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Capacity building for higher education in developing countries

a part of the western world university portfolio?

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Capacity Building for Higher Education in Developing Countries

A Part of the Western World University Portfolio ?

Prof. Stig Enemark



CAPACITY BUILDING IN HIGHER EDUCATION AND RESEARCH ON A GLOBAL SCALE
HUNESCO INTERNATIONAL WORKSHOP, NIELS BOHR INSTITUTE, COPENHAGEN, 17-18 MAY 2005

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



Case Study Mozambique – Basic Facts

- 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

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

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 expand 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



The Pilot Project

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

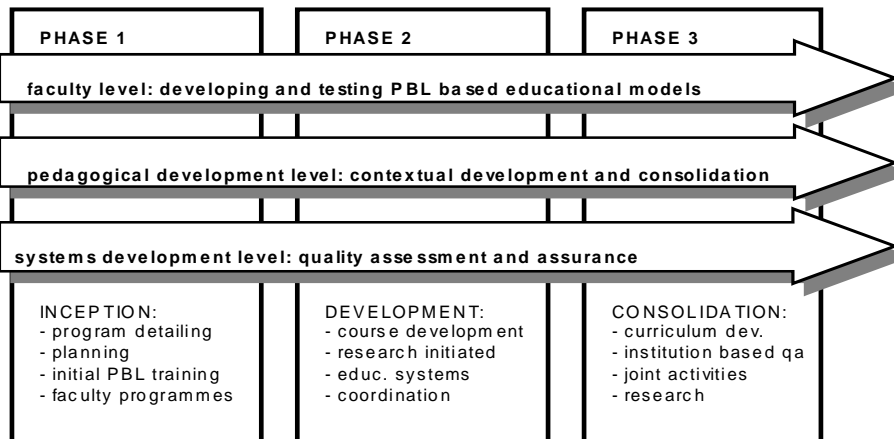


PBL – key points

- **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



The Outcome - Project Design



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

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...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

