



DAKAR REGIONAL OFFICE  
(BREDA)



.....

**DEVELOPMENT OF EDUCATION  
COUNTRY REPORT  
REPUBLIC OF MOZAMBIQUE**

.....

**MINEDAF VII SERIES N° 1**

DAKAR, 1998

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#### **LIST OF ABBREVIATIONS**

CD	Documentation Centre
CFPP	Primary Teachers Training Centre
DAC	Assessment and Certification Department
DAF	Administration and Finance Directorate
DASE	School Social Welfare Directorate
DDE	District Education Directorate
DINAME	National School Material Distribution Company
DJ	Legal Department
DNEP	National Primary Education Directorate
DNESEG	National General Secondary Education Directorate

DINET	National Technical Education Directorate
DPE	Provincial Education Directorate
DP	Planning Directorate
DRH	Human Resources Directorate
EP1	First Level Primary Education
EP2	Second Level Primary Education
ESG	General Secondary Education
ETP	Technical and Professional Education
ENF	Non-formal Education
GEPE	Educational Projects Management Office
IMP	Mid-Level Pedagogical Institute
IMAP	Primary Teacher Training Institute
INDE	National Institute of International Relations
IAP	Teacher Improvement Institute
ISRI	Higher Institute of International Relations
MINED	Ministry of Education
NGO	Non-governmental Organisation
OGE	General State Budget
SNE	National Education System
UEM	Eduardo Mondlane University
UP	Pedagogical University
ZIP	Zone of Pedagogical Influence

# P R E F A C E

As part of the preparation of Mozambique's participation in the Seventh Conference of Ministers of Education of African Member States (MINED VII), the Ministry of Education has undertaken, through this current report, an extensive description of the organisation and functioning of the overall educational system and the main conditioned by the prevailing situation of war, Mozambique launched itself once more in 1992 into a period of transition to stability and development. In 1994 multiparty general elections were held, observed to be free and fair by the international community. The government that emerged from those elections drew up its programme for governance which proclaimed education as the priority for its development activities. The national education policy approved by the government is to ensure development policy options. After a long period in which the country's social and economic development was strongly access to education by an ever increasing number of users, and to improve the quality of the service provided at all levels of education.

The Ministry of Education is committed to putting its educational policy into practice through a strategic plan identifying activities and priority transformations for the coming years.

The spirit of collaboration and solidarity shown by the international donor community, the seeds for which were shown at Jomtien, has been consolidated and developed through a qualitatively new vision based on relations of partnership, expressed by the Association for the Development of African Education. This spirit is an important factor of opportunity, whose synergies could decisively catalyse the growth of education in Mozambique.

At the level of the African continent, the approval of the declaration on the «Segou Perspectives», and the proclamation of 1996 as the Year of Education in Education in Africa, strengthen the sense of regional and international co-operation in the field of education. This exchange of ideas and experiences will allow the Ministry of Education to implement the goals of Mozambican education, which consist in expanding access and equity, combined with improving the quality and relevance of education.

**Dr. Arnaldo V. Nhavoto**  
**Minister of Education**

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# DEVELOPMENT OF EDUCATION

## COUNTRY REPORT

### REPUBLIC OF MOZAMBIQUE

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#### 1. POPULATION AND ADMINISTRATIVE DIVISION

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16,613,900 people live in Mozambique, of whom about seven million are aged between 6 and 24: that is, they are of school age. Average annual population growth is estimated at 2.8%, but at 3.7% for those aged between 6 and 17, which is the population group that, in theory, ought to attend complete primary and secondary school. As a result, Mozambique is regarded as a country with a young population, which sharpens the level of demand not only for education services, but also for health care, transport, communications, housing and employment.

Administratively, Mozambique is divided into 11 provinces and 128 districts. The official language is Portuguese, although only 1.2% of population have Portuguese as their mother tongue. The majority of the population speak one or more of 20 different Bantu languages (Martins, 1990; 24).

We should mention that, because there is no common mother tongue nationally, Portuguese was adopted as the medium for teaching from first grade onwards. This fact seems to be one of the most important reasons for the high rate of children repeating grades or dropping out of school.

In 1990 the Mozambican parliament, then known as the People's Assembly, introduced substantial changes in the Constitution then in force to accommodate new and different political sensibilities within a multiparty legal framework, and to make use of all the resulting synergies as catalysts for the embryo of peace. After long years of armed conflict, the process of pacifying Mozambican society reached an important stage

in 1994 with the holding of multiparty general elections. As a result, a multiparty parliament and a new government were formed, and together with other segments of civil society they have undertaken noteworthy efforts to create and consolidate ideals of peace and democracy.

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#### 2. ORGANISATION AND STRUCTURE OF THE NATIONAL EDUCATION SYSTEM (SNE)

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##### 2.1 Principles, Aims of Education and School Age

###### *2.1.1 General Principles*

Education is guided by the principle enshrined in the constitution of the Republic of Mozambique, according to which education is a right and a duty of every citizen. This should translate into equal opportunities of access for all citizens to the various types and levels of education. In framework of the law, the state allows other entities, including community, co-operative, business and private bodies, to participate in education. Public education is lay.

###### • Higher Education.

Apart from the teaching administered in the educational establishments mentioned above, school education also includes other, special forms of education, namely:

- Special education
  - Vocational education
  - Adult education
  - Distance learning
  - Teacher training
-



Each one of these is an integral part of school education, but is governed by special dispositions.

### **2.1.2 Education outside school**

Education outside of school covers activities of literacy and of achieving skills, and cultural and scientific updating, and takes place outside the regular school system.

The basic aims of education outside school are:

- to eliminate literal and functional illiteracy;
- to contribute to effective equality of educational and professional opportunities of those who did not attend the regular school system or who left it early, particularly through literacy classes and basic education for children and adults.

## **2.3 Characterisation of school education**

### **2.3.1 General Education**

General Education comprises two levels, primary and secondary education. In principle, children attend General Education from the academic year in which their sixth birthday falls.

#### *Primary Education*

The fundamental aim of primary education is to provide a basic training in the area of communication, mathematics, natural and social sciences, and physical, aesthetic and cultural education. Primary education consists of the first seven grades, divided into two levels:

- First level (EP1), from first to fifth grade;
- Second level (EP2), sixth and seventh grades.

In 1997, EP1 was attended by 1.745.000 pupils of which 41% were girls EP2, on the other hand, has been attended by 154 thousand pupils of which 40% were girls. The school mapping is organised to serve 5.689 schools level one and 336 schools with level2. Primary education is served by a network of 5,689 schools for EP1, and 336 schools for EP2.

#### *Secondary school*

The goals of secondary education are to consolidate and broaden pupils' knowledge of mathematics of natural and social sciences, and in the areas of culture, aesthetics and physical

education. The secondary level of general education consists of five grades, divided into two cycles:

- First cycle, from 8<sup>th</sup> to 10<sup>th</sup> grade;
- Second cycle, 11<sup>th</sup> and 12<sup>th</sup> grades.

In the same period, there was a total of 45.200 pupils in the first cycle of secondary education, of which 40% were girls. In the second cycle there was 6.343 pupils and 36% were girls. Secondary Education has been served by 63 schools for the first cycle and 12 for the second cycle.

### **2.3.2 Technical and professional education**

Technical and professional education is the main instrument for the professional training of the skilled labour force needed for the country's economic and social development. It consists of the following levels:

- Elementary
- Basic
- Mid-level.

From 1996 to 1997, there were 253 pupils in the Elementary Technical Schools in which 9% of pupils were girls who were, distributed into two schools. The Basic level was attended by about 13.152 pupils, only 29% were girls who placed into 23 schools. In the high level of this subsystem there was 2600 pupils in which 18% were girls, studying in 8 institutes.

### **2.3.3 Higher education**

It is the task of higher education to ensure the highest level of training for technicians and specialists in the various fields of scientific knowledge necessary for the country's development. Higher education is aimed at those who have graduated with 12<sup>th</sup> grade from general education or its equivalent, and is carried out at the universities, higher institutes, higher schools and academies. A total of 7,000 students were enrolled in 6 institutions of higher education, of which 3 are private.

## **2.4 Special forms of school education**

### **2.4.1. Special education**

Special education consists in the education of children and young people with special needs such as physical, sensory and mental handicaps, or who have other emotional problems which prevent

them to be in normal school classes. In charge of special education is MINED together with the Ministries of Health and Social Welfare Co-ordination. Their task is to establish norms, support and monitor their implementation, and define criteria for the opening, functioning and closure of special education establishments.

In accordance with established education policy, children whose level of disability is not very acute are placed in normal schools, but with special and individual care, while those with severe disabilities should be attended to in special schools.

Currently there are four special schools in the entire country: two for the mentally disabled, one for the blind and one for the deaf. Taken together, these schools have a total enrolment of a little over 400 pupils.

There are, also, two mainstream school, EP2 and secondary, in Beira integrating children with sight problems.

However, it should be noted that this school network for special education is far from covering the number of children with special needs. In fact there are even more children and youth seeking this kind of schooling.

The main strategic lines for the development of special education, in terms of educational policy are:

*«The creation of opportunities for children with special educational needs, through the following measures:*

- *promoting the principle of integration through sensitising and mobilising regular schools and communities for the programmes of integration of children with special needs;*
- *training itinerant support teachers, supplying educational materials and equipment, and designing flexible study plans for children with special educational needs»*

### **2.4.2. Teachers Education (teachers training)**

The teacher's program training for general, technical and professional education takes place in specialised institutions. Teacher training is structured into three levels: Basic, middle, and high levels.

#### **Basic level**

The training of teachers for the first level of primary education (EP1) is undertaken in Primary Teachers' Training Centres (CFPPs). The entry

academic level to this training is 7<sup>th</sup> grade of primary education. This model is gradually closing down and it is being replaced by Institutes of Primary School Teachers' Training (Institutos do Magistério Primario-IMAPs). These institutes are aimed at covering all primary school grades, that is from grade 1 to 7. Up to date, three institutes have been opened in Maputo, Beira, Quelimane, and Matola. Other three are about to open in Nampula, Chibututuine (Maputo province) and Angonia (Tete province).

#### **Middle level**

The training of teachers for second level of primary education, and for teachers of disciplines in technical and professional education. Those who qualify for this training must have an academic level corresponding to 10<sup>th</sup> grade or its equivalent. This level of training is also closing to give way to IMAPs which, as it was mentioned before are teachers' training institutes to train teachers for all primary schools grades, from 1 to 7.

#### **High level**

This undertakes training of teachers for all levels of education.

Those who enter this level have qualifications corresponding to 12<sup>th</sup> grade of general education.

### **2.4.3. Adult Education**

Adult education is organised for individuals who are not of the normal age to attend general or technical and professional education. This form of education is also aimed at individuals who had no opportunity to join the school education system at the normal age, or who did not complete it. Individuals have access to this form of education:

- at primary level, as from 15 years of age;
- at secondary level, as from 18 years of age.

This education provides the same diplomas and certificates as those conferred by regular education, but the forms of entrance and study plans and methods are organised differently, taking into account the age groups they are aimed at, their experience of life, and the knowledge they display.

EP2 and lower secondary schools for adult education night classes enrolled 10% and 32%, respectively, as compared to those attending daytime classes at the same levels. In the upper secondary they are 42% equal to those attending

the daytime courses.

Distance learning : using new information technologies, distance learning is not only a complementary form of regular education, but also an alternative form of school education. Courses organised on distance learning methodology began in 1996, this covers about 3000 primary teachers without any kind of training and in service teacher. Currently, the possibility of using radio, TV and internet in distance learning to promote continuing education is underway.

#### **2.4.4. Non-formal Education**

Education outside of school : the literacy activities which form part of this type of education are organised in three year courses after which the literacy students complete the level equivalent to the fifth grade of EP1. The number of people attending literacy classes reached the record figure of over 415,000 in 1980. From 1980 on these figures were significantly reduced due mainly to the devastating effects of the war, and to excessively formal curriculum and to the use of Portuguese as the medium of instruction, when many adults are not able to understand and communicate in Portuguese.

Given the persistence of a high rate of illiteracy - 59,2% for the population aged over 15, rising to 76,7% among women - and the exclusion of about 63% of children who should attend EP1 (aged 6-10), activities of non-formal education, which are currently not taking place on any significant scale, are an appropriate solution for the diversification of the supply of education.

National education policy recognises that, bearing in mind the high levels of illiteracy, expansion of primary education will be complemented through the development of functional literacy programmes centred on active community participation and the commitment of the local authorities, with young people, adults, women and girls as priority targets.

New projections to reduce illiteracy among adults are as it follows:

#### **1. Implementation of literacy classes in mother tongue and Portuguese**

- to strengthen cultural identity literacy classes in mother tongue languages are promoted. The literacy program has by and large been characterised by being bilingual, as many youths and adults start the literacy program in their mother tongues and later they are gradually being introduced into learning in Portuguese.

#### **2. Training the trainer for literacy classes**

- The Institute for Literacy and Adult Education in Beira is now training teachers' trainers and adult educators to work in provinces. In 1997, 61 teachers' trainers completed their courses at that institute.

#### **3. BA in Adult Education**

- The Pedagogic University, in Maputo, in co-ordination with Swedish Linkoping University run this BA program in Adult Education, aimed at training teachers' trainers at Beira Institute. This course has already graduated 17 students of which two are women.
- SIDA is financing this training programme.

#### **4. Literacy classes for the youth not admitted in the formal education**

- Literacy classes for youths are being undertaken in 5 provinces, and are monitored by the Ministry of Education. Although in the target districts there is a high demand for this kind of education, the number of trainers is far from meeting the needs.
- National and foreign NGOs are involved in promoting literacy classes and adult education for youth and children who do not have access to formal education throughout the country. Only in the Milange district, there are 21.210 youths assisted by religious organisations.
- The Ministry of Education provides teachers and learning materials to the NGOs. Despite the Ministry's efforts to collect information and make it available to these NGOs, new or revised materials (textbooks and manuals) for

the Department of Adult Education are still necessary.

### 5. Others Activities

- Planning and Management of literacy programme Project

In co-operation with UNESCO, the training in planning and management of literacy programme have been undertaken with financial support of the government of the Republic of Korea. The main aim of the project is to improve quality and efficiency of literacy programmes through capacity building of national human resources to develop, implement monitor, and evaluate literacy projects.

### INEA Development Project

With the objective of strengthening INEA in Manga, Beira, a funding have been negotiated in order to create capacity for research, curriculum development, training and material supply for adult education development.

## 3. THE MANAGEMENT AND ADMINISTRATION OF THE NATIONAL EDUCATION SYSTEM

The Ministry of Education is responsible for planning, managing and controlling the administration of the National Education system, ensuring that it works in a unified manner. Thus it is up to the Ministry of Education to define and apply educational policy.

School education curricula and programmes, with the exception of higher education, are national in character and are approved by the Minister of Education. However, whenever necessary, adaptations of a regional nature may be introduced into the national curricula and programmes in order to guarantee better qualifications for the pupils, so long as this does not run counter to the principles, aims and conception of the SNE. These adaptations are approved by the Minister of Education.

### 3.1. Formal structure, responsibilities and line of authority

The Mozambican educational system is, in its original conception, highly centralised. As part of current government policy, particular functions and powers previously exercised by central state bodies are being transferred to the provincial governments. This important act of decentralisation, established under decree no. 49/94 of 19 October 1994, will, in the near future, change the division of attributes between the central and local organs of public administration. However, the state will continue to guarantee the proper functioning of the public services and the coherence of the education system.

#### 3.1.1 Central level

The MINED central administration is organised in accordance with the following areas of activity :

- Education and training;
- Research and curriculum development;
- Administration and planning;
- Control and supervision.

#### 3.1.2. Structure of the Ministry of Education

- National Directorate of Basic Education;
- National Directorate of Secondary Education;
- National Directorate of Technical and Professional Education; National Directorate of Sports and Physic Education
- Planning Directorate;
- Directorate of Human Resources;
- Directorate of Administration and Finance;
- Inspection;
- Documentation Centre;
- Office of the Minister.

#### 3.1.3. Subordinate Institutions

The subordinate institutions carry out activities linked to teaching and research and are under the direct tutelage of the Minister of Education. They are :

- The National Institute of Educational Development;
- The Institute for Teacher Improvement;
- The educational Projects Management Office;

- Language Institute;
- International School of Maputo 1.

Through MINED, the government establishes pedagogical guidelines and teaching programmes; it lays down norms for the recruitment, training and management of teaching and non-teaching staff; it fixes operational norms for the establishments, it provides them with the necessary number of teaching and administrative staff, in accordance with their size, and it supervises and inspects teaching activity. Through a legal diploma, the Minister of Education stipulates the school calendar for all public education establishments.

As a member of the government, the Minister of Education is accountable to the Council of Ministers for the activities of the education portfolio at national level. As part of the monitoring function of the Assembly of the Republic (parliament), the Assembly, or its commission that deals with educational matters, may call the Minister of Education to explain the development of education in the country.

### **3.2. Provincial level**

The administration of education at provincial level is in the hands of the Provincial Education Directorate (DPE), which is structured as follows :

- Department of Pedagogical Management;
- Planning Department;
- Department of Human Resources;
- Department of Administration and Finance;
- Inspectorate.

The DPEs observe and apply the educational policy defined by MINED in the territory under their jurisdiction. In their activity, the DPEs are led by a Provincial Governor appointed by the Minister of Education, after consulting with, or on the proposal of, the Provincial Governor. Thus the Provincial Education Directors observe double subordination in relation to both the Minister of Education and the Provincial Governor. In articulation with the districts, the DPEs should have a joint, overall vision of the quantitative and qualitative educational needs, that is, of the school attendance requirements in the short and long term.

### **3.3. District and school levels**

Under the country's administrative division, the district is the territorial basis for educational planning. In effect, it is at the level of the territorial unit that educational administrations at all levels (except higher education) are directly administered. Thus, based on the procedures of microplanning methodology, the district is understood as the basis for identifying educational needs at local level.

The District Education Directorates (DE) are led by a District Director, appointed by the Provincial Governor on the proposal of the Provincial Director of Education. The District Directorate of Education is accountable for his work to the Provincial Director of Education and to the District Administrator.

Apart from the figure of the District Director, the DDE structure includes a section consisting of technicians for the pedagogical and administrative areas, namely supervision, pedagogical support and inspection; financial and manpower administration, and planning.

With the exception of higher education, a school director is appointed for each educational establishment, assisted by deputy directors for the pedagogical and administrative areas.

### **3.4. Planning and decision making standards**

As already mentioned in other parts of this document, the structure of Mozambique's SNE is one of rigid and centralised functioning, with the main functional and administrative responsibilities organised in a perspective of vertical management. However, centralised management of the education system is combined with the deconcentration of some functions and competence to lower levels of administration, namely the provinces, districts and schools.

The planning of educational needs is a process that starts from the local level, where one identifies material resources (spaces for learning, equipment, school books and other facilities), financial resources for recurrent and capital expenditure, teaching and non-teaching staff, etc. The planning process includes a series of consultations and harmonisation's seeking to ensure coherence and consistency. In this process,

the Planning and Finance Ministry plays an extremely important role in guiding and co-ordinating activities, and in making overall priorities compatible in line with the objectives laid down by government policy. The Planning and Finance Ministry defines the general methodologies and issues guidelines for various sectors of activity. It is on the basis of these instructions that MINED undertakes its own internal process of preparing the sector plan, which follows two complementary directions (one descending and the other ascending).

In descending to the level of schools, the guidelines issued by MINED and the Planning and Finance Ministry central structures are discussed and confronted, on the one hand, with the real needs identified locally, and, on the other, with the existing institutional capacity to carry out the proposed activities successfully.

The upward direction of the cycle of preparing the education plan thus represents consensus reached in discussions at school, district and provincial level, which are summed up in MINED, thus constituting the educational plan, approval and finance for which are the subject of negotiations with the Planning and Finance Ministry.

Finally, it is up to the Planning and Finance Ministry to submit the draft plan to the government and to the Assembly of the Republic for final approval.

### **3.5. Higher Education**

Under Law no. 6/92, higher education, because of its importance and complexity, is governed by a specific instrument, which is Law no 1/93, covering the activity of higher education in Mozambique. In accordance with this, public higher education institutions are collective persons of public law, with legal status, and enjoying scientific, pedagogical and administrative autonomy.

#### **3.5.1. Autonomy**

The autonomy enjoyed by public higher education institutions confers on them, in conformity with the goals of the institutions and with national policies and plans, the right among others, to:

- create, suspend and abolish courses;
- draw up course curricula;

- approve academic regulations;
- define areas, plans, programmes and projects for scientific, cultural and artistic research;
- handle the funds granted to them from the General State Budget;
- sign co-operation agreements in the scientific, teaching and extension fields with national and foreign bodies.

Without prejudicing the right to autonomy, the higher education institutions ensure co-ordination among themselves, particularly via the National Council of Higher Education.

#### **3.5.2. National Council of Higher Education**

- The National Council of Higher Education is the Council education institutions ; monitoring the activity of higher institutions ; of Ministers' body for co-ordination, analysis and consultation for all matters concerning higher education.

The powers of the National Council of Higher Education consist, among others, in :

- appreciating proposals on the creation or closure if higher
- appreciating and assessing the level of teaching and of scientific research, and
- proposing which higher education courses may be entered by graduates from the second cycle of general secondary education and from the various courses of mid-level technical education.

#### **3.5.3. Composition**

The members of the National Council of Higher Education are the Minister of Education, who chairs it, the vice-chancellors of the public higher education institutions, and the managers with equivalent functions in the private higher education institutions.

### **3.6. MINED consultative bodies**

The Minister of Education is assisted by consultative bodies whose role is to provide information and draft proposals on the administration of the SNE. The consultative bodies of the Ministry of Education are as follows :

### 3.6.1. Consultative Council

This is a collective headed by the Minister of Education, which includes the heads of the bodies of the top and mid-ranking areas and of the subordinate institutions. Its tasks are to analyse and provide opinions on the basic questions of MINED activity.

### 3.6.2. Co-ordinating Council

This is a collective headed by the Minister of Education, which consists of the members of the Consultative Council and the Provincial Directors of Education. Its tasks are to co-ordinate, plan and control activities undertaken by the central and local educational bodies.

## 4. PEDAGOGIC ORGANISATION

As regards the current legislation on pedagogic and administrative organisation, it is important to note that pupils enrolled in each of the various grades of the SNE are distributed in classes. In principle, schools should work on a two shift regime. However, in primary education, and in areas of high population density there are schools that work in three shifts.

The school calendar consists of two semesters, which cover 180 working days, equivalent to 36 teaching weeks. For EP1, this period corresponds to about 720 teaching units in schools that function in a three shift regime, and about 900 teaching units in schools with two shifts.

Planning and managing the teaching-learning process are based in a study plan, on teaching programmes and on methodological norms approved for the SNE. All these documents are national in character and complying with them is compulsory.

### 4.1. Curriculum structure

The purpose of the study plans, programmes and methodologies is to put into practice the principle and aims defined by the SNE for each type and level of education.

#### 4.1.1. Study plan for primary education (1<sup>st</sup> to 7<sup>th</sup> grades)

There is less time available in primary schools with three shifts: they have about 80% of the time

that is available in two shift schools. To guide the organisation of teaching days and to ensure that the programmes are complied with, two types of study plans are established, with differential amounts of time for two and three shift schools.

**Table 1 - Study plan for schools with two shifts**

Subjects	Grade						
	1st	2d	3rd	4th	5th	6th	7th
Portuguese	12	11	10	10	9	6	5
Mathematics	6	6	6	6	6	5	5
Natural Sciences			2	2	3		
Biology						3	4
Geography					2	3	3
History				2	2	3	3
Aesthetic and working education	2	3	3	3	3	4	4
Physical education	2	2	2	2	2	2	3
	22	22	23	25	25	26	27

Source: Ministerial Instruction no. 1/96 - MINED

**Table 2 - Study plan for schools with three shifts**

Subjects	Grade				
	1st	2nd	3rd	4th	5th
Portuguese	12	11	9	8	6
Mathematics	6	6	5	5	5
Natural Sciences			2	2	2
Geography					2
History				2	2
Aesthetics and working education	1	1	2	2	2
Physical education	1	2	2	1	1
Total	20	20	20	20	20

Source: Ministerial Instruction no. 1/96 - MINED

As already mentioned, primary education consists of two levels lasting for seven years (five plus two), and in principle it is attended by children from 6 to 12 years old. Parents are obliged to enrol their children in the year of their sixth birthday, in the school nearest to their home. But they can also enrol the child in a

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school of their choice, as long as there are vacancies.

The organisation of primary education poses particular problems in areas of low population density : rural and sparsely populated areas. In these areas the learning premises and the teaching staff are often underused because the population is very scattered. Furthermore, it is also in these areas that there are a large number of incomplete schools, which contributes to the high levels of children dropping out or repeating years. Available statistical data show that in 1995 53% of EP1 schools were incomplete.

The basic structure for pedagogical organisation is the class, and in primary education the norm for class size is 50 pupils. However, there are considerable deviations from the established norm, with tendencies for larger classes in the urban and peri-urban areas and smaller ones in rural areas. In 1995 the average number of pupils per class in EP1 and EP2 was 47.5:1 and 45:1 respectively. In EP1 each class has one teacher, while in EP2 each class requires seven teachers - one for each of the subjects taught at this level.

By law, enrolment and attendance at primary education are free of charge. However, at the moment of enrolment a symbolic amount is paid to the School Welfare Fund.

But, as from 1987, as a result of the implementation of structural adjustment measures which have resulted in a reduction, in real terms, of the budget allocated to education, parents have contributed money to boost the funds for schools' non-wage expenses. The amount of the contribution per capita is a sovereign and consensus decision taken by the parents and the schools on the basis of the needs presented for the normal functioning of the school. But it is important to mention that in no case does the pupil lose the right to enrol because of the inability to pay the School Welfare Fund fee or to contribute in accordance with the decision of the parents and the school.

#### **4.1.2. Assessment and exams**

The movement of the pupils from one grade to the next in EP1 is on the proposal of the class teacher, and as a result of the pupil's attendance and results obtained during assessments throughout the academic year. Parents should be regularly informed of the academic situation of their children.

Each EP1 pupil possesses an assessment record which is regularly communicated to the parents, and works as a liaison instrument between the school and the family. This record shows the results of the periodic assessments of the pupil, and gives indications about his/her performance.

At the end of first level primary education - that is, in the fifth grade - the pupils sit a national exam, the results of which are decisive for transition to EP2.

In EP2, the transition from sixth grade is in accordance with established performance criteria. In seventh grade, since this is the last grade in primary education, the students sit national exams in each of the subjects on the study plan.

### **4.2. Study plan of General Secondary Education**

Secondary education (ESG) is taught in secondary schools in two cycles : a first cycle of three years (8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades), and a second cycle of two years (11<sup>th</sup> and 12<sup>th</sup> grades); and it is aimed at pupils who have graduated from EP2 (7<sup>th</sup> grade). The amount of teaching time in secondary school is 30 hours a week.

**Table 3 - Study plan for ESG first cycle**

Subjects	Grade		
	8	9	10
Portuguese	5	5	5
English	3	3	3
Mathematics	5	5	5
Biology	3	3	3
Physics	3	3	3
History	2	2	2
Geography	2	2	2
Chemistry	3	3	3
Design	2	2	2
Physical Education	2	2	2
<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>

Source : Ministerial Instruction no 1/96 - MINED.



*Development of Education Country Report Republic of Mozambique***Table 4. Study plan for ESG second cycle**

Subjects	Grades	
	11th grade Teaching hours	12th grade Teaching hours
Portuguese	4	4
Physical Education	2	2
French	4	4
English	3/5	3/5
History	4	4
Geography	4	4
Biology	4	4
Physics	4	4
Chemistry	4	4
Mathematics	5	5
Design	3	3

Source : Ministerial Instruction no 1/96 - MINED

Bearing in mind that one of the functions of general secondary education is to prepare pupils for the various courses of higher education, the study plan for the second cycle of this level is organised into three groups, each one of which provides access to particular higher education courses. The study is organised as shown in the Analytical Table below :

**Table 5 - Analytical curriculum table for second cycle ESG**

Group	General subjects	Group courses(*)	Specific Subjects
A	Portuguese, English, French, History, Geography	Linguistics, Portuguese, Law, History, diplomacy, French	English
		English	English
		Geography, History/Geography, Psychology, Pedagogy	Biology
		Economics	Mathematics
B	Portuguese, English, Mathematics, Chemistry, Physics	Geography	Geography
		Agronomy, Medicine, Veterinary Sciences, Biology, Chemistry/ Biology, Physical Education	Biology

C	Portuguese, English, Mathematics, Physics, Design Chemistry	Engineering, Architecture, Physical and chemical Sciences, Mathematics, Physics, Physics, Mathematics	In this group there is no specific Subject
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Source: Ministerial Instruction no 1/96 - MINED

\*\* Higher education courses to which access is available.

The meagre nature of the ESG school network means that the spread areas for this level are excessively large. Thus, as a rule, first cycle secondary schools take as their spread areas the districts where they are located, plus districts that are not directly served by secondary schools, but that are within the same province. For the second cycle of secondary education, each province now possesses one school, which means in this case that the pupils for this level are recruited in each province.

By law, attendance at general secondary schools as well as accommodation in boarding homes set up for this level, presupposes a financial contribution from the pupils through the payment of enrolment, tuition and boarding fees. For students without the means to pay these fees, the law envisages reduced fees or exemption from fees, a measure aimed at equal and equitable treatment.

#### 4.2.1. Assessment and exams

The assessment regulations in force for secondary education establish that pupils conclude this level by sitting national exams in 10<sup>th</sup> and 12<sup>th</sup> grades. In the other secondary education grades there are no exams, and the transition of pupils from one grade to the next is decided at a teachers' council of their class, based on transition criteria established in the regulations.

#### 4.3. Study plans for technical and professional education

Technical and professional education is taught at technical schools and institutes, which offer courses covering three major areas : industrial, commercial and agricultural education, at elementary, basic and medium levels.

**4.3.1. Elementary technical education**

Elementary technical education trains skilled workers for economic and social sectors who participate in elementary tasks of productive processes and services. The minimum requirement for entry into elementary schools is the conclusion of first level primary education. Currently this level has only four specialities in arts and crafts.

**4.3.2. Basic technical education**

Basic technical education trains skilled workers for economic and social sectors, giving them scientific, technical and professional knowledge, and developing their capacities, skills and habits in accordance with the curricula and study plans of each speciality. The requirement for entry is the conclusion of second level education, or elementary technical and professional education, or its equivalent.

Currently, basic technical education offers industrial courses grouped into 18 specialities in the fields of Mechanics, Electricity and Construction; three specialities in the commercial course, and four in agricultural courses.

**4.3.3. Mid-level technical education**

Mid-level technical education trains technicians for economic and social sectors with scientific and technical knowledge established in the respective professional profile of the field and speciality, and with management capacities. The requirement for entry into this level is the complete first cycle of secondary education or complete basic technical and professional education.

Mid-level industrial courses offer 10 specialities in the fields of Mechanics, Electricity, Construction, Chemistry and Geology and Mining; two specialities in the commercial field, and two in the agricultural area.

**4.3.4. Duration of the Courses**

Courses last from three to four years, depending on the area or field and the level. The courses include general subjects and basic sciences, and subjects with a professional component (theoretical and practical). The total time load for elementary and basic courses is about 2,700 - 3,200 hours, and for mid-level courses from 4,000 - 5,000 hours.

**4.3.5. Assessment, exams and equivalence**

In accordance with the assessment regulations in force in technical education, students terminate the courses by passing an exam in all the subjects that comprise their study plan. In addition, basic level students should be submitted to a professional aptitude test. On mid-level courses, the termination of studies is also conditional on a pre-professional apprenticeship, and on defending a written dissertation.

After passing all their curricular work, those graduating from technical education obtain diplomas that are equivalent to general education, namely:

- elementary level : equivalent to EP2 (7th grade);
- basic level: equivalent to ESG first cycle (10<sup>th</sup> grade);
- mid-level: equivalent to ESG second cycle (12<sup>th</sup> grade).

Technical education has a terminal character. Thus concluding successfully any of the levels mentioned above makes the graduate able to exercise a profession and to continue studies at the following level.

**4.4. Public Institutions of higher education**

Higher education includes three institutions, namely the Eduardo Mondlane University (UEM), the Pedagogical University (UP), and the Higher Institute of International Relations (ISRI). These three institutions are public and are located in the capital, except for the Pedagogical University which from an early stage undertook a policy of territorial expansion, establishing branches in Mozambique's second largest city (Beira) , and more recently (1995) in Nampula.

These three institutions offer 38 higher education courses (22 at the UEM, 15 at the UP and one at ISRI), which lead to bachelors degrees and to licenciaturas. These courses can be grouped into the areas of Technological Sciences, Medical-Veterinary Sciences, Pedagogical Sciences, Natural Sciences, Social and Human Sciences, Economic Sciences, Architecture and Physical Planning and Agricultural Sciences (Expansion of Higher Education in Mozambique, 1995: 17).

#### **4.4.1. Eduardo Mondlane University (UEM)**

The UEM, set up in 1976, resulted from the transformation of the then University of Lourenço Marques, with the aim of establishing a national university that would stimulate the development of a national identity and social and economic reorganisation. The content of the new university was characterised:

- by the opening of new courses as essential for the country;
- by the recruitment and training of Mozambican teaching staff;
- by bringing the curriculum structure into line with the immediate needs of the labour market;
- by the creation of collegial university management structures

#### **4.4.2. Pedagogic University (UP)**

The UP was created in April 1995, when the council of Ministers decided to transform the then Higher Pedagogical Institute into a University.

It is the main objective of the Pedagogical University to train teachers at higher level, and promote research and extension. As a vocational institution, the Pedagogical University provides higher level training for teachers for the entire education system (nursery, primary, secondary, special, technical, professional and higher) and for other cadres for the educational and similar areas (ibid; 7).

#### **4.4.3. Higher Institute of International Relations**

Under decree 1/86 of 5 February 1986, ISRI was set up with aim of training officials for diplomatic and consular service as well as other tasks inherent to international relations.

### **4.5. Diplomas, academic degrees and equivalence**

The courses in the higher education establishments last for five years, with the exception of the medical courses which lasts for seven years, and confer the licenciatura degree. There also exist some three year courses which lead to a bachelors degree.

A MINED department works on the equivalencies of higher education courses taken outside the country.

## **5. INNOVATIONS IN THE CONTENTS OF EDUCATION PROGRAMMES**

Mozambique took part in the World Education Conference, held in March 1990, at Jomtien, Thailand, which unanimously adopted the Universal Declaration on Education for All, and a Programme of Action. In following up the conference resolutions, particularly:

*«Everyone should have access to basic education, because (basic) education should be considered as a right of citizenship, and also because development, however it is understood, demands an educated population».*<sup>1</sup>

MINED has collaborated with partners who signed the World Declaration on Education for All in various initiatives seeking to mobilise public opinion and to make necessary preparations for the introduction of changes in the conception and functioning of the educational system. Among the activities undertaken, one should mention the formation of eight technical commissions covering vital areas of the education system, namely:

- Structures and decentralisation;
- Curriculum development;
- Assessment and exams;
- School textbooks;
- Training and Institutional Development;
- The condition of teachers;
- Privatisation; and
- Non-formal Education.

The studies carried out by the Commissions have indicated that the education system's main problems are located in the structures, curriculum and methods of education. At the end of 1992, it was concluded that the strategic reform to be implemented would have four interdependent elements (MINED, 1994):

1. raise awareness on the aims and targets of Education for All, through sensitising public opinion and the parents to the importance of basic education;
2. expand the system by increasing its capacity in terms of infrastructures and human resources;

3. carry out structural reform, particularly through decentralisation, privatisation, reorganisation of teacher training, revitalising the Zones of Pedagogic Influence (ZIPs), the creation of community committees and community schools, reorganising the available resources, simplifying assessment procedures, restructuring inspection and supervision, creating for intervention and support in the District Education Directorates;
4. introduce curriculum changes to accommodate, among other things, new and more relevant areas and methods of teaching

In the context of these recommendations, reform of the SNE is under way stressing those factors identified as vital for the system's effectiveness and efficiency, and taking into consideration the development of a flexible curriculum, relevant to the various needs and contexts of learning, as well as the simplification of its structure, making it more dynamic and permeable to the participation of other educational agents and partners. In this perspective, national education policy sets aims that will be achieved through the following activities and measures:

### **5.1. Education for protecting the environment**

Given the importance of environmental education for new generations, the national bodies that deal with curriculum planning are acting so as to integrate the environmental dimension into the teacher training curriculum at all levels of education.

Thus environmental education is not treated as an independent subject, since its contents are dealt with in all subjects of a scientific nature, such as Natural Sciences and Geography, as well as through appropriate themes in languages teaching. The content of these programmes is characterised by a diversity of themes on ecology which progress according to the level of education and gain greater depth in the subject of biology in secondary education.

At government level, a Ministry of Environmental Co-ordination has been set up with the aim of formulating appropriate policies to defend the environment and ensure sustainable development.

### **5.2. Education in matters of population and family life**

The aim of this theme is to include knowledge and attitudes towards population and family life in the primary and secondary education curricula. As from second level primary education (6<sup>th</sup> and 7<sup>th</sup> grades) matters of population and family life are dealt with in greater depth in the subjects of Biology and Geography. The inclusion of themes on population and family life is in accordance with the aims of educational policy which envisages, among other aspects, developing knowledge about health and nutrition.

### **5.3. Education for peace, tolerance and democracy**

Mozambican society is in transformation and in transition from conflict to stability. In accordance with educational policy, one of the aims of the education system is to catalyse the process of social reconciliation through creating and developing a culture of peace, of tolerance for opposing ideas, and of the building of democratic values.

The curriculum reform under way is centred on the interaction between the content of education and its main purpose of contributing towards tolerance, understanding and national solidarity, and developing the sense of belonging to a «global village» within a peaceful and lasting coexistence. The teaching languages, together with subjects such as History and Geography, contribute substantially to transmitting these noble values and attitudes. Other activities which seek to combat exclusion and develop the spirit of peace and tolerance are student excursions, debates organised around themes of interest, school games ect.

### **5.4. Education for cultural development**

The goals of education and of culture are intimately linked and contribute to the all-round formation of the citizen. The cultural dimension of educational programmes is expressed in the presence of notions of culture, values of the national and the universal heritage, in subjects such as languages, History and Geography. With

this aim, cultural and linguistic interchanges are encouraged to: (i) consolidate linguistic knowledge; (ii) increase awareness of the cultural values of other countries. Other activities include visits of artists to demonstrate their talents, the participation of artists in teaching artistic themes, the organisation of libraries, cultural centres, exhibitions etc.

### **5.5. Education in a gender perspective**

Because of the prevailing gender imbalance in educational access, participation and success, educational policy strongly and clearly formulates measures of equitable treatment for boys and girls in the education system. Among the series of measures seeking to establish equal opportunities for students of both sexes, the following stand out:

- creating a gender-sensitive school atmosphere, through identifying and defining forms of organising the educational process, changes in the teacher training programmes;
- promoting alternative systems of attending to the education of girls, such as organising programmes of non-formal education;
- increasing the number of women teachers, recruiting them from their communities, and improving the living and study conditions in the training centres;
- establishing agreements with NGOs, religious organisations and other partners to involve them in implementing the programme for the education of girls.

Based on these measures, and others not shown above, MINED has designed a specific programme for the education of girls which is also extended to women who are the priority target group for literacy activities.

### **5.6. Interaction between education and the job market**

Educational policy recommends strengthened articulation between the education and training of labour and the job market. Thus educational policy indicates that technical-professional cour-

ses will be planned so as to reflect the development needs of the national economy. The involvement of employers and unions is regarded as fundamental: thus greater contact with employers in curriculum development is advocated, through setting up multisector curriculum planning teams for the various areas of training.

Employers and trade unions are called upon to play an important role in reintroducing and developing a system of assessment and professional certification, through professional aptitude tests and the granting of professional licenses.

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## **6. ACCESS, PARTICIPATION AND THE EFFECTIVENESS OF THE SYSTEM**

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### **6.1. Primary education**

Because they reflect the supply capacity of the education services, the rates of admission and of transition from one grade to the next are important indicators in evaluating the access of children who should attend first grade and advance to the following level. In Mozambique the official age for entry into first grade was set at seven, as from 1983, and was reduced to six when the law on the SNE was amended in 1992.

Since the end of the war, the gross admission rate, at age six, is now showing that there is a rapid and positive increase. In 1992, at nation level, the gross admission rate was 59.4% and currently, in 1998, this is estimated in 81.3%; that is more than 20% in five years only. This figure is encouraging and leaves room to predict that it is going to be possible to reach the rate of 86% at year 2000.

Despite this positive increase, these figures vary from one province into another. Manica (122%), Maputo (106%) and Tete (95%) are some of the provinces in which rates are above the national average, whereas figure of Sofala (58.4%), Cidade de Maputo (61.1%) and Gaza (65.1%) are below the national average.

The table below shows clearly what was above described. For specific ages, the scenario is featured in the table, in annex 1.

*Development of Education Country Report Republic of Mozambique***Table 6 - Evolution of the population aged 6 and 7 and respective admission rates, 1982 - 1997**

Year	Population aged 7	Admitted	Admission rate	Population aged 6	Admitted	Admission rate
1982	372.245	142.004	38 %			
1985	396.722	164.872	42%			
1990	435.816	153.925	35%			
1994	486.685	155.074	32%	49.871	10%	
1995	509.177	176.054	35%	57.247	11%	
1996	539.458	171.556	32%	66.426	12%	
1997	555.794	189.741	34%	80.535	15%	

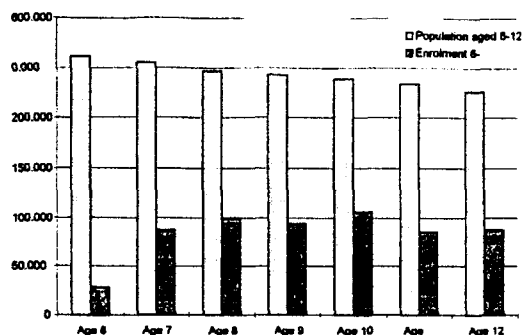
The number of children entering first grade in the year in which they reach admission age is manifestly low. There are significant numbers of older children enrolled in the same grade, which shows the prevalence of late entry into the system. This situation reflects both the lack of legal mechanisms to oblige parents to enrol their children in the year of their sixth birthday, and the inability of the school network to accommodate all the children who should enter first grade every year. It should be mentioned that it is because of the meagre capacity of the school network, and other material conditions of teaching and learning that the government's current position towards compulsory education is to programme its gradual introduction in accordance with the available material and organisational capacities, to ensure that it can be effectively implemented.

The evolution of admission rates is influenced by the country's high population growth rate. The average annual growth rate of the population aged between 6 and 18 is estimated at 3.7% - which is higher than the country's overall average annual population growth, calculated at 2.8%. Thus the segment of the population of school age is growing more rapidly than the population as a whole. Furthermore, it is growing more rapidly than the expansion of the school network and of the other conditions for teaching and learning.

Apart from promoting increasingly broad and equitable access, a further important mandate of the education system is to create effective conditions so that once children are in the system, they attend and conclude each level within a time not far removed from that which is laid down in theory. Under Law no. 6/92, the theoretical age for attending EP1 is from 6 to 10. The educational system has made efforts to bring real attendance into line with the age limits envisaged in the law, gradually reducing the incidence of late entry into first grade.

The gross schooling rate is now indicating a similar increase if compared to gross admission rate. It means that, in 1993, the gross schooling rate was 53.8% in EP1, shifting to about 71% as projected for 1998; that is, more than 15% in five years only. With this increase, it is possible to predict that, the planned rate of 79%, for the year 2000, will be achieved.

The gross schooling rate shows that there are notable variations in the various provinces. Cidade de Maputo (93.6%), Maputo (104%) and Manica (92.6%) are above the nation rate and, reversibly, Niassa (54.6%) and Sofala (55.2%) are below the nation-wide figure.

**Diagram 1 - Primary School attendance in 1997****Table 7 - Population by specific age and respective rates of primary education attendance, in 1997**

Age	Enrolment 6-12	Rate of school attendance	Total population aged 6-12
6	57.247	11,0%	522.456
7	176.054	34,6%	509.177
8	199.035	40,3%	493.478
9	188.356	38,8%	485.236
10	212.737	44,4%	478.899
11	172.050	36,7%	469.045
12	176.011	38,8%	453.644

The data contained in the tables above show how the population attending EP1 is out of step with this level in age terms, because of the combined effects of late entry and of repeating years and dropping out during this educational level.

The breakdown by age of EP1 pupils in 1995 shows that the modal age is 10, which once again demonstrates the efforts undertaken to ensure school attendance of children at that level.

As for the participation of girls in primary education, the information available shows that the problems do not arise so much in access to first grade, where girls account for about 45% of the total, but in the journey to fifth grade, during which there are considerable losses. In fact,

because of the dropout and failure rates, girls only account for 39% of graduates from EP1.

*«Academic success is perhaps the backbone of our new broadened vision of basic education. The integration into the basic needs of learning of other fundamental needs such as health, nutrition and the environment has as its presupposition the idea that there must be genuine learning and that this learning must make sense. In other words, the new vision or broadened vision of basic education challenges all of us to understand basic education not merely in terms of the number of years spent exposed to educational programmes, but mainly in terms of the real level of academic success achieved by the pupils» (Martins, 1992).*

The table 8 below shows important regional differences as regards the number of survivors in the different classes and of those graduating from fifth grade per 1,000 children entering the system. The survival figures are obtained by applying the academic success rates of 1994, in each of the grades, to a group of 1,000 pupils, whom we shall suppose, in order for ease of analysis, entered the system in first grade.

**Table 8 - Number of survivors by grade and by province, out of a group of 1,000 EP1 pupils, of both sexes, applying the pass rates observed in 1994**

Province	1st class	2nd class	3rd class	4th class	5th class	Graduates
Sofala	1.000	619	417	270	187	127
Inhambane	1.000	626	409	250	167	103
Tete	1.000	577	360	209	137	86
Cid. de						
Maputo	1.000	614	380	212	128	76
Manica	1.000	562	333	202	124	72
Maputo	1.000	575	336	171	97	58
Gaza	1.000	543	315	171	101	53
Nampula	1.000	514	287	151	86	48
Niassa	1.000	480	255	131	73	41
Zambézia	1.000	494	263	130	73	37
C. Delgado	1.000	475	247	125	68	36
<b>Total</b>	<b>1.000</b>	<b>553</b>	<b>327</b>	<b>184</b>	<b>113</b>	<b>67</b>

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As shown in the table above, there are in fact great regional differences in terms of academic success, measured by the number of drop outs and recurrence pupils. On the other hand, because of the combined effect of the dropout and repetition rates over several years of school attendance, the data show very low levels of retention.

After a period in which the transition rate for EP1 to EP2 oscillated at around 70%, from the beginning of the 1990s this rate dropped slightly reaching 66% in 1993/94. However, from 1994/95 the situation changed. That year the rate was 70%, and in 1996/97 it increased to 78,5%. In absolute terms the number of graduates from EP1 who advance to EP2 has not dropped but the number of graduates from fifth grade grew significantly from year by year. Despite this increase in EP1 graduates, the capacity of EP2 to provide more places did not grow that much.

In fact, because of the shortage of teachers, and particularly of premises, about 29% of children who complete first level primary education do not have a chance to continue their studies.

**Table 9 - Evolution of EP1 graduates and rates of transition to EP2, 1980-1997**

Academic year	Graduates	No. of EPD2 entrants	Transition rate
1980/81	82.689	36.402	44,0%
1984/85	72.743	52.432	72,1%
1989/90	76.047	52.815	69,5%
1993/94	74.061	49.037	66,2%
1995/96	81.168	59.019	72,7%
1996/97	83.591	65.634	78,5%

## 6.2. General secondary education - first and second cycles

General secondary education is taught in first and second cycle secondary schools and is aimed at those graduating from EP2.

Though some EP2 graduates are able to continue their studies in industrial and commercial technical schools, the transition rates of the first cycle of secondary education are low. This means that every year there are EP2 graduates unable to continue their studies because there are not enough places in the general secondary schools.

The transition rate from the first to the second

cycle of secondary education showed a gradual decline until the early 1990s, as a result of the increase in the number of graduates from the first cycle, and the fact that the school network was undeveloped. Currently the transition rates for this level are now registering figures that exceed those of the mid-1980s, thanks to the opening of new secondary schools. Table 10, below, shows this development.

**Table 10 - Evolution of first cycle ESG graduates and transition rates to the second cycle, 1980-1997**

Academic year	Graduates	No. of ESG 2nd cycles entrants	Transition rate
1980/81	1.035	445	43,0%
1984/85	1.824	908	49,8%
1989/90	3.611	1.522	42,1%
1993/94	2.311	1.666	72,1%
1995/96	2.532	1.866	73,6%

Apart from transition rates as an important indicator of access to this level, it is important to note the participation of pupils over the two cycles of secondary education. In principle, the first and second cycles of secondary education are attended by pupils aged 13 to 15 and 16 to 17 respectively.

Just as in primary education, in secondary education there is also a noteworthy difference between the theoretical and the real age for attendance. Furthermore, the school network pyramid, characterised by a broad base, and a sudden narrowing as from the intermediate zone, has a direct impact on the composition of the school population as well as on their access and participation.

The breakdown of secondary school pupils by sex shows a clear drop in girls' participation between this level and the preceding one. In the first cycle, girls account for 38.6% of the pupils, while in the second cycle this drops to 34.8%.

The internal effectiveness of secondary education is low because of the drop-out and repetition rates, among other factors.

## 6.3. Higher education

According to the law that regulates higher education in Mozambique, this is carried out in



universities, higher institutes, higher schools and academies. Also under this law, those individuals who have successfully concluded 12th grade of general education, or its equivalent, are considered as eligible for higher education.

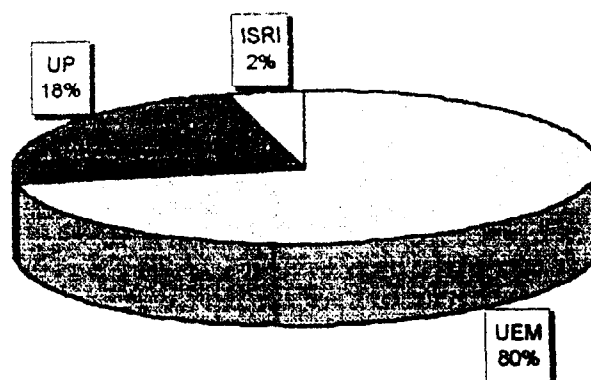
Under ministerial dispatch no. 86/90, as from 1991 entrance exams for higher education were established so as to set norms and harmonise conditions and criteria for access, guaranteeing equality of opportunity to all citizens, and selecting candidates for the various courses with greater rigour. Thus access to each course became conditional on the preference shown by the candidate, on the level of his or her scientific knowledge and aptitudes, as well as on the capacity of the institution.

To permit attendance in higher education, and so as to reduce the discriminatory effects arising from economic and regional inequalities, or from previous social disadvantages, in terms of the law on higher education:

- The state must grant scholarships with pre-established quotas and other forms of support to low income individuals and to each region. These scholarships may be attributed to students attending private higher education institutions which may also grant scholarships from their own funds;
- In the public higher education institutions, quotas and/or reservations may be considered for various groups or individuals mentioned in the previous paragraph;
- The previous paragraph shall not prejudice the condition of quality for access to higher education.

In 1996/97, the three higher education institutions could admit about 1,244 new students - 770 at the UEM, 448 at the UP, and 26 at ISRI. These admissions represent 17% out of 7.212 students of all institutions of all three institutions of higher education. In the 1996/97 academic year.

**Diagram 2 - Breakdown of the student population by higher education institutions, 1996-97 (manque)**



The breakdown of the higher education student population by sex shows continued male domination, despite progress made in this area. Overall women account for 26% of total student numbers, a percentage which reflects female presence in pre-university education. A breakdown by course shows sharp imbalances, with women accounting for between 40 and 68% on medical, veterinary and language courses, but less than 10% in the areas of technological science.

## 7. IMPACT OF THE WAR SCHOOL REHABILITATION

In 1992, the year of the General Peace Agreement, only about 40% of the school network was operational (this figure takes 1983 as the baseline, when there were 5,886 primary schools). As from then the government has prioritised the rehabilitation and restoration of the school network so as to recover gradually the 1983 levels of coverage, and increase access to educational services. Thus by 1995 the recovery of the school network had reached 71%, and there were provinces with levels above the national average, such as Cabo Delgado (99%), Manica (80%), Tete (78%) and Zambezia (76%). The following table illustrates the situation of the school network up to 1992, and its evolution.

**Table 11 - Restoration of schools up to 1998**  
**Existing Schools**

Provinces	1983		1992		1997		1998	
	Nr	Nr	%	Nr	%	Nr	%	
Cabo Delgado	542	540	99,60%	557	102,80%	556	102,60%	
Gaza	546	323	59,20%	497	90,00%	536	98,20%	
Inhambane	506	297	58,70%	465	90,90%	471	93,10%	
Manica	225	162	72,00%	283	125,80%	309	137,30%	
Maputo Province	339	137	40,40%	220	64,90%	258	76,10	
Nampula	1116	751	67,30%	1061	95,10%	1046	93,70%	
Niassa	508	246	48,40%	439	86,40 %	549	108,10%	
Sofala	386	158	40,90%	303	78,50%	368	95,30%	
Tete	479	106	22,10%	459	95,80%	523	109,2%	
Zambezia	1130	581	51,40%	1317	116,50%	1349	119,40%	
Maputo City	109	83	76,10%	88	80,70%	85	78%	
Total	5886	3384	57,50%	5689	96,70%	6050	102,80%	

In 1997, the overall recovery of the school network will reach about 97% and it is envisaged that some provinces will exceed the 1993 coverage levels. These results have been possible thanks to the commitment of the public, and the assistance and support of Mozambican and foreign NGOs and of the government itself in rehabilitating schools and building new ones. The current annual average of new classrooms built is around 1,100, a significant amount but not enough to meet the target laid down of 1,500 classrooms per year, so as to reach the planned levels of school entry and attendance.

## **8. EDUCATIONAL RESOURCES, EQUIPMENT AND INFRASTRUCTURES**

### **8.1. School books and education manuals**

Immediately after independence, the school textbook policy adopted gave MINED competence to plan the curriculum. As from then it was up to MINED to design the curriculum for all types and levels of education, to draw up programmes of

education and school textbooks, as well as test them out and distribute them through a company created for that purpose. The cover price of school textbooks was heavily subsidised, which was why all pupils would acquire them for the same price regardless of the economic situation of each individual family. Due to problems concerning the feeble capacity of the national printing industry, defective distribution circuits, and lack of purchasing power, particularly in rural communities (and despite the policy of a general consumer subsidy), the distribution of school textbooks was never guaranteed for all pupils.

Currently, MINED has redefined its school textbook policy, and books are sold at their real price, with a system of support for the poorest pupils established through the mechanism of the School Fund. Through this fund, at least in primary education, measures were taken to distribute books free of charge to all students and teachers in 1996. The books are produced partly in Mozambique, in accordance with existing capacity, with the deficit covered by orders from abroad.

## 8.2. Classrooms and school equipment

**8.2.1.** School equipment is insufficient to meet the needs. There are significant shortages of basic equipment such as blackboards, assorted auxiliary educational material, and school desks in primary education. In general secondary and in technical education, the shortage of laboratories, audio-visual equipment and computers is well known.

The number of classrooms available has increased substantially but even so is insufficient to meet the growing social demand. In primary education the number of classrooms has grown as follows:

**Table 12: Evolution of number of classrooms**

Year	Number of Classrooms
1992	12,792
1993	14,023
1994	15,302
1995	16,298
1996	17,964
1997	18,959

Out of a total of 18.959 classrooms available for primary education in 1997, about 32% were built of flimsy materials. They will thus need to be replaced, over the short to medium term, by definitive buildings.

Under these conditions, worsened by the physical deterioration of the installations, and by their use for two or three shifts a day, the teaching-learning process has suffered, with obvious prejudice for academic results. An analysis carried out on the basis of 1994 data showed that there was a total of 1,911 classes without classrooms that year, distributed as follows:

- 1,299 in the first shift;
- 539 in the second shift;
- 143 in the third shift

The total number of classes in 1994 was 27,702. Thus the classes without classrooms accounted for 6.8% of the total. Since the average number of pupils to a class was 48.9, this

means that about 93,540 pupils did not have classrooms.

Multiple shifts are a typical phenomenon in urban areas. As the 1995 statistical data show, Maputo city, Sofala and Manica provinces are they parts of the country with the highest number of EP1 classes receiving lessons in the third shift the account for 23%, 21%, 20% and 13% respectively. In these provinces, the incidence of the third shift is limited to the provincial capitals, with the exception of Maputo City where the phenomenon tends to be generalised throughout all districts that have urban characteristics. In the remaining provinces, including the most populous ones (Nampula and Zambezia), the percentage of classes taught during the third shift is not higher than 8% of the classes in each province.

In the rural areas of Mozambique, due to the irregular distribution of human settlement, educational areas are often occupied for just one shift.

## 9. THE SITUATION OF TEACHERS

### 9.1. First level primary education

The professional qualifications of primary school teachers are highly diversified because of the variety of training models used to confront an acute shortage of teachers. Today it is considered that there are the following categories of primary school teachers:

- «Post Teachers» (4th grade plus four years of training), trained in the pre-independence «Qualifying schools for teachers» (EHPP)<sup>3</sup>. Candidates were admitted with four years of schooling (the old 4th grade), and with four more years of psycho-pedagogical training.
- Primary teachers also trained in colleges prior to independence and in the first years following independence, with the old 5th high school grade - that is with nine years of formal schooling plus two years of training in a teacher's training college (Magistério Primario).
- Teachers from the Primary Teachers Training Centres (CFPP), with 7th grade plus three years of training. These same centres trained some teachers wit 6<sup>th</sup> grade plus a year; and

6<sup>th</sup> grade plus six months. The teachers with 6<sup>th</sup> grade plus a year's training form the dominant group as can be seen in the following diagram on the breakdown of EP1 teachers according to their qualifications.

**Table 13 - Qualifications of Ep1 teachers, 1997**

Courses	N° Teachers	%
EHPP	1026	5 %
CFPP 7+3	7646	38%
CFPP 6 +1	11033	55 %
Others	432	2%
Total	20137	100 %

### 9.2. Second level primary school teachers

Due to the pedagogical organisation of EP2, where teaching is given in independent subjects, from the start teacher training courses were designed in the following categories:

- Teachers from Mid-Level Pedagogic Institutes (IMP) with 10<sup>th</sup> grade plus three years of training in these institutes in bivalent courses;
- Teachers from courses for 5<sup>th</sup> and 6<sup>th</sup> grades, trained at the Eduardo Mondlane University Education Faculty. Entry requirements were 9<sup>th</sup> grade plus two years of psycho-pedagogic training.

### 9.3. General secondary education teachers

- Teachers from courses for 7<sup>th</sup> to 9<sup>th</sup> grade, trained at the Eduardo Mondlane University Education Faculty. Academic requirements for entry were 9<sup>th</sup> grade plus two years of training in two specific disciplines
- Teachers from courses for 10<sup>th</sup> and 11<sup>th</sup> grades, trained at the Eduardo Mondlane University Education Faculty. Academic requirements for entry were 11<sup>th</sup> grade plus two years of training in two specific disciplines;

- Teachers from the Physical Education Institute's training course for physical education teachers. The candidates should have possessed 9<sup>th</sup> grade plus two years of training after which they were able to teach physical education in EP2 and ESG schools

Apart from the various categories of teachers described here, one should also include a significant group of teachers who, although they did not have any type of minimum qualification, aimed at teaching, were recruited to fill gaps in the system. The table below shows the breakdown of primary and secondary teachers numerically and by sex.

**Table 14 - Composition of the primary and secondary school teaching staff, 1997**

Number of teachers	EP1	EP2	ESG1	ESG2
Total	28705	3955	1.292	563
Total/Mozambican	28696	3954	1271	248
Total/trained	20207	3117	1036	2226

### 9.4. Training of teachers for technical and professional education and for higher education

The training of teachers for technical and professional education concerns the technical subjects, since for the general subjects the teacher training system is common for all types of education. The training of teachers in technical subjects is carried out in the mid-level Industrial, Commercial and Agricultural Pedagogic Institutes. The courses last for two years and include psycho-pedagogical training and teaching practices. Qualification demanded of the candidates are that they should have completed a mid-level or higher technical-professional course in the area that they intend to teach.

As for higher education, there is no initial training of teachers. Recruitment is carried out among higher education graduates with the academic degree of licenciatura (which corresponds to a full 12 years of formal schooling plus five years of university education, or seven in the case of a medical degree). In the past, recruitment

for university teaching was also carried out among graduates with a bachelor's degree. After joining the university staff with the category of junior lecturer, the future teacher is subjected to an in service training programme which culminates in post-graduate courses in Mozambique or abroad. The following table shows the composition of the teaching staff of the country's three higher education institutions.

**Table 15 - Breakdown of the full time Mozambican teaching staff by academic degree and by institution, 1996-97**

Academic degrees	Educational Institution			Total
	UEM	UP	ISR	
% Teaching staff	66,5 %	29,3%	4,2%	100%
Doctorate	75	7	1	
Masters degree/ Licenciatura	412	210	29	
Bachelors Degree	5		1	
Total	492	217	31	

### 9.5. Current teacher training policy

9.5.1. The initial training of teachers for primary school is carried out at mid-level or lower. The academic requirements for entering training colleges for primary teachers are currently 7<sup>th</sup> grade for the CFPP (EP1 TEACHERS), and 10<sup>th</sup> grade for IMP (EP2 teachers). At secondary school level, teacher training is undertaken by the Pedagogical University.

The definitive model for training primary teachers, advocated by government policy, indicates just one form of training in Primary Teacher Institutes, of candidates with 10<sup>th</sup> grade, for two years. Recognising the strategic importance of the initial training of teachers, MINED (1995; 24) declares:

*“...as material, human and financial conditions are established, the current courses of 7<sup>th</sup> grade plus three years will be eliminated and gradually replaced by courses given in the Primary Teachers Training Institutes. Students will enter these courses with 10<sup>th</sup> grade. In co-ordination with the Pedagogical University, course aimed at a bachelors degree or licenciatura in primary education*

*will be designed and put into operation, both for the trainers of teachers at this level and for primary school staff in general.”*

Other measures envisaged in educational policy dealing with the initial training of teachers include changes in the structure of teacher training for second level primary education, so that it would be possible to use only two or three teachers per class, providing teachers with skills to deal with multiple classes.

9.5.2. The curriculum organisation for the new courses in the Primary Teachers Training Institutes cover five areas, namely:

- (i) Social Sciences (Civic Education, History and Geography);
- (ii) Education Sciences (Pedagogy, Educational Psychology, and School Administration);
- (iii) Communication and Expression (Portuguese, English, Musical Education, Artistic/Visual Education, and Physical Education);
- (iv) Working Activities; and
- (v) Mathematical and Natural Sciences. The weekly work load will be 37 hours.

### 9.6. In service training

In service training is understood as the training of teachers who, while they have exercised the profession for several years, do not have a solid and complete academic and professional training. At all levels of the education system there are teachers in these conditions, which is why government policy envisages activities aimed at in service training. Specifically, MINED (1995;25) envisaged the following strategic measures:

- *Continual training of practising teachers, through intervention centred on the ZIPs and with the support of the teacher training institutions.*
- *Empowering the current initiatives of the Teacher Improvement Institute (IAP) to update the practising teaching staff, resorting to distance learning, and starting by training Group «E» teachers.*
- *Defining specific regulations for the award of study grants for entering teacher training courses.*

It is hoped that the profile of teachers trained in a system of in service training closely approaches that of teachers trained through a system of

official training, especially from the scientific point of view (mastery of Portuguese, mathematics and science); from the pedagogical point of view (understanding of educational sciences, special educational needs and methodologies of education), as well as dealing with current national and world themes such as education for peace, for solidarity, for citizenship, for protection of the environment etc.

### 9.7. Continual training

UNESCO-UNDP (1995;53) defines continual training as the type of training aimed at all teachers, previously qualified or not, the main aim of which is not anchored primarily in wage or career issues, but in pedagogical, methodological and scientific improvement, which can improve or even modify pedagogical practices.

MINED believes that this is the kind of training to which all teachers should have a right and which all teachers have the duty to attend, because it is based on the need to accompany in a coherent and continual fashion the progressive development of the capacities of practising teachers, and the adaptation to curriculum or attitude changes.

Currently there is practically no systematic and continual training of teachers in Mozambique. Government policy in this field advocates its gradual generalisation, using the potential of the ZIPs, or also those of the IAP, through distance learning methodologies. This should be regulated in the sense of each teacher having the right and the duty to attend assiduously and with success, and at appropriate intervals, national or local activities designed to overcome general or specific training shortcomings.

The model conceived for the continual training of teachers assumes as bodies for involvement and research the current CFFPs, the IMPs, the new Primary Teacher Training Institutes and the Pedagogical University, and the ZIPs as structures linked to the dynamic of the schools and the teachers.

### 9.8. Distance learning

Given the heavy needs for in service training, distance learning is regarded as one of the effective means to raise the professional competence of the teaching staff. In its programme of in service training of teachers using this method, the IAP

will reach 3,000 teachers as from 1996. In this first phase, the course will cover five provinces, and will extend to others later. Thus, in 1997/98 the course will cover a further 6,000 teachers, and in 1999-2000 yet another 6,000.

It is envisaged that the course will have 50 modules and will last for a total of four years. If he so desires, the teacher may conclude the course in just two years. 62% of the course structure is dedicated to developing and acquiring professional capacities, and the remaining 38% to the content of the subjects. Intervention in pedagogical practice will be assured through the Pedagogical Workshops on Saturdays and Sundays in the pedagogical Nuclei. In these Nuclei, the teachers undergoing training will be able to clear up their doubts with a tutor, which is key to the entire process. The Nuclei also have a socialisation function which is achieved through weekly meetings among the teachers. In accordance with the overall aims of the course, the curriculum should provide:

*«Learning that follows the rhythm and availability of the learner; simultaneous attention to various learning needs; use and consolidation of the teacher's experience; learning directed towards pedagogical practice and a greater liaison between the teaching-learning process and the context in which it takes place».*

### 9.9. Use of teachers and professional insertion

The system of educational planning in force lays down norms for the use of teachers at the various levels of education, expressed in the weekly timetable that should be observed. Similarly, there is a minimum amount of time to be worked by teachers with other responsibilities in school management, such as the school director, the pedagogical director, the grade directors and the subject delegates.

In first level primary education the weekly teaching load for each teacher is set at 24 hours. However, the fact that some schools are working a three shift regime in the main cities, plus the shortage of the teachers in these same areas, means that theoretically the weekly workload per teacher doubles for those who are looking after two classes. In fact, in schools which are working two shifts (which are the majority) the weekly workload per teacher is 42 hours - 30 hours for

direct work with pupils and 12 hours for preparatory and support work.

The influence of double and triple shifts on the use of teachers is reflected in the pupil/class and pupil/teacher ratios which are respectively 48/1 and 58/1.

In second level primary education the teachers are organised according to the subjects they teach. Thus the weekly workload set down for teachers of the this level is 38 hours, of which 24 hours are spent with the pupils, while the other 14 hours are for work of preparation and support. In practice, shortages of teachers for some subjects creates situations of overloading in some cases and of under use in others. In the latter cases, the teachers are obliged to complete their compulsory teaching hours in another shift or another school. School directors at this level teach at least one class, while the deputy directors have a teaching load that is reduced by 12 to 14 hours, depending on the size of the school. The pupil/class and pupil/teacher ratios are respectively 45/1 and 41/1.

For the first cycle of general secondary education, the weekly workload per teacher is set at 24 hours. There is no obligation on the director of the school to teach, and thus there are some directors who teach and others who do not. There is a reduction in the teaching load of 12 hours for the deputy directors and of four hours for the subject delegates. The pupil/teacher ratio at this level is 19/1 and the pupil/class ratio is 40/1.

In technical and professional education the weekly workload is 24 hours per teacher at elementary level, 24 hours at basic level, and 18 hours at mid-level. At each of these levels, the school director is advised to teach a class.

For wage purposes, teachers in the various levels of the education system are classified into the following categories:

E	Primary teachers with EP2 academic level plus one year of teachers' training program or without any professional qualifications;
D	teachers with qualifications, even though insufficient, for EPI;
C	teachers with professional qualifications for EP2 and for the first cycle of ESG;
B	teachers with professional qualifications for both ESG cycles and for basic and mid-level technical and professional education;
A	teachers with professional qualifications for both ESG cycles and for basic and mid-level technical and professional education.

In the categories D, C, B and A there are three wages scales: principal teacher, first teacher and second teacher.

*Qualified for higher education:*

Junior-Lecturer;  
Lecturer;  
Assistant-Professor;  
Associate-Professor;  
Full Professor.

Recruitment for teacher training is undertaken among candidates with various levels of training, depending on the level it is intended to teach. The following table sums up entrance conditions, the current structure of courses and the diplomas granted to different courses.

**Table 16 - Structure of teacher training courses**

Level	Institution	Entry	Study	Diploma
EPI	CFPP	7th Grade	3 years	EPI teacher
EP2	IMP	10th Grade	3 years	EP2 teacher
ESG	IMAP	10th grade	2 years	EPI/2 teacher
ESG	UP	12th grade	4 years	ESG1/2 teacher

The General Statute of State Functionaries establishes the framework of rights and duties of teachers as public officials. But there also exists the Statute of Teachers, which is a legal document defining the mechanisms whereby teachers are inserted into their profession. Both the General Statute of State Functionaries and the specific Statute of Teachers confer equal treatment on teachers of both sexes in matters of wages, training, holidays and other benefits. Apart from their annual holidays, pregnant teachers may take maternity leave of 60 days, which may start 20 days before the probable date of the baby's birth. In this situation the teacher retains all the rights inherent to her activity, and after the maternity leave she has a right to 30 minutes in each period of the day to breast feed her child, for six months.

Recognising that pedagogical and administrative support given to teachers is not always as appropriate as it should be, MINED official policy encourages the adoption of measures which may have positive effects on the motivation and commitment of teachers. Some of the measures envisaged in the national education policy (MINED, 1995;25) are:

Whenever possible, and in accordance with the evolution of the economy, the wages of teachers will be reviewed. Working conditions in the classrooms will be gradually improved, in accordance with the resources that may be mobilised.

The professional career structure will be subject to revision so as to make it more attractive and adjusted to current requirements. In advancing up the career structure, value will be granted to experience, ensuring that the posts of pedagogical technicians and instructor are held by experience, ensuring that the posts of pedagogical technicians and instructor are held by experienced teachers...In the context of revitalising the ZIPs, the pedagogical supervision and inspection services will be strengthened so as to allow a more systematic monitoring of teaching activity.

The statute of Teachers will be reviewed so as to include mechanisms that ensure the access of teachers and their children to education, to medical care and to medicines, as well as to housing through a policy that stimulates the construction of homes.

## 10. ASSESSMENT AND EDUCATIONAL RESEARCH

Assessment scarcely exists in the national education system. But studies of assessment are gaining in impetus. Some important studies in the early 1990s concerned: pedagogical assessment of primary school textbooks; assessment of the administration and management of the national education system, and assessment of parents' purchasing power as regards buying school books. Between 1991 and 1993, Mozambique took part in an International Study on Performance in Mathematics. Currently, the country is participating in a study co-ordinated by UNESCO, in the framework of Education for All, on the performance of graduates from 5<sup>th</sup> grade the last grade of EPI.

Educational research faces financial constraints and the few funds available are donated by international agencies. Educational researchers work in isolation, and the results are rarely used in formulating policy. There are programmes for research to focus on problems of school

effectiveness, identifying factors that may influence the quality of education, particularly in primary school and in a context of poverty; on the sociology and culture of education through studying the inter-relationships between the school, the community, the pupils and the teachers; on linguistics and education in the perspective of the country's multilingual situation; on psychology with particular stress on conceptual studies; on the environment, population and education and research on policy analysis with the goal of strengthening educational policy formation.

## 11. FINANCING EDUCATION

Education has suffered deep cuts in the funding granted from the General State Budget (OGE), following the implementation of structural adjustment measures begun in 1987.

From 1980 to 1986 the recurrent educational budget amounted to between 17 and 19% of the total state recurrent budget; but in 1987 this percentage dropped sharply to 9% (MINED, 1990). Cuts in educational expenditure mainly affected the real wages of teachers, which collapsed by about 50% between 1986 and 1987. Of no less importance are the cuts in expenditure on goods and services which have affected the quality of education provided.

In 1997, the recurrent educational budget amounted to 17,2% of the total OGE. This increase was most significant for the wage component which absorbed 75% of total educational expenditure, and was aimed at the admission of new teachers, particularly for primary education, in accordance with the government's policy of prioritising expansion of access to this educational level. The recurrent budget was shared out among the various levels of education in the following way:

Primary education	46%
Generalsecondary education	10.2 %
Teacher training	0.3%
Technical and professional education	6.7%
Higher education	22.2%
Central and provincial administration	14.8%
Total	100.0/%



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According to MINED (1990) from 1980 to 1986 the share of the education investment budget in the total state investment budget was between 4% and 1%. But in 1987 this percentage was just 0.3%. In 1995, education as a whole received 10.7% of the total state budget for investment expenditure. By levels of education, the distribution of the investment budget that year was as follows:

Primary education	24%
secondary education	14 %
Technical and professional education	12%
Teacher training	23%
Higher education	27%
Total	100.0%

In analysing educational expenditure, it is important to stress two aspects: (i) there is no systematised knowledge about the entire government effort in the educational field, since apart from the budget directly allocated via the Ministry of Education, other sectors of the government also undertake training activities using funds from the state budget. But these expenses are not included as part of the overall budgetary effort for education; and (ii) as can be noted in the share out of funds for recurrent costs and for investment, there is a real concern to prioritise primary education in programming expenditure, given the pride of place it enjoys in government policy and sector strategy.

In higher education more than 60% of recurrent expenditure in 1994/95 (excluding technical assistance) were non-wage costs. Support for students (28%), international co-operation (16%) and boarding accommodation (14%) are the most important components of external aid. Thus the sources of finance for higher education in Mozambique are (i) the general state budget, (ii) international co-operation funds, and (iii) the income generated by the institutions themselves.

Foreign aid has played an extremely important role in financing education. In 1993 the non-wage costs financed by foreign sources exceeded the levels of internal funding and represented half the total of current aid. But these contributions referred merely to some inputs such as the production of school textbooks, food aid, assistance in playing import duties, freight charges and other costs in the central and provincial administration. Many other important school inputs, such as teachers' manuals and basic

classroom equipment are seriously underfunded.

Although there are no systematised data that would allow us to quantify the significance of the direct contributions made by families to education, there are indications that in most schools in urban and peri-urban areas, once wages, which are entirely paid by the state, are excluded, funds for non-wage costs result from financial contributions which are decided by common agreement between the parents and the school.

Private education is so far basically financed by non-governmental sources. However, in 1995 the government began to finance a small number of community schools by paying wages to their teachers and providing school books for the pupils.

## 12. Private education

Through decree no. 11/90 of 1 June 1990, the government decided to authorise private education (free or free-paying) in all types and levels of education. When it approved this legal disposition, the government proceeded to decentralise one of its functions, in order to create additional capacity, which would translate into expanded opportunities for access to the educational system.

Although several requests for licensing private schools have been presented to MINED since 1990, there have still not appeared, with a few rare exceptions, consistent projects for building and equipping schools with laboratories, libraries, toilets, desks, and other facilities. Instead, what have appeared are flimsy building, which provides evidence of the difficulties faced by the private sector in mobilising funds for the investment required.

**Table 17-Development of private schools and their pupils, 1995**

Provinces	EPI		EP2		ESG				
	Schools	Pupils	Schools	Pupils	Schools	Pupils			
	M	F	F	M	M	F			
Cabo Delgado	2	179	184	2	100	74	2	103	52
Gaza	3	296	222	3	94	102	1	98	98
Inhambane	4	343	292	4	189	124			
Manica	16	1626	1163	2	213	45	1	16	3
Maputo Prov.	14	2753	2669	4	504	513	4	172	210
Nampula	2	256	127	1	47	28	1	63	25
Niassa				1	96	19	3	84	23
Sofala	21	2745	2136	10	1117	938	2	402	321
Tete	3	155	125	4	246	218	6	379	71
Zambéiza	2	659	592	2	99	26	2	191	96
Maputo City	10	2696	2406	20	1948	1814	13	1604	1988
Total	77	11708	9916	53	4653	3901	35	3112	2887

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It is important to deduce from the table above some characteristics inherent to the current stage of development of private education in the country, namely:

- coverage nationally is manifestly low, and this is worsened by the sharp disparity between provinces. 47% of the private school network is located in Maputo City and province;
- almost all private schools are in urban areas
- 53% of private establishments are primary schools (EP1/2) and 38% are secondary schools.

Currently 165 private schools are functioning at primary, secondary and technical levels. About 53% of these are primary schools, and 70% of the pupils in private education are in the country's major cities (Maputo, Matola and Beira). Numerically, the pupils attending private education amount to only 2% of the number who are studying in the public sector.

Two private universities are in the process of being licensed, and they expect to start their activities in the second half of 1996.

Among the private schools currently operating, two kinds can be distinguished: those whose activities are almost free of charge, and which are organised by humanitarian groups, communities, NGOs and other segments of civil society; and those which are profit-making bodies. In both cases, and in accordance with the law, the curriculum used in private schools is the same as that approved by MINED for use in the official schools, though there are also possibilities to teach other materials.

In the grades where exams are involved, the pupils at private schools sit the national exams to test their knowledge. The teachers who work in private schools have generally been trained in state teacher training establishments.

Government policy towards private education consists in encouraging its expansion and development particularly in areas that are not covered by public education. In this sense, the government is considering identifying mechanisms to support this sector so as to stimulate its qualitative and quantitative growth.

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### **13. INTERNATIONAL CO-OPERATION**

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International co-operation activities are a matter of high priority in administering the

educational system given the shortage of domestic resources, and hence the fact that the amount of foreign aid is important for national development programmes. To improve efficiency in managing international co-operation, MINED has established a forum for dialogue and for co-ordinating activities with donors. This has allowed consensus to develop in formulating strategies aimed at implementing sector policies.

In the context of the activities programmed by the Association for the Development of Education in Africa, there are noteworthy advantages to be drawn from MINED participation in the working groups. This results in improved articulation and co-ordination in a perspective of partnership.

A strategic plan is being drafted for the education sector which will present an overall vision of long term educational needs, as well as indicating funding requirements for the plan, both the resort to internal funds and those that will have to be mobilised from outside sources.

In the educational establishments, particularly those of higher education, international co-operation has been undertaken in the fields of teaching, research and extension. In teaching, co-operation activities cover exchanges of teachers, researchers and bibliographic material. Furthermore, given the concern of the education institutions to train their teaching staff, there has been a significant growth in the number of scholarships offered for postgraduate work.

In sending Mozambican students for training abroad, priority has been given to courses or specialities not available inside the country. This policy seeks to complement the efforts under way to train cadres in accordance with the national economy's development needs. About 800 students are continuing their studies abroad, benefitting from scholarships granted under bilateral or multilateral co-operation.

In future, international co-operation should concentrate on activities that are regarded as priorities in the context of sector policies. It should prioritise the training of human capital in the fields for which internal capacity does not yet exist, with the intention of strengthening institutional capacity and sustainable development.

## 14. PROBLEMS AND PROSPECTS

Because of the enormous financial constraints, the absolute poverty of the majority of the population, the low rates of school attendance, the growth in the population of school age, and the high school dropout rates, Mozambique is facing a dilemma between improving the quality of education and expanding the system. Access to education is significantly limited, particularly in rural areas, for poor children, and in some regions for girls.

The quality of education is prejudiced:

- by the poor quality and insufficient quantity of school books and teaching materials;
- by teachers with weak general preparation and professional training;
- by inadequate educational infrastructures;
- by an annual school calendar that is very short, with less than 3.5 hours of teaching per day, and by classrooms overcrowded with children of differing ages, skills and talents.

Additionally, more than a decade of civil war had negative consequences for the emotional and psychological balance of children and young people,

The internal efficiency of schools is another important problem throughout the educational system. As mentioned above, out a sample of 1,000 pupils in first grade, only 67 graduate from first level primary education five years later. High levels of children repeating grades not only prevent

more children from entering the system but make the unit costs of education much higher.

There is a crucial need to improve the institutional capacity of the education sector at the various levels of administration, in terms of skills, administration and management and educational planning. Special attention must be given to the schools, which are at the centre of the teaching-learning process, and where the needs for professional training, in-service training, and staff specialisation at central, provincial and district level are urgent, in order to permit the formulation of realistic policies, compatible with aims of the system. This will also permit a gradual decentralisation of some functions to the provincial and district authorities.

In order to handle the education system efficiently, the educational administrative services need to improve their vertical and horizontal co-ordination, as well as their information system. National education policy advocates the combination of a strategy of expanding access and equity, focusing on primary education, and improvements in the quality and relevance of education. Thus the diagnosis of the current situation of the education system recommends and overall reform of the structure and content of education, particularly involving the decentralisation of the decision-making and management system; involving the community in operational responsibility and authority for managing education and its resources; introducing management concepts and practices into school directorates, through an appropriate training of the directors; and an appropriate modification of the curricula so as to make them more useful and relevant to the various contexts of learning.