

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

INSTITUTE OF ADULT EDUCATION

**ALTERNATIVE SECONDARY EDUCATION PATHWAY
IMPLEMENTATION GUIDELINES**

JUNE, 2021

LIST OF ABBREVIATIONS AND ACRONYM

AEP:	Alternative Education Pathway
ASEPLC:	Alternative Secondary Education Pathway Learning Centre
ASEPP:	Alternative Secondary Education Pathway Programme
CBOs:	Community Based Organisations
CCM:	Chama Cha Mapinduzi
1c CQL:	Commonwealth of Learning <i>Education</i>
CSEE:	Certificate of Secondary Examination
DAEO:	District Adult Education Officer
DCSQA:	District Chief School Quality Assurer
DSEO:	District Secondary Education Officer
EMIS:	Education Management Information System
ESDP:	Education Sector Development Plan
ETP:	Education and Training Policy
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 Educational Officer
RRT:	Regional Resident Tutor
SADC:	Southern African Development Community
SDGs:	Sustainable Development Goals
SEDP:	Secondary Education Development Plan
TIE:	Tanzania Institute of Education
TIN:	Taxpayer Identification Number
UDHR:	Universal Declaration of Human Rights
WEC:	Ward Executive Committee
WED:	Ward Education Office

FOREWORD

Globally, education has been regarded as tool for human development over years which forced various international organizations to issue convention and treaties which promote education right to all people. UNESCO particular issued International Convention Against Discrimination in Education in 1960 which Tanzania ratified in 1978. This reveal the commitment of Tanzania toward ensuring education to all despite gender, disability and social- economic status. Tanzania vision 2025 either, advocate for a well-educated and learning society. Thus, regard education as tool of improving creativity, innovativeness in order to respond to development challenges and enable its people to compete effectively in regional and international level.

Alternative Secondary Education Pathway implementation guideline is developed within framework of education sector development programme under sub- sector of secondary education in alignment with secondary education quality improvement programme which is directed toward providing alternative chance for drop outs and other groups of secondary education out of school youth and adult, who wants to develop their learning through secondary education.

Alternative ^{secondary} education pathway is supervised by MoEST through the Institute of Adult Education ^{with} ~~with~~ collaboration with PO-RALG. The role of IAE is to set standards for running ASEPP as a government organ with mandate to implement Non-formal education. PO-RALG provides learning infrastructure and human resources who facilitate in government based in alternative secondary education learning centre.

The provision of this guideline is geared toward ^{setting} leading programme implementers on archiving goal of providing education to wide range of group which cannot enroll in the convention secondary education. These groups constitute disadvantage, marginalized and people such as disabled, poor and women and girls who are vulnerable to early pregnancy and marriage which act as a barrier for accessing education in convention formal system.

The demand for secondary education is increasing significantly. Since the introduction of education sector development programme, most of people has ^{ve} ~~has~~ ^{ed} ~~awakened~~ and recognized importance of education to their life. This led to great number of people ^{in need of} who want to enroll in secondary education that result ^{mushrooming} into uncoordinated secondary education learning centers

whose facilities and standards are questionable. Existence of centers with unregulated learning environment, learning materials, teachers, time of learning calls for need to establish guide which will act as benchmark for operating learning programmes in ASEPLC. Either nature of learners need an organized learning system with proper learners' guidance and counselling mechanism since most of them (learners) face personal, family and psychological and economic challenges which may affect their learning

This guideline aims to ^{in place a} put structure, mechanism, procedure with defined role of each organ and actors in the implementation of the programme. It ^{establishes} ~~puts in place~~ quality assurance mechanism, which will ensure smooth and efficiency ^{to} way of implementing alternative secondary education pathway. It further, establishes standards through which implementers will be required to abide so as to ensure quality of the ^{education} ~~service~~ provided.

IAE has been providing correspondence/distance education since 1972 through postal services which brought significant achievement in human resource development. It has intensive experience in developing adult and non -formal programme in secondary and other post primary programme. Through vast of experience and resources it is focused on improving quality of alternative secondary education pathway by working with various stakeholders. Service providers are assured that, by being registered by IAE they will attain a legal recognition and provided with technical assistance in running the ~~the~~ programme. Therefore, I urge all service providers ^{to} strictly adhere ^{to} with this guideline.

^a

 Dr. Lybwene M. Mutahabwa
 Commissioner of Education

Ministry of Education Science and technology

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Director
Institute of Adult Education

EXECUTIVE SUMMARY

Tanzania has ~~increasingly~~ a big number of different providers of secondary education through Non-formal or Alternative Secondary Education Pathway (ASEP) whose learning centres are not yet coordinated. These centres operate differently particularly in terms of basic aspects such as content, methods, teachers, learners, materials, time, assessment, learning environment, communication and administration. Also, there is high demand for secondary education among out of school youth and adults who for various reasons they cannot join formal secondary schools. This guideline therefore puts in place modalities for such centres to be acceptable and recognized by stakeholders such as MoEST, employers, professional and regulatory bodies. Successful implementation of this guideline will promote smooth and effective educational operations in the learning centres. It will as well enable more out of school youth and adults access secondary education through reliable system. The guideline for alternative secondary education pathway service providers is organized into five chapters.

Chapter one introduces the guideline by ~~tracing~~^{governing} background information leading to the current situation and describes its purpose and rationale. It shows intention to provide clear modalities through which ASEP learning centres will be aligned to acceptable educational practices. Also, it provides brief clarifications on the relevant and related concepts to enable common understanding among readers. Such concepts include: Alternative Secondary Education Pathway, Non-Formal education, open schooling, open learning, distance learning, ASEP learning centre and face to face. It as well describes both the international and national policies and frameworks underpinning the guideline.

Chapter two focusses on institutional arrangements indicating the roles of organs from national to learning centre level. It as well clarifies the roles of specific actors at each level and clarifies categories of ASEP service providers and partners / collaborators. Also, this chapter indicates vertical and horizontal communication channels among service providers, technical advisors and clients. ~~This~~^{It further} provides clear indication that implementation of ASEP involves a variety of stakeholders and as such communication among them is critical.

Chapter three provides important details on registration of ASEP learning centres. It shows the necessity of ~~their registration to the~~^{being registered by} IAE, which is a mandated government institution. Also, it states the criteria and procedures for learning centres' registration. Moreover, ~~this~~^{it}

~~chapter~~ clearly shows the procedure for enrolling and registering ASEP learners and their registration for various external examinations. This chapter therefore covers information that stakeholders would ^{need to know} ~~ask for~~ about registration.

Chapter four, illuminates on ASEP programme organisation. It describes main categories of ASEP target learners that need to be served. Generally, it shows that most of the target learners are variously disadvantaged, but if they are successfully assisted, they can enable immediate personal and national development. Also, it explains that being a secondary education complimentary programme, ASEP teaching and learning activities are guided by the curriculum and syllabus from the Tanzania Institute ^{of} Education (TIE). The IAE improvises principles of flexibility to allow application of the syllabi in ASEP. Moreover, this chapter indicates the modes of delivery and the three learning stages in ASEP. That is stage one, equivalent to forms one and two in formal secondary education; stage two, equivalent to forms three and four; and stage three equivalent to forms five and six. There is as well clarifications on the teaching and learning resources, learner support services, internal and external assessment. It ends by explaining that the IAE will provide leaving certificates while the NECTA is responsible for academic certificates.

Chapter five, provides elaborations on concepts and matters of quality assurance and quality control. It shows criteria that should be considered in maintaining quality. Also, it insists on ways ~~or mechanisms~~ of maintaining quality including quality of: both facilitators and applicants, timely feedback, monitoring and supervision, subject evaluation, assessment and learner support services.

It is expected that the guideline will enable the IAE and ASEP stakeholders to plan and strategise towards improvement ^{aimed} of quality, efficiency and effectiveness of the learning activities. It is essentially to guide how the IAE will effectively collaborate with other stakeholders for smooth provision of secondary education to ~~the~~ out of school ~~youth and~~ ^{people} adults through ASEP.

CHAPTER ONE

INTRODUCTION TO ALTERNATIVE SECONDARY EDUCATION PROGRAMME (ASEPP)

1.1 Introduction

This chapter presents introductory information about the ASEP implementation guideline. It starts by briefly providing background, the purpose, and rationale for this guideline. Then, it clarifies concepts relating to ASEP and displays the international and national policy context behind the need for ASEPP.

1.2 Background Information

Provision of secondary education in Tanzania is an important endeavor^u for enabling development through every one's life. It promotes learners personally, enhances learning abilities and prepares them for further studies as well as technological and industrial development. Most people who have not attended secondary education, have low possibility of promoting their social and economic status. They cannot easily identify and develop their talents and confidently contribute in the current national priorities of promoting competence education, sustaining middle income economy and industrialization. Nationally, it is a means towards realising the national philosophy of Education for Self-Reliance which views the education and training system as a key input for economic growth, as well as for social, political and cultural progress. This underlines necessity for providing secondary education in Tanzania.

The Ministry of Education, Science and Technology (MoEST) has been given responsibility for the development of this education level and aims to expand learning opportunities, to enhance equity and improve the quality of education and training at all levels (URT, 2014). As a result, attendance in basic education in government owned schools has been fee free and compulsory thus enabling Tanzania to make significant progress towards achieving education for all. Moreover, involvement of flexible Non-formal secondary education programmes, also known as alternative secondary education programme, has extended access to groups of youth and adults, including marginalized and hard-to-reach, enabling them to complete secondary education circle outside the conventional school system. However, the provision of alternative secondary education in Tanzania has a long background.

Since 1970s, most youth and adults in Tanzania pursued secondary education through correspondence programme organized by the Institute of Adult Education (IAE). Also, the IAE organized evening secondary education classes throughout the country to enable access

to more youth and adults. Venues for these classes were organized in various public buildings such as primary and secondary schools, teachers colleges and folk development colleges. Such classes were mostly conducted during the evening time to allow more learners attend after work. Also, evening time was convenient, since the same buildings were used by the other students in the morning and afternoon. Generally, such organization of classes went on till ~~year~~ 2004 when the Secondary Education Development Programme (SEDEP) was established.

With SEDEP, this nation aimed to increase access, quality and equity through both formal and ~~Non~~-formal education systems. As such, ~~the~~ mainly evening classes programme under the IAE was changed to become Secondary Education through Open and Distance Learning. Also, because of mainly high demand, this period witnessed an increase in number of uncoordinated non-government providers of non-formal secondary education through variety of learning centres popular ^{known} by names such as tuition centres, QT centres and evening classes.

These centres variously enroll learners who want to undertake secondary education in the localities including the never attended secondary education; dropouts of secondary education, and those who completed this level of education but with inadequate qualifications. But many of these centres are not registered for that activity, ^{contrary} ~~centrally~~ to the procedures. Only 577 centres are registered countrywide. In this case, what they really teach and how they do it is well known but it should. In this case, the IAE because of its legal mandate and with instructions from the ministry responsible for education, assumed ^{ordinance} responsibility to ~~coordinate~~ these learning centres.

The current situation in Tanzania calls for more learning opportunities for ~~provision of~~ quality alternative secondary education. This directly requires the IAE, which has this legal ~~responsibility~~, to establish smooth and effective mechanism for coordinating all providers of alternative secondary education. It is this necessity that underlines the need for developing guidelines that will direct the implementation of Alternative Education Pathways.

1.3 Purpose of this guideline

The purpose of this guideline is to put in place and clarify modalities for provision of quality alternative secondary education in Tanzania. It aims to enable ~~the~~ different providers to align to acceptable educational practices and fulfill both learners' educational needs and national priorities. The guidelines will improve compliancy of providers and educational practices thus attract their acceptability among learners, stakeholders and authoritative bodies. It will as well simplify coordination, supervision, follow up and evaluation of practices within ASEP.

1.4 Rationale of the guideline

In Tanzania today there is both a high demand of secondary education among out of school youth and adults who for various reasons they cannot join formal secondary schools. At the same time, there is a big number of different providers of alternative secondary education, whose coordination should be strengthened to harmonise their practices for better results. The providers need to be guided especially in terms of basic aspects such as content, methods, teachers, learners, materials, time, assessment, learning environment, communication and administration.

In this context, the Ministry of Education, Science and Technology (MoEST) through the Institute of Adult Education (IAE) finds it necessary to establish a guideline that elaborates policy and operational procedures to be observed by all the different providers in fulfilling their responsibilities in the provision of quality alternative secondary education. All providing institutions including governmental, civil societies and private should comply to these guidelines for smooth and effective implementation.

1.5 Concepts Related to ASEP

i) Alternative Secondary Education Pathway

Alternative Secondary Education Pathway are unconventional means of obtaining secondary education qualifications other than the traditional means of gaining access to or completing the required study to obtain the education qualifications. The term alternative has always referred to nontraditional public and private educational approaches available by choice to parents and students. A wide variety of alternative schools serve all levels and kinds of students. These schools range from programme for at risk, expelled, and other out of school youth and adults. Each of these school/programme are represented by established, successful working models. These programmes serve as the benchmarks of effective practice in alternative schooling.

ii) Non Formal Education

Non formal education refers to any organized learning activity outside the established formal education system that is intended to serve identifiable learning clientele and learning objectives. It is a system in which content, admission criteria, staff, facilities and other system components are selected and/or adapted for a particular student, population or situation in order to maximize attainment of the learning outcome. Currently, non-formal and formal schooling systems deserve same recognition in the society since our education system according to ETP (2014) recognizes both systems. This means that none of them is superior over the other. Therefore, the two systems are interdependent and mutually complement each other.

other. Both formal and non-formal education systems have a common goal of creating man as a change agent and instrument towards personal and societal sustainable development. Also, contributes to preparing a man to participate in realization of Tanzania Development Vision 2025.

iii) Open Schooling

Open Schooling can be understood easily by contrasting it with the criteria and constituents of formal schooling in which there is much control of content, time, mode and place of learning. Therefore, it is flexible in its operations in terms of content, place, time and mode of learning. In Tanzania context, Open schooling may be defined as system of education and training that provides structured learning opportunities for those outside the conventional school system using alternative media intended to facilitate increased independence and self-direction in the learning process.

iv) Open Learning

Open learning means an approach to learning that gives students flexibility and choice over what, when, at what pace, where, and how they learn. Open learning often includes, aspects of e-learning. By "Open" it means the learner has a choice. The kind of choice which is being referred to, include where to learn, what to learn, when to do learning and how to learn.

v) Distance Learning

Distance learning 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.

vi) ASEP Learning Centre

A learning or study centre is a selected place whereby learners enrolled ASEP come together in order to get support services, including tutorials or face to face sessions. Acquisition of study materials, guidance and counselling, doing tests and examinations as well as marking the assignments also take place in study centres.

Usually a centre can be located in a primary, secondary college or other institution's buildings depending on the environment and the policies governing the programme.

The centre is manned by a coordinator or supervisor ~~who is also the in-charge~~. Normally the coordinator works on part time basis. The coordinator is charged with some roles to perform. They can basically be classified into two main areas, namely academic and administrative.

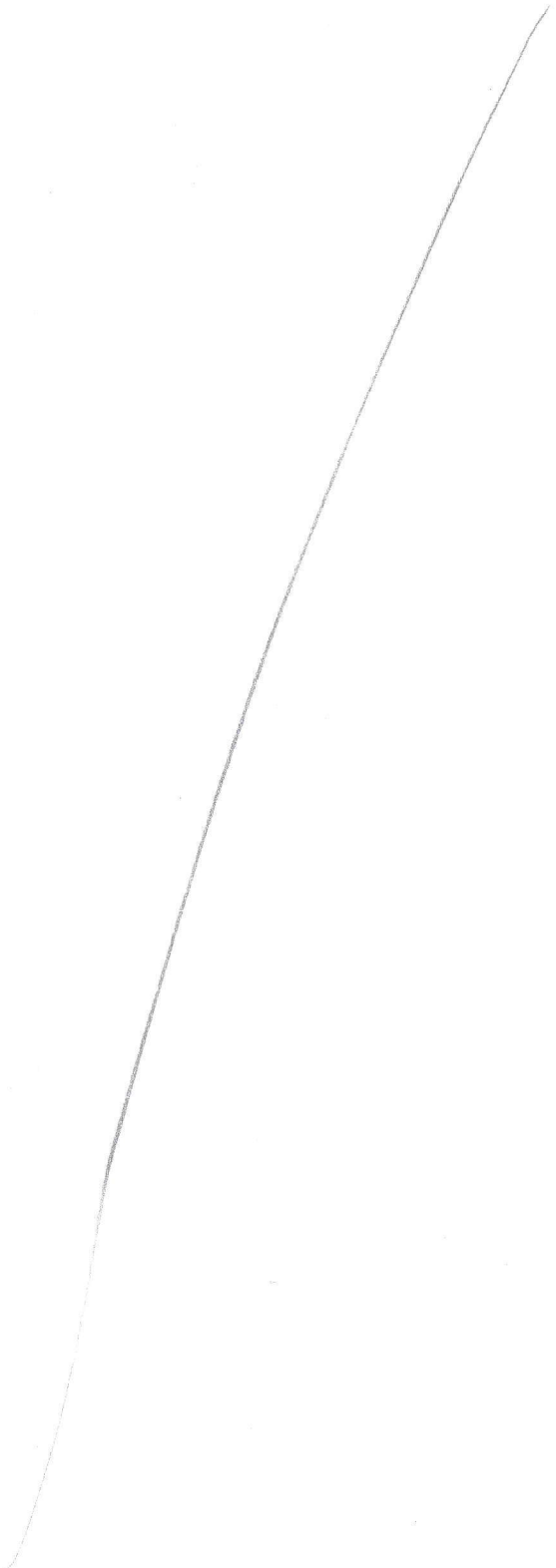
Vii) Face to face learning

This is mode of delivery of learning through ODL whereby learners have to interact with their facilitators at particular time for discussion on how well they are doing. These sessions are known as face to face tutorials. The residential face to face tutorials may be incorporated into the courses in order to mitigate isolation of a distance learner. The rationale of conducting face to face sessions is based on the following:

in ODL programmes, some learners study subjects such as science and technical, that need demonstrations and experiments, which may need laboratory work and this is likely to be possible during face to face sessions. Therefore, ODL service providers are advised to ensure availability of laboratory equipment, toolkits and the use of practical oriented exercises should be the case.

- Enhance dialogue between learners and facilitators, and among learners themselves. This means facilitators have to be knowledgeable and skilled in managing ODL classes during face to face sessions. They should enable learners to communicate effectively among themselves and with their facilitators through peer and group discussions;
- Facilitates group activities such that interaction between learners through discussions is effective. This is means facilitators of ODL have to be competent in pedagogical skills. They have to make learners participate fully in learning by exchanging and sharing their views;
- Catalyst for future contact with someone they have actually met, and
- Satisfies needs more effectively than a phone, fax, and e-mail. Facilitators always are in good position to monitor and evaluate learner's personal and academic development if he/she meets the physically. Therefore, service providers and implementers have to encourage face to face sessions.

Isolation is among the ODL features; this implies that, open and distance learners spend much of their time on self-study. Therefore, face to face interactions are of particular importance for clarification of some difficult areas of study by their facilitators,



1.6 Policy context of alternative secondary education programme

Development of these guidelines are informed by the following policies and plans:

1. i) Worldwide policy frameworks on ASEP BOLD

i) Universal Declaration of Human Rights (UDHR)

Tanzania is among the nation signatories to 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 as a basic human right is achieved. The international declarations call for enhanced educational interventions focusing on education for all. In Tanzania, basic education includes the lower level secondary education.

ii) 2. The Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) are inter-governmental agreed set of targets relating 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 youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy."

iii) 3. 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 foundation for cooperation in education among member states. It is determined to increasingly achieve equivalence, harmonisation and standardisation of the education and training systems at all levels in the SADC region.

2. ii) National Policies Informing ASEP BOLD

i) Constitution of the United Republic of Tanzania of 1977

Section 11(2) 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) 2. 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 alternative secondary education.

iii) 3. Education and Training Policy of 2014

The Education and Training Policy 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) 4. CCM Election Manifesto (2020-2025)

The CCM Election Manifesto is rooted on the Tanzania Development Vision 2025. Generally, the Manifesto addresses Government's recognition of the importance of education sector and its contribution in development agenda. It expresses the role of education in preparing human resources who can use available resources for personal development and contribute to national economic advancement towards middle income and industrialized economy.

v) 5. Local Government Reform Programme

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. Alternative secondary education programme is set within the decentralized frameworks for delivery of education to out-of-school youth and adults.

vi) 6. Educational Sector Development Plan (2016/17-2020/21) ESDP

According to the ESDP, Tanzania has at present a significant number of youth and adults who for various reasons, haven't attended or completed secondary education. These groups need to be offered an opportunity to join or re-engage 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 able to re-engage, the alternative pathways have to be clarified, guided and coordinated.

vii) 7. Institute of Adult Education Act of 1975

Section 4(b) of the Institute of Adult Education 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 organizations and persons engaged in, adult education in curriculum development and preparation of syllabi or programmes for adult education.” The development of guidelines for implementation of alternative secondary education programme is a significant step towards fulfilling these legal responsibilities.

8. IAE ~~Revolving~~ Strategic Plan

The Institute of Adult Education's ~~Revolving~~ Strategic Plan (2019/2020 – 2020/2021) clarifies the institute's priority work areas for every five years. The alternative secondary education pathway 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 youth and adults.

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CHAPTER TWO

INSTITUTIONAL ARRANGEMENT AND ACTORS IN ALTERNATIVE SECONDARY EDUCATION PATHWAY PROGRAMME

2.1 Introduction

Implementation of alternative secondary education pathway involve various organs which are responsible for education services. The Ministry of Education Science and Technology through Institute of Adult Education in collaboration with the President Office-Regional Administration and Local Government (PO-RALG) remain the key organ while other stakeholders such as NGOs, CBOs, religious based organisation and private alternative secondary education pathway providers have been working closely to ensure there is an increase in access and equity at all levels of Education. Since, traditional convention secondary education cannot meet the increase demand for secondary education to all people Alternative Secondary Education Pathway Programme remain the critical option for providing education to the all people specifically special group which cannot enrol in convention mode.

2.2. Institutions and their Roles

2.2.1 Ministry of Education and Science and Technology

(a) Vision

To have a Tanzanian who is well educated, knowledgeable, skilled and culturally matured to handle national and international challenges in various political and social - economical fields by 2025.

(b) Mission

To ensure that there is appropriate legal and practical working environment to enable all stakeholders who are eager and able to provide quality education participate in its expansion at all levels and provide equal opportunity for all: as well as enhancing culturally administration supervision and infrastructure.

Responsibilities

MoEST will continue to focus on policy development, quality assurance, setting standards, and monitoring and evaluation of Education Sector Development Plan (ESDP) and related

sub-sector programmes including alternative secondary education pathway. Specific responsibilities include to:

- i) approve National AEP Policy Framework and Curriculum;
- ii) ensure effective implementation of Non-formal education policy and guidelines;
- iii) provide technical support in preparation of teaching and learning materials for ASEPP;
- iv) provide professional support to in-service training that aim at orienting professional teachers who are engaged in teaching in ASEPLC;
- v) establish of National Minimum Standards for schools and colleges, which are potential Alternative learning programmes;
- vi) 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;
- vii) inspect of ASEPLC including follow up of recommendations from previous inspection reports;
- viii) ensure mainstreaming of alternative secondary education pathway programmes in overall Educational Sector Plans;
- ix) monitor selection of Form 5 students studying in alternative secondary education pathway system and mainstreaming them into conventional system;
- x) mobilize and allocate of resources for ASEPPP;
- xi) conduct monitoring and evaluation of AEP, in collaboration with the IAE; and
- xii) setting of Education Sector Performance Report ASEP indicators (physical and financial) in collaboration with the IAE.

2.2.2 President Office-Regional Administration and Local Government

(a) Vision

PO-RALG is committed to be a leading institution in empowering Regional Administration and Local Government Authorities to improve the provision of quality life and services to the community

b) *Mission*

In order to move towards the realization of the Mission within the short, medium and long term; PO-RALG, in collaboration stakeholders will: -

- (i) Champion decentralization by devolution and create a capable Regional Administration and autonomous Local Government Authorities.
- (ii) Effectively and efficiently manage the critical interfaces between MDAs in compliance with the D by D policy.
- (iii) Promote Urban and Rural Development Policies.
- (iv) Provide continuous performance improvement and empower employees to full fill their maximum potentials. So as to eventually improve the overall quality of life to the majority of Tanzanians.

Responsibilities

PO-RALG will continue to focus on the coordination and implementation of SEDP including alternative secondary education Pathway. The roles and responsibilities of PO-RALG are to:

- i) facilitate the availability of facilitators in ASEPLC run, managed and supervised by IAE;
- ii) coordinate of provision of Government scholarship for out of school children and adolescents from poor families who pursue their studies through ASEPLC;
- iii) coordinate of sports and games for out of school children and adolescents studying in open schools;
- iv) coordinate and mobilize local resources for implementation of Secondary Education for out of school children and adolescents studying in open school;
- v) conduct monitoring and evaluation for the implementation of Secondary Education for out of school children and adolescents studying in ASEPP; and
- vi) prepare Education Sector Performance Report (physical and financial) in collaboration with IAE.

2.2.3 The Institute of Adult Education

(a) Vision

To be a leading world institution that creates a continuously learning society

(b) Mission

To continuously design, develop and deliver accessible quality life-long education programs through blended learning for sustainable social-economic development of Tanzania, Africa and the rest of the world.

Roles and Responsibilities

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 alternative secondary education pathway. Specific roles and responsibilities are to:

- i) design training programmes for administrators and facilitators of alternative secondary education pathway;
- ii) prepare alternative secondary education pathway 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 information related to alternative secondary education pathway programme;
- v) design and organize national advocacy and awareness creation on alternative secondary education pathway programme, among stakeholders;
- vi) provide consultancy services to government, NGOs, CBOs and other institutions participating in delivery of alternative secondary education pathway services;
- vii) involve all alternative secondary education stakeholders regularly in all relevant discussions regarding the improvement of alternative secondary education pathway;
- viii) develop and disseminating guidelines to all alternative secondary education pathway 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) facilitate in-service training for teachers/facilitators on matters related to alternative secondary education pathway;
- xi) oversee establishment and registration of alternative education pathway learning centre offering alternative secondary education pathway; and
- xii) monitor and evaluate alternative secondary education pathway programme to all stakeholder
- xiii) mobilize resource (human, financial and physical) required for alternative secondary education pathway
- xiv) collaborate with NECTA in capacity building in assessing learner

2.2.4 National Examinations Council of Tanzania

(a) Vision

To be the center of excellence in quality education assessment and certification.

(b) mission

To provide fair, efficient and effective educational assessment.

Roles and Responsibilities

The responsibilities of NECTA in implementation of the alternative secondary education pathway services include to:

- i) enforce the national examination regulations and ensure that all out-of-school students or private candidates sit for national examination;
- 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 to exit in non-formal education system; and
- iv) conduct examination and grant certificates, to out of school learners who are eligible by completing their studies in recognised open schools which operate and fulfil the required directives including the use of the recognised curriculum and study materials prepared by the IAE.

2.2.5 Tanzania Institute of Education**(a) Vision**

To become the centre of excellence in curriculum design, development, and implementation with highly competent motivated and committed professionals.

(b) Mission

To facilitate provision of quality education through quality curricula in pre-primary, primary, secondary and teacher education.

Roles and Responsibilities

In collaboration with IAE, the TIE will have the following responsibilities in the implementation of the non-formal secondary education services is to:

- i) develop and curriculum, syllabi which are used in conventional and alternative secondary education pathway;

2.2.6 Tanzania Library Services Board

(a) Vision

To be a leading class public institution that continuously expands the capacity of Tanzanian to learn and access information through national wide network of libraries and other information centers that provide high quality information services.

(b) Mission

To provide and disseminate, quality information resources and services to the Tanzanian's public, for educational, informational, cultural and recreational purpose.

Roles and Responsibilities

- (i) promote, establish, equip, manage, maintain and develop libraries in the United Republic; where ASEP students can access learning material;
- (ii) to provide facilities for the study of, and for training in, the principles, procedure, and techniques of librarianship to ASEPP providers (learning centre);
- (iii) facilitate establishment and library services to urban and rural areas of Tanzania which will save as learning centre for alternative education students;
- (iv) to plan and co-ordinate library and documentation services in the United Republic; and
- (v) to advise the IAE and other ASEP service providers on all matters relating to library and documentation services.

2.2.7 Local Government Authorities

The roles and responsibilities of LGAs in the implementation of the ASEPP is to

- (i) integrate alternative secondary education pathway in city, municipal, town and district councils' educational development plans;
- (ii) advising on the establishment of new ASEPLC for out of school children and adolescents;
- (iii) Financing sponsorship requests request for out of school children and adolescents in ASEPLC;
- (iv) mobilizing local resources for implementation of alternative secondary education ~~and~~
- (v) report the implementation of alternative secondary education pathway programme;
- (vi) facilitate other transfer of the dropout from convention system to ASEPPs; *and*
- (vii) provide infrastructure such as classroom, lab and other facilities for ASEPLC.

2.2.8 Ward Development Committee

In the implementation of alternative secondary education pathway programme, roles and responsibilities the Ward Development Committee is 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 recognised alternative secondary education pathway learning centres in their respective wards;
- (ii) work closely with the mtaa/village development committees, to identify conducive learning places where the ASEPLC could be established;
- (iii) set a mechanism to ensure that the most vulnerable out of school children enrolled in ASEPL programmes are equally considered in getting support from allocated funds; and
- (iv) mobilise community resources (financial and physical) for establishment of ASEPLC run by IAE.

2.2.9 Village/Mtaa Development Committee

- The responsibilities of the village/mtaa dev. committee are as follows*
- (v) to mobilise the community to value education and encourage out-of-school children, adolescents and adults to join and complete their studies in the recognised alternative secondary education pathway learning centres in their respective village/mtaa;
 - (vi) to work closely with the community leader and development committees, to identify conducive learning places where the ASEPLC could be established;
 - (vii) to set a mechanism to ensure that the most vulnerable out of school children enrolled in ASEPL programme are equally considered in getting support from allocated funds; and
 - (viii) to mobilise community resources (financial and physical) for establishment of ASEPLC run by IAE.

2.2.10 Alternative Education Pathway Learning Centres

The responsibilities of alternative education pathway learning centre include:

- (i) pay all mandatory fee as stipulated by IAE;
- (ii) abide to the set standards established for running ASEPP;
- (iii) oversee the qualifications of their facilitators and report to the coordinating body (IAE);
- (iv) provide learner support services to learner within its ASEPLC;
- (v) to ensure availability of learning material in the learning centre;
- (vi) provide implementation report to the IAE on registration, enrolment and general activities of the centre; and

- (vii) Keep centre record (financial, academic, administrative) concerning operations of alternative education pathway learning centre

2.2.11 Learners Committee

Alternative education pathway learning centres will be required to establish learner's committee which will last for ~~only~~ one academic year. This committee will comprise chairman and secretary elected by all learner and other member selected by chairman, with ~~minimum three people~~. Duties and responsibilities of learners committee shall be to:

- i) act as a link ^{issues} between learners and management in ~~issues related to~~ academic and social ~~matter~~;
- ii) a participate in decision making for all matter affecting ~~student~~ ^{learners} affair;
- iii) advise centre management on ways to carryout learning programme such as time of learning timetable and other academic and welfare of learners;
- iv) assist management in discussing disciplinary issues affecting learners; ^{and}
- v) coordinate private student learning programme.

2.2 Actors at Different Levels

2.3.1 Introduction

Effective management of alternative secondary education service provision at different levels is important for its success. Management involves various stakeholders in fulfilling their roles effectively at national, regional, district, ward ~~and~~ village and ~~at~~ learning centre.

2.3.2 Actors at National Level

(a) The Permanent Secretary MoEST

- i) prepare policies for implementation of alternative secondary education pathway programme in consistency with national aspirations and targets;
- ii) formulate clear regulations on alternative education for those who have missed secondary education;
- iii) oversee implementation of alternative secondary education pathway programme through its decentralised government functions structures;
- iv) institute financial regulations for alternative secondary education pathway programmes; and
- v) monitor implementation of national alternative education pathway policy and ensure that it is correctly interpreted.

(b) Permanent Secretary PO-RALG

- i) ensures that LGAs monitor AEPLC in delivering alternative secondary education pathway programmes; and
- ii) provide technical support and regulate financial management to the Regional Secretariat and Local Government to ensure successful implementation of the policy guidelines pertaining to alternative secondary education pathway programme.

(c) Director IAE

- i) oversee setting curriculum, guidelines and regulations for the implementation of alternative secondary education pathway programme;
- ii) provides technical advice/support and regulate financial management;
- iii) mobilise monitoring and evaluation of alternative secondary education pathway programmes;
- iv) involve all alternative secondary education pathway stakeholders regularly in all relevant discussions regarding the improvement of alternative secondary education pathway programmes; and
- v) Supervise the development and dissemination of guideline for partnership and collaboration with stakeholder.

2.3.3 Actors at Regional Level**(a) Regional Education Officer**

The role of REO in the implementation of alternative secondary education pathway programme is to ensure smooth operation of all activities within the region. Duties of REO includes the following:

- i) ensure that all alternative secondary education pathway learning centres comply with set of standard for their operations;
- ii) incorporate alternative secondary education pathway activities in the regional education development strategic plan;
- iii) encourage centre manager/supervisors of alternative secondary education pathway to ensure availability of resources (human and physical);
- iv) recommend for approve adequate examination centres for alternative education pathway;

- v) establish a mechanism to ~~support which~~ ^{that} ensures all who do not enrol in conventional secondary education system are registered in alternative secondary education programme; *and*
- vi) prepare alternative secondary education progress reports.

(b) Regional Adult Education Officer

The Regional Adult Education Officer who is an overseer of all activities of adult and alternative secondary education in the region has the following roles;

- i) oversee all activities of adult and non-formal including advocacy and publicity for raising awareness and encourage graduates from different adult and non-formal programmes to join alternative secondary education;
- ii) encourage secondary education drop out from conventional system to join alternative secondary education;
- iii) to ensure that there is smooth coordination and linkages amongst open schools in the region for utilisation of available and equal sharing of resources;
- iv) to coordinate and monitor reports on inspection and researched information on ASEPLC for making rational decisions and plans in the region; and
- v) to monitor and provide close supervision to ASELC to ensure provision of efficient and effective education services.

(c) Regional Resident Tutor

The Regional Resident Tutor ~~in~~ under the director of the IAE and in collaboration with RAEO is responsible for all alternative secondary education programmes within respective region. In this respect RRT has to:

- i) provide academic support for alternative secondary education facilitators and learners which is intended to enhance teaching and learning processes;
- ii) provide careers guidance to learners who study in alternative secondary educative education;
- iii) promote establishment of alternative secondary education learning centre within the region;
- iv) coordinate distribution of teaching/learning materials from various sources including IAE headquarter to the alternative secondary education learning centre in timely manner, and ensure that all centres have adequate resources to support the learners needs;

- v) promote access to alternative secondary education which help to reduce inequality between different community groups;
- vi) keep records of alternative secondary education service delivery by ASELC 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 ASEPLC are registered, have qualified facilitators and conducive learning and teaching environment for sustainability of the programme;
- ix) create a linkage between ASELC, IAE and regional administration;
- x) ensure that all alternative secondary education service providers pay mandatory fees required by IAE;
- xi) survey and recommend for proper measures to be taken to all unregistered alternative secondary education pathway provider;
- xii) nurture, promote, mobilize the establishment of ASEPLC;
- xiii) to prepare budget and ensure timely payment of facilitators and other cost required for running ASELC operated by IAE;
- xiv) ensure that proposed payments are within approved budget and allocated funds and supported by proper vouchers and relevant supporting guidelines; *and*
- xv) ensure that payments are genuine, properly recorded in relevant books, made through the bank except for petty cash and rates used are approved, reasonable and fair.

2.3.4 Actors at District Level

(a) District Secondary Education Officer (DSEO)

The DSEO shall perform the following roles:

- i) Coordinate alternative secondary education in the district in order to make sure there is smooth running of the programme;
- ii) Make follow up on personnel allocation within ASEPLC with regard to secondary education alternative secondary education 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 data base for standard seven leavers who have not been selected to join government and private secondary schools and drop outs from conventional education to join alternative secondary education pathway programme;
- vi) mobilize government, civil service and private stakeholder to mobilise alternative secondary education pathway; and

vii) ensures all alternative secondary education service providers are registered and report those who run alternative secondary education illegally to the appropriate authorities.

(b) District Adult Education Officer

The DAEO shall perform the following roles:

- i) monitor and evaluate alternative secondary education programme in the district;
- ii) establish data base for alternative secondary education learning centre;
- iii) mobilize target groups to join alternative secondary education programme;
- iv) analyse progressive reports of ASELC from WECs;
- v) prepare and submit progressive reports of alternative secondary education pathway programmes; *and*
- vi) Co-operate with IAE to initiate and implement adult and alternative secondary education pathway programmes within the district.

(c) District Chief School Quality Assurer

The DCSQA shall play the following roles:

- i) liaise with DSEO/DAEO to make sure that alternative secondary education pathway service providers are well monitored;
- ii) ensure that alternative secondary education pathway services provided meet required standards;
- iii) make follow up on availability of facilitators within the alternative secondary education pathway Centres.
- iv) advise IAE and alternative secondary education pathway provider on standards for

3.3.5 Actors at Ward and Alternative Secondary Education Pathway Centre Level

(a) Ward Education Coordinator

The WEC shall play the following roles:

- i) mobilize target learner to join alternative secondary education pathway programmes;
- ii) identify and mobilise standard seven and COBET Cohort II leavers who did not ~~get a chance to~~ join government and non-government secondary schools to join alternative secondary education pathway programmes;
- iii) identify secondary school drop outs and mobilize them to join alternative secondary education pathway programmes;
- vii) monitor alternative secondary education pathway programmes; and
- viii) prepare and disseminate progressive reports of alternative secondary education pathway programmes to DAEO.

(b) Centre Manager/Supervisor

The supervisor of an alternative secondary education pathway centre has to perform the following roles: -

- vi) provide premises and resources for alternative secondary education pathway programmes;
- vii) make sure that programmes are run smoothly;
- viii) provide progress report to RRT;
- ix) mobilize dropouts and other target group to join alternative secondary education pathway programmes;
- x) make sure alternative secondary education pathway learners are retained and complete their studies;
- xi) provide learner support service to alternative secondary education pathway learners;
- xii) insure availability of learning resources in the centre;
- xiii) prepare contracts for all alternative secondary education pathway programme facilitators within the centre
- xiv) register and pay mandatory fee to the IAE; and
- xv) to insure that discipline is maintained at the centre throughout the training period.

(c) Coordinator Alternative Education Pathway Programme

The Centre Coordinator is the overall in-charge of day to day activities at the alternative secondary education pathway programmes within the centre. Therefore, centre coordinator has to perform the following roles:

- i) issue to all facilitators necessary timetable, stationery and study materials;
- ii) prepare and submit monthly, quarterly and annual performance reports timely;
- iii) disseminate information on:-
 - enrolment process,
 - programmes and courses available,
 - fee to be paid and mode of payment,
 - entry requirements, and
 - number of tutorials per week per courses.
- iv) enrol learners according to their course requirements;
- v) procure and distribute study materials to the learners as well as satellites (remote study centres under alternative secondary education pathway centres);
- vi) organise weekly tutorial services 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*
- xvi) co-ordinate planning and implementation of learning and interaction process.

(d) Alternative Education Pathway Programme Centre Counsellor

Counsellor is important actor in the success of ASEPP due to its role in creating social and psychological atmosphere for learner. Duties of counsellor is to to: -

- i) guide and counsel the learner, 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.

(e) Alternative Secondary Education Pathway Centre Subject Facilitators

Centre subjects' 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 subject facilitators.

- i) to conduct tutorial sessions to learners;
- ii) to translate curriculum and prepare learning contents for the learners;
- iii) organise learning during face to face session and other technological based learning;
- iv) prepare subject based teaching and learning plan; and
- v) provide guidance and counselling to learner.

2.4 Alternative Secondary Education Pathway Service Provider

Alternative secondary education pathway programme can be organised by various stakeholders ranging from government, private owned institution and charitable organisation from local to international level.

- a) Government owned provider of alternative secondary education pathway learning programme.**

Institute of Adult Education as sole government organ with mandate to provide correspondent education; it has duty to mobilise, supervise and approve the establishment alternative secondary education pathway throughout Tanzania mainland. It has the role to register and de-register open learning programme as well as advise any organisation which intend to initiate and implement alternative secondary education pathway programme. IAE may collaborate with any organisation within and outside the country which is interested to run alternative secondary education pathway programme as a way to extend service to many Tanzanian who need it. In the course of its implementation IAE may establish and run model learning centre for alternative secondary education pathway where learners will access at a reasonable cost secondary education. Moreover, IAE will facilitate running of alternative secondary education pathway programmes through design of learning materials and other guidelines which may enhance quality of learning in centres.

IAE alternative secondary education pathway learning centre may be established in IAE owned building and other public/government building such as primary and secondary schools and others form based on the internal arrangement with the two institutions either on full time or part time basis. It may also rent public or private owned premises for using it as learning centre.

b) Non-Governmental Alternative Secondary Education Pathway Providers

Alternative Secondary Education Pathway programme may be operated by private providers registered by the Institute of Adult Education. They will be required to establish centres for learning which meets standards prescribed under this guidelines and other standards for running educational programme. The provide providers can be individual, NGO, CBOs, FBOs ~~religious-based organisation~~ and other entity ^{ICL} which is legally eligible for ^{running} right to run school programme.

2.5 Partnership and Collaboration

Alternative secondary education pathway programmes may be conducted through collaboration between two or more organisations. IAE as a overall controller of alternative secondary education pathway programme in the country may collaborate with other institutions, national and international which are interested ⁱⁿ to work ^{ing} together ^{to} in providing ^e

alternative secondary education pathway programme. Either, the nature of collaboration will be based on contractual term consented by two parties based on their legal powers.

However, other organisation which may need to collaborate themselves (out of IAE) in running alternative secondary education programme or establish learning centre/centres will be required to obtain official approval from the ^{IAE} Institute of Adult Education.

2.6 Communication Flow

2.6.1 Introduction

Information sharing among stakeholder create good atmosphere for effective implementation of alternative secondary education. It creates environment for 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 involve horizontal and vertical sharing of information which includes decision from policy makers which provide guidelines and regulation for running programme, feedback from implementers at the grassroots and horizontal sharing of information ^{among} of organ of the same level such as inter ministries 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. It is critical to maintain proper information flow at all level in order to attain common goal of providing secondary education to all people.

2.6.2 Communication Channels among Service Providers, Technical Advisors and Clients

Communication system among service providers and learners as stakeholders need to be ^{strengthened} maintained for effective implementation of alternative secondary education pathway, ^{for} Therefore, the process of maintaining good relationship in this situation can take place vertically and horizontally.

2.6.2.1 Vertical implementation relationship

This is a communication relationship which flows from national level toward centre level and vice versa.

- i) The Government through the MoEST issues policies, directives and circulars on lifelong learning in general and alternative secondary education pathway in particular;
- ii) The IAE interprets policies, directives and circulars and delivers them to alternative secondary education pathway service providers. The providers internalize them for smooth implementation at study centres;
- iii) The centre supervisor/manager makes clarity of the given circulars to the centre coordinator who is responsible for the whole daily activities of the study centre;
- iv) At the study centre, the centre coordinator shares 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 manager, has to create an atmosphere which encourages learners to communicate with the counsellor so that, they can openly air their problems that hinder their learning progress;
- vi) The team is also supposed to communicate to learner's 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 coordinator will prepare an implementation report and present it to IAE;
- viii) Service providers are required to create an environment to ensure timely preparation and submission of progress reports and send it to IAE.

2.6.2.2 . Horizontal implementation relationship

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

- i) PO-RALG in collaboration with MoEST will conduct monitoring and evaluation on alternative secondary education pathway programmes, and also will prepare Education Sector Performance Report (Physical and Financial);
- ii) The IAE shares the expertise in curriculum designing and development with TIE;

iii) Through this horizontal implementation relationship, these institutions are able to receive opinions and suggestions from different alternative secondary education pathway stakeholders on how to conduct their work and propose the best alternatives to suit the alternative secondary education pathway programme;

iv) ii) Horizontal communication facilitates flexibility and gives room for review of existing alternative secondary education pathway curriculum, study materials and other guiding materials; and

v) This communication also facilitates the service providers to create systems that allow them to exchange knowledge and skills on how to organize, manage and evaluate secondary education through alternative education pathway at learning centre level.

2.6.3.3 Implementation relationship at ward, district and regional levels

Alternative secondary education pathway service providers are supposed to work hand in hand with the officials at ward, district and regional levels. Since study centre is a part of community they need to acknowledge them. Close links ease the operation of the centre including programme advocacy and mobilization, enrolment and retention of learners.

a) At Ward Level

Centre manager and coordinator shall ensure right communication and linkage at this level also help in maintaining discipline of learners. The community in which the centre is located plays a great role in influencing discipline and good conduct of learners and maintaining security.

b) The District and Regional Levels

At the district and regional levels, the RRT in collaboration with RAEO is required to establish an effective linkage in order to agree on terms and qualifications for the service provider to be recognized. The RRT has to ensure that all the necessary information and requirement for alternative secondary education pathway services are met and known by 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 new established ASEPLC are known and registered.

CHAPTER THREE

REGISTRATION OF ALTERNATIVE SECONDARY EDUCATION LEARNING CENTRES (ASELC)

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

3.1 Need for registration of ASELC

Since there is a variety of providers of alternative secondary education in Tanzania, the need for their coordination and necessity of their registration is indisputable. The reasons for registering all the learning centres include:

- i. Ensuring that all learning centres meet the required minimum standards,
- ii. Ensuring quality of services provided,
- iii. Enable recognition of the learning centres for inclusion in local and national education plans,
- iv. Making it possible for learners who complete stage two (equivalent to form iv) with acceptable qualifications to be selected and integrated into government secondary schools,
- v. Harmonising provision of alternative secondary education countrywide, and
- vi. Enabling the registered centres to access technical and other support from the government.

3.2 Criteria for registration of ASELC

In order for the ASELC to be eligible for registration, it has to meet minimum standards in the following main categories:

- i. Ownership particulars

The centre should indicate necessary information about the centre including: owner of the centre, Taxpayer Identification Number (TIN), address, physical address, recognition by regulatory authorities such as BRELA and ownership of the premises.

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ii. Conducive teaching and learning environment

The centre is required to have basic requirements in the premises, such as well-ventilated classes, adequate toilets, furniture, mini library, laboratory equipment and offices. The number or magnitude of the services should relate to the number of learners to be enrolled at the centre. In some specific cases, ~~like~~ ^{like} requirements of laboratories, which are not in the premises, the centre should show arrangements for obtaining such services.

iii. Adequate teaching and learning resources

The 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 in both aspects. For example, it should show available teaching and learning materials such as syllabi, textbook / modules, guidelines, reference material and other facilities.

iv. Centre organization structure and staffing

The learning centre should show availability of adequate number of qualified teachers (Diploma and above) for effective execution of centre activities. These are the supervisor, coordinator, academic coordinator, students' counsellor / advisor and teachers. Moreover, the centre must indicate its enrolment capacity.

v. Modality of teaching and learning

The learning centre must indicate details of how the teaching and learning activities will be executed. That includes indicating the time table, annual calendar, delivery modes (distance, open learning, face to face or e-learning), subjects offered and quality assurance tools.

vi. Funding and financial arrangements

In order for the learners and other stakeholders to have confidence about the centre, it must demonstrate sustainability of funds. That is, it must show:

- i. Evidence of reliability of services through three guarantors. One of the guarantors should be local government leader specifically the Mtaa / Village Executive Officer,
- ii. Evidence that learners will pay convenient fees as most of them are economically disadvantaged, *and*
- iii. Prior to registration of ASELC the owner shall sign a written undertaking guaranteeing that student fees will be refunded on a pro rata bases should the learning centre close before the end of the academic year or before providing students with all of the services they have paid for.

3.3 Procedures for registration of ASELC

The following procedure should be adhered to during centre registration.

- i. Owner of the learning centre (applicant) shall obtain the registration application forms from IAE regional office or download it from the IAE website (www.iae.ac.tz) and fill it,
- ii. The duly filled in application forms shall be returned to the IAE's respective Regional Resident Tutor's office,
- iii. The applicant shall make registration payments to be specified in the form,
- iv. The inspection team including the Regional Resident Tutor, District Adult Education Officer and District Chief School Quality Assurer will visit the centre to physically verify and cross check the details of the filled in application forms to recommend whether or not the learning centre qualifies for registration,
- v. The Regional Resident Tutor shall write a learning centre inspection report, which is signed by each of the three members of the inspection team together with the filled in application forms and present them to the IAE Head Quarters, *and*
- vi. At the IAE, the report shall be checked for completeness, compiled and presented to four levels of committees for recommendations and approval after which the centre shall be awarded with a certificate of registration.

In case the registered learning centre performs below the acceptable minimum criteria, the above mentioned inspection team (3.3 iv) will inspect it and provide suggestions for action. In the event that the suggested action amounts to deregistering the learning centre, the report

shall be presented to the IAE headquarters, where it will follow the same four levels of committees (as indicated in 3.3 vi) for recommendation and approval. On the other hand, if the centre that was de-registered wants to re-register, it will follow the same procedure to re-apply, after showing that it has rectified the deficiencies.

3.4 Procedure for enrolment and registration of learners

This aims at providing information on procedures of learners' enrolment and registration at ASELC.

- i. The applicant learner shall fill in the application forms obtained from a respective registered learning centre,
- ii. The applicant shall present the filled in application forms together with application fee (to be specified in the form), to the coordinator of the learning centre; *and*
- iii. The Regional Resident Tutor shall compile the returned registration forms and present them to the IAE headquarters.

3.5 Procedure for registration of learners for examination

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

CHAPTER FOUR

PROGRAMME ORGANIZATION

4.1 Introduction

Alternative education pathway programme is anchored in flexible system learning based of philosophy of open and distance learning. However, it is imperative to have guide and handling common issues which may affect efficiency and effectiveness of the programme. Thus, this part provides general guidelines on the way programme should be organised including the target group, curricular and syllabi, mode of delivery, stages of learning, resources, support services, assessment of learning, qualification and certification.

4.2 4.1 Target Group for Alternative Secondary Education Pathway

Convention secondary education in Tanzania is offered to specific target of learner 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 reason such as early marriage and pregnancy and disciplinary challenges and other who fail to enrol in learning due to various social economic problem. Consequently, conventional secondary education leaves wide group of potential secondary education learners whose solution is to engage in alternative secondary education pathway programmes. The following are the target group of alternative secondary education pathway learners:

- i) learners who completed conventional primary education but who did not enroll in conventional secondary school;
- ii) learners who successfully completed Complementary Basic Education in Tanzania Programme (COBET) but who are not eligible to enroll in conventional secondary education in government and private school;
- iii) convention secondary school drop outs; *and*
- iv) form four graduate who are eligible to sit for Advanced Certificate for Secondary Education Examination.

4.3 Curriculum and Syllabi

Alternative Secondary Education Pathway uses the same curriculum and syllabi used in conventional secondary school. However, these curriculum and syllabi have been re-

organised to meet the learning needs of students pursue flexible learning in alternative secondary education pathway programmes.

4.4. Modes of Delivery Alternative Secondary Education Pathway

Based on the diversity of learners, ASEP requires learning approach which can accommodate needs of various groups. Therefore, open and distance learning is the recommended learning mode to adult and other groups which require flexible learning. ODL is a mode of delivery whereby a teacher and student are separated by distance, but they may occasionally meet for tutorials (face to face sessions). This approach will combine the best traditional of correspondence and distance education with the current information and communication technology (ICTs) media. Each alternative secondary education pathway learning centre will be required to use one or combination of the following ODL approach for running programme.

i) Morning Classroom Learning Session

Where students can manage to attend learning during the morning, learning centre may establish learning programme for morning session where, timetable for classroom facilitation will consist of minimum four (4) hours per day for five days ^{per} ~~of~~ week for academic subject and 1 hour per week for life skills, from 6:00am -1:00pm.

ii) Evening Classes

Evening class mode of learning can be adopted where most of learners have limited time to study during morning hours. Learning centre which adopt this model will be free to arrange learning session from 1:00pm-08:00pm with minimum four (4) hours per day for five days of week for academic subjects and one (1) hour per week for life skills.

iii) Purely Distance Learning Mode

Learning in alternative secondary education pathway centres may be organised in form of pure ODL where learner use most of their time for private study. However, registered learning centre which may choose pure open and distance learning approach will have to arrange face to face session for four times of the year having interval of maximum three (3)

month. Each face to face session shall have minimum duration of six (6) hours a day for five days of week for academic subject and at least one (1) hour for life skills.

5.5 STAGES OF LEARNING IN ASEPP

Alternative secondary education pathway programmes will have three stages of learning as follows;

i) Stage One

This shall be the first stage of learning which is equivalent to form 1-II. Stage one learners shall study for minimum duration of 1 (one) years and required to sit and pass the Qualifying Test of National Examination Council of Tanzania before moving to stage II.

ii) Stage Two

Stage two of ASEPP is equivalent to form III-IV of conventional secondary education. This stage comprises of learner who passed the Qualifying Test of 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 CSEE.

iii) Stage Three

Stage three is equivalent to form V-VI of secondary education conventional schooling. Eligible candidates to join stage three shall be stage two/form fours who passed and attained requirements for sitting in Advanced Certificate of Secondary Education Examination of the National Examination Council of Tanzania.

5.6. 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, to make available adequate and appropriate materials or other resources to support individual study. With reference to this all facilitators and learners should use the study materials (modules) prepared by IAE.

In this case, ~~The~~ 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 on the use of ODL study materials and other readings; and
- iii) Conduct orientation to learners on how to use ODL study materials since they are designed in different ways as those used in conventional system.

5.7 Learner Support Services

The effective provision of alternative secondary education pathway programme is dependent on the services offered of which learner support are critical. Learner support services involve three major areas which are administrative services, academic/tutorial and guidance and counselling. Administrative services involve registration of learner, preparation of learning timetable, venue, study material and preparation of study calendar and orientation of learners. On other hand, tutorial support services involve conducting classroom teaching and learning session, provision of activity plan, assignment and assess learning and provide timely feedback to learner. Furthermore, guidance and counselling involve psychological adjustment to learner in order cope with various academic and social economic problems which face learners during their studies. These services will be provided at different levels starting from AEP learning Centre to ministerial level. The emphasis is on supporting learners for enrolment, retention and successful completion. All service providers and implementer at various level will be required ensure learner support services are offered in timely manner and make sure that there is qualified profession for each support service offered.

5.8 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 alternative secondary education pathway, 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 alternative secondary education pathway guideline provides directions to service providers to have clear information on how assessment (internal and external assessment) should be carried out at learning centres.

Internal Assessment

Internal assessment will be conducted under the authority of the institution. In alternative secondary education pathway, continuous assessment is done in the following ways;

Unit assignments

An ASEP learner is required to attempt all unit assignments provided at the end of each unit. The provided unit assignment will help the learner to assess themselves about their strength and weakness.

Space

◆ **Monthly tests**

Alternative secondary education pathway learners are needed to attempt one monthly test that will be provided by the subject tutor so as to check the achievement of the specific learning objectives of the covered topics.

Terminal examination

Alternative secondary education pathway learners will attempt terminal examination at the end of each term so as to check the level of achievement of specific learning objectives of the covered chapters.

5.9. External Assessment

External examination for ASEP learners will be based in the following major categories as follow:

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

IAE shall administer mock examination I, II and III which is mandatory to all Alternative Secondary Education Pathway Learners. IAE mock examination shall form the basic requirement for awarding leaving certificate for students who attended learning in Alternative Secondary Education Pathway Programme. However, along with IAE mock examination, service providers may organize their own mock exams for testing specific areas of their choice in their region and zones.

ii) **National Exams**

ASEPL shall sit for three types of national examination 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).

5.10 Qualifications and Certification

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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:

a) Leaving Certificates:

This certificate will be offered by IAE to stage two and three registered learners who successfully complete ASEPP and sat for mock examination.

b) Academic Certificates

National Examination Council of Tanzania (NECTA) shall award academic certificate (Certificate Secondary Education Examination) for ASEPS who will pass form four examination and Advanced Certificate Secondary Education Examination for student who will pass for six examinations. Alternative secondary education pathway learners aged below 24 who will pass CSEE examination and meet requirement for enrolling in form six shall be eligible to be selected to join advanced secondary education in conventional schooling. Other learners who aged above 24 years who will pass CSEE and attain qualification for sitting for ACSEE may enroll into stage three of alternative secondary education pathway programme or other post-secondary learning programme of their choices.

CHAPTER FIVE:

QUALITY ASSURANCE AND CONTROL

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

5.1 Quality assurance and control concepts

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 alternative secondary education programme and those engaged in administrative activities as well as other stake holders ensure themselves that they consistently realise the highest standards possible in aspect of its activities.

Quality control is a mechanism for ensuring that an output/product or services conform to predetermined specifications. It involves the process of testing outputs. Therefore, service providers of alternative secondary education have to ensure that the system produces graduates who are equipped with requisite knowledge, skills and attitudes required to cope with any learning situation as well as competing in the labour market.

5.2 Importance of quality assurance and control

Quality assurance and control work as a tool for changing the mind-set and creates awareness to service providers to realize that:

What is being provided must be relevant to learners' needs or requirements;

- i) Learning environment is improved and made friendly to learners. Thus, facilitation process should be participatory, and learning facilities and study materials also be available and user friendly;
- ii) The facilitators, counsellors and supporting staff need to be qualified and motivated personnel and supported with necessary incentives. This arouses intrinsic motivation and self-commitment to effective service provision;
- iii) Financial management is strengthened in order to improve services by controlling the misuse of funds; and
- iv) Quality is maintained in order to compete with other providers and attract learners.

Full justify



5.3 Criteria for maintaining quality

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. These 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 learner's 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 ASE leaning 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 MoEVT. This will 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 ASE leaning centres should do the following;

- i) Ensure availability and effective use of alternative secondary education materials such as syllabi, modules, learner's and tutor's manuals and modules prepared by IAE;
- ii) Take into account the available resources including technology, qualified facilitators as well as physical facilities;
- iii) Conduct orientation to teachers and learners on how to use alternative secondary education study materials since they are designed differently in relation to those used in conventional 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. National examinations form part of external assessment.

In this case the 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 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 ministerial level. The emphasis is on supporting learners for enrolment, retention and successful completion. The IAE and ASELCs are required to;

- i) Ensure learners access guidance and counselling services regarding personal and learning difficulties that affect their learning;
- ii) Orient learners to assume responsibilities for their own learning;
- iii) Conduct capacity building for facilitators to assume their tutoring and counselling responsibilities; and
- iv) Provide learners with necessary facilities and equipment essential for their successful learning.

f) Human resource

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 ASELCs 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 they are monitored and supported.

g) Management and administration

The ASE learning centres should 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 ASE 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 include module price, examination fees, i.e. stage One and stage Two mock examinations prepared by IAE as well as National QT and Form IV examinations administered by NECTA.

h) **Cooperative Relationships**

The ASE 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;

- i) 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 ASE learning centre management and other stakeholders promotes common understanding of each other and enhances publicity.

ASE learning centre should;

- i) Establish effective information network system which allows information sharing among stakeholders;
- ii) ASE learning centre 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) **Results**

The ASEP in general and ASE learning centre in particular strive for better results which fulfil the national education vision and mission as well as clients' needs.

In this case the ASE learning centres are required to;

- i) Ensure the ASE 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.

Space

5.4 Quality control mechanisms

a) Quality of applicants *BOLD*

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 *BOLD*

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 Alternative Secondary Education Pathway 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 start working.

c) Timely feedback *BOLD*

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 *BOLD*

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 *BOLD*

Alternative Secondary Education Learning Centre (ASELC) 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 *BOLD*

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

The ASELC should establish examination committee constituted by the centre academic coordinator, 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 *BOLD*

Learning centre should establish learner support system which comprise 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 learners assume responsibilities for their own learning.

h) Instructional materials

Instructional materials should be prepared by qualified competent personnel who are capable to prepare ODL instructional materials. Normally instructional materials for ODL mode should be interactive to enable learners to study on themselves in most of the time. Learners should be oriented on how to use ODL instructional materials since they are designed in different ways as those used in conventional mode.