Papers in Education and Development (PED)

A Journal of the School of Education at 50 Years of Age: A Brief Note on Its Long Journey

A note coinciding with the *International Conference on Education Policy and Curricular Reforms* (March 25-27, 2026) at the University of Dar es Salaam, Dar es Salaam, Tanzania

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1. Introduction

If *Papers in Education and Development* were a human being, it would—as of today—be a fully grown-up adult of only a few months past 50 years of age. It would be a long-married adult, a full-career officer in office nearing retirement, and, by East African cultural traditions, he or she would have been long married for some 20 to 25 years. At that age, this adult would be taking a seat alongside respectable elders in the community, judging, counselling, or reprimanding a youth gone astray.

It was for this very reason of a 50-year mark in life that the School of Education thought of giving its Journal, PED, a deserving recognition at its 50th year of running and operation since its inauguration way back in 1975. So, we beg the indulgence of this august Conference here today to simply allow us to say only a few "congratulatory, if nostalgic" things about this "house-born and house-grown" Journal of the School of Education.

Papers in Education and Development is one of the *earliest-and-oldest* four (4) journals published within this University system—ranking, historically, along with ***UTAFITI****, Journal of the Arts and Social Sciences* published by the-then Faculty of Arts and Social Sciences, ***Taamuli*** and ***The African Review****: Journal of African Political Development and International Affairs*, both these published by the Department of Political Science and Public Administration.

2. A Modest Start, Yet a Determined Beginning

When PED was inaugurated, the current School of Education was then a Department of Education in the-then Faculty of Arts and Social Sciences (FASS), where the Department of Education was one among eleven (11) departments that constituted the Faculty of Arts and Social Sciences [— these eleven departments were History, Geography, Sociology (and Social Anthropology), Political Science (and Public Administration), Theatre Arts, Foreign Languages and Linguistics, Economics, Literature, Statistics, Kiswahili and Education**]**.

The Journal was founded in 1975 in a clearly modest way, yet in a highly determined spirit. In 1974, the Department of Education established a postgraduate programme called "Master of Arts in Education (MAEd)", and, in fact, this programme was the primary impetus for founding the Journal. In a loudest voice sent out by the Head of Department on its day of inauguration, the Head, then Professor Geoffrey V.R. Mmari, said that the drive was "to encourage postgraduate students to discuss and analyse issues not only in an oral classroom environment alone but also in a practical, well-documented form for the sake of wider debate and practical articulation.

This idea of the purpose for a journal emerged from a four-day research tour [from the mainland] to Zanzibar in 1974 by the postgraduate class [who were only 7], together with one or two of their class tutors, including Professor James Breeden, a visiting professor on sabbatical leave from the Harvard Graduate School of Education. The visit to Zanzibar at that time was both soul-taking and mind-opening. At that time, any entry into Zanzibar— even the Mainland, which was the sister part of the Union— you were required to have a visa and a weeklong wait for clearance, with the safety-and-ethics requirements of the Isles Government. Surprisingly, for a "merely small" – Department on behalf of its maiden postgraduate class, things worked within a matter of one day. And when they visited the Isles, the class was given an open cheque to choose what they wanted to see and investigate!!

I suspect that, too, was one of the reasons for the unanimous agreement at the next Departmental Meeting to endorse a formal academic **Journal** for publishing research findings arising from unbiased, unhidden sources. With contingent plans for action—in terms of appointing an Editorial Committee to vet research papers, of justifying a budgetary line for the Department's expenditure, as well as for soliciting wider and comparative research materials—a first, *maiden issue* of the Journal was launched in April 1975 – a year after the Zanzibar episode.

That maiden issue of the Journal carried ***four scrupulously*** selected articles—one of which, as had originally been pledged, was a student research-based article. The research student in the very first cohort of the Master's programme, who contributed one of the four articles, was none other than our current professor on retirement, Victor Mlekwa: now retired, even though *not quite* tired! Prof: Mlekwa – there you are! The subject of his article was "Policy and Practice in Adult Education: A Research Report from Kahama". The other three articles were written by staff researchers.

The other three articles of the maiden issue were:

- The Role of Formal Education in Developing Countries: The Tanzanian Case (*by* Geoffrey V.R. Mmari);
- The Struggle for Socialist Education in Tanzania (*by* James P. Breeden); and
- Language Policy in Education: An Historical View (*by* Martha M. Mvungi).

3. The Journal's Editorial Policy and Activity over Time

At the beginning, the work of scouting for possible papers, seeking would-be article contributors, and editing such papers was **entrusted to one appointed colleague** on the Departmental Editorial Committee, informally assisted by

one or two members of the staff. The appointed colleague was, at that time, known as editorial coordinator-cum-convener. Soon afterwards, he or she was formally termed Editor, at the Head of a team of three or four colleagues making up an Editorial Committee. Some years later, this position of Convener/ Coordinator was formally elevated to Chief Editor, reporting to the Head of an Editorial Board.

For all the years, well until 2019, the School produced one issue per year, but allowed the possibility of producing two issues if material and financial resources permitted. It was only after 2029 that the publication rate was fixed as a matter of policy at **two issues** per year, allowing for greater space for researchers and writers, a wider readership, and a broader range of issues emanating from the expanded discipline of education.

Producing one issue per year was due to several constraints and challenges. For about 8 or 9 years (from 1975—1983), the Journal was published on mimeographed paper and, no doubt, hand-bound on tape, with hand-trimmed covers made with industrial knives borrowed from the University's Library printing unit. This was, literally speaking, a "manual" production, with limited copies in a time of shortage of writing and printing paper, particularly in the late 1970s and '80s.

Yet, for the departmental staff members, this did not matter and did not deter the spirit of writing, of open debate and 'publishing'—a spirit of subjecting publicly generated information and knowledge to tests for innovation and public utility in an open social system. That was the joy of "write-and-enable-others-to-know", a spirit that owes itself to the times of educational philosophers, not least the 17th-century Czech educator and theologian John Amos Comenius (1592-1670), and his dictum, "*Teach All Things to All Men*".

4. A Special Tribute to the Editorial Teams (1975-2026)

The School of Education's Journal has, in its history, been managed by nine (9) editorial boards, each serving for three to five years or more, with board members serving over different periods. The first two or three presiding editors were known then as "**Convener** or Coordinator" of the Editorial Committee, who later were termed Chief Editor of the Editorial Board. Table 1 shows the nine (9) chief editors to date, and their tenure.

Table 1: Chief Editors of Papers in Education and Development (PED) Journal, 1975-2026

1st	Laura Okumu	Institute of Education	Caribbean-Kenyan	1975→1977
2nd	Marjorie Mbilinyi	Dept. of Education	American Tanzanian	1978→1981
3rd	Janaki Tschannerl	Dept. of Education	Indian-German	1982→1984
4th	Donatus Komba	Faculty of Education	Tanzanian	1985→1989
5th	Justinian Galabawa	Faculty of Education	Tanzanian	1989→1993
6th	Issa Omari	Faculty of Education	Tanzanian	1994→1996
7th	Justinian Galabawa	Dept. of Education	Tanzanian	1997→2008
8th	Abel Ishumi	School of Education	Tanzanian	2008→2017
9th	Eustella Bhalalusesa	School of Education	Tanzanian	2018→present

Table 2 lists the entire roll of the editorial leader and the respective members of the committee/board for the period of the editorial leader's tenure.

Table 2: Convener/Chief Editor and respective Committee/Editorial Board members (1975-2026)

Under Laura **Okumu** (1975→1977)	1)Geoffrey R.V. Mmari 2) Marjorie Mbilinyi 3) Abel G. M. Ishumi	4) Gomo M.P. Michongwe 5) Simon Jiboku 6) James Breeden
Undder Marjorie **Mbilinyi** (1978→1981)	1)Martha Mvungi 2) S.T. Mahenge 3) Abel Ishumi	4) Moses P. Besha 5) Issa M. Omari 6) Geoffrey V. Mmari
Under Janaki **Tschannerl** (1981→1982)	1) Geoffrey V. Mmari 2) John Pendaeli 3) Abel G. M. Ishumi	4) D. Komba 5) Ruth Besha
Under Donatus **Komba** (1983→1989)	1) Abel G. M. Ishumi 2) John Pendaeli 3) Yosiah D. M. Bwatwa	4) Naomi B. Katunzi 5) H.J. Mosha 6) Kalafunja M. Osaki

Under Justinian **Galabawa** (1989→1993)	1) Abel G. M. Ishumi 2) John Pendaeli 3) Herme J. Mosha	4) Akundaeli S. Mbise 5) Julian G. Tetlow 6) Kalafunja M. Osaki
Under Issa M. **Omari** (1994→1996)	1) Akundaeli S. Mbise 2) Kalafunja M. Osaki 3) Philemon A. K. Mushi 4) Abel G. Ishumi	5) Suleman A. Sumra 6) George A. Malekela 7) Mwajabu K. Possi
Chief Editor Justinian **Galabawa** (1997→2008)	1) Abel G. M. Ishumi 2) Herme J. Mosha 3) Philemon A.K. Mushi 4) Rebecca Sima	5) C. Rubagumya 6) Willy Komba 7) J. Shehu 8) Kalafunja M. Osaki
Under Abel **Ishumi** (2009→2017)	1) Kitila Mkumbo 2) Mwajuma Vuzo 3) Blackson Kanukisya 4) Herme J. Mosha 5) Mwajabu Possi 6) Philemon A.K. Mushi	7) Daniel Sifuna 8) Peter Baguma 9) Peter N. Chonjo 10) Willy Komba 11) William Anangisye
Under Eustella P. **Bhalalusesa** (2017 →)	1) Blackson Kanukisya 2) Stephen Mabagala 3) Philipo L. Sanga 4) Albert Tarmo 5) Mpoki Mwaikokesya *PLUS* 6 *Advisory Editorial Panel members (internationals):* Daniel Sifuna (Kenya), Peter Baguma (Uganda), Francis Indoshi (Kenya), Des Hewitt (UK), Maria Hallitzky (Germany), Hanna Posti-Ahokas (Finland), Abel Ishumi (Tanzania)	6) Nkanileka L. Mgonda 7) Rose Upor 8) William A. Anangisye 9) Rebecca Sima 10) George Kahangwa

5. Thematic Trends in Educational Thought between the 1970s and 2000s

As one might notice, PED has travelled a long way, from modest beginnings to its current stature. Very, very broadly thinking, from the 1970s to the present, one could categorise much of the paper submissions and publications in PED into several major stages of educational thought and policy evolution in Tanzania.

From the 1975s to the 1980s, PED's article publishing focused on understanding, analysing, interpreting, and advocating national educational policy, namely *Education for Self-Reliance* [ESR].

Articles in Issue Number 1 (in 1975) —the maiden issue—focused squarely on matters, at that time, mostly troubling the conscience of the community in Tanzania. These conscience-troubling matters included a reform-conscious education sector, issues in the philosophy of 'Education for Self-reliance', the need for a socialised provision of formal education, a struggle for a clear national language policy, the need for equity through a reshaped adult and community education policy and administration in the largely rural sector in Tanzania, etc. Treatises on some of these issues were articulated in this maiden issue and in the ensuing issues for a long period thereafter. The first issue in 1975, as has been noted, looked at:

- The Role of Formal Education in Developing Countries: The Tanzanian Case (*by* G. Mmari);
- The Struggle for Socialist Education in Tanzania (*by* J. P. Breeden)
- Language Policy in Education: An Historical View (*by* M. Mvungi); and
- Policy and Practice in Adult Education: Research Report from Kahama (*by* Victor M. Mlekwa).

Issue # 6 (of April 1978) carried wider-ranging papers that reflected such concerns as:

- Approaches to Curriculum (*By* J. Pendaeli)
- Epistemology of Action Research (*By* Paul Oquist)
- Experimentation and Use of Statistical Techniques (*by* I. M. Omari);
- Implications of the Colonial Examination System in Secondary Schools and Tanzanian Underdevelopment, 1946—1961 (*by* F. B. Mukyanuzi);
- Problems of Primary School Radio Broadcasts in Tanzania Mainland (*by* S. T. Mahenge);
- Colonial Education in Tanganyika (*By* A. D. Mwampeta)
- A Book Critique: *Education and the Rise of the Corporate State* by J. H. Spring (Boston: Beacon Press, 1972) (*By* E. L. Nchimbi).

From 1980 to 1989, many papers critically analysed and interrogated national education issues and policies. The Journal itself was becoming increasingly visible across the country and the region (in Uganda, Kenya, Rwanda, and Burundi). Journal issues No. 9 and No. 10 had actually been processed and entirely produced on a sophisticated industrial linotype printing machine [at that time available at a Printing Press in Morogoro]. That printing-publishing facility in Morogoro had been imported into the country (from India) by a well-established company, whose chief executive was so nice and sympathetic that, during one of the print runs, he gave the Department a remission of one-eighth of the total bill for the entire production job. We were greatly "elevated" and thankful.

From the 1990s-early 2000s and thereafter, the papers submitted and published *moved more and more towards* analytical investigation and interrogation of a range of issues that authors considered critical to development, connected in Tanzania with the *Tanzania Development Vision 2025*.

From 2005/6, *PED* entered a much more sophisticated era of publishing of highly scrutinised and vetted submissions, along with an expanding internationalisation of its editorial forum, when both academics from Kenya and from Uganda (Professors Daniel Sifuna and Peter Baguma, respectively) were appointed onto the editorial board in order to expand the base of submissions as well as diversify circulation of journal messages. With effect from 2018, internationalisation of PED was facilitated further with the addition to its board of editors an increased group of international professionals to the *International Advisory Panel,* as it stands today (Daniel Sifuna, Professor in Kenya, sadly now late), Peter Baguma (Professor in Uganda), Francis Indoshi (Professor in Kenya), Des Hewitt (Professor in the UK), Maria Hallitzky (Professor in Germany), Hanna Posti-Ahokas (Senior Lecturer in Finland) and Abel Ishumi (Professor in Tanzania).

6. The Status of PED Today

Currently, PED ranks among some of the 'sister' journals in education (and in the social sciences in general) in Tanzania and eastern-southern Africa, including:

- *Eastern Africa Social Science Research Review* **[**EASSRR**]** published by the Organisation for Social Science Research in Eastern Africa (OSSREA) – based at the University of Addis Ababa in Ethiopia;
- *Southern Africa Review of Education* **[**SARE**]** – the official Journal of the

Southern African Comparative and History of Education Society (SACHES), based in South Africa – http://www.saches.co.za)

- *International Journal of Educational Development* [IJED], based in the UK, published by ELSEVIER – http://www.elsevier.com;
- *Educational Research Review* – published by the European Association for Research on Learning and Instruction (EARLI), published by ELSEVIER, and others.

On a latest score, PED has (since June 2025) been published under the imprint of the Netherlands-based Brill Academic Publishers [now part of De Gruyter Brill]. To us, this is a positive development in terms of further scrutiny of submissions, greater demand for quality outputs, and a wider readership.

7. Has PED Played Its Role as Per Its Original Vision?

One key and yet genuine question that might be asked by anyone and from any quarter stands: 'Is PED today playing the role as it pledged in its original vision of the April 1974 staff meeting of the Department of Education?

I humbly leave this question in the hands of the-now School of Education. It is, in the final analysis, a question for readers. For, as everyone would agree, no physician would ever be a competent professional to diagnose himself. However, let me mention some of the prime principles the PED Editorial Board established early in its work in order to bolster the quality of the Journal as part of its Vision and Mission:

(1) The principle of acceptance or non-acceptance of submissions based on "**scientificity**" and "**originality"** of the research paper;

(2) The principle of **peer-reviewing** [having the submission read and reviewed by more than one person in order to avoid bias, favouritism or subjectivism]; *and*

(3) The principle of a "**doubly-blind**" review [where identities of both the author and the reviewers (referees) are hidden [i.e. where author and reviewer do not know each other for purposes of hiding personal human factors in judgement].

8. Conclusion

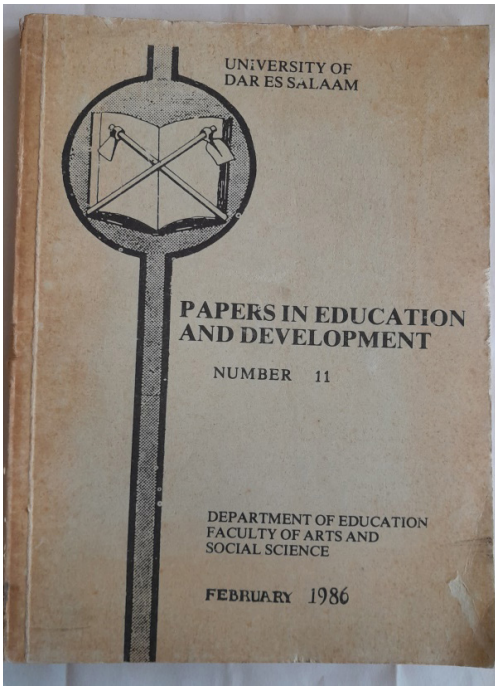
In brief, this is enough on the modest beginnings and journey of PED in the last 50 years. Martin Luther King Junior, the late American Baptist minister and civil rights crusader, used to say: "If I cannot do great things, I can [still]

do small things in a great way". The *PED* Editorial Board has laboured on many fronts to grow and adapt an indigenous journal towards directions that would work and show impact within a rapidly changing society and a rapidly changing education system. It was not always easy to achieve this. Its resolve, at 50 years of age, is to continue trudging on and improve itself where it falters to survive another 50 years and beyond. Hence, a quiet and meek celebration today. Happy birthday, PED!

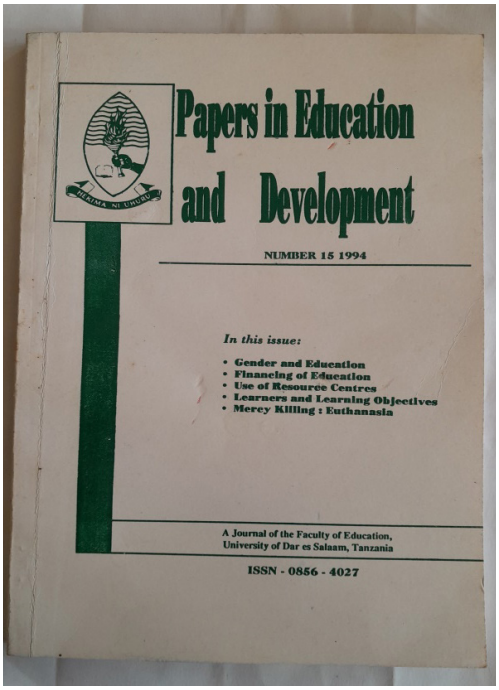
APPENDICES

A Random sample of the PED Journal book cover designs over the years

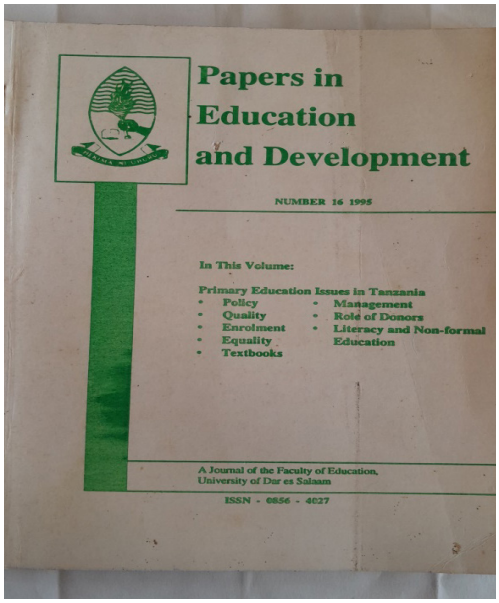
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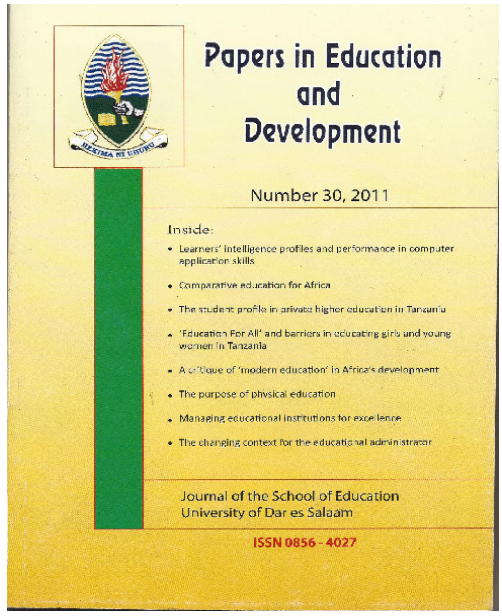
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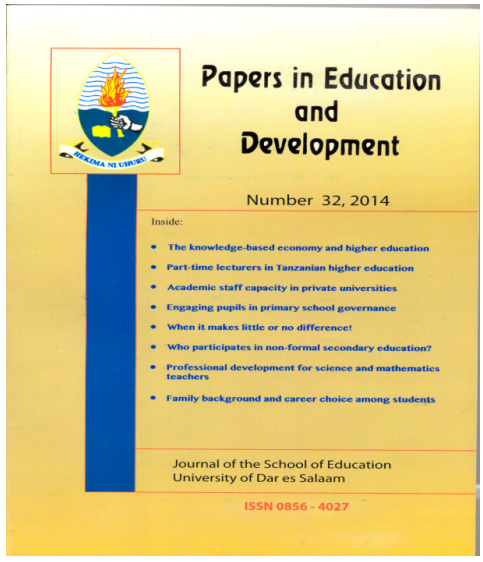
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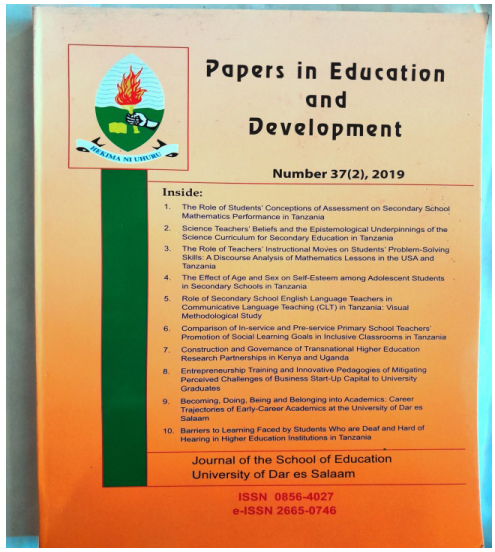


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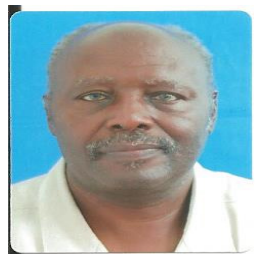


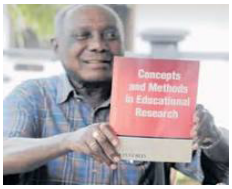
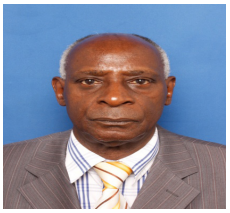
PED No. 32 (2014)



PED No. 37(Volume 1) (2019)	**PED** No. 37(Volume 2) (2019)
	

PED Editorial Board Members over the Years (1975 – 2026)

1			
Laura Okumu (Caribbean-Kenyan) Chief Editor 1975-1977	James Breeden (African-American)	 Marjorie Mbilinyi (American-Tanzanian) Chief Editor 1978-1981	Janaki Tschannerl (Indo-German) Chief Editor 1981-1982
Simon Jiboku (Nigerian)	Gomo P. Michongwe (Malawian)	 Geoffrey V. Mmari (Tanzanian)	 Donatus Komba (Tanzanian) Chief Editor 1982-1989
 Julian G. Tetlow (British)	 Casmir M. Rubagumya (Tanzanian)	John Pendaeli (Tanzanian)	 Martha M. Mvungi (Tanzanian)
Ruth Besha (Tanzanian)	 Kalafunja Osaki (Tanzanian)	 Suleman A. Sumra (Asian-Tanzanian)	 Akundaeli S. Mbise (Tanzanian)

2			
 Willy Komba (Tanzanian)	Satoki T. Mahenge (Tanzanian)	Yosiah D.M. Bwatwa (Tanzanian)	 Justinian C.J. Galabawa (Tanzanian) Chief Editor, 1989-1993
 Daniel Sifuna (Kenyan)	 Naomi B. Katunzi (Tanzanian)	 Issa M. Omari (Tanzanian) Chief Editor, 1994→1996	 Justinian Galabawa Chief Editor, 1997-2008
J. Shehu (Nigerian)	 Peter Baguma (Ugandan)	 Abel G. Ishumi (Tanzanian) Chief Editor, 2008-2017	 Herme J. Mosha (Tanzanian)
 William A.L. Anangisye (Tanzanian)	 Mwajabu K. Possi (Tanzanian)	 Kitila Mkumbo (Tanzanian)	 Mwajuma Vuzo (Tanzanian)

3			
 Eustella P. Bhalalusesa (Tanzanian) (Chief Editor, 2018-)	 Philemon A.K. Mushi (Tanzanian)	 Rebecca Sima (Tanzanian)	 Blackson Kanukisya (Tanzanian)
 Philipo Lonati Sanga (Tanzanian)	 George Kahangwa (Tanzanian)	 Nkanileka Loti Mgonda (Tanzanian)	 Albert Tarmo (Tanzanian)
 Stephen Mabagala (Tanzanian)	 Rose A. Upor (Tanzanian)	 Michael Mpoki Mwaikokesya (Tanzanian)	 Joseph C. Pesambili (Tanzanian)
International Panel of Advisers (*As from year 2017/19*)			
 Daniel Sifuna, Professor – Kenya	 Peter Baguma, Professor – Uganda	 Abel Ishumi, Professor – Tanzania	 Francis Indoshi, Professor – Kenya

		
Des Hewitt, Professor – UK	Maria Hallitzky, Professor – Germany	Hanna Posti-Ahokas, Senior Researcher – Finland