

**FACTORS INFLUENCING THE IMPLEMENTATION OF THE  
NEW BASIC EDUCATION CURRICULUM IN MOZAMBICAN  
SCHOOLS**

by

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## DEDICATION

I would like to pay tribute to my late mother Nwajohanne whose example as an educator is still enlightening me in all circumstances of life.

To my father Arrone, who always found in education the way to understand the world and get a better life.



## DECLARATION

I declare that this research report handed in herewith for the degree of Doctor of Philosophy at University of Pretoria is the researcher's independent work. It has not been submitted for a degree or examination before in this or any other university.

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Date

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## ABSTRACT

The purpose of this research was to trace the first year of progress made towards implementing the new curriculum for basic education in Mozambique and to gain clarity about the process with a view to formulating pertinent recommendations for its successful implementation.

This study starts by presenting background information which highlights the need for the curriculum to be more relevant to the sociopolitical changes in Mozambique as the main aim of transforming the basic education curriculum. Secondly, it maps out the national environment in which the new curriculum is operating and the critical factors justifying the changes brought by curriculum transformation. Then it introduces the research questions that essentially explore four issues, namely (1) the nature of the new curriculum and the strategy used to implement it, (2) the perceptions of educators, subject specialists and principals regarding the new curriculum, (3) classroom practices as envisaged in the new education curriculum and (4) efforts towards successful implementation of the new curriculum.

Before the research topic is addressed the precepts of curriculum theory and the principles of curriculum development are discussed as the context within which to conceptualize the implementation of the new curriculum in Mozambique.

The study under review explores the seven basic conditions for effective change identified by Giacquinta (1998). The researcher has found with due reference to the subject literature that the relevance of these conditions is borne out by the findings of the research under review. This research therefore has the merit that it relates these conditions (referred as factors in the study) to each other, thus serving as an important guide for monitoring and implementing education change of which curriculum reform is a basic element.

The study employed mainly quantitative analysis (descriptive statistical analysis and factor analysis) having as research instrument a survey questionnaire designed to gauge educators' and learners' opinions regarding implementation of the new Basic Education Curriculum in Mozambican schools.

As the main findings of the study, it was clear from participating principals' and teachers' responses that school leadership is an essential factor in assuring the presence and maintenance of all the necessary conditions for successful implementation of the new curriculum. The capacity building is another indispensable factor derived from participating principals' and teachers' responses concerning successful implementation of the new curriculum, which is viewed as an important condition for creating and maintaining teachers' confidence in their ability to fulfil new role expectations. In this regard, principals and teachers identified innovative classroom practices as an important condition for successful implementation of the new curriculum. So, principals' responses showed that it was important to recognise the association between leadership, innovative classroom practices and capacity building, while participating teachers' responses showed that there was an important link between capacity building and leadership, rewarding and innovative classroom practices. Thus, with the exception of rewarding the same factors were identified as critical by both principals and teachers.

A distinct enabling condition for successful implementation of the new curriculum that emerged from participating students' responses comprised (1) an association of students' expectations, learning opportunities and outcomes, (2) students' subject preferences, (3) and a friendly and supportive school environment.

This research both contributes to understanding of the curriculum implementation process, and enables the formulation of pertinent recommendations towards successful curriculum implementation. It also enriches the current literature on this matter through critical analysis of a new curriculum implementation, offering empirical evidences of the relevance of school resocialization, which entails restructuring and reculturing.



## KEY WORDS

Curriculum

Curriculum approaches

Curricular areas

Curriculum development

Curriculum development models

Curriculum implementation

Curriculum theory

First-order investigative factor analysis

Frequency analysis

Integrated Basic Education Curriculum in Mozambique

“Intended”, “implemented” and “attained” curriculum

Learning cycle

Reliability

Resocialization

Restructuring, retiming and re-culturing

School leadership

Second-order confirmatory factor analysis

Semi-automatic progression

Validity

## LIST OF ACRONYMS

<b>BEC</b>	Basic Education Curriculum
<b>CFPPs</b>	Primary Education Teacher Training Centres
<b>CRESCER</b>	Courses of school capacity building: Systematic, continuous, experimental and reflexives
<b>DDE</b>	District Education Office
<b>DPE</b>	Province Education Office
<b>EFA</b>	Education for all
<b>ESSP</b>	(Mozambique) Education Sector Strategic Plan
<b>FRELIMO</b>	Mozambique Liberation Front
<b>GDP</b>	Gross domestic product
<b>IAP</b>	National Institute of Teachers Upgrading
<b>IMAP</b>	Primary Teaching Institute
<b>IMPs</b>	Pedagogic Medium Institutes
<b>INDE</b>	National Institute of Educational Development
<b>INE</b>	National Institute of Statistics
<b>ISD</b>	Instructional systems design
<b>KMO</b>	Kaiser-Meyer-Olkin calculation
<b>L2</b>	Portuguese language
<b>MEC</b>	Ministry of Education and Culture
<b>MINED</b>	Ministry of Education
<b>NGOs</b>	Non- Government Organizations
<b>PCEB</b>	Curriculum Framework of Basic Education
<b>SPSS</b>	Statistical Package for Social Sciences
<b>ZIP</b>	Pedagogic Influence Zone: a cluster of schools in Mozambique
<b>UEM</b>	Eduardo Mondlane University
<b>EFEPs</b>	Schools for Training and Teacher Education
<b>ISP</b>	Pedagogic Higher Institute
<b>UP</b>	Pedagogic University



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