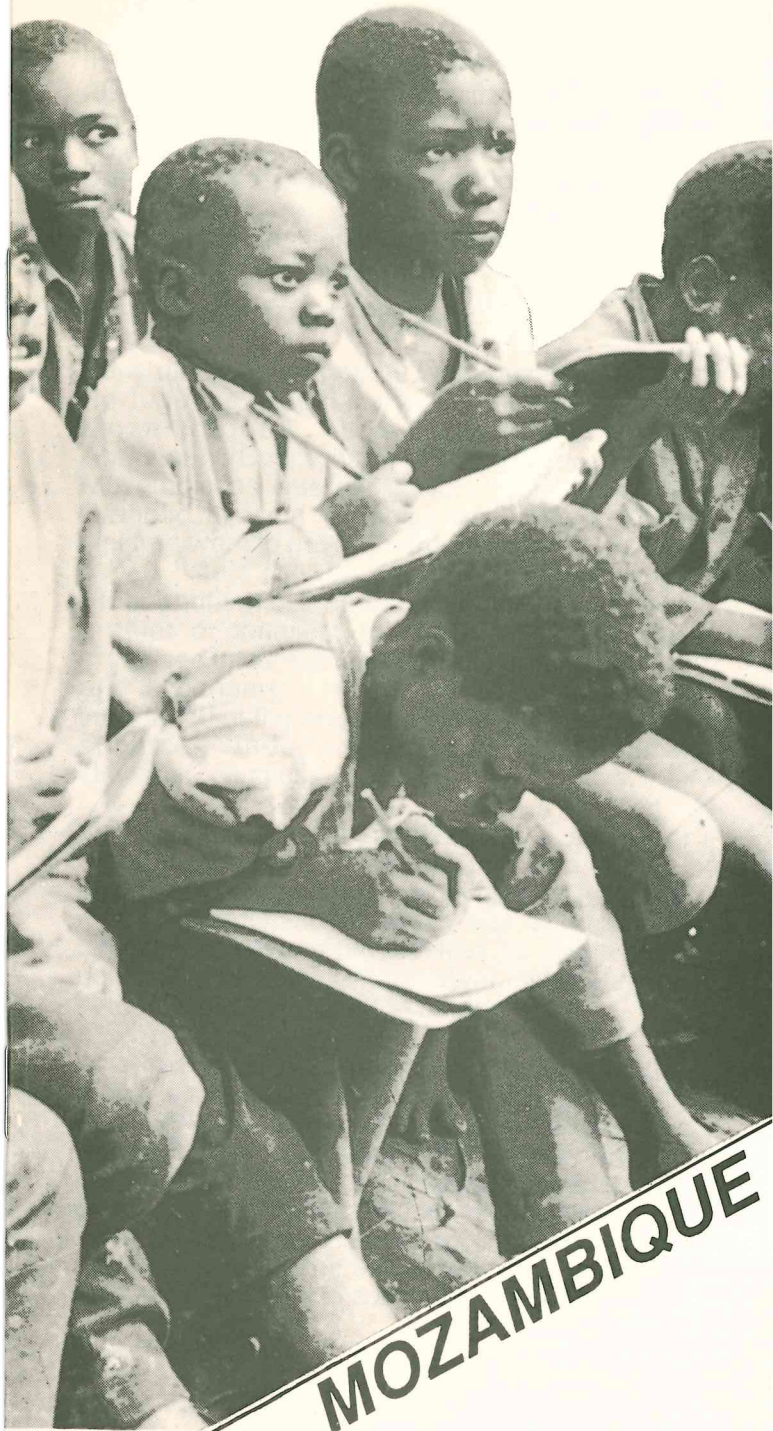


EDUCATION



MOZAMBIQUE

INTRODUCTION

In Mozambique education is considered as a resource at the service of all citizens, regardless of race, social origin, sex or religious belief. The objective is to enable Mozambicans to use science for the benefit of the people.

The right to education is one of the most important victories won with Mozambique's independence.

I. EDUCATION FOR SOME

Education was one of the weapons used by the Portuguese colonial system for dominating Mozambique. Through the Missionary Agreement (Concordat) of 1940, the education of Mozambicans was exclusively assigned to the Catholic mission schools, while the settlers' children went to government schools.

Throughout most of the colonial period, with greater or smaller variations, education was organised into three levels - rudimentary, primary and secondary. Higher education was only introduced at the end of the 1960s, limited to the sciences under the designation General University Studies.

In practice, colonialism created a series of barriers founded in social and racial discrimination to impede Mozambican access to the higher educational levels. For example, the children of Mozambicans had to begin their schooling at rudimentary level, whereas the settlers' children started at primary level.

Another high barrier set in place was the assimilation policy, a process of encouraging Mozambicans to break with their own culture and tradition and adopt the colonial way of life, including subservience to colonial policies. In exchange assimilated Mozambicans could get some privileges, such as the right for their children to be educated in the official schools. However, many people failed to surmount the bureaucratic

barriers required before achieving their 'assimilated' tickets. In any case the government schools, both primary and secondary, were in the main cities, inaccessible for the majority of Mozambicans living in the countryside.

As a result of these policies, by 1950 there was only one Mozambican in the entire country enrolled in secondary school.

By the early 1970s little more than 1% of the population (about 100,000 people) had completed primary school. Out of a university student body of 4,500 only 40 were black.

When Mozambique gained independence in 1975 it inherited an illiteracy rate of 92%, in a population of 10,000,000.



Primary pupils in FRELIMO's liberated areas during the national liberation struggle

II. EDUCATION FOR ALL

Following independence, work began to fulfil the objectives for which the anti-colonial struggle had been fought.

In the field of education, facilities had to be expanded to reach the whole people, opening up access to schooling and counteracting the deliberate colonial policy of keeping the people in ignorance.

One of the new government's first actions in this area was the nationalisation of education in July 1975, together with other social sectors such as health and justice.

The Mozambique Liberation Front (FRELIMO) had already, during the independence struggle, implemented the principle of open access to education in the liberated areas. It introduced a new forms of education, based on Mozambican history and cultural values and free of the alienation that was part of the colonial system. By the end of the colonial war in 1974 there were more than 30,000 pupils in primary school in the liberated areas, over 500 secondary students, hundreds of retrained teachers, and many students with scholarships abroad at middle and university level. Put simply, FRELIMO trained more Mozambicans in twelve years than had been trained during 500 years of colonial domination.

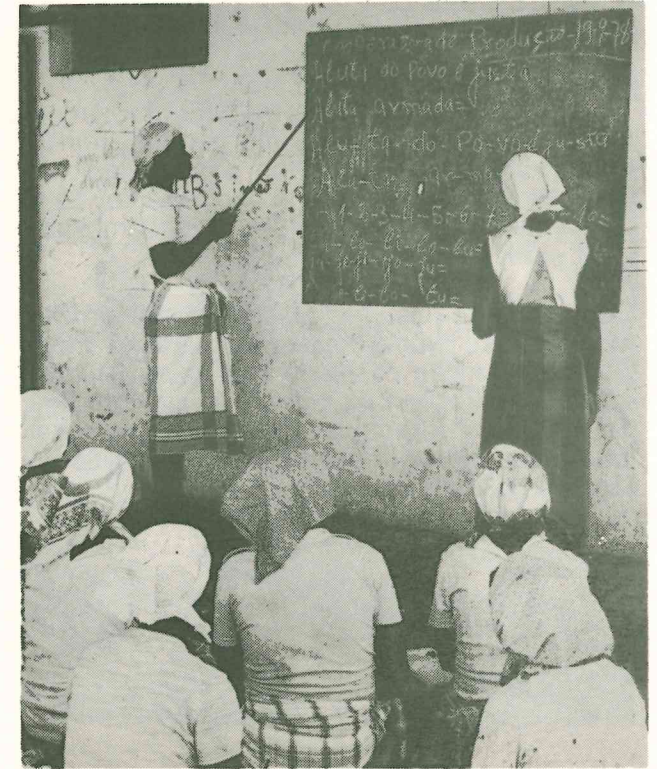
After independence, thousands of Mozambicans enlisted in educational work, under the FRELIMO watchword STUDY, FIGHT AND PRODUCE. There was a massive escalation in learning, notwithstanding the difficulties of the moment caused by such factors as the departure of thousands of Portuguese teachers.

The sight of workers and peasants learning the first letters of the alphabet became the norm in all corners of the country. For the first time the underprivileged classes came into contact with mathematical functions, bringing them a perspective of taking control of their lives.

The National Literacy Campaign was formally launched in 1978. Meanwhile, the government redoubled its efforts in rapid teacher training, especially at primary level, organising courses throughout the country.

In the year following independence 800 new teachers were trained, and a school for training and upgrading teaching staff was established in each of the country's ten provinces.

In spite of all the practical and technical difficulties inherent in restructuring the system, new programmes and teaching methods were introduced in the schools along with democratic work practices.



A class in a production cooperative - after independence women got the chance to become literate

III. THE LEARNING BOOM

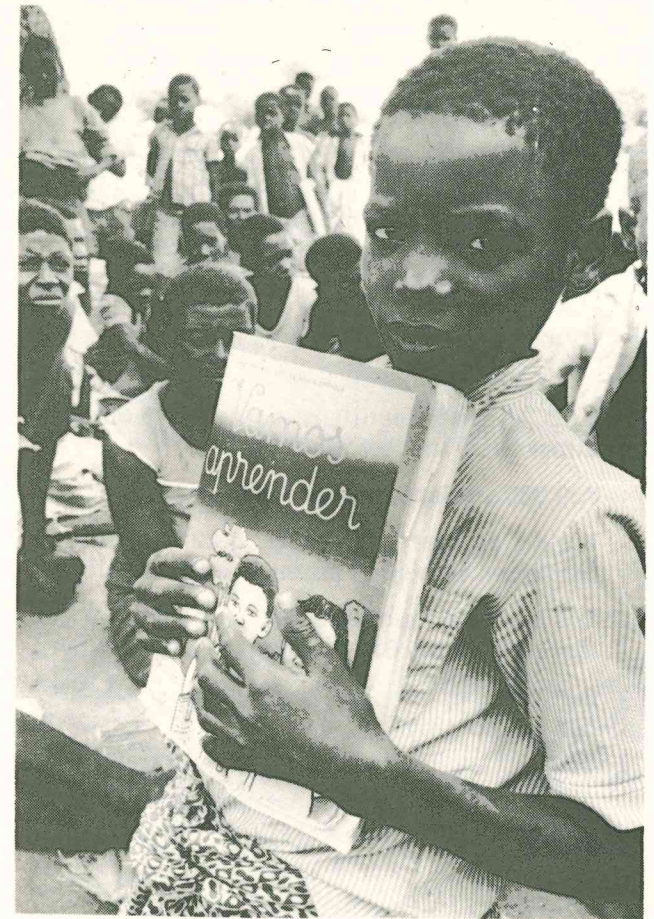
A real learning explosion took place in post-colonial Mozambique.

The People's Republic of Mozambique's success in giving a people recently freed from colonialism

the right to education was a model for Africa. The number of students in school tripled during the first two years of independence, to 1,200,000 children in 1977. By 1980 the number of primary school pupils had grown from 600,000 to 1,600,000, and the number of secondary school enrolments had doubled to reach 90,000. The numbers in the first two years at secondary level quadrupled.

Thus, statistics showed that by 1980 1 in every 10 Mozambicans was benefitting from the formal educational system, and the proportion of the population that was studying had grown by 39%. One year later, in 1981, 49% of Mozambicans were studying.

Continuing at this rate of educational growth, Mozambique would have been among those Southern African countries that have achieved universal enrolment at primary level (Tanzania, Zambia and Zimbabwe). This dream was interrupted in 1981, when the destabilisation of Mozambique was intensified.



Teaching in a war situation - a child in a displaced people's centre in Tete province

IV. EDUCATION UNDER ATTACK

From 1981 onwards, terrorists trained and supported by South Africa carried out a massive campaign of destroying schools and other important socio-economic infrastructures. They sacked and burned hospitals, villages, fields, bridges, railway lines and development projects.

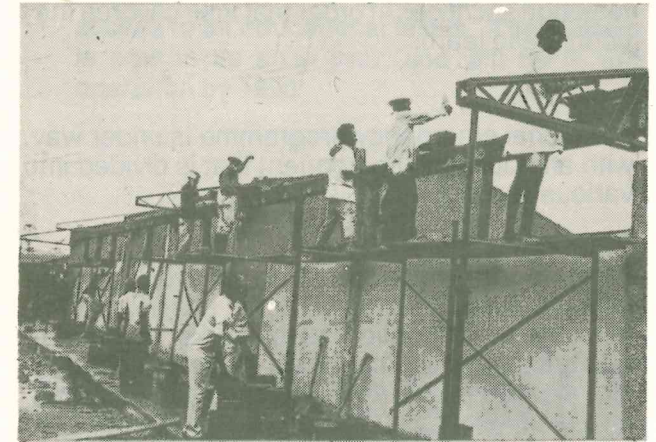
These actions forced 4,500,000 people off their land to become displaced either inside or outside the country, affecting 448-500,000 school age children.

By 1985, after four years of increasing aggression, it was estimated that 46% of children were no longer attending primary school, and that 40% of all schools had been destroyed.

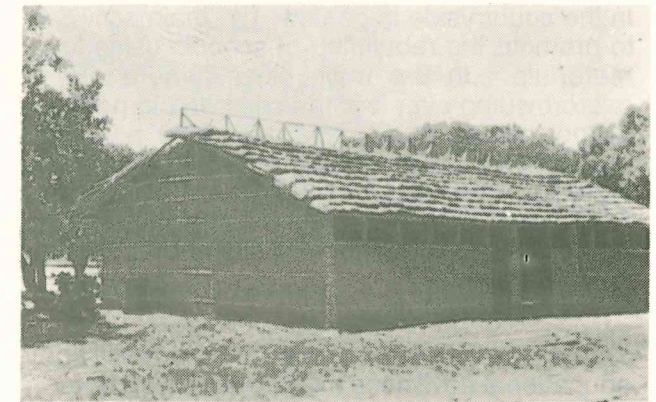
Today it can be seen that education is one of the hardest-hit sectors:

- **3,000 schools destroyed, damaged or directly attacked by the terrorists**
- **750,000 students prevented from studying**
- **7,000 teachers affected, 3,224 of whom displaced within the country and 300 abroad**
- **193 teachers murdered, 185 kidnapped, 1,153 lost everything, 618 missing**
- **36 boarding schools and 4 teacher training centres destroyed**

Official figures show that by 1986 the provinces with the highest proportion of schools destroyed were Tete (82%), Zambezia (74%), Sofala (60%), Niassa (56%) and Maputo (56%).



Action to guarantee education - around the country schools are being built with local resources



V. EMERGENCY ACTION

The external enemy's efforts to destroy the Mozambican dream of mastering science and technology have met with a rapid response on all fronts. It is precisely because the country's development depends on education that this is one of the main targets.

As on the political, military and diplomatic fronts the Mozambican people and state are prepared

for tough sacrifices in order that their children may continue to learn.

A national emergency programme is under way, with an education component that is divided into various sectors.

First is the rehabilitation of educational infrastructures that have been attacked. The Ministry of Education also works to provide education in the displaced people's centres, mainly in schools built by the people themselves. It's also works in the areas from which the terrorists have been expelled as a result of military offensives.

In the countryside in general, the main activity is to promote the rebuilding of schools using local materials. In the main cities, where due to overcrowding over half the children did not have school places in 1989, a third shift has been introduced to meet the growing need. Within the framework of the government Economic Rehabilitation Programme, the state plans to rehabilitate educational facilities and strengthen teacher training.

With all the problems of war, there are still some educational advances that are worthy of note:

- the illiteracy rate fell to 70%
- the pass rate in schools began to rise again in 1983, after a drop caused by the terrorist attacks
- the school dropout rate fell
- the number of university students grew 10% per year up to 1986
- the Eduardo Mondlane University is still growing, and now has a predominantly Mozambican teaching staff

- the National Education System (SNE) was introduced in 1983, conceived as an integrated system to guarantee the right of access to all educational levels. The System is now in its sixth year, and will be in full operation by 1990



The technicians of the future

