

Private higher education in Mozambique: an overview of a growing subsystem

Patricio V. Langa¹ and Nelson C. Zavale²

¹ *Faculty of Education, University of the Western Cape and Eduardo Mondlane University*

² *Faculty of Education, Eduardo Mondlane University*

Contact: patricio.langa@uem.mz

Bio: Patrício V. Langa is an Associate Professor of Sociology and Higher Education Studies at the University of the Western Cape, South Africa and Eduardo Mondlane University, Mozambique. He holds a PhD degree in Education (Sociology of Higher Education) from the University of Cape Town, South Africa, a MA degree in Higher Education Studies from the same university, a BA honours in Sociology and a Bachelor degree in Social Sciences from Eduardo Mondlane University, Mozambique. Dr. Langa is the founder and Director of the Centre for Higher Education Studies and Development (CESD) and the current President of the Mozambican Sociological Association (AMS).

Nelson C. Zavale is Assistant Professor of Sociology of Education and Higher Education Studies at the Eduardo Mondlane University (Mozambique) and a Post-Doctoral Research Fellow at the University of Basel (Switzerland).

Suggested citation: Langa, V. P. and Zavale, C. N. (2015). Private higher education in Mozambique: an overview of a growing subsystem. *Working Papers in Higher Education Studies*, 1(2), 89-109.

The article is available online at: <http://www.wphes-journal.eu/>

Private higher education in Mozambique: an overview of a growing subsystem

Patricio V. Langa and Nelson C. Zavale

This paper provides an overview of the sub-field of private higher education in Mozambique. Private higher education in Mozambique emerged in the mid-1990s following the liberalisation of the economy. Since its inception, higher education in Mozambique had always been public, in line with the socialist ideology of the first Mozambican governments after the country's independence in 1975. Methodologically, the paper uses a comprehensive literature review, policy document analysis and statistical data from various official sources. The study concludes that the emergence of private higher education in Mozambique led to an increase in the number and type of higher education institution suppliers (private and public, secular and denominational), which inevitably created an environment of competition among the different institutions.

Key words: Higher education; legislation; regulation; private institutions; Mozambique.

Introduction

This paper describes the Mozambican Private Higher Education (HE) sector. The main objective is to provide an overview of the development of the private HE sub-field. The private HE sector emerged in Mozambique during the 1990s amidst the collapse of the socialist experiment (1977-1987) and the emergence of market-oriented policies and multi-party democracy (from 1990). In 1993, the first law enabling the establishment of private higher education institutions (HEIs) was enacted and, in 1995, the first two private HEIs were established. Since then, several private HEIs entered the market. Mozambique is not an exception in Africa. Since the 1990s, private HEIs emerged across Africa, triggered by the public sector's inability to satisfy the increasing social demand for HE and by the establishment of Structural Adjustment Programs (SAP) (Varghese 2004; 2006). Neither is Africa an exception. The emergence of private HE has been a global trend since World War II alongside the expansion and diversification

of HE (Trow 1973; Neave 2011; Altbach 1999: 2009). While the emergence of a private HE system has been timid in Western Europe and to some extent in the US¹, in Asia and Latin America, private HEIs have a long tradition and occupy a significant segment of HE systems in these regions.

Varghese (2004, 2006) has described the main trends and patterns of the private sector of HE in Africa, including case studies of specific countries; namely, Ghana, Kenya, Nigeria, Senegal, South Africa, Uganda and Tanzania. Varghese offers valuable insights that enable understandings and draw comparative analyses of the development of private HE across Africa, but he did not address the Mozambican case. Other cross-national studies of African HE have examined Mozambican HE, but they did not focus particularly or exclusively on the private sector (Cloete et al. 2015; Cloete et al. 2011; Langa 2013; Bailey et al. 2011). At the national level, several scholarly and policy-oriented studies have examined the transformation of Mozambican HE over the last 20 years, but few placed particular attention on the development of the private HE sector (Mário et al. 2003; Beverwijk 2005; Langa 2006). This paper seeks to fill this gap, by providing a comprehensive overview of, and by exclusively focusing on, the Mozambican private HE subsystem.

The term subsystem is borrowed from scholars who have suggested frameworks for describing the patterns and properties of (inter)national HE systems (Clark 1983; Teichler 1998: 2007: 2008). These scholars have claimed that with expansion and diversification, tertiary education was no longer characterised by single or isolated HEIs. Instead, different institutions and actors of HE emerged within and across nations, which began forming an HE network. Teichler (2008) suggests that the patterns of this system can be explained by taking into account specific elements, such as types and ownership of HEIs, types and levels of programmes, composition of students and staff, administrative settings, and so forth. The underlying conceptual framework of the paper considers the patterns of the Mozambican private HE sector subsystem. Combining the systematic theory and previous analysis on African private HE sector (Varghese 2004: 2006), four elements have been selected to describe the Mozambican Private Higher

¹According to Altbach (1999) 95% of HEIs are public in Western Europe and 80% in the US.

Education sector: (i) legislation and regulation, (ii) number and types of institutions, (iii) student enrolments and (iv) types of academic programmes offered.

Legislation and regulation of private higher education institutions in Mozambique

Law 1/93 was the country's first specific law on HE and the first law designed to establish and regulate private HEIs. Before this, HE was regulated by general laws on education: firstly by Law 4/83, approved in 1983, and then by Law 6/92, approved in 1992. Law 1/93 has been revised twice, resulting in two laws: Law 5/2003, approved in 2003, followed by Law 27/2009, approved in 2009. Law 27/2009 is currently in use, and the previous two were revoked. Besides these general laws on HE, specific regulations were also approved in the form of decrees. Four of these decrees will be examined in this paper, since they are concerned with specific regulatory aspects of private HEIs, namely quality assurance (Decree N° 63/2007), national qualification framework for HE (Decree N° 30/2010), credit transfer system (Decree N° 32/2010), and licensing and functioning of HEIs (Decree n° 48/2010). A common feature of both general laws and decrees on HE is that they have been designed to regulate both public and private HEIs and that no specific laws have been approved exclusively for private HE. Private HEIs are ruled by some articles contained in the general laws and regulations on HE. This feature is testament to the integrated nature of the Mozambican HE system, in which private HE is not viewed as a separate sector but as an integral component of the national HE system as a whole. Thus, in order to understand how private HEIs are regulated in Mozambique, it is essential to firstly examine Law 1/93, and then the changes brought about by Laws 5/2003 and 27/2009, including the specific aspects regulated by the four decrees.

a) Law 01/93 of 24th June

Law 1/93 is composed of 11 chapters. Each chapter contains articles and numbers. The articles of Chapter I define the law's scope, the principles, objectives, access conditions and the legal nature of HE. Article 1 declares that the law is applied to all HEIs operating in the Republic of Mozambique. Article 2 defines the main principles underlying all HEIs, which are democracy, autonomy, equality, freedom, patriotism, scientific and humanity enhancement and participation in the social, scientific, economic and cultural development of the country. Article 3 defines the primary objectives of HE, namely professional, technical, cultural, ethical and artistic training,

and scientific research and dissemination. Article 4 and 5 establish scientific, pedagogical and administrative autonomy as the main feature of HEIs. Article 6, the last of Chapter I, specifies the conditions for access to HE. The main conditions include having completed high school or meeting the requirements defined by each institution, approved by the National Council of Higher Education. The 6 Articles of Chapter I are applied to all HEIs, both private and public. Chapter II defines the types of HEIs, namely universities, higher institutions, higher schools and academies (explained in section 3), and it is also applied to all HEIs. Chapter III determines how public HEIs are managed, but issues on management of private HEIs are omitted.

Chapter IV is concerned with the procedures for establishing HEIs. While the proposal for establishing a public HEI may be presented by any central state board, the authorisation for establishing a private HEI may be requested by “private collective entities, legally and dully constituted under the form of association, foundation, anonymous society or corporation” (Article 9, Number 3). The request for establishing a private HEI is addressed to the Minister in charge of HE, and it should be accompanied by the legal scripture and the statute of the requesting entity (Article 10, Number 1 and 3). For each proposal or request, a fare should be paid, the amount and conditions of which are fixed by the Minister of Finance in consultation with the National Council of Higher Education (Article 10, Number 4). Requests should be submitted at least 15 months before the date when the first programme is planned to open, and should be accompanied by the following elements: (i) programmes and curricula, (ii) composition of members of management boards, including the pedagogical and scientific chairs, and professors’ curriculum vitae, (iii) a plan of the physical infrastructure of the institution, (iv) indication of facilities, didactical materials and technical equipment for the functioning of programmes, (v) and presentation of the economic and financial plan, suitable to guarantee the coverage of initial expenses, including running expenses for a period corresponding to the number of years of the longest programme, plus two years (Article 10, Number 5 and 6). The requests are examined by the Minister in charge for HE, assisted by the National Council of Higher Education and by other specialised entities or experts related to the proposed programmes; but the final decision is reserved to the Council of Ministers and its publication in the *Government Gazette* is mandatory (Article 11, Number 1, 2 and 3). The official authorisation for establishing and running a private HEI is that the institution will lose its validity if the first programme has not

commenced within 24 months after its doors have opened. The HEI can apply for a 12 month extension in addition to this 24 month period, under justified request, if they can prove extenuating circumstances that caused the delay. The fare referred to in Article 10, Number 4 will only be reimbursed to the bidding entity if the institution provides evidence of having begun operations (Article 12, Number 1, 2, 3, and 4).

Chapter V is concerned with the obligations of HEIs. Private HEIs share with their public counterparts the general obligation of providing regular information to the National Council of Higher Education concerning (i) scientific and pedagogical changes introduced in the programmes, (ii) annual institutional activity report, including statistical data, in accordance with the norms defined by the National Council of Higher Education, (iii) the maximum number of students to be admitted in the first year with this information needing to be provided annually at least three months before the opening of the academic year (Article 13). Apart from this obligation, private HEIs have specific obligations: (i) the entity owning a HEI is obliged, through its management and directorate boards, to create and assure the necessary conditions for the normal functioning of the institution; (ii) the entity is also obliged to guarantee the exclusive allocation of a specific patrimony to the institution; (iii) and the final obligation states that, in the process of exercising its own competencies, the owner entity should not harm scientific, administrative and pedagogical autonomy (Article 14, Number 1, 2 and 3).

Chapter VI defines the academic programmes, degrees, diplomas and certificates of HE. Two main issues are specified in this chapter. One concerns the fact that the opening of any academic programme should be preceded by a publication in the *Government Gazette* of the respective curriculum and system of assessment, and should obey specific conditions, such as the availability of lecturers or professors, facilities, infrastructure and the guarantee for students and professors to carry out practical or pre-professional training (Article 15 and 16). Another issue concerns the different degrees delivered by HEIs, namely bachelor, bachelor honours, master and doctorate (Article 17). Chapter VI concerns both private and public HEIs.

Chapter VII deals with the organic statute and internal rules of HEIs. Article 19 states that each HEI has the right to outline its own organic statute, which should contain the

general principles and objectives of the institution, its internal structure and organisation, as well as the essential norms regarding scientific, pedagogical, administrative, financial, human and patrimonial resources. Any changes to the organic statute should be approved by the Council of Ministers and published in the *Government Gazette*. Article 20 determines that each HEI is obliged to approve its internal general rule and submit it to the National Council of Higher Education. The internal rule should also be published in the *Government Gazette*. Again, the contents of this chapter are applicable both for private and public institutions.

Chapter VIII defines the legal status of HE personnel. Contrary to personnel at public HEIs, whose statute, categories, professional development, salary, rights and duties are defined by the State, the legal status of personnel at private HEIs is defined by the internal rule of each institution, which are nevertheless subject to Mozambique's general labour legislation (Articles 22, 23, 24). This feature can be problematic, because HE personnel have academic freedom, but the general labour legislation does not recognize this autonomy. Chapter IX defines the nature, competences, composition, functioning, resources and organisation of the National Council of Higher Education, the entity acting as the co-ordinating and advisory board for the Council of Ministers on issues related to HE (Articles 25, 26, 27, 28, 29). Chapter X determines the surveillance procedures of HEIs vis-à-vis the observation of this law (Article 30) and Chapter XI, the last chapter, presents the final and transitory statements of the whole law (Article 31, 32, 33, 34, and 35). Article 36 (last article of Chapter XI) revokes the previous law, Law 6/1992 of 6th May.

b) Law 05/2003 of 21st January and Law 27/2009 of 29 September

Law 1/93 was described in detail because, as mentioned above, it was the first specific law of HE and the first designed to establish and regulate private HEIs. The two subsequent laws, namely Laws 5/2003 and 27/2009, bring some changes, but they still contain many aspects of Law 1/93. The scope, principles, objectives, access conditions, autonomy, organic statutes, internal rules, and academic degrees defined in Law 1/93 were maintained in Law 5/2003. Likewise, the procedures for establishing private HEIs, their obligations and the legal status of their personnel were not changed. However, there are two innovations that were introduced through Law 5/2003. Firstly, the National Council of Higher Education was replaced by two organs, namely the Council

of Higher Education (Article 10 and 11) and the National Council of Higher Education, Science and Technology. The Council of Higher Education advises the Minister in charge of HE, and the National Council of Higher Education, Science and Technology is an advisory board of the Council of Ministers. Secondly, Law 5/2003 presents a definition and classification of HEIs. HEIs are defined as:

“Public or private collective entities, with a juridical personality, characterised by a scientific, pedagogical, administrative, disciplinary, financial and patrimonial autonomy, and classified in accordance to their mission or type of property and their funding mechanism” (Article 12, Number 1).

Private HEIs are defined as those “institutions belonging to private or mix entities whose main sources of resources are private; private HEIs can be for-profit and not-for-profit, and they can also take the form of association, foundation or commercial/corporative organisation” (Article 12, Number 4). Article 13 classifies HEIs into *universities, higher institutes, higher schools, polytechnic higher institutes, academies and faculties*. Although this classification is applicable to both private and public HEIs, as far as private institutions are concerned, the reference to the nature of their entities owners (associations, foundations or business corporations) can provide insights for another significant classification. Based on ownership, Varghese (2004, p. 15-16) has identified at least three types of private HEIs established across Africa: (i) multinational institutions owned, operated by, or affiliated to foreign HEIs; (ii) institutions owned by religious entities, particularly Christian and Islamic; and (iii) institutions owned by business entities. This classification is applicable to the established private HEIs in Mozambique. But as will be outlined later, Mozambican private HEIs are mainly owned by religious entities and corporations; only two have different owners: the Jean Piaget University, owned by a foreign institution, the Piaget Institute of Portugal; and the Nachingweia University, owned by the ruling political party, Frelimo.

Law 27/2009 maintains all aspects of Law 1/93 that were not modified by Law 5/2003. Two new aspects are introduced by the latest law. Firstly, the Council of Higher Education is maintained in Law 27/2009, but the National Council of Higher Education, Science and Technology, prescribed by Law 5/2003, is changed back into the National

Council of Higher Education (Article 11, 12 of Law 27/2009). Secondly, Law 27/2009 restructures academic degrees by introducing the concept of cycles. Law 5/2003 and its precedent structured university academic degrees into four different levels: bachelor, bachelor honours, master and doctorate. Law 27/2009 abolishes the four degrees and introduces three academic cycles: the first cycle is *Licenciatura* (bachelor honours), the second *Mestrado* (master) and the third *Doutor* (doctorate or PhD) (article 22, 23, 24 and 25). Initially, Mozambique inherited the four academic degrees, corresponding to 3+2+2+3 years of university attendance, from Portugal during colonial times. The Bologna process changed the four-degree system rooted in Latin countries into three cycles, namely bachelor, master and doctorate, corresponding to 3+2+3 years of HE attendance. As a result, either *Bacharelato* or *Licenciatura* had to be abolished, and one designation had to be adopted to stand for bachelor honours. In Mozambique, as in Portugal, the adopted designation for bachelor honours (1st cycle) was *Licenciatura*, corresponding to 3 or 4 years of university attendance. So, the three-cycle-based academic organisation was the main change introduced by Law 27/2009.

The analysis of the development process of these laws shows that their introduction and the changes they brought forth were related to three aspects associated to the challenges of steering an increasingly expanding and diversified HE system. The first challenge is finding the right definition and configuration of governing boards to steer the system. During 1999-2015, the portfolio of HE moved from ministry to ministry, depending on the vision of different incumbent presidents. By 1999, the portfolio of HE was part of the Ministry of Education. During 1999-2004, HE was for the first time disintegrated from general education and integrated into the Ministry of Higher Education, Science and Technology (MESTC). In 2005, the MESTC was split into Ministry of Science and Technology (MCT) and Ministry of Education (MED) and HE was reintegrated back to the MINED. From 2005 to 2014, HE remained in the MINED, but in 2015, HE was again disintegrated from general education and integrated into the newly created Ministry of Science, Technology, Higher Education and Professional Training (MSTHEPT). These shifts often resulted in amendments or enactment of new legislation, including changes to the main advisory bodies of HE, the Council of Higher Education (advisory board of the Minister) and the National Council of Higher Education (advisory board of the Council of Minister), particularly the National Council of Higher Education, whether or not HE was associated with general education or with

science and technology. The second challenge is in classifying the different HEIs, as the system evolves and new institutions are established. This challenge does not only concern issues of definition and classification, but also the problem of finding steering mechanisms that are appropriate for the different HEIs. The third challenge is clearly defining and regulating the academic degrees and qualifications to be delivered by the different HEIs. These challenges of steering the rapid expansion and diversification of the Mozambican HE system led to the introduction, alongside with the laws examined above, of other kinds of legislation, particularly decrees. Four of these decrees are briefly examined below.

c) Decree 63/2007 of 31st December, Decree 30/2010 of 13th August, Decree 32/2010 of 30th August and Decree 48/2010 of 11th November

The four decrees are concerned with specific regulatory aspects of private HEIs. Decree 63/2007 seeks to complement the challenge of governing and steering the HE system, by establishing a national quality assurance system. This system enforces both private and public HEIs to regularly undertake institutional and programmatic self-assessment, as well as to subject themselves to external assessment and accreditation. Decree 30/2010 is concerned with degrees and qualifications delivered by HEIs and it aims particularly at regulatory issues related to access, progression and quality of knowledge, skills and competences delivered by HEIs to the market and society. Decree 32/2010 is composed of a set of norms and principles designed to regulate intra- and inter-institutional academic mobility of students, particularly in issues of credit accumulation, transfer and certification. By this decree, students, in principle, may choose to attend modules or courses in different HEIs, including private HEIs.

Decree 48/2010 is also a steering tool, concerned with issues related to the constitution, functioning and supervision of HEIs. Two particular aspects are emphasised by this decree. The first is the need to guarantee that HEIs undertake the activities implied by their categories. As mentioned above, Law 5/2003 introduced a classification of HEIs into *universities, higher institutes, higher schools, polytechnic higher institutes and academies*. Decree 48/2010 reinforces these classifications, by grouping them into classes A to E (Article 4) and by emphasising the nature of each category (Article 3). Overall, these classifications vary depending on the comprehensiveness of the knowledge fields covered by a HEI and on the degrees each category is legally allowed

to deliver. Thus, only HEIs classified as *universities* can deliver PhD degrees and can offer all academic, professional and artistic programmes, from humanities to engineering and technology. *Higher institutes, higher schools, polytechnic higher institutes and academies* are focused in particular scientific or technological fields and cannot offer PhD programmes. Decree 48/2010 establishes, in principle, mechanisms to ensure that each HEI is doing what they are legally allowed to do. The second aspect emphasised by this decree is the need to oversee the conditions under which HEIs are established and run, particularly regarding qualifications and composition of academic and managerial staff, as well as quantity, quality and availability of facilities and infrastructure.

The underlying rationale for the introduction of all these decrees is concerned with the perception that HEIs, because of their institutional and academic autonomy – or of misinterpretation of the concept of autonomy – were operating without supervision, undermining the public interest and the standard of the service provided. These decrees are tools the government introduced to supervise HEIs in attempt to hold them accountable, despite their autonomy.

d) Number and types of private higher education institutions

The policy and legal developments described above enabled the establishment of private HEIs beginning in 1995. Two decades later, the private HE sector has grown with rapid speed. The latest official data from 2014 indicates that there were 28 private HEIs, and 18 public HEIs (MINED, 2014). Table 1 and figure 1 below show that 22 of the 28 HEIs were established from 2005 onwards with 2005 and 2008 recording the highest amount of new HEIs founded in a single year.

The 28 private HEIs are diversified in terms of their institutional types. In principle, three criteria can be used to classify them. The first is legal classification. As mentioned above, according to Law 27/2009 (Article 14, chapter II) and Decree 48/2010 (Article 3 and 4), HEIs may be *universities, higher institutes, higher schools, polytechnics, or academies*. Emphasis given to professional training and/or research, and the type of degrees each HEI can award are the two main criteria distinguishing these typologies. *Universities and higher institutes* may combine academic and professional training with research in a wide range of fields, whereas *higher schools* and *polytechnics* are devoted

primarily to technical-professional training in specific, narrow fields. Regarding the ability to award academic degrees, only universities are authorised to run PhD programmes. Table 1 and figure 1 show that, from the total number of 28 private HEIs, 16 are *higher institutes*, 10 *universities* and only 2 *higher schools*. One possible interpretation for the overrepresentation of higher institutes and universities is the academic flexibility that these HEIs are given by law. As elsewhere in Africa (Varghese 2006), in Mozambique, private HEIs rely on tuition fees for their financial sustainability (Langa 2013). This situation subjects them to the market's demands, particularly to offer academic programmes and degrees that are likely to attract fee-paying students. Thus, the flexibility benefited to being a higher institute or university – the capacity of adjusting the offer of academic programmes and degrees to ever-changing market conditions – is essential for the survival of private HEIs. Another possible interpretation concerns the kind of activities private HEIs perform in Mozambique. Although some include research in their mission statements, almost all of them are teaching institutions (Langa 2014). Even universities in Mozambique hardly undertake research. This situation may explain the fact that 16 of the 28 are higher institutes. But it can also be argued that, if the higher institutes were not forbidden to award PhD programmes, the number of higher institutes would be higher. For example, two institutions, *A-polytechnic University* and *Wutiva University* were originally founded as higher institutes, but they have recently requested and been awarded upgrading to become universities.

The second criterion for classifying Mozambican private HEIs is ownership. In this regard, Law 27/2009 (Article 13, Number 4) states that private HEIs can be owned by associations, foundations or business corporations. For the African context, based on ownership, Varghese (2004:15-16) has identified at least three types of institutions: (i) multinational institutions owned, operated by, or affiliated to foreign HEIs; (ii) institutions owned by religious entities, particularly Christian and Islamic; and (iii) institutions owned by business corporations. Table 1 and figure 2 show that business corporations have been by far the most dynamic entities in establishing 19 private HEIs in Mozambique. This is followed by Christian-based entities with 6 institutions. Meanwhile, Islam-based religious groups and foreign HEIs have only established 1 institution each. It is also worth mentioning the participation of Mozambique's ruling political party in the HE marketplace, with its newly established Frelimo or

Nachingweia University.

The third classificatory criterion is profitability. On this concern, Varghese (2006, p. 20) has identified two kinds of private HEIs established in Africa: for-profit and not-for-profit. For-profit institutions generally do not receive funding from the government, are registered as corporations and operate like enterprises. Not-for-profit are generally religious-based (Christian or Islamic), have low tuition fees and receive financial donations. These two classifications are in accordance with Law 27/2009 (Article 13, number 4) stipulating that some private HEIs are, at least theoretically, for-profit and others not-for-profit. However, the law does not provide measures or indicators that determine whether a specific institution is for-profit or not. Using profitability as a classificatory criterion is also not helpful even if the practices of Mozambican HEIs, both secular and religious, are concerned. This is because monthly fees charged by religious-based institutions are hardly different from non-religious institutions. For example, Catholic University of Mozambique's multiple campuses are known for having some of the lowest monthly fees. Yet, for other institutions, including religious, monthly fees vary from 100 to 200 USD. That is why this criterion was not used to classify the Mozambican private HEIs.

The last feature of the private HEIs is their location. 18 of the 28 institutions have been established in Maputo, 9 in other provinces and the location of 1 institution is unknown (table 1 and figure 2). 5 of the 18 Maputo-based institutions have opened branches in other provinces. Likewise, from the 9 institutions first established outside of Maputo, 3 have opened branches in other provinces. Maputo is home of 64 % of the total number of private HEIs established during 1995-2014. Apart from being the capital, predilection for Maputo is certainly related to its economic dynamism², to the availability of entities willing to invest in the sector, to the likelihood of finding prospective students who can afford to pay tuition fees, and to the availability of qualified human resources, particularly academic staff, to teach in different institutions. Beira, located in Sofala province, the second largest city, is home to 14% of the total number of private HEIs.

²² Maputo GDP per capita is 6 to 12 times higher than other provinces in Mozambique (Francisco, 2000)

The percentage of HEIs with headquarters in other provinces is small, but these provinces benefit from the branches therein established.

Table 1: *Expansion of private HEIs from 1995* (MINED 2014)

No	Name of the higher education institution	Year creation	Category	Ownership	Location
1	A-Polytechnic University	1995	University	Corporation	Maputo+branches
2	Catholic University	1995	University	Religious (Christian)	Sofala +branches
3	Higher Institute of Science and Technology of Mozambique	1996	Higher Inst.	Corporation	Maputo
4	Mussa Bin Bik University	1998	University	Religious (Islamic)	Nampula+ branche
5	Higher Institute of Transport and Communication	1999	Higher Inst.	Corporation	Maputo
6	Technical University of Mozambique	2002	University	Corporation	Maputo
7	Saint-Thomas University of Mozambique	2004	University	Religious (Christian)	Maputo + branches
8	Jean-Piaget University of Mozambique	2005	University	?	Sofala
9	Higher School of Economics and Management	2005	Higher Sch.	Corporation	Maputo+ Branches
10	Higher Institute of Education and Technology	2005	Higher Inst.	Corporation	Maputo
11	Christian Higher Institute	2005	Higher Inst.	Religious (Christian)	Tete
12	Higher Institute of Training, Research and Science	2005	Higher Inst.	Corporation	Maputo
13	Dom Bosco Higher Institute	2008	Higher Inst.	Religious (Christian)	Maputo
14	Wutiva University	2008	University	Corporation	Maputo
15	Monitor Higher Institute	2008	Higher Inst.	Corporation	Maputo+branches
16	Higher Institution of Communication and Image	2008	Higher Inst.	Corporation	Maputo
17	Indic University	2008	University	Corporation	Unknown
18	Mother Africa Higher Institute	2008	Higher Inst.	Religious (Christian)	Maputo
19	Higher Institute of Management, Finance and Business	2009	Higher Inst.	Corporation	Maputo+branches
20	Alberto Chipande Higher Institute of Technology	2009	Higher Inst.	Corporation	Sofala+branches
21	Higher Institute of Science and Management	2009	Higher Inst.	Corporation	Nampula
22	Adventist University of Mozambique	2011	University	Religious (Christian)	Sofala
23	Frelimo or Nachingweia University	2011	University	Political Party	Maputo
24	Higher Institute of Business Management of Manjacaze	2011	Higher Inst.	Corporation	Gaza
25	Higher Institute for Local Development Studies	2012	Higher Inst.	Corporation	Maputo
26	Mutasa Higher Institute (ISMU)	2012	Higher Inst.	Corporation	Manica
27	Higher Institute of Education Management and Administration	2013	Higher Inst.	Corporation	Maputo
28	Higher School of Social and Corporative Management (ESCS)	2013	Higher Scho.	Corporation	Maputo

Figure 1. Number of HEIs per year of creation and type (MINED, 2014)

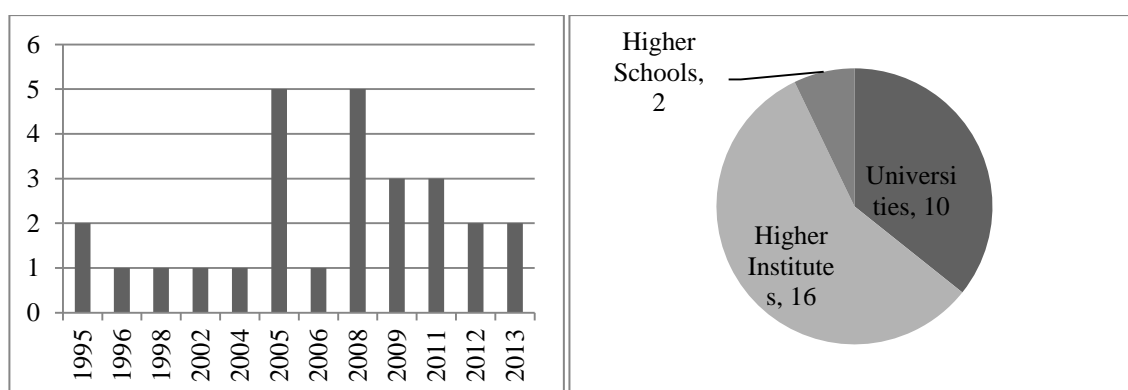
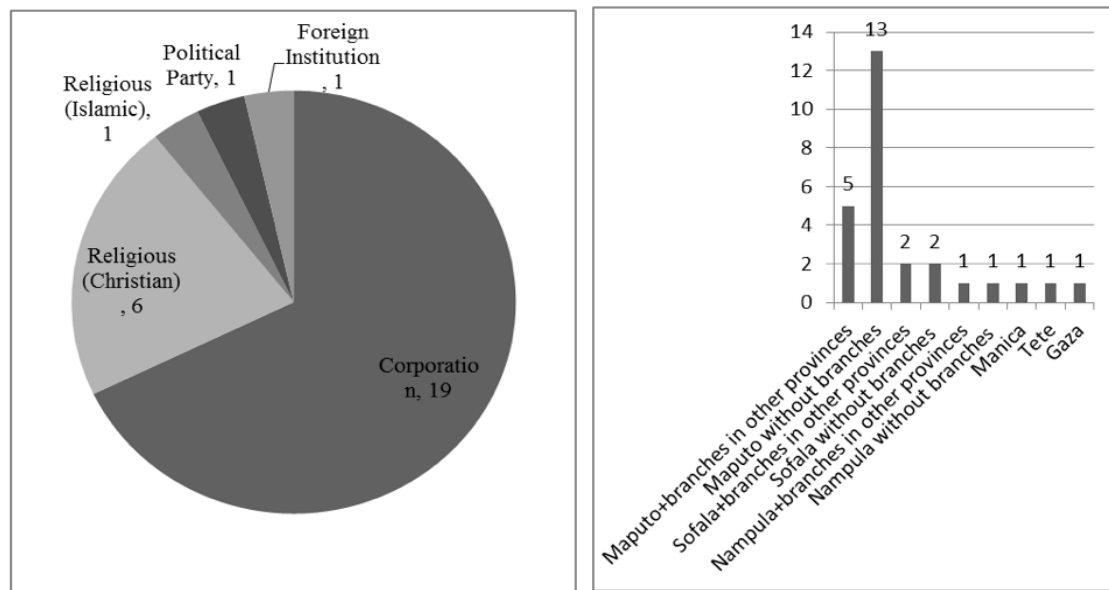


Figure 2. Number of HEIs per type of ownership and location (MINED 2014)



Enrolment in private HEIs

The increase in private and public HEIs resulted in the growth of enrolled student numbers. Between 1995 and 2014, the country's total enrolments in tertiary education rose from about 4,000 to about 130,000 (Langa 2014; Unesco Institute of Statistics 2015). The contribution of private HEIs to this increase is approximately 1/3. As figure 3 shows below, by 2000, the total number of enrolled students was about 12,000 with about 5,000 of whom enrolled in private HEIs. By 2004, the number of enrolments in private HEIs increased to about 6,000 and the total enrolment to about 17,000. From 2004 to 2012, enrolments in private HEIs increased from 7,143 to 42,203, whereas the total enrolment increased from 22,256 to 123,779 (figure 4). Over the period of 2004-2012, the average proportion of students enrolled in private HEIs versus total enrolments was 27.5 per cent. 2007 was the year with the least proportion (19.7 per cent) and 2012, the year with the largest (34.1 per cent). Thus, despite the higher growth of private HEIs (28) compared with public institutions (18), the private sector only accounts for about 30 per cent of the total enrolment in tertiary education. This means that about 70 per cent of students still continue to attend public HEIs. This situation is not exclusive to Mozambique. Varghese (2006: 27) found that, despite the private sector being the largest number of HEIs in Africa, it continues to account for a small share of enrolments. Two main factors contribute to this situation. On one hand, the higher tuitions fees often charged by private HEIs makes them unaffordable for the majority of prospective students from low socioeconomic backgrounds. On the other hand, it is

often difficult to obtain admission in public HEIs, due to the small number of available vacancies, resulting in fierce competition and high selectivity. In Mozambique, for example, over 25,000 students compete for about 4,000 available places every year in the largest public HEI, Eduardo Mondlane University.

Figure 3. Evolution of enrolment in HEIs (private and public) from 1999 to 2004 (Source: MEC 2005)

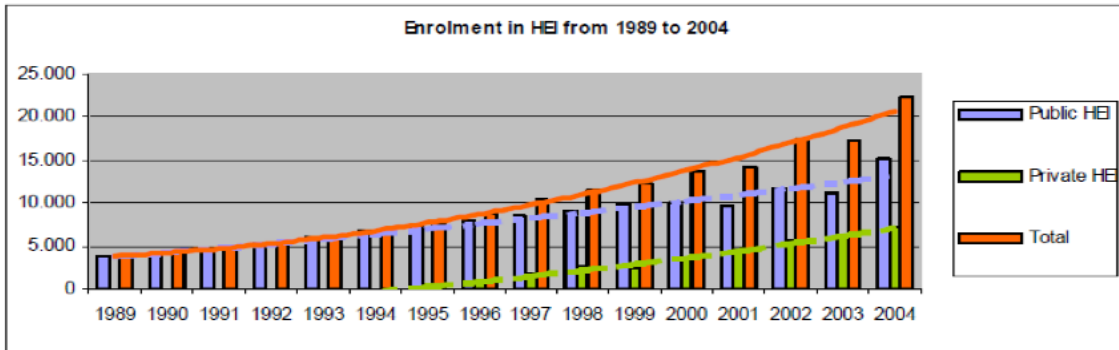


Figure 4. Evolution of enrolment in private HEIs as compared to total tertiary enrolment in selected years (Source: MEC 2005; 2006; 2007; MINED 2009; 2014)

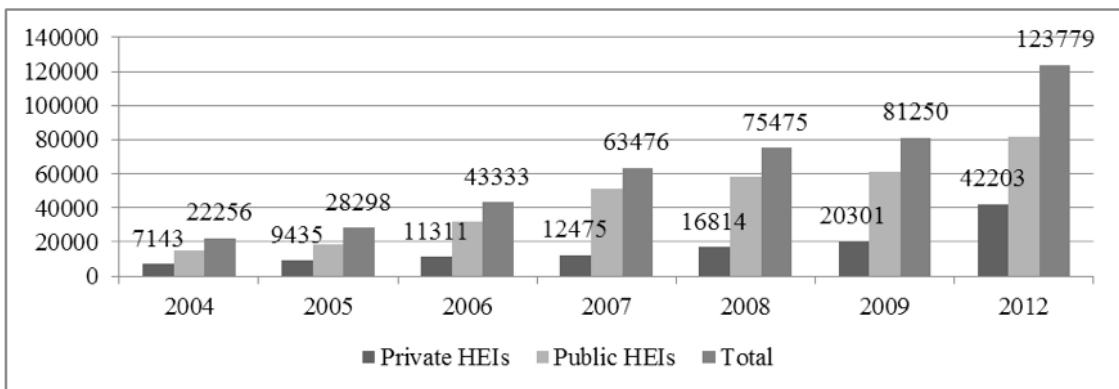
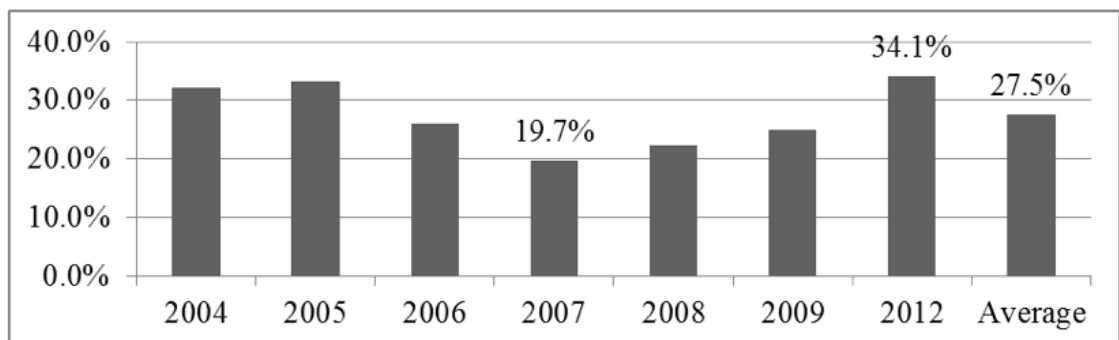


Figure 5. Evolution of the share of enrolment in private HEIs as compared to total tertiary enrolment in selected years (Source: MEC 2005; 2006; 2007; MINED 2009; 2014)



In terms of enrolment per institution in 2012, table 2 shows that Catholic University of Mozambique was the leading institution with 15,446. This is followed by the Saint Thomas University with 3,671, A-Polytechnic University, with 3,608 and the Higher Institute of Management, Finance and Business, with 3,073 students. There were also four HEIs with enrolments higher than 1,000 but less than 2,000: Higher Institute of Science and Technology of Mozambique, Monitor Higher Institute, Mussa Bin Bique University and Wutiva University. The remaining are smaller with less than 1,000 enrolled students. Table 2 also shows that, while there was a general trend of increase in enrolment from 2007 to 2012, this trend is nevertheless inconsistent since some institutions experienced both an increase and a decrease.

Table 2. Evolution of enrolled students in selected years and private HEIs (Source: MEC 2005; 2006; 2007; MINED 2009; 2014)

N ^o	Name of Institution	Enrolled students in 3 selected years			Trend: increase (+); decrease (-)
		2006	2007	2012	
1	A-Polytechnic University	2570	2663	3608	+ and +
2	Higher School of Economics and Management	872	1297	705	+ and -
3	Christian Higher Institute	38	37	172	+ and +
4	Higher Institute of Education and Technology	115	185	151	+ and -
5	Higher Institute of Science and Technology of Mozambique	1466	1435	1752	- and +
6	Higher Institute of Transport and Communication	463	485	785	- and +
7	Catholic University of Mozambique	2223	2276	15446	+ and +
8	Technical University of Mozambique	1108	1068	970	+ and -
9	University Jean Piaget	527	509	420	-and -
10	Mussa Bin Bique University	756	659	1418	- and +
11	Saith Thomas University of Mozambique	1173	1752	3671	+ and +
12	Dom Bosco Higher Institute	Before its establishment (b.e)	113	659	+ and +
13	Higher Institution of Communication and Image	b.e	b.e	989	
14	Alberto Chipande Higher Institute of Technology	b.e	b.e	151	
15	Higher Institute of Training, Research and Science	b.e	b.e	459	
16	Higher Institute of Management, Finance and Business	b.e	b.e	3073	
17	Higher Institute of Business Management of Manjacaze	b.e	b.e	175	
18	Monitor Higher Institute	b.e	b.e	1939	
19	Mother Africa Higher Institute	b.e	b.e	755	
20	Higher Institute of Science and Management	b.e	b.e	289	
21	Wutiva University	b.e	b.e	1812	
22	Frelimo or Nachingweia University	b.e	b.e	122	

Academic programmes offered by private HEIs

Private HEIs offer diverse academic programmes, ranging from humanities to engineering. However, as table 3 below depicts, some fields are more represented than others. In general, soft fields are more represented than hard fields, particularly

business-related fields (37.1 per cent), humanities and education (23.7 per cent), law (14.8 per cent) and social/behavioural sciences (7.3 per cent). Two specific features illustrated by table 3 are worth emphasising. One is the fact that, in reality, only business-related fields, law and social/behavioural sciences are offered by a large number of private HEIs. The percentage of total enrolments in humanities and education is inflated by one university, Catholic University of Mozambique, which accounts for 8,074 of 9,553 students in 2012. The other is a relatively higher percentage of enrolments in engineering and health/life sciences, in comparison to other hard fields. Data displayed in table 3 demonstrate that, as elsewhere in Africa (Varghese, 2006: 40-41), the nature of academic programmes offered by Mozambican HEIs may also be conditioned by financial consideration, both concerning the likelihood to attract students and the capacity of institutions to invest in terms of teaching materials, facilities and equipment. The overrepresentation of soft fields, particularly business-related fields and law, over hard fields, suggests that Mozambican private HEIs are sensitive to the availability of fee-paying students and are unwilling to invest in more demanding fields of hard sciences in terms of labs, equipment and facilities.

Table 3. Enrolments by fields and institutions in 2012 (Source: MINED 2014)

No	Name of the higher education institution	Humanities and education	Social and behaviour sciences	Business, management or related fields	Law	Health and Life sciences	Engineering, and ICT	Natural sciences and Agriculture	Personal Services
1	A-Polytechnic University	543	487	1363	538	136	569		104
2	Catholic University	8074	297	4080	1327	1075	340	124	28
3	Higher Institute of Science and Technology of Mozambique	39	25	610	245	451	382		
4	Mussa Bin Bik University		52	494	532			340	
5	Higher Institute of Transport and Communication			189			596		
6	Technical University of Mozambique		89	435	276		170		
7	Saint-Thomas University of Mozambique	23	348	1997	651	520		132	
8	Jean-Piaget University of Mozambique	12	19	124	63	38	261	3	
9	Higher School of Economics and Management			412	293				
10	Higher Institute of Education and Technology	151							
11	Christian Higher Institute		104	32					
12	Higher Institute of Training, Research and Science								
13	Dom Bosco Higher Institute			267			232	47	169
14	Wutiva University	14		904	414		395		8
15	Monitor Higher Institute	311	384	757	483				606
16	Higher Institution of Communication and Image	29		332	201				
17	Indic University								
18	Mother Africa Higher Institute	330		425					
19	Higher Institute of Management, Finance and Business		427	1183					
20	Alberto Chipande Higher Institute of Technology		620	1028	885	20		187	
21	Higher Institute of Science and Management	27	9	217	32				4
22	Adventist University of Mozambique								
23	Frelimo or Nachingweia University		10	85	27				
24	Higher Institute of Business Management of Manjacaze		89						
25	Higher Institute for Local Development Studies								
26	Mutasa Higher Institute (ISMU)								
27	Higher Institute of Education Management and Administration								
28	Higher School of Social and Corporative Management (ESCS)								
	Total per field	9553	2960	14934	5967	2240	2945	833	919
	% of total per field	23.7	7.3	37.0	14.8	5.6	7.3	2.1	2.3

Conclusions

This paper has provided a description of the private HE sector in Mozambique, considering the following elements: legislation and regulation, number and types of institutions, student enrolments and types of academic programmes. From this

description, four conclusions can be made. Firstly, for over two decades since the mid-1990s, there was a dynamic expansion of private HEIs in Mozambique. From only two institutions in 1995, the number reached 28 by the end of 2014. Two main social entities participated in this movement, namely corporate companies and religious organisations. The second conclusion is that enrolments in private HEIs registered a trend of increase since 1995, although public HEIs continue to dominate: about 70 per cent of students are still enrolled in the public sector. The third conclusion is that private HEIs offer mainly business-oriented fields and law, since these programmes are comparatively less costly in terms of equipment and facilities, and are more likely to attract students willing to pay tuition fees. The fourth and last conclusion concerns the climate in which HEIs operate. The increase in HE suppliers, both private and public, created inevitably an environment of competition (Langa 2006; Wangenge and Langa 2010). This competition is exacerbated by what is often termed as the privatisation or commercialisation of HE (Mamdani 2007; Varghese 2006): the trend that public HEIs have opened their gates to self-financing and fee-paying programmes, which, in some circumstances, has led them to radically change their curriculum and organisational settings to be responsive to market demands.

References

- Altbach, P.G. (1999). Comparative perspectives on private higher education. In: P. G. Altbach (Ed.), *Private prometheus: private higher education and development in the 21st century* (pp. 1-14). Westport: Greenwood Press.
- Altbach, P. G., Reisberg, L. and Rumbley, L. A. (2009). *Trends in global higher education: tracking an academic revolution*. A report prepared for the UNESCO 2009 World Conference on Higher Education. Paris: UNESCO.
- Bailey, T., Cloete, N. and Pillay, P. (2011). *Universities and economic development in Africa: Case study, Mozambique and the Eduardo Mondlane University*. Cape Town: CHET.
- Beverwijk, J. (2005). *The genesis of a system: coalition formation in Mozambican higher education, 1993-2005*. Published by CHEPS/UT: Czech Republic.

Chilundo, A and Beverwijk, J. (2001). *Reform of Mozambican higher education system through new funding mechanism.*[Online]. Available: http://www.educationdev.net/educationdev/Docs/moz_2.PDF. Retrieved, July 2010.

Clark, B. R. (1983). *The higher education system: academic organization in cross-national perspective*. Berkeley: University of California Press.

Cloete, N., Maassen, P. and Bailey, T. (eds.) (2015). *Knowledge production and contradictory functions in African higher education*. Cape Town: African Minds. African Minds Higher Education Dynamics Series Vol. 1.

Cloete, N., Bailey, T., Pillay, P., Bunting, I. and Maassen, P. (2011). *Universities and economic development in Africa*. Wynberg: Centre for Higher Education Transformation.

Francisco, A. (1999). *Crescimento económico, com ou sem desenvolvimento humano? Os factos através dos números sobre as regiões e províncias de Moçambique*, in Relatório Nacional de Desenvolvimento Humano 1999. PNUD

Langa, P.V. (2014b). Alguns desafios do ensino superior em Moçambique: do conhecimento experiencial à necessidade de produção de conhecimento científico. In De Brito et al. (Eds), *Desafios para Moçambique 2014* (pp. 365-395).Maputo: IESE.

Langa, P.V. (2013). *Higher education in Portuguese African speaking countries: a five baseline study*. Cape Town: African Minds.

Langa, P. V. (2006). *The constitution of the field of higher education institutions in Mozambique*. Unpublished Master's thesis. Cape Town: University of Cape Town.

Mamdani, M. (2007). *Scholars in the marketplace: the dilemmas of neoliberal reform at Makerere University 1989-2005*. Dakar: CODERSIA.

Mário, M., Fry, P., and Chilundo, A., (2003). *Higher education in Mozambique: A case study*. Oxford: James Currey.

Ministério da Educação e Cultura (MEC) (2007). *Dados Estatísticos sobre o Ensino Superior em Moçambique*, Maputo.

Ministério da Educação e Cultura (MEC) (2006). *Dados Estatísticos sobre o Ensino Superior em Moçambique*, Maputo.

Ministério da Educação e Cultura (MEC) (2006). *Dados Estatísticos sobre o Ensino Superior em Moçambique*, Maputo.

Ministério da Educação (MINED) (2014). *Dados Estatísticos sobre o Ensino Superior em Moçambique 2012*. Maputo.

Ministério da Educação (MINED) (2009). *Dados Estatísticos sobre o Ensino Superior em Moçambique* Maputo.

Neave, G. (2011). Patterns. In W. Rüegg (Ed.). *History of the university in Europe -Vol. IV: Universities since 1945* (pp. 31-69). Cambridge: Cambridge University Press.

Teichler, U. (1998). The changing roles of the university and the non-university sectors. *European Review*, 6(4), pp. 475–487.

Teichler, U. (2007). *Higher education systems: conceptual frameworks, comparative perspectives, empirical findings*. Rotterdam and Taipei: Sense Publishers.

Teichler, U. (2008). Diversification? Trends and explanations of the shape and size of higher education. *Higher Education*, 56, 349-379.

Trow, M (1973). *Problems on the transition from elite to mass higher education*. Berkeley (California): Carnegie Commission on Higher Education.

UNESCO Institute for Statistics (2015) UNESCO data tables. Retrieved on 23 September 2015, from UNESCO <http://data.uis.unesco.org/>

Varghese, N. V. (2004). *Private higher education in Africa*. Unesco (IIP), ADEA & AAU.

Varghese, N. (ed) (2006). *Growth and expansion of private sector in Africa*. ADEA-AAU-IIIEP, UNESCO.

Wangenge-Ouma, G. and Langa P.V. (2010). Universities and the mobilization of claims of excellence for competitive advantage. *Higher Education*. 59, 749-764.

Legislation

Lei nº 6/92 de 6 de Maio de 1992, Lei do Sistema Nacional de Educação, Boletim da República, Série I, N.19.

Lei nº 1/93 de 24 de Junho de 1993, Lei do Ensino Superior, Boletim da República, Série I, N.25 (*Law 1/93 of 24th June*).

Lei nº 5/2003 de 21 de Janeiro de 2003, Lei do Ensino Superior Boletim da República, Série I, N.03 (*Law 5/2003 of 21st January*).

Lei nº 27/2009 de 29 de Setembro, Lei do Ensino Superior, Boletim da República, Série I, N.38. (*Law 27/2009 of 29th September*).

Decreto nº 63/2007 de 31 de Dezembro, Sistema Nacional de Avaliação e Garantia de Qualidade do Ensino Superior, Boletim da República, Série I, N.52 (*Decree 63/2007 of 31st December*).

Decreto nº 30/2010 de 13 de Agosto, Regulamento do Quadro Nacional de Qualificações, Boletim da República, Série I, N.32 (*Decree 30/2010 of 13th August*).

Decreto nº 32/2010 de 30 de Agosto, Sistema Nacional de Acumulação e Transferência de Créditos, Boletim da República, Série I, N.34 (*Decree 32/2010 of 30th August*).

Decreto nº 48/2010 de 11 de Novembro, Regulamento de Licenciamento e funcionamento das Instituições de Ensino Superior, Boletim da República, Série I, N.45 (*Decree 48/2010 of 11th November*).