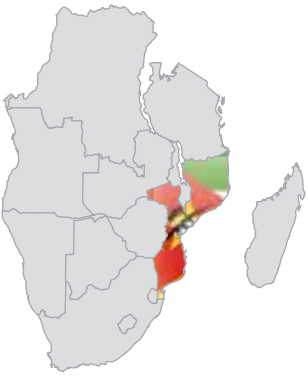


## 9

# Mozambique

Compiled by Nteboheng Mahlaha

COUNTRY CONTEXT STATISTICS	
	<p>Population: 23.9 million (2011)</p> <p>GDP per capita: US\$1 100 (2011)</p> <p>Human development index: 0.322</p> <p>Unemployment: 21% (1997 est.)</p> <p>Key economic sectors: mining, agriculture, industry, tourism</p> <p>Principal exports: aluminium, prawns, electricity, cashew nuts, sugar, citrus, cotton, timber</p> <p>HIV and AIDS prevalence: 11.5% (2010 est.)</p> <p>Gross primary enrolment ratio: 111% (2011)</p> <p>Gross secondary enrolment ratio: 26% (2011)</p> <p>Gross tertiary enrolment ratio: 1% (2005)</p>
	<p>Country context data were obtained from a variety of sources: CIA (2012), UNAIDS (2011), UNDP (2011), UNESCO (2011).</p>

Located in southeast Africa, Mozambique covers an area of 799 330km. Having been a Portuguese colony until 1975, Portuguese is the official language and it is used both academically and socially. Mozambique is one of two countries in the Southern Africa region that uses Portuguese as the main national language of communication. The most commonly-used local languages are Emakhuwa (26.1 per cent) and Xichangana (11.3 per cent). The 1980s in Mozambique were characterised by civil unrest and war, economic decline and sustained political instability. In 1992 the peace agreement between the government and the Mozambican National Resistance (Renamo) was signed, and in 1994 Mozambique held its first multi-party elections.

Following the peace agreement, the country started witnessing a positive turn in political and economic fortunes. In 2009 Mozambique held its fourth peaceful and democratic elections (Knight and Teferra 2008). However, a 2012 report by the Bertelsmann Stiftung's Transformation Index – a global body which assesses democratic and market economy transition in 128 developing countries – criticised the dominance of the Liberation Front of Mozambique (FRELIMO). The report suggested that FRELIMO presents a challenge to the democratic gains the country has achieved thus far. This is compounded by the 'close overlap between the state, party and economic elites' ensuring personal enrichment (Bertelsmann Stiftung 2012).

In the aftermath of civil war and political unrest in Mozambique, the economy depended mostly on donor aid, with the USA as the main donor. Other significant donors included the IMF, World Bank, United Nations, the European Union, the UK and other countries in Western Europe, and South Africa. Mozambique's economy is currently dominated by trade and agriculture, with agriculture still providing the highest export earnings from commodities such as prawns, fish, cotton, timber and sugar. Only 38 per cent of the population live in urban areas, with the majority of Mozambicans surviving on agricultural activities. The recent discovery of large coal deposits has increased the country's foreign direct investment (FDI) which improves the prospects of reducing

reliance on foreign aid (Kolver 2012). In 2010 it was estimated that 56.1 per cent of the population was literate and of these 70.8 per cent were males (CIA 2012). The GDP by purchasing power parity (PPP) in 2011 improved by 7.2 per cent to \$1 100 per capita; an improvement from the 6.8 per cent growth of 2010 (CIA 2012). Like most countries in Southern Africa, Mozambique has a high HIV prevalence rate, which has had a negative impact on the economic growth potential of the country.

## Higher education landscape

This section provides a review of the higher education landscape of Mozambique. Areas of interest include the policies governing higher education and quality and recent developments as far as the broader higher education sector is concerned. Based on primary data collected during the current study and enriched or supported by data from the previous SARUA profiling study published in 2008, as well as a review of other research done on higher education in Mozambique, this section also provides a broad description of important higher education indicators including, inter alia, the size and shape, funding, research output and staff distribution among public higher education institutions in Mozambique. It is important to note upfront that the response rate of Mozambican universities was poor in this study and as such, both primary and secondary data sources have been used in preparing this chapter.

### Brief historical overview of higher education

Estudos Gerais Universitarios was the first higher education institution established in Mozambique (in 1962). In 1968 this university became known as the University of Lourenço Marques. By 1974 the university offered 17 degree programmes across diverse academic and professional disciplines (Chilundo 2010). At that time the university was mainly reserved for students of Portuguese colonials, and only a small number of Mozambicans gained access to the university (Higher Education in Mozambique Patrol n.d.). This elitist idea of higher education was observed in most sub-Saharan Africa countries in the early sixties and seventies. After independence the University of Lourenço Marques became Eduardo Mondlane University, taking the name of the first president of FRELIMO, who was assassinated in 1969. Eduardo Mondlane is considered the first real Mozambican university and had the aim of expanding access to higher education for large numbers of Mozambicans.

In 1985 the Pedagogic University was established, making it the second public university in Mozambique. The main purpose of this university was to train teachers for the national education system. A few years later a third public university was established, the Instituto Superior de Relacoes Internacionais (ISRI), whose mission is to train people in diplomacy studies. The Universidade Lúrio was established in Nampula in 2006 and now also has campuses in Pemba and Lichinga. In 2007 the University of Zambezi (UniZambeze) was established by Decree of the Council of Ministers No.77/2007. Located in Beira, this new university began admitting students from 2009.

Private higher education was only officially permitted in 1993 through a new higher education policy which provided for the approval of private higher education. In the first three years after the policy came into being, three private institutions were established (Knight and Teferra 2008) and there has been a tremendous growth in the number of higher education institutions since then. Today there are a total of 13 private higher education institutions and 13 public higher education institutions (including universities). Eduardo Mondlane remains the largest university in Mozambique (Bailey et al. 2011).

### National higher education policy context

In 1995 the first National Education Policy and Strategies for Implementation was approved. This document aimed to improve the economy by increasing the literacy rate in the country (Kotecha 2008).

The Education Sector Strategic Plan 1999–2003 was launched in 1998 and its main focus was to:

- improve access of education for all, especially for women;
- improve the quality of education; and

- strengthen the financial and administrative infrastructure of institutions to ensure effective and sustainable delivery of education.

At the end of this 1999–2003 strategic plan cycle, a number of gaps and possible improvements were identified in the higher education sector and a new higher education law was passed in 2003. LEI No. 05/2003 of the Ministry for Higher Education, Science and Technology (MHEST) sought to achieve the following objectives:

- enhance research at cultural and technical levels via training to address relevant problems facing society and business towards national development and human heritage;
- develop a highly skilled core of technical and research staff through training;
- encourage the third mission of the university through extension services, mainly through knowledge dissemination and exchange; and
- enhance human capital production to the training of graduates of high quality.

The second Education Sector Strategic Plan covered the period 2005–2009. It included many of the same initiatives as the first, but in addition focused on the development of vocational education and higher education (Government of Mozambique 2005). This policy document advocates for an increase in higher education access through vocational and other tertiary forms of education and the production of human capital with the skills relevant for the recovering economy.

The mandate of higher education in Mozambique is captured through Article 114 of Mozambique's legislation for higher education, which states that:

1. Access to public institutions of higher education shall guarantee equal and equitable opportunities and the democratisation of education, taking into account the requirements in terms of qualified staff and the raising of educational and scientific standards of the country.
2. Public institutions of higher education shall be corporate persons governed by public law, and they shall have legal personality and enjoy scientific, teaching, financial and administrative autonomy, without prejudice to the appropriate evaluation of teaching standards, in accordance with the law.
3. The state shall recognise and supervise private and co-operative education in accordance with the legislation.

Originally, the higher education sector in Mozambique was governed as an integral part of the Ministry of Education, and no particular emphasis was placed on higher education as a separate section. However, between 2000 and 2004 the need to improve the capacity for human capital formation as well as research and innovation led to the creation of the Ministry of Higher Education, Science and Technology. Together with MHEST, two councils were established: the Higher Education Council, and the National Council on Higher Education, Science and Technology, composed of rectors from both public and private higher education institutions (Bailey et al. 2011). These two councils were set up to advise MHEST as part of its decision-making process.

### Size and shape of higher education

Higher education in Mozambique is comprised of 26 higher education institutions (13 private institutions and 13 public institutions). Most of these institutions are located in the capital city, Maputo. Eduardo Mondlane University (UEM) is the oldest and largest of them with an estimated student population of 12 000 (Bailey et al. 2011). According to SARUA baseline data published in 2006, the UEM accounted for 61 per cent of all student enrolments at public universities. In spite of the rapid growth in the number of private institutions since 1995, higher education in Mozambique is largely provided by public universities, with the UEM and the Universidade Pedagógica (the country's second largest university) accounting for an estimated one-third of all higher education enrolment (both public and private).

## Demand for higher education

The number of students in higher education increased from about 3 500 in 1986 to almost 40 000 by 2006 (Bailey et al. 2011). Bailey and her colleagues observed that two-thirds of the students are enrolled in public institutions. The three universities for which data were available in this study reported having about 17 062 applications for the 2009/2010 academic year and 71 per cent of these students were registered as first-year students. In the 2008 SARUA study Universidade Eduardo Mondlane had 4 336 students who had applied to study and a total of 2 730 qualified applicants were not accepted due to space constraints. No data were available for the other universities.

## Student profile

An estimate of the profile of students, in terms of nationality and mode of study, enrolled in public higher education in Mozambique is summarised in Table 1.

**Table 1:** Estimated student enrolment by mode of study and nationality

Student category	Number of students
Contact students	16 714
Distance students	2 070
Full-time students	42 782
Part-time students	16 314
National citizens	66 538
SADC citizens	0
Other international students	168

Sources: SARUA university questionnaires (2008 and 2011)

The data above were obtained from the universities that participated in SARUA's research published in 2008 and in the current study. Universidade Pedagógica only enrolls distance education students and of these students 99.8 per cent are national citizens and only 0.2 per cent are from other African countries. The newly-opened University of Zambeze, on the other hand, only has contact students who are all national citizens. The data from the 2008 study show that the biggest university in Mozambique, UEM, had no students from the SADC region and only 0.5 per cent of the students were from other countries.

It was observed from the data that there are about 60 412 students enrolled in the three universities. Of the total number of registered students, 48.2 per cent are female. As can be observed in the data tables, there is a fair spread of students according to gender, except for the education faculty where only 37.5 per cent of the students are female. Education has the most students enrolled (53 per cent), followed by business, management and law (18 per cent). Agriculture has the lowest enrolment figures, with 1.2 per cent of the students enrolled. The majority of the students were enrolled for undergraduate studies. The humanities and social sciences were the major fields of study in which students were enrolled for doctoral studies.

## Staff profile

Very few staff employed in public higher education in Mozambique hail from countries other than Mozambique itself. During the 2009/2010 academic year, 97.8 per cent of academic and research staff at Universidade Pedagógica were national citizens, 1.3 per cent were from SADC countries, and only 0.9 per cent were from other countries. The University of Zambeze has similar staff trends for the 2012 academic year. A gender disparity in staff members is evident, with 69 per cent of the staff being male. Male staff members also tend to occupy the higher management positions in the universities. Although education has the highest student enrolment, the humanities and social sciences have the most staff. This may be because Universidade Pedagógica is a distance learning institution, which focuses more on the humanities and social sciences. The student:teacher ratio across all fields of study was 25:1. No information was provided about staff

qualifications in the 2011 study, but in the previous SARUA study the majority (62.6 per cent) of the staff members for whom data were available had only an undergraduate qualification, while 24.7 per cent had a masters degree and 12.6 per cent a doctoral degree. No research output data were provided.

## National higher education outputs and alignment with policy imperatives

### Graduate patterns

Similar to enrolment data, the majority of the qualifications in Mozambique are awarded to undergraduate students, with education having by far the highest number of graduates. Science, engineering and technology reported the largest number of masters graduates compared to the other fields of study. Overall, there appear to be very few doctoral qualifications awarded in Mozambique. It thus seems important to explore further why so few of the masters degree graduates appear to move on to doctoral level study in Mozambique. One possible explanation is that students go to study in other countries. For example, the South African HEMIS data show that 66 doctoral students from Mozambique were registered for the 2010 academic year. No data were available on graduates by gender, so it was not possible to assess whether the gendered enrolment patterns persist to graduation.

### Quality assurance

From the questionnaire response provided by the Ministry of Education, Mozambique has a national quality framework for higher education, which is primarily involved in the establishment of higher education institutions. Evidence shows that Mozambique was part of the Southern African Development Community Standardisation, Quality Assurance, Accreditation and Metrology (SQAM) process in 2003 (SADC 2004). The Department of Higher Education in Mozambique is trying to improve the quality of its higher education provision by implementing quality assurance mechanisms and indicators. In 2011 calls were made for qualified and interested candidates to apply to head a project on implementing quality assurance mechanisms and indicators (Nuffic 2011).

The University of Zambeze reports having an internal quality assurance framework that includes a focus on employing good quality professional staff members, building research and ensuring efficient administration. The university also pays attention to the quality of learning materials and internet access, and tries to ensure that there is good interaction amongst students and lecturers. For the two universities for which quality assurance information is available, it was reported that student performance is tracked. Neither university, however, reported having a budget specifically allocated to quality assurance. Both universities sometimes conduct internal evaluations of their work and both have mandatory processes in place for evaluating the quality of individual teaching staff.

### Recent developments and debates in higher education

A major development in the Mozambique higher education system is the decision by the council of UEM to make a U-turn on the proposed plan to adopt the Bologna process degree structure, reverting to a four-year degree in the 2012 academic year. This comes after concerns raised by academics about the feasibility of students gaining the relevant training in three years in view of the current state of secondary school education in the country, which does not always provide a sufficient foundation for the completion of a degree in three years. Other issues raised in the decision include the need for quality student training and human capital formation, consultation with all stakeholders within the broader education system and beyond, and co-operation with regional and continental universities (Makoni 2011).

In 2011 the Ministry of Education's annual budget was cut due to the financial crisis that was encountered that year. The budget cut affected the public universities' budgets and it was reported that UEM would lose about 38 per cent of its yearly budget affecting staff salaries and the quality of education overall (University World News 2011).

The World Bank has loaned Mozambique significant financial capital to improve its higher education sector. The funds are expected to be used to hire consultants who will help in the development of polytechnics in the country. All higher education institutions need to be licensed according to the procedure prescribed by cabinet in June 2012 (News for Mozambique 2012a). This rule intends to improve existing policies regarding the registration and operation of higher education institutions, especially those in the private sector. One of the requirements stipulates that after obtaining a licence, the institution must be fully operational within two years; failure to do so will lead to suspension of the licence (University World News 2012).

Mozambique was honoured to be amongst the few Southern African countries that will be hosting the world's biggest telescope, the Square Kilometre Array (SKA). Even though Mozambique is not directly involved in the project, UEM has close relations with the SKA South African project. This will enhance research and teaching in radio astronomy in Mozambican universities, especially UEM (News for Mozambique 2012b).

## Regionalisation

From a national perspective, Mozambique places a great deal of emphasis on regional collaboration and integration in its higher education sector. The Universidade Eduardo Mondlane stipulated in the 2008 study that it values regional collaboration and gives preference to students from the SADC region over other African students. However the data presented earlier in this chapter showed the negligible numbers of students and staff from other SADC countries. Much of the regionalisation that does occur involves Mozambican nationals moving to other countries, notably South Africa. Further research is needed to understand the challenges to regionalisation in the Mozambican context. It is likely that language plays a role, since there are few students from SADC countries who would function easily in a Portuguese environment. We might also speculate that, as the national quality assurance work in Mozambique gains ground and there is more clearly defined approach to quality, there might be increasing mobility of students and staff into Mozambique. Further, the debates in Mozambique regarding adopting the Bologna process imply that in the context of Mozambique, SADC regional issues may be less influential than international partnerships and linkages in higher education.

## Conclusions

Since the end of the civil war Mozambique's economy and higher education sector has shown signs of significant growth – from three higher education institutions in the 1980s to the 26 institutions at present. Higher education governance has improved over the years with the initiation and implementation of new policies and structures to address particular needs in the higher education sector. The demand for higher education is increasing and currently outstrips the available places. While opinions may differ on the UEM stance regarding the Bologna process, one important aspect is that higher education in Mozambique is recognising its role in contributing to the development not only of the country, but also the region and the continent.

The methodological limitations and low response rate from universities in Mozambique was noted at the outset of this chapter, and it is necessary to regard this chapter as a somewhat partial review of higher education in the country. However, given the dearth of higher education research focused specifically on Mozambique, it is held that this study makes a contribution to efforts towards better understanding higher education in the region.