

SUMMARY BRIEF

Carol **Coombe** & Brigitte **Bagnol** (2002). Access and Equity. Extending access to Post-primary learning opportunities: A critical analysis.

This report is concerned with improving school facilities and access for the disadvantaged (HIV-infected, disabled, orphans etc.). It also looks at the need for creating in-school and out-of-school opportunities through the formal system as well as non-government providers.

Part One - Mission statement

The Mozambique Ministry of Education is exploring ways to expand post-primary teaching and learning in order to:

- Provide education opportunities for **both** sexes and **all** ages (post-primary and post-secondary)
- Create a pool of potential teachers to cover the current shortfall (+- 8000)
- Provide students with training that is appropriate to their needs and aptitudes

Part Two – The Current situation

Although secondary education has exceeded the projected rates many issues still have to be addressed:

- Wastage and repetition rates (45% in ESG1 and 33% in ESG2) are still high
- Low teacher morale and performance (low pay, exclusion from decision-making)
- School facilities are degraded
- Boarding facilities are overcrowded and unhealthy (strong risk of HIV/AIDS infection)
- Lack of learning materials and consumables
- Regional disparities

Part Three - Beginning to Plan

Mozambique's secondary expansion objectives could be achieved over a period over of 30-40 years although the impact of HIV/AIDS will certainly slow expansion in this sector. However, rehabilitation and improved system efficiency should result in an expansion of secondary provision by at least 40%; nevertheless the following issues must be addressed:

- Reducing wastage of human and financial resources
- Overhauling the curriculum, examination and assessment system
- Providing adequate materials, especially for science and practical subjects
- Upgrading teacher qualifications and teaching methods (distance learning etc.)
- Improving teacher performance through better working conditions/salaries
- Improving system management
- Making schools a safer environment; improving access for girls by providing schools closer to home or developing forms of non-formal education
- Effect of HIV/AIDS on the teaching service (ill or dying teachers)

There is also a need to incorporate the impact of HIV/AIDS into the equation. The impact of the disease will gravely effect this expansion over the years to come. In addition to assuring qualified teachers in the schools, there must be more done on the level of the ministries, to put in place strategies and support school heads making the management decisions. Non-formal education must be seriously addressed, as does discrimination and education opportunities.

Part Four – Practical Goals (Specific Access Targets 2001-2005)

The Education Sector Strategic Plan (1998) recommends that:

- Secondary education be doubled in 5 years
- Improved access for the disadvantaged (girls etc.)
- 25 new ESG1 schools
- Private and community based initiatives
- Improved internal efficiency
- Increased enrolments

Part Five – Resource Implications

The international community will have to make a long term commitment to education as family contributions to education decline as HIV/AIDS takes hold. Primary, secondary and tertiary provision will compete for limited resources.