

Review of Education Sector Analysis in Mozambique, 1990-1998

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Preface

The Working Group on Education Sector Analysis (WGESA) is one of the eleven working groups of the Association for the Development of Education in Africa (ADEA). It was created in 1989 and hosted by UNESCO in the context of the organization's broad-ranging work related to policy advice to countries concerning educational renewal and reform. The Working Group has undertaken analyses and studies concerning the theory and practice of sector analysis in Africa. Its work has shed light on a number of issues concerning the process, content, quality, relevance and utility of education sector studies. Education sector studies have largely been initiated, financed and undertaken by international agencies, which have not always taken into account national priorities and national capacities. As a consequence, national authorities have tended to feel little ownership of the studies, thereby limiting their effectiveness in national reform activities. WGESA's aim is to contribute to enhanced processes of education reform by improving the quality, dissemination and use of education sector analysis.

For the last five years, WGESA has initiated and provided support for country-based reviews of education sector analysis in selected countries. These countries, (Zimbabwe, Ghana, Lesotho, Burkina Faso and Mozambique) share some features. The presence of international agencies over the past years has been high, there have been a significant number of sector studies carried out, and the government has demonstrated a clear commitment to educational reform, which was ongoing or imminent at the time WGESA carried out its work. This review, the fifth in the series, presents a baseline analysis of the national education system in Mozambique as a means to monitor, assess and adjust its Education Sector Strategic Plan.

The review was undertaken by a team of national researchers under the auspices of the University Eduardo Mondlane. Thanks are due to the University and to the entire team for their co-operation. In addition to the Ministry of Education and funding and technical assistance agencies, the review reached out to involve the research community, thus seeking to ensure a wide representation of all the stakeholders playing a role in the development of education. This diversity was also important to stimulate policy dialogue and co-operation between all the actors in education.

The primary objectives of this review were to develop an inventory of existing studies from 1990-1998; to build capacity within the Ministry of Education, research community and international donors to use sector work; to contribute to improved dialogue between researchers, policymakers, donors and other relevant stakeholders.

Two major issues that are recurrent in the other studies also appeared here. Studies are poorly disseminated, and on the whole studies are carried out with weak or non-existent participation by national researchers. It is important to note that when national teams are given a reason and an opportunity to link research with policy analysis, as here, the results are rewarding in more than one way. National capacity is enhanced, dialogue with donors is improved, and networks of people with similar interests are constituted. These are no mean achievements.

Alexandra Draxler,
WGESA Co-ordinator

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List of abbreviations and acronyms

ADEA	Association for the Development of Education in Africa
ASDI	See Sida
CEA	Centre for African Studies
CFPPs	Centres for the Training of Primary Teachers
CIDA	Canadian International Development Agency
COOPIMAGEM	Project of the Bernard van Leer Foundation involving teaching materials
COPA	Co-operative Forum of Donors in Mozambique
Danida	Danish International Development Assistance
DESG	Directorate General of Secondary Education (MINED)
DET	Directorate of Technical & Vocational Education (MINED)
DFIDCA	Department for International Development, Christian Aid
DP	Directorate of Planning (MINED)
EC	European Community
EFA	Education for All
EP1	First Phase of Primary Education
EP2	Second Phase of Primary Education
ERNESA	Educational Research Network in Eastern and Southern Africa
ESSP	Education Sector Strategic Plan
FINNIDA	Finnish International Development Agency
IAP	Institute for In-service Education and Training of Primary Teachers
IDRC	International Development Research Council
ILO	International Labour Organisation
IMAP	Primary Teacher Training College
INDE	National Institute for Educational Development
INSET	In-service Education and Training
MINED	Ministério de Educação (Ministry of Education)
MINTRAB	Ministério de Trabalho (Ministry of Labour)
NAT	National Authority for Training
NGO	Non-Governmental Organisation
NORAG	Norwegian Development Agency
OSUWELA	Project in the Nampula Province, funded by the Netherlands Embassy, involving in-service activities for the professional development of primary teachers
PEBIMO	Experimental Project for Bilingual Education in Mozambique
PPI	Indicative Prospective Plan
PRCI	Programme for Institutional Capacity
Sida	Swedish International Development Agency

SNE	Sistema Nacional de Educação (National Education System)
TVE	Technical and Vocational Education
UEM	Universidade Eduardo Mondlane (University Eduardo Mondlane)
UNDP	United Nations Development Project
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children Fund
UP	Universidade Pedagógica
USAID	United States Agency for International Development
WGESA	Working Group on Education Sector Analysis
WUS	World University Service
ZIP	Zona de Influência Pedagógica (school district)
7+3 model	7 years formal schooling, followed by 3-year teacher training
10+1+1 model	10 years formal schooling followed by 1-year teacher training and 1 year teaching practice

Executive summary

The intent of this review was to develop baseline data for monitoring the implementation of the Education Sector Strategic Plan (ESSP), and contribute to building local capacity for carrying out policy analysis and research relevant to education development in Mozambique. In doing this, the study undertook an inventory of sector studies conducted in Mozambique between 1990 and 1998; analyzed and critically reviewed the education sector studies and other documents deemed relevant to education development in Mozambique, and contributed to improving dialogue between researchers, policymakers, donors and other relevant stakeholders.

In all, 99 documents were collected, of which a sample of 45 was selected and summarized. In terms of scope the documents were classified as sector, sub-sector, or Special focus. Of the 45 documents summarized, 30 were chosen for detailed, critical review. The review was based on an analytical framework formulated specifically for that purpose. From the 30 documents reviewed a purposeful sample of 10 was chosen as cases for in-depth analysis of the process of sector analysis. The selection of documents for review was based on the presence of those issues that had been defined as priority areas in the ESSP, and on other issues that did not have emphasis in the ESSP but the review team deemed of importance. In addition to the analysis of documents interviews were conducted with MINED officials, donors and the research community for a deeper understanding of the process of policy formulation. Most studies used a 'standard' methodology, involving consultation of documents, interviews with stakeholders, and field visits. A limited number of studies employed ethnographic methods.

The collection of documents has been a tedious and time-consuming exercise. This was largely due to the dispersion of studies among government and non-government organizations, international funding and technical assistance agencies, educational and research institutions and individuals. Through the interviews it became clear that little effort had been made to systematize, store and disseminate the existing sector studies, as only a limited circle of MINED officials and agency representatives had access to sector studies.

While most studies have been commissioned by Mozambican institutions funding for the studies have largely been supplied by development partners. Apart from showing a strong male presence in the research teams, Mozambican researchers have mainly been participating in studies with less depth and a narrow focus. However, the participation of Mozambicans in sub-sector and whole sector studies appears to have increased over the last years.

The analysis of the documents revealed, among others, the need to revise and review curricula throughout the system; the importance of teaching and learning materials for pupils and teachers; the need for relevant education in mother tongues; and the need to provide quality pre-service and in-service training for school teachers.

Among the critical issues that surfaced from the case studies and interviews, the commissioning and conceptualization of sector studies, the selection of researchers/consultants, the role of studies in policy formulation, the relevance of research/evaluation results for policy implementation, and the dissemination of the findings of sector studies were the most salient.

Based on the findings and recommendations emerging from the critical review of the 30 studies selected, and in addition to the performance indicators previously developed by MINED, a set of new indicators has been proposed. The issues covered by the proposed indicators include reduction of regional disparities of access to basic and secondary education; curriculum flexibility, learner-centred, and sensitivity to regional differences; adequacy of the teaching and learning materials to the multilingual situation in Mozambique; and community participation in school management.

In sum, this review has allowed undertaking an extensive, though not necessarily complete, inventory of the existing sector studies, and provided detailed information on their

content, authorship and sponsorship. As a result, a comprehensive view of the topics, themes and recommendations contained in the studies has been developed.

In essence, the reviewed documents cover the key issues addressed by the ESSP, namely expanding access to basic education, improving educational quality, and sustaining the expansion of the education system. Two recurrent themes, curriculum relevance and teacher training, working conditions and motivation were addressed by several studies. Both are seen as prerequisites for successful improvement of educational quality in Mozambique.

In order to improve the process of education sector analysis a number of recommendations were put forward. These include the need to increase the number of Mozambicans in research teams; the need to make even more transparent the processes of commissioning and conceptualizing the studies, and the selection of researchers/consultants; the need to make provisions for the translation, processing and dissemination of the findings of sector studies to a wider audience; and the need to improve dialogue between policymakers, the research community, and development partners.

Chapitre 1 Introduction

Background and rationale for the review

In 1995 a group of partners expressed willingness to assist the Ministry of Education (MINED) to conduct a sector study as a basis of a global strategy for the education sector. In response MINED considered that there was enough information and knowledge of the problems of the sector, and that it was ready to formulate its' sector strategy. It was then agreed that the sector study would be conducted after the conclusion of the sector strategy and that its main purpose would be to facilitate its implementation.

After the conclusion of the *Education Sector Strategic Plan 1999-2003: Reviving Schools and Expanding Opportunities* (ESSP), MINED in collaboration with its partners and with the assistance of the Working Group on Education Sector Analysis (WGESA) commissioned an analytical and critical review of education sector studies conducted in Mozambique, as a contribution to the monitoring of the implementation of the ESSP.

Since 1990 the MINED and major international financial institutions, donor agencies and NGOs have commissioned or sponsored a number of education sector studies in Mozambique.

Education sector analyses have been characterised as “donor-driven” and thus lacking an “African perspective” and often inaccessible to the stakeholders in education. Also, very often they serve evaluation purposes from an “accountability perspective”, that is, the measurements of results or value for funds expended, the determination of costs and the assessment of efficiency (Chelimsky and Shadish, 1997; Samoff, 1999). Waters (1998) and Samoff (1999) argue that a critical evaluation should not only serve the interests of sponsors and reformers but also the larger society, in particular that groups who are most affected by the educational programmes under review. According to Chelimsky and Shadish (1997) this would mean evaluation from a “development perspective”, that is, to strengthen institutions to build organisational capability in some evaluative area. Also necessary is the development and maintenance of a continuing programme of educational research, not just conducting sector studies with short time spans and short deadlines. This would serve to fulfil the need for systematic and sustained collection and analysis of data, in order to achieve a better monitoring of the education system and to sustain any significant education reform (Samoff, 1999).

In its methodological sense a “critical review” implies a review from a development perspective that should serve to build capacity and open or strengthen communication channels between the Ministry of Education, donors, researchers and the “receiving end” of the educational spectrum. As Buchert (1998) observes, mutual learning and understanding among all parties involved in the process may contribute to ensure enhanced capacity development.

In a more epistemological sense a “critical review” should analyse the context of the studies being reviewed. Education is both an agent of change and is changed by the society in a kind of dialectical relationship (Fägerlind and Saha, 1989). Three dimensions could describe more specifically the context of an educational system: a social (cultural-ideological), a political and an economic dimension. Education-sector analyses and other evaluation studies should therefore pay attention to all three dimensions. This would mean, for example, that in the evaluation of programmes aimed at improving the equity of access to (basic) education attention should be paid to how politically imposed changes affect the cultural, religious and economic norms of a society. In another example, recent developments in the donor world to provide financial support in a “sector wide approach”, not only have consequences in the economic dimension but in the political and social dimensions as well.

The review team will use the three dimensions and their dialectics to substantiate a critical review of the selected studies.

As suggested earlier, the main objective of the present review was to develop baseline data for monitoring the implementation of the ESSP. This makes the review in Mozambique somewhat different from similar exercises undertaken or underway in other African countries, namely Ghana, Zimbabwe, Ethiopia and Burkina Faso. Contrary to Mozambique, in these countries the reviews were exclusively concerned with retrospective analyses of existing sector studies.

Specific objectives of the review

The specific objectives of this review were:

- (a) To undertake a retrospective and critical analysis of “sector studies” conducted in Mozambique between 1990 and 1998 in order determine what influence (if any) they may have had on education policy formulation.
- (b) To provide baseline data for monitoring the implementation of the ESSP. As a result, the review was expected to contribute to building local capacity to undertake policy analysis and research relevant to education development, and to improve dialogue between researchers, policy-makers, international agencies, and other relevant stakeholders in Mozambique.

In particular the review would: develop an inventory of sector studies conducted in Mozambique between 1990-1998; develop baseline data for monitoring the implementation of the ESSP; analyse and critically review the education sector studies and other documents deemed relevant for the review; contribute to building local capacity for carrying out policy analysis and research relevant to education development in Mozambique, and contribute to improving dialogue between researchers, policymakers, donors and other relevant stakeholders.

Structure of the review

The study is organised in 9 chapters. Chapter 2 gives a brief historical overview of the development of educational policy in Mozambique. Chapter 3 looks retrospectively on the process of the review itself. Chapter 4 focuses on the main characteristics of selected studies, Chapter 5 on the main themes, conclusions and recommendations from these studies. Chapter 6 undertakes a critical analysis of the process of commissioning, conducting and using the results of sector studies through a detailed analysis of selected case studies. Chapter 7 deals with indicators to monitor the implementation of the ESSP by comparing the existing key performance indicators developed by MINED with the findings and recommendations of sector studies. Chapter 8 is about storing, access and dissemination of sector studies, whereas the conclusions and recommendations are presented in Chapter 9.

Chapitre 2 The context of the review

Historical background of the development of education in Mozambique

When Mozambique became independent in 1975, almost the whole population (93% of the 10 million inhabitants) had not attended any form of formal schooling. The colonial context characterised by a low level of economic development and by an extensive social and political exclusion, turned schooling unnecessary.

During the national liberation struggle (1964-1974) formal education (literacy and training of cadres) was considered as one of the priorities, in order to assist the struggle and create the necessary skills for future autonomy and independence. The school, in the historic and social context of the national liberation struggle, integrating modernist ideas, can be defined as a place for the construction of national unity and citizenship, as well as technical and scientific training for economic and social development.

The independence of the country (in 1975) initiated a process of social and political transformation, characterised by the fact that school doors were opened to large segments of the population. Thus, the nationalisation of schools should be understood as a way of eliminating various social discrimination factors and guaranteeing the democratisation of education. The first post-independence years saw the rise of a phenomenon known as “education boom”. In the first three years, the enrolment in primary schools increased from 600 thousand in 1975 to 1 million and 200,000 pupils. Between 1975-79, the average annual increase rate was 22% in EP1, 43% in EP2 and 20% in the general secondary education sector. In 1981, EP (Primary Education) had reached a gross enrolment rate of around 98% (Nhavoto, 1985). At the same time, literacy campaigns for adults were established, reducing illiteracy rates to 75%, in 1980.

From 1979 onwards, the Ministry of Education started planning education, based on the need to match the increase of enrolments to the available human and material resources and, at the same time, guarantee the control and centralised leadership of the sector. The question of “education quality” was raised for the first time in this process, being largely considered as defined by the rigour of the planning and the soundness of control mechanisms. The search for quality was not considered as a demand that is incompatible with aiming for a democratisation of education. However, from this moment, as a coincidence or as a consequence of the planning process, the initiatives and involvement of the population in the education process declined considerably.

In order to improve the quality of education, the educational system was submitted to a process of diagnostic evaluation¹ of all its components, aiming to review profoundly its objectives, structures and functioning and to develop learning and teaching strategies that would make education more effective. In addition, the review was also aimed at adapting the education system to the demands of the first national development plan².

The new national education system (SNE) was approved by parliament in 1982, following a public debate. It emphasised the constitutional right to education and defined as most important objectives the eradication of poverty, the introduction of compulsory and universal

¹ Here the national seminars on Portuguese language and on mathematics (1979-1980) should be mentioned, that gathered teachers from the primary, secondary and tertiary sub-sectors across the country, as well as international specialists in these fields. Recommendations from the Seminars were a valuable input for the process of curriculum development within the context of the 1983 review.

² With the end of the war in Zimbabwe (1979) and with the expectation of peace in the region, the Mozambican Government formulated the “Prospective and Indicative Plan” (PPI) that outlined the restructuring of the economy, with the aim to establish a economic independence and equilibration among the provinces.

schooling of seven years, and public access to professional training, scientific and technical training and the scientific and pedagogical training of teachers³, among others.

Given their relevance and priority, teacher training, literacy and adult education and technical and professional education were structured in subsystems, with the expectation of a significant rise of the technical and professional education subsystem. This was in particular expected for the training of basic and medium level technicians from a diversity of areas, taking into account the needs stated by different projects of the Indicative Prospective Plan (PPI).

In the context of educational review, textbooks for primary school and adult literacy were produced for the first time in the country, complemented by manuals for teachers and literacy educators, and aiming to improve the learning and teaching process.

The SNE was gradually introduced from 1983 at a time of rising confusion. The country faced a new war situation and a great economic crisis, which made it impossible to implement many elements of the PPI. The expansion of the war to the rural areas disorganised the life of the peasant populations, causing an exodus to the cities and making the development of school network almost impossible. In 1986, 45% of primary schools had been destroyed. Between 1981 and 1988, the gross school enrolment rate decreased from 95% to 59% and the net rate from 40% to 32% (MINED, 1989, 15-19). This deepened the gap between demographic growth and the capacity of the school network and, consequently, led to the long-term postponement of the introduction of compulsory and universal education that was a fundamental objective of the education reform of 1983.

A first analysis of curricula changes in the primary education sector, carried out by INDE between 1983-1986, observed that many of the problems raised in 1979-80, particularly those related to the learning of Portuguese, had not been solved yet. The methodology of Portuguese language teaching as a second language did not promote the learning of children, in whose social environment no Portuguese was used (INDE, 1984-1987). This led to high failure rates, particularly in the initial grades. In 1986, the average failure rate in the primary school sector at national level was 40%.

The not very favourable social, economic and political context in which the SNE was introduced does not totally explain the apparent inefficiency of the intended changes. Some internal factors in the educational system strongly contributed to the relatively low efficiency, such as excessive centralisation and the poor management capacity of the system, together with the inadequacy of the training of teachers, whose programme did not take into account the new primary school curriculum (MINED, 1989:20). In addition, some studies and reports stress the predominance of an urban-industrial vision in the teaching programmes, one that is very far from the socio-cultural and economic reality of the country, whose population is mostly peasant (CEA, 1984:41-2).

With regard to the adult education subsystem, various analyses and evaluations, carried out in the 80's, point to the adopted methodology conceptions and options, particularly the choice of Portuguese as the language of instruction, as the main cause for the poor efficiency of the literacy programme, especially in rural areas (Colarinho, 1997; Fuchs, 1996). On the other hand, the poor development of the technical and professional education subsystem can mainly be attributed to the fact that its conception and perspectives were to a high extent determined by the Indicative Prospective Plan, that already from its start could not be realised, due to the war and the economic crisis.

³ República Popular de Moçambique. Sistema nacional de Educação, Linhas Gerais e Lei 4/83, Maputo, 1985.

Educational policies in Mozambique: from compulsory primary education to the Education Sector Strategic Plan 1998-2003 (ESSP)

During the last years of the 80's and the beginning of the 90's, the education system went through a stage of stagnation and crisis, partly due to the war situation but also to the sudden reduction of current expenditure and investments in the social sectors, one of the demands in the structural readjustment agreed between the Government, the IMF and the World Bank. The consequent budgetary limitations, together with the excessive centralisation of management procedures and poor capacity of supervision and control of the education sector, contributed to a process of further weakening and fragmentation.

In January 1990, the Ministry of Education (MINED) presented to the Conference of Donors in Education, held in Maputo, a document titled: *Education in Mozambique, problems and perspectives*. The document presented an evaluation of the sector and an outline of the educational policy for the years to come. The analyses and visions in this document can be considered as one of the pillars of later educational policy development.

In addition, the participation in the Jomtien International Education Conference in 1990 can be considered as one of the major factors for the reactivation of the education sector. The new educational concepts and frameworks, discussed at the Conference, lead to a reinforcement and enrichment of the analyses and development perspectives that the MINED had formulated, mainly for the basic education sub-sector. A range of seminars and conferences were held to disseminate the conclusions of the Jomtien International Conference and to design plans for the reform of the Mozambican education system. This reflection and debate was complemented by surveys carried out by various technical commissions⁴, composed by the MINED staff and university lecturers, who analysed some of the problems faced by the education sector, particularly in basic education. The conclusions and recommendations of these studies served as the basis for the design of the Basic Education Master Plan, end of 1993.

From 1992, INDE started to promote an evaluation of textbooks for basic education, with the aim to review and adapt the basic education curriculum and its didactic material to the new political context resulting from the Rome Agreement. The outcomes of the evaluation contained guidelines for curricular change at that level of education, particularly in the areas of mathematics, sciences and language issues. One of the main concerns of the evaluation was the fact that the objectives for EP1 were too ambitious and that the teaching-learning processes did not take into account the knowledge and skills that children have before they start school. Just like in previous studies carried out by the Technical Commissions, the little relevance of the curriculum, particularly to children in rural areas, was emphasised.

In 1994, legislative and presidential elections took place in Mozambique, as a result of the reestablishment of peace and the formation of a multi-party system, implying the reformulation of the political system. In 1995, the newly elected government submitted to Parliament its 5-year programme, which defines the main objectives and guidelines for government intervention in the different social and economic sectors. The government programme defined as priority the development of "*actions resulting in the guarantee of peace, stability and national unity, by the reduction of absolute poverty levels in the improvement of people's life, with an emphasis on education, health, rural development and employment*"⁵

In relation to the education sector, the programme envisaged solving the problem of school failure, defining as a priority "*the massive access of the population to education and the improvement of the quality of education*" (Ibid. 7). Education was considered a fundamental right of every citizen, a fundamental tool for improving living conditions and a condition for active participation in the

⁴ The topics covered by the technical teams were: curriculum development, technical and professional education, structures and decentralisation, teacher training, textbooks, assessment and examinations, supporting teachers.

⁵ In: MINED, *Política Nacional de Educação e Estratégias de Implementação*, Maputo, 1995:3.

political, social and economic sectors of the country. The MINED implemented the national education policy based on the government programme and defined its action plan based on a awareness of the problems of the sector, while identifying priorities for each component of the education system.

The education sector went through a process of reestablishment and restructuring of the stagnation situation, especially at central level, with an improved capacity to create cohesion, co-ordination and planning, and with a renewed vision of the problems and possible solutions. The increased awareness of problems and the favourable political and economic context allowed the education sector to identify its needs and define strategies and action plans. Concerning this stage, the important role should be emphasised of systematic studies of the sector, namely on primary education, teacher training and technical and professional education. The acquired knowledge, shared at the different levels of decision making, allowed the MINED, as a leading authority, to establish international relations of co-operation, attracting the attention of donors and funding agencies. This led to the development of a medium and long term Education Sector Strategic Plan (ESSP) as an expansion of the 1995-1999 programme.

The ESSP is the result of a series of analyses and debates carried out by MINED at central and provincial levels, and of an inquiry process which involved from the very beginning the main partners in international co-operation with the sector. The consultation of the civil society considered by some as still insufficient, involved some NGOs that were collaborating with the sector.

The ESSP is based on the strategic vision of the government on the future of the education system, and it identifies the main short and long-term actions, establishing room for decisions on internal resources and external aid allocation. It is based on the vision of an education system which responds to the needs and expectations of Mozambicans in a more appropriate way and which follows the principles of inclusion and participation. Thus, the ESSP “has as its priority the increase of access to educational opportunities at all levels of education, having as a primary target the rapid progression to universal primary education, particularly promoting the increase of the enrolment of girls”, (MINED, 1998:1).

The sustainability of the aims and goals of the ESSP is based on the renewed economic growth, the relief of the external debt in the context of the HIPC initiative, the consolidation of democracy, the government’s commitment towards education and the special United Nations initiatives for Africa.

The increase of the access to education (aiming at social, regional and gender equity), the improvement of quality of education (through relevant curricula, efficient mechanisms of pedagogic supervision, adequate teacher training) and the sustainability of expansion and improvement of quality, constitute the three major objectives of the ESSP.

In order to achieve the expansion of access to education, ESSP suggests the following options:

- (a) Annual construction of classrooms to accommodate the increase of enrolments, up to 2002.
- (b) Increase of access of girls and women at a rate of 2% every year in EP1, especially in the northern and central zones, and an increase in the number of teachers.
- (c) Curricula contents that encourage education for girls.
- (d) Improvement of internal efficiency of the system, reducing repeating and dropout rates of girls in the higher grades of EP1 and in the transition to EP2.
- (e) Establishment of complete primary schools teaching the 7 grades of EP.
- (f) Low cost school constructions.
- (g) Involvement of other sectors and social partners in the construction and management of schools.
- (h) Various models for initial and continuous training of teachers.

- (i) Creation of incentives and salary improvements for teachers.
- (j) Use of distant education and alternative technologies.

Regarding the improvement of quality of education, the following options have been mentioned:

- (a) Basic education curriculum transformation, allowing it to be socially and culturally relevant.
- (b) Consider teacher training a priority.
- (c) Capacitate school directors, increasing the number of female directors.
- (d) Improve assessment and evaluation mechanisms of the education system.
- (e) Guarantee basic school material to every child.

The sustainability of the outcomes of the ESSP should be guaranteed, on the one hand, through the continued processes of inquiry and links with the society and, on the other hand, through the restructuring of MINED based on decentralised procedures. This will imply greater accountability and commitment from the different institutions of the education system, which will require strengthening of the capacity at all levels.

The ESSP is presently in its implementation stage and demands a systematic follow-up and evaluation. A major challenge faced by the ESSP at the present stage is related to the decentralisation process of the sector, involving the promotion of more initiative and intervention at local level.

Chapitre 3 The review process

Introductory remarks on the methodology

The analytical and critical review of the sector analyses and other studies involved collecting, classifying and annotating the documents, formulating criteria for selection of documents for further analysis, abstracting the selected documents and analysing them according to a set of methodological guidelines. Analysed and reviewed were the content of the documents, the methods used in the studies on sector, sub-sectors and special areas. Finally the process of conceptualisation and elaboration of the documents, as well as the dissemination of the outcomes of the studies have been analysed. A more detailed description is given in Chapter 3. For the analysis of the content of the documents, the methods used and data on the process, as far as they were described in the documents, an analytical framework was developed. For a more in-depth analysis of the process interviews were held with representatives of the MINED, donors and research community.

The analytical framework was based on the following questions:

- (a) What do the sector studies contribute to support the education policy, represented in the ESSP?
- (b) What critique on the ESSP can be distilled from the sector studies? And what suggestions for change can be formulated from the analysis of the sector studies?

The methodology used to analyse and, possibly, promote the dialogue between researchers, policymakers and donors is reflected in what is called “the process”, that is, the process of commissioning studies, the “studying” itself, the follow-up of studies. In this process the roles of researchers, donors and policy makers are an essential object of study.

A more detailed description is given in Chapter 3. An important guiding question was:

- (a) What role have the sector studies played in education policy formulation? If they played a role, the review of these studies could yield information on what specific aspects of content, methodology and process might assist in the development and management of education policy?
- (b) Finally, methods intended to promote “capacity building” are described in Chapter 3.

A calendar of the most important events and activities of the review process

As can be seen from Table 1, the preparation of the research proposal took eight months. The review team began already collecting documents immediately after the submission of its first proposal in January 1999. The proposal was considered and selected after a seminar in January 1999 where the WGESA outlined its philosophy behind the production of a series of sector analysis reviews in Africa and its support for the review process in Mozambique (see also Chapter 1). Further support, during the phase of refining the proposal and final approval in August 1999 was given by three WGSEA facilitators: Lene Buchert, Tuomas Takala and Mmantsetsa Marope. From September to December 1999 documents were selected, summarised and analysed. The preliminary results of the analysis were presented, in December, during a seminar at the biannual meeting of the ADEA in Johannesburg. Interviews, in the context of the in-depth analysis of 10 documents started in December 1999 and continued to June 2000. In March 2000 a first draft report was presented during a national seminar. Work on the report continued until the end of September when the final report was submitted to the WGESA and the final editing began.

During the whole review process WGESA support was provided in the form of critical comments and suggestions for improvement by Buchert and Takala.

Table 1. Calendar of activities of the review process

January 1999	Submission of first tender documents National seminar on review of sector analysis studies Presentation of the Reference Group, including facilitators of the WGESA (Buchert, Marope and Takala)
February – July 1999	Elaboration of proposal for the review (February & March) Collection and annotation of documents
August 1999	Approval of final proposal by WGESA
August – December 1999	Further collection of documents Various meetings with the chairman of the Reference Group Selection, abstracting and analysis of documents
October 1999	Meeting with Prof. Takala, WGESA facilitator First contacts with the MINED to explore possibilities for the creation of a database and the opening of a website
December 1999	Presentation of preliminary results during a seminar at the biannual meeting of the ADEA Meeting with the Reference Group Interviews with various stakeholders
January 2000	Elaboration of pre-drafts on content, methods and process aspects of the selected studies
February 2000	Elaboration of near final draft report Distribution of near final draft to Reference Group and WGESA facilitators
March 2000	Elaboration of final draft report Presentation and discussion of final draft report during national seminar at which the WGESA facilitators were present
September 2000	Elaboration of final report Production of English and Portuguese versions of the report Distribution of reports

Collecting, selecting and summarising the documents

Collection of documents

The review team listed all potential places of relevant documents and then contacted and visited the relevant institutions. The most relevant places were:

- The Ministry of Education.
- Embassies of the Netherlands, Sweden and Finland.
- Representations of UNICEF and UNDP.
- Educational institutions: INDE and UEM.

All documents (or photocopies of them) were to be stored in one central place in the Ministry of Education. After the process of selecting documents for inclusion in the review, these documents

would be photocopied and the duplicates transferred to the review team's "home-base" for further analysis.

The collection of documents has been a tedious exercise and the almost hundred documents that the review team managed to collect constitute a collection that is far from complete. Various documents that were mentioned in contacts with key persons could not be located. Also, the process of duplicating the documents and storing the originals at the MINED, was hampered for various logistical reasons, with the result that the review team mostly used originals for their analysis work.

A total of 99 documents have been collected. A list of these documents can be found in Appendix 2.

Classification of the documents

Following the classification that was used in previous reviews of African Education Sector Studies (Samoff *et al.*, 1996) all documents were classified according to **document scope** (general, multi-sector, education sector, sub-sector or special focus) and **document type** (study, report or paper). See Appendix 1 for a description of these categories.

Selection of documents for the review

The Education Sector Strategic Plan (República de Moçambique, 1998) contains three target areas: Access, Quality, and Costs and Sustainability. The review team identified a number of critical issues related to these three areas. Some critical issues were "distilled" directly from the ESSP in the form of "priorities", while others were added by the review team after a discussion about aspects, which the team thought important but which are not found in the ESSP. Documents that were relevant to the "critical issues" in the ESSP and the additional issues formulated by the review team, qualified for selection.

Finally 30 documents were selected, reflecting also a balance in terms of government and agency initiated studies, taking in to account the relative significance of the donor agencies in Mozambique. An even spread of documents in terms of scope (sector, sub-sector or thematic) was also observed.

These documents can be found in Appendix 2 as the documents with numbers 1-30.

Summarising the documents

After selection of the studies, the review team produced summaries, following the format of the WGESA overviews (a few minor adaptations were made to suit the purpose of the review). Special attention was paid to the importance of findings and recommendations to the implementation of the ESSP. Next to the 30 selected studies, another 15 documents had been already summarised before the final selection process and are included in the list of summaries (see Appendix 2, numbers 31-45).

Criteria for the selection of documents for the review

The first set of criteria to select documents for the review came from the priorities of the ESSP. Priorities as stated in the ESSP document (ESSP, Oct. 1998), can be put under three headings:

- (a) Limited Access
- (b) Quality of education
- (c) Costs and Sustainability

More in detail, the ESSP mentions the following priorities for strategic action:

Expanding access to education

- (a) Universal primary schooling

- (b) Increased girls access
- (c) Enhanced internal efficiency
- (d) Complete primary schools (with EP1+EP2)
- (e) Low-cost construction
- (f) Encouragement for alternative providers
- (g) Pre-service and in-service training for teachers
- (h) Incentives for teachers
- (i) Distance education and alternative technologies

Improving educational quality

- (a) Review and revise the curriculum
- (b) Provide training for teachers
- (c) Enhance the qualifications and training of school directors
- (d) Improve monitoring and assessment
- (e) Ensure that all children have essential learning materials

Sustaining expansion and improvement

- (a) Decentralisation, organisational development and capacity building
- (b) Fiscal capacity and costs sharing
- (c) Public information and debate

The second set of criteria came from what the team thought important to consider but is not mentioned in the ESSP or is just referred to but not explored. These criteria are the following:

- (a) What kind of education (educational assumptions and theories).
- (b) The introduction of mother tongues (should they be introduced? Why? How?).
- (c) What kind of schools (refers to the construction criteria and design criteria, costs, facilities for children with special needs or facilities with special attention for the environment, including space for the community).
- (d) What kind of evaluation (summative/formative/academic, social, life aptitudes).
- (e) The relevance of the curricula (do they reflect the cultural, socio-economic background of its users? Are they based on their needs?).
- (f) The selection of trainers (guaranteeing the quality of these trainers).
- (g) The actual learning processes in the classroom (curriculum in action).
- (h) The school-calendar (does it provide enough contact time, should it be centralised or decentralised? How?).
- (i) Establish links between formal and non-formal education (refers to a system of equivalence and accreditation of non-formal education experiences).
- (j) The “role/meaning” of the involvement of the community.

Documents got, on first screening, a brief annotation, indicating the presence of one or more of the selection criteria. In practice almost all documents related to one or more criteria form the first or second group. A number of documents that were more financial-technical in nature and a number of personal reports of donor personnel were left out in the “first selection round”. In the second round, as mentioned above, the final list of documents was selected based on a balance in criteria, origin of the studies and scope.

The analysis of the documents

Formulating criteria for the analysis of the documents

The review team formulated the framework for a critical analysis of the documents as a list of questions. These questions refer to the analysis of the content of the documents, the methodology used and the process of designing, carrying out the study and subsequent dissemination of the results. The framework contains questions related to the content, methods used and the process aspects of the studies and can be found as Appendix 4 to this report.

The framework contains also a question on the context of the studies. This allowed the review team to get some insight in political, economical and social views in the documents, situated in a historical context, which could support or critique the ESSP. Any awareness of the context of the evaluation research in the studies themselves was also noted.

Initial scanning of a number of documents led already to the expectation that no far-reaching conclusions about methodology would be made, because in many documents a description and justification of the methodology are lacking. For that reason the heading “methods used” was preferred instead of “methodology”.

A number of data related to “the process” could be obtained from the documents themselves, while other data were obtained by interviewing the stakeholders involved in commissioning, carrying out and deciding on what happened with the results of the studies (the process of conceptualisation, creation and dissemination).

Analysis of the documents

Based on the framework for the analysis the review team synthesised the findings. The results are found in Chapters 4 and 5 of this report.

The critical analysis of processes and procedures

As already mentioned above, the documents were screened on a number of process issues related to the commissioning and financing of studies, and the composition of research teams. Ten of the 30 studies, commissioned by various institutions were selected for a more detailed analysis. Here, next to the basic questions mentioned before, also the involvement of the MINED, donors and researchers during the processing, the publication and distribution of the results and the effect of the findings and recommendations of the studies on policy of donors and the MINED were analysed after additional information had been obtained by interviewing key persons involved in the studies. Special attention was paid to the relation of the “process” to the conception, formulation and implementation of the ESSP. In general, a series of semi-structured interviews was carried out, using a list of guiding questions.

Summary of the process of selecting, summarising and analysing documents

A total of 99 documents have been collected. The list of these documents is given as Appendix 2. A number of 45 documents out of the 99 collected documents have been selected in the first round and summaries have been made. They can be found as number 1-45 in Appendix 2. See also the list on pages vii to ix.

A number of 30 documents out of the number of 45 initially selected documents have been chosen in the final round. They can be found as number 1-30 in Appendix 2.

A number of 10 from the 30 finally selected documents have been chosen for an in-depth analysis. They are marked in Appendix 2 with an asterisk and are further described in Chapter 6.

Consultative meetings and seminars

The review exercise started with an introductory seminar, held in January 1999, where a submission of the first tender documents took place and the aims of the review of sector analysis studies were presented to the stakeholders.

The review team intended to have regular meetings with the MINED and with the reference committee to report on its activities, discuss preliminary findings, and receive feedback from the reference committee, in short, to fine-tune the review process with all stakeholders.

In fact, only two meetings took place with the reference group where, unfortunately, not all members were present. Because it appeared very difficult to get the reference group together, it was decided to schedule at least regular meetings with the chairman of the group. Contact with the WGESA facilitators was maintained through e-mail while Dr Takala visited Maputo in October to discuss the progress of the work of the review team.

In December 1999 the review team presented its preliminary findings at a regional seminar in Johannesburg, South Africa.

The review team further included in its planning a national seminar during which a first draft of the report would be discussed with representatives of the community of researchers, donor agencies and the MINED.

Institutional capacity building and the opening of an website

Capacity building

The review process included a one-day national seminar, involving participants of the three “constituencies”. During this seminar a first draft of the review report was the basis for an elaboration of the following key points:

- Comparison of review findings with education policy of ESSP.

- Identification of points of divergence and suggestions for more study to fill information gaps.

- Identification of direct implications of the review findings for the implementation of the ESSP.

The general objectives of the seminar were:

- Presentation of the first draft of the report to the three “constituencies” of researchers, policy makers and donor agencies.

- Information about the “process” of the review in view of transfer of experiences, methods and techniques and general knowledge.

- Elaboration of the elements of a follow-up to the review.

- Involvement and interactive participation of all in the elaboration of the elements of a follow-up to the review.

- Formulation of recommendations on how to make use of the results of the review.

The review team realised from the onset that alone it could not initiate, support, let alone force capacity building in the MINED, the donor agencies and the community of researchers. If the will is not there, all plans for improved communication and capacity building fail. It was thought, therefore, of utmost importance that the groups concerned should formulate their own interests and needs in the area of research, i.e. the relation between sector analyses and policymaking. The reference group could have functioned as an avenue for capacity building initiatives. Unfortunately it turned out to be very difficult to organise meetings with the reference group, with a balanced representation of government, donors and research community. In the end,

during the second seminar where the draft report was presented and discussed, some ideas surfaced on how to formulate and how to deal with research needs (see also Chapter 9).

Involvement of “junior researchers” during the review, as a way of capacity building, was a non-viable option in the Mozambican situation because there are as yet no tertiary education institutions with post-graduate programmes in Education or Social Sciences, from which students could be recruited.

Database and website

The review team expressed the intention to open a website on which the progress of the activities could be followed and stakeholders could participate in a continuing discussion during the review process. The summaries of the documents used for the analysis and any other important information could then be published on the website. During initial talks with the MINED the possibility of opening a page on the website of the Ministry was discussed. Also, a first design of a database, containing the summaries of selected documents and further annotated documents, was produced. It was concluded that there was enough expertise within the Ministry to technically handle these projects and further developments did not take place during the period of study and writing the final report.

Comparison with methodologies used in review projects in other countries

A comparison with the methodologies used in other countries reveals that the “Mozambican methodology” resembles in its approach mostly the methodology of the Ghana project. However, the Ghana team benefited from more interaction with the various actors in the education sector analysis arena. This led to more profound substance discussion and outcomes of the review. A summary of the methodologies, used in five countries is given below:

Ghana:

- Document analysis and survey approach.
- Three principal researchers.
- Two meetings with reference committee.
- Three meetings with WGESA resource team.
- Launching seminar and round table meeting.
- Six workshops, four with principal researchers only, two for all review team members (training of junior staff).
- Identified 149 studies, access to only 38 studies, finally 34 selected.
- Analysis and results as: summary of each report, supplementary information from survey, and assessment of report.
- Survey followed by interviews with mixed success: it was sometimes difficult to arrange the interviews and a number of scheduled interviews did not take place.

Zimbabwe:

- Identified 30 studies.
- Choice for studies sponsored by Government or by international agencies.
- Selected 11 studies with specific themes and 3 with a “global overview”.
- Deciding on analysis method, including interviews.
- Mixed success with interviews.

Lesotho:

Characterises its review method as a “descriptive survey design”.

Identified 139 studies.

Took a “stratified” sample of 80 studies aiming for an even spread of documents by sub-sector and sponsoring agency.

Analysis was done with help of an instrument containing 14 “items” (focus points for the analysis).

Interviews (22) were held with officials of the Ministry of Education, various educational institutions and donor agencies.

Ethiopia:

Pilot study.

130 documents collected, 66 reviewed.

No interviews.

Review summarised in:

- Major themes
- Principal features of education sector analysis
- Policy orientation of the studies

Chapter on sustaining the information gathering, analysis and sharing.

Burkina Faso:

Collected 227 studies.

Selected 37 studies, 21 with summary and interview, 14 with summary and without interview, and 2 without summary and with interview.

Selection determined by a balance in type of studies, type of education (formal and non-formal), levels of education (sub-sectors), period, source of finance.

Analysis on 10 points by reading the documents and additional 6 points obtained via interviews.

The general trend seems to be the selection of between 30 and 40 documents for the analysis, accompanied by interviews and/or questionnaires to obtain more information about the process of conception, elaboration and dissemination of the studies. Important differences appear in the analytical framework. In the case of Mozambique the intention has been to link the analysis as closely as possible to the formulation and implementation of the ESSP and to see if the analysis would lead to the identification of indicators to evaluate the implementation process of the Strategic Plan.

Chapitre 4 Main characteristics of the selected studies

Introduction

The 30 selected documents address various issues that can be categorised in 3 main groups according to “scope”: sector, sub-sector and Special focus (see also Chapter 4). Special consideration has been given to two documents: the Masterplan for Basic Education from 1994 (Document 35) and the Education Sector Strategic Plan from 1998 (Document 33) that are policy documents based to a greater or lesser extent on the 30 studies selected for further analysis.

The selected documents have been reviewed with help of an analysis framework. The results are given in this chapter and Chapter 5. Sometimes, when more data were available and deemed useful to get more reliable results, more documents have been included in the analysis. From the 30 studies 10 were selected for a more in-depth analysis of the process of sector analysis in Mozambique.

Initiative for the studies and financing

The 30 documents have been chosen with a number of criteria in mind (see Chapter 3). One of these criteria was a certain balance in donors and other institutions as far as commissioning was concerned. The summary of who commissioned and financed the studies should, nevertheless, not be taken as fully representative for all studies done between 1990 and 1999. It is noted that Samoff *et al.* (1996) reviewed already a number of Mozambican education sector studies, mainly World Bank studies.

In the case of the thirty studies that were used for further analysis, data on commissioning and financing is as follows:

Table 2. Institutions commissioning and financing education studies

Organisation/institution	Studies commissioned	Studies financed
MINED	6	4
MINED and African Development Bank	1	1
MINED and Min. of Labour	1	0
MINED and Sida	2	1
INDE	6	0
INDE and Stockholm Institute of Education	1	0
UEM	1	1
Total Mozambican Institutions	18	7
Danida	0	1
Dutch Government	0	4
FINNIDA and Sida	1	1
FINNIDA	0	1
NORAD, British Council and Sida	0	1
Sida	3	6
USAID	1	1
Total bilateral donors	5	15

Table 2 (continued): Institutions commissioning and financing education studies

Organisation/institution	Studies commissioned	Studies financed
UNESCO	2	1
UNDP	2	2
UNICEF	1	2
UNICEF-CIDA	0	1
World Bank	1	1
Total multi-lateral donors	6	7
WUS	1	1
Total	30	30

Over half of the studies were commissioned by Mozambican institutions (18 of the 30 studies) while about one quarter has been financed by the Mozambican government (7 of the 30 studies).

Sometimes donors, e.g. the Dutch Government through its embassy, played an important role in preliminary discussions, where after the MINED or INDE took the initiative for particular studies and the donors financed the study. In other cases the donors commissioned and paid for studies, for example a number of studies commissioned by the Dutch government that support the design and implementation of an teacher training and upgrading project in one of the provinces (OSUWELA-project).

Researchers/consultants involved in the studies

The following data gives information on the composition of the research teams in terms of nationality (Mozambican or expatriate) and gender. It is based on a larger sample of documents, because this data could relatively easy be extracted from them. The total list of 99 collected documents contains 75 documents that have data on the authors. The results indicate that, more Mozambican authors participated in the 75 studies than expatriates. However, the more in-depth the character of the study or the broader the focus of the document, the less Mozambicans are participating in the research team.

Table 3. Comparison of authors by type of document

	Number of docs	Expatriate Authors	Mozambican Authors	Total of authors	% Expat.	% Moz.
Paper	10	4	40	44	9	91
Report	29	35	36	71	49	51
Study	36	52	40	92	57	43
Total	75	91	116	207	44	56

Table 4. Comparison of authors by scope of document

	Number of docs	Expatriate authors	Mozambican authors	Total of authors	% Expat.	% Moz.
Multi-S.	2	3	1	4	75	25
Sector	11	14	8	22	64	36
Sub-S.	15	31	21	52	60	40
Spec. Focus	47	43	86	129	34	66
Total	75	91	116	207	44	56

Table 5. Comparison for sector and sub-sector studies in two time periods

	Period	Total expatriates	Total Mozambicans
Sector	‘ 90 – ‘ 94	6	1
	‘ 95 – ‘ 98	8	7
Sub-sector	‘ 90 – ‘ 94	19	11
	‘ 95 – ‘ 98	12	10

As far as the gender of the authors is concerned, analysis of 68 studies in which the gender of the authors could be obtained, shows that out of 82 expatriate authors 13 were female (16%) and out of 101 Mozambican authors 25 were female (25%). In both cases the data on gender of authors show that the more in-depth the character of the study or the broader the focus of the document, the less women participated in the research team.

Although in the comparisons on nationality and gender there is no absolute guarantee that the sample is representative, the results seem robust enough to support these conclusions.

As outlined in Chapter 2, two periods could be distinguished in the time span from 1990 to 1998, separated by the first elections in 1994. The two periods could also be characterised by two policy documents: the document on basic education (Masterplan for Basic Education in Mozambique), published in 1994 and Education Sector Strategic Plan, published in 1998. The results suggest that in the second half of the decade relatively more Mozambicans participated in sector and sub-sector education studies than in the pre-elections period.

The year of publication, scope and type of the selected studies

As mentioned in Chapter 4 two distinct periods could be distinguished, marked by the Masterplan for Basic education of 1994 and the Education Sector Strategic Plan of 1998. The selected thirty studies are equally divided over these two periods.

Table 6. Publication year of the thirty studies

Year	Number of studies
1990	1
1991	2
1992	5
1993	1
1994	6
Total 1990 – 1994	15
1995	4
1997	4
1998	7
Total 1995 - 1998	15

Table 7. The thirty documents per scope and type

Scope	Number of studies	Type	Number of studies
Sector	4	Study	16
Sub-sector	15	Report	14
Special focus	11	Paper	0

(see Appendix 1 for an explanation of the “scope” and “type” categories)

The Table 7 reflects the fact that in the period 1990-1998 not many analyses have been done involving the whole educational sector. Further an even spread between sub-sector and Special focus studies can be observed.

Methods used

Very few documents contain a section where the methodology of the study is presented and (scholarly) argued. About one-third (9) of the thirty documents contain a methods section, from which can be seen what methods were used for the study. Two studies mention methods, but not in a separate section. Sixteen documents do not talk at all about the methods used to come to conclusions and recommendations. Table 8 presents an overview of the methods used, based on the 10 documents that contain, more or less, a methods section.

There seems to be a standard approach to sector or sub-sector studies in education, involving the consultation of documents, interviews with “actors” and field visits (where the classroom “in action” is hardly visited). Samoff (1999) in a paper on Education Sector Analysis in Africa mentions also the common framework, approach and methodology of most sector studies. Another observation by Samoff (ibid.) about the lack of cross-reference between studies, especially internally and externally initiated seems also to be confirmed. Most studies refer to previously undertaken studies by the same agency or general documents of the MINED.

Another observation is that qualitative research has not entered yet the community of sector analysts. This is in line with the finding that most of the documents lack substantial research into the cultural aspects of the educational enterprise. Research in this area is mostly qualitative/ethnographic and although one-third (10) of the selected documents show some awareness of the cultural context of educational issues (see Chapter 5) only two studies explicitly use qualitative methods to investigate cultural aspects.

Table 8. Overview of methods used in the education studies

Method(s) used	Document numbers (see Appendix 2)	Total
Document analysis	2, 3, 4, 12, 15, 16, 19, 20, 21, 23, 29	11
Interviews with “actors” in education, employers, donor agencies, etc.	2, 3, 4, 12, 19, 20, 21, 23	8
Field visits	2, 3, 4, 17, 19, 20, 21, 23, 29	9
Calculations based on previous data/planning models	16, 17	2
Case study	17	1
Analysis of statistical data	17, 29	2
Classroom observations	15, 29	2
Analysis of tests, made by pupils	29	1
Survey	15	1
A combination of various approaches was used	11	1
The methods used included field visits, briefing sessions, interviews, a need analysis workshop, a comparative analysis and triangulation of data		
Qualitative/ethnological approach	27, 28	2

Quality of the studies

The issue of quality of the studies is to some extent related to Chapter 4 where data on methods used were given. The absence, in many cases, of a methodology section, makes it difficult to judge the “internal quality” of the studies. Internal quality refers to the scientific rigour, accuracy of data, justification of conclusions, etc. Some documents have apparent flaws in their design and realisation of the research process. For example, one study applies sometimes an extreme form of extrapolation (e.g. data from 1990 used to calculate data for 1976-1977), whereas the model and calculations to get the results are not explained. Because it is often not possible to get insight in the research methods used and because also often conclusions are not directly linked to data in a quantitative or qualitative way, the validity of many conclusions/results cannot be verified.

Other studies are, within the “standard approach” mentioned above (Chapter 4), of good to high quality. There are few examples of documents in which the researchers give a (scientific) reflection of strengths and limitations of their report. Two documents give suggestions for further research. One document questions the composition of its research team in relation to the findings of the study and recommends a more Mozambican composition for future research.

Another aspect of the quality issue is “external quality”. This includes the value for policy-makers and other stakeholders, including the recipients of education. Other elements of external quality can be found in the article of Samoff (*ibid.*) mentioned above. He talks, amongst others, about the narrow construction of major issues and absence of a focus on learning (that should be the primary concern of education), the lack of co-ordination in data collection and on-going data collection procedures and inattention to context and feasibility. His observations are confirmed by the present review. The general lack of co-ordination and cross-referencing is apparent in a number of documents that do not bring new insights into the problem that they address. As far as the “focus on learning” is concerned, this aspect is perhaps mostly reflected in curriculum issues. Because of its nature, the INDE (National Institute of Educational Development) has produced a number of studies in this area (see for example the Masters theses of a number of INDE staff, Documents 78-81 and 92). The other studies, commissioned by the Ministry or by the donor agencies, address mostly issues that start “outside the classroom”. While that, in itself, is not wrong, one misses sometimes the more “holistic” studies that link policy issues with the classroom and other places where actual learning takes place.

Also important for a high external quality is the extent to which the final report is accessible for the intended users, in terms of readability, comprehensibility, etc. The review team judged only a few documents directly “usable” for dissemination to the intended users, because they were very readable, contained in most cases an executive summary and had a clear layout.

Chapitre 5 Main themes, conclusions and recommendations of the studies

Themes and critical issues

The 30 documents selected for the review could be grouped into the various main themes they address. “Themes” could be placed in three main categories: sector, sub-sector and Special focus.

It should be realised that in the table below only the main themes of the documents are mentioned. This does not exclude that these themes, for example “gender”, also appear in the other documents. From Table 10 can be seen that in six documents the issue of increased access of girls to basic education is mentioned. However, there is only one document that specifically addresses the “gender” issue as main theme.

One would expect especially the full sector analysis reports to address almost all themes mentioned above. Screening of the 4 selected sector analysis studies on recurring themes, such as mentioned in Table 9, reveals that they all deal with the financing of the education sector (see Table 10). This is something that is not present or less prominent in the other selected studies.

As far as sub-sector themes are concerned, the four sector analysis studies all discuss basic education, most discuss technical/vocational education and non-formal education. There is less attention for secondary education and no attention for higher education.

Special focus themes that are present in the full sector analysis studies are: teachers, management and administration (at macro, meso and microlevel) and, to some extent, gender. Language issues do not appear.

Full sector studies are mainly commissioned and carried out by donor organisations and serve to assess the effectiveness of the donor aid and to identify future areas of support. It is, therefore, not surprising to find that these studies in fact do not cover all aspects of the education sector.

Table 9. Themes of the selected studies

Theme	Number in list of 30
Sector analysis	4
Sub-sector	15
Basic education	7
Secondary education	1
Higher education	2
Secondary & higher education	1
Technical & vocational education	2
Environmental education	1
Non-formal education	1
Special focus	11
Teachers	5
Language issues	2
Management and administration	1
Schoolbooks	1
Gender	1
Performance assessment	1

Table 10. *Recurring themes in full sector analysis studies*

Theme	1	2	3	4
Financing the sector	x	x	x	x
Sub-sector				
Basic education	x	x	x	x
Secondary education	x			x
Higher education				
Secondary & higher education				
Technical & vocational education	x	x		x
Environmental education				
Non-formal education		x	x	x
Special focus				
Teachers	x	x	x	
Language issues				
Management and administration		x	x	
Schoolbooks		x		
Gender		x	x	
Performance assessment				

Critical issues from the ESSP

Expanding access to education

The ESSP defines the “priorities for strategic action” under three headings. Under the heading “Expanding access to education” nine priority areas are mentioned. The 30 documents address issues that can be related to almost all priority areas, as shown below. The only priority area not addressed explicitly is “Universal primary schooling”.

Table 11. *ESSP priorities, related to “Access to education”, found in 30 documents*

Priority Area	Documents per main theme that address the priority	Document codes (see Appendix 2)
Increased access of girls	Sector	2, 3
	Sec. & Higher education	6
	Basic education	16, 17
	Gender	28
Enhanced internal efficiency	Sector	2, 3
	Basic education	16, 17
	Schoolbooks	23
Low-cost construction	Sector	1, 3
	Basic education	12, 22
Incentives for teachers	Sector	1, 2, 3
	Basic education	17
Encouragement for alternative providers	Sector	3
Pre-service and in-service training for teachers	Sector	3
	Basic education	17
	Teachers	30
Complete primary schools (including EP1 and EP2)	Basic education	22
Distance education	Basic education	22

An overview of ESSP priority areas under this heading, that are also addressed in the 30 documents selected for analysis:

In total, 9 of the 30 documents address issues related to “expanding access to education”. The sector studies, done by USAID and FINNIDA/Sida (Documents 2 and 3) address almost all priority areas. Documents 16 and 17 deal specifically with access issues. It is not surprising to find in the USAID study of 1992 (Document 3) recommendations to lift the bureaucratic impediments to private education and introduce a more liberal stance towards alternative providers.

Improving educational quality

The table below presents an overview of ESSP priority areas under this heading, that are also addressed in the 30 documents selected for analysis.

Table 12. ESSP priorities, related to “Improving educational quality”, found in 30 documents

Priority area	Documents per main theme that address the priority	Document codes (see Appendix 2)
Review and revise the curriculum	Basic education	8, 16, 17, 27
	Environmental education	24
	Teachers	19
	Language	15
	Non-formal education	11
	Perform. Assessment	29
	Sector	2
- Revise curricula in agricultural vocational education		
- Review teacher training curriculum	Teachers	21, 30
- Revise curriculum vocational training	Vocational education	7, 14
- Review and revise curriculum in sector education	Secondary education	13
Ensure that all children have essential learning materials	Sector	2, 3
	Basic education	12, 16
	Secondary education	13
	Teachers	30
	Non-formal education	11
Provide (INSET) training for teachers	Gender	23
	Sector	1, 2, 3
	Basic education	12, 17
	Secondary education	6
	Higher education	6
	Environmental education	24
	Teachers	19, 20, 21, 30
Non-formal education	11	
Improve monitoring and assessment	Performance assessment	29
	Basic education	17
Enhance the qualifications and training of school directors	Sector	2, 3
	Higher education	6

A total of 18 of the 30 documents address issues related to improving the quality of the education system. Prominent are curriculum revision issues, although only in Document 17 concrete recommendations are made on the content and characteristics of a revised curriculum. Another important theme is that of the training of teachers in pre-service and in-service modes.

Sustain expansion and improvement

Table 13 presents an overview of ESSP priority areas under this heading, that are also addressed in the 30 documents selected for analysis. Eight documents out of the selected 30 address the issue of building and maintaining the institutional capacity in the education sector. The three “external” sector analysis studies (commissioned by donors) address all the issue of decentralisation. The other documents, including the sector analysis commissioned by the Mozambican government (Document 1) focus more on organisational development and capacity building. The ESSP mentions under the heading “sustain expansion and improvement” a third priority: “Public information and debate”. In none of the 30 selected documents is this issue specifically addressed, although it appears as recommendation in one document (Document 28).

Table 13. ESSP priorities, related to “Sustain expansion and improvement”, found in 30 documents

Priority	Documents per main theme that address the priority	Document codes (see Appendix 2)
Decentralisation, organisational development and capacity building	Sector	2, 3, 4
	Basic education	17
	Secondary education	6
	Higher education	6
	Teachers	20, 30
	Management & admin.	1, 26
Fiscal capacity and cost sharing	Sector	2, 3, 4

A conclusion from the analysis of the 30 selected is, that the documents (with varying main themes) emphasise the need to revise and review curricula throughout the system, stress the importance of teaching materials for the pupils. In 12 of the 30 documents the need to provide quality pre- and in-service training for teachers is stressed. Other important issues are the decentralisation of the system and capacity building in the decentralised structures and the need to increase the access of girls to school.

Critical issues that are not indicated as priorities in the ESSP

The review team formulated 11 issues that are not mentioned in the ESSP as priorities, but that are considered by the team as important (see also Chapter 3). Below follows an overview of the issues and an indication of their occurrence in the 30 documents.

Although the issue of relevance of the curricula appears in the great majority of the documents, apparently less study has been done into the “curriculum in action”, including assessment issues. It should be noted that one of the ESSP priority areas involves the review and revision of “the curriculum”. Chapter 5 showed that 14 documents contain findings or recommendations that relate to this priority area. The item “relevance of the curricula” in the above table overlaps to some extent with the ESSP priority area, but refers specifically to the relation between the curriculum and its “users”, involving, for example, attention for cultural and socio-economic context of the teaching-learning process. As can be seen from Table 14, eighteen documents address the relevance of the curricula in this sense.

Table 14. Occurrence of “Critical issues, not in the ESSP”

Issue	Number of documents	Document codes
What kind of education (educational assumptions)	6	7, 11, 13, 14, 24, 27
What kind of schools (construction criteria)	1	12
The use of mother tongue in initial education	10	2, 3, 4, 12, 15, 16, 17, 20, 27, 29
What kind of assessment (summative/formative/academic, social, life aptitudes)	4	12, 14, 17, 29
The relevance of the curricula	18	2, 3, 4, 7, 11, 12, 13, 14, 15, 17, 19, 20, 21, 23, 24, 27, 29, 30
The selection of trainers of trainers	2	19, 30
The actual learning processes in the classroom	7	9, 13, 15, 16, 17, 27, 29
The system of equivalence/accreditation	1	16
The school calendar	1	3
Establish links between formal and non-formal education	5	11, 12, 14, 27, 28
The “role/meaning” of the involvement of the community	10	3, 6, 7, 11, 14, 17, 24, 26, 27, 28

The importance of (initial) education given in the mother tongue appears in one-third of the selected documents. The same is the case for the “involvement of the community” in all aspects of education. This importance, as perceived by the studies, is nevertheless not reflected in the ESSP.

It is also clear that few documents question the existing educational philosophy, which should be one of the initial steps in designing a new curriculum or reforming an existing one. The important question of the efficiency of teaching and learning in relation to the number of contact hours (school calendar) is another issue that is only addressed by one (sector) study (Document 3).

Findings and conclusions that relate to the ESSP

The relation of findings and conclusions to the ESSP refers to all the aspects of its design and development, e.g. context, analysis of past and present situation, formulation, implementation, etc. The usefulness of findings and conclusions will be discussed elsewhere, especially in Chapter 6. Many data from earlier documents, are not relevant any more and of limited value for policy decisions and implementation of the ESSP. Recent more up-to-date systematic data collection, such as poverty studies, EFA assessment, etc. could serve this purpose better.

The findings and conclusions given below can be grouped under various headings, indicative for “recurring themes”, although there are also more specific findings referring to one single educational area. They underscore issues that are still important for the formulation and implementation of educational policy and could also serve to sketch roughly the educational research “landscape”, realising at the same time that at many places in this landscape more in-depth investigation and analysis is necessary.

1. The state of the educational system

The average level of formal education is among the lowest in the world. A comparable statement talks about the internal and external efficiency (mentioned in Documents 1, 2, 3, 6, 12, 13, 16, 1).

Various documents also mention the low enrolment at all levels of formal education (for example Document 2).

There are considerable enrolment disparities in gender and between regions and socio-economic strata (Documents 3, 6, 8, 16, 17).

The curriculum in basic and secondary education is rigid and promotes outdated teaching methods (Document 3).

One document mentions the insufficient quantity and quality of university graduates and the poor state of research and contract services (Document 6).

Two documents argue that cultural values, involving, among others, the role of traditional education, might negatively influence the perceived value of formal schooling, thus lowering the enrolment, especially at more advanced levels of the educational system (Documents 17 and 27).

2. Institutional aspects of the educational system

The institutional capacity of the MINED is low and is compounded by the high degree of centralisation of the educational system (Document 6).

Sub-optimal use of technical assistance to build indigenous long-term capacity (Document 6).

The policy framework is appropriate except for the shifting emphasis to tertiary education and the very strict regulations for the establishment of private schools (Document 3).

3. Teachers

The quality of teachers is still low and their salaries and living conditions are very poor (Documents 1, 2, 3, 6, 12, 17, 19, 20).

There are regional and gender disparities in the distribution of primary teachers (Documents 2, 3, 6, 16, 17, 19).

The social status of (primary) teachers is degrading (Document 19).

Teacher training is insufficient in quantity and quality (Documents 19, 20, 21).

Teacher training institutions have under-qualified trainers, are poorly equipped and often operate without any contact with ZIPs (school clusters), district and regional educational authorities (Documents 19, 20, 21).

One document states that the training of teacher trainers is effective (Document 12).

4. Schoolbooks/teaching materials

Lack of distribution capacity impedes the existing production capacity of educational materials (Documents 2, 12).

Problems in production and distribution of schoolbooks are mentioned in at least three documents (Documents 3, 18, 23).

Present teaching materials inadequate because they lack awareness of the multi-lingual environment in Mozambique (Document 24).

5. Vocational education

Taken the total post-primary school population, the proportion of students in vocational-technical education is too high, compared to the number of students in secondary schools. Note that this is a finding, based on the late eighties and early nineties situation (Document 2).

Technical and vocational training in Mozambique is internally and externally inefficient. A major reform, conceptually and financially, is needed (Documents 7, 14).

6. Non-formal education and adult education

In non-formal education the participation in basic literacy and post-literacy courses have dropped while evening classes in primary and secondary schooling show a high enrolment (Document 2).

There seems to be a low priority for adult education (Document 2).

7. *The role of the communities in education*

As already indicated above, under ‘critical issues not in the ESSP’, various documents address the need to involve the community more in the planning and implementation of education. One document concludes that the (financial) contributions of parents and communities are increasing (Document 2).

Recommendations that relate to the ESSP

Recommendations can also be grouped into “recurring themes”, some of which are the same as mentioned above in Chapter 5. Only the most relevant recommendations are given here, which may make some themes “under-represented”. This is, for example, the case with basic education, where many recommendations could directly be deduced from the findings and conclusions; also many recommendations are implicitly present in other themes. Three documents do not contain recommendations that relate to the ESSP (Documents 1, 4, 24). One document, containing proceedings of a seminar on “Environmental Education” contains a set of recommendations on the introduction of environmental education (see the summary of Document 24).

A grouping of the most relevant recommendations:

1. *Basic education*

In applying automatic promotion, have separate examinations at the end of primary education and admission examinations for secondary education (Document 16).

Support should be given to the rehabilitation of the primary school network and teachers’ houses as well as the boarding facilities at EP2 level (Document 2).

2. *Secondary education*

Decentralise school management in secondary education (Document 13).

Increase number of secondary schools (Document 13).

Include secondary education in reform of basic education (Document 13).

Provide INSET to secondary school teachers. Improvement of pre-university secondary education: accelerated teacher training, curriculum reform, supply of textbooks and teaching aids, school management training, scholarship fund for girls, upgrading school buildings, construction of staff and student housing (Document 6).

Increasing the number of secondary school graduates will meet the need for a growing number of primary school teachers having appropriate secondary and professional qualifications and for an adequately trained pool of skilled workforce in the country (Document 13).

3. *Higher education*

One report (Document 6) recommends:

- University stabilisation: upgrading and construction of housing for staff, staff development, institutional linkages, supply teaching materials, enhanced management and accountability, expansion of student housing, upgrading of buildings and formulating a maintenance plan.

- Strengthening the Faculty of Agriculture at the University.

4. Vocational education

Rehabilitation of basic level agricultural schools should be considered. Another document advocates the increase of agricultural schools and reduction of industrial and commercial schools (Document 2).

In view of the revitalisation of elementary level vocational education the rehabilitation of schools and development of appropriate curricula should be promoted and supported (Document 2).

Rationalisation and reduction of vocational courses (Document 14).

Establish an independent National Authority for Training (NAT)(Document 14).

A national council for TVE should be established (Document 7).

Donor assistance to fund to which also employers contribute (Documents 7, 14).

5. Non-formal education and adult education

Support for non-formal basic education is recommended although the main support should be given to formal basic education (Documents 3, 6).

Provide alternative, open and flexible ways of access to learning that take into account the diversity of situations, audiences and learning needs in Mozambique. These should be better addressed by a 'learning without frontiers' approach (Document 11).

6. Institutional aspects of the educational system and financial support

On financial support to the education system:

- The continuation of emergency assistance is recommended in case of a continued war scenario (Sida in Document 2).
- One donor sector analysis (FINNIDA in Document 2) does not recommend budget support until the institutional capacity has improved, while other donors support general budget support together with capacity building to improve the 'absorption capacity' of the Ministry of Education (Documents 3, 6). Often, however, conditions are mentioned for such a budget support, such as: priority for basic education, private participation in the education system, education of females and more attention for in-service training (Documents 3, 6).
- Support to the university and to vocational-technical education should be reconsidered (Document 2).
- High priority should be given to reinforcement of local administrative competence (Document 2).

Some general recommendations, related to institutional aspects:

- Continued support to ESSP (Document 12).
- Closer co-ordination among donors needed (Document 12).
- Public debate needed on educational issues (Document 12).

On management issues:

- MINED to take action on critical management issues on zero-budget level (Document 26).
- Establishment of an education management task team (Document 26).

7. Teachers

A number of recommendations follow directly from the findings:

- The construction of new teacher houses for basic education teachers should be supported (Documents 2, 19).
- Revise support system for primary teachers (Document 19).

- Restore social status of primary teachers (Document 19).
 - Improve infrastructure of teacher training institutions (Documents 20, 21).
- Another set of recommendations address the entry level of the teacher trainees and the structure of the programmes:
- Enrolment in CFPPs (Centres for the Training of Primary Teachers) after 10th grade (Documents 20, 21).
 - Two years teacher training with one-year practice in between (Document 21).
 - Transfer role in teacher training from MINED to institutions for higher education (Document 20).
 - The 7+3 model should be replaced by 10+1+1 in 1998 (Document 30).
 - The 10+1+1 model is competence-based and should lead to competencies in action research and reflective practice (Document 30).

8. *Schoolbooks/teaching materials*

Recommendations address institutional (capacity) aspects and also the consumer issues, such as lack of buying power:

- Support to textbook subsidies for low-income families should be co-financed with Sida (Document 2).
- The Sida support to distribution and production of textbooks should be continued (Document 2).
- High priority should be given to equally oriented provision of free textbooks (Document 2).
- Donor support to production and distribution of schoolbooks (Document 23).
- Introduce end-user subsidies (Document 23).
- Continuing technical assistance to Editora Escolar (Document 23).

9. *Educational research*

Support to educational research, planning and administration, adult education, teacher incentives and rehabilitation of schools is considered highly relevant and should be continued (Document 2).

10. *Equity issues*

Equity and equality are promoted by simultaneous attention for five factors (Document 16):

- A more holistic view on basic education.
- A global and systematic approach to gender issues.
- Inclusion of minority groups in basic education.
- Language policies and choice of medium of instruction.
- Production of diversified teaching materials for different categories of pupils.

Gender issues:

- Housing for female students (Document 3).
- Incentives for female students (Document 17).

Language issues:

- Start instruction in the mother tongue and change gradually to official language, but continue with teaching the mother tongue as curriculum subject (Documents 16, 17).
- Long and short term measures to improve bilingual and second language education (Document 25).

Awareness of the context of educational issues

In the introductory chapter, it has already been argued that Educational Sector Studies, especially in their evaluation of the educational system should pay attention to various “dimensions” of the context of the issues they address. Three dimensions were mentioned: economical, social/cultural and political. In other words, studies should pay attention to how politically imposed changes affect the cultural, religious, economic, etc. norms of a society.

The framework of analysis included the identification of awareness of the context in the documents, as described above and also of the historical aspects. The following data were obtained after the analysis of the 30 documents:

About half of the documents (14 of the 30) show, to a smaller or larger extent, awareness of the context.

The other half (16 out of 30) of the documents is without any context.

The following overview shows the various dimensions/aspects of the context, and their occurrence in the documents.

Table 15. Occurrence of context dimensions in 16 documents

Dimension	Codes of documents in which the dimension is shown
Historical	2, 3, 7, 8, 14, 28
Economical	2, 3, 8, 11, 14,17, 29, 30
Social/cultural	2, 3, 11, 15, 17, 24, 27, 28, 29, 30
Political	3, 8, 11, 13, 14, 15
“Linguistic”	15, 25

Although in ten documents awareness is shown of the social/cultural context of educational issues/problems, this awareness seems not to be translated into conclusions and recommendations. This means that these documents mention context related issues, for example, traditional views on the role of education in the community, but only a few documents address specifically the role of culture and tradition in overcoming or aggravating educational problems.

Conclusions

The analysis of 30 documents, representing various categories of studies and various themes leads to the conclusion that the studies cover the main issues that the ESSP addresses: access, quality and sustainability. The documents are representing the period 1990–1998 and it is therefore not surprising, taking into account the Jomtien recommendations of 1990, that many emphasise the need for improved access and quality of basic education. This might be exemplified by the presence of a “Masterplan for Basic Education” leaving out or under-representing the other sub-sectors, such as technical and vocational education, higher education, etc.

Not many real, full-scale, sector analysis studies have been carried out in the period 1990–1998 (and also not in the subsequent period until now). Within the limited group of real sector studies, most of them have served to assess the efficiency and effectiveness of donor aid programmes or to identify projects or programmes that might become areas of support for the donor. It is therefore not surprising to find different recommendations, next to a fairly common analysis of the “state of education”, in two sector analysis exercises that took place at the same time (USAID and FINNIDA/Sida in 1992), because of their difference in objectives.

Apart from trying to improve the accessibility to sector and related sub-sector and Special focus studies, this review also aims at providing succinctly a “bird’s eye view” of common

issues that the policy makers, researchers and donors find important. A continuation of this type of reviews is therefore recommended.

Chapitre 6 Critical analysis of the process

The purpose of this chapter is to undertake a detailed and critical analysis of the process of sector study in Mozambique. Our discussion is based on data from a purposeful sample of ten documents that were selected as case studies, and the interviews with different stakeholders from the MINED, the international funding and technical assistance agencies, and the research community. In total 18 people were interviewed: 7 from the Ministry of Education, 5 from the research community, and 6 from international funding and technical assistance agencies. The selection of the interviewees took into consideration their previous involvement in and familiarity with the process of commissioning, approving, conducting or monitoring one particular study or set of studies.

The selection of the ten case studies was based on the following of criteria:

Each study should cover at least one key issue related to the implementation of the ESSP, although such studies had not been specifically commissioned for the ESSP.

Each study should have a potential to elicit information relevant to process analysis through interviews with commissioning institutions and the MINED.

The studies as a whole should reflect a balance of international funding and technical assistance agencies and other institutions involved in education sector analysis.

The table below provides an overview of the institutions involved in the commissioning and/or financing of the ten studies. As it indicates, 4 of the studies included in the sample had been commissioned by MINED alone or by MINED and one or more development partners, 2 by INDE and the remaining 4 by international funding and technical assistance agencies. By contrast, only two of the studies had been financed by MINED, and the remaining 8 by development partners.

The following critical process issues have emerged both from the case studies and the interviews:

Initiation of the studies

Selection of consultants/researchers

Role of studies in policy formulation

Significance of studies to the implementation of the ESSP

Reactions of MINED and international funding and technical assistance agencies

Dissemination of the results

Topics for further investigation

Table 16. *Institutions commissioning and financing 10 selected studies*

Organisation/Institution	Studies commissioned	Studies financed
MINED	2	2
MINED & the Min. of Labor	1	0
MINED & UNICEF & CIDA	1	0
INDE	2	0
Sida	3	4
UNDP	1	1
Danida	0	1
The Netherlands Embassy	0	1
UNICEF-CIDA	0	1

Initiation of the studies

No single, uniform pattern of initiation of studies emerged from the analysis. While some studies were initiated by the MINED or INDE alone, others were initiated by international funding and technical assistance agencies, and again others were a joint initiative of the MINED and INDE and a bilateral or multilateral aid agency.

Studies initiated by the MINED were often described as responses to changing government policies, or as preparation for changes to be introduced in one particular domain or level of the education system. In some cases MINED officials may wish to introduce changes within a sub-sector under their responsibility but have no evidence to persuade donors to provide financial support for the proposed changes. Under these circumstances undertaking a study may provide a basis for legitimisation and negotiation with donors. On the other hand, officials may seek financial support to implement certain policies, and use studies as a means to draw the attention of donors or international funding and technical assistance agencies.

International funding and technical assistance agencies may initiate studies for different kinds of reasons. They may commission a study in response to a felt need to evaluate an ongoing bilateral support or to design a new co-operative agreement. They may also want to take a deeper look into some problems encountered in the process of implementation of certain projects, and gain insights on how to cope with those problems. Another important reason may be a need for complementary information or second opinion on an existing program, before a decision is taken on whether or not to support it.

On the other hand, some international organisations may initiate studies based on a set of their own internal guidelines and procedures. Thus, the commissioning of studies can occur at the end of a project, or during project implementation, and the initiative can be at global, regional, or local level. In any case, as most respondents emphasised, sector studies can be regarded as a joint initiative of international funding and technical assistance agencies or international organisations and the MINED. The drafting of the terms of reference and rationale for the study, and the selection of consultants were often seen as an outcome of mutual consultation and dialogue between agencies and the MINED.

Selection of consultants/researchers

As with the commissioning of studies, no standard, pre-set criteria for the selection of consultants/researchers, at least for the set of 10 studies, emerged. While some organisations, including international funding and technical assistance agencies, select their consultants based on the terms of reference for each study, others argue that such a role should be the responsibility of the MINED. Some international organisations have a structure of several layers of advice, and perceive their choice of consultants as a mix of global, regional and local expertise.

Some international funding and technical assistance agencies may fund studies commissioned by a Mozambican institution, but without playing any significant role in the selection of researchers/consultants. According to many senior MINED officials there has been more dialogue and consultation between the Ministry and international funding and technical assistance agencies at present than in the past. Up to the early 1990s international funding and technical assistance agencies used to select their consultants without prior consultation with the Ministry. MINED officials, however, feel that from 1992 onward there has been consultation on a regular basis, and that considerable progress has been made in incorporating Mozambican researchers in consulting teams.

Different factors account for this procedural shift. On the one hand, the ongoing macro-economic and political reforms appear to have created an environment that is more favourable to openness and dialogue. On the other hand, the number of Mozambican experienced researchers available both at MINED and INDE, and at UEM, UP and other

research institutions has been growing considerably over the last ten years. MINED officials often see this as a sign of renewed strength and self-reliance.

Role of studies in policy formulation

The role of sector studies in shaping education policy in sub-Saharan Africa has been described as weak and problematic (Samoff, 1999). Our review of the ten case studies suggests that both the international funding and technical assistance agencies and the Ministry of Education expected most of the studies to play an important role in informing education policy in Mozambique. It should be noted, however, that the non-representative character of our sample coupled with problems related to the process of the commissioning of studies, limited access to the studies, and weak dissemination of the results make our findings non-generalisable to the whole set of education sector documents of the period 1990-1998 that have been collected so far. In the table below we summarise the views of different actors on the role played by 10 selected studies.

Table 17. *A brief description of 10 selected studies*

Nº	Title	Remarks
1	<i>A Educação em Moçambique: Problemas e Perspectivas, 1990</i>	This report was described as MINED's first attempt to develop a program for the entire education sector in a context of civil war and a structural adjustment program that had started in 1987. MINED officials regarded this study as an important step towards providing tentative long-term scenarios for the education sector in a future of peace and stability in Mozambique.
4	<i>The Mozambican Education System and the Swedish Support, 1995</i>	This study was described by both international agency representatives and MINED officials as of great value in reviewing ongoing bilateral support and providing background support for the design of a new co-operative agreement between MINED and Sida. It was also seen as a first step toward the formulation of a capacity building program currently known as the PRCI (<i>Programa de Capacitação Institucional</i>), one of the main components of the ESSP.
12	<i>Mozambique Basic Education: Report of an in-depth Evaluation Mission, 1997</i>	Both international agency representatives and MINED officials agreed that this evaluation study has played a critical role in revealing the problems associated with writing textbooks and other study materials in local languages in Mozambique. However, its most significant contribution appears to have been in helping to develop a distance education model for in-service training of primary school teachers that is part and parcel of the ESSP.
14	<i>Revisão da Política e Estratégias Ensino Técnico e da Formação Profissional em Moçambique, 1996</i>	This study has responded to the need for a deeper analysis of technical and vocational education and to build a more systematic and strategic view of the sub-sector. According to MINED officials, the idea of shared responsibility for technical and vocational education among major stakeholders, which is advocated in the national education policy document, follows from this report.

N°	Title	Remarks
23	<i>Education and Society: The Role of Education and Textbook Policy in a Society under Transition, 1994</i>	Aid agency representatives, MINED officials and Mozambican education researchers unanimously regarded this report as an important tool that helped to shape a new textbook policy for basic education in Mozambique. The report also argued for a deep rather than a surface curriculum review for basic education and teacher education.
25	<i>Relatório Final sobre Ensino Bilingue. Resultados da Avaliação Externa da Experiência de Escolarização Bilingue em Moçambique (PEBIMO), 1997</i>	This report added to and provided support to existing knowledge about bilingual education, on the one hand, and raised awareness to some methodological problems associated with the design of experiments in bilingual education, on the other.
26	<i>Managing for Better Schools in Mozambique: An Integrated Approach to Building Capacity in Education, 1997</i>	The purpose of this study was to contribute to the further development of the institutional development program (PRCI) within the MINED, and to provide information for Sida to decide whether or not to support the PRCI. Aid agency representatives, however, argued that the report had little influence on the formulation of education policy, since the policy had already been in place; therefore, it only confirmed that both policy and PRCI were on the right direction.
27	<i>Inserção da Escola na Comunidade. Relatório das Pesquisas Antropológicas sobre a Interação entre a Cultura Tradicional e a Escola Oficial na Província de Nampula, Manica e Inhambane, 1998</i>	Educational researchers involved in this study described it is an integral part of the process of curriculum transformation, one of its key activities that had been designed to provide useful information for the basic education curriculum review process. This study allowed the researchers to take a closer look into and question the linkage between traditional educational systems and formal/modern school systems, on the one hand, and the interaction between family education and school education, on the other. It is not clear, however, whether and in what ways it has shaped decisions about the curriculum.
28	<i>Factores de Promoção da Escolarização da Rapariga. Relatório Final, 1998</i>	The main contribution of this study to policy formulation was to draw the attention of policy makers to the social situation of Mozambican women and the levels of their social and political participation in national life. Both the national education policy and the ESSP suggest measures to address the disparities of access and success of girls and women at all levels of schooling.
30	<i>Teacher Education Reform Proposal: Processes, Content and Structure of the 10+1+1 Model.</i>	This study responds to the "aide memoire" of the September 1997 joint ESSP appraisal mission, which recommended a faster alternative model of primary teacher education to be investigated as a contribution to improving the quality of basic education. The new 10+1+1 model would gradually replace the old 7+ 3 model, in such a way that pre-service and in-service training would be closely articulated. Some IMAPs in Tete and Maputo have already started implementing this model.

Significance of the studies to the ESSP

With only two exceptions the case studies contained findings relevant to the ESSP. Although most of the studies were not explicitly commissioned or designed to provide support to the ESSP, their findings and recommendations are nonetheless relevant to it. Table 18 summarises the main features that make the findings and recommendations of the selected case studies useful to implementation of the ESSP.

Table 18. Relevance of 10 selected studies to the ESSP

N°	Title	Relevance of findings and recommendations to the ESSP
1	<i>A Educação em Moçambique: Problemas e Perspectivas, 1990</i>	This study, along with the reports by the "Technical Commissions" and the 1995 National Education Policy, was described both by MINED officials and aid agency representatives as milestones in the process that led to the formulation of the ESSP.
4	<i>The Mozambican Education System and the Swedish Support, 1995</i>	A starting point for the design of a program for strengthening the institutional capacity of MINED supported by Sida. Such a program became a key component of the ESSP.
12	<i>Mozambique Basic Education: Report of in-depth Evaluation Mission, 1997</i>	Provided support to the development of distance education for primary school teachers, a key component of the ESSP.
14	<i>Revisão da Política e Estratégias do Ensino Técnico e da Formação Profissional em Moçambique, 1996</i>	No specific program of action relevant to the ESSP has emerged from this study.
23	<i>Education and Society: The Role of Education and Textbook Policy in a Society under Transition, 1994</i>	The new textbook policy for basic education is an essential element of the ESSP.
25	<i>Relatório Final sobre Ensino Bilingue. Resultados da Avaliação Externa da Experiência de Escolarização Bilingue em Moçambique (PEBIMO), 1997</i>	The bilingual issue is reflected in the ongoing curriculum transformation project, which suggests a positive response of the MINED to the findings of the study.
26	<i>Managing for Better Schools in Mozambique: An Integrated Approach to Building Capacity in Education, 1997</i>	No specific program of action relevant to the implementation of the ESSP has emerged from this study.
27	<i>Inserção da Escola na Comunidade. Relatório das Pesquisas Antropológicas sobre a Interação entre a Cultura Tradicional e a Escola Oficial, 1998</i>	Provided background information on the interface between education, society and culture, as well as inputs to ongoing curriculum transformation. However, the impact of this study on the process of curriculum transformation is not clear.
28	<i>Factores de Promoção da Escolarização da Rapariga. Relatório Final, 1998</i>	Raised awareness to current low levels of participation of girls and women in education, especially in rural areas. Increased access of women is a priority issue in the ESSP.
30	<i>Teacher Education Reform project Proposal. Processes, Content and Structure of the 10 + 1 + 1 Model, 1998</i>	The 10+1+1 model is expected to gradually replace the 7+3 model. The latter is considered inadequate for providing high quality output of primary school teachers, a pre-requisite for improved quality of basic education.

Reactions of MINED and international funding and technical assistance agencies

In most cases both MINED and international funding and technical assistance agencies reacted to the findings and recommendations of studies in oral form. This may have taken place either at regular meetings between MINED officials and aid representatives, or through direct involvement of MINED officials in the study, and this would be confirmed after presentation of the results in a debriefing. In one case (Document 70) no evidence of openly expressed reaction from either side was found. Nevertheless, the fact that specific, written reactions to findings either from MINED or from international funding and technical assistance agencies were not recorded does not mean that no action or decision was taken as a result of such studies. On the contrary, responses to findings of a number of studies appear to have been given by MINED as concrete actions/reactions. This could involve the signing of a new agreement between MINED

and an aid agency or donor, or the planning, implementation, or termination of a program or project.

Dissemination of the findings

Aid agency representatives, researchers and policy makers interviewed expressed the view that there has been little debate around education sector analyses in Mozambique. Most professional educators are not familiar with the existing research and evaluation studies and other educational policy documents. The main constraints include limited access to the studies, the size and format of the studies, among other aspects.

All the respondents described access to educational policy and evaluation studies as problematic. A considerable number of studies that have been undertaken between 1990 and 1998 remain inaccessible to most educators and other practitioners. Apparently MINED did not allocate space or commit resources to be used for systematic collection, classification and storage of research reports and policy documents deemed relevant for education policy formulation and implementation. Only a limited circle of experts and policy makers linked to international funding and technical assistance agencies and the central organs of MINED were familiar with some of the existing studies.

The size and format of most studies can be a discouraging factor as well, especially for those who are not familiar with the educational research and policy analysis discourse. The size of documents can vary from 30 to over 120 pages, excluding appendices, and some of them are replete with graphs and statistical tables whose interpretation requires some degree of sophistication not available to the average educator in Mozambique.

On the other hand, some studies have no terms of reference and even those where the terms of reference are clear do not make provisions to ensure the translation and dissemination of the report. Taking these factors into account many respondents suggested that the terms of reference should make explicit provisions for dissemination of studies. These might include a fixed number of pages not to be exceeded, an executive summary and a budget for translation into Portuguese (or English).

Topics for further investigation

Through the interviews we sought to improve our understanding of the extent to which MINED officials and aid agency representatives viewed the existing education sector studies as a reliable knowledge foundation to support the implementation of the ESSP.

Both MINED officials and aid agency respondents were unanimous that the existing studies covered a wide range of issues relevant to the ESSP; however, they also underlined what they perceived as knowledge utilisation deficiencies within the Ministry of Education. The MINED had not yet developed its own capacity to produce knowledge and manage the information generated by sector studies. While this could be regarded as a long-term goal, many participants contended that it was a pre-requisite for the MINED to be able to assess properly whether or not more and what additional information was needed. Nonetheless, they suggested the following issues and topics for further investigation:

- (a) The sub-sector of teacher training and the whole set of issues related to teacher training, motivation, and performance in Mozambican schools: criteria of recruitment, supply of candidates, pre-service training, induction, pedagogical support, in-service training and professional development, working and living conditions, incentives, etc.
- (b) Supervision and quality assurance in teacher training: how to operate the transition from the 7+3 to the 10+1+1 teacher education model?
- (c) How to implement bilingual education in the proposed new curriculum for basic education?

- (d) How to integrate general secondary education, technical and vocational education, adult education and higher education in the ESSP?
- (e) Adult basic education and literacy: What curricula? Who should fund them?
- (f) How cost-effective are the different scenarios portrayed in the ESSP?
- (g) A monitoring system for innovative projects: How such a system could be designed and integrated into each project from the outset?
- (h) A functional analysis of decentralisation involving a systematic analysis of capacities and roles of education officers at the provincial and district levels.
- (i) Integration and collaboration of communities and other actors: How local communities and other actors in the society should be much more involved in education?
- (j) The cultural dimension of schooling: alternative strategies for tightening the linkage and cultural dialogue between schools and communities.

In turn, members of the research community interviewed underlined the need for a research plan where priority educational topics/problems to be investigated should be clearly identified and available to all stakeholders.

Chapitre 7 Indicators to monitor the implementation of the ESSP

One of the main purposes of the present review was to develop baseline data for monitoring the ESSP. Based on the findings and recommendations from previous chapters, particularly from Chapter 5 (Main themes, conclusions and recommendations of the studies) we developed a set of indicators we believe to be relevant for the ESSP. In doing so, we want to underline the difference between the findings and recommendations of studies carried out prior to 1995 and those carried out between 1995-1998. Taking into account the difference in social and political contexts of both periods, we have focused our attention on the findings and recommendations from the latter period. We started by reviewing the existing performance indicators developed by MINED in order to monitor the ESSP, then tried to find out whether any support from, gap or overlap between such indicators and the indicators derived from the findings, conclusions and recommendations of our review existed.

Key performance indicators agreed upon between the Ministry of Education and international Cupertino agencies

According to the Report of the 1st Annual Review Meeting of the ESSP held in Maputo, on 24-29 May 1999 MINED and the World Bank proposed six indicators to be used as baseline data to monitor the achievement of ESSP objectives every year over the strategic plan period. In addition to those indicators the participants suggested that more information should be gathered about (1) increases in girls' enrolment and retention rates at primary and secondary levels; (2) improvement in learning outcomes (Education for All, EFA indicator # 15); and (3) improvement in completion rates at all stages.

Following is a summary of the nine performance indicators agreed with MINED:

- (a) Increased proportion of students passing key primary and lower secondary examinations:
 - (i) Grade 5 from 54% to 75%
 - (ii) Grade 7 from 37% to 60%
 - (iii) Grade 10 from 33% to 55%
- (b) A reduction in the average repetition rate by half for primary and secondary education.
- (c) An increase in gross enrolment rates:
 - (i) Grades 1-5 from 67% to 86%
 - (ii) Grades 6-7 from 15% to 30%
- (d) An increase in enrolment in the schools and districts where classrooms are built, equivalent to at least 74% of the new capacity created.
- (e) Implementation of at least 80% of the work program for each year, measured by the physical targets and budget spent for program and routine activities.
- (f) Achievement of the agreed rate of decentralisation of management to provinces and districts as defined in the schedule to be included in the procedures' manual.
- (g) Increases (to be specified) in girls' enrolment and retention rates at primary and secondary levels.
- (h) Improvement (to be specified) in learning outcomes (EFA indicator # 15).
- (i) Improvement (to be specified) in completion rates at all stages.

Additional indicators recommended

With the exception of indicator # 5 that is concerned with the implementation of at least 80% of the work program each year, measured by the physical targets and budget spent for program and routine activities, the remaining eight indicators in the above list are supported by the findings

and recommendations in the present review. Further to the above list of indicators, we suggest additional information to be sought about:

- (a) Reduction in disparities of access to the different levels of the education system between the northern, central and southern provinces of Mozambique.
- (b) Flexible, learner-centred primary and secondary curricula, sensitive to regional differences developed and agreed upon.
- (c) Development of new teaching and learning materials that account for the multilingual situation in the context of the ongoing basic education curriculum transformation of Mozambique.
- (d) A policy framework for pre-service and in-service teacher training and professional development discussed and approved.
- (e) A policy framework allowing the participation of parents and other members of the community in school management developed and agreed upon.

Chapitre 8 Dissemination, storage and access to education sector studies

Ways of disseminating education sector studies

In interviews with the donors the opinion was expressed that a debate on education studies is lacking (see also Chapter 6). In fact, education sector reports do often not exceed the status of “draft” because they have not properly been discussed with the stakeholders. The format and layout of many studies are also not conducive to a wide dissemination. In Chapter 4, on the quality of the studies, the lack of readability was noted; only four of the 30 analysed documents could be qualified as having a good to excellent readability. Often studies lack an executive summary that could help in improving the dissemination of the studies and the discussion of their findings and recommendations.

Dissemination could also greatly be improved by using the Internet. For example, the OSUWELA project (a Dutch funded teacher training and upgrading project in one of the provinces) has a website in order to keep the research community and the general public informed about the progress of the project. Although a website on sector studies would require more than just information on practical events, it still remains a cost-effective method to allow two-way communication between the stakeholders in the educational sector.

The dissemination of the studies should be part of the terms of reference, when commissioning these studies. This would also ensure that the dissemination of the results and recommendations is financed as an integral part of the study. For dissemination on a wider scale, the production of summaries of the studies in an accessible language should be a normal procedure and part and parcel of consultancies for education sector studies.

INDE has played an important role in the dissemination of studies by editing them in a series of “Cadernos de Pesquisa”, research booklets. Until now, almost 40 of such booklets have been produced. The donors, when interviewed, indicated their co-operative forum (COPA) as a means to disseminate studies.

Although in some cases the outcomes of the studies have been discussed in a seminar with the stakeholders, nothing much has been done afterwards in terms of further dissemination and monitoring of the effect of the studies.

Efforts should be continued to increase the capacity in the MINED to read and understand the studies and translate them into policy decisions. For this purpose the use of Portuguese is a necessity.

The observations and recommendations of the donors have been confirmed by interviews with researchers.

As mentioned before, the review team intended to open a website on which the progress of the activities could be followed and stakeholders could participate in a continuing discussion during the review process. The summaries of the documents used for the analysis, and any other important information would be published on this website. The website would be maintained during the review process by one of the team members. Preliminary discussions with some computer and IT experts within the MINED led to the conclusion that a WebPages could be opened on the existing site of the MINED. The responsibility for the page(s) would reside within the MINED.

Documentation of education sector studies

Access to the studies is very restricted. It seems as if only a group of privileged persons have actually access to studies. Because a central storage and filing facility for education studies does not exist, it has been very difficult for the review team to collect important documents and is even more difficult for the “normal” researcher or policy-maker. It is therefore necessary to create a documentation centre with electronic facilities for the storage and dissemination of education sector studies and providing regular information on these documents.

Discussions with relevant experts the MINED have resulted in a draft database, using the Microsoft programme “Access97”. The summaries will be included in this database, after some improvements have been made to the draft.

One of the discussion points during the national seminar will be how to promote further access to and use of the summaries by researchers, International funding and technical assistance agencies and policymakers. The review team sees the creation of a database as a way to facilitate access to documents related to the analysis of education policy. It is expected that especially the use of electronic media will enhance the availability of data for the interested professionals and the public at large.

Recommendations

In summary, the following recommendations could be made with respect to the documentation and dissemination of education sector studies:

- (a) The dissemination of the studies should be part of the terms of reference.
- (b) The production of summaries of the studies in an accessible language should be a normal procedure.
- (c) Investigate the capacity in the MINED to read and understand the studies and to translate them into policy decisions.
- (d) Translate, if necessary, the documents into Portuguese.
- (e) Create a documentation centre with electronic facilities for the storage and dissemination of education sector studies and providing regular information on these documents.
- (f) Start a website to disseminate summaries of the studies and provide information.

Chapitre 9 Conclusions, recommendations and the way forward

Conclusions

In this chapter we reflect on the key issues and findings previously reported, and present our main conclusions and recommendations. Two sets of recommendations are put forward: those derived from detailed review of education sector studies, and those that were drawn from the conclusions and recommendations of the national seminar on education sector analysis (March 21, 2000).

The present review allowed us to undertake an extensive, although not necessarily complete, inventory of sector studies, along with detailed information on their content, authorship and sponsorship. As a result, a global view of the topics, themes and recommendations contained in the studies reviewed is now available. Based on a small number of case studies, a detailed, critical analysis of the commissioning of studies, selection of researchers/consultants, the significance of the studies the ESSP, and the dissemination of the results was undertaken, and a selection of performance indicators for monitoring the implementation of the ESSP has been added to the existing ones.

In essence, this review suggests that the set of 30 documents reviewed cover the key issues addressed by the ESSP. These include expanding access to education, improving educational quality, and sustaining the expansion. In addition, curriculum relevance understood in terms of responsiveness of the basic education curriculum to the socio-economic and cultural context of learners is another salient theme. Since the documents reviewed cover the period 1990-1998, we were not surprised to find that many studies explicitly or implicitly assumed improved access to and quality of basic education to be a top priority. This is consistent with the recommendations of the Jomtien Conference (1990) on education for all and current concerns of MINED itself.

Taking into account the transformation of the Mozambican society in the period 1990-1998 following the civil war and the first general multiparty elections of 1994, we see the use of findings and recommendations of studies prior to 1994 as a source of baseline data for monitoring the implementation of the ESSP as problematic. Nevertheless, a significant number of studies conducted between 1995 and 1998 did provide relevant information for developing educational indicators.

However, the number of studies reviewed that can be described as sector analysis studies *stricto sensu* is limited. Out of such studies, a large proportion has been used by international and donor agencies to assess the efficiency, effectiveness and sustainability of existing programs or the feasibility of new ones.

A review of the total sample of 99 documents suggests an association between the focus of documents and the level of participation of Mozambican and foreign researchers: the narrower the focus of the document, the larger the number of Mozambicans participating in the research team; conversely, the broader the focus, the larger the number of foreign researchers. It also suggests a strong male predominance in the research teams. On the other hand, the number of Mozambicans participating in sector or sub-sector studies appears to be greater in the period 1995-1998 than the first half of the decade.

In the absence of a methodology section it is difficult to assess the intrinsic and extrinsic quality of the studies reviewed. By intrinsic quality we mean scientific rigor, accuracy and reliability of data and data collection and analysis procedures, and by extrinsic quality we refer to ecological validity and trustworthiness of findings. Intrinsic and extrinsic quality may be affected by a number of factors: lack of co-ordination and cross-referencing in data collection procedures; flawed data and inadequate use of data and knowledge generated by previous studies; absence of

clear theoretical frameworks; flawed research designs; inattention to the socio-economic, political and cultural contexts.

There is no tradition of exchanging information and debate about education sector analysis in Mozambique. Most studies carried out in the period 1990-1998 are inaccessible to the majority of professional educators, researchers and other stakeholders. Only a limited circle of experts and policy makers who have close contacts with international funding and technical assistance agencies appear to be familiar with some of the existing studies.

Recommendations

Based on the preceding discussion we summarise our recommendations as follows:

- (a) International organisations and funding and technical assistance agencies in collaboration with MINED should make additional effort to involve more Mozambican researchers in research teams dealing with issues with a broader focus. In our view this is a practical way of building local research capacity and increasing the ownership of the results of sector analyses.
- (b) The process of commissioning and conceptualising the studies, as well as the selection of researchers/consultants should be made even more transparent.
- (c) The terms of reference of each study should also include the need of a methods section, suggest the size of the report (e.g. maximum number of pages), and make provisions to ensure the translation and wide dissemination of results.
- (d) Specific measures to facilitate the documentation and dissemination of education sector studies include:
 - (i) Producing executive summaries of education sector analyses and evaluations in a format that makes them more reader friendly.
 - (ii) Using the internet to disseminate summaries of existing education sector studies and update policy-makers, educational researchers and other practitioners.
 - (iii) Increasing the capacity of the MINED staff at different levels to read, understand and translate the studies into policy decisions.
 - (iv) Translating documents into Portuguese and making them available to a wider audience.

As we indicated earlier, a second set of recommendations was derived from the conclusions and recommendations of the national seminar on education sector analysis (March 21). Although these recommendations are not directly related to the findings and conclusions of the present review, or may not influence the implementation of the ESSP, they may contribute to improving the process of education sector analysis as a whole.

Recommendations emerging from the national seminar are as follows:

- (a) An agenda for educational research and evaluation, and policy analysis should be discussed and agreed with all relevant partners. Educational research areas should be more diversified and deliberate efforts made to invest in the training of local educational researchers.
- (b) A national institution responsible for co-ordinating and assessing the results of educational research and policy analysis studies should be established. Such a unit should take charge of promoting open competition for research grants, and making research funds available for selected topics/priority areas, according to agreed on rules and regulations with higher education and research institutions. In order to ensure quality results, educational research and policy studies should rely on local capacity in collaboration with foreign expertise.
- (c) The roles of local research institutions (universities, research institutes, teacher training colleges) in conducting, monitoring and supervising educational policy analysis studies

should be clarified. Whenever a study is conducted in a place its findings and conclusions should be shared with members of that community.

- (d) The dissemination of research findings should be improved through the production of brochures, special magazines, reports and the like. Copies of each educational research report or evaluation study should be sent to the Documentation Centre of the Ministry of Education for storage, systematisation and dissemination.

The way forward

An important step toward addressing the problems deriving from limited capacity to plan, conduct and manage education sector analysis designed to inform educational policy and practice in Mozambique, is to establish a unit for education policy analysis within the MINED itself. Such a unit would be responsible, amongst others, for collecting and analysing studies and advising on sector studies to be conducted on behalf of the MINED or by MINED personnel. This unit would also be the place to store the collected document while being, at the same time, responsible for the maintenance of the database that has been created by the review team and the MINED. Thirdly, the unit would function as a forum for dialogue between policy makers, on one hand, and educational researchers, policy analysts and other stakeholders, on the other.

To further the aim of dialogue, a Website will be created in the near future containing also information about the documents, summaries and review of the selected studies and offering the possibility to react in one or another form. In addition to the suggested unit, an independent institution, outside the Ministry of Education, capable of taking a more critical look at sector studies being carried out by donor agencies and the MINED, and of training Mozambican education policy researchers should be established as soon as possible.

The MINED should be encouraged to support existing institutions outside the Ministry to form such an institute, for example by commissioning research assignments to local research institutions and researchers, requiring the expertise from various corners. An example would be research, leading to the design of an “analytical instrument” to provide the policymakers with systematic and grounded information on the implementation of the Education Sector Strategic Plan.

Until now the review process has certainly contributed to an initial capacity building in the MINED. Relevant officers of the MINED have been in almost constant dialogue with the review team in a spirit of “natural partnership”. The creation of a database for the documents is a joint exercise of members of the review team and MINED officers. Finally it is expected that the re-opening of the Faculty of Education at the UEM will contribute to the establishment of an identifiable unit of research on educational policy matters.

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Appendices

1. Definition of some terms used in the review

I. *Terms used in the classification of documents (from Samoff, 1996):*

Scope General: documents whose scope reaches beyond a single country.

Multi-sector: covers not only education, but also other sectors.

Education sector: education at all levels and of all sorts (not necessarily on-the-job, vocational training).

Sub-sector: contains one of the principal sub-divisions, e.g. primary education or secondary education.

Special focus: focusing on a particular dimension or element, e.g. textbooks.

Document type

Study: planned, focused and systematic research

primary data collection or secondary analysis of government or other data

not only reporting but also own analysis

link between presentation and analysis of data and conclusions and recommendations

mostly prepared by team of researchers

Report: summarise or review a particular situation, generally to assist the external agency in developing policies

may provide also pre- or post-project information (e.g. project identification and project completion reports)

briefier than studies

less systematic analysis

conclusions and recommendations more based on general premises, priorities and values

Paper: agency policy statements and overview and position papers prepared for particular agencies

no systematic analysis

no exploration of alternative explanations

little detailed attention to basic data

II. *Terms used in the headings of the various categories of the summaries:*

Methods used: in many documents a description and justification of the methodology are lacking, for that reason “methods used” was preferred to “methodology”.

Education issue(s) deemed problematic: topics that are considered to be the principal problems dealt with in the document.

Major focus: the main theme of the document.

Other major concerns: other themes related to the principal theme considered important in the study.

Other comments: other issues or information contained in the document.

2. List of education sector documents (studies, reports and papers) of the period 1990-1998

Note: Documents, indicated with an asterisk in the first column, have been chosen as case studies for detailed analysis.

No.	Title	Year	Authors	Commissioned by	Scope	Type
1*	A educação em Moçambique. Problemas e perspectivas	1990	MINED	MINED	Sector	Report
2	Mozambique education sector review	1992	Takala, T. Carrilho, F. Daun, H. da Conceição Lourenço, M. Skreien, L.	FINNIDA/Sida	Sector	Study
3	Mozambique education sector assessment	1992	Dzimbo, K.P. Plank, D. N. Torres, C. A. Verhine, R. E.	Improving the Efficiency of Educational Systems' Project (USAID funded)	Sector	Study
4*	The Mozambican education system and the Swedish sector support	1995	da Cruz, A. Dzimbo, P. K. Walberg, B.	Sida	Sector	Study
5	Presente e perspectivas	1991	UEM	UEM	Sub-sector	Report
6	Mozambique, capacity building; human resources development. Project. staff appraisal report.	1992	World Bank	World Bank	Sub-Sector	Study
7	O Ensino técnico-profissional em Moçambique: Problemas e perspectivas	1992	Langa, C. Pereira, T. Balate, L. <i>et al.</i>	MINED, Dir. Nacional do Ens. Téchn.-profissional	Sub-sector	Report
8	Rehabilitation, refugees, resources. Aspects of basic education Planning in Mozambique	1994	Woodward, D. T. Eduardo, G. Berlin	WUS UK and WUS International Secretariat, Geneva	Sub-sector	Study
9	Análise dos sistemas de formação de professores do ensino básico em Moçambique: Proposta de mudança	1995	Carvalho, R.	UNDP-UNESCO	Sub-sector	Study
10	Preschool and primary school study in Zambezia province	1995	Matshazi, M. Lawrence, L. Sultan, A. Harding, A. Timbane, E.	UNICEF Save the Children Fund (UK)	Sub-sector	Study
11	Alcançando os beneficiários da aprendizagem não alcançados em Moçambique	1997	Klees, S. Matangala, A. Spronk, B. Visser, J.	UNESCO	Sub-sector	Study

Appendix 2. List of education sector documents

No.	Title	Year	Authors	Commissioned by	Scope	Type
12*	Mozambique. Basic education. Report of the in-depth evaluation mission	1997	Plank, D. N. E. Pereira, H. Charles	UNDP	Sub-sector	
13	Review of secondary education in Mozambique – Perspectives for sub-sector strategic plan	1998	Todd, M. Coombe, C. Mundobh S.	UNESCO	Sub-sector	Study
14*	Revisão da política e estratégias do ensino técnico e da formação profissional	1998	Various authors	MINED MINTRAB	Sub-sector	Report
15	External evaluation of the Swedish support to Universidade Eduardo Mondlane, Mozambique	1998	Wield, D. Bay, A. Gustafsson, S. Mlama, P.	Sida	Sub-sector	Report
16	Aproveitamento escolar no sistema nacional de educação. INDE, Cadernos de pesquisa 1.	1991	Martins, Z.	INDE Publication funded by Sida	Special focus	Study
17	O significado da escola. repetência e desistência na escola primária Moçambicana. INDE, caderno de pesquisa 2	1992	Palme, M.	MINED Publication funded by Sida	Special focus	Study
18	Final report and recommendations from evaluation of teaching materials for low primary education in Mozambique. II. Language issues	1993	Hyltenstam, K. Stroud, C.	INDE Stockholm Institute of Education	Special focus	Report
19	Vocação ou exclusão? Um estudo sobre o professor primário recém-formado. INDE, caderno de pesquisa 11	1994	Baloi, O. Palme, M. Tembe, H. Linha, C.	Dutch Embassy	Special focus	Study
20	Estudo dos institutos médios pedagógicos e o seu potencial na formação de professores em exercício. INDE, caderno de pesquisa 15	1994	Dzvimbo, K. P. Lima, J. C.	MINED	Special focus	Study
21	Estudo de viabilidade de os CFPP' se transformarem em CPR's. INDE, caderno de pesquisa 14	1994	de Fatima Fernando, Z. M. Germano, A. V. Mendes, J. C. Lima, M. Buendia	Dutch Embassy	Special focus	Study
22	Relatório da missão de avaliação do projecto MOZ/91/006	1994	Alemanly, M. C. L. Pereira, F. Gomez, M. B.	UNDP	Special focus	Report
23*	Education and society: The role of education and textbook policy in a society under transition	1994	Abrahamson, H. Nilsson, A.	Sida	Special focus	Report
24	Tendências de educação ambiental em Moçambique. INDE: Cadernos de pesquisa n° 13	1995	Various Editor: Matavele, J.	INDE	Special focus	Report

No.	Title	Year	Authors	Commissioned by	Scope	Type
25*	Relatório final sobre o ensino bilingue. Resultados da avaliação externa da experiência de escolarização bilingue em Moçambique(PEBIMO)	1997	Benson, C.	INDE	Special focus	Study
26*	Managing for better schools in Mozambique: An integrated approach to building capacity in education	1997	Coombe, C. L.	MINED and Sida	Special focus	Report
27*	Inserção da escola na comunidade. (relatório das pesquisas antropológicas sobre a interacção entre a cultura tradicional e a escola oficial, realizadas nas províncias de Nampula, Manica e Inhambane)	1998	da Conceição, R. A. Loforte, Mate, A. A. Manganhele, A. R.	UEM Faculdade de Letras, Departamento de Arqueologia e Antropologia	Special focus	Study
28*	Factores de promoção da escolarização da Rapariga	1998	Walker, B. Martins, A. Sabino, H. Uamusse, D. Wachave, F. Nhantumbo, L.	MINED UNICEF/Sida	Special focus	Study
29	Diagnóstico das capacidades dos alunos da 2ª, 3ª e 4ª classes, na cidade de Maputo, nas províncias de Maputo, Zambézia e Cabo Delgado	1998	Assis, A. Navesse, A. Soverano, A. Lauchande, C. Guibundana, D. Januário, F.M. Soverano, M. Mª J. Diniz	MINED Financed by Finnish Government	Special focus	Study
30*	Teacher education reform project proposal. Processes, content and structure of the 10+1+1 model	1998	Unknown	MINED	Special focus	Report
31	Adequação do apoio financeiro externo ao sector educacional em Moçambique. Cadernos de pesquisa 10	1994	Göran Linde	MINED, RECODE Publication funded by Sida	Sector	Study
32	Education in Mozambique – A review and perspectives	1994	Visser, M.	Danida	Sector	Report
33	Plano estratégico da educação (Education Sector Strategic Plan)	1998	Various authors	MINED	Sector	Report
34	Educação para todos em Moçambique Uma estratégia que nasce	1992	Various authors	MINED UNICEF	Sub-Sector	Paper
35	A Masterplan for basic education in Mozambique	1994	Unknown	MINED	Sub-sector	Report
36	Support programme to basic education in Tete province, Mozambique	1995	T&B Consult Ltd.	Danida	Sub-sector	Report
37	O Acesso à educação básica e à saúde nalgumas comunidades em Moçambique	1998	Cabarl, Z. (team leader)	Oxfam	Sub-sector	Report

Appendix 2. List of education sector documents

No.	Title	Year	Authors	Commissioned by	Scope	Type
38	Livros escolares e poder de compra Estudo sobre os livros escolares nas zonas rurais	1992	Akesson, G.	MINED ASDI	Special focus	Study
39	Comissão técnica sobre: educação não-formal	1993	Various authors	MINED	Special focus	Paper
40	Comissão técnica sobre: o livro escolar	1993	Various authors	MINED	Special focus	Paper
41	Comissão técnica sobre: desenvolvimento curricular	1993	Various authors	MINED	Special focus	Paper
42	Comissão técnica sobre: avaliação e exames	1993	Various authors	MINED	Special focus	Paper
43	Comissão técnica sobre: estruturas e descentralização	1993	Various authors	MINED	Special focus	Paper
44	Comissão técnica sobre: Formação de professores	1993	Various authors	MINED	Special focus	Paper
45	Comissão técnica sobre: privatização	1993	Various authors	MINED	Special focus	Paper
46	Cooperação e condicionalidade. O estado Moçambicano na nova Ordem mundial. INDE, cadernos de pesquisa 3	1993	David, N. Plank	INDE Publication funded by Sida	Multi-sector	Study
47	Situation analysis, rural areas in Mozambique	1996	Tomlinsson, J. Ramos, C. Branks, M.	ASDI/Govern. Mozambique	Multi-sector	Study
48	Proceedings of the 1991. Seminar on educational research in Mozambique. INDE.	1991	Martins, Z.	INDE, Sida, IDRC and ERNESA	Sector	Report
49	Apoio Sueco à Educação em Moçambique – Consulta anual MINED/ASDI 1992/93	1993	Unknown	Sida	Sector	Report
50	Education and training sector	1995	Quina, C.	EC	Sector	Study
51	National education policy and strategies for implementation	1995	MINED	MINED	Sector	Paper
52	Análise da situação educacional na província de Nampula	1996	Passos, A. Machado, G. Tembe, H. Mabuza, D.	Dutch embassy	Sector	Study
53	Development of education: National report of Mozambique	1996	MINED	MINED	Sector	Report
54	The capacity building programme in the Education Sector Strategic Plan (1997-2001)	1997	Haglund, R.	Sida	Sector	Paper
55	Situation analysis and background to the Mozambique Education Strategic Plan	1998	Chard, M.	British High Commission	Sector	Report
56	Resumos de estudos		Guro, M. Z.	INDE	Sub-sector	Paper
57	Staff appraisal report – Mozambique – Secondary education project	1990	Word Bank	MINED	Sub-sector	Report

No.	Title	Year	Authors	Commissioned by	Scope	Type
58	Mozambique : Assistance au secretariat d'État à l'enseignement technique et à la formation professionnelle	1991	Unknown	UNESCO & UNDP	Sub-sector	Report
59	Technical education in Mozambique, with special emphasis on the institutes in Beira and Maputo. A project proposal	1991	Hultin-Craelius, Sida M. Deivard, K.		Sub-sector	Report
60	Diagnóstico sobre a situação do ensino básico – Perspectivas para a descentralização administrativa	1993	Coopers and Lybrand/ UNICEF	UNICEF	Sub-sector	Report
61	Políticas e estratégias do ensino técnico e da formação profissional	1993	Unknown	MINED, Min. do Trabalho, Danida	Sub-sector	Report
62	Policy review for technical education and vocational training in Mozambique. Technical education and vocational training in Mozambique	1993	Denconsult	Danida	Sub-sector	Report
63	Estratégia comunicacional para a educação básica em Moçambique	1993	COOPIMAGEM	COOPIMAGEM	Sub-sector	Paper
64	Draft strategy paper for basic education	1993	Unknown	UNICEF MINED	Sub-Sector	Paper
65	Plano director do ensino técnico	1994	MINED	MINED	Sub-sector	Report
66	Apoio à educação básica na província de Inhambane	1996	Unknown	Government of Mozambique Government of Ireland	Sub-sector	Report
67	Programas do ensino superior apoiados pela ASDI em Moçambique, 1991-1996	1997	Carr-Hill,R. Flavell, R. H. Bishop, A. Gunstone, R. Alberto, A. Shotten, J.	Sida	Sub-sector	Report
68	Levantamento de dados sobre a capacidade de formação em Moçambique	1998	Unknown	MINED, Min. do Trabalho	Sub-sector	Paper
69	Manuais em Moçambique Organização, publicação, distribuição e financiamento parte I: Editora escolar	1990	Liljeson, L. Stoye, P. Akesson, G.	ASDI	Special focus	Study
70	Comissão técnica sobre: Apoio ao professor	1993	Various authors	MINED	Special focus	Paper
71	Final report of educational assessment project. Quality and assessment in primary science teaching in Mozambique. INDE	1994	Popov, O.	INDE/Stockholm Institute of Education	Special focus	Report

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No.	Title	Year	Authors	Commissioned by	Scope	Type
72	In- and pre-service teacher training for primary school teachers in Mozambique – A system approach	1994	MINED	MINED	Special focus	Paper
73	Projecto para o desenvolvimento do núcleo de educação à distância no IAP – Diagnóstico situacional	1994	IAP	MINED	Special focus	Paper
74	Textbooks as an agent of change gender aspects of primary school text books in Mozambique, Zambia and Zimbabwe	1996	Brickhill, P. C. O. Hoppers, K. Pehrsson	Sida DESO, Education Division	Special focus	Study
75	Mozambique secondary English project 1996 - 2001	1996	Unknown	British Development Division in Central Africa	Special focus	Report
76	Post-conflict Mozambique: Women's special situation, population issues and gender perspectives to be integrated into skills training and employment promotion	1997	Baden, S.	ILO (Geneva)	Special focus	Study
77	Study on textbook publishing for ensino secundario (sic), segundo ciclo (classes 11 and 12) as a World financed project for "capacity building"	1997	Stoye, P.	World Bank	Special focus	Study
78	State, missionaries and teacher training in Mozambique. A case study of Alvor teacher training College 1960-1976. Masters thesis	1997	Sambo, A. M.	INDE Stockholm Institute of Education	Special focus	Study
79	Teaching and learning. Drawing in grade 8 of secondary education in Mozambique	1997	Mesa, A.	INDE Stockholm Institute of Education	Special focus	Study
80	Os estudantes dos centros de formação de professores primários em Moçambique	1997	Guro, M. Z.	INDE Stockholm Institute of Education	Special focus	Study
81	Introdução de actividades tecnológicas tradicionais diferenciadas na base de género na escola primária moçambicana: um estudo de caso da escola primária de Macambacuine	1997	da C.B.T. Jasso, M.	INDE Stockholm Institute of Education	Special focus	Study
82	Current and final assessment in science education in Mozambique. A case study of primary schools	1997	Januário, F. M.	INDE Stockholm Institute of Education	Special focus	Study

No.	Title	Year	Authors	Commissioned by	Scope	Type
83	Moçambique: Apoio ao desenvolvimento de um cenário de despesas a médio prazo	1997	Muggeridge, E.	UK Banco Mundial	Special focus	Report
84	Estatísticas educacionais e informatização no Ministério da Educação de Moçambique	1997	Månsson, A. Noonan, R.	Sida	Special focus	Report
85	Relatório do diagnóstico aos CFPPs	1997	Sambo, A. M. Guro, M. Z.	MINED/INDE	Special focus	Report
86	Relatório do debate sobre “Estratégias de introdução e expansão do ensino em línguas Moçambicanas”	1997	Patel, S. Veloso, T. Benson, C. Soverano, M. da Barca, D. Bono, M. Muchave, A. Cabral, Z. Pedro, L.	INDE	Special focus	Paper
87	Human capital and social well-being in Mozambique. Chapter 5 in Understanding poverty and well-being in Mozambique: The first national assessment (1996-1997)	1998	Hand, S. Omar, F. Ibraimo, M.	Ministry of Planning and Finance, UEM and International Food Policy Research Institute	Special focus	Study
88	Promotion of equal access of girls to science education and technical/vocational education in Africa	1998	Januário, F. M. da C. Jasso, M.	UNESCO	Special focus	Study
89	Secondary and Technical English Project (STEP), DFIDCA joint monitoring mission	1998	Hadfield, C.	DFIDCA	Special focus	Report
90	Fundo de bolsas para nampula – Proposta de projecto de avaliação	1998	Walker, B. M.	Embaixada da Holanda	Special focus	Report
91	INDE Grupo de ciências naturais. Colecção de relatórios (1)	1999	Januário, F. M. Jasso, M. Popov, O.	INDE	Special focus	Report
92	The training of primary school teachers in Mozambique. A case study of Inhamissa Teacher Training Centre, 1976-1986.	1997	Mudiue, A. M.	Stockholm Institute of Education	Special focus	Study
93	Escolarização da rapariga em Moçambique	1995	Unknown	Fundação para o Desenvolvimento da Comunidade (FDC)	Special focus	Report
94	Towards a national policy for educational materials in Mozambique	1998	Brickhill, P. B. Lindahl	MINED	Special focus	Report
95	Política nacional sobre livros e materiais escolares	1998	Unknown	MINED	Special focus	Paper
96	Plano operativo da caixa escolar	1994	Unknown	MINED/Sida	Special focus	Paper

Appendix 2. List of education sector documents

No.	Title	Year	Authors	Commissioned by	Scope	Type
97	Can Sida transfer educational knowledge to Mozambique?	1995	Linde, G.	Sida	Special focus	Paper
98	Implementação da política nacional da educação inclusiva na província de Maputo	1998	Lehtomäki, E. Viniche, I.	PASE/UNESCO	Special focus	Paper
99	Learning without frontiers	1999	Zuber, A.	UNESCO	Special focus	Paper

3. Summaries

A Educação em Moçambique – Problemas e perspectivas
(Education in Mozambique – Problems and perspectives)

SPONSORING AGENCY:	MINED
COMMISSIONED BY:	MINED
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1990
LANGUAGE:	Portuguese
PAGES:	30

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: MINED.
2. DATES OF STUDY: 1990.
3. PERIOD COVERED: 1981-1990.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Summary of a previous diagnosis study (not quoted), enrolments and financial projections.
6. EDUCATION ISSUE(S): As a result of the crisis, the educational system presents a low level of enrolments, low efficacy and efficiency, lack of teaching and learning materials. All levels are affected, including basic and secondary education, adult education, vocational training and teacher training.
7. MAJOR FOCUS: Enrolments, efficacy, efficiency and financing the primary, secondary, pre-university levels, vocational training and adult education at national level. Teacher training system also considered.
8. OTHER MAJOR CONCERNS: School building and rehabilitation, teacher training, costs both on investment and recurrent spending.
9. PRINCIPAL FINDINGS: Weakness of the system at different levels: (a) downfall of the gross primary and secondary enrolment ratios, (b) low level of completion rates at all levels and high drop-out, thousands of students and teachers affected by security problems, including 50% of schools destroyed or closed, downfall of government spending on education as percentage of GDP and (c) deterioration of teacher's salaries.
10. PRINCIPAL RECOMMENDATIONS: Policy (re) orientation to redefine realistic objectives of the educational system in this crisis situation, oriented to the quality of education (staff, materials, planning and management, research), system expansion, emergency situation, effects of economic adjustment, adult education and vocational training.
11. OTHER COMMENTS: MINED's official paper presented to a donors conference in January 1990.

Mozambique education sector review

SPONSORING AGENCY: FINNIDA and Sida
 COMMISSIONED BY: FINNIDA and Sida
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: March 1992
 LANGUAGE: English
 PAGES: 58 + 24 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Takala, T.; Carrilho, F.; Daun, H.; da Conceição Lourenço, M.; Skreien, L.
2. DATES OF STUDY: 3-2 to 21-2, 1992.
3. PERIOD COVERED: 1975-1991.
4. TYPE OF DOCUMENT: Study.
5. METHODS USED: Consultation of documents. Interviews with “actors” in education, employers and donor agencies. Field visits to educational institutions in and around Maputo City, Manica, Sofala and Zambezia provinces.
6. EDUCATION ISSUE(S): Low internal and external efficiency at all levels of formal education. Lack of trained administrators and a poor institutional capacity. Educational disparities in gender and region. Rapid expansion of basic education while maintaining and improving the quality.
7. MAJOR FOCUS: Analysis of the various education sub-sectors: primary education, academic secondary education, formal vocational/technical education, non-formal education, higher education. Issues in planning and administration.
8. OTHER MAJOR CONCERNS: Economic and financial analyses of the education sector. Foreign assistance to the Education Sector (overview of donor involvement).
9. PRINCIPAL FINDINGS: The average level of formal education is among the lowest in the world. External funding of the education sector is increasing, as are the contributions of parents and local communities. Enrolment at all levels of formal education is low, especially in higher education. The proportion of students in vocational-technical education is very high, compared to the total number of students in secondary education. In non-formal education the participation in basic literacy and post-literacy courses have dropped while evening classes in primary and secondary schooling show a high enrolment. Internal and external efficiency of the education system are low. The quality of the teachers is still low and their salaries and living conditions very poor. Lack of distribution capacity impedes the existing production capacity of educational materials. There are considerable disparities in gender and between regions and socio-economic strata. A master plan for vocational-technical education is being prepared. There seems to be a low priority for adult literacy. The institutional capacity of the MINED is low and is compounded by the high degree of centralisation of the educational system.
10. PRINCIPAL RECOMMENDATIONS: FINNIDA does not support separate emergency assistance (Sida recommends continued emergency assistance in case of a continued war scenario). Budget support is not recommended

until the institutional capacity has improved. FINNIDA should continue supporting the Beira exercise book factory, provided it becomes more effective and economically viable. Support to the Boane and Umbeluzi agricultural institutes is conditioned to the revision of the curricula (emphasising the smallholder agriculture) Rehabilitation of basic level agricultural schools should be considered. Support to the Chimoio Agricultural College (Forestry) should only be considered after general revision of the curricula. Support should be given to the rehabilitation of the primary school network and teachers' houses as well as the boarding facilities at EP2 level. The construction of new teacher houses for basic education teachers should be supported. Support to textbook subsidies for low-income families should be co-financed with Sida. In view of the revitalisation of elementary level vocational education the rehabilitation of schools and development of appropriate curricula should be promoted and supported. The Sida support to distribution and production of textbooks, educational research, planning and administration, adult education, teacher incentives and rehabilitation of schools is considered highly relevant and should be continued. Support to the university and to vocational-technical education should be reconsidered. High priority should be given to equally-oriented provision of free textbooks and construction and rehabilitation of schools, support to teachers and reinforcement of local administrative competence.

11. OTHER COMMENTS:

This is a joint study of FINNIDA and Sida, which took place at the same time when a USAID sector review was held. The teams had contact and visited jointly some educational institutions in the field.

Mozambique education sector assessment. Avaliação da educação

SPONSORING AGENCY:	USAID (via the Efficiency of Educational Systems Project at Florida State University)
COMMISSIONED BY:	USAID
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1992
LANGUAGE:	English (Portuguese summary)
PAGES:	97 + 25 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:	Dzvimbo, P. K.; Plank, D. N.; Torres, C. A.; Verhine, R. E.
2. DATES OF STUDY:	
3. PERIOD COVERED:	1975-1991.
4. TYPE OF DOCUMENT:	Study.
5. METHODS USED:	Consultation of documents. Interviews with “actors” in education, employers and donor agencies. Field visits to educational institutions in and around Maputo, Chimoio, Quelimane and Sofala.
6. EDUCATION ISSUE(S):	Low levels of enrolment, low standards of expenditure, poor physical infrastructure, poor quality of instruction and therefore low internal and external efficiency at all levels of formal education. The situation is compounded by a lack of trained administrators and a poor institutional capacity. The aim of the sector study is to investigate the options for donor assistance.
7. MAJOR FOCUS:	Analysis of the various education sub-sectors: primary education, academic secondary education, formal vocational/technical education, non-formal education, higher education. Issues in planning and administration.
8. OTHER MAJOR CONCERNS:	Economic and financial analyses of the education sector. Foreign assistance to the education sector (overview of donor involvement).
9. PRINCIPAL FINDINGS:	The war has had devastating effects on the Mozambican economy and education system. Access to the education system is severely restricted at all levels. The quality of instruction is very low, there is a severe lack of classrooms and teaching materials; transport is extremely difficult. Teachers and administrators in the basic education system are often poorly qualified, and opportunities for in-service training are almost entirely lacking. Salaries of teachers are very low, which encourages teachers to take on second jobs and “selling” places and grades to pupils. Although administrative structures are intact, communication is severely hampered. The policy framework is appropriate except for the shifting emphasis in resources to tertiary education and the very strict regulations for the establishment of private schools.
10. PRINCIPAL RECOMMENDATIONS:	General budget support together with capacity building to improve the “absorption capacity” of the Ministry of Education. Project support mainly in basic education, including matching grants to communities, in-service teacher training, training of administrators, low-cost instructional technologies, replacement of nationalised properties. Strengthening the Faculty of Agriculture at the University, housing for female students.

11. OTHER COMMENTS:

Support for non-formal basic education. Conditions for general budget support include: priority for basic education, private participation in the education system, education of females and more attention for in-service training.

Need for more studies on: community participation and involvement in school support, use of Portuguese as first language in Mozambican households, the relationship between secondary academic education and the labour market, external efficiency of technical schools.

The Mozambican education system and Swedish sector support

SPONSORING AGENCY: Sida
 COMMISSIONED BY: Sida
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1995
 LANGUAGE: English
 PAGES: 69 + 18 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Börje Wallberg, P. K.; da Cruz, D. and A.
2. DATES OF STUDY: February-March 1995.
3. PERIOD COVERED: 1991-1995.
4. TYPE OF DOCUMENT: Study.
5. METHODS USED: Visits to MINED headquarters and to organisations involved in the management and development of the education sector; interviews with MINED representatives and officials; review of relevant documentation.
6. EDUCATION ISSUE(S): (1) Lack of a comprehensive, coherent master plan for the development of the education sector; (2) Role of the MINED in co-ordinating and monitoring the education sector weak and unclear; (3) Lacking co-operation between the MINED and affiliated institutions; (4) MINED and its co-operating organisations overstuffed, underpaid and demoralised; (5) Decision making structures and procedures of the MINED too centralised; (6) Lack of a “forum for a dialogue” on educational development; (7) No or little curriculum reform and development during since 1987.
7. MAJOR FOCUS: Analysis of current education problems at primary, secondary, adult and technical education levels, focusing on the Swedish support program to each sub-sector.
8. OTHER MAJOR CONCERNS: How the enabling and co-ordinating role of the Ministry of Education could be enhanced through decentralisation; how foreign donor support to the education sector could be better co-ordinated through Sida’s role as a Lead Agency.
9. PRINCIPAL FINDINGS: The education sector, as a whole is severely under-funded. As a result, even the basic preconditions for its sustainable development are lacking. Rigid government rules and regulations preventing a quick and flexible response to the crisis are seen as a compounding factor. Moreover, little Cupertino among the MINED directorates and their affiliated institutions seems to exist. Under these circumstances, the MINED is failing to establish an enabling environment for learning to take place in Mozambican schools.
10. PRINCIPAL RECOMMENDATIONS: The MINED should play an enabling role in the development, monitoring, evaluation and quality assurance of the education system. Sida and other donor agencies should assist the Mozambican authorities to better play their leading role. The MINED and Sida should prepare a three year organisational and institutional development program. Under such a program a master plan for the education sector should be developed; the MINED’s objectives, responsibilities and duties and working methods should be clarified; the organisation should be trimmed

and enabled to assign responsibility to all remaining employees; training to all managers and staff should be offered; and the MINED should be able to manage properly its affiliated institutions.

Presente e perspectivas

(Present and perspectives)

SPONSORING AGENCY: Eduardo Mondlane University
COMMISSIONED BY: Eduardo Mondlane University
PLACE PUBLISHED: Maputo
PUBLICATION DATE: 1991
LANGUAGE: Portuguese
PAGES: 66

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Eduardo Mondlane University Council.
2. DATES OF STUDY: 1991.
3. PERIOD COVERED: 1990.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Document analysis, survey questionnaires, focussed discussions.
6. EDUCATION ISSUE(S): The Eduardo Mondlane University lack of efficiency.
7. MAJOR FOCUS: The quantity, quality and motivation of the teaching staff .
8. OTHER MAJOR CONCERNS: Teaching and learning materials and means, student conditions, the outputs, research and extension offering services, the technical and administrative sector, structure and management and finances.
9. PRINCIPAL FINDINGS: Low increase of the number and qualification of Mozambican staff, witch affects the quality of teaching and research, low salaries affecting negatively the motivation and stability of teachers; problems with the expatriate staff due the changes in the main providers countries (socialists), their higher rotation and mastering the language of teaching (Portuguese); insufficient and out of date of teaching means ant materials, including laboratory and library; low background and bad social conditions of the students, witch provoke a higher level of dropout; low output due to the above mentioned raisons; low level and quality of research; inadequacy of the structure and system management; under financing of investment and recurrent expenditures.
10. PRINCIPAL RECOMMENDATIONS: A comprehensive strategy to stabilise the Eduardo Mondlane University by the year 2000, and seek for finance both from government and donors. The suggested strategy pinpoint the main objectives to stabilise the teaching staff, to increase the quality and quantity of students, to improve the quality of management. The financial implications are presented.

Mozambique, Capacity building: human resources development project. Staff appraisal report

SPONSORING AGENCY: World Bank
 COMMISSIONED BY: World Bank
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 29 October, 1992
 LANGUAGE: English
 PAGES: 47 + 74 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: de Regt, J.; Deutsch, R.; Saint, W.; Genta-Fons, T.; Smoor, P.; Negrão, J.; M. dos Santos, J.; Huddart, B. C.
2. DATES OF STUDY: April-September 1992.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Consultation of documents.
6. EDUCATION ISSUE(S): Weak capacity at university level and in pre-university secondary education.
7. MAJOR FOCUS: After identifying the main causes of weak capacity, formulating plans to stabilise the University and to improve pre-university secondary education.
8. OTHER MAJOR CONCERNS: Weak capacity to manage and implement donor-funded projects. Lack of donor co-ordination. Low donor support to secondary education.
9. PRINCIPAL FINDINGS: The five main causes for weak development capacity are: lack of incentives and productive institutional structures, procedures and practices, especially in the public sector; insufficient quantity and quality of university graduates, research, and other contract services; poor quality of pre-university secondary education; low quality, relevance and cost-effectiveness of various types of vital professional training; sub-optimal use of technical assistance to build indigenous long-term capacity. At university level (i.e. the Eduardo Mondlane University, EMU) important issues are: low output efficiency, low rates of staff retention and development, low accountability, management extremely centralised and top-heavy, disparities in regional and gender representation, deterioration of buildings. At the pre-university secondary education level problems are: poor representation of girls, lack of teachers, low quality of teachers, poor physical infrastructure, lack of learning/teaching materials, rigid and outdated teaching methods, large classes, lack of autonomy in schools in matters like curriculum, examination, financial management.
10. PRINCIPAL RECOMMENDATIONS: General budget support together with capacity building to improve the “absorption capacity” of the Ministry of Education. Project support mainly in basic education, including matching grants to communities, in-service teacher training, training of administrators, low-cost instructional technologies, replacement of nationalised properties. Strengthening the Faculty of Agriculture at the University, housing for female students. Support for non-formal basic education. Conditions for general budget support include: priority for basic education, private participation in the education system, education of females and

more attention for in-service training. University stabilisation: upgrading and construction of housing for staff, staff development, institutional linkages for key departments, supply of library materials, textbooks, computers and other teaching materials, enhanced management and accountability, expansion of student housing, upgrading of buildings and formulating a maintenance plan. Improvement of pre-university secondary education: accelerated teacher training, curriculum reform, supply of textbooks and teaching aids, school management training, scholarship fund for girls, upgrading school buildings, construction of staff and student housing.

11. OTHER COMMENTS:

As annex: capacity building strategy (1990, in Portuguese), list of donor assistance activities to EMU, brief report on teacher training, assessment of the physical state of 6 pre-university school buildings, information on a proposed new curriculum for pre-university education, summary of national education policy, proposed topics for pedagogical seminars for pre-university teachers, lessons learned in project implementation.

O Ensino técnico-profissional em Moçambique: problemas e perspectivas
(*Technical and vocational education in Mozambique: problems and perspectives*)

SPONSORING AGENCY: MINED
 COMMISSIONED BY: MINED
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1992
 LANGUAGE: Portuguese
 PAGES: 106

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Langa, C.; Pereira, T.; Balate, L.; Goba, C.; Aleluia, I.; Unguana, L.; Pinheiro, A.; Machado, G.; Botas, G.; Chamucha C.
2. DATES OF STUDY: 1992.
3. PERIOD COVERED: 1947-1991.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Review of relevant documents, legislation and reports both from the colonial and the post-independence period in Mozambique
6. EDUCATION ISSUE(S): A too narrowly defined professional graduate profile reflects a high level of specialisation of the curricula to meet the needs and priorities of a centrally planned economy. Weak practical training of TVE graduates stems from an excessive number of general subjects in the curriculum. High instability of the teaching staff is due to poor working conditions, low salaries and lack of incentives. High repetition and drop out rates are associated with large numbers of general subjects, deficient infrastructure and shortage of financial resources. Lack of involvement of employers in setting the professional profiles and training needs assessment resulted in poor quality graduate output. Poor administration and management of the system are due to insufficient human and material resources and an outdated or lacking normative framework.
7. MAJOR FOCUS: Overview of the structure, access, enrolment, specialisation, curriculum, teaching and learning and living conditions, financing, efficiency, and management of the TVE sub-sector.
8. OTHER MAJOR CONCERNS: Prospects for improving the internal efficiency, quality, funding mechanisms, and management of TVE sub-sector.
9. PRINCIPAL FINDINGS: TVE needs a major reform. This will encompass not only its concept and methods, but also the provision of meaningful financial inputs in order to meet the requirements of the country's economic development.
10. PRINCIPAL RECOMMENDATIONS: The structure of TVE should remain unchanged, comprising three levels: elementary, basic and medium. In order to institutionalise the participation of all stakeholders and other parties concerned in the discussion of TVE problems a National Council for TVE should be established, and similar structures should be established at provincial, school and institute levels. The current network of TVE institutions should be modified to increase the number of agricultural schools and reduce the number of industrial and commercial institutions. The number of specialisations should be reduced, particularly at the basic industrial education level (electricity and mechanics). The design

of new curricula should take into account the actual needs of the enterprises and other sectors. The technical commissions to be established should assist the experts involved in curriculum planning, and should have a permanent status so that the curriculum is permanently adjusted to the needs of the labour market. Funding for TVE should be diversified through cost sharing (each family should share with nearly 30% of the total cost of his/child's education), the establishment of a TVE Fund to be obtained through taxation to employers, and fund raising activities in order to supplement the State Budget.

Rehabilitation, refugees, resources – Aspects of basic education planning in Mozambique

SPONSORING AGENCY:	Comic Relief, Baring Foundation and WUS (International)
COMMISSIONED BY:	World University Service
PLACE PUBLISHED:	Geneva
PUBLICATION DATE:	1994
LANGUAGE:	English
PAGES:	86 + 7 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Woodward, D.; Berlin, G.; Eduardo, T.
2. DATES OF STUDY: 1993.
3. PERIOD COVERED: 1992-1993.
4. TYPE OF DOCUMENT: Study.
5. METHODS USED: Review of literature on basic education; discussions with officials of MINED and donor agencies; field visits to Tete and Gaza provinces and discussions with local officials and NGO's; comments from a seminar in Maputo and from consultations with representatives of WUS in London. Application of a planning model.
6. EDUCATION ISSUE(S): How to finance the recurrent costs of the basic education in Mozambique?
7. MAJOR FOCUS: Analysis of basic education immediately after the war and under economic structural adjustment conditions.
8. OTHER MAJOR CONCERNS: (a) Quantity problem: analysis of some demographic indicators of primary schooling from 1981 to 1993 indicates generally systematic downward enrolments and low enrolments ratios, specially in secondary school; (b) Quality problem: the quality of basic education in Mozambique is quoted as "inadequately or untrained teachers attempting to deliver an inappropriate curriculum by inappropriate means in too few schools all of which are poorly organised and equipped" (unattributed quotation); (c) imbalances in basic education, specially with regard to gender issues, urban-rural differences, regional disparities. Returning-refugees and social stratification also affect the system.
9. PRINCIPAL FINDINGS: (a) Detailed analysis of colonial and post-independence education and economic systems. Analysis of the socialist economic orientation and the key issues that influenced the decline of the socio-economic environment, natural climate and political bad environment, war, inadequate policies, lack of well-qualified personnel to handle the systems. Problems with staff and administration are raised. Analysis of the actual structure of the global education system in Mozambique: levels and sub-sectors, enrolments, resource allocation by educational sub-sector, teacher training and teacher supply situation, non-formal education (b) The main constraint in the quantity problem is provoked by the difficulty of the government on supplying education, specially due to difficulties to meet recurrent costs of the system. The quality is affected by financial constraints (to pay quality-related inputs) of the government and households and also by the quality of inputs, especially teachers, due to low

- salaries; the imbalances are a result of the impact of the war, household income and catchment areas (distance to school).
10. PRINCIPAL RECOMMENDATIONS: (a) Need to consolidate basic education (EP1) to face needs of a static and returning population as a base to future development; (b) planning should be at local (district) level; (c) need to pay attention to imbalances and inequalities in the system; (d) review the actual textbooks policy; (e) urgent need to increase teacher's salaries by 50% and to increase the number of teachers; (f) co-ordination of the NGO's assistance; (g) reduce the government's contribution to donor-funded investments; (h) establish an endowment fund from conversion of bilateral debt and aid grants, to finance more recurrent expenditures to basic education; (i) decentralisation; (j) review the teacher training system to reduce costs (k) reform of the curriculum into a more relevant and useful one; (l) reappraisal of the evaluation and assessment system; (m) adult and informal education to those who have had limited access to basic education, specially during the war.
11. OTHER COMMENTS: The study is intended to provide advice to the Technical Commissions established to review important issues on basic education in Mozambique, to prepare a Master Plan. It is also intended to advice NGO's and other interested international agencies about the education system immediately after the war. (Portuguese version available).

**Análise dos sistemas de formação de professores do ensino básico em Moçambique:
propostas de mudança**

(Analysis of teacher training systems for basic education in Mozambique: proposals for change)

SPONSORING AGENCY:	UNDP and UNESCO
COMMISSIONED BY:	UNDP and UNESCO
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1995
LANGUAGE:	Portuguese
PAGES:	63

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:	Carvalho, R.
2. DATES OF STUDY:	November 1995.
3. PERIOD COVERED:	
4. TYPE OF DOCUMENT:	Study.
5. METHODS USED:	Analysis of relevant documentation.
6. EDUCATION ISSUE(S):	Shortage of schools, shortage of teaching material, lack of a school textbook policy, shortage of teachers, an initial training centred on content of doubtful relevance, an incipient in-service training anchored on an inadequate initial training are regarded as some of the factors that determine the present situation of lack of credibility of basic education, in general, and the teaching profession in particular.
7. MAJOR FOCUS:	The primary school teacher and especially the training models for initial and in-service training of schoolteachers.
8. OTHER MAJOR CONCERNS:	Initial teacher training should play a leading role by including in the initial teacher training, in-service and continuous training new content, and methodologies.
9. PRINCIPAL FINDINGS:	Current teacher training models (initial, in-service and continuous) are outdated and inefficient. They are unable to provide the quantity and quality teaching force required by a rapid expansion of the education system.
10. PRINCIPAL RECOMMENDATIONS:	A new curriculum structure for initial and in-service teacher training is needed. Initial training should follow the 10 + 3 model, focusing on the professional training of teachers. In-service teacher training should follow the model developed by IAP. Continuous training should be based on the revitalisation and development of ZIP, with support from the CFPP and IAP.

Pre-school and primary school study in Zambezia province

SPONSORING AGENCY:	UNICEF/Save the Children Fund (UK)
COMMISSIONED BY:	UNICEF/Save the Children Fund (UK)
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1995
LANGUAGE:	English
PAGES:	68 + 4 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:	Matshazi, M.; Lawrence, L.; Sultan, A.; Harding, A.; Timbane, E.
2. DATES OF STUDY:	1995.
3. PERIOD COVERED:	1995.
4. TYPE OF DOCUMENT:	Study.
5. METHODS USED:	Library-based reference materials, field visits to 9 of 17 districts within Zambezia Province to collect data and interviews.
6. EDUCATION ISSUE(S):	Lack of medium and long-term linkages between the needs of the community (mothers and children) and the capacity of local agencies to deliver adequate education services, in terms of quantity and quality.
7. MAJOR FOCUS:	Socio-economic and environmental factors affecting pre-school (escolinhas) and primary education.
8. OTHER MAJOR CONCERNS:	The general ineffectiveness of the provincial system of education, absence of learning materials and other resources, the problem of learning in Portuguese as a second language, and excessive centralisation of the education process planning.
9. PRINCIPAL FINDINGS:	Economic situation in Zambezia by this time was still strongly affected by the war, there is no industry, infrastructures, roads, commerce, the majority of people living in a very poor condition, without social services, employment; because of lack of financial support from the state and the communities, there is no pre-school education (escolinhas) in Zambezia; primary education face problems of quality, low pass rates and high dropout rates.
10. PRINCIPAL RECOMMENDATIONS:	Revitalisation of infrastructures; decentralise the planning process; involve different organisations in education (NGO's, religious organisations) teacher training.

Alcançando os beneficiários da aprendizagem não alcançados em Moçambique

SPONSORING AGENCY:	Government of the Netherlands
COMMISSIONED BY:	UNESCO
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1997
LANGUAGE:	Portuguese
PAGES:	64 + 10 annex pages

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1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Klees, S.; Matangala, A.; Spronk B.; Visser, J.
 2. DATES OF STUDY: August 1997.
 3. PERIOD COVERED: 1975-1997.
 4. TYPE OF DOCUMENT: Report.
 5. METHODS USED: Briefing and de-briefing sessions with MINED officials and the UNESCO representative in Maputo. Need analysis workshop involving 32 participants from INDE, DNEP, IAP, DINET, the Ministry of Health, the Ministry of Labour, the Royal Embassy of the Netherlands, and two NGO's (ADEMO and *Ação Contra a Fome*) was carried out. Field visits to two provinces (Sofala and Nampula) for data collection followed. Comparative data analysis and triangulation of findings were followed by additional interviews with representatives of various ministries, the TDM, TVM, RM, Postal Service, UEM, UP and several NGOs, as well as visits to several ongoing activities in the Maputo area.
 6. EDUCATION ISSUE(S): Limited access to and poor quality of the education system; high drop out and repetition rates; insufficient school network and infrastructure; bureaucratic centralisation; irrelevant school curriculum and traditional teaching methods. Lack of quality teaching materials; overloaded classrooms and a system of multiple shifts. Very poor working conditions for the teachers, most of whom lack adequate preparation.
 7. MAJOR FOCUS: The pilot project advocates a multi-sector, holistic and empowering approach to learning as a means to cut across the frontiers that led to the creation of the existing system, which is perceived as partial, inadequate and irrelevant.
 8. OTHER MAJOR CONCERNS: The pilot project is also expected to empower and contribute to the social development of multiple audiences: girls and women; the marginalised youth, and those who have been pushed out of the education system. It also should accommodate religious diversity, integrate speakers of different languages and cut across age barriers.
 9. PRINCIPAL FINDINGS: The diversity of situations, audiences and learning needs can be better addressed by a learning without frontiers approach. This is being accomplished, to a certain extent, by NGOs in Mozambique and elsewhere, who are cutting across barriers through integrated processes originated in the communities.
 10. PRINCIPAL RECOMMENDATIONS: In order to be successful the LWF project should: (1) be owned by the communities themselves; (2) involve multiple actors and take the work being carried out by the NGOs as a starting point; (3) allow the individuals, communities and, indeed, entire societies to learn and grow continually; (4) establish resource centres where different forms of assistance can be provided to

both learners and facilitators; (5) provide learning facilitators or animators who can work directly with local communities; (6) make the best use of information and communication technologies, especially radio, to increase access to educational opportunities; (7) be based on the resources of the traditional systems of learning and knowledge; (8) take into account the local traditional structures; and (9) take a long term perspective.

11. OTHER COMMENTS:

It is recommended that the composition of the team be taken seriously in the next phase. The team should be made up predominantly by people who are very familiar with Mozambique and include people who specialise in gender, agriculture, employment and economy, adult education, distance education and traditional learning systems, among other areas. Some members of the team should be familiar with Nampula, with the work being carried out by NGOs and the Islamic culture. It is also suggested that the team remains together for at least four weeks in order to be able to produce a concrete project proposal.

**Mozambique basic education. Report of the in-depth evaluation mission. UNDP.
MOZ/91/006/A/01/99**

SPONSORING AGENCY:	UNDP
COMMISSIONED BY:	UNDP
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1997
LANGUAGE:	English
PAGES:	25 + 14 annex pages

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| 1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: | Plank, D. N.; Pereira, E.; Charles; H. |
| 2. DATES OF STUDY: | 24 March-11 April 1997. |
| 3. PERIOD COVERED: | 1992-1996. |
| 4. TYPE OF DOCUMENT: | Report. |
| 5. METHODS USED: | Interviews, review of documents, field visits to Zambézia and Gaza provinces. |
| 6. EDUCATION ISSUE(S): | Limited access, poor quality, inefficiency, critical shortage of well qualified human resources and the limited capacity of management and implementation. |
| 7. MAJOR FOCUS: | Evaluation of the project. |
| 8. OTHER MAJOR CONCERNS: | Sustainability. |
| 9. PRINCIPAL FINDINGS: | The problems that remain to be addressed at the conclusion of the project are precisely the same. The number of schools has increased, but universal access to basic education remains a very distant goal. The quality of education provided in most schools is very low. Most teachers are still unqualified or underqualified. Most schools have no materials, furniture and books. The capacity of MINED to respond to the continuing crisis is still quite limited, despite some changes for the better attributable in part to this project. The bilingual education experiment as been externally evaluated. The results are negative except for more freely participation of the children in the bilingual program and positive perceptions of parents and teachers on the use of mother tongue in school. The number of classrooms substantially exceeds the foreseen number despite the host of logistical problems faced. The high cost of classroom construction is a problem when compared to other projects involving community collaboration, as is the case of the ones sponsored by UNICEF. The distance education program is in principle fully operational, but some "núcleos" have not yet opened. A closer supervision is needed. Logistical problems affected the distribution of materials, which can bring a negative impact on the students learning. Most participants view the program first as a mean to improve their qualifications and secondarily as a mean to improve their performance in the classroom. There is little evidence that other teachers not in the program are benefiting from it. Training of teacher trainers seems to have been effective in reaching their target population. Participants' evaluation suggests that course quality and impact were also satisfactory. |
| 10. PRINCIPAL RECOMMENDATIONS: | The evaluation team recommends that UNDP continue to support the Mozambican education system. The administrative |

flexibility practised in this project is critically important to have success in a rapidly changing and permanently difficult context like the Mozambican education system. UNDP involvement with the main government agencies (DNEP, GEPE, IAP, INDE), as well as the principal donors (ASDI, UNESCO, World Bank, etc.) involved in basic education, initiated a process of communication and collaboration that is very important. UNDP should continue to work within the framework of the “Plano Estratégico”. Future activities should build on the successes of this project i.e. teacher training. Continued support for IAP. The development of additional strategies for in-service teacher training. Closer co-ordination among the multiple agencies involved in teacher training (IAP, DNEP, UP, CFPP’s, IMAP’s, ZIP’s). UNDP should also seek ways to foster public debate on educational issues.

11. OTHER COMMENTS:

It includes a section on unforeseen effects where it discusses some of the less positive effects of providing new resources to an environment of scarcity. Other implications for UNDP and for the GOM. When “everything is a priority” because scarcity is everywhere, those responsible for allocation decisions have to be absolutely clear about their strategic priorities. Serious thought needs to be given to development of policies that promise sustainability in the foreseeable longer term. Policies that minimise administrative complexity and shift resources as close as possible to where they will be used are recommended.

Review of secondary education in Mozambique: perspectives for sub-sector strategic plan

SPONSORING AGENCY:	UNESCO Sub-Regional Office for Southern Africa
COMMISSIONED BY:	African Development Bank
PLACE PUBLISHED:	Harare
PUBLICATION DATE:	1998
LANGUAGE:	English
PAGES:	30 + 14 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:	Todd, M.; Coombe, C.; Mundobh, S.
2. DATES OF STUDY:	October 1998.
3. PERIOD COVERED:	1997-2001.
4. TYPE OF DOCUMENT:	Report.
5. METHODS USED:	Broad baseline survey of secondary education; public expenditure review and unit cost analysis; curriculum and teacher development review; capacity analysis against ESSP objectives at central, provincial, district and school level; briefings and debriefings with MINED representatives and officials.
6. EDUCATION ISSUE(S):	Great disparity in the number of secondary student places available among provinces; limited absorption capacity of the sub-sector; high repetition rates (nearly 43% in ESG1 and 33% in ESG2); high dropout rates; the curriculum is obsolete and irrelevant; practical science teaching is almost impossible, because labs are outdated, ill equipped or without consumables; teachers at ESG1 level may have textbooks, but students often cannot afford them.
7. MAJOR FOCUS:	The secondary education sub-sector. The study attempts to further elaborate sections of the ESSP perceived as relevant to this sub-sector.
8. OTHER MAJOR CONCERNS:	The ongoing reform of the basic education curriculum apparently excludes both secondary and other post primary education sub sectors. Moreover, mechanisms for providing in-service training for secondary teachers are almost non existent, and this is worsened by the lack of a clear career and salary structure.
9. PRINCIPAL FINDINGS:	Opportunities for obtaining a full secondary education certificate start diminishing rapidly in EP2, because there are only 336 schools mostly located in urban areas, 74 ESG1 schools and 15 ESG2 schools. The internal efficiency of the system is very poor, especially so for girls and students from disadvantaged families who become less and less represented the higher up in the system. Repetition and drop-out rates are high throughout the system; less than 6 percent of children starting Grade 1 make it to secondary school and less than 1 percent complete secondary education.
10. PRINCIPAL RECOMMENDATIONS:	The number of secondary school graduates should be increased in order to meet the need for an increasing number of primary school teachers having appropriate secondary and professional qualifications and for an adequately trained pool of skilled workforce. Appropriate targets for secondary school expansion should be defined, and strategies for quality and effectiveness assurance sector wide decided upon. An institutional framework

and strategies for decentralisation of school management should be provided, and the enabling role of the Government in the development of the sub-sector defined. The current reform of the basic education curriculum should be expanded to encompass both secondary and other post primary education. In addition, mechanisms for providing INSET for secondary teachers need to be developed.

11. OTHER COMMENTS:

Need for detailed analysis of data available and collection of data needed to make decisions about the optimum and affordable size of the secondary education system: unit costs, boarding requirements, parents ability and/or willingness to pay for education. Furthermore, a comprehensive study on the most efficient mechanisms for delivery of secondary education is needed, and on how teachers' qualifications might be improved through, for example, distance learning and/or private sector involvement.

Revisão da política e estratégias do ensino técnico e da formação profissional em Moçambique

(Review of political strategies for technical and vocational education in Mozambique)

SPONSORING AGENCY:	Danida
COMMISSIONED BY:	MINED/Ministry of Labor
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	February 1998
LANGUAGE:	Portuguese
PAGES:	32

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1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Ministry of Education and Ministry of Labor.
 2. DATES OF STUDY: 1996-1998.
 3. PERIOD COVERED: 1998-2007.
 4. TYPE OF DOCUMENT: Report.
 5. METHODS USED: Review of relevant documentation and group discussions.
 6. EDUCATION ISSUE(S): Lack of human capital at all levels has been one of the greatest bottlenecks of economic and social development since independence. The technical and vocational system does not meet the needs of the labour market. Graduates from the system do not correspond to the requirements of the labour market, both in qualitative and in quantitative terms. Technical and vocational education is carried out mainly in 3-year courses that are an integral part of the education system, instead of providing training for employment. Very few graduates manage to get an employment consistent with their training. Pass rates are very low; only 20 out of 100 new students manage to seat for final exams.
 7. MAJOR FOCUS: Technical and vocational education and training reform.
 8. OTHER MAJOR CONCERNS: Lack of an institution designed specifically to train teachers for the technical and vocational sub-sector.
 9. PRINCIPAL FINDINGS: Technical and vocational training in Mozambique is internally and externally inefficient.
 10. PRINCIPAL RECOMMENDATIONS: An independent National Authority for Training (NAT), to be funded by a new Training Fund, should be established. The NAT will consist of a National Council, a Secretariat and Regional Councils. All the authority concerning the new system will rest on the National Authority for Training. The main purpose of the NAT is to establish and maintain a decentralised system of technical and vocational training that is responsive to the needs of the employers, and is efficient and of good quality. The NAT will have a National Council made up of employer representatives and labour organisations, relevant ministries such as the Ministry of Planning and Finance, the MINED, the Ministry of Labor and professional associations. A Fund for financing all relevant training activities will be established. In the future the proposed Fund will largely result from direct contributions of employers, in the form of a training tax. In the initial phase the Government will provide some funding. Foreign donors' assistance to the training may be provided directly to the Fund. The existing training institutions will continue to be the backbone of the TVE system. However, they may be

complemented by the initiatives of the private sector, including on the job training. The number and content of courses should be rationalised; they should be reduced, particularly the general training component, so that the technical and practical competencies and skills are emphasised.

**External evaluation of Swedish support to Universidade Eduardo Mondlane,
Mozambique**

SPONSORING AGENCY: Sida-SAREC
 COMMISSIONED BY: Sida-SAREC
 PLACE PUBLISHED: Stockholm
 PUBLICATION DATE: 1998
 LANGUAGE: English
 PAGES: 70 + 10 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Wiold, D.; Bay, A.; Gustafsson, S.; Mlama, P.
2. DATES OF STUDY: March-May 1998.
3. PERIOD COVERED: 1992-1996.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Review of relevant documents, publications and reports by UEM and Sida; visits to relevant representatives from departments at Sida-SAREC in Stockholm; telephone contacts with Swedish collaborating institutions; field visits to Mozambique; meetings with faculty representatives and staff at UEM; briefings and debriefings with UEM senior staff and relevant Sida-SAREC staff representatives from the Swedish embassy in Maputo.
6. EDUCATION ISSUE(S): Retention of senior academic and non-academic staff; a large number of junior academic staff awaiting or undergoing postgraduate training; lack of a stable career environment for returning postgraduate (Masters and Ph.D.) staff; lack of material incentives and rewards for research activity, teaching and diploma supervision; overall weak administrative and financial capability in the faculties.
7. MAJOR FOCUS: The effects and results of the total Swedish support to Universidade Eduardo Mondlane (UEM) strategic plan *Present and Perspectives*, over the period 1992-1996.
8. OTHER MAJOR CONCERNS: How UEM and Sida-SAREC might better organise their activities for more efficient collaboration regarding support for research, research training and institutional development of UEM. How to build more comprehensive Swedish support during the three year period 1998-2000.
9. PRINCIPAL FINDINGS: The support from Sida has grown steadily over the years. At present it totals nearly 25 million SEK. Two forms of support, the Sida-SAREC research support and core support, have had a considerable impact in UEM, both in terms of their specific results, and in terms of their impact on institutional development process. The overall evaluation of Sida-SAREC research capacity building support is positive. Sida is the most important supporter of research capacity by far. Research activities are quite well integrated into the institutional development of UEM. This may be owed to the fact that the management of Sida-SAREC funds is UEM responsibility, and projects and programs need to be presented within faculty and university frameworks and priorities. The sandwich model of postgraduate training, a key form of Sida-SAREC support over the last decade or so, is considered a powerful means of building a local research capacity, while at the same Mozambicans are trained in research using a variety of

mechanisms. However, faculty-level capacity to manage research is still very weak in most cases. Sida core funding has made a significant contribution to the implementation of UEM strategic plan outlined in the *Present and Perspectives* document. In practice, core support usefulness lies in its disbursement just once a year, and consequent continuous availability.

10. PRINCIPAL RECOMMENDATIONS:

A single co-ordinated agreement between Sida and UEM for three years starting in January 1998 will give the opportunity for slightly longer time frames for research support. Continued support is deemed essential for the development of research capabilities and institutional development at UEM. The sandwich model should be further strengthened over the next period, while using returning Mozambicans with doctorates and wishing to begin post-doctoral research s leaders of clusters of related researchers. Special research support might be needed to encourage returning staff to develop good quality research proposals that involve more junior staff members and build a critical mass of researchers. The UEM proposed incentive system to encourage staff involved in research and diploma supervision should be extend to postgraduate teaching and supervision, and research publication in international journals. UEM should go ahead with its decision to establish an Open Research Fund, since it will mark an advance in the institutionalisation of research capacity in the university. UEM' s plans to prioritise administration and management should be supported, because they may improve research management and strengthen financial management in ways that allow flexibility to projects.

11. OTHER COMMENTS:

It addresses the issues pertaining to UEM performance, postgraduate training and research capacity building.

Aproveitamento escolar no sistema nacional de educação. Contribuições para um estudo das disparidades regionais e de sexo com referência ao EP1. INDE: cadernos de pesquisa nº 1

(Progression in schools in the national education system. Contributions to a study on regional and gender differences with reference to the primary education I. INDE: research report nº 1)

SPONSORING AGENCY: ASDI
 COMMISSIONED BY: INDE (National Institute for Educational Development)
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1991
 LANGUAGE: Portuguese
 PAGES: 30

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Martins, Z.
2. DATES OF STUDY: 1991.
3. PERIOD COVERED: 1990.
4. TYPE OF DOCUMENT: Study.
5. METHODS USED: Extrapolation of data on progression rates of pupils in the EP1 (first five years of primary education) in 1990. Comparison with data from other documents. Consultation of various research papers and articles.
6. EDUCATION ISSUE(S): Low progression rates in primary schools.
7. MAJOR FOCUS: Analysis of regional (provincial) differences in progression rates in primary schooling. Gender differences in progression from one grade to another.
8. OTHER MAJOR CONCERNS: Discussion of pros and cons of automatic promotion and on the use of mother-tongue as medium of instruction.
9. PRINCIPAL FINDINGS: There are big differences in rate of progression in primary education in the different provinces. A high rate of progression is correlated to a high retention rate in the lower grades of EP1. Many schools in provinces with low progression rates are incomplete or fragmented. There are big differences per province in the progression rates of girls. There is a high correlation between global progression rates (for both sexes) and progression rates for girls only, but generally the access and progression rates are lower for girls. Mozambique has the highest wastage in primary education in comparison with neighbouring countries. In Southern Africa, in general access to primary education is equal for both sexes but the wastage during the primary schooling is worse for girls. Great differences are also found within the various provinces.
10. PRINCIPAL RECOMMENDATIONS: Based on recommendations from a 1991 ERNESA conference. Equity and equality are promoted by simultaneous attention for five factors: a more holistic view on basic education, a global and systematic approach to gender issues, inclusion of minority groups in basic education, language policies and choice of medium of instruction, production of diversified teaching materials for different categories of pupils. Based on literature research: in applying automatic promotion, have separate examinations at the end of primary education and admission

11. OTHER COMMENTS:

examinations for secondary education. Start instruction in the mother-tongue and change gradually to official language, but continue with teaching the mother-tongue as curriculum subject. More longitudinal research needed on progression of cohorts through the educational system. More research needed on causes of wastage during the first years of basic education (extra and intra-scholar factors).

**O significado da escola. Repetência e desistência na escola primária moçambicana.
INDE: cadernos de pesquisa n° 2**

*(The significance of the school. Repetition and drop out in Mozambique's primary schools.
INDE: research report n°2)*

SPONSORING AGENCY: ASDI
 COMMISSIONED BY: INDE (National Institute for Educational Development)
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1992
 LANGUAGE: Portuguese (English version available)
 PAGES: 145

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Palme, M.
2. DATES OF STUDY: 1998 and 1990.
3. PERIOD COVERED: 1988-1990.
4. TYPE OF DOCUMENT: Study.
5. METHODS USED: Analysis of statistical data. Field visits to eleven schools in Maputo (including interviews). Interviews in two sub-urban areas in Maputo. Field visits to rural area and school (interviews, observations and case study during three weeks).
6. EDUCATION ISSUE(S): Repetition and drop out in primary schools.
7. MAJOR FOCUS: Exploration of the (complex) mechanisms that produce school wastage.
8. OTHER MAJOR CONCERNS: The meaning of education and the role it plays in different social settings. Economic, social and cultural resources of families when trying to make use of schools. The functioning of the school in different social contexts.
9. PRINCIPAL FINDINGS: More than 25% of the total pupil population in primary schools disappears for each new grade. Statistics show that gender and social group adherence are strongly related to achievement, repetition and drop out. Girls in rural areas are most likely to drop out of primary school. The importance of the school as an educational agency is limited. Work competes with school (increasingly at later age). Mobility and instability in the local communities, as a result of the war, are causes of temporary and permanent drop out. Poor families don't have sufficient economical and cultural means to keep children in school. In rural areas early marriage is an important reason for early drop out of girls, in urban areas it is pregnancy. High age (often caused by repetition or temporary drop out) causes permanent drop out. Failure and repetition promote drop out. Educational exams and diplomas are devaluating reducing the value of schooling. In urban schools the relation between school and community his almost non-existent. In the classroom there is a growing discrepancy between the level of transmission and the level of reception. The evaluation system in schools does not allow diagnostic testing and subsequent remedial action (if possible at all). The teaching in Portuguese as medium of instruction disadvantages the many pupils for whom it is a "foreign language".

The classroom interaction is highly ritualised. Pupils have an almost totally passive role in the teaching/learning process. The curriculum does not recognise the pupils' own culture and experiences. Textbooks and actual teaching show a high inclination to recitation of facts. There are many untrained teachers and teacher training itself is inadequate and of low quality.

10. PRINCIPAL RECOMMENDATIONS:

More systematic research is needed with a strong link to the practitioners in schools and teacher training colleges. A national evaluation unit should be created that will diagnose and analyse the returns of teaching in terms of learning. The data collection by the Department of Planning and External Relations could be improved by including more details. Innovative curriculum projects should be conceived and implemented in pilot schools. Readers with content knowledge and didactical support should be prepared for primary school teachers. More contact is needed between teacher training colleges and schools. Priority must be given to in-service training. The provincial level should be strengthened. School curricula and textbooks should be reviewed. A more interactive teaching methodology should be encouraged. Mother tongue should be used more often as language of instruction. Girls should be encouraged to stay in school by economical incentives (reduction of school fees, more boarding places, etc.) More EP2 (grades 6 and 7 of primary schooling) should be constructed in the rural areas. School fees and prices of textbooks should be reduced or poor families should receive financial support. Schools should monitor inter-annual drop out and attempt to reduce this phenomenon. The status of teachers should be improved, amongst others by raising their salaries.

Final report and recommendations from the evaluation of teaching materials for lower primary education in Mozambique. II. Language issues. Research report N° 3

SPONSORING AGENCY:	Sida
COMMISSIONED BY:	Instituto Nacional de Desenvolvimento da Educação (INDE), Mozambique and Stockholm Institute of Education, Sweden
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1993
LANGUAGE:	English
PAGES:	145

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:	Hyltenstam, K.; Stroud, C.
2. DATES OF STUDY:	1990-1991.
3. PERIOD COVERED:	
4. TYPE OF DOCUMENT:	Study.
5. METHODS USED:	Small-scale studies of individual schools and groups of children were undertaken. Theoretical sampling of schools was based on distinction between speakers of Portuguese as the first and second language, respectively. In addition to the linguistic dimension, schools were selected on the basis of the urban-rural distinction (societal dimension). Rural schools from the Provinces of Nampula and Inhambane, and urban schools from the greater Maputo area were selected. The schools from the area of Maputo represented urban, suburban and semi-rural districts. In addition, random samples of children participating in the various studies were chosen. In total, 84 children in grades 2 and 3, and 62 children in grades 4-6 were studied.
6. EDUCATION ISSUE(S):	The study sought to understand to what extent and in what ways school materials, curriculum design and teaching methodologies incorporated and were adapted to the Mozambican multilingual reality.
7. MAJOR FOCUS:	Language proficiency and the development of reading and writing skills of Mozambican primary schoolchildren.
8. OTHER MAJOR CONCERNS:	School texts and classroom interaction.
9. PRINCIPAL FINDINGS:	The present teaching materials are inadequate to the multilingual reality in which the children are born and socialised. The teaching materials did not reveal sufficient awareness that they were to be used by non-native speakers, and the Portuguese materials had been constructed on principles that do not take into account current knowledge and understanding of second language acquisition issues.
10. PRINCIPAL RECOMMENDATIONS:	Both long-term and short-term measures are recommended. Suggested long-term measures involve more extensive remedial action, based on research and development. Such measures include the construction of new materials and a new curriculum for Portuguese that takes into account the fact that Portuguese is a second language in the multilingual context of Mozambique. One major way to take account of the multilingual reality of Mozambique is through the design and implementation of bilingual education programs.

In order to achieve this goal, the mother tongue component of the bilingual program must be developed. Suggested short-term measures address issues related to classroom practice, and in-service teacher training. Examples include employing children's mother tongues at certain points in the classroom; producing standard glossaries of terms in mother tongues by language and school subject, and disseminating them to schools; enhancing a widespread proficiency in Portuguese through a systematic and conscious effort to teach it as a second language.

Vocação ou exclusão: um estudo sobre o professor primário recém graduado. INDE: cadernos de pesquisa nº 11

(Vocation or exclusion: a study about newly graduated primary teachers. INDE: research booklet nº 11)

SPONSORING AGENCY: Government of Netherlands
 COMMISSIONED BY: INDE (National Institute for Educational Development)
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1995
 LANGUAGE: Portuguese
 PAGES: 43

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Balói, O. and Palme, M. with the collaboration of Tembe, H. and Linha, C.
2. DATES OF STUDY: 1994.
3. PERIOD COVERED: 1988-1992.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Interviews with 35 teachers of EP1, the heads of the CFPP's, some of the trainers and 3 representatives of the DDE's, field visits to 3 CFPP's, analysis of data for the year 1992 about teachers and schools provided by the MINED. Review of previous studies.
6. EDUCATION ISSUE(S): EP1 Teachers' social status, salaries and working conditions.
7. MAJOR FOCUS: Analysis of the kind of problems recently graduated primary school teachers' face in their jobs.
8. OTHER MAJOR CONCERNS: Gender differences. Quality of teaching and adequacy of the curriculum.
9. PRINCIPAL FINDINGS: The degradation of the social value of the EP1 teachers is visible even in the rural areas where, traditionally, the teacher was an important actor and was cared for by the community. The majority of primary school teachers was compulsively recruited and did not choose to be a teacher, and stay as teachers because there is no other alternative. 23% (1992) of the teachers are women and work mainly in urban or suburban areas. This situation may change drastically in the near future because the CFPP's are the only available way for women to stay in the modern sector. The trainers in the CFPP's have little or no experience of the primary level. They tend to emphasise theory and to ignore the practical problems in the classroom. The programs and the teacher's guides are irrelevant for the real condition teachers have to face. The ZIP's and the DDE's are unable to give pedagogical support to the teachers and the CFPP's have no tradition of giving support to the schools in their area and they already have problems to organise the period of practice for their students. The primary school teacher works with no pedagogical material. Housing is very difficult and the salaries are very low and irregular.
10. PRINCIPAL RECOMMENDATIONS: The programs, teacher guides and pupil's books should change. The system of pedagogical support should be revitalised and to include the development of relevant didactic materials produced within the research done in the country. A system of continuous

support for teachers which includes the development of local didactic materials, the revitalisation of ZIP's and the involvement of the CFPP's in this process. Housing for the teachers should be provided. The salaries upgraded and paid regularly. The social value of the primary school teacher should be promoted with concrete actions such as incentives to the ones that have more experience and show dedication. A forum to advocate the primary school teachers interests should be created.

Estudo dos Institutos Médios Pedagógicos e o seu papel potencial na formação de professores em exercício. INDE: cadernos de pesquisa nº 15

(Study of the Medium Pedagogical Institutes and their potential role for in service teacher training. INDE: research booklet nº 15)

SPONSORING AGENCY:	Government of Netherlands
COMMISSIONED BY:	INDE (National Institute for Educational Development)
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1996
LANGUAGE:	Portuguese
PAGES:	86 + 7 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:	Dzvimbo, K. P. and Mendes Lima, J. C.
2. DATES OF STUDY:	1994.
3. PERIOD COVERED:	1990-1994.
4. TYPE OF DOCUMENT:	Report.
5. METHODS USED:	Interviews, field visits to IMPs (Medium Pedagogical Institutes) in Nampula, Beira and Maputo. Review of various research papers and articles.
6. EDUCATION ISSUE(S):	The need to implement a plan of in-service teacher training for the primary education sub-sector. Low attention given so far to in-service teacher training. More than 3000 teachers without the necessary qualifications to teach and thousands of others who, after the initial training, never had any refreshment nor any other kind of training.
7. MAJOR FOCUS:	Analysis of IMPs and the need to transform them into Regional Resources Centres of where pre and in-service teacher training are simultaneous and fundamental activities.
8. OTHER MAJOR CONCERNS:	Relevance of the actual curriculum for teacher training, to propose an integrated model for the training of teachers for the EP1 and EP2.
9. PRINCIPAL FINDINGS:	The IMPs curriculum is too academic and the trainers with no experience in basic education tend to give more attention to the academic component of the curriculum. The student teachers are unable to practice because the teachers in the schools where they are supposed to do so want a subsidy that is not in the budget of the IMPs. The required level of entry for pre-service teacher training is very low as is the enrolment numbers. The trainers are few and need to be upgraded. The facilities are poor and lacking of pedagogical material and equipment. The management has no experience in basic education and the majority has no training in education. There is no collaboration with other institutions considered important like IAP (Institute for Distance Education), INDE, ISP (now UP-Pedagogic University) and UEM (University Eduardo Mondlane). The ISP training takes a lot of time, the graduation rate is very low and the graduates are running to the private sector where they get better wages. The ZIPs (Zones of Pedagogical Influence) lack experienced teachers, materials and transport. The evaluation and certification are the responsibility of MINED (Ministry of Education) with no involvement of INDE or UEM.

10. PRINCIPAL RECOMMENDATIONS: The trainers in the IMPs and other personnel in the DDEs and DPEs should benefit from workshops and other forms of short term training according to their needs. INDE, ISP and IAP can play an important role in this kind of training together with international institutions that are already working with Mozambique. INDE should take the leading role in the beginning and later should be the University through the ISP. The professional and academic role of MINED has to be reduced in order to allow tertiary educational institutions to take the lead. There is a need for reconstruction and rehabilitation, transport and teaching-learning materials for all the teacher training centres, ZIPs, DDEs and DPEs. The language policy should be carefully examined. Salaries should be reviewed. Incentives, monetary and non-monetary, should be promoted as well as a subsidy for housing, and an improvement in the working conditions.

Estudo da viabilidade de os CFPP's se transformarem em CPR's. INDE: cadernos de pesquisa n° 14

(Study of the feasibility of the Primary Teacher Training Centres becoming Provincial Resource Centres. INDE: research booklet n° 14)

SPONSORING AGENCY:	Government of Netherlands
COMMISSIONED BY:	INDE (National Institute for Educational Development)
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1996
LANGUAGE:	Portuguese
PAGES:	50 + 2 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:	de Fátima, M.; Zacarias, F.; Vilela, A.; Germano, A.; Carlos, J. Lima, M.; Buendia, M.
2. DATES STUDY CONDUCTED:	1994.
3. PERIOD COVERED:	
4. TYPE OF DOCUMENT:	Report.
5. METHODS USED:	Field visits to three Centres, Marrere in Nampula, Inhamízia in Sofala and Namaacha in Maputo, interviews to the direction, trainers, student teachers and teachers in some ZIP's and review of previous research papers and articles about the CFPP's.
6. EDUCATION ISSUE(S):	Lack of trained teachers and no system of in-service teacher training.
7. MAJOR FOCUS:	Analysis of the actual CFPP's and the requirements to transform them in Resource Centres in order to perform the new task of in-service training.
8. OTHER MAJOR CONCERNS:	
9. PRINCIPAL FINDINGS:	The curriculum is more academic than professional and more theoretical than practical. The trainers have no specific professional training, no experience in the basic education sub sector. A great number of trainers have only 9th grade and they have too many lecture hours. The CFPP's buildings are in great need of rehabilitation, there are no libraries or laboratories, no equipment, not even a typewriter, no audio-visual equipment, and no reference books. The budget doesn't cover for alimentation of the students. There is no transport, the telephone is a problem.
10. PRINCIPAL RECOMMENDATIONS:	Enrolments of the CFPP's should have 10 th grade and the period of training should be reduced to 2 years of practice with 1 year in between. The centres have to be rehabilitated and extended to include a library and laboratory. Extend the rehabilitation to the ZIPs. Introduce a subsidy for the students. Train the trainers in methodology and make them high level 'technicians'. The tutors should have short-term courses to learn how to be facilitators. The curriculum must change with a lot more emphasis on methodology. The CFPP's have to have a budget, equipment and material. The creation of incentives for tutor-teachers. Establish means of communication and co-operation between DNEP, ISP, IAP and NDE. Articulation with other African countries with experience in in-service teacher training is recommended.

Relatório de avaliação do Projecto MOZ/91/006. Educação básica
(Evaluation report of the Project MOZ/91/006. Basic education)

SPONSORING AGENCY:	UNDP
COMMISSIONED BY:	UNDP
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1994
LANGUAGE:	Portuguese
PAGES:	33 + 1 annex page

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:	Aleman, M. C.; Pereira, L. F.; Gomez, M. B.
2. DATES OF STUDY:	1994.
3. PERIOD COVERED:	1992-1994.
4. TYPE OF DOCUMENT:	Report.
5. METHODS USED:	
6. EDUCATION ISSUE(S):	Low coverage and quality of basic education.
7. MAJOR FOCUS:	Analysis of the ongoing Project Activities.
8. OTHER MAJOR CONCERNS:	Capacity of the Ministry of Education to monitor the process.
9. PRINCIPAL FINDINGS:	Important delays in the implementation project due to: delay in the project formalisation, slow of the co-operation agencies, changes in the ministry administration, discontinuity and changes on the project organisation. Few of the project activities have been done in the schedule, namely the pilot project to introduce mother tongues and some preparatory activities related to teacher training in distance learning to teachers. As a consequence of modifications in the project, the Ministry proposed to set up eight technical committees to initiate an important reflection on the basic education in the country (structure and decentralisation, training and in service training, teacher's condition, textbooks, privatisation, evaluation, planning and curricular development and non-formal education)
10. PRINCIPAL RECOMMENDATIONS:	Recommendations are made to improve the project management, to improve capacity building of MINED and other related institutions, to define an adequate model of schools to be built and to extend the pilot experience on mother tongues to all the first five grades.

Education and society: the role of education and textbook policy in a society under transition. Swedish school book support: the case of Mozambique

SPONSORING AGENCY: Sida
 COMMISSIONED BY: Sida
 PLACE PUBLISHED: Gothenburg
 PUBLICATION DATE: 1994
 LANGUAGE: English
 PAGES: 59 + 2 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Abrahamson, H.; Nilsson, A.
2. DATES OF STUDY: 25 September-25 October 1994.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: The study was based on an extensive review of consultancy reports and interviews with Sida consultants and officials in Sweden. The authors visited Mozambique from 25 September 1994 to 13 Janvier 1995 and interviewed MINED officials at central and local levels.
6. EDUCATION ISSUE(S): The role of the education sector in the transition of the Mozambican society is discussed. The importance of textbooks for the efficiency and quality of education is underlined. The need to adopt strategies that counteract the negative effects of SAP is argued. Access to textbooks as a requirement of basic education within a textbook sustainable production and distribution policy is discussed. The role of the state and the private sector in education, in general, and in the implementation of a textbook policy, in particular, is analysed. The conditions of poor families preventing their children from access to textbooks in schools are discussed.
7. MAJOR FOCUS: Analysis of Swedish co-operation with the Mozambican education sector, and the need to clarify the role of Swedish support to the production and distribution of textbooks for basic education, within the context of a market economy.
8. OTHER MAJOR CONCERNS:
9. PRINCIPAL FINDINGS: The purchasing power of the majority of people in the rural areas is very low, which diminishes access to textbooks by children attending school. The implementation of the PRES has further burdened the education system. On the one hand, production costs have increased but no consumer subsidy system existed; on the other, the state reduced its role before a market that could perform the earlier functions of the state had emerged. As a result, 50% of the 3 million textbooks produced in 1993 were unsold in 1994 while a large proportion of pupils (and teachers) had no books.
10. PRINCIPAL RECOMMENDATIONS: Swedish support to the educational sector should focus on the production and distribution of textbooks. Financial resources should be released and transferred to end-user subsidies in a decentralised system set up at district level. Symbolic prices should be introduced, and the price model adopted by the DINAME should be re-assessed. A short-term technical assistance in order to establish a clear division of labour between

the production and distribution enterprises of schoolbooks should be requested. The MINED and Sida should discuss the convenience of the Swedish support being concentrated on financing the implementation of a system of consumer subsidies and the continuing technical assistance to Editora Escolar.

Tendências de educação ambiental em Moçambique
(Tendencies in environmental education in Mozambique)

SPONSORING AGENCY:	NORAD, British Council, ASDI
COMMISSIONED BY:	INDE (National Institute for Educational Development)
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1995
LANGUAGE:	Portuguese
PAGES:	85

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Main editor: Matavele, J. INDE.
2. DATES OF STUDY: 13-17 March 1995.
3. PERIOD COVERED: 1995.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Proceedings of a workshop. Summary with recommendations and the text of 10 presentations.
6. EDUCATION ISSUE(S): Education system that does not discuss environmental questions, absence of qualified human resources and a environmental policy, lack of a clear guidelines of where and how to introduce environmental education, teaching materials produced for a homogeneous population, that is, in practice, heterogeneous.
7. MAJOR FOCUS: What is environmental education, what is the national policy, what is the history of environmental education.
8. OTHER MAJOR CONCERNS: Examples and experiences of environmental education in Mozambique and Brazil.
9. PRINCIPAL FINDINGS: The lack of a national policy on the environment results in the absence of a policy on environmental education. In the present school curriculum is little attention for environmental issues and information on traditional knowledge and values is completely absent. There are environmental clubs including students, teachers, parents that try to involve the community as well in environmental conservation.
10. PRINCIPAL RECOMMENDATIONS: Obligatory environmental education in all formal education programmes at all levels. Priority for pre-service and in-service teacher training. Include environmental education in the curriculum. Production and provision of educational materials to all teacher training centres. Involvement of the community in publicising and communication Environmental education. Support for NGOs in the area of non-formal environmental education. Introduction of gender issues in non-formal environmental education.

Relatório final sobre o ensino bilingue: resultados da avaliação externa da experiência de escolarização bilingue em Moçambique

(Final report on bilingual education: results of the external evaluation of the experiment on bilingual education in Mozambique)

SPONSORING AGENCY: ASDI
COMMISSIONED BY: INDE
PLACE PUBLISHED: Maputo
PUBLICATION DATE: 1997
LANGUAGE: Portuguese
PAGES: 57 + 32 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Benson, C. J.
2. DATES OF STUDY: July 1996-January 1997.
3. PERIOD COVERED: 1992-1996.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Qualitative: Participative observation of the project, interviews, classroom observation; Quantitative: project statistics and pupils tests. Review of documents, field visits to Tete and Gaza provinces.
6. EDUCATION ISSUE(S): To see if bilingual education could improve the quality of primary education in Mozambique. How to implement these programs in Mozambique.
7. MAJOR FOCUS: Evaluation of the project..
8. OTHER MAJOR CONCERNS:
9. PRINCIPAL FINDINGS: The project design was poor and did not contemplate an ongoing evaluation and some preconditions favoured the experimental group while others favoured the control (SNE) group which makes it very difficult to compare the groups. There are some indications however that among the children in the experiment as compared with children in the SNE, the drop out rate was less, the approval rate was higher, that more girls survived through the 4th grade. In the experimental group there are more interactions between children and teacher and the ambience in the classroom is much more at ease. Children in the experiment think and express themselves in the classroom, they are happy and like school, they take initiative at home and show self-confidence and they can read and write in the 2 languages. The children in the experimental group had difficulties in the three subjects that they were tested (Portuguese, mathematics and history) but there is still one more year to go before the end of EP1(5th grade). Parents, teachers and educational representatives were positive about the experiment.
10. PRINCIPAL RECOMMENDATIONS: The evaluation recommends for the final year of the project, that a decision about the children that failed must be taken. The central team needs intensive support and has to assure places for 6th grade for the children of PEBIMO. For the final evaluation, to collect individual information of each pupil in the PEBIMO. Prepare, test and implement the instruments for the final evaluation. To plan in advance the activities for 1998. For the future, it is needed more involvement of the community, bilingual education should be integrated in the DDE's and

11. OTHER COMMENTS:

DPE's. Review and editing of the materials already produced in the mother languages. Training of teachers in methodology of second language teaching. It includes a chapter with general guidelines for the implementation of a Bilingual Programme in Mozambique.

Managing for better schools in Mozambique: an integrated approach to building capacity in education

SPONSORING AGENCY: Sida
COMMISSIONED BY: Sida
PLACE PUBLISHED: Pretoria
PUBLICATION DATE: October 1997
LANGUAGE: English
PAGES: 15 + 68 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Coombe, C.
2. DATES OF STUDY: September 1997.
3. PERIOD COVERED: 1997-2001.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Review of relevant documents, publications and reports; visits to a provincial directorate and a district directorate; briefings with the Secretary-General of MINED; meetings with Mozambican officials responsible for educational planning and management and donor representatives; workshop on capacity building in education.
6. EDUCATION ISSUE(S): The MINED has not developed a long-term training and support program for education management. A vision and coherent conceptual framework for managing educational change were needed. The concepts of devolution of responsibility to schools, school-based management, school-based development, and community participation in school decision-making were not clearly elaborated and understood by the MINED officials yet. Poor working conditions and lack of incentives negatively affected teachers' commitments. Computerising personnel records throughout provinces without electricity, security, workforce and facilities "is never going to work".
7. MAJOR FOCUS: Feed-back to the MINED and Sida on a proposal for an institutional development program, in the light of the overall education strategic plan (ESSP) and of current and planned decentralisation process of public administration in Mozambique.
8. OTHER MAJOR CONCERNS: Sustainability of the institutional development program and coherence of its various components; relevance, feasibility, design and sequencing of the various components of the program; integration of gender concerns in the program.
9. PRINCIPAL FINDINGS: The *National Education Policy and Strategies for Implementation* document adopted by the government of Mozambique in 1995 implies fundamental changes in managing education service. It places the school at the centre of the education system; insists on increasing decentralisation of the service; promotes optimum use of available resources; encourages co-operation with partners outside government in the process of education transformation; and takes a more radical approach to human resource development. The successful implementation of the Government's education policy depends on the training and long-term consistent support of managers who are able to work in democratic

and participatory ways to build relationships and ensure efficient and effective delivery. The MINED's project-based plan for education capacity building, with its three year timeline is unlikely to achieve the objective of an integrated, sustainable education management development program for Mozambique.

10. PRINCIPAL RECOMMENDATIONS:

The MINED and its partners should take action on the critical management issues identified, including, wherever possible, on a zero-budget basis, where commitment to good practice, effective management style, dialogue and consultation can make a difference to teacher performance. The MINED's capacity building program should be reformulated in such a way that an education management Task Team is established by the Minister or Permanent Secretary of Education, with specific terms of reference, and composed by representatives from government institutions, NGOs and teachers' associations, *inter alia*. The government budget and foreign donors should fund the work of the Task Team.

11. OTHER COMMENTS:

The report contains practical suggestions for an effective education management development program for enabling and supporting education transformation in Mozambique.

Inserção da escola na comunidade: relatório das pesquisas antropológicas sobre a interação entre a cultura tradicional e a escola oficial, realizadas nas províncias de Nampula, Manica e Inhambane

(The integration of the school in the community: report of anthropological research on the interaction between the traditional culture and the official school, carried out in the provinces of Nampula, Manica and Inhambane)

SPONSORING AGENCY: Embassy of the Netherlands
COMMISSIONED BY: INDE/MINED
PLACE PUBLISHED: Maputo
PUBLICATION DATE: 1998
LANGUAGE: Portuguese
PAGES: 81 + 12 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: da Conceição, R.; Loforte, A. M.; Mate, A. A.; Manganhele, A. R.
2. DATES OF STUDY: 1997-1998.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Study.
5. METHODS USED: Anthropological research, including specific literature review with references about the education system in Mozambique. Individual and group interviews with various members of the community (parents, religious and political leaders and employees of the local administrative structures) and with teachers of E1 (first five years of primary education) and EP2 (grades 6 to 8). Fieldwork based on samples from three culturally different zones.
6. EDUCATION ISSUE(S): The views of the (mainly rural) communities, on the school and their expectations with respect to basic education. The relationship between the traditional education systems and the formal/modern school. The kind of interaction between family education and the formal education at school. The socio-cultural elements that are important in a transformation of the basic education curriculum. The socio-cultural factors which can hinder or promote the inclusion of the school in the community. The impact of the teacher on the teaching-learning process and on the community.
7. MAJOR FOCUS: The relation between the school and the cultural aspects of its social context. The interaction between the rural communities and the school. The degree to which the school responds to the expectations of the communities. The sense of ownership of the school by the communities.
8. OTHER MAJOR CONCERNS: School failure. The early drop out of the school by of the girls. The weak participation of the communities in the definition of the education system and the implementation of its curriculum.
9. PRINCIPAL FINDINGS: There is little participation of parents and the community or it is reduced to sporadic contacts. The lack of participation does not favour a dialogue between the epistemologies of school and community. There is a conflicting relationship between the school and some Islamic communities. The content of the school curriculum has no importance for the needs of the community.

The school instructs, but does not educate. The syllabus and schoolbooks don't take into consideration the community's knowledge; neither its culture nor they do not develop ways for the understanding of local knowledge and culture. The use of Portuguese language as only medium of instruction in primary education contributes highly to school failure. Some traditional conceptions and cultural practices contribute to the school drop out of the girls. Poverty is also causing drop out or school failure with a larger incidence for girls. In certain communities the value of the school is judged by its possibilities to secure children's future employment. The life and work conditions of the teachers have direct influence on their professional behaviour and motivation. The teacher's ethical and social behaviour has an impact—negative or positive- and largely influences the image that the community has of the school and of its relevance.

10. PRINCIPAL RECOMMENDATIONS:

1) *In relation to the socio-cultural context of the school:* To redefine the objectives of the School-Community Link Committees. To involve the community in extra-curricular, educational activities. To promote debates between the school and the community on important and problematic cultural aspects, that allow the inclusion of the school in the community and that confront the tradition with the change processes. To interest the community in the schooling of their children through the appreciation of local knowledge and practical production skills. To evaluate systematically the participation of the community in the school. To have the teacher included in the community's cultural context through an anthropological education that allows him/her to understand the relationship of the school with the culture and the traditional education of the community and to promote the dialogue between the school and the community. 2) *In relation to the internal aspects of the education system:* To improve the mechanisms pedagogic supervision. To correct the, generally, bad image of teachers in the community through the improvement of his/her work and life conditions. To review of the contents of the schoolbooks adapting them to the child's cultural reality. To modify in the schoolbooks the image of the role of women in the family and in the community. To integrate in the pedagogic practice the dimension of gender balance in order to promote an education without prejudices.

Factores de promoção da escolarização da rapariga. Relatório final
(Factors affecting the promotion of schooling for girls. Final report)

SPONSORING AGENCY: UNICEF/CIDA
COMMISSIONED BY: Direcção Nacional do Ensino Primário/MINED
PLACE PUBLISHED: Maputo
PUBLICATION DATE: 1996
LANGUAGE: Portuguese
PAGES: 30 + 1 annex page

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Walker, B.; Martins, A.; Sabino, H.; Uamusse, D.; Wachave, F.; Nhantumbo, L.
2. DATES OF STUDY: 1996.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: The research was conducted in the districts of Mogovolas and Mossuril (Nampula Province), Inhassunge and Nicoadala (Zambézia Province), and Dondo and Nhamatanda (Sofala Province). Using a participatory approach, its main research instrument was the semi-structured interview. Male interviewers were selected for interviewing men and boys, and female interviewers for interviewing women and girls. Whenever necessary the interviews were conducted in the local languages. An attempt was made to involve the local community in the study through meetings that were used to present and comment on the main findings of the study.
6. EDUCATION ISSUE(S): The social situation of Mozambican women and the levels of their social and political participation in national life, despite recent achievements, place them in a position of inequality, particularly with regard to different levels of schooling. Disparities in access and performance of girls at different levels of schooling. Such disparities become more apparent if analysed by region, levels of schooling and types of courses and professional education.
7. MAJOR FOCUS: The social, cultural and economic factors that explain women's and girls' inequality with regard to access to different levels of education
8. OTHER MAJOR CONCERNS:
9. PRINCIPAL FINDINGS: For cultural reasons, the schooling of girls is rated second compared to boys. Domestic labour demands more of girls' time, which negatively affects their school performance. The practice of early marriage shortens the girls' retention in school. The poverty of families constrains girls school attendance, because they are ashamed of going to school without proper clothing. Otherwise, she would endanger her prospects of marriage. Corruption, sexual harassment and undesired pregnancy lead to girls' early drop out from the school. The long distance between home and school affects more girls' schooling than boys do, because they are expected to devote more time to domestic labour. The lack of women teachers and other professionals in the community results in the absence of alternative models to the traditional woman's role. The limited number of women teachers

is due to the low representation of girls in schools, the difficult living conditions of teachers and the lack of prestige of the teaching profession. There is a certain conflict between religious and official education, particularly in the zones of Islamic influence.

10. PRINCIPAL RECOMMENDATIONS:

Cultural factors and the constraints associated with gender that negatively affect the schooling of women and girls must be taken seriously at the community and school levels, and in the recruitment and training of teachers. The study recommends the sensitisation of the community and parents with regard to the issues of gender and education, the dissemination of MINED's policy on gender and education, the strengthening of the relationship between the school and the community, and the involvement of community organisations, NGO's, religious organisations and traditional educators in the education of girls. A study of the impact of early marriage and pregnancy and their impact on the schooling of girls should be carried out, and the working conditions of teachers improved, particularly in the rural areas.

Diagnóstico das capacidades dos alunos da 2^a, 3^a e 4^a classes, da cidade e província de Maputo

SPONSORING AGENCY: Finnish Government
COMMISSIONED BY:
PLACE PUBLISHED: Maputo
PUBLICATION DATE: 1998
LANGUAGE: Portuguese
PAGES: 53 + 25 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Assis, A.; Soverano, A.; Lauchande, C.; Guibundana, D.; Januário, F. M.; Soverano, M.; Diniz, M^a J.
2. DATES OF STUDY: 1997.
3. PERIOD COVERED: 1997.
4. TYPE OF DOCUMENT: Study.
5. METHODS USED: Use of diagnostic tests for pupils and questionnaires for pupils, teachers and school heads in 12 schools (urban, sub-urban and rural in Maputo and Maputo province).
6. EDUCATION ISSUE(S): Performance of primary school pupils in Mathematics, Portuguese and Science.
7. MAJOR FOCUS: Attempt to relate school performance quantitatively to geographic context and socio-economic background of pupils.
8. OTHER MAJOR CONCERNS:
9. PRINCIPAL FINDINGS: In the 2nd year of primary school only 35.5% of the pupils reach the required level in Portuguese. For Mathematics 72% of the pupils have the required level. In the 3rd class almost 60% master the 2nd year requirements for Portuguese and 90% the 2nd year mathematics requirements. No big problems were encountered with knowledge in Science, although performance dropped considerably in answering open-ended questions. In rural areas pupils have more problems with Portuguese, which is for most of them a foreign (second) language. There is a strong correlation between the profession of the parent(s) and the mastery of Portuguese. In rural areas there is more often a lack of school books than in the urban areas. Almost all teachers in the urban areas are well trained females, while in the rural areas many young under- or unqualified males are teaching.
10. PRINCIPAL RECOMMENDATIONS: Because the study concerns a pilot exercise, not many recommendations are given yet. There are a number of recommendations to improve the instruments. Preliminary recommendations are given for more varied teaching strategies, taking into account the socio-cultural context. Also a more integrated, inter-disciplinary teaching approach is recommended.
11. OTHER COMMENTS: This concerns a pilot study in the context of a project on Educational Assessment, financed by the Finnish Government.

Teacher Education Reform Project proposal: processes, content and structure of the 10+1+1 model

SPONSORING AGENCY:	MINED
COMMISSIONED BY:	MINED
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1998
LANGUAGE:	English
PAGES:	81 + 6 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: de Fátima, M.; Dzvimbo, K. P.
2. DATES OF STUDY: 20 December 1997- 6 January 1998.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Review of relevant documents, publications and reports on teacher education and the education sector in general.
6. EDUCATION ISSUE(S): The main education issue is low quality of basic education, as evidenced by very low transition rates from the primary to the secondary level of the education system. Nearly one quarter of all the children who are in primary school repeat EP1 and one third of the EP2 learners repeat the cycle every year. The underlying cause of these problems is seen as being inadequate teacher competencies, lack of motivation, and unavailability of material and financial resources.
7. MAJOR FOCUS: The proposal intends to improve the quality of basic education by improving the quality of teacher education. The proposed model of teacher education is the 10+1+1, and will replace the existing model of 7+3.
8. OTHER MAJOR CONCERNS: The proposal is also intended to address the needs of the 6+3 teachers who need to be trained at the IMP. There is also a need to provide incentives for the 6+3 teachers, the second largest group of qualified teachers at the EP1 and EP2 levels.
9. PRINCIPAL FINDINGS: The Mozambican education system has a plethora of teachers' education qualifications (over 10 different types). Almost all the teachers in Mozambique's primary schools do not have a full school certificate of ten years education. Without trained teachers the Mozambican education system will find it hard to expand the schooling system to its school age population.
10. PRINCIPAL RECOMMENDATIONS: The 10+1+1 model of teacher education from 1998 should replace the current 7+3 model. The new model should be an outcomes-based and competency-based model. It should be implemented in phases and as part of a much broader program of teacher development. While building on existing examples of good practice, the new model should aim at developing teachers with competencies in action research and reflective practice.

***Adequação de apoio financeiro externo ao sector educacional em Moçambique.
INDE: cadernos de pesquisa n° 10***

*(Adequacy of external financial support to the education sector in Mozambique. INDE:
research report n° 10)*

SPONSORING AGENCY: MINED, Sida
COMMISSIONED BY: INDE (National Institute for Educational Development)
PLACE PUBLISHED: Maputo
PUBLICATION DATE: 1994
LANGUAGE: Portuguese (English preliminary version available)
PAGES: 84

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Linde, G. adviser to the RECODE, a consultative organ of donors within the MINED.
2. DATES OF STUDY: December 1993 to April 1994.
3. PERIOD COVERED: 1993.
4. TYPE OF DOCUMENT: Study
5. METHODS USED: Collection of data by visits and interviews, compilation of existing documents, round table conversations to check conclusions.
6. EDUCATION ISSUE(S): Education for All, funding of education.
7. MAJOR FOCUS: The distribution of donor funds in education.
8. OTHER MAJOR CONCERNS: Policies, priorities and needs of the education sector. Restraints, backgrounds and consequences. Coverage of donor funding with respect to needs and restraints.
9. PRINCIPAL FINDINGS: In basic education an additional funding of on average 23 million dollars will be needed per year for the construction of schools, payment of salaries and provision of schoolbooks. Extra funds are needed for maintenance, provision of learning materials and equipment. There is no link between educational research and educational practice. There are insufficient funds for a school food programme and for improving the wellbeing of teachers. There is no master plan for the secondary education sub-sector. Donors are withdrawing aid to technical and vocational education. The various provinces receive donor aid in education to a different extent.
10. PRINCIPAL RECOMMENDATIONS: Expansion of the secondary education system to fulfil the demand. Consider redirecting aid from the book publishing sector to the consumers. Involve the community and mobilise NGOs and the private sector in raising funds to reach the aim of Education for All. Promote community schools. Direct part of the funding for school construction to non-governmental schools. Projects for the construction of schools should also consider ways to pay salaries of teachers and buy school furniture. Government expenditure should be more balanced, thus improving the financing of the social sectors. Start experimenting with automatic promotion in EP1. Increase the financial aid to the Caixa Escolar (fund to assist parents in the buying of school books). Revise the language policy, starting with the mother tongue as medium of instruction in at least the first years of EP1. Co-ordinate educational research in order to have

it respond to the needs of the educational system. Write a master plan for secondary education. Rationalise the administrative structures and eliminate unnecessary bureaucracy in schools. Study the impact of the bursary system in higher education.

Education in Mozambique, a review and perspectives

SPONSORING AGENCY:	Danida
COMMISSIONED BY:	
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1994
LANGUAGE:	English
PAGES:	15 + 7 annex pages

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| 1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: | Visser, M. |
| 2. DATES OF STUDY: | 1994. |
| 3. PERIOD COVERED: | From pre-independence to 1994. |
| 4. TYPE OF DOCUMENT: | Paper. |
| 5. METHODS USED: | Descriptive paper, based on consultation of documents. No primary data collection. |
| 6. EDUCATION ISSUE(S): | Basic education, secondary education, vocational/technical education, revised educational policy, funding of education by donors. |
| 7. MAJOR FOCUS: | Priorities and implications for future donor assistance in education. |
| 8. OTHER MAJOR CONCERNS: | Low enrolment rates, high drop-out and repetition rates, large classes, poor teaching conditions, inadequate course contents, poorly prepared teachers, general shortage of teaching staff. |
| 9. PRINCIPAL FINDINGS: | Access to education is severely restricted at all levels with girls a lower enrolment. Graduates at the primary level are not sufficiently prepared for further study or integration in the productive sector. Vocational/technical education is exceptionally expensive and shows a low internal and external efficiency. The government budget allocated to education is grossly insufficient. Donor assistance is directed towards construction and rehabilitation of schools, direct teaching support to the university, provision of food, production of textbooks and provision of library books and laboratories, fellowships for higher education, institutional support, organisational development and personal training. Donor aid to basic education is limited. Donor co-ordination is poor. |
| 10. PRINCIPAL RECOMMENDATIONS: | Finance recurrent costs and particularly teacher salaries, shift from project to sector support, provide support to promoting community participation in education and non-formal basic education. Further assistance to vocational/technical education should be conditioned to the formulation of a comprehensive and consistent policy framework. |
| 11. OTHER COMMENTS: | The paper contains, as an annex, the major policy decisions based on the Masterplan for Basic Education, 1994. |

Plano estratégico da educação

(Education Sector Strategic Plan 1999-2003: reviving schools and expanding opportunities)

SPONSORING AGENCY:	MINED
COMMISSIONED BY:	MINED
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1998
LANGUAGE:	Portuguese
PAGES:	49

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:
2. DATES OF STUDY: 1996-1998.
3. PERIOD COVERED: 1998-2003.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Diagnostic and prospective analysis of NSE, which was based on several studies and reflections about education. The document is product of the debates made by specialised teams of each sub-sector of the system and incorporates the contributions that came from several national and international partners.
6. EDUCATION ISSUE(S): The role of educational system in providing Mozambican citizens with the knowledge and skills that they will need to obtain sustainable livelihoods, accelerate the growth of the economy, and strengthen the institutions of a democratic society. The highest priority is the expansion and improvement of the basic education system without forgetting the importance of other levels of the education system. The cost of significant expansion and improvement in the educational system. The participation of other actors including stakeholders and representatives of civil society who are willing to assume a considerably greater share of responsibility in the finance and governance of the educational system.
7. MAJOR FOCUS: The document defines the main elements of the Ministry's strategy. In keeping with the priorities identified, the focus of the document is on basic education, and on the Ministry's strategy for expanding access and improving quality in primary schools. In relation with the other educational sectors the document reviews the strategies for expanding access and improving quality.
8. OTHER MAJOR CONCERNS:
9. PRINCIPAL FINDINGS: The document appoints to three fundamental problems in the Mozambican education system, which affect all levels of the system and virtually all institutions at each level. The first is limited access to educational opportunities, the second is poor quality, and the third is the cost of expanding access and improving quality. Access to educational opportunities is extremely limited in secondary and tertiary institutions, and in technical and professional schools as well, especially for girls and young women. The quality of education and training provided in these institutions is often poor.

10. PRINCIPAL RECOMMENDATIONS: The document presents the strategic objectives for basic education and the other levels of the education system and defines the strategy that the Ministry will pursue to attain those objectives. The main objectives for basic education are: 1) to expand education access, that implies: universal primary schooling; increasing access for girls and women, enhancing the internal efficiency; setting up complete primary schools; promoting the low-cost construction; encouraging alternative providers of education; developing pre-service and in-service teachers training; creating incentives for teachers, and adopting distance education and alternative technologies; 2) to improve the educational quality through: the revision of the curriculum for basic education, the provision of training for teachers, the enhancement of the qualifications and training of school directors; the improvement of monitoring and assessment; the supply of learning materials for all children; 3) to sustain the expansion and improvement that implies decentralisation, organisational development, and capacity building; fiscal capacity and cost sharing; public information and debate. Other sectors within the education system deserving attention include pre-school education, the education of children with special needs, adult education (through formal and non-formal ways) and technical, secondary and higher education. Strategic objectives for these sectors are also defined.

Educação para todos em Moçambique: uma estratégia que nasce

SPONSORING AGENCY:	MINED/UNICEF
COMMISSIONED BY:	
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1992
LANGUAGE:	Portuguese
PAGES:	44

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Various contributors.
2. DATES OF STUDY: 1992.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Analysis and synthesis of papers presented at the technical Conference on Education for All, (Maputo, 19–23 October 1992). Starting with the identification of the main problems of educational systems in Africa in general, and in Mozambique in particular, the various papers identify the needs, implications and challenges implied in adopting a broad vision of basic education that emerged from the World Conference on Education for All in Jomtien, 1990.
6. EDUCATION ISSUE(S): Demand for systematic change in structure, curricula and methods. Decentralisation. Involvement of the private sector. He role of family and community.
7. MAJOR FOCUS: The decentralisation of the education system requires professional diversification as well as the development of an administration and innovation capacity. Curriculum development should be based on thematic areas and not on disciplines, and integrate pertinent, new themes (e.g. technological education), designed in consultation with local communities. Teacher training should be based on the approved curriculum for basic education.
8. OTHER MAJOR CONCERNS: In the context of a broad vision of basic education information and involvement strategies are needed in order to develop commitment with changes in the society.
9. PRINCIPAL FINDINGS: An administration and management of the education system that starts from the top is unsuitable and inefficient. In the process of changing practice, action research has a decisive role to play. Social interaction and information are the key for permanent change. A sense of ownership of the education system by parents and communities is the reverse of the hierarchical system that has failed to provide Education for All. Allowing local communities and people to participate in the education process builds the dynamics for change.
10. PRINCIPAL RECOMMENDATIONS: Change should be introduced in the structures, the curricula and methods. In addition to the involvement of the society, in-service training for teachers and educational administrators should be offered. Planning and evaluation capacity should be provided. Interaction with different departments of the MINED and with other Ministries such as Culture and Youth and of Health should be established. At local level, a link between village committees

and school councils parents' groups and teachers associations should be established. Technical commissions that will develop proposals for decentralisation, in-service training and professional development, teachers' conditions, production capacity of educational material, curriculum development, special education, private schooling, and the evaluation system should be established.

11. OTHER COMMENTS:

The document synthesises several papers presented by the Minister of Education, the UNICEF representative, the National Director of Primary Education and international consultants. Speeches by teachers from Portugal, the Netherlands and England are also included.

A master plan for basic education in Mozambique

SPONSORING AGENCY:	MINED
COMMISSIONED BY:	MINED
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1994
LANGUAGE:	English
PAGES:	58 + 11 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT:
2. DATES OF STUDY: 1993.
3. PERIOD COVERED: 1990-1993.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Taking into account the major finding of the NES evaluation, the document identifies alternative aims for establishing the efficient and relevant basic education. Each principal identified aim is accomplished by same explanations of its meaningfulness. The policies, actions and its requirements for each aim are presented in the final of the document through several grills.
6. EDUCATION ISSUE(S): The reform strategy had to attend to four interdependent elements: a) The heightening awareness of goals and targets of EFA, sensitising public opinion and that of parents, to the importance of basic education. b) The expansion of the system by increasing its capacity in terms of infrastructures and human resources. c) The reform of structures especially through decentralisation, privatisation, reorganisation of teacher training, revitalisation of the ZIPs, creation of committees community and community schools, reorganisation of the available resources, simplification of the evaluation procedures, restructuring inspection and supervision, creation of capacity for intervention and support at the level District Directorates. d) The curricular changes to encompass new and more relevant areas and teaching methods.
7. MAJOR FOCUS:
8. OTHER MAJOR CONCERNS: 1) The planning sequence (review and analysis of existing conditions; goals, targets, principles; awareness raising/sensitisation of EFA and basic education (BE); expanded vision of BE; linkages; alternative strategies; policy decisions; priorities and partners; coverage, effectiveness, relevance). 2) Change. In the Mozambican situation, the adequate way for changing is to adopt the process of operational research in which local initiatives are supported by the state, which adopts a catalytic, advisory and supervisory role. The reaching of coverage and qualitative targets implies the change at all levels of structures, inspired and initiated at the centre, communicated and implemented at Provincial, District and community levels. 3) Decentralisation.
9. PRINCIPAL FINDINGS:
10. PRINCIPAL RECOMMENDATIONS: To mobilise communities, sensitise decision-makers and opinion leaders for raising awareness and disseminate information on EFA. To deconcentrate responsibility for installation, management and continuing maintenance of community schools

through the decentralisation. To restructure the Directorate of Primary Education, giving it increased autonomy and professional capacity for planning, managing and guiding basic education development. To redesign and diversify the pattern of teacher education. To create a Basic Education Resource Centre within the MINED. To create, within the MINED, a team of curriculum developers for basic education, who be able to design an relevant curriculum for basic education and with the responsibility for preparing syllabi and outlines for teacher's guides and textbooks. To address specific interests of children, girls and women with special needs. To maintain out-of-school alternative programmes, literacy, life-skills. To link literacy training for adults directly to life-skills. To promote professional advice on the problem of textbook production and distribution and the use inexpensive writing materials. To assess and evaluate regularity all EFA activities through in-built indicators and statistical data. To further study the means whereby the private sector may increase its participation in the EFA movement.

Support programme to basic education in Tete province

SPONSORING AGENCY:	Danida
COMMISSIONED BY:	MINED
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1996
LANGUAGE:	English
PAGES:	78 + 5 annex pages

1. INDIVIDUALS/INSTITUTIONS AND/OR INVOLVED IN THE STUDY	
PREPARING THE REPORT:	T&B Consultant Ltd.
2. DATES OF STUDY:	1995.
3. PERIOD COVERED:	
4. TYPE OF DOCUMENT:	Sector Programme Support.
5. METHODS USED:	
6. EDUCATION ISSUE(S):	General improvement of basic education, according to the National Education Policy.
7. MAJOR FOCUS:	Improvement of quality, efficiency and relevance at basic education level.
8. OTHER MAJOR CONCERNS:	Improvement of management at provincial and national Levels, in-service teacher training and building of a teacher training centre in Tete Province.
9. PRINCIPAL FINDINGS:	Education in Tete Province faces many problems, about 50% of children in school age are out of school, the system is very inefficient with high annual rates of drop-out and repetition, gender disparities, majority of teachers without professional training, low management skills and qualification of the provincial and local support structures for schools. Low moral of teachers due to poor living and working conditions. Under-financing of recurrent expenditures, the government covering only salaries costs, the investment costs being mostly financed by donors. This is the normal situation over the country, but Tete province as also the specificity of having a high number of refugees and “regressados”, due to the war.
10. PRINCIPAL RECOMMENDATIONS:	The document presents a support programme for 5 years (1996-2000), to basic education in Tete province covering items such as in-service training for teachers, management, support to primary schools, construction of a teacher training centre in Tete, and some budget support to provincial directorate and national (Ministry) level capacity. Total cost of the programme is around 13,318,800 USD.
11. OTHER COMMENTS:	The document contains a summary of the national policy of education (Mozambique), and a summary of Danida support principles and Danida support objectives in Mozambique (policy).

**O Acesso à educação básica e à saúde nalgumas comunidades de Moçambique.
Proposta de investigação**

(Access to basic education and health in some communities in Mozambique. Research proposal)

SPONSORING AGENCY: OXFAM UK
COMMISSIONED BY: OXFAM UK
PLACE PUBLISHED: Maputo
PUBLICATION DATE: 1998
LANGUAGE: Portuguese
PAGES: 35 + 9 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Cabral, Z. (team leader).
2. DATES OF STUDY: 1998.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Comprehensive research proposal.
5. METHODS USED: Summary of literature, desk study.
6. EDUCATION ISSUE(S): Access to basic education and quality in developing countries.
7. MAJOR FOCUS: Structural barriers affecting the access of women and men to basic education.
8. OTHER MAJOR CONCERNS: Strategies of poor communities to face the restrictions to basic services; beneficiary assessment on the quality of basic services; public financing of basic services.
9. PRINCIPAL FINDINGS: Preliminary description of the social context in Mozambique; detailed quantitative and qualitative information about basic education; preliminary analysis of the efficacy, the teacher working conditions, teacher salaries, teacher training, and specific aspect of education in Maputo and Zambezia provinces, where the study will be done. Theoretical discussion of key concepts, basic education and mother tongues.
10. PRINCIPAL RECOMMENDATIONS:
11. OTHER COMMENTS: The proposal presents a research plan including Objectives, Methodology, results of a pre-test phase, the schedule and the preliminary questionnaires to the communities. The study is comparative at an international level, so the questionnaires are likely standardised for the needs of OXFAM. Final research report available since 1999 (out of the period selected for this study review).

Livros escolares e poder de compra Estudo sobre os livros escolares nas zonas rurais
(School books and purchasing power: a study of school books in the rural areas)

SPONSORING AGENCY: Sida
 COMMISSIONED BY: MINED/Sida
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1992
 LANGUAGE: Portuguese (translation)
 PAGES: 44 + 8 annex pages

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1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Ákesson, G. and persons from DINAME and MINED at central and local levels.
2. DATES OF STUDY: 1991-1992.
3. PERIOD COVERED: 1991-1992.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Surveys and interviews with students, teachers, school principals, education institutions at central, regional and district levels, local traders and distributors of schoolbooks were applied. This activity was preceded by the application of a model of distribution, sale or donation of schoolbooks to pupils, in order to assess the reaction of their parents and the involvement of local traders in the operation of the proposed model. The study was carried out in selected districts of the provinces of Inhambane, Manica, Nampula, Cabo Delgado and Niassa.
6. EDUCATION ISSUE(S): Relationship between socio-economic and cultural conditions and access to schoolbooks, and to the schooling itself. Parents' involvement and motivation toward schooling for their children. The pre-requisites for establishing a learning environment.
7. MAJOR FOCUS: Although the report does not put it explicitly, existence of schoolbook in schools is seen as a major factor contributing to the quality of education.
8. OTHER MAJOR CONCERNS: The need to establish a commercial network, on the one hand, and the limited purchasing power of rural families, on the other.
9. PRINCIPAL FINDINGS: The majority of families in the countryside do not have the resources allowing them to buy school books, even if they are sold at a low price. A limited number of them can just make it, because besides agriculture, they have no other source of income.
10. PRINCIPAL RECOMMENDATIONS: The existing textbook delivery system should be improved in order to ensure access to schoolbooks, making them free a large majority of students (the study it does not provide the exact proportion of students). Resources should be provided to DDEs in order to buy books, creating an "artificial" purchasing power, which, in the meantime, stimulates the involvement of traders in the distribution of textbooks, making them less financially onerous. The DDEs capacity to plan textbook needs and identify local trader(s) who can be involved the distribution process should be improved. Even if books were free, their distribution should be in co-ordination with the local commercial network. Special attention should be given to access of girls to textbooks. A system that helps prevent that the economic conditions are a

decisive element in excluding children of the most needy families from going to school should be established. However, it will be problematic to establish a system in which some parents can buy books while others cannot. It is suggested that parents with better conditions assist their school to increase its capacity and resources.

Comissão técnica sobre "Educação não-formal"
(*Technical commission on "Non-formal education"*)

SPONSORING AGENCY: MINED (Ministry of Education)
 COMMISSIONED BY: MINED
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1993
 LANGUAGE: Portuguese
 PAGES: 41 + 7 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Balate, B.; Martins, A.; Binana, C.; Muianga, E.; Banze, J. F.; Eduardo, T.
2. DATES OF STUDY: 1993.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Diagnosis and characterisation of basic education (primary and adult literacy). Collection and systematisation of non-formal education actors and actions in different sectors in the country. Based on the gathered information the Commission designed program proposals for different audiences. Review of documentation.
6. EDUCATION ISSUE(S): Low capacity of enrolment in primary schools and in Adult Education. High level of illiteracy among adults, particularly in rural areas and among women.
7. MAJOR FOCUS: Analysis and gathering of information on the ongoing activities on Non-Formal Education in the country.
8. OTHER MAJOR CONCERNS:
9. PRINCIPAL FINDINGS: High illiteracy rate. The actual capacity of the primary and the adult education sectors does not respond to the requirements of the "Education for All" commitment. Presently, the only Centre for the training of professionals for Adult Education is closed and being rehabilitated. An ongoing multiplicity of Non-Formal Education (NFE) activities carried out by different actors. The most relevant ones being carried out by NGOs and religious organisations. Deficient follow-up of these NFE activities due to a lack of institutional mechanisms.
10. PRINCIPAL RECOMMENDATIONS: Development of three programs: Basic education for children of school age outside the SNE; Basic education and professional training for youth and adults; Basic education and professional training for groups with specific necessities. Decentralisation to promote more efficient and equitable activities and services. Promote the participation of NGO's and Religious Confessions (?) and other stakeholders. Adoption and dissemination of successful experiences. Priority to zones of resentment of the population and big urban areas. Development of certification and equivalencies. Sensitisation of the public opinion to increase participation in the financing and execution of the programs. UEM and ISP should play a leading role in research on NFE. Institutionalisation of NFE within MINED. Broaden the activities of the Institute for Adult Education.

11. OTHER COMMENTS:

Contains a description of various ongoing activities of NFE.
Contains an annex discussing the meaning of NFE.

Comissão técnica sobre o livro escolar
(Technical commission on school books)

SPONSORING AGENCY: MINED
 COMMISSIONED BY: MINED
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1993
 LANGUAGE: Portuguese
 PAGES: 48

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1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Carilho, F.; Barca, A.; Chirindza, A.; Mabuza, D.; Linde, G.; Sevene, M.; Inácio, M.
2. DATES OF STUDY: 1993.
3. PERIOD COVERED:
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Diagnostic analysis.
6. EDUCATION ISSUE(S): Access to schoolbooks and their role in the teaching and learning process. State intervention and the market in the provision of school books. The transition from a state controlled system of printing and distribution of schoolbooks to a system that is compatible with a market economy and is economically viable and profitable for the Editora Escolar, CEGRAF and DINAME. The development of school books by independent authors, not by state institution officers. A review and updating of primary school books that overcome the pedagogical and didactical problems that have been found throughout their evaluation and take into account recent socio-political changes in the country. The role of the School Fund (*Caixa Escolar*) and its poor funding taking into account that 80% of the population have no resources to buy books and other didactic material.
7. MAJOR FOCUS: The role of the state and the private sector in publishing, producing and distributing schoolbooks. The economic and financial mechanisms of capital formation for state enterprises in the phase of transition toward privatisation through external donations or state subsidies to the production costs.
8. OTHER MAJOR CONCERNS: Problematisation of the state monopoly in the production and distribution of schoolbooks. There is a need to increase the national capacity of printing and to develop a system of distribution of schoolbooks that includes their sale, storage and transportation, taking the current monopoly away from the state enterprises, CEGRAF and DINAME.
9. PRINCIPAL FINDINGS: Despite the existing capacity at CEGRAF and DINAME to print and distribute the required amount of books throughout the school system, their organisational, financial and administrative constraints are causing delays in the distribution of books. Responsibility for these is attributed to the fact that the management of those private companies is not entrepreneurial. This forces them to rely on bureaucratic mechanisms that are appropriate for state institutions, thus breaking the dynamics required by this kind of activities.
10. PRINCIPAL RECOMMENDATIONS: What type of enterprise is more adequate for “Editora Escolar” and for DINAME and CEGRAF must be established. The state

must ensure its role as the promoter of widespread availability of schoolbooks for all. Through legal provision, it should allow other companies to participate in the production and distribution of schoolbooks. A competitive environment may also contribute to quality improvement and the reduction of the price of schoolbooks. Accordingly, the state must give up custom's rights and reduce fiscal taxes. This represents one way by which the state should provide indirect financing to enterprises. This set of actions, however, must obey to a new policy for schoolbooks which, among other principles, establishes that subsidies must be given to the consumers. The definition of the legal status of the enterprises involved in the production and distribution of books is recommended.

Comissão técnica sobre "desenvolvimento curricular"
(*Technical commission on curriculum development*)

SPONSORING AGENCY: Ministry of Education (MINED)
 COMMISSIONED BY: MINED
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1993
 LANGUAGE: Portuguese
 PAGES: 44

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Carrilho, F.; Thompson, R.; Mendonça, P.; Tembe, C.; Langa, C.; Thuzine, A.; Inácio, M.
2. DATES OF STUDY: 1993.
3. PERIOD COVERED: 1983-1993.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Review of documents. Analysis of the current curriculum and reports of previous studies conducted to evaluate the schoolbooks. Interviews with experienced teachers and specialists of the different subjects.
6. EDUCATION ISSUE(S): Education for all is not guaranteed quantitatively or qualitatively.
7. MAJOR FOCUS: Analysis of the primary school curriculum .
8. OTHER MAJOR CONCERNS: Teacher training.
9. PRINCIPAL FINDINGS: The actual curriculum was not tested before implementation. It was not systematically evaluated during the implementation process. The major problem is the way teachers implement the curriculum.
10. PRINCIPAL RECOMMENDATIONS: For the curriculum: establish teams for each subject to review objectives, content and methodology for the primary school; a mixed team to review the teacher training curriculum and to identify the discrepancies between the school and the teachers training curriculum; a team to test the new materials and to propose how and when the substitution should take place. For the other technical committees: a policy for a free distribution of the schoolbook and other basic material for students with economic difficulties; a free snack "lanche"; decentralise the nomination of teachers; establish in MINED a Department for curriculum development; basic education should be limited to five years.
11. OTHER COMMENTS: Contains an analysis of the current curriculum and proposals for change by subject.

Comissão técnica sobre "avaliação e exames"
(*Technical commission on assessment and examinations*)

SPONSORING AGENCY:	MINED
COMMISSIONED BY:	MINED
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1993
LANGUAGE:	Portuguese
PAGES:	41

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Carrilho, F.; Paixão, T.; de Assis, A. F.; Juvane, V. Z.; Balate, B.; dos Santos Videira, J.; Nheze, I.
2. DATES OF STUDY: 1993.
3. PERIOD COVERED: 1990-1993.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Analysis and diagnosis of statistical data, observations in schools in- and around Maputo and debates with commissions on "Privatisation" and "Curriculum".
6. EDUCATION ISSUE(S): Evaluation as an important component to improve the quality of education. Definition of evaluation, performance of pupils and various forms of assessment.
7. MAJOR FOCUS: Approaches and predominant assessment practices in the Mozambican educational system.
8. OTHER MAJOR CONCERNS: The weak link between content and assessment. The absence of diagnostic testing.
9. PRINCIPAL FINDINGS: The educational system has a low effectiveness, as shown by high rates of repetition and drop out. Some external and internal factors are mentioned. The absence of an evaluation and assessment policy leads to an incoherent evaluation and examination system.
10. PRINCIPAL RECOMMENDATIONS: 1) Evaluation and assessment should be linked strongly to the various factors that play a role in the teaching-learning process. 2) Assessment should take place at all levels. 3) Norms and regulations of assessment should be based on objectives, principles and parameters in line with the general aims of the education in society. 4) All aspects of diagnostic, formative and summative evaluation should play a role in the classroom. Special attention for the examinations. 5) Private schools should be allowed to have their own examinations. 6) Teachers should be provided with notebooks to improve the practice of formative evaluation. 7) Comprehensive rules and regulations should be developed. 8) Need to define clearly objectives for each level of schooling 9) Include assessment and evaluation issues in the teacher training curriculum 10) make available human and material resources to decentralise the evaluation system 11) Maintain international contacts in order to compare the performance of Mozambican students with those of other countries.

Comissão técnica sobre "estruturas e descentralização"
(*Technical commission on structures and decentralisation*)

SPONSORING AGENCY:	Ministry of Education (MINED)
COMMISSIONED BY:	MINED
PLACE PUBLISHED:	Maputo
PUBLICATION DATE:	1993
LANGUAGE:	Portuguese
PAGES:	23 + 24 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Carrilho, F.; Mucavele, S.; Martins, Z.; Martins, S.; Bomba Júnior, D. N.; Drago, P.
2. DATES OF STUDY: 1993.
3. PERIOD COVERED: 1975-1993.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Review of documents. Analysis of the current situation.
6. EDUCATION ISSUE(S): Centralisation of the education sector.
7. MAJOR FOCUS: Analysis of the actual system of administration in the education sector.
8. OTHER MAJOR CONCERNS: Community participation.
9. PRINCIPAL FINDINGS: The actual structure of MINED is highly centralised. There is a duplication of competencies between different levels. The autonomy of schools is non-existent. The National Council for Education only met once in 10 years. There is no difference between pedagogic supervision and inspection. INDE is not executing the function of curriculum development. There is no connection between the research results of INDE and the development of curriculum in the National Directorates for primary and secondary education. The Institute for the Upgrading of Teachers (IAP) has had difficulties doing its work. Institutional duplication between UEM and ISP. There is capacity to decentralise the exams to the provincial level.
10. PRINCIPAL RECOMMENDATIONS: Decentralisation is a must. Team work and shared decision-making. Separate the increase of salaries and benefices from direction posts. Maintain the co-ordination between the primary, secondary and technical sub sectors. Detailed studies of the structures that are duplicated and that have complementary or common functions. The integration of ISP and UEM through a faculty of education. The reintegration of IAP in INDE. Study of the National Council on Education. Viability study for the Acção Social (School Social Support) to become based on the schools in co-ordination with the community. Integration of the juridical department in the ministry cabinet. Minimise the state intervention in the private education sector. Decentralise the authority of evaluation and exams for the 5th and 7th grades. Separate the exam of conclusion of the primary level from the one of access to the secondary level. Scholarships should be treated directly between the donors and the students. The DPE's and DDE's should not reproduce the central structure. Introduction at the district level of the Pedagogic Supervisor. The functions of the Inspection department should only be to

- control legality within the system. An integrated strategy for the training of education personnel
11. OTHER COMMENTS: Contains various annexes with proposals for new ways of structuring the MINED including a proposal for the decentralisation of the training of education personnel. Contains a discussion on the differences of the concepts “decentralisation” and “deconcentration”.

Formação de professores: diagnóstico e perspectivas, comissão técnica
(*Teacher training: a diagnosis and perspectives, technical commission*)

SPONSORING AGENCY: UNICEF
 COMMISSIONED BY: MINED
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1993
 LANGUAGE: Portuguese
 PAGES: 34 + 9 annex pages

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: de Fátima, M.; Golias, M.; Grachane, A. A.; Muianga, E.; Pouw, L.G.
2. DATES OF STUDY: 1993.
3. PERIOD COVERED: 1960s-1992.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: Consultation of documents. Meetings with educational authorities and teachers. Personal experiences of the team members.
6. EDUCATION ISSUE(S): High numbers of teachers without professional qualification. Low quality and qualifications of teacher trainers. Rigid curriculum in teacher training. Poor living and material conditions in teacher training centres. No distance education mode in teacher training. No professional development or initial training for teacher trainers.
7. MAJOR FOCUS: Pre-service teacher training for basic education.
8. OTHER MAJOR CONCERNS: In-service training and distance education.
9. PRINCIPAL FINDINGS: The war has had a devastating effect on the Mozambican education system. But even without the war the secondary school output would not have been enough to satisfy the need for primary school teachers. Teachers trainers are poorly trained and few in number. The curriculum is more designed to upgrade to a formal level than to train teachers for their professional practice. Teacher training institutes are overcrowded and lack human and material resources. The quality of instruction is very low. The three years of internment are too expensive, the syllabus is fragmented, there is insufficient and misdirected attention for practice. Criteria for evaluation are not linked to practice and therefore lack relevance. There is no in-service training. There is no system of supervision and control. There is no system of continuous training. There is no clear path to progress professionally. The salaries of trainers are low and living conditions poor, which does not contribute to a high moral and professional behaviour.
10. PRINCIPAL RECOMMENDATIONS: Include non-formal basic education in the teacher training. Establish a system of in-service training with a strong component of distance education. Establish capacity for follow-up. Give heads of ZIPs (school districts) a solid training in psycho-pedagogy, methodology, management and evaluation. Transform teacher-training centres into resource centres for the training and development of all teachers. Establish a national forum to co-ordinate the training strategy. Collaborate with INDE, ISP and UEM. Establish a professional career ladder for basic education.

11. OTHER COMMENTS:

Upgrade salaries and give other incentives to the professional educators in the basic education sub-sector.

The paper begins with a chapter on the importance of basic education and the importance of teacher training and development. Also a historical overview is given of primary school teachers and teacher training before and after independence.

Comissão técnica sobre: privatização
(*Technical commission on privatisation*)

SPONSORING AGENCY: Ministry of Education (MINED)
 COMMISSIONED BY: MINED
 PLACE PUBLISHED: Maputo
 PUBLICATION DATE: 1993
 LANGUAGE: Portuguese
 PAGES: 46

1. INDIVIDUALS/INSTITUTIONS INVOLVED IN THE STUDY AND/OR PREPARING THE REPORT: Carrilho, F.; dos Santos Videira, J.; Juvane, V. Z.; Sithole, A. R.; Chambal, A.; Amade, J.
2. DATES OF STUDY: 1993.
3. PERIOD COVERED: 1990-1993.
4. TYPE OF DOCUMENT: Report.
5. METHODS USED: A diagnostic analysis of the operation and functioning of the private education sector.
6. EDUCATION ISSUE(S): Involvement of community and private sector in expanding educational opportunities. Legalisation of private education.
7. MAJOR FOCUS: Decentralisation and privatisation as prerequisites to reach Basic Education for All
8. OTHER MAJOR CONCERNS: Identification of different types of private schools: a) profit making b) non-profit schools (by churches, private companies, humanitarian organisations c) schools of foreign communities (American, Russian, etc.). Listing of funding mechanisms. There is not much contact between private and public schools, due to various factors.
9. PRINCIPAL FINDINGS:
10. PRINCIPAL RECOMMENDATIONS: 1) MINED should stimulate the private initiative. 2) An inspectorate should supervise both public and private schools. 3) Types and modalities of the exams in both types of schools should be clearly defined. 4) Non-profit private schools should not be taxed.

4. List of interviewees

No.	Name	Organization
1	Andersson, Karin	Swedish Embassy
2	Bomba, Daniel	DESG - MINED
3	Cabral, Zaida	INDE
4	Charles, Hubert	UNESCO Office, Maputo
5	Conceição, Rafael da	UEM-UFICS
6	Fátima, Maria de	MINED
7	Hoppers, Wim	Royal Netherlands Embassy
8	Juvane, Virgílio	DP - MINED
9	Martins, Zeferino	Vice- Minister of Education
10	Matangala, Anísio	MINED
11	Mucavele, Simão	INDE
12	Nhavoto, Arnaldo	Minister of Education
13	Passos, Ana	INDE
14	Pereira, Telmina	DET - MINED
15	Persson, Hans	Sida
16	Soares, Isabel	UNDP
17	Visser, Muriel	Royal Netherlands Embassy
18	Zuber, Ahmed	UNICEF

5. List of participants in national seminar

No.	Name	Organization
1	Alberto, Adalberto	UEM-Reitoria
2	Anderson, John	Netherlands Gov.
3	Avenstrup, Roger	MINED
4	Bernardo, Rafael	DEC-Maputo
5	Binana, Cremildo Ricardo	MINED - Direcção de Planificação
6	Buchert, Lene	UNESCO-WGESA
7	Buendia, Miguel	UEM-UFICS
8	Buque, Ambrósio A.	E. S. Josina Machel
9	Carvalho, Raul	MINED
10	Da Costa, Daniel Dinis	MINED
11	Degernier, Philippe Serge	WFP
12	Dinis, José	MINED
13	Gutz, P.	MINED
14	Guro, Manuel Zanja	INDE
15	Hofisso, Narciso	INDE
16	Holmes, M.	Danida
17	Ibrahimo, J. Boobakar Omar	ICM
18	Januário, Francisco	INDE
19	Jasso, Mariano	INDE
20	Jensen, Mads Meinert	Danida
21	Juvane, Virgílio	MINED
22	Kann, Ulla	MINED/Namibia
23	Kouwenhoven, Wim	UEM

Appendix 5. List of participants in the national seminar

No.	Name	Organization
24	Kulemeka, Noel	World Bank
25	Lai, Salvador	MINED
26	Lange, Claudia	GTZ
27	Linha, Calisto	INDE
28	Maiga-Touré, Aminata	World Bank
29	Mabote, Jafete Alberto	DPE-Maputo
30	Manhiça, Glória	INDE
31	Mario, Mouzinho	UEM
32	Martins, Aldovanda	MINED
33	Matavele, Joaquim	INDE
34	Maximiano, Eulália	MINED
35	Modumela, Samuel	E.S. Francisco Manyanga
36	Morais, Manuel José de	UP
37	Mucavele, Simão	INDE
38	Muianga, Ernesto	IAP-MINED
39	Palme, Mikael	INDE-LHS
40	Passos, Ana	INDE
41	Paulo, Giselle	Royal Netherlands Embassy
42	Pedro, Filipe	DP-MINED
43	Pereira, Telmina	MINED
44	Rasmussen, Paul Erik	Danida
45	Schreiber, Walter B.	GTZ
46	Sequeira, Elizabeth	Assoc. Progresso
47	Soverano, Marcelo	INDE
48	Takala, Tuomas	University of Tampere-Finland

Appendix 5. List of participants in the national seminar

No.	Name	Organization
49	Teixeira, Marco	UNICEF
50	Tembe, Crisitina	MINED
51	Thompson, Rachel	UP
52	Visser, Muriel	Royal Netherlands Embassy
53	Waddington, Clotilde	UEM
54	Walker, Brigdet	DFID