

Understanding Schooling in Rural Mozambique

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A survey of 63 primary schools in rural Mozambique aimed to examine how schools are organized to support promotion and learning in the early grades. Drawing insights from a school observation protocol, interviews with head teachers, teachers, and students, classroom observations, and reading assessments of children in Grade three, the study discovered that children from linguistic and ethnic minorities are at a disadvantage from the start. The paper outlines the systemic, linguistic, and cultural issues confronting education efforts in rural Mozambique.

Particular points for discussion include the perspectives and needs of diverse communities, training and posting of teachers, high student and teacher absenteeism, and absence of local curricula relevant to the needs and interests of rural communities. Potential strategies which advocate for flexible approaches to schooling, posting trained teachers from within the community, strengthening community-school partnerships, and developing children's literature in the local language to promote family reading are discussed.