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MOZAMBIQUE AND ANGOLA
Reconstruction in the social sciences

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FOREWORD

During 1975, independence was proclaimed in Angola and Mozambique. The many years of anti-colonial struggle were over and a new phase had begun, that of building a society based on the interests of the mass of the people - the workers and the peasants.

National reconstruction with these aims requires a review and revision of all the state organs and their functions. The present survey aims at contributing to this revision in the fields of social science and statistics. I hope that the general perspective provided through the survey will be of value for 'the responsible' in the governments of Angola and Mozambique. The information provided might also serve to facilitate the channeling of different forms of support as requested by these governments.

Apart from obvious gaps in the information collected, the major problem with a survey of this kind is that events move so fast that the data risks being overtaken by new developments. In Mozambique, the proceedings and resolutions of the Third Congress of FRELIMO were made available too late to be fully incorporated in the report. Relevant excerpts from the congress documents are now enclosed in an appendix. In Angola, the MPLA congress announced for the fall of 1977 is an event which may necessitate a revision of some of the statements made in this report.

The study was carried out with a grant from the Swedish Agency for Research Cooperation with Developing Countries, SAREC. The department of building funcion analysis at the Royal Institute of Technology has offered generous support to the survey, which ultimately was made possible through the hospitality and cooperation provided by the governments and peoples of Angola and Mozambique.

Stockholm in May 1977

Bertil Egerö
1. INTRODUCTION

1.1 Aims and methods of the survey

The purpose of the survey is to collect information on the present situation and on the existing plans relating to the production of knowledge in the field of social science in Angola and Mozambique. Such a review, of conditions, obstacles and plans, might be helpful to those responsible for reconstruction in this field. It could facilitate the delimitation of areas where international assistance of one kind or another would prove of value, and facilitate the contacts with institutions or persons able to give such assistance if requested by the governments of either of the two countries.

Data for the survey was collected during visits to Mozambique and Angola during December 1976 and part of January 1977. In Mozambique, arrangements had been made for the visit and the only obstacle met with was the examination period of the university, which lasted through most of December. A fairly large number of persons were interviewed and many institutions visited, including party offices, factories and the like. A trip was arranged to the Province of Inhambane, where local government and party representatives were interviewed and schools, hospitals, rural collective villages and other institutions were visited. Another trip was made to the Inhaca Research Station outside Maputo.

In Angola, the Central Committee session in October 1976 had necessitated a revision of earlier decisions relating to the survey. The session had not dealt in any detail with the organisation of the university or with the question of research, which meant that by the time of the visit the situation still was a bit fluid. From this point of view the survey could be said to be a bit premature. The excessive workloads of all the responsible in the government, the party and the university contributed to
making the results of the survey less rich in detail than is the case with Mozambique.

A short summary of the recent history of the two countries is provided, to facilitate reading the report. In paras 2 and 6, the situation today is described, with its two components of heritage and reform. The plans and intentions for the future as far as they can be described today are presented in paras 3 and 7. Finally, in paras 4 and 5, attention is devoted to more detailed observations on the development of planning and research in Mozambique, and on assistance possible in this field.

1.2 A summary of the recent history of Angola and Mozambique

Angola and Mozambique were the two most important of Portugal's colonies. Portuguese colonization of the coastlands started around 1500, but it was not until the end of the 19th Century that the boundaries of the two colonies were finally established. Internal resistance prevented the early extension of colonial rule over the interior, and it took a few decades of the present century before colonial administration had been established over most parts of the two territories.

The slave trade took a heavy toll of the inhabitants, especially in Angola where the population might have declined to half its size through the trade. The effects of the slave trade on local economic and social organisation were certainly devastating. As the trade in slaves gradually was phased out, a system of forced labour was introduced to serve the labour needs of settler agriculture and mineral extraction. Forced labour, in forms more or less concealed, was used right up to the end of the colonial regime.

Portuguese colonization was characterized by an intensive exploitation of peasants and workers, and by the systematic exclusion of these classes from economic or social advancement. At the same time, the Portuguese colonial government justified its rule in the colonies
in terms of its "civilizing mission" among the blacks. This ideology found expressions in a strict emphasis on Portuguese social and cultural institutions as the only acceptable forms of life. The minute proportion of the indigenous population accepted as a kind of second-class Portuguese citizens, the Assimilados, were given this status only after showing proof that they had completely abandoned their own culture and values in favour of that of the colonizer.

To uphold Portuguese civilization in the colonies also meant to organize the colonial society in accordance with Portuguese custom rather than in adjustment to the needs of the colony itself. This reflects on the institutions for education, the university and the research organization, whose prime function seemed to be the preservation of class differences rather than a contribution to the economic development of colonial society. As in other colonies, the history of Portuguese colonization is at the same time the history of resistance against foreign rule. The organization of the resistance took on a definite national character with the formation of MPLA in Angola in 1956 and FRELIMO in Mozambique in 1962. Earlier attempts at peaceful reforms had only led to violent suppression by the colonial governments, and an organized military resistance was the only alternative road to national independence. The military struggle started in Angola in 1961 and in Mozambique in 1964, and continued up to and after the downfall of the Portuguese colonial government in 25 April 1974.

The military achievements of MPLA and FRELIMO forced the colonial administrations to abandon large areas which gradually were re-organized as "liberated areas" by the liberation movements. The experience gained in the creation of a new society in the liberated areas has proved to be of immense value, and these areas today function as a kind of frontier areas in the national reconstruction of the People's Republics of Angola and Mozambique.
In Mozambique, a transitional government was formed in agreement between Portugal and FRELIMO in September 1974, and on 25 June 1975 the country became independent. In Angola, the combination of serious internal contradictions and external manipulations against the liberation movement eventually led to the Second War of Liberation, in which MPLA with international assistance successfully resisted simultaneous invasions from South Africa and Zaire. Independence was proclaimed on 11 November, 1975, but it was not until after the last of the invading troops were forced out of the country at the end of March 1976, that reconstruction could start on a national scale. The war had cost the life of thousands of Angolans and caused extensive damage to the economy and infrastructure, but it also led to a general mobilisation of the population which consolidated the national support for the new government.

1.3 The colonial system of education

The educational system in the Portuguese colonies was developed to suit the needs of a racially discriminated society. Although racial separation was never formally applied, in practice African children were barred from higher education. A special three-year "rudimentary education" was run for them, mainly by Catholic missions, with the purpose to "introduce Africans to Portuguese language and culture".1) Those who managed the three years could thereafter enter the four-year primary school which in principle led on to secondary and higher education. The lack of such schools in the rural areas and the narrow age limits set for entry kept virtually all Africans out of primary and higher education.

The economic development in Angola and Mozambique, and, especially, the start of an armed liberation struggle, led to certain reforms in the educational system. In Angola, primary school enrollment increased from around 100,000 in 1960 to over half a million in

1972. A similar trend can be observed for Mozambique. Over time enrollment began to increase even in post-primary education. According to informed opinion, the new opportunities in education and employment have resulted in the development of a generally racist and anti-intellectual indigenous bourgeoisie, whose functioning today presents certain problems for the governments of the two independent states.

The universities were established in the early 1960s, as part of the Portuguese university system. In 1968, they were authorized to award final degrees for the first time. The universities were set up to produce high-level "technicians", in natural science, medicine, agricultural science etc. Courses in Law, the humanities and the social sciences, and for a while even economics, were available only in Portugal. The system of pre-university education ensured that virtually all university students were Portuguese.

Empirical research seems hardly to have existed within the universities in Angola and Mozambique. In both colonies, special institutes of scientific investigation were set up and staffed from Portugal and elsewhere, carrying out research mainly in the natural sciences.
The countries in Southern Africa and most of the international railways in the area.
2. MOZAMBIQUE TODAY

2.1 General position

It is now over two years since the Transitional Government moved into office in Maputo in September 1974. In this period many major reforms have been decided and implemented and many important decisions made. The Third Congress of FRELIMO, held 3-7 February this year, was a major appraisal of the developments of the two years. The congress took important decisions on development strategies, within the overall perspective of building the ideological and material base for a transition to socialism.

The most important steps taken so far are, according to a document before the third congress:

- a start in the process of dismantling and destroying the colonial-capitalist state apparatus and setting up the bases for the worker-peasant state;
- taking control of the principal financial instruments and the main industries, blocking economic sabotage and imposing state control on the vital sectors of the economy;
- nationalising the land and rented buildings, principal economic base of the forces of the internal bourgeoisie;
- nationalising education and creating a new justice, uprooting the bourgeoisie's power in these sectors, uprooting its control of the Mozambican's mind;
- nationalising health, the funeral agencies and eliminating the trade in sickness and death.

The aim of these reforms are not simply to place control in the hands of the new government, but to fill these sectors with a new content. Industrial development, for instance, is intended to mean a complete restructuring of the industrial sector to suit the needs
of an integrated economy, and at the same time create conditions for a real workers' control of the individual industries. In education, virtually all the old text books have been abolished and new ones are gradually being prepared for use in an educational system with aims more or less the opposite of those of the colonial system.

An important part of these reforms is the establishment of a political structure for the mobilisation and education of people in all parts of society. The basic component in this structure is the Grupo Dinamizadora, action committees which have been formed in the neighbourhoods, places of employment, schools etc. In rural areas, the GDs may initiate collective farming, literacy training, basic education in environmental hygiene etc, besides holding political discussions aimed at bringing the peasants closer to the new society now taking shape. In the industries, GDs are composed of representatives from all sections within the firm, elected by the workers. There, the GD is an important means for reforms in the economic and social conditions of work, negotiations with the management and the solving of bottlenecks in production. In the schools, the GDs give the students power to criticise teachers who cannot adjust to the new principles of education and generally provide the basis for joint student-staff actions to improve the running of the school.

The main internal obstacle to development and reconstruction is the gap left by the Portuguese community. Only 20,000 or less of the 150-200,000 Portuguese remain today in Mozambique, and still more will leave as their contracts run out during 1977. The lack of technical and administrative cadres is felt all over the country, and will remain an obstacle to development for many years to come. Today, all available human resources are utilised; many people have two jobs or study and work at the same time. Those with less than adequate background for a certain type of education are given intensive courses to be able to start, the teachers at one educational institution are requested to give courses at other places as well.
Of the external problems facing Mozambique, the economic dependence on South Africa and the conflict with Rhodesia are perhaps the most significant. Less than a year after independence, in early March 1976, Mozambique decided to comply with the UN sanctions against Rhodesia and closed its border for all kinds of exchange. The direct economic effects of the loss in trade and employment have been estimated to $130 million annually, to which should be added the social and political difficulties from around 10,000 suddenly unemployed Mozambicans. Only a small part of the financial support offered by other UN membership states before the border closure has actually been given to Mozambique thus far, and as the border is likely to remain closed until a nationalist government is established in an independent Zimbabwe, the conflict with Rhodesia will influence development in Mozambique during some time to come.

One effect of the border closure is that a greater proportion of the national income derives from economic contacts with South Africa. Historically, Portugal can be regarded as the political coloniser while South Africa dominated Mozambique economically. The two most important sources of foreign revenue today are the transit trade through Maputo (formerly Lourenço Marques) and the migrant labour to South Africa. Maputo is only in an administrative sense a part of Mozambique, economically it is part and parcel of the transport system of South Africa and Rhodesia, responsible for a major part of the international trade from the Transvaal area. To retain Maputo within this system is important for South Africa, whose own port facilities are strained by the burden of traffic to and from Rhodesia, Zambia and Zaire.

Migrant labour, especially to the gold mines, was an important part of Portugal's incomes from Mozambique. Under the Mozambique Convention dating back to the turn of the century, almost half of the payment for the miners is to be made in the form of gold at the old price of $42 per ounce. By reselling the gold, Portugal could make a very handsome profit. Today South Africa is trying to get out of this agreement and establish a new one, based on a higher gold price. The official recruitment of workers
to the mines has also been cut down, for economic and political reasons. In all likelihood, clandestine recruitment and migration is still being used by South Africa as a means to get labour from Mozambique.

Apart from the economic aspects of the Rhodesian border closure, Mozambique is now facing a military escalation of the conflict. Ever since the resumption of the armed struggle for Zimbabwe in early 1976, Rhodesian forces have been making regular and frequent attacks on Mozambican territory. Numerous smaller attacks are interspersed with major invasions aiming at the destruction of life and property, often of civilians. The maintenance of a defence force against Rhodesian aggression ties down a considerable part of the cadres who would otherwise be available for national reconstruction.

2.2. Planning in Mozambique

The exodus of Portuguese from independent Mozambique has led to a reduction in the productivity in all sectors of society. Portuguese monopoly on all higher positions in the colonial government and economy meant that today not only is skilled staff for different functions missing, but also a great deal of the accumulated knowledge about Mozambique has disappeared. For the cadres today the main problem is to get things going again - lack of information plus the lack of staff has made it virtually impossible to establish a functioning system of planning in the time available.

The Ministry of Development and Economic Planning consists of three departments, Planning, Statistics and International Cooperation. Of these, the reestablishment of Statistics began in November 1976, while Planning is to be staffed following the resolutions of the Third Congress. Only the section for International Cooperation was in operation during my visit in late 1976.
An ad hoc planning commission composed of representatives from different ministries has drawn up an "emergency program" for national development, to be discussed at the congress. It is expected that a similar commission will be established permanently, to be served by the section for planning. In the meantime, each ministry is trying to serve its own needs for planning and draw on its own network over the country for information. In order to establish a system of "democratic centralism", the decisions taken in Maputo are as far as possible based on facts and recommendations passed up from the lowest levels of the national organizations. It seems likely that today a fair amount of the detailed planning and budget spending is done by the provinces and districts, within the limits of the resources allocated from the respective ministry in Maputo.

2.3 Statistical services

Statistical production was a well developed sector of the colonial administration of Mozambique. A Directorate of Statistical Services was the central authority of statistics, directing the compilation of data in different departments and itself responsible for a substantial part of the collection and publication of statistics. By independence, the Directorate had a staff of around 300 persons and all facilities, including automatic data processing, were available in the office. With no statistics being taught at the university, training was done within the Directorate itself.

With independence, the output of the Directorate went down, and the last available data published refer to October 1975. For most sectors, the latest figures are from 1973 or earlier. Within the Directorate, material exists from which more recent data could be compiled, but so far only a small part of this material has been utilized and then not by the Directorate itself.

At the end of November 1976, the contract of the Portuguese Director of Statistical Services was terminated and he left the
country. By then, only 50 staff remained and not one qualified statistician. A new director has been appointed, who is now reviewing the situation and the problems. The lack of trained staff means that inservice training will have to be started. Only 1-2 students can be expected from the university at the end of the present academic year, and their education has statistics as a secondary subject only. A very serious problem was said to be to get the computer going again, without which already collected data could not be made ready for publication.

Regular statistics on economic production, transport etc was based on material compiled in other agencies than the Directorate. The loss of skilled staff in all these agencies means that such material is no longer available. An important task in rebuilding statistical production will be to organise data compilation at the source, i.e. in the factories, departments of transport, ports etc. This work will have to be done in conjunction with the new administrative and production structures developing there.

2.4 Other centers of data collection

The lack of a functioning central authority for statistics has meant that some ministries have established special departments for this purpose. In the Ministry of Education, a Cabinet of Studies organizes the collection of information for the different departments within the ministry and compiles the results. Again, the success of this work ultimately depends on the ability of the staff in schools, in literacy classes etc to provide the information required. Representatives from each province have been given training in the subject, and they in turn train staff from the districts and circles. The work is only slowly beginning to show results - the educational staff is overburdened with ordinary work and has little room for extra tasks.
The intention is that provincial governments (there are altogether 10 provinces in Mozambique) compile the educational data and forward them to Maputo. The Ministry of Agriculture, where a Cabinet of Studies has also been set up recently, seems to rely on its provincial representative for data on cultivation, production etc. At present, detailed planning of agriculture is done by the province, which via district personnel keeps in touch with the local action groups, the GDs. One member of the GD is responsible for agriculture and handicraft, and is the link between the ministry and the peasants and farmers.

In a country where perhaps 90% of the population is illiterate, the members of rural GDs cannot be entrusted with more than simple tasks of data compilation. Still, basic data on agricultural production, communal farming etc was collected in this way for presentation to the Third Congress.

Other unconventional methods have also been used to get information for the work of the ministries. In 1975 and 1976, all university students and teachers were requested to spend one holiday month in special brigades working in different parts of the country. In 1976, one such brigade visited all the districts and made a complete inventory of all health clinics for the Ministry of Health. Two students were allocated to each province to assist in compiling statistics on teachers, pupils etc for the Ministry of Education. Other students worked on encouraging the utilisation of the public news boards (Jornal de Povo) and at the same time give the Ministry of Information a better idea of how they functioned in the country.

The Ministry of Public Works and Housing relies on statistics from before independence plus the personal knowledge of the housing situation of the few remaining qualified staff. A few surveys of urban housing areas have been undertaken, which prove the GDs to be very valuable sources of information. As for the
construction of rural collective villages, no information exists on the numbers started or completed.

Another agency where the loss of technical staff has seriously impeded statistical production is the Railways and Harbours Department. A plan for comprehensive railway statistics had been worked out earlier, but the two employees who had been trained on the new scheme left without having transferred the job. New staff is now being trained, but the main problem is the lack of experienced staff for the computer operations. Port traffic statistics is partly processed manually and some figures have been produced for 1976.

The possibly most important center for information on Mozambique today is The Center of Documentation and Information within the Bank of Mozambique. The center has been in existence since before independence, and then provided necessary information for financial decisions by the bank and its customers. Today, the center is still well staffed and capable of collecting, condensing and publishing all the information still made available within the country. The center publishes on a quarterly basis a bulletin of economic indicators, compiles occasional reports on social conditions and distributes regular lists of new accessions to its relatively well stocked library.

2.5 The state of research

In both the two colonies of Mozambique and Angola, special Institutes of Scientific Investigation were set up to do research mainly in the natural sciences. The institutes were established well before the opening of the university colleges in the early 1960s. In Mozambique, the more autonomous status of the university from 1968 went along with a reorganization which made the institute a part of the university structure. Apart from the institute, research was carried out from a few research stations upcountry, mainly in agronomy and veterinary science.
The separation of research from university teaching appears to be characteristic of the Portuguese university structure, a structure designed to serve an authoritarian political system which allows no room for debate and inquiry. One effect of this was that both teachers and students at the university in Mozambique were unacquainted with the practice of critical inquiry and empirical test. At the end of 1975, when the institute was made an integral part of university activity, only one of the 25 fulltime research staff of the institute remained. Since then, expatriate staff have been recruited both to the university and to the institute, where they are making an important contribution in the development of research.

As a further stimulus in this direction, an interdisciplinary project is gradually being developed on nearby Inhaca Island. The island with its unique climatic conditions has been made the focus of research into fauna och flora for many years, and a research station with some equipment still exists there. The project is intended to show ways of improving the economic and social conditions for the inhabitants of the island, but is also aimed at giving different university departments an understanding of the resources available in the other departments, and providing them with direct contact with the realities of the country today.

The integration of the institute with the university means that university staff and students participate in research projects carried out at the institute, while institute staff assist in teaching at the university and elsewhere. When specific requests are made from the government, ad hoc teams are set up to carry out the study requested. In this way, the human resources available are being optimally used and real integration is emerging.

No overall research policy has yet been formulated, and most resources are being spent on urgent or immediately important projects. Examples of these are the effects of the border closure with Rhodesia, where the department of economics gained valuable
experience, or the production of new textbooks on the history of Mozambique for use in schools and adult education classes.

Despite the lack of an overall policy for research, structures are now being created which give an indication of what subjects are regarded as the most important. They are created within the Institute for Scientific Investigation which, agricultural research aside, is the most important research center at the university.

2.6 The Institute of Scientific Investigation

The I.I.C.M. (Instituto de Investigação Científico de Moçambique) is headed by a director appointed by the rector. The institute is organized into five different Centers covering a wide spectrum of subjects. Largest among these is the Centre of African Studies. The others are the Center of Ecology, the Center of Basic Technology, the Center of Communication Studies, and the Center of Scientific Documentation.

An urgent task for the university is to rewrite history, to tell the story of pre-colonial social organisation, foreign occupation and oppression, and resistance from the perspective of the Mozambican people. The Centre of African Studies is organised around this theme. The section for pre-colonial history is the former section of archeology, now working mainly on the last pre-colonial stage, the iron age, the Bantu migration and the extension of the Zimbabwe culture into what today is Mozambique. Archeological research is the only possible method for this period, as neither oral nor written sources exist.

The section for colonial studies has as one important source the documents left behind from the colonial administration. The first part of this work, to collect and classify the material, has partly been started as part of the university students' holiday work. The modern history section works on the history of the liberation struggle and the resistance in the later phases of the colonial
period. The main emphasis of this section will however be studies of the southern Africa region, interregional economic relations, social and political developments etc. Projects already started include the Rhodesian economy after the border closure and the legal, economic and social aspects of labour migration from Mozambique to South Africa.

The Center of Ecology is composed of the former sections for Biology, Earth Sciences and Botany at the Institute. Today there are only two persons employed in the Center. They spend most of their time teaching ecology in different faculties of the university. But cooperation with the Ministry of Agriculture has started and it is likely that the center will expand in the years to come (see below, section 3.2).

The Center of Basic Technology, TBARN, is dealing with the problem of low-level technological innovations in agriculture, housing domestic equipment etc. TBARN has some collaboration with the Center of Communication Studies, whose purpose is to find ways of improving communication with the peasants, who often are illiterate and who not always speak Portuguese. This center is staffed by only two people, who also run the recently set up Center of Psychopedagogical Orientation at the university, a center directed to an improvement of methods of education.

Lastly, there is the Center of Scientific Documentation, C.D.C., which like the IISM has been in existence since shortly after World War II. CDC over time developed into the best equipped bibliographical center of all the Portuguese colonies, exchanging information with 120 institutions in different countries of the world. The main subjects were biology, cultural anthropology and sociology incl. 'African Affairs'. The center claims to have all titles on Mozambique up to 1973 in its reference system. By 1973 the Portuguese closed the center, which was not reopened again until 1976. Since then all the international contacts have been reestablished.
In the transitional period some sabotage was done to the center library, cards were lost, mixed or destroyed. Today there are 15 people involved in reconstructing the library, sorting up all the material received since 1973 and establishing bibliographical services to the institute, the university and government departments. The CDC will also be the department mainly responsible for the Documentation and Information Services (S.D.I.) to be established at the university, and will include accessions on all the documentation and libraries of the whole university.

2.7 The status of reference and documentation services

An important part of scientific research is the connection with earlier studies and accumulated knowledge. With the exodus of virtually all staff in this sector, the library and documentation services take on additional importance as conveyors of the facts and experiences from many years of scientific studies.

Earlier, a central university library existed in the vicinity of the university premises in central Maputo. Gradually the university departments had to move out to new premises on the outskirt of the city. After independence no staff was available to run the central library, which by then was situated far from the university departments. Accordingly, it was decided to split the central library into sections to be transferred to smaller library units in each faculty incl. the institute. With the lack of trained librarians, only a minor part of the publications are today classified and stored in a systematic way in the new libraries.

The situation is not dissimilar in the government departments, where staff with a personal knowledge of files and reference systems have left, and in some cases also tried to sabotage the future use of such material. Today, all development planning is
suffering from the lack of data about local conditions in different parts of the country, though in many cases this data may exist somewhere in the ministries.

A course on library and documentation work is now being started by the C.D.C. staff, to train new staff for all the university libraries. Thereafter, new courses will be held for staff from ministries and banks. As these are completed, the restoration of library services will be started and an assessment made of the losses during the past few years. It is, however, already clear that many important books and journals disappeared in the period 1974-75, when most of the students and staff left Mozambique.

2.8 The role of the university

In the whole of the country, intensive efforts are being made to create new cadres to staff all the positions left empty by Portuguese returning to Portugal. The university has an important role to play in this work, and today the emphasis there is on teaching and teaching material before research. Thus, research is virtually non-existent within the university departments, and the staff at the I.I.C.M. spend most of their time on teaching or training.

The teaching responsibilities of the university staff extends outside conventional university boundaries. Many of them teach in secondary schools, others are involved in the course for secondary school teachers just started at the university. To this course, 5-6 grade teachers from the different provinces are drawn together to learn about new methods, new material and the new aims of education. When finished, they will transmit their knowledge to other teachers in local seminars, while a new course is started for the 7-8 grade teachers.
The extremely segregated colonial school system permitted very few of the Mozambicans to continue beyond primary school level. At the same time as the university lost the vast majority of its students with independence, most of the secondary school students left the country. Only 150 new students entered the university in 1976, and many of these have difficulties in following the courses there. Former students with only 5 or 6 years in secondary school are given preparatory courses to enable them to enter university education.

The problems in keeping up a acceptable level of teaching at the university partly stems from the chaos of the transitional government period. By then the discipline in secondary and primary schools deteriorated, no exams were held and still everyone was passed. To these problems are today added the problems of finding teachers for secondary schools. The common picture is that of a teacher only having two or three years more education than his/her students.

Some of the university students are themselves teachers in secondary schools. Others have jobs in the government departments. This is necessary today with the general lack of educated cadres, but does not facilitate studies.

The university structure is gradually being remoulded to suit the needs of independent Mozambique. A faculty of social science was set up this year, to give a basic course of three years in the social sciences, followed by specialisation in three different streams. The basic course at the Faculty of Engineering is similarly cut down from five to three years. The aim is to produce technicians who after completed course will be able to do all planning and construction work for the Aldeias Communais (collective rural villages) which will be the main pattern of settlement in the rural areas of Mozambique. After one year of practical work some of these students may return for another two years specialisation in two main streams, planning-architecture and structural engineering.
A general problem with higher education institutions is their class-biased nature. For the Portuguese colonies with their extreme filtering through primary and higher education, an elitist consciousness was prevalent even among those who stayed after independence. Lack of contact with and understanding of the living condition of the majority of people in the country served only to preserve the bias. In Mozambique, this problem has been tackled in several ways. In all educational institutions, including the university, manual production has been started as far as conditions permit. The green lawns of the university campus are today gradually being turned into cultivated fields by students, teachers and administrative staff working together. Grupos Dinamizadores exist in all faculties to initiate progressive reforms in all sectors of university life.

The most important individual action to reform the university in this respect is the one-month holiday project started in 1975. All students and all staff are obliged to spend one of their two holiday months in organised practical work. In 1976 a number of brigades were formed to work in collective villages, in production cooperatives and in state farms. They were given some basic training in agriculture, nutrition, food conservation, construction techniques etc before moving into the villages to assist in all parts of the village development. While most of these brigades were interdisciplinary in their composition, others were specialised. Some of these undertook special tasks as requested by different ministries (see section 2.4 above), others compiled oral tradition on resistance to colonial rule or filed colonial documents for later investigations. Still others worked out plans for a 'museum of revolution' or made an inventory of all defects in the electrical installations at the main hospital in Maputo. The projects organized in Maputo made it possible for those who had jobs there to combine these with participation in the so-called July-activities.
For many students, this work meant a first real understanding of economic and social problems in the country. It served to break down the resistance against manual work and the barriers between students and staff. And it served to fill a few of the gaps in information in the country today.

3. MOZAMBIQUE - PLANS AND INTENTIONS

From what has been said above, it is clear that for most sectors of society in Mozambique only the beginnings of a planning organization exists. The third congress of FRELIMO has been the starting point for all long-term planning, establishing both the ultimate aims of national reconstruction and the basic means by which the transformation of society should be achieved. The more or less explicit plans or intentions presented in the course of interviews are reported below with full awareness that they represent only a minor part of the preparatory work that exists today.

3.1 A system of documentation

Documentation is a necessity for good planning. The weaker the economy of a country, the stronger is the need for documentation. With this motivation, a national system of documentation, responsible directly to the Council of Ministers, is now being prepared in Mozambique.

The system consists of four different centres. First is the National Center of Documentation and Information. Its main tasks are economy, finance and social matters. The center should work directly under the President's office and in direct contact with the planning departments. Apart from studying special questions on request, the center should also be able to take initiatives. One such initiative, of high priority today, is to run courses and seminars for staff in planning and educational development, two very important sectors in the national reconstruction effort.
Secondly, there will be a National Center of Scientific Documenta-
tion set up to serve in the fields of advanced technology, 
engineering and medicine. The center should be based in the 
Institute of Scientific Investigation at the university, and 
its clients will primarily be people engaged in research or 
higher education. It is supposed to work purely as a service 
center for its users.

The university will also be involved in the establishment of 
a National Library and a system of libraries all over the country. 
Lastly, the National Archives will be established, to act as the 
center for all provincial archives and for the system of museums 
already partly started.

As a local replica of the national documentation services, the 
university is planning to establish the Documentation and In-
formation Services already mentioned above (section 2.7). As 
even these will be developed from the documentation center al-
ready existing within the Institute, this center will have a 
crucial position and a very heavy work load ahead. The develop-
ment of national documentation services will also rest with the 
documentation center of the Bank of Mozambique, described in 
section 2.4 above.

3.2 Research plans and policies.

No policies on research priorities and development have as yet 
emerged. Already in 1974, it was pronounced that the liberated 
areas should be given first priority in studies, planning and 
development. However, the extremely uneven economic development 
over the country, with Maputo alone contributing perhaps half 
of the national income, has so far made it impossible to realise 
this aim - the immediate problems of the industrialised sectors 
just cannot be left aside.
The policy put in practice today as regards the utilisation of the staff trained for research is, first of all that they contribute in the education of middle- and high-level cadres and the preparation of educational material to replace the abolished Portuguese school books. Second comes special requests from the government or the party, e.g., the preparation of documents for the third congress or a study of the Rhodesian economy.

In the longer perspective, three themes appear to take predominance in research. One of them is the reconstruction of the history of Mozambique from before Portuguese occupation and right through the liberation struggle for national independence. This work is mainly done within the Centre of African Studies and goes together with the production of text books and the setting up of museums of colonisation and resistance over the country.

The second theme is the development of economic and political relations in southern Africa. The research is directly linked to questions of strategy emanating from Mozambique’s position in the region and the implications of the escalating conflict between international capitalism and national liberation movements. The character of Mozambique’s economic links to South Africa and their local economic and social significance within Mozambique is an important part of this theme. Even these studies are generally based in the Centre of African Studies.

The second theme in part overlaps with the third, which deals with the natural and human resources of the country and their utilisation. So far, there is no coordinated research around this theme. The need for studies is felt in many parts of government. The unbalanced pattern of urbanisation inherited from the colonial economy is a matter of concern for the Ministry of Public Works and Housing, where the development of housing policies for rural and urban areas involves the question of a possible redistribution of people from over-burdened major centres to minor towns or to agriculture.
The pattern of land use today is characterised by a concentration of the population on a small fraction of the arable land. The colonial government left behind fairly complete information on soil types, vegetation, underground water, geology and climate, enough for a first national plan for agricultural land use. This information is not yet brought together from the different parts of the government where it was prepared. Preparatory work on agricultural land use plans has been started in the Ministry of Agriculture, but the necessary collaboration with ministries responsible for industrial development, transport etc appear to depend on the establishment of an interministerial planning commission.

The Center of Ecology of the Institute of Scientific Investigation intends to assist in the land use studies developed within the Ministry of Agriculture, and to complement these studies in so far as they will be limited to primary sector production. The center is likely to expand into other fields as well. Plans ahead are to start research on land degradation and rehabilitation as part of the land use studies. Wildlife resource utilisation is another topic for research - the concentration of the rural population in collective villages will mean that large areas could be used for game cropping to the benefit of the whole country. As part of the plans to utilise wild game, experiments in domestication might also be considered.

The long coast line of Mozambique is ideal for fishing, and a few studies of the fishing industry are already underway. Other studies started or contemplated involve experiments in mussel and oyster cultivation, and the systematic collection of sea cucumbers as a source of protein.

Undoubtedly, other plans and projects are underway in departments not covered by this survey. In Faculties of Engineering, Agronomics and Veterinary Medicine, like in ministries not mentioned above, work is being done to improve the conditions of the country.
When an overall guiding framework for research and planning has been created, a more complete overview of the activities should be possible.

3.3 Reconstructing statistical documentation

The production of statistical data before independence was certainly impressive in its quantity. Few countries in Africa can show the same amount of data produced with such regularity. But quantity cannot always replace quality. The contradictions in colonial society meant that all statistics based on the cooperation of the people was liable to errors, more or less grave. For some sectors, e.g., that of education, it was not in the interest of the colonial government to give the true picture of the system, and so statistical data are few and very crude.

The collection of data for statistical processing was done through the local administration or from the managements of plants and other agencies. With independence, a new administrative and political structure is being set up, providing a new and different framework for data collection. Likewise, in industry, transport and trade, the management structure has been considerably weakened and often less motivated to collaborate on such matters as statistics. At the same time, new workers' organisations are developing which can provide an alternative to the old arrangement.

Thus, the changes in society necessitate a reconsideration of all aspects of the statistical organisation and its output. The Third Congress of FRELIMO is due to discuss planning and statistics, and constitutes in itself a test of the potential of new channels for information; basic data on organisation and volume of agricultural production is to be presented to the congress from the Grupos Dinamizadores all over the country.

One type of data which is now receiving consideration in the reconstruction of statistical services is trade and industrial
statistics. In the major industrial establishments, especially those in Maputo, so-called Councils of Production are now set up to study all questions connected with production and production increases. These councils are expected to take on increasing importance in the running of the establishments, and are today regarded as potentially the best channels for material for statistical processing. Workers' organisations are gradually being formed in the larger agricultural units, over time these should be capable of providing similar services on agricultural output.

Apart from this, the Directorate of Statistical Services is likely to limit its services for a while to advice to different ministries, which use their own channels to collect required data. In for instance the Ministry of Agriculture and the Ministry of Education, an embryo to a statistical unit already exists (the Cabinet of Studies), which with appropriate assistance in training and organization should be able to get a minimi system of data collection going without too much delay.

The longterm aim of statistics was stated to be not only a source of information for planning, but - even more important - a means to check on the actual implementation of plans for different sectors. Such a control function requires more of a continuous and up to date statistical reporting than conventional methods permit. The conditions for a different type of data collection are likely to be met by the new political and administrative structures now extending over the country. The next few years will then be marked by trials and experiments before a new statistical organization has been established.

4. ON ASSISTANCE TO MOZAMBIQUE

Very few direct requests for assistance were made during my visit to Mozambique. Generally, the attitude seemed to be that a bit more time for consolidation and planning is needed before specific
needs and requests can be listed. The few notes below are based partly on comments from those interviewed, partly on my own observations of the situation.

4.1 Assistance with documentation

The first and most important question in this field today is how to make available all the information and knowledge that already exists in Mozambique. Work is now going ahead on a national system of documentation which is directed towards solving this problem. The organisation of such a system is a costly operation, where financial assistance might be of crucial value.

Within this system, a number of specific requests are likely to appear or have already been made. One such is the restoration of the university library stock. In the period 1974-75 large number of books and journals disappeared, leaving gaps in the series which now haveto be filled. Financial and administrative assistance in replacing lost publications is likely to be welcome. The reorganisation of university library services on faculty level will necessitate requisitioning equipment for classification and documentation, and probably also special filing equipment for instance for micro filming.

Within the field of documentation, links other than those inherited from the colonial period will need to be established with centers and individuals around the world. The first step here is to identify those centers and individuals whose services could be of special value for Mozambique today. Secondly, resources might be needed to use their services in, for instance, bibliographical work.

The written material inherited from the colonial period is in most cases highly selective and ideologically biased. All text books in primary and secondary schools have had to be abolished and new texts are gradually being produced. The problem of replacing and supplementing the old stock is significant not only in the schools, but on all levels where written communication
exists. Large sums are likely to be needed for the acquisition of professional literature and fiction, journals and handbooks, for libraries, educational institutions, political organisations, mass media offices etc.

4.2 Other types of assistance

For research and information, as for all other activities in Mozambique, the main obstacle today is the lack of educated cadres. But within the limits set by this major constraint, research could be facilitated by better access to the equipment required. Poor transport is one of the problems in the efforts to do empirical studies. The lack of certain types of tools, eg age estimating instruments or laboratory facilities, holds back work in pre-colonial history and in ecology. Other equipment is needed for social surveys.

Only a few inquiries about staff recruitment from Sweden were made during the visit. At the same time it was clear that assistance in the field of statistics was badly needed both for university teaching and within the government departments. The same seemed to be the case with computer programming and operation.

As for assistance from Sweden, the general impression is that more systematic contacts concerning staff or equipment will be initiated only when the priorities for research and scientific information have been decided upon. Recruitment from abroad is likely to be done only gradually and to the extent that it genuinely serves the interests of the country.

5. CONCLUDING OBSERVATIONS

5.1 On the need for integrated planning

The work of FRELIMO and the government of Mozambique from the installation of the transitional government in September 1974, give the impression of great clarity of analysis of the existing economic and social conditions in the country and an extraordinary ability to implement the decisions taken on the basis
of this analysis. All human resources are being mobilized, down to the out-casts of colonial society who are now given a chance for a new social life through re-education centers in the country. The natural resources are mapped out and studied in terms of their contribution to an integrated national economy. The political structure of "democratic centralism" is being developed in a way which encourages maximum participation of all levels of society.

There is no reason to doubt, that the inter-ministerial planning commission to be established will provide the framework for an integration of sectoral planning on both national and provincial level. Today, this framework is available in broad outline in the documents of the Third Congress, providing the first base for a more thorough cooperation between government departments.

The development of the colonial economy has over the years led to a thorough transformation of all parts of Mozambique. The transport system, based entirely on the needs of the colonies to connect South Africa's gold fields, the Rhodesias and the inner parts of Mozambique with the eastern coast, epitomizes the absence of a nation-concept in the colonial economy.

The development of agricultural land has largely been concentrated to areas suitable for Portuguese settlement. The large-scale agriculture, the transit traffic through the ports and the mining industries in South Africa and South Rhodesia have been the major competitors for local labour, resulting in a redistribution of the population completely out of balance with the land use potential.

Today, the plans for a gradual reduction of Mozambique's economic dependence on South Africa and Southern Rhodesia emphasise, first of all, the need for an increase in agricultural production. Industrial processing of agricultural products will be further developed in order to increase returns from export. In the countryside, new land will be brought into cultivation through cooperative farming in the Aldeias Comunais or communal villages, which are formed by the inhabitants of district sub-units. These
villages are seen as the nuclei for a development of rural industries and social services, thus reducing the differences between rural and urban standards.

However, given the distorted structure of the colonial economy, a transformation into a nationally integrated economy requires, over time, a national redistribution of the centers of production, of the transport system and of the population. There was in all university and government departments an awareness of this problem, though no attempts had yet been made to tackle it.

5.2 On the need for a research policy

The development of more concrete plans for each sector, within an integrated national perspective, would have to be based on accurate information through research and investigation. It would seem that existing documentation fairly well covers the needs for the nation as a whole (cf p.24), and that in the short run the prime task is compilation and analysis.

Provincial development planning is not so well served with data. Information about the social, demographic and economic conditions within the provinces is scattered and unsystematic. In general, data about the provinces tend to be found in the capital rather than in the provincial headquarters.

With the present extreme shortage of resources, a research policy is urgently needed to optimize the production of information. Such a policy might contain a gradual development of research activities:

(a) An inventory and compilation of existing information on population, economy, transport and natural resources, to be distributed to provincial and central government departments;
(b) A study of the means to facilitate the communication of required data between different levels in the provincial organisation;

(c) A gradual development of inter-disciplinary research on the conditions and targets for a transformation of economic, demographic and social organisation in each province.

5.3 On the role of statistical data production

The regular and systematic collection of statistical data is one of the most important sources of information both for research and for planning. In many countries, however, the system of statistical production leaves a lot to be desired. As statistical work tends to be organised in a separate department, consumers of the data are not always in a position to influence production, which partly becomes an aim in itself. Adjustments to changing conditions may be slow, and speed in production may be sacrificed to perfection in detail.

Statistical production is costly in terms of labour and other resources. It is the only way of reaching an accurate description of the situation in different parts of society and, over time, of mapping the changes which occur in these parts. It is therefore an important potential tool in the mobilisation of human and material resources for the development of society. For this potential to be realized, it is however necessary that statistical production be located near to and in the service of investigation and planning.

Statistical work, like any organisational work, is likely to become bureaucratized and inflexible to changing demands. Information is collected through certain established routines, resulting data is processed and published through an institutionalized procedure which gives little room for response to special requests.
This kind of organizationally efficient production might be the most suitable in many countries, but often means that the results are made available too late or in such a form that they only imperfectly serve the needs of the planning departments.

For a country like Mozambique, where the whole structure of government presently is under review, it should be possible to avoid the common pitfalls in statistical production and develop a system adjusted to the particular conditions of the society. A few guidelines might prove useful in the process:

(a) It saves resources and is almost always possible to simplify procedures in the collection, compilation and publication of statistics;

(b) It is certainly worthwhile searching for unconventional means of collecting data, through the local organizations of workers and peasants etc. or through simple administrative routines instituted at critical points in for instance production, marketing or consumption;

(c) Experimentation with such means is necessary in order to establish the conditions for their use, and requirements in terms of training, technical assistance etc.;

(d) Quality checks would have to be instituted on a regular or random basis, eg through the collection of similar data from two different sources or at two different points in a process, or through external checks by visiting teams;

(e) Much statistical data could be collected more or less at the base, compiled and aggregated in higher levels of the hierarchy. In this way processing is facilitated and only the actually required amount of local detail in data forwarded to each higher level.
Over time, the general capacity of district and provincial administrations will improve, with a corresponding need for statistical detail in the information requested. This could gradually lead to a system of decentralisation of statistics, whereby districts and/or provinces are responsible for data collection from sub-units, while themselves forwarding only such aggregated data as is requested from a national center of statistics.

In Mozambique today, a statistical system is badly needed both to provide the necessary knowledge for the preparation of plans and as a means to assess the implementation of plans. In order to create a statistical organization, it is necessary not only to find the most rational forms for data collection, but also to define the content of statistical production. To take just one example: "statistics of economic activity" as defined in international statistical recommendations and used in many countries is designed to present certain characteristics of highly industrialized capitalist countries. Applied to Mozambique, this type of economic statistics would give a distorted and incomplete picture of the Mozambiquan labour market, and it would permit no more than an approximation to an analysis of the class structure of society.

Thus, like all other activities of the state in Mozambique, statistical production will have to be built anew. As models to be studied in this process, the systems developed in socialist countries would seem to be at least initially more valuable than the mass of recommendations published by international organizations.
Statistics is sometimes used to present a desired rather than an accurate picture of society. In this diagram of the population of Lourenço Marques in 1950-1970, a logarithmic scale conveniently 'hides' the fact that Africans make up nine tenths of the total population. (From one of the 1970 population census volumes).
6. ANGOLA TODAY

6.1 General position

Well over a year after independence, the People's Republic of Angola is still struggling to defend its national territory against the attacks of hostile forces from neighbouring countries. The liberation war against the colonial power ended after the coup in Portugal in April 1974. However, in a last attempt to halt the progress towards national independence, South African and Zairean forces invaded Angola during the Fall of 1975. The "second liberation war" against the invading forces lasted through March 1976 and caused extensive damage over the whole country. Virtually all the major bridges were blown up, the major railways sabotaged and almost the whole fleet of buses and lorries was either destroyed or taken out of the country. Economic sabotage appeared in many different forms and most industries experienced a breakdown in production.

Even more serious were the human suffering and the social disruptions throughout the country. Almost the entire 400,000 strong Portuguese community in Angola left the country during 1974-75, in an atmosphere of racial fear and hatred. Thousands of Angolans were killed by the invading forces or had to flee for their lives. The invasions were supported by regionally-based organisations, who when defeated reacted with massacres of the civilian population, looting of shops and burglaries of banks and houses. New crowds of refugees were made to run before the retreating forces - some of them were forced out of Angola. In many places even subsistence agricultural production was disrupted by the war.

The disruption and damage caused during the second liberation war will take time to repair. In a country three times the size of Sweden and with a population of only about 6 million, all efforts at reconstruction are hampered by the lack of manpower.
The shortage is felt in all different sectors of society, although it is particularly serious in all occupations where some kind of training is required. The exodus of the Portuguese community in Angola meant a 'braindrain' of sizeable proportions, as technical and professional education on the whole had been preserved for the Portuguese. The loss of know-how is affecting society in the sectors of production, distribution, maintenance, administration, in fact everywhere.

Today, Angolans are trained to take up positions in all parts of society. With the aid of international technical assistance, human resources are mobilised in an intensive effort to fill the gaps and to get the wheels moving again. Although these very urgent problems require a great deal of attention, efforts are also made to tackle the long term problems of raising the general level of education and skills among the population. With 85-90% illiteracy in Angola, an organization is now set up to provide literacy training in places of work, in the army, in the urban living quarters and in villages on the countryside. Literacy training is regarded as the most important problem in education, while higher levels of education are provided as far as resources permit.

There are in Angola more than 500 heavy industry enterprises. Only around 70 have been brought under state control. The aim is to nationalise 80% of this industry which forms a crucial sector in national economic development. The lack of technical cadres however necessitates a slow pace in extending state control over different industries. The same is true for agricultural production, which today engages about 75% of the population. Most medium- and large-size farms were abandoned by their Portuguese owners, these have in many cases been turned into state farms. Still, the lack of cadres holds back the production of coffee, cotton, sugar etc., which formed an essential part of agricultural production in the country.
6.2 Planning in Angola

The special circumstances surrounding the attainment of independence for Angola has affected the establishment of a national government and departments of administration, planning and execution. Ministerial changes were made during 1976, and new top members of government were appointed with unavoidable delays in the stabilisation of the departmental work. Despite this, planning is well underway in individual ministries, and coordination between ministries is gradually being extended and improved.

By the time of the MPLA Central Committee third session in October 1976, no national planning authority existed apart from that exercised by the party. The central committee resolved that a national plan should be established and given the force of law, which "guides the social and economic development of the People's Republic of Angola, integrates all the human, material and financial resources of the country and aims at the building of a socialist society." The implementation of the plan is the responsibility of a National Planning Commission appointed by the political bureau of MPLA and headed by the Second Vice Premier Minister.

The resolutions of the central committee further envisage the setting up of planning departments in all ministries, and regional planning committees to direct the work on the local level. This organization already exists to some extent, through the regional and national organization of each ministry. Similarly, the now existing National Directorate of Statistics is to be subordinated to the national planning commission, to function as the prime supplier of information to all sectors of planning.

Finally, all state-run institutions, whether in industry, agriculture, distribution or services, are to set up departments for finance and planning, to implement the directives of the national planning commission. These departments, which already exist in different forms, are to work out production programs and plans for the different parts of the production process, with the direct participation of the workers of the unit.
6.3 **Statistical services**

As in Mozambique, a National Directorate of Statistics has for many years been providing the colonial government with data. The directorate was rather self-contained, providing statistical training and education to its employees and collecting its data through existing administrative structures or through its own organisation in the field. No department of statistics existed within the university; most likely higher education was acquired in Portugal and middle-level training provided by the Directorate inside the country. Thus there was no collaboration or exchange between the Directorate and the university structures.

With independence most of the qualified statisticians left the country and the staff number fell from 250 to around 130 persons. The last of available publications are from 1973/74. Since then, some statistics on employment in industry has been published for internal use in the government, with a limited coverage of the industrial sector. Efforts are however being made to set up functioning systems of bookkeeping everywhere, and students are now trained to collect data from the units of production for the purpose of statistics.

In the different ministries, some rudimentary data collection system usually exists through which a crude assessment of the situation in parts of the country can be established. Although no exact figures for the number of students in literacy classes or primary schools could be obtained, the ministry of education gave estimates based on data through its own channels. Similarly, the mass vaccination campaigns and other measures started by the ministry of health were based on relatively good estimates of the population in districts and regions after the large-scale movements caused by the second war of liberation.
6.4 Research in Angola

The organization of research in Angola in colonial times was very similar to that in Mozambique. While the university provided education at undergraduate level, most of the research was done in institutions separated from students and academic activity. The faculties of Agronomy and Veterinary Science are located in Huambo (formerly Nova Lisboa), and to each of these a research institute was attached. The research at these institutes was done mainly by research fellows from Portugal or elsewhere, serving their academic needs or the needs of the Portuguese settlers in the country. So, for instance, around 60 million escudos was spent on the provision of a dog hospital in Huambo, despite the almost complete lack of medical services for the population in the area.

At the Angola Institute of Scientific Investigation, located in Luanda, a small department of sociology and human sciences had existed during the colonial government. A few publications in the fields of anthropology, ethnology and sociology bear witness to its existence. Research in this field was severely limited, however, and the main sections of the institute were those dealing with the earth sciences, chemistry, physics, biology etc. A great deal of effort had been made, ever since the establishment of the institute in the late 1950s, to investigate and analyse the land surface, minerals, climatic conditions, fauna and flora of the whole country.

In the colonial system, students in scientific subjects were entirely limited to theoretical studies in their subjects, while the staff for the institute was recruited from abroad. Most of these have now left the country, but the institute is still performing a valuable function as a centre for training of middle- and higher-level technicians in for instance microbiology and laboratory work. Most of the hospital laboratory equipment was destroyed during the second war of liberation, and the facilities of the institute have a crucial function in providing badly needed services.
6.5 The University of Angola

In 1964 a university college was established in Luanda. Over time the status of the college was changed to that of university, and faculties were established in other parts of the country. Faculties of Agronomy and Veterinary Science were set up in the agriculturally important district of Huambo, while a faculty of letters was opened in Lubango (formerly Sa da Bandeira). In Luanda were found the faculties of science, technology, medicine and economics. Students were recruited from the highly segregated secondary school system and offered undergraduate courses, from where they could proceed for post-graduate education to the University of Lisbon.

Beginning on a modest scale, the university had by 1970 well over 2,000 students. During the year 1974/75 the number of students was near 4,000, and the teachers around 400. Less than 5% of the students were black. By independence only 400 of the old students remained. Emergency measures were required. Former students who had 9 of the 11 required pre-university years of education were recruited for a two-term intensive basic course in the 'year zero', after which they started university education. In this way, the number of students was raised to 1,400 for the year 1975/76.

Virtually all of these students are at the same time working as teachers in secondary schools, in the administration or in industrial production. The same is true for the university teachers. In the selection process of the colonial government, radical university teachers were prevented from going to Angola to teach. The result is that most of those who were university teachers by profession left the country at independence. Today, in the words of the vice-minister of education, "Many of the teachers at the university are also used in other ways within production. You find them as chairmen in commissions for the running of industries, for industrial studies etc. In fact what has happened is that there are very few university teachers in this country at the moment. It is not the university teachers who work outside the university but rather a case of the most educated people.
within industry and various professional jobs who are also giving courses at the university." (Interview, January 1977).

By the end of 1976, the future of the university was not yet finally decided. Like in most African colonies with a university, the university itself was very costly to run. In the last years before independence, half of the budget for education went to the university. With the reduction of students in 1975 a serious debate started about whether it was sensible to keep the university going at all, at the by now enormous cost per student. Besides, there was a political argument for closing down the university until a new generation of progressive students had been produced by the new educational system under construction. While different reforms were attempted within the university, the resistance from some university staff of the 'old generation' meant that a radical restructuring of the whole system of education was difficult to obtain.

However, the university was seen as an investment of great future importance for the country. Some faculties, like those in Huambo, had facilities and equipment estimated to be among the best in Africa. To close the university for a period would mean that both material resources and resources in terms of knowledge about Angola would be lost, and that the process of reopening would be increasingly difficult and expensive as time went on. The decision made was to cut down expenses by merging faculties or courses wherever possible, and by closing down less important parts of the university. Further, the salary structure for the teaching staff was changed and - to make better use of the university in solving the need for educated cadres - the number of students was increased in the way described above.

Disregarding the temporary merging of faculties for the more efficient use of resources, the faculty structure today remains the same as described above. With one exception; a faculty of administrative law (juridique administrative) has been added to
the list. Social science subjects are now taught in this faculty as well as in the faculties of economics and letters. It is not yet possible to obtain a degree in social science at the university but this is not regarded as a matter of high priority.

The different research institutes have since independence been integrated into the university structure, with the relevant faculties. This means in practice that the staff and facilities of the research institutes have been made available for the university departments, while for the time being very little research is conducted. In future, research will be developed in close contact with education to the benefit of both. The documentation centers located in the research institutes are now also integrated in the university library and documentation departments.

7. TRENDS IN ANGOLAN DEVELOPMENT

The People's Republic of Angola is today a year and a half old. Only a little over one year has passed since the end of the second war of national liberation. Since then, national reconstruction has been started in all fields of society and has already shown admirable results. Constant efforts have to be spent on countering the works of external and internal enemies, with obvious effects on the speed of development.

The broad outline of future development is there, in the resolutions of the party and the decisions of the government. A national congress of MPLA has been set for late 1977, at which crucial decisions on both major issues and sector programs are expected to be taken. Some of these are already foreshadowed in the resolutions of the central committee session of last October. The main trends are: to extend the state control over strategic sectors of the economy; to increase the participation of workers in the running of production units; to widen the sector of cooperative farming in the countryside; to extend literacy training and
primary schooling to all people in the country; to provide free health and medical services; to plan development so as to reduce the contradictions between town and country.

7.1 Central Committee resolutions

Some of the trends mentioned above are given a more explicit formulation in the resolutions of the third central committee session of last October. There, the strategy guiding all decisions regarding development should be to "establish a People's Democracy and construct the material and technical bases for socialism."

Within this perspective, development is to be directed through a national plan drawn up and implemented via a planning structure as described in \$ 6.2 above. The basic contents of the plan is defined through the priorities and directives for the different sectors and is presented in the central committee resolutions.

On education, the central committee gives highest priority to the eradication of illiteracy. Only perhaps 15% of the population is literate, and most of these are found in the urban areas. The first prerequisite for a general mobilisation in national reconstruction is to spread the knowledge of how to read and write. A literacy campaign is already underway, directed in the first hand to groups like industrial workers and militants in the army, FAPLA, who could all be expected to know Portuguese.

Second priority is given to primary school education. In the last ten years of colonial rule, primary education was extended to wider strata of the population. Still, many children never had the opportunity to attend school, and with independence many teachers left and many schools were closed down. To reestablish and widen the primary school system, incorporating the new principles of education, is one of the main tasks of the educational department today.
The Central Committee gives special attention to the need for many more cadres in the political, technical and scientific fields. It seems likely, that this need will be regarded as the most important in the establishment of post-primary schooling. Less attention will be given to secondary and university education. The immediate needs of middle-level and more qualified cadres are expected to be solved partly through training abroad.

The place of research in national reconstruction is not dealt with in the committee resolutions. As already mentioned, a central statistical agency is seen as the main instrument for the production of systematized information to the government and the party. Research is likely to be done only in specific fields in relation to concrete problems of planning or action.

7.2 Reestablishing statistical services

A functioning organization for the production of statistical data is one of the priorities stated in the Central Committee resolutions. What exists today is the structure inherited from the colonial period, less most of the local means through which information was channeled to the central agency for processing. A few steps have been taken to get the flow of information going again, but more radical measures will have to wait for the establishment of the national planning commission described above.

The intentions of the Directorate of Statistics today are to set up statistical departments in the different ministries, to take care of data collection and perhaps some processing in the field of responsibility of the ministry. Similarly, statistical offices are being set up in some regional centres to organise data collection from production units in the region. The regional statistical offices will be working in close cooperation with the planning commissions to be established in each region.

Some work is already underway to organise statistics on employment and production in industry. Next to be started is statistics on fishing, on agricultural cultivation and production, and on transport. Finally, data on available manpower by level of qualification
is badly required by the government. Social and demographic statistics are given second priority, although a population census to take place in a few years time has already been mentioned.

The establishment of a national planning commission will facilitate data collection for different institutions in Angola. The Directorate of Urbanism and Planning, dealing with the questions of urbanisation and urban planning, is now training cadres for investigation teams to collect basic data on towns in the country. Coordination with the work of the statistical office is under discussion, as is possible collaboration with other ministries under the direction of the national planning commission.

The task ahead for the Directorate of Urbanism and Planning is to study and propose a new pattern of urbanisation, ie the encouragement of local urban centres and a corresponding reduction of the population in the cities. The many congested 'mosques' in, for instance, the capital of Luanda are intended to be reduced in size and number rather than to be improved and modernized. A second major field of work is to prepare physical plans for the development of towns and cities, including the land use of congested low-quality areas. In all this work, data is required on the physical, social and economic conditions in local areas of the towns, data which will be collected with the participation of the local groups of the party, the 'grupos d'acção'. It seems likely that in Angola as in Mozambique, the structure of the party and of mass organisations will provide an increasingly important means for the channeling of information to the government.

7.3 Rebuilding the educational system

The educational system inherited by the government of Angola reflects first and foremost the economic needs and values of the colonial ruler. A complete reform is required, of educational content, of the teaching methods, of the educational material, of the ideological base. During the many years of anti-colonial
struggle, MFLA developed methods of teaching adjusted to the needs of the struggle and the peasants in the liberated areas. These experiences are now applied on a national scale, in efforts to build an educational system in line with the social and economic aims of the new nation.

The following excerpts from an interview with the Vice-Minister of Education in the Angolan government give an indication of the different problems encountered and the attempts to solve them today. Many of the experiences communicated in the interview are equally valid in Mozambique, a country with a very similar colonial heritage and similar aims in national reconstruction.

"Towards the end of the colonial period, the educational policy of the colonial government changed somewhat. Primary school education was made available to larger numbers of children in the country. This reform was partly in response to the successes of the armed struggle and to certain international pressures. But it was also in the interest of the colonial government itself, since the changing economy of the country was creating an increasing need for workers with a certain amount of schooling, to do slightly more qualified jobs.

"During the 1960s the number of pupils in primary schools at least trebled, from about 150 000 to 500 000 pupils. That was the situation we found in 1975 when we started our work. The education was created to defend the interests of colonialism. In 1975 there were half a million students attending primary school, only 70 000 attending secondary and a little over 3 000 in higher education. The selection of students for higher levels was a clear expression of the social situation. Most of the primary school students were black, secondary school students were mainly white and the university students were almost exclusively white. In 1974, only 144 of the university students were black.
"On the level of secondary schools, there were different branches; the general branch of high school (lycée), which gave access to university, and the technical branch with technical and commercial schools which did not give access to university. Generally speaking, the high school students were the sons of the bourgeoisie. But the students of the technical branch were not the sons of workers and peasants either, but came from the petty bourgeoisie - of European or African origin. This means that there were a few families who could allow their children to continue beyond primary school but who could not afford to keep them in high school. Their children went to the technical branch. Those who could afford to keep their children during seven years in high school and after that at the university, were the bourgeoisie. This way there was an automatic discrimination.

"Another problem was the content of the colonial education. The students were taught Portuguese history, Portuguese geography etc and learnt absolutely nothing about Angolan history or geography. The colonial ideology came through extremely clearly as well in the education. Further, the education was aimed at giving students the impression that the social and political situation in Angola was very stable, and to prepare them for a consumer society turned towards the towns, something which did not at all correspond with the needs of their own reality.

"Certain measures were taken immediately after independence to change the teaching. But we had an initial problem: almost all the Portuguese teachers, who especially in secondary schools and at the university constituted the majority, had left. To cater for the growing need of primary school teachers, a number of Angolans had been trained to work on the lowest levels.

"Only the Portuguese had diploma qualifications. Today we are left with only about one hundred diploma teachers for all our primary schools, while the rest of the at present 20 000 primary school teachers are Angolans who have very little schooling themselves, usually between 4 and 6 years."
"The content of the education has undergone a change. We have changed all the teaching programmes with an ideological content but, with some adaptations, so far more or less kept the programmes in the natural sciences. And there will be more changes, as we believe that educational reform is a continual process. On the primary school level all books except those in mathematics have been replaced. We are now gradually phasing out the books on the secondary school level.

"I think the changes in teaching programmes have been most advanced at the level of the university. Most of the old structures and principles have been abandoned and replaced with new ones. Today we have an education much more connected to practical and political work. All students have to spend some time working outside the university, either in the administration, in secondary schools or in industrial production. This is very important because it is in line with the principles of MPLA to avoid creating a social group of intellectuals without any connection with the social and political life of the people.

"In our priorities, the two first measures now are to make the population literate and to send all the children to primary school. With this goal achieved, there will be a common base of knowledge on which further education can be built. We do not believe that the economic problems of the country can be solved as long as workers and peasants are illiterate. One has to remember that Angola's population is very small in relation to the size of the country. Even if today there is unemployment and under-employment, with the vast resources of this country we will very soon have a problem of shortage of manpower. We will fairly soon be in a situation where the manpower has to be highly qualified in order to be able to work with advanced technology. That is why education is not a non-productive sector but a development sector for the future."
"The problem facing us now is therefore to change the whole structure of education. It has to be changed in such a way as not to be discriminatory, at the same time as it caters for the needs of the people of the country. For instance, a number of middle level technical schools have to be created. At the moment there is only one commercial school and one school of agriculture in the whole country. Our greatest need for trained manpower just now is middle-level technically trained people who can get agriculture and industry moving. This type of training has to be developed extensively. But it is necessary to study how to avoid making this middle level training resemble the one that existed during the colonial period. Teaching in middle level schools will have to be done in such a way that students can work and study at the same time. Similarly, it should be possible to pass from this education to university studies.

"We want the educational system to be adjusted to the social context of the students. It should not act as an agent to demobilize the main productive force of the country, the peasants. But it should help to improve the methods and techniques of agriculture and spread knowledge of the best techniques for organizing production on the level of the peasants. Therefore, we are also considering a heavy increase in the number of primary schools situated in the countryside, primary schools which would lead up to secondary schools also situated in the countryside. Our objective is to create schools which are connected to production and to the social context, schools which do not act to introduce them to a way of life which is outside their own experience. I think this is an extremely important pedagogical problem.

"At the university level, our first priority will be agriculture. The faculty of agriculture in Huambo has courses in both agronomy and veterinary science. This faculty will be favoured, like the faculties of medicine, science and engineering. Less important in the first round are the faculties of economics, law and letters. It is quite possible that these faculties will be kept small in order to promote the others."
7.4 The development of research

The above description of the situation and problems in the sector of education gives the impression that all resources today have to be directed towards solving immediate and pressing problems in getting the system going at all. The training of new teachers and re-training of the old, the production of text books and other material for different levels of education, all these are tasks which demand contributions from above all the academically trained and politically reliable cadres.

The literacy campaign now spreading over the country is a major effort requiring not only literacy teachers and teaching material, but investments in the 'literate sector' of society. The knowledge of how to read and write will have to be consolidated through continuous use of written material. So-called wall newspapers (public news boards) will be organised on which news and other information will be displayed. Apart from this, written and very simple communication will have to be prepared on all different aspects of national reconstruction, to make the people 'functionally literate'.

All these efforts, in education as above, in health or in the different sectors of production, demand participation of the qualified cadres. The number of cadres available decreases rapidly with the level of qualification required. High-level or academically trained cadres will be required far beyond their numbers. Thus it seems likely that the human resources available for research will remain small, and that research will be done only as a necessary part of the development of a certain sector in society.

The University of Angola is subordinated to the minister of education. Decisions concerning the recruitment of students, organisation of the education and research development are ultimately to be referred to the national planning commission for its judgement. Part of the work of this commission will be to prepare a general research plan, a research policy for Angola. This work remains to be initiated, however, and is likely to be preceded by more urgent tasks among the responsibilities of the commission.
The only field where academic research was referred to as an activity already started, was in the field of linguistics. A linguistic institute has been created at the university to study questions related to the spread of literacy. Apart from Portuguese, which is not spoken by every Angolan, there are 11 major languages in the country. The literacy campaign has started with selected groups in society, groups who also know enough Portuguese to be able to learn to read and write in this language. In relation to these groups, the question to be studied is how to build the texts and other teaching materials to suit their knowledge of the language. This is an important question for the next stage as well, the stage of producing simple texts for use by the newly literate.

The aim of the literacy campaign is to extend it to all the major languages of Angola. Some of these languages exist in written form, partly through the work of the mission stations. There the problem will be to select a basic set of words in order to create the means for literacy campaigns. Obviously, more written material in each language will have to be prepared to enable the newly literate to retain and develop their ability. These tasks are now handed over to the new linguistic institute, which over time is also expected to begin work on transcribing the still preliterate national languages.

7.5 Concluding comments

Due to the factors mentioned above, the section on Angola is rather brief and lacking in detail. A new survey, undertaken after the MPLA congress of 1977, is likely to provide a more detailed and conclusive picture than has been possible here.

I mentioned in the introduction to this report that the pattern of colonisation was similar in many ways in Mozambique and Angola. The political structure, racial policies, educational systems and patterns of exploitation of labour was more or less the same in all of Portugal's African colonies. Thus, in certain basic aspects
the social and economic organisation inherited is similar in Mozambique and Angola, and some of the experiences reported from Mozambique are relevant in Angola as well.

Within this perspective, there are some important differences which reflect on the way problems can be and are tackled in the two countries. Angola is a larger country with a smaller population. The natural resources of Angola by far exceed those of Mozambique. While the colonial economy of Mozambique was highly dependent on the export of labour power to South Africa and Rhodesia and on the transit traffic from these countries, in Angola the exploitation of agricultural and mineral resources inside the country were the most important elements of the economy. With a smaller population, the demands for participation in the colonial economy were higher in Angola than in Mozambique, and the colonial penetration correspondingly deeper.

The wealth in natural resources in Angola made the country very attractive both for internal, ie Portuguese, and for international capital. After World War II investment in urban physical structures went hand in hand with the construction of both heavy and light industries and the concomitant growth of a stable urban working class. The last ten years of colonial rule witnessed an expansion of the educational system which was partly intended to satisfy the needs for more skilled labour in the industrial and urban sectors of the economy.

One effect of this is that today there is in Angola a much broader base from which to recruit students for higher education and training. The number of Angolans with academic education is also higher, both in the university and outside. One immediate consequence is that in Angola it is easier both to recruit students to the university and to find the staff to teach them. This is well demonstrated by the fact that during 1975/76 as many as one thousand students were recruited for university studies, compared to less than two hundred in Mozambique.
On the other hand, the strength of an Angolan academic 'elite' is also manifested in a stronger resistance against the educational reforms intended to bring the university structure more in line with the aims and principles of the new government. These contradictions are probably an important reason behind the comparatively low level of activity at the university today. It seems unlikely that a full resumption of activities will come before the MPLA congress.

The research sector is tied up with the university, both organizationally and in terms of human and material resources. No systematic development of research policies or practices is likely to take place before the reorganization of the university is completed and normal activities are resumed.
8. ON FORMS OF ASSISTANCE FROM SWEDEN - A PERSONAL COMMENT

On the question of support and assistance from Sweden in the reconstruction efforts today, only a few rather personal comments can be made. Official and other contacts are already established between the countries through which concrete requests are communicated and processed.

Two observations can be drawn from the survey. Firstly, at the present stage of reconstruction in those areas covered by the survey, attention is primarily directed towards the basic organization of human and material resources. The most important role of academically trained members of society today is to contribute to the building up of a new system of education and training, and to the setting up of structures for planning and implementation. Only the most basic needs for new information are today receiving urgent attention. At the same time, efforts are directed towards making already existing information, in documentation centers, in research institutions, or in the archives of the colonial administration, accessible for the preparation of sector or regional plans. In this work, middle-level technicians of different professions are required rather than qualified research fellows.

Secondly, in both Angola and Mozambique the political consciousness and dedication of a worker is regarded as being as important as his/her professional qualifications. The loss of most of the members of the Portuguese community is felt heavily in both Angola and Mozambique. At the same time, many of these would have had great difficulty in adjusting to and complying with the demands of the new government. Far less would they have been able to add to the number of conscious and militant cadres whose role it is to interpret the new directives and guide the people in the countrywide reconstruction efforts. In replacing the Portuguese, the governments of Angola and Mozambique both emphasize the necessity of recruiting staff with a radical political orientation.
With regard to type of assistance, unconditional financial support aimed at strengthening the capacities of the receiving countries themselves would seem a very useful form of support to Mozambique and to Angola. Other types of assistance, such as technical advice, consultation or staff recruitment, put requirements on the Swedish counterpart which are much less easily dealt with. There are few institutions in Sweden today which by their structure would make it possible to satisfy the political requirements of this kind of assistance. This is not only a matter of the correct interpretation of these requirements, but also of the channels through which suitable candidates are to be recruited and the means to select and prepare the candidates for the tasks ahead.

For a government organization like SIDA, the problem has the character of a dilemma. Angola and Mozambique are in their development policies attempting to establish a completely different social and economic organization from that of the Swedish society. Their aims have been stated in clear terms by the two countries; to build the basis for a transformation to socialism. To find organizations or individuals in Sweden who are aware of the implications of this aim, and who are prepared to support national reconstruction to this end, is a task for which SIDA as an institution simply is not equipped.

Obviously, requirements for politicised workers do vary in different occupations. For purely technical tasks carried out within a programme controlled by the host government itself, demands on political awareness are less strict than for tasks related to, for instance, planning, organization or education. Still, as a general problem this question deserves a great deal of attention - genuine assistance in line with the aims stated by SIDA may require other solutions than those normally in use today.

There are two obvious ways of tackling this problem today. The one is to find organizations which already enjoy the confidence of the two governments and provide these with the necessary resources to
carry out recruitment and selection of candidates for the kinds of assistance requested by Angola and Mozambique. Among these organizations could be found political organizations from Latin American countries some of which already have good relations with MPLA and FRELIMO. Latin American political refugees in Sweden or Western Europe have the advantage not only of language but also of experience from technical and economic conditions similar to those of the two African countries.

There is another organization, financial assistance to which is directly in line with the interests of Angola and Mozambique, namely the Africa Groups of Sweden. This organization has for many years mobilised support in Sweden for the liberation movements of MPLA and FRELIMO. Today, solidarity work consists of the recruitment of candidates for employment with the governments of Angola and Mozambique, and of disseminating information about developments in the two countries. The Africa Groups as an organization is well suited to the task of recruitment; it is a political organization supporting the political developments in Angola and Mozambique; it has the channels required to find candidates with a progressive political orientation; and it has over the years accumulated a thorough knowledge of the two countries with which to equip the selected candidates before departure. These points were stressed by different members of government met during the journey, who expressed their support to the proposal that the Africa Groups participate in the recruitment and preparation of candidates.

The volume of recruitment through the solidarity organization is likely to remain limited for some time. In Sweden, 25-30 workers in the field has been mentioned as a realistic target, somewhat higher than in other Scandinavian countries. In addition, however, the experience of the solidarity organization is a valuable aid in the selection and preparation of candidates recruited through other means.

There is another way of solving the dilemma stated above, a way which does not seem to have been sufficiently utilized in the
present case. Due to the circumstances of the struggle for independence in Angola, the government of Angola has received a great deal of assistance from Cuba. To start with, this assistance had the form of military support against invading forces from neighbouring countries. Over time, however, much of the military staff has been replaced by civilians of many different occupations. Today, there are more than 7,000 Cuban professionals and technicians working in Angola.

This assistance from Cuba is of tremendous value for Angola. The Cuban specialists are, on the whole, far better suited to work in the economic and social conditions of Angolan society than are any specialists from, say northern Europe. Besides, language and cultural similarities greatly facilitate cooperation between the two nations. But the assistance offered by Cuba is of a volume which by far exceeds any amount of technical assistance ever provided by Sweden. To relieve Cuba of some of the economic burden of this assistance would seem to be a natural step for the Swedish government, in complete accordance with the aims of Swedish assistance to developing countries.

The same type of comments could be made in relation to Mozambique, even if this country has not entered into a similar kind of bilateral cooperation with one single country. In general, the requests on assistance from Sweden, not the least in relation to the subject matter of this report, might be summarized as follows:

- financial resources to be offered on the conditions of the receiving countries themselves;

- information about the material and human resources available in Sweden or through Swedish assistance;

- organizational means to facilitate the use of these resources by the governments of Angola and Mozambique.

The survey reported here has as one of its aims to prepare the ground for a more systematic exchange of needs and resources
in the field of social science, requested by the governments of Angola and Mozambique. Obviously, the survey represents only a first step in this direction. To what extent a more systematic exchange will develop depends not only on the funds made available for individual initiatives, but - in particular - on how far Swedish assistance can be seen to support the development of these countries as defined by the countries themselves.

It was in response to this question that the last section, on forms of assistance from Sweden, was added to the report. The views stated will of course have to be seen as my own. To the extent that they stimulate discussion in relation to the main part of the report, the aim has been achieved.
Appendix 1: EXCERPTS FROM RELEVANT DOCUMENTS OF THE THIRD CONGRESS OF FRELIMO

The Third Congress of FRELIMO was held in Maputo between February 3 and 7, 1977. Some of the documents adopted by the congress have been made available in English through the Mozambique Information Agency. The excerpts reproduced below are taken from the Party Programme, called "Programme", and from the Economic and Social Directives, called "Directives".

The most important decision taken by the congress was to transform FRELIMO into a vanguard party guided by the scientific ideology of the proletariat. This follows the changing character of the struggle after independence, as presented in the Central Committee report to the congress:

The new stage of intensification of the class struggle and the construction of the bases for the subsequent passage to Socialism demands a new instrument: the vanguard party. The creation of the Party results from the clear comprehension, on the part of the militants of FRELIMO and the most conscious elements of the Mozambican labouring classes, that without a revolutionary party which can lead the worker and peasant masses and other working people through all the phases of class struggle, through all the economic, political and ideological battles, it is not possible to build Socialism.

The objectives of the party is the construction of a new society in Mozambique:

FRELIMO, our vanguard Party, has as its supreme objective the construction in Mozambique of a society completely free from the exploitation of man by man, where the material living conditions of the People are constantly improving and where their social needs are increasingly satisfied. (Programme)

The prime base of the party is the alliance between the working class - the leading force - and the peasantry - the principal force - of the country. At the same time, the party "seeks to gain all social forces which, by their class position, are open to the ideas of the Socialist Revolution in Mozambique." (Programme).

The role of the intellectuals is defined as follows:
Intellectuals from the most varied sectors of science, technology and art are concentrated in towns of the People's Republic of Mozambique. Close collaboration with progressive intellectuals corresponds fully to Party objectives, aimed at the development of an intellectual sector free from the spirit of elitism and entirely dedicated to the service of the People. (Programme).

The economic and social directives adopted by the congress are based on the necessity of building a People's Democracy in Mozambique:

We are engaged today in the stage of building a People's Democracy, in which the Mozambican working classes, led by their vanguard Party, will create, develop and consolidate the ideological, material and technical bases for passing to the stage of Socialist Revolution.

Taking agriculture as the base and industry as the dynamic and decisive factor, in this phase we must:

a) Promote the increasing socialisation of agriculture and launch the bases for its industrialisation;

b) Accelerate the process of industrialisation and promote the creation of heavy industry;

c) Develop and consolidate the role of the State in the economy;

d) Guide the process of development through overall economic planning;

e) Form a powerful working class that, organised and led by its vanguard Party, will assume the leadership of society.

To carry out these tasks, we must: give particular attention to the continual increase of production and productivity in all sectors of economic life; consolidate and develop the state economic sector; increase state influence in the direction, planning and control of the economy; support, activate and develop co-operatives, support, activate and develop communal villages, the strategy for our development in the rural areas; create conditions for the establishment of an independent economy. (Directives).

An important part in the efforts to increase production and productivity is to raise the knowledge of workers and peasants:

We must ensure that the scientific and technical knowledge of the labouring classes is appreciated and constantly heightened, and that full use is made of material resources, especially existing productive capacity. (Directives).
This, however, necessitates the creation of cadres to lead the development towards a full realization of human and material resources:

The Party gives priority attention to the rapid training of a large number of scientific and technical cadres capable of ensuring the accelerated development of our society on the road to socialism.

Without these cadres, capable of dominating the most advanced technology and comprehending the complexity of society's development, the construction of socialism is impossible.

In this regard, and over and above the very important task of forming cadres carried out in schools, special institutes and at the university, specialised courses for workers must be organised in all the medium and large firms.

Courses of professional training must correspond to the political, economic and ideological objectives of the new society. Professional qualification and orientation must be characterised by the maximum harmony between the country's needs and the aptitudes of each person. (Programme).

The importance of a new kind of education is strongly emphasized in the party programme, which also outlines the steps required to develop culture into "a highly valuable weapon... in the ideological struggle":

The triumph of the revolution depends fundamentally on the creation of the New Man and the creation and development of a new mentality. In this context, the Party pays special attention to Education and Culture, since in these two fields lies the heart of the formation of the New Man, free from obscurantism and capable of assimilating critically the political, scientific, technical and cultural knowledge that is transmitted to him.

A New Man who, above all, loves his Country, who respects his work, particularly manual work and who possesses the fundamentals of a socialist consciousness.

The main objectives of the Party's policy in the Education and Culture sector are:

To place instruction, education and culture within the reach and at the service of the broad masses, fighting energetically and systematically the weighty heritage left us by colonialism: illiteracy, ignorance and obscurantism.
Through the teaching of our revolutionary experience, the scientific ideology of the proletariat and the materialist and collective ideology, to give all Mozambicans a scientific view of the world.

In the Educational field the Party promotes the diffusion of political, technical and scientific knowledge so that, freeing the creative initiative of all and making the best use of everyone's talents, nature and human potential are mobilised for the development of Mozambican Society. In this field the Party has as its main tasks:

a) to orient and control the whole educational system, giving priority to making our People literate, to the education of the children of workers and peasants at all levels of education, especially university, to the massive, rapid and qualified training of teachers for all levels and branches of education, to the rapid promotion of scientific and technical cadres, and to the holding of special courses in places of work in particular in factories, cooperatives and communal villages.

b) to promote scientific and technological research in accordance with the Country's development needs.

In the Cultural field the Party promotes the appreciation of all the cultural manifestations of the Mozambican People, giving them a revolutionary content and spreading them in the national and international field, to project the Mozambican personality.

Under the Party's guidance, culture is a highly valuable weapon in the revolutionary education of our People and, for this reason, in the ideological struggle.

Among the Party's main tasks in the Cultural field are to guide and stimulate artistic activity among the broad masses. The Party creates conditions so that:

a) activity in the literary, plastic arts, musical and theatrical fields is developed, along with painting, dancing, and formation of choral and instrumental groups;

b) literary competitions, plastic arts exhibitions, seminars, lectures, etc. are promoted every year;

c) the use, appreciation and propagation of traditional instruments (musical instruments and others) is begun;

d) all the elements of our People's cultural expressions are studied and preserved. In this respect, the gathering of oral tradition, the study of the traditions of the old society, are of particular importance. The Party pays particular attention to the conservation and repair of existing museums, as well as the creation of new museums that may be repositories of the cultural, historical and revolutionary tradition of our People.
e) at national level, a network of people's bookshops and libraries are created, through which our People are educated about the pleasure of reading.

f) the development of national, revolutionary cinema and its propagation among the People is promoted. In this regard the Party strives to develop mobile cinema, the only short-term means of taking cinema to the rural areas where the overwhelming majority of our People live.

g) artistic work which is exhibited among the masses is appreciated and developed. (Programme).

In the Directives, specific goals are set for the development of education in Mozambique:

With the nationalisation of Education, conditions have been created for planned action in that sector thereby making it serve the interests of the masses.

Thus:

- The education system must ensure that the workers and their children have access to all levels of schooling.

- The education system must be put at the service of economic-social development. It must link up with the life and the struggle of the working classes, uniting education with production and theory with practice.

- Political and ideological training of teachers and students must be intensified, so that they become active agents of scientific knowledge and assume the interests and the life of the working People.

The situation left by colonialism of generalised illiteracy, lack of school structures, cadres and financial and material resources, forces us to take inspiration from the experiences of the liberated areas and count on our own resources to solve the problems.

On the Adult Education and Literacy Front, priority must be given to the FPLM, state enterprises, factories and co-operatives. By the end of 1977 actions to be carried out must have been planned, creating literacy training structures in every province. Five thousand literacy teachers must be trained by 1980.

In the field of primary education, we must consolidate the work already carried out, extending education to the communal villages. In each year up to 1980, 3,000 primary school teachers should get refresher courses and 300 new teachers should be trained. By the end of 1980, 60,000 students should have completed the Fourth Class.
In the field of secondary and middle schools, the following directives must be established. Priority must be given to technical education and professional training. The level of education must be improved. By the end of 1979, a study of the conditions necessary for the setting up of a national education centre must be completed. By 1980, five agricultural secondary schools and one industrial school for professional training in mechanics and chemistry must be created. By 1985, 130 students from the Industrial Institute and 180 from the Agricultural Institute must have graduated. By 1980 a Teacher Training Institute must be created. It must be guaranteed that an increasing number of students continue to study at a higher level.

In the field of higher education a selection and training process must be developed that will guarantee the class selection of students and cadres trained at Eduardo Mondlane University. A manpower and material planning body must be created and, by 1978, courses for workers chosen on the basis of political criteria and professional competence must have started. (Directives).

Finally the congress laid down a series of directives for the "creation of a new kind of state apparatus that reflects, in its structure and its activities, the interests of the broad labouring masses" (Programme). Adopting "democratic centralism /as/ the basis of work and relations between State organs", the congress directed accordingly:

The evolution of the economy and the transformation of relations of production will determine the definitive forms of the state apparatus. The existence of a state sector and the necessity to control the private sector demands an alteration of work methods and the creation of new structures for the direction and control of the economy.

To guarantee the correct application of Party guidelines, the cadres of the leadership of the state apparatus must be chosen from militants and must be subject to constant political preparation.

With the aim of altering work methods, we must, by the end of 1977, create collectives at all levels, establishing the subordination of the lower collectives to the higher, carry out the principle of double subordination at the provincial level, define tasks, duties, programmes and time schedules and intensify actions for political and scientific training, at the level of the state apparatus, giving these a permanent character.

So that the state can plan, co-ordinate and lead the economic and social sectors, we must create, at the level of each ministry, departmental leadership units whose main tasks are to direct the state enterprises, set fixed production objectives for state and private enterprises, controlling the implementation of these objectives and introducing more advanced management practices and organisation of work into the enterprises.
The co-ordination and association between the different sectors of economic and social activity should be done at the level of the national directorates or the ministries, and from the experience gained we must create provincial bodies and a national planning body.

Economic planning demands the creation of a National Plan Commission by the end of 1978, reorganisation of the national statistics centre by 1980 and the carrying out of population census by 1980.
Appendix 2: INSTITUTIONS VISITED FOR THE PURPOSE OF THE SURVEY

1. MOZAMBIQUE

1.1 The government
Ministry of Development and Economic Planning
Ministry of Information
Ministry of Agriculture
Ministry of Public Works and Housing
Ministry of Education and Culture
Ministry of Health
Ministry of Transport; Railways and Harbours Department
Directorate of Statistical Services
Provincial government, Inhambane Province

1.2 The University of Eduardo Mondlane
The Rector
The Faculty of Economics
The Faculty of Engineering
The Faculty of Veterinary Medicine and Agronomy
The Institute of Scientific Investigation
The Center of African Studies
The Center of Ecology
The Center of Basic Technology
The Center of Scientific Documentation
The Inhaca Research Center
The July Committee
The Social Science Course Responsible

1.3 Others
FRELI MO central office, Maputo
FRE LI MO local office, Inhambane Province
Bank of Mozambique; Center for Documentation and Information
Factories
Schools
Collective villages
Urban housing areas
2. ANGOLA

2.1 The government
Ministry of Education
Ministry of Information
Ministry of Health
Ministry of Public Works and Housing
Directorate of Statistical Services
Directorate of Urbanisation and Planning

2.2 The University of Angola
Executive Council of the university
The Faculty of Law and Administration
The Institute of Scientific Investigation

2.3 Others
MPLA Department of Information
MPLA Department of Political Affairs
MPLA Department of Mass Organisations
Local representatives of mass organisations
Appendix 3: SELECTED REFERENCES

The publications listed below provide regular information on social and economic development, statements and resolutions from Mozambique and Angola.

**MOZAMBIQUE**

*Noticias*, daily paper published in Maputo

*TEMPO*, weekly journal published in Maputo

*Mozambique, Indicadores Economicos*, quarterly bulletin of the Bank of Mozambique, Maputo

*Bulletin of the Mozambique Information Agency*, distributed in Sweden by the Africa Groups of Sweden

**ANGOLA**

*Jornal de Angola*, daily paper published in Luanda

**BOTH COUNTRIES**

*People's Power*, a bulletin published by the Mozambique, Angola and Guine Information Centre, London (which also publishes occasional pamphlets and other material)

*Facts and Reports*, a bimonthly bulletin of presscuttings published by the Holland Committee on Southern Africa, Amsterdam

Publications and bulletins of other support organizations such as TCLSAC in Toronto, Liberation Support Movement in Oakland and Southern Africa Committee in New York

*Afrique Asie*, a bimonthly journal published in Paris

*Befrielsekampen*, documents and press cuttings in Swedish about Angola, Mozambique and Guinea Bissau, available from the MPLA representation in Stockholm

*Afrikabulletinen*, Swedish-language mouthpiece of the Africa Groups of
Sweden

Kommentar, independent socialist monthly journal in Swedish, Stockholm

Information about Angola can in Sweden also be obtained directly from the Embassy of the People's Republic of Angola, Stockholm.
Below you will find a list of Research Reports published by the institute. Some of the reports are unfortunately out of print. Xero-copies of these reports can be obtained at a cost of Skr. 0.50 per page.

1. Meyer-Heiselle, R., Notes from Liberated African Department in the Archives at Fourah Bay College, Freetown, Sierra Leone. 61 pp. Uppsala 1967. (OUT-OF-PRINT)

2. Not published.


