



Mainstreaming Higher Education in National and Regional Development in Southern Africa

Regional Country Profiles

The Study Team are responsible for the choice and presentation of the data and facts contained in this document and for the opinions expressed therein, these are not necessarily those of SARUA nor the AAU and do not make any commitment for either association.

The country study presented here was prepared as a part of the study “Mainstreaming Higher Education in National and Regional Development in Southern Africa” (SARUA, 2009). It forms the background data to that study and is published here as an appendix to that report. The Country Studies data has not been subjected to the same level of editorial scrutiny as the Report itself. However, we publish these country studies as supplemental information to that presented in the Report, and hope that they will be of value to other researchers in the region.

MOZAMBIQUE

8.1 Country Context

TABLE: 1. World Development Indicators

World Development Indicators	Yr 2006
Population, total (millions)	21
Population growth (annual %)	2.1
Surface area (sq km) (thousands)	799.4
Life expectancy at birth, total (years)	42.5
Mortality rate, infant (per 1 000 live births)	95.6
GNI (current US\$) (billions)	6.1
GNI per capita, Atlas method (current US\$)	310
Prevalence of HIV, total (% of population ages 15-49)	16.1

Source: *World Bank Mozambique: Quick Facts*¹

In 1975 Mozambique inherited from the Portuguese colonials an elitist and exclusionary education system. It consisted of just one higher education institution and lacked the Portuguese qualified academic staff and students who left the country at the time when Mozambique was granted independence. The new socialist regime placed considerable value on academics and tertiary education, but the two years between independence and the

¹<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/MOZAMBIQUEEXTN/0,,menuPK:382158~pagePK:141132~piPK:141109~theSitePK:382131,00.html> accessed 19 August 2008

devastating 27 years of civil war were too brief for any major strides to be made in addressing the shortage of education in the country.²

Since peace Mozambique has experienced phenomenally high growth rates, and albeit off a post-war base, the government is projecting that growth will continue between 7 percent and 10 percent a year for the next five years. Natural resources, agricultural reform, revitalisation of the tourism and transportation sectors and even service industries, could bolster these plans. Significant economic and social reform, investment and commitment are required for Mozambique to reach the Millennium Development Goals it has set, especially with regard to education.

8.2 Planning Context

The Constitution of the Republic of Mozambique

This establishes education as a positive right of all citizens of the country.

A Estratégia do Governo para a redução da pobreza absoluta (PARPA I and II)

This is Mozambique's Poverty Reduction Strategy Paper and is associated with the Economic and Social Plan (PES). It establishes the overall national planning and financing framework to reduce absolute poverty of all citizens. Its focus is on basic training and the necessary capacities for citizens to improve their lives, communities and the country.³

PARPA I (2001 – 2005) identified the following areas as requiring priority and urgent action:

- Greater access to better education opportunities

² Langa, P. (2006) The constitution of the field of higher education institutions in Mozambique. (Unpublished Master Dissertation). Cape Town: University of Cape Town.

³ PLANO DE ACÇÃO PARA A REDUÇÃO DA POBREZA ABSOLUTA, 2006-2009, (PARPA II); Versão Final Aprovada pelo Conselho de Ministros aos 02 de Maio de 2006, Maputo, Government of Mozambique

- Health
- Rural development
- Rural infrastructure
- Good governance
- Careful financial and macro-economic management

In September 2006 the government formally approved its revised PARPA II, which was prepared by the government through broad-based consultations with major stakeholders and civil society in a more participatory approach than PARPA I. PARPA II, is the operational plan for the government from 2006 to 2009 and for the first time includes a strategic matrix of key indicators, a joint effort by the government, donors and civil society.⁴

In PARPA II the government says education for all is essential and should be implemented through policies already developed in the Ministry of Education and Culture (MEC) in order to:

- Increase access
- Improve quality of basic education to create new opportunities for the poor and the marginalized groups (including women and citizens in rural areas and other less-favoured regions)
- Design a curriculum and teaching materials that ensure equal opportunities for girls
- Offer learning opportunities for those who require special needs education.

Plano Estratégico para o Sector da Educação 1999 – 2005

This Strategic Plan for the Education Sector or PEE I placed an emphasis on basic education. It provided a strategic plan for an education policy similar to PARPA II above.

Plano Estrategico de Educação e Cultura 2006 – 2010/11

The Strategic Plan for Education and Culture (PEEC) states that the creation of a special plan for the areas of Education and Culture recognises how important these two arenas are. They are both deemed to have the important role of shaping the cultural aspects of the full citizen, one with patriotic consciousness, who is scientifically qualified, technically and professionally trained

⁴ The International Monetary Fund and the International Development Association, Republic of Mozambique, Poverty Reduction Strategy Paper — Joint Staff Advisory Note, Approved by David Nellor and Anthony Boote (IMF) and Gobind Nankani (IDA), November 14, 2006

and able to intervene actively in the socio-economic development of the country. PEEC reinforces the strategic interventions of PARPA directly within the education system.⁵ It shares its key objectives with the PEE.

The Strategic Plan for Education and Culture 2007 – 2011 (SPEC)

This is a medium-term strategy which was finalised and approved by the Government of Mozambique's (GoM) Council of Ministers in May 2006. It outlines an ambitious and challenging policy and strategic framework, which focuses on a ten-year plan to achieve the MDGs by 2015. In the first five years the plan emphasises the need for developing and implementing strategies to expand post-primary education and increase access to quality basic education, whilst recognising that this will be difficult with limited resources and capacity⁶

'Further to Mozambique's participation in the 1990 Jomtien World Education Conference, the Ministry of Education has undertaken a number of activities with a view to introducing reforms and changes in the conception and functioning of the education system. For example, one should mention the establishment of eight technical commissions on important issues such as: structure and decentralisation; curriculum development; assessment and exams; school textbooks; training and institutional development; the condition of teachers; privatisation; and non-formal education.'⁷

8.3 Education Context

⁵ Fazer da escola um polo de desenvolvimento consolidando a Moçambicanidade, PLANO ESTRATÉGICO DE EDUCAÇÃO E CULTURA, 2006 – 2010/11, (Versão 09/06/2006), Junho de 2006, MAPUTO, MOÇAMBIQUE

⁶ Mozambique Education Sector Support Programme. Programmeme, Submission. DFID, Govt of the UK, October 2006

⁷ World Data on Education, 6th Edition, 2006-7, Mozambique, Compiled by UNESCO-IBE, <http://www.ibe.unesco.org>

DIAGRAM: 1. Organogram for Ministry of Education and Culture

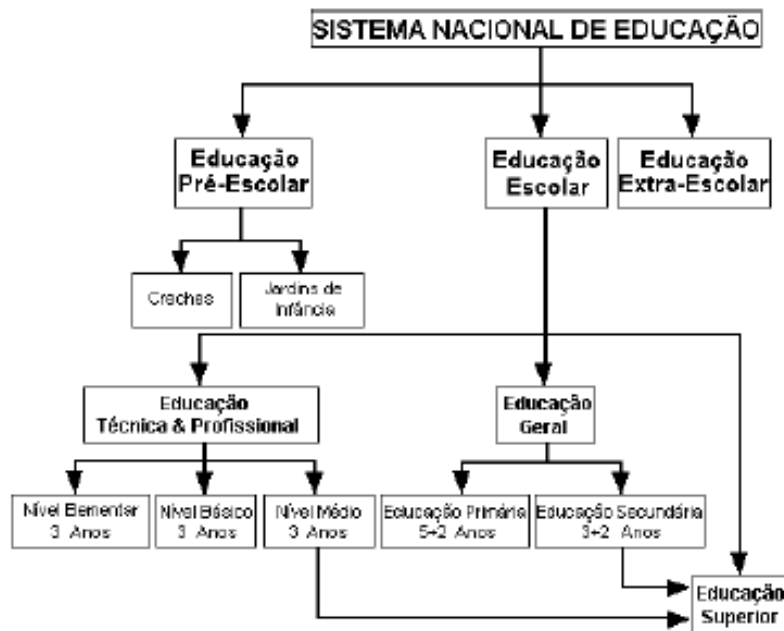


Fig. 1.2. Organograma do Sistema Nacional de Educação em Moçambique.

Source: *Plano Estratégico do Ensino Superior em Moçambique Para o Período 2000-2010, Análise da Situação Actual do Ensino Superior em Moçambique Ministério do Ensino Superior Ciência e Tecnologia, June 2000.*

TABLE: 2. Education System in Mozambique

Level of Education	Grades	Number	Age	National
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		of Years	Range	Examination/Certificate
Primary		7		
	EP I	(5)		Diploma of Primary Education of 2nd grade (<i>Carta de Ensino Primário de Segundo Grau</i>).
	EP II	(2)		
Secondary (General)				
	ESG 1			Secondary School Leaving Certificate
	ESG 2			
Secondary (Technical)				
Secondary (Agricultural)				
University				

‘Technical and professional education takes place in technical schools and institutes. Basic technical education (equivalent to the first cycle of general secondary) trains skilled workers; mid-level technical education (equivalent to the second cycle of general secondary) trains technicians.’⁸ ‘But traditionally the top students follow the general stream; composed of two cycles, ESG1 and ESG2. Students take a national exam between the first and the second cycle. The course leads to the Secondary School Leaving Certificate. An entrance examination is also necessary to enter university’.⁹

TABLE: 2. Gender Parity Index for GER (By Level of Education)

8 Mozambique – Education system, World Higher Education Database (WHED), International Associations of Universities, UNESCO, accessed online at http://www.unesco.org/iau/onlinebases/systems_data/mz.rtf, 19 August 2008.

9 Mozambique – Education system, World Higher Education Database (WHED), International Associations of Universities, UNESCO, accessed online at http://www.unesco.org/iau/onlinebases/systems_data/mz.rtf, 19 August 2008.

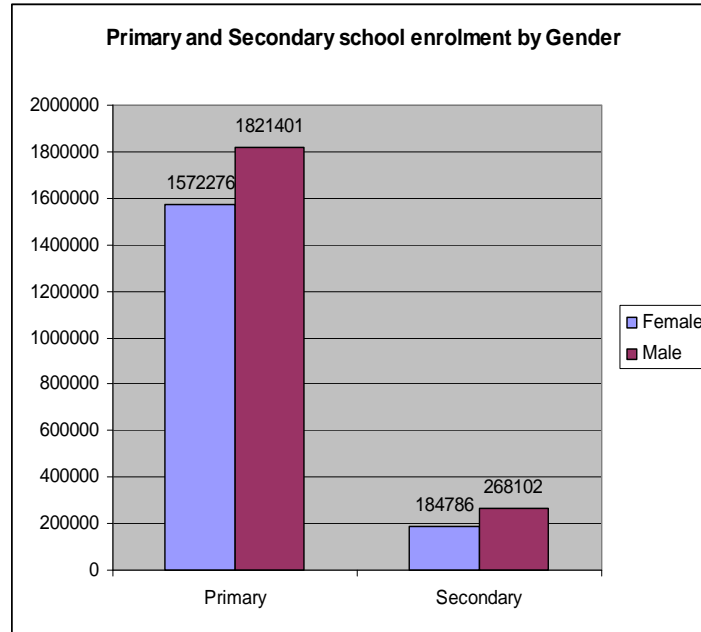
			2004	2005	2006	2007	2008
GPI for gross enrolment rate	Primary	#	0,83	0,84	0,86	Not available	Not available
GPI for gross enrolment rate	Lower Secondary	#	0,69	0,70	0,72	Not available	Not available
GPI for gross enrolment rate	Secondary	#	0,70	0,69	0,72	Not available	Not available
GPI for gross enrolment rate	Upper Secondary	#	0,73	0,62	0,66	Not available	Not available
GPI for gross enrolment rate	Tertiary	#	0,46	0,49	Not available	Not available	Not available

Source: *UNESCO Institute for Statistics (UIS)*

Massive disparities exist along gender and rural/urban and regional lines in Mozambique.

Although the enrolment, both absolute and relative, has improved the statistics regarding transition rates remain substantially worrying as they apply significantly to only the lower grades. Dropout and completion rates remain insufficient too.

DIAGRAM: 2. Primary and Secondary Enrolment by Gender



Source: *Ministério da Educação e Cultura, Direcção de Planificação*

The more urbanised and developed southern region continually has better indicators than the less developed and rural northern and central regions; areas that are less of a support base for the ruling political party (central province of Sofala especially). Some experts point to the fact that the gap may indeed even be widening in terms of regional access. (See map.)



TABLE: 3. Transition rates across Levels of Education (by Province and Gender) 2005

Província	Primary Schools				Secondary Schools				
	No.Schools	Learners	Teachers	Learner: teacher ratio	No.Schools	Learners	Teachers	Learner: teacher ratio	
Niassa	729	Female	83461	689		73	Female	7805	69
		Male	97139	2255			61,3	Male	14428
Cabo Delgado	785	Female	119176	532		136	Female	10551	61
		Male	145581	2896			77,2	Male	20235
Nampula	1 460	Female	252523	1534		158	Female	20079	275
		Male	313457	5956			75,6	Male	40492
Zambézia	1 926	Female	310252	1410		186	Female	18497	260
		Male	383547	5328			103	Male	39242
Tete	842	Female	133734	1221		105	Female	11925	228
		Male	153946	2895			69,9	Male	19588
Manica	514	Female	114472	845		116	Female	12384	158
		Male	132980	2934			65,5	Male	21551
Sofala	626	Female	118167	863		102	Female	15042	217
		Male	147064	2211			86,3	Male	24919
Inhambane	647	Female	130138	1669		126	Female	22139	300
		Male	133464	2326			66	Male	24774
Gaza	656	Female	125120	2142		142	Female	20329	283
		Male	126752	2083			59,6	Male	19968
Maputo Província	414	Female	103561	1846		115	Female	22248	328
		Male	105110	1715			58,6	Male	21260
Maputo Cidade	97	Female	81672	1627		61	Female	23787	385

		Male	82361	910	64,7		Male	21645	638	44,4
TOTAL	5310		3393677	45887	71,6	1320		452888	11011	41,1

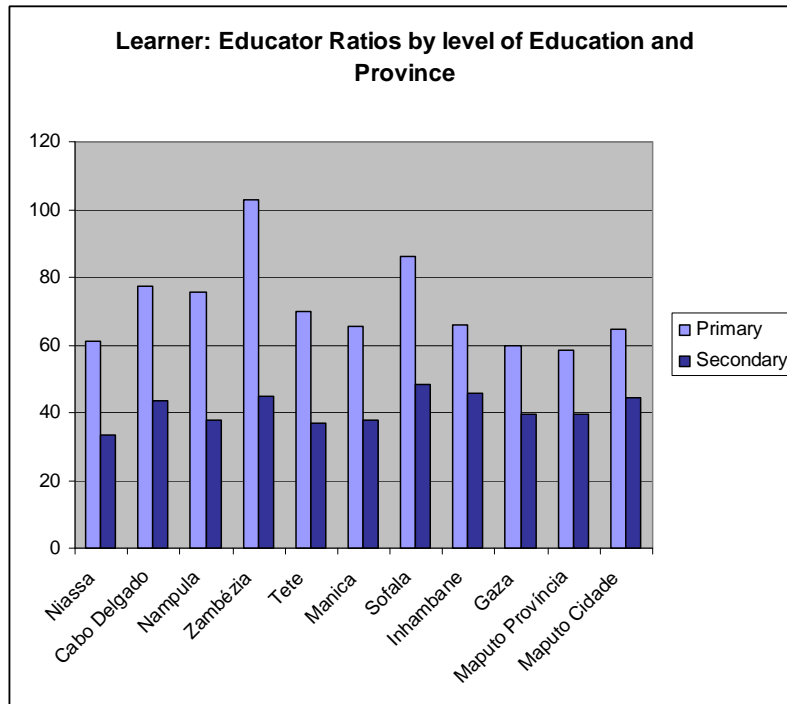
Source: *Ministério da Educação e Cultura, Direcção de Planificação*

GoM has recently approved a policy for rationalisation of teacher education that will go some way towards addressing teacher supply constraints (and will achieve greater efficiency in teacher salaries over the medium/long term). The apparent relative success of MEC in recent budget negotiations around hiring additional staff (10 000 agreed for 2007) suggests that the scale of the challenge is recognised and appreciated beyond the sector.¹⁰

Only ten percent of learners who complete their Primary Education Diploma go on to study secondary education.

DIAGRAM: 3. Learner/ Educator Ratios by Level of Education and Province

¹⁰ Mozambique Education Sector Support Programme. Programme Submission. DFID.Govt of the UK. October 2006



Source: *Ministério da Educação e Cultura, Direcção de Planificação*

8.3.1 Focus on Higher Education

8.3.1.1 Policy environment

The Operational Plan 2006 – 2010 for the Implementation of the National Strategic Plan for Higher Education released in 2006 proposes substantial changes to the funding structure of HEIs in Mozambique.

Where resources come from, to whom they flow, and on the basis of which mechanism they are allocated, has a fundamental impact on

- How stakeholders behave
- What the outcomes are in terms of quality efficiency and relevance of the system on the supply side
- How equitable is access to the system on the demand side
- The degree to which governance of the system can be effective and aligned with national policy

'Mozambican public HEIs operate currently under a budget-orientated approach while the government has introduced market elements by opening the sector for the provision of higher education by the private sector.

'In preparation for the Operational Plan, the MEC has made a structured assessment of the various options for reform in terms of technical, socioeconomic and political feasibility, and as a result a concrete proposal is being put forward for a new Higher Education financing model. To this end, the current operational plan foresees the development and implementation of a calibrated mix of new financing mechanisms (a student fund and an institutional fund) and social targeting policies.

*'The main objectives are to achieve more efficient socioeconomic targeting, more efficient economic use of public funding and to increase the inflow of private funding to the sector as a whole. At institutional level this will translate into more autonomy and flexibility in allocating resources, more direct competition with other institutions, and accountability based on results. In macro-economic terms this would ease the strain on public resources in financing the expansion, and improve the service delivered on a per student basis.'*¹¹

¹¹ Operational Plan 2006-2010 for the implementation of the second phase of the National Strategic Plan for Higher Education in Mozambique, Directorate for the Co_ordination of Higher Education, Ministry of Education and Culture, Republic of Mozambique, 2006

8.3.1.2 Profile of Higher Education

TABLE: 4. Current Higher Education Structures

Public	Private (Corporate/Church sponsored)	International or Regional	Tertiary & Vocational Education & Training (TVET)	Other
<p>Police Academy (ACIPOL), [1999], Maputo</p> <p>Military Academy, in Nampula [2003]</p> <p>Higher School for Nautical Sciences (ENM), in Maputo [2004]</p> <p>Higher Institute for Public Administration (ISAP), in Maputo [2004]</p> <p>Higher Polytechnic Institute of Gaza (ISPG), in Gaza Province [2005]</p> <p>Higher Polytechnic Institute of Manica (ISPM), in Manica Province [2005]</p> <p>Higher Polytechnic Institute of Tete (ISPT), in Tete Province [2005]</p>	<p>Higher Institute of Sciences and Technology of Mozambique (ISCTEM), 1996, Maputo</p> <p>Higher Institute for Research, Training and Science (ISFIC), in Maputo City [2005]</p> <p>Higher Christian Institute (ISC), in Angónia, Tete Province [2004]</p> <p>Higher Institute for Education and Technology (ISET), in Chagalane, Maputo Province [2005]</p> <p>Institute of Transport and Communications (ISUTC), 1999, Maputo</p> <p>Higher School of Economics and</p>	<p>University Jean Piaget of Mozambique (UNUPIAGET), in Beira [2004]</p> <p>University of St Tomas of Mozambique (USTM), in Maputo City [2004]</p>	<p>Tourism and Hotel School of Inhambane (ESTHI)</p> <p>Institute of Employment and Training (INEFP)</p>	<p>ADPP Polytechnic College, 1984, Maputo, vocational training on Community Leader, Construction, Commerce and Administration and Agriculture and Animal Husbandry.</p> <p>ADPP Vocational Schools, Years unknown, Nhamatanda, Nacala and Bilibiza, vocational skills training on Construction, Agriculture and Animal Husbandry, Hotel and Tourism, Administration and Community Instructor.</p> <p>ADPP Teacher Training Colleges in Maputo, Nhamatanda, Nacala, Chimoio, Niassa, Cabo Delgado, Macuse, Gaza, Inhambane, Tete and Nampula, since 1993, educates primary school teachers for the rural areas.</p> <p>ADPP One World University / ISET (Higher Institute for Education and Technology) Chagalane, 2005, Bachelor of Education, which qualifies them to become instructors at the teacher training colleges,</p>

<p>Higher Institute for International Relations (ISRI) 1986, Maputo</p> <p>Eduardo Mondlane University (UEM), 1962, Campuses in Maputo, Beira</p> <p>Pedagogical University (UP), 1985, Maputo, Beira and Nampula</p> <p>Higher Institute for Health Sciences (ISCISA), in Maputo [2003]</p>	<p>Management (ESEG), in Maputo City [2005]</p> <p>Catholic University of Mozambique (UCM), 1996, Beira, Nampula, Cuamba</p> <p>Technical University of Mozambique (UDM), in Maputo city [2002]</p> <p>Mussa bin Bik University (UMBB), 1998, Nampula</p>			
Totals				
11	9	2	2	4

Higher Education in Mozambique is made up of 28 significant higher education institutions, including universities, polytechnics and higher institutes.¹²

- Almost all provinces have at least one higher education institute, apart from Maputo, which remains the centre with the greatest concentration and variety of Higher Education institutions.
- Of the current institutions of education, half are public and half are private, and the number of private institutions has grown rapidly since 1995.
- Higher Education currently has about 22 300 students enrolled in almost all major scientific areas (as per the UNESCO definition).
- About a third of students are female.
- Two thirds of the students are enrolled in areas of social sciences, due mainly to the limited supply of other fields of study.
- Higher Education has about 1 200 teachers in the categories of assistant and teacher, across both public and private institutions.
- Only 15 percent of higher education teachers have the level of PhD and the 25 percent have Masters level.
- The remaining (60 percent) of HE teachers are Graduates or Bacharéis.¹³

TABLE: 5. National Mozambican Number and Percentage of Teachers in Tertiary Educational Institutions by Gender

		2004		2005		2006	2007	2008
		#	%	#	%			
Number/percentage of teachers	Both	2.516	100	3.009	100	Not available	Not available	Not available
Number/percentage of teachers	Female	549	22	637	21	Not available	Not available	Not available
Number/percentage of teachers	Male	1967	78	2372	79	Not available	Not available	Not available

Source: UNESCO Institute for Statistics (UIS)

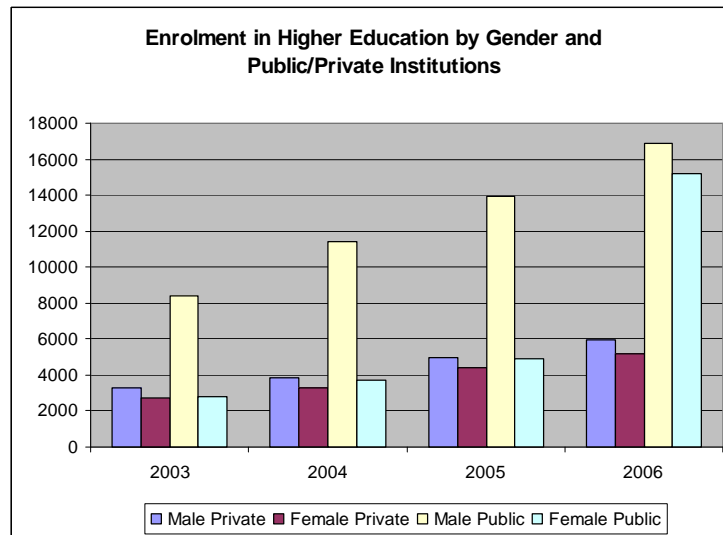
Enrolment in higher education is again afflicted by gender disparities. However what is enlightening is that private institutions have a better gender balance than the public ones. This could be due to

¹² Fazer da escola um polo de desenvolvimento consolidando a Moçambicanidade, PLANO ESTRATÉGICO DE EDUCAÇÃO E CULTURA, 2006 – 2010/11, (Versão 09/06/2006), Junho de 2006, MAPUTO, MOÇAMBIQUE

¹³ Fazer da escola um polo de desenvolvimento consolidando a Moçambicanidade, PLANO ESTRATÉGICO DE EDUCAÇÃO E CULTURA, 2006 – 2010/11, (Versão 09/06/2006), Junho de 2006, MAPUTO, MOÇAMBIQUE

the cost of education restricting families being able to afford to educate all their children and then choosing to educate sons before daughters. There is a trend towards improvement at public institutions however.

DIAGRAM: 4. Enrolment in Higher Education by Gender and Public/Private Institutions



Source: Graph based on data table below.

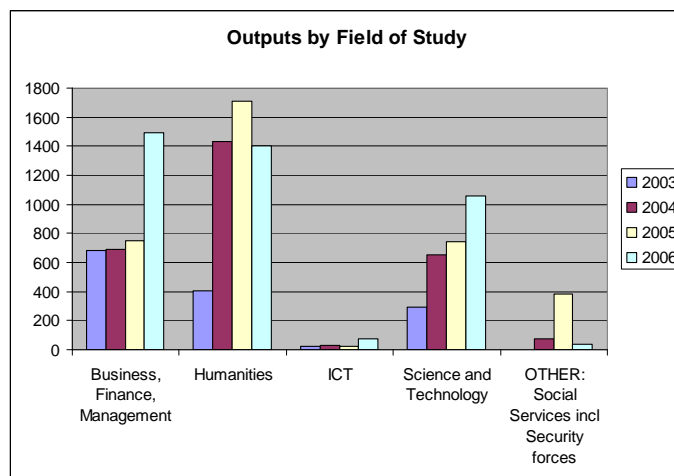
TABLE: 6. Enrolment in Higher Education

Enrolment in Higher Education				
	2003	2004	2005	2006
Gross Enrolment	17225	22256	28298	43959
Enrolment by Gender				
Male	11687	15234	18922	22841
Private	3257	3824	4994	5977
Public	8430	11410	13928	16864
Female	5538	7022	9376	20392
Private	2733	3319	4441	5175

Public	2805	3703	4935	15217
Enrolment by Type				
TVET (Public)	814	1343	1653	2612
TVET (Private)	1557	1421	2050	3077
TVET (Total)	2371	2764	3703	5689
Public University	10421	13770	17056	29416
Private University	2441	3149	7385	8326
Other (specified)	Not applicable	Not applicable	Not applicable	Not applicable
Enrolment by Level				
Graduates (Bacha/licenca)	(1956/15001)	(5141/16661)	(6245/21441)	(14169/29186)
Total	16957	21802	27686	43355
Post Graduates	268	454	612	452
Enrolment by Field of Study				
Business, Finance, Management	4606	5613	9191	10157
Management	2291	2789	5699	6299
Law	2315	2824	3492	3858
Humanities	6242	8105	8525	19457
Education	1469	1201	2151	10700
Letras e Humanities	1476	2399	3141	4914
Social Sciences	3297	4505	3233	3843
ICT	487	560	1011	1579
Science and Technology	5503	7432	8796	11366
Natural Sciences	1578	2391	3067	4891
Agri, Forestry and Veterinary	1234	1472	1477	1680
Health	875	1145	1464	1618
Engineering, Manufacture and Construction	1816	2424	2788	3177
OTHER: Social Services	387	546	775	1400
of which Security	294	348	494	900

Source: Ministry of Education, Mozambique

DIAGRAM: 6. Outputs by Field of Study



Source: Ministry of Education, Mozambique

Mozambique's decision in 1997 to emphasise post-secondary education²¹ led to the national commission, which in January 2000 established the Ministry of Higher Education, Science and Technology. Mozambique recognized an opportunity to improve higher education, which it has done with the help of debt relief, significant southern African co-operation in higher education, and support from among the business community, multilateral agencies, and donors.¹⁴ The improvement in terms of outputs of Science and Technology graduates is obvious, although the total number of students who graduated with Science and Technology degrees in 2006 was only 1 056 in a country with a population of 16 million. This indicates a need for the process to work faster.

TABLE: 7. Outputs of Higher Education

	2003	2004	2005	2006
Gross Outputs	1409	2878	3615	4055
Outputs by Gender				
Male	877	1859	2522	2521

¹⁴ Higher Education and Economic Development in Africa, David Bloom, David Canning, and Kevin Chan, Harvard University, February 2006

Female	532	1019	1093	1534
Outputs by Type				
TVET	512	667	852	1059
Public University	659	1906	2366	2071
Private University	238	305	397	925
Other (specified)				
Outputs by Level				
Graduates	1359	2823	3461	3843
Post Graduates	50	55	154	212
Outputs by Field of Study				
Business, Finance, Management	685	691	751	1491
Management	332	330	295	922
Law	353	361	456	569
Humanities	406	1433	1711	1399
Education	68	208	558	859
Letras e Humanities	60	501	616	235
Social Sciences	278	724	537	305
ICT	25	28	21	72
Science and Technology	293	653	746	1056
Natural Sciences	48	308	322	383
Agri, Forestry and Veterinary	117	160	201	260
Health	55	80	61	68
Engineering, Manufacture and Construction	73	105	162	345
OTHER: Social Services	0	73	386	37
of which Security	0	73	142	0

Source: Ministry of Education, Mozambique

8.3.1.3 Governance

The higher education system is formalised in law by way of the 1990 Private Education Decree no.11/90, the 1993 Law of Higher Education (Law no.1/93) and more recently the New Law on Higher Education (Law no. 5/2003)¹⁵

The 1990 Decree No. 11/90 authorised private education (free or fee-paying) in all types of schools and at all educational levels. The aim of this was to create additional capacity that would translate into expanded opportunities for access to education.¹⁶ It would indeed have some impact on the provision of higher education.

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.

An increasing emphasis on post-secondary education after 1997 led to the establishment of the Ministry of Higher Education, Science and Technology (MESCT) in January 2000 with a mandate to supervise the whole system of higher education in the country.¹⁷ “Despite the creation of the MESCT, higher education institutions have continued to enjoy autonomy since the enactment of the Higher Education Law 1/93.”¹⁸

The New Law on Higher Education in Mozambique (LEI Nº 05/2003) is the result of the MESCT’s efforts to improve higher education in Mozambique. It identifies the following gaps and aims to:

- Create training in different areas of knowledge, technical staff and scientists with a high degree of skill
- Encourage technological and cultural scientific research, through training, to solve the relevant problems of business and support the development of the country, contributing to the scientific heritage of humanity
- Carry out activities of extension, mainly through dissemination and exchange of technical and scientific knowledge
- Take action to update the professional skills of graduates through higher education

¹⁵ Education System (www.lmu.edu/globaled/wwcu/background/mz.rtf) Original source: International Association of Universities (IAU), updated from EAIE Conference Paper “Development of Higher Education in Mozambique”, 2002.

¹⁶ World Data on Education, 6th Edition, 2006-7, Mozambique, Compiled by UNESCO-IBE, <http://www.ibe.unesco.org>

¹⁷ Bloom, D., Canning, D, and Chan, K., Higher Education and Economic Development in Africa, Harvard University, February 2006, p.11

¹⁸ Higher Education and Economic Development in Africa, David Bloom, David Canning, and Kevin Chan, Harvard University, September 20, 2005

- Upgrade the scientific and technical skills of teachers and top-level professionals in various branches and departments. Provide training for teachers and scientists in education and research

‘Although the Law on Higher Education states that HEIs are autonomous, the precise degree of autonomy has often been a matter of dispute. In the case of UEM, the level of financial autonomy was increased through an agreement between the government and the university in December 1999.’¹⁹ The agreement gave the university greater freedom in terms of financial management, but specified in more detail outputs and responsibilities.²⁰

In essence private and public higher education institutions are governed in different ways. This is largely because the public institutions are almost entirely funded by government, whereas the private institutions are reliant on students’ fees, donor support (UCM) and venture capital (ISPU, ISCTEM and ISUTC).²¹

The New Higher Education Law gave HEIs more autonomy, but also required administrative and regulatory framework changes within the institutions. ‘The new law increases autonomy by introducing financial and patrimonial autonomy; it also introduces new concepts such as quality assurance and a credit system for higher education. In terms of governance this new law broadens the scope of the National Council to include lecturers and student association representatives, civil society, business and a larger Government representation. This council is also responsible for research and it includes representatives of the research institutes. However, reforms in the area of administration and governance in the higher education institutions are taking place at a rather slower pace than expected.’²²

8.3.1.4 Research

- In 2003 only UEM, UP and ISRI, the three most established public institutions, were engaged in research.
- UEM created a ‘Research Open Fund’, mainly sponsored by SAREC-SIDA, which provides funding for small demand-driven research projects on campus.

¹⁹ Higher Education and Economic Development in Africa, David Bloom, David Canning, and Kevin Chan, Harvard University, September 20, 2005

²⁰ Higher Education in Mozambique, A Case Study, Mouzinho Mário, Peter Fry, Lisbeth Levey & Arlindo Chilundo, 2003

²¹ Higher Education in Mozambique, A Case Study, Mouzinho Mário, Peter Fry, Lisbeth Levey & Arlindo Chilundo, 2003

²² Capacity building in higher education in Mozambique and the role played by co-operating foreign agencies: The case of the World Bank, Arlindo Chilundo. UNESCO Forum Occasional Paper Series Paper no. 12. Paper Commissioned by the Regional Scientific Committee for Africa, June 2006

- UEM had more than 300 different research projects in 2003.
- Dissemination of research results is mostly through publication in small internal journals or booklets, since Mozambique has very few peer reviewed scientific journals.
- An initiative at UEM Press started to publish books and other forms of printed materials. This has helped immensely to disseminate some research results.²³

Research is considered fundamental to the production of high quality graduates in Mozambique, and is recognised by government and academic leadership as an area that requires development. Applied research skills and the outcomes and the impact they have on applied knowledge are in demand both in the public and private sector.

High quality research programmes in Mozambique require financial as well as organisational assistance. This is because even in the private HEIs teachers do not have time to supervise students doing independent research, conduct their own research and have sufficient student-teacher contact time. In public institutions the quality of staff maybe lower due to the reduced salaries compared to the private sector.

‘New Degrees: many institutions introduced new degrees and universities are now introducing new programmes and opening up postgraduate programmes that will significantly contribute to the promotion of research relevant to the issues and challenges that the country is now facing.’²⁴

In 2008 the Ministry of Science and Technology and the Ministry of Health formalised a five-year memorandum of understanding aimed at promoting science and technology research as part of the strategy to increase the number of scientific institutions, which will in turn assist economic development within the country. Under the agreement the Science and Technology Ministry will support the Health Ministry with a recently launched Masters degree course in Public Health that currently has 15 students.²⁵

²³ Arlindo Chilundo, *African Higher Education: An International Reference Handbook* (Damtew Teferra and Philip. G. Altbach, eds., Indiana University Press, 2003), pp. 462-475.

²⁴ Capacity building in higher education in Mozambique and the role played by co-operating foreign agencies: The case of the World Bank, Arlindo Chilundo. UNESCO Forum Occasional Paper Series Paper no. 12. Paper Commissioned by the Regional Scientific Committee for Africa, June 2006

²⁵ **Mozambique:** New research institutions planned, University World News, Charles Mangwiro, 20 July 2008
<http://www.universityworldnews.com/article.php?story=20080717163800368>

8.4 Financing Context

Budget planning and management in Mozambique has changed considerably over recent years. Major improvements have been evidenced 'through the rollout of the integrated financial management system (e-SISTAFE). Beyond technical capacity at national level, there is a need to strengthen the technical and negotiation capacity for budget preparation at the line ministry level in order to improve the links between PARPA II targets and the budget. The government and its international partners have increased efforts to improve the monitoring and evaluation of expenditure projects and programmes. It should be possible from next year to earmark programmes through the budget formulation module of e-SISTAFE, and to identify and track priority expenditures defined in PARPA II on a real time basis.'²⁶

8.4.1 Trends in allocation

TABLE: 8. Public Expenditure Percentages in Priority Sectors

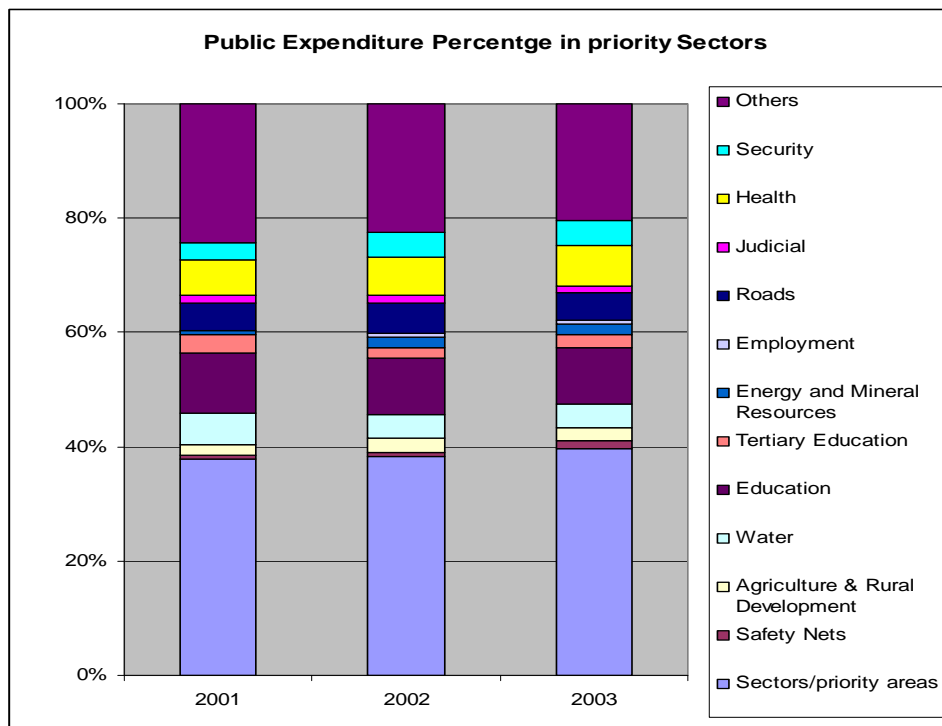
	2001	2002	2003
Sectors/priority areas	61	63	66
Safety Nets	1	1	2
Agriculture & Rural Development	3	4	4
Water	9	7	7
Education	17	16	16
Tertiary Education	5	3	4
Energy and Mineral Resources	1	3	3
Employment	0	1	1
Roads	8	9	8
Judicial	2	2	2

²⁶ Poverty Reduction Strategy Paper for the Republic of Mozambique – Joint Staff Advisory Note, Approved by David Nellor and Anthony Boote (IMF) and Gobind Nankani (IDA), The International Monetary Fund and the International Development Association. November 14, 2006

Health	10	11	12
Security	5	7	7
Others	39	37	34
Total	100	100	100

Source: Ministry of Planning and Finance, Conta Geral do Estado, Maputo

DIAGRAM: 7. Public Expenditure Percentages in Priority Sectors



Source: Graph based on data in table 8

- The subvention for public higher education institutions comes from the government through the Ministry of Planning and Finance, rather than through the Ministry of Education.
- Separate negotiations take place for each public institution between the senior managers of the institution and the Ministry of Planning and Finance.
- The education sector's share of the total government budget (including external development assistance) was estimated at 14% in 1999.
- The higher education sub-sector accounts for about 26% of the education sector budget which is equivalent to about 3,8% of the total government budget.

- Foreign assistance contributes about 60% of total government investment in education, but the contribution of foreign assistance is even higher than this, since many foreign grants are given directly to education institutions rather than channelled through the government budget.²⁷

TABLE: 9. Financing for PEEC

	2006	2007	2008	2009	2010
GDP (in billion MT, 2006)	180.831	193.491	207.012	221.538	237.046
Real Growth	7,00%	7,00%	7,00%	7,00%	7,00%
Public Resources (in billion MT, 2006)	49.049	52.709	54.990	57.817	60.637
Real Growth		7,50%	4,30%	5,10%	4,90%
Total investment PEEC (in billion MT, 2006)	11.672	13.986	15.593	16.897	18.279
Total investment PEEC (in million USD, 2006)	467	559	624	676	731
As % of public resources	23,80%	26,50%	28,40%	29,20%	30,10%
As % of GDP	6,50%	7,20%	7,50%	7,60%	7,70%

Source: Fazer da escola um polo de desenvolvimento consolidando a Moçambicanidade, Plano Estratégico de Educação e Cultura, 2006 – 2010/11, (Versão 09/06/2006),

Junho de 2006, Maputo, Moçambique

Funding of the Higher Education sector has not fallen under the Ministry of Education, but rather under the auspices of each institute or university in the national budget. See the following table (Table 10).

TABLE: 10. Inter-sectoral Allocations (by Public Institutions)

²⁷ Arlindo Chilundo, African Higher Education: An International Reference Handbook (Dantew Teferra and Philip. G. Altbach, eds., Indiana University Press, 2003), pp. 462-475.

Tabela 5.3: Alocação intra-sectorial planificada do total de despesas públicas na Educação, 2000-2004.

INSTITUIÇÃO	2000	2001	2002	2003	2004
MINED	85,8%	77,2%	74,5%	74,5%	76,0%
UEM	11,2%	17,3%	20,0%	20,0%	19,4%
UP	2,2%	3,1%	2,9%	2,9%	3,2%
ISRI	0,7%	2,4%	2,5%	2,5%	1,4%
Total da Educação	100,0%	100,0%	100,0%	100,0%	100,0%

Fonte: Anexo 4 Apêndice Tabela 5.2

Source: *Operational Plan 2006-2010 for the implementation of the second phase of the National Strategic Plan for Higher Education in Mozambique, Directorate for the Co-ordination of Higher Education, Ministry of Education and Culture, Republic of Mozambique, 2006*

There is a discrepancy between growth rates of the economy, the population, and the demand for higher education.

- Cumulative real economic growth, at 17,5 percent between 2006 and 2010, will outpace cumulative population growth (9,5 percent) for the same period.
- Even when taking into account that HE's share of the national budget will grow from 3,1 percent in 2006 to 3,9 percent in 2010, the relative gains in per capita resources will however not be enough to withstand the erosion of per student budget allocation in public higher education.
- Indeed, according to the projections in table 11, the number of students in the public sector will grow by 96 percent between 2006 and 2010, far outpacing the growth in available resources.
- As a result, and based on an expenditure target of \$2 500 per student in the public sector, either the annual budget deficit will grow from 7,8 percent in 2006 to 17,3 percent in 2010, or the amount available per student will fall from \$2 320 to \$2 130.
- This means that per student funding will be 15 percent below the targeted \$2 500 per student funding for Mozambique.²⁸

It is for this reason that the Operational Plan of 2006 – 2010 proposes reform.²⁹

TABLE: 11. Budgetary Deficit

Table 3: Budgetary deficit in the absence of reforms

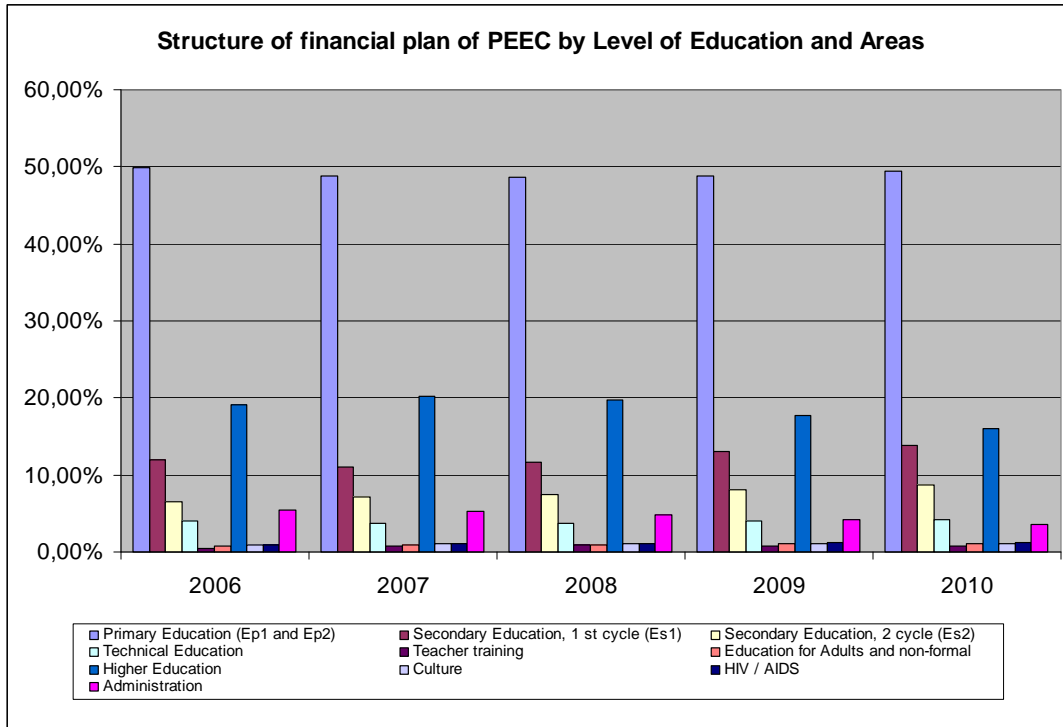
	Total	2006	2007	2008	2009	2010
Available resources (PARPAII)						
(MTn Millions)	8.687	1.371	1.580	1.825	1.929	1.983
(\$000) a 1U\$ = 25 MTn	\$347.491	\$54.828	\$63.195	\$73.019	\$77.143	\$79.306
Enrolment projections private HEI		12.034	15.043	18.052	21.662	24.911
Enrolment projections public HEI		23.648	27.196	30.459	33.810	37.191
Total student numbers		35.683	42.239	48.511	55.472	62.102
Resources needed for the \$2,500/per student annual expenditure policy						
(MTn Millions)	9.519	1.478	1.700	1.904	2.113	2.324
(\$000) a 1U\$ = 25 MTn	\$380.759	\$59.121	\$67.989	\$76.148	\$84.524	\$92.977
Direct Financing before reforms	Totals	2006	2007	2008	2009	2010
Direct Financing and projects	\$347.491	\$54.828	\$63.195	\$73.019	\$77.143	\$79.306
Annual enrolment fees	\$12.184	\$1.892	\$2.176	\$2.437	\$2.705	\$2.975
Operational Budget deficit before reforms	-\$21.084	-\$2.401	-\$2.618	-\$692	-\$4.676	-\$10.696

Source: *Operational Plan 2006-2010 for the implementation of the second phase of the National Strategic Plan for Higher Education in Mozambique, Directorate for the Coordination of Higher Education, Ministry of Education and Culture, Republic of Mozambique, 2006*

TABLE: 12. Structure of the Financial Plan of PEEC (level of education)

	2006	2007	2008	2009	2010
Primary Education (Ep1 and Ep2)	49,90%	48,80%	48,60%	48,80%	49,40%
Secondary Education, 1 st cycle (Es1)	11,90%	11,00%	11,70%	13,10%	13,90%
Secondary Education, 2 cycle (Es2)	6,50%	7,10%	7,40%	8,10%	8,70%
Technical Education	4,10%	3,80%	3,80%	4,00%	4,20%
Teacher training	0,40%	0,80%	1,00%	0,70%	0,70%
Education for Adults and non-formal	0,80%	0,90%	1,00%	1,10%	1,10%
Higher Education	19,10%	20,20%	19,70%	17,70%	16,00%
Culture	0,90%	1,10%	1,10%	1,10%	1,10%
HIV / AIDS	1,00%	1,10%	1,10%	1,20%	1,20%
Administration	5,40%	5,30%	4,80%	4,20%	3,60%
Total sub-sectors	100,00%	100,00%	100,00%	100,00%	100,00%

DIAGRAM: 8. Structure of the Financial Plan of PEEC (level of education)



8.5 Donor Context

In 2007 the common donor fund will amount to approximately 15 percent of the total education resource envelope and will represent approximately 46 percent of direct external assistance to the education sector. Current projected commitments by Co-operating Partners to FASE in 2007 in US\$ millions are outlined below:³⁰

CIDA (Canada)	5.42
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³⁰ Mozambique Education Sector Support programme. Programme Submission. DFID, Govt of the UK, October 2006

DANIDA (Denmark)	1.11
DFID (UK)	8.38
Finland	5.09
Germany	7.64
Ireland	8.92
Netherlands	19.12
Total	55.68