



**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 ZIMBABWE**

This report is submitted on behalf of the Government of ZIMBABWE 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, Sport, Arts and Culture
Submission date	13/04/12

<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?	<i>Mark all that apply</i>
<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 (<i>please mark and specify below</i>) <input type="checkbox"/></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 type="checkbox"/></p> <p style="text-align: right;">Private sector companies <input type="checkbox"/></p> <p style="text-align: right;">United Nations agencies <input type="checkbox"/></p> <p style="text-align: right;">Non-UN bilateral or multilateral organisations <input type="checkbox"/></p> <p style="text-align: right;">Others (<i>please mark and specify below</i>) <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.*

Produced through consultations and meetings.

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>            Any educational training which the Minister considers sustainable for persons beyond the age of 16 years to develop them into adult members for society.</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>            Continuing Education and Lifelong Education.</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>            The ability to read simple texts, notices, instructions in the mother tongue.</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>            Ability to communicate in writing using the mother tongue, count and carry out simple calculations using the four processes of adding subtracting, multiplying and dividing.</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 type="checkbox"/>	<input checked="" 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>            Literacy activities have been changing over years and Ministries lack developed instruments for data collection.</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.

Adult Education also include adult learners who learn to acquire skills as well academic. The stage is known as the fuctional literacy stage.

## 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"/>	Education Act Chapter 25:04	2006
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Statutory Instrument 371 of 1998 SADC Protocol on Education Training Education Act Chapter 25:04	1998
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Report on Enquiry into Education and Training	2006

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	men: Age 16 -80 yrs ----5602; Women: Age 16-80 yrs 12654	
Adult literacy	Men 16-80 yrs---2047; Women 16-80 yrs 2702	

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 type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Achieve 100% literacy	2015

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:*

Instruction in adult education is in English and mother tongue as contained in the Education Act 2006

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>Non Formal and informal learning policy framework is contained in Educational Act :2006.</p>		

2.6 Have action plans been formulated or updated since CONFINTEA 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>Updated: use of ICT and Open Distance Learning (ODL) and ODL e-learning.</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>Updated: strategic plan 2011 - 2015, use of cellphones, acquisition of higher skills in areas such as farming mining.</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"/>	2011 - 2015	Medium Term Plan 2011 - 2015
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2015	
Education strategy	<input checked="" type="checkbox"/>	2015	
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>	2015	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>	2015	
Sustainable development strategy	<input checked="" type="checkbox"/>	2015	
<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"/>	2020	Constitution of Zimbabwe Constitution of Zimbabwe National Economic Development Priority Programme 2006 -7.
Poverty Reduction Strategy Paper	<input checked="" type="checkbox"/>	2015	

	<input checked="" type="checkbox"/>	Education for All and Millenium Goals 1,2,3,6,8 Recommendations of Presidential Commission of Inquiry into Education and Training (CIET) 1999 Medium Term Plan
Education strategy		
Skills development (including vocational education and training) strategy	<input type="checkbox"/>	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input type="checkbox"/>	
Sustainable development strategy	<input checked="" type="checkbox"/>	
<i>Other (specify in the space below)</i>	<input type="checkbox"/>	Government Ministries: Missions and Functions

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"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<i>If Yes, please elaborate how they have been involved.</i>				
Ministry is in the proess of organasing meeting of various stakeholders including participants Meetings with headsof institutions				

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.
Plans to include Adult education and Adult literacy is contained in the Minstry `s strategic Plan 2011-2015

### 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>
Ministry of Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sports/Arts/Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Higher Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ministry of Women`s Affairs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Couecies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Universities	<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"/>
	<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>
UNICEF	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ADULT LITERACY ORGANISATION	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CHURCHES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
UNESCO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ALoz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ZALA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DVV	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GIZ	<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"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?

Yes      No

**Adult education**

    

*If Yes, please provide name and contact details:*



DR SM MAHERS, MINISTRY OF EDUCATION ,SPORTS, ARTS& CULTURE BOX CY 121 COURSEWAY,  
ZIMBABWE

**Adult literacy**



*If Yes, please provide name and contact details:*

DR SM MAHERE ,MINISTRY OF EDUCATION, SPORTS ,ARTS and CULTURE BOX CY 121 COURSEWAY  
ZIMBABWE

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...

Yes

No

**...adult education?**



*If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:*

Through workshop, seminars,cluster ministry giving space to Non Governmental Organisations

**...adult literacy?**



*If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:*

Through workshops, seminars, meetings, dialouges and conzueration meetings

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

**...adult education?**



*If Yes, please indicate what activities are undertaken and provide references:*

Training, discussion, workshops, indaba

**...adult literacy?**



*If Yes, please indicate what activities are undertaken and provide references:*

Training, discussions

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...

Yes

No

**...adult education?**



**...adult literacy?**



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.

Local communities are activites involved in programmes because they benefit from them individually and as a group



#### 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"/>
-------------------------------------------------------	-----------------------------------------------------------------

4.2 Please indicate the name of the currency used for reporting:

UNITED STATES DOLLAR

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 checked="" type="checkbox"/>
------------------------------------------	---------------------------------------------	----------------------------------------------	--------------------------------------------------------

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>	207 239 677	347 017 000	MINISTRY
<i>Sub-national governments</i> <sup>5</sup>			VOTE
<i>Total</i>	207 239 677	347 017 000	ALLOCATION

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>			<input checked="" type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" 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 checked="" type="checkbox"/>
<i>Sub-national governments</i> <sup>5</sup>			<input checked="" type="checkbox"/>
<i>Civil society organisations</i>			<input checked="" type="checkbox"/>
<i>Donors/international aid (not loans)</i>			<input checked="" type="checkbox"/>
<i>Private companies</i>			<input checked="" type="checkbox"/>
<i>Learners/households</i>			<input checked="" 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.

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

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.
Still financed through focus and co-operating partners.

## 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.

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

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

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	<input checked="" type="checkbox"/>	Adults, Youth	<input checked="" type="checkbox"/>
Vocational (technical, income-generation-related)	<input checked="" type="checkbox"/>	Adults, Youth	<input checked="" type="checkbox"/>
Life skills and/or health issues	<input checked="" type="checkbox"/>	Adults, Youth	<input checked="" type="checkbox"/>
Use of information and communication technologies	<input checked="" type="checkbox"/>	Adults, Youth	<input checked="" type="checkbox"/>
Official/local languages	<input checked="" type="checkbox"/>	Adults, Youth	<input checked="" type="checkbox"/>
Foreign languages	<input checked="" type="checkbox"/>	Adults, Youth	<input checked="" type="checkbox"/>
Human rights/civic education	<input checked="" type="checkbox"/>	Adults, Youth	<input checked="" type="checkbox"/>

<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>	Adults, Youth	<input checked="" 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?		
<b>On adult education On adult literacy</b>	Provision	Demand
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		
Through termly returns from Provincial Offices.		

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>
Shona	<input checked="" type="checkbox"/>
Ndebele	<input checked="" type="checkbox"/>
Tonga	<input checked="" type="checkbox"/>
Shangani	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input 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).
Language barrier and Limited resources like reading materials

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"/>
<i>If Yes, please provide a brief description and references:</i>		
N/A		

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>	
		Yes	No
<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"/>
<i>Please provide references or attach documents on local community participation:</i>			
Associations for minority languages develop learning materials.			

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.

Marginalised groups are catered for as shown in the Education Act. Literature in mother tongue is written to accommodate minority languages. Literacy evaluation tests are set in the mother tongue. Policy language accommodates them.

5.8 Does the government collect information on the following items...?	Mark all that apply
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>	
Programme registers are kept at Colleges, literacy centres and schools	

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b> programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				
Literacy Evaluation Tests				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	Mark all that apply	
	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>		
Women	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Men	<input checked="" 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>		
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*If measures have been undertaken please provide a brief description and references:*

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.

Provided in each section

5.10 Adult Education: Women are given scholarship to complete studies: Entry points at tertiary education have been lowered to accommodate women

Adult Literacy: Men are given responsibility so as to encourage them to join literacy programmes, (1) there are more women than men in adult literacy classes.



## 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"/>	1981	Relevant to learners
Learning materials	<input checked="" type="checkbox"/>	1981	Relevant to learners
Facilitators' training	<input checked="" type="checkbox"/>	1975	Handling NFE situations and study groups
Teaching/ learning methods	<input checked="" type="checkbox"/>	1975	Andragology
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1983	Formal Examinations at Grade 7, O' and A' level

### 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"/>	1981	Life situations
Learning materials	<input checked="" type="checkbox"/>	1981	Primas
Facilitators' training	<input checked="" type="checkbox"/>	1975	Literacy Tutor's Training
Teaching/ learning methods	<input checked="" type="checkbox"/>	1975	Andragology
Assessment of learning outcomes	<input checked="" type="checkbox"/>	1983	Literacy in mother tongue

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.

<b>Adult education</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	36-48	<input checked="" type="checkbox"/>	12
University	<input checked="" type="checkbox"/>	36-60	<input checked="" type="checkbox"/>	12
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	3-6	<input checked="" type="checkbox"/>	12
<b>Adult literacy</b>				
Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	36-48	<input checked="" type="checkbox"/>	12
University	<input checked="" type="checkbox"/>	36-48	<input checked="" type="checkbox"/>	12
Private company	<input type="checkbox"/>		<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	12

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (*academic year ending in 2010*)

Programme	Monthly average remuneration if available	Remarks/source
<b>Adult education</b> (excluding literacy programmes)	-	
<b>Adult literacy</b>	-	Adult Literacy tutors are volunteers

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? (If yes, mark all that apply)

	Monitoring	Evaluation
<b>Adult education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Adult literacy</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please provide a brief description and references:

National Public Examinations are given to learners at different levels and Literacy evaluation tests are written by learners

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

<b>Lifelong learning</b> <b>Adult education</b> <b>Adult literacy</b>	<i>Mark all that apply</i>
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p><i>If one or more of the boxes is marked, please provide a brief description and references:</i></p> <p>Lifelong learning: SADC formulated a policy on Lifelong Learning which is followed nationally</p>	

<p>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.</p>
<p>Adult Literacy Tutor's plight is being considered since they were on allowances and non salary working conditions for tutors are being considered as well.</p>

**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 type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input checked="" type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" 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 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.

Use of ICT, Studying using electronic devices and alternative learning i.e ODL and OD e-learning and National Plan on our school children and Youth education has been in place

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.

Recommendations of Belem Framework has been put in place in Child Friendly Schools concept, Results Based Mmanagement Plan of the Department, Strategic Plan, ETF II, Out of school children issue is being discussed at different forums in order to help children go back to school.

**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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input 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"/>
<i>If yes, please provide a brief description and references:</i> Girls Camps in Science/ Maths Scholarships are given to women and girls Learning materials like laptops are given to girls/ women		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide a brief description and reference:</i> BEAM ETF II Scholarships are given to them Fees are paid for e.g CAMFED, Capernaum Trust		

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"/>
<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>  Zimbabwe has highest Literacy rate of 92% highest in Africa			

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		
N/A		

8.5 Have your literacy targets changed over the last five years?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		
Literacy rate has gone down due to economic problems from 97% to 92%		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
To capacitate non-formal education personnel like tutors, supervisors to sharpen knowledge and skills. challenge: Resource constraints

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Lack of resources - financial, material and human to carry out the activities

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?
To research on achieving 100% literacy rate by 2015 and identifying skills for lifelong education

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?
to remunerate literacy tutors and supervisors well. The Government is working out modalities on how to pay allowances to literacy tutors in a bid to pay them once a number is established to step up advocacy Involve private sector in resource mobilisation Government is encouraging private - public partnerships.