Capacity building for higher education in developing countries

Enemark, Stig

Published in:
Capacity building in higher education and research on a global scale

Publication date:
2006

Document Version
Publisher’s PDF, also known as Version of record

Link to publication from Aalborg University

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

? Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
? You may not further distribute the material or use it for any profit-making activity or commercial gain
? You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from vbn.aau.dk on: december 20, 2018
Capacity Building for Higher Education in Developing Countries

A Part of the Western World University Portfolio?

Prof. Stig Enemark

The Message

Capacity building support is urgently needed for higher education in developing countries.

Such capacity building projects must be rooted in an organizational framework that includes the relevant stakeholders in the donor country.

There is an urgent need to build such a framework in Denmark.
Case Study Mozambique

• Independent 1975 (from Portugal)
• 80’s-1992 civil war
• Area 800,000 sq km
• Population 16.5 million
• GDP 220 USD
• 70% living under the poverty line
• Growth rate 10% per year
Higher Education Institutions in Mozambique

<table>
<thead>
<tr>
<th>Name of institution</th>
<th>Year establ.</th>
<th>No of Courses</th>
<th>No of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eduardo Mondlane University (UEM), Maputo</td>
<td>1962</td>
<td>22</td>
<td>6,800</td>
</tr>
<tr>
<td>Pedagogic University (UP), Maputo + branches in Sofala and Nampula</td>
<td>1985</td>
<td>12</td>
<td>2,000</td>
</tr>
<tr>
<td>Higher institution for International Relations (ISRI), Maputo</td>
<td>1986</td>
<td>1</td>
<td>230</td>
</tr>
<tr>
<td>Nautical School of Mozambique, Maputo</td>
<td>Upgraded</td>
<td>1991</td>
<td>3</td>
</tr>
<tr>
<td>Academy of Police Sciences, Maputo</td>
<td>1999</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Private</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Polytechnic and University Institute, Maputo + branch in Quelimane</td>
<td>1995</td>
<td>8</td>
<td>900</td>
</tr>
<tr>
<td>Catholic University of Mozambique (UCM), Beira + branches in central and northern regions</td>
<td>1995</td>
<td>9</td>
<td>1,000</td>
</tr>
<tr>
<td>Higher Inst. of Science and Techn. in Mozambique, Maputo</td>
<td>1996</td>
<td>7</td>
<td>650</td>
</tr>
<tr>
<td>Musa Bin Bik University, Nampula</td>
<td>1995</td>
<td>3</td>
<td>130</td>
</tr>
<tr>
<td>Institute of Transport and Communication, Maputo</td>
<td>1999</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Problems of Completion Rates

The rate of completion seems to be about 50%

- **Institutional**
  - Poor linkages between secondary and tertiary
  - Inadequate curricula and teaching methods
  - No research supporting the teaching
  - Poor infrastructure including libraries and ICT
- **Individual**
  - Teachers “moonlighting” activities
  - Students adaptation problems
  - Students insufficient study and management skills
- **External**
  - Opportunities for jobs before graduation
  - Financial problems and adverse social conditions

Furthermore, need for curricula reform with regard to objectives, quality and relevance of the programs, teaching and learning methods, etc.
Government Strategy

- 1998 Strategic Plan of Education
- 2000 Analysis of the current Situation
  National Strategic Plan for Higher Education
- 2000 Plan of Action – World Bank Project
  - Enhance the efficiency and expend the output of graduates
  - Improve equitable efficiency (gender, location, socio-economic)
  - Improve the quality of the teaching and learning process
    and the relevance of the curriculum

WB Project - Key Performance Indicators

- Increase of graduates
- Increase in students from North and Center
- Increase of the completion rate
- Curriculum changes – materials and techniques
- Qualitative reforms in teaching and learning
  Increase in use of student centered and PBL approaches

2000-2006 35 million USD
Case Study Mozambique - the Environment

Visit to the WB – Presentation of DUCED

Pilot project on qualitative reforms in the teaching and learning process
Funded by 100,000 USD from the Danish Trust Funds at the World Bank
Team: Two from DUCED, one from UCPBL and one from MSTI.

• Mission 0, November 2002, fact-finding
• Mission 1, August 2003, profiling the faculties
• Mission 2, November 2003, PBL workshop and project design
• Mission 3, June 2003, presenting the full scale project
The Missions

• Learning rather than teaching
• Problem-solving rather than text-book knowledge
• Project work rather than class-room lecturing
• Interdisciplinary approach rather than subjects
• Contextual understanding rather than root learning
• Applied Science rather than pure science

PBL – key points
**The Outcome - Project Design**

**PHASE 1**
- Faculty level: developing and testing PBL based educational models

**INCEPTION:**
- Program detailing
- Planning
- Initial PBL training
- Faculty programmes

**PHASE 2**
- Pedagogical development level: contextual development and consolidation

**DEVELOPMENT:**
- Course development
- Research initiated
- Educ. systems
- Coordination

**PHASE 3**
- Systems development level: quality assessment and assurance

**CONSOLIDATION:**
- Curriculum dev.
- Institution based qa
- Joint activities
- Research

---

**The Funding Issue**

- **WB** indicated originally that the full scale program should be funded through the World Bank credit
- **Moz** ministry argued that the credit should mainly support activities within Mozambique and not for foreign consultancies
- **Moz** expected the full scale project to be funded through National donors such as Danida
- At the same time other similar projects were ongoing, funded by the Dutch and Swedish aid agencies
- However, acquisition for funding is not seen as a part of the Danish university portfolio
Lessons Learnt …

An organizational framework for CB activities is urgently needed

- To support universities in developing countries to become developmental universities
- To support active cooperation with universities in developing countries and thereby compensate for the new policy of tuition fees in DK
- To support and further develop efforts of internationalization at the universities in DK and better understand the role of higher education
- To enable Danish universities to compete on the global market of consulting and thereby support the wider aims of the Danish foreign policies (i.e. trade)

The Message

Capacity building support is urgently needed for higher education in developing countries.

Such capacity building projects must be rooted in an organizational framework that includes the relevant stakeholders in the donor country.

There is an urgent need to build such a framework in Denmark.
...Lessons Learnt

This is a political issue

This includes the key stakeholders such as the universities, the Ministries, and Danida

It includes cross-sectoral dialogue to agree on policies and financial agreements

It is NOT an organizational task of the universities

Key Philosophy

Human history becomes more and more a race between education and catastrophe

H.G. Wells in *The Outline of History.*
Beautiful Mozambique

Thanks for your attention