

BILINGUAL EDUCATION IN MOZAMBIQUE: NOWADAYS SITUATION

By

Samima Patel

Gervasio Chambo

Felix F. Tembe

Eduardo Mondlane University

Maputo - Mozambique

INTRODUCTION

In this paper we hope to:

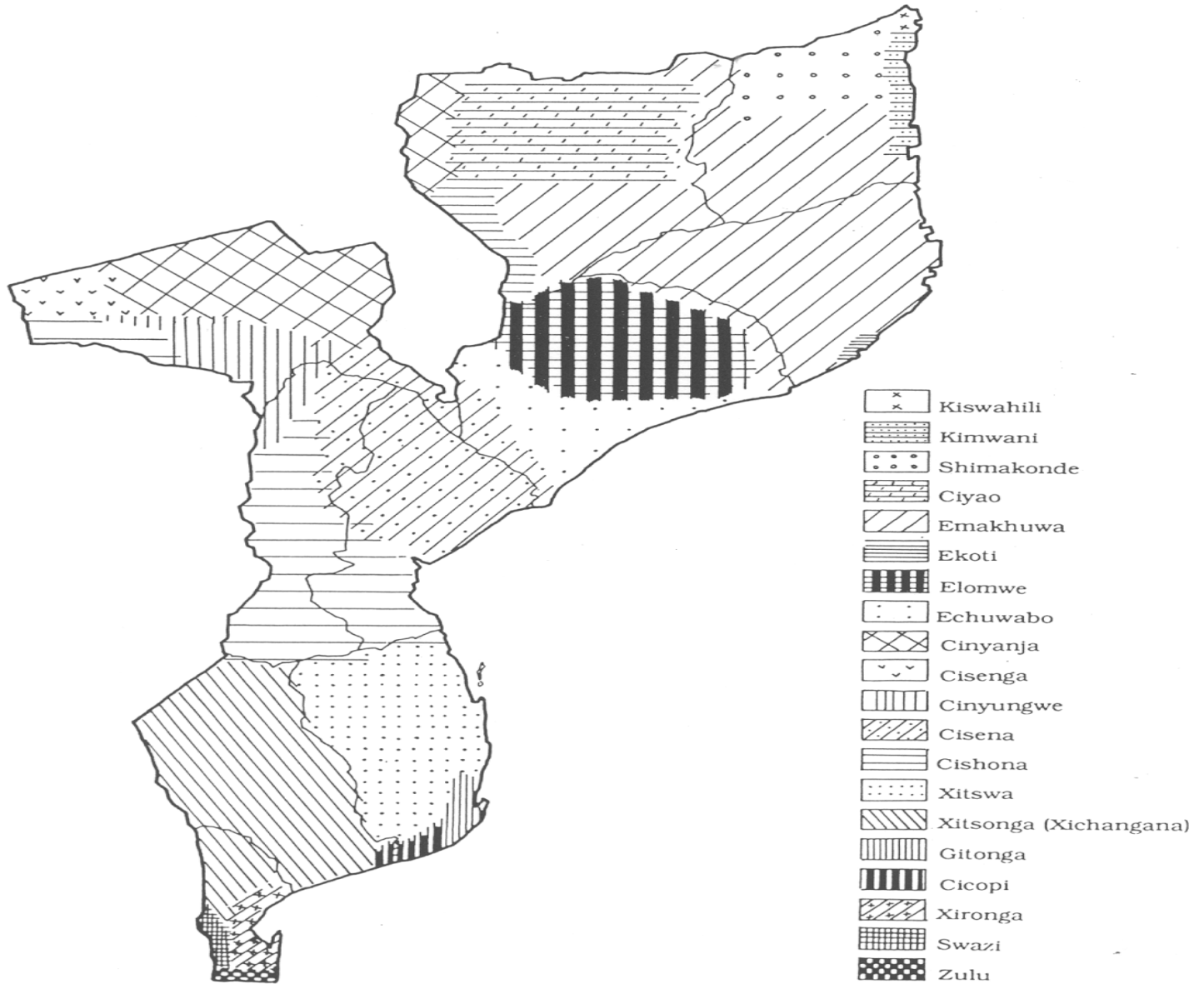
- Analyze Bilingual Education Development in Mozambique;
- Related to teaching, training, programs and materials

SOCIOLINGUISTIC CONTEXT

Mozambique is a multilingual and multicultural country

- Mozambican Languages:
There are about 20 bantu languages, spoken by approximately 99% of the population.
- Portuguese is a official language, considered as the language of national unity, LWC, Language of Prestige, is spoken by 6% as mother tongue and 39% as a second language (L2).
- Foreign Languages:
French, English: considered as laboral languages and thought as a Foreign language. (FL)
- Other languages: Arabic, Urdu, Memane and Hindi used in familiar and religious contexts.

Mapa Linguístico de Moçambique



LANGUAGE POLICY

- Portuguese: official language
- Bantu languages: are considered national languages, cultural and identities patrimony.
- They are used for formal (pilot programs) and non-formal education. (Republic Constitution 2007).

LANGUAGE POLICY IN EDUCATION

- Since 1983 to 2003 Portuguese was the only functional language for the National System of Education;
- After 2003 primary level curricula were changed. In this case, the mother tongues were included in formal education;
- The mother tongues were included in formal education because:
- Majority of the children do not have Portuguese as their first language at the primary school age;



(cont)

- Pedagogic results of primary level were low, due to; premature pregnancy and marriage, unsuccessful results, poverty etc.
- The methodologies of teaching were centered in punishing pupils. (Palme, 1992)
- Normally, many children had to 'drop out' of school because they did not recognise portuguese as a primary language.



5. BILINGUAL EDUCATION HISTORY

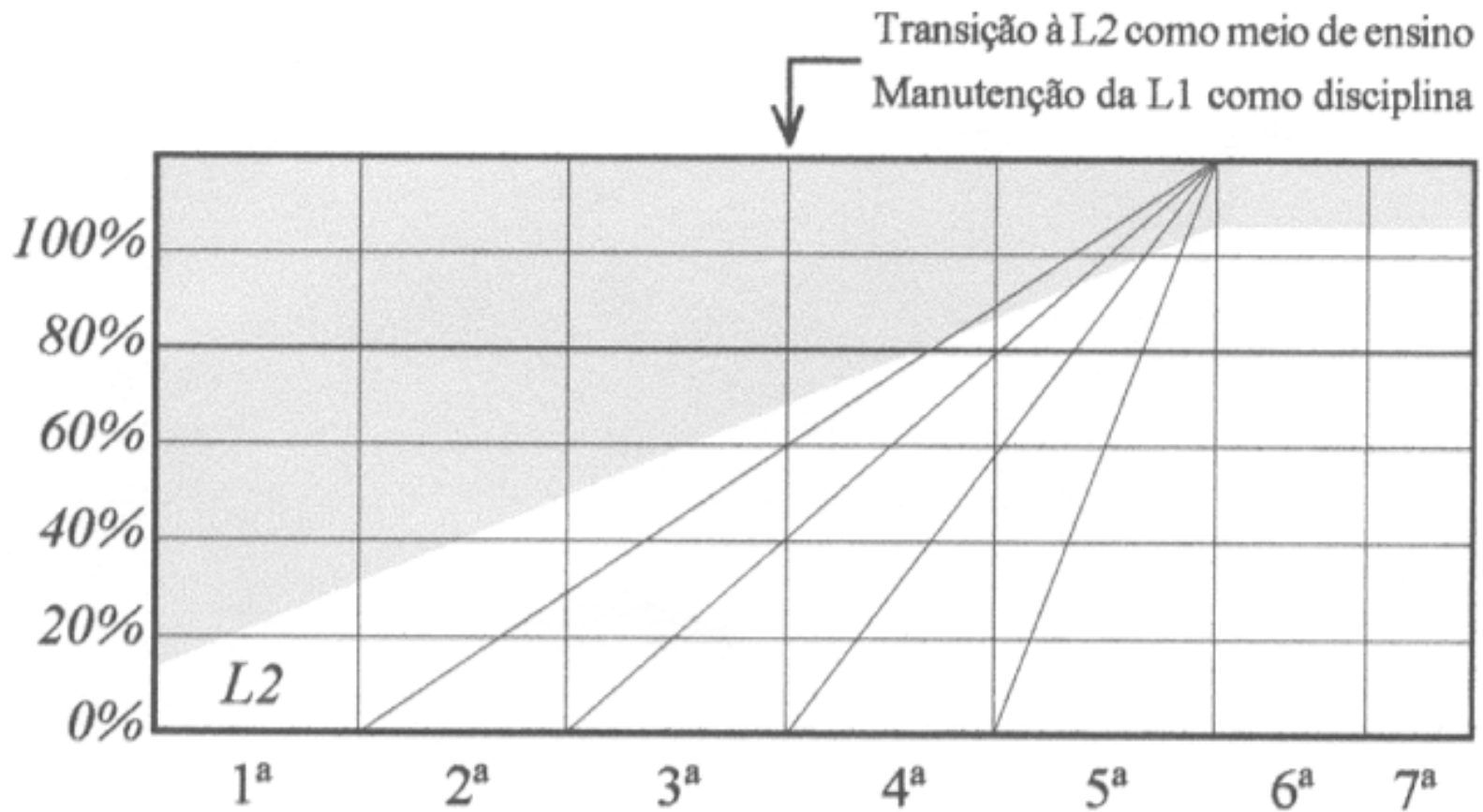
- In 1993 to 1997, INDE has developed experimental Bilingual Educational Project (PEBIMO) in two provinces:
- GAZA – Changana/Portuguese, TETE – Nyungwe/Portuguese.
- Some results of PEBIMO were positive comparing with the Monolingual Education in Portuguese.
- INDE organised a workshop in 1997 to analyze, introducing Bilingual Education in formal systems of Education, where many organizations participated as: Religious, Universities, NGO's and Civil Society.
- In 2001 bilingual education was considered as one of the official educational programs in Mozambique

6. EDUCATIONAL PROGRAMS

Since 1997 to 2003, the primary level curricula was reformed, and two programs were adopted:

- Monolingual Program in Portuguese – Relative Submersion Model (Hamel, 1989; Baker, 1993).
- Bilingual Program – based in mother tongue and Portuguese - Transitional Model
- These programs lead to the subtractive bilingualism (Hamel, 1989; Baker, 1993; Maher 2006) and assimilations and homogeneity models of education (Bamgbose, 1991).

7. BILINGUAL EDUCATION MODEL





NUMBER OF PUPILS AND SCHOOLS IN PRIMARY LEVELS

- In general the primary schools: 4.813.804 pupils.
- The Bilingual Education Program began in 2003 with 1.350 pupils from grade 1 to 6.
- In 2008 Bilingual Education reached about 21.500 pupils from grade 1 to 6.
- There are 11.859 primary schools, which only 75 are bilingual.

Distribution of Bilingual Schools in provinces: 2008

Province	Total Schools	Language/schools
C. Delgado	11	Mwani (3), Makhuwa (3), Makonde (4)
Niassa	11	Nyanja (4), Yao (3), Makhuwa (4)
Nampula	02	Makhuwa (2)
Zambezia	02	Lomwe (1), Chuwabu (1)
Tete	09	Nyanja (3), Sena (3), Nyungwe (3)
Manica	17	Ndawu (10), Tewe (7)
Sofala	04	Sena (2), Ndawu (2)
Inhambane	04	Copi (1), Tonga (1), Ndawu (1), Tshwa(1)
Gaza	13	Copi (5), Changana (8)
Maputo	02	Ronga (1)



TEACHERS TRAINING

- Actually there are 73.890 teachers for primary level education.
- There are only 820 bilingual education teachers
- Pre – Service Training
- Trainers - UEM
- Teachers – IFP's

- **In Service Training**
- MEC/ INDE in 9 provinces
- PROGRESSO in C.Delgado and Niassa;
- DANIDA in Tete;
- UDEBA-LAB in Gaza; GTZ-PEB in Manica and Sofala.



FOCUSED TOPICS FOR TRAINERS OF TEACHERS IN UEM

- Concepts of bilingual education.
- Some elements about the African and Mozambican sociolinguistic context.
- Linguistics rights in multilingual and multicultural societies.
- Models and programs of Bilingual education.
- Concepts of language, culture and identity.
- Concepts of literacy.
- Linguistic and communicative competency.
- Critical pedagogy.
- Bilingual education Methodology.
- Practical pedagogies.

FOCUSED TOPICS FOR TEACHERS IN IFP

- Bantu Linguistic: phonology; morphology and phonetic.
- Mozambican sociolinguistic context
- Methodology of bilingual education but it is not thought because the trainers do not know how to teach.

FOCUSED TOPICS FOR TEACHERS IN SERVICE

- The training is very focused in grades that are thought.
- It is more practical and less theory
- It is done in homogeneous linguistic areas
- There is simulated practices in small groups of teachers
- There is practice with real pupils
- There is a shortage of teaching and training materials except in Niassa and Cabo Delgado,
- Unfortunately it is done occasionally except in Niassa and Cabo Delgado, where training is supported by Progresso.

DEVELOPMENT MATERIALS

- Materials in 16 languages selected for BE program are developed by:
 - the National Institute of Education Development (INDE);
 - the Eduardo Mondlane University;
 - Progresso.
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- The authors are local native speakers, and are selected among primary school teachers, religious, and members of provincial and district department of Education and Culture.

PARTNERS OF MINISTRY OF EDUCATION FOR BILINGUAL PROGRAMS

Their Activities:

- teacher training;
- pedagogical supervision;
- didactic and complementary materials development;
- promote workshops for changing experiences in bilingual education field.

SOME CONSIDERATIONS

- Materials;
- Teachers;
- Trainers;
- Financial resources;
- Political Decisions (Avoiding policies)
(Bamgbose, 1991; Lopes 2004).

Khanimambu!

Siyabonga!

Asante!

Obrigado!

Thank you!