Workshop on
Non Formal Education (NFE)
in Mozambique

FINAL REPORT

December - 2002
TABLE OF CONTENTS

1. General Introduction
   2

2. Thematic Introduction
   2
   2.1 Opening Session
   4
   2.2 The concept of Non Formal Education
   5

3. Non Formal Education in PALOP
   6
   3.1 Mozambique
       6
   3.2 Angola
       8
   3.3 São Tomé e Príncipe
       8
   3.4 Cape Verde
       9
   3.5 Guinea-Bissau
       10

4. Non Formal Education of ADEA
   12
   4.1 NFE of ADEA in Uganda
       13
   4.2 NFE of ADEA in Zambia
       14
UNESCO Workshop on Non Formal Education in Mozambique

5. Technical Presentations
   14
   5.1 Bilingual Experience in Burkina Faso
       14
   5.2 Integrated Experience in Mozambique
       15

6. Development of a Management Information System in NFE-Harare
   17

7. Development of a Management Information System in NFE-MINED
   18

8. Proposal for a NFE Network amongst the PALOP
   18

9. Conclusions of the Working groups
   19
   9.1 Relevant Matters
       21
   9.2 Surveys
       22
   9.3 Recommendations
       23

10. Conclusions of the Workshop
    28

1. General Introduction

Education is a basic, non-discriminatory, fundamental and universal human right, as embodied in the World Declaration of the Human Rights and recognized by the Mozambican Constitution. Education is a pre-requisite for economic growth and plays a key role in its development. People’s educational level is understood as one of the most important measurable dimension of a given society, as an indicator of human development and as society’s level of development.
Following the signature of the Jotiem Declaration in 1999, the Government of Mozambique recognize in its *Plano de Acção para a Redução da Pobreza Absoluta (PARPA)* that Education is one of its main instruments. Whilst considered a priority in social development, the Adult Basic Education/Non Formal Education component – ABE/NFE – plays a crucial role and aims to ensure the access to Education for All. The accepted role of Education puts it “at the centre of development, both in term of persons and of their communities” entrusting them with “the mission of making everyone, without exception, bring forth their talents and creative potential”¹.

Education should promote a life long dialogue amongst individuals and communities, in order to reach a knowledgeable behaviour enabling their interaction in a responsible and constructive way, within the continuous changing context of Mozambique’s development.

In this day and age, with Education being the key to access the work market, the Non Formal Education is a vital instrument in the gradual and dynamic educational process for the sustainable economic development of the country.

2. **Thematic Introduction**

Conscious of the significance of Non Formal Education (hereafter referred to as NFE) the Mozambican Government, through its Ministry of Education (henceforth MINED), in close collaboration with UNESCO, promoted a *Workshop on Non Formal Education in Mozambique*. The *Workshop* took place in Maputo, between the 12ᵗʰ and 14ᵗʰ of July, 2002.

The financial support for this initiative was provided by UNESCO Offices in Maputo and Dakar, the NFE Working Group of the Association for the Education Development in Africa – ADEA, the Swiss Cooperation in Geneva and TROCAIRE² from Angola.

The above mentioned *Workshop* was attended by representatives of the *Fundação para o Desenvolvimento da Comunidade*³ (FDC), the Faculty of Education of Eduardo Mondlane University, GTZ⁴, SIDA⁵, DANIDA⁶, and Action Aid⁷ which contributed to the good technical level of the event. Also presented at the Workshop were representatives from diverse National Directorates for Adult Education from other Portuguese-speaking African Countries (PALOP), technical staff from Provincial Directorates for Education (DPE) of all Provinces of Mozambique; provincial-level representatives of the civil society; representatives of NGOs; religious organizations from the PALOP - particularly from Mozambique. Senior staff represented UNESCO’s Maputo Office. ADEA was represented through its NFE Working Group. There were also participants representing NFE Working Groups from Zambia, Uganda, Burkina Faso and Harare-based NESIS; as well as specialized staff from other International Cooperation Agencies.

---

¹ Jacques Delors. 1996
² Irish NGO
³ Mozambican NGO
⁴ German Technical Assistance Co-operation Agency
⁵ Swedish International Development Agency
⁶ Danish International Development Agency
⁷ British NGO
The objectives of the Workshop were:

- To acknowledge the contribution of NFE towards social and economic development of civil society, in general, and of Mozambique in particular;
- To strengthen the contribution of the NFE towards the social and economic development of civil society, in general - and in Mozambique, in particular;
- To exchange NFE experiences and practices in Mozambique and in other countries;
- To promote interaction between Government and Non governmental organizations responsible for national NFE issues and matters;
- To introduce the Literacy and Adult Education and NFE Working Groups;
- To enable interaction between the NFE Working Groups and ADEA;
- To keep the momentum⁸ and to strengthen the collaboration between stakeholders in NFE matters, in the PALOP;
- To facilitate the setting up of a NFE Network; and
- To carry out a NFE Status Report on Mozambique and in other PALOP.

2.1 Opening Session

UNESCO representative in Mozambique, ADEA President and the Minister of Education from Mozambique occupied the Table of Honor of the Workshop’s opening session. UNESCO representative emphasized the importance of this issue as an opportunity for reflection on the needed instruments towards NFE inclusion in the National Plans of “Education For All” (EFA) and, above all, due to the fact that 2003-2013 decade was established⁹ - worldwide - as the Literacy Decade, representing a huge challenge to Mozambique’s NFE quality and efficiency.

UNESCO representative encouraged the participants to share experiences through an increased dialogue in order to strengthen collaboration between national and regional networks. Adding to this, it was mentioned that ADEA, as well as some NFE Working Groups – NFEW G – present in this event, should take the opportunity to know about experiences that were happening in the region and should contribute towards a stronger collaboration between ADEA and PALOP, in Africa, in general, and in Mozambique, in particular.

ADEA President explained that the Association involved a network that promoted collaboration amongst Ministries of Education, agencies of development, specialists in education, researchers, and active NGOs, in the Education sector. He also informed that ADEA mission were: to promote dialogue and partnerships; to develop consensus on Education policies in Africa; to strengthen the institutional capacities of ministries, in order to develop, manage and implement new educational policies; and to promote exchanges of experiences and successful strategies.

ADEA President added that the 11 Working Groups of ADEA, led and coordinated by Country Members and financial agencies, were committed to 3 essential activities: advocacy, analytic work and institutional strength. He concluded saying that - bearing in mind the objectives of ADEA - premature dropouts and inaccessibility to formal

---

education for all, meant that EFA would only be possible with efforts complemented by Formal and Non Formal Education / Adult Basic Education.

ADEA formed a NFEWG that aims to facilitate the dialogue, to promote networks, exchanges of experiences and provide institutional strength amongst members of the NFE. It was also referred that it was necessary to develop not only dialogue among governments and civil society, governments and UN Agencies, but also a dialogue among NGOs involved in NFE activities.

The President of ADEA ended his speech expressing the Association satisfaction in view of the Workshop’s objectives being fulfilled, namely the introduction of national networks amongst ongoing NFEWG, or yet to be created ones, and the strengthening of NFE Network among the PALOP. He also undertook the commitment to provide support to the emergent network through ADEA.

The representative of the Ministry of Education of Mozambique said in his opening speech that the accomplishment of the Workshop was “particularly well timed and important for the reason that it happens at the same time as the Ministry of Education is re-launching the literacy process and the Adult Education”

2.2 The concept of Non Formal Education

According to SIDA Regional Counsellor for Education “the NFE concept is very wide and needs to be clarify”, there were different opinions and interpretations on it. Nowadays, heterogeneity, certification, validation, curricular development, human resources, financing and institutional capacities are the biggest challenges.

The existent strong link among all kind of basic education – formal, non formal and informal – for children, youth and adults, forces the broadening of different kinds of education and learning.

The potential of NFE is considered a significant complement to implement the right of Education For All. This potential is an important vehicle, which motivates educators, students and trainers to learn more, searching for innovation and quality, looking for greater flexibility when communicating with communities, as well as increased adaptability to the educating context and to the trainee’s needs. These characteristics and the challenges of the Non Formal approach are to be transferred to the overall educational system, within the Life Long Learning framework.

3. Non Formal Education in PALOP

The Government representative and the NGOs from the PALOP, briefly introduced their Basic Adult Education and Non Formal Education systems, that can be resumed as follows:

3.1 NFE in Mozambique

10 Drª Agneta Lind
11 Mr. Laurindo Nhacune, from MINED - National Directorate of Adult Education (DNEA) Mozambique
Between 1997 and 2001, Mozambique showed a literacy rate of 60.5%, from which 74.1% represented the women and girls’ group. Although there was a favorable increase, literacy has decreased in the last years, except for the provinces of Cabo Delgado and Zambezia\textsuperscript{12}.

In its \textit{Plano de Acção para a Redução à Pobreza Absoluta (PARPA)} the Government of Mozambican recognizes Education as one of its key instruments. In this context – considering the task’s dimension - Adult Basic Education / Non Formal Education (ABE/NFE) will play a crucial role and the need to establish partnerships amongst NGOs and other civil society partners is duly recognized, thus establishing a wide and flexible pedagogic strategic vision, in order to allow the implementation of diversified, relevant, effective and efficient Adult Education (AE) programmes.

The Government wants to increase the literate population by more than one million, until 2004. In this context, it has considered the following priority steps:

- To promote the access to Education, to women, in particular;
- To train the human resources;
- To develop the curricula;
- To produce didactic and educational materials; and
- To strengthen the institutional capacity.

Some NFE experiences have been implemented in Mozambique, with greater or lesser impact. One such experience is the \textit{Progresso} Project that is active in the literacy development recurring to national mother languages. After an initial, but scientifically consistent, linguistic survey, this project has from the very beginning counted with trainers and trainees to produced, working together reading material. It has until now experience obtained from working in four native idioms of the provinces of Cabo Delgado and Niassa. The \textit{Progresso} Project is also producing handbooks, such as small books and posters in the 4 different local languages.

This Project has also promoted the training of authors, literacy trainers and trainees. The authors’ training is considered essential because it helps, not only to create an inspiration atmosphere conducive to creativeness and literacy, but it also makes possible the development of individual and collective self-esteem, which results from registering and disseminating local cultural and social and economic identities.

The main difficulties found in the development of the proposed activities of the Project and the recommendations are as follows:

- Slow process in producing a literacy handbook with sound methodological and linguistic quality, due to the lack of linguistics, methodologists and native speakers who may provide technical support in the making of books, thus ensuring quality;
- Use of analytic methods in books’ production entails a sound understanding of methodologies; texts must be interesting and written in a common and culturally relevant and accurate language;
- Use of interactive and dynamic processes contribute to the study and development of the correct spelling of the language, thus the writing of literacy handbooks should contribute to the patronisation of Mozambican languages;

\textsuperscript{12} Source: Sub sector of Literacy and Adult Education, MINED - Mozambique
UNESCO Workshop on Non Formal Education in Mozambique

- Literacy handbooks should aim the largest possible number of trainees in said language;
- Experience gained from Adult Literacy generate socio-linguistic data and knowledge that will facilitate the production of wide range of didactic materials, for elementary basic education;
- Those being taught must decide what languages is to be used in the literacy programmes, considering that the success of any programme is closely connected with the participants’ needs.

3.2. NFE in Angola

Angola’s representative stated that NFE in that country is an instrument to achieve peace, poverty reduction, democracy and sustainable development. Where communities should be players and perform their own development and not be led by technicians or external agents. Literacy must be voluntary and must not be considered as a process of civilising people or population, but a process of empowering people in the practice of their citizenship. Literacy should be dynamic and trainees’ knowledge must be perceived to be more than just knowing how to read or write.

3.3. NFE in São Tomé e Príncipe

The following initiatives are being developed in São Tomé Príncipe, where activities of new projects help training the most disadvantaged population:
- NGOs are helping girls in situations of exclusion;
- NGOs are assisting street children, with UNICEF support;
- Assistance in Literacy, in collaboration with the Brazilian Cooperation;
- Education for specialized groups;
- Women Literacy;
- Micro enterprises/companies;
- Environment protection;
- Family planning and sanitary education, with special awareness focus on the dangers of HIV/AIDS transmission and its prevention;

3.4. NFE in Cape Verde

The Cape Verde experience is based on the establishment of a dynamic community system and aims at the social and cultural promotion of the trainees, as well as their environment, where they live and are integrated, through the following components:
- Literacy;
- Support to vocational training; and
- Fixed or mobile libraries.

Literacy is part of a sustained and continuous development process for both youth and adults. The pedagogic basis of these practices is the new concept of relationship between educational and social matters. Illiteracy, which used to be pointed out as the cause of poverty and exclusion, is now considered a consequence of poverty itself, due to an inequitable social structure.
According to Cape Verde’s representative, the above approach has the following advantages:

- Illiteracy decreased from 61.3% to 25%, with a rate of only 7.6% amongst people aged between 15 and 35, that is the priority intervention group;
- Articulation between general formal training and vocational training through micro projects;
- Integration of literacy activities in the context of local and community development;
- Establishment of a network of mobile public libraries;
- Publication of the ALFA newspaper, during the last 11 years, with a good output;
- Integration of more than 95% of the animators, in public services;
- Incorporation of the Adult Education Animator, in the teachers’ statute, as a career;
- Broad capacity for decentralizing and regional level autonomy;
- Proposal of a modern and flexible curricula for Literacy and Adult Education;
- Availability of handbooks and guidelines;
- Parity between NFE and the Formal System in order to ensure the possibility of career progression and transition between them;
- Use of long distance education methods to broadcast classes, to be supported by didactic materials and sessions with tutors’ presence for courses on occupational training, teachers’ training and animators;
- Use of long distance education methods for youth and adults in higher education courses leading to M.Sc. level degrees, in collaboration with Universidade Aberta (Open University) of Portugal.

3.5. NFE in Guinea-Bissau

Guinea-Bissau’s experience on NFE, according to “Action for Development” (AD), is incorporated in the different components of education’s integrated programmes, such as:

- Promotion of Peoples Schools;
- Promotion of Escolas de Verificação Ambiental;
- Community broadcasting;
- School radio;
- Community television;
- Community newspapers;
- Arts and Crafts Schools; and
- Community capacity building.

The main promoters of the above initiatives are mainly teachers of the public formal system, who are no longer motivated by the actual situation in the formal education, as well as students and unemployed youth, all living where these initiatives take place.

Parallel to the established public education system are the Peoples Schools. These are local initiative’s schools, but unable to offer an efficient and effective education or enough opportunities to all children to access school.

According to AD, the main factors that led to the success of all the above alternative are:

- Direct and close rapport between school-community-parents and/or their family kinship, friendship or neighbourhood relationship;
• Evaluation of practices of said schools being done directly by the community;
• Children success being measured by their contentment or dissatisfaction with said schools.

Although there are interesting challenges that contribute to these schools’ significant success rate, compared with the public system ones, these factors give schools a positive reputation through good schooling results of their students.

The Escolas de Verificação Ambiental are public schools that have joined a development programme with an environmental component, leading children to have a better understanding of Man and the Environment. This is achieved through the practice and learning of classical subjects and discovering nature through observation walks into surrounding forests and savannahs.

Thus, based on official programmes, activities are carried out through the observation and analysis of the environment; reading and interpreting it, to identify the region’s inherent problems. The identified problems then become learning subjects, implying that their solution and prevention commits the whole community. Parents actively participate in these learning walks.

These schools support the community through provision of services such as; promotion of latrine construction; anti-cholera activities; access to TV programmes; video libraries; meteorological data gathering; medical plants identification – which led to the preparation of a user’s handbook; rewriting the community’s history seen from different realities, accomplished through researching, collecting and displaying objects, stories and written matters at the schools’ museums.

The Arts and Crafts Schools are directed to youth groups, which either have already a profession or are unemployed and, thus, represent a potential mean to introduce new but less valued or unknown arts and crafts. Those with a profession are trained to improve the production techniques and products’ finishing, helping become to be more competitive, whilst training the unemployed assist in the creation of new business opportunities.

The community broadcasting and school radio programmes are privileged instruments for the establishment of proximity links and for diffusion of informative, educational and training messages. These assist in strengthening the population’s awareness about their rights as citizen and their duties for the collective interest. Community’s broadcasting is managed by and toward communities. The students, with support from their teachers, manage local school radios, which have daily broadcast periods.

4. The Non Formal Education of ADEA

After the presentations of the PALOP experiences, ADEA’s different representatives of NFE Working Groups referred to their own experiences. According to ADEA NFEWG secretariat’s representative\(^{13}\), the NFE is an alternative opportunity to those who have no access to “formal” education. Trainees may have access to education, but their teachers are unable to ensure their access to further education and skills’ credibility,

\(^{13}\) Mrs Amina Osman
mainly due to the unexistence of exams and certifications. Thus, the NFE system also demonstrates a lack of credibility.

Governmental authorities responsible for Education share this opinion, because - in the majority of African countries - (i) public budget funds are seldom assigned to NFE; (ii) NFE is not officially perceived as an integral part of the national supply of learning opportunities; (iii) NFE’s data is not reported in the national statistics; and (iv) at national level, NFE has low priority in most official policies concerning basic education strategies.

In this context, quality of education, equity in accessing schools and its results are a challenge to NFE processes. This is due to the fact that quality of education is strongly linked to (i) curricula’s relevance; (ii) programmes’ effectiveness; (iii) human resources; (iv) didactic materials; (v) training and support given to the trainer and (vi) the system overall efficiency. All these factors deserve to be studied.

On the other hand, the equitable access to schools is linked to knowledge acquisition by students of both genders, which implies diversity that may be checked through evaluating learned matters. This diversity might be interpreted according to trainers’ diversity within local contexts and students’ profile. Believing these factors to be valid, ADEA’s NFEWG define themselves as “a group struggling to develop alternative and non formal dimensions to the learning process” in all education sectors – be it formal or non formal ones.

4.1. NFE of ADEA, in Uganda

Uganda’s NFEWG representative characterized the NFE situation in his country and expanded on the consequences of the actual traditional education approach. Poor people, he said, have access to low quality schooling, thus hampering formal education’s contribution towards social strengthening and poverty eradication. Students that have concluded formal public education were unable to show the required skills at the different levels of basic education. This situation demands the adoption of educational alternative strategies, with a greater flexibility on what concerns their content, length, implementation location and methods.

In Uganda, the NFE is established on three levels, (i) children and youth, (ii) development of learning initiatives for the community and (iii) basic and continuous literacy. In order to achieve better results, a strategy was implemented based on the following initiatives:
- Inclusion of NFE in the objectives of the “Education For All”;
- Identification of a ministry or best established organisation to lead the process, without excluding the private sector;
- Encouragement of collaboration amongst different agencies and players;
- Support to the increase of State Budget resources for the Education sector;
- Integration of the different NFE plans into a coherent national one.

4.2. NFE of ADEA, in Zambia
Zambia representative\textsuperscript{14} made known NFE experiences in her country and referred to leadership as one of the most important concerns in the creating of a NFEWG. This must be carried out, she said, by someone who is able to lead and keep the group active, one who must have competence in co-ordinating NFEWG’s activities, diffuse information and publish news and matters issued by the ADEA Secretariat. The importance of the financial component was also mentioned and it was suggested that this should be dealt with great attention, being crucial determining by whom and how the national ADEA funds are to be managed.

Zambia NFEWG has a \textit{sui generis} experience, because the Ministry of Education is not alone, as other ministries (Community Development, Agriculture and Health) collaborate in a coordinated way in the implementation of Literacy and Technical Basic Education programmes.

5. Technical Presentations

Technical presentations were presented during the second day of the Workshop, namely “Bilingual Literacy” and “Integrated Experience”. The OSED\textsuperscript{15} representative\textsuperscript{16} from Burkina Faso made the first presentation.

5.1. Bilingual Experience in Burkina Faso

An “educational bilingual system” was developed to research on alternative ways to carry out NFE. It aims to use the results as options for the formal education system. As in the case of other countries of the region, the country’s formal education system is characterised by the low rates of success, high rates of repetition, premature dropouts and exclusion. It is also characterized for being unsuitable, irrelevant, discriminatory, low efficient, very expensive and reduced efficiency.

The “bilingual education” pilot experience began in 1994 with 55 young people, aged between 9 and 14 years, and was intended to answer one core question: “Will the acquisition and consolidation of academic competencies in the mother tongue, facilitate other acquisition tasks when using the secondary language, during bilingual situations?”

In global terms, this educational experience resorts to the use of the mother tongue during 90% of the time and 10% of the country’s official language. This \textit{ratio} is gradually increased so that the mother tongue will have less and less influence. More than bilingualism, this experience has also other purposes, such as (i) gender equity, (ii) be the link between education and economic productive activities; (iii) allow for cultural enhancement and (iv) enable the involvement of the parents and the community.

Results showed an improvement of 10% in the learning efficiency between “bilingual schools” and the national average. On the other hand, they also showed an impact in the production sector (pasturing, agriculture, gardening, and handicrafts, etc); the cultural

\textsuperscript{14} Prof. Elizabeth Mumba, vice Director of the University of Zambia

\textsuperscript{15} Oeuvre Suisse d’Entreaide Ouvrière (Mutual Help Between Workers – from Switzerland)

\textsuperscript{16} Mr. Paul Taryam Ilboudo
sector (songs, dances, sayings and the use of musical instruments); and in parents’ commitment and participation in the classes’ activity.

The success of this experience led to the nation-wide spread of the “bilingual education” system, enabling the establishment of a set of strategies aimed at consolidating and further developing the results that were subsequently obtained.

5.2. Integrated Experience

UNESCO’s representative presented this organisation’s experience, in the context of an integrated NFE, as implemented by its Maputo Office, in Mozambique.

The Youth Enterprise Project began in Maputo and pointed at creating opportunities - in the handicraft sector – for self-employment for the disadvantage youth. At the end of the experience 50 young people were trained and benefited from vocational training in different technical areas. The expansion of this experience to Beira and Morrumbala followed the original purpose, adapting different approaches in youth mobilization, depending on local circumstances.

The implementation of these projects gave birth to a model named Youth Integration that has the following components:

- Basic Training – aiming at enabling the consolidation of the basic competencies of literacy and numbering, needed for the daily life work;
- Technical and Vocational Training – aiming at providing technical competencies needful to execute a certain productive activity;
- Basic Entrepreneurship Training – aimed at providing competencies in management of micro-deals and/or a in micro-enterprise;
- Post-training support – the setting up of several micro-enterprises made clear that these needed a network to assist them procuring goods to carry out their economic activity and also to place their products on the local market.

This last component includes micro-credit, strengthening in-service notions of basic management training and support in marketing and trade.

The following considerations should be mentioned:

- Training contents should correspond to the needs and priorities of the target group and of their true capabilities;
- The process should be dynamic and flexible;
- The use of natural resources entails that milieu awareness and species replacement must be done simultaneously, in order to limit impact in their surrounding environment;
- Equipment and instruments should be locally available and of low price, in order to ensure that micro enterprises are feasible and economically sustainable;
- Identification of training areas and the promotion of young entrepreneurs must be based on market studies that analyses the present situation and provides opportunities’ projections;
- Trainers should have medium level of literacy and numbering;
- Monitoring of the training process is crucial;

17 Ms. Zulmira Rodrigues
UNESCO  Workshop on Non Formal Education in Mozambique

- Identification of credit institutions and trade support entities is important;
- Credit should comply to group responsibility methods and based, whenever possible, on local systems.

6. Development of a Management Information System in NFE - Zimbabwe

According to NESIS’s representative in Zimbabwe, this organisation aims to (i) support developing countries and based on the evidence that politicians, planners and implementers of the NFE programmes and trainers have no information, (ii) strengthen a statistical data system, to enable setting up a sustainable NFE planning and management system.

Based on this assumption, NESIS has been working in the organisation of a structure to collect, process and analyse data used by NFE’s policy-makers, planners, politicians, programme implementers and trainers.

NESIS representative presented in details all the NFE data, namely its concept, requirements; system structure; development; monitoring approach and review. To this extend, he added the following recommendations:
- The importance of statistical data will only be worth, if it does not drift into a quantitative data warehouse;
- Quantitative data and its qualitative evaluation are important in the development process;
- Monitoring systems are also important because they represent processes of observation and gathering of quantitative and qualitative data, which help determine strengthens and weaknesses, allowing the making of adequate decisions;
- Data should be produced and used at all levels, and be considered support instruments for reflection and helping improve the NFE processes;
- Pertinent information should be circulate, both bottom-up and top-down;
- Statistical data and evaluation systems must be considered essential mechanisms and not methods of exclusion, and as such should be used in a less “dramatic” way.

7. Development of a Management Information System in NFE - Mozambique

The DNEA representative of MINED, presented a new pilot-programme for Literacy, Adult Education and Non Formal Education, which is to be implemented in the provinces of Maputo, Manica and Cabo Delgado.

8. Proposal of a NFE Network amongst the PALOP countries.

18 UNESCO designation in Harare
19 Mr Simplisio Rwezuva
20 National Directorate for Adult Education
21 Mr Laurindo Nhacune
A proposal for setting up a NFE Network amongst the PALOP countries was presented, thus representing the will for keeping up the reflection, exchange and sharing of experiences among the five PALOP. The proposal document must be read, as it constitutes a reference for future decisions.

The main objectives of this Network are the following:
- To promote and support applied research, experimentation and pedagogic innovation actions;
- To promote and strengthen exchange of ABE/NFE experiences and documentation;
- To promote and support training needs that answer to common demands in flexible, participant and dynamic ways, and to involve those working, at all levels, of the ABE/NFE, in Government and NGO, in developing projects or programmes, in these fields.

In order to implement this network initiative, a coordination mechanism and a framework of actions were proposed for its operation, its interaction with each of the PALOP’s national network. An appropriate profile of the Co-ordination Team was also presented.

Thus, the following set of activities were proposed for the creation and implementation of the NFE Network amongst the PALOP countries:
- Preparation on a consensual basis, of a MoU to be subscribe as by the PALOP, for requesting financial assistance to the international donor community, for its implementation;
- Identification of potential financial sources and application for financial support;
- Implementation of the coordination mechanism to support the NFEWG’s Network involving all PALOP;
- Identification, selection and recruitment of the Coordinator of the PALOP Network Nucleus;
- Identification of the existing NFEWG that integrates each country’s National Network or identification of the responsible nucleus in each of the country’s internal network, depending on the framework and function that each State member will adopt;
- Identification of the human and material resources needed to operate the NFEWG and the PALOP’s Network;
- Preparation of an accurate Plan, based on core concepts for research, gathering of documents and training needs;
- Gathering of information on all proposed actions, to enable the involvement of other stakeholders, within the identified frameworks, for each of the selected actions;
- Dissemination of this Programme of Opportunities;
- Reception of candidates’ proposals, according to an established timetable;
- Preparation of a Financial Feasibility Study that includes all the selected actions;
- Systematic gathering of information on NFE research, studies, initiatives and experiences;
- Organisation of a database with all the collected information, based on both an opened-base and a closed-base approach;

---

22 Ms. Maria José Nóvoa

According to the adopted methodology, the Workshop’s participants formed 4 working groups that comprised the following themes:

- Validation and Certification;
- Curricular Development and Training;
- Support to the Civil Society as promoter of the NFE;
- Establishment of NFE National Network and amongst the PALOP countries.

The abovementioned Working Groups produced the following conclusions:

- The need to know better the NFE system (NFES) of each of the five countries;
- The need to recognise the trainers’ weaknesses and to give, consequently, the opportunity to create and implement capable and efficient monitoring systems at all levels of intervention, in order to improve their performances, which will reflect in education effort results;
- The need to adopt a thorough training concept that will enable for structured training, thus developing competencies, while assisting defining the trainers’ ideal profile;
- The need to provide for opened training, as well as punctual remedial actions, to minimise the constrains (strengthens and weaknesses) that a good pedagogical monitoring system (PMS) may identify;
- The need for good training that should give the trainees the needed competencies, to better solve their difficulties, assist performing their duties and help them take advantage of all available instruments and resources;
- The need to stimulate and support local NFE initiatives;
- The need to make easier bureaucratic procedures and routines;
- The need to improve MINED’s organic structure;
- The need to make public that MINED has produced a “Guideline of Procedures” for financial support to entities that submit their projects for funding, where each part’s responsibilities and roles (Ministry and other partners) are explained;
- The need to create a Website and an exchange by e-mail among ONG. (It was agreed that GTZ was responsible for this activity, in coordination with NFE of MINED, Mozambique)

Participants also agreed to appoint as ONG Focal Point, the below listed entities in each PALOP:

- Mozambique – ABE/NFE - Resources Center
- Angola – Angolan Adult Education Association (AAEA)
- São Tomé e Príncipe – Zatona/Local Development Support (Zatona/LDS)
- Cape Verde – CITA HABITAT
- Guinea–Bissau – Development Action (AD)

The participants also defined “immediate activities” to be implemented, as being:

- To list all NFE documents;
- To list all initiatives of the each country;
- To identify NGOs working in the NFE area;
To identify NGOs’ specific activities in NFE and their focal points, respectively;
To identify important events, such as, training actions, meetings and other interesting issues;
To identify as much bibliography as possible related to NFE;
The Working Groups agreed on deadlines for conclusion of activities to be developed;
The Working Groups agreed on Cape Verde as the next Workshop’s venue, with the date to be advised later.

9.1 Relevant Matters

The Workshop enabled each of the countries represented the opportunity to exchange experiences developed, while many experiences were not fully debated due to lack of time, given the limited period available. Certain subjects could not be discussed in-depth, such as concepts, proposals and “best practices” as suggested by some of the participants.

Relevant questions were raised, for future study and to debate, namely:
- Definition of NFE concept: Adult Education / Literacy / Outside school Education / Non-certificate education / Education given by NGOs / Vocational training / Mobile schools / Long distance training / Community schools / Alternative education ?;
- Define, in measurable and concrete terms, how can NFE programmes contribute to the access of children, youth and adult trainees in the acquirement of basic competencies;
- Define how NFE programmes can contribute to improve better educational results;
- Define comparative parameters (even in general terms), between the national FE and NFE contribution to national educational results;
- Debate about what strengthens learning – NFE or FE (?); is NFE an alternative to basic education for disadvantaged children, youth and excluded adults (?); concerning the FE, is it proved that NFE ensure acquisition in a shorter time span (?); are there examples of NFE integration into FE (?);
- Define evaluation parameters for the different and varied learning acquisitions (?);
- Define if there is (or not) equivalencies between FE and NFE (?);
- Define categories that will better suit Uganda’s political, social and economic realities, concerning the different types of NFE (?);
- Define the NFE role in the promotion of new and adequate technologies, citizenship, and in assisting capacity building of a civil society and its social strengthening;
- Define the certification: which competencies should be evaluated (?); basic capacities: speak, listen, reading and writing; numbering; what about the other subjects matters (?);
- Discuss about FE legality in evaluating ”how to do” competencies, within the different functional programmes (?); which competencies should be considered to guarantee that the FE programmes will exceed classical contents (?); Which procedures should be followed (?);
- Ponder on the importance of Government’s certification -versus- what people really need to learn, but without a certification (?);
- Define Government’s role within the NFE’s management (?)
9.2 Surveys

A survey was carried out during the Workshop, in order to obtained a “NFE status report” in the different PALOP, namely on what concerns the potential opportunities for the development of NFE, as well as on the constrains of said development. The Survey comprised two different questionnaires addressed to (i) Government and (ii) Non Governmental organisations. The analysis of the data collected was prepared - as an annex - of this document.

9.3 Recommendations

Considering all the work developed since the 1st Forum on Non Formal Education, the conclusions of the 4 Working Groups presented at this Workshop and its objectives, as well as the Survey’s results, the following recommendations were drawn for the different stakeholders and address the following components:

9.3.1 Training

- Efficient and accurate monitoring systems should be created, for all levels of intervention, and implemented to improve trainees' performance, that in turn bring forth good practices and results, in their efforts in the Education sector;
- More complete training concepts are advisable, thus providing better structured and planned training approach and courses - from the very inception, to develop trainers’ competencies, towards defining their ideal profiles;
- Opened, punctual and remedial training is advisable in order to minimise constrains (strengthens and weaknesses) that a good pedagogical monitoring system (PMS) can identify;
- Training that gives trainees the needed competencies in order to solve better their difficulties, assisting them in to perform their practices and help to take advantage of available instruments and resources;
- Training should comprise three components: selected academic training, pedagogic training and functional training to assist different players (should these have limited access to technical assistance) to enable the execution of specialised themes;
- Training should correspond to trainers’ different competencies that they ought to implement: selected academic training, pedagogic training and complementary training in specific fields of development of each programme. For the latter component, gathering and using local and regional human resources of different thematic areas and collaboration between organisations should be the preferred solution;
- Training should contribute towards the ideal profile, based on the real profile of the different players of the process, thus avoiding repeated training;
- Training should have a common body for the different players (animators, pedagogic advisers, assistants), but address the needs and characteristics of the different performers;
- Medium level and higher education institutions should ensure “foundation years” that will enable trainees to attain specific knowledge not yet acquired and that are prerequisites to attend the recommended training courses;
Provincial trainers and provincial level training programmes should be overseen by MINED, while NGOs should have their own trainers, programmes, specific approaches and methods;

Universities and Teachers Training Institutions (e.g. UEM, UP, IMAP and ADPP) should integrate Literacy, Adult Education and NFE components in the training of their graduates;

Primary school teachers, endowed with the above training, should be able to be Literacy Educator and to tailor-make programme to NFE needs, or to give pedagogic assistance to literacy volunteers;

Entities responsible for pedagogic training should recognize NFE and AE’s complexity and should promote academic research and vocational training in these areas;

An education, with a solid initial and continuous training (through long distance methods ?) is needed.

9.3.2 Methodologies

The adoption of a good monitoring system is advisable, e.g. a didactic and pedagogic data system based on different matrixes of observation, questions, records, which circulates between the different execution levels as a systematic record and that acts as a continuous analysis, reflection, adviser, or helps in decision-making at each level and amongst them;

A good monitoring system is advisable, as the basis for training needs, while contributing to improve implementers’ performance, at different levels;

Production of didactic material will have a far greater relevance and be far more pertinent if developed by its main and direct players;

A partnership between distinct organizations working at different levels is advisable, to enable the development of pertinent and relevant curricula and production of handbooks;

The dissemination of methodologies and techniques used by the Non Formal should be crucial for the Formal Education System development;

Formal Education should be non-formal. It is advisable to support the construction of infra structures to give children good NFE schools;

Pilot experiences are advisable, as a starting point of the process of change, therefore testing and showing through practice the pertinence and efficiency of Non Formal techniques and methodologies in all its extents, in order to overtake the Formal Education approach;

An analysis of the existent partnership experience, in the province of Nampula, between Government and NGOs, is advisable;

The establishment of a sub-system, based on Literacy, within the Adult Education, is advisable;

Data gathering is a way to identify needed resources, to assist determining policy measures and to follow up their development, but this is only worth if decisions are made in time and not to be used as a data bank, as a registered archive for the use of a minority;

The information should be used by all levels;

9.3.3 Certification
Certification should be effective because NFE should be dignified, validated and valorised. It is necessary to understand that NF dynamic proposals should be useful for both Formal and NFE;

NFE programmes developed by NGOs, if in need of certification, should follow the established curricula levels, and as soon as students finish the 2nd grade of Literacy, should be guided to the 3rd grade of the sub-system of Literacy and Adult Education;

Alternatively, NGOs should be able to prepare their students to do exams directly to the 3rd grade, which will give them the equivalence of the 5th grade of the Formal System;

Students attending the 3rd grade of Adult Education, or have already done their exam, should use the same referred procedure to obtain the desired equivalence.

9.3.4 **Networks**

The Network’s dynamic should be maintained to maximise the data gathered, on the basis of reciprocal assistance. The existence of at least one network in each country, with the creation of NFE thematic working groups, in the PALOP countries, is advisable;

The Network should be based on two poles: Government and NGOs. Thus, the initiative may be implemented in 2 modes: one fast and one slow. However, in view of Government and NGOs structures, it is recommended that the experience starts by the Civil Society and the Government proposal should be discussed in-depth at a meeting prepared by the Government of Cabo Verde;

The Network that will be established, in a first phase among NGOs, should be made available and could be used by Government organisations (GO). The fact that GO do not formally relate to the network does not mean that they are not interested in it, on the contrary, they have, however, to follow legal bureaucratic procedures, that take time.

9.3.5 **Gender**

During the development of this process, NFE advantages and flexibility should be used to promote the interaction with other sub-systems, thus contributing to reduce the still existent gender disparity; increasing girls’ matriculations and retaining them at school, thus ensuring the increase of female candidates at Teachers’ training colleges.

9.3.6 **The role of Government**

Government should make public that its policies are favourable towards NFE development;

Government should reduce its role to a bare minimum, thus stimulating Civil Society to take over the NFE initiatives;

Government should develop a mechanism to reduce and minimise the feeling that it wants to control;

MINED should promote the Literacy training and other agents of community development;
UNESCO Workshop on Non Formal Education in Mozambique

- MINED should make public its commitment to support and provide information; facilitating the process but without renouncing to quality practice and the evaluation of their impact;
- MINED should disseminate as much as possible the impact obtained as results of the NFE processes.

9.3.7 The role of Non Governmental Organisations

- NGOs and GOs should work together in the areas of training, certification and other processes. The collaboration regime should be pointed as a study case;
- NGOs should enter into partnerships for the development of pertinent and relevant curricula and for the production of handbooks;
- NGOs should coordinate their training activities with other NGOs already implementing theirs or in a process of doing so by other partners, to avoid overlapping training areas.

9.3.8 The role of Communities

- Communities have a crucial role in development processes, such as Education;
- Communities should be involved with other educational stakeholders and help defining and implement an Adult Education information system;
- Communities should participate in processes of development of initiatives, which will contribute towards their independence.

9.3.9 Evaluation

- The indicators collected at the last NESIS seminar that was supported by ADEA, and still in a processing phase, should evaluate the Adult Education impact. When concluded, these should be sent to the communities, to be confirmed.

10. Conclusions of the Workshop

This event represented one more step in the reflection and debate of crucial subjects within NFE, amongst varied countries, namely the five PALOP. Some answers were found that could be considered as suggestions for the future, although many questions and themes remained to be researched, studied and to reflect upon.

The very dynamic of the Workshop focused on the urgent need to create and multiply NFEWGs in these countries and to set up, at last, a NFE Network amongst the PALOP countries, thus trying to create structures that will be the base for the Educational process sustainability.

The proposal of setting up similar Networks at national level was considered a good one and participant countries agreed to adopt the same model. Government delegates of each country also agreed to review the analysis of this proposal and to tailor it to their own realities.

Point 8. - NFE Network amongst PALOP
In order to formalize this Network, it is necessary to define its functioning, its exchange and its development strategies. A technical meeting between official delegations with a formal mandate from each country was planned and promoted by UNESCO, with the presence of some NGOs, will take place in Cape Verde, on a yet to be advised date.