



United Nations
Educational, Scientific and
Cultural Organization

CapEFA News

Highlights of the Capacity Development for Education for All programme

An extrabudgetary programme created in 2003 with the objective of strengthening national capacities in key areas of education: sector-wide policies and plans, literacy, teachers and skills for the world of work.

HIGHLIGHT OF THE MONTH – Literacy

Mozambique



With school dropout rates soaring above 70% and an adult population with limited opportunities to access education, the level of illiteracy in Mozambique remains among the highest in the world. Approximately 44% of adults are still illiterate in the country, of which more than

two thirds are women¹. Despite the financial challenges and limited capacities, Mozambique is committed to reducing to 30% the illiteracy rate by 2015.

Through the CapEFA programme, UNESCO is providing capacity development support to the Directorate of Literacy and Adult Education (DINAEA) of the Ministry of Education of Mozambique. The programme is fully in line with the National Strategy for Literacy and Adult Education (2012-2015)

and its three strategic objectives: ensure access and retention; improve quality and relevance; and strengthen institutional and organizational capacities to increase opportunities for youth and adults to become literate.



Participants engaged in discussions on the tools for the pedagogical supervision of literacy classes (©UIL/Ulrike Hanemman).

Many of the 40 participants have expressed their intention of replicating the CapEFA workshop process in their respective provinces.

As part of the CapEFA programme, two workshops were held in Maputo in March 2013. Jointly organized by UNESCO and DINAEA with technical support from the UNESCO Institute for Lifelong Learning (UIL), the workshops gathered more than 40 participants, including senior staff from central and provincial levels of DINAEA and directors from the five national Training Institutes for Adult Educators (IFEAs). The main objectives were to develop a strategy and relevant tools for the pedagogical supervision of literacy classes in order to improve the quality and relevance of adult literacy programmes, and to review training practices and materials with a view to producing a training manual for literacy volunteers.

The workshops were highly participatory, allowing attendants to anchor discussions on real case situations and taking into consideration local needs. A monitoring instrument to supervise literacy workers at local level was developed and tested in simulation

classes. The general content of four training modules for literacy volunteers was also agreed upon. These will include very practical examples of learning activities that are linked to learners' life contexts. It became clear, however, that developing improved guidelines and tools is not enough: it will also be necessary to train relevant stakeholders in their use at all levels. Participants felt confident to undertake and follow-up this task – many of them have indicated in the final evaluation their plans to replicate the workshop process in their own provinces.



Participants at the workshop for the pedagogical supervision (©Rodrigo Sepúlveda).

¹ According to estimations from the UNESCO Institute for Statistics for 2009 (dropouts, all grades) and 2010 (literacy rates).