CHAPTER 1

INTRODUCTION AND GENERAL ORIENTATION:
PROBLEM STATEMENT, RESEARCH QUESTIONS AND AIM OF THE INVESTIGATION

1.1   INTRODUCTION

Contemporary dialogue on the essentials of successful education curriculum development elsewhere emphasizes the need to move away from the top-down policy making style towards a participatory process that involves practitioners and other stakeholders right from the planning stage. The argument is based on the fact that successful curriculum changes require a critical and collaborative approach that allows participants to own and control the process so as to reduce the unavoidable gap between theory and practice. This study set out to examine the implementation process of the new basic education curriculum in Mozambique in order to ascertain how the intended curriculum changes are being operationalized.

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. Thus, the study is justified by the need to corroborate the pertinence and validity of the aims and strategies upon which the new curriculum is grounded, pointing out the opportunities, weaknesses and strengths that will or will not aid effective implementation. As a result, the study offers to enrich the current literature on curriculum development and implementation, by enabling comparison of the empirical evidence with practical realities to ascertain the relevance of school resocialization in terms of restructuring and reculturing towards successful reform.

In particular this chapter provides a brief history of Mozambique's school curriculum proceeding from the colonial time through the period of transitional government up to and including the post-independence period. The chapter first highlights the critical context in which the new curriculum is being implemented then proceeds to the study's problem statement, its aims and objectives, and the critical research questions guiding the investigation. The chapter then elaborates on the theoretical

framework, providing a synthesis of the methodology applied and outlining the research conceptual framework or strategy devised for.

1.2 HISTORICAL BACKGROUND

As a former Portuguese colony Mozambique was subjected to a repressive system of indirect rule which, at the turn of the fifteenth century, established restricted settlement areas for natives along the shore of the Indian Ocean. Later, Portugal started the process of effective colonization of Mozambique during the nineteenth century, but their invasion and occupation nevertheless faced stiff resistance from several indigenous groups. This partly explains why effective colonization of Mozambique and the consolidation of military domination were only achieved in 1920. Meanwhile, Portugal continued to face an active rebellion against the occupation and its discriminatory policy. This resistance reached a climax with the creation of the Mozambique Liberation Front (FRELIMO) in 1962, involving all Mozambicans, regardless of race, sex, tribe, credo or place of birth. Having failed to achieve political independence through conciliatory negotiation, FRELIMO started the liberation struggle (1964-1974), with the Portuguese acknowledgement of Mozambique's right to rule itself as an independent state.

At independence in 1975 a one-party political system was adopted, which later became a multi-party political dispensation by virtue of the 1990 Constitution of Mozambique. Throughout this political history, the education curriculum went through a series of changes to reflect the changing socio-political and economic conditions. For example, during the colonial period Mozambique had a curriculum that typically followed the Portuguese model, naturally with a view to entrench colonial domination and not to promote the nation's culture and unity, nor to promote respect for human rights and, therefore, peace and stability (Bazilashe, Dhorsan and Tembe, 2004:216). Eduardo Mondlane, the first President of FRELIMO, strongly denounced this programme for colonial dominance in his book "Lutar por Moçambique"[1] (1977).

After independence the Transitional Government of Mozambique (September 1974 - June 1975) held the famous "Beira Seminar", a landmark event at which the groundwork was laid for a major overhaul of the national curriculum. One of the

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[1] The Struggle for Mozambique, third edition in Portuguese version, translated by Maria da Graça Forjaz, printed in Portugal in Livraria Sá da Costa Publishing House.

critical objectives of this revision was to give an enhanced Mozambican character to the curriculum, for example by representing the new sociopolitical and economic realities. A few years later the Beira Seminar revised curriculum as vehicle to accommodate the sociopolitical and economic realities of the day became too obvious to ignore, that is in 1983 the Government through the Ministry of Education introduced the new curriculum by passing the Education Act (Act 4 of 1983) which repealed the old colonial education system. The shift in 1990 to a multiparty democracy naturally resulted in changes in government institutions to suit the new dispensation. The educational changes were reflected by revising the Education Act (Act 4 of 1983) and by passing the new Education Act (Act 6 of 1992).

However, the adjustments made no essential difference to education until 1998 when the Government embarked on a long consultative process to formulate a new curriculum as imperative response to the sociopolitical changes that took place between 1983 and 1997.

Apparently there had always been a gap between the policymakers' intentions and policy implementation in the field: in other words, differences between theory and practice. The process of curriculum change was therefore critical and it was advisable for policymakers to change the top-down approach to policy-making by introducing a system that involves practitioners right from the planning stage and would reduce resistance to change. However, implementation remains far from a living reality because as Morris (2000) argues, the education policy is a result of the convergence of planned and unplanned factors rather than a holistic new exercise in rational planning and problem solving. As Giacquinta (1998:172) puts it "the implementation of a promising innovation is complex, time-consuming, and fraught with potential obstacles hard to anticipate or control".

In 1998 the Mozambique Government decided to embark on a long consultative process of creating a new curriculum for basic education. The Ministry of Education entrusted the National Institute of Educational Development (INDE) with the task of leading the process. Thus, INDE was mandated to act as coordinator of the process to ensure that the new curriculum was designed and developed on a consultative basis. A key element that was expected from the new curriculum was to be home-

grown and fully owned by Mozambican society as a whole. Duffy (1990) and Fullan (1993) aver that it is essential to ensure teacher ownership of curriculum for it to succeed. Therefore teacher participation in curriculum design is essential. Thus, in the course of preparation, INDE promoted open discussions about the structure and content of the curriculum. Various stakeholders such as teachers, parents, and several organizations were involved in these discussions. The resultant new curriculum for basic education was introduced in schools in the year 2004.

A critical issue in this regard is that Mozambique is not a culturally homogeneous country. The previous curriculum was, in many cases, indirectly conflicting with the non-formal education, which is still strong in the Mozambican communities. For example, the majority of the population do not speak Portuguese, but this is the language of instruction for all schools. Available data of the1997 population census from National Institute of Statistics (INE) indicates that in a Mozambican Population of twelve million people only 6,4% of urban dwellers speak Portuguese as their mother tongue, in contrast to 1,2% in rural areas. Thirty-nine percent (39%) of the total population speak Portuguese as a second language. Also, the same data indicate that about 94% of the total Mozambican population speak Bantu Languages (Indigenous Languages). In rural areas, the daily interactions are conducted almost exclusively in these languages. These statistics have implications for the learning process, because it involves the majority of learners starting to learn in Portuguese language (L2), which is unfamiliar to them before entering school. In this regard, Cabral (1991) observed that students possessed a mental flexibility and curiosity, which was far superior to what was often attributed to them because of their inability to sufficiently master the L2. She emphasized that students had few opportunities to speak, to express their thoughts and reason, to use the L2 as an active tool of thought. Therefore, in classroom situations, the "communication" was restricted to asking students to respond to "yes/no" questions, or simply to repeat what the teacher said. Given this situation, the new curriculum introduced in 2004 allows learners to choose their home language or mother tongue as their medium of instruction while offering Portuguese as subject and not as medium of instruction for the first two grades.

Although a wide range of stakeholders are involved in the process of curriculum development, it remains apposite to note that the environment in which the curriculum is to be implemented is a critical factor for its success. Mozambique being a poor country with limited resources, characterized by cultural heterogeneity with people of mixed vernacular languages, the success of the curriculum will mainly depend on these factors, including the languages of instruction, the organization and structure of basic education, as well as the learning-teaching methodologies and evaluation adopted strategies. A careful and objective assessment is, therefore, a critical aid to identifying the strengths, weaknesses, opportunities and threats that may affect implementation of the new curriculum. As noted by Oers and Wardekker (1999:247):

> we should redirect our efforts from curriculum development outside the schools towards the understanding of the curriculum being constructed in the classroom.

This study is therefore significant and could facilitate the formulation of pertinent proposals towards the effective implementation of the new curriculum in school years to come.

1.3   PROBLEM STATEMENT

The success in curriculum implementation relies on several factors such as school environment, availability of resources, teaching-learning methodologies, evaluation strategies, sociocultural setting, attitudes of learners, teachers and other stakeholders involved in the process. In this regard, Dorman (2006:2) points out that "the concept of environment, as applied to educational settings, refers to the atmosphere, ambience, tone, or climate that pervades the particular setting." Freiberg and Stein (1999:11) argue that a conducive school climate creates "healthy learning places, nurtures children's and parents' dreams and aspirations, stimulates teachers' creativity and enthusiasm, and elevates all its members". Furthermore, Koul and Fisher (2006: 277) contend that:

> Classroom learning environment dimensions are good indicators of teaching and learning process and their predictive power on a number

of learning outcomes points towards the possibility on improving students' outcomes through changing classroom environments.

The problem is that despite efforts at implementation, it is still not clear how the learners, educators, subject specialists and principals have perceived the new curriculum introduced in 2004. It also remains to be seen whether the school members are clear about the nature of the change, the reasons behind it and how it is supposed to be implemented. Above all, it is not yet known if the classroom practices that have been developed by educators really meet desired ends, and whether the schools receive the necessary support to implement the new curriculum. These are the critical issues that will determine the success of curriculum implementation and that have prompted this study, which sought to examine the status of the new curriculum of basic education in Mozambique in the early stages of implementation.

Several scholars and researchers such as Monyokolo and Potenza (1999) and Marsh and Willis (1999, 2003) contend that learning materials are a critical part of curriculum implementation. However, the mere use of learning materials does not in itself guarantee effective teaching and learning. Dorman (2006) emphasizes that only successful implementation of teaching strategies is likely to result in the establishment and maintenance of positive students attitudes to learning and consequently, to desirable achievement. Previously, Brown, Oke and Brown (1982) argued that it is the careful selection and skilful handling of instructional materials or learning resources by the teachers that renders them useful in facilitating teaching and learning. Appropriate assessment practices are also critical for successful curriculum implementation (Pahad, 1999; O'Leary, 2008). Lieberman (2001: 159) criticizes the negative trend that focuses on results, while underestimating the means employed to gain results. I quote:

> In schools and politics emphasis is now being placed on results – often measured by standardized tests – without regard for the processes by which these results are gained. Change agents, who have to deal with the pressure of producing results, must find a process for getting there, and this process has to involve a progression of learning experiences. All this take time. Sometimes they shortchange the process to get to the results quickly, forgetting that adults, like children, learn at different rates and in different ways. Negotiating these differences demands constant attention to both the process and the results.

Marsh and Willis (1999:268; 2003:277) endorse the assertion by Lieberman (2001) regarding assessment or evaluation:

> Curriculum evaluation includes studying how teachers and students interact with each other and with a curriculum or syllabus in a particular setting. It is not confined to investigating only what students have learned or to analyzing lessons plans. Rather, curriculum evaluation can involve examination of the goals, rationale, and structure of both the planned and the enacted curriculum; a study of the context in which the enacted curriculum occurs (including inputs from parents and the community); and an analysis of the interests, motivations, reactions, and achievements of the students experiencing the curriculum.

Further to the need for assessment to improve learning practice, Macdonald (2006:3) holds that for successful curriculum implementation "emphasis on learning and development and not just making judgments" is required.

The critical role of sociocultural setting in curriculum implementation is endorsed by Lovat and Smith (2003:3):

> We are not hermits. Each of us is born and lives in a culture and a society. We cannot live alone. We depend upon other people to satisfy many of our needs and wants. We are dependent upon, and influenced by, many institutions in our society such as: the family; a variety of social, recreational and work groups; financial, commercial, educational and industrial organizations; religious organizations; and, the media.

This explains why curriculum implementation is regarded as "a process through which cultural subjectivities emerge" (Schostak, 2000:39). Furthermore, according to Hall and Hord (2001:15), a school as a unit of change has two important dimensions that affect efforts at change made by individuals and the organization. The first is made up of the physical features, such as size and layout of the facility, as well as the school's resources, policies, structures and schedules. The second comprises the people factors, which include the attitudes, beliefs, and values of the individuals involved, as well as the relationships and norms that guide the individuals' behaviour. By extension, therefore, it follows that feelings and perceptions are also critical in this regard, as noted by Lovat and Smith (2003:194) in their contention that:

> Change is about challenging and facing perceptions and beliefs about self and about one's capacities, competencies and characteristics. As such, it can be pretty scary. If the feelings are not dealt with, then the change is unlikely to last for very long.

In the same vein, Bernhardt (1999:80) emphasizes that:

> Values and beliefs influence how teachers teach and their expectations and feelings for children. Basically, humans will not act in ways different from their values and beliefs. They are the shaping force behind the vision.

Regarding students in general, they are more likely to make the effort to learn if they are motivated by a genuine desire to acquire knowledge (Slavin, 1989). Furthermore, the involvement of stakeholders such as parents and organizations in school life helps to ensure that a strong supportive relationship of trust exists for purposes of improving teaching and learning (Lieberman, 2001; Schubert, 2005).

Successful curriculum implementation requires adequate financial resources to support the process. However, Mozambique being a poor country which is highly dependent on foreign aid, its policy implementation often faces serious resource limitations. Bazilashe, Dhorsan and Tembe (2004) observe that the country still depends extensively on external assistance (55-60% of the overall budget), which is essentially an untenable situation that will have to change in due course. Secondly, as noted by Castiano, Ngoenha and Berthoud (2005), Mozambique is a complex mosaic of cultures and politically a "national" project, which has implications for perceptions of a new curriculum and for its successful implementation.

To reiterate, the main object of the investigation under review was to determine the extent and effectiveness of implementation of the new curriculum for basic education in Mozambique, particularly with a view to establishing its conformity to participatory requirements of the various school stakeholders, such as learners, teachers, parents and community members. A critical factor to consider in this regard is the impact of school leadership, with particular reference to teacher development, as factor that promotes curriculum change. The extent and effectiveness of external school support was also assessed to gauge the positive impact on curriculum change of that factor. Marsh and Willis (1999:238, 2003:247) rightly maintain in this regard that "however

much curriculum implementation is conceived, it is rarely fully successful on a large scale unless it receives support."

1.4   RESEARCH QUESTIONS

The central question embedded in the earlier presentation of the background to the study and the articulation of the research problem is the following: *What are the factors on which successful implementation of the new basic education curriculum in Mozambique is critically dependent, and to what extent are these factors in place as required?* The following subquestions, derived from the main research question, were formulated towards addressing that question:

- What is the nature of the new curriculum and to what extent does it prescribe its implementation?

- What are the perceptions of learners, educators, subject specialists and principals regarding the new curriculum?

- How does the new curriculum find expression in the classroom practices of educators?

- What efforts are being made towards successful implementation of the new curriculum?

In response to these questions this study sought to trace the first year of progress made towards implementing the new curriculum for basic education in Mozambique, to which end particular attention was focused on classroom practices, overall school conditions, and the influence of endogenous and exogenous school factors on implementation.

1.5   AIMS AND OBJECTIVES OF THE INVESTIGATION

As stated above, the aim of this research was to trace the first year of progress made towards implementing the new curriculum for basic education in Mozambique, mainly with a view to contributing to the understanding of the process, enabling the formulation of pertinent recommendations towards assisting and achieving successful implementation, as well as to enrich the current literature on this matter by

offering empirical evidence on the relevance of school resocialization in terms of restructuring and reculturing towards successful reform.

Again, as noted above, special attention was focused on *classroom practices* as a means to promote change in the basic education curriculum, *overall school conditions* and the influence of endogenous and exogenous *school factors* on curriculum implementation.

Without prejudice to the above aims and objectives, but indeed with a view to realizing them, the first year of progress towards implementing the new curriculum was investigated with the recognition of the critical importance of policy implementation as the principal means of realizing any organization's objectives. In this regard consider the following from Giacquinta (1998:172-170):

> Research shows that: (1) Implementation is, in its own right, a separate and problematic stage of any planned change effort; (2) successful implementation is the result over time of a combination of volatile forces, and not just the result of overcoming or avoiding initial resistance; and (3) since the appearance of change often masks what is really happening in a setting, one effective way to get behind appearances is to define the innovation sociologically and, then, observe in depth the extent to which the essential patterns of interaction (new role expectations) are actually occurring.

The object of the theoretical framework developed in the next section and illustrated in Figure 1.1 (Page 19) was to address the research questions by working towards the stated aims and objectives.

1.6   THEORETICAL FRAMEWORK

This study is underpinned by a theoretical orientation that upholds the relationship of seven basic contextual conditions for effective change and, in particular, for successful curriculum implementation (Giacquinta, 1998: 172-173):

- Clarity among members about and identification with new goals and role expectations;
- Ability of members to fulfill the new role expectations;
- Availability of adequate resources;
- Compatible organizational or social envelope for innovation;
- Deliberate process of role resocialization, and considerable

- Time, coordination, support, and encouragement; as well as
- School leadership in assuring the presence and maintenance of these conditions.

This conceptual framework (the researcher's own synthesis of the foundation drawn from various paradigms and theoretical frameworks) was adopted by the researcher in light of the fact that implementation of the new curriculum is within the scope of school improvement efforts (see the figure 1.1). Therefore, as Bernhardt (1999:15) points out, the investigation of progress made towards implementing the new curriculum should *be **focused on what is important** - the students,* since "the purpose of systematic school improvement is to improve the preparation of students – the primary clients of the school, and to rebuild the school organization to serve students' needs." So, in light of the literature review and practical pedagogical experience, the researcher considered appropriate to start by briefly interpreting and elaborating on the seven basic conditions for effective change identified by Giacquinta (1998) as follows:

1.6.1 Regarding clarity among members about and identification with new goals and role expectations factor

Firstly, the object was to find out if everyone is well informed about the aims, ends, contents, approaches or strategies of the change process (Burton, Middlewood & Blatchford, 2001: 19). This is in line with Spady (1994: 15) who observes that "clarity of focus and high expectations clearly define what is expected of students". Therefore, Malcolm (1999:110) makes a relevant point stating that a "clear vision of the curriculum in action and good documents are a first step (whether at the school level or the national level)" towards successful curriculum implementation.

Each member had to know exactly what to do in order to realize the envisaged change as a whole introduced by new curriculum. More specifically in the school context, school members, especially teachers, students and their parents had to be familiar with the curriculum goals and how to achieve them. In this regard Lovat and Smith (2003:212) note: "if the teacher is not clear about the nature of the change, the reasons behind it and how it is supposed to be implemented, and more important, if the teacher is not committed to the change, then there is little chance that it will be implemented."

Members had to be aware of the high expectations and the goals set in the curriculum as objectives for them to pursue. According to Spady (1994:16), "high expectations imply a desire to have students perform at higher levels, and working with them to increase the likelihood that it happens".

Secondly, the objective was to determine whether members identified themselves with and readily accepted new aims, ends, contents, approaches or strategies involved in the change process and had the commitment and confidence to give practical substance to these elements of the envisaged change by taking individual initiative and collaborating with others. The further object in this regard was to determine specifically whether members identified themselves with the process and had the commitment and confidence to bring about the change.

In this regard, Marsh and Willis (1999:166), echoing Rogers and Shoemaker (1971) highlight the aforementioned basic condition in relation to two attributes:

1. *Relative advantage:* the degree to which an innovation is perceived to be better than the idea it supersedes.
2. *Compatibility:* the degree to which an innovation is perceived as being consistent with existing values and practices.

In this connection, Freidus, Grose and McNamara (2001:58), restating the research finding of several scholars such as Fullan (1993); Hargraves (1996); and McLaughlin (1991), emphasize that:

> reform success is contingent not only upon the sincere commitment of teachers and administrators, but also upon the knowledge and skills they bring, their willingness to learn and implement new practices, and the opportunities available to explore what they know and need to know.

Thus, *clarity among members about and identification with new goals and role is* a fundamental condition for successful curriculum implementation for reasons pointed out by Spady (1994:11):

> First, clarity of focus helps educators establish a clear picture of the learning they want students to exhibit in a performance demonstration. Second, student success on this demonstration becomes the top priority for instructional planning and student assessment. Third, the

clear picture of the desired outcome is the starting point for curriculum, instruction, and assessment planning and implementation, all of which must perfectly match (or align with) the targeted outcome. And fourth, the instructional process in the classroom begins with the teacher sharing, explaining, and modeling the outcome on day one and continually thereafter, so that the "no surprises" philosophy of OBE can be fully realized. This enables students and their teachers to work together as partners toward achieving a visible and clear goal.

1.6.2 Concerning members' ability to fulfil the new role expectations

It is imperative to assess members' capability, characterized by the skill, knowledge and experience needed to carry out new responsibilities, as well as their availability to fulfil their role in the change process (See figure 1.1). Considerations that are critical for curriculum implementation at school level include the following:

- The teachers' background or collaboration among teachers are prerequisites for mastery of the new curriculum, just as the necessary knowledge, skills and confidence are prerequisites for its implementation. In this regard, Brown, Oke and Brown (1982) hold that teachers can only succeed in the process of curriculum implementation if they have a mastery of the assigned subjects that they have to teach and a good general knowledge, as well as transformative sensitivity.

- Teachers as individuals or collectively made efforts to increase their competency and cultivated good pedagogical practice. Grose (2001:78) argues that "the professional development of teachers is a critical component of educational reform processes".

- The students' commitment towards meeting the requirements of the new curriculum must be evidenced by this individual work and their support for each other, beyond teachers' guidance. It is assumed that "learning is at the heart of school reform" (Richert, Stoddard & Kass, 2001: 138).

- Full-time commitment from teachers translated into effective self-evaluative teaching and learning experiences towards that are conducive to improving pedagogical practices (Khine & Lourdsamy, 2006).

- Consistent students' attendance and a highly developed sense of discipline (only the strong reason leads to student class absence). This discipline is understood in the context of constructivist learning environment, which often is misinterpreted as out of control learning atmosphere. In this regard, De Vries and Zan (2001:113-114) stress that:

> While constructivist classrooms do tend to be noisier and more active than traditional classrooms, constructivist classrooms are not out of control, and constructivist teachers are not passive about classroom management. They are highly active in their efforts to facilitate children's self-regulation. Their activity, however, does not take unilateral forms of training, drilling, or punishing. Rather, it takes cooperative forms to enable children to construct convictions and follow their own social and moral rules that are independent of adult coercion.

1.6.3 Regarding the presence of adequate resources

The availability of necessary materials deserves particular attention (See figure 1.1). Monyokolo and Potenza (1999:243) assert that "in order for the new curriculum to be successfully implemented, every learner should receive a textbook for each learning programme under study." Similarly, Mahomed (1999:165) holds that "teachers need to be made aware of and encouraged to use creatively whatever is available, and to access other resources skillfully." However, it is imperative to ensure that management and resources are translated into effective learning. Mingat (2005:137) rightly remarks:

> the process by which resources are transformed into learning has an impact that is three to five times greater than the volume and distribution of the resources per se. This clearly underlines the fact that any strategy aiming to improve the quality of instruction should consider substantial improvements in the managerial of this transformation of resources into results at the school level.

1.6.4 About a compatible organizational or social envelope for innovation

The enabling conditions for change include the following: the establishment of leadership that will ensure shared vision, support, assistance, mastery and motivation, especially commitment and stabilization for all members; and the establishment and use of feedback mechanisms to overcome the barriers that arise in the change implementation process towards expected goals (Fullan, 2001 &

Gough, 2002). Indeed, as Schubert (2005:64) points out "improved school management and organization is essential to support teacher capacity to implement change". Furthermore, Neagley and Evans (1967:104) rightly note that:

> The curriculum is greatly influenced, for better or worse, by the organizational pattern of the school. A good curriculum can blossom into an excellent one if the organizational pattern facilitates it; however, the same curriculum can mediocre, and even poor, if the organizational pattern is permitted to get in its way.

1.6.5 On the planned process of role resocialization

It is necessary to cultivate new relationships among members that will support change implementation as well as prevailing organizational conditions. To this resocialization should be partitioned into its component parts which are *restructuring*, *retiming* and *re-culturing* of institutions undergoing changes, especially schools (See figure 1.1).

Restructuring entails reconfigured organization (See figure 1.1). In this regard McCallister (2001:55) aptly remarks that "unless organizational structures are changed to promote collegial learning, reforms are likely to fail. Richert, Stoddard and Kass (2001:138-139) argue that, "if a school (including a school of higher education) is a learning organization, it will have the capacity to change, to meet the changing needs and demands of its constituents".

Reculturing is the process of developing new values, beliefs and norms, and reconceptualized professionalism, all with a view to facilitating and expediting change. Fullan (2001: 44) calls reculturing to the process of "transforming the culture — changing the way we do things around here". Moreover, Fullan (2001) emphasizes that reculturing activates and deepenes moral purpose, which stimulates collaborative work cultures, promoting respect for differences and permanently constructing and testing knowledge against measurable results, thereby "producing the capacity to seek, critically assess, and selectively incorporate new ideas and practices — all the time, inside the organization as well as outside it (Fullan, 2001:44)". In this regard, one realizes that sometimes the disequilibrium moment is a privileged occasion for learning. Hence, successful leaders need energy,

enthusiasm, and hope. Indeed, as Day and Kington (2008:8), aver: "change affects not only teachers' work, but also how teachers feel about their work. There is an unavoidable interrelationship between cognitive and emotional identities". Moreover, Day and Kington (2008:9) emphasize that "identity is the way we make sense of ourselves to ourselves and the image of ourselves that we present to others. It is culturally embedded. There is an unavoidable interrelationship, also, between the professional and the personal". In this regard, equally, Hameyer (1991) noted earlier that "curriculum is a matter of interpersonal relations and interactions which should be guided by the common criteria of discourse or deliberative understanding"

Retiming involves the ensuring of proper and rationalized use of available time, envisaging the optimal fulfillment of changing goals. In this context, Mingat (2005:114) avers that "(i) time spent in school is a fundamental ingredient for learning, and (ii) the productivity of this time can vary greatly depending on how efficiently it is used." This argument is endorsed by Fullan (1998:226) in connection with curriculum change:

> We need especially to 'reculture', and 'retime' as well as 'restructure' schools. Restructuring is commonplace and all it does is alter the timetable or formal roles. Reculturing transforms the habits, skills and practices of educators and others toward greater professional community which focuses on what students are learning and what actions should be taken to improve the situation. Retiming tackles the question of how time can be used more resourcefully for both teachers and students. Reculturing and retiming should drive restructuring because we already know that they make a huge difference on learning, although they are very difficult to change.

1.6.6 Concerning considerable time, coordination, support, and encouragement

It is necessary to explore the extent to which these aspects are translated into shared vision, high expectations, strong commitment and ability as prerequisites for new goals, with specific reference to goals relating to the new curriculum (See figure 1.1). According to Lovat and Smith (2003:206), "one of most important aspects of developing effective change in schools is to foster strategies that will result in collaboration, co-operation, communication and understanding that can build group cohesion." Furthermore, Lovat and Smith (2003) point out that organizations such as

schools operate on a "presumed consensus", based in the apparent shared perceptions, beliefs and language used by the members of the school. Therefore, self-reflectivity and collective critical reflection coached by the school leadership are essential to ensure "new consensus" towards successful implementation of the new curriculum. Previously, Neagley and Evans (1967) and Fullan (2001) argued that on the one hand the *key to success* resides in coordination, in improving relationships, in creating and sharing knowledge, and in the direction of all forces and processes which potentially influence the curriculum innovation. On the other hand, it is embedded in marshalling of all resources — national and regional— into a coherent and substantial model of support for the local school.

1.6.7   Regarding school leadership

According to Lumby (2001), it is necessary to examine the efforts to create an environment that enables true sharing of the decision making process, community participation, better use of government support or of external contribution, putting in place the consensual plan, adequate support for members, and provision of resources, all of which depend on effective communication (See Figure 1.1). This aim is in line with Fullan's (2001:4) concept of effective leadership. I quote:

> Leadership, if it is to be effective has to; (1) have an explicit "making-a-difference" sense of purpose, (2) use strategies that mobilize many people to tackle though problems, (3 be held accountable by measured and datable indicators of success, and (4 be ultimately assessed by the extent to which it awakens people's intrinsic commitment, which is none other than the mobilizing of everyone's sense of moral purpose.[2]

As Burton, Middlewood and Blatchford (2001:20) emphasize, the ownership of the vision by all those involved in the curriculum transformation is critical for effective implementation and much of that ownership results from the "ability of the leader to align the vision with the needs, hopes and aspirations of the stakeholders". In this regard, Neagley and Evans (1967:19) state that "leadership is an essential ingredient in the improvement of instruction and is defined as that action which facilitates the achievement of objectives identified by the people involved." Referring particularly to

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[2] Moral purpose is about ends and means, ie. authentic leaders display character, and character is the defining characteristics of authentic leadership (Fullan, 2001:4)

the importance of the school principal leadership role, Marsh and Willis (1999:197) underscore that:

> Numerous research studies point to the leadership of the principal as critical to constructive curriculum change in individual schools. Yet the principal must often walk a fine line between encouraging collaborative curriculum planning and attempting to dominate the process.

The seven basic contextual conditions for successful change, as discussed above, are clearly relevant to this study, since they can provide the basis for monitoring and evaluation of the process of implementing the new basic education curriculum in Mozambique. These conditions are represented in a synoptic structure of the theoretical framework in figure 1.1.

Figure 1.1: Hypothetical Interrelationship of Factors for Effective Implementation of a new basic education curriculum in Mozambique (after Giacquinta, 1998: 172-173)
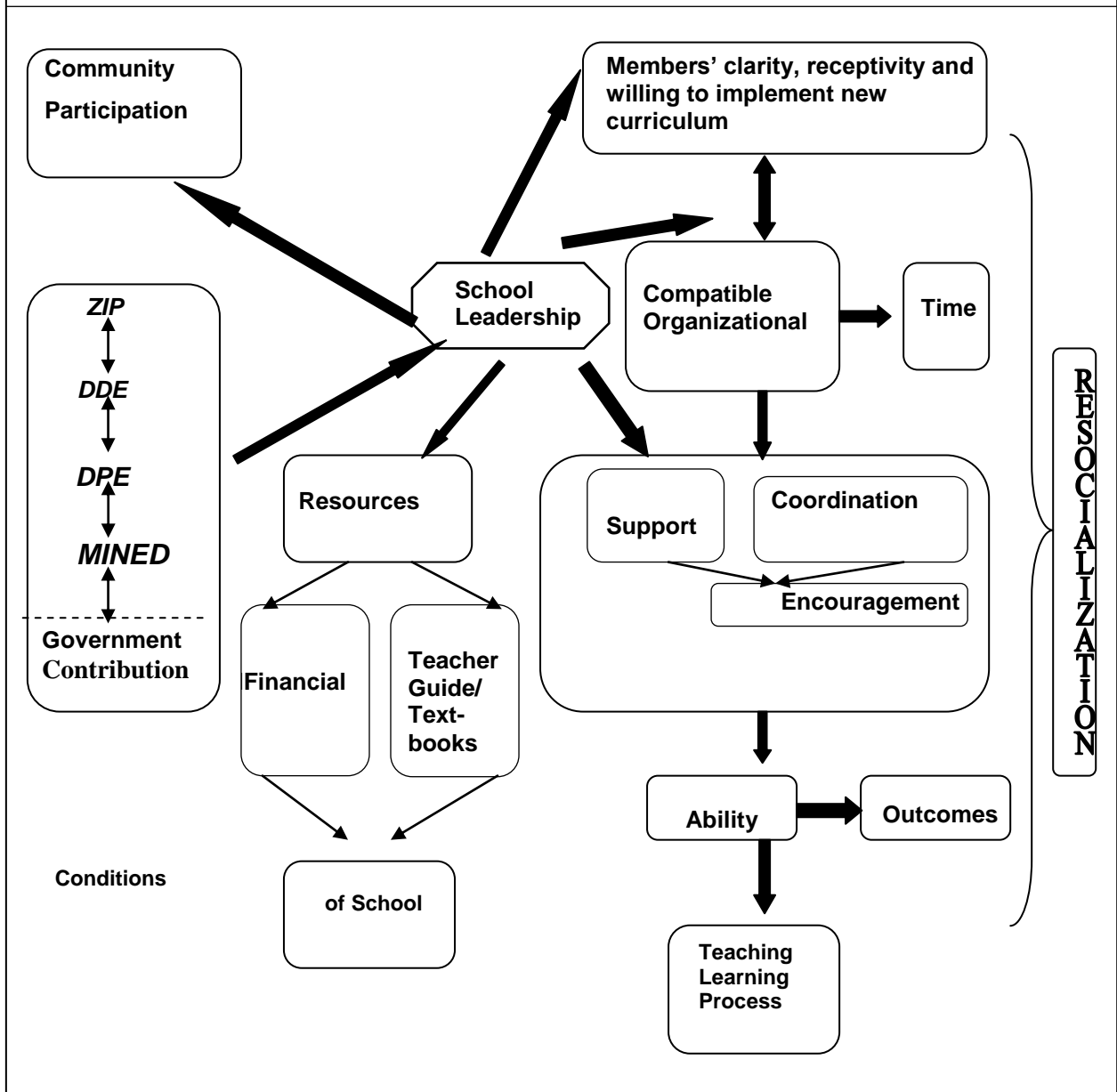
ZIP-Pedagogic Influence Zone: a cluster of schools in Mozambique; DDE: District Education Office; DPE: Province Education Office; MINED: Ministry of Education

Figure 1.1 shows how the government contribution, namely through ZIP (Pedagogic Influence Zone, a cluster of schools in Mozambique), DDE (District Education Office), DPE (Province Education Office) and MINED (Ministry of Education) ensures external support for the role of school leadership in ensuring effective implementation of the process of curriculum change. Figure 1.1 also illustrates the decisive function of school leadership in the process of school resocialization towards successful implementation of the new curriculum as described in section 1.6.5. It equally highlights the context in

which the curriculum change is operating. Hall and Hord (2001:15) summarize the context of the school as an agent in the process of change as follows:

> Considering the school as the unit of change, we can think of it as having two important dimensions that affect individuals' and the organization's change efforts: the physical features, such as the size and arrangement of the facility, and the resources, policies, structures and schedules that shape the staff's work; and the people factors, which include the attitudes, beliefs, and values of the individuals involved as well as the relationships and norms that guide the individuals' behavior.

In effect, the context in which the curriculum change is undertaken is essentially determined both by internal and external factors. The internal factors include facilitating conditions within the school as the unit of change. The external factors refer to support as indicated. A detailed theoretical discussion of contextual conditions is contained in chapter two, section 2.5.2, concerning *phases of curriculum development*, specifically in sub-section *c*, which deals with curriculum implementation.

The framework, reflected by Figure 1.1, was explored by using an appropriate questionnaire(*cf.* in section 1.7), ascertaining the obtained results in the light of finds encapsulated in relevant literature on curriculum change implementation.

1.7   RESEARCH METHODOLOGY APPLIED DURING THE INVESTIGATION

A quantitative research method based on a survey of educators' and learners' opinions regarding curriculum implementation in Mozambican schools was mainly used in this study. The quantitative instrument employed consisted of items adapted from Bernhardt's (1999) survey questionnaires, to which end, naturally, the researcher obtained the copyright permission from Dr. Victoria L. Bernhardt. The research also involved a review of reports produced by INDE (National Institute for Educational Development) concerning monitoring and supervision of the new basic education curriculum, including official documents yielded by the Ministry of Education and Culture, specifically by the Directorate of Planning and International Cooperation.

The investigation was based on a national sample taken from three provinces, well isolated from each other, namely, Niassa to the north, Sofala to the centre, and

Maputo City in the south. It was necessary, of course, to ensure that the sample was large enough, involving a reasonable number of participants in proportion to the population of each target group: principals, teachers and learners of schools teaching grade 6. Accordingly, the questionnaire was administered to a sample of 3 050 respondents of which 124 were principals, 221 teachers and 2 705 learners. Due to the magnitude of the study, the researcher has benefited from the support of colleagues at the school inspectorate and pedagogic supervision at provincial level. These colleagues kindly offered their services as volunteer research assistants to aid the process of data collection. The researcher personally distributed the survey forms, including a covering letter, to each team of research assistants in each of the selected provinces. The survey forms were completed by appointment as arranged between the research assistants and the principals of relevant schools. The research assistants collected the completed forms immediately after the survey and placed them in envelopes indicating the province, school and the category of respondents (principals, teachers or learners) in each case. The Chief - Inspector at provincial level returned the forms to the researcher once the schools in the relevant provinces had completed the data collection task.

The analysis of data commenced with a simple descriptive and frequency analysis of the responses, which was followed by a factor analysis. The Statistical Package for Social Sciences (SPSS 11.5) was used in both instances. Further particulars of the research methodology are given in chapter four of the present report.

1.8   CLARIFICATION OF TERMS AND CONCEPTS

All appropriate terms and concepts will be discussed and dealt with in the following chapters.

1.9   OUTLINE OF RESEARCH AND TIMEFRAME

The research report was outlined, including the title with subsequent chapters, as follows:

Title: The Implementation of the New Basic Education Curriculum in Mozambican Schools

Chapter 1:   Introduction and general orientation

Chapter 2:   Curriculum theory, curriculum development and curriculum implementation

Chapter 3:   The structure, nature and introduction of the new basic education curriculum in Mozambique

Chapter 4:   Research strategies and techniques applied during the investigation

Chapter 5:   Data analysis of the empirical investigation

Chapter 6:   Analysis and discussion of results

Chapter 7:   Summary of the results, discussion, recommendations and implications

Bibliography

Appendices

1.10   SUMMARY

Chapter one provided a brief outline of the history of Mozambique's school curriculum, extending from colonial times, through the period of transitional government after independence, followed by the post-independence period up to the present. The chapter first reviewed the critical context in which the new curriculum is being implemented, then proceeded to the problem statement, the aims and objectives, and the critical research questions of the study. Chapter one concluded with a discussion of the theoretical framework, a synthesis of the methodology applied, and an outline of the conceptual framework or strategy devised for the research.

The next chapter provides a theoretical exposition on the curriculum concept, the nature and function of curriculum, curriculum development as a concept, the phases of curriculum development (curriculum design, curriculum dissemination, curriculum implementation and curriculum evaluation); and curriculum development models. The purpose of this chapter is to offer theoretical background particularly with a view to shedding light on the nature of the new basic education curriculum in Mozambique and the projected implementation benchmarks.