for achieving SDG4 and all the other SDGs.

7.2 Informed that CLCs are increasingly recognized in key national and international policy documents, for example:

*“We commit ourselves to creating of multi-purpose **community learning spaces and centres** and improving access to, and participation in, the full range of adult learning and education programmes.”* (Belém Framework for Action (BFA), UNESCO, 2009, Key area participation, inclusion and equity)

*“Community learning centres (CLCs) are increasingly recognized as **playing an important role in providing education opportunities meetings local communities’ needs**.”*(Global Education Monitoring Report (GEM) 2021/2022, UNESCO, 2021)

*“We recognize the **importance of strengthening ALE at the local level**, [...] for supporting and (co)funding training and learning initiatives such as **community learning centres to be well-resourced** with qualified adult educators. [...] This means **reinforcing institutional capacities** for promoting lifelong learning for all at the local level [...].”*(Marrakesh Framework for Action, UNESCO 2022, Para. 24, p. 6 (Key Outcome Document CONFINTEA VII))

Elaborated that **CLCs are multifunctional** and can develop a transformative character; they are flexible institutions and can promote resilience.

Summarized that **CLCs are local hubs to provide lifelong learning** for all, leaving no-one behind, thus supporting the SDGs and Agenda 2030; and they have cross-sectoral impacts (e.g. health and well-being, conflict prevention and promotion of peace, gender equality and climate justice)

Concluded that, sustainable CLC require:

Proper governance structures as well as adequate, predictable and sustainable public financial support.

Professionalization through training, organizational development, research, monitoring and evaluation frameworks and regulations that can be managed by the community.

After his presentation, Professor Bhalalusesa in the name of the Vice Chancellor expressed his gratitude to the Director of DVV International for coming from Germany to participate in the Conference. Major milestones were highlighted, achievements made in ALE with DVV International support since 2021. He expressed his appreciation for the expertise and support provided by DVV International to the University and Government of Tanzania.

8.0 Keynote presentation - Dr Michael Ng’umbi (Director of Institute of Adult Education, Tanzania)

Topic: *Professionalization of ALE: A focus on initiatives in Tanzania*

7.1 Reminded that CONFITEA VII's emphasis on professionalisation of adult educators is a continuation of the recommendations made during CONFITEA VI which articulated the need for improving training, capacity-building, employment conditions and the professionalisation of adult educators.

7.2 Argued that there are two conflicting school of thoughts about professionalisation of adult educators:

- Professionalisation of adult education as something good for enhancement of quality and promotion of the field:
- Professionalization and training of educators is linked to the issue of quality in education.
- Adult education needs to strengthen its many expressions of professional identity and vision, including academic programmes, books, journals, publications, associations and conferences.
- Professionalisation can also serve to mobilise, preserve, and reinforce the status of the field of adult education.
- Professionalisation is needed as a platform on which to examine shared values and best practices and would result in standards that help preserve and protect the field.
- Enhancing credibility, improving recognition and accelerate the formation of coherent identity, improving earning potential and quality of life and protecting both adult educators and learners from misconduct and incompetence.

7.2.1 Professionalisation of adult education could lead to erosion of the adult education spirit:

- Erosion of the spirit of volunteerism
- The risk of 'schoolifying' the adult education practice
- The danger of having a narrowly conceived field of practice that excludes and marginalises diverse voices and approaches to adult education
- The risk of creating an elite class of adult educators, excluding much of the large and diverse population that currently delivers adult education in various forms.

7.3 Asserted that professionalization of adult educators is a complex and gradual since there is no single definition of what or who is an adult educator.

7.4 Informed that Tanzania has a good number of institutions involved in professionalization and capacity building of adult educators. The institutions include the University of Dar es Salaam, Institute of Adult Education, Open University of Tanzania, Folk Development Colleges, and University of Dodoma.

Way forward:

- Training ought to be accompanied by proper deployment mechanisms. This is imperative because various institutions produce thousands of graduates yearly but who do not get employed to work as adult educators.

- Given the diverse nature of the field, too much professionalization may put too much professional standards on adult educators, hence professionalization becoming counterproductive. Thus, we should strike a balance between what and how we professionalize and what we do not.

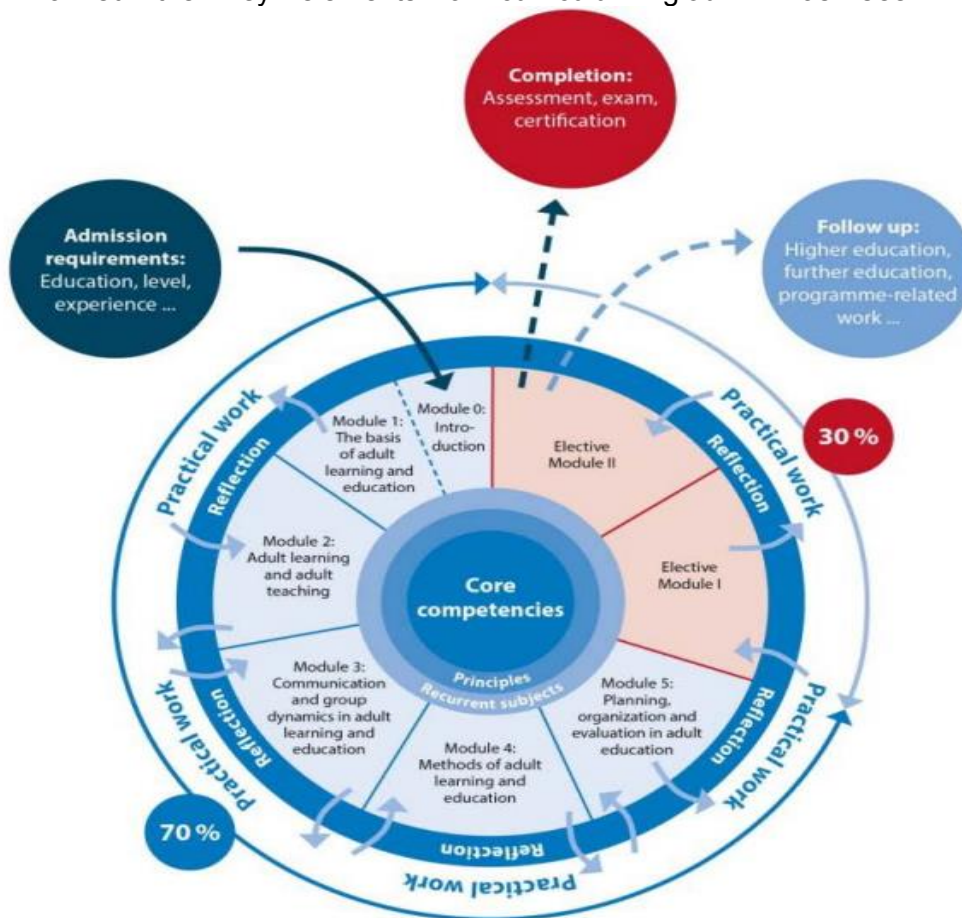
8 Keynote presentation - Angela Owusu-Boampong (UNESCO/UII, Paris France)

Topic: *Transnational perspective of implementation of curriculum globALE*

8.1 Explained that Curriculum globALE provides a cross-cultural, output-oriented core curriculum for trainings in the area of adult learning and education. It targets primarily teaching staff (course teachers, instructors, trainers, lecturers, facilitators, etc)

8.2 Illustrated that curriculum globALE can be adapted to various training needs including initial training, upskilling, higher education.

8.3 Summarized the key elements of curriculum globALE as seen in the figure:



Questions on implementation of curriculum globALE:

- How can curriculum globALE support the existing professionalization, formalization and institutionalization of adult educators?
- How to support the national process collaboratively in partnership with key stakeholders

involved?

- How to effectively promote the local, national, regional and cross-regional dialogue?

9 Keynote presentation - Carlos Vargas Tamez (Chief of Section for Teacher Development-UNESCO, Paris France)

Topic: *Recasting adult education as a collaborative profession*

9.1 Stated that reimagining our futures (to shape sustainable futures) requires transformation of education. And that transformation of education requires transformation of the teaching career.

9.2 Informed that the social crisis that came with COVID 19 pandemic compelled teachers and other staff in education to review their roles including the need to reorganize adaptive learning. In other words, the COVID 19 pandemic accelerated the need for professional development of adult educators.

9.3 Remarked that, recently there is an increasing diversity of ALE providers in the field and the learning modalities are complex. Equally important, due to demographic shifts and changes in human longevity the demands for ever-growing skills, TVET and adult education are evolving.

9.4 Highlighted that our key concern ought to be focusing on how we ensure lifelong learning opportunities more professionally.

9.5 Elaborated the considerations for future role of for teachers:

- Recasting teaching as a collaborative profession and teachers as flexible practitioners.
- Making teacher development a lifelong and life entailed journey.
- Emphasis on public solidarity to transform teaching.
- Practising teaching beyond schools. Teachers should be integrated in educational decision making and public debates.

9.6 Clarified that transforming the education workforce involves:

- Adequate number of qualified teachers.
- Quality initial training and continuous professional development throughout their careers.
- Improved status and working conditions of teaching personnel.
- Recognizing and supporting teaching personnel's leadership and innovation.

Way forward:

In order to achieve the overall goal of empowered education workforce, that is professionalized, trained, motivated and supported, it is essential to:

- Improve the status of teachers and their working conditions.
- Improve the quality of teacher professional development.
- Improving the financing for teachers.

10 Introduction of regional CLC operational Guidelines for East/ Horn of Africa – Frauke Heinze, Regional Director of DVV International

- i. The presentation informed that the guidelines are based on experiences in the implementation of CLC model in Ethiopia and Uganda.
- ii. A CLC Operational guideline is a step by step guide to support state and non-state actors in the establishment, management, coordination, and institutionalization of Community Learning Centres. The guidelines can be adjusted to fit various contexts across the region.
- iii. Heinze stated that aims and objectives of CLCs includes to:
 - provide ALE services and lifelong learning opportunities
 - facilitate individual and community development for sustainable development and improving quality of life
 - address local needs with tailor-made services
 - deliver a range of services in one location
 - promote empowerment, social, cultural and economic transformation
- iv. Finally, she emphasized that, sustaining CLCs requires paying attention to: leadership, governance and management sustainability; financial sustainability; institutional sustainability; management of financial resources; and definition of stakeholder responsibilities at macro, meso and micro level.

11 Conference summary, conclusions and recommendations

Prior to the official closure of the conference, Frauke Heinze (Regional Director of DVV International East/Horn of Africa) presented a summary of what mainly transpired during the two-days' conference and finally listed the recommendations for action by ALE stakeholders.

Recommendations

- ✓ Enacting policy for Adult Education and agreeing about national goals and priorities, cooperation between different stakeholders including various ministries, governmental and non-governmental organizations, academia, providers, business entities, and learners.
- ✓ Creating mechanism for dialogue and making sure that the roles and responsibilities of each player are clear.
- ✓ Systematic collection of data on ALE and establishing reliable database for evidence-based policy making!
- ✓ Making sure that political and government leaders are engaged from the grassroot to national levels.
- ✓ Improving participation strategies and programmes to attract more learners (e.g providing more relevant, and demand-driven programmes).
- ✓ Increasing funding such as through reviewing the distribution of national budget, strategies to prioritise ALE funding in showing the benefits of ALE in various sectors.
- ✓ Better coordination of international donor funding with an important role of

Government in defining clear priorities for foreign aid so that it becomes countries 'demand driven projects/programmes.

- ✓ Increasing public recognition of ALE – publicity and awareness raising on visibility and importance on ALE at different government levels.
- ✓ Ensuring public recognition of outcomes such as certificates, credit points, etc awarded by ALE graduates/participants.
- ✓ Professionalisation is imperative and useful for policy, funding, advocacy, and for quality improvement of ALE programmes.

12 Official Closing Remarks by Mr. Venance N. Manori (Director of Basic Education-Ministry of Education, Science and Technology)

After the presentation of conference recommendations by the DVV Regional Director, on behalf of the Organizing Committee, Prof. Bhalalusesa expressed the committee's appreciation for everyone's attendance and the contributions made during various sessions. She also thanked specially participants who flew from outside Tanzania and all the officials from the ministries (MoEST and PO-RALG). After her few remarks, she invited the guest of honour, Mr. Venance Manori to officiate the closing of the conference.

- 12.1 Commended DVV International for her well-thought plan to convene an international conference of professionalization of ALE; he also commended the Organizing Committee for all the preparations, and saluted the University of Dar es Salaam for accepting to be the Host of the conference.
- 12.2 Reminded that for those who did not get the opportunity to participate in the CONFINTEA VII in Marrakesh, Morocco, this was an alternative opportunity to hear what transpired and the resolutions made from CONFINTEA VII.
- 12.3 Underlined that as we heard from various presentations and discussions, illiteracy is still persistent among our communities. Further to that, our adult persons critically need relevant and useful new knowledge and skills to manage the current socio-economic realities and life demand. Hence, our national governments still have critical roles to play in developing ALE.
- 12.4 Urged conference participants and all ALE stakeholders to continue networking, working in collaboration, carrying out joint research projects which are action oriented to improve practice in this education sub-sector.
- 12.5 Before his conclusion, the guest of honour assured DVV International that the government of Tanzania is committed to working with DVV International to ensure ALE programmes are implemented more effectively and sustainably.
- 12.6 Lastly, the guest of honour declared the conference officially closed at 1630 hours. This marked the end of the conference and all participants dispersed ready for going to the barbeque party, which was prepared by DVV International, Dar es Salaam office.

The Report is prepared by:

Prof. Eustella P. Bhalalusesa (University of Dar es Salaam)

Dr Philipo L. Sanga (University of Dar es Salaam)

Appendix 1. Attendance list



ATTENDANCE

Event: International Conference on Professionalization on 14th and 15th Sept, 2022

Place: University of Dar Es Salaam

Venue: Nkrumah Hall

Duration: 15th September 2022.

NO	NAME	Gender		Phone Number	Organization	Designation	Email address	Signature		
		M	F					15-09-2022	16-09-2022	17-09-2022
1	ERASMO KARIMU	V		0982609	MOEST	DRIVER	DOBWA	[Signature]	[Signature]	[Signature]
2	SIRHANU WAZIRU	V		0753094	IAE	SPRINT	DBR	[Signature]	[Signature]	[Signature]
3	MICHAEL KARIMU	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
4	SMAS D. CHAMBA	V		078711934	ICAR	REC. ASST	DOBWA	[Signature]	[Signature]	[Signature]
5	ELIYANDRA FEO	V		0982609	MOEST	DRIVER	DOBWA	[Signature]	[Signature]	[Signature]
6	VENANCE MAMBI	V		078711934	MOEST	DRIVER	DOBWA	[Signature]	[Signature]	[Signature]
7	DR. SEMANTO SIKI	V		078711934	IAE	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
8	Prof E. Sidi	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
9	DR. ANGELUS	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
10	COOPERER ANKHA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
11	DR. MAMBA MAMBA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]

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NO	NAME	Gender		Phone Number	Organization	Designation	Email address	Signature			
		M	F					15-09-22	16-09-22	17-09-22	18-9-22
1	LILIANI SUDANA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
2	Digna Mallys	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
3	Diana Malya	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
4	DR. ANITA SIDI	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
5	Vicenta Mungilo	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
6	ROSE D. NGUY	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
7	JANETH SONGA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
8	KAROLINA H.	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
9	MARICA TEMATI	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
10	DR. SIDI	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
11	10 DENS NOUNOU	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
12	MICHAEL TUMBA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
13	MICHAEL TUMBA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
14	DR. SIDI	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
15	DR. SIDI	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
16	KATHARINA GIOVI	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]	[Signature]
17											
18											
19											

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NO	NAME	Gender		Phone Number	Organization	Designation	Email address	Signature		
		M	F					15-09-2022	16-09-2022	17-09-22
01	JOSEPH NIMBA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
02	LUPANARA NG'ESIA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
3	MORANAH SILEU	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
4	HARU MAMU	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
5	KHALID HANCO	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
6	AYDARU INYATI	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
7	MUSA SANGU	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
8	ANDREW MAMBA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
9	HILDEBRAND MAMBA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]
10	MICHAEL MAMBA	V		078711934	ICAR	DR. BOSE	DOBWA	[Signature]	[Signature]	[Signature]

NO	NAME	Gender		Phone Number	Organization	Designation	Email address	Signature		
		M	F					15.09.2022	16.09.2022	19.09.2022
11	Margaret Mwanjiru	✓		07522046	IAE	Asst. Lectr	Mwanjiru			
12	Margaret Mwanjiru	✓		07522046	MOES	ASSISTANT DIRECTOR	Mwanjiru	Mwanjiru	Mwanjiru	
13	GEOFFREY NDIRI	✓		07522046	MOES	ASSISTANT DIRECTOR	Gandhi	Gandhi	Gandhi	
14	Dr. S. Mwanjiru	✓		07522046	MOES	ASST. DIR	Mwanjiru	Mwanjiru	Mwanjiru	
17	Mwanjiru	✓		07522046	MNMA	MOB. COORDINATOR	Mwanjiru			
18	MURRAY MURRAY	✓		07522046	IAE	ASS. LECTURER	Murray			
19	OLIVER KIMBLE	✓		07522046	IAE	ASS. LECTURER	Kimble			
20	Murini Njiru	✓		07522046	MOES	ASS. LECTURER	Njiru			
21	Sylvia Fushi	✓		07522046	ISW	ASS. LECTURER	Fushi			
22	Edgar R. Anzia	✓		07522046	IBRD	ASS. LECTURER	Anzia			
23	Kenneth Mwanjiru	✓		07522046	IBRD	LECTURER	Mwanjiru			
24	ELEN R. Mwanjiru	✓		07522046	IBRD	TUTOR	Mwanjiru			
25	EVERYONE FRANK	✓		07522046	IBRD	REPORTER	Frank			
26	Rehana Bwala	✓		07522046	IBRD	COORDINATOR	Bwala			
27	Michael Sima	✓		07522046	IBRD	COORDINATOR	Sima			
28	Grace Chacha	✓		07522046	IBRD	COORDINATOR	Chacha			
29	Peter Nigwe	✓		07522046	IBRD	ASS. LECTURER	Nigwe			

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ATTENDANCE

Event: International Conference on Professionalization on 14th and 15th Sept, 2022

Place: University of Dar Es Salaam Venue: Nkrumah Hall Duration: 15th September 2022.

NO	NAME	Gender		Phone Number	Organization	Designation	Email address	Signature		
		M	F					15/09/2022	16/09/2022	17/09/2022
51	Isaac Daniel	✓		07522046	DVV	FACILITATOR	Daniel			
52	James R. Mwanjiru	✓		07522046	IPDIA	RESEARCHER	Mwanjiru			
53	Joseph Mwanjiru	✓		07522046	IPDIA	RESEARCHER	Mwanjiru			
54	Murini Njiru	✓		07522046	IPDIA	STUDENT	Njiru			
55	BEZI Mwanjiru	✓		07522046	IPDIA	STUDENT	Mwanjiru			
56	MURRAY MURRAY	✓		07522046	IBRD	TEO	Murray			
6	GEOFFREY NDIRI	✓		07522046	IBRD	DELEGATE	Ndiri			
7	EVERYONE FRANK	✓		07522046	IBRD	STUDENT	Frank			
8	Rehana Bwala	✓		07522046	IBRD	STUDENT	Bwala			

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ATTENDANCE

Event: INTERNATIONAL CONFERENCE - ON PROFESSIONALISATION OF ADULT EDUCATION - 14TH & 15TH SEPT

Place: DAR ES SALAAM TANZANIA Venue: UNIVERSITY OF DAR ES SALAAM - NKRUMAH HALL Duration: 14TH SEPT, 2022

NO	NAME	Gender		Address	Organization	Designation	Signature		
		M	F				14 th SEPT 22	15 th SEPT 22	16 th SEPT 22
1	MURRAY MURRAY	✓		075505274	TANZANIA TECHNICAL	TEO	Murray		
2	Dr. Philip Sanga	✓		075513376	UBSM	Approvance Program	Sanga		
3	Dr. Philip Sanga	✓		075513376	UBSM	Lecturer	Sanga		
4	MURRAY MURRAY	✓		065349297	UBSM	Account Officer	Murray		
5	Murini Njiru	✓		075432933	DVV	Finance Manager	Njiru		
6	DANIEL MURRAY	✓		075376179	UBSM	IT	Murray		
7	Dr. P.S. Mwanjiru	✓		075522632	UBSM	Director of Studies	Mwanjiru		
8	HILDEGARD MURRAY	✓		075376179	UBSM	RAED	Murray		
	BEZI MURRAY	✓		075376179	UBSM	STUDENT	Murray		

NO	NAME	Gender		Address	Organization	Designation	Signature				
		M	F								
9	Edith R. Duma	✓		2005020M	RAU	RAU	14/Sept/22				
10	Kecorius Mungu	✓		BASINBA	CDIS	Anglican					
11	Abel S. Njiru	✓		DS-DCM	MOES	RAO					
12	Dr. Joel Kambo	✓		DULE	DULE	Aspirant					
13	Lucretia Ngunjiri	✓		11530100 PO-RACE	PO-RACE	ESMC					
14	JANEH O. JONAS	✓		OUTI-EPAND	OUTI-EPAND	LECTURER					
15	Dr. Flora Stephan	✓		DSM	COMAS	S. Lecha					
16	Christoph Post	✓		Germany	DVV-Inst	Director					
17	Maged Alex	✓		TZ	KTU	Director					



ATTENDANCE

Event: International Conference - on Professionalization of Adult Education - 14th - 15 Sept 2022.

Place: Da es valban - Tassense venue: University of Da es valban. Duration: 14th Sept, 2022.

NO	NAME	Gender		Address	Organization	Designation	Signature				
		M	F								
1	Prof. Shani Dumas	✓		1KS Box 35110	UJDSM	Director	14/Sept/22				
2	Dr. Zamboni Njiru	✓		OUTI Box 234220	OPEN UNIVERSITY	Lecturer					
3	ANGELA MALEWA	✓		MOEST	MOEST	ADMIN.					
4	VENANCE MANORI	✓		ESPOKON MOEST	MOEST	DBE					
5	MARIA MAIDE	✓		35048 UJDSM	UJDSM	A. Lecturer					
6	NICOLA ZANG	✓		OR-RAG	OR-RAG	PA OPIG					
7	Walter Mungu	✓		SOAF	SOAF	S/L					
8	MICHAEL TAYLOR	✓		UK-UNIVERSITY	UK-UNIVERSITY	A. ELU					

NO	NAME	Gender		Address	Organization	Designation	Signature				
		M	F								
9	Dr. S. Njiru	✓		7143 DSM	The Ministry system code on training IPP	Head - IPP	14/Sept/22				
1	MICHAEL SINDI	✓		50m-IPP	IPP	RESIDENT					
2	VALETH NGBANI	✓			TBCI	Journalist					
3	FLORA NDIHO	✓			TBCFA	Journalist					
4	EVERINE BEMUS	✓			TBCI	Journalist					
5	Selwyn Njiru	✓			Kaya Mungu	Journalist					
6	Paulina Mungu	✓			ATV	-11-					
7	Omara Randa	✓			Shu-TV	11-					
8	Chaghar Tab	✓			EATV	-11-					

ATTENDANCE

Event: International Conference - 14th - 15th September 2022, Tanzania Participants

Place: Davao Convention Center - Davao, Philippines

Duration:

NO	NAME	Gender M F	Address	Organization	Designation	Signature			
						13 th Sept 2022	14 th Sept 2022	15 th Sept 2022	16 th Sept 2022
1	Zakaria Alagani	✓	91201488	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
2	Jeffrey A. Ade	✓	63416688	ENR/ENR	Director	[Signature]	[Signature]	[Signature]	[Signature]
3	Tamara Alferoff	✓	63601233	ENR/ENR	Director	[Signature]	[Signature]	[Signature]	[Signature]
4	Christy Ann	✓	63601233	ENR/ENR	Director	[Signature]	[Signature]	[Signature]	[Signature]
5	Stefanos Scharafat	✓	63601233	MCE	CEO	[Signature]	[Signature]	[Signature]	[Signature]
6	Mullisa Arangan	✓	63601233	MCE	PC	[Signature]	[Signature]	[Signature]	[Signature]
7	Kate Kassa Getachew	✓	63601233	ENR/ENR	Director	[Signature]	[Signature]	[Signature]	[Signature]
8	FRANCIS KIMULIYOYE	✓	63601233	ENR/ENR	Director	[Signature]	[Signature]	[Signature]	[Signature]
9	Isabella J. J. J.	✓	63601233	ENR/ENR	Director	[Signature]	[Signature]	[Signature]	[Signature]
10	Joseph Alphonse	✓	63601233	MCE	ACU	[Signature]	[Signature]	[Signature]	[Signature]
11	Ruthie Poo Group	✓	63601233	MCE	PIBI	[Signature]	[Signature]	[Signature]	[Signature]

NO	NAME	Gender M F	Address	Organization	Designation	Signature			
						13 th Sept 2022	14 th Sept 2022	15 th Sept 2022	16 th Sept 2022
11	CHRISTOPHER OTI	✓	63601233	MCE	S. Leake	[Signature]	[Signature]	[Signature]	[Signature]
12	MORDECAI M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
13	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
14	GEORGE M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
15	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
16	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
17	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
18	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
19	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
20	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
21	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
22	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
23	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
24	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
25	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
26	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
27	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
28	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
29	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
30	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
31	STANLEY M. KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]

NO	NAME	Gender M F	Address	Organization	Designation	Signature			
						13 th Sept 2022	14 th Sept 2022	15 th Sept 2022	16 th Sept 2022
32	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
33	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
34	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
35	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
36	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
37	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
38	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
39	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
40	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]
41	FRANCIS KAMATI	✓	63601233	MCE	Director	[Signature]	[Signature]	[Signature]	[Signature]

ATTENDANCE

Event: International Conference on Professionalization of Adult Education - 14th - 15th Sept 22.

Place: Davao Convention Center - Davao, Philippines

Duration: 14th Sept 22.

NO	NAME	Gender M F	Address	Organization	Designation	Signature			
						14 th Sept 2022			
1	Jude M. M. M.	✓	63601233	MCE	Director	[Signature]			
2	Jude M. M. M.	✓	63601233	MCE	Director	[Signature]			
3	Jude M. M. M.	✓	63601233	MCE	Director	[Signature]			
4	Jude M. M. M.	✓	63601233	MCE	Director	[Signature]			
5	Jude M. M. M.	✓	63601233	MCE	Director	[Signature]			
6	Jude M. M. M.	✓	63601233	MCE	Director	[Signature]			
7	Jude M. M. M.	✓	63601233	MCE	Director	[Signature]			
8	Jude M. M. M.	✓	63601233	MCE	Director	[Signature]			

ATTENDANCE

Event: International Conference of Professional bodies of Adult Educators - 14th - 15th Sept, 2022.

Place: Durban - Durban Venue: Nkulunani Hall

Duration: 14th Sept, 2022

NO	NAME	Gender		Address	Organization	Designation	Signature			
		M	F				13/09/22	14/09/22	15/09/22	16/09/22
1	DVF Igfawah	✓		SOZED	UBSW	Dean				
2	ELLEN RHEBER SISAYIE	✓		KISARAWA FDC	KISARAWA	Principal				
3	Dr. Willem Mogwe	✓		Box 3395 DSM	ISW	Lecturer				
4	Peter Mogwe	✓		Box 3395 DSM	ISW	Asst Lecturer				
5	Dr. DEWANY Mogwe	✓		Box 3395 DSM	ISW	Lecturer				
6	WILLIAM SIBANE	✓		1871 DSM	MEKONG	Principal				
7	Pat. N. Bawija	✓		UBSW	UBSW	Asst. Dir. - K				
8	Min. V. M. M. Bogwe	✓		Box 3395 DSM	KFO	Principal				

NO	NAME	Gender		Address	Organization	Designation	Signature			
		M	F				13/09/22	14/09/22	15/09/22	16/09/22
9	MARGARET Mogwe	✓		07300556	MOEST	Assistant Principal				
	COLEBYEN Mogwe	✓		07557777	MOEST	Principal				
	LINDA Mogwe	✓		07300556	MOEST	Principal				
	WILLIAM Mogwe	✓		07300556	MOEST	Principal				
	REBEKA Mogwe	✓		0742746	IPOSA	Principal				
	JAMES R. Mogwe	✓		079 90778	IPOSA	Principal				
	MARY Mogwe	✓		07566655	IPSA	Principal				
	STEPHAN Mogwe	✓		0620 58704	IPSA	Principal				

NO	NAME	Gender		Address	Organization	Designation	Signature			
		M	F				13/09/2022	14/09/2022	15/9/22	16/9/22
9	Dr. Joseph M. Mogwe	✓			MOEST					
10	Dr. Magate M. Mogwe	✓		07561836	MOEST	MOEST				
	Dr. L. M. Mogwe	✓		07561836	MOEST	MOEST				
	William A. Mogwe	✓		07561836	MOEST	MOEST				
	Mogwe M. Mogwe	✓		07561836	MOEST	MOEST				
	IBRAHIM Mogwe	✓		06252550	IPSA	Principal				
	Margaret Mogwe	✓		0651-3473	IPSA	Principal				