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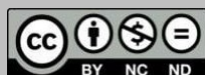
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HIGH SCHOOL IN MOZAMBIQUE: IMPACT OF OPERATIONAL AND HIDDEN CURRICULUM ON THE QUALITY OF TEACHING

ABSTRACT

This paper seeks to understand and discuss factors that compromise the quality of education in the National Education System of Mozambique, specifically high school education, based on a documentary review of educational policies and description of real contexts.

Keywords: High school education. Curriculum. Quality education.

ENSINO SECUNDÁRIO EM MOÇAMBIQUE: IMPACTO DOS CURRÍCULOS OPERACIONAL E OCULTO NA QUALIDADE DE ENSINO

RESUMO

Neste artigo, buscou-se compreender fatores que comprometem a qualidade de ensino no Sistema Nacional de Educação de Moçambique, especificamente do Ensino Secundário, a partir de revisão documental das políticas educativas e descrição de contextos reais.

Palavras-chave: Ensino secundário. Currículo. Qualidade de ensino.

EDUCACIÓN SECUNDARIA EN MOZAMBIQUE: IMPACTO DEL CURRÍCULUM OPERACIONAL Y OCULTO EN LA CALIDAD DE LA EDUCACIÓN

RESUMEN

Este artículo busca comprender los factores que comprometen la calidad en el Sistema Nacional de Educación de Mozambique, específicamente la Educación Secundaria, a partir de una revisión documental de las políticas educativas y descripción de contextos reales.

Palabras Clave: Enseñanza secundaria. Plan de estudios. Calidad de enseñanza.

1 INTRODUCTION

In Mozambique, education for all citizens is a priority of the National Education System (*Sistema Nacional de Educação - SNE*). In addition, school education is a right of all Mozambicans, and basic services are provided by the State, with a view to promoting and increasing levels of development of human and social capital. According to the Government's Five-Year Programme (*Programa Quinquenal do Governo - PQG*) 2020-2024, education is an instrument for the affirmation and integration of the individual in social, economic and political life, indispensable for the development of the country and for the fight against poverty (MOZAMBIQUE, 2020b), which has plagued developing African countries.

Nevertheless, for the viability of the purposes mentioned in the document we cite, especially in high school education (ES) in Mozambique, it's essential that the government, from the appropriate policies, improve the current standard of education, expanding its access and ensuring the quality of services provided to children, adolescents, young people and adults in schools. It's noted in the PQG document that, for five years, the government proposes to ensure equitable and inclusive access to education until the end of ES, prioritizing the 1st cycle, as part of compulsory schooling (MOÇAMBIQUE, 2020b).

Another document that makes up the educational policies of the SNE is the Strategic Education Plan (*Plano Estratégico de Educação - PEE*) 2020-2029, which establishes: "The Education sector and the 2025 Agenda focus on the massification of basic education" (MOZAMBIQUE, 2020a, p. 35). Certainly, access also implies the expansion of the national network of high school education in Mozambique. Regarding the promotion and increase of the quality index of education, during the process of enlargement of the ES, it's essential to observe elements such as operational and hidden curriculum. These elements constitute determining factors for the viability of the teaching and learning process (*Processo de Ensino e Aprendizagem - AEP*). The operational and hidden curriculum components constitute determinant data of access and quality of education.

For the Mozambican education system, although it projects the expansion of the school network and the guarantee of equitable education up to 9th grade, for all Mozambicans covered by the school network, the situation is still challenging. In the Mozambican high school education system, some issues prevail focused on the need to adapt curriculum, conditions of teaching performance and reduction of the school failure

rate (MANDLATE, 2023). For this reason, the reflection on the factors alluded to can be associated with the objectives set forth in the PQG document, which represents the description of the educational policies that consist of improving the conditions and the learning environment so that students complete the ES and are prepared to continue with their studies and access the labor market (MOÇAMBIQUE, 2020b).

In these terms, this article discusses the understanding of the reality of school educational practice, respecting the impact of operational and hidden curriculum in the process of massification and introduction of a new class in ES. The curriculum in reference occur during the teaching and learning process in primary schools that recently had the extension of teaching the 7th grade, that is, studies with secondary level status in Mozambique, according to Law No. 18/2018, of December 28th of the SNE (MOÇAMBIQUE, 2018).

Methodologically this work is of a qualitative nature, and the bibliographic and documentary review explains in depth the reality experienced in the process of reform of high school education in Mozambique. The qualitative approach used in this article has the purpose of supporting the subjectivity present throughout our debate and undertaking explanations about the reality observed and addressed by the bibliography used in the text. In addition to a bibliographic review, we carried out a documentary consultation on the Mozambican legislation related to education and norms on the viability of the PEA, especially at the basic level.

By discussing the operational and hidden curriculum, addressing their impacts on student learning, in full political needs of the Ministry of Education and Human Development (MINEDH) to expand and massify the services of the basic level, we are proposing the pertinence of taking care of some fundamental elements in the PEA, which can enable the objectives of the PQG, especially those of the ES in Mozambique

In the discussion of this reflective work, we awaken and highlight the pertinence of an equity in the investments of the SNE during the implementation of its educational policies. The basic conditions in the Mozambican education system allow the PEA to be equally quantitative for all high schools in the country, or more qualitative for schools teaching high school classes for the first time.

In the text we introspect about the alternatives and solutions to the permanent challenges of investment in the conditions of curricular operationalization, especially the working conditions of teachers, the educability of students, infrastructures such as equipped libraries, and promotion of activities of interest to adolescents in a difficult age group in the learning cycle of the ES level.

2 BASIC CONCEPTS ABOUT HIGH SCHOOL EDUCATION, CURRICULUM AND TEACHING QUALITY

Before we start with our debate, it's worth pointing out some concepts and characteristics that embody this article as keywords. Thus, we will point out the high school education and give the concept of curriculum, characterizing the operational and hidden curriculum, because they are the most highlighted in this reflection. And finally we will present the basic indicators of teaching quality.

2.1 High school education of the National Education System in Mozambique

The ES is the intermediate phase of the studies in the SNE in Mozambique. Thus, it's an age phase in which many adolescents and young people have experienced a transformation of social, economic, physical and psychological or emotional scope. Thus, when precautions are not taken regarding the reduction of factors that influence student learning, it can lead to absenteeism or school dropout. In order to safeguard these assumptions nowadays, the State, through its educational policies, must promote mechanisms that guarantee the expansion and the massification of the ES, in a safe and attractive way for students, especially in the regions of the country with greater disparities regarding the indicators of educational conditions.

As can be inferred, in article 13 of Law no. 18/2018, of 28th December, high school education is the post-primary level in which knowledge, skills, values and attitudes are broadened and deepened for the student to continue their studies and insert themselves in social life and the labor market (MOZAMBIQUE, 2018). The ES of the SNE in Mozambique comprises six classes organized in two learning cycles, where we have: the 1st cycle, from the 7th to the 9th class, and the 2nd cycle, from the 10th to the 12th class. The objective of the ES is to broaden and deepen the knowledge, skills, values and attitudes for the student to continue their studies and insert themselves in social life and the labor market. Therefore, among several factors to be considered for the achievement of these objectives, we must highlight the varied conditions of the school, especially the viability of the operational curriculum and the adoption of conceptions that reduce the impact of the hidden curriculum in the AEP. Therefore, we discuss the place of operational and hidden curriculum in newly considered secondary schools.

2.2 Definition of curriculum

The word curriculum etymologically derives from the term curriculum, which means demarcated and regulated territory of the knowledge corresponding to the teaching contents. These are contents taught in schools that teachers and education centers should cover, that is, the study plan proposed and imposed by the school on teachers to teach it and on students to learn it (SACRISTÁN, 2020). The curriculum establishes and gives meaning to the commitment to the formation of students, especially for the full exercise of citizenship and the development of the human person for a desirable type of society (SILVA, 2009; VARELA, 2013).

The discussions about the curriculum are many, especially when talking about teaching quality, but they are not always accompanied by a practice oriented to the resolution of problems faced by educational institutions (PACHECO, 2001). However, the fundamentals that make up the definition of the curriculum are necessarily present in the perspective of systemic and orderly planning of the objectives, contents and learning competences. Otherwise, we can say that the educational intentionality (the prescribed curriculum) of the ES has been the implementation of the learning plans, with the respective measurement of the results (the curriculum implemented, experienced and evaluated), without greater priorities focused on the conditions, means and factors that drive the students in schools.

The curriculum has a deep and authentic dimension that encompasses all the circumstances of school history, social, internal and external to the student. In our line of analysis, the curriculum should be understood as a set of factors that contribute to the full development of teaching and learning. It's pertinent to understand that the curriculum transcends the pedagogical technical area, as it also deals with cultural, sociological, political-ideological, economic and epistemological issues (MOREIRA; SMITH, 2001). However, at this moment, we are interested in concepts of the curriculum that imprint the diffusion, the execution and the conditions that directly or indirectly contribute to the process of teaching and learning of the students.

We discuss the curriculum not as a synonym of a study program, since it consists of profiled and planned contents, those formal and previously prescribed in school times, thematic units and levels of learning. Reality shows that the desirable curriculum is not the same as the one that is carried out in the classroom. Certainly, in the light of the debate on this topic, since we intend to aim at the discussion of the limits and possibilities of the operational and hidden curriculum in the quality of Basic Education, it's urgent for us to

define some concepts related to the curriculum. In this line of analysis, according to Sengulane (2022), we distinguish the following types of curriculum: Prescribed curriculum (official, formal, written); perceived curriculum; evaluated curriculum; experienced curriculum; operational curriculum and hidden curriculum. As we have already said during our reflection, in this article we will cover in more depth the last two types of curriculum. We chose them because they are more determinant to the teaching and learning of students, so they are elements that must be observed during the massification and expansion of the network of high schools.

2.2.1 Operational curriculum

The operational curriculum is one that actually occurs in the classroom, including the conditions that can contribute to creating the predisposition for student learning. The phase of the operational curriculum takes place in a teaching context, and its educational intentions happen in the pedagogical practice, in the teacher's daily life. However, in this practice it's necessary to consider some factors, such as the methodological conditions, the physical environment present in the context of the institution and the possibilities of performance and teacher autonomy (SENGULANE, 2022; SACRISTÁN, 2000). The operational curriculum is the practice of the teacher in the classroom, the means at his disposal for teaching and the learning conditions of his students. This is the moment of operationalization of the contents programmed in the national curriculum, aiming to achieve the pedagogical objectives and their goals, determining to what extent the contents are being assimilated by the students.

The process of operationalizing the curriculum involves decisions in contexts of its implementation that are situated at two levels: the meso-level, in which it's no longer a matter of enunciating or prescribing the curriculum for the entire educational system, but rather of contextualizing it at the school level, that is, of announcing and conceptualizing it as a prescribed curriculum through the respective curricular project; and the micro level, in which the "operationalization of learning" takes place in the context of the classroom and learning situations, through the interactions that take place between teachers and students. Therefore, the assumptions of the operational curriculum discussed in this reflection are basically linked to the project of didactic preparation and operationalization, and are essentially indispensable from the point of view of the context of implementation of the prescribed curriculum, at the micro level (VARELA, 2013).

2.2.2 *Hidden curriculum*

Hidden curriculum refers to the phenomena and mental processes that occur implicitly and contribute to the success or failure of students' learning, that is, it's a type of curriculum that, even if not visible or perceptible, interferes in the teaching-learning process. Although it does not constitute a theory per se, the hidden curriculum is markedly present in the daily life of educational processes (SENGULANE, 2022). According to Silva (2009, p. 78), "the hidden curriculum is constituted by those aspects of the school environment that, without being part of the official curriculum, implicitly contribute to relevant social learning". Thus, the hidden curriculum is characterized by the conditions, actions, values or implicit norms that permeate school institutions, both in teaching on the part of the teacher and in learning on the part of the student. These elements, in the theoretical and structural reality of education administration, are recognized and duly normalized, but their implementation is almost non-existent because it's relegated to oblivion and does not constitute itself as a priority in all actions related to teaching-learning.

As can be deduced from the definitions and contextualization of the different concepts presented above, in this case, the operational curriculum and the hidden curriculum, such elements contribute immensely to the quality of teaching. But in what way? We know that they are characterized by environmental and infrastructural conditions, support and means that are counted on in the execution of the perceived curriculum. In this context are the psychological states of everyday students that influence the perception of the message mediated by the teacher, arriving, at certain times, correctly and at others in a wrong way (SENGULANE, 2022). Consequently, an expansion and massification of the ES that are not accompanied by the conditions that effectively and efficiently concretize this level of education can compromise the quality of education, causing as a consequence, the postponement of objectives previously outlined for Basic Education.

2.3 Quality of education

School education is a political and social practice about students, occurring in different spaces and moments, aiming at the integral formation of the subjects for the good practices of citizenship and social integration and at work. In view of this, the effectiveness of teaching depends on social, human, economic, political, scientific, cultural and even individual factors, integrated in contexts of realization of the educational process.

Therefore, if these elements are neglected due to various factors, teaching becomes depreciable. Certainly, regarding the expansion and massification of the ES, an educational policy promoted by the SNE, it's essential that such an initiative be accompanied by quality indicator elements. According to the PEE 2020-2029, "the quality of education is generally low, resulting from conjunctural factors, coupled with the weak internal efficiency of the educational system" (MOÇAMBIQUE, 2020a, p. 28).

Assuming that all elements of the educational process can contribute to the quality of teaching, in this article it's essential to understand the improvement of educational quality as the expansion of school services in ES. Thus, the expansion must be proportional, equivalent to the adaptability and suitability to the degree of implementation of the programs and to the school and social conditions for the accomplishment of the teaching. They are part of this range of factors that can impact on the daily learning of students, the difficulties of sharing learning resources, the level of satisfaction of those involved in the process, the strengthening of qualifications, the commitment of teachers, the equipping of teaching facilities, among others. (SARAIVA; REIS; ROLDÃO, 2006).

In the PEE 2020-2029 document, it's stated that the quality of learning depends on the quality of the didactic materials, the language of teaching, the practices and methodologies used in the teaching-learning process. These assumptions are embodied in the hidden curriculum. Therefore, in the context analyzed, the quality of teaching passes through important assumptions of the extrinsic (extracurricular) and intrinsic (intra-school) dimensions. These dimensions, when understood in an articulated way, incorporate the definition, understanding and analysis of the school situation and concern the multiple determinations and possibilities of overcoming the operational and hidden curriculum, that is, the factors that affect the teaching and learning of students in the school environment.

2.4 Expansion and massification of high school education: Impact of operational and hidden curriculum on the quality of education

The expansion and massification of ES in Mozambique constitute the implementation of part of the educational policies by the government, so this race to make high school education closer to the communities in the country is part of the reform of the SNE. Recently, with the entry into force of Law No. 18/2018, of December 28th, 2018, the government invested in the expansion of ES, however there are still difficulties to put into practice this desideratum. In a way, it's acceptable that an underdeveloped country like Mozambique and newly independent, that is, 48 years free of the colonial regime

Portuguese, is at such an embryonic and deficient stage to provide an education for all. Even so, a quality education is the result of a cycle composed of factors such as adequate infrastructures, number of teachers properly qualified and professionally satisfied, learning environments that provide the appropriate occurrence of the perceived curriculum and existence of political practicality and legislative flexibility in practical actions.

Generally, in Mozambique, especially in rural areas, the expansion of high school education is characterized by the use of the infrastructures of primary schools, which, for the most part, are precarious. The initial study class of high school education has functioned in some primary schools strategically located at the level of the administrative and political division of the country. The reality is that primary education institutions have recently been promoted to work with some classes of high school education, obviously, in the first instance as classes attached to these schools, but under administrative management of other educational units that teach exclusively the level of high school education. This strategy has benefited many communities in the localities of the districts in Mozambique, as they reduce the distance that students from rural areas walk per day to continue their secondary studies.

Most of the time, the same infrastructural facilities and a part of the teachers are used from where some students completed Primary Education. Through the increase in school headcount, our experience reveals that the parents and guardians of the students, under the leadership of the school board, have contributed in values and means determined by them to the construction of improved classrooms for high school education. The intervention of Non-Governmental Organizations that are partners of the government of Mozambique has greatly helped in the partial construction of infrastructures, and it's up to the Ministry of Education to allocate qualified teachers and the necessary means of education. It's true that, in case of deficits for the viability of other projects in the educational process, the State allows the participation of other entities, including community, cooperative, business and private. At some point, these private entities or international agencies finance the construction and equipping of decent classrooms, thus relieving the State Budget in the packaging of factors that imply the relaxation of the operational curriculum. Unfortunately, this intervention has been slow to happen. Thus, the small actions have not occurred simultaneously with the proposals to expand this level of education. Thus, there are consubstantial impacts on student learning. The difficulties are limited to the educational conditions, that is, to the circumstances that make the ES expandable and educationally possible.

As can be seen, according to the Strategic Plan for Education 2020-2029, the demand in ES exceeds the supply of schools and classrooms, especially in the conditions of the buildings to accommodate levels such as ES. The problem of the distance between home and school persists, as the PEE 2020-2029 points out “the distance from home to school remains large, reaching more than 40 kilometers, and the costs for attending ES (books, transportation, enrollment and registration) are unsustainable for most families” (MOÇAMBIQUE, 2020a, p. 85). Therefore, these are some of the factors that contribute to the operationalization of the curriculum.

The question we have described about the new costume or structure of the ES in Mozambique, especially in rural areas, highlights the need for the qualification of primary schools. Under some supposedly basic conditions, some classrooms and managers of the elected primary schools welcome the classes of high school education, which can be a determining factor for the quality of teaching, occurring in the form of a hidden curriculum and interfering in the teaching and learning process.

As has been duly explained, it happens that other students of this Zone of Pedagogical Influence (ZIP) or administrative travel long distances to participate in classes, a route that, most of the time, is done on foot. This, on the one hand, can cause student dissatisfaction, due to the fact that he is in the same school where he completed the previous level. On the other hand, it can cause disinterest and school dropout due to the desperation of students in not being able to know new environments and contexts. These factors can greatly influence student learning, making it a hidden curriculum.

Another determining factor is the teaching done from classes guided by the teachers of the primary schools, elected or qualified to ensure the classes of high school education. In this context, some teachers ensure the slightly generic subjects and the specific ones are left to their own devices, that is, without teachers. In our view, any subject or content needs a properly specialized teacher to teach in learning contexts. Therefore, this implies an expansion of Basic Education that must be accompanied by professional conditions. To reduce the rate of low quality of education at the secondary level of the SNE, it's necessary that the bases of teaching performance are loyally normalized and fulfilled in full. This principle aims to legitimize and strengthen the functionality of the strategies found, amid the economic and social difficulties that plague Mozambique.

The fact that the country has been hit, in consecutive years, by natural disasters (cyclones) and acts of terrorism (insurgencies) lead the nation to consider education projects as non-priority. When this does not occur, it can influence and determine the

student's performance, contributing as an element of the operational curriculum, which is part of the factors of viability of the teaching and learning process, so much so that it can influence the fragility of learning, as well as the cognitive quality of students. Thus, when these factors are associated with others, such as difficulties in accessing school, insufficient means of learning and precarious sociocultural situations, thus affecting the mental activities of the teaching and learning actors during the process, the situation becomes a hidden curriculum.

Thus, the operational and hidden curriculum are elements that need to be taken care of in high school education, especially during the expansion in the localities, under penalty of becoming unfeasible the official curriculum. Often, what happens in the evaluation of the quality of teaching is the use of measurable or qualitative indicators in the work done in the school. Certainly, the qualitative criterion has helped in the collection of data necessary to assess some elements aimed at the objectives intended by the educational policies. Even so, we have observed in high schools greater interest in assessing only the number of students - a concern that leads the student, the primary object of teaching, to cease to be the core of the issue of doing education, becoming more of a statistical data that makes up the serial structure of the class and the reports required at each end of the school term (ARROYO, 2011). Thus, we believe that the evaluation of curricular effectiveness and obtaining information about the stage in which teaching is in should never be actions done basically and exclusively at the beginning of the school year and, in the evaluation process at the end of each study period, but one should include the indicators of the operational and hidden curriculum.

Now, capturing the reality of high schools in Mozambique, through research reports, press and direct observation of what happens during the teaching and learning process, it's perceived that the quality of education is still insignificant and discredited. From these means, it's verified, for example, the existence of children, adolescents and young people completing the various phases of schooling without noticeable change in the quality of learning, both in the general and specific training of students.

The other aspect that cannot be ignored has to do with cases uncovered by the press, revealing some emerging weaknesses of the political-social context of Mozambique, we speak concretely of the significant challenges related to the use of drugs in schools, non-observance of mechanisms to reduce social discrimination and high dropout rate. It's clear that addressing these issues will require joint efforts on the part of the government, school institutions, communities and civil society organizations to promote a more inclusive and egalitarian education for all Mozambicans.

Finally, as a consequence, difficulties are generated in the insertion of students in social life and in the labor market. In this regard, the Mozambican State has the responsibility to formulate comprehensive educational policies, invest in infrastructure and resources, train teachers, promote partnerships for employment and monitor the National Education System in order to address the problem of insertion of students in social life, in the labor market and improve the quality of high school education. All these measures are essential to ensure the quality of education.

The restructuring of the SNE, especially in the ES, should be duly accompanied by interventions and adaptations of the physical and ecosystemic situation of the infrastructures and accessibility, resulting in the adoption of innovative mediates that capture the interest of young people, in order to boost the operational curriculum and make the hidden curriculum closer to the ideal.

The quality of student learning depends on the quality of the teacher's professional performance when making up the operational curriculum. On the other hand, deficiencies in the specific training of teachers can impact the operational curriculum. In order to guard against failures in the teaching of specific content by teachers, it's essential that the expansion of high school education be accompanied by the allocation of properly trained teachers. Thus, it would be avoided that some poorly prepared teachers face difficulties in dealing with new social and psychological problems of the students (LIBÂNEO, 2002). These factors of the hidden curriculum contribute to retract students who already carry with them social problems, such as hunger, responsibilities, fatigue, ignorance of the importance of school, unemployment and migration. Therefore, the expansion and massification of the ES should be accompanied by the adequacy of working conditions, investment in the specific training of teachers, provision of living wages, professional requalification of teachers and guarantee of coordination structures and pedagogical monitoring. As for the professionals, the hidden curriculum would be equated to the dissatisfaction they present, and may influence the execution of the perceived curriculum, which would not be in accordance with the needs of the students.

Reality shows us that the more in the ES organizational, pedagogical and curricular novelties are adopted, the more it seems to be losing the sense of the priority objectives of the school. The Strategic Education Plan of Mozambique shows how the indicators that would ensure the quality of high school education the number of students per school, the number of students per class and the number of teachers available to teach (MOÇAMBIQUE, 2020a). However, the quality sought during the expansion and massification of the ES must go beyond the quantities of students and teachers: It's

essential that more assumptions that impact on the operational curriculum and make up the hidden curriculum are properly observed. With support in Dourado discussions; Oliveira and Santos (2007), in a work on the quality of education, concepts and definitions, we can highlight levels of some extracurricular and intra-school dimensions that implicitly imply in the quality of teaching, in such a way that, when not observed, they are embodied in the operational and hidden curriculum.

3 INFORMATIONS

3.1 System level: Conditions for the provision of education

The level of the system, the determining factors of the operational curriculum that need to be taken care of during the expansion and massification of the ES, which in turn can ensure the quality of teaching, is the conditioning of the school environment. Such conditioning consists in the creation of physical spaces and appropriate and resistant equipment for various educational practices, accomplishments of academic socialization, leisure, recreation, technological, social and cultural scope, as well as to meet the pedagogical work and the number of students existing in the school. It's also important to ensure the support and guidance services for students and the conditions of accessibility and care for people with special needs, in addition to ensuring the adoption of safety conditions for students, teachers, staff, parents and the community in general, in order to contribute to a culture of peace and national unity in the school.

3.2 School level: Management and organization of school work

With regard to the school context, during the enlargement and massification of the ES, it's necessary that the operational aspects of the curriculum are ensured in this way: Organization of school work compatible with the educational objectives established by the institution so that students feel the need and importance of learning for their daily lives and their lives. Schools need to create adequate mechanisms for training, information and communication between all segments of the school, especially in the application of standards. The improper and unconsidered application of rules and regulations can greatly impact the hidden curriculum of students, especially when there is discoordination in the context of reaction to any social, economic, cultural, political, religious or family difficulty. The school needs to promote mechanisms of integration and participation of different

social, religious, ethnic and personal groups in school activities and spaces. Managers must be correct and appropriate, having the capacity to assume social, cultural and economic differences and to be proactive in overcoming them. The school must have the availability of committed teachers, who act on the student in a harmonious way in all curricular and specific activities, and who promote appropriate pedagogical methods for the development of the contents. The school should adopt evaluative processes aimed at identifying, monitoring and solving learning problems and that attract more and more students, avoiding the evasion or absenteeism of students in the learning of subjects considered difficult, such as Mathematics and Geometric Design.

3.3 Teacher level: Training, professionalization and pedagogical action

Teachers are very determinant in the operational curriculum and contribute consubstantially in the hidden curriculum. Therefore, it's essential that the ES be expanded through prior election and promotion of the desirable teaching profile, regarding the appropriate qualification for the professional exercise and the effective work bond. It's necessary to act in the valorization of the teaching experience, stimulated by the participation in policies of formation and valorization of the teaching staff. It's also necessary to offer a fruitful environment for the establishment of interpersonal relationships that value attitudes and educational practices, contributing to motivation, solidarity at work and attention in the care of students in the school environment. Therefore, the ideal posture that defines the relationship between students and teachers is of great importance for the daily life of the student.

3.4 Social level: Access, permanence and school performance

Society or the community must see the expansion and massification of ES as a social good. Community and political leaders should be engaged in the mediated promotion of the spirit and culture of access and permanence of students in school, as this psychologically stimulates students and teachers. Parents and guardians, community leaders, religious and associations of various orders should be promoters of the positive perception by students regarding the teaching-learning process. The student must face the project and the educational conditions as a means of success with regard to social progress and the academic and professional trajectory. By considering a new positive and

promising view of the importance of access to quality ES, parents and students create expectations that boost the quality PEA.

The factors addressed in the levels described above are complementary and necessary in the promotion of teaching quality, therefore, if well planned and properly implemented, stimulate the operational curriculum and positively promote the hidden curriculum. Consequently, they can bring successes in achieving the pre-established objectives in the ES, contributing to good quality of teaching. We believe that the educational policy project in Mozambique is adequate and optimistic, failing in implementation or practical actions, as it requires an investment in a situation in which the country resents economic instability.

4 INFORMATIONS

Through the analyses made, we note that the quality of high school education, as a prescription and administrative and political objects, has substantially less importance in its pedagogical operationalization, in relation to educational quantifications. From the moment in which more emphasis is given and substantial advances are promoted in the allocation and massification of high school education in significantly reduced conditions, there is a contradiction in relation to the normative prescriptions. During the creation of new high schools, the non-observance of social and school infrastructures, attention to the diversity of knowledge and cultures, and the valorization of the assumptions and conditions of educability directly or indirectly compromises the quality of student learning.

The issues raised in this article are partly recognized by the government and are included in the Strategic Plan for Education, which highlights the poor quality of high school education, but the actions to overcome this situation are still incipient. The consequences of poor quality in high schools education contribute to the reduced external efficiency and low relevance of studies of this level to respond to the needs of the labour market.

With all the primacy, quality is promoted by educability, one of the conditions that help to overcome the operational and hidden curriculum. These conditions should stimulate students to learn. The expansion of the ES should be accompanied by the promotion of a pleasant and healthy environment, in order to provide students with socialization, coexistence with diversity, and feelings of security and welcome in schools.

All this web of relations in the massification of ES and in the search for quality in teaching is strengthened by conditions such as teacher attendance, balanced number of students per class, decent learning environments and promotion of social actions that arouse the interest of students for learning, elements that represent the conditioners of the operational curriculum. It's also necessary to highlight, in this sense, the importance of other factors, such as the social and professional satisfactions of teachers, the provision of inclusive school infrastructures and equipment, the improvement of school environments, the availability of water, sanitation and adequate furniture for all students and resilient to the effects of natural disasters. It's also necessary that the expansion and massification be accompanied by the introduction of social support programs, health and measures to encourage the demands of education. These actions should involve teachers, schools, families and the community, and it's certain that these factors are the primordial core that is weakened in the SNE.

Education, especially the ES, is losing its meaning, ceasing to be a process of improvement, internalization and promotion of feelings of peace, unity, socialization and human development for insertion in social life and the labor market. However, in practice there is still much to be done, because, in this node, the operational curriculum can alleviate the hidden curriculum, which can also impact on the quality of teaching. Thus, in the reality that can be observed in the SNE, there is an intention and a tension dynamically oriented to the gradual increase in the level of entry and expansion of Basic Education, but there is still a huge gap of lack of indicators that allow isonomy both in the quantity and quality of ES, since the operational curriculum is still far from following the pace initially recommended as an objective of ES. Consequently, the government runs the risk of undertaking a unilateral, unbalanced and compromising investment in the quality of education.

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