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Mozambique

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Principles and general objectives of education

According to the Constitution of the Republic of Mozambique, approved and enacted in November 1990, education is a right and a duty of every citizen (Art. 88). This should translate into equal opportunities of access for all citizens to the various types and levels of education. The State allows other entities, including communities, co-operatives, business and private bodies, to participate in education.

Government looks at education as a tool for integrating individuals in the social, economical and political life, as a key factor for building a society based on the ideals of freedom, democracy and social justice, and as the main instrument for training and preparing young people for their participation in the process of developing the country.

Laws and other basic regulations concerning education

Law No. 6/92 of 6 May 1992 was passed in order to readjust the general framework of the education system, and to bring the dispositions of Law No. 4/83 of 23 March 1983 in line with the country's economic and social conditions.

Through **Decree No. 11/90** of 1 June 1990, the Government authorized private education (free or fee-paying) in all types of schools and at all educational levels, thus decentralizing one of its functions in order to create an additional capacity which would translate into expanded opportunities for access to education.

Higher education is governed by a specific instrument—the **Law No. 1/93**. In accordance with this Law, public higher education institutions are collective persons of public law, with legal status, and enjoying scientific, pedagogical and administrative autonomy. The new **Higher Education Law No. 5/2003** was approved in January 2003.

Under the **Decree No. 49/94** of 19 October 1994, a number of functions and powers, previously in the hands of the national Ministry of Education, have been transferred to the provincial governments.

The Ministry of Higher Education, Science and Technology was established in January 2000 in accordance with by the **Presidential Decree No. 1/2000**. In accordance with the **Presidential Decree No. 13/2005** of 4 February 2005, the responsibility over higher education has been transferred to the Ministry of Education and Culture (MEC). The same Decree specifies the functions and attributions of the MEC.

Administration and management of the education system

The Ministry of Education (MINED, now the **Ministry of Education and Culture**—MEC) is responsible for planning, managing and monitoring the national education system, ensuring that it works in a unified manner. School curricula and programmes are national in character and are defined by the MEC through its **National Institute for Educational Development** (INDE, *Instituto Nacional de Desenvolvimento da Educação*). However, whenever necessary, adaptations of a regional nature may be introduced. These adaptations are approved by the Ministry.

Through the MEC, the government establishes pedagogical guidelines and teaching programmes; determines norms for the recruitment, training and management of teaching and non-teaching staff; fixes operational norms for the establishments and provides them with the necessary number of teaching, administrative staff, in accordance with their size; and supervises and inspects teaching activities. The Ministry also determines the school calendar for all public education establishments.

Although the administration of the education system is highly centralized, some functions are transferred to the provinces, districts and schools. For example, 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 is conducted in collaboration with the Ministry of Planning and Finance.

National examinations are prepared and administered by the **National Council for Examinations, Certification and Assessment** (*Conselho Nacional de Exames, Certificação e Equivalência*).

The administration of education at the provincial level is under the supervision of eleven **Provincial Education Directorates** (DPE). The DPEs follow and implement the educational policy defined by the Ministry in the territory under their jurisdiction. In their activity, the DPEs are led by a Provincial Director appointed by the Minister of Education, after consulting with, or on the proposal of, 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, school attendance requirements in the short- and long-term.

Under the country's administrative division, the district is the territorial basis for educational planning, with the exception of higher education. Thus, based on the procedures of micro-planning methodology, the district is understood to be the basis for identifying educational needs at the local level. The **District Education Directorates** are led by a District Director, who is appointed by the Provincial Governor on the proposal of the Provincial Director of Education. A school director is appointed for each educational establishment, assisted by deputy directors for the pedagogical and administrative areas.



The **Institute of Employment and Training**, under the responsibility of the Ministry of Labour, manages a national network of vocational training centres (*Centros de Formação Profissional*) and employment centres. These centres offer practically-oriented vocational courses for unemployed or out-of-school youth, usually of a short duration (one to six months).

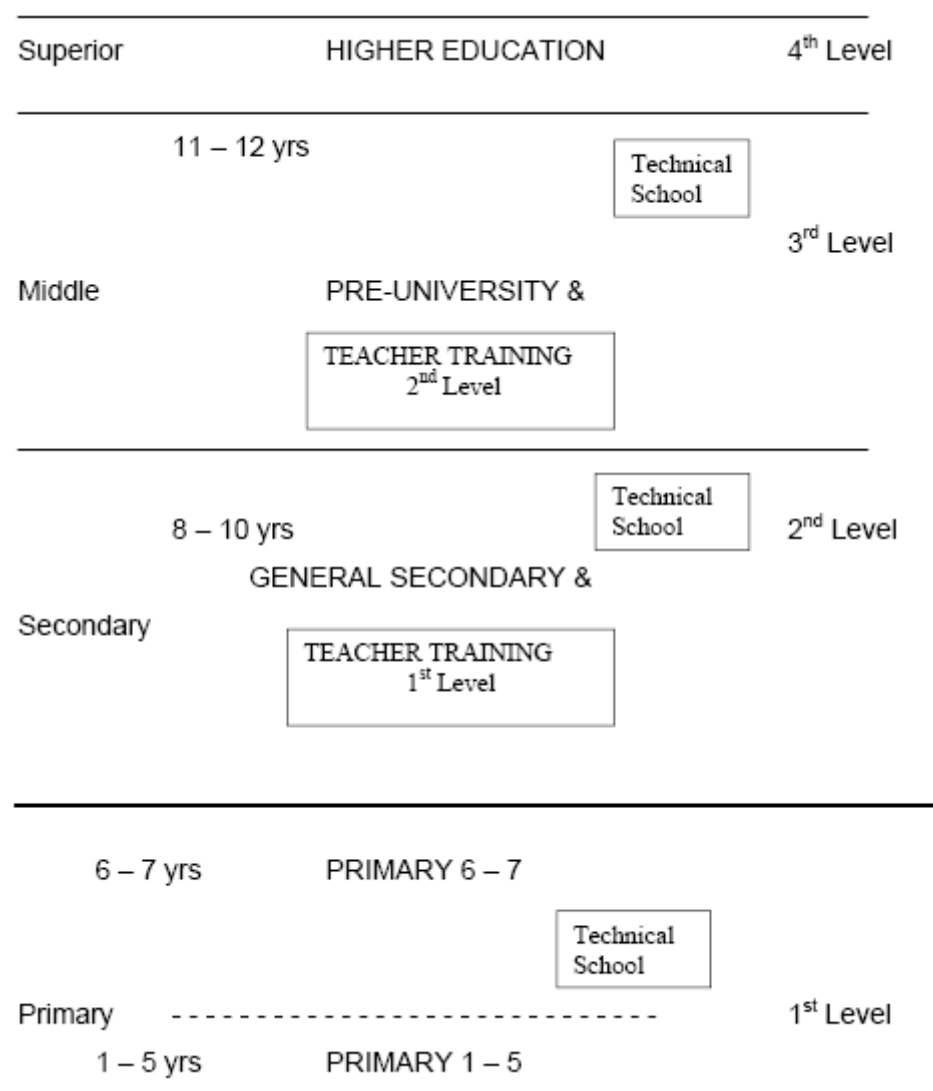
The **National Council of Higher Education, Science and Technology** is the Council of Ministers' body for coordination, analysis and consultation in all matters concerning higher education. The Ministry of Higher Education, Science and Technology (MESCT) was established in January 2000, but the responsibility over higher education was transferred to the MEC in February 2005. It had the following functions: i) elaborate policy and strategy proposals in the fields of higher education, science and technology; ii) supervise and regulate higher education, science and technology; iii) evaluate, monitor, analyze and plan out the areas of higher education, science and technology; and iv) promote the science and technology in the country. The accreditation of higher education institutions is under the responsibility of the **National Commission for Accreditation and Quality Assurance** (*Comissão Nacional de Acreditação e Qualidade–CNAQ*).

The Minister of Education is assisted by two consultative bodies whose role is to provide information and draft proposals. The **Consultative Council** includes the heads of the bodies of the top and mid-ranking areas and of the subordinate institutions. Its tasks are to analyze and provide opinions on the basic questions of MEC activity. The **Coordinating Council** consists of the members of the Consultative Council and the Provincial Directors of Education. Its tasks are to coordinate, plan and control activities undertaken by the central and local educational bodies.

Pre-school and special education are supervised by the MEC in coordination with the ministries of **Health** and **Women and Social Action**.

Structure and organization of the education system

Mozambique: structure of the education system



Pre-school education

Pre-school education is offered in nurseries and kindergartens and is for children under 6 years of age. Attendance is not compulsory.

Primary education

Primary education is the first level of general education and lasts seven years, subdivided into two levels: the first level (EP1) covers grades 1-5, and second level (EP2), grades 6 and 7. Primary education is compulsory for children in the year of their sixth birthday.



Secondary education

General secondary education, or the second level of general education, lasts five years. It is divided into two cycles: the first cycle (lower secondary) lasts three years (grades 8-10), and the second (upper secondary) encompasses grades 11 and 12. Technical and vocational education and training (TVET) is provided by technical schools and institutes in three fields, namely agriculture, industry and business. Basic TVET (corresponding to the first cycle of secondary education) trains skilled workers; middle-level TVET (equivalent to the second cycle of secondary education, lasting two to three years) trains technicians. TVET programmes are also offered at the primary level (elementary level, equivalent to upper primary), and their duration is normally two years.

Higher education

In accordance with the new Higher Education Law of 2003, tertiary-level and higher education institutions offer a variety of programmes leading to the bachelor's degree (three-year programme), the *licenciatura* (normally, a four-year programme; five years in the case of law and dentistry; five and a half years in the case of veterinary; seven years in the case of medicine), and the master's degree (two-year programme). At the postgraduate level, the faculty of education of the University Eduardo Mondlane offers one-year programmes leading to a diploma or a master's degree (*mestrado*).

The school year is divided into two semesters, and consists of about 180 working days (thirty-five to thirty-six working weeks). For EP1, in principle this period corresponds to about 720 teaching units in schools operating in three shifts, and about 900 teaching units in schools with two shifts. For grade 10 and 12 students the school year consists of thirty-three working weeks due to the end-of-the-year examinations.

The educational process

Pre-primary education

It is the task of the Ministry of Education, together with the ministries of Women and Social Action and of Health, to define the general norms for preschool education, to support and monitor their implementation, and to define the criteria and norms for the opening, operating and closure of preschool education establishments.

In 2005, it was estimated that about 40,000 children of less than 6 years of age received some form of preschool education, or less than 1% of the corresponding age group. Most programmes consist of community preschools supported by NGOs and religious organizations. (Ministry of Education and Culture, 2006).

Primary education

The fundamental aim of primary education is to provide basic training in the areas of communication, mathematics, natural and social sciences, and physical, aesthetic and cultural education.

There is less time available in primary schools operating in three shifts, as they have about 80% of the time that is available in schools with two shifts. In order to guide the organization of educational activities and ensure programme compliance, two types of study plans are established, with differential amounts of time for schools operating in two or three shifts.

Primary education: weekly lesson timetable (schools operating in two shifts)

Subject	Number of weekly periods in each grade						
	I	II	III	IV	V	VI	VII
Portuguese language	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
<i>Educação estética e laboral</i> [Aesthetic and vocational education]	2	3	3	3	3	4	4
Physical education	2	2	2	2	2	2	3
Total weekly periods	22	22	23	25	27	26	27

Source: Ministério da Educação, 2001. Each teaching period lasts 45 minutes.

In 1983, the new education system was established and a new curriculum was gradually introduced grade by grade up to grade 12 in 1995. A new basic education curriculum has been defined and has been progressively introduced starting from 2004. The main features of the proposal can be summarized as follows: i) introduction of two sub-cycles in EP1 (grades 1 and 2, and grades 3 to 5); ii) 20% of time allocation for local content (e.g. local curriculum) to be integrated into the existing disciplines; iii) introduction of local languages in early primary grades; iv) introduction of foreign language teaching (English) in EP2; and v) introduction of moral and civic education a cross-curricular area in EP1 and as a discipline in EP2. Teaching subjects are organized into three broad learning areas: a) communication and social sciences; b) mathematics and natural sciences; and c) practical and technical activities.

The structure of the programmes for each discipline includes: thematic units; specific objectives in terms of expected learning outcomes; contents; basic competences to be acquired; methodological suggestions; and workload. The weekly lesson timetables are presented in the tables below:

New basic education programme (proposal): weekly lesson timetable for schools operating in three shifts (monolingual programme using Mozambican languages as a resource)

Learning area/Subject	Number of weekly periods in each grade						
	I	II	III	IV	V	VI	VII
<u>Communication and social sciences:</u>							
Portuguese language	10	10	8	7	7	6	6
Mozambican language	-	-	2	2	2	2	2
English language	-	-	-	-	-	3	3
Music Education	1	1	1	1	1	2	2
Social sciences (*)	-	-	-	2	2	2	2
Moral and civic education	-	-	-	-	-	2	2
<u>Mathematics and natural sciences:</u>							
Mathematics	8	8	6	6	6	5	5
Natural sciences (*)	-	-	2	2	2	2	2
<u>Practical and technical activities:</u>							
Practical activities(*)	2	2	2	2	2	2	2
Visual arts(*)	2	2	2	2	2	2	2
Physical education	2	2	2	2	2	2	2
Total weekly periods	25	25	25	26	26	30	30

Source: Ministério da Educação, 2003. Each teaching period lasts 45 minutes.

(*) Social sciences include history and geography. Natural sciences include biology, physics, chemistry, and hygiene. Practical activities comprise activities such as needlework, cooking, tree planting, agriculture, fishing etc. Visual arts include crafts.

New basic education programme (proposal): weekly lesson timetable for schools operating in two shifts (monolingual programme using Mozambican languages as a resource)

Learning area/Subject	Number of weekly periods in each grade						
	I	II	III	IV	V	VI	VII
<u>Communication and social sciences:</u>							
Portuguese language	12	12	10	8	8	6	6
Mozambican language	-	-	2	2	2	2	2
English language	-	-	-	-	-	3	3
Music Education	2	2	2	2	2	2	2
Social sciences (*)	-	-	-	2	2	2	2
Moral and civic education	-	-	-	-	-	2	2
<u>Mathematics and natural sciences:</u>							
Mathematics	8	8	6	6	6	5	5
Natural sciences (*)	-	-	2	2	2	2	2
<u>Practical and technical activities:</u>							
Practical activities(*)	2	2	2	2	2	2	2
Visual arts(*)	2	2	2	2	2	2	2
Physical education	2	2	2	2	2	2	2
Total weekly periods	28	28	28	28	28	30	30

Source: Ministério da Educação, 2003. Each teaching period lasts 45 minutes.

(*) Social sciences include history and geography. Natural sciences include biology, physics, chemistry, and hygiene. Practical activities comprise activities such as needlework, cooking, tree planting, agriculture, fishing etc. Visual arts include crafts.

New basic education programme (proposal): weekly lesson timetable for schools operating in two shifts (bilingual programme)

Learning area/Subject	Number of weekly periods in each grade						
	I	II	III	IV	V	VI	VII
<u>Communication and social sciences:</u>							
Portuguese language	4	5	7	7	8	7	7
Mozambican language(s)	8	7	5	3	2	2	2
English language	–	–	–	–	–	3	3
Music Education	2	2	2	2	2	1	1
Social sciences (*)	–	–	–	2	2	2	2
Moral and civic education	–	–	–	–	–	2	2
<u>Mathematics and natural sciences:</u>							
Mathematics	8	8	6	6	6	6	6
Natural sciences (*)	–	–	2	2	2	2	2
<u>Practical and technical activities:</u>							
Practical activities(*)	2	2	2	2	2	2	2
Visual arts(*)	2	2	2	2	2	2	2
Physical education	2	2	2	2	2	1	1
Total weekly periods	28	28	28	28	28	30	30

Source: Ministério da Educação, 2003. Each teaching period lasts 45 minutes.

(*) Social sciences include history and geography. Natural sciences include biology, physics, chemistry, and hygiene. Practical activities comprise activities such as needlework, cooking, tree planting, agriculture, fishing etc. Visual arts include crafts.

The educational cycles have specific objectives in terms of the skills and competencies to be acquired. The first cycle focuses on reading and writing skills, basic notions of hygiene, and relationships with others and the surrounding environment. The second cycle further enhances the knowledge and skills developed during the first cycle, and it introduces new contents related to natural and social sciences. The third cycle, in addition to further develop the knowledge and skills acquired during the preceding cycle, prepares for further studies and/or for life. The selection of local contents to be included in the existing disciplines of the national curriculum (up to 20% of curricular time) must be made taking into account the following criteria: socio-cultural and economic relevance for the communities; development of life skills; and promoting self-employment.

The basic structure for pedagogical organization 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 and 45, respectively. In EP1 each class has one teacher, while in EP2 each class requires seven teachers—one for each subject taught at this level. The average pupil-teacher ratio was 58:1 in EP1 and 41:1 in EP2.

The progression of pupils from one grade to the next in EP1 is based on the decision of the class teacher, taking into consideration the pupil's attendance and results obtained in the assessments throughout the academic year. Each EP1 pupil possesses an assessment record, which is regularly communicated to the parents, and



serves 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. Parents should be regularly informed of the academic situation of their children.

At the end of first level primary education (grade 5) pupils sit a national exam to gain access to EP2. In EP2, the transition from grade 6 is in accordance with established performance criteria. In final year of primary education (grade 7), pupils sit national exams in each of the subjects of the study plan.

The number of children entering grade 1 in the year in which they reach the 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. The government is planning the gradual introduction of compulsory education, in accordance with the available material and organizational capacities to ensure that it can be effectively implemented. There are in fact large regional differences in terms of academic achievement. On the other hand, because of the combined effect of the drop-out 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%, since the start of the 1990s this rate dropped slightly and it was 66% in 1993/94 (78.5% in 1996/97). In absolute terms, the number of graduates from EP1 who advance to EP2 has not dropped, but the number of grade 5 graduates shows a noteworthy growth. However, faced with this increase in EP1 graduates, the capacity of EP2 to offer them places has not grown significantly. In fact, due to the shortage of teachers, and particularly the shortage of premises, about 29% of children who complete first-level primary education have no chance to continue their studies.

In addition, it should be mentioned that only 1.2% of the population has Portuguese as mother tongue. The majority of the population speaks one or more of twenty different Bantu languages. Because there is no common mother tongue nationally, Portuguese was adopted as the medium for teaching from grade 1 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 1997, about 1.75 million pupils attended EP1 (grades 1-5) and 42% of these were girls. In 1995, the gross enrolment ratio was 57% (75.6% in 1999). About 154,000 pupils attended EP2 (grades 6 and 7) in 1997, and girls accounted for 40% of total attendance at this level. In that year, there were only 253 pupils studying elementary technical education in just two schools. Primary education is served by a network of 5,689 schools for EP1, and 336 schools for EP2. In 1999, the net enrolment ratio was estimated at 43.6% (Ministry of Education, 1999).

Between 1999 and 2005, it is estimated that total enrolment at the primary level (EP1 and EP2) increased from some 2.3 million to 4 million of pupils, and the number of schools increased from about 6,500 to 9,500. EP1 completion rate

increased from 26% in 1999 to 57% in 2005. (Ministry of Education and Culture, 2006).

According to the Directorate of Planning and Cooperation of MEC, in 2009 there were 10,027 schools offering EP1 and 2,577 schools offering EP2. The total enrolment at EP1 level was 4,299,638 pupils (of whom 47.5% were girls), and at EP2 level was 772,240 pupils (of whom 45.2% were girls). In the same year, the average percentage of repeaters (public schools) was 7% in EP1 and 7.1% in EP2. The gross enrolment ratio was estimated at 147.3% for EP1 and 73.2% for EP2. There were 61,242 teachers at EP1 level, and 19,142 teachers at EP2 level, for an average pupils-teacher ratio of 69:1 in EP1 and 39:1 in EP2.

Secondary education

General secondary education (ESG) is offered in secondary schools and is divided into two cycles: the first cycle lasts three years (grades 8-10) and the second covers grades 11 and 12. The goals of secondary education are to consolidate and broaden pupils' knowledge of mathematics, natural and social sciences, and in the areas of culture, aesthetics and physical education.

General secondary education is aimed at pupils who have graduated from EP2 (grade 7). The weekly lesson timetable for the first cycle of ESG (2001) is as follows:

First cycle of general secondary education: weekly lesson timetable

Subject	Number of weekly periods in each grade		
	VIII	IX	X
Portuguese language	5	5	5
English language	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
<i>Desenho</i> [Design]	2	2	2
Physical education	2	2	2
Total weekly periods	30	30	30

Source: Ministry of Education, 2001. Each teaching period lasts 45 minutes.

The weekly lesson timetables for the second cycle of secondary education (2001) are presented below:



Second cycle of general secondary education (pre-university education, Group A track): weekly lesson timetable

Subject	Number of weekly periods in each form	
	XI	XII
Portuguese language	4	4
English language	5	5
French language	4	4
History	4	4
Geography	4	4
Mathematics	5	5
Biology	4	4
Physical education	2	2
Total weekly periods	32	32

Source: Ibid. Each teaching period lasts 45 minutes. 'Group A' track gives access to the following university courses: linguistics, Portuguese, law, history, French, diplomacy, English, geography, psychology, pedagogy, and economics.

Second cycle of general secondary education (pre-university education, Group B track): weekly lesson timetable

Subject	Number of weekly periods in each form	
	XI	XII
Portuguese language	4	4
English language	3	3
Geography	4	4
Mathematics	5	5
Biology	4	4
Chemistry	4	4
Physics	4	4
Physical education	2	2
Total weekly periods	30	30

Source: Ibid. Each teaching period lasts 45 minutes. 'Group B' track gives access to the following university courses: geology, agronomy, medicine, veterinary science, biology, chemistry, and physical education.

Second cycle of general secondary education (pre-university education, Group C track): weekly lesson timetable

Subject	Number of weekly periods in each form	
	XI	XII
Portuguese language	4	4
English language	3	3
Mathematics	5	5
Chemistry	4	4
Physics	4	4
Drawing	3	3
Physical education	2	2
Total weekly periods	25	25

Source: Ibid. Each teaching period lasts 45 minutes. 'Group C' track gives access to the following university courses: engineering, architecture, physics and chemical sciences, mathematics, and physics.

The limited extension of the ESG school network means that the catchment areas for this level are excessively large. Thus, as a rule, first-cycle secondary schools take as their catchment 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 the boarding schools set up for this level, presupposes a financial contribution from the students 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.

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

Though some EP2 graduates are able to continue their studies in industrial and commercial technical schools, the transition rates 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. This was the result of the increase in the number of graduates from the first cycle, and the fact that the school network was under-developed. Thanks to the opening of new secondary schools, the transition rates for this level (73.6% in 1994/95) exceed those of the mid-1980s (49.8%). Notwithstanding, the internal efficiency of secondary education is still low, mainly due to the high drop-out and repetition rates, among other factors. In 2005, it was estimated that the average repetition rate in the first and the second cycles of secondary education was 35% and 25%, respectively. (MEC, 2005). In the same year,



the gross enrolment ratio was estimated at 24.5% in the first cycle and 6.1% in the second cycle. The total enrolment was estimated at 230,000 students. Most of the teachers had not the required qualifications and only 20% of them were women. (MEC, 2006).

According to the Directorate of Planning and Cooperation of MEC, in 2009 there were 312 schools offering the first cycle of ESG and 90 schools offering ESG2. The total ESG1 enrolment was 477,451 students (of whom 45.3% were girls), and the total ESG2 enrolment was 85,184 students (of whom 42.4% were girls). The average percentage of repeaters in public secondary education was estimated at 12.8% in ESG1 and 3% in ESG2. There were 9,156 teachers in ESG1 (of whom 18.3% were women) and 2,245 ESG2 teachers (of whom 17.6% were women). The average students-teacher ration was 47:1 in ESG1 and 32:1 in ESG2. The gross enrolment ratio was estimated at 31.9% for ESG1 and 8.7% for ESG2.

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

Basic technical education trains skilled workers for economic and social sectors, developing their scientific, technical and professional knowledge, and developing their capacities, skills and habits in accordance with the curricula and study plans of each specialty. The admission requirement is the completion of second-level primary education, or elementary technical and professional education, or its equivalent. Basic technical education offers industrial courses grouped into eighteen specialties in the fields of mechanics, electricity and construction; three specialties in the commercial course, and four in agricultural courses.

Middle-level technical education trains technicians for economic and social sectors, developing their scientific and technical knowledge in the respective professional profile and their management capacities. The admission requirement is complete first cycle of secondary education or complete basic technical and professional education. Middle-level courses offer: ten industrial specialties in the fields of mechanics, electricity, construction, chemistry, and geology and mining; two specialties in the commercial field; and two in the agricultural area.

The courses generally last three or four years (depending on the area or field and the level). 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 middle-level courses 4,000 to 5,000 hours.

In accordance with the assessment regulations for technical education, students successfully complete the courses by passing an exam in all the subjects of their study plan. In addition, basic-level students should take a professional aptitude test. In middle-level courses, the successful completion of studies involves a pre-professional apprenticeship period and the defence of a written dissertation.

Those students graduating from technical education receive diplomas that are equivalent to those awarded in general education, namely: basic level, equivalent to



ESG first cycle (grade 10), and middle-level, equivalent to ESG second cycle (grade 12).

In 2005, it is estimated that there were 47 institutions offering technical and professional education (11 at the elementary, 28 at the basic, and 8 at the middle level), of which 22 under the responsibility of other ministries and 8 in the private sector. The total enrolment was estimated at some 41,000 students. (MEC, 2006).

According to the Directorate of Planning and Cooperation of MEC, in 2009 there were 36 institutions offering technical education at the elementary level, 28 at the basic, and 19 at the middle level. The total enrolment was 37,325 trainees, of whom 5,810 at the elementary, 23,667 at the basic, and 7,848 at the middle level.

Assessing learning achievement nationwide

A research was conducted in ninety primary schools in four provinces (Cabo Delgado, Zambézia, Maputo City and Maputo Province), involving 125 head teachers, 479 teachers and 8,245 pupils.

Results in the Portuguese language test showed that in grade 2 only 45.3% of the pupils could attain the basic objectives of the Portuguese language syllabus; in grade 3, the rate was higher (65.1%) although according to the expectations is still low. After three years at school, around 50% of the pupils seem to have not developed all of the skills and abilities required. Most difficulties were found in spelling and reading comprehension of simple texts and simple sentences.

Results in the mathematics test showed that in grade 2, 66.2% of the pupils were able to attain the basic objectives set for that class (85% in grade 3). Almost 50% of the pupils can not cope with confidence with sums and subtractions involving mental calculations.

Finally, pupils' achievement in natural sciences has been around 85%. Although most of the pupils scored 10 in a 20-point scale—the minimum required for them to pass—a detailed analysis of the type of mistakes indicated that pupils do not properly master the application into a real context of concepts and knowledge acquired in this subject. (Ministry of Education, 1999).

Another research involving grade 10 students showed that some 60% of the students did not attain the minimum objectives required for mathematics in grades 8, 9 and 10. Concerning grade 12 students, some 49% of the students assessed did not attain the required minimum objectives for mathematics in grades 11 and 12. (MEC, 2005).

Mozambique participated in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) II Project focusing on the achievement levels of grade 6 pupils in reading and mathematics. The overall mean for Mozambique was 516.7 for reading and 530 for mathematics, above the mean for all SACMEQ countries, which was 500. The variation among the regions was considerable, both in reading and mathematics. Maputo City achieved the highest



score with 549.1 for reading and 546.5 for mathematics, while Niassa had the lowest score in both subjects, with 453.8 for reading and 488.2 for mathematics.

Boys' performance in reading (518.5) was better than girls' (514.1), but the difference was not significant. On the other hand, boys (with a score of 537) outperformed girls (with a score of 513.5) in mathematics, and this difference in their performance was significant. Pupils from the high socio-economic status (SES) group performed significantly better than those from the low SES group, both in reading and mathematics. Grade 6 pupils from high socio-economic level achieved scores of 523.0 in reading and 532.6 in mathematics compared to 510.5 in reading and 527.5 in mathematics achieved for pupils from low SES. While the difference in the reading score was significant, the one for mathematics was not. Pupils from large cities outperformed those from small towns who in turn outperformed those from rural areas, both in reading and mathematics.

Sixty-two percent of grade 6 pupils reached the minimum level of mastery in reading and only 7.8% reached the desirable levels. While over half of the pupils reached the minimum level, it is a matter of concern that more than a third of the pupils failed to reach the minimum level of mastery. It is even more worrying that less than 10% of the pupils reached the desirable level of mastery in reading. There was considerable variation of percentages reaching the minimum and desirable level among the provinces. The provinces with less than 50% of the pupils reaching the minimum level of mastery were Niassa, Cabo Delgado and Tete with 23.8, 30.3 and 41.6% respectively. The proportion of grade 6 pupils in the low SES group reaching the minimum level of mastery (57.8%) was significantly lower than that of pupils from the higher socio-economic status (66.3%).

Overall 13% of grade 6 pupils failed to reach the basic numeracy level, that is to say, they only reached levels 1 and 2. Most pupils, constituting 73.8% of the total, were located at levels 3 and 4. The provinces that had the highest percentage of pupils who failed to reach the basic numeracy level were Niassa (32.6%); Cabo Delgado (30%); Zambézia (18.4%); Tete (18.3%) and Sofala (16.1%).

The pattern that seems to emerge is that boys generally performed better than girls; pupils from the higher SES subgroup performed better than those from the lower SES subgroup; and pupils from large cities performed better than those from small towns who, in turn, performed better than those from rural areas. However, the difference was not significant in every case. (SACMEQ, 2005).

Teaching staff

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. There are the following categories of primary school teachers:

- Post Teachers: grade 4 graduates who received four years of pedagogical training in the pre-independence Qualifying Schools for Post Teachers (EHPP).

- Primary education teachers (*magisterio primario*), also trained in colleges prior to independence and in the first years following independence, having completed nine years of formal schooling plus two years of training at teacher training colleges.
- Teachers graduated from the primary teacher training centres (*Centros de Formação de Professores Primários*–CFPP), having completed seven years of general education and having received three years of training. These centres also trained some teachers having completed grade 6 and having received an additional six months to one year of training—the latter forming the dominant group (51.4%).

Due to the pedagogical organization of EP2, where teaching is given in individual subjects, teachers are included the following categories:

- Teachers graduated from teacher training institutes (*Institutos do Magistério Primário*–IMAP), having completed ten years of general education and having received two years of training.
- Teachers trained at the faculty of education, Eduardo Mondlane University—nine years of schooling plus two years of pedagogical training.

The categories of general secondary education teachers are the following:

- Teachers trained at the faculty of education, Eduardo Mondlane University—nine years of schooling plus two years of training in two specific disciplines.
- Grades 10 and 11 teachers trained at the faculty of education—eleven years of schooling plus two years of training in two specific disciplines.
- Physical education teachers in EP2 and ESG schools trained at the Physical Education Institute—nine years of formal schooling plus two years of training.

Apart from the above-mentioned categories of teachers, one should also include a significant group of teachers who, although they did not have any type of minimum qualification, were recruited to fill gaps in the system.

Teacher training for technical and professional education is offered at the middle-level industrial, commercial and agricultural pedagogical institutes. Courses last two years and include psycho-pedagogical training and teaching practices. The required qualifications are completed middle-level or higher technical/professional courses in the area of specialization.

As far as higher education is concerned, recruitment is carried out among higher education graduates with the academic degree of *licenciatura*, corresponding to twelve years of formal schooling plus four to five years of university education. In the past, recruitment of faculty staff also included graduates with a bachelor's degree. Junior lecturers have the possibility to follow an in-service training programme culminating in postgraduate courses in Mozambique or abroad.



The initial training of primary school teachers was usually offered at the medium or lower level. The admission requirements for primary school teacher training colleges were seven years of schooling for the CFPP (EP1 teachers), and ten years of schooling for the IMAP (EP2 teachers). At the secondary school level, teacher training was undertaken by the Pedagogical University.

The new model for primary school teachers, introduced in 2007, is a two-year programme at teacher training institutes (*Institutos de Formação de Professores*—IFP) for grade 10 graduates, with the phasing out of CFPP and IMAP. For lower secondary education teachers, the new model is a one-year programme for grade 12 graduates. According to the Ministry of Education, “in coordination with the Pedagogical University, courses leading to a bachelor’s degree or a *licenciatura* in primary education will be designed and put into operation, both for the trainers of teachers at this level and for primary school teachers in general.” Other measures envisaged include changes in the structure of teacher training for the second cycle of primary education, so that it would be possible to employ only two or three teachers per class, and providing teachers with skills to deal with multigrade classes. According to the Directorate of Planning and Cooperation of MEC, there were 24 IFP in 2009, replacing the eleven CFPP and nine IMAP that existed in 2007. The total enrolment was 10,329 students, of whom 34.3% were girls.

The curriculum in primary school teacher training institutes covers five areas, namely: social sciences (civic education, history and geography); educational sciences (pedagogy, educational psychology, and school administration); communication and expression (Portuguese, English, music, artistic/visual education and physical education); working activities; and mathematics and natural sciences.

At the first level of primary education, the weekly teaching workload is set at twenty-four hours. However, the fact that some schools operate in three shifts coupled with the shortage of 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 operating in two shifts (which are the majority), the weekly workload is forty-two hours—thirty hours for direct work with the pupils, and twelve hours for preparatory and support work.

At the second level of primary education, the weekly workload is thirty-eight hours, of which twenty-four hours are spent with pupils, while the other fourteen hours are for preparation and support work. In practice, shortages of teachers for some subjects create situations of overloading in some cases, and of under-use in others. In the latter cases, 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 reduced by twelve to fourteen hours, depending on the size of the school.

For the first cycle of general secondary education, the weekly workload per teacher is set at twenty-four hours. There is no obligation on the director of the school to teach, thus there are some directors who teach and others who do not. There is a reduction in the teaching load of twelve hours for the deputy directors and of four hours for the subject delegates.



Teachers of the second cycle of general secondary education have a weekly workload of twenty hours. They should also spend a compulsory four hours preparing the classes, correcting students' assessment work and on related activities. For technical and professional education, the weekly workload is twenty-four hours at the elementary and basic levels, and eighteen hours at the middle-level. At each of these levels, the school director is advised to teach a class.

The General Statute of State officials establishes the framework of rights and duties of teachers as public officials. The Statute of Teachers defines the mechanisms whereby teachers are inserted into their profession. Both the General Statute of State Functionaries and the Statute of Teachers confer equal treatment for teachers of both sexes in matters such as wages, training, holidays and other benefits. Apart from their annual holidays, pregnant teachers may take a maternity leave of sixty days, which may start twenty 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 thirty minutes in each period of the day to breastfeed her child, during six months.

In 2005, some 42% of the EP1 teachers and 31% of the EP2 teachers were not qualified. (MEC, 2006).

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University Eduardo Mondlane: <http://www.uem.mz/> [In Portuguese. Last checked: September 2010.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>