

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



Monitoring survey results for Mozambique

| UNESCO Region | Sub-Saharan Africa |
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| 1.1. Does your country have an official definition of ALE? | Yes |
| 1.1.1. Enter the official definition of ALE here: | Alfabetização - aquisição e aplicação de habilidades básicas de leitura, escrita e cálculo.FONTE: Glossário (s/d). Terminologia Básica de Educação de Jovens e Adultos. UEM/MINED. DVV International |
| 1.2. Has the official definition of ALE changed since 2009? | Yes, a little |
| 1.2.1. What were the reasons for this change? | |
| 1.3. Are literacy and basic skills a top priority for ALE programmes in your country? | Yes |
| 1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills. | PILARES DA ESTRATÉGIA DE AEA (2010-2015)1. Acesso e Retenção2. Melhoria da qualidade e Relevância3. Reforço da Capacidade Institucional |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.] | tend to agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.] | agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.] | agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.] | disagree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.] | tend to agree |

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| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.] | agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.] | agree |
| 1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.] | agree |
| 1.5. Has your country formulated a CONFINTEA VI action plan following the BFA? | Yes |
| 1.5.1. What areas does it cover? [Adult literacy] | Yes |
| 1.5.1. What areas does it cover? [Policy] | Yes |
| 1.5.1. What areas does it cover? [Governance] | Yes |
| 1.5.1. What areas does it cover? [Financing] | Yes |
| 1.5.1. What areas does it cover? [Participation] | Yes |
| 1.5.1. What areas does it cover? [Quality] | Yes |
| 1.5.1. What areas does it cover? [Other] | |
| 2.1. Overall, would you say that since 2009 your country ... | has made significant progress on ALE policy? |
| 2.1.1. Provide the most significant indicator of this regression here. | |
| 2.1.1. Provide the most significant indicator of this progress here. | Em 2009 a taxa de analfabetismo era de 48%, mas em 2012 passou para 43% (UNESCO 2012) |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)] | Yes |

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| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)] | Yes |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills] | Yes |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities] | Yes |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families] | Yes |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries] | Not selected |
| 2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples] | Not selected |

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| 2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning? | Yes, a policy framework existed before 2009 |
| 2.4. Since 2009, has your country enacted any important new policies with respect to ALE? | Yes |
| 2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document. | Estratégia de Alfabetização e Educação de Adultos (2010-2015) |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives] | agree |
| 3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation] | agree |
| 3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies? | Yes |
| 3.2.1. Describe how the government consults on ALE policy. | 1. Worskhops 2. Mesas redondas |
| 3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries? | |
| 3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible. | |
| 4.1. What percentage of public education spending currently goes to ALE? | 1% – 1.9% |
| 4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has | stayed about the same |
| 4.3. Does the government plan to increase or decrease spending on ALE? | Plans to increase |
| 4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries? | No |
| 4.4.1. Give details and provide references where appropriate and URL link if possible. | |
| 5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has... | Increased |

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| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)] | |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year] | 2015 |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group] | igual ou superior a 15 anos |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation'] | Pessoas que assistem as aulas |
| 5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL] | www.ine.gov.mz |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall] | |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education] | |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)] | |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy] | Women participate more |
| 5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education] | Women participate more |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)] | |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed] | do not know |

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| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas] | increased |
| 5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment] | do not know |
| 5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries? | |
| 5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009. | |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion] | Yes |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available] | Not selected |
| 6.1. Does your country systematically collect information about the following ALE outcomes? [Other] | |
| 6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country? | Yes |
| 6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes? | Yes, in some cases |
| 6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country? | Yes, but inadequate capacity |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE] | Yes |

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| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE] | Not selected |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision] | Yes |
| 6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues] | Not selected |
| 6.5.1. Give references and URL link(s). | 1. INE. 2014. Levantamento de Dados Estatísticos sobre Alfabetização e Educação de Adultos nos distritos de Jangamo e Vilankulo na província de Inhambane. MINED/ICEIDA/INE2. MINED/DINAEA. 2012. Pesquisa sobre os factores que contribuem para a fraca retenção das Mulheres e fraca participação dos Homens na AEA. Maputo |
| 6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries? | |
| 6.6.1. Give details and provide sources and URL links if possible. | |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being] | do not know |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community] | a lot |
| Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes] | do not know |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being] | 5 = a great deal |
| 7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health] | 5 = a great deal |

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| 7.1.1. Explain your response here. | Os programas de Alfabetização e Educação de Adultos vigentes, para além de outros conteúdos, também têm enfoque na saúde curativa e preventive. Todo o Sistema Nacional de Educação no país é inclusivo. Dos centros de Alfabetização e Educação de Adultos até à Universidade estudam pessoas portadoras de deficiências. O governo recebe apoio de algumas organizações da Sociedade Civil para lograr a eficiência neste âmbito. |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)] | Yes |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health] | Not selected |
| 7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect] | Not selected |

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| 7.2.1. Please provide your sources. | 1. Instituto Nacional de Estatística - www.ine.gov.mz 2. Ministério da Saúde - |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance] | 4 = very important |
| 7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding] | 4 = very important |
| 7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country? | In theory, but not much in practice |
| 7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being? | No |
| [Name of coordinating body:] | |
| [Briefly describe its mandate and activities:] | |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities] | Yes |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust] | Yes |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion] | Yes |
| 8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance] | Not selected |

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| 8.1.1. Give sources for checked options. | 1. Universidade Eduardo Mondlane - www.uem.mz/ / www.faced.uem.mz 2. Universidade Pedagógica de Moçambique - www.up.ac.mz / 3. Universidade Católica de Moçambique - www.ucm.ac.mz / www.ucm.ac.mz/cms/faculties/fec |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)] | to a large extent |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)] | to a small extent |
| 8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)] | to a small extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage] | to a small extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation] | to a large extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice] | to a small extent |
| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence] | to a large extent |

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| 8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other] | |
| 8.3.1. Please specify | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity] | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage] | to a small extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities] | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation] | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice] | to a small extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence] | to a large extent |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes] | |
| 8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other] | |
| 8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers. | not at all |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts] | not at all |

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| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems] | somewhat |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality] | not at all |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment] | a lot |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports] | not at all |
| 8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre] | somewhat |
| Groups that are the hardest to reach with ALE programmes? [Refugees] | Not selected |
| (a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)] | Not selected |
| (a) the hardest to reach with ALE programmes [Residents of rural or remote areas] | Not selected |
| (a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)] | Not selected |
| (a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] | Not selected |
| (a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families] | Not selected |
| (a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities] | Not selected |
| (a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)] | Not selected |
| (a) the hardest to reach with ALE programmes [Other] | Pessoas sem residências fixas pessoas que dependem ocupadas em determinadas épocas longas do ano com actividades culturais e económicas |
| Groups where ALE programmes have had some success [Refugees] | Not selected |
| (b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)] | Not selected |
| (b) groups where ALE programmes have had some success [Residents of rural or remote areas] | Yes |
| (b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)] | Yes |

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| (b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples] | Yes |
| (b) groups where ALE programmes have had some success [Migrants (not refugees) and their families] | Not selected |
| (b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities] | Not selected |
| (b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)] | Not selected |
| (b) groups where ALE programmes have had some success [Other] | |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)] | Yes |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity] | Not selected |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change] | Yes |
| 9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)] | Yes |
| 9.1.1. Provide sources for the selected options. | 1. Ministério do Trabalho, Emprego e Segurança Social - www.mitess.gov.mz 2. Instituto Nacional de Estatística - www.ine.gov.mz 3. Universidade Eduardo Mondlane - www.uem.mz / www.faced.uem.mz 4. Universidade Pedagógica de Moçambique - www.up.ac.mz / 5. Universidade Católica de Moçambique - www.ucm.ac.mz / www.ucm.ac.mz/cms/faculties/fec |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels] | Both |
| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work] | Both |

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| 9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification] | Both |
| 9.2.1. Provide sources for the selected options. | 1. Instituto Nacional de Estatística www.ine.gov.mz |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2] | Strong |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training] | |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training] | Do not know |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training] | Do not know |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning] | Modest |

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| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning] | Modest |
| 9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning] | Modest |
| 9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market? | |
| 9.4.1. Give details and provide references and URL links if possible. | |