



Republic of Mozambique  
The Ministers' Cabinet



# STRATEGY OF ADULT LITERACY AND LEARNING IN MOZAMBIQUE (2010-2015)

"TOWARDS A LITERATE MOZAMBIQUE  
AND SUSTAINABLE DEVELOPMENT"

Enacted by the Ministers' Cabinet  
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## Acronyms or Initials and Abbreviations

AEA	Adult Literacy and Learning
Alfalit	Literacy and Literature
Alfa-Rádio	Literacy through Radio Broadcasting
CapEFA	Development of Learning Skills to All
CCDC's	Community Skills Development Centers
CFQAEA	Training Centre for Trainers on Adult Literacy and Learning
CONFINTEA	VI International Conference on Adult Learning
DINAE	National Directorate of Adult Literacy and Learning
DIPLAC	Directorate of Planning and Cooperation
DPEC	Provincial Directorate of Education and Culture
ENF	Non-formal Education
EPT	Technical-Vocational Education
Felitamo	Women Literacy Project in Angola and Mozambique
FTI	Fast Track Initiative
GT	Task Team
IFEA's	Training Institutes for Adult Educators
IFP's	Training Institutes for Teachers
INEA	National Institute of Adult Learning
LIFE	Learning Initiative For Empowerment
MCCD	Members of District Consultative Councils
MDG	Millennium Development Goals
MEC	Ministry of Education and Culture
MIC's	Multiple Indicators Cluster Survey
MINED	Ministry of Education
NGO's	Non-Governmental Organizations
OTEQ's	Compulsory School Instructions and Tasks
PEEC	Strategic Plan on Education and Culture
PQG	Government's Five Year Plan
Reflect	Integrated Approach Paulo Freireana with the Rapid Participatory Diagnosis

SDEJT	District Service of Education, Youth and Technology
UCM	Catholic University of Mozambique
UEM	Eduardo Mondlane University
UNESCO	United National Educational, Scientific and Cultural Organization
UP	Pedagogica University
ZIP's	School Cluster Zones

## Definition of Key Terms

**Literacy** - Acquisition and application of basic reading, writing and arithmetic skills.

**Literacy Teacher:** The persons which facilitates the learning process of basic reading, writing and arithmetic skills.

**Learner:** The active player in learning process of basic reading, writing and arithmetic skills.

**Functional Literacy:** Learning through a set of reading, writing and arithmetic activities that enable people, individually or collectively, to apply their knowledge effectively in order to improve their living conditions and the community.

**Literacy Environments:** The enabling environment for learning and the use of reading, writing and arithmetic skills.

**Andragogy:** The art and science that guides the learning process of young people and adults.

**Learning:** The systematic or unsystematic construction of knowledge, attitudes and skills.

**Life-long Learning:** Every learning activity undertaken at any stage of life, aimed at improving the knowledge, skills and competences with a view of promoting citizenship. It is also known as continuing education.

**Skills:** Set of Knowledge, attitudes and abilities necessary to solve problems in a certain context.

**Basic Education:** A set of activities designed to acquire and develop basic skills and general knowledge necessary for the individual within society.

**Youth and Adult Learning:** The 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.

**Formal Education:** School system, structured and institutionalized, which follows steps according to a study plan, with defined roles for students and educators, and culminates with a certificate.

**Informal Education:** Unsystematic acquisition of knowledge, skills and attitudes through experiences in different contexts.

**Non-Formal Education (ENF):** A set of educational, organized and systematic activities undertaken outside the framework of the formal education system, flexible in time, place, and on the adaptation of contents to the needs of learners.

**Educator:** A person with professional training who facilitates the process of post-literacy learning.

**Empowerment:** The process that leads people, organizations and communities to become aware of their skills and capabilities to control their own lives and manage their destinations.

**Learner centered Learning:** The process of teaching and learning process in which the learner is an active player in building knowledge.

**Vocational education:** A sort of education that is characterized by the preparation of the beneficiary public for the labor market, (a business venture) (and this is vocational!) or to meet the demands of everyday life.

**Vocational Training:** The development of knowledge, attitudes and skills necessary for the individual to perform a professional activity, according to talents, inclinations and needs.

**Life skills:** Set of knowledge, attitudes and behaviors needed to acquire the know-how.

**Literacy skills:** Basic communication through the reading and writing abilities in life.

**Basic Learning Needs:** Knowledge, skills, attitudes and values necessary for individuals to survive, improve quality of life, continue to learn and participate effectively in the social, economic and political life.

**Numeracy:** The ability to use numbers, do basic calculations effectively so as to solve problems on a daily basis.

**Post-literacy:** Set of activities to consolidate the acquired skills in literacy and increase other skills.

**Civil Society:** In the context of this Strategy, civil society is understood as all the organizations (NGOs, community associations, churches, trade unions, business associations, etc.) and institutions (universities and private research institutes, private social media, etc.) that are not part of the State Apparatus.



## Executive Summary

Literacy plays a central role in the Government's efforts to combat poverty, thus leading to the process of preparing the second Strategy, which aims at increasing the opportunities for basic education of young people and adults through a set of integrated actions of the government's institutions and non-governmental organizations, to reduce the illiteracy rate from the current 48.1% to 30% by 2015, which contributes to promote civic participation and poverty reduction.

The demands that the Education Sector and its partners face in the area of Adult Literacy and Learning to achieve the Millennium goals, including the ones of Dakar, require the establishment of a working platform between all stakeholders, with the need to ensure access and retention, the improvement of quality and the strengthening of institutional capacity to respond in the best possible way the challenges of eradicating illiteracy and thereby contributing to the socioeconomic development of the country.

This Strategy is aligned with the Goals of the Government's Five Year Program, put into practice through the Strategic Plan of the Education Sector. In addition to the vertical and horizontal alignment between the national, local and intra-sectored coordination entailing the sub-sector of Adult Literacy and Learning with sub-sectors of primary and secondary night schools, respectively, through the involvement of School Cluster Zones (ZIPs) and primary schools as epicenters; it is up to the headmasters to manage Adult Learning through the Literacy Centers around their schools. On the other hand, there should be coordination with the Technical-Vocational Education, particularly in the Non-Formal Education (ENF) in order to provide educational activities that build aptitudes and vocational skills, and the assumption of socially positive behaviors and attitudes.

The Strategy was developed with the view of, on the one hand, providing an opportunity for young people and adults of both sexes, with special attention to women and girls, aged equal or more than 15 years, illiterate or which did not completed the first cycle of primary education, so that they can be literate and, secondly, to promote life-long learning.

The mission is to promote equitable basic education and life-long learning for young people and adults, in partnership with the Civil Society, whilst recognizing that education as an essential attribute for the economic, social, cultural and human development, and reducing the current rate of illiteracy from 48.1% to 30% by 2015, thus contributing to poverty reduction in Mozambique.

The strategy will benefit all public and private institutions, particularly the young people and adults economically active of both sexes, including disabled people, Government institutions, Partners, Private Sector, Community leaders, NGOs, Civil Society and Trade Unions.

*Access and Retention* are characterized as the key elements for the success of education and citizenship, since, through them, it is safeguarded the admission and retention of young people and adults in the education programs at all levels. They come out with the necessary skills of reading, writing and numeracy and the ones useful for their life, to sustainably cope with the challenges of change and development.

In this sense, the effort to be undertaken is to create conditions in which these groups are sufficiently motivated to attend the courses offered in the AEA programs and continue their education through higher school levels. This is to ensure that the target groups equally benefit from the opportunities according to their specifications.

The quality of education takes into account well defined standards including: the definition of educational and social criteria; explanation of indicators; planning and implementation of strategies for wider assessment to validate the quality of desired education. In this area, it will be revised in the curriculum, literacy materials and conducted training and capacity building activities as part of Life Skill, Gender, Prevention and Fight against Endemic Diseases, including the HIV and AIDS pandemic, in partnership with other stakeholders at all levels, with professionals able to respond efficiently and effectively the tasks and challenges of implementing the AEA strategy.

For effective and efficient implementation of the AEA Strategy, it is necessary that as from the year 2010, the institutional capacity of DINAEA is strengthened and developed at local, district, provincial and central levels and the Civil Society organizations are involved in implementing AEA programs throughout the country.

Firstly, priority should be given at the local level and then move upwards to the other levels, for it must be assumed that the center of attention lies where the teaching-learning process occurs, hence the need to create all the conditions essential for the desired results. Thus, in implementing the strategy of capacity building, the primacy is on the Training Institutes for Adults Educators (IFEA's), Vocational Training Institutions for self-employment and employment (INEFP), Teacher Training Institutes (IFP's).

The State, through the MINED, plays the role of facilitator. So on the one hand, it must be the provider of policies and strategies, curricula, books and do the monitoring and evaluation of the implementation process, and on the other hand, the State must ensure coordination among the different sectors (eg. Agriculture, National Defense, Women and Social Affairs, Youth and Sports, Health), partners in multilateral and bilateral cooperation, civil society, public and private companies, religious groups and the Fast Track Initiative, so as to implement the second Strategy.

Indeed, the State must establish the necessary links between the actions developed by the partners and the national policies, taking into account the international commitments, both in the area of literacy (LIFE initiative and others), as well as in fostering economic and social development of the Country (the Millennium Development Goals).

The Partners of bilateral or multilateral cooperation have the role to support the implementation of AEA programs, by providing human (technical support), material and financial resources, as well as participate in promotional activities, marketing, advocacy and awareness raising at their head offices, on the importance of the strategy as a contribution to have a *Mozambique Free of Illiteracy*.

The national partners through the Local Governments, besides ensuring the linkage and coordination, they also have the role, in partnership with Civil Society, Private and Public Companies, Programs and Projects funded by the Development Partners, Religious Groups, Schools, Adult Literacy and Learning Centers and other forms of community organization, to provide resources and implement literacy programs and initiatives in its different forms, including life skills, such as *Alfa-Regular*, *Alfa-Rádio*, *Alfalit*, *Família Sem Analfabetismo* (Family Without Illiteracy), *Reflect e Alfa em línguas locais* (Alpha in Local Languages).

The Government has a potential, with the partners from the private sector and others, to mobilize resources for the development of adult literacy and learning activities. In order to better manage resources for the implementation of Adult Literacy and Learning and Non-Formal Education Programs, it is recommended, as a strategic action, the creation of the Fund for Adult Literacy and Learning and Non-Formal Education.

In order to achieve this postulate, actions should be undertaken to mobilize and raise awareness, to ensure the involvement of potential contributors to this fund, which are the Government, Civil Society, Cooperation Partners, the private sector and others. There are other bodies, in particular, national and international NGOs and religious groups which, through projects, provide human and financial resources for literacy. These should be encouraged to feed the Fund on Literacy.

The process of broadly monitoring the implementation of the Strategy is the Government's responsibility, through its existing institutions at local level, including DINAEA, DPEC's and SDEJT's, which is in partnership with various stakeholders, shall monitor the implementation of the Strategy.

With a view of ensuring the objectiveness in the analysis, conclusions and recommendations, the evaluations should be done by independent teams, composed mainly of experts in evaluating AEA programs, both nationals and foreigners (where relevant), whose task will be, on the one hand, to evaluate, analyze and validate quantitative and qualitative processes and outcomes at different stages of the Strategy's implementation related to the performance of literacy teachers, the quality of materials and its use, the level of dropouts, among other elements of the teaching-learning process. On the other hand, the collection and processing of statistical data related to the Training Institutes and AEA programs operating in the context of implementing the Strategy.

## I. Introduction

The Constitution of the Republic of Mozambique defines Education as a right and duty of every citizen. Therefore, the State shall promote the extension of Education to ongoing vocational training and equal access of all citizens (Article 88), promote an education strategy aimed at national unity, eradicating illiteracy, mastering science and technology, as well as the moral and civic education of citizens (Article 113).

In the embodiment of the postulate in the Constitution, the National Education System (Law No. 4/83 updated by Law No. 6/92) and the Government in its five-year programs, prioritize youth and adult literacy as a foundation for building knowledge and life skills, an input to human development efforts and the fight against poverty in Mozambique.

In this sense, in 2001, the Ministers' Cabinet enacted the Strategy for Adult Literacy and Learning and Non-Formal Education (AEA and ENF), the first one after independence, with a timeframe provided for the completion of implementation in 2005, but it lasted until 2010, while the current Strategy was developed.

At the time of the implementation of the first Strategy, the illiteracy rate was 60.5%, for a population of 17 million, which means in absolute terms that 10.285.000 young people and adults aged 15 years or more could not read nor write. The implementation of the first strategy reduced the illiteracy rate to 48.1%, equivalent to 9.860.500 people in the current population of 20.5 million (INE, 2007).

Therefore, from 2001 to 2008, 2.542 million people became literate. The reduction of the illiteracy rate was due to the involvement of civil society partners, the introduction of initiatives such as *Família Sem Analfabetismo*, *Distrito Livre de Analfabetismo* (District Free of Illiteracy) and literacy programs by Radio, Alfalit, Reflect, Felitamo, among others, and the adoption of the accountability strategy of educational institutions on the management of the Adult Literacy and Learning Centers. Despite the advances, the current rate is still a challenge in eradicating illiteracy in the country.

The preparation of the second strategy aims to tackle the challenges identified in the diagnosis, where the results can be found in the *Relatório da Análise da Situação de Alfabetização em Moçambique* (Situation Analysis Report of Literacy in Mozambique) produced in 2008, and these contents were consulted in the *Colóquio Nacional de Alfabetização e Educação de Adultos* (National Colloquium on Adult Literacy and Learning) held in September 2008 at the National Institute of Adult Learning of Beira (INEA) and it comprised different stages:

The first stage consisted of reviewing the relevant literature on AEA, interviews and consultations with key informants in the Ministry of Education and Partners in order to gather information and perceptions on the review, as well as the forms of sub-sector coordination for the implementation of the second AEA Strategy.

The second consisted of the analysis and assessment of the proposed Strategy document by a multi-task and multi-sector team composed of technicians from governmental and non-governmental partners and members of the AEA Working Group that defined a prototype for the final version of the Strategy.

The third was characterized by consultations with civil society, religious groups, governmental and non-governmental institutions which were widely participatory.

This document presents the second AEA Strategy and includes the following chapters: I. Introduction, which describes the legal and political support; II. Background, which addresses the current situation, the relevance of the Strategy, Analysis of Strengths, Weaknesses, Opportunities and Threats, Vision, Mission and Principles; III. Challenges and Goals, which specifies the goals and the areas in which the pillars of the Strategy are laid; IV. Pillars of the Strategy, for a deeper understanding of the approach on which the Strategy will be implemented; V. Guidelines for Implementation, which consists of guidelines and procedures to take into account in implementing the Strategy; VI. Funding Strategy, which presents the mechanisms to be followed for the financing of the Strategy; VII. Monitoring and Evaluation, which provides guidelines to better monitor and evaluate the implementation of the Strategy; and attached are the Matrix of Actions and the Schedule of Implementation Costs.

## II. Background

The Strategy is a tool to guide the actions of Adult Literacy and Learning in Mozambique, which arises from the need to increase learning opportunities for young people and adults in order to improve their awareness and active participation in the construction of their living conditions and the communities where they live.

Despite the successes achieved during the implementation of the first AEA Strategy, the illiteracy rate remains high (48,1%) with emphasis on the northern and central provinces of the country. Thus, the diagnosis of the AEA situation conducted in 2007 and 2008 and assessments in the annual National Sector Meetings pointed out challenges relate to:

- Difficulties in retaining the literacy teachers and learners in the AEA programs;
- Weak participation of young and adult men in the AEA programs;
- Limitation of literacy teachers due to insufficient training;
- Irregularities in the payment of subsidies to literacy teachers;
- Development AEA programs with materials in national languages and the literacy and adult educators are not trained in these languages;
- Limited intervention of Universities, IFEA Beira (Sofala) and other training institutions in the implementation of strategic actions defined in the areas of curriculum development, training of trainees and literacy teachers;
- Failure of the implementation of the Manual of Procedures regulating the activities of the various stakeholders in AEA;
- Shortage of human, material and financial resources.

Among the various actions of Adult Literacy and Learning and non-formal education implemented throughout the country, the Adult Learning and Literacy Strategy (2001-2005) and Action Plan, include:

- Training in literacy teachers in AEA methodologies;

- Design, development and testing of a curriculum on Adult Literacy oriented to the needs of the targeted group;
- Designing of a program of Non-Formal Education, with diverse courses;
- Review of literacy materials (books and manuals);
- Preparation of books and manuals in Portuguese and national languages for the implementation of the curriculum;
- Creation of five (5) IFEA's as a result of the transformation of the Provincial Literacy Teachers Training Centers and INEA.

The Adult Literacy and Learning Strategy (AEA), for the period 2010-2015, represents the Government's commitment to take action to eradicate illiteracy, under its Five-Year rning sub-sector, in conjunction with the Government's efforts to fight against poverty, once the implementation of the first Strategy and its Action Plan are concluded.

## 2.1. Current Situation

The access of young people and adults of both sexes to AEA programs increased by 50%, allowing a reduction in the illiteracy rate in 10%, from 60.5% in 2001 to 50.4% in 2007, according to INE data and to 48.1% in 2008, according to data from the Multiple Indicator Cluster Survey (MIC's).

The illiteracy rate varies significantly from region to region and among different age groups and gender. In 2007, the illiteracy rate in rural areas was 65,5%, while in urban areas the illiterate adult population represented 26,3%. The illiteracy rate was higher among women (64,2) compared to men (34.6%), indicating that those face the greatest difficulties to access education, especially in rural areas, where this rate is 81,2% compared to 46,1% of men, as seen in Table 1.

Table 1: Illiteracy rates per region and gender in 2007, according to INE 2007 data

Region	Women	Men	Total
Country	64,2	34,6	50,4
Urban	37,8	13,9	26,3
Rural	81,2	46,1	65,5



In 2007, the illiteracy rates range from 9,8% (Maputo City) in the southern region and 66,6% (Cabo Delgado) in the North. The provinces of Niassa (62,3%), Nampula (62,4%), Zambezia (62,6%) and Tete (5,6%) are the in most critical situation, with rates above the national average (50,4%). These data demonstrate that the level of illiteracy in most of the Northern provinces remains high, despite the gradual reduction that has been observed in the country. The most literate group is composed of young people and the major difference in terms of illiteracy rates is noted among the young male (27%) and adult women (94%) (UNESCO 2008).

Even though, during the implementation of the first Strategy, the number of learners has gradually and substantially increased in terms of access to AEA programs, the concern is on the retention of this group in the system until the end of the year, especially of women and literacy teachers.

Certainly, several factors may justify the dropouts, including:

- Inadequate training of literacy teachers (the vast majority are volunteers<sup>1</sup> with low educational background and have no specific training in AEA);
- Lack of motivation due to irregularities in the payment of subsidies to literacy teachers (delays, disruption in payments);
- Inadequacies in the provision of educational material and appropriate learning environment at the AEA Centers.

The women learners have difficulties to stay in the programs due to their social, economic and cultural roles in the family, the Mozambican society rural and with lesser income. Therefore, the retention of men is comparatively greater than that of women, although attendance of these to AEA programs is reduced, recommending in-depth studies to search for root causes of dropouts.

Additional issues lacking special attention include mobilization and awareness of the population, particularly community leaders, the duration of courses that should be shorter, the harmonization between the seasonal calendar and school calendar where these should be adjusted to the social responsibilities of adults, the fulfillment of goals set, the maintenance of the AEA ratio per class (35 learners/1 literacy teacher) and the application of the Compulsory School Guidelines and Homework (OTEO's), which can contribute negatively to the retention of literacy learners at the Centers.

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<sup>1</sup> Literacy Volunteering Teachers – With ties to contractual uncertainty.

In the area of Quality, there is supply and demand of various AEA programs, in particular, regular Alpha in Portuguese and local languages, Alpha Radio, Alfalit and Reflect. However, findings of supervision missions to the programs have pointed that the learners prefer Regular Alpha, allegedly because it provides opportunities to continue education at other educational levels as well as access to jobs as janitors, clerks, teachers, and others. This suggests that development of such programs meet the aspirations of young people and adults - subject of this Strategy.

## 2.2. Relevance of the Strategy

The 1st Adult Literacy and Learning Strategy for the period 2001 to 2005 lasted until 2009. After its completion it deemed appropriate to establish guidelines for the sub-sector through a Strategy updated and adjusted to the current challenges to the AEA, and it should be the main **Platform of Action for stakeholders**. Thus, the 2nd AEA Strategy embodies the Government's commitment to eradicate poverty, promote human development, and also to achieve MDGs and Fast Track Initiative Education for All.

The 2nd Strategy takes into account the analysis of Strengths, Weaknesses, Opportunities and Threats and sets out the main strategic actions to be implemented during 2010/15 period, in the field of adult literacy and learning and it is directed to all illiterate citizens of both sexes who have not completed the first cycle of primary school, in order to acquire skills in reading, writing and numeracy and are encouraged to learn throughout life.

## 2.3. Analysis of Strengths, Weaknesses, Opportunities and Threats

This analysis allows to understand the environment, both internally (strengths and weaknesses) and externally (opportunities and threats), in order to define actions for the successful implementation of the second Strategy. Thus, the strengths of this strategy are related to the political will of the Government expressed in the various formal documents, the experience acquired during the implementation of the first Strategy by the AEA subsector with different institutions and partners, the expansion of the system of collecting literacy data with the integration of non-formal education, the interest in the joint inter-and intra-institutional implementation of ENF and the funding provided by the Government and partners, despite its small size. These strengths represent the comparative advantages of literacy programs, from which were established strategic actions.

On the other hand, the evident weaknesses are related to joint, multi-sectored coordination and communication which is still insufficient, the absence of a mechanism to ensure the shared funding for AEA, the lack of resources (human, financial and material) and fragilities in the forums of linkage and coordination. These situations are clearly inadequate, and these may provide a disadvantage in implementing the second Strategy, so they were included in the strategic actions.

During the analysis, it was found that the opportunities are related to the existence of: policies on AEA, groups and forums for dialogue between the Government and Partners, the reform processes in the Education sector, particularly on AEA and ENF, the implementation of diversified AEA programs and the actions of social responsibility of public and private companies.

The possible threats identified are: failure to coordinate with the sectors and other AEA stakeholders, the low quality of the programs, the massive dropouts of learners.

Hereafter is the board summarizing the Strengths, Weaknesses, Opportunities and Threats.

### Board 1: Analyses of Strengths, Weaknesses, Opportunities and Threats

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Political will;</li> <li>• Experience in implementing the 1<sup>st</sup> Strategy;</li> <li>• Existence of institutions working in literacy issues;</li> <li>• Expansion of the literacy data collection system through the integration with the non-formal education;</li> <li>• Approximately 2% of MINED's budget is implemented in AEA;</li> <li>• Interest in joint inter-and intra-institutional coordination to implement the ENF;</li> <li>• Experience in short-term training of literacy teachers.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Poor multi-sectoral linkage, coordination and communication;</li> <li>• Reduced number of public and private institutions (through social responsibility), involved in the AEA;</li> <li>• No implementation of the Manual of procedures for the establishment of partnerships;</li> <li>• Poor collection of statistical data in terms of quantity and quality at all ENF levels;</li> <li>• Lack of a mechanism to ensure the shared funding of AEA;</li> <li>• Insufficient resources (human, financial and material);</li> <li>• Weak linkages and coordination of AEA forums.</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Existence of policies (Civic Services, Social Actions, Volunteer Work, Law of Patronage);</li> <li>• The existence of groups of forums for dialogue between the Government and Partners;</li> <li>• Processes of ongoing reforms in the country and, in particular in the Education sector;</li> <li>• Intention to implement the common platform of information gathering and dissemination;</li> <li>• Implementation of diversified AEA programs;</li> <li>• Existence of a mechanism of social responsibility of public and private companies.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Failure in coordination with the sectors and other AEA stakeholders;</li> <li>• Low impact of programs;</li> <li>• Massive dropouts of learners;</li> <li>• Subsistence needs of the beneficiaries;</li> <li>• Poor attendance of young people and adults, particularly men in AEA programs;</li> <li>• Non-inclusion of the AEA budget in the Fast Track Initiative.</li> </ul>

Given the findings above, the following entail the vision, mission, goals and a framework of strategic actions.

## 2.4. Vision, Mission and Basic Principles

### 2.4.1 Vision

Alphabetize young people and adults of both sexes, with special attention to women and girls, aged equal or more than 15 years, illiterate or which did not completed the first cycle of primary education, so that they can be literate and to promote permanent life-long learning.

### 2.4.2 Mission

Promote equitable basic education and life-long learning for young people and adults, in partnership with the Civil Society, whilst recognizing that education as an essential attribute for the economic, social, cultural and human development, and reduce the current rate of illiteracy from 48,1% to 30% by 2015, thus contributing to poverty reduction in Mozambique.

### 2.4.3. Basic Principles

The basic principles of this Strategy are as follows:

***Right to Education.*** Education is a fundamental of every citizen and human being, and it is a tool for the assertion and insertion of the individual in the social, political and economic life of the country. This fact justifies prioritizing AEA in the governing action.

***Alignment and coherence.*** All the pillars of the Strategy are aligned with the initiatives found in the Millennium Development Goals, Fast Track Initiative, Government's Five-Year Plan, which are implemented through the Strategic Plan of the Education Sector. In addition to the vertical alignment between the national and local level, the strategy also stresses the link between the pillars, namely, Access and Retention, Improvement of Quality and Relevance and the Strengthening of Institutional and Organizational Capacity and the Setting up of partnerships with various AEA stakeholders.

***Partnerships and synergies.*** It is recognized that adult literacy always had the active involvement of partners. This Strategy acknowledges this principle and

recommends the sustenance and establishment of a common work platform between the different stakeholders. However, in order to add value to the Strategy, there should be alignment and coherence, both in terms of resource allocation, and in the approach of the teaching-learning process and by clarifying the responsibility of government and other stakeholders beyond the use of mechanisms for the establishment of partnerships, where MINED will act as facilitator of the process.

The ***use of mother language*** as an essential factor for early learning in Adult Literacy and Learning should be extended to the maximum within the educational process, coupled with the training of educators speakers of native languages, which will ensure the process of teaching / learning in this language, whereby they need to be equipped with enough material to pursue the teaching and learning activities, including leisure time.

***Gender equality and non-discrimination*** emerge as the two major principles of the whole AEA strategy. According to the Strategy, equality is not only in terms of rights (equality before the law) but also of opportunity and access to Adult Literacy and Learning and Non-Formal Education programs.

***The role of the Government and Partners:*** The Government assumes the role of facilitator, provider of policies, strategies, curricula, materials, and monitoring and evaluation. On the other hand, it ensures and promotes the growth of the state budget allocated to the education sector, according to the Belém Framework of Action, and finally, the Partners and Civil Society, which must implement the AEA programs and provide material and financial support.

## III. Challenges and Goals

### 3.1. Challenges of the Strategy

The challenges to the AEA are related to the provision of literacy programs for young people and adults, training and capacity-building of human resources, in particular, literacy teachers and educators; the existence of textbooks for literacy and post-literacy and the continuation of developing policies and strategies aimed not only for access, but also for quality.

In the area of Institutional Capacity-Building, it is emphasized the need for further implementation of the approved tools that clarify the roles and functions of the Training Institutes for Adult Educators (IFEAs), the strengthening of the human resources sub-sector at all levels (district provincial and central) and improving the organization.

Moreover, the challenges to take into account the shortage of material and financial resources at different levels and the fragility of the system of Monitoring and Evaluation, as well as the full operation of the system of collection, systematization and dissemination of data of the sub-sector with a view of improving the management of AEA programs.

It seems important to continue building partnerships between the MINED, civil society, bilateral and multilateral international organizations, governmental and non-governmental organizations, to establish the means of working together in developing programs for Adult Literacy and Learning. Specifically, these are the goals:

### 3.2. Overall Goals

The Overall Goal of the AEA Strategy is to increase opportunities for young people and adults to become literate, with special attention to women and girls, in order to reduce illiteracy, through a set of integrated actions of governmental and non-governmental organizations, which contribute to the promotion of citizenship and participation of different parts of society in the process of human, political, social, economic and cultural development of the country.

### **Specific Goals**

In order to ensure compliance with the above goal, the Strategy will be implemented considering the following specific goals:

- Ensure access and retention of Learners in Adult Literacy and Learning programs;
- Improve the Quality and Relevance of Adult Literacy and Learning and Non-Formal Education Programs;
- Strengthen the Institutional and Organizational Capacity.

### **3.4. Target Groups**

The Strategy shall benefit all economically active persons, with particular attention to young people and adults of both sexes.



## IV. Pillars of the Strategy

### 4.1. Pillar One: Access and Retention

Access and Retention are characterized as the key elements for the success of education and citizenship, since, through them, it is safeguarded the admission and retention of young people and adults in the education programs at all levels. They come out with the necessary skills of reading, writing and numeracy and the ones useful for their life, to sustainably cope with the challenges of change and development.

Within this Strategy, Access and Retention in AEA programs the first pillar that enables the development of actions so that illiterate young people and adults who have not completed primary education join and remain in the adult learning programs.

In this sense, the effort to be undertaken is to create conditions in which these groups are sufficiently motivated to attend the courses offered in AEA and ENF programs, become actively involved in their family and community, update themselves according to the needs and continue their studies to higher levels of education and professionalism, adapting to social requirements. It means ensuring that the target groups equally benefit from the opportunities, according to their specifications.

The pillar of Access is composed of two distinct areas including: Mobilization and Awareness and Access and Retention. For each there is a set of strategic actions that should be considered in the development of sectoral action plans, as shown below.

### 4.2. Pillar Two: Improvement of Quality and Relevance

The quality of teaching entails an evaluation of the merit which is attributed both to the process, and for the outputs arising from actions that somehow imply value judgments. The quality of teaching has to be understood as meeting well defined criteria that express: The quality of teaching has to be understood as meeting well defined criteria that express: The definition of educational and

social criteria; explanation of indicators; planning and implementation of strategies for wider assessment to validate the quality of desired education.

In addressing the issue of quality in education, one must analyze the determinants and relationships between public policies in the sector of education and quality of education, in addition to other factors that may be added to better clarify the reasons and the relationships between variables and factors analyzed. In light of what is found in the institutional strategy, expressed in the PEE Pillar, the issue of Quality falls into four priority and interdependent areas. These are:

- Curriculum development;
- Development of adequate materials;
- Training and capacity-building of human resources; education on life skills, prevention and fight against endemic diseases including the HIV and AIDS pandemic, Malaria, Cholera and others.

### **4.3. Pillar Three: Strengthening of Institutional Capacity**

The component of Development and Strengthening of Institutional Capacity distinguishes seven (7) areas and key actions to consider. In this sense, the Development of the Institutional Framework and national Human and Technical Capacity, at the community, district, provincial and central levels, is part of the Strengthening/Development of Institutional Capacity of the PEE.

For the effective and efficient implementation of the Strategy for the Sub-sector, it is necessary, as from the year 2010, to strengthen and develop the institutional capacity of DINAEA at local, district, provincial and central levels, as well as of the civil society organizations involved in implementing AEAS programs throughout the country.

Firstly, priority should be given at the local level and then move upwards to the other levels, for it must be assumed that the center of attention lies where the teaching-learning process occurs, hence the need to create all the conditions essential for the desired results. Thus, in implementing the strategy of capacity building, the primacy is on the Training Institutes for Adults Educators (IFEAs), Vocational Training Institutions for self-employment and employment (INEFP), Teacher Training Institutes (IFP's).

In this context, the inter- and intra-institutional coordination plays a key role in achieving the purpose of establishing an integrated literacy program within the Non-Formal Education framework.

## V. Guidelines for implementation

This chapter refers to the overall guidelines to implement the Strategy over the five years and focuses on the following: *Responsibilities, management, administration and logistics, monitoring and evaluation, use and disclosure of information*. It is necessary to train the staff in the Education Sector (DINAEA, DPEC's, SDEJT's) and the stakeholders from other sectors as well as partners, in order to coordinate the implementation of the AEA Strategy.

### 5.1. Responsibilities

Indeed, the State must establish the necessary links between the actions developed by the partners and the national policies, taking into account the international commitments, both in the area of literacy (LIFE initiative and others), as well as in fostering economic and social development of the Country (the Millennium Development Goals).

The national partners through the **Local Governments at different levels**, besides ensuring the linkage and coordination, they also have the role, in partnership with **Civil Society, Private and Public Companies, Programs and Projects funded by the Development Partners, Religious Groups, Schools, Adult Literacy and Learning Centers** and other forms of community organization, to provide resources and implement literacy programs and initiatives in its different forms, including life skills, such as Alfa-Regular, Alfa-Rádio, Alfalit, Família Sem Analfabetismo (Family Without Illiteracy), Reflect e Alfa em línguas locais (Alpha in Local Languages).

The **Partners of Bilateral or Multilateral Cooperation** have the role to support the implementation of AEA and ENF programs, by providing human (technical support), material and financial resources, as well as participate in promotional activities, marketing, advocacy and awareness raising at their head offices, on the importance of the strategy as a contribution to have a Moçambique Livre do Analfabetismo (Mozambique Free of Illiteracy).

The **Government**, through the MINED, will play the role of facilitator. So on the one hand, it must be the provider of policies and strategies, curricula, books and do the monitoring and evaluation of the implementation process, and on the other hand, it must ensure coordination among the different sectors (e.g. Agriculture, National Defense, Women and Social Affairs, Youth and Sports, Health), partners in multilateral and bilateral cooperation, civil society, public

and private companies, religious groups and the Fast Track Initiative, so as to implement the Strategy; setting up the proper connections between the actions of the partners and national policies, taking into account the international commitments, both in the area of literacy (Life initiative and others) as well as in promoting economic and social development of the country.

## **5.2. The Management**

As on the administration, the management on the implementation of the AEA Strategy should continue to be the responsibility of the Government at national level, in order to establish and coordinate with the sectors, development partners, civil society, public and private companies and local Governments to ensure its effective and efficient implementation.

The communication between the different levels and stakeholders must be fluent in information management and flexible in the process of decision making, problem solving and conflict resolution. At provincial and district level, the management of the AEA will be the responsibility of the literacy sector at this level which, in a coordinated manner, will ensure the involvement of other stakeholders, including Civil Society organizations, Religious Groups, Non-governmental Organizations and other partners in implementing the AEA Strategy and must have the ability to acquire and manage resources.

## **5.3. Administration**

For the administrative area, it is proposed the continuation and improvement of the existing resource management system (in particular the financial ones) which in essence should be practical and functional for different levels of application and must be easily adopted by Civil Society organizations and partners. The system must include a regular accountability tool between MINED, partners, civil society partner organizations and partners/donors.

## **5.4. Logistics**

The Strategy focuses on decentralization based on the principle that the district is the center of development. One of the guidelines for implementation will consist of survey and mapping of the CS and partner organizations operating in AEA at the district level. This survey will allow to know the potential of each district and, thereafter, locally draw up an administration, management and logistics plan for the implementation of the Strategy, led by a *Board* which includes the Education Sector Technician of SDEJT's, the Town Councilors for the Education sector, Members of the District Consultative Councils (MCCD) and partners.

## VI. Funding Strategies

The Government has the potential to mobilize resources for the development of adult literacy and learning with its partners, private sector and others. For a better management of resources necessary for the implementation of literacy and non-formal education programs, the strategic action advocates the creation of the Fund on Literacy and Non-Formal Education.

The **Fund on Literacy and non-formal education** shall manage funds allocated to finance literacy and non-formal education programs, which come from the State, Development Partners, Private and Public Companies, Civil Society, and other forms of collective participation, so as to support the implementation of the Strategy and ensure the eradication of illiteracy in Mozambique.

In order to achieve this postulate, actions should be undertaken to mobilize and raise awareness, to ensure the involvement of potential contributors to this fund, which are the Government, Civil Society, Cooperation Partners, the private sector and others. There are other bodies, in particular, national and international NGOs and religious groups which, through projects, provide human and financial resources for literacy. These should be encouraged to contribute to the Fund for Literacy.

Hereinafter, key actions are proposed to mobilize resources for the creation of the National Fund on Literacy and Non-Formal Education:

- Identify new possibilities of support for literacy and non-formal education, through specific programs, with the involvement of cooperation partners, specialized agencies, private sector and others;
- Maximize the potential for funding through strategic alliances/partnerships at local level between Government, private companies and NGOs interested on the eradication of illiteracy;
- Create space for new initiatives through advocacy, so that the existing ones are stimulated, published and disseminated by seeking, wherever possible, alternative funding for the state budget;

- Among other actions, implement a National Literacy Program based on the following:
  - A presidential initiative to promote literacy in order to encourage the participation of all forces in society;
  - Involvement of all segments of society in literacy projects;
  - Establishment of the Fund Adult Literacy and Learning;
  - The production and provision of Literacy materials;
  - Intensify the training of literacy teachers and adult educators;
  - Encourage and engage the private sector to become involved in literacy projects, through social responsibility.

## VII. Monitoring and Evaluation

### 7.1. Monitoring

The monitoring process will permanently follow-up the implementation and execution of the Adult Literacy and Learning Strategy. This process should occur at all levels and will feed the process of decision-making regarding the relevant issues identified.

The process of overall monitoring and the implementation of the Strategy is the responsibility of the Government, through its existing institutions at local level, including the DINA EA, DPEC and the SDEJT's, in partnership with various stakeholders, who shall monitor the implementation of the Strategy, using the approach of the six strategic indicators (6ES) of performance, namely:

- **Effectiveness** – to assess the impacts of AEA and ENF processes, including measuring the degree of satisfaction, the aggregate value of implementing the Strategy;
- **Efficacy** – to assess the quantity and quality of AEA and ENF services provided to the stakeholders;
- **Efficiency** – the relationship between the services provided with the resources applied;
- **Implementation** – execution AEA and ENF processes as set out in the Strategy;
- **Excellence** – Respect for quality criteria/principles and standards in the implementation of AEA and ENF activities;
- **Economy** – Collection and use of resources with the lowest cost/burden, respecting the quality requirements demanded by the process.

A Monitoring and Evaluation System will be created on a Sector-based approach of 6E's, able to compile, process and disseminate information and statistics on the degree of progress in implementing the Strategy, including the preparation of the quarterly, semi-annual and year reports.

At the local level and after going through training processes, the technicians from the institutions representing MINED will be responsible for systematizing and sending the information using the channels set for the Unit, in order to be systematized.

## **7.2. Evaluation**

Evaluation is important because it involves verifying the degree of progress towards the expected results and ensures that the objectives and targets are achieved. This is crucial for both the Adult Literacy and Learning and the society in general, so that the stakeholders can trust in the Strategy.

With a view of ensuring the objectiveness in the analysis, conclusions and recommendations, the evaluations should be done by independent teams, composed mainly of experts in evaluating AEA and ENF programs, both nationals and foreigners (where relevant), whose tasks will be, on the one hand, to evaluate, analyze and validate quantitative and qualitative processes and outcomes at different stages of the implementation process using the afore-cited 6E's approach, and present recommendations on forms to improve and adjust the Strategy.

The teams will have access to all available information related to the stages of implementation throughout the country. They may have to travel to the provinces and work with key informants at the level of beneficiary communities, learners, literacy teachers, educators, technicians of the AEA Divisions and civil society organizations.

At the micro level, it is also necessary to take into account on one hand the evaluation of AEA and ENF programs specifically on the pedagogical dimension of the programs, i.e., the evaluation results of the teaching-learning process, such as: the progress/level of learning achieved by learners, the performance of literacy teachers and educators, the use and quality of materials, degree of dropouts, among other elements of such process, and secondly, the collection and handling of statistical data related to the AEA and ENF Institutes and programs that operate within the framework of the 2010-2015 Strategy.

## **7.3. Use and dissemination of information**

The information generated from the monitoring and evaluation processes will be used by the DINAEA, other National Directorates of Education, Higher



Education Institutions, Civil Society, as well as by national and international partners to address the areas and programs that need to be strengthened or substantially improved . The reports resulting from the evaluation missions should be widely disseminated at both MINED and between CS organizations and international agencies of donor countries, partners in implementing the AEA strategy.

**Appendix I: Matrix of Goals, Strategic Actions  
and Outcomes**

## Pillar One: Access and Retention

Strategic Goal 1	Strategic Actions to Mobilize and Sensitize	Expected Overall Outcomes
Mobilize and sensitize all stakeholders to ensure the participation of an increasingly number of learners in education sessions, training and capacity building	<ul style="list-style-type: none"> <li>Promotion of AEA programs by Government institutions, movements of advocacy, private sector, schools, civil society organizations and partners, so as to mobilize and raise awareness.</li> </ul>	<ul style="list-style-type: none"> <li>AEA Programs disseminated with the involvement of various stakeholders, particularly those working on behalf of women and girls in the first three years of implementation.</li> </ul>
	<ul style="list-style-type: none"> <li>Dissemination of AEA programs within communities and their leadership, focused on raising awareness of men and women to participate in literacy activities and remain until its completion to ensure the social, economic and political empowerment of communities.</li> </ul>	<ul style="list-style-type: none"> <li>Communities (women and men) sensitized about the importance of AEA programs and increased retention of women and the active participation of men in AEA programs.</li> </ul>
	<ul style="list-style-type: none"> <li>Undertake studies to identify factors that contribute to poor retention of women and men's participation in AEA programs, taking into account regional specificities.</li> </ul>	<ul style="list-style-type: none"> <li>The causes of women dropouts and low attendance of men in AEA programs are identified and recommendations are proposed for solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Dissemination of Adult Literacy and Learning, through the media in order to guarantee the massive engagement of different stakeholders: State Institutions, Municipalities, Trade Unions, NGOs, Private Sector, Civil Society, Institutions of Higher Education and the Media.</li> </ul>	<ul style="list-style-type: none"> <li>A communication strategy and marketing strategy is formulated and implemented for Adult Literacy and Learning by July 2012.</li> </ul>
	<ul style="list-style-type: none"> <li>Creation and/or strengthening of mechanisms to ensure the participation of different stakeholders, either through arrangements and agreements, or through developing community learning centers for the implementation of AEA Programs.</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements and agreements established in order to involve different stakeholders: Private Companies, Institutions of Higher Education, Trade Unions, NGOs, Religious groups, Institutions working towards women and girls in the implementation of AEA programs.</li> </ul>
	<ul style="list-style-type: none"> <li>Mobilization of technical means (radio, television, tape recorders, CD's and other instruments) to carry out massive.</li> </ul>	<ul style="list-style-type: none"> <li>The necessary technical means ensured for the implementation of AEA and ENF Programs (radio, television, tape recorders, CD's, among other tools).</li> </ul>

Strategic Goal 2	Strategic Actions for Access and Retention	Expected Overall Outcomes
Ensure the involvement of every stakeholder at all levels in the access and retention of learners	<ul style="list-style-type: none"> <li>Implementation of AEA programs in order to alphabetize five million people of both sexes, with particular focus on women and girls.</li> </ul>	<ul style="list-style-type: none"> <li>5 million literate citizens of both sexes, of which more than half (60%) are women and girls</li> <li>A diagnosis is performed to identify the causes of women dropouts in literacy programs, as well as the low attendance of men, and actions are designed and implemented to ensure their retention and participation.</li> </ul>
	<ul style="list-style-type: none"> <li>The inclusion of young people covered by the Compulsory Military Service, according to the Law on Civil Service, which include students in the Primary Schools, Secondary and Technical Education, Graduates of Teacher Training Institutes and IFEA's, in activities of adult literacy and learning.</li> </ul>	<ul style="list-style-type: none"> <li>30.000 literacy teachers, aged between 18 and 35 are annually recruited and mapped.</li> </ul>
	<ul style="list-style-type: none"> <li>Implementation of the AEA and ENF courses to 3.500 (of which 2,500 are women) members of the District Consultative Councils and Community Leaders by 2015.</li> </ul>	<ul style="list-style-type: none"> <li>At least 3.500 (including 2.500 women) members of the District Consultative Councils are alphabetized.</li> </ul>
	<ul style="list-style-type: none"> <li>Creation of incentives, including non-monetary ones, for the retention of literacy teachers, particularly women (salary, training, career).</li> </ul>	<ul style="list-style-type: none"> <li>The non-monetary grants are revised, adjusted and adopted to encourage literacy.</li> </ul>
	<ul style="list-style-type: none"> <li>Implementation of short courses, coordinated with programs on life skills and vocational courses for women, girls, families and the community, for the economic and social empowerment of the participants by 2015.</li> </ul>	<ul style="list-style-type: none"> <li>Short life skills and vocational courses implemented for specific target groups, particularly women and children.</li> </ul>
	<ul style="list-style-type: none"> <li>Build the capacity of trainers, to meet the needs of specific groups such as women, girls, workers, agricultural or farming associations, people with special learning needs and disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Built the capacity of 50 IFEA's trainers, 165 provincial technicians, 2.560 district technicians, especially women, to meet the demands of these groups.</li> </ul>
	<ul style="list-style-type: none"> <li>Reactivation of AEA and ENF statistical committees and the development of mechanisms to collect and process data at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>Availability of statistical data and updated information on adult literacy and learning in Mozambique.</li> </ul>

## Pillar Two: Improvement of Quality and Relevance

Strategic Goal 1	Strategic Actions for reviewing and developing the curriculum	Expected Overall Outcomes
Review the curriculum and provide training and capacity building in partnership with other stakeholders at all levels of professionals able to respond efficiently and effectively to the tasks and challenges of implementing the AEA Strategy	<ul style="list-style-type: none"> <li>Development of curriculum based on the principles of Integrated Literacy (Literacy and Numeracy) in Life-long Learning.</li> </ul>	<ul style="list-style-type: none"> <li>AEA programs implemented based on the new Curricula.</li> </ul>
	<ul style="list-style-type: none"> <li>Review of training curriculum of educators and literacy learners or facilitators in order to integrate issues defined in the “life skills” study plan such as those cross-cutting in all disciplines of language, mathematics and integrated science of the second and third levels of the AEA.</li> </ul>	<ul style="list-style-type: none"> <li>The curricula and training programs are reviewed and implemented including the life skills materials.</li> </ul>
	<ul style="list-style-type: none"> <li>Preparation of specific curriculum for levels 2 and 3 of post-literacy for adults.</li> </ul>	<ul style="list-style-type: none"> <li>2.5 million people post-literate of which 60% are women and girls.</li> </ul>
	<ul style="list-style-type: none"> <li>Design of training programs taking into consideration social, economic, cultural, gender issues and others with the involvement of institutions and/or persons specialized in curriculum development for the AEA in conjunction with other ENF policies and sectors.</li> </ul>	<ul style="list-style-type: none"> <li>AEA programs developed which are articulated with other ENF policies and sectors.</li> </ul>
	<ul style="list-style-type: none"> <li>Designing of programs for vocational training of adults, taking into account its survival needs and vocational training.</li> </ul>	<ul style="list-style-type: none"> <li>New programs granted based on the needs of survival and vocational training of people in communities.</li> </ul>
Strategic Goal 2	Strategic Actions for the design and development of learning and teaching materials	Expected Overall Outcomes
Review and develop literacy and post-literacy materials (in Portuguese and local Languages based on standardized spelling) for training and teaching-learning process, covering the different components of the curriculum.	<ul style="list-style-type: none"> <li>Reviewing and updating, where deemed necessary, of existing educational materials, by setting out what should be kept as literature and numeracy contents, taking into account the diversity within the target groups, the urban/rural AEA context and the specific needs of men and women.</li> </ul>	<ul style="list-style-type: none"> <li>Review and development of educational materials (text books) for the learning-teaching process of adults and distributed at all AEA levels.</li> </ul>
	<ul style="list-style-type: none"> <li>Development of literacy and post-literacy materials for the training of AEA professionals and the learning-teaching process.</li> </ul>	<ul style="list-style-type: none"> <li>The educational materials (text books) for the learning-teaching process of adults are reviewed, developed and distributed at all AEA centers by 2015.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop and collect literacy and post-literacy materials.</li> </ul>	<ul style="list-style-type: none"> <li>Literature and numeracy books and manuals are available by 2015;</li> <li>Provision of basic stationery (boards, chalks, exercise books and other) for AEA.</li> </ul>
	<ul style="list-style-type: none"> <li>Collection of educational and leisure books to eliminate the lack of reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>The various reading books are secured.</li> </ul>

Strategic Goal 3	Strategic Actions for education and Life Skills, Gender, Prevention and Fight against Endemic Diseases, including the HIV and AIDS Pandemic	Expected Overall Outcomes
Design and implement in partnership with other stakeholders actions related to Life Skills, Gender, Prevention and Fight against Endemic Diseases including the HIV and AIDS Pandemic	<ul style="list-style-type: none"> <li>• Development of the integrated programs related to life skills, gender, prevention and fight against HIV and AIDS and other endemic diseases, in partnership with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• An integrated program related to life skills, gender, prevention and fight against HIV and AIDS and other endemic diseases is implemented.</li> </ul>
	<ul style="list-style-type: none"> <li>• Preparation of Manuals to guide Literacy teachers, Facilitators, Trainers and educators in the implementation of Life Skills and Gender courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Manuals provided for training in life skills, including endemic diseases.</li> </ul>
	<ul style="list-style-type: none"> <li>• Creation of literacy classes turned to vocational training based in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• 500 literacy classes on vocational training are created by 2015.</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduction to public savings bank and deposit loans to obtain credits for small businesses development.</li> </ul>	<ul style="list-style-type: none"> <li>• 400 credits granted for the development of small businesses as a result of the installation of the public savings bank by 2015.</li> </ul>
	<ul style="list-style-type: none"> <li>• Certification of attendance or assignment of equivalence to the literate ones who completed the courses.</li> </ul>	<ul style="list-style-type: none"> <li>• The certificates of qualifications are granted and equivalencies are assigned.</li> </ul>
	<ul style="list-style-type: none"> <li>• Involvement of traditional healers and practitioners of traditional medicine in capacity building activities on the Prevention and Fight against HIV and AIDS and other endemic diseases, in partnership with MISAU.</li> </ul>	<ul style="list-style-type: none"> <li>• 1000 traditional healers trained in efforts to prevent and fight against HIV and AIDS and other endemic diseases by 2015 in partnership with MISAU.</li> </ul>
	<ul style="list-style-type: none"> <li>• Creation of libraries, cultural centers and rural presses for reading and recreation, including the development of teaching and illustrative materials on the themes of AEA programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Books are collected, selected and provided to reinforce the learning of literacy and numeracy of adults in levels 2 and 3 of post-literacy.</li> </ul>
	<ul style="list-style-type: none"> <li>• Carry out monitoring actions and ongoing training to overcome persistent difficulties in the implementation of life skills courses and vocational training for learners.</li> </ul>	<ul style="list-style-type: none"> <li>• 200 supervision missions and 100 training sessions on life skills courses and vocational training are carried out by 2015.</li> </ul>

## Pillar Three: Strengthen the Institutional Capacity

Strategic Goal 1	Strategic Actions for the Development of the Institutional Framework and Human Capital at all levels	Expected Overall Outcomes
Strengthen the institutional and organizational capacity for effective implementation of actions related the Sub-sector	<ul style="list-style-type: none"> <li>Definition and implementation of guidelines and legal provisions on the responsibilities of the State, through MINED – DINAEA, development partners, private sector, civil society and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>The responsibilities and roles of each stakeholder in the AEA are defined.</li> </ul>
	<ul style="list-style-type: none"> <li>Definition and implementation of plans and programs for the training of staff in matters of management and methodologies of adult learning.</li> </ul>	<ul style="list-style-type: none"> <li>Technicians from DINAEA, DPEC's, SDEJT and IFEA's are trained in andragogy.</li> </ul>
	<ul style="list-style-type: none"> <li>Education and training of staff from DINAEA, INDE, IFEA's, DPEC's, IFEA's and SDEJT so as to improve responsiveness to the professional demands of in the area.</li> </ul>	<ul style="list-style-type: none"> <li>Technicians from DINAEA, DPEC's, SDEJT and IFEA's are trained.</li> </ul>
	<ul style="list-style-type: none"> <li>Construction, rehabilitation and equipping of the equipment and materials for Teacher Training Institutions of AEA.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Training Institutions of AEA are constructed, rehabilitated and equipped in terms of equipment and materials.</li> </ul>
	<ul style="list-style-type: none"> <li>Development of a computer program for cataloging the places where the programs, providers and AEA centers are found.</li> </ul>	<ul style="list-style-type: none"> <li>The software for information management is implemented.</li> <li>Identify and create digital pages that provide information on literacy.</li> </ul>
	<ul style="list-style-type: none"> <li>Revitalize the Pedagogical Centers in all districts by training coordinators in educational management, monitoring and evaluation, supervision and methods of adult learning and provision of educational material.</li> </ul>	<ul style="list-style-type: none"> <li>All Pedagogical Centers created in each province are revitalized by 2015.</li> </ul>
	<ul style="list-style-type: none"> <li>Carry out capacity building actions and training of trainers, professional educators and literacy teaching volunteers as well as primary school teachers on duty and in training at the IFP's in content related to the new curricula.</li> </ul>	<ul style="list-style-type: none"> <li>Ensured the training of 30.000 Literacy teachers and 500 new Educators every year.</li> </ul>

Strategic Goals 2	Strategic Actions for the Development and Creation of Partnerships between the sub-sector and other stakeholders	Expected Overall Outcomes
Develop policies and mechanisms for coordination between government institutions and their partners focusing on provinces with high rates of illiteracy	<ul style="list-style-type: none"> <li>Updated the Adult Literacy and Learning by 2015 in order to fit into the context, dynamic changes and socio-economic development.</li> </ul>	<ul style="list-style-type: none"> <li>The AEA Strategy is developed and disseminated by June 2012 and updated on an ongoing basis by 2015.</li> </ul>
	<ul style="list-style-type: none"> <li>Further development of policies in line with the PEE.</li> </ul>	<ul style="list-style-type: none"> <li>The policies and strategies of the sub-sector AEA are aligned with the PEE.</li> </ul>
	<ul style="list-style-type: none"> <li>Expansion of the network of Training Institutions for Adult Educators, giving priority to the provinces with high rates of illiteracy.</li> </ul>	<ul style="list-style-type: none"> <li>The network of Training Institutions of Adult Educators is extended and the literacy rates are increased in provinces with high rates of illiteracy by 2015.</li> </ul>
	<ul style="list-style-type: none"> <li>The transformation of AEA's GT into a national forum extended to the government institutions, media, businesses, trade unions and other actors of the civil society.</li> </ul>	<ul style="list-style-type: none"> <li>A AEA National Forum on AEA is created and developed composed of representatives of the Fast Track Initiative, Civil Society, businesses, trade unions and the MINED by July 2011.</li> </ul>
	<ul style="list-style-type: none"> <li>The Implementation of actions aimed at raising funds for AEA actions.</li> </ul>	<ul style="list-style-type: none"> <li>Memorandum, arrangements and agreement are established between the AEA and its sub-sector partners.</li> </ul>



Strategic Goals 3	Strategic Actions to increase and ensure the funding of the Adult Learning and Literacy	Expected Overall Outcomes
Put into practice the coordination and partnership with State institutions, Civil Society, Higher Education and International Organizations	<ul style="list-style-type: none"> <li>• Involve primary, secondary, vocational, training of teacher and higher education institutions, the Civil Society (NGOs, Religious groups, civic associations) and other stakeholders in the implementation of AEA strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• The participation of different stakeholders in the implementation of the Strategy is ensured and AEA provincial and district forums are reactivated and created by February 2011.</li> </ul>
	<ul style="list-style-type: none"> <li>• Disseminate to all levels AEA Strategy, in order to establish partnerships with different stakeholders involved in implementing AEA actions.</li> </ul>	<ul style="list-style-type: none"> <li>• The operation of the sub-sector is consolidated, in partnership with the Movement of Advocacy, Awareness and Resource Mobilization for AEA, at the Municipal, District, Provincial and Central levels by August 2011.</li> </ul>
	<ul style="list-style-type: none"> <li>• Promote provincial and district forums of reflection and exchange of experiences on the development of AEA.</li> </ul>	<ul style="list-style-type: none"> <li>• The AEA Provincial and District Forums are created and developed, comprising of the Fast Track Initiative, Civil Society, businesses, trade unions and the MINED by July 2011.</li> </ul>
	<ul style="list-style-type: none"> <li>• Undertake advocacy actions of AEA's best practices in order to sensitize and mobilize further partnerships with NGOs, religious groups, trade unions, associations, employers, higher education institutions and international organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership agreements established at central, provincial and local levels, through memoranda of understanding, contracts and others.</li> </ul>
	<ul style="list-style-type: none"> <li>• Engage the private sector in the adult literacy and learning activities through social responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• The participation of the private sector in the implementation of the AEA is ensured through social responsibility.</li> </ul>

Strategic Goals 4	Strategic Actions to increase and ensure the funding of the Adult Learning and Literacy Sub-sector	Expected Overall Outcomes
Raise and mobilize funds within the country and abroad to ensure the effective implementation of the Strategy	<ul style="list-style-type: none"> <li>Establish the National Fund for Literacy and Non Formal Education.</li> </ul>	<ul style="list-style-type: none"> <li>The National Fund for Literacy and Non Formal Education is established for the implementation of the Strategy.</li> </ul>
	<ul style="list-style-type: none"> <li>Identification and mapping of potential international partners, the public and private sectors and civil society for the establishment of mechanisms for collaboration in the funding the Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>The collaboration in funding the Strategy is increased with the involvement of international partners, public and private sectors and civil society.</li> </ul>
	<ul style="list-style-type: none"> <li>Mobilization of national and international partners to provide the resources for effective implementation of the AEA.</li> </ul>	<ul style="list-style-type: none"> <li>The cooperation agreements with potential international partners, public, private and civil society are established in order to increase the proportion of their contribution for the implementation of the Strategy.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluation of the growth in funding and preparation of the list of inputs and its results.</li> </ul>	<ul style="list-style-type: none"> <li>Every semester and year an accountability report on the use of national, international and other funds according to the mechanisms and procedures previously agreed with the stakeholders involved in the implementation of the Strategy.</li> </ul>
	<ul style="list-style-type: none"> <li>Readjustment and permanent dissemination of the Ministerial Diploma on the payment of subsidies to literacy teaching volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>Total funds to pay the subsidies of literacy teachers are increased until 40%.</li> </ul>
	<ul style="list-style-type: none"> <li>Revision and updating of the Manual of Procedures for the Implementation of the partnership defined by DINAE in 2003.</li> </ul>	<ul style="list-style-type: none"> <li>The Manual of Procedures is reviewed.</li> </ul>

Strategic Goals 5	Strategic Actions to coordinate with the State Institutions and Higher Education and	Expected Overall Outcomes
Ensure the participation of students in literacy projects, through signing the memoranda of understanding between the MINED and institutions of higher education	<ul style="list-style-type: none"> <li>• Establishment of a Memorandum of Understanding between MINED and institutions of higher education aimed at the AEA.</li> </ul>	<ul style="list-style-type: none"> <li>• Established memoranda of understanding between the MINED and institutions of higher education</li> </ul>
	<ul style="list-style-type: none"> <li>• Undertake literacy Programs for the finalists of the higher education institutions (IES).</li> </ul>	<ul style="list-style-type: none"> <li>• Carried out internships at the Adult Literacy and Learning Centers by finalists.</li> </ul>
	<ul style="list-style-type: none"> <li>• Inclusion of literacy Programs in the actions taken by the institutions of higher education, private sector (social responsibility) and civil society.</li> </ul>	<ul style="list-style-type: none"> <li>• AEA Programs implemented by the institutions of higher education, private sector and civil society.</li> </ul>

Strategic Goals 6	Strategic Goals to strengthen the engagement of Local Governments	Expected Overall Outcomes
Support local governments in the organization, planning and implementation of AEA activities	<ul style="list-style-type: none"> <li>• Inclusion of Adult Literacy and Learning in planning and budgeting activities of local governments.</li> </ul>	<ul style="list-style-type: none"> <li>• AEA actions implemented by local governments.</li> </ul>
	<ul style="list-style-type: none"> <li>• Involvement of local governments in the provision of means and resources for the viability of AEA.</li> </ul>	<ul style="list-style-type: none"> <li>• Secured the means to implement the AEA at the levels of district, administrative posts, localities and villages levels.</li> </ul>

## **Appendix II: Schedule of Actions and Costs of Implementing the Strategy**

Pillar	Strategic Goals	Schedule of Disbursement			Budget	
		Year I (2011)	Year II (2012)	Year III (2013)	Meticals	USD
Access and Retention	1. Mobilize and sensitize every stakeholder at all levels to ensure that an increasingly number of learners participate in training sessions and training.	1.350.000	1.350.000	1.350.000	4.050.000	115.714,2
	2. Ensure the involvement of all actors at all levels in the access and retention of learners.	1.900.000	1.900.000	1.900.000	5.900.000	162.857,1
Improvement of Quality and Relevance	3. Review and prepare materials for literacy and post-literacy (in Portuguese and Native Languages based on standardized spelling), in partnership with the Civil Society for the training and teaching-learning covering the different components of the curriculum in partnership with civil society.	21.750.000	17.750.000	16.000.000	55.430.000	1.583.714,2
	4. Review the curriculum and provide training and capacity building at all professional levels in partnership with other stakeholders able to respond efficiently and effectively to the tasks and challenges in implementing the AEA Strategy.	900.000	900.000	900.000	2.700.000	72.972,9
	5. Design and implement, in partnership with other stakeholders, actions for education and Skills for Life, Prevention and Eradication of the Area – Endemic Diseases including the HIV and AIDS Pandemic.	350.000	350.000	350.000	1.050.000	30.000
	6. Strengthen the institutional and organizational capacity for the effective implementation of adult literacy and learning actions, according to the current demand of the Sub-sector.	112.679.000	112.679.000	112.679.000	338.037.000	9.658.200
Strengthening Institutional and Organizational Capacity	7. Develop policies and strategies that take into account the social and cultural reality of the country, in order to improve the Adult Literacy and Learning Sub-sector and favor gender equity.	3.500.000	-----	-----	3.500.000	100.000
	8. Put into practice the coordination and partnership with State institutions, Civil Society, Higher Education and International Organizations.	350.000	350.000	350.000	1.050.000	30.000
	9. Implement actions for the mobilization and deployment of national and international funds, to ensure the effective implementation of the Strategy, based on the principles of transparency, efficiency and effectiveness.	350.000	350.000	350.000	1.050.000	30.000
	10. Ensure coordination between MINED and Institutions of Higher Education in fulfilling the mission of Adult Literacy and Learning.	200.000	200.000	200.000	600.000	17.142
	11. Support local Governments in the organization, planning and implementation of AEA activities, as part of its governance agenda and ensures the sustainability of Literacy.	272.183	272.183	272.183	816.550	23.330
	<b>OVERALL TOTAL</b>	143.251.183 MT USD 4.102.890,9	134.741.183 3.888.605,2	132.451.183 MT USD 3.838.605,2	MT 411.483.550	USD 11.708.216

The overall expected budget is 411.483.550 Meticals equivalent to 11.830.101 USD<sup>2</sup>

<sup>2</sup> Average Exchange Rate: 34,95Mt (National Directorate of Budgeting, 2010).





