

**MINISTRY OF EDUCATION, SCIENCE AND  
TECHNOLOGY INSTITUTE OF ADULT EDUCATION**



**ALTERNATIVE SECONDARY EDUCATION  
PATHWAY IMPLEMENTATION GUIDELINES**

**AUGUST, 2022**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

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## ACRONYMS AND ABBREVIATIONS

AEP	Alternative Education Pathway
ASEPLC	Alternative Secondary Education Pathway Learning Centre
ASEP	Alternative Secondary Education Pathway
CBOs	Community Based Organisations
BEST	Basic Education Statistics in Tanzania
COL	Commonwealth of Learning
CSEE	Certificate of Secondary Education Examination
DAEO	District Adult Education Officer
DCSQA	District Chief School Quality Assurer
DSEO	District Secondary Education Officer
EMIS	Education Management Information System
EPforR	Education Programme for Results
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
FBOs	Faith Based Organizations
IAE	Institute of Adult Education
LGA	Local Government Authorities
MDGs	Millennium Development Goals
NECTA	National Examination Council of Tanzania
NGOs	Non-Governmental Organisations
ODL	Open and Distance Learning
PO-RALG	President's Office-Regional Administration and Local Government
QT	Qualifying Test
RAEO	Regional Adult Education Officer
REO	Regional Education Officer
RRT	Regional Resident Tutor
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
SEDP	Secondary Education Development Plan
SEQUIP	Secondary Education Quality Improvement Project
TIE	Tanzania Institute of Education
TIN	Taxpayer Identification Number
UDHR	Universal Declaration of Human Rights
WEO	Ward Education Officer

## FOREWORD

Globally, education has been regarded as a tool for human development which forced various international organizations to issue Conventions and Treaties to promote education right to all people. UNESCO in particular issued International Convention against Discrimination in Education in 1960 from which Tanzania ratified it in 1978. This reveals the commitment of Tanzania towards ensuring education for all regardless of gender, disability and socio-economic status. The Tanzania Vision 2025 advocates for a well-educated and learned society. The education is thus regarded as a tool of improving creativity and innovation in order to respond to development challenges and enable Tanzanians to compete effectively at regional and international levels.

The ASEP Guidelines have been developed within the Framework of Education Sector Development Programme under Secondary Education Sub-Sector in alignment with Secondary Education Quality Improvement Programme directed towards providing an alternative chance for drop-outs and other groups of out of school youths and adults who want to attain secondary education.

The Alternative Secondary Education Pathway (ASEP) programme is supervised by the Ministry of Education, Science and Technology (MoEST) through the Institute of Adult Education (IAE) in collaboration with President's Office Regional and Local Government (PO-RALG). The role of IAE is to set standards for running the ASEP programme as the Government organ mandated to implement non-formal education. PO-RALG provides learning infrastructure and human resources who facilitate Government-based Alternative Secondary Education Learning Centres.

The preparation of these guidelines is geared towards leading programme implementers on achieving the goal of providing secondary education to a wide range of groups which cannot enroll in conventional secondary education setting. These groups constitute the adults and youths who missed opportunity of attending or completing secondary school due to different reasons including primary school leavers who have not been selected to join secondary school, truancy, sick, early marriage and pregnancy. The groups also include the youths and adults from disadvantaged and marginalized groups who have difficulty in accessing secondary education in the formal system.

The demand for secondary education is increasing significantly. Since the introduction of the Education Sector Development Programme, most people have awakened and recognized the importance of education to their own lives. This led to a great number of people to need Secondary Education which in turn resulted into mushrooming of uncoordinated secondary education learning centres whose facilities and standards are questionable. The existence of such centres with unregulated learning environment, learning materials, teachers and time of learning; calls for the development of guidelines which will act as benchmark for operating the learning centres in ASEP. Moreover, since most of the learners face personal, family, psychological and economic challenges; the nature of learners need an organized learning system with proper learners' guidance and counselling mechanism.

These guidelines aim at putting in place a structure and procedure with defined roles of each organ and actors in the implementation of the programme. They establish quality assurance mechanism ensuring smooth and efficient way of implementing ASEP. They further establish standards through which implementers will be required to abide so as to

ensure quality of the education provided.

The IAE has been providing correspondence/distance education since 1972 through postal services which brought significant achievement in human resource development. It has extensive experience in developing adult and non-formal programmes in secondary and other post primary programmes. Such vast experience and resources are focused on improving quality of ASEP by working with various stakeholders. The service providers registered by IAE will be given a legal recognition and they will enjoy technical assistance in running the programme. Therefore, I urge all the service providers to strictly adhere to these guidelines.



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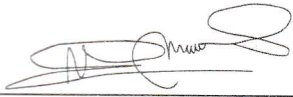
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**Commissioner for Education**  
**Ministry of Education, Science and Technology**

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Finally, cordial gratitude is extended to all stakeholders who have contributed in one way or another to the preparation of this document. Thank you all.



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Dr. Michael W. Ng'umbi

**Director**

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## EXECUTIVE SUMMARY

Tanzania has a large number of different providers of secondary education through non-formal or ASEP whose learning centres are not yet coordinated. These centres operate differently particularly in terms of basic aspects like content, methods, teachers, learners, materials, time, assessment, learning environment, communication and administration. There is also a high demand for secondary education among out-of-school youths and adults who for various reasons cannot join formal secondary schools. These guidelines therefore put in place modalities for such centres to be accepted and recognised by other stakeholders such as MoEST, employers, professional and regulatory bodies. Successful implementation of these guidelines will promote smooth and effective educational operations in the learning centres. On the other hand, the guidelines will enable more out-of-school youths and adults to access secondary education through a reliable system.

This document has five chapters. Chapter One covers sections such background information, purpose and rationale of the guidelines, and concepts related to ASEP. It shows intention to provide clear modalities through which ASEP learning centres will be aligned to acceptable educational practices. It also provides brief clarifications on the relevant and related concepts on ASEP to enable common understanding among readers. The concepts include Alternative Secondary Education Pathway, non-formal education, open schooling, open learning, distance learning, ASEP learning centre and face to face teaching. It as well describes both the international and national policies and frameworks underpinning the guidelines.

Chapter Two focuses on institutional arrangements indicating the roles of organs from national to learning centre levels. It clarifies the roles of specific actors at each level and clarifies categories of ASEP service providers and partners/collaborators. It also indicates vertical and horizontal communication channels among service providers, technical advisors and clients. It further addresses the implementation of ASEP which involve a variety of stakeholders whose communication among them is critical.

Chapter Three provides important details on registration of ASEP learning centres and learners. It as well shows the necessity for them to acquire IAE registration. It similarly states the criteria and procedures for learning centres' registration. Moreover, it clearly shows the procedure for enrolling and registering ASEP learners and their registration for various external examinations. It thus covers information that stakeholders would need to know as far as registration is concerned.

Chapter Four illuminates on ASEP programme organisation. It describes the main categories of ASEP target learners to be served, curriculum and syllabi of ASEP programme, modes of delivery of programme as well as stages of learning in programme. It also describes the teaching and learning resources, learners support services, modality of conducting assessment and certification of the programme.

Chapter Five provides elaboration on concepts and matters of quality assurance and control in ASEP programme. It stresses the importance of quality assurance and control in ASEP programme, parameters for quality assurance and criteria that should be considered in maintaining quality in ASEP programme. It also insists on mechanisms of quality control and monitoring and evaluation of programme.

It is expected that these guidelines will enable the IAE and ASEP stakeholders to plan and strategize towards improvement of quality, efficiency and effectiveness of learning activities. It is essentially aimed at guiding how IAE will effectively collaborate with other stakeholders for smooth provision of secondary education to the out-of-school population through ASEP.

# CHAPTER ONE

## INTRODUCTION TO ASEP PROGRAMME

### 1.1 Overview

This chapter presents introductory information about ASEP implementation guidelines. It addresses background information, the purpose and rationale of these guidelines. It also clarifies concepts relating to ASEP and displays the international and national policy context behind the need for ASEP.

### 1.2 Background Information

Provision of secondary education in Tanzania is an important endeavour of enabling development of every one's life. It promotes learners personally by enhancing learning abilities. It similarly prepares learners for further studies, technological and industrial development.

Since independence, Tanzania has been striving to provide education to all people which led to establishment of a number of formal secondary schools across the country under three years development plan of 1961-1964. However, the development plan did not bring notable achievement in expanding access to secondary education due to shortage of resources. This led to nationalisation of secondary education in 1967 with the aim of expanding access to secondary education and remove segregation which was inherited from colonial period.

The increased demand for secondary education was accompanied by the presence of a large number of youths and adults who could not get chance to attend formal secondary school due to different reasons. This made Tanzania to establish the National Correspondence Institute (a unit within the Institute of Adult Education) which was given mandate to offer non-formal secondary education through correspondence. The

system was entirely based on printed study materials that were posted to distance learners through post offices. That was the beginning of the popular name in Kiswahili *Elimu kwa Njia ya Posta* (ENP).

When IAE was officially established by the Government Act No. 12, 1975, It had already begun offering correspondence education; and later on, evening secondary education classes throughout the country. This enhanced access of more youth, adults and marginalised groups to secondary education in the society. Venues for these classes were in public buildings such as primary and secondary schools, teachers' colleges and folk development colleges. Such classes were mostly conducted during the evening to allow more learners to attend after work and to allow the same buildings to be used by formal students in the morning and afternoon.

Policy reform and economic development of Tanzania in 1990s and the increased demand for secondary education led to the introduction of private providers of non-formal secondary education which were not coordinated. As a result, two guidelines were developed in 2013 to harmonize the practice in non-formal secondary education in Tanzania. The guidelines were "Secondary Education through Open and Distance Learning Implementation Guidelines" and the "Guidelines for Establishment and Registration of Open Schools".

The Secondary Education Development Plan (SEDP) likewise in 2004 brought greater expansion in enrolment of students in secondary schools. This drastic expansion went along with the challenge of school dropouts due to pregnancy, early marriages and distance from home to school. School drop-outs and other marginalised groups of youths and adults depended on non-formal secondary as an alternative means of completing secondary education.

Current practice in non-formal secondary education which is also referred as secondary education through open and distance learning has revealed various challenges related to criteria for establishment and registration of open schools as well as implementation of ASEP programme in general. Among others, the challenges include poor coordination due to overlapping roles and responsibilities among ASEP implementers. As a result, the challenges have brought difficulties in effective implementation of duties. This situation underlines the necessity to review the existing guidelines and come up with Alternative Secondary Education Implementation Guidelines (2021) for the aim of improving quality and expanding provision of Alternative Secondary Education Pathway Programme in the country.

### **1.3 Purpose of the Guidelines**

The purpose of these guidelines is to put in place and clarify modalities for the provision of quality secondary education through alternative pathway in Tanzania. They aim at enabling different providers to align with acceptable educational practices and fulfil both the learners' educational needs and the national priorities. The guidelines improve compliance of providers and educational practices thus attract acceptability among learners, stakeholders and authoritative bodies. They as well simplify coordination, supervision, follow-up and evaluation of practices within ASEP.

### **1.4 Rationale of the Guidelines**

In Tanzania today, there is high demand of secondary education among out of school population who for various reasons did not join formal secondary schools. Data indicate that the percentage of school dropouts in government and non-government formal secondary schools is at 4.2%

of total enrolment. The major reasons for dropouts are truancy (91.6%), pregnancy (5.5%) and death with 0.7%. Dropout is higher in lower grades; Form One (33.2%) and Form Two is 39.8% (BEST, 2020). This group is highly desired to be re-engaged through Alternative Secondary Education Pathway.

Furthermore, there is a large number of service providers of ASEP programme in the country that needs technical assistance from IAE and strong coordination to harmonise their practices for quality improvement. Recently, the number of registered open schools in Tanzania mainland is 774 (IAE Database, 2021); meanwhile, there is a large number of unregistered open schools which need to be enforced for registration. These providers need to be guided especially in terms of basic aspects such as content, methods, facilitators, learners, teaching and learning materials, time, assessment, learning environment, communication and administration structure for quality provision of ASEP.

In this context, the Ministry of Education, Science and Technology (MoEST) through the IAE finds it necessary to establish ASEP Implementation Guidelines that will act as benchmark for operating the ASEP learning centres (open schools). The guidelines elaborate the policy and operational procedures to be observed by different ASEP providers in fulfilling their responsibilities in the provision of quality education. All providing institutions including governmental, civil societies and private organisations are required to comply with these guidelines for smooth and effective implementation of ASEP in the country.

## **1.5 Concepts Related to ASEP**

### **1.5.1 ASEP**

ASEP is an alternative means of obtaining secondary education qualifications, different from the formal means of acquiring secondary education. In Tanzanian context, ASEP is used for learning by out of school youths and adults who either missed opportunity to continue with formal secondary school, dropped out from formal secondary school or seek for secondary education qualifications but are not eligible to join formal secondary education. The pathway is also used for securing missing qualifications after first sitting for Certificate of Secondary Education Examination and Advanced Certificate of Secondary Education Examination.

### **1.5.2 Non-formal education**

Non-formal education refers to any organised learning activity outside the established formal education system that is intended to serve identifiable learning clientele and objectives. It is a system in which content, admission criteria, staff, facilities and other system components are selected and or adapted for particular students, population or situation in order to maximize attainment of the learning. The defining characteristic of non-formal education is that, it is an addition, alternative and/or complement to formal education within the process of lifelong learning of individuals. It is often provided in order to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure. In Tanzanian context, ASEP programme is among the adult and non-formal education programmes which contribute to adult and youth education as well as education for out of school learners. It is characterized by a deliberate choice of the person, which takes place outside of the formal system

and in any organization pursuing educational and training purposes.

### **1.5.3 Open Schooling**

This can be referred as flexible learning system in terms of content, admission criteria, place, time and mode of learning. In Tanzanian context, Open Schooling may be defined as a system of education and training that provides structured learning opportunities for those outside the formal school system using alternative media intended to facilitate self-directed learning. It aims at removing obstacles to learning. These can be of any kind- age related, financial and geographical, infrastructure or time and so on. In the context to ASEP, the programme is flexible as it allows learners to take on their responsibility of what to study, how to learn, pace at which they work, using any additional learning support that may be available to them and when they take their examinations. The minimum duration for the programme is two years (Stage I: one year and Stage II: one year).

### **1.5.4 Open Learning**

This is a mode of delivery which gives learner flexibility to choose variety of options related to time to learn, place for learning, what to learn, how to learn and other factors related to learning process. From this perspective, learning situation or process should be open to everyone, under any circumstance, at any place and time. Open learning aims at allowing learners to be self-determined, independent and interest-guided learning. In Tanzania, ASEP programme allows learner to choose how to learn, when to learn, where to learn and what to learn. It focuses on access to educational opportunities and a philosophy which makes learning more client and learner-centred.

### **1.5.5 Distance Learning**

This is a mode of delivery aimed at providing organized learning opportunities to learners at a distance through selective use of media that are intended for facilitating self-directedness into the learners. ASEP accommodates distance learning mode of delivery where learning can be organized through the use of technology such as internet, and self-directed learning materials. Meanwhile, it provides chance for learners to meet with facilitators during face to face sessions for making clarifications of difficulty areas learners encountered during their studies.

### **1.5.6 ASEP Learning Centre**

It is a selected area where learners enrich their learning. At this centre, learners can attend face to face sessions, participate in practical hands-on laboratory activities and access course materials and a library. Support services such as counselling, tutorial support, assignment assessment and examination preparations are also provided at the centre. It is a place where learners are able to register for courses, pay course and tuition fees, meet with a facilitator, seek counselling, submit assignments, take supervised examinations and obtain educational resources, primarily print materials. The ASEP learning centre may be located or established in a primary school, secondary school, college or other institution's buildings depending on the environment and the policies governing the programme. The centre is managed by a coordinator or supervisor.

### **1.5.7 Face to Face Learning**

This is an approach to learning whereby learners interact with the facilitators at a particular time for tutorial and discussion on how well their learning is taking place. In ASEP programme, face to face learning shall be organized in a registered learning centre. Face to face learning

is an effective way to learn knowledge and skills because it combines different ways of learning including discussion, presentations, projects, group works, demonstration and practice. Providers shall make sure that, important resources for learning such as laboratories and books are available during face to face.

### **1.6 Policy Context of Alternative Secondary Education Programme**

Alignment of programme with treaties, policies and plans is useful for maximizing acceptance, harmony and impact to local and international community. Development of these Guidelines is supported by the following policies and plans:

#### **1.6.1 Worldwide Policy Frameworks on AEP**

##### **i) Universal Declaration of Human Rights (UDHR)**

Tanzania is among the nations which signed the United Nation's Universal Declaration of Human Rights (UDHR) of 1948 and other International Declarations, which aim among other things, at ensuring that education is achieved as a basic human right. The International Declarations call for enhanced educational interventions focusing on education for all. In Tanzania, basic education includes the lower level of secondary education.

##### **ii) The Sustainable Development Goals (SDGs)**

The Sustainable Development Goals (SDGs) are Inter-Governmental Agreements set for targets related to international development. They follow after the Millennium Development Goals (MDGs). Goal number 4 of the Sustainable Development Goals (SDGs) urges the Member States to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Outcome target 6 states: "By 2030, ensure that all youths and a substantial proportion of adults, both men and women, achieve literacy and numeracy."

### **iii) SADC Protocol on Education and Training**

Tanzania's Global Integration (UN, COL) and Regional Integration (EAC, SADC) enhance the importance of promoting lifelong learning culture whereby individuals are constantly gaining new competencies useful to different and ever-changing life situations. Therefore, the Southern African Development Community (SADC) Protocol on Education (1997) lays a foundation for cooperation in education among Member States. It is determined to increasingly achieve equivalence, harmonization and standardization of education and training systems at all levels in the SADC Region.

### **1.6.2 National Policies Informing ASEP**

#### **i) Constitution of the United Republic of Tanzania of 1977**

Section 11(2) of the Constitution states, "Every person has the right to access education, and every citizen shall be free to pursue education in a field of his choice up to the highest level according to his merits and ability." Section 11(3) adds, "Every person has the right to access of education and every citizen shall be free to pursue education and technique." These provisions insist on creating learning opportunities for every citizen to pursue education as a basic right.

#### **ii) Tanzania Development Vision (TDV) 2025**

The Tanzania Development Vision 2025 states long-term national objectives which Tanzania seeks to achieve. The vision aims at a high-quality livelihood for all Tanzanians which can be achieved through creating a well-educated and learning society, realization of which requires among others provision of quality, accessible and equitable ASEP.

### **iii) Education and Training Policy of 2014**

The Education and Training Policy (2014) emphasizes on increasing educational and training opportunities to different groups of people, and enhancing learners' completion of their education circles at respective levels. Through the policy, the government makes commitment to establish procedures and conducive environment to ensure that education and training, including adult education, are delivered efficiently at all levels through different modes including Open and Distance Learning.

### **iv) The National Strategy for Inclusive Education 2018-2021**

The National Strategy for Inclusive Education is aimed at strengthening the education system to provide, in an equitable manner, learning opportunities for all children, adolescents and youths, including vulnerable groups; and enable them to acquire the necessary knowledge and skills to contribute to the transformation of Tanzania into a middle-income and semi-industrialized nation by 2025. This aim is emphasized in Objective number 2 which states that "Equitable access to and participation in quality basic education enhanced for all children, adolescents and youth including vulnerable ones through mainstream, non-formal and alternative pathways and flexible learning opportunities".

### **v) The National Five-Year Development 2021/22- 2025/26**

The main objective of this plan is to contribute to realisation of the National Development Vision 2025 goals. The vision goals include Tanzania becoming a middle-income country status and continue with transformation of becoming an industrial country with a high human development or a high standard of living. Upon reaching its vision, the Tanzania is envisioned to have the following attributes: peace, stability and unity; good governance; an educated and learning society; and

a strong economy that can withstand competition and benefit many people.

**vi) Local Government Reform Programme (1998)**

The Local Government Reform Programme (1998) is an integral part of the wide public sector reforms which emphasizes on decentralization and devolution of power to the local levels aiming at strengthening people's participation at the grassroots so as to improve service delivery. ASEP Programme is set within the decentralized framework for delivery of education to out-of-school youth and adults.

**vii) Educational Sector Development Plan (ESDP) - (2016/17-2020/21)**

According to the ESDP, Tanzania has at present a significant number of youths and adults who for various reasons, haven't attended or completed secondary education. These groups need to be offered an opportunity to join or reengage in the secondary education circles, in part to further strengthen the skills profile of the labour force and because of the well-known social benefits of education. In order for these groups to be reengaged in education, the ASEP have to be clarified, guided and coordinated.

**viii) Institute of Adult Education Act of 1975**

The IAE is the statutory body with responsibility for coordinating the development of ASEP programme in Tanzania. It also provides technical advice and support for existing government and private schools, community or faith-based organisations and private sector interests who wish to become partners in the provision of instruction for adult and out of school youth.

Section 4(b) of the Act provides the Institute with the obligation "to assume responsibility for adult education within the United Republic

and to make provision for places and centres of learning, training and research in matters pertaining to adult education.” Section 4(c) provides the obligation “to co-operate with the Government of the United Republic and the people of Tanzania in the planned and orderly development of adult education in the United Republic.” Section 4(g) provides the obligation “to render advice and assistance to the Government, public and other organisations and persons engaged in adult education, in curriculum development and preparation of syllabi or programmes for adult education.” The development of these guidelines for implementation of Alternative Secondary Education Programme is a significant step towards fulfilling these legal responsibilities.

**ix) IAE Rolling Strategic Plan**

The Institute of Adult Education’s Rolling Strategic Plan (2019/2020 – 2023/2024) clarifies the Institute’s priority work areas for every five years. The ASEP is among the main education programmes within the Institute for creating a Tanzanian learning society. It is devoted to enable accessibility of Alternative Secondary Education opportunity to all out of school youths and adults.

**CHAPTER TWO**  
**INSTITUTIONAL ARRANGEMENT AND ACTORS**  
**IN ASEP PROGRAMME**

**2.1 Introduction**

The Implementation of ASEP involves various organs which are responsible for education services. The MoEST through the IAE in collaboration with the PO-RALG remain key organs while other stakeholders such as NGOs, CBOs, FBOs and private organizations have been working closely to ensure that there is an increase in access and equity at all levels of education. Since traditional convention secondary education cannot meet the increasing demand for secondary education to all people, ASEP Programme remains a critical option for providing education to all, specifically the special groups which cannot enrol in the formal secondary education system.

**2.2 Institutions and Actors in ASEP Programme**

**2.2.1 Ministry of Education, Science and Technology**

Ministry of Education, Science and Technology has been assigned overall responsibility for coordinating the development of the Nation's education system and ensuring its quality.

**Responsibilities of MoEST in ASEP programme**

MoEST focuses on policy development, quality assurance, setting standards, and monitoring and evaluation of Education Sector Development Plan (ESDP) and related sub-sector programmes including ASEP programme. Specific responsibilities of the MoEST in ASEP programme include to:

- i) approve National ASEP Policy Framework and Curriculum;
- ii) issue Education Circulars to sanction decisions made by the Office

- of the Commissioner of Education in respect of ASEP programme;
- iii) oversee implementation of ASEP Programme through its decentralized government functions/structures;
  - iv) issue permits for the construction of new buildings or the renovation of existing buildings for use as AEP learning centres;
  - v) prepare policies for implementation of ASEP programme in consistency with national aspirations and targets;
  - vi) initiate, design and develop the AEP programme's policies and frameworks, including qualifications and assessment frameworks for all stages;
  - vii) oversee and issue standards and guidelines on all matters related to curriculum development and learning assessments;
  - viii) formulate clear regulations on Alternative Education Pathway for those who have missed secondary education;
  - ix) provide professional support to in-service training that aims at orienting professional teachers who are engaged in teaching in ASEP Learning Centres;
  - x) formulate guidelines and standards for public private partnership in the provision of ASEP programme;
  - xi) issue guidelines on the provision of education to students through AEP including those with special needs and management of centres for students with special needs;
  - xii) ensure mainstreaming of ASEP programme in overall Educational Sector Plans;
  - xiii) monitor selection of Form V students studying in ASEP system and

mainstreaming them into formal system;

- xiv) mobilize and allocate resources for ASEP Programme; and
- xv) monitor and evaluate implementation of National Alternative Education Pathway Policy and ensure that it is correctly interpreted.

#### **2.2.1.1 Actors at Zonal Level**

##### **a) Zonal Chief School Quality Assurance Officer (ZCSAOs)**

The roles of ZCSQAOs shall be to:

- i) collaborate with the IAE and be the think tank for quality assurance in ASEP programme at the zonal level;
- ii) conduct external quality assurance activities in order to ensure compliance to policies, legislation, standards and guidelines related to the delivery of ASEP programme at the zonal level;
- iii) advise IAE on matters pertaining to quality assurance experience on ASEP programme at the zonal level;
- iv) conduct research on best practices on quality assurance of the delivery of ASEP programme and advise IAE and ASEP providers accordingly at the zonal level;
- v) monitor and evaluate the quality and implementation of internal quality assurance plans and services for ASEP programme in the zone;
- vi) inspect and recommend ASEP learning centres for registration and deregistration in collaboration with IAE Regional Resident Tutors; and
- vii) prepare and submit periodic reports on matters pertaining to ASEP programme at the zonal level.

### **2.2.1.2 Actors at District Level**

#### **a) District School Chief Quality Assurance Officer (DSQAO)**

The roles of DSQAO in implementation of ASEP Programme shall be to:

- i) advise IAE and ASEP providers on matters arising from the quality assurance experience pertaining to ASEP programme;
- ii) monitor and evaluate the quality and implementation of internal quality assurance plans and services for ASEP programme;
- iii) carry out periodic ASEP learning centers' physical condition survey and recommend remedial measures as to continuously improve the quality of the ASEP programme;
- iv) inspect and recommend ASEP learning centres for registration and deregistration in collaboration with IAE Regional Resident Tutors;
- v) monitor and evaluate the quality of the education services provided at the ASEP learning centres and the implementation of ASEP programme in general;
- vi) conduct external quality assurance activities in order to ensure compliance to policies, legislation, standards and guidelines related to the delivery of ASEP programme; and
- vii) liaise with DSEO/DAEO to make sure that ASEP service providers are well monitored.

### **2.2.2 President's Office - Regional Administration and Local Government (PO-RALG)**

#### **Responsibilities of PO-RALG in ASEP Programme**

PO-RALG will continue to focus on coordination and implementation of SEDP including ASEP. The roles and responsibilities of PO-RALG are to:

- i) facilitate the availability of facilitators in ASEP Learning Centres;

- ii) coordinate provision of Government scholarship for out of school children and adolescents from poor families who pursue their studies through ASEP Programme;
- iii) coordinate sports and games for out of school children and adolescents studying in ASEP Learning Centres;
- iv) coordinate and mobilize local resources for implementation of Secondary Education for out of school children and adolescents studying in ASEP Learning Centres;
- v) conduct monitoring and evaluation for the implementation of Secondary Education for out of school children and adolescents studying in ASEP Programme;
- vi) prepare Education Sector Performance Report (physical and financial) in collaboration with MoEST;
- vii) ensure that LGAs monitor AEP Learning Centres in delivering ASEP Programme; and
- viii) provide technical support and regulate financial management to the Regional Secretariat and Local Government to ensure successful implementation of the policy guidelines pertaining to ASEP Programme.

#### **2.2.2.1 Actors at Regional Level**

##### **(a) Regional Education Officer**

Roles of REO in the implementation of ASEP Programme shall be to:

- i) ensure that all ASEP learning centres comply with set of standards for their operations;
- ii) incorporate ASEP activities in the Regional Education Development strategic plan;
- iii) encourage centre manager/supervisors of ASEP to ensure

availability of resources (human and physical);

- iv) recommend for approval of adequate examination centres for ASEP;
- v) establish a mechanism to ensure that all adults and youths who do not enrol in conventional secondary education system are registered in ASEP programme; and
- vi) prepare ASEP progress reports.

**(b) Regional Adult Education Officer**

The Regional Adult Education Officer is an overseer of all activities of adult and non-formal education in the region. The roles of RAEO in the implementation of ASEP programme shall be to:

- i) overseer of all activities of ASEP programme including advocacy and publicity for raising awareness and encourage targeted learners to join Alternative Secondary Education Pathway;
- ii) encourage secondary education drop-outs from conventional system to join ASEP Programme;
- iii) ensure that there is smooth coordination and linkages amongst open schools in the region for utilization of available and equal sharing of resources;
- iv) coordinate and monitor reports on inspection and researched information on ASEP learning centres for making rational decisions and plans in the region; and
- v) monitor and provide close supervision to ASEP learning centres to ensure provision of efficient and effective education services.

### **2.2.2.2 Actors at District Level**

#### **(a) District Secondary Education Officer (DSEO)**

The DSEO shall perform the following roles:

- i) Coordinate ASEP in the district in order to make sure there is smooth running of the programme;
- ii) Make follow up on personnel allocation within ASEP learning centres with regard to ASEP so as to ensure delivery of service;
- iii) Integrate alternative secondary education activities in District education plans so as to be part and be recognized by other stakeholders;
- iv) Work in collaboration with DCSQA to ensure alternative secondary education service providers are monitored;
- v) Establish database for standard seven leavers who have not been selected to join government or private secondary schools and drop outs from conventional education to join ASEP programme;
- vi) mobilize government, civil service and private stakeholders to mobilize ASEP; and
- vii) ensure that all alternative secondary education service providers are registered and report on those who run alternative secondary education illegally to the appropriate authorities.

#### **(b) District Adult Education Officer**

Roles of DAEO in the implementation of ASEP programme shall be to:

- i) monitor and evaluate ASEP programme in the district;
- ii) establish data base for ASEP learning centres;
- iii) mobilize target groups to join ASEP programme;
- iv) analyze progressive reports of ASEP learning centres from WEOs;
- v) prepare and submit progressive reports of ASEP programme; and
- vi) cooperate with IAE Regional Resident Tutor to initiate and

implement ASEP programme within the district.

**(c) District Special Needs Education Officer**

Roles of DSNEO in the implementation of ASEP programme shall be to:

- i) monitor and evaluate ASEP programme in the district to ensure that segregation or discrimination is not happening in the AEP learning centres;
- ii) ensure that AEP learning centres are conducive and friendly enough to accommodate learners with special needs;
- iii) ensure that all AEP learning centres are responsible to reorganize the learning environment to suit all learners;
- iv) promote inclusive practices in the AEP learning centres;
- v) analyse methods of assessment of learners with special needs if considerations have been taken in the AEP learning centres; and
- vi) assess whether AEP facilitators use a variety of techniques and resources to connect with individual learning styles;
- vii) cooperate with IAE Regional Resident Tutor to initiate and implement ASEP programme within the district.

**2.2.2.3 Actors at Ward Level**

**a) Ward Development Committees**

In the implementation of ASEP programme, roles and responsibilities of the Ward Development Committee is to:

- i) mobilize the community to value education and encourage out-of-school children, adolescents and adults to join and complete their studies in the recognized ASEP learning centres in their respective wards;

- ii) work closely with the Mtaa/Village development committees, to identify potential learners particularly vulnerable adults and youths and as well as conducive learning places where the ASEP learning centres could be established;
- iii) set a mechanism to ensure that the most vulnerable out of school children enrolled in ASEP programme are equally considered in getting support from allocated funds; and
- iv) mobilize community resources (financial and physical) for establishment of ASEP learning centres run by IAE.

**b) Ward Education Officer**

Roles of WEO in the implementation of ASEP Programme shall be to:

- i) mobilize target learners to join ASEP programme;
- ii) identify and mobilize standard seven and COBET Cohort II leavers who did not join government or private secondary schools to join ASEP Programme;
- iii) identify secondary school dropouts and vulnerable groups/ individuals and mobilize them to join ASEP programme;
- iv) monitor ASEP programme; and
- v) prepare and disseminate progressive reports of ASEP programme to DAEO.

**c) Village/Mtaa Development Committee**

The responsibilities of the Village/Mtaa development committee in the implementation of ASEP programme shall be to:

- i) mobilise the community to value education and encourage out-of-school children, adolescents and adults to join and complete their studies in the recognized ASEP learning centres in their respective Village/Mtaa;

- ii) work closely with the community leader and development committees, to identify conducive learning places where the ASEP learning centres could be established;
- iii) work with Ten-cell leaders/ leaders in the local community to identify vulnerable children for enrollment;
- iv) set a mechanism to ensure that the most vulnerable out of school children are identified and enrolled in ASEP programme are equally considered in getting support from allocated funds; and
- v) mobilize community resources (financial and physical) for the establishment of ASEP learning centres run by IAE.

### **2.2.3 The Institute of Adult Education**

#### **a) Roles and Responsibilities of IAE**

The IAE has been mandated to design, standardize, institute and coordinate innovative Non- Formal Education in Tanzania as stipulated in its establishment Act No. 12 of 1975 [Cap. 139]. It is a sole institution in Tanzania that has the mandate to register those who provide non-formal education particularly ASEP. Specific roles and responsibilities are to:

- i) design, coordinate and conduct training programme for administrators and facilitators of ASEP;
- ii) prepare ASEP study materials and guides for learners and facilitators;
- iii) conduct examinations which lead to granting of leaving certificates and other awards;
- iv) conduct research, evaluation and disseminating of information related to ASEP Programme;

- v) design, organise and conduct national advocacy and awareness creation on ASEP Programme among stakeholders;
- vi) provide consultancy services to government, NGOs, CBOs and other institutions participating in the delivery of ASEP services;
- vii) involve all ASEP stakeholders regularly in all relevant discussions regarding the improvement of ASEP programme;
- viii) develop and disseminate guidelines to all ASEP stakeholders' that specify the conditions and directives for partnership;
- ix) strive for excellence in financial management in accordance with the Public Finance Regulations, ensuring compliance with accounting regulations and providing proof that resources are being used to deliver and achieve organization objectives;
- x) oversee establishment and registration of ASEP learning centres offering ASEP programme;
- xi) monitor and evaluate ASEP and disseminate report to stakeholders;
- xii) inspect and recommend ASEP learning centres for registration and deregistration
- xiii) accredit, register and deregister ASEP learning centres;
- xiv) facilitate innovative practices and to allow sustainable selection of educational methods;
- xv) mobilize resources (human, financial and physical) required for the ASEP; and
- xvi) collaborate with NECTA in capacity building in assessing learners.

#### **2.2.3.1 ASEP Actors at the IAE National Level**

- a) **Director IAE**
  - i) oversee setting of curriculum, guidelines and regulations for the implementation of ASEP programme;
  - ii) provide technical advice/support and regulate financial

management;

- iii) mobilise monitoring and evaluation of ASEP programme;
- iv) involve all ASEP stakeholders regularly in all relevant discussions regarding the improvement of ASEP programme; and
- v) supervise the development and dissemination of guidelines for partnership and collaboration with stakeholders.

**b) Regional Resident Tutor**

The Regional Resident Tutor (RRT) under the Director of IAE and in collaboration with RAEO is responsible for all ASEP programme within the respective region. In this respect, RRT has to:

- i) provide academic support which is intended to enhance the teaching and learning processes for ASEP facilitators and learners;
- ii) provide careers guidance to learners who study in ASEP programme;
- iii) promote establishment of ASEP learning centres within the region;
- iv) coordinate distribution of teaching/learning materials from various sources including IAE Headquarter to the ASEP learning centres in timely manner, and ensure that all centres have adequate resources to support the learners needs;
- v) promote access to ASEP programme which help to reduce inequality between different community groups;
- vi) keep records of ASEP service delivery by ASEP learning centres in the Region, write quarterly report, and submit the same to IAE and Regional Administration;
- vii) Coordinate action plans on remedial programme for learners who perform below the standard;
- viii) make follow-up to ensure that all ASEP learning centres are registered, have qualified facilitators and conducive learning and

- teaching environment for the sustainability of the programme;
- ix) create a linkage between ASEP learning centres, IAE and regional administration;
  - x) ensure that all ASEP service providers pay mandatory fees (coordination fees, student registration fees) as stipulated clearly by IAE in the registration form of open schools and other IAE documents;
  - xi) survey and recommend for proper measures to be taken against all unregistered ASEP providers;
  - xii) nurture, promote, mobilize the establishment of ASEP learning centres;
  - xiii) Prepare budget according to the ASEP implementation activities and submit it to the IAE Director; and ensure that facilitator's facilitation allowance payment are timely done;
  - xiv) ensure that proposed payments are within the approved budget and allocated funds and that they are supported by proper vouchers and relevant supporting guidelines; and

**(c) Centre Manager/Supervisor**

The supervisor of an ASEP learning centre has to perform the following roles: -

- i) ensure availability of conducive teaching and learning environment for ASEP programme including availability of teaching and learning resources;
- ii) make sure that programme is run smoothly;
- iii) provide progress report to RRT;
- iv) identify and mobilize drop-outs and other target groups to join ASEP programme;
- v) make sure ASEP learners are retained and complete their studies;

- vi) ensure that learner support services are provided to ASEP learners timely;
- vii) prepare contracts for all ASEP programme facilitators within the centre
- viii) register ASEP learners and insist them to pay mandatory fees to the IAE; and
- ix) ensure that discipline is maintained at the centre throughout the training period.

**(d) Centre Coordinator for ASEP Programme**

The Centre Coordinator is the overall in-charge of the day-to-day activities at the learning centre. Therefore, the centre coordinator has to perform the following roles:

- i) issue all classroom facilitators with timetable, stationery and study materials;
- ii) prepare and submit monthly, quarterly and annual performance reports timely;
- iii) disseminate information on:-
  - enrolment process,
  - programme and courses available,
  - fees to be paid and modality of payment,
  - entry requirements, and
  - number of tutorials per week per course.
- iv) enroll learners according to their course requirements;
- v) distribute study materials to the learners timely;
- vi) organize tutorials or face to face sessions to enable the learners share their experiences and interact with their facilitators;
- vii) guide learners on different issues pertaining to their academic or learning performance and other related issues as per individual/or

- group demands;
- viii) use effectively monitoring and evaluation instruments in order to evaluate learner support services, performance of learners and facilitators as well as the learning centre;
  - ix) keep proper and accurate records on facilitators, learner attendance, course progress, teaching – learning materials, record/stock balance and teaching aids;
  - x) facilitate learner's access to other learning media: audio, video and printed;
  - xi) Provide learner support services to the learners; and
  - xii) co-ordinate planning and implementation of learning and interaction process.

**(e) ASEP Centre Counsellor**

The Counsellor is an important actor in the success of ASEP programme due to her/his role in creating social and psychological atmosphere for the learners. Duties of counsellor are to:-

- i) guide and counsel the learners who want to join the programme to know their abilities and choices of subjects;
- ii) assess the ability of learners to successfully complete the course and advise accordingly; and
- iii) counsel learners who face challenges relating to study skills, personal, family and work.

**(f) ASEP Centre Facilitators**

Centre subject facilitators are critical persons in providing specific subject based academic support to the learner as well as providing career guidance. The followings are the role of centre facilitators.

- i) to conduct face to face sessions to learners according to timetable;

- ii) to translate curriculum and prepare lesson notes for the learners;
- iii) organize and conduct teaching and learning during face-to-face sessions and other technological based learning;
- iv) prepare subject based on teaching and learning plan; and
- v) provide guidance and counselling to learners.

**f) Learners' Committee**

The learning centres will be required to establish learners' committee which will last for one academic year. It will comprise of the Chairman and Secretary elected by all learners and other three members selected by the Chairman. Duties and responsibilities of learners' committee shall be to:

- i) act as a link between learners and centre management in academic and social issues;
- ii) participate in decision making for all matters affecting learners' affairs;
- iii) advise centre management on ways of carrying out the learning programme including learning sessions, timetable and related academic and social welfare issues; and
- iv) work with management in advising disciplinary issues affecting/ may affect learners.

**2.2.4 National Examinations Council of Tanzania (NECTA)**

The NECTA vision is to be the centre of excellence in quality education assessment and certification.

**Roles and Responsibilities NECTA in ASEP Programme**

The responsibilities of NECTA in the implementation of the ASEP services include to:

- i) enforce the National Examination Regulations and ensure that all

- out of school students sit for National Examinations;
- ii) formulate and review examinations policy as circumstances may require and ensure that the principles and characteristics of non-formal education system are clearly articulated and accommodated;
  - iii) facilitate, administer and supervise the process of transferring credits or equating standards of students from foreign countries so that, they know exactly the level and type of programme that exists in non-formal education system; and
  - iv) conduct examination and grant certificates, to eligible out of school learners.

#### **2.2.5 Tanzania Institute of Education**

The vision of TIE is to become the centre of excellence in curriculum design, development and implementation with highly competent, motivated and committed professionals.

##### **Roles and Responsibilities of TIE**

In collaboration with IAE, TIE will develop and review the curriculum, syllabi and learning materials consistent with the requirements of the ASEP programme.

#### **2.2.6 Tanzania Library Services Board**

##### **Roles and Responsibilities of TLSB in ASEP Programme**

- i) to promote, establish, equip, manage, maintain and develop libraries from where ASEP students can access learning materials;
- ii) to provide facilities for the study of, and for training in the principles, procedure, and techniques of librarianship to ASEP providers (learning centre);
- iii) to facilitate the establishment and library services which will serve as learning centres for ASEP students;

- iv) to plan and co-ordinate library and documentation services in ASEP centres; and
- v) to advise the IAE and other ASEP service providers on all matters relating to library and documentation services.

### **2.3 ASEP Service Providers**

ASEP programme will be offered by various stakeholders ranging from government, private and charitable organizations at local level.

#### **a) Government Provider of ASEP Pathway**

The IAE is the sole government organ with mandate to provide correspondence education. It has the duty to mobilise, supervise and approve the establishment of ASEP learning centres throughout Tanzania mainland. It has the role to register and de-register open learning programme centres as well as advice any organization which intend to initiate and implement ASEP programme. IAE may collaborate with any organization within and outside the country which is interested in running ASEP Programme as a way to extend service to many Tanzanians who need it. In the course of its implementation, IAE may establish and run model ASEP learning centres where learners will access secondary education at a reasonable cost. Moreover, IAE will facilitate the running of ASEP programme through the designing of learning materials and other guidelines which will enhance quality of learning in the centres.

IAE ASEP learning centres may be established in IAE owned buildings and other public/government facilities like primary and secondary schools and other institutions based on internal arrangement either on full or part time basis. It may also rent public or private premises for use as learning centres.

## **b) Non-Governmental and Charitable Providers**

ASEP programme may be operated by non-government and charitable organizations registered by the IAE. They will be required to establish centres for learning which meet the standards prescribed under these guidelines and other standards for running secondary education programme. The providers can be individuals, NGOs, CBOs FBOs and other entities legally eligible for running school programmes.

### **2.4 Partnership and Collaboration**

ASEP programme may be conducted through collaboration between two or more organizations. IAE, as an overall manager of ASEP programme in the country, may collaborate with both national and international organization/institutions which are interested in providing the ASEP Programme. The nature of collaboration will be on contractual terms consented by the both parties based on their legal powers.

However, organization which may need to collaborate between and among themselves in running the ASEP programme will be required to obtain official approval from the IAE.

### **2.5 Communication Flow**

#### **2.5.1 Introduction**

Information sharing among stakeholders create a good atmosphere for effective implementation of alternative secondary education. It creates an environment of sharing experience, technical know-how and build common values among stakeholders. Communication promotes a culture of cooperation and teamwork which leads to programme sustainability. In the context of alternative education, communication involves horizontal and vertical sharing of information including decisions from policy makers providing guidelines and regulations for running the programme, getting feedback from implementers at the

grassroots and horizontal sharing of information among organs of the same level such as inter-ministerial and learning centres. Preparation of progressive reports and submitting them to respective authorities within the time schedule, strengthening coordination of personnel and their respective responsibilities harmoniously is critical to maintaining proper information flow at all levels in order to attain the common goal of providing secondary education to all people.

### **2.5.2 Communication Channels among Service Providers, Technical Advisors and Clients**

Communication system among service providers and learners as stakeholders need to be strengthened for effective implementation of the ASEP programme maintenance of good relationship in this situation can take place both vertically and horizontally.

#### **2.5.2.1 Vertical Communication**

This is a communication relationship which flows from MoEST/ PO-RALG level to the ASEP centre level and vice versa. Vertical flow of information will involve;

- i) Government, through the MoEST issuing policies, directives and circulars on lifelong learning in general and ASEP in particular;
- ii) IAE interpreting policies, directives and circulars and delivering them to ASEP service providers. The providers, internalizing them for smooth implementation at study centres;
- iii) Centre supervisors/managers making by clarifying the given circulars and sharing them with the centre coordinators who are responsible for the day to day activities of the study centres;
- iv) Centre coordinators sharing the information with subject coordinators, centre's counsellor and the facilitators on how services are supposed to be delivered effectively as well as guiding

- learners and getting feedback on their academic progress;
- v) Centre managers creating an atmosphere which encourages learners to communicate with counsellors so that they can openly air their problems that hinder their learning progress;
  - vi) Centre coordinators also communicating with learners about directives, circulars and regulations so that they are informed and they can undertake their studies to meet the requirements needed for enrolment, final examinations and certification;
  - vii) The centre coordinators preparing an implementation report and present it to IAE; and
  - viii) Service providers creating an environment to ensure timely preparation and submission of progress reports and send it to the IAE.

#### **2.5.2.2 Horizontal Communication**

In this part, service providers are asked to build a culture of assisting each other at institutional and individual levels.

- i) Through horizontal communication, institutions are able to provide and receive opinions and suggestions from different ASEP stakeholders on how best to conduct their work and propose the best alternatives to suit the ASEP programme;
- ii) Horizontal communication facilitates flexibility and gives room for review of existing ASEP programme curriculum, study materials and other guiding materials;
- iii) Horizontal communication also facilitates service providers in creating systems that allow the exchange of knowledge and skills on how to organize, manage and evaluate ASEP programme at centre level; and
- iv) In horizontal communication, PO-RALG in collaboration

with MoEST will conduct monitoring and evaluation on ASEP programme, and also prepare Education Sector Performance Report (Physical and Financial). Similarly, the IAE shares the expertise in curriculum design and development with TIE.

### **2.5.2.3 Communication at Ward, District and Regional levels**

ASEP service providers are supposed to work hand in hand with officials at ward, district and regional levels. Since the ASEP centre is part of the immediate community, service providers are required to work hand in hand with these authorities. Close links ease the operation of the centres particularly with regards to programme advocacy and mobilization, enrolment and retention of learners.

#### **a) At Ward Level**

Centre managers and coordinators shall ensure right communication and linkage with facilitators, learners, parents and community at this level. This helps to maintain discipline among learners and facilitators. The community in which the centre is located plays a great role in influencing discipline and good conduct of learners and maintenance of security.

#### **b) The District and Regional Levels**

At the District and Regional levels, the RRT in collaboration with RAEO is required to establish effective linkage for effective implementation of the ASEP programme. The RRT has to ensure that all the necessary information and requirements for ASEP services are met and known by the service providers before making any decision. The RRT is also supposed to work with the District Education Office especially the DAEO and DCSQA to ensure that new established ASEP Learning Centres are known and registered.

**CHAPTER THREE**  
**REGISTRATION OF ASEP LEARNING CENTRES**

**3.1 Introduction**

This chapter spells out the details on registration of ASEP learning centres. It clarifies the need for registering learning centres, criteria and procedure for registration.

**3.2 Rationale for Registration of Alternative Secondary Education Learning Centres**

Registration of learning centre is very important in running any educational programme including ASEP programme. Since there are several service providers of the ASEP programme in Tanzania, the need for their registration is indisputable. Registration of ASEP learning centres is aimed at controlling the provision of ASEP programme in the country by:

- i) ensuring that all learning centres meet the required minimum standards;
- ii) ensuring quality of services provided in the learning centre is good;
- iii) enabling recognition of the learning centres for inclusion in local and national education plans;
- iv) making it possible for learners who successfully complete stage two (equivalent to Form IV) with acceptable qualifications to be selected and integrated into government secondary schools;
- v) harmonising the provision of ASEP programme countrywide;
- vi) enabling the registered centres access technical and other support from government; and
- vii) enabling government education officers monitor, evaluate, supervise and control of quality education provided in the learning centres.

### 3.3 Minimum or Basic Standards for Registration of ASEP Learning Centres

By law, before any school is registered, the Minister responsible for education must be satisfied that arrangements for its ownership, management, teaching staff, curriculum/syllabus, buildings, teaching/learning resources and financial affairs are "suitable and sufficient" for the purpose of providing education. Otherwise, a registration may be suspended or withdrawn if it fails to maintain the prescribed standards. The same is true for any ASEP learning centre that aims at providing the ASEP programme for adults and out of school youths.

In order for ASEP learning centre to be recommended for registration by IAE, it has to fulfil the following minimum criteria:

- i) It should be registered by legal and recognised authority and has a taxpayer identification number (TIN)
- ii) It should have conducive teaching and learning environment such as good classrooms with ventilation, desks, blackboard and teaching and learning aids for face-to-face sessions.
- iii) It should have qualified and competent facilitators who are diploma holders and above.
- iv) It should have a well-established administrative structure.
- v) It should have a report of approval from district health officer of compliance with health and safety rules.
- vi) It should have a min-library.
- vii) It should have well-established offices
- viii) It must have toilets.

This section spells out the details of the above listed minimum or basic standards that ASEP learning centres have to put into considerations for registration.

### **i) Physical Infrastructure**

All ASEP learning centres shall be required to be furnished with basic physical infrastructure, including well-ventilated classrooms, adequate toilets/latrines for boys, girls and staff, adequate furniture, offices, mini library and other facilities depending on the nature of the subjects which will be offered at the ASEP learning centre. Classroom should have proper roofing, windows, doors and floor. The physical infrastructure aspects of an ASEP learning centre are shown in the matrix (Table 3.1) that shows important facilities which should be available in order to register ASEP learning centre.

Table 3.1: Facilities, minimum standard and ratios

<b>S/N</b>	<b>Facilities</b>	<b>Minimum standard</b>	<b>Capacity/ratio</b>
1.	Classrooms	2	1:40 (classroom/learners)
2.	Offices	2	1:10 (office room/teachers)
3.	Learners' toilet rooms - male	1	1:25 (pit/learners)
4.	Learners' toilet rooms - female	1	1:20 (pit/learners)
5.	Workers/staff toilets	2	2 pits
6.	Desks	20	1:3 (desk/learners)
7.	Chairs and tables	40	1:1 (chair/learner)
9.	Library	1 mini- library	1:40 (room/learners)

### **ii) Registration to Regulatory Authorities**

All ASEP learning centres shall be required to be registered by other regulatory authorities including Tanzania Revenue Authority (TRA) and Business Registration and Licensing Agency (BRELA). In this context, the owner of a learning centre shall provide evidence of possessing

Taxpayer Identification Number (TIN) in either individual or corporate capacity prior to registration. The owner shall also provide evidence that the ASEP learning centre has been registered and recognised by BRELA.

iii) Adequate Teaching and Learning Resources

The ASEP learning centres may differ in terms of type and mode of delivery and number of learners, yet for the centre to be registered, it should indicate adequacy of resources to be used in ASEP learners. All ASEP learning centres, regardless of how they deliver their programmes shall ensure adequacy of teaching and learning materials or resources to support individual learning. In addition, it shall ensure that academic staff members who provide instruction have necessary equipment, materials and resources consistent with the subjects taught and mode of delivery.

Before ASEP learning centre is registered, the manager shall;

- a. demonstrate that all of the instructional materials are available including syllabi, textbooks, modules, guidelines, reference materials and other related facilities.
- b. ensure that every learner possesses related textbooks and/or printed self-instructional materials in each subject for which they have been registered. These textbooks and/or self-instructional materials may be sold to students on a non-profit basis or supplied through a loan scheme. Ideally, the cost for materials should be included in the total fee for a course so that learners will not see this as an optional/extra requirement.

iv) Compliance with Health and Safety Rules

Premises where ASEP learning centre is established should be located in conducive environment which is free from noise and potential health and security risk. Applicants shall provide evidence of compliance with health and safety rules by submitting medical reports signed by the District Health Officer (DHO).

#### v) Centre Organisational Structure and Staffing

Any ASEP learning Centre shall ensure the availability of adequate number of qualified and competent facilitators with diploma in education as a minimum qualification. Applicants shall be required to have facilitators for all subjects with the ratio of 1 facilitator to 40 students. The structure shall show availability of important expert such as: manager/supervisor, centre coordinator, learners' counsellor/advisor and facilitators. Moreover, the centre must indicate its enrolment capacity in relation to number of teachers and infrastructure available. In determining whether the number of proposed staff at any ASEP learning centre is "suitable and sufficient", the following minimum or basic standards shall be applied:

- (a) The owner or manager of an ASEP learning centre shall provide certified copies of contracts of employment for all staff, both academic and non-academic, regardless of whether they have been engaged in such responsibilities on a full-time or part-time basis.
- (b) ASEP learning centres shall employ only qualified teachers to provide instruction and academic support to their learners.
- (c) ASEP learning centres shall employ enough academic staff to ensure that the maximum teacher-student ratio for face-to-face contact sessions do not exceed the ratio 1 facilitator to 40 learners.
- (d) The manager of each ASEP learning centre shall designate certain staff members to provide administrative support, academic/tutorial support, guidance & counselling support, out of class tutorial support and access to additional resources & technologies for students. Clear information should be available

on how and when such services shall be provided and made available to students.

**vi) Modality of Teaching and Learning**

Prior to registration, the ASEP learning centres shall indicate details of how the teaching and learning activities shall be executed. These include indicating the time table, annual calendar, delivery modes (distance, open learning, face to face or e-learning), mode of assessment, subjects offered and quality assurance tools.

**vii) Funding and Financial Arrangements**

In order for the learners and other stakeholders to have confidence about the sustainability of ASEP learning centre, it must demonstrate that its finances have been placed on a sound footing and that adequate funding is available to maintain an effective service. In addition, learners need to know that they have access to legal recourse in the event that an ASEP learning centre closes before providing all of the services they have paid for.

The following minimum or basic standards shall apply in relation to the financial arrangements for ASEP learning centre prior to its registration where the applicant shall demonstrate:

- Evidence of reliability of services through three guarantors. One of the guarantors should be a local government leader specifically the Mtaa/Village Executive Officer;
- Proposed annual fees which is convenient to learners; and
- Financial arrangements. The owner shall sign a written consent guaranteeing that learner's fees will be refunded on a pro rata basis. Also, the ASEP learning centre shall not close before the end of the academic year or before providing students with all

of the services they have paid for.

**viii) Curricula and Syllabi**

Before ASEP learning centre is registered, the following minimum or basic standards shall apply in respect of the curricula and syllabi to be used in ASEP programme:

ASEP learning centre manager must indicate in writing whether its courses will adopt/use:

- (a) The same curriculum as is used in the formal education system, or an alternative curriculum that has been approved for the purpose of assessment by a competent authority, such as the National Examinations Council of Tanzania (NECTA) or the Institute of Adult Education (IAE)
- (b) The same syllabi as used in formal schools, or ASEP syllabi devised by a competent authority, such as the Tanzania Institute of the Education in collaboration with IAE.

**3.4 Procedures for Registration of ASEP Learning Centres**

The following procedures should be adhered to during centre registration:

- i) The owner of the learning centre (applicant) shall fill the registration application forms available at IAE Regional Office or at IAE website ([www.iae.ac.tz](http://www.iae.ac.tz));
- ii) The duly filled application forms shall be returned to the IAE's respective Regional Resident Tutor's Office;
- iii) The applicant shall make application and registration payments specified in the form;
- iv) Applicants for registration shall provide certified copies of contracts of employment for all staff, both academic and non-academic, regardless of whether they have been engaged in such

- responsibilities on a full-time or part-time basis
- v) Inspection team which includes the Regional Resident Tutor, District Adult Education Officer and District Chief School Quality Assurance Officer, shall visit the proposed learning centre, assess compliance with established standards and write recommendation report which shall propose whether the centre should be registered or not.
  - vi) Resident tutors shall send inspection reports signed by each of the three members of the inspection team to the IAE Headquarters;
  - vii) At the IAE headquarters, the inspection reports shall be verified and presented at different levels of decision making for recommendations and approval; and
  - viii) Where the application qualifies for registration, the owner shall be notified in writing, and be awarded a certificate of registration.

### **3.5. Conditions for Registration and Operation of ASEP Learning Centre**

- i) It shall be mandatory for all ASEP learning centres to be registered before starting its operations;
- ii) Centre manager/supervisor and centre coordinator of ASEP learning centre shall be required to have attended a short course training on management of Alternative Secondary Education Pathway programme offered by IAE before registration.
- iii) It shall be mandatory for an ASEP learning centre coordinator, or any other staff responsible for academic performance, to attend at least once a short course on ASEP management, organised by IAE;
- iv) It is strictly prohibited to any unregistered ASEP learning centre to conduct activities related to ASEP programme;
- v) In cases where the proposed name of a learning centre has a

- reference to a religious denotation such as saint; the applicant shall seek approval from the recognised religious leaders from which the proposed name has emanated;
- vi) If the applicant is the owner of the premise, he/she shall be required to provide certificate of land occupancy. Likewise, for premise which has been rented, the applicant shall be required to provide a duly signed contract of the premise rent;
  - vii) A registered ASEP learning centre shall not be allowed to transfer its premise to other location(s) which was not involved in the initial inspection. If there is a need to do so, the owner shall notify the responsible authority thereafter shall be required to process for a new registration, by following all procedures for registration of ASEP learning centre;
  - viii) Transfer of registered ASEP learning centre to the new/different premise other than where it was registered with no official notification from responsible authority shall amount into nullification of its registration status;
  - ix) Registration for ASEP learning centre shall last for five years; thereafter the owner shall be required to renew registration under the same procedures for registration of ASEP learning centre;
  - x) ASEP learning centre seeking for renewal of registration shall provide evidence of tax clearance certificate;
  - xi) The IAE Director can impose penalty upon violation of rules and procedures for running ASEP learning centre;
  - xii) Where necessary Director of IAE may involve team indicated in 3.4 (v) for inspection and recommendation for measures to be taken following breach of rules/regulation for running ASEP learning centre;

- xiii) Penalty for violation of rules and regulation of ASEP learning centre may include: suspension of registration status for the period of one month, three months, six months or one year. Where nature the breach of rules has been critical Director of IAE may nullify registration status of ASEP learning centre;
- xiv) Owner of ASEP learning centre who wishes to re-register a learning centre after official nullification of registration shall be required to follow all procedures for establishment of new ASEP learning centre;
- xv) Registered ASEP learning centre shall be required to use flexible syllabi and self-learning materials developed specifically for ASEP programme;
- xvi) It shall be mandatory for all ASEP learning centres to pay all mandatory fees to IAE, which includes learner's registration fee and coordination fee. Failure to do so, shall amount into serious penalty including withdrawal of right to operate as an ASEP learning centre; and
- xvii) It is a mandatory for every ASEP learner to register and pay fee for mock examinations as directed by the IAE (refer registration form for ASEP learning centres). In this case, it is the responsibility of ASEP learning centre manager or coordinator to ensure that each ASEP learner registers and pays fees on time.

### **3.6 Enrolment and Registration of Learners**

This section aims at providing information on procedures for enrolment and registration of learners at ASEP learning centres.

#### **3.6.1 The Importance of Enrolment and Registration of Learners**

- i) To know the number of learners who are enrolled and registered

so as to have good planning for running the programme; such as classroom allocation, provision of facilitators, teaching and learning facilities;

- ii) To recognise the learners enrolled and registered at a given learning centre;
- iii) Learners to be easily spotted and assisted where need arises for better understanding of the programme;
- iv) To easily provide with guidance and counselling services, hence make proper selection of the programme;
- v) To know learner's academic background for identification and proper support.

### **3.6.2 Procedure for Enrolment and Registration of Learners**

- i) The applicant shall fill in the application forms online or manually obtained from a respective registered learning centre;
- ii) The applicant shall present the dully filled in application forms, together with the application fee (specified in the form), to the coordinator of the learning centre; and
- iii) The Regional Resident Tutor shall compile the information obtained from the returned application forms and present report to the IAE Headquarters.

### **3.7 Procedure for Registration of Learners for Examination**

Learners in ASEP shall do internal and external examinations at different times during their studies. Procedures for their registration to sit for the examinations shall be provided from the bodies responsible for specific examinations. In this case, such details shall be provided by IAE and NECTA.

## CHAPTER FOUR

### THE ASEP PROGRAMME ORGANISATION

#### 4.1 Introduction

ASEP programme is anchored on a flexible system learning based on the philosophy of Open and Distance Learning. However, it is imperative to have guidance in handling common issues which may affect efficiency and effectiveness of the programme. Thus, this part provides general guidelines on how the programme should be organised including the target group, curricula and syllabi, mode of delivery, stages of learning, resources, support services, assessment of learning, qualification and certification.

#### 4.2 Target Group for ASEP Programme

Conventional secondary education in Tanzania is offered to a specific target group of learners with defined age category ranging 14-19 years. Beside the limit of age, conventional schooling generally comprises of rigid rules which results into drop-outs due to reasons such as early marriage and pregnancy in girls. Besides there are other disciplinary challenges and there are others who fail to enrol in learning due to various socio-economic problems. Consequently, conventional secondary education leaves wide group of potential secondary education learners whose solution is to engage in ASEP programme. The following are the target group of ASEP learners:

- i) Learners who completed primary education and other equivalent programme but who did not enroll in conventional secondary schools;
- ii) Formal secondary school drop-outs including vulnerable and disadvantaged groups /youths;
- iii) Learners who completed form four who wish to re-sit for Certificate

- of Secondary Education Examination;
- iv) Form Four graduates who are eligible to sit for Advanced Certificate for Secondary Education Examination; and
  - v) Form six graduate who wishes to re-sit for Advanced Certificate for Secondary Education Examination.

#### **4.3 Curriculum and Syllabi**

ASEP uses the same curriculum and syllabi used in conventional secondary schools. However, these curricula and syllabi have been re-organized by IAE with a view to meet the learning needs of learners who pursue flexible learning in ASEP.

#### **4.4 Modes of Delivery for the ASEP Programme**

Based on the diversity of learners, ASEP requires learning approach which can accommodate diversified needs of various groups. Therefore, Open and Distance Learning is the recommended learning mode to adults and other groups which require flexible learning. ODL is a mode of delivery whereby a teacher and student are separated by distance, but may occasionally meet for tutorials (face to face sessions). This approach shall combine the best tradition of correspondence and distance education with the current information and communication technology (ICTs) media. However, each ASEP learning centre shall be required to use one or a combination of the following modality for running ASEP programme.

##### **i) Morning Classroom Learning Session**

Where learners can manage to attend learning during the morning, the learning centre may establish learning programme for morning sessions whereby, timetable for classroom facilitation shall consist of a minimum of four (4) hours per day for five days of the week for academic subject and one (1) hour per week for life skills, from 7:00am -1:00pm (noon).

It is proposed that, duration of single learning session should be one hour per subject. However, adjustment of timetable can be adopted according to the specific learning needs for a given subject.

### **ii) Evening Classes**

The Evening class mode of learning can be adopted whereby most of learners have limited time to study during the morning hours. The learning centre which adopts this model shall be free to arrange learning session from 1:00pm – 08:00pm with a minimum of four (4) hours per day for five days of week for academic subjects and one (1) hour per week for life skills. However, adjustment of timetable can be adopted according to the specific learning needs for a given subject.

### **iii) Distance Learning Mode**

Learning in ASEP centres may be organised in a form of distance learning whereby learners use most of their time for private study. However, registered learning centres which choose the distance learning approach shall arrange face to face sessions for four times a year having an interval of maximum three (3) month. Each face-to-face session shall have a minimum duration of six (6) hours a day for five days a week for academic subject and at least one (1) hour for life skills. However, adjustment of timetable can be adopted according to the specific learning needs for a given subject.

## **4.5 Stages of Learning in ASEP Programme**

ASEP programme will have three stages of learning as follows;

### **i) Stage One**

This shall be the first stage of learning which is equivalent to Form I and II of the conventional secondary school. Stage one learners shall study for a minimum duration of 1 (one) year and required to sit and pass the

Qualifying Test from National Examination Council of Tanzania before moving to stage II.

**ii) Stage Two**

Stage Two is equivalent to Form III and IV of the conventional secondary education. This stage comprises of learners who passed the Qualifying Test from National Examination Council of Tanzania and who are prepared to sit for Certificate of Secondary Education Examination (CSEE). It will also include private candidates who wish to re-sit for CSEE.

**iii) Stage Three**

Stage Three is equivalent to Forms V and VI of secondary education conventional schooling. Eligible candidates to join stage three shall be Stage Two/Form Fours who passed and attained requirements to sit for Advanced Certificate of Secondary Education Examination from the National Examination Council of Tanzania.

**4.6 Teaching and Learning Resources**

Regardless of how much time learners spend in direct contact with tutors, they also need to have a number of hours for individual study. Teaching and learning resources such as textbooks, printed self-instructional booklets, audio/video materials or e-learning resources are crucial for all learning centres. In this case, all learning centres, regardless of how they deliver their programmes, should make available adequate and appropriate materials or other related resources to support individual study. With reference to this, all facilitators and learners should use the study materials (modules) prepared by IAE. The costs of the modules are affordable to ASEP learners.

In this case, IAE shall prepare study materials which are interactive and enable learners to assess themselves. The IAE is required to:

- i) Ensure study materials in use are updated;
- ii) Ensure thorough orientation for facilitators on the use of ASEP study materials and other reading materials; and
- iii) Conduct orientation courses to learners on how to use ASEP study materials since they are designed in different ways from those used in conventional system.

#### **4.7 Learner Support Services**

The effective provision of ASEP Programme is dependent on the support services offered to the learners. The learner support services involve three major areas which are administrative services, academic/tutorial and guidance and counselling services.

Administrative services involve registration of learners, preparation of learning timetable/study calendar, established study centre (venue), dispatch of study materials on time, provision of relevant information about programme including entry qualifications, time for registration, tuition fee, programme duration, modality of learning, certification and awards. The administrative services also involve establishment of record keeping system and conducting orientation courses for learners. Learners also need to be informed on matters pertaining to examinations such as types and time of examinations they are required to attempt i.e., national examinations, mock examinations and internal examinations.

On other hand, tutorial support services involve conducting classroom teaching and learning sessions (face to face sessions), provision of assignments to learners, provision of constructive comments on learners' assignments, assessment of learning and provision of timely feedback to learners. Furthermore, guidance and counselling involve psychological

adjustment to learners in order to cope with various academic and social economic problems which face learners during their studies. These services shall be provided at different levels starting from AEP Learning Centres to ministerial level. The emphasis is on supporting learners for enrolment, retention and successful completion. All service providers and implementers at various levels shall be required to ensure learner support services are offered in timely manner and making sure that there is a qualified professional staff to offer such support services.

#### **4.8 Assessment**

Assessment is the process of determining how much learners have achieved the intended learning outcomes. It plays a vital role in assuring the quality of service provided. In the context of ASEP, assessment is conceived as a tool that helps learners learn and continue to learn effectively. Therefore, assessment is used as a way of identifying weaknesses and strengths of learners and making timely corrections to improve performance.

This ASEP guidelines provide directions to service providers to have clear information on how assessment (internal and external) should be carried out at learning centres.

##### **4.8.1 Internal Assessment**

Internal assessment shall be conducted under the authority of the institution. In ASEP, continuous assessment can be done different ways which include unit assignments, weekly test, monthly test, projects, portfolio and terminal examination.

##### **i) Unit Assignments**

Each ASEP learner is required to attempt all unit assignments provided at the end of each unit in the module. The provided unit assignments

shall help the learners to assess themselves about their strength and weakness.

**ii) Monthly Tests**

ASEP learners are needed to attempt one monthly test that shall be provided by the subject tutor so as to check the achievement of the specific learning objectives of the covered topics.

**iii) Terminal Examination**

ASEP learners shall attempt terminal examination at the end of each term so as to check the level of achievement of specific learning objectives.

**4.8.2 External Assessment**

External examination for ASEP learners shall be in the following major categories as follows:

**i) Institute of Adult Education Mock Examination**

IAE shall administer mock examination for stages I, II and III which is mandatory to all ASEP learners. The IAE mock examination shall form the basic requirement for awarding Leaving Certificates for learners who attended learning in the ASEP Programme. However, along with IAE mock examination, service providers may organise their own mock exams for testing specific areas of their choice in their region and zones.

**ii) National Examinations**

In the ASEP programme learners shall sit for three types of national examinations administered by National Examination Council of Tanzania based on each stage of learning which are; Qualifying Test for Stage I (one), Certificate of Secondary Education Examination for Stage II (two) and Advanced Certificate of Secondary Education Examination for Stage III (three).

#### **4.9 Qualifications and Certification**

Certificates shall be offered to the candidate who has successfully completed the programme. There will be two types of certificates which will be offered under this programme which are:

##### **4.9.1 Leaving Certificates**

These certificates shall be offered by IAE to Stage Two and Three registered learners who successfully complete ASEP programme and sit for mock examinations.

##### **4.9.2 Academic Certificates**

The National Examination Council of Tanzania (NECTA) shall award academic certificate (Certificate of Secondary Education Examination) for ASEP learner who will pass form four examination and Advanced Certificate of Secondary Education Examination for learner who will pass Form Six Examinations. ASEP learners aged below 24 who will pass CSEE examination and meet requirement for transitioning to Form Five shall be eligible to be selected to join Advanced Secondary Education in conventional schooling system. Other learners aged above 24 years who will pass CSEE and attain qualification for transitioning to Form Five may enrol into Stage Three of ASEP Programme or other post- secondary learning programme of their choice.

## CHAPTER FIVE

### QUALITY ASSURANCE AND CONTROL

This chapter intends to enable service providers to develop common understanding of quality assurance and quality control of programme offered through ASEP Programme to ensure quality services are provided and maintained.

#### **5.1 Quality Assurance and Control in the Context of ASEP Programme**

Quality assurance is a system through which an institution demonstrates conditions that are in place for teachers and learners to achieve prescribed standards in education programmes. It includes all plans and systematic activities which provide confidence that services provided will satisfy given requirements for quality. Quality assurance in this context implies a process through which ASEP programme and those engaged in administrative activities as well as other stake holders ensure themselves that they consistently realize the highest standards possible in aspect of its activities. It can be described as ways of managing the ASEP programme, the service provided to ensure that they are kept at high standard that will positively affect its products. Therefore, it shall involve internal and external influence to ensure efficiency and benefit desired.

#### **5.2 Importance of Quality Assurance and Control in ASEP Programme**

Quality assurance and control work enables to:

- i) ensure that what is provided to learner is relevant and aligned to needs or requirements;
- ii) ensure that, learning environment is improved and friendly to

- learners, thus, learning facilities and study materials are available and user friendly;
- iii) ensure that facilitators, counsellors and supporting staff are qualified, motivated and support with necessary incentives; which arouses intrinsic motivation and self-commitment to effective service provision;
  - iv) ensure financial management is strengthened in order to improve services by controlling the misuse of funds; and
  - v) ensure that quality is maintained in order to compete with other providers and attract learners.

## **5.2. Parameters for Quality Assurance in ASEP**

The following are the parameters for quality assurance in ASEP:

### **i) Quality of Facilitators**

Quality of facilitators has serious impact on the assessment of quality in ASEP. They need to be adequately qualified for facilitating learner in their subjects. They must be equipped with the principles and practice in ASEP; and this parameter focus on their qualification experiences competencies, capacities and acquisition of desirable skill to job related tasks.

### **ii) Quality of Teaching and Learning Process**

Quality of teaching and learning process should be supported with relevant facilitation methodologies, adequate facilities, involvement of all learners in the teaching and learning process, provision of conducive learning environment and cooperative assistance between teachers and learners.

**iii) Registration of ASEP Learning Centres**

Registration is important in ASEP ensure that centres abide to the rules, regulations and proper practice running ASEP programme

**iv) Enrolment, Retention and Transition Rate**

Quality enrolment, retention and transition rate is critical in education system. Any education programme has an aim to be achieved, starting from enrolment of learners, retention as well as transition of learners to another level of education. In ASEP programme, the quality of the programme can be assessed by looking at enrolment, retention and transition rate of learners from one stage to another.

**v) Adequate Infrastructure**

Quality of infrastructure in ASEP programme shall be determined by assessing availability classrooms, library, laboratory, offices and toilets which are sufficiently to the learning needs.

**vi) Quality of Teaching and Learning Materials**

Quality of teaching and learning materials is a basic component in achieving learning goals for learners. Teaching and learning materials used in ASEP programme should be relevant to curriculum contents and specific learning needs. Learners are expected to use self-study materials developed specifically for ASEP and other books which supplement the learning needs for different subjects. Moreover, teaching and learning aids should be prepared with regard to environment, nature of learners and subject matter being taught.

**vii) Programme Sustainability**

Programme sustainability as among quality ASEP programme is the way through which practice enable it to last and serve for future generation. Important aspect of sustainability of programme include: sustainability of funding, involvement of stakeholders, awareness creation and

participation of community needs to be carefully planned and enforced in order to achieve maximum attainment of the programme objectives.

### **5.3 Criteria for Maintaining Quality in ASEP Programme**

The IAE roles and responsibilities require it to ensure that quality is maintained by all service providers in accordance with the set standards in the following areas:

#### **a) Policy and planning**

The IAE operations are guided by national vision and mission, which lay the ground on which the alternative secondary education is centred.

The IAE should do the following:

- i) Formulate sub-policies and plans as per stated IAE policies and broad plans to ensure alternative secondary education programme operate effectively by providing quality services; and
- ii) Align IAE policies and plans with national priorities.

#### **b) Learners**

In the provision of quality service, detailed learners' profile is important. It should indicate past, present and potentials of the learner. The profile should be updated to enrich the processes of instructional designing and materials development together with learner support services. The IAE and ASEP learning centres should do the following:

- i) Prepare detailed learners profiles including effective databases, updating learners' information, prior learning experiences, achievements and work experience; and
- ii) Establish Education Management Information System (EMIS) which links the learning centre to the IAE Regional Office, IAE Headquarters to MoEST. This shall facilitate government policy and decision makers and planners to make informed and rational decisions.

### **c) Programme development**

The IAE has developed flexible syllabi and study materials to enable effective learning in Alternative Secondary Education Programme. The IAE and ASEP leaning centres should do the following:

- i) Ensure availability and effective use of ASEP study materials such as syllabi, modules, learner's and tutor's manuals and guidelines prepared by IAE;
- ii) Consider the available resources including technology, qualified facilitators as well as physical facilities;
- iii) Conduct orientation courses to teachers and learners on how to use Alternative Secondary Education study materials since they are designed differently from those used in the conventional education system; and
- iv) Ensure resources are used appropriately and cost-effectively to suit the desired learning purposes and outcomes.

### **d) Assessment**

The IAE's ASEP implementation guide elaborates on how internal and external assessment should be carried out. Moreover, the learner is responsible for making self – assessment by doing unit assignments included in learners' study modules. The external moderators maintain quality by moderating mock examinations to be done by all learners countrywide. The National examinations form part of the external assessment. In this case, IAE is required to:

- i) orient facilitators/markers on systematic marking of learners' assignments and provision of constructive comments/feedback;
- ii) provide clear orientation to learners on the importance of doing unit assignments provided in the modules and during face-to-face sessions, terminal and annual examinations as a vital part of

assessing the learners' development; and

- iii) supply learners with relevant information and encourage them to do both internal and national examinations.

#### **e) Learner Support Services**

Learners should be provided with opportunities to enable them achieve intended learning outcomes. These services will be provided at different levels starting from Learning Centres to the ministerial level. The emphasis is on supporting learners for enrolment, retention and successful completion. The IAE and ASEP learning centres are required to:

- i) ensure learners are provided with relevant information related to their study programme;
- ii) ensure learners access guidance and counselling services regarding personal and learning difficulties that affect their learning;
- iii) orient learners to assume responsibilities for their own learning;
- iv) conduct capacity building for facilitators to assume their tutoring and counselling responsibilities; and
- v) provide learners with necessary facilities and equipment essential for their successful learning.

#### **f) Human Resources**

Adequate and qualified facilitators are essential for quality education provision. The qualifications of facilitators should be appropriate to the level of the education and training services provided. The ASEP learning centres should do the following;

- i) Maintain staff structure including centre manager/supervisor, centre coordinator, counsellor and subject facilitators with their responsibilities clearly defined; and
- ii) Build capacity of facilitators on methodology and specialized

roles by consulting IAE Regional Offices and ensure that they are monitored and supported.

**g) Management and Administration**

The ASEP learning centres shall have effective and transparent management of human, material and financial resources as well as communication and information for effective education provision. In this case the ASEP providers are required to:

- i) have structures and lines that keep the study centre management and staff accountable to existing management structures;
- ii) manage communication including proper information to prospective learners and stakeholders, as well as quick response to enquiries and complaints;
- iii) establish a system which furnishes prospective learners with adequate information concerning enrolment, registration, fee structures and mode of payment;
- iv) ensure functionality and security of facilities and equipment at the Learning Centre. Both staff and learners are oriented on techniques for proper use and security maintenance;
- v) ensure physical environment supports learning i.e. size of classrooms, chairs, desks should reflect number of registered learners;
- vi) ensure proper budgeting reflecting learning centre objectives. For example, handling fees, timely payment to part time and permanent staff and procurement of materials; and
- vii) ensure *detailed information from IAE and NECTA is available to learners timely to avoid inconveniences. Such information includes module price, examination fees, i.e. Stage One and Stage Two mock examinations prepared by IAE as well as the National Qualifying*

**h) Cooperative Relationships**

The ASEP learning centre has to collaborate with learners, community, parents, local government structures and other institutions including formal schools and colleges. To maintain this, they should ensure mutual relationship is strengthened between the Learning Centre and other stakeholders. This promotes support and sense of ownership among stakeholders.

**i) Information Dissemination**

Information sharing between the ASEP learning centre management and other stakeholders promotes common understanding of each other and enhances publicity. ASEP learning centre should;

- i) establish effective information network system which allows information sharing among stakeholders;
- ii) should ensure effective supply of information to stakeholders including learners. This creates awareness; and
- iii) supply employers and sponsors with correct and sufficient information on requirements for learning.

**j) Performance Results**

The ASEP in general and ASEP learning centres in particular will strive for better performance results which fulfil the National Education Vision and Mission as well as clients' needs. In this case the ASEP learning centres are required to:

- i) ensure the ASEP learning centre operates efficiently and effectively to fulfil its vision and mission;
- ii) ensure learners are guided to achieve better results that increase opportunities for further studies and world of work;
- iii) ensure results are used as one of the evaluation indicators for

- improving the design and teaching and learning process;
- iv) provide feedback to learners to enable them make evaluation on their academic progress; and
  - v) strive for standards that are aligned with national education authorities such as NECTA and IAE.

#### **5.4 Quality Control Mechanisms**

##### **a) Quality of Applicants**

Learner's essential entry qualifications should be established. In this case, learner's educational background should be assessed to determine placement levels. Note that, entry qualifications have important effects to quality of output or product.

##### **b) Quality of Facilitators**

Maintain adequate number of facilitators (at least one facilitator for each subject) especially with regard to conducting face to face sessions. Facilitators should have minimum education and professional qualifications (a diploma in education) that enable them to effectively facilitate secondary education through ASEP learners using appropriate approaches. The facilitator's background information, certificates and teaching competencies should be assessed before and during their work period. Furthermore, facilitators should sign work contract before they start working.

##### **c) Timely Feedback**

Unit assignments and tests should lead to giving feedback in a specified time so as to inform and encourage learners. This also creates opportunity for guiding learners academically.

##### **d) Supervision and Monitoring**

Supervision and monitoring in ASEP is important as it puts the

management teams of the centres to strive to meet set standards. Through monitoring and supervision shortfalls in the process of education particularly in ASEP can be identified and corrected before major problems result. Therefore, learning Centre supervisors and coordinators should establish and institute a system for close supervision to subject facilitators. This will ensure effective facilitation based on the given syllabi and modules. The IAE's Regional Resident Tutors, District Chief School Quality Assurer (DCSQA) and DAEOs at the District will visit the centre for monitoring purposes.

**e) Course/Subjects Evaluation**

ASEP learning centre has to continuously collect feedback and data from daily operations so as to ascertain the extent to which each course/subject meets intended objectives. Thus, learners and facilitators will have an opportunity to forward suggestions for course/subject review.

**f) Assessment**

There should be an assessment guide which will be prepared by IAE. This guide will indicate how assessment should be carried out.

The ASEP learning centre should establish examination committee constituted by the centre coordinator and subject facilitators. The committee is charged with moderation of internal examinations in order to maintain the set standards. The question items in the tests and assignments should develop various levels of learner's cognitive and practical skills. The centre should maintain credibility through its evaluation mechanisms. The committee is also responsible for identifying learners who are qualified to register for national examinations and those who are not qualified will be advised to get more time for preparation.

### **g) Learner support services**

The learning centre should establish a learner support system which comprises of facilitators, parents and peers who will support learners for enrolment, retention and successful completion. The centre is required to ensure learners access guidance and counselling services regarding personal and learning difficulties that affect their learning and enable them assume responsibilities for their own learning.

### **h) Teaching and Learning Materials**

ASEP teaching and learning materials should be prepared by qualified and competent personnel capable of preparing ASEP programme materials. Normally, instructional materials for ASEP should be interactive to enable learners to study on their own most of the time. Learners should be oriented on how to use ASEP instructional materials since they are designed differently from those used in the conventional mode.

### **5.5 Monitoring and Evaluation of ASEP Programme**

For the purpose of achieving quality assurance, IAE will be responsible to critically monitor and evaluate the ASEP learning centres and programme as a whole periodically on the following aspects:

- i. Training programme: checking the effectiveness and management procedures, so as to find out its effectiveness, efficiency and other outcomes.
- ii. Learner support and learning materials (if they adhered to the IAE guidelines): This will involve both formative and summative evaluations. The aim of monitoring is to ensure what have been planned is run accordingly so as to achieve the intended goals, assessing progress towards achieving programme goals during

the implementation.

- ≡ Evaluation of the programme at ASEP learning centres: This aims at assessing programme progress status and trend of resource utilisation, so as to improve future implementation of the programme, and to find out whether the means used have achieved their goals.

Areas for monitoring and evaluation of the programme at ASEP learning centres will include syllabi, study materials, learning environment, learners' performance and livelihood of the centre, facilitators and other stakeholders. Other areas to be looked at are formation of different committees, mobilisation process, community awareness and participation.

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