CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The aim of this chapter is to introduce the research design and methods of the study of policy curriculum versus practices at the Marrere College in Mozambique. Section 3.1 presents the items covered. The definitions of qualitative research and their characteristics are addressed using different authors and methods (Section 3.2). The interview as a method used in this study and its advantages and disadvantages are addressed and discussed (Section 3.2.1). The definitions of interview and kinds of interview are addressed and discussed (Section 3.2.2). The difference between interview and observation is given and the advantages and disadvantages are addressed (Section 3.2.3). The question about what documents are and when and how to use them are addressed in Section 3.2.4. Section 3.3 presents and explores what case study research is in relation to the Marrere CFPP. The sample used in the study is outlined and it is justified why the study was conducted at Marrere CFPP instead of at other colleges (Section 3.3.1). Section 3.3.2 outlines the process of getting access to Marrere CFPP for the field work. The methods used for data collection are outlined in Section 3.4. The data was collected though interviews, observation and documents and the relevant constraints are presented and discussed (Section 3.2.1). The process of data analysis is presented in Section 3.5. Section 3.6 focuses on ethical issues. Section 3.7 states the research questions and outlines the conceptual framework of the study. Finally, Section 3.8 presents the limitations of the study.

> *"Qualitative methods consist of three kinds of data collection: (1) in depth, open-ended interview (2) direct observation and (3) written documents, including sources such as open ended written items or questionnaires, personal diaries and program records"* (Patton, 1987:7).

3.1   INTRODUCTION

This chapter comprises two parts. The first part is devoted to the concept of qualitative research using definitions by different authors: Denzin & Lincoln (2000); Miles & Huberman (1994); Creswell (1998); Yin, (1994, 2003); and Silverman (2001), who are listed in the bibliography. The second part focuses on the relationship between different

variables (large classes, unqualified teachers and the quality of teacher-learner interaction) and the impact of these on the implementation of the policy in Basic Education, which constitutes the framework of this study.

3.2   RESEARCH PARADIGM

Any research work has an epistemological orientation as its base that guides the process of knowledge production. As stated by Henning, Van Rensburg & Smit (2004:12), "Research cannot be conducted in a theoretical vacuum, even though it may be exploratory." That is to say that an inquiry must be framed in a philosophical tradition. In this way, Carr & Kemmins (1986) identify and distinguish clearly between three basic forms of educational research. These are: Critical Research, Positivist Research, and Interpretive Research. What differentiates these research forms? In the critical research, knowledge is an ideological critique. In the positivist research, knowledge acquired is objective and quantifiable, while in the interpretive research the researcher is a participant observer because he does not stand above or outside the research. This type of research seeks to discern the meanings of actions as they are expressed within specific social contexts. "The purpose of interpretive approach in social science is not to provide casual explanations of human life, but rather to deepen and extend the knowledge of why social life is perceived and experienced in the way that is" (Carr & Kemmins, 1986:90). It means that "Knowledge is constructed not only by observable phenomena, but also by descriptions of people's intentions, beliefs, value and reasons, meaning making and self-understanding" (Henning, Van Rensburg & Smit, 2004:20).

This study intends to explore the relationship between policy and practice of teacher training college, more particularly in classroom (school). It is located in the interpretive paradigm since this paradigm is concerned with understanding and interpreting the meaning and intentions that underlie everyday human action (Schurink, 1998 in Griessel-Roux, 2004), which in this case would explain teacher trainers' experiences and understanding of the curriculum, rather than "not to explain human behaviour in terms of universally valid laws or generalisations" (Griessel-Roux, 2004:11). It is because the social world is viewed from subjective experiences of individuals. Since this paradigm deals mainly with meaning and it seeks to understand social members' definitions and understanding of situations (Henning, Van Rensburg & Smit (2004), it will assist in

answering the research questions of the study and achieve the aims of the research as it calls for exploring the relationship between policy and practice, describing OP, curricular organization, etc., understanding teacher trainer's points of view of about curriculum. In this research I will explore and describe teacher trainer's experiences in classroom practice at Marrere CFPP related to the learner-centred approach.

Within this paradigm there is interaction between the researcher and teacher trainers and learners as participants. The reality in this context is subjective and constructed, as would be the experiences teachers construct from the learner-centred approach. Taking into account that construction of knowledge is a process, the teacher trainers' experiences are not viewed as constant but as dependent on the social context in which these are acquired.

3.3   QUALITATIVE RESEARCH

According to Struwig & Stead (2001:11), "qualitative research does not describe a single research method. However, there are many research methods associated with qualitative research." "Qualitative research is any research that uses qualitative data. It refers to any information (words, pictures, drawings, paintings, photographs, films, videotapes, music and sound tracks)" (Merriam, 1988) that a researcher gathers that is not expressed in numbers. Along the same lines, Miles & Huberman (1994:1) state that qualitative data usually come in words rather than in numbers.

The word *qualitative* implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency (Denzin & Lincoln, 2000). In addition, qualitative methods are generally supported by the interpretevist (also referred to as constructivist) paradigm, which portrays a world in which reality is socially constructed, complex and ever-changing. The ontological belief for interpretevists, therefore, is the social reality constructed by the participants in the social setting (Glesne, 1999).

By methods we mean the range of approaches used in educational research to gather the data that is to be used as a basis for inference and interpretation, for explanation and prediction (Cohen, 1987); in other words, a set of procedures and techniques for gathering and analysing data (Strauss & Corbin, 1998). In this study I have used methods such as

interviews, documents and observations. The reason for using qualitative methods is succinctly captured by Creswell (1998:15):

> "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems. The researcher builds on a complex holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting."

According to Silverman (2001:32), "methods used by qualitative researchers exemplify a common belief that they can provide a 'deep' understanding of social phenomena than can be obtained from purely quantitative data." He adds that "qualitative research implies a direct concern with experience as it is 'lived' or 'felt' or 'undergone'..." In the same vein, "qualitative research has the aim of understanding experience as completely as possible as its participants feel it or live it" (Ely et al., 1991, in Sherman & Webb, 1988).

Miles & Huberman (1994:10) state the following:

> "One major feature is that they focus on naturally occurring, ordinary events in natural setting, so that we have a strong handle on what 'real life' is like. In addition, state that the confidence in buttresses by local groundedness, the fact that data were collected in close proximity to a specific situation rather than through the mail or over the phone."

However,

> "Qualitative research is concerned with understanding of the social phenomenon from the participant's perspective. The methods are based on 'constructionism', which assumes multiple realities that are socially constructed through individual and collective perceptions or views of the same situation" (McMillan & Schumacher, 2001).

It cannot be taken for granted that qualitative research is the one method that can be used to capture any kind of reality in any circumstances and for all purposes. It has its own weakness and strengths. In fact, the choice of the adequate approach depends on the kind of phenomena being studied, whether objective or subjective, the purpose and other factors.

The topic of this research is the policy of curriculum change versus practice at Marrere CFPP. Through research questions already stated an attempt is made to explore and understand the teachers' perceptions of the new curriculum for basic education and its

implementation in the classroom. In order to carry out the study, a qualitative paradigm has been chosen to guide the research. It means that this study has been designed taking into account the main characteristics of qualitative research; the main sources of data collection are interviews and observations. Through classroom observations and teachers' interviews the meaningful qualitative information has been captured (words, pictures, drawings, paintings, photographs, etc.) about the new curriculum for Basic Education in Mozambique.

Adendorff (2004:102) provides characteristics for qualitative research, which are summarised in the table below:

Table 3.1

Characteristics of qualitative research

Characteristics	Bogdan & Biklen (1992)	Creswell (1998)	Merriam (1988)	This Study
Natural Setting	✓	✓	✓	Classroom environment at TTC
Research as a key instrument of data collection	✓	✓	-	Observe Select, collect, read, select, analyse text, systematised Interview
Data collected using words or pictures	✓	✓	✓	Documents, emotions during recorded interviews, photography
Outcomes as process rather than product	✓	✓	✓	
Inductive analysis, focusing on particular aspects	✓	✓	✓	
Focus on participants' perspectives and meaning	✓	✓	✓	Face-to-face interviews and focus group

Source: Adendorff, 2004

This study was conducted in a natural setting in a concrete institution (Marrere CFPP), where interviews were conducted and classroom observations were made. This was done in order to avoid distorting these important characteristics of the qualitative inquiry.

As the researcher of this work, I play a key role in the data collection as well as in further steps (observations, selection, collection, reading, analysis of texts, and systematisation of interviews).

In short, the characteristics (natural setting, classroom observations, interviews, etc.) shaped and guided the study.

3.3.1   The meaning of participants' points of view and voice

According to Fontana & Frey (2000:645), "interviewing is one of the most common and powerful ways of data collection through which we try to understand human beings," "because we can gather opinions, perceptions, and attitudes" (Glesne, 1999). In this study we explore what teachers understand by a learner-centred approach and how they put it into practice in the classroom. Glesne (1999:69) says that "the strength of the interview in qualitative research is to get an opportunity to learn about what one cannot see and explore." He adds that "the serendipitous learning emerges from the unexpected turns in discourse that the questions evoke. In the process of listening to respondents a person learns what questions to ask."

Cohen & Manion (1994, 1997 and 2000) argue that "an advantage of interviews is to gather data through direct verbal interaction." In the same vein, Bell (1992:70) points out the following:

> "A major advantage of interviewing is its adaptability. A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do. The way in which a response is made (the tone of voice, social expression, hesitations etc) can provide information that written responses would conceal."

As we can understand, interviews can be used for several purposes and many aspects an interviewer can get, not only from the verbal message but also from the interviewee's facial expressions, gestures and pauses.

McMillan & Schumacher (1993, 2001) state the following:

> "Interviews involve direct interaction between individuals; and this interaction has its advantages. An interview technique is flexible and adaptable. It can be used with many different problems and types of persons, such as those who are illiterate or too young to read and write. Responses can be probed to follow up, clarified, and elaborated to achieve specific accurate responses. Non-verbal as well as verbal behaviour can be noted in face-to-face interviews, and an interviewer has an opportunity to motivate the respondent. Interviews result in a much higher response

rather than questionnaire, especially for topics that concern personal qualities or negative feelings."

This view is echoed by Gordon (1980) when he states that through an interview, the interviewer can manipulate the course of the interview to his own interest and purpose and thus get precise and complete information he aims for. There is also the advantage of the possibility of having access to non-verbal features which can help to get the information that may not have been issued verbally or the interviewer may feel reluctant to issue.

For Koul (1993:176) "an interview provides the opportunity to the interviewer to question thoroughly certain areas of inquiry. An interview offers greater depth of response, which is not possible through any other means." "It also enables an interviewer to get information concerning feelings, attitudes or emotions in relation to certain questions" (Koul, 1993). In the same vein, "it can provide information about participant's internal feelings and ways of thinking and they are useful for exploration as well as confirmation" (Johnson & Christensen, no date).

3.3.2   Interviews

An interview is an instrument for data collection whereby two or more people engage in a conversation aimed at a previously established purpose designed by the interviewer. In an interview, one or more people ask questions and the other or others provide the answers.

Gillham (2000:1) states that "an interview is a conversation, usually between two people. But it is a conversation where one person - the interviewer - is seeking responses for a particular purpose from the other person, the interviewee." Then, "the purpose it is to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena. An interview is a conversation that has a structure and a purpose." In addition, "the research interview is not a conversation between equal partners, because the researcher defines and controls the situation. The researcher, who also critically follows up on the subject's answers to his or her questions, introduces the topic of the interview" (Kvale, 1996).

An interview is used when the information to be collected is not possible through documents or other sources of information. "Interview is one of the major ways of gathering data in social science" (Holstein & Gubrium, 1997). According to Yin (2003:89) "the interview is one of the most common sources of case study information." In addition, "interviewing is one of the most common and powerful ways in which we try to understand our fellow human beings" (Fontana & Frey, 2000).

According to Creswell (1998:124), "focus groups are advantageous when the interaction among interviewees is likely to yield the most useful information, when time to collect information is limited and when individuals interviewed one-on-one may be hesitant to provide information." In the same vein, "focus groups offer some advantages compared to other methods of collecting data, such as interviews and participant observation. They present a more natural environment than an individual interview" (Litoselliti, 2003:2).

> "For one-on-one the interviewing the researcher needs individuals who are not hesitant to speak and share ideas and needs to determine a setting in which this is possible. The less articulate, shy interviewee may present the researcher with a challenge and less than adequate data" (Creswell, 1998:124).

In this study, I firstly tried to explore what the policy says about the teaching and learning process issues in Basic Education in Mozambique; then how teachers understand it and finally how it is implemented.

3.3.3 Observations

Another way of collecting data is through observation. It allows for data to be collected while the phenomenon is actually occurring in the place where it is happening. The observer can chose to involve him- or herself or to be outside it; that is to participate or not to participate in it.

Merriam (1988:87) argues that "interviews are a primary source of data in doing case study research; so too are observations", while Blanche & Kelly (2002:134) state the following:

> "Observation, the second popular form of collecting data in interpretive research, takes place while things are actually happening, and thus gets you even closer to the action. Because the interpretive approach emphasises studying phenomena in a naturalistic way, observation most often takes the form of participant observation, where you as researcher become fully involved in the setting being studied."

For Merriam (1988:87), collecting data from observing phenomena of interest is commonly referred to as participant observation. Participant observation is a major means of collecting data in case study research. It gives a firsthand account of the situation being studied, and, when combined with interviewing and document analysis, allows for a holistic interpretation of the phenomenon being investigated. It is the technique of choice when behaviour can be observed firsthand or when people cannot or will not discuss the research topic" (Merriam, 1988:102).

There is a great deal of advantages when data is collected through participant observation because the researcher is involved and can get the understanding of every side and aspect of the phenomenon under observation in a very privileged way.

> "Participant observation maximises the advantages of the human being as instrument. The human instrument is capable of understanding the complexity of human interaction encountered in even the shortest of observations. Like any other data collection instrument, the human instrument can be refined through this method" (Merriam, 1988:103).

Overall, however, there is no substitute for the participant observer. Participant observation is a major means of collecting data in case study research. It gives a firsthand account of the situation being studied, and, when combined with interviewing and document analysis, allows for a holistic interpretation of the phenomenon being investigated. It is the technique of choice when behaviour can be observed firsthand or when people cannot or will not discuss the research topic (Merriam, 1988:103).

Observation "is a research tool, and it has a relationship between observer and observed and recording observations" (Merriam, 1988:87). "An observation is a research tool when it serves a formulated research purpose, is planned deliberately, is recorded systematically, and is subjected to checks and controls on validity and reliability" (Kidder, 1981; in Merriam, 1988). In addition, "observation in qualitative research occurs in naturalistic contexts" (Struwig & Stead, 2001:100).

Observation can include one researcher or a team of researchers. The researcher or observer does not structure the setting in any way or make the actors in the environment aware of his or her presence. The participants continue with their everyday lives unaware

that someone is observing them. The observer looks for larger trends or patterns of behaviour pertinent to the study rather than looking for minute aspects of behaviour (Struwig & Stead, 2001:100).

Denscombe (2003:192) points out that "observations offer the social researcher a distinct way of collecting data. It does not rely on what people say they do, or what they say they think. It is more direct that that. Instead, it draws on the direct evidence of the eye to witness events firsthand. It is based on the premise that, for certain purposes, it is best to observe what actually happens. It usually produces qualitative data" (Denscombe, 2003:192).

As with interviews, "observation can be more, or less structured. At the more structured end one finds essentially positivist studies, for example, studies using standardised rating scales to record samples of children's classroom behaviour or job applicant's behaviour in 'assessment centres'" (Blanche & Kelly, 2002:134). "During an observation an observational protocol is used to record information" (Creswell, 1998:128).

Observation as a tool of data collection,

> "can be conducted by cameras, video cameras, tape recorders, binoculars or without any technological assistance. It may take place within an hour or over a period of months or even years. The observer can take notes of what occurs, including using a map or drawing of the setting" (Struwig & Stead, 2001:100).

During the research "the length of observation time depends on the purposes of the study, the financial cost of the project and the point of data saturation, i.e. when no new observations are made" (Struwig & Stead, 2001:100).

Blanche & Kelly (2002:137) argue that "observation is more than for the researcher to be a passive spectator. It entails actively seeking out answers to one's questions." "As with tape recordings, it is crucial to make copies of one's notes and to keep them in a safe place" (Blanche & Kelly, 2002:139).

In relation to participation, "there are two pitfalls that participant observers should avoid: getting too close to the participants (losing perspective) and staying too distant from the participants (losing empathy)" (Blanche & Kelly, 2002:138).

According to Jorgensen (1989:82) "observation begins the moment the participant observer makes contact with a potential field setting. Remember that, aside from gathering information, a basic aim of preliminary observation is to become familiar with the setting."

Knowing about the setting can help grasp understanding of some aspects of the phenomenon that would otherwise be impossible or difficult. The understanding of the setting is critical for the understanding of any phenomenon happening within this same setting. The researcher may fail to understand some relevant aspects of the phenomenon due to a lack of understanding of some relevant aspects of the setting.

During the fieldwork "when one begins one's role as a participant observer, one should try to observe everything that is happening: making notes and jotting down thoughts without narrow, specific regard for one's research problem. One should study the setting and describe it in words and in sketches, using all one's senses" (Glesne, 1999:47).

The setting is a range of aspects and features that embrace the phenomenon and in which the phenomenon occurs, thus establishing different and varied correlations with them. Glesne (1999:48) makes it clear what setting is when he states that "as a participant observer, then, one has to observe the research setting consciously: its participants, the events, acts and gestures that occur within them. In the process, one has to note what one sees, hears, feels and thinks."

Descriptive notes or field notes should be both descriptive and analytic. In recording details, one has to strive for accuracy but avoid being judgmental. One has to make sure that the notes will enable one, a year later, to visualise the moment, the person, the setting, the day (Glesne, 1999:50). "After observing, one slowly withdraws from the site, thanking the participants and informing them of the use of the data and their accessibility to the study" (Creswell, 1998:126).

Observation may seem an easy and all advantageous technique to use. In fact there are a number of disadvantages associated with its use. Adler & Adler (1994) contend that "disadvantages of observational techniques include their trustworthiness, reliability, and ethics." And according to Struwig & Stead, (2001:101) "trustworthiness can be a concern as a single observer has no one to support his or her perceptions of what transpired and therefore may be biased." It is always advisable for a researcher to have someone who can help him or her to guarantee that his perception of the reality or phenomenon under observation is not a biased one.

3.3.4   Documents

Data can also be accessed by means of documents, probably the easiest one to have access to. There are several different kinds of documents.

In relation to documents, Denscombe (2003:212) argues that "in the social sciences, library-based research, desk research, black letter research and archive are all types of research in which the data come from documents of one kind or another." In addition, Denscombe (2003:218-219) states the following:

> "Probably the greatest attraction of using documentary sources is their accessibility. To get hold of the material the researcher needs only to visit the library or use the World Wide Web via a home computer. Vast amounts of information are conveniently available without much cost, without delay, without prior appointment, without the need for authorization and without ... and likelihood of ethical problems. Documents, in other words, pose considerably fewer problems than people as a source of data for social researchers."

Documents include a great range of sources of information, which may be produced for different purpose. They may be produced under a request aimed at a specific purpose; but they may also be produced for sake of the author's own information.

Merriam (1988:117-118) adds the following:

> "Documents broadly defined include public records, personal papers, physical traces and artefacts and **are third major sources** of data in case study research. Although some documents might be prepared at the investigator's request (such as a respondent keeping a diary or writing a life history), most are produced independently of the research study. They are thus non-reactive and grounded on the context under study.

Because they are produced for reasons other than the study at hand, some ingenuity is needed in locating documents that bear on the problems and then in analysing their content".

Documents have the advantages of being able to be kept for use at a future time and being accessible at any time again and again. Written documents may exist across time and make it possible for contemporary people to know about the past.

In addition, Hodder (2000:703-704) states the following:

> "Documents (written texts) closer to speech, require more contextualized interpretation. Such texts are important for qualitative research because, in general terms, access can be easy and low cost, because information provided may differ from and may not be available in spoken form, and because texts endure and thus give historical insight."

Documents are by themselves a source of data and can be used to substitute or complement instruments of data collection such as questionnaire, interviews or observation. In the social sciences, as Denscombe (2003:212) states, "library-based research, desk research, black letter research and archive research are all types of research in which the data come from documents of one kind or another."

According to Atkinson & Coffey (1997:48) there are many documents such as books and journals, web site pages and the Internet, newspapers and magazines, records, letters and memos, diaries and government publications and official statistics, to mention but a few. In addition, "at a common-sense level, it is known that official documents, reports, and so on are often couched in language that differs from everyday language use. Indeed, as we shall try to illustrate, that is often the mode of documentary representation" (Atkinson & Coffey, 1997:48).

Besides written documents there are other kinds of documents which are non-written documents and take the form of visual sources (pictures, artefacts, etc.) and even sound (music). These are alternatives to written documents in the research and are rarely used in the social science.

As a way of advice on the use of written documents in research, Denscombe (2003:212) states that:

"From the academic researcher's point of view, books and journals should be the first port of call. In principle they contain the accumulated wisdom on which the research project should build, and also the latest cutting-edge ideas which can shape the direction of the research. Libraries provide a means for accessing the publication and, for most purposes, the costs to the researcher should not prove to be a deterrent."

Any source of data for research purposes needs to be assessed for quality of ideas and information and books and journals are no exceptions. Academic journals and commercial publishers' materials are usually analysed by experts in the field before they are published. It would be naïve for researcher to judge all documentary sources as equally valid.

Not every content from the Internet are trustworthy concerning authorship, reliability, authenticity, so one has to be careful when using Internet documents, regardless of their relevance for the research problem in question. In general, all information or documents can be of help for the researcher depending on how he or she manages it.

Therefore, "documents of all types can help the researcher uncover meaning, develop understanding and discover insights relevant to the research problems" (Merriam, 1988:118).

Research instruments for each critical question

1. How have theories about curriculum change been being implemented in Marrere CFPP?

This critical question has been answered by multiple source evidence collection such as policies (literature reviewed), teachers' beliefs and understanding, teachers' practices, interviews before and after observation.

2. Why has it been implemented in this way?

In answering this critical question, observation and interviews to the teacher trainers will be applied. These provide evidence about curriculum intention and practice.

3.   What is the relationship between curriculum change and practice on the ground?

This critical question was answered by multiple source evidence collection such policies, teacher beliefs and understanding, teachers' practices, interviews before and after observations. So, interviews provide the most direct evidence of teacher trainer's intentions and observation provide the evidence of different strategies used in classroom during the teaching and learning process.

4.   To what extent does the teachers' training curriculum match the Basic Education curriculum and how does it do so?

In order to answer this critical question I examined policy documents, both curricular plan for basic education and curricular plan for teacher training. Doing so allowed me to get to know and visualize the subject areas and subjects prescribed. Observing timetable schedule and classroom observation allowed me to see what is actually going on at the college and possible constraints facing the implementation. And finally, individual teacher interview allowed me to get to know the teachers' opinion about the curriculum.

5.   To what extent does the teacher training curriculum assessment match the Basic Education curriculum and how does it do so?

This critical question has been answered through multiple sources of evidence collection such has policy documents analysis (Assessment Regulation of both curriculum). It allowed me to visualize what is going at the college related to assessment through minutes of meetings – at the pedagogical level it allowed me to observe the difficulties that face trainees, such as lack of paper to reproduce tests for students. Interviews allowed me to grasp their understanding of how it should be implemented.

3.4   CASE STUDY

Why case study research?

According to Yin (1994, 2003), "case study is an empirical inquiry, which investigates a contemporary phenomenon within a real-life context, especially when the boundaries between phenomenon and context are not clearly evident." In addition,

"A case study is an exploration of a 'bound system' or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. This **Bounded System** is bounded by time and place, and it is the **case** being studied - a program, an event, an activity, or individuals. For example, several programs (**multi-site** study) or a single program (**within-site** study) might be selected for study" (Merriam, 1988; see also Stake, 2000).

As can be seen, the essence of case study is that inquiry should be conducted in a natural setting or in a real-life context. In other words, the research occurs in a limited place and time as opposed to an experimental or survey context.

This is applicable to this study, which is a single case of Marrere CFPP. Its purpose is to explore the relationship between policies and practices in order to understand the trainers' views, beliefs and experiences in the classroom at Marrere CFPP. These views are supported by Merriam (1988:xii).

"Investigators use case study design in order to gain an in-depth understanding of the situation and its meaning for those involved. The interest is in the process rather than in a specific variable, in discovery rather than in confirmation. Such insights into aspects of educational practice can have a direct influence on policy, practice and future research."

In the same vein Temu (1995) quoting House (1980) contends that case studies are superior to any other mode of inquiry when the purpose is to get a better understanding of social phenomena.

In summary, "a qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process or a social unit" (Merriam, 1988: xiv).

3.4.1   Sample

At the moment, there are 24 teacher training institutions (TTI) throughout the country spread over the eleven provinces. They are divided into groups, namely ten CFPPs (Primary Teacher Training Centres requiring seven years of formal schooling, followed by three years teaching training (7+3) (Mário et al., 2002), seven IMAPs (Primary Teacher Training Colleges requiring ten years of formal schooling followed by two years of training) and seven EPF of ADPP (College for the Training Future, privately owned by a

well-established local division of an International NGO, 10+2,5). The first type of institution is CFPP, which trains primary teachers for Basic Education from Grade 1 to Grade 5, has existed since Mozambique became independent in 1975 and introduced the new curriculum in 2005. The second (IMAP) has existed since 1996. The third one, belonging to ADPP, is private and has existed since 1993. The first two are public institutions.

This research is a case study of Marrere CFPP, which is located in the north of Mozambique, in the Nampula Province. To achieve my purpose and answer the research questions, I have chosen Marrere for the following reasons:

Firstly, Marrere CFPP has introduced a new curriculum and it is a unique institution that introduced some innovations in the curriculum (study plan and syllabus) before the introduction of Basic Education. Innovations include the shift from a teacher-centred to a learner-centred approach and the adoption of a more professional and less academic curriculum. In other institutions these changes have not been introduced.

Secondly, in 1998 the Osuwela Project (OP) started pilot activities (see the objectives of OP) in Nampula at Marrere CFPP. In the same period the following transpired:

> "Mozambique embarked on a long process of constructing the new curriculum for Basic Education. INDE promoted open discussions about the structure and content of the curriculum; teachers, parents and other stakeholders were involved in these discussions. The main objective of the Basic Education curriculum Transformation project was to make the curriculum more relevant to the new socio-economic and political reality" (Mucavele, no date). This has brought some innovations at pedagogical level, among other aspects.

This new curriculum for Basic Education was introduced in the country in 2004; the new curriculum was introduced six years later than the OP did so.

As is evident, the OP had the major concerns of a learner-centred approach, didactic material and so on for PRESET and INSET. These concerns guided the design of the new curriculum for Basic Education.

This leads to a number of advantages of choosing Marrere CFPP:

- The improvement, by OP, of some working conditions in administrative and organisational areas, a resource centre and capacity building for teacher trainers (upgrading trainers to bachelor degree or upper levels), and
- The introduction of incentives in terms of financial support and instructional materials in order to make the teaching and learning process more effective.

However, some disadvantages are that the financial support was reduced and the extra-salary allocated by the OP to motivate local trainers and other staff at Marrere CFPP was also reduced when the OP moved to its own office.

Reviere (2003:45) states the following:

> "OP began working directly with the CFPP of Marrere. OP financed an expansion of the facilities and provided substantial equipment to the CFPP. They also provided salary subsidies to the CFPP administrators and a general subsidy of US$2,000 per month to the CFPP. At the end of the phase, OP moved into the city of Nampula and cut most direct financial support for the CFPP. The general subsidy of US$2,000 continues."

In summary, by carrying out my study at Marrere CFPP, afforded me, as a researcher, new insight into policy implementation of the new curriculum for Basic Education by observing the teaching and learning process.

3.4.2 Getting access to the selected institution and accommodation

I first discussed this work with the Director of the National Institute for Educational Development (INDE), the institution responsible for curriculum design for Basic Education. After obtaining his consent, I got a letter from the Permanent Secretary of the Ministry of Education and Culture (MEC) (Appendix E). After that I contacted the Deputy Director - Pedagogical of Marrere CFPP and told him about my intention to do my research in that institution. He told me that he was going to inform his director and I would get the answer later on. Two weeks later I contacted him again and he said that there was no problem but that I should inform him about one week before the day of my arrival in Nampula Province. I followed his instructions and in the following week I telephoned and told him that I would arrive on 6th March 2005.

I got a letter from my institution to present to the Provincial Education of Nampula and afterwards at Marrere CFPP. I arrived in Nampula Province on a Sunday. After accommodating myself in the hotel, I telephoned the Director of Marrere CFPP and informed him that I was in Nampula. The next day, on Monday (7th March), he came and took me to the Provincial Education Directorate where I had my letter stamped. After that the director and I went to Marrere CFPP. I presented myself to the Director - Pedagogical the same day and explained the objectives of my visit, the purpose of my study and other details. I left my research proposal with the director just to confirm what I had told them. The director made all the necessary arrangements for my accommodation at Marrere CFPP.

3.5   DATA COLLECTION

There are several ways of collecting data in qualitative research. According to Yin (1994, 2003), "no single source has a complete advantage over all the others. In fact, the various sources are highly complementary and a good case study will therefore want to use as many sources as possible." In summary, "case study is known as a triangulated research strategy" (Tellis, 1997:7). In this case study many sources have been used for data collection, namely documents, interviews, observations and photographs, minutes and pamphlets.

The study was divided into three stages. The first stage (from 6/3/2005 to 16/4/2005) was devoted to interviewing teacher trainers and collecting documents in order to get a general picture of the institution. During the second stage (from 18/5/05 to 2/7/05) the emphasis was on classroom observation and the continuation of collecting documents of the College. At the same time, some documents relating to OP were collected at the OP office located in the city of Nampula. I took this opportunity to set a date for an interview with the coordinator and the consultant of the OP. Unfortunately it was not possible to interview them due to time constraints. Finally, the third stage (from 17/8/06 to 7/9/06) was devoted to collecting the complementary data in order to enrich the data already collected. This was achieved by making use of focus groups (disciplinary groups), pedagogical reports produced by different subjects groups, and reports from the general meeting in which all teachers and administrative staff participated.

During the first and second stage it was not possible to interview the director of Marrere CFPP. A possible meeting was scheduled three times but unfortunately never materialised.

The following table summarises the number of teachers or groups who were interviewed.

Table 3.2

Teachers interviewed

Fieldwork	Interviewed Trainers	
	Face-to-face	**Focus Interviews**
First stage	26	
Second stage	26	
Third stage		3
All together	52	3

Looking at table above, at the second stage 26 teachers were interviewed after classroom observation. At the third stage, three disciplinary groups were interviewed, namely Maths, Natural Science, and Visual Education and Technology.

3.5.1   My first meeting with the Pedagogical Director

During my first meeting with the Pedagogical Director, I told him that the interviews should start on Monday, 14th March. He gave me the timetables of the teacher trainers of Marrere CFPP to become acquainted with them. The Deputy Director-Pedagogical and I nominated two trainers to be interviewed each day, from Monday to Friday. I suggested that teacher trainers be interviewed on a day when they did not have classes because then they would be free from the pressure of thinking about their classes. However, I was told that these trainers did not come to Marrere CFPP when they did not have classes. In general, trainers were interviewed after the long break after the first four classes at 09.55. Unfortunately the interviews were not conducted as we had planned. For instance, some days I interviewed only one trainer and other days I did not interview anyone at all.

I would like to emphasise that every Friday after the interviews, the Pedagogical Director and I did the planning for the following week. We first checked the achievement (how

many trainers had been interviewed) and planned for the next week. The interview schedule was completed weekly.

I spent my first week at Marrere CFPP just observing and reading relevant documents to get acquainted with the environment and learn more about the institution itself and about OP.

Interview before observation

All twenty-six trainers were interviewed, except for the Director of Marrere CFPP. I conducted face-to-face interviews with each trainer, before and after classroom observations. "The interviews provided the discursive space and opportunities for each teacher to reveal the understanding, beliefs and actions in their own words" (Hariparsad, 2004) about the teaching and learning process in the classroom at Marrere CFPP. All interviews were audiotaped and transcribed verbatim. The average duration of each interview was 45 minutes.

The interviews took place in the dining room of the Director, Deputy Director and Hostel director and Head of the office. It was the best place where the interviews could be conducted because it was quiet and comfortable (see the photographs below). Gillham (2000:7) states that a room where you can avoid interruption, background noise or intrusive curiosity (see Glesne, 1999; Blanche & Kelly, 2002) is needed. I am convinced that it was the best place to conduct a formal interview at Marrere CFPP.

Figure 3.1   **Interview room**

Figure 3.2   **Interview room**

How the interviews were organised

The director of Marrere CFPP, the Pedagogical Director and I discussed the issues related to the interviews. The first problem we faced was related to the time slot for conducting the interviews. We checked the timetable of all teacher trainers and we concluded that the

interviews should take place from 07:00 to 12:00. The reason was that trainers are usually tired after four classes of 90 minutes each and they are not willing to be interviewed. My intention was to conduct interviews early in the morning (07:00) before teacher trainers present any classes.

Some teacher trainers presented themselves after four 90-minutes classes to the rooms to be interviewed. I did not conduct these interviews because I realised that they were tired.

On the days that teacher trainers had no classes they did not avail themselves to come to Marrere CFPP to be interviewed. That is why it took twice as much time to finish the interviews. Patience was the secret of success.

Interviews: From recording to transcription

All interviews were recorded and transcribed verbatim. I enlisted someone to help me do the transcription. I transcribed approximately 12 cassettes myself. After that I showed my assistant the transcription already completed. I explained by showing how a record player works, how to deal with the recording, how to listen to an interview and jot down notes. We listened to a recorded interview together and I demonstrated how to jot down notes. I checked how the assistant interpreted the interview and revised errors committed during the transcription.

I used semi-structured interviews. In the first stage, I expected each interview to last for 60 to 90 minutes. In the second stage, classroom observations were made with each observation followed by an interview about issues related to the observed class. I expected to find out how the teaching and learning process occurred in the classroom, with particular reference to a learner-centred approach, among other things. The interviews after classroom observations did not take more than 20 minutes each.

In this study, teacher trainers have responded to the questions posed to them to answer the research questions. These questions were related to OP, Basic Education, the teaching and learning process (PRESET and INSET), etc. Participants had a chance to refuse to answer any questions. Interviews were free, not compulsory.

I conducted informal interviews with some students on different occasions in their free time in order to get more insights into how class groups are organised and formed at the beginning of the year and during the classes. This information was compared to the information given by the teacher trainers.

Interview schedule

Semi-structured interview guidelines were used to conduct the interviews (See Appendix A). Obviously, during the interviews some questions flowed naturally from the answers given by the respondent.

Some problems were encountered during the interviews, particularly in questions related to a learner-centred approach. A case in point is the question, *what do you understand by a learner-centred approach?* I realised during the project that teacher trainers at the College use the term *participative methods*. From then on I used the term *learner-centred approach* and *active methodologies* interchangeably. I do not think this affected the content or the essence of the questions because I detected this problem early. Perhaps it could have been detected during the pilot interview but it never materialised then. This is because the pilot interview was carried out in an institution that is similar to the centre under study. I found that the trainers used that concept or term in the same way in is found in the curricular plan of Basic Education. The situation in the centre was different because of the OP having been started in 1998, a period when the terms *active methods* or *participative methods* were introduced and that was sufficient for the concepts to be internalised. The terms *learner-centred approach* and *integrated approach* emerged with the curricular plan for Basic Education. As has been mentioned earlier, I faced this problem during the first two interviews; that is why I had time to avoid these misunderstandings in the next interviews.

Sometimes it was difficult to conduct interviews after classroom observations because teacher trainers had to teach a next class immediately.

General impression of interviews

In my point of view many teacher trainers who were interviewed showed enthusiasm. I can state this because many of them spoke loudly, were eager to provide the answers and provided them confidently. They also seemed serious because sometimes, when they could not provide the answer, they would say so. For instance "*I can't, I don't know,*" "*I am new*

in this institution" and "*I can't answer that question.*" I felt that they were eager to say something, which could contribute to the improvement of the teaching and learning process, and even to improve their socio-economic condition.

During the classroom observations the major focus was on how they manage the learner-centred approach and how they deal with the problems of large classes as well as teaching media.

I chose observation as a method because it is one the best tools to capture classroom reality in a natural setting. I carried on classroom observations in order to compare what the different teacher trainers had said about classroom performance during the interviews and what they actually did in the classroom (methods, strategies, instructional materials, etc.). Doing this gives more credibility to such information in order "to check and control" validity and reliability (Kidder, 1981 in Merriam, 1988).

During my first meeting with the Director of Marrere CFPP, I expressed my concern about getting an assistant to help me with classroom observations and he referred me to the Pedagogical Director who helped me. Before observations started, I informed him about my objective and the specific aspects I wanted to observe. I also provided him with a checklist of items to be observed. However, due to time constraints and other activities, he did not participate in all classroom observations.

I had planned to observe teacher trainers who teach methodology subjects, who teach both subject and its methodology. But what transpired is that a teacher had to teach either the subject or its methodology.

After a long time of classroom observation, I observed some teacher trainers who could somehow satisfy my research purposes. After two weeks of classroom observations, I identified one focal point trainer whom I observed six times in the same stream three times a week.

The participation of the Pedagogical Director in classroom observation
Let me elaborate a little on the participation of the Pedagogical Director as my fellow in the classroom observation. Taking into account that he is in charge of pedagogical

activities in the college, some questions may immediately be raised. What was the role of the Deputy Director in the research? Can the presence of the Deputy Director in classroom observation impair the process of data collection? Can it affect the trainer or learner behaviour during the classroom? Before going further I would like to say that the Pedagogical Director did not participate in all the classroom observation sessions because of time constraints. To answer these questions, my departure point is a comparison between classroom observations where he was present and those in which he was not present in order to get some insight into how both trainers and learners behaved. In my opinion, there is no relevant difference between how the teaching and learning process in the classes where I was alone and those where he was present, occurred. It means that the presence of the Pedagogical Director in the observation session did not influence the teaching and learning process at all. I can state this because both trainers and learners performed equally well in all the classes. The participation of the learners during the class was optimal; they acted voluntarily and participated spontaneously. The good teacher trainers' performance may be due to their thinking that they were being evaluated on how they conduct their teaching and learning process, either by the Pedagogical Director or by me. This might have motivated them to do their best.

During my stay at Marrere CFPP there were two visits, and there were no classes on those days. One of the visits was by the Provincial Governor and took place during the second stage of the fieldwork where the main task was classroom observations.

When OP moved from Marrere to its own office in Nampula City, documents, equipment, cars, computers, etc. were also moved. On my first visit, the ex-coordinator of OP of Marrere who was also the Director of Marrere CFPP, told me that all the materials produced during the OP had been handed to the project. I wrote a letter to the present coordinator asking him to let me have access to some of them. He answered that they were confidential; in other words, access to them was restricted. On my second trip to Nampula, I took credentials from the National Institute for Educational Development (Appendix E) with an official stamp and signature of the Director. I phoned the coordinator and we agreed to meet in his office. The following Monday I moved to the OP Office. I explained the purpose of my research and showed him the credentials. The coordinator told me to report on Tuesday at 10:00. On the next day I was there on time. He brought the documents for me to consult them right there in the office. I told him the time was not

enough for me to read them and take notes. He said he would give the documents I needed to a teacher who works in the OP and teaches at Marrere CFPP to bring them to me. A few days later the teacher gave me some documents (checklist and report from CRESCER), which were different from the ones I was interested in. I told him to inform the coordinator that those were not the documents I expected to receive. I never received the right documents. Later on I received some key documents (papers, reports, pamphlets, official documents) of OP from the senior official of OP at National Level by e-mail.

Among the documents referred to above the following can be highlighted:

Visser, Muriel (2005) Project Document for Building -up Phase in Nampula Province (**official documents**)

It shows the stage of the project building between the government of Mozambique and the Dutch embassy in Maputo and the different levels of intervention.

Rede Osuwela, Estratégia 2001 a 2005: Desenvolvimento Profissional Contínuo na Educação básica (**pamphlets**)

It presents the performance model and shows the different hierarchy from the central level to the base (the school), mechanisms and the functioning conditions, etc.

Avaliação da fase de Inserção do Projcto Osuwela – CFPP de Marrere, Maputo, 2000 (**Report**)

It highlights the antecedents of the Osuwela project, its objectives, and the activities that were carried out, the people involved in the activities and finally, as the heading suggests, it does the evaluation of the project during its implementation.

Pereira, F et al. (2003) Middle Term evaluation of Osuwela Project-second Phase report. Maputo (**Report**)

It describes the second phase of the Osuwela net, the people who participated in it, namely teacher trainers from the CFR, teacher trainers from IMAP, technicians from DEP, from DEC and DDEs, directors of school cluster (ZIP) and of school, in classroom centred training, the objective of the project and the results of the insertion (first phase).

These documents outline how the OP was designed, what their main objectives and the main activities were, its working field, people who have worked on it and finally the outcomes. In other words, they provide an overall idea of how the project functioned in the Nampula Province.

Few documents have been written during the OP

My impression is that during the OP in Marrere few documents (reports) were produced. Taking into account the OP objective, I suppose that a great deal of work was done. Unfortunately the information had not been recorded in written form or systematised. Yet they refused to avail themselves to people who need information about OP/Marrere CFPP.

The assessment report of OP stated that the project did not have analytical documents for registering the results of the experimentation and what was successively incorporated or refused. There are no research reports (2ª phase, 2003:4).

Field work experience and constraints

During this study I faced some constraints, namely visits at Marrere CFPP, transport problems, timetable changes among trainers, absence of the interviewees without justification, etc. However, it did not interfere with the content quality of the gathered data, but affected the research in terms of time; it was time-consuming.

This kind of constraint must not be interpreted as indicating that the teacher trainers were not interested in being cooperative. Rather, most of them were highly motivated and happy to participate in the research. After all, it was a unique opportunity they had to participate and express their experiences, their viewpoints, beliefs, etc. They said formally and informally that they were motivated to participate in the research either as an institution or individually. In addition, they told me they were waiting patiently to see the report.

3.6   DATA ANALYSIS

> *Qualitative data analysis transforms data into findings. No formula exists for that transformation. Guidance, yes. But no recipe. Direction can and will be offered, but the final destination remains unique for each inquirer, known only when – and if – arrived at.* (Patton, 2002:432)

There is no consensus amongst authors about when data analysis begins (starting point of data analysis). Some defend that data analysis is a process beginning simultaneously when data collection begins and others defend that data analysis begins after data collection is complete. For example, Merriam (1988:119-120) states the following:

> "Data collection and analysis is a simultaneous activity in qualitative research. Analysis begins with the first interview, the first observation, the first document read. Emerging insights, hunches, and tentative hypotheses direct the next phase of data collection, which in turn leads to refinement or reformulation of one's questions, and so on. It is an interactive process throughout which the investigator is concerned with producing believable and trustworthy findings."

Although data collection may provide very important insight, it does not necessary have to be prior to data analysis. The information extracted from the data gathered may serve as the base for further data collection.

Data analysis methods enable one to organise and make meaning of a large amount of data. Before attempting to analyse the data, ensure that all the field notes, interviews transcripts, and documents are available and complete (Struwig & Stead, 2001). Also, data analysis involves organising what you have seen, heard, and read so that you can make sense of what you have learned. Working with data, you describe, create explanations, and pose hypotheses. To do so, you must categorise, synthesise, search for a pattern and interpret the data you have collected (Glesne, 1999).

Creswell (1998) says that "undoubtedly there is no consensus for the analysis of the forms of qualitative data." General data analysis strategies advanced by three qualitative authors (Bogdan & Biklen, 1992; Miles & Huberman, 1994; Wolcott, 1994) are the following:

> "First, a general review of all information, often in the form of jotting down notes in the margins of texts or reading through all collected information to obtain a sense of the overall data. And then, writing findings in the form of memos and reflective notes is an initial sorting-out process. Also, begin to write summaries of field notes. Next stage is the process of reducing data (sort material into categories, note patterns and themes and identify patterned regularities) followed by creating display of information such as diagrams, tables, or graphs - means for visualizations of the information and representing it by case, by subject, or by theme (make contrasts and comparisons)."

Data analysis begins when the researcher is in the process of collecting data. That is, it begins as he collects data through several data collecting instruments such as documents,

semi-structured interviews, class observation, field notes, etc. The data reduction/ transforming process continues after field work, until a final report is completed (Miles & Huberman, 1994).

It has been said earlier that the data collections for this study were interviews, observations, documents related to the issues under investigation, and so on. Interviews have been recorded, transcribed and put into verbatim form. Before data analysis, I followed some basic procedures/steps. That is before data analysis I checked all the raw data I collected (typing and organizing handwritten field notes, interviews, transcriptions completed in the verbatim form). As Patton (2002: 441) said, "a verbatim transcription is an essential raw data for qualitative analysis and provides an opportunity to get immersed in the data, an experience that usually generates emergent insights." During data analysis some information is discarded and the useful and relevant one remains.

In this study, firstly, I identified the sense units in the text. I made sense or meaning of these units. I looked at what different teacher trainers' responses to the same question were and looked at the regularities in the data (sense units). Through the regularities I found patterns that have been sorted (transformed) into categories. That is to say description, analyse interpretation as three means of data transformation, or of moving from organisation to meaning (Wolcott, 1994).

As stated earlier in this chapter, interviews were recorded and transcribed verbatim. The interview transcripts, observations notes and government, school and classroom documents were repeatedly read and studied. I used interviews schedules as well as the memos written during the period of fieldwork with the following ideas in mind: what are the main categories and themes of analysis? What are different teachers' perceptions of the learner-centred approach?

This data was integrated and combined with transcripts of the lessons that were tape-recorded before they were presented.

The process started by trying to understand the interrlationiships of the categories generated from coding within a wider context. For this data had to be shaped and reduced around themes. When developing codes and categories, qualitative analists seek to find out

things that fit together by looking for recurrent regularities, which can reveal patterns that can be sorted into categories.

According to Miles & Huberman (1994:10), an *analysis* consists of three concurrent flows of activity, namely data reduction (writing, summaries, coding, teasing out themes, making clusters, making partitions, writing memos), data display (graphs, charts and network), and conclusion drawing/verifications (noting regularities, patterns, explanations, possible configurations, casual flows, and propositions).

That is what I have tried to follow in this study.

Validity and Reliability

Member checking and peer reviews or briefing sessions were conducted. During the research, after the interviews in particular, the interviews were transcribed and taken back to the interviewees for certification. The interviewees had the opportunity to make any changes. In addition, several presentations were made to the group that was involved in the research so as to broadcast the findings of the research.

Triangulation

Triangulation was achieved through cross-checking the different information sources, namely interviews, documents and class observations. It also included the trainers, pedagogic director and the director of the boarding school.

3.7   ETHICAL ISSUES

First of all I obtained a clearance certificate with the following number CS10/08 after having filled in the form and submitted it, and got the approval of the Ethics Committee of the Faculty of Education, University of Pretoria. The researcher has followed all procedures in order to carry out the study. However, ethical concerns were considered in this research by using accepted basic principles and practices, such as informed consent, right of privacy (confidentiality and anonymity) and harm (Glesne, 1999; Fontana & Frey, 2000; the Codes of Ethics of The American Anthropological Association, 1998; Jorgensen, 1989; Fetterman, 1989). The individual respondents in any interviews provided their responses freely. Access to people to be interviewed was negotiated with the respondents

and the management of the institutions involved. Pseudonyms were used in the written dissertation. Discussions were held periodically. All data from the field work, such as tape-recorded interviews and internal discussions, will be destroyed after the presentation of this dissertation. This study, like any other dissertation, is a scientific one, which tries to address and explain comprehensively the major research questions stated in order to understand the problem to be studied.

The next chapter is devoted to the OP at CFPP of Marrere.

CHAPTER 4

BACKGROUND OF MARRERE CFPPAND CONTEXT OF OSUWELAPROJECT (OP)

The aim of this chapter is to present a background of Marrere CFPP and the context of OP and their relationship. In Section 4.2 the Basic Education curriculum is presented in terms of areas and subjects and its main innovations are characterised. It also presents the graduating profile and ways of assessment and strategies for implementing the Basic Education curriculum. Section 4.3 is devoted to the objectives of OP and it insertion in Marrere CFPP and activities developed in PRESET and PRESET. The relationship between the College and OP are addressed and discussed in Section 4.3. The relationship between the CFPP Curriculum and the Basic Education curriculum are discussed, including the process of building curriculum (Section 4.3.1). The brief historical background to Marrere CFPP since the colonial period is presented (Section 4.5). The organisation and management of Marrere CFPP is outlined. The chapter also addresses the teacher trainers' profiles (Section 4.6). Section 4.6.1 presents the main entry conditions and the process of announcement and dissemination as well as admission is discussed, including positive discrimination. Section 4.6.2 presents the physical characteristics of the college.

> *"A fundamental purpose of education is to prepare young people for life in society, and since societies throughout the world are constantly changing and developing, education can also be expected to change"* (Sikes, 1992:2).

4.1   INTRODUCTION

This chapter aims at describing the objectives and missions, background and context, organisation and management, as well as working conditions and entry requirements of Marrere CFPP. It outlines its characteristics in terms of physical facilities such as classrooms and sports facilities and daily activities (organisation and school production, etc).

The context and background of the OP are outlined. The relationship between the OP and the College is emphasised. It addresses issues related to the curriculum innovations established by the OP and by the curriculum of Basic Education.

4.2   NEW BASIC EDUCATION CURRICULUM IN MOZAMBIQUE

In Mozambique, there is only one National Institute for Development of Education (INDE) responsible for designing curriculum and teaching and learning materials. In this respect, Bazilashe, Dhorsan & Tembe (2004:226) stress the following:

> "the INDE is the central institution of the Ministry of Education whose main objectives are to deal with curriculum and curricular material for primary and secondary education, and primary school teacher training. It was created in 1978 as a specialised institution, under the authority of the Ministry of Education and Culture but with academic and administrative autonomy. It is responsible for translating policy decisions through the development of curriculum, syllabi, textbooks, and other teaching and learning materials."

The Curricular Plan for Basic Education, also designated by PCEB, constitutes the pillar of the curriculum of Basic Education in Mozambique, presenting the general guidelines that sustain the new curriculum, as well as the perspectives on Basic Education in the country.

The new curriculum was formulated and introduced in 1983 by Act No 4/83 of March, and reviewed in 1992 by Act No 6/92 of May. Its aims are to make education more relevant and to contribute to the improvement of community life in the country. The objective of the curriculum is to develop knowledge, skills and values in an integrated and inter-disciplinary way.

Thus, primary education remains, comprising seven grades divided into two levels: Lower Primary (Grades 1 to 5) and Upper Primary (Grades 6 and 7). PCEB is structured in order to guarantee the integrated development of abilities, knowledge and values.

Innovations

The New Basic Education Curriculum is characterised by innovations such as learning cycles, integrated curriculum, local curriculum, curricular areas, new subjects, Mozambican languages, new teacher distribution, semi-automatic promotion or normal progression, English language, Art, Craft, Musical Education, Civic and Moral Education, learner-centredness and participatory methods (INDE/MINED, 2003).

Learning Cycles

Basic Education comprises seven classes, from Grades 1 to 7, divided into three cycles. The first cycle comprises the first two classes (Grades 1 and 2); the second comprises Grades 3 to 5; and the third comprises Grades 6 and 7. This is recorded in the following table:

Table 4.1

Curricular Structure Organisation

Age	6	7	8	9	10	11	12
Grade	1	2	3	4	5	6	7
Cycle	1		2			3	
Level	1					2	

Source: INDE/MINED, 2003:25

Integrated Curriculum

In Mozambique, from PCEB, integrated Basic Education is defined as the seven-standard full primary education with articulated structure, objectives, contents, didactic materials and pedagogical practice. It develops learners' skills, knowledge and values in all learning fields in an integrated and articulated way. The integrated Basic Education is supported by an assessment system that integrates formative and summative components. However, it does not neglect the influence of the hidden curriculum.

The PCEB proposal allows for integral development through major integration of different materials. The teaching programmes are tools that facilitate an integrated approach.

Local Curriculum

The old curriculum framework (7+3) was very prescriptive. It allowed few opportunities for regional or local adaptation. However, the new school curriculum for Basic Education is constituted by two components, namely a core curriculum and a local curriculum.

The Core Curriculum, centrally planned, is 80% and the Local one, locally planned; is 20% of the whole curriculum calculated on the basis of each subject time. The Local Curriculum can be an extension of the content of the core curriculum or an addition from the community content. (INDE/MINED, 2003:27).

Curricular areas

In terms of study areas, the New Basic Education curriculum comprises three major areas of study, namely Communications and Social Sciences, Mathematics and Natural Science, and Practical Activities and Technology. Communication and Social Sciences comprise Portuguese, Mozambican languages (L1 and L2), English language, Music Education, Social Science (History, Geography and Moral and Civic Education). The Mathematics and Natural Science area comprises the subjects of the same name. Technology and Practical Activities area include the following subjects: Arts, Crafts (Practical Arts) and Physical Education.

Table 4.2 below summarises areas and subjects that are part of the Basic Education curriculum.

Table 4.2

Subject areas and their respective subjects

Areas	Subjects
Communication and Social Sciences	Portuguese
	Languages
	Mozambican-L1
	Portuguese -L2
	English
	Music Education
	Social Science
	(History, Geography and Moral and Civic Education)
	Moral and Civic Education
Mathematics and Natural Science	Mathematics
	Natural Science
	(Biology, Physics, Chemistry)
Practical Activities and Technology	Craft and Arts
	Visual Education
	Physical Education

Source: INDE/MINED, 2003:40

Mozambican Languages

The introduction of indigenous languages in the education system will give the learners the opportunity to start their learning in reading and writing as well as numeracy in the language they speak before joining school. This will hopefully allow for a process of valuing their cultural identity and respecting their rights as well as reducing the gap between the home and the school (INDE/MINED, 2003).

The PCEB contends the use of Mozambican languages in school in three ways: *Bilingual education*, in which Mozambican language is taken as a language of instruction in the first two years, and gradually switching to Portuguese; Mozambican language as a resource in the monolingual programme, where Portuguese is the means of instruction and a subject. The bilingual program will be introduced in linguistically homogenous areas. It will not be compulsory.

New Teacher Distribution

At EP1 (from Grade 1 to 5) a single teacher teaches a class. This scenario remains the same for the new curriculum for Basic Education. It means that limited changes have been effected at this level. EP1 is constituted by two cycles (first and second cycles) of learning. For EP2 the situation differs. The old curriculum encompassed seven subjects and each teacher taught only one subject. In the new curriculum for the same level (EP2), there are 11 subjects and the policy (PCEB) proposes that they be taught by three or four teachers for each class in the third cycle (EP2). It implies that each primary school teacher should teach more than one subject.

Semi-Automatic Promotion or Normal Progression

Primary education is divided into three learning cycles. Within each cycles, learners progress automatically. This is different from the current practice where the learner may pass or fail at the end of each grade. The study carried out by Assis et al. (1999) in the context of Educational Assessment in Mozambique shows that "student performance does not necessarily improve in the case of repetition. Conversely, the risk to fail again and to drop out is high due to the lack of motivation that results from school failure."

However, it is not assumed that semi-automatic or normal progression is a solution for the high failure rate in our schools. In the context of the new curriculum, it is a pedagogical measure that takes into account the different students' learning pace. It allows for learners to have a reasonable time to remedy a low level of academic performance.

New subjects

The new subjects introduced are English, Crafts (Practical Arts), Civic and Moral Education, and Music Education.

Learning-centred Approach and Participatory Methods

In terms of innovation, a pedagogical shift is the major concern in the new curriculum. "The actual curriculum in use in the primary school focuses mostly on memorisation and mechanised procedures rather than challenging pupils to demonstrate their skills and abilities" (Assis et al., 1999). In this respect, "the main characteristic of the national pedagogical tradition in Mozambique has been the domain of the teaching and the teacher as well as the non-centrality of the pupil. On the contrary, the new curriculum places the

pupil in the center of the teaching and learning process and the teacher as a facilitater" (Bazilashe, Dhorsan & Tembe, 2004).

The shift from a teacher-centred to a learner-centred one represents a radical change because it is opposes the teacher-centred approach followed in the schools.

The new curriculum refers "to a constructivist methodological perspective, with the learner at the centre of the teaching-learning process, focusing on the teacher-learner, learner-learner, and learner-community interactions" (Bazilashe, Dhorsan & Tembe, 2004:227).

In summary, change such as the shift from teacher-centred to learner-centred learning methods represents the establishment of the new era in teaching in Mozambican primary schools; this constitutes the big challenge for the TTC. For instance, the teacher is expected to use active methods, using learners' previous knowledge, and to avoid dominating the lesson and questions and answers during the teaching and learning process.

The Profile of the Basic Education Graduate

The main challenge of this curriculum is to supply the most relevant teaching. Taking into account this principle, it is intended that when concluding the basic teaching, the graduate has acquired knowledge, abilities and values that allow him/her to be accepted in his/her community and in society in general. It falls to Basic Education to mould a student capable of reflection, who is creative and who is capable of questioning reality.

Ways of assessment

Formal and informal assessment is proposed - diagnostic, summative and formative assessment, among others.

Implementation strategies

The main strategies to implement the new curriculum for Basic Education are Teacher Education (PRESET and INSET) and teachers' upgrading, as well as the expansion of primary schools.

4.3 OP IN MARRERE CFPP AND ITS CONTEXT AND BACKGROUND

Osuwela in Makua is a word that means knowledge. It is probably the appropriate name for a project that looks forward to developing a training model based on a central philosophy of acquisition of knowledge, through a active learning – "learn by doing", of moments of reflection of criticism, of continuous evaluation and of modification (Hooker, 1999).

Three phases of OP can be distinguished: From 1997 until 1999, which is characterised by its insertion; the second phase from 2000 until 2002. The third phase from 2003 up to now is characterised by extending its action to 16 more districts.

The Osuwela Project (OP) emerged in 1995 as a part of the Strategic Plan for Education in order to improve the quality of education by testing models of initial and in-service training (Visser, 1995; Carvalho, 1999; Zalzman & Cabral, 2000; Middle Term, 2003; Pereira et al., 2003; Mucavele, 2004). It means that the OP's objective was to find an alternative teacher training model both for an initial and in-service training.

The project at the central level is based on DNEB and at provincial level it focuses on the Marrere Teacher Training in Nampula Province. According to Zalzman and Cabral (2000:14), this province was chosen for several reasons, two of which can be highlighted:

> "The first reason is that an educational system is characterized by a weak quality, a significant school drop out rate and a low adherence of girls, of the basic education to the secondary education and the high secondary school; The second reason is that Nampula Province is supported area of the Government of Kingdom of Netherlands that, together with the Government of Mozambique, fund the OP."

In an initial phase,

> "The project was taken by the training centre as a supporting instrument to its work. At that time, attention focused more on initial training. When the Project expanded its testing to a greater number of ZIPs, it moved its focus to in service training and ended finding its own facilities to carry own its work" (Pereira et al., 2003:1).

The main Technical Counsellor, based in Maputo, and the Pedagogic and Administrative Assistant, based in the Marrere CFPPs, contract an external institution, the Institute of Education of the University of London, to give technical support to the OP. However,

internally, the OP has relied on the support of DDE of Rapale, DPE and DEC of Nampula, DNEB, INDE, IAP and UP in mutual interaction.

The selected professionals began their functions in early April 1997 but the Pedagogical Assistant only began in September of the same year. Later on, some important individuals were selected from the Education Sector to develop the OP in Nampula. These people carried out the curricular reform during the initial training of teachers; they consist of members of the Provincial Executive Committee, members of the Provincial Executive Unit and trainers of Marrere CFPP.

During the OP at CFPP of Marrere it was found that the majority of teacher trainers have low academic and professional qualifications. Besides five who have bachelor's degrees, the remaining teachers' highest qualification was a matriculation certificate. In this regard, a training strategy was designed for all those who had a matriculation certificate only to study for a bachelorship.

A proposed bachelor degree course in Basic Education was designed and then introduced at the Pedagogical University, which was the institution that worked and developed the course models. The course started in August 1998. Due to the relevance of this course, not only for Marrere, but also for the whole Northern area, eight people (among trainers and professionals from Provincial Directorates) from each neighbouring province (Niassa, Cabo Delgado, Tete and Zambézia) were invited. At least 52 people attended the course. All of them were Marrere CFPP teacher trainers (Nampula, 20), Montepuez (Cabo Delgado, 8), Unango (Niassa, 8), Nicoadala (Zambézia, 8), and Chitima (Tete, 8), a total of 32 from Nampula, and there is no female students. The bachelor course was presented at Marrere CFPP (Zalzman & Cabral, 2000).

All trainers of Marrere CFPP have signed an undertaking to be present at the College from 07:00 to 16:30, carrying out several activities. They had to give up extra classes in Nampula and, in compensation, the OP provided them with some subsidy incentives that corresponded to 90 percent of their wages, with improved working conditions.

In short, it can be highlighted that:

"the CFPP, OP worked with CFPP trainers and others in order to produce a model of in-service training for elementary school teachers in all subjects and analyse the functioning of (school clusters) as institutions in the training and supervision of teachers. Training modules, materials and a cascade system for class delivery were developed for the subjects of sciences, maths, and Portuguese language and one for school administration" (Reviere, 2003).

In collaboration with the University of London, the following teachers were sent to Mozambique: Sheila Aikman, John Anderson, Roy Carr-Hill and Graham Tarrent. They worked with Marrere CFPP in the areas of teacher training courses as trainers, monitoring and investigating the areas of curriculum development. In collaboration with the national institutions, the Marrere CFPP - OP benefited from a Distance Education Course, with IAP involving about 190 teachers and four ZIPs, including the OP. Some of these already completed the 50 course modules.

The Company Joggings & Lybrand provided financial and administrative support to the Project, having produced a manual of procedures, to be used at OP/MINED.

An educational resource centre was established and, besides constituting interesting innovation for its users, it introduced them to the world of information technology. This provides a relevant change for the College that has to familiarise its students with the concept of E-learning.

One of the incentives introduced by OP is the school uniform for all students, assistants and guards. The uniform allows Marrere CFPP students to be identified as such and gives them the feeling of belonging to a certain group. This is recorded in the graphic.

The OP is mainly intended to support teacher training courses for Basic Education, either in PRESET and INSET. For in-service, 39 schools for Basic Education were chosen in four ZIPs, namely Marrere, Mutauanha, Namaíta and Minícua, with the objective of improving the teachers' pedagogical performance. This involved 39 primary schools. From these schools, three primary schools taught from Grade 1 to Grade 7 and the other 36 taught from Grade 1 to Grade 5. The number of direct beneficiaries of the OP is around 950 people (Zalzman & Cabral, 2000).

Figure 4.1   **Students sing the National Anthem**

Among the 950 beneficiaries of the in-service training, 200 are primary school teachers from four ZIPs; 42 are directors of schools; 50 are education professionals from DPE, DDE, CFPP and ZIPs; 600 students are from CFPP Marrere (1997 to 1999); 52 teachers' trainers of Nampula Province, 20 from Cabo Delgado, eight from Niassa, eight from Zambézia and eight from Tete (Zalzman & Cabral, 2000).

School clusters were practically paralysed when they were revitalised in Nampula with the dynamics created by the OP of in-service teacher training courses.

"The primary school cluster's aim is to provide professional and academic support to each other. In practice many ZIPs (school clusters) are not functioning; this is partly due to the lack of support and orientation to their activities. Within the framework of this project, the ZIP will be reactivated so that they can gradually strengthen their role" (Visser, 1995).

In summary, when OP was established in Marrere CFPP, the director of Marrere CFPP became the coordinator of the OP. Marrere and OP function as one body. Then it became necessary to recruit technical staff (for pedagogical assistance) for the project, get aid for the teaching and learning process (in order to carry on OP activities), upgrade the teacher trainers and give them incentives in order to be fulltime employees of Marrere CFPP. That is to say, all pedagogical activities developed by OP during its stay in Marrere CFPP belong to both.

4.4 THE RELATIONSHIP BETWEEN THE COLLEGE AND THE OP

In the first phase, the OP was established at Marrere CFPP and the coordinator was at the same time the director of Marrere CFPP. All activities involved teacher trainers (CFPP and IMAP) and other technicians from the Provincial Directorate. In 2000, the OP was moved from the College to Nampula City in its own facilities. Many reasons have been forwarded for this move.

The first reason is that:

> "…there is a need for being closer and more integrated into the DPE (Provincial Directorate of Education) and to other teacher training facilities. The continual drain of Osuwela resources by frequent requests for support from the CFPP, such as purchasing food for the school canteen used by students in the hostel, also played a large role in the decision to move. The OP was not intended to be a patron of the CFPP. Osuwela needed to change its relationship with the CFPP in order to work with other institutions and reach other districts as it expanded its activities" (Reviere, 2003).

In order to achieve its goals in an initial and in-service training, the OP produced a decentralised training model to be carried out in the ZIPs (school clusters). IMAP and CFPP teacher trainers took part in this production as part of the system, together with the consultants. This means that, even after OP moved from CFPP, the trainers have continued working with OP in in-service training up to present.

> "The OP began working directly with the Marrere CFPP. The OP funded an expansion of the facilities and provided substantial equipment to the CFPP. They also provided subsidies to the CFPP administrators and general subsidy of US$2,000 per month for the CFPP. At the end of the first phase, OP moved to Nampula city and cut most direct financial support for the CFPP but the general subsidy of US$2,000 continues" (Reviere, 2003:45).

In on-going training, special attention was given to the preparation, planning and evaluation for change at the teacher's level in the classroom as well as the management and administration of schools, the need for teachers to produce low cost materials and the need for teachers to know the local languages for teaching and problem solving.

The curriculum (7+3) at CFPP does not meet the socio-cultural and economic reality, so its objectives are no longer justifiable. In addition, its content is too scientific (either in terms

of length or depth) and irrelevant for the teachers of Basic Education. OP proposed a variant that would come to be designated as 7a+2+1 curriculum, that emphasises more professional aspects and the development of personal autonomy of the young future teacher, integrating him/her as a trainee in the educational career soon in the third year. National Institute for Education development presented the proposal, promoted its development and the design of programmes that were experienced as from 1999.

The 7+2+1 curriculum was introduced at Marrere CFPP that was a product of OP as a curricular model in its experimental stage, the objective of which was to be introduced in all teacher training institutions in Mozambique. This curriculum prescribes that learners will enter Marrere CFPP after accomplishing Grade 7 or equivalent and will take a three-year teachers' training course. The training course will be subdivided into two first years devoted for professional academic training and the last year for teaching practice activities in a given school, where the trainee will be in charge of one EP1 stream under the supervision of an experienced teacher of that school. This means that talking about OP at Marrere CFPP is the same as talking about Marrere CFPP itself working with the 7+2+1 curriculum elaborated by themselves with the collaboration with INDE.

Talking about OP established at Marrere CFPP, which lasted from 1998 to 2001 is, as mentioned above, the same as talking about Marrere CFPP and 7+2+1 because the OP headmaster is the same as that of Marrere CFPP with the 7+2+1 curricular model in use. So OP was part of Marrere CFPP. However, when the OP moved from CFPP Marrere premises it became an autonomous institution (with its own directorate) working in ZIPs in INSET basis, while Marrere CFPP remained with the 7+2+1curricular model only.

4.4.1   The CFPP Curriculum vs. the New Basic Education Curriculum

An investigation of the context in which OP was designed to understand its essence should reveal whether the OP objectives match the current Basic Education curriculum.

> "The OP was designed in 1995 within the context of the preparation for the Basic Education Curriculum Transformation in Mozambique, which was about to be undertaken. It was conceived with the aim to assess the teacher training models both for an initial and in-service training, as well as to ensure the effective preparation of teachers and schools for successful implementation of the new curriculum" (Mucavele, undated:1).

The general objectives of OP were to contribute to the curricular reform of the initial and in-service training, among others. In order to achieve these objectives, a Curricular Revision Group (GRC) was created.

> "This group involved teacher trainers that worked directly with the different teaching fields, integrated learners of the second and third years of the CFPP of Marrere. The GRC has worked in the process of curricular review and in April of 1998, it proposed to INDE a sketch of a new curriculum with the intention of introducing innovations in the course of the EP1 teachers training that serves the national and local interests, through a common component that responds better to the EP1 children's needs, respects and takes an advantage, positively, including the regional specificity" (Aikman, 2000).

This group produced a draft to pilot a new curriculum, which comprises the main issues related to the new curriculum. This draft was then sent to INDE at the Teacher Training Department. Improvements were made and the final document produced is the 7+2+1 curriculum. Emphasis in this curriculum is on strategies for the teaching and learning process. The Curricular Plan for the course in teacher training for 1st degree Basic Education (1999, 2003, and 2004) states the following:

> "Emphasis is on methodological issues, more concretely, active learning teaching process (learner-centred approach). It can be stated from the following statement: 'From the methodological point of view, we recommend the use of methods and teaching techniques that appeal to the active participation in seeking the knowledge, to know how to do and know how to be. And, to ensure that the learners become the object and subject of the learning process and not just recipients of information transmitted by the teacher or trainer. An individual study programme should be maximized and in-groups, taking an advantage of the resources available at the CFPP and in other institutions involved in the teacher training courses. Furthermore, one should have in mind that the future teachers will work, most of the times with large number of students, what presupposes that they should be well equipped with appropriate methodologies'" (INDE, 1998).

In this study, one of the major questions that was asked is how can a learner-centred approach be understood by the trainers and implemented at the College? In addition, how can trainers, as agents of change, understand and respond to the implementation of the new curriculum for Basic Education?

The following must be borne in mind:

> "The training model developed in Marrere by the OP created the conditions for the process of Curricular Revision from the **base** to the **top (Bottom –up)**. An important

dimension of the professional development continues being that of providing opportunity to all participants to acquire, in the first hand, the experience of producing tests, revising and re-testing materials for the new curriculum" (Aikman, 2000, see also Rede Osuwela, 2001).

Besides classroom activities, teachers must create opportunities for debates on different subjects relevant to teacher training through running seminars, lectures, study visits and workshops. This is to give an opportunity to trainees to participate in activities of this kind (talks or study visits), at least once a month.

The following is relevant for the classroom teaching:

"Model of Osuwela Training a key group of trainers was given an important reflection opportunity on their own training methodologies and teaching methods, as well as on the integral relationship that should exist alongside the initial training in the training institution and the teachers' preparation to work in the real context of the classrooms. The training model developed by Osuwela, was important for it establishes a narrow connection between the course of an initial training and the on-going professional development" (Aikman, 2000).

In terms of subjects it can be noted that the 7a+2+1 curriculum is different from the last one introduced in 1983 (7a+3). The latter was less professional and most of the training time was devoted to academic subjects (Passos & Cabral, 1989).

The curriculum is organised into two different subjects or areas of study, general and professional subjects (Methodologies). The table below illustrates this.

Table 4.3

General and Methodology Subjects

General subjects	Methodology subjects
- Psycho-pedagogy - School Organisation and Administration - Teaching Practice - Art/Crafts/Community Development Activities - Portuguese	- Language Teaching Methodology - Mathematics and Teaching Methodology - Natural Science and Teaching Methodology - Social Sciences and Teaching Methodology - Moral and Civic Education and Teaching Methodology - Musical Education and Teaching Methodology - Visual Education and Teaching Methodology - Physical Education and Teaching Methodology

Another aspect related to the training is that the 7+2+1 teaching practice lasts for a year at school where each trainee is given one class to teach under the supervision of one of teachers of the school. In the old curriculum (7+3), only three months were devoted to teaching practice. Later on, this curricular model (7+2+1) was converted into the curriculum 7+3 with the same designation as that of the National System of Education in 1983. The new model (7+3) differs from the previous one (7+2+1) because of the reduction in the period of teaching practice and the introduction of the new element called *Jornadas Pedagógicas* (Pedagogical Practices), which take place at the centre after the return of the trainees from teaching practice. The essence of *Jornadas Pedagógicas* is to share (teacher trainers and trainees) different experiences acquired from the schools by the different trainees. This is the only opportunity that trainees have to present and debate the doubts and difficulties, at a pedagogical level, they have experienced, before they leave the College.

From the discussion above concerning the innovations introduced in the new curriculum (7+2+1), during OP, it can be concluded that some innovations incorporated into the New Curriculum for Basic Education come from the OP curriculum. In other words, some of the innovations found in the new curriculum for Basic Education have emerged from the OP. Examples are the following:

- A learner-centred approach;
- Grouped subject areas (Social Sciences and Natural Sciences, etc.); and
- New subjects (Crafts, Musical Education and Civic Moral Education).

According to the Curricular Plan for Basic Education, the general methodology comprises the following methodological considerations: General methodological principles, instructional materials; time and space (how long can real and concrete learning take, other than the traditional forty-five minutes?) What other space can be explored for teaching, besides the classroom? How to motivate students for a better learning process? It is also necessary to define the main directions of the teaching and learning process clearly. In the definition of the directions, the following methodological principles are recommended: teaching based on skills or competences; learning centred in the student; constructivism and reflexive learning; interdisciplinary treatment of the content; integrated approach to the content (MINED/INDE, 2003).

This study aims at capturing the perceptions of the trainers about the integrated approach as one of the innovations of Basic Education. In short, the OP curriculum contributes to the new curriculum for Basic Education in three main ways: a learner-centred approach, grouped subjects areas and new subjects.

The Relationship between the Initial (PRESET) and In-service (INSET) Training

The relationship between pre- and in-service training is based on focus on participative methodologies, modules of didactic materials, teacher trainers' and school cluster (ZIPs) and annex schools (Escolas anexas), the latter ones being the schools where the trainees did their teaching practices.

Teacher trainers at CFPP and IMAP do their best to apply participative methodologies in both the CFPP and the school cluster during the training of primary school teachers. Trainers and trainees produce modules of didactic materials at CFPP, which are then enriched by the feedback given during the training. These modules are used as a basis for INSET in different schools.

School clusters and the annex schools work as a laboratory to test and enrich the modules, taking into account the reality experienced by trainers and primary school teachers in the classroom. It must be emphasised that the teacher trainers who participated in the initial training at CFPP are the same as those who participated in INSET in primary schools.

4.5   BRIEF HISTORY OF MARRERE CFPP

The facilities (building and other infrastructures) that constitute CFPP of Marrere were built in 1947 by the Catholic Priests who baptised them as "São João Baptista", with the purpose of training teachers.

The first teacher training model, which was in force until 1974, was a 4-year course and required candidates to have Grade 4 The graduated teachers were employed in indigenous schools under the missionaries' jurisdiction, and the training programmes were highly religion-based.

After independence in 1975, Marrere CFPP started its teacher training activities that lasted one month. Two years later, Marrere became a high school (now EP2), losing its initial function. In 1978, the Murrupula Teacher Training course was introduced. Later on it was called the Primary Teacher Training Centre (CFPP). Due to the inadequacy of facilities, it was transferred to Nahadge in the district of Nacarôa. In 1983 the centre returned to Murrupula and began its activities in the same year, with the 6ª +3 curriculum. This means that students entered with Grade 6 or its equivalent plus three years of training.

In 1987, due to the war, the centre was transferred to Marrere, where it was unified with the one from Momola in 1992. Currently it is called the Primary Teacher Training Centre.

The CFPP of Marrere is a result of the fusions of two institutions, namely Murrupula and Momola, that had to abandon their infrastructures due to the war in the Nampula City (Rupela, 1999).

The mission of CFPP is to provide the Mozambican youths with the possibility of academic-professional training that will allow them to face the teaching profession in a society that is in constant change, socially, economically and politically.

The aim of CFPP is to train teachers for the Basic Education level, which is from Grade 1 to Grade 5, referred to as EP1. CFPP is also responsible for the professional development of the primary school teachers in Nampula Province, through continuous pedagogical support on ZIPs (school clusters) and schools. This action is developed by trainers in coordination with DPE and the Osuwela Network (REDE Osuwela).

4.6   SCHOOL ORGANISATION AND MANAGEMENT

According to Guro (2000:145), during the OP the structure of CFPP of Marrere:

> "was defined as function of the OP. The composition of the direction in the Marrere CFPP were the Management Council, Director of CFPP, Pedagogical Director of the initial training (INSET Deputy Director), Pedagogical Director of In-service training (Deputy Director Pedagogical for INSET), responsible for boarding school and CRE (Resources Centre and Library). There is also a Curriculum Revision Group (GRC), the support group School Cluster (GAZ) and the training group in exercise (GFE). At internal level, they tried to adapt to the formation of the local conditions. The operation of the direction seems to having frequent meetings for articulation of the activities and improvement as aspirations. With the introduction of the OP, already referred to, the direction was enlarged. The direction of the College has as perspective to become collegial."

Since 2002, the Management of the Centre is constituted by a Management Council (*Conselho alargado da Direcção*) which comprises Marrere CFPP Director, Deputy Director, Boarding School Director, Head Office; Representative of School and Community Centre.

The meetings of the council take place in the first two weeks of each month (fortnightly), while the meeting with the teacher trainers is held monthly; the meeting between students and management is also held monthly. The general meeting (assembly) is held twice a year.

The most common issues discussed during the meetings between management and trainers are the following:

- Collaboration among trainers during the assessment period;
- Preparation and creation of the commission responsible for the examinations supervision;

- Upgrading of the planning, taking into account the lost classes;
- Supervision of trainees' teaching practice; and
- Analysis of how the subject groups and Marrere CFPP function.

In order to ensure the effective operation of the pedagogic sector, trainers are organised in groups of subjects; they develop among other activities, the following:

- Permanent planning of the contents.
- Direction of the groups to guarantee a uniform pedagogic action.
- In-service teacher training in schools in coordination with the Osuwela Network (ON) and the Provincial Directorate of Education.
- Curricular and extra-curricular activities.
- Supervision of teaching practice.

To summarise, the trainers collaborate in the definition of the pedagogic orientation of the Centre, transmit information and advise students to comply with rules and stimulate students to participate in the schoolwork.

In 2005, the CFPP of Marrere had 28 trainers, six of whom were being women.

Looking at the two tables (Tables 4.4 and 4.5) in the appendices, one more recent (2005) and the other older (1998), which present information related to the trainer's qualification situation, academic level acquired, professional training, experience in primary education, age, sex and the subject they taught, we conclude the following:

In 1998 there were three female trainers and in 2005 there were six female trainers at Marrere CFPP. We can see that there is an unbalanced gender distribution. The same situation occurs in other colleges across the country. It means that there are few female trainers at colleges.

In 1998, the minimum age of trainers was 31 and the maximum was 47, and in 2005 the minimum age was 23 and the maximum 60.

In 1998, three of the 20 trainers had a bachelor's degree. In 2005, 18 of the 26 had a similar degree. It means that during the OP teacher trainers were upgraded. For example, in Table 4.5, 16 trainers have Grade 12 or equivalent, but after the establishment of the OP approximately 18 trainers obtained bachelor's degrees. They obtained their degrees in 2004.

There is a correspondence between the subjects that trainers teach and the ones in which they specialise. For instance, teachers who specialise in History and Geography now teach Social Sciences.

Generally, in terms of professional experience, at least 15 of the 26 have no primary school experience. It means that there are no criteria for one to be trainer at teacher training institutions. In addition, many trainers have much more experience as secondary education teachers than as primary teachers. Some others have relatively few years of experience (from 0 to 4 years of experience) as teachers' trainers at Marrere CFPP.

4.6.1 Entry Conditions and Requirements, Announcement, Dissemination and Recruitment

The candidates must not be younger than sixteen and older than twenty-five years of age, must hold a Grade 7 of the National System of Education certificate or equivalent; an identification document or birth certificate; Health Certificate attested by health authorities and must be Mozambican citizen. Female candidates were encouraged.

This general requirement for access to the Colleges is applied to all CFPP in Mozambique.

Before they enrol for the course, candidates to the Marrere CFPP are subjected to two entry examinations, namely Portuguese and Mathematics. After the written examination, they are interviewed. The fees are paid after the publication of the results of the entry examinations.

All districts of the Nampula Province have been provided with an advertisement containing information about the course (the 7ª+2+1 course) and inviting students who have finished Grade 7 to apply for the course at the College.

As CFPP did not have the capacity to administer examinations because of the high number of candidates and lack of facilities in the centre, it asked for the collaboration of the high school and of the Railway Club School. The collaboration of external teachers' invigilation and correction purposes was also required.

After the conclusion of this process, which is much demanding in organisational and financial terms, successful candidates were likely to come from schools where there are good teachers at EP2 level.

The Provincial Director of Education opted for what is called positive discrimination, giving orders for 60% of women to be admitted, leaving out some men with higher marks compared to those of some admitted women (Carvalho, 2000).

The Pedagogic Directorate of CFPP heads up the process to the middle of November every year, contacting the Provincial Directorate of Education (DPE) and requesting the disclosure of the pre-registration records and their publication within the District Directorate of Education (DDEs). Then it awaits the arrival of the envelopes with the names of candidates from the districts, which is due in the middle of December. When the envelopes arrive, the data are inserted in the database that will function for subsequent years.

An examination board, nominated by the CFPP Directorate, asks the Portuguese and Mathematics subject groups to design their respective exams and correction guidelines, nominates the invigilators, photocopies and packs the 250 exams.

Students sit for the two-entry examinations in the morning under the supervision of two teachers per room, with the support of two head teachers and specialists of each one of the subjects. The examination scripts are submitted to the secretariat exams to ensure their anonymity.

In the afternoon and on the following day, four teachers of each subject area correct the anonymous examination scripts and insert, together with the general office, the results in the above-mentioned database. Once the results are published the following stage is the selection of the best candidates.

Generally, the benefit was given to people who lived in Nampula City or any locality near the College. After finishing their studies, it was difficult to send them far outside because they were unwilling to leave the city. Few women entered the college; consequently few women graduated. In order to revert this situation, the OP introduced the so called 'positive discrimination', which means the positive discrimination was used to benefit women, allowing them to enter with 9.46 marks; it has been verified that 46% of the women that enter have classifications below that mark. However, among the first 23 positions only seven were female, while the last 23 positions were all occupied by women.

As an illustrative example, in 1999 the new students' admission for the training at the CFPP - OP presented to the DPE three scenarios to increase the women's registrations. The first is that girls would be in the minority, due to their actual weak participation in the school, the second is 50%-50% of boys and girls, where a portion of the girls would not have the required academic levels, and 60% of girls, where a considerable number would not have the minimal academic level of entrance and it would be necessary to promote action that changed the situation and guaranteed the girls to reach the minimum level allowing them to carry on with their training.

There are two decision criteria for the candidates to be admitted after they have written the examinations. The first is that being a girl is an advantage in the selection process; the second is having better marks in Portuguese and Mathematics in the certificate of the previous grade and in the entry exams.

In 2005, 210 candidates were selected. Among the 114 admitted candidates, 42 were men and 72 were women.

The tables indicate the distribution of students by years of study and by gender.

Table 4.4

Numbers of students by Gender -2005

	Groups	Male	Female	Total
First Year	**A**	15	46	61
	B	26	34	60
	C	32	29	61
	Total	**73**	**109**	**182**
Second Year	**A**	19	31	50
	B	26	29	55
	C	25	29	54
	D	24	30	54
	E	12	39	51
	Total	**107**	**158**	**265**
Third Year	**A**	22	25	47
	B	19	28	47
	C	16	32	48
	Total	**57**	**85**	**142**
	Total	**237**	**352**	**589**

4.6.2   Facilities (buildings, classrooms and college physical conditions)

Figure 4.2   **Marrere CFPP**

The College is located about 10 km from the city centre of Nampula Province, in the rural area.

Figure 4.3   **Main building – Marrere CFPP**

The Marrere CFPP comprises various buildings, which differ from one another in terms of size according to their function. The main building (See Figure 4.3) comprises classrooms, a Resources Centre (CRE), administrative services, director office and pedagogic office.

Other buildings comprise the pedagogical workshop, school dormitory (Hostel), Health Post, Arts and toilets.

Figure 4.4   **Marrere CFPP Hostel**

Generally speaking, it can be stated that the classrooms differ from one another in terms of size and equipment. Firstly, the classes are presented at the college and in the annexed school, approximately 50 metres away from the College; secondly, some classrooms are smaller than others, some of them are better equipped than others. Two types of desk can be found in the classroom: one with the table separated from the chairs and the other with them all joined together. Very few classrooms have something fixed on their walls such as maps, figures and so on. Whatever is stuck on the wall is related to class organisation (list of names of the learners who belong to the class, the class leader, group distribution and its members as well as each group leader).

4.7   SUMMARY

The first part of this chapter outlined the history of the College, its features, composition of the management, pedagogical organisation, teacher trainer profile, student population, conditions and requirement, criteria of decision, recruitment, dissemination and announcement.

The second part describes the OP context, aims and objectives. It examined the relationship between Marrere CFPP and the OP and the contribution of the Curriculum of CFPP to the new curriculum for Basic Education.

The new curricular plan for Basic Education adopts participative methods in the teaching and learning process in classroom. This marks a new era of classroom practice in Mozambican primary schools, in which the learner is seen as an active participant and becomes involved in the different activities presented during the class. The learner has stopped being a passive subject. It is admitted and believed that the learner brings some knowledge when he comes to school. Therefore, the role of teachers changes and they are seen as facilitators in the teaching and learning process. The new approach has been tested during the OP in both INSET and PRESET. Under the responsibility of the OP, trainers have been sent to primary schools to teach primary school teachers how to use the new approaches. Before that, the trainers applied the same techniques in the classes at Marrere CFPP. This has resulted in the production of the module used to train primary school teachers dealing with these techniques. The new approach has been incorporated as a law in the new plan for Basic Education. The curricular plan for teacher training (OP) serves as

a basis for the rest of institutions devoted to training primary school teachers at the same level, in Mozambique. The implementation of active methods has faced some constraints because of a lack instructional materials, official policy documents and large classes, among others.

Emphasis will be placed on Integrated Science (*Ciências Integradas*), which was the first proposed designation, and comprised two sub-areas namely Social Science (History and Geography) and Natural Science (Chemistry, Physics and Biology). They are supposed to be two subject areas (Natural Sciences and Social Sciences) and later on one subject area, called Integrated Sciences. For instance, the module produced by teacher trainers during the OP was designated within the scope of Integrated Science. That is, the Integrated Science module comprises Chemistry, Biology and Physics. Nevertheless, the prevailing subjects in Marrere CFPP and primary schools are Natural Sciences and Social Sciences.

The Integrated Sciences seek to develop the training information of the future teachers through an approach that tends to be based in several areas of knowledge (habitually anchored in the subjects of Biology, Physics, Chemistry and Geography, gathered under the designations of Sciences of the Natural and Social Sciences).

In my point of view, an integrated approach implies a radical change for the education system. That is why decision makers have preferred to move on slowly in only two subject areas.

To summarise, the contribution of OP/Marrere CFPP is still valid because it has proposed two areas of study, Integrated Science (Chemistry, Physics, Biology, History and Geography) and subject areas, namely Social Sciences (History and Geography) and Natural Sciences (Chemistry, Physics and Biology). The remaining and accepted proposal is the last one: Natural Sciences and Social Sciences. I would like to emphasise that one of the modules used in PRESET and INSET was called Integrated Science and was published in 2002. The same module was revised according to the last designation (Natural Sciences) and was published in 2005. This shows an attempt to adjust the designation currently in use at Marrere CFPP and primary schools. In spite of content such as energy, environment and living things, the Natural Sciences' module has added the denomination currently in vogue.

"The educational integration of those areas of knowledge seems to be an imperative for teachers' professional training whose activities are based largely on the creation of learning situations that enforce the children's actions in contact with the natural atmosphere and in their interactions with others, promoting balanced and global development" (CFPP de Murrupula/Marrere OP, 1998:9).

The upgrading of trainers of the Marrere CFPP was one of the most important actions of OP because at the beginning of its pedagogical activities there were fewer qualified trainers. In order to allow trainers to improve their performance, the OP in collaboration with the Pedagogical University (UP) organised in -service bachelor degree courses, which are presented at Marrere CFPP. The courses take at least four years to complete. The advantage is that they deal with theory and practical changes.

One of the problems that emerge at Marrere CFPP is the moving of teacher trainers, not from the education system but from Marrere CFPP (from 2005 to the present, five trainers left Marrere CFPP). For example, some of them have been called up by the Provincial Directorate of Education in Nampula to take over positions as heads of department in the Provincial Directorate of Education, District Directorate of Education and Primary School Directors. As a consequence, Marrere CFPP had to appoint new teacher trainers, who need some time to become familiar with the system. This problem is aggravated firstly because the new teachers have low qualifications compared to the ones who have left; and secondly, they lack teaching experience at primary school level. For instance, a Craft trainer with high school level and no teaching experience is appointed as the subject head teacher in his second year of experience as trainer at Marrere CFPP.