The Staff Development Program at the Eduardo Mondlane University

by

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INTRODUCTION

This discussion provides an overview of the experience gained from 12 years of staff development activities focused on pedagogical skills at the Eduardo Mondlane University (UEM) in Mozambique. These activities were carried out through a Staff Development Project (STADEP) which ended in 2001 by giving birth to a new Centre for Academic Development (CAD) within the Faculty of Education.

STADEP was a cooperative undertaking between the Eduardo Mondlane University and the University of Groningen (The Netherlands) aimed at strengthening the pedagogical and didactical skills of university lecturers. The Netherlands Foundation for Inter-university Cooperation (NUFFIC) financed the project.

The very first initiatives to provide pedagogical training to UEM lecturers go back to the first years after national independence in 1975, when activities to upgrade university lecturers’ pedagogical qualifications were carried out by the Centre for Psycho-pedagogical Orientation. At the beginning of 1980s a second initiative was launched. The university offered courses in ‘University Pedagogy’ as it was called at that time. The main purpose of these courses was to train UEM lecturers in teaching methods. The reason for these courses was the fact that UEM lecturers who had recently graduated had been recruited into academic careers without any prior pedagogical preparation.

The impact of these courses, however, was restricted due to the fact that, on the one hand, the courses had a very theoretical and philosophical character, and on the other hand, the participants considered these courses mainly as just an administrative obligation (participation for promotion in the university ranks). Later on the courses could not be continued due to changes in the model of cooperation that the UEM had with some universities in the German Democratic Republic. These universities used to supply the lecturers for the courses in ‘University Pedagogy.’ In the same period the UEM was cooperating with the University of Groningen (Netherlands) in the only existing programme for teacher training in secondary education at the Faculty of Education (1982 - 1984).

It is important to note that, with the opening of the Higher Pedagogical Institute (now the Pedagogical University) in 1986, the Faculty of Education at UEM ceased the admission of new students, and gradually brought to a close its teacher-training programme. At this juncture, and after some reflection, both parties (UEM and the University of Groningen) decided to undertake a small-scale project, which had as its main objective the methodological (but practical) training of young university lecturers in two pilot Faculties. This project was called STADEPP (Staff Development Pilot Project) and it started functioning in July 1989 in the Faculties of Engineering and Natural Sciences. Since the completion of the pilot phase in 1992, the project has been renamed as STADEP (Staff Development Project.)

During the 1990s the Faculty of Education remained essentially closed. Its revitalisation started in 1998 with a planning process, which enabled the introduction of masters’ degree programmes in Curriculum development, Mathematics and Science Education, and Adult Education. At the same time, the former STADEP unit was integrated into the University in 2001 as its Centre for Academic Development. A graduate programme in psychology was added in 2002.
RATIONALE FOR THE STAFF DEVELOPMENT PROGRAMME

Education literature points out a number of reasons for any institution of higher education to run a staff development programme. Young lecturers very often see their role as an authority in their discipline and as researchers, and sometimes they are not aware of their role as counsellors and academic guides for students, as consultants for the community, and as planners and managers of the whole learning and teaching process (Bajah, 1995).

Trumbull (1996) calls our attention to fact that novices in teaching are primarily concerned with “well formulated and systematic explanations of certain phenomena, irrespective of it, whether their students grasped these explanations or not.” They are often not aware of the ambiguities of teaching. Very often novices in teaching hold certain beliefs such as the following:

- The teacher should communicate well with students.
- He/she should make students like him/her.
- The teacher should make his/her personality interesting for the students.
- The teacher needs interesting motivational techniques, etc

Jacobs and Gravett (1998) came to a similar conclusion when they conducted an inquiry among university teachers on their conception of their teaching role. They found out that teachers’ view of teaching was subject- and content-centred. This comes along with the idea that solid knowledge in the subject makes a good teacher. Burroughs-Lange (in Gravett, 1998) reported on a research conducted in Australia that highlights two additional problems: teachers regard students as learners but they pay little attention to the learning environment, and they (teachers) very often do the cognitively demanding tasks themselves instead of challenging the learners’ potentialities (in Jacob and Gravett.)

This description of problems characterized the UEM context in the beginning of 1990s, and among some individuals we may even now find the same beliefs. The purpose of STADEP was to diminish these problems and build an internal UEM capacity for a continuous academic staff development.

Looking back, one can see that STADEP has passed through three different phases:

- The pilot phase (1989 - 1991) when the first experiences were acquired;
- The phase of expansion (1992 - 1995) when more activities were carried out in more faculties;
- The phase of institutionalisation (1996 - 2001) when STADEP won its place within the organizational structure of the UEM.

PROJECT OBJECTIVES

The main objective of STADEP was to put in place a functional pedagogical staff development programme at UEM. In order to operationalise this objective, the project has been divided into three phases of implementation. Each phase had its own set of objectives.
Pilot Phase (1989 - 1991)

In July 1989 the pilot phase for STADEPP began in the faculties of Engineering and Natural Sciences. Its main objectives were:

- To support the Faculties of Engineering and Natural Sciences in developing, providing and evaluating their instruction,
- To gain experience within the UEM in the organization of pedagogical training activities in the faculties.

The phase of expansion (1992 - 1995)

During the pilot phase of the project (June 1990), the first external evaluation of the project took place. From this evaluation it was clear that the activities carried out by STADEPP were considered useful for both Faculties involved in the program. Therefore the external evaluators recommended the expansion of the activities to additional university faculties, and that the activities could be more efficiently integrated into the Faculties by contracting Mozambican staff in the STADEPP project. These lecturers should, according to the evaluators, be working on a part-time basis for STADEPP and part-time in their own faculties. In this way it would be possible to establish a network of counterparts with whom STADEP could cooperate.

The STADEP main objectives during the phase of expansion (1992 – 1995) were:

- The recruitment and training of more Mozambican staff members who would teach and support individual lecturers and give support to the development of the curriculum and intervene in educational matters of their faculties;
- The institutionalisation of the staff development activities.

The phase of institutionalisation (1996 - 2001)

In November 1994, the STADEP team organized an international seminar with the objective of creating a forum that could reflect on the importance of educational staff development at the UEM. The seminar strongly recommended the institutionalisation of the project within the university. In his opening speech, the university Rector said, "For the time being the activities are associated with the Central Administration, because there is no natural 'mother faculty' at the moment. In the mid-term, STADEP should develop into an independent scientific unit specialized in education and the development of educational materials."

The seminar and workshop strongly recommended the institutionalisation and the sustainability of this programme, and formed the basis for the design of a project proposal for the next phase of STADEP, the objectives of which were:

* Creation of human, material and institutional conditions for the establishment of the Educational Centre;
* Consolidation and expansion of the program of professional educational training courses;
* Assistance to the development and assessment of education at faculty and/or department level in the fields of curriculum and staff appraisal.
Project Philosophy and Organization

When the first STADEP courses were being developed, the philosophical basis of the whole program was being shaped. The guiding vision was to offer courses in which there exists a clear relation between theory and practice, in which there is always room to apply immediately the new concepts that are learned in the form of practical exercises, and in which there is sufficient time for discussion and interaction with colleagues and the facilitators of the course. STADEP should provide pedagogical support to faculties in relation to the implementation of educational technology, production of curricula, educational research and evaluation.

In terms of organization, Dutch experts in the educational field and a Mozambican supervisor initially composed the project staff. These experts focused their work on course design and implementation, while the main task of the supervisor was networking with the different units within UEM. After some time a Mozambican project co-ordinator was also appointed, and Mozambican lecturers were attracted to join the programme. The new Mozambican STADEP staff members were invited to the Netherlands to undergo intensive pedagogical training at the educational centre of the University of Groningen (RuG) called COWOG.

STADEP also followed a policy of identifying counterparts within the Faculties. These were lecturers in their scientific domains, but interested with educational matters of the Faculty programmes. They acted as contact persons for the project, and they also worked as pivots in changing the teaching practice to better standards. They were trained locally through the STADEP courses, and went once or twice to COWOG at RuG together with the project staff for advanced training. Until 1997 the network of STADEP counterparts grew to a total of 8 counterparts. Every semester STADEP organized its planning meetings with all counterparts and maintained regular contacts along the semester to encourage the implementation of the planned activities.

PROJECT CONTENT AND PROCESS

This section seeks to describe the types of activities that the project has undertaken as well as the way teaching skills have been developed. The areas of project intervention can be categorised as follows:

- Courses directly related to classroom practice
- Curriculum development in a broad sense
- Reflective research on teaching practice

Courses on classroom practice

During the pilot phase, emphasis was put on the activities that were directly related to the teaching-learning process (in the classroom). The main activity was the development and implementation of pedagogical/didactical courses for the lecturers of the two faculties (Engineering and Natural Sciences). During this period five courses were developed: (a) Dynamic lectures, (b) Visual aids, (c) Tutorials, (d) Writing Manuals, (e) Student Assessment. For every course, the course reference materials and a guide for the facilitator of the course were elaborated in order to guarantee the continuity of the program of courses. In this phase, 65 lecturers received training.

During the phase of expansion (1992-1995), course revision and materials development were the primary areas of focus. As a result, the courses 'Dynamic lectures' and 'Visual Aids' were integrated into the course 'Teaching Methods', the course 'Student Assessment' was extended to 10 sessions, and the course 'How to Write Manuals' was made more practical. In 1994/1995 the course 'Laboratory Classes' was
developed, and it was given for the first time in 1995. The course 'Tutorials' was given once and then put on ice, because doubts arose about the practical impact of this course.

After this revision and development process, the STADEP program had a set of four proven regular courses at its disposal, all with duration of ten class sessions. Within this set of regular courses, the courses 'Teaching Methods' and 'Student Assessment' are considered as the basic courses of the training program. Therefore these two courses were given with regularity during the whole STADEP project.

**Table 1. STADEP Courses per Year**

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Source: Data from STADEP final report.

During the institutionalisation phase, in addition to the courses 'Teaching Methods' and 'Student Assessment', which formed the core STADEP program, there was a need to introduce specialised courses on use of ICT packages like PowerPoint and Internet. These and other ICT courses still enjoy a good level of demand among the lecturers.

Some courses are relatively long (10 afternoons) and take place more frequently than others. Their common characteristic is that they have a direct relation with the teaching practice of the participants. They are namely 'Teaching Methods', 'Student Assessment', 'Laboratory Classes' and 'How to write Manuals'. They can be called Type 1 courses.
A second type of courses deals with issues that can improve the educational situation at the UEM in a broader sense. These courses do not necessarily have duration of 10 afternoons, but can also comprise workshops of, for example, two afternoons or participation in a ‘Pedagogical Week’ of a Faculty.

During the period 1996 – 2001, the STADEP courses attracted 767 total participants. From this total, 368 registered for the Type 1 courses and 399 signed up for the Type 2 courses. Adding up the number of participants during the three phases of the STADEP program (1989 – 2001), the total number of is about 1250. This demonstrates that the demand for the mix of courses that STADEP offers has been one of the main reasons for its continued existence.

In addition to providing courses, a great deal of staff time has been invested in the observation of lessons. In this way the STADEP course facilitators offer feedback to the lecturers who participated in the courses and thereby establish an explicit relation between the content of the courses and the day-to-day practice in the classroom. The feedback consists of assistance with the preparation of the class lesson, videotaping of the lesson, and subsequent discussion based on the video after the lesson has been completed. However, as the number of courses and the number of participants grew during later phases of the project, this intensive counselling was no longer viable.

STADEP and the University Curriculum

UEM policy encourages Faculties and Departments to revise the curricula of their programmes every five years. In this context, many lecturers were confronted with the need to carry out this review, but lacked the confidence to do so. As a result, some Faculties approached the project to act as an active partner in curriculum revision. When in 1999 the university embarked on a major curriculum reform, the STADEP was invited to play an advisory role in the process. In practical terms the STADEP contribution within curriculum development can be summarized in three categories: (a) assistance to lecturers in course planning, (b) assistance to departments in curriculum revision, and (c) assistance to UEM management in matters of the university-wide curriculum reform since 1999.

Course Planning

As part of university-wide staff development activities, the counselling of individual lecturers in the process of writing course manuals for students, together with a series of staff instructional lectures, deserves to be mentioned. The activities related to the writing of course manuals were a consequence of the earlier courses on manual writing and the lack of student materials in the Faculties/Departments. In the first years of this phase of the project, much time was invested in this activity, as the STADEP project also was involved in the final editing of the produced manuals. In the course of the project, this activity slowly diminished, due to the number of course manuals produced and to improvements in the facilities in faculties/departments.

Curriculum Revision

During the second phase, STADEP became involved in the process of curriculum revision within the Faculty of Engineering. An identified problem was that many students that never finalized their thesis work. A STADEP team member was appointed to be a member of the commission that had to organize the process of curriculum revision, but in practice relatively little was achieved in this phase of the project.

During the same time, the Faculties of Agricultural Sciences and Veterinary Sciences worked closely with STADEP to design and implement a system of staff appraisal by the students. In the Department of Basic Sciences (BUSCEP), participation in the Teaching and in the Scientific Committees continued.
There, STADEP played mainly an advisory role. From 1996 until 1999 the activities that STADEP were carried out in the field of curriculum revision concentrated themselves in the Faculties of Engineering and Veterinary Sciences, and in the Department of Biology. The STADEP team members participated in the commissions that had been nominated to lead these processes. In the Faculty of Veterinary Sciences, the situation was slightly different. In this Faculty a commission for the permanent evaluation of the curriculum was installed. The main objective of this commission was to analyse the problems in the curriculum on a continuing basis and to stimulate initiatives to improve the quality of the teaching and learning process.

Curriculum Reform

From 1999 onwards, UEM initiated a university-wide project for curriculum reform. A Central Commission for Curriculum Reform was established that had to produce a document on the vision and possible curriculum models for UEM. After approval of this document by the Academic Council and the University Council, specially installed commissions at the faculty level were charged with undertaking the process of curriculum reform within their own faculty.

Because of the regular activities of STADEP and because of the fact that NUFFIC sponsored a part of the costs of this curriculum reform, STADEP also became involved in the process. In the year 2000 the process of curriculum reform was continued at the level of the faculties. Activities began with training of the faculty-level commissions for curriculum reform in matters of curriculum planning and change. For this training an internationally recognised specialist in the area of curriculum development was contracted. In February 2000 STADEP organized, together with the Central Commission for the Curriculum Reform, a one-week workshop, during which the training of the commissions for curriculum reform on faculty level were carried out. All faculties sent representatives to this one-week workshop.

Following this training, the role of the Central Commission gradually diminished. For STADEP this meant that emphasis was put on training in those faculties where the Commissions for the Curriculum Reform on faculty level played an active role and had asked STADEP to participate in the process. In practice, this resulted in intensive contacts with the Faculty of Veterinary Sciences, the Faculty of Agricultural Sciences, and the Faculty of Science.

In addition to its role in support of curriculum reform, STADEP members also contributed considerably to the design, development and implementation of a new competencies-based curriculum for the Faculty of Education. Together with the Dutch counterpart universities, a series of workshops was organized and discussion documents on competence-based learning, the profile of a graduate from the Masters' programs, and the organization of the curriculum were produced. The Academic Council and the University Council approved the proposal for a competency-based curriculum in the beginning of the year 2001.

Research and Research Dissemination

The type of research STADEP has stimulated for the project staff and counterparts is known as action research. To this end, various papers and posters have been produced to inform students and lecturers. These were primarily an analytical description of the design, development and implementation of educational activities undertaken in the faculties (normally in cooperation with STADEP), or reflections on the development of STADEP courses or specific exercises within the STADEP courses. In fact, the concept of reflective practitioner applies best to characterize these papers.

From 1992-95 onwards, the project financed several Masters and PhD degree students on a sandwich
basis in order to make it possible that STADEP staff in the future might hold senior academic positions.

In the period 2000 – 2001 the STADEP team carried out a needs assessment in order to obtain data for the planning, design and development of the activities that the Centre for Academic Development (the successor of STADEP) would carry out in the near future. This needs assessment comprised two parts:

- A needs assessment related to the area of Student Support in which a sample of 340 students was asked (using a questionnaire) which study tasks that were not directly related to a specific discipline caused them major problems, and
- A needs assessment related to the area of Staff Development in which a sample of 50 lecturers (using a questionnaire) and the pedagogical directors of the faculties (using a structured interview) were asked to give their opinion about the usefulness of the STADEP courses and which kind of training they needed most in the near future.

In order to stimulate research practice, STADEP funded participation at the annual conferences of the Southern African Association for Academic Development (SAAAD) by staff, counterparts, and other lecturers, who had a paper to present. As a result, every year a delegation of STADEP team members and a group of counterparts and lecturers went to this conference to get acquainted with the latest developments in the area of academic development and to present their small projects that were developed together with the STADEP team at the UEM.

Until 1998 the tradition of attending the SAAAD conference together with a group of counterparts from different faculties/university organs was maintained, but when the SAAAD organization suffered from internal problems in 1999, these annual visits were replaced by visits to the SAARDHE and BOLESWA conferences.

In 1996 and 1997 STADEP organized in collaboration with the Faculty of Basic Sciences a seminar on ‘How to conduct educational research.’ In both seminars lecturers from the University of the Witwatersrand in South Africa were also involved. The main objective of both seminars was to encourage UEM lecturers (and more specifically, the BUSCEP lecturers) to get involved in educational research projects that were strongly linked to their own teaching practices. In addition to discussions of action research methodology, action research papers were presented and discussed. An average 50 participants took part in each seminar.

Another contribution to educational research consisted of STADEP team members acting as co-supervisors of the thesis work of students. This activity got underway during the last segment of the project. Nevertheless, four students, who were conducting thesis research on the combination of Education theory and practice with their primary discipline of study, benefited from STADEP supervision.

**DIFFICULTIES ALONG THE WAY**

- *Not all counterparts were accepted by their peers.*

In 1993 the STADEP team first put emphasis on establishing official contacts with other faculties and on the identification of possible counterparts. The first faculty (apart from the Faculties of Engineering and Natural Sciences) that showed interest in joining the STADEP network was the Faculty of Veterinary Sciences (1993). In that faculty a possible counterpart was identified. During the same period another counterpart – a newly appointed young lecturer in the Faculty of Natural Sciences (Department of Biology) – was recruited.
In the latter case, unfortunately, it became rapidly clear that the colleagues in her department did not accept her role as an agent of educational change. From this experience, it was concluded that a counterpart should possess ample experience and hold a certain position in the faculty/department in order to be able to play a role in the assessment of educational and training needs in the faculty, and in the implementation of professional development activities. During that period experienced staff members were scarce at the UEM and therefore very busy. For the kind of 'key persons' the project was looking for, moving to STADEP would imply a necessary but uncertain change in their career perspectives, e.g. from engineer to educationalist, although it was assumed in the project document that the UEM would take measures to guarantee that these counterparts would be enabled to pursue a regular academic career.

Based on these experiences, STADEP, in consultation with NUFFIC, modified the concept of a counterpart. In this new concept, counterparts would not be 'full time' educationalists but persons who would maintain a linkage between their faculty and STADEP and who, based on their position in that faculty, would be able to develop and facilitate a program of educational activities in consultation with STADEP. Thus the idea of training discipline-specific experts as educationalists, who would carry out all training and development activities on faculty level, was put aside. Under the new approach, the counterparts would receive only basic (tailor-made) training to become acquainted with relevant pedagogical issues. This training would be carried out by the University of Groningen, which also could include other Dutch institutions in the training program if deemed relevant.

On this basis it became possible in 1996 to establish a network of STADEP counterparts in the Faculty of Engineering, Faculty of Medicine, Department of Mathematics and Informatics (1994), Faculty of Agricultural Sciences (1995) and the Pedagogical Directorate (as a special case focusing on the entrance examinations of the UEM).

- **Difficulties in keeping counterparts**

From 1998 onward the network began to collapse due to various reasons such as studies abroad or the acceptance of another job inside or outside UEM. Among the eight counterparts who received tailor-made training, not a single one still functions as a link between the Faculty/Department and STADEP.

These experiences show that the training of new counterparts should be a continuous process, as they are unlikely occupy the position of a STADEP counterpart for the whole of their professional life. The major portion of the activities that were initiated in the fields of curriculum development and staff appraisal but that stopped before a final or permanent result had been obtained, came to an end at the moment when no clear counterpart was present in that Faculty or Department. As there are no contracts between the faculties and STADEP in which the mutual responsibilities are recorded, the STADEP team members no other recourse than to try to encourage the continuation of the initiated activities.

For the Centre of Academic Development, other counterpart arrangements that offer more guarantees is being considered: specifically, the installation of small educational units within the Faculties.

- **Difficult institutionalisation**

Although all levels of UEM supported, during the international seminar in 1994, the idea that STADEP should become an Educational Centre, it took quite some time before it became clear in which way such a Centre could obtain a place within the organizational structure of the university. In fact, it only became clear in the years 1996 that there was not much support at the level of the UEM administration for creating a totally independent centre.
In 1997, however, the Bridging University Science Experimental Project (BUSCEP) was in its last year. Therefore, in a joint meeting in April 1997 between the staff members and supervisors of BUSCEP and STADEP, the Rector of the UEM explained that a possibility existed to reopen the Faculty of Education (closed since the establishment of the Pedagogical University in 1986) in the near future. Consequently, the process of redefining the mission, activities, programmes and structure of this Faculty only began in 1998.

**FUNDING AND SUSTAINABILITY**

At the beginning STADEP was financially very much dependent on Dutch financial and technical support. A bipartite contract between NUFFUC (Dutch Agency for Interuniversity Co-operation) and the University of Groningen (in Netherlands) enabled the latter institution to finance the STADEP programme in terms of basic investments and running costs for the project activities. An indirect channel of financing came also from a Dutch agency called DGIS, which guaranteed the salaries of the Dutch experts. The contribution of UEM focused on the provision of office and classroom space, customs clearnances for imported equipment, and Mozambican staff salaries. The table below (in former Dutch Guilders) shows the STADEP annual budget.

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<tr>
<td>Main Budget</td>
<td>416,295</td>
<td>428,817</td>
<td>214,675</td>
<td>219,703</td>
<td>231,768</td>
<td>258,402</td>
</tr>
<tr>
<td>Additional package</td>
<td>66,477</td>
<td>221,535</td>
<td>192,825</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>416,295</td>
<td>428,817</td>
<td>214,675</td>
<td>286,180</td>
<td>453,303</td>
<td>451,227</td>
</tr>
</tbody>
</table>

One should note that additional funding from NUFFIC enabled the UEM Curriculum Reform in 1999. In the following years 2000 and 2001, it was used to finance the salaries of a Dutch expert, who agreed to stay for two more years in the context of the university-wide curriculum reform after his contract with DGIS had expired. Looking at these figures one can see that running a programme like this it is a very expensive endeavour in the Mozambican economic environment.

At present, STADEP has evolved into a Centre for Academic Development (CAD) within the Faculty of Education which provides educational services to the whole university community. The running costs for the entire Faculty of Education are around US$200,000 per year, excluding staff salaries. This amount is shared by four other departments within the Faculty. Statistically one would say that each department is receiving around US$40,000 per year, which is at most 40% of the yearly expenditures during the STADEP project.

This situation may improve since 2003 thanks to inputs from the World Bank Project for Higher Education, which was designed also to support staff training at UEM.

The big question is whether the CAD, the successor of STADEP, can survive after all foreign financing has ceased. The answer should be “YES” because of the following reasons:

- STADEP has raised the university awareness for the need of a continuous staff development;
- Lifelong learning is being preached in all official meetings of the university, including appeals for continuous pedagogical staff development;
- The need for training lecturers and professors exists objectively, and is a permanent one;
- STADEP found its institutional place (CAD within the Faculty of Education);
- Mozambican staff is running CAD, and UEM is paying the respective salaries.
What may be different is that the logistics of the programme might have to be scaled down in terms of consumables.

However CAD staff are developing an increasing capacity to provide services to external the community, which may create an income-generating potential in the long run. Presently CAD accepts the participation of lecturers from other higher educational institutions in its pedagogical training courses, and in few cases CAD has been invited to run courses by other tertiary institutions.

THE IMPACT

The impact of STADEP may be seen in: (a) its institutional home, (b) the working conditions of its staff, (c) its assistance network with the Faculties and quality of these services, and (d) the importance now given to pedagogical training within the UEM.

Institutional home

STADEP gave birth to CAD, which is now responsible for organising professional educational training courses for university teaching staff. At the moment CAD is concerned with keeping track of teaching innovations at the international level, e.g., problem-based education, project-based education, competence-based education. CAD offers services in the following areas: (a) courses on educational issues for academic staff, (b) curriculum development at faculty/department level, (c) student academic support programs, (d) quality assurance at UEM, (e) use of information and communication technology in education, and (f) distance education. The Centre was set up using foreign expertise, but now Mozambican staff are running it and their numbers are growing. The most important achievement by STADEP is that Academic Development has now become a recognised career track just like Medicine or Law, and one can progress from a junior lecturer category up to professorship in this career path.

Working conditions of the staff

The project succeeded in creating effective working conditions such as: (a) more and better organized work space, (b) one computer linked to the Internet per staff member and equipped with up-to-date software, (c) functional financial system in place, (d) course data management system, (e) specialized library with more than 500 education-related books, (f) clear allocation of tasks and responsibilities among staff members, (g) yearly program planning and evaluation, (h) weekly staff meetings, and (i) a network of counterparts among the various Faculties.

Network with the Faculties and quality of services

The ongoing curriculum reform has provided a good opportunity to connect CAD with all Faculties, although with different levels of intensity. The curriculum reform has forced academic staff and students to reflect in depth about academic life in each Faculty. In most debates (organised as seminars or workshops), CAD is invited to play a role.

In the last five years an average of 10 courses with 140 participants per year has been a main output. Adding up the total number of participants (many lecturers have participated in more than one course) from 1989 until 200, approximately 1250 participants have been involved. The systematic evaluations at the end of a course consistently show positive results, demonstrating that the UEM academic community apparently needed this type of training.
The STADEP courses continue to be popular, and the Faculties are now willing to build institutional ties with CAD. Because of the relevance of the training offered, other educational institutions in Mozambique are beginning to seek some kind of collaboration with CAD.

**Importance given to pedagogical training within the UEM**

The institutionalisation of STADEP in form of CAD shows the importance that the University is prepared to give to the pedagogical training of its academic staff.

UEM still does not have a quality assurance system in place. When they apply for promotion, however, academic staff members generally have better chances if they can show proof of having received some kind of pedagogical training.

Today many UEM academic staff members are willing to improve their teaching practice. CAD receives an increasing number of requests from the Faculties to intervene in different ways, e.g., meetings, seminars and workshops. Lecturers also approach CAD individually to inquire when can take a certain training course. Within the Faculties, one sees growing evidence of staff concern with their students and their learning process. More lecturers show more expertise and understanding as well as express greater ownership in curriculum development process, and more people are debating the whole nature of academic life. Another aspect which makes CAD important is its attempt to influence a student-centred approach. This, according to Akker (1998), implies a major change of emphasis in the traditional learning environment, as follows:

<table>
<thead>
<tr>
<th>Less emphasis on:</th>
<th>More emphasis on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treating all students alike and responding to the group as a whole</td>
<td>Understanding and responding to individual student’s interests, strengths, experiences and needs.</td>
</tr>
<tr>
<td>Rigidly following the curriculum.</td>
<td>Selecting and adapting the curriculum.</td>
</tr>
<tr>
<td>Focusing on student acquisition of information.</td>
<td>Focusing on student understanding and use of scientific knowledge, ideas and inquiry processes.</td>
</tr>
<tr>
<td>Presenting scientific knowledge through lecture, text and demonstration.</td>
<td>Guiding students in active and extended scientific inquiry.</td>
</tr>
<tr>
<td>Asking for recitation of acquired knowledge.</td>
<td>Providing opportunities for scientific discussion and debate among students.</td>
</tr>
<tr>
<td>Testing students for factual information at the end of a unit or chapter.</td>
<td>Continuously assessing student understanding.</td>
</tr>
<tr>
<td>Maintaining responsibility and authority.</td>
<td>Sharing responsibility for learning with students.</td>
</tr>
<tr>
<td>Supporting competition.</td>
<td>Supporting a classroom community with co-operation, shared responsibility and respect.</td>
</tr>
<tr>
<td>Working alone.</td>
<td>Working with other teachers to enhance the program.</td>
</tr>
</tbody>
</table>

12
CONCLUSIONS AND RECOMMENDATIONS

Summing up the balance sheet after 12 years of staff development activities carried out by STADEP at Eduardo Mondlane University, the following conclusions can be drawn:

Institutionalisation should not be the last stage

Although for a long time it was unclear how the STADEP project might be formally integrated within the organizational structure of UEM, the re-opening of the Faculty of Education offered a good opportunity to provide STADEP with an institutional home. Today STADEP continues as the Centre for Academic Development that functions with relative autonomy within the Faculty of Education, offering services and conducting research in the areas of Staff Development and Student Support. For a project like this, it is advisable to start discussions concerning the institutional location of the project as early as possible, so that when its programs are accepted, a real institutionalisation can take place without delays caused by bureaucratic procedures. A crucial point is related to human resources. The institutionalisation must set up a professional career trajectory that is equivalent to other academic careers within the university.

Local staff from the beginning

For the first seven years, the project depended heavily on foreign technical expertise. As a result, uncertainties continued through the last phase as to whether the local staff would be able to run the programs independently or not. As in other academic fields, suitable senior staff need to be prepared within the field of Academic Development. The best strategy in terms of human resources development would have been to recruit some junior staff interested in educational matters, who could grow with the project from the start of the pilot phase. Unfortunately this only happened in the last stage. As part of individual career development, the building up of research capacity is now in progress. Two STADEP staff members are pursuing PhD studies and two more are undertaking Masters’ degree programmes. Each of these graduate courses is directly related to areas that are important for the development of the Faculty of Education. It is also hoped that these graduate degree-holders may constitute a foundation for the development of a more consistent research program in the near future.

Optimal material conditions and project organization attained at the end

With respect to material conditions and project organisation, a promising basis has been laid down for the transition to a Centre for Academic Development. The information and communication equipment (computers, software, E-mail connections, Internet, Website), the library, a financial system, and a course administration system are all in place. In addition, a clear supervision and coordination system has been developed in which respective staff responsibilities are well defined. Regular staff meetings take place and once a year a comprehensive planning and evaluation session is held. Within this internal coordination system, emphasis has been placed on the self-responsibility of staff members for the planning, design and execution of their own activities. This policy has fostered a high level of commitment among staff members in the activities that they carry out.

The programme of training courses must be dynamic

Over the years the STADEP team has been successful in the consolidation and expansion of its program of courses. Fifteen different courses have been developed and implemented. However, only the half of them have encountered a sustained demand. Consequently the project team realised that some courses could be better treated as topics for internal seminars in the Faculties. Other courses, like the software “COCOS,”
simply vanished because they were no longer relevant to present circumstances. The training courses have proved to be of great value, but in order to carry out a more continuous staff development one might gradually shift to regular seminars around specific topics within Faculties. This would create a space for professional debate among academic staff working in the same disciplinary context.

**Educational research should enrich the experience of teaching staff**

The STADEP team members co-organised seminars on 'How to conduct educational research', co-supervised thesis work on educational issues by Mozambican and Dutch students, and motivated their counterparts in the Faculties to present papers on the innovations that they had introduced within their Faculties. These small pieces of action research may serve as alarm clocks that wake up other lecturers to reflect on what they do, and how they do it, within the classroom.

**Staff development has its best impact within the Faculties /Departments**

STADEP has invested much time in activities on Faculty/Department level, especially in the areas of curriculum development and (on a more modest scale) staff appraisal. The organization of workshops, seminars and special courses as well its permanent membership in commissions for the revision/reform of the curriculum have been part of STADEP's activities. However, Faculties and Departments have their own particular dynamics. Innovations in the field of curriculum reform and staff appraisal require an investment of time and energy over a sustained period. In many cases the introduction of these innovations depended solely on the commitment of one or two lecturers (normally a STADEP counterpart was involved) in the concerning Faculty/Department. If the STADEP counterpart went abroad for study or accepted another position within the UEM, the continuation of planned activities was immediately put at risk.

For similar reasons, the STADEP network of counterparts slowly collapsed. The adopted model (key persons who worked full-time in their respective Faculty who would receive tailor-made pedagogical training and would function as a permanent link with the STADEP program) was promising in the beginning. Certainly it worked better in comparison with a former model based on counterparts who worked on a part-time basis in their Faculty and on a part-time basis in STADEP. For the Centre of Academic Development, however, other counterpart models that offer more guarantees that the planned activities are carried out as foreseen, will be given serious consideration.

**It is important to find a good balance between core and extension activities**

Only in the last three years of its existence has STADEP started to penetrate the market of extension activities. Starting with the participation of a STADEP team member in the study 'An Analytical and Critical Review of Education Sector Studies Conducted in Mozambique' in 1999, the years 2000 and 2001 witnessed a growth in the marketing of the STADEP courses. Although in absolute terms the requests for extension activities are still very limited, it is important to call attention to the fact that in all circumstances most of staff time must be allocated to the core staff development programme within the university. At the same time, programmes like STADEP should not remain as pure ivory towers without relevance to the surrounding community.
THE AUTHOR

Ernesto Mandlate joined Eduardo Mondlane University in 1996 as a Mathematics Lecturer at BUSCEP (Basic University Science Education Programme), which at that time was a bridging programme for the Faculties of Science, Engineering, Agronomy, and Veterinary. From 1997 to the present, he has served as coordinator of STADEP/CAD (Staff development Programme/Centre for Academic Development) at the Faculty of Education of Eduardo Mondlane University (UEM). In this Centre he contributes to the pedagogical development of staff by offering the courses “Teaching Methods” and “Course Design.” When the UEM Faculty of Education established a Masters’ degree in Education in 2001 he was invited to run the courses “Curriculum Theory and Development” and “Curriculum Implementation and Innovation.” Before entering UEM, he worked for the National Institute for Education Development as coordinator of the Mathematics Pilot Project from 1993 to 1995. His main assignment was to revitalise the Mathematics Didactic Group for primary education. In the same period he enrolled in a masters programme at the Stockholm Institute of Education on sandwich basis and received his degree in 1997. He is also experienced in Secondary Education, because from 1990 up to 1993 he served as School Headmaster for the Francisco Manyanga School. His professional experience with higher education began in 1989 at the then Higher Pedagogical Institute – which has now become the Pedagogical University – just after receiving his honours degree in Mathematics in the former German Democratic Republic. In terms of research, he is mainly concerned with curriculum reforms in higher education, He may be contacted at e-mail: Ernesto@zebra.uem.mz

REFERENCES


