



A New Performance Incentive Framework for Mozambican Primary School Teachers: Evaluating Outcomes and Cost-Benefit Analysis

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Abstract

Theoretical frameworks for educational incentives in Mozambique's primary schools are limited, with a need to develop a comprehensive model that considers performance outcomes and cost-benefit analysis. Theoretical models will be developed based on existing literature in educational economics and incentives theory, with an emphasis on African contexts. The proposed theoretical model will serve as a foundation for empirical research, providing insights into optimal incentives for Mozambican primary school teachers. Policy makers should consider the feasibility of implementing such incentive structures in Mozambique's education system.

Keywords: *Sub-Saharan, African, Social-Ecological, Systems, Literature, Comparative, Ethnography, Qualitative*

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