Questionnaire on norms and standards for quality of education by the special rapporteur on the Right to Education


The Education Sector in Mozambique is governed by a set of legal provisions, namely:
- The National System of Education Act nº 6/92 of 6 May;
- The Higher Education Act, of 1993

Besides these legal provision the programes of the Education Sector are geared by the Government's five-year programme (2010-2014) and by the Strategic Plan for Higher Education (2010-2020) and by the Strategic Plan for Education (2012-2016) which embraces the Primary, Secondary, Adult and Profissional and Technical Educations; and cross-curricular issues and their operational instruments. The five-year programme and the Strategic Plan for Education define the access increment, the improvement of quality of Education and the Strengthening of the institutional capacity as the main vectors of action.

The Strategy Plan for Education includes in different areas specific indicators for monitoring and evaluation purpose.

Some of the indicators are:
Adult Education: Reduction of illiterate rate from 48% in 2008 to 34% in 2016;  
Primary Education: Improvement of the enrolment, the Gross conclusion rate from 49% in 2010 to 54% in 2015, improvement pupil’s learning competences in reading and writing, numeracy and life skills;  
With regard specifically to the quality of education there are the following approved regulatory devices:

Decree 48/2010, of 11th November which approves the regulation of the licensing and operation of higher education institutions (defines the minimum requirements (material, human resources, finances and quality provision capacity, health and public security issues) to be met before any higher education institution is allowed to operate.

Decree 27/2011 – Decree of the Council of Ministers approving the regulation on inspection of higher education institutions.

Decree 29/2009 of 21 May, that defines the strategy of training teachers for higher education. Covering such issues as the planning of teacher training in all HE Institutions, the relevant organizing structure to fulfill the training plans of university teachers; mechanisms to ensure the quality of graduates; harmony between the long-term development programmes and post-graduate; Graduate funding in specific areas (with emphasis on natural and technical sciences) and its access for special groups such as women and others; and diversification of funding sources.

Decree 30/2010 of 13 August which approves and ensures the Implementation of the regulations of the national framework of qualifications in higher education (QUANQES).

Decree 32/2010 of 30 August and of the System of Accumulation and Transfer of Credits (SNATCA).

Decree No. 64/2007, of December 31, which creates the National Council of Higher Education Quality Assessment, abbreviated as CNAQ, an "Implementing of the
National System of Evaluation, Accreditation and Quality Assurance of Higher Education ...", an institution of public law, having legal personality and administrative and technical autonomy, under the responsibility of the Minister who supervises the area of Higher Education. Has completed the recruitment of human resources, has drafted the rules of procedures of the National Council of quality of higher education assessment and various other documents/manuals of technical guidance on criteria for the evaluation, accreditation and internationally valid standards of measurement of quality of institutions, courses and higher education programmes.

At the level of Vocational Technical Education

Follows In implementation, since 2006, the Integrated Programme of Technical-Professional education Reform (PIREP), approved by Presidential Decree No. 16/2007, of December 17, after consultation with partners in the productive Sector, Civil society, research institutions and cooperation partners.

For the implementation of this program the following regulatory instruments were adopted:

1. National framework of Professional qualifications;
2. System of Accumulation and Transfer of Credits;
3. Methodological guidelines and instruments for the development of qualifications;
4. Manual for Defining Units of Competence;
5. Manual for the Development of Training Modules;
6. Evaluation system: Evaluators Guides/Manuals for Internal and External Verification;
7. System of Registration and Accreditation of Institutions of Professional Education;
8. Quality Assurance System;
9. System Quality Management of Institutions;
10. Qualifications Development Manual;
11. Manual of Validation of qualifications;
At the level of primary and secondary education
For these levels and teaching areas different devices were approved that guide the teaching-learning process with special emphasis to:

- Secondary Education Strategy Adopted in the XXI regular session of the Council of Ministers, on 11/24/09;
- The Curriculum of Basic Education, approved in 2003;
- The General Secondary Education Curricular Plan, approved in 2008;
- Regulation of Organization and Functioning of Primary Education, Secondary Education. These devices include the criteria, procedures and requirements for the progression and approval of the students.

Currently underway the deployment of devices for management of quality assurance, which comprise:

1. The adoption of standards and indicators of education in 3 large dimensions: School Planning, Administration and Management; Infrastructure and school environment; Teaching-learning process;
2. Implementation of internal evaluation system (focused on school and area) and external evaluation system (based on national exams and of regional quality assessment initiatives designated Southern African Consortium for Monitoring Educational Quality (SACMEQ). Mozambique participated in the SACMEQ II in 2000 SACMEQ III in 2007 at the level of the 6th year of primary education in language, mathematics and knowledge of HIV tests, the latter in the latest edition.

Description of applicable norms and standards and minimal requirements, regarding:

Primary Education:

- Planning, Administration and Educational Management;
- Infrastructure and School Environment
• Teaching-Learning Process

Professional-Technical Education:
• Leadership;
• Student Success at School
• Curriculum;
• Personnel Management;
• Resource Management;
• Learning Environment;
• Community Involvement;
• Receptivity.

Higher Education
• Mission,
• Management,
• Curricula,
• Faculty Staff,
• Students,
• Technical and Administrative,
• Research and Extension,
• Infrastructure.

Institutional mechanisms used to collect and process information and to assess adherence norms and standards established to ensure quality of education

In Mozambique there is an established, implemented and consolidated system of collecting information under the Directorate of Planning. Every 3rd of March every the school, district and provincial authorities are involved in collecting information comprising: type of the school (public or private, school for general education or teacher training), Name of the school, Province, District, the sex and age of the students. The
forms used also help collect the number of the teachers for each subject and grade, number of classes for each grade, number and type of classroom and the respective type of material used, number of students with learning books for each subject, students without parents, local language used by the community around the school, examination results, etc.

In perspective it will be implemented in primary schools and self and external assessment.

**Initiatives for the promotion of quality education**

More recently the government has created within the Education Ministry the National Directorate of Quality Assurance to assure the coordination of all activities related to the promotion of quality. This directorate is working towards the establishment of a system of standards and indicators, consolidation of internal and external assessment practices and self-evaluation.