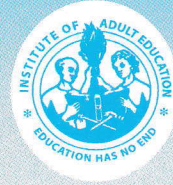


**MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY**

INSTITUTE OF ADULT EDUCATION



**ALTERNATIVE SECONDARY EDUCATION
PATHWAY**

LIFE SKILLS EDUCATION FRAMEWORK



OCTOBER, 2022

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

INSTITUTE OF ADULT EDUCATION



**ALTERNATIVE SECONDARY
EDUCATION PATHWAY**

LIFE SKILLS EDUCATION FRAMEWORK

Developed by the Department of Education, South Africa, in collaboration with the Institute of Adult Education. This framework is designed to provide a structured approach to life skills education for learners in the alternative secondary education pathway. It focuses on equipping learners with essential skills for personal, social, and economic well-being. The framework is based on the National Curriculum Statement for Life Skills Education and is intended to be used as a guide for curriculum development and delivery.

OCTOBER, 2022

Institute of Adult Education, 2022

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PREFACE

The Institute of Adult Education (IAE) intends to empower the youths and adults to study successfully; live a better and acceptable life and become responsible citizens. Teaching of life skills in secondary education through the alternative pathway is a strategy towards achievement of this intention. This Framework is prepared as a tool to provide general directives concerning the practice of life skills teaching and learning in the Programme.

The Framework explains the rationale for having life skills component in this programme. It also defines life skills areas, their distribution across stages, teaching and learning modes and methods of assessment. Moreover, the Framework informs the development of life skills teaching and learning materials and the development of life skills among the youths.



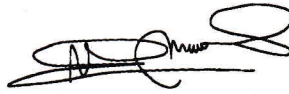
.....
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ACKNOWLEDGEMENT

The preparation of this life skills education framework has been accomplished through the efforts from different experts in their different capacities within the IAE. The IAE Management profoundly acknowledges them all for their valuable devotion, commitment, time, and energy. It is indeed impossible to mention all of them individually but intense acknowledgements are extended to them in the development of this document.

Furthermore, the IAE Management extends sincere appreciation to the Ministry of Education, Science and Technology through SEQUIP project for financial support which has enabled smooth accomplishment of this Framework.

The cordial gratitude is extended to all individuals who in one way or another contributed to making this document a reality in its present form. Thank you all.



.....
Dr. Michael W. Ng'umbi
Director
Institute of Adult Education

TABLE OF CONTENTS

PREFACE.....	iii
ACKNOWLEDGEMENT.....	iv
ACRONYMS AND ABBREVIATIONS.....	1
1.0 LIFE SKILLS IN ASEP.....	2
1.1 Introduction.....	2
1.2 Meaning of Life Skills.....	2
1.3 Rationale of Life Skills in AEP.....	3
1.4 Objectives.....	4
1.5 Theoretical Framework Underpinning AEP Life Skills Education.....	5
2.0 STRUCTURE OF LIFE SKILLS.....	10
2.1 Introduction.....	10
2.2 Life Skills Key Domains.....	10
2.4 Session Meeting and Time Allocation.....	11
3.0 TEACHING AND LEARNING OF LIFE SKILLS.....	12
3.1 Life Skills Delivery Modes.....	12
3.2 Medium of Instruction.....	12

3.3 Assessment Methods.....	13
4.0 LIFESKILLSTEACHINGANDLEARNINGMATERIALS.....	14
4.1 Introduction.....	14
4.2 Learner's Module.....	14
4.3 Facilitator's Guide.....	14
5.0 LIFE SKILLS COMPETENCES, PEDAGOGY AND ASSESSMENT MATRIX.....	15
REFERENCES.....	21

ACRONYMS AND ABBREVIATIONS

AEP	Alternative Education Pathway
ASEP	Alternative Secondary Education Pathway
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
IAE	Institute of Adult Education
ODL	Open and Distance Learning
PYD	Positive Youth Development
SDGs	Sustainable Development Goals
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization

1.0 LIFE SKILLS IN ASEP

1.1 Introduction

Life skills are increasingly being recognized as important elements in different educational programmes especially those designed for youths. They are perceived to be necessary for secondary education learners through ASEP in Tanzania. This chapter introduces the concept of life skills and life skills education, and it highlights the importance and objectives of life skills education in ASEP.

1.2 Meaning of Life Skills

Life skills are generally understood as social and behavioural abilities that enable an individual to successfully live a fruitful life. They are learned through practice and include knowledge, skills, and attitudes an individual need to develop healthy identities at self and as a part of a group and make responsible and caring decisions. UNICEF defines them as “a behaviour change or behaviour development approach to address a balance of three areas: knowledge, attitude and skills”. World Health Organization (WHO) defines life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. They are those skills which enable individuals to translate knowledge, attitudes and values regarding their concerns into well informed and healthy behaviours.

1.3 Rationale of Life Skills in AEP

The current generation is growing up in a complex world where they are ultimately required to take charge of their own future and the future of their children. Youths and young adults need to have skills on how to make informed choices and transform to characters who are empowered with knowledge, skills, and attitude to navigate challenges and become successful in education and labour market. While life skills are important for everyone, adolescents and the youths are internationally recognised as “at risk group” International frameworks such as the Sustainable Development Goal (SDG) number 4 – emphasized on quality education provision that include addressing causes of school drop-out and gender disparities such as early and unintended pregnancies, gender based violence and gender discrimination. Goal number 5 reemphasizes on reducing gender inequality through empowering girls in their communities, improving their prospects, income, and engagement like boys; promoting attitude and values that support gender equality and challenge gender norms.

Life Skills Education has been emphasized in Tanzania Education and Training Policy (2014) and Education Sector Development Plan 2016/17 – 2020/21 for Tanzania mainland through emphasizing on fostering among learners a sense of self-confidence, tolerance, and high respect for all people irrespective of race, gender, geographical location, and disabilities.

Since 1975, the IAE has primarily been kin in implementing Tanzania's programme of secondary education through alternative pathway and build great experiences on challenges that the youths and adults have faced and collected lessons on curriculum integrating life skills education. It has been recognised that the AEP's enrolled youths and adults have diverse life and learning challenges that needs extensive/improved contextual set of skills to address and support this group. Majority of the learners in the AEP are in transition from early adolescence to adulthood; their study environment accommodates learners of varying ages, societal roles, and high-risk behaviours. Life skills are substantially needed in protecting and empowering these future promise holding groups to make them productive members of their society.

AEP beneficiaries continuous monitoring and evaluation reports revealed that intrapersonal skills, inter-personal skills, cognitive skills, sexual and reproductive health education, ethical and moral education, and leadership skills are among key set of skill demand.

1.4 Objectives

The objective of life skills education in AEP is to enable the learners to overcome the challenges of life with confidence and courage to achieve successful learning and living. Specifically, life skills education provides them with

- i) **Self- awareness** (self-management, manage self-emotion, dealing with risk situations, and live healthy life.
- ii) **Social-awareness** (interact/live with others-dealing with peer pressure)

- iii) **Self-efficacy** (be empowered to make informed decisions and appropriate choices, conduct accepted behaviour in the society, acquire leadership skills, among many).

1.5 Theoretical Framework Underpinning AEP Life Skills Education

The AEP's Life Skills education is built on two main theories: Adult Learning Theory and Positive Youth Development Theory.

1.5.1 Adult Learning Theory

The theory was developed by Malcolm Knowles in 1968. Adult Learning Theory or andragogy explains how adults learn differently from children. It aims to show how adult learning is distinct and identify the learning styles which suit them best. Life Skills in AEP's will align with the core objective of the strategy of supporting youths and adults. As such, these life skills are designed to accommodate principles of adult learning such as:

- i) **Participatory**: participants have contribution on skills they need to work on mostly;
- ii) **Active**: applies brainstorming, case studies, role play, and discussion to engage learners more than long lectures;
- iii) **Experience-based**: practice, practice, practice!
- iv) **Reflective**: provides learners time to process and reflect on what they are learning;
- v) **Respect the Learner's Experience**: provides chances to learners to share their ideas and experiences;
- vi) **Goal-focused**: engage learners so that they can translate and connect what they learnt to the larger of Adult Learning Pathways initiative;

1.5.2 Positive Youth Development Theory

The Youth Development Framework is adapted from USAID “Youth Power’s Positive Youth Development” (PYD). The PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.” so that youths are empowered to reach their full potential. This framework emphasizes that, for youth interventions to achieve a desirable outcome “Asset”, “Agency”, “enabling Environment” and “Contribution” are paramount indicators.

- i) **Assets:** requires availability of necessary resources and skills to achieve desired outcomes. ASEP’s Life skills education is an asset that provide its beneficiaries “skills and support” to refocus, challenge gender norms, and achieve their goals.
- ii) **Agency:** Requires the Youth to have abilities to employ their assets and aspirations to make their own decisions about their lives and set their own goals, finally to put the goals into actions to achieve desired outcomes without fear of violence or retribution. ASEP’s Life Skills build on this indicator of “Agency” through providing leaners with empowerment through skills, knowledge and relevant information obtained in self modules that necessitate necessary changes in their lives and the life of others.
- iii) **Enabling Environment:** It requires to ensure that, youths are surrounded by an enabling environment that maximizes their assets, agency, access to services and opportunities, and ability to avoid risks, while promoting their social and emotional competence to thrive. ASEPs provide youths and adults with an alternative learning opportunity, facilities, cognitive and non-cognitive (life skills) skills to resiliently achieve their future

goals. Trusted adult guidance and counselling, and trained teachers are also available to support enabling environment for learners.

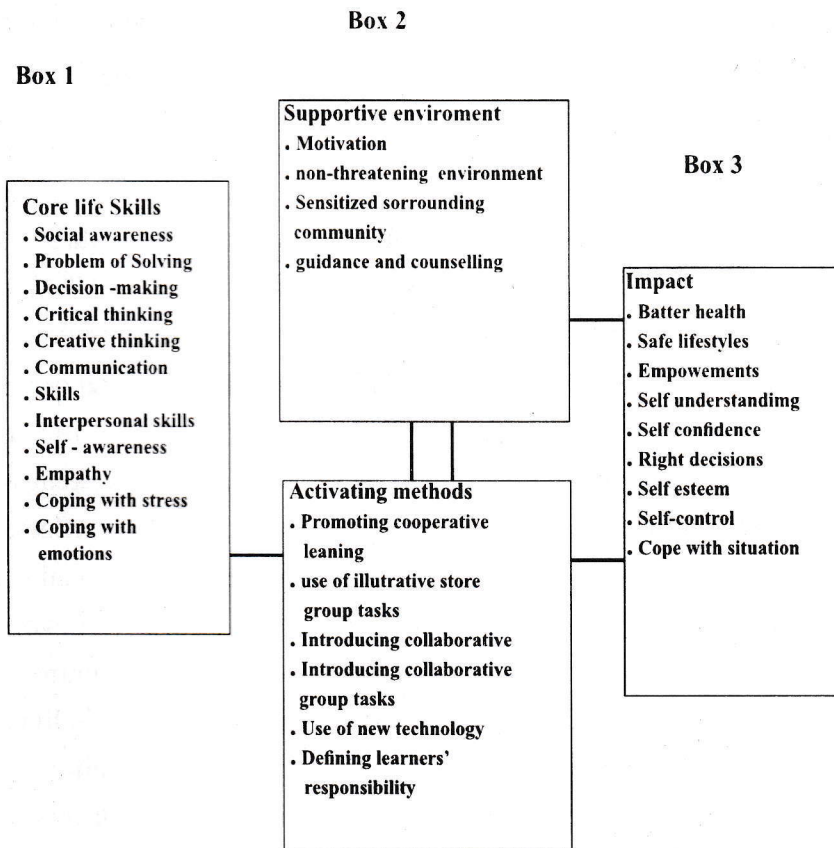
- iv) **Contribution:** ensures that youths are encouraged, recognized and are able to be involved in and lead through various channels as a source of change for their own and their communities' positive development. ASEP's life Skills provide youths and adults with opportunity to practicing the skills they learn to make positive changes in their lives and the community at large including care of their children.

1.5.3 A Model Supporting Provision of Life Skills in ASEP Programme

This model is constructed to represent the main components to be considered during the provision of the life skills education in ASEP programmes. The model is a useful tool to AEP beneficiaries to decide which set of life skills should be learned by the AEP learners. The model (**Box 1**) identifies a core set of life skills for the promotion and wellbeing of AEP learners. Developing new skills is initially difficult and requires a great deal of perseverance and support. Many practice sessions need to be set up to master a skill. In addition, each learner must have opportunities to receive feedback and reflect on how to improve their newly acquired skills. **Box 2** represents the entire implementation of Life skills education programme whereby educators and facilitators must build trust and provide a non-threatening environment. The model asserts that if youths are provided with the opportunity to learn

skills in a supportive environment, they can confidently manage their lives in a positive manner while serving as valuable resources to their friends, families and community. Since life skills leads to behavior change in real life situations, the surrounding community also needs to be sensitized so that they can reinforce the positive behavior of youth. However, **Box 3** identifies how life skills have been developed. Life skills activities provide opportunities to understand and assimilate information and to reflect on one's beliefs and attitudes. Activating methods help AEP learners to share experience and practice skills thus linking with their daily lives. These efforts, when encouraged in a supportive environment leading to changes in behaviour.

Figure 1: Model for Supporting Provision of Life Skills in ASEP Programmes



2.0 STRUCTURE OF LIFE SKILLS

2.1 Introduction

This chapter presents AEP's core life skills domains to be focused, dosage, session meetings, (their distribution across the programme) and time allocated. In addition, the chapter presents life skills pedagogy, and assessment.

2.2 Life Skills Key Domains

The ASEP's Life Skills Education focuses on three key domains: self-awareness, social-awareness and self-efficacy. The key domains will be built to learners through several life skills competencies and demand driven healthy, gender and environmental information. As such the development of life skills modules will focus on six key areas such as Self-Awareness to achieve intrapersonal skills necessary for an individual reflections and change; and Social Awareness to achieve inter-personal skills where an individual effectively interact with others. The two first key domains will be learnt at Stage I of the ASEP programme. The last domain is Self-Efficacy which aims at achieving an individual level of empowerment to have cognitive skills such as self-control, manage self-emotion, decision making, dealing with risk situations (Problem solving), critical thinking, etc. and this Domain will be implemented in Stage II of the Life Skills module structure.

The domains will build on competencies for learners to dwell into other key areas that showed specific skills demand in supporting learners to deal with their daily experiencing challenges. These

areas include sexual and reproductive health education, gender and environment, ethical and moral education, and leadership skills. These contents will be learnt at Stage II. The three domains are critical in youths and adults lives for enabling them to thrive in learning journey and in life.

2.3 Dosage

In ASEP programme, the Life Skills education has two stages; Stage I equivalent to Form I and II in formal system and Stage II equivalent to Form III and IV. The competences of Life Skills in ASEP programme will be facilitated in a continuing manner. A full benefiting learner will receive a total of 36 sessions per year (Stage I and II) and a total of 72 sessions for completion of their ASEP programme.

2.4 Session Meeting and Time Allocation

In every week of study, a single period of one hour will be allocated for Life Skills. A learner will be advised to use more time to study privately by interacting with the module content in addition to facilitators support through centres-based on Life Skills session facilitation.

3.0 TEACHING AND LEARNING OF LIFE SKILLS

3.1 Life Skills Delivery Modes

Life Skills are developed not only in classroom context but also outside classroom through sports, peer group activities, guidance and counselling, just to mention the few among many. Life Skills sessions will be in the centre's academic schedule where the facilitators will reinforce self-learning materials' contents during the session. While some learners will choose to learn independently through open and distance learning (ODL) while others will attend normal classes.

3.1.1 Teachers professional development on life skills

Qualified facilitators will be recruited to teach Life Skills. Facilitators will be trained on Life Skills along with other academic subjects once a year. They will be provided with coaching through quality assurance designed tool that provides opportunity for constructive feedback and improvement. Classroom observation tool shall be as part of assessing and support teachers' competencies in facilitating Life Skills education.

3.2 Medium of Instruction

The medium of instruction for Life Skills will be Kiswahili. The language is proposed because many interactions and experiences of Tanzanian youths and adults are in Kiswahili context and the society in which they live speaks Kiswahili. Life Skills are effectively built in the supportive, safe, and comfortable context.

3.3 Assessment Methods

To ensure that learning is taking place, two types of assessment shall be conducted: diagnostic assessment and continuous assessment. Assessment shall be conducted in the whole course of learning. It involves actual life practices or task-based practice assignments and competence reflection in each topic.

Since it serves as supportive to successful learning of secondary education subjects, and due to the nature of Life Skills, the component will not involve written examinations. Neither will it be meant for certification. Only a general teaching and learning achievement report will be provided by filling in a special report form that will be designed.

In Life Skills, assessment will be conducted by both learners and facilitators. The learner will conduct self-assessment aimed at reflecting on his or her learning needs and learning progress. Through this assessment, he/she will make self-reflections regarding what he/she has learnt and identify strengths and weaknesses for improvement. Reflective portfolio will be used by the learners and will be submitted to the learning centre coordinator who will assess them under pass or fail basis.

4.0 LIFE SKILLS TEACHING AND LEARNING MATERIALS

4.1 Introduction

The main teaching and learning materials of Life Skills in AEP learning centres are learner's module, facilitator's guide and other reference materials. This chapter describes these three tools, i.e. learner's module, facilitator's guide and other reference materials.

4.2 Learner's Module

Every learner will have access to a learning module prepared purposively to be used by the learner. The material has got descriptions and learning tasks, including reflections and exercises. A learner will be free to learn any Life Skills at any time depending on his/her need by using the module. However, for the purpose of classroom teaching and learning, Life Skills contents are organized in a sequence that enables the facilitator to follow accordingly.

4.3 Facilitator's Guide

The facilitator will use facilitator's guide in addition to learner's module. The teaching/learning content that build required competencies in the guide is organized in the same sequence as it is in the module. The facilitator will need to consider all the tasks and procedures prescribed in the guide.

In some instances, the facilitator may replace some recommended tasks and procedures. He/she may also attempt to add more or reduce some tasks or procedures as he/she may find it appropriate for effective learning process.

5.0 LIFE SKILLS COMPETENCES, PEDAGOGY AND ASSESSMENT MATRIX

No.	Life Skills Domain	Specific Life Skills Competencies	Learning Outcome	Pedagogy	Teaching/ Learning Materials	Assessment Methods
1.	Self-awareness.	<p>Applied intrapersonal skills to live a successful life: including self-confidence, self-management, manage emotions, dealing with risk situation, be a better and responsible person. Live healthy life</p>	<ul style="list-style-type: none"> • Learners build a strong sense of self understanding and self-belief that they have inner-worth. The matter can describe positive attributes, strengths, and talents that they possess to contribute positively to their family, and community • Learners 	<ul style="list-style-type: none"> • Case study • Focused group discussion • Question and answers • Punctuated lecture • Occupation visit 	<ul style="list-style-type: none"> • Marker pens • Flip charts • Life skills module • Worksheet • Sample situations • White boards 	<ul style="list-style-type: none"> • Observation • Personal evaluation • Assignments

2.	Social awareness	Applied skills successfully live with others such as communication, manage peer pressure, make informed decisions and negotiation skills.	<ul style="list-style-type: none"> Learners can apply interpersonal skills that help them to interact live with others. Learners can develop effective communication, manage negative peer pressure, and have ability to negotiate off between him/herself and others. 	<ul style="list-style-type: none"> Guest speaker Focused group discussion Question and answers Punctuated lecture Occupation visit Story telling Testimonials 	<ul style="list-style-type: none"> Marker pens Flip charts Life skills module Worksheet Sample situations White boards 	<ul style="list-style-type: none"> Observation Personal evaluation Assignments Portfolio
3	Self efficacy	Applied skills on make informed decisions and appropriate choices, creativity, conduct accepted	<ul style="list-style-type: none"> Learners can make informed decisions and appropriate choices in their lives and 	<ul style="list-style-type: none"> Case study Focused group discussion Question and answers 	<ul style="list-style-type: none"> Pictures Video clips Models Marker pens 	<ul style="list-style-type: none"> Observation Personal evaluation Assignments Portfolio

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