



## Follow-up of CONFINTEA VI:

### Reporting template for National progress reports in preparation of the *Global Report on Adult Learning and Education (GRALE)* and the end of the United Nations Literacy Decade (UNLD)

#### National progress report submitted by the Government of MOZAMBIQUE

This report is submitted on behalf of the Government of MOZAMBIQUE in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)<sup>1</sup> as laid down in the *Belém Framework for Action*<sup>2</sup>, specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes<sup>3</sup>, which are meant to provide further clarification.

Institution responsible for submitting this report	MINISTRY OF EDUCATION - NATIONAL DIRECTORATE FOR LITERACY AND ADULT EDUCATION (DINAEA)
Submission date	23 MARCH 2012

<sup>1</sup> For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

<sup>2</sup> Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

<sup>3</sup> The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

## Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
<p>Government Ministries</p> <p style="text-align: right;">Agriculture <input type="checkbox"/></p> <p style="text-align: right;">Defence <input type="checkbox"/></p> <p style="text-align: right;">Education <input checked="" type="checkbox"/></p> <p style="text-align: right;">Foreign Affairs <input type="checkbox"/></p> <p style="text-align: right;">Health <input type="checkbox"/></p> <p style="text-align: right;">Interior/Home affairs <input type="checkbox"/></p> <p style="text-align: right;">Labour <input type="checkbox"/></p> <p style="text-align: right;">Others (please mark and specify below) <input type="checkbox"/></p> <p>MINISTRY OF WOMEN AND SOCIAL AFFAIRS, MINISTRY OF LABOUR, MINISTRY OF DEFENSE AND MINISTRY OF DEVELOPMENT AND PLANNING</p> <p style="text-align: right;">Civil society organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">National non-governmental organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">International non-governmental organisations <input type="checkbox"/></p> <p style="text-align: right;">Educational or research institutions/Universities <input checked="" type="checkbox"/></p> <p style="text-align: right;">Private sector companies <input type="checkbox"/></p> <p style="text-align: right;">United Nations agencies <input checked="" type="checkbox"/></p> <p style="text-align: right;">Non-UN bilateral or multilateral organisations <input checked="" type="checkbox"/></p> <p style="text-align: right;">Others (please mark and specify below) <input type="checkbox"/></p>	

*Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.*

The information given below is a result of a consultation made by the National Directorate for Literacy and Adult Educatuion to various stakeholders including the National Commission for UNESCO and Civil Society Organizations. Other relevant information came from the National Reports on the progress and evaluation of the National Strategy for Education (2006 - 2011) produced by the National Directorate for Planning in the Ministry of Education and a Consultative Meeting organized by the National Commission for UNESCO where representatives of Civil Society Organizations elaborated and approved an Work Plan for the Implementation of the Recommendation of the CONFINTEA VI. This exercise took place during the year 2010/2011.

1. Definitions and data collection on adult learning and education		
	Yes	No
<p>1.1 Does your country have an official definition of <b>adult education</b>?  <i>If Yes, please provide it in the space below:</i>            Process of formal, non-formal and informal learning in which young people and adults develop skills, knowledge and attitudes, enhancing their technical and professional qualifications with a view to meet their needs, as well as those of their communities and society in general.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.1.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2 Has your country adopted or developed an official definition of <b>literacy</b>?  <i>If Yes, please provide it in the space below:</i>            Literacy is the acquisition and the use of basic skills of reading, writing and arithmetic skills.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.2.1 Are other definitions used in practice?  <i>If Yes, please provide them in the space below:</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.3 How is literacy data obtained in your country?  <i>Please select the option(s) below</i>            National census            School administrative data (years of schooling completed/primary certificate)            Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)            Household surveys            Other methodology (<i>please describe below</i>):</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?  <i>If Yes, please select the option(s) below that best describe the change(s)</i>            New conceptual definition on literacy in place (for policy)            New conceptual definition on literacy in place (for data collection only)            New assessment of youth and/or adults' literacy skills            Increase in the periodicity without significant conceptual changes            Other changes (<i>please provide details below</i>):</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>1.5 Has your country faced challenges in collecting literacy data?  <i>If Yes, please describe them briefly in the space below:</i>            In Mozambique there are many stakeholders providing literacy programmes. Until now, the government collect data from the formal system, it means the data provided by the institutions under the supervision of the Ministry of Education (schools). Recently, the Ministry of Education developed a tool to collect data from other institutions such as NGO, religious institutions, Community Based Organizations and others.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The National Directorate for Literacy and Adult Education hopes that the software that has been developed will contribute cover all literacy and adult education initiatives as well as the Non-formal Education activities.

## 2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NATIONAL STRATEGY FOR LITERACY AND ADULT EDUCATION (2010 - 2015).	February 2010
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	WOMEN, YOUTH, PEOPLE WITH DESABILITIES, FROM THE AGE OF 14	
Adult literacy	WOMEN, YOUTH, PEOPLE WITH DESABILITIES, FROM THE AGE OF 14	

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	REDUCE ILLITERATE RATE IN 50%	2015
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>		

2.4 Does your country have a policy on the language of instruction in adult education?

Yes No

*If Yes, please provide a brief explanation and references in the space below including when it was put in place:*

The adult education is given in Portuguese according to the Law set by the Government in 1978

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>This process is coordinated by the National Institute for Employment and Professional Training</p>		

2.6 Have action plans been formulated or updated since CONFITEA VI (December 2009) at national or sub-national level?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>During the years 2010/2011 the National Commission for UNESCO organized an Workshop aimed to produce and approve an Work Plan for the Implementation of the Recommendation of the CONFITEA VI. 50 representatives of Civil Society Organizations, religious organizations and representatives of public institutions participated in the designing and approval of the WorkPlan</p>		
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>During the years 2010/2011 the National Commission for UNESCO organized an Workshop aimed to produce and approve an Work Plan for the Implementation of the Recommendation of the CONFITEA VI. 50 representatives of Civil Society Organizations, religious organizations and representatives of public institutions participated in the designing and approval of the WorkPlan</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
<b>Adult education:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2014	
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2014	
Education strategy	<input checked="" type="checkbox"/>	2016	
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2016	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2015	
Sustainable development strategy	<input type="checkbox"/>		
<i>Other (specify in the space below)</i>	<input type="checkbox"/>		
<b>Adult literacy:</b>	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input checked="" type="checkbox"/>	2014	

Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2014	
Education strategy	<input checked="" type="checkbox"/>	2016	
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2016	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2015	
Sustainable development strategy	<input type="checkbox"/>		
Other (specify in the space below)	<input type="checkbox"/>		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	National Strategy for Education (2011 - 2016), National Strategy for Literacy and Adult Education (2010 - 2015)	
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<i>If Yes, please elaborate how they have been involved.</i>				
The adult learners and adult literacy learners were involved during the national and sub - regional workshops and technical consultatives meetings.				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.	

### 3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

#### Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
ICEIDA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DVV MOZAMBIQUE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GIZ - GERMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MASMA (Movement for Advocacy, Sensibilization and Mobilization of Resources for Literacy and Adult Education)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CIDA - CANADA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
National Commission for UNESCO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
UEM (EDUARDO MONDLANE UNIVERSITY)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
UP (PEDAGOGICAL UNIVERSITY)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	<b>National</b>	<b>Sub-national</b>	<b>On adult education</b>	<b>On adult literacy</b>
UNESCO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PROGRESSO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MEPT (MOVEMENT FOR EDUCATIONAL FOR ALL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RAEJA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
RELIGIOUS ORGANIZATIONS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AGA KHAN FOUNDATION	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
FDC (FOUNDATION FOR THE COMMUNITY DEVELOPMENT)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



ACTION AID	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
UCM (CATHOLIC UNIVERSITY OF MOZAMBIQUE)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
OLIPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ALFALIT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> NATIONAL DIRECTORATE FOR LITERACY AND ADULT EDUCATION		
<b>Adult literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If Yes, please provide name and contact details:</i> NATIONAL DIRECTORATE FOR LITERACY AND ADULT EDUCATION		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>            Coordination of partnership actions, evaluation of national programmes and involvement in national consultative meetings including planning process.</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i>            Coordination of partnership actions, evaluation of national programmes and involvement in national consultative meetings including planning process.</p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i>            The Government annually organize workshops and seminars to discuss with the stakeholders the progress of Literacy and Adult education activities.</p>		
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i>            The Government annually organize workshops and seminars to discuss with the stakeholders the progress of Literacy and Adult education activities.</p>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
<b>...adult education?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>...adult literacy?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>Representatives of local communities are the main actors of the implementation of the National Strategy on Literacy and Adult Education.</p>

#### 4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
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4.2 Please indicate the name of the currency used for reporting:

Metical
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4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i> <input type="checkbox"/>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input type="checkbox"/>
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4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?<sup>4</sup>

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	7.956.983,9	7.921.135,3	Budget presented to Parliament
<i>Sub-national governments</i> <sup>5</sup>	9.406.055,1	12.185.494,5	Budget presented to Parliament
<i>Total</i>	17.363.039,0	20.106.629,8	Budget presented to Parliament

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	332.398	321.347	<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>			<input type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input type="checkbox"/>
<i>Civil society organisations</i>			<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input type="checkbox"/>

<sup>4</sup> Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

<sup>5</sup> Control for the potential double-counting effect of transfers across different government levels.

<i>Private companies</i>			<input type="checkbox"/>
<i>Learners/households</i>			<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description:</i>		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>Some caution is needed in interpreting the information presented:</p> <ol style="list-style-type: none"> <li>1. The presentation of the State Budget and its execution does not, yet, allow for an analysis per level of education. Particularly recurrent costs are not classified as such and may therefore provide an imbalanced picture, e.g in 2010, 4% of the investment budget (that includes primarily donor funding) was spent on Adult Education, while only 0,2% of the recurrent budget was report to be on Adult Education, bringing the total at 1,6%.</li> <li>2. The total value of the state budget includes donor funding. Most donor funding is channeled through the Pool Fund FASE that contributes to financing adult education activities.</li> <li>3. No information exists on other sources of funding to this sub-sector (bilateral contributions, private sector, communities, etc.)</li> </ol>

## 5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

<b>Public sector organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	All people aged from 15 years	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	women in rural areas, youth and prisoners	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	women, rural residents, individuals with disabilities	<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input type="checkbox"/>	youth	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Rural areas residents	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Youth	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Private companies</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	youth and adult employees	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	youth and adult employees	<input checked="" type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	youth and adult employees	<input checked="" type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	youth and adult employees	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	youth and adult employees	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	youth and adult employees	<input checked="" type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

<b>Civil society or non-governmental organisations</b>	<i>Mark all that apply</i>	<i>Target group(s)</i>	<i>Use of ICT</i>
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	All people aged from 15 years	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>	All people aged from 15 years	<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>	women, rural residents,	<input type="checkbox"/>

		individuals with disabilities	
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>	Rural areas residents	<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	Rural areas residents	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	Rural areas residents	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>	All people aged from 15 years	<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	All people aged from 15 years	<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?

	Provision	Demand
<b>On adult education</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>On adult literacy</b>	<input type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).*

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.

<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Portuguese	<input checked="" type="checkbox"/>
Chi Changana	<input checked="" type="checkbox"/>
Nyanja	<input checked="" type="checkbox"/>
Yao	<input checked="" type="checkbox"/>
Macua	<input checked="" type="checkbox"/>
Ci Chope	<input checked="" type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).

During the implementation of literacy activities in local languages the main challenges are the lack of literacy teachers trained in the use of local languages as well as the access to information regarded to the number of beneficiaries

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?

Yes	No
<input type="checkbox"/>	<input checked="" type="checkbox"/>

*If Yes, please provide a brief description and references:*

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?

	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		<i>Yes</i>	<i>No</i>
<i>National level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Please provide references or attach documents on local community participation:*

In Mozambique there are experiences on involvement of local communities in the development of learning material. A good example is the Associação PROGRESSO a Non - Governmental Organization which won the UNESCO PRIZE related to the production of learning material for for Literacy. The Adult Educators Training Institute of Mutauanha; Nampula in the North of Mozambique is another good example in this area.

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

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5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input checked="" type="checkbox"/>
Enrolment in literacy programmes	<input checked="" type="checkbox"/>
Attendance in literacy programmes	<input checked="" type="checkbox"/>
Completion of literacy programmes	<input checked="" type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> Data Base of the Ministry of Education, Data Base of the National Statistics Institute.	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
<b>Adult education</b> programmes (other than literacy)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b> programmes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i> Data Base of the Ministry of Education, Data Base of the National Statistics Institute.				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
	Women	<input checked="" type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
	<b>Adult education</b>	<input type="checkbox"/>
<b>Adult literacy</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If measures have been undertaken please provide a brief description and references:</i>		



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5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

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## 6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

### Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2010	
Learning materials	<input checked="" type="checkbox"/>	2010	
Facilitators' training	<input checked="" type="checkbox"/>	2011	
Teaching/ learning methods	<input checked="" type="checkbox"/>	2011	
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2010	

### Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>	2010	
Learning materials	<input checked="" type="checkbox"/>	2010	
Facilitators' training	<input checked="" type="checkbox"/>	2011	
Teaching/ learning methods	<input checked="" type="checkbox"/>	2011	
Assessment of learning outcomes	<input checked="" type="checkbox"/>	2010	

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

### Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	
University	<input checked="" type="checkbox"/>	48	<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	

### Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	18	<input type="checkbox"/>	
University	<input type="checkbox"/>		<input type="checkbox"/>	
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	18	<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? ( <i>academic year ending in 2010</i> )		
Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)	4.000,00 MZM	National Budget
<b>Adult literacy</b>	650,00 MZM	National Budget and Donors

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	Mark all that apply
<b>Adult education</b>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? ( <i>If yes, mark all that apply</i> )		
	Monitoring	Evaluation
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Please provide a brief description and references:*

The monitoring and evaluation process is made through national and sub-national (Provincial and Districtal level) workshop and seminars. These activities are every year. In the other hand, the Ministry of Education usually organizes supervision visits in order to evaluate the progress on literacy and adult education activities.

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	Mark all that apply
<b>Lifelong learning</b>	<input type="checkbox"/>
<b>Adult education</b>	<input type="checkbox"/>
<b>Adult literacy</b>	<input type="checkbox"/>

*If one or more of the boxes is marked, please provide a brief description and references:*

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

**7. CONFINTEA VI follow-up: additional activities**

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input type="checkbox"/>
Adult Learners Week/Learning festivals	<input checked="" type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input checked="" type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input checked="" type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input checked="" type="checkbox"/>
Other ( <i>please specify below</i> )	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

In the area of Adult Literacy the Ministry of Education developed an initiative aimed to use secondary education students as well as university students and teacher training attendants as volunteers. The initiative is called PROFASA " Family Without Illiteracy".

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

In PROFASA the students give literacy lessons to people belonging to their own family or people from the local community. Learning materials were produced according to the local context. Teachers are used as coordinators of a group of 20 students.

**8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006**

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please specify below) Round Tables	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i>                      In Mozambique there are two initiatives aimed to support women and girls education namely, FELITAMO (Female Literacy for Angola and Mozambique) and the Girls Education Programme supported by the Government of Mozambique.</p>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i>                      Mozambique has given relevant to the Inclusive Education. The main challenge is the production of material to this particular group.</p>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input checked="" type="checkbox"/>	It has helped a little <input type="checkbox"/>	It has not helped <input type="checkbox"/>
<p><i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i></p>			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please specify how they have changed below and provide evidence.</i></p> <p>The Cabinet of the Ministers approved in the year 2011 the Second National Strategy on Literacy and Adult Education. At the same time, the Ministry of Education reviewed the Educators Training Curriculum as well as the curriculum for literacy and adult education.</p>		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide below a brief explanation:</i></p> <p>The Government set the reduction of the illiterate rate in 50% as the main target for the period 2010 - 2015.</p>		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
<p>Lack of qualified human resources ;</p> <p>Lack of learning materials;</p> <p>The relevance of the literacy programmes;</p> <p>The development of sustainable literacy initiatives combined with the acquisition of vocational skills</p>

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?  
Which of these areas, or other areas, requires further research?

Data collection;  
Literacy and opportunities of employment

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

Implementation of National Strategy for Literacy and Adult Education;  
The creation of a Fund for Literacy Activities