

BY THE fourth century AD, Bantu-speaking farmers and ironworkers had migrated from the north through the Zambezi valley. En route, they ousted or assimilated the original hunter-gatherers. Eventually, they found their way onto the inland plateau of present-day Mozambique, also settling along the coastal areas on either side of the river mouth. Several centuries later Arab seafarers appeared, also from the north, and established trading settlements along the coast, which meant that political control of the coast lay for centuries in the hands of resident Muslim sultans. This placed Mozambique at the southern end of an extensive trading system that connected Africa's entire east coast with Arabia and India.

The Portuguese appeared in the 16th century. Until the middle of the 18th century their hold on the territory was tenuous, and epic battles with local kingdoms were fought, not always successfully. Meanwhile, the east coast slave trade, controlled primarily by the Arab traders and their local partners,⁴² had burgeoned into a fundamental element of the Mozambican economy.

Having established control over the territory in 1752, the Portuguese showed little inclination to do anything with it. They established the *prazo* system of land grants to settlers, to cheapen the cost of possession. When that system failed, the power of the *prazeros* being finally broken by local power in the late 19th century, they left the administration of large sections of Mozambique in the hands of private companies. By 1940, the whole country was back under Portuguese control, being administered directly from Lisbon. In 1951, Mozambique became an overseas province of Portugal – but within ten years the struggle for independence began with the formation by local people of the Front for the Liberation of Mozambique (Frelimo). Eduardo Mondlane was elected the first president, but by 1969 he had been assassinated.

Fighting between Frelimo and the colonial power erupted in September 1964, and Portugal dispatched more than 70 000 troops to restore order. These attempts were overtaken by events in Lisbon where a *coup d'état* in 1974 finally forced Portugal out of Africa. Within a year they had vacated Mozambique (and Angola) and independence was declared in June 1975.

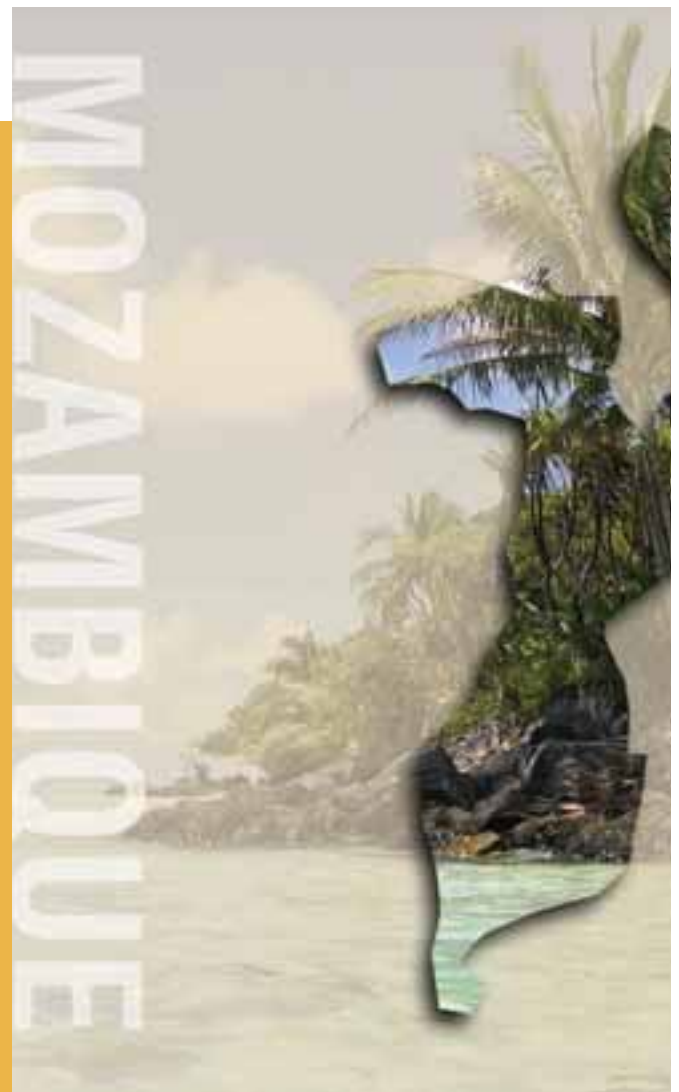
But independence did not bring peace. Civil war, fuelled by apartheid South Africa's support of Frelimo's adversary, Renamo, dragged on until 1992 when an accord was finally signed between the two groups. By then a multi-party constitution had been introduced, but it seemed an arbitrary measure in a country that had been smashed by nearly 30 years of war, her people reduced to (or retained as) some of the poorest on earth.

Nevertheless, the espousal of democracy (in favour of the one-party socialist state established by Frelimo in 1975) encouraged foreign investment, not least from South Africa in its post-1994 democratic manifestation; and, in spite of widespread suspicions of corruption, economic recovery in Mozambique proceeds apace. There can be little doubt that this has been underwritten by an explosion in educational activity.

An undeniably shameful colonial legacy in Mozambique was a national illiteracy rate of over 90 percent at independence. In an effort to improve the situation, the new Frelimo government opened the delivery of education to all-comers. However, by the end of the civil war, school enrolments had slumped again. So the new democratic government once again put policies into place that were designed to promote education as a pivotal factor in economic recovery. Vast improvements have taken place, but national illiteracy still languishes at 60 percent.

This is the background against which the country's four public universities should be viewed.

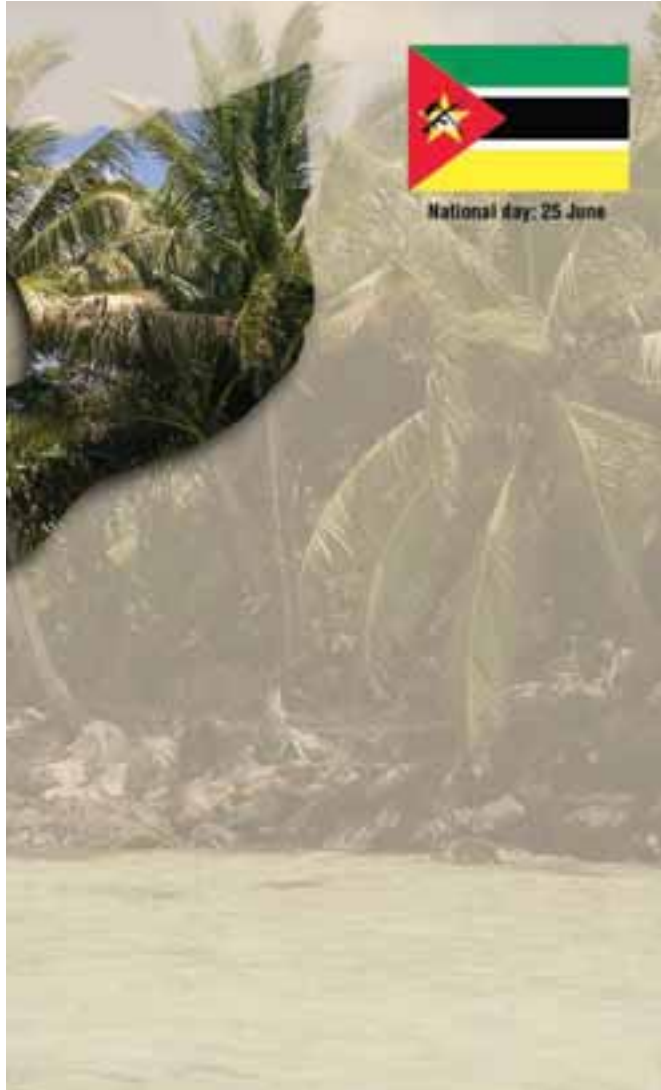
⁴² See the Malawi entry on page 25 for a brief description of the slaving activities of the Yao.



KEY COUNTRY CONTEXT STATISTICS

Population:	19.886 million (2006)
GDP:	US\$364 (2006) per capita
Human Development Index (HDI):	0.384 (2005)
Unemployment levels:	21% (1997 Estimate)
Key economic sectors:	Mining, Agriculture, Industry and Tourism
Principal Exports:	Aluminium, Prawns, Electricity, Cashew Nuts, Sugar, Citrus, Cotton, Timber
HIV and Aids prevalence:	12.45% (2007 Estimate)
Gross Primary Enrolment Ratio:	105% (2006)
Gross Secondary Enrolment Ratio:	16% (2006)
Gross Tertiary Enrolment Ratio:	Not Available

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2007; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006)



POLICY CONTEXT

In 1990, the government signed the World Declaration on Education for All and in 1992 the Ministry of Education began devising a plan for the long-term development of Basic Education. It affirmed its intention to strive towards the Education for All (EFA) goals. After much consultation and discussion, the National Education Policy and Strategies for Implementation was passed in 1995, setting up education as a key component to promote economic growth. In 1998, the Education Sector Strategic Plan 1999-2003 (ESSP) was launched, followed by ESSP II in 2004. A National Strategic Plan for Higher Education was released in 2006 (MRCI Report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
1993 Law of Higher Education (Law no 1/93)	Created the National Council for Higher Education (CNES) which had an advisory role and was made up of the rectors of both public and private higher education institutions. Until 1999 this council, which was chaired by the Minister of Education, managed higher education in Mozambique.
The New Law of Higher Education in Mozambique (Law no. 5/2003)	This law is the result of the MESCT's efforts to improve higher education in Mozambique. The law identifies gaps in previous legislation and outlines a series of priorities.

(MRCI Report)

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Ministry of Education and Culture	Governance of the higher education sub-system.

NATIONAL LEVEL OVERVIEW

There are both formal and informal education sectors in Mozambique. Formal education is divided into these categories: Pre-school education; Primary education; Secondary education; Technical and professional education; Higher education or tertiary education; and Adult education or adult literacy education. The Ministry of Education and Culture governs the higher education subsystem.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	3
Publicly funded HE institutions and colleges	3
Privately funded HE institutions	12
TOTAL	18

Source: Mozambique MoE questionnaire response

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	2.4%
% Education budget allocated to higher education	64-70%
Loan/Grant scheme in place	No (only small-scale provincial scholarship fund)

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR MOZAMBIQUE
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.58% (2005)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 134 1996-2001: 213 2002-2007: 366

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN MOZAMBIQUE			
UNIVERSITIES IN MOZAMBIQUE	WEBSITE	UNIVERSITIES IN MOZAMBIQUE	WEBSITE
Institute of International Relations	http://www.isri.ac.mz	University of Lurio	http://www.unilurio.ac.ma
University of Eduardo Mondlane	http://www.uem.mz	University of Pedagogica	http://www.up.ac.mz

INSTITUTE OF INTERNATIONAL RELATIONS

THIS HIGHER education institution was established in Maputo in 1986, at the height of the Mozambican civil war. Its mission was generally to raise the level of international affairs expertise in Mozambique, and more specifically to train diplomats for service abroad. In its two decades of operation, the Institute of International Relations has graduated hundreds of students, while continuing demand from both the public and private sectors in the country is, according to the institute's website, 'illustrative of the quality of courses offered ... and also its continuing adaptation to the demands of today's world'.

The institute's 84 academic and research staff work in six departments – Economics; International Relations; Languages; Law; Pedagogy; and Social Sciences – as well as a Centre for Strategic Studies. Only 13 percent of the academic and research staff are female, while only 35 of them (42 percent) have postgraduate degrees, eight of which are doctoral degrees.

On the financial side, only one percent of the institute's

funding is derived from fees, while nothing at all comes from the private sector or from international donors. The institute itself says that the main challenge to financial sustainability is a shortage of funds; the institute has accordingly developed a strategic plan that explores additional income sources.

Late in 2007, the institute was visited by a delegation from the Department of Political Sciences at UNISA (the University of South Africa). The purpose of the visit was to explore areas of possible co-operation between the two institutions. The UNISA delegation noted that there was 'a strong commitment on the part of institute staff members to produce quality teaching and research'. On the other hand, the Rector of Mozambique's Institute of International Relations said that the availability of resources was of lesser importance than appropriate systems in ensuring the success of co-operative agreements between higher education institutions.

FACTS AND FIGURES AT A GLANCE⁴³

All of the students who attend the ISRI are contact students, in other words they complete the majority of their studies while physically based at the institution, in the same location as the teaching staff. The university noted that, of the 717 students who attend the institution, six are from international countries based outside the SADC region.

TABLE 1 INSTITUTE OF INTERNATIONAL RELATIONS: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Humanities and Social Sciences	717	717	0	0	0	0
TOTALS	717	717	0	0	0	0

Source: Institute of International Relations questionnaire response

TABLE 2 INSTITUTE OF INTERNATIONAL RELATIONS: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Humanities and Social Sciences	84
TOTALS	84

Source: Institute of International Relations questionnaire response

Contact Details: URL: <http://www.isri.ac.mz>, Postal Address: Avenida Ahmed Sékou Touré, 3^o andar, Flats 34/35, Telephone: +258-1 49 4493/492832

⁴³ All data presented in this section is headcount data.

UNIVERSITY OF EDUARDO MONDLANE

MOZAMBIQUE'S FIRST university – the General Studies University – was founded in 1962, and acquired full university status six years later as the University of Lourenco Marques. A year after independence in 1975, the name was changed again, this time to Eduardo Mondlane University to honour Frelimo's assassinated first president. For several decades (1962 – 1986) it was Mozambique's only university, and it remains the country's most comprehensive.

Teaching and research is undertaken in 13 schools and faculties. There are faculties of Agriculture and Forestry; Veterinary Science; Arts and Social Sciences; Engineering; Law; Science; and Economics. The special schools cover the following specialities: Medicine, Architecture; Education; Hospitality and Tourism; Communication and Arts; and Marine and Coastal Sciences. Over eleven hundred academics and researchers staff these faculties and schools. Of these, 189 have doctorates – a remarkable fact, since at independence not a single Mozambican in the country possessed this degree.

International linkages – and credibility – continue to increase. Two examples must suffice.

The School of Marine and Coastal Services has been built around a UNESCO Chair of marine sciences and oceanography that was established in 1999. The idea was to build teaching and research capacity in the marine sciences in a country with a 2 500-kilometre coastline, and to encourage a multidisciplinary approach to the management of marine resources in Mozambique and the region. Students learn not only how the ocean functions as a natural system, but also how to utilise and sustain its resources for economic development and social welfare.

Working with a United Nations agency with regional offices in Johannesburg, the university's Faculty of Economics now offers courses in the economics of HIV and Aids. The courses are intended for teachers and lecturers from other education institutions, and are supported by a Mozambican government committed to the goals of universal access to prevention, treatment and impact mitigation.

FACTS AND FIGURES AT A GLANCE⁴⁴

All students at the University of Eduardo Mondlane are full-time, contact students, and there are no distance or part-time students. The majority (14,141) are national citizens and the remainder (58) are international students from outside of the SADC region.

TABLE 1 UNIVERSITY OF EDUARDO MONDLANE: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	5,702	5,616	0	86	0	0
Business, Management & Law	3,964	3,939	0	25	0	0
Humanities and Social Sciences	3,332	3,190	0	139	3	0
Health Sciences	1,201	1,201	0	0	0	0
TOTALS	14,199	13,946	0	250	3	0

Source: University of Eduardo Mondlane questionnaire response

TABLE 2 UNIVERSITY OF EDUARDO MONDLANE: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	424
Business, Management & Law	173
Humanities and Social Sciences	258
Health Sciences	257
TOTALS	1,112

Source: University of Eduardo Mondlane questionnaire response

Contact Details: URL: <http://www.uem.mz>, Postal Address: Praça 25 de Junho, 257, C.P 257, Maputo, Mozambique, Telephone: +258 (21) 430239

⁴⁴ All data presented in this section is headcount data.

UNIVERSITY OF LURIO

HERE'S A new addition to Mozambique's higher education portfolio. Established in 2006, the University of Lurio is destined to turn into a major university servicing the country's three most northerly provinces: Nampula, Cabo Delgado and Niassa, situated along the south-eastern shores of Lake Malawi. The first student intake at its headquarters in Nampula occurred in 2007. Construction of a third campus in Niassa will be completed by 2010, and it will offer courses related to agriculture and the environment. The second satellite is situated in the town of Pemba, provincial capital of Cabo Delgado, which opened in temporary accommodation in August 2008.

At the moment, only one faculty is fully operative: the Faculty of Health Sciences in Nampula. Just over 250 students are in training and all are engaged in studying for postgraduate degrees and diplomas in one of the university's current departments of general medicine, dental medicine or pharmacy. A total of 43 academic and research staff are employed, 46,5 percent of which are women. This level of

staffing provides a teaching/research staff to student ratio of 1:17; and ultimately the university aims to devote 25% of its institutional focus to research, although the university does not yet have a coherent research strategy in place.

The expansion of the University of Lurio away from its health sciences core is forging ahead. At the Pemba satellite campus, a Faculty of Engineering and Natural Sciences is being established. At the moment, the university is sharing accommodation with an Environmental Research Centre. However, the local municipal council has already identified a 12-hectare site for the construction of a permanent campus.

At the official opening of the Pemba satellite, the national Minister of Education and Culture said that the University of Lurio 'has positively surprised us because without much uproar it is producing results'.

FACTS AND FIGURES AT A GLANCE⁴⁵

All of the 254 students enrolled at the university are full-time students. The vast majority of students are Mozambican, with only 1.5% of students coming from countries outside the SADC region.

TABLE 1 UNIVERSITY OF LÚRIO: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Health Sciences	254	0	254	0	0	0
TOTALS	254	0	254	0	0	0

Source: University of Lúrio questionnaire response

TABLE 2 UNIVERSITY OF LÚRIO: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2008)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Health Sciences	43
TOTALS	43

Source: University of Lúrio Lúrio questionnaire response

Contact Details: URL: <http://www.unilurio.ac.mz>, Postal Address: Av Eduardo Mondlane, nr. 39 - Nampula, Telephone: (+258) 26 218365

⁴⁵ All data presented in this section is headcount data.

UNIVERSITY OF PEDAGOGICA

HERE IS an institution that focused, to begin with, exclusively on the training of schoolteachers. It originally developed inside the Faculty of Education at Eduardo Mondlane University, finally emerging as an independent university – the Pedagogic Higher Institute – in 1986. One effect of the liberalising of Mozambique’s socialist regime in 1990 was an increase in the demand for higher education – and the process also opened the door to private education. The result was a situation that favoured people living and working in the cities who were able to afford private education. The response of University of Pedagogica was to steadily expand, especially in the rural areas, and academically to diversify away from teacher training alone. Today, the university offers degree courses in science, engineering and technology, as well as business and law, but the main focus remains on teacher training and the educational sciences.

With more than 30 000 students on its books in 2007, University of Pedagogica is Mozambique’s largest higher education institution; and with satellite campuses in Beira,

Nampula, Quelimane, Gaza and Niassa, it provides regional accessibility to higher education for Mozambique’s millions of rural and village dwellers, many of whom are severely marginalised. This approach draws the university into the country’s regional development programmes, which include definite attempts to stem the process of urbanisation and the allied ‘brain drain’ process that shifts the educated elite away from the disadvantaged regions and into the cities.

At the moment, teaching is seen to be the overwhelming institutional focus, with only 2,5 percent of the total devoted to research. This situation is changing. So seriously does University of Pedagogica (which is 99 percent state-subsidised) take the potential for research that five new centres are in the process of being created to facilitate research activity in all the academic areas in which the university is currently active.

FACTS AND FIGURES AT A GLANCE⁴⁶

In 2007, University of Pedagogica had 31,066 contact students and 506 distance students. Most of these, 31,034, are full-time with a reported 538 part-time students. The questionnaire response also noted that three students were from SADC countries and four from other international countries (excluding the SADC region).

TABLE 1 UNIVERSITY OF PEDAGOGICA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	6,000	6,000	0	0	0	0
Business, Management & Law	10,018	10,018	0	0	0	0
Other (Sports and Physical Education)	457	457	0	0	0	0
Other (Education Sciences)	15,097	15,097	0	0	0	0
TOTALS	31,572	31,572	0	0	0	0

Source: University of Pedagogica questionnaire response

TABLE 2 UNIVERSITY OF PEDAGOGICA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2006)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
All fields of study	829
TOTALS	829

Source: University of Pedagogica questionnaire response

Contact Details: URL: <http://www.up.ac.mz>, Postal Address: Rua Comandante Augusto Cardoso, nr. 135, CP 3276, Maputo, Mozambique, Telephone: 00 258 21 320 861

⁴⁶ All data presented in this section is headcount data.