

**Issues and Challenges in Education in Africa-The
need for a "new" Teacher
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**Responding To the Need of Qualified
Teachers through Distance Education:
The Case of Pedagogic University**

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Structure

- Introduction;
- Background of the educational system in Mozambique ;
- Government support;
- The UP implementing in-service teacher training;
- Mid Term Course Evaluation;
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Introduction

- The Pedagogic University (UP), was established in 1985, by the Ministerial Diploma n° 73/85 of the 4th of December;
- It is a Higher Education Institution responsible for teacher training at all levels of the education system in Mozambique (primary, secondary, special education, vocational education and higher education). UP is also involved in the training of the other educational staff (UP Strategic Plan, 2000).

Background of the educational system in Mozambique

The Ministry of Education strategic plan (2005- 2009) recognized Distance Education (DE) as a central tool to improve in-service teachers training in the country;

Also recognize that there is an inadequate teacher training programmes to respond to the demand of teachers in the country, as a consequence:

- high number of unqualified and un-trained teachers into the system;

Unqualified Teachers

In 2005 the Secondary Education had a total of 4393 teachers:

- **2084** had **no professional training**;
- **1188** teachers did **not have adequate qualification for teaching in this level.**

Still in 2007

total of **6738** teachers:

- **3140 un-trained.**

Government support to promote DE

1. Support on the training of providers of DE in order to guarantee quality and create competences for the management of the DE system;
2. *Creation of the National Institute of Distance Education.*

National Institute of Distance Education

Objectives:

- to develop policies, regulations, strategies and implementation plans for the DE system in the country;
- to coordinate and regulate DE policy at National level;
- to create and develop a system of equivalence for DE.

The UP implementing in-service teacher training

Objectives:

- To promote in-service teacher training courses to secondary teachers;
- to provide a greater equity of access to teacher training courses at national level;
- to contribute to the improvement of the quality of education without taking teachers out of the classroom (work place);
- to create opportunity to the demand to access higher education in the country.

Why to focus on secondary teachers ?

In 2005 a study was conducted by MEC and UP to assess the conditions for the implementation of DE for teacher training Courses. This study had the following objectives:

- To **identify the characteristics** of the **target group** (secondary teachers);
- To identify the **courses** and the **provinces** to be prioritized;
- To identify the available resources (human and financial).

Study Results

The result of this study allowed to:

- Understand the socio-economic background of the target group, its characteristics, and motivations to participate in DE courses;
- Identify the subject taught in secondary schools in greater demand of qualified teachers;
- Identify the provinces in major need to have trained and qualified teachers.

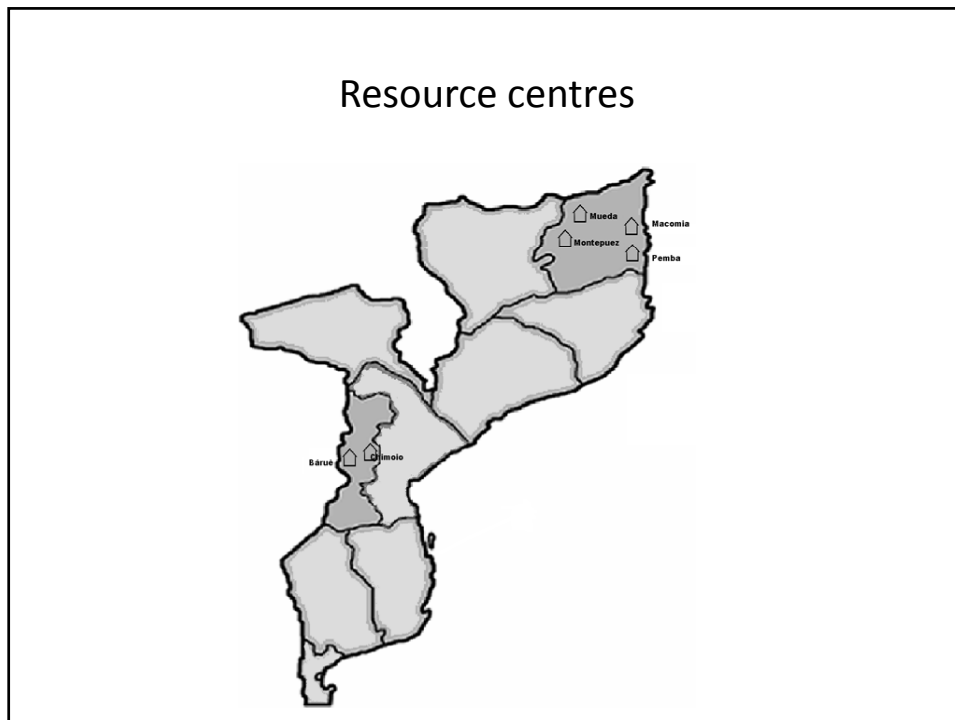
The way forward

- Elaboration of guiding principles for adapting face-to-face curriculum to the needs of DE;
- theoretical and philosophical conception of the programmes;
- the structure and curricular organization of the programmes;
- Technology to be used (print-based learning materials);
- Courses to be launched initially (Physics and English);
- Location of the Resources Centers (RCs);
- Establishment of partnerships to provide equipment to RCs;
- Training of DE learning materials developers;
- Training of tutors and the RCs' managers.

Bachelor's Degree

A DE course of Physics teachers and English teachers was introduced in:

- **Cabo Delgado Province (2007)**
97 students (48 English teachers/ 49 Physics teachers) distributed in 4 provincial Resource Centres – Districts of Pemba, Macomia, Montepuez, Mueda.
- **Manica Province (2009)**
136 students (71 English teachers/ 65 Physics teachers). In this province the students are distributed into 2 provincial Resource Centres, namely, Chimoio and Barue-Catandica.



Curriculum organization

- The courses award a Bachelor's degree and have the duration of 4 years (8 semesters). Each semester corresponds to 16 weeks;
- The curricular organization model is composed of three training components:
 - **General training component:** includes languages, research methodology and others;
 - **Psycho-pedagogical and didactics component:** includes basic knowledge related to the areas of Education, Psychology and Didactics, that prepares the students to conduct the teaching and learning process;
 - **The specific subject component:** includes the subject area in which the student will specialize.

Learning materials

The UP opted for **printed-based learning material** considering the reality of the target group:

- many teachers are from rural areas, where there is no electricity, no access to internet and lack of computers and other ICT resources.

The Role of Resources Centres

RCs are generally located in secondary schools

The role of RCs:

- Circulating information on the academic time-table of each semester, for example, the tutorial dates and assessment dates;
- hosting general and specialty tutorials' sessions
- hosting tests and the exams;
- offering administrative support to the students

In the RC the students can find:

- relevant bibliography, audiovisual material, "lab kits" for practical experiences and other computer services;

The tutor role

In the courses provided by UP there are two kinds of tutorials:

1. General Tutorial

The general tutors are selected among the best teachers in the district they will:

- help the students with the content of the subject;
- help the students to overcome any social problems that can reflect negatively in their learning;
- clarify issues related to the administrative organization of the course.

The tutor role

2. Subject Tutorial

The subject tutor (UP lecturer, specialized in the subject under study) will:

- support the students in face-to-face sessions during the period when the module is being offered;
- prepare their assessments/tests;
- correct their assessments and provide formative feed-back.

Assessment

- tests and research work;
- self-assignments;
- written exam;
- The tests and exams are conducted at the RCs by the local tutors or by the subject tutors;
- The tests and exams are corrected by the subject tutor.

Mid Term Course Evaluation

In December 2008 an Institutional Evaluation was carried out. The results showed:

- students were satisfied with the course: it contributed to increase their knowledge and helped to the improvement of the classroom performance in their schools;
- self-study material were well-designed although there were areas to be improved (size, orthography in some subjects);
- The tutorial system was satisfactory;
- the management of course information system was poor (time-table of activities, feed-back on assessment).

Challenges

Although the UP is making a big effort towards taking the university to the student there is still a long way to go and this should be translated into three fundamental areas, namely:

Human Resources

- To guarantee a body of qualified staff in DE in order to offer quality education and improve teachers' performances in schools;
- to promote a permanent and continuous training for learning materials developers, tutors and RCs managers;
- to encourage ODL and others DE staff to continue studying so that they may be able to promote new strategies to improve the effectiveness of DE system.

Improvement of RCs

- To create condition for rehabilitation and equipment of RCs with: library, lab kits, audio-visual material and computers connected to the internet;
- to gradually introduce the use of ICT in the DE.

Expanding Courses

- To offer DE courses for in-service teachers throughout the country;
- to produce modules in order to introduce others courses until 2013.

**Thank you for
your attention
Obrigada
Khanimambo
Merci**