

## **Introduction**

The present Report discusses the country's situation of Literacy and Adult Education and seeks to highlight the efforts and results achieved with the expansion of access, aimed to increasingly reduce the high levels of illiteracy.

This reflection refers to the period between 1997 and 2006.

Firstly, the paper discusses the policy, the legislation and financing, followed by details on the quality of learning with the expansion and institutional capacity, the participation in Literacy and Adult Education, monitoring, program evaluation, results and the profile of the Literacy Educators.

Next, the paper focuses on research, innovation and good practices that include field research in the area of adult learning, innovations and examples of good practices.

Finally, adult literacy is discussed, the expectations of CONFINTEA VI and future perspectives of Literacy and Adult Education.

## **1. Policy, Legislation and Finance**

### **1.1 Policy, Legislation on Literacy and Adult**

The Republic of Mozambique is a sovereign state which achieved its independence in 1975, and since then, it is guided by the 1975 Constitution of the Republic, reviewed in 1990, the Main Law, which proclaims Education as a right of all citizens, being the Government incumbent to creating the conditions for enjoying this right. It is on the basis of this instrument that the government and the Civil Society is making the effort to provide Mozambicans with access to Literacy as a way of providing an opportunity for all young and adult citizens to acquire the skills in literacy, and numeracy, empowering in this way the citizens for the challenges that they face on a daily basis.

The Law of the National System of Education places particular importance on the Subsystem of Adult Literacy, and under this legislation, the country promoted massive literacy campaigns between 1978 and 1980 which resulted in a progressive reduction of illiteracy rates from 93% to 72% and today 51.9%.

The discrimination of women and girls in the past, with regard to access to education in the society, and because of that fact has resulted in the highest rates of illiteracy, in this group. In order to revert the situation, enrolment of women and girls in schools and particularly in literacy, is stimulated and promoted by the government and by the Civil Society, in different literacy programs that are offered, resulting in more women attending literacy courses in the Literacy and Adult Education Centers.

Between 1997 and 2006 important instruments were produced to regulate the process of literacy. Amongst these are the production of the New Curriculum for Literacy and Adult Education, which among other aspects , makes readjustments of the programs according to the needs of the beneficiaries.

In addition, a national strategy of literacy was produced which presents the national policy of Literacy and Adult Education. A regulation for the payment of subsidies to literacy educators, which is an instrument that regulates the process of financial incentive

of the literacy agents. A new Organic Statute of the National Directorate of Literacy and Adult Education was produced.

The Program of Action for the Reduction of Absolute Poverty (PARPA 1 and 2) are government instruments on the basis of which the government's national policies proclaim literacy as a necessary condition for development. The School's Guide and Compulsory Duties put responsibility on the school directors for the organization of the processes literacy in their respective areas of jurisdiction.

## **1.2 Financing of Literacy and Adult Education**

The financing of Literacy and Adult Education programs has been experiencing hesitation in terms of growth in the country, achieving only 3% of the global amount for Education between 2006 and 2007.

It is worth-mentioning that the funds allocated to Literacy and Adult Education are far less than the existing demand, hampering the expansion of access, which depends on the training of educators and literacy agents, the production of materials and specially, for the improvement of the quality of education offered.

The professionalisation in this area of education is necessary in order to achieve a more meaningful literacy, i.e., in terms of incrementing the number of beneficiaries as well as the quality of the services offered.

## **2. Quality of Learning**

### **2.1 Expansion and Institutional Capacity**

As referred in the previous chapter, the expansion of the Literacy and Adult Education depends on the improvement on the allocation of resources, the training of trainers and literacy agents, the production of materials and most of all, the improvement of

management, monitoring and supervision of the Adult Literacy and Non-formal Education Programs that are offered.

In summary, there should be a vision that the expansion of access to Adult Literacy and Education has to be accompanied by a range of efforts for the improvement of the quality of education that is offered.

One of the strategies for improving the quality of education for their area is by investing in the training of technicians and other staff involved in activities of this sub sector, especially, in the areas of management, supervision monitoring and evaluation of programs, training of trainers and literacy agents. It is important to increase the resources that are allocated to the sub sector in order to respond gradually to the demand and planned growth.

## **2.2. Participation in Literacy and Adult Education**

The Literacy and Adult Education Programs are orientated basically towards the youth and adults who for some reason did not have access to formal education. However, it does not exclude the possibility that the programme can be adopted for children at school age who did not have access to primary school.

Citizens with special learning needs and handicapped are also beneficiaries of these programs. For this reason, the ongoing programs are adapted to the needs of this target group so that they may also have the opportunity to participate in the development of our country.

Among the potential beneficiaries of these programs are the youth and adults who are willing to follow up their studies at other levels of formal education (secondary, technical/vocational), who would like to learn to read and write, in order to participate more actively in the development of their communities, in the cultural and spiritual life of their community.

Therefore, they would like to learn to read and write in their mother/local tongue to read and interpret the Bible, write stories, write letters to their families and friends, among

other motivations. That is why the curriculum proposes models that will accommodate the different needs.

The expansion of opportunities for women and girls is of special importance, because very often, women are responsible for providing the means of subsistence for their families and the benefits of their education are passed on to their children. In fact, several studies carried out in the country and abroad, have already demonstrated the need to support women and the girls through actions that are aimed at their actual development, particularly in developing countries such as Mozambique, where women are very often the main or the only people in charge of the households.

However, such actions should not be isolated and should be seen in a context of sociability, promotion of equity between men and women where these have also and an important role to play. The dynamics geared towards the development of women and girls should include men and the society in general, as these should be made aware of their importance in the society.

There is a growing tendency of women involvement in Literacy and Education Adult programs and in the Non-formal Education which represents 0,3% in favor of women. Most women who take part in these programs are aged between 30 and 39 years old, and with an evolution of the reduction of illiteracy by 23%. The range between 40 and 49 years old have a women involvement rate of 6% while those between the ages of 15-19 show an evolution of 3,6%.

In all programs of Literacy and Adult Education there is more participation of women and girls. Literacy and Adult Education offer attractive programs which allow for the retention of youth, adults and women in literacy centers and therefore reduce dropout rates.

From the curriculum point of view, themes of interest to women and girls were identified and these attract them to Adult Literacy programs, while keeping their interest alive for

the courses. The programs offered include themes that mobilize women, their civic rights directed to the women themselves and the society, in general.

However, women face some difficulties, which hinder their active participation and continuity in the Adult Literacy Programs such as:

- New marriages whereby the husbands do not allow the wives to participate in the Adult Literacy Centres;
- More responsibility of women in the family discourage them to proceed with their Adult Education programs;
- Long distances to the Adult Literacy Centres in relation to the residences of the participants also contribute to most women dropping out;
- Lack of teaching material also does not stimulate the participants, particularly women;
- Lack of evidence in terms of monitoring, evaluation, and case studies on the part of universities.

In terms of school population, between 1997 and 2006 about 2.992.366 participants enrolled in the first and third year which represented an annual average enrolment of 299.236,6 students. Among these, 1.555.667 passed from the first to the third year which represented an annual average of 155.566,7 people. The annual pass rate for each province is 14.142,4. The general loss was 1.436.699 between 1997 and 2006 from the first to third years, representing an annual average of 130.609 people. For each province, the annual average loss is 13.060,9 people.

In 1997, 18.854 people enrolled in the first and third years of which 11.648 passed. With the reestablishment of the DINAEA (National Directorate of Literacy and Adult Education) in 2000, the approval of the Strategy for Literacy and Adult Education in 2001, and the development of partnerships with several government and non governmental institutions, there was an increase in the expansion of access to the literacy programs from 11.648 people to 694.868, in 2001, which represents a difference of 676.014 people in a period of 5 years. From 2001 and 2006, the enrolments increased to

2.469.515 people, in an annual average of 493.903 people. The annual average growth between the period prior to the reestablishment of DINAEA and the period after its reestablishment is of 475.049 people. This growth does not include programs such as Alfa-Radio, Reflect, Alfalit and other literacy initiatives whose statistics are not yet collected by the official statistics system of the Ministry of Education and Culture.

In such programs, apart from learning to read, write and count, the beneficiaries have the opportunity to learn practical skills which help them to improve their living conditions, reducing in this manner the poverty in their families. The programs constitute an added value for the local curriculum in basic education and schools of arts and crafts since they are able to relate theory to practice. Apart from that, the parents/beneficiaries of these courses can transfer these skills to their children.

These programs create opportunities for the acquisition of skills for self-sufficiency of their beneficiaries. People do not only learn to write but also learn something that will contribute to them becoming self-sufficient. One of the wishes of the participants is to acquire useful skills for life. Therefore, learning to read, write, and count does not happen in a vacuum, or detached from the social and economic context and their basic needs.

These programs create an impact in the lives of the beneficiaries since they become aware of the need to look for health services for several reasons, such as vaccination for their children, family planning, and infant maternity health.

### **3. Monitoring, Assessment (programs) and Results**

The Ministry of Education and Culture through the National Directorate of Literacy and Adult Education develops monitoring activities on Literacy and Adult Education/Non-Formal Education programs at three levels namely: District, carried out by district technicians; Provincial, carried out by provincial technicians and at national level, carried out by technicians of National Directorate of Literacy and Adult Education.

The technicians of Literacy and Adult Education/Non-Formal Education, at different levels, monitor the programs at the implementation sites, through periodic visits to centres of Literacy and Adult Education/Non-Formal Education. The main purpose of the visits is to monitor and provide technical pedagogic and methodological assistance to the technicians at different levels.

The Monitoring visits are divided in three parts: preparation, execution and reflection. At the preparatory period, a study of relevant aspects for monitoring is carried out according to the period of its implementation. This period ends with the development of guideline document that guides all monitoring activities for each team. The guideline outlines general and specific objectives of the visits in different areas, for example: pedagogic and administrative.

The guideline also prescribes the working method that the team should observe.

The monitoring of AEA programs is done through:

- Statistical survey of the participants(Quarterly, half-yearly and annually);
- Visits to the local centres where the programs are implemented;
- Meeting with the participants and providers of the respective programs of Literacy and Adult Education;
- Meetings with community leaders whose communities are beneficiaries of Literacy and Adult Education programs;

The assessments of the learning programs is done through:

- Written Tests;
- Participative meetings, where the target group expresses its feeling in relation to the programs which they are or have been involved. Sensibilities of the local leaders are also heard in order to identify the progresses, weaknesses and opportunities;
- Meeting with Adult Educators / facilitators.

One of the difficulties to carry out monitoring activities has to do with the shortage of funds and means of transport. In this context, the Ministry of Education and Culture decentralized the funds for the supervision and monitoring activities, by making funds available to each District and Provincial Directorate of Education and Culture funds

exclusively for supervision and monitoring activities, which is expected to bring positive impact in this area.

#### **4. Profile of Educators and Trainers**

The professional agents of Literacy and Adult Education/Non-Formal Education programs working in the process of teaching-learning, have a training course at National Institute of Adult Education (INEA), which equips them as professional educators/Trainers.

Apart from these technicians with medium level training, the process of teaching-learning is carried out by volunteers teachers/educators who have completed grade seven of the National System of Education. These should have a training course in Adult Education lasting for 30 to 45 days. This training takes place in staff training centres, like (Matola in Maputo Province, Mutuanha in Nampula Province and Quelimane in Zambézia Province) and in other existing centres in each district, and it can be in schools or in other places available. These, should be skilled to communicate easily using the language of instruction and be able to assist and learn from the others and be idoneous, creative, persuasive and dynamic, among other characteristics. Apart from these skills, the volunteers educators should have a human attitude with the learners, in order to create a relationship that will favor a proper and lively environment for teaching - learning process, understand the problems of the youth and adults and to guide them for learning. For that, they should be trusted by the community.

Apart from the professional and volunteers educators, the programs of Literacy and Adult Education/Non-Formal Education are also facilitated by primary school teachers and graduates from grades 10 and 12. These should have a training course in adult education lasting for 30 to 45 days, and have the skills to communicate easily using the language of instruction with the disposition to assist and learn from the others. Another skill required is to be creative, persuasive and dynamic, have human attitude with the learners, as a way

of creating a relationship that favors a proper environment for teaching - learning, and understand the problems of the youth and adults and to guide them for learning.

It is worth pointing out that because of the shortage of funds and the minimum time established here for the training is not always observed and as result, the training may take 3, 5 and 7 days.

The programs of Literacy and Adult Education/Non-Formal Education have trainers and technicians who work in the sub-sectors of Literacy and Adult Education at different levels and /or other technicians with experience in Literacy and Adult Education or ENF, working in state institutions, Civil Society, or teaching institutions of medium/higher levels, with the following requirements:

- Have minimum professional academic qualification or medium level training;
- Short/long trainer training course and/ or any other training in specific areas of Literacy and Adult Education;
- Communicate easily using the language of instruction and willing to assist and learn from others;
- Be methodical, creative, persuasive and dynamic;
- Have solid teaching experience.

## **5. Research, innovation and good practices**

### **5.1. Research in the field of adult learning**

From 1997 up to date, there is a tendency of increasing interest in the research in the area of Literacy and Adult Education, particularly, by students from higher institutions and by organizations involved in the implementation of the programs of Literacy and Adult Education.

However, most of these studies, mainly the ones undertaken by students, do not have impact, because of the lack of sharing the final results as they are simply filed in the universities. Other studies are carried out by government institutions to assess the impact of programs of AEA being implemented by different providers.

## **5.2. Innovations and examples of good practice**

Parallel to the teaching of reading, writing and calculus, there are other complementary programs being implemented that combine the formal with non formal programs. In these programs the youth and adults acquire reading, writing and calculus skills associated with education to fight HIV-AIDS, malaria and cholera and sanitation of the environment, exploration and sustainable use of natural resources and defense of the rights of the communities for the exploration and use of resources and development of green medicine, that helps in the resolution of some health problems in the community. These initiatives are carried out collectively and individually, allowing the generation of income that contribute, for the reduction of absolute poverty.

Mozambique is country with strong tourism potential. In this context, there are initiatives in some Literacy Centres, given the high turn up of foreign tourists, English classes are offered as a way of preparing the population for its insertion in the emerging work market, for example, the women from Inhambane City Market.

Some organizations develop programmes to sensitize communities to promote the creation of interest groups, from their own initiatives, based on local existing resources. The groups then become associations. The groups also develop activities to minimize visual handicap difficulties faced by learners by free distribution of sight glasses (case of ALFALIT) as well as teaching the production of solar stoves, as a way of contributing for the conservation of the environment, reducing thus, the destruction of forests for the production of woody fuel.

## **6. Adults Literacy**

Literacy and Adult Education programmes apart from teaching reading, writing and calculating they develop lifelong skills. Apart from literacy and numeracy a major challenge has to do with the introduction of professional programmes such as cutting and sewing, carpentry, information and technology, cooking, small busyness, vegetable-

garden, civil construction, pottery, green medicine, literacy and community health, among others.

## **7. Expectations of CONFINTEA VI and perspectives of the future of Literacy and Adult Education**

- Development of strategies for the exchange of experiences and flow of information that will help to improve Literacy and Adult Education
- Setting up of adjusted mechanisms for cooperation and international partnership that will help to promote Literacy programmes taking into account major movements and international goals of Literacy
- Reflection on the experience of South-South cooperation on youth and adult education within Portuguese speaking countries and the contribution of LIFE (Literacy for empowerment) for Literacy policies of the member countries.

Discussion of possible joint declaration for the establishment by governments of:

- Specific programmes and literacy policies and education for emigrants;
- Mobilization of financial resources to finance sustainable literacy and adult education initiatives
- Literacy and adult education for vulnerable groups;
- Consider literacy and adult education as an autonomous sector and not a sub-sector as a means to achieve flexibility in defining and implementing literacy and adult education programmes;
- Statutory of the literacy and adult education trainer;
- Valuing and prioritizing of literacy and adult education programmes;
- Use of modern technologies to transform literacy and adult education into a field of major interest and progress in the development of lifelong skills;
- Advocacy for the increase of budget for literacy and non-formal education programmes;
- Reflect on the importance of literacy and adult education and value education and traditional knowledge;

- Strategies to increase opportunities for access to adult education through distance learning

Maputo, May 2008



**REPUBLIC OF MOZAMBIQUE**  
**MINISTRY OF EDUCATION AND CULTURE**

REPORT FOR VI CONFINTEA

**Maputo, May 2008**

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