

PROBLEMS IN THE TRAINING AND EDUCATION OF
LIS PRACTITIONERS IN PORTUGUESE-SPEAKING AFRICA:
THE CASE OF MOZAMBIQUE

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Introduction

This chapter was originally conceptualised as a survey of library education in Portuguese-speaking Africa as a whole. However, owing to the difficulties of obtaining reliable information on this topic from all of the five Lusophone states in Africa (namely Angola, Cabo Verde, Guinea-Bissau, Mozambique, and São Tomé e Príncipe, known collectively as the PALOPs)¹, I have decided in the end to restrict myself to an account of library education in Mozambique, with only occasional reference to practice in the other countries.

The absence of information on LIS education and training in the PALOPs is not a trivial difficulty, nor an excuse. Indeed, the major international reference work on library education around the world lists four of these states, namely Angola, Cabo Verde, Guinea-Bissau and São Tomé e Príncipe, as being among countries without evidence of established library and information science education². More recent information seems to confirm that this lack of evidence reflects reality – in all probability, there is virtually no local training taking place in most of Portuguese-speaking Africa³. Some of the possible reasons for this are discussed later in the chapter.

Much of what follows is based on my own personal experience and my participation (despite being a practitioner rather than an educator), in planning and teaching library education programmes in Mozambique during the pe-

riod 1979 to 1987, and also later. Readers are thus warned that this story is told from a particular participant's viewpoint. What emerges is essentially a picture of scrappy and *ad hoc* attempts to meet an immediate need, alongside the growing perception among Mozambican librarians and documentalists that what is really required is systematic, structured and appropriate professional training, integrated into the overall pattern of general education.

As documentalist at the Centro de Estudos Africanos (Centre of African Studies – CEA) at the university in Maputo from 1979 to 1987, I was involved both directly and indirectly in several of the initiatives described below, most especially the *Licenciatura em História com especialização em Documentação* at the National Archive from 1983 to 1985. Since 1987, I have also been associated as a consultant with some of the later attempts to systematise LIS education in Mozambique. Unfortunately, although such attempts continue to the present day, results have been mixed.

It is important also, I believe, to acknowledge that there exists in Mozambique a group of dedicated librarians, documentalists, archivists and other information workers who persevere, providing service and improving their professional capacity, in the face of considerable difficulties.

LIS in Portugal, Brazil and the PALOPs

The search for a model

Library and documentation work remains a low status profession in most of the Portuguese-speaking world, with the relative exception of parts of some sectors in Brazil.⁴ Certainly in the PALOPs, politically speaking, there is little recognition of the importance of information in the development of policy and in the decision-making process. There is, in other words, an extremely low level of information literacy, both among users and LIS practitioners.

This is partly because of the weakness of the democratic tradition in countries which have emerged from many decades of Portuguese colonial fascism, followed by years under Marxist-Leninist regimes. In significant respects, the latter reproduced the most authoritarian features of the Soviet system. There was little accountability. Decisions in business, government, education, industry, and so forth, could be and were made, not on the basis

of an assessment of available facts, but according to intuition, political convenience, or previous practice. In addition, even if they were sought for, reliable data were hard to find. Statistical information was often internally inconsistent and out-dated; if it was produced abroad, it probably had little relevance to local realities. This situation has changed little under a free-market multi-party system.

Language is also a factor. LIS practitioners in the West African PALOPs are linked to the French-speaking library tradition, and those in Mozambique to Anglo-American practice. They have little in the way of useful models either for education or practice within their own language community, and especially from either of the two Portuguese-speaking countries outside Africa. Although generalisation is a risky business, it is probably reasonable to argue that most English-speaking African countries subscribe, in broad general terms, to an Anglo-American model of library education, in which a post-graduate professional degree or diploma is the fundamental requirement for academic librarians, and an undergraduate professional qualification or diploma for special and public librarians.⁵

The appropriateness of this model to the African context is controversial. Recent work in South Africa, where a wide range of qualifications are on offer, and where a clear-cut distinction between professional and para-professional is not easy to make, has argued for the adoption of an alternative structuralist approach which recognises that librarians cannot adopt a neutral position in society. In this approach terminology is questioned, and flexible training programmes offered which are development-oriented, and can be short, part-time, and intensive.⁶ Such programmes implicitly recognise the need for the teaching of standardised best practice.

Neither the Anglo-American nor the much more recent alternative model have been easily available to LIS practitioners in the PALOPs, for several reasons. First, Portugal itself has only adopted even the formal training model within the last fifteen years or so. In addition, the revolutionary politics of Mozambique, Angola and to some extent Guinea-Bissau in the 1970s and early 1980s, scarcely encouraged the adoption of any sort of Portuguese practice. Despite this, however, the National Library of Mozambique did

send seven junior staff members for elementary and middle-level training in Portugal as early as 1981, with support from the Portuguese library association (ABAD) and the Gulbenkian Foundation.⁷

Apart from the five former colonies of Portugal in Africa, the only other Portuguese-speaking states are Portugal itself, with a population of around ten million, and Brazil, a gigantic country with over 150 million inhabitants. And it is to Brazil that we must look to find a strong tradition of Portuguese-language LIS education. It is no coincidence that exiled Brazilians played an important part in this sector in Mozambique in the 1970s and 1980s.

Given the weakness of the tradition of LIS education in metropolitan Portugal, it is not surprising that most of its former colonies have failed to develop adequate programmes in this area. Portugal's first steps towards modern LIS education and training were only taken in the mid-1980s, long after the winning of independence by her former African colonies. For nearly fifty years – throughout the whole colonial period – the only training in librarianship available in Portugal itself was what has been described as a rather traditional curriculum taught at the University of Coimbra, where the programme opened in 1935. Since 1983, however, professional training has been upgraded, and the three Universities of Coimbra, Lisbon and Oporto all now offer a common two-year postgraduate course in librarianship and documentation.

Subsequently, another intensive six-month course for para-professionals (Portuguese: *intermediários*) in the commercial and industrial sector was developed from 1987, with the assistance of the Department of Information Studies at the University of Sheffield. This course was offered by the University in partnership with the parastatal Centre for Technical Information for Industry (CITI), and the two institutions subsequently developed a collaborative distance-learning M.Sc. programme in information management, which has been reported in the literature.⁸ There has been no equivalent in the Portuguese system, however, to the kind of systematic and standardised training of library assistants at diploma level which is relatively common in the English-speaking world.⁹

The history and present state of LIS education in Brazil is well-documented.¹⁰ Indeed, formal LIS education dates back to 1915, although it was

only in the late 1920s that the North American model began to have a real influence on the way Brazilian librarians were trained. By 1988 there were thirty undergraduate and five graduate courses offered in Brazilian universities, although these numbers by themselves are misleading.¹¹ But Brazilian practice was hard to export to the PALOPs for various reasons. Brazilian Portuguese differs significantly in syntax and orthography, as it does in the technical terminology for LIS and for computing. Brazilian tools such as thesauri and translations of such classification schemes as UDC also present major problems for Mozambican users. In addition, Brazilian academic libraries, sometimes exhibit a lack of standardisation and an inability to adopt best practice. An example: two of the major universities in the country, the Federal University of Rio de Janeiro (UFRJ) and the University of São Paulo, have some forty and eighty separate libraries respectively, but, in the view of many, inadequate coordination and standardisation.¹²

The significance of the absence of adaptable models of LIS practice and education within the Portuguese language community is enormous. It has only been with the greatest reluctance that Mozambique has turned to Anglophone countries for training.

LIS policy after Independence and its impact on education and training

At Independence in 1975, Mozambique's library and documentation sector was in disarray. The literacy rate was low, and there was a serious shortage of competent administrative workers with even basic organisational skills, a problem which has persisted to the present.¹³ In addition, there is evidence of deliberate sabotage of libraries by the embittered departing Portuguese, defeated in the liberation war by the nationalist movement, Frelimo. Card catalogues were mixed up and destroyed, and important books and periodicals went missing.¹⁴

Some major institutions nevertheless survived the transition relatively unscathed, although abandoned. These included the AHM (*Arquivo Histórico de Moçambique* – Historical Archive) and the *Biblioteca Nacional* (National Library). The university library system changed from a centralised to a de-

centralised structure at about this time, apparently because the former Central Library was located in the Rectorate building in downtown Maputo, a considerable distance from the main and science campuses.¹⁵ Today there are seventeen faculty and departmental libraries, without central authority. However, consistent policies are set and acquisitions handled by *the Direcção dos Serviços de Documentação* (Documentation Services Directorate), whose director, a colleague wrote in 1995, till recently was the only qualified librarian in the system.¹⁶

Government policy towards these institutions as information providers has been neglectful, and staff development has suffered accordingly. At the same time, however, there emerged in the 1970s a clear intention to centralise information services, and to subordinate them to the needs of urgent political and developmental projects.

Centralisation and standardisation of LIS practice and training was the implicit policy objective of the Frelimo government from independence until very recently. Implementation and practice, as we shall see, was very different. In a restricted circulation document issued in 1978, which discussed the functions of a hypothetical national documentation system, one of the tasks of a proposed Indimo, or national documentation and information institute, was precisely to assume responsibility for

... and information [...] the certification and training of technicians [i.e. practitioners] in documentation and information¹⁷

The most developed statement of government and Frelimo party thinking on information policy from the immediately post-independence period is probably the position paper submitted by the Mozambican delegation to the 8th congress and conference of AIDBA (the International Association for the Development of Documentation, Libraries, Archives and Museums in Africa). The decision by AIDBA, an organisation with particular strength in Francophone West Africa, to hold its conference in southern Africa forced the Mozambican government, which took the event seriously, to concentrate its their mind on LIS issues. Unfortunately, serious political differences with the Senegalese over cultural issues prevented the conference from arriving at common conclusions.¹⁸

The Mozambican paper locates information policy within development policy, and states unambiguously that:

[...] at the time of their independence [...] no African country had the necessary staff to guarantee a regular functioning of [information] institutions, and, much less, training centers where they could be prepared.¹⁹

But despite this recognition that staff lacked skills, and that there was no adequate training available, the document restricts itself essentially to rhetoric:

An important problem of documentary activity in Africa is the lack of personnel in general, and of staff specialised in documentation, in particular [...]. The development of the education sector will enable the training of the technical workers qualitatively and quantitatively needed by industry, agriculture, the state apparatus and all sectors of national economy. The training of technical workers specialised in documentary activity will enable new documentation and information techniques to be introduced.²⁰

The position paper goes on to argue for the centralisation and standardisation of documentation through a central body located at the heart of a national system of scientific and technical documentation and information. This body will be, argue the anonymous authors:

[...] responsible for training, normalisation and legislation in the fields of documentation and information. [emphasis added].²¹

Other former Portuguese colonies displayed a similar voluntarism, apparently hoping to legislate information systems and trained staff into existence. The Republic of São Tomé e Príncipe, for example, had post-independence legislation in place by the end of the 1970s which defined in juridical terms the principal functions of the three categories of documentation centre which existed in the republic at that time, namely the Historical Archive (*Arquivo Histórico*), the public library network and museums. These responsibilities included a long list of organisational and marketing tasks, but the lack of [...] human resources, especially [...] qualified personnel, makes it difficult to achieve what is required with the necessary urgency, complained an anonymous Sãotomense writer in 1979.²² The legislation did not, apparently, require that the centres accept responsibility for the professional training of their staff in order to carry out their duties effectively.

In Angola, where the Municipal Library of Luanda had been founded as long ago as 1873, the first 'accelerated' course in librarianship for local practitioners was held in 1966, with teachers from Lisbon, Porto and Coimbra, and included lectures on conservation and on cataloguing and classification.²³ After independence, several reforms were introduced: Decree 41 of 3 May 1977 created the *Departamento Nacional de Bibliotecas*;²⁴ the National Archive and the libraries of DIAMANG and the *Museu de Angola* were amalgamated to form the CNDIH (*Centro Nacional de Documentação e Informação Histórica*) on 19 April 1977; and the enabling act of the University of Angola laid down in its article 16 the obligations of the Department of Documentation and Information. In each case specific training responsibilities are mentioned; most of these were never met.

Short Courses: the *ad hoc* solution

The immediate and practicable solution, given the poor conditions, lack of teachers, and absence of skilled human resources, money and teaching materials in Mozambique as a whole, was obviously to set up and run short courses in which the more skilled LIS practitioners could share their knowledge with less well-equipped colleagues. This solution occurred simultaneously to several of the larger institutions, including Cedimo, the AHM, the National Library, and the Documentation Division at Eduardo Mondlane University. It would be impossible as well as pointless to try to list all the courses that were and continue to be held. But some information has survived about the early short courses.²⁵

The demand for training, and expectations with regard to the kind of support that small libraries could expect, seems to have been high, at least up to the early 1980s. We do not have clear guidance as to how we must organise our library, complained one LIS practitioner in mid-1981.²⁶

The university had begun to run short courses as early as 1974, before the departure of the colonial power. Other short courses for university library staff were organised in July and November-December 1975, July-August 1976, and in 1977. This last was by far the most ambitious, with 113 hours of lectures and 267 hours of practical work for each student.[27] It was apparently run by the now-defunct Centre for Scientific Documentation (CDC), which

was effectively the library of the university's Institute for Scientific Research (IICM). Students included staff from the various faculty and departmental libraries, as well as from ministries and banks.²⁸ Later courses at the university took place in May 1978, 1980 and 1981.²⁹

The civil service sector was also active. In August 1982, for example, the Ministry of Public Works and Housing offered a five-week training course at its Centre for Professional Training in Machava. It was attended by 23 students and aimed to train staff who would run libraries in the Ministry's offices. The course was taught by CEDIMO staff. The same Ministry had already developed and published an elementary handbook for the guidance of library workers, which included chapters on such topics as work routines, filing correspondence and shelving.³⁰

In October of the same year, the National Library (*Biblioteca Nacional*) in Maputo ran a widely-reported two-month course for 42 of its assistant librarians, and also including staff from provincial branch libraries and from the State Secretariat for Culture. The objective of the course was to guarantee that the national and provincial libraries might be models for the encouragement of a taste for reading, as well as to foster the growth of libraries. The course included concepts of librarianship, and the organisation and administration of libraries, among other modules.³¹

After some years, it was clear that some reflection on these experiences was necessary. From 5 to 9 December 1983, CEDIMO, with the high-level support of then Minister of State with responsibility for libraries, Colonel José Óscar Monteiro, organised a series of lectures on documentation and information. This event was attended by a large audience of 143 librarians and information workers. References in the documentation and remarks made by Monteiro during discussions clearly indicated that there was some expectation that a Mozambican library association would be formed as a result of the event, but if so, these hopes were disappointed.³²

A working document on training, developed by Agostinho Pililão of CEDIMO was presented to this meeting. This consisted essentially of a course description for an elementary course in librarianship, and is of interest primarily because of the influence Pililão, a historian by training, was to have in the

early planning of the Archive course of 1983-1985, and on official thinking about CEDIMO's role as a training centre.³³

Of much greater import was the discussion following the lecture by Jorge Graça on professional training. The conclusions reached were incorporated in the final document, and indicate what official thinking was at the time with regard to the objective of library education:

- a) to implement immediately steps for basic training, with the aim of creating an awareness among para-professionals of the importance of documentation and information, and to raise their qualifications according to national needs and reality;
- b) to speed up the process of putting into effect the programme of intermediate training;
- c) to evaluate and develop experiments with in-service training and other practical methods of accelerated professional qualification, according to immediate needs and objectives;
- d) [...] to develop methods of training which allow workers outside the capital city to participate in training programmes, namely recycling, lectures, informal meetings;
- e) to study experiments with user education [...].³⁴

The Historical Archive of Mozambique (*Arquivo Histórico de Moçambique*, or AHM), located in Maputo and administratively part of Eduardo Mondlane University, has also played a leading role in the organisation of short courses for its own staff as well as for practitioners from other entities. The Director of the Archive, Dr. Maria Inês Nogueira da Costa, wrote in 1989 that:

In the absence of a training school in the area of documentation, the Historical Archive of Mozambique has taken on this task, and apart from a masters programme in history with a specialisation in documentation which we ran between 1983 and 1985, has also organised regular basic training courses, not only for workers from the Archive, but also for workers from other ministries who are linked to archives, libraries and documentation centres.³⁵

At the time she wrote, the AHM was running a short course for middle level practitioners, with thirty students. The part-time course consisted of four disciplines, of which 'Computers and Documentation' was to last a month.³⁶ The other disciplines were Archive Practice, Library Science, and Treatment of Audio-Visual Documents.³⁷

There has been little evaluation of the long-term impact of these short courses, but some observers have pointed out that a major difficulty has been that relatively few students have continued to work as LIS practitioners for more than a year or two after completion. In addition, students' expectations that either status or salary would improve were not commonly met.³⁸

The pattern in Angola seems to have been similar, characterised by ad hoc solutions, language difficulties and an eclectic mixing of different models of LIS education arising from an implicit failure to recognise the need for more than technical training in such functions as cataloguing. According to one source, Jerónimo Belo, who was director of the documentation centre at Agostinho Neto University in Luanda in the early 1990s, had trained as a lawyer and then completed a diploma level course in Angola itself. He subsequently took other short courses in both Geneva, Switzerland, while working for the ILO, and in Lisbon. It is unclear what these courses were, and what influence they may have had. Nonetheless, Belo himself reportedly organised four-week intensive short courses, presumably at para-professional level, some time in the 1980s.³⁹

A two-month course for parliamentary LIS workers from the National Assemblies of Angola, Mozambique and Cabo Verde was organised in Luanda in September and October of 1988. It was funded by the Interparliamentary Union, UNDP and the Portuguese parliament, and included research methods, documentation and SDI techniques among the subjects covered.⁴⁰

The Postgraduate Course at the Arquivo Histórico, 1983–85

By 1982 it had become clear that short courses were not going to be able to produce practitioners who combined high-level technical skills with in-depth knowledge of the social sciences. Admission criteria and certification remained problematic. The AHM in particular needed formally trained senior staff members to run its library, its audio-visual collections, and to organise archival collections which had been brought in from the provinces under new regulations promulgated in 1977.⁴¹ It was therefore agreed by the university that the Archive would administer a two-year licenciatura course, in which the disciplines of history and documentation would carry equal weight. The

course would be part-time (five afternoons per week) and would consist of three semesters of course work, followed by one semester during which students would be required to produce a *trabalho de diploma* or mini-thesis which would carry 25 percent of the marks for the course. The history component included such elements as the history of Mozambican government and administrative institutions, clearly aimed at archivists. It was taught entirely by staff members from the university's History Department. Documentation was more problematic. This writer was involved as a teacher throughout, lecturing on such components as research methodology and the African and Mozambican bibliography, but teachers were not easily found for archivology and other technical subjects. Three Brazilian practitioners were eventually recruited to assist in the teaching of many of these parts of the course.⁴²

The course admitted twelve students, from the archive itself, the National Library, the Museum of the Revolution, the Ministry of Education and Culture, among other structures. Of these, eleven graduated. Classes were held each afternoon for three semesters in the somewhat cramped research rooms of the archive itself, which did carry the advantage that both teachers and students had immediate access to the impressive AHM library, as well as to primary materials in the actual archival collections.

The final semester was spent producing the *trabalho de diploma*, and it was eventually decided, despite the fact that the course was nominally a history degree, that this must be in the form of an *instrumento de trabalho* or research and reference aid. This could be a bibliography, a handbook to a particular archival collection, a collection of edited texts, or a museum guide. Among the works produced in this part of the course were an exhaustive annotated index of Mozambican serials, a draft ten-year national bibliography, and a collection of the agreements between the Portuguese and the South Africans regarding the regulation of Mozambican migrant labour on the Rand.

For various reasons, this licenciatura was never repeated. The graduates of this course, most of whom had first degrees in history, and one in law, were effectively the first Mozambicans to hold postgraduate qualifications in librarianship. Almost all of them remained active in the LIS sector for several years, where they exercised some influence.⁴³ However, the *licenciatura* did

not teach, for example, systematic management or reference skills, and can perhaps be criticised for its emphasis on historical source materials.

The key role played by the Mozambican national archive in training not only archivists but also librarians and even museum specialists contrasted sharply with the situation in Angola's equivalent institution, the CNDIH (*Centro Nacional de Documentação e Investigação Histórica*).⁴⁴ In 1988, not only was there no undergraduate teaching in history at the national university, but the single other trained staff member in the Angolan archives apart from the director had done only a three-month course in Brazil. Other staff members had not even completed their secondary education.⁴⁵

Attempted integration of library education into the SNE

In 1988, the then director of Cedimo attempted to revitalise and lead a process which would have resulted in a coherent national training programme for para-professionals.⁴⁶ From its foundation in September 1977, the Mozambican National Documentation Centre, CEDIMO, was searching for a role. The founding legislation was vague, and simply decreed that the Centre would be set up from the old documentation structures of the bank of Mozambique, that it would be governed by a board, and that it would not have to pay import duties on books.⁴⁷

In the 1970s and early 1980s, CEDIMO played a high-profile role in providing a critical media analysis (CMA) service for government and party leaders. Later, as its capacity dwindled, it vacillated between trying to provide CMA, operating a general (re-)publishing operation, and playing the role of a popular resource centre. The last of these roles was eliminated with the dispersal of its collection of over 3,000 documents relating to Mozambique. Certainly Agostinho Pililão felt that the Centre's real job was to organise professional training.

With the appointment as director of CEDIMO in the mid-1980s of Ricardo Santos, a former Frelimo functionary, an attempt was made to resolve this issue. Santos felt that there was no possibility of resolving the problem of CEDIMO's role in theoretical terms. For him, the only way forward was for the Centre to concentrate arbitrarily on achievable tasks. Success in such tasks would both improve staff morale and allow CEDIMO to identify a meaningful

role in conjunction with the National Library, the Archive and the University.

Santos argued that the proliferation of short courses had led to a situation in which it was impossible to evaluate the various certificates, since the length, course content, entrance requirement and certification procedures all differed widely. He favoured rather establishing a new course within the technical-*professional branch of the National System of Education as defined by the Ministry of Education*. This procedure would have had the advantage of achieving a defined set of standards, and would have included for the first time, interestingly, a continuation of normal secondary education in such subjects as geography, history, Portuguese, English, and other subjects normally taught beyond 'ninth class' (equivalent to nine years of primary and secondary education). Entry to such a course would have required both completion of ninth class as well as an entrance examination in general subjects to determine a candidate's level of general education.

Santos' ideas attracted some attention at the time, and the possibility of Norwegian donor funding was briefly explored. In addition, a Unesco-funded consultant allegedly went to Mozambique sometime in 1988 to evaluate the possibility of financial or material support. Although some preparatory work on curriculum development was apparently done, nothing appears to have come of either of these prospects, largely because CEDIMO itself lacked capacity - having no teachers, classrooms or teaching materials. The Centre was also apparently unable to attract essential local cooperation from such major players as the university's documentation services, which were unconvinced by Santos' argument that at paraprofessional level, distinctions between archivists, librarians and documentalists are merely notional.⁴⁸

Despite CEDIMO's inability to realise these ideas, the Santos initiative marked an important theoretical step forward in terms of standardisation and repeatability, and seems likely to have had some influence on the subsequent thinking of major players in the field in Mozambique.

Developments, 1990–96

Despite the major political changes of the period since the death of President Samora Machel in October 1986, including the abandonment of Marxism-

Leninism as state ideology, the introduction of a pluralist political system, multi-party elections held in October 1994, and the opening up of the economy to free enterprise, the situation in LIS education and training remains much the same.

However, promising and innovative initiatives have been launched at various levels. These include training for non-specialists as well as yet another attempt at setting up a nationally-accepted qualification structure reaching up to graduate level.

At the beginning of the 1990s, the History Department at Eduardo Mondlane University planned and introduced, on its own initiative, a minimalist programme of LIS training for non-specialist undergraduates, within its regular five-year course.

The History Department had ceased undergraduate teaching for several years in the late 1970s and early 1980s, in order to change for a three-year bachelor's programme to a five-year licenciatura (master's), influenced by Eastern European practice. It was recognised quite early on that the extension of the programme by two years provided an opportunity for students to be trained systematically in documentation practice. Originally it was planned that there would be two ways of doing this, namely a compulsory course module called 'Introduction to Documentation' in the third year, and an optional Seminar on Documentation, in effect a specialisation in librarianship, in the fifth year. As far as I am aware, the fifth option, aimed mainly at students intending to follow as career as LIS practitioners, has not in fact been offered.

The third year module was taught for the first time in 1992, and included elements of information literacy as well as some elements of training for practitioners. In the original Programa Temático or course description, the objectives were defined as follows:

General objectives

- to understand documentation at the conceptual level [...] applying various techniques for the treatment and analysis of documents and information;
- to understand the relationship between the techniques and methodologies of documentation practice and the practice of historical research;

- to know the main sources for the study of African history and especially the history of Mozambique;
- to understand [...] and utilise types of documentation in such a way as to be able to select and analyse different types of historical sources;
- to learn selected techniques and standards for the processing of documents.⁴⁹

Attempts by the directors of the Documentation Services Directorate at the university and of the Historical Archive to introduce a coherent two-phase training programme to postgraduate level have been delayed. The original proposal was to upgrade the skills of current practitioners through a three-year part-time diploma programme, which would have admitted about 30 students per intake and would have been repeated two or three times. With this preparatory upgrading to pre-university level completed, the two institutions proposed to introduce a full *Licenciatura* or master's programme.⁵⁰ Neither the diploma course, nor the *Licenciatura*, originally planned for 1994, had in fact started at the time of writing.

In 1992 two Brazilian consultants, Anna da Soledade Vieira and Sílvia de Oliveira Barcellos, wrote a report on the restructuring of the university's library network, with support from the UNDP and the World Bank. They identified an urgent need for planned training and staff development, and made specific recommendations regarding the training both of professionals (*nível superior*) and paraprofessionals (*nível técnico*). In the case of practitioners with degrees, they suggested that monolingual Portuguese speakers be sent to two Brazilian universities, namely the University of Brasilia for indexing languages and computerisation; and the Federal University of Minas Gerais in Belo Horizonte for management training. English-speakers were to go to the University of Botswana.

For paraprofessionals Vieira and Barcellos advocated a systematic four-level training programme:

- cataloguing and the use of UDC;
- refresher courses for branch library heads and supervisors;
- refresher courses in reference work and client services;
- upgrading courses for selected library assistants with incomplete secondary education.

They also proposed special in-service training for all staff in computer applications and library computer systems.⁵¹

As a direct result, the university sent staff members for training to the United Kingdom, three to Botswana (where the university offers both a para-professional certificate and a full diploma) and others to Brazil (four-year undergraduate).

Short courses continue as before, run by such diverse entities as the Historical Archive, the Centro de Estudos Brasileiros, and the Centro de Documentação e Informação do Sector Agrário (CDA), among others. The CDA has adopted a modular system, allowing students to gradually put together a complete training course as opportunity allows. Modules include cataloguing, data entry and CDS-ISIS (a widely-used software package), classification and indexing, searching a database, and library administration. However, students sometimes have an extremely low level of general education, and the high level of staff turnover in participating institutions can mean that individual students may be sent on courses for which they have not done prerequisite earlier modules.⁵²

More than twenty years after independence, then, LIS practitioners in Mozambique – probably the most advanced of the PALOPs in this regard – find themselves trapped in a vicious circle of low levels of general education, inadequate technical training and poor practice, each one of which feeds upon the others. The need for a systematic and standardised national training model for librarians at all levels remains as urgent as ever.

Notes and references

1. The five countries are known in Portuguese by the convenient acronym PALOP (for *Países Africanos de Língua Oficial Portuguesa*, or Officially Portuguese-Speaking African Countries). I use the acronym in this essay.
2. Riss Fang, J., & Nauta, P., *International guide to library and information science education: a reference source for educational programs in the information fields worldwide*. Munich: K. G. Saur, 1985, 521. Mozambican activity is listed on p. 273.
3. Participants in a course in bibliographic research held at the Centro Regional de Desenvolvimento Sanitário (Regional Centre for Health Development) a WHO-supported centre in Maputo, confirmed that 'they had very little access to libraries and no qualified library staff in their home countries' (Wenke Adam <wenke@adam.uem.moz>, private e-mail message to Colin Darch, 18 January 1996). I am most grateful to Adam, of the Centro de Documentação e Informação do Sector Agrário, and to Amélia Neves de Souto of the Centro de Estudos Africanos, for sharing their information and insights on the situation with me.
4. Although this is affected by both race and gender, the situation is complex. A survey conducted by Wenke Adam in Mozambique in 1989 showed that although para-professional posts were equally divided between men and women, men have a consistently higher mean level of training than women (3.7 months against 1.7) and of experience (9.5 years against 5.5). Adam concludes that 'the profession has been opening up for women since the mid-eighties.' However, at degree level, expatriate women workers are numerous: most Mozambicans who have gone abroad for LIS training have been men. (Adam <wenke@adam.uem.moz>, private e-mail to Colin Darch, 1 March 1996).
5. From the 1880s onwards, the role of the Anglo-American professional associations (especially the LA and the ALA) in the development and accreditation of this formal model has been paramount. Mozambique, on the contrary, has never had a library association.
6. See Nassimbeni, M., Stillwell, Chr. & Walker, C., 'Education and training for library and information work: an analysis of the current South African situation with a view to the way forward.' *Innovation*, no. 6, June 1993, especially pp. 37–39.
7. The decision was criticised in the press at the time. 'Biblioteca Nacional: reabertura em breve,' [National Library soon to reopen] *Tempo* (Maputo) no. 551, 3 May 1981, 49.
8. Ramalho Correia, A. M. & Wilson, T. D., 'The M.Sc. in information management of the University of Sheffield taught in Portugal: an example of know-ledge transfer in education', *Journal of information science* 18, 1992, 77–82. The authors warn that other masters' level courses at such universities as the Catholic University and the New University of Lisbon use the term 'information management' (*gestão de informação*) in the sense of internal business information systems (p. 81).
9. José Cruz, M. & Odete Santos, M., 'Education and training of library and information professionals in Portugal,' *Libri* 40 (2) 1990, 166.
10. See Vernon Jackson, W., 'Brazil, library education in', in *Encyclopedia of library and information science*, v. 3 (New York: Dekker, M., 1970), 237–259, with a bib-

- liography; and an update by Anna da Soledade Viera, 'Brazil, library education in', in *Encyclopedia of library and information science*, v. 43, supplement 8 (New York: Dekker, M., 1988), 31–37, also with a bibliography.
11. Vieira, *op.cit.*, 32, 35.
 12. In Mozambique the problems are very similar: 'Consistency in rules and procedures [...] has to be learned the hard way. The people who go through short courses [...] are usually alone in their libraries, so they have nobody to check on the quality of the work, to give feedback or advice when necessary.' (Adam, private e-mail to Colin Darch, 18 January, 1996).
 13. This has meant a constant loss of LIS-trained staff to the general sector: 'staff is sent to short training courses in LIS, they pick up basic skills[...] which are often in much demand in the administration in general, so they very often are channelled to other tasks which are felt as more urgent than organising the dying library [...]' Wenke Adam <wenke@adam.uem.moz> Private e-mail message to Colin Darch, 1 March 1996.
 14. Egerö, B., *Mozambique and Angola: reconstruction in the social sciences*. Uppsala: Scandinavian Institute of African Studies, 1977, 26–27. (Research report no.42)
 15. Egerö, *op.cit.*, 26.
 16. Muchanga, M. & Falcão, M. P., 'Evaluation of CD-ROM in the context of an agricultural library: the case of Mozambique'. *Paper presented to the AAAS Workshop on Collection Development in the New Electronic Era, Nazareth, Ethiopia, 24–27 October 1995*, p.[1].
 17. 'Modelo básico do Sistema Nacional de Documentação de Moçambique,' (Maputo: CEDIMO, April 1978), p. 6 (Documento de trabalho, no. 5)
 18. I was a member of the Mozambican delegation, which numbered over thirty persons, and which met regularly to discuss.
 19. 'The situation of documentary activity and its impact on the social and economic development of Africa'. *Paper presented to the 8th Congress of AIDBA, Maputo, 10–15 December, 1979*, 3.
 20. *Ibid.*, 4–5.
 21. *Ibid.*, 12.
 22. Relatório sobre a situação actual da documentação na República Democrática de S. Tomé e Príncipe. [Report on the present situation of documentation in the Democratic Republic of S. Tomé e Príncipe.] *Paper presented to the 8th Congress of AIDBA, Maputo, 10–15 December, 1979*, 5.
 23. *Algumas notas sobre informação científico [sic] técnica na República Popular de Angola* [Some notes on technical scientific information in the People's Republic of Angola.] (Luanda, 1979), 6.
 24. *Diário da República* (Luanda), 1a. série, no. 109 (10 May 1977).
 25. A more detailed account of activity in the 1970s and early 1980s may be found in Jorge Graça, *Palestras sobre necessidade e perspectivas de formação profissional*. [Lectures on the necessity and prospects for professional training.] (Maputo: CEDIMO, December 1983) (Documento de trabalho, no. 7) (Ciclo de Palestras sobre Documentação e Informação)
 26. Reported remark by the librarian at the FACOBOL factory, 'O grande papel das pequenas bibliotecas'. [The big role of small libraries.] *Notícias* (Maputo) 29 July 1981.
 27. Graça, *op.cit.*, 11.
 28. Egerö, *op.cit.*, 27.
 29. Graça, *op.cit.*, 11–12.
 30. Conceição Araújo Andrade, *Manual de biblioteconomia*. [Handbook of librarian-

- ship.] (Maputo: Biblioteca Central, Ministério das Obras Públicas e Habitação, September 1981, 33 p.
31. 'Bibliotecários em formação'. [Librarians on training course.] *Notícias* (Maputo), 5 October 1982, 'Criar o gosto pela leitura: objectivo dum curso do Serviço Nacional de Bibliotecas'. [To create a taste for reading: objective course of the National Library Service.] *Tempo* no. 626 (10 October 1982); 'Bibliotecários para todo o país'. [Librarians for the whole country.] *Notícias* (Maputo), 30 November 1982.
 32. At a CDS-ISIS seminar attended by over 120 people in July 1994, an unsuccessful attempt was made to sow the seeds of an association by starting a user group around CDS-ISIS; the question of membership (whether a Mozambican library association should be open to all LIS practitioners, regardless of qualifications) was a major bone of contention. Adam, "Comments").
 33. On both of these topics, see below. Pililão died in an accident in Nampula before he could put his ideas into practice.
 34. *Ciclo de palestras sobre documentação e informação: documento final*. (Maputo: CEDIMO, 1983), 5-6.
 35. Letter from Maria Inês Nogueira da Costa to David Martin, ref. AH.15.5/89/119 (2 March 1989).
 36. The present writer taught this discipline, in May 1989.
 37. *Curso de capacitação profissional para técnicos de documentação (nível médio)* (Maputo: Arquivo Histórico de Moçambique, s.d.; unpublished document), 2.
 38. Adam, 'Comments on your LIS paper.'
 39. Levey, L.A. & Rosenberg, G., *Confronting the demand for scientific and scholarly literature in Portuguese: an assessment of African needs and how to meet them. A report prepared for the Ford Foundation*. Washington, D. C.: American Association for the Advancement of Science, 1992, v. 1, 25.
 40. 'Curso de documentação aberto em Luanda,' *Jornal de Angola* [Luanda] 6 September 1988. At about the same time, the CNDIH was offering a seminar on written sources for Angolan history: 'Seminário sobre fontes escritas,' *Jornal de Angola* 2 September 1988.
 41. A decree of 5 April 1977 required all administrative records not needed for current purposes to be centralised at AHM. (Armstrong, J. C., *Maputo, Mozambique trip report, April 6-11 1980*. [Nairobi: Library of Congress Office, April 1980.], 5.)
 42. Miriam Vera Cruz taught the 'Introduction to Documentation,' and Vera Tolkarim 'Content Analysis and Subject Description.' Dr. Ana Maria Camargo of the State Archive of São Paulo was involved in the later part of the course and also served on the jury as external examiner. (Amélia Neves de Souto <amelia@souto.uem.moz>, private e-mail to Colin Darch, 29 January 1996.
 43. The AHM remains an important player in the field. The director, Dr. Maria Inês Nogueira da Costa, who was a driving force behind the *licenciatura* course, completed a doctorate in archivology in 1993, with the title 'Inventário do Fundo da Companhia da Moçambique; uma abordagem funcional da descrição dos arquivos permanentes.'
 44. Address: Rua Pedro Félix Machado no. 49, Luanda, Angola.
 45. Personal communication, Aurora da Fonseca Ferreira, Harare, Zimbabwe, 1988; undated trip report, Southern African Research and Documentation Centre.

46. It is unclear where exactly the idea for a single national programme actually originated. It seems that several senior personalities, including Santos and Wanda do Amaral of Eduardo Mondlane University, had been thinking along similar lines.
47. Decreto no. 40/77 de 27 Setembro, *Boletim da República* série I, no. 112 (27 September 1977), 505.
48. Much of the information in this section comes from investigations written up in a trip report dated 13 January 1988 for my then employers, the Southern African Research and Documentation Centre, Harare, Zimbabwe, a copy of which is in my possession.
49. 'Programma temático, Curso História, Disciplina Introdução' (Maputo, [1992?])
50. Adam, private e-mail to Colin Darch, 18 January 1996.
51. Soledade Viera, A. da & Oliveira Barcellos, S. de, *Sistema de bibliotecas da Universidade Eduardo Mondlane: relatório de consultoria* (Maputo, November 1992), p. 48–49. (MOZ/090/013 Education II Technical Assistance Project, PNUD/Banco Mundial).
52. Adam, private e-mail to Colin Darch, 1 March 1996.