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Basic Education Reform in Mozambique

The Policy of Curriculum Change and the Practices at Marrere Teachers College

by

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ABSTRACT

Mozambique embarked on major curriculum reforms of basic education at the start of the 21st century. This study focuses on the implementation of these education policies at Marrere Teachers' Training College. It is guided by the following questions:

How has Marrere Teachers' Training College as an institution responded to the new government initiatives? What has changed and what has remained the same at Marrere? Why? What are the perceptions, beliefs and attitudes of lecturers and administrators regarding the new policies? What teaching strategies and practices are used in classrooms? How do lecturers teach? How are students assessed? What are the educational challenges facing the College? How can its practices be improved?

I have chosen a qualitative case study design in order to build a holistic picture of teaching and learning in a natural setting. Marrere College was chosen because it was among the first teacher training institutions to introduce the reforms and because a special programme, the Osuwela Project, introduced prior to the introduction of the new curriculum, included several of the reform's innovations. Marrere College has been experimenting with the implementation of curriculum change for longer than most of the other colleges in the country.

Among the emerging findings is that lecturers have a superficial understanding of interdisciplinary pedagogies, especially in the social sciences, and few of them have applied these pedagogies in classrooms. On the other hand, the reforms seem to have had a deeper impact on their advocacy of learner-centred teaching strategies, although question-and-answer practices continue to be widely used. The College has also gone a long way in changing the organisation of subjects and in implementing new methods of assessment. While there has been in-service training of lecturers, there are inadequate resources and follow-up support by the Ministry of Education.

The literature that informs this study is the scholarship on educational change, particularly the relationship between policy and practice. There are many international studies that have attempted to understand these problems over the last thirty years, but no such studies

on teacher training in Mozambique. This study seeks to contribute to our understanding of the modalities of educational change in resource-poor contexts. It also hopes to make a contribution to the implementation of the basic education policies by the Mozambican Ministry of Education and to the practices of lecturers and administrators at Marrere and other colleges.

Key words: Curriculum change; Policy implementation at Marrere Teachers; College; Mozambique.

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DEDICATION

I dedicate this thesis to my wife, Evelina Magret Luconga, my sons, Albano Kevin and Wesley Snipes, and to my daughter, Perry Ellis.



DECLARATION

I, Manuel Zianja Guro, declare that this doctoral thesis on

Basic education reform in Mozambique: The policy of curriculum change and the practices at Marrere Teachers College

and submitted to the University of Pretoria is my own work in design and execution.

All sources cited or quoted have been duly acknowledged. I have not previously submitted it for a degree at any university. And I have not allowed and I will not allow anyone to copy my work with the intention of presenting it as his or her own work.

Signature:

November 10, 2009

Date:

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ABBREVIATIONS (List of Acronyms)

ACF	Final Control Activity (avaliação de controle final)
ACP	Partial Control Activity (Avaliação de Control Parcial)
ACS	Systematic Control Activity (Avaliação de Control Sistemático)
ADPP	Humana People to People (Ajuda de Desenvolvimento do Povo para Povo)
BETD	Basic Education Teacher Diploma
CATEC	The House of Traditional Crafts and Community Meeting (Casa de Artes Tradicionais e Encontros Comunitários)
CFPP	Primary Teacher Training Centres (Centro de Formação de Professores Primários)
CFQE	Centro de Formação de Quadros da Educação
CRE	Resource Centre and Library
CRESCER	Professional Development Continuing
C2005	Curriculum 2005, the first post-apartheid national curriculum for compulsory schooling
DDE	District Directorate of Education
DEC	Directorate of Education and Culture
DNEB	National Direction of Basic Education
DPE	Provincial Directorate of Education
E	Examination
EP1	1 st Cycle of Primary Education (Grades 1-5)
EP2	2 nd Cycle of Primary Education (Grades 6-7)
EPF	College for the Training of Future Teachers
EST	Teaching Practice
GAZ	Support Group of School Cluster
GDP	Gross Domestic Product

GFE	Training Group in Exercise
GRC	Curricular Revision Group
HIV/AIDS	Human Immuno-Deficiency Virus/Acquired Immuno Deficiency Syndrome
IAP	Instituto de Aperfeiçoamento de Professores (Distance Education)
IMAP	Instituto do Magistério Primário
IMP	Instituto Médio Pedagógico
INDE	National Institute for Education Development
INEF	Instituto Nacional de Educação Física (National Institute for Physical Education)
INSET	In-service Training
IT	Information Technology
L1	First Language
L2	Second Language
MEC	Ministério da Educação e Cultura (Ministry of Education and Culture)
MINED	Ministério da Educação (Ministry of Education)
MINED/INDE	Ministry of Education/National Institution for Education Development
MNR	Mozambican National Resistance
NGO	Non Government Organization
NIED	National Institute for Education Development
OA	Other Activities
OBE	Outcomes-Based Education
ON	Osuwela Network
OP	Osuwela Project
OWU	One World University

PCEB	Curricular Plan for Basic Education
PP	Pedagogical Practice
PRESET	Pre-service Training
SNE	Sistema Nacional de Educação (National System of Education)
TEI	Teacher Education Institutions
TTC	Teacher Training College
TTI	Teacher Training Institutions
UCM	Universidade Católica de Moçambique (Mozambican Catholic University)
UEM	Universidade Eduardo Mondlane (Eduardo Mondlane University)
UNESCO	United Nation for Education, Science and Culture Organisation
UP	Universidade Pedagógica (Pedagogical University)
ZIP	Pedagogical Influence Zone (School Cluster)