

INSTITUTE OF ADULT EDUCATION



DISTANCE EDUCATION DEPARTMENT

INTRODUCTION

The Department of Distance Education is one of the four academic departments at the Institute of Adult Education (IAE). Other departments are Adult and Continuing Education Studies (ACSES), Mass Education and Regional Centres Coordination.

Vision

Having in place an effective and competitive open and distance learning programmes to enable out of school children, youth and adults including vulnerable groups especially in underserved areas (rural and urban) access quality education.

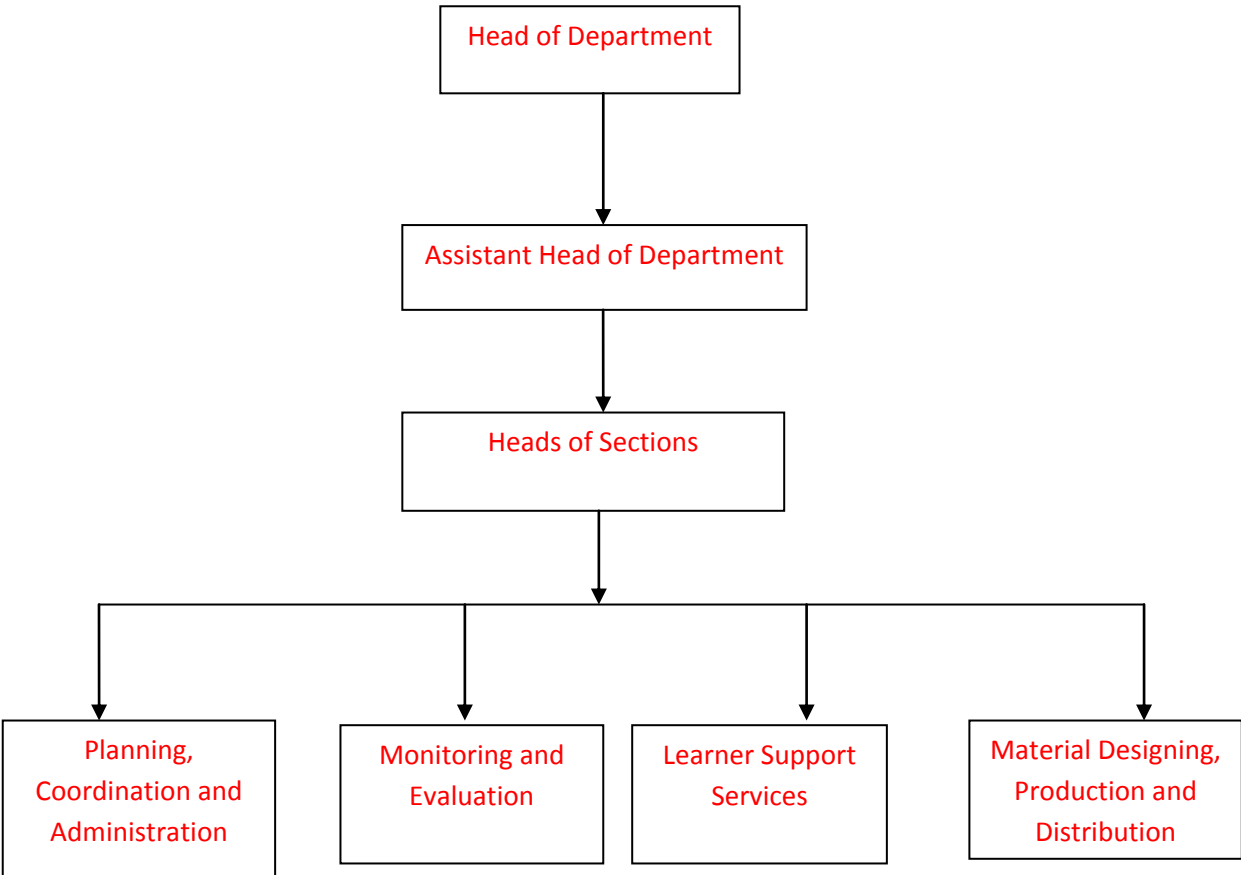
Mission

Identify and map out the target groups both in rural and urban areas as well as designing intergraded ODL curriculum based on the needs of the target groups from the formal school curriculum so as to enable them become an effective change agents in their respective communities or work place. Also to strengthen collaboration and linkages with other institutions and stakeholders which domestically and internationally offer education through open and distance learning.

Background Information

The Institute of Adult Education has been mandated the duty of providing secondary education through non-formal education system. This duty has a long history. IAE began to offer secondary education since 1970's through the National Correspondence Institute (NCI), now referred to as Distance Education Department with the aim of expanding access to education for out-of school youth and adults.

Between 1983 and 2002, the IAE provided secondary education to out-of- school youth and adults through evening classes. Since then the IAE has consolidated secondary education programme through Open and Distance Learning (ODL) which uses a variety of methods to enable learners complete their secondary education. The emphasis of ODL is basically a result of Secondary Education Development Plan (SEDP, 2004 – 2009) covering all levels of secondary education including that of promoting lifelong learning through non formal education system.



As illustrated in the figure above, the department is organized into four sections as follows:

1. Planning, Coordination and Administration section.

The functions of this unit are to:

- Prepare and coordinate project write –ups from other units;
- Perform financial management and design and execute effective mechanisms for increasing revenue;
- Collaborate with regional centers coordination department to research and set fee structure for ODL programmes;
- Collaborate with other units to prepare rational budget of the department;
- Perform innovation tasks and design short and long ODL courses and

2. Monitoring and Evaluation Section

The functions of this unit are to:

- Make projections of ODL enrolment and registration of learners and propose the basic requirements;
- Prepare effective monitoring and evaluation mechanisms from the department to study centres;
- Interpret the IAE strategic plan and prepare feasible plan of the department;
- Prepare comprehensive action plan of the department for effective distribution of tasks and implementation process;
- Supervise the preparation and administration of mock examination and IPPE examinations set by the Institute of Adult Education;
- Prepare a comprehensive departmental progress report quarterly and annually; and
- Ensure ODL data are available, managed and updated.

3. Learner Support Services Section

The functions of this unit are to:

- Identify learners needs;
- Prepare and distribute information booklets;
- Provide counseling services to distance learners;
- Supervise the preparation and distribution of enrolment and registration forms to regional centres;
- Collaborate with regional centre coordination department to promote libraries as resource centres for distance learners;
- Collaborate and strengthen linkages with ODL service providers and other stakeholders;
- Conduct advocacy and publicity, awareness creation and marketing of department programmes;
- Prepare agenda and organize department meetings; and
- Organize capacity building training, workshops and seminars for open schools.

4. Material Designing, Production and Distribution Section

The functions of this unit are to:

- Design, develop and manage study materials and other guides;
- Supervise the storage and stock taking processes of ODL study materials;
- Collaborate with ICT experts for the promotion of using multimedia in ODL study centers; and
- Manage distribution and acquisition of study materials to regional centre.

The Goal of Secondary Education through ODL

In addition to the aim of reaching as many learners as possible wherever they are, the overall goal of secondary education through ODL is to have a well established education delivery through ODL system. A system which provides quality education to out of school children, youth, adults

and other disadvantaged groups such as nomads, girls and disabled who cannot access education through the formal education system.

Objectives of Secondary Education through ODL

- To provide equivalent education to children, youth and adults who could not get the opportunity in the formal education system.
- To complement government efforts of achieving education for All (EFA) objectives;
- To cater for youth and adults who dropped out of school due to various reasons; and
- To provide education to disadvantaged groups and nomads including girls and women on the cross cutting issues such as HIV and AIDS, gender, poverty reduction as well environment.

Target Group

- Primary school learners who are not absorbed in formal secondary education system in both public and private schools;
- Primary education drop-outs;
- Secondary education drop-outs;
- Government and private sector employees who have no secondary education;
- Adult learners aspiring to acquire professional skills or stage V of functional literacy;
- COBET leavers;
- Secondary education school learners wishing to re-sit form four national examination and professional skill; and
- Disadvantaged/ marginalized groups.

PROGRAMMES OFFERED

1. Secondary Education (Ordinary and Advanced level). Curriculum used is the same as that of formal schooling as learners are examined by National Examination Council of Tanzania (NECTA). However, it is condensed to suit non-formal education system. Subjects offered

under ordinary secondary level include Civics, History, Geography, English, Kiswahili, Basic Mathematics, Biology, physics, chemistry, Book keeping and Commerce. There are three stages. Stage one is equivalent to forms I and II where as stage two is equivalent to forms III and IV. The duration of study is 2 – 5 years depending on one's pace, ability and other factors. Stage III is equivalent to forms V and VI for Advanced Certificate of Secondary Education. Subjects offered under the revised syllabi include Advanced Mathematics, Basic Applied Mathematics, History, Geography, General Studies Kiswahili, English language, French, Commerce, Accountancy and Economic. These subjects make up seven subject combinations namely HGL, HGK, HGE, KLF, ECA, EGM and HKL. The duration of study is 1 – 3 years.

2. Certificate and Diploma in distance Education. These two programmes used curricula that validated and approved by the National Council for Technical Education (NACTE). Currently, these programmes are offered at the regional level in the following centers: Masasi and Lindi. The mode of delivery is purely through open and distance learning.
3. Integrated Post- Primary Education (IPPE). Curriculum used in this programme has three components namely; Generic, Pre-vocational and Academic. Currently, the programme is implemented as pilot in districts in Tanzania mainland which are: Makete, Mtwara rural, Hai, Bagamoyo, Siha, Temeke and Magu. Curriculum used in academic component is the same as that of formal schooling as learners are examined by National Examination Council of Tanzania (NECTA).

PROJECTS UNDERTAKEN

Currently, the department implements Secondary Education for Out of School Adolescent Girls (SEOSAG) project in collaboration with BRAC Maendeleo Tanzania. The project is piloted into five regions namely; Dar es Salaam, Mwanza, Singida, Tabora and Shinyanga. . Curriculum used in this project is the same as that of formal schooling as learners are examined by National Examination Council of Tanzania (NECTA).

The general aim of the project is to equip out of school adolescent girls with relevant competencies so that they can be able to employ themselves, acquire employment and advance themselves in higher levels of education thus, improve their life standard.

Coordination

These programmes and project are coordinated and managed by resident tutors in respective regions of Tanzania mainland.

Distance Education Department

P.O. Box 20697, Dar es Salaam

Tel: +255 22 2150838

Fax: + 255 22 2150838

Email: odl.iae2010@yahoo.com

Website: www.iae.ac.tz,