

Country Sheet Mozambique



**Mozambique and Flemish
University Cooperation for
Development**

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Foreword

The Country Sheet Mozambique is a compilation of information from related documents with factual country information, economic, social and development priorities, as well as information on higher education and university cooperation for development in Mozambique. The information included is extracted from policy documents, websites and strategy papers from EU, UNDP, World Bank and other organisations. Contextual information from the 2006 Programming mission report of the IUC programme with the Eduardo Mondlane University, performed by Paul G. de Nooyer and João Costa was also included as well as the midterm evaluation report of that same IUC programme conducted by Ben van Baaren and João Mosca (April 2012).

This compiled document was realised by Christophe Goossens, VLIR-UOS Mozambique desk officer, and is by no means to be considered as a policy document. Its sole purpose is to propose a working document with background and context for Country Strategy Identification of VLIR-UOS cooperation in and with Mozambique.

As this concerns a working document, frequent updates will occur. The date of compilation of the current version is mentioned in the footer of the document.

Statistics

In 2010, VLIR-UOS conducted a research mapping out the various spending mechanisms with all its partner countries including Mozambique. These data were updated in 2015. This resulted in a statistical box providing a quick profile of the various partner countries. For Mozambique the results were as follows:

Indicator		Value	Year	Source
1	BoD-score	73,19%	2012	VLIR-UOS
2	Human Development Index (HDI)	0,393	2013	UNDP
3	Human Development Index (HDI) ranking worldwide	178	2013	UNDP
4	Life expectancy at birth	50,3	2013	UNDP
5	Mean years of schooling	3,2	2012	UNDP
6	Expected years of schooling	9,5	2012	UNDP
7	Gross national income (GNI) per capita	1.011,04	2013	UNDP
8	Public spending on education (as % of GDP)	5,0 (2006)	2006-2012	Worldbank
9	School enrollment, tertiary (% gross)	4,85 (2011)	2005-2012	Worldbank
10	Net Official Development Assistance (ODA) received per capita	83,20	2012	Worldbank
11	Mortality rate, under-5 (per 1.000 live births)	87,2	2013	Worldbank
12	Gross enrollment ratio by level of education, pre-primary, both sexes (%)		2006-2013	UNDP
13	Literacy rate, adult total (% of people ages 15 and above)	50,58 (2009)	2005-2013	Worldbank
14	Gender Inequality Index	0,657	2013	UNDP
14	Prevalence of undernourishment (% of population)	36,8	2012	Worldbank
15	Population	25.833.752	2013	Worldbank
16	Labor force participation rate (% of people ages 15 and above)	84,40	2012	Worldbank
17	GDP per capita PPP (current international \$)	1045,38 (2013)	2011-2013	Worldbank
18	Improved water source, rural (% of rural population with access)	35,00	2012	Worldbank
19	Improved water source, urban (% of urban population with access)	80,30	2012	Worldbank

20	Internet users (per 100 people)	5,40	2013	Worldbank
21	Income Gini Coëfficiënt	45,7	2013	UNDP
22	Voice and Accountability Percentile Rank	39,34	2013	Worldbank
23	Political Stability Percentile Rank	37,44	2013	Worldbank
24	Government Effectiveness	30,62	2013	Worldbank
25	Regulatory Quality	35,89	2013	Worldbank
26	Rule of Law	21,80	2013	Worldbank
27	Control of Corruption	29,67	2013	Worldbank
28	Total VLIR-UOS-investments	5.686.733	2003-2015	VLIR-UOS
29	# Institutional University Cooperation	1	2003-2015	VLIR-UOS
30	# Own Initiatives	1	2003-2015	VLIR-UOS
31	# South initiatives	1	2003-2015	VLIR-UOS
32	# Scholars (ICP/ITP/KOI/ICP-PhD)	44	2003-2014	VLIR-UOS
33	# Travel Grants + VLADOC	7	2003-2014	VLIR-UOS

Country map



1. Country profile

Mozambique is a poor country in which some 70% of the population lives below the poverty line. Its 26 million inhabitants earn on average an annual income of US\$ 197. This is less than one-tenth of the average annual income of neighbouring South Africa and less than half of all Sub-Saharan countries. Life expectancy has declined from 41 years in 1999 to 38.1 years in 2004, partly due to AIDS/HIV infection rate that has increased slightly from 12.1% in 2001 to 12.2% in 2003. According to UNDP's Human Development Report, Mozambique's human development index ranks 171 out of 177 countries which is well below the Sub-Saharan Africa and Least Developed Countries averages. It makes Mozambique the lowest ranking country in Southern Africa across a range of indicators mainly due to its low scores in terms of life expectancy and literacy. In 2014, Mozambique has gone through democratic elections for the fourth time since the Peace agreement signed in 1992. Inaugurated on 15 January 2015, President Filipe Jacinto Nyusi is expected to build on the achievements of the previous legislature.

1.1 Economic developments

Soon after the first free elections in 1994, Mozambique experienced a notable economic recovery. The period was marked by social and economic progress due to policies of market reform, liberalisation of state enterprises, macro-economic stability, the provision of basic social services by the Government of Mozambique [GoM] and massive inflow of foreign assistance. The average annual GDP growth rate between 1987 and 1996 was 5.5% . Table 1 shows the strongly increased GDP growth in Mozambique between 1999 and 2004.

Table 1: Annual percentage change of GDP in Mozambique [1999-2004]

	Year					
	1999	2000	2001	2002	2003	2004
GDP growth	7.5%	1.5%	13%	8%	7.0%	8.2%

Source: IMF 2003

In the short to medium term real GDP growth is expected to remain robust while it is estimated to slow down from 8.2% in 2004 to about 6.3% in 2006 due to the impact of AIDS/HIV, depreciation of the national currency, rising inflation and increasing unemployment .

The domestic economy is relatively small and weak. It is characterised by low levels of formal employment, excessive regulation, bureaucratic obstruction, weak competition and low sales volumes.

The GoM seeks to promote structural change through the development of mega projects and transportation infrastructure in the south, centre and northern part of the country. The latter is undertaken to connect Mozambique with Malawi, South Africa and Zimbabwe. Both the GoM and private companies have invested in large projects such as the construction of the aluminium smelter MOZAL, the Gas export pipeline to South Africa, the rehabilitation of the Cahora Bassa Dam for hydroelectricity, mineral projects, and development projects in the Zambezi Valley.

80% of the population still remains involved in farming or agriculture-based industries. The majority suffers from inadequate infrastructure such as absence of irrigation and a lack of adequate rural financing. Infrastructural deficiencies are not the only problem; the sector is also highly sensitive to natural disasters, such as the floods in 2000 and 2001 and the droughts in 2002 and 2003.

As an essentially agricultural country, the economy is tending to specialise in the provision of services and trade. Mozambique's current main export product is aluminium, electricity and gas, and in the coming years also titanium and coal are expected to become big export earners. Fifty-two of the largest private companies operate in the area of trade, banking, insurance and other services.

It is difficult to provide a precise picture of the percentage of economically active people and indicate in which sector they are participating. The National Institute for Statistics has outdated data on this topic. Nevertheless, to give an indication, data from 1993 and 1997 are used. In 1993 over 85% of the labour force was self-employed with the majority working in the agricultural sector. Some 11% of the labour force was employed in the formal sector [registered by the State]. In the urban areas the figures are different; with over one-third of the workers employed in the formal sector. The private sector predominantly consisted of small enterprises employing less than ten people and accounting for only 8% of total employment. 92% of all enterprises employed less than 50 people. On the other hand, 69 enterprises employed over 500 persons, accounting for over half the total employment. It is difficult to estimate whether and how these numbers have changed due to economic developments as hardly any official data is available and current estimates are contradictory. A UN report for example, argues that although the country has experienced positive economic growth in recent years, this has not been accompanied by similar trends in job creation. Unemployment in particular is a problem for low educated people, whereas the highly educated proportion of the population has few problems finding a job. Given the low level of qualifications of Mozambican workers, competition for foreign staff is high.

Findings on Mozambique's labour market are summarised in the World Bank's study "*Skills Development in Mozambique: Issues and Options*" [August 2004] are in summary as follows [page 19]:

"Approximately 95 percent of the total labour force depends on the informal sector for its subsistence. Approximately 521,000 are employed in the formal sector, public and private. In the formal sector, large enterprises dominate in terms of employment, while small enterprises [1-9 employees] account for the great majority of registered enterprises. Almost one-quarter of all jobs in the formal sector are found in trade/commerce, while some 40 percent are engaged in government services such as education, health and general public administration. Agriculture dominates the informal sector.

With the exception of large companies in partnership with foreign investors, employment tends to be stagnating in the private formal sector. However, some sub-sectors show signs of growth, e.g. construction, tourism, processing of forestry products, and manufacturing of certain specialized items.

Salaries increase with level of education. Graduates from technical schools on average earn better than those from general secondary schools.

A survey of the qualification structure in the private sector found that two-third of the workforce is qualified or semi-qualified, indicating a marked need for relevant training in Mozambique.

There is only scattered information available on the specific qualification needs of various industries.

While large enterprises utilizing state-of-the art technology seem to be prepared to invest in workers training, this is not the case for the many medium-sized and small enterprises that have difficulties coping with the open trade regime prevailing since the early 1990s.

Skills development in the informal sector predominantly takes the form of traditional apprenticeship. Although the system ensures a high level of practical knowledge of the trade, it is not conducive to product development and technological innovations".

1.2 Regional imbalance

Mozambique is confronted with regional imbalances, often referred to as the south/centre-north division, which coincides with the rural/urban divide. In geographical terms the south refers to the provinces of Maputo, Inhambane and Gaza. The centre/north refers to Manica, Sofala, Tete and Zambezia and the north constitutes Nampula, Cabo Del Gado and Niassa. With regards to the disparities between urban and rural areas, Mozambique has an urbanisation rate of 29 %. The south/centre-north division is partly a colonial legacy. The Portuguese economy was linked to its neighbouring countries, therefore the infrastructure was developed along transport corridors from west to east, [i.e. from South Africa via Maputo, from Zimbabwe via Beira and from Zambia/Malawi via Nampula]. From an economic point of view, Mozambique's most important neighbouring country is South Africa. Thus the southern part of the country, being closest to South Africa, is most developed and even today, the southern part of the country has the largest economic growth. It is far more successful in attracting investments, despite attempts by the GoM to ensure investment in the rest of the country. Investors tend to focus on areas with an existing support structure. In and around Maputo-city and Maputo province there is a concentration of government and non-government organisations, embassies, banks, businesses and physical infrastructure such as railways, a harbour and [tar] roads. Industry such as manufacturing, fisheries, mining and electricity is also concentrated in the Maputo province. Of the 344 industrial developments registered between 1985 and April 1999, 248 were in Maputo.

The GDP figures reflect this unequal distribution. 25% of the Mozambican population is located in the south [of which 6% are in Maputo City] and benefits from 47.6% of the national GDP. 75% of the population profits from the remaining 52,4 %. A related problem is the relatively strong economic development in the south that leads to a persistent brain drain from the provinces, causing a further gap in financial and human resources between Maputo and the provincial capitals. Subsequently the disparities between urban and rural areas increase.

1.3 Donor aid

Mozambique receives a great deal of funding from donors and credit suppliers. The start of the first structural adjustment programme [SAP] in 1987 marked the arrival of a mass of Western aid agencies and the establishment of one of the world's largest international relief programmes.

Both in terms of aid per capita, Mozambique receives four to five times the amount received by other countries in the world. In terms of aid as a percentage of GDP it receives more than six times than those other countries. In recent years 50% of government spending and 75% of public investment has been funded through external aid. Overall development assistance to Mozambique totals \$500 million per year, excluding debt relief, with the USA being the largest bilateral donor. Other major donors include amongst others, the World Bank, International Monetary Fund [IMF], UN, European Union, the Netherlands, Sweden, Denmark, Switzerland, Italy, France Norway, Portugal, South Africa and the United Kingdom.

1.4 Policy environment

1.4.1 PARPA - Poverty Reduction Strategy Paper

The GoM placed priority on poverty reduction as an overarching objective for the coming years. The Poverty Reduction Strategy Paper [PARPA] is the basis for strategies and policies for poverty reduction. The Ministry of Planning and Finance is responsible for overall co-ordination and monitoring of PARPA's progress. The document, approved by Parliament in December 1999, functions as the guide for preparing the State's budget, programmes and policies both annually and for the medium term. The GoM seeks to involve various government and non-government institutions [private sector, NGO's, civil society, academic and research institutions and the Mozambican press] in planning, formulation, monitoring and evaluating. In short, for each component in the PARPA, policies are developed with accompanying action plans that will be implemented by different Ministries in coordination with related stakeholders. In this context, significant institutional reform, policy development and strategic plans have been proposed and developed. As to the education sector for instance, PARPA aims at universal primary education, a rapid expansion of secondary and informal education as well as of technical-vocational training, and expanding and improving higher education to increase and improve the technical and managerial capacity.

The Poverty Reduction Action Plan (PARP) 2011-2014 is the medium-term strategy of the Government of Mozambique for putting into operation the Five-Year Government Program (2010-2014), focused on the objective of combating poverty and promoting a culture of work, with a view to achieving inclusive economic growth and reducing poverty and vulnerability in the country.

The PARP 2011-2014 represents the continuation of the PARPA II, which was implemented with a timeframe of 2006-2009, extended to 2010, and had as its principal goal to reduce the incidence of food poverty from the current level of 54.7 percent to 42 percent by 2014.

To achieve the objective of inclusive economic growth for reducing poverty, the government has defined general objectives, to which government efforts will be directed. These are: (i) to increase output and productivity in the agriculture and fisheries sectors; (ii) to promote employment; and (iii) to foster human and social development, while maintaining a joint focus on (iv) governance and (v) macroeconomic affairs and fiscal management.

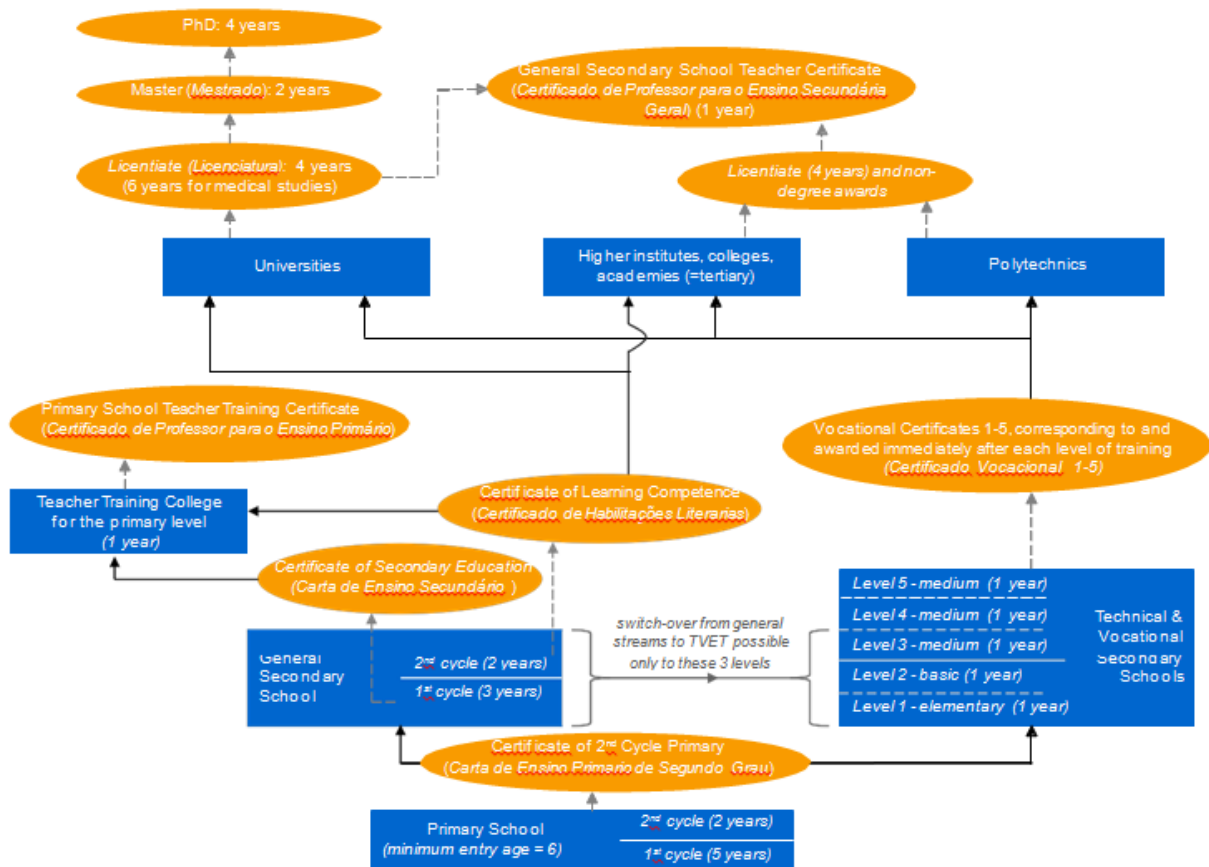
The general objectives reflect the intersectoral approach, and are designed in an integrated manner, representing priorities, strategic objectives and priority actions in which different institutions contribute in a coordinated way to achievement of the overall objective.

1.4.2 Public sector reform

In 2001 the GoM approved the 2001-2011 Global Strategy for Public Sector Reform. The goal is to develop transparent and effective government bodies and decrease corruption and unnecessary bureaucracy. The Public Sector Reform Strategy comprises six major components: [1] strengthening of service delivery through decentralization and institutional restructuring; [2] policy formulation and monitoring; [3] professionalisation of the public sector; [4] financial management and accountability; [5] good governance and combating corruption and [6] management of the reform process itself. An important aspect in this strategic plan, is that Central Government is expected to restructure policy and implementation processes. Instead of being in charge of operational management and responsible for service delivery, the aim is to refocus its role and limit it to issues such as setting standards,

monitoring and evaluation. Operational management and responsibility for service delivery is destined to be handed down to decentralised offices.

2 Education



Primary education in Mozambique lasts for seven years, subdivided into two levels: the first [EP1], of five years, and the second [EP2], of two years, leading to the *Carta de Ensino Primário de Segundo Grau*. Primary education is for the age group of 6 to 13 years.

Secondary education is offered in secondary, technical and agricultural schools. 10% of students from primary education go on to this level. Under the National Education System, the best graduates of primary education follow 5 years of general secondary education, divided into the first cycle of 3 years [ESG1] and the second cycle of two years [ESG2]. Students take a national exam between the first and the second cycle. In the final year of secondary education students study Mathematics, Physics, Chemistry, Biology, Portuguese, Geography, History, Physical Education and English. The course leads to the *Certificado de Habilitações Literárias* [Secondary School Leaving Certificate]. Data on secondary enrolment are provided below.

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.

Training of pre-primary and primary/basic school teachers is done in primary school teacher training colleges where admission is based on 7 years of schooling for the CFPP [EP1 teachers] and 10 years of schooling for the IMP [EP2 teachers]. The government advocates that primary school teachers will

be trained at primary teacher training institutes for two years after having completed grade 10. They earn the *Ensino de Professores para o Ensino Primário*. Secondary teachers are trained in at least two disciplines at the Universidade Eduardo Mondlane, the Universidade Pedagógica, the Maputo Institute Medio Pedagógico, or the Instituto Pedagógico Industrial. Secondary teacher training programmes require 4 years of study, including a teaching practice component, leading to an *Ensino de Professores para o Ensino Secundária Geral*.

Key issues identified in a World Bank study “Skills Development in Mozambique: Issues and Options [August 2004] are the following: “*While access to primary education has improved significantly, it is still less than one-third of an age group that reaches EP2, and less than 10 percent that makes it to EGS1. Not more than 2-3 percent of an age group completes 12 years of education. Girls have a significantly lower completion rate than boys. As a result of the expansion of access to primary education, there is a mounting pressure on the GoM to expand the capacity of secondary education as well. Access to secondary education is highly uneven with a strong favoring of the urban youth, especially those from the southern zone [Maputo-Matola]*” [page 6].

2.1 Higher education

Since the establishment of the first higher education institution in 1962, the sector has been affected by regimes with totally different ideologies. The first “higher education system” [1962-1974] consisted of one national university based on colonial ideology, which in practice implied that higher education was reserved for the rich Portuguese. After the Portuguese left, the GoM adopted a Marxist-Leninist ideology. From 1974 to the beginning of the 1990s, Mozambique had three universities which were centrally planned according to clear prescriptions with respect to curriculum, staff, students and the entire infrastructure. By the end of the 1980s, the government abandoned the strict socialist programme and shifted towards a more liberal constitution which included democracy and free market principles. For the higher education sector this resulted in the adoption of a new law. This law (nr. 1/93) established the autonomy of HEIs and allowed private ones to develop.

By 1996 it was clear that the system could not meet the demands of society. Like other Sub-Saharan countries, Mozambique lacked adequate financial resources and faced an unprecedented demand for access, with ensuing negative impacts on physical and human resources. Moreover, as each higher education institution developed its own policies, the sector as a whole lacked elements or system characteristics such as quality assurance mechanisms or a credit transfer system that allowed for student mobility. The higher education sector that emerged was therefore inefficient. At the same time, it was generally agreed that the sector had to expand and diversify further given there were not enough graduates to fulfil labour market requirements.

The newly elected government in 1999 was aware of the many problems the higher education sector was confronted with. At the same time it recognized the important role higher education and science and technology would play for the development of the country and its contribution to poverty reduction. To show that higher education, science and technology was given a prominent place on the government’s agenda and to allow more national coordination in this sector, in 2000 it established of a new Ministry for Higher Education, Science and Technology [MESCT].

In February 2005, the GoM changed the organisational structure of the Government. Some Ministries were dissolved and new ones established. MESCT was one of the Ministries dissolved. Higher

education became part of the Ministry of Education and Culture¹ [MEC] and a new Ministry for Science and Technology [MST] was established. The reorganisation could be seen a sign of a new policy trend towards more integration of the education sector and could provide more opportunities for creating an environment of increased student mobility at medium and high levels between various systems.

Changes in political priorities as a result of the election of a new president: the current government is more concerned with the middle tier of the education system and in particular places priority on technical and vocational training as a means to enhance students' chances on the labour market, while at the same time reducing the pressure on general secondary schools. Tertiary [university] education in this perspective plays a subordinate role.

The relatively small size of the higher education sector; primary schools alone cater for over three million learners compared to the 40,000+ students in higher education.

The relatively small amount of direct government interventions: as higher education institutions are autonomous or private, the government's administrative effort is extremely small compared to the other sectors which are directly managed by MEC.

2.1.1 Policy framework 2000-2016

Higher education received specific attention through the development of a medium to long term vision for the sector. The then Ministry of Higher Education, Science and Technology (MESCT) developed the Strategic Plan for Higher Education (PEES, *Plano Estratégico para o Ensino Superior 2000–2010*) which outlines six strategic objectives and associated activities:

1. Improve access and equity by expanding the availability of HEI physically and geographically, reforming access policies and develop financial assistance policies and mechanisms for students in order to boost student numbers.

2. Increase flexibility and responsiveness of the system in order to meet market demand and the priorities of the national development agenda, by creating training opportunities and opportunities for collaboration between the academic and private sectors, developing top level public service curricula, and increasing student access to labour market information.

3. Increase efficiency of HEI by rationalizing existing resources, improving management systems, and diversifying sources of finance.

4. Increase diversity in HEI, training programmes, and forms of delivery.

5. Improve quality assurance by improving teaching and learning conditions, establishing accreditation and quality evaluation mechanisms, and boosting innovation and research infrastructure within and between HEI.

6. Governance: Redefine the role of government in HE by developing a sector-wide HE policy embedded within the national policy framework, by developing and establishing the regulatory mechanisms for policy implementation, and by facilitating regional integration of the HE sector and international cooperation with regard to the HE sector.

The plan was divided into three phases: PEES I [2001-2004], PEES II [2005-2007] and PEES III [2008-2010]. The results of the PEES in general have been visible. Financial management reforms led to an increase in the higher education budget within the overall national budget and a better distribution of these financial resources among the public institutions. The new law on higher

¹ The Ministry of Culture was also dissolved and is now accommodated by the Ministry of Education

education which resulted from the PEES included the requirements for establishing higher education institutions and clear definitions of the various types of degrees offered, types of institutions and staffing. The new law also allowed diversification of the higher education system by making provisions for the establishment of polytechnics and academies.

2.1.2 Law nr. 5/03 on higher education

Law nr. 5/03 of 2003 defined MESCT's role as being the coordinating and regulative body for the higher education, science and technology sector. As in the previous higher education law Nr. 1/93, the new defined that public HEI have a high degree of autonomy. Rectors of public HEI are being appointed at the level of the Presidency, which in a sense puts them at par with a Ministerial position. This strong sense of autonomy is further boosted by the fact that public HEI are financed directly by the Ministry of Finance and Planning.

The law defined two new key bodies, the Council of Higher Education [CES] and the National Council of Higher Education, Science and Technology [CNESCT]. CES is an autonomous body that operates outside the MESCT and is in charge of advising the Minister of ESCT on higher education matters. The Council includes the Minister and the rectors of public and private higher education institutions. In fact, the Council brought together MESCT and all HEI at the highest level in a collaborative effort to shape the mechanisms in support of policy implementation in the sector. CNESCT is the consultative organ for the Council of Ministers with the mandate to oversee the articulation and the integration of planning processes between higher education, science and technology. It composed of representatives from various sections of Government, the CES, representatives from research and higher education institutions, business associations and civil society. As a sounding board for evaluating progress of policy implementation, CNESCT functions as a crucial body in scrutinizing new higher education, science and technology policies and proposals before they are presented to the Council of Ministers for approval and legislation. Crucially, the CNESCT also made recommendations to the Council of Ministers with respect to the creation of new institutions.

Apart from governance structures, the law introduced new concepts such as accreditation, quality assurance and transfer of credits. The law also included the requirements for establishing higher education institutions, clear definitions about the various types of degrees and types of institutions [see below] and definitions with respect to staffing.

2.1.3 Defining the higher education degree structure

MESCT stimulated the creation of new type of public institutions in diverse sectors: polytechnics, of which three were established in 2005. These institutions opened up in provinces which did not have a higher education institution yet. The Mozambican higher education sector thus turned into a binary system, consisting of universities and polytechnics.

Due to the excessive growth of new types of HEI, particularly in the private sector, MESCT was compelled to redefine the higher education degree structure. The system now defines 4 different type of degrees; Bachelor degree [3 years], *Licenciatura* degree [4 or 5 years, to be defined by the HEI itself], Master degree [2 years], Ph.D. degree. Polytechnics only can provide Bachelor degrees. In addition to degrees, students can also obtain academic diploma's which are provided by both polytechnics and universities.

MESCT actively pursued a policy of increasing the number of scholarships in public HEI's. New provincial scholarship programmes have been launched in three pilot provinces [Cabo Delgado, Tete

and Gaza] while provincial scholarships to Sofala, Zambézia and Niassa have been expanded with the support from the Swedish Government. Scholarship funds play a major role, not only in strengthening demand in general, but also as an instrument for targeting underserved groups and stimulating more geographical spread.

By 2003 a national policy on science and technology [S&T] was formulated. The four pillars of this policy [education, research, economic activities and dissemination] were progressively being monitored in order to inform policy making towards the overall objective of raising the living standards through increasing the proportion of S&T based contribution to GDP.

MESCT had started with statistical information gathering for the purpose of policy evaluation and formulation. The Ministry, in collaboration with HEI and research institutions had defined the main elements of a statistical reporting system from which it has been possible to produce S&T Indicators over 2002-2003 and Statistical Data on Higher Education and Research Institutes over 2003. However, it is felt that this system is still unable to provide all relevant information timely and with the required quality due to deficiencies in data collection and highly variable and incompatible management systems in these institutions. In order to address the information needs of the system as a whole, it is envisaged to create a sector wide efficient, integrated management information system that reaches to the level of the individual institutions.

2.2 New Strategic Plan for Education

In June 2012, the Ministry of Education launched its new 2012-2016 strategic plan emphasizing the continued expansion of the educational system, exploring various forms of education, including distance learning, while taking advantage of the potential of new technologies. Particular attention is given to early childhood development and the development of skills to ensure qualified human capital.

Regarding higher education, the overall objective is to promote the expansion and equitable access to higher education within international standards of quality. This means particularly to consolidate the existing subsystem, in order to improve their internal efficiency; to improve the quality of the teaching-learning process and to strengthen the capacity of governance, funding, administration and monitoring of the subsystem, at all levels.

After 10 years of being split under Armando Guebuza's two terms as Mozambique's head of state, under the new President Filipe Jacinto Nyusi (January 2015), higher education has been reunited with science and technology, and technical and professional education, in a newly established ministry. The Ministry of Science, Technology, Higher, Technical and Professional Education – MSTHTPE – was created under Jorge Penicela Nhambiu, an associate professor of engineering and chair of the National Science and Technology Park. The ministry needs to institutionalise practices and coordinating structures, and to promote a more bottom-up approach with ample input from higher education institutions and communities of practices and experts – that is, academics, students, researchers, innovators, business and entrepreneurs – in order to make sound decisions.

3 Expansion of higher education

Higher education has expanded explosively in recent years; the number of students enrolled has almost tripled and the number of institutions has doubled. Public institutions increased by 89% between 2004 and 2010, while the private school posted a rise of 163 percent. There was a marked diversification of training courses and types of institutions. Consequently, the number of students

registered shows a significant growth between 2004 and 2010, both in public and private education. The percentage of girls rose from 31.6% in 2004, to 39% in 2011. Overall, in 2010, the private school students represented around 29% of the total number of students of this level of education. Access to public institutions outside of Maputo increased, improving geographical equity in terms of access to opportunities.

With this rapid expansion, quality assurance – already a central governance objective in the Ministry of Higher Education, Science and Technology (MHEST) Strategic Plan (MHEST 2000) – has become an even more pressing issue. Also, the priority of the government is to safeguard and improve equity of access, aiming at a regional and gender balance across the country. At the same time, the government is committed to ensuring that quality standards are even across institutions and regions.

3.1 Growth in student enrolment

Over the past decade, student numbers have increased tenfold from less than 4,000 in 1990 to almost 40,000 in 2006. Year on year growth rates of total enrolment in both public and private sectors are now converging around 25-30% per year and total enrolments have grown to about 2,750 per year. The rapid increase from 1996 onwards is partly due to the opening of private HEIs. Unlike many other countries in Sub-Saharan Africa, such as Nigeria and Uganda, the labour market for graduates is not yet saturated. As a result of economic growth in the 1990s there was an increasing demand for personnel with higher levels of education, training and professional and technical skills. However, the market for higher education graduates is relatively small and there are signs that economic growth is slowing down. It is a matter of debate whether the market for graduates will continue to grow and will be able to absorb the increasing number of graduates.

In spite of the growth in the number of university places, students in higher education institutions represent a very small segment in relation to the population as a whole. It is only 0.16% of the 20-25-year-old age cohort that study at higher education institutions, or 40 in every 100,000 inhabitants.

3.2 Expansion of higher education institutions

The number of higher education institutions has grown considerably the last decade. Particularly the share of the private sector is likely to grow as new private institutions are being created at a faster rate than new public institutions. Since their introduction in 1995 the number of private institutions of higher education has been growing rapidly and six new private HEI have been created. Currently, the higher education system comprises 26 institutions, of which 13 are public and 13 are private. The institutions are of three types: universities, polytechnics and tertiary schools.

In the public sector, apart from UEM, UP and ISRI already existing in 1989, ACIPOL recorded its first students in 2000 and the *Escola Nautica* in 2004. The creation of the Academia Militar [AM] and the higher institute for Health studies [ISCISA] was approved in 2003 and student intake has begun in 2004. ISAP was approved in 2004, and three new public polytechnic institutions have been approved in 2005, bringing the total at eleven public institutions of which eight were created in the last ten years.

Among the higher education institutions, the UEM, the oldest and largest institution, is by far the leading institution, dominating access of students to higher education. UEM is located in different cities in the country. In 2006, UEM had 61% of student enrolments among the public higher education institutions in the country (41% of all student enrolments, public and private). With close to

12.000 enrolled students, the institution had more than double the students of the second largest institution in the country (Universidade Pedagógica), which in turn was much larger than the rest.

Private institutions complement the effort of the state in terms of generating access to higher education, although with limited reach. All private higher education institutions together enrolled, in 2005, a third of all higher education students. Of these institutions, the Instituto Superior de Ciências e Tecnologias de Moçambique, the Instituto Superior Politécnico e Universitário, and the Universidade Católica de Moçambique are the largest, all being university-type institutions.

The geographic expansion of higher education has also been rapid, either through the establishment of satellite campuses or the opening of new universities in the provinces. Although most higher education institutions are concentrated in Maputo city, all provinces have some type of higher education institution, mainly in the form of a satellite campus.

The number of full-time academic staff is about 1200, of which 15% are PhD-holders, 25% are masters degree-holders, and 60% are holders of a first degree (bachelors or licentiate). These numbers indicate that there is still a need for high investment in staff training at the masters and PhD levels.

In spite of this growth, demand for higher education still greatly exceeds supply. Whether this pattern remains the same for the coming years will depend on future demographic trends as well as to which extent new medium or vocational education institutions will be established that can absorb students.

The number of women in higher education had increased considerably with the development of private HEIs. On average the gender balance of enrolments in private institutions was much better than in public institutions. The main reason for this was that the private institutions were largely situated in the central and northern provinces which enabled female students in the provinces to participate, since parents did not like the idea of their daughters studying far from home in Maputo.

3.3 Quality and relevance

The quality and relevance of higher education in many Sub-Saharan African countries is generally questioned and criticised. The Mozambican system portrays similar problems. Many courses and programmes are outdated and of limited relevance [i.e. they do not meet the demands of a fast growing economy or specific needs of individual provinces or emerging sectors]. Furthermore, the style of learning is often rote learning despite the fact that employers demand problem solving and innovative skills. In general, research facilities, library and educational materials are limited and outdated, a high percentage of staff being under-qualified and drop-out rates are high.

Although there exists no formal quality assurance system yet, some data is available on drop-out rates. Despite the complexity to calculate these rates, MEC estimated that on average the private sector shows a growing trend in graduation rates from 6.8% to 12% of the total number of student enrolled in the private sector between 2000 and 2004. The public sector shows a more cyclical trend, with upshots in 2001 and 2004 respectively, now also converging with the private sector towards 12%. Both sectors have new institutions which bring down the graduation rate with respect to enrolment until they produce their first graduates. These indicators suggest grave problems of internal efficiency and should be seen as a sign of serious quality problems related to the teaching-learning and evaluation process, the motivation and quality of the teachers, and financial problems of students caused by poverty. Some scholars argue that one of the reasons for the high drop-out rate was the fact that many students worked, studied and supported a family at the same time

One of the bottlenecks for graduation is the thesis requirement for the *Licenciatura* degree. On average, it takes students eight years to finish the *Licenciatura*, which is generally a five-year programme. Many students complete the course but are not able to write the thesis in the required time, largely due to lack of supervision and lack of previous training in analysing and researching. It is also not unusual for students to find employment before graduation. This is then considered as dropping out [which would not be so if there was recognition of completed courses at the Bachelor's level]. Moreover, as in many other countries in Sub-Saharan Africa, students are poorly prepared for higher education. They lack adequate skills and knowledge from pre-university education. The bridging courses offered at universities do not address these gaps sufficiently. In addition to high drop-out rates, the system is inefficient because of the high level of student repetition. This is partly explained by the fact that degree programmes are not structured around credit units. Students who fail to pass one or more subjects are required to repeat the year-long segment rather than the single subject[s].

In response to the debate concerning quality and the high drop-out rate, the MESCT initiated policies to introduce quality assurance and credit accumulation and transfer systems [CAT system]. In 2004 the MESCT appointed the Accreditation, Evaluation and Quality Assurance Commission that got the mandate to develop a policy proposal for the Accreditation, Evaluation and Quality Assurance. By December 2004, Parliament approved this proposal. The current MEC has in the meantime established the Installation Commission [IC] which will prepare the creation of the National Commission for Quality Assurance [CNAQ]. CNAQ will in cooperation with stakeholders develop a founding document, frameworks and criteria for evaluation. In addition, CNAQ organises training and support for various stakeholders, launch pilots, and gradually become a more autonomous body for quality assurance. MESCT had initiated a policy proposal for the introduction of a CAT system. The system is a crucial input to enhancing flexibility in higher education as it aims at contributing for integrated horizontal and vertical mobility of students, as well as for lifelong learning. A CAT Commission was created with the responsibility to produce general guidelines for the introduction of the CAT system. These guidelines were approved by the Rectors and CNESCT at a National Seminar in August 2004. The current MEC appointed a CAT implementation Commission to plan and implement the introduction of the CAT system.

4 Development Aid Analysis

At the beginning of this decade, higher education expenditure comprised only a very small proportion of the total education budget. For example, in 2001, total education expenditure comprised 6.5% of GDP and higher education expenditure only 0.8%. However, since 2004, public spending on higher education increased dramatically growing at 23% between 2004 and 2005 and by 6% the following year, such that spending on higher education now takes up around 40% of the total education budget.

Most of the public funds for higher education have been spent on building new physical infrastructure; strengthening human capacity, particularly academic staff, at the higher education institutions; and creating the necessary information and communications technology infrastructure for the sector.

State funding at the institutional level is based on inputs (number of students) only. No account is currently taken of output factors such as graduates. However, a system was designed in 2003 by the then-MESCT and implemented at higher education institutions to capture, classify and

produce adequate information for educational cost centre analysis. The system, designed with technical support from international partners, was based on international best practices, adapted to the local reality, and piloted at UEM. Later, the system was further developed to cover UEM and three other major public higher education institutions, and implemented in these institutions, establishing a system-wide coordinated educational cost accounting and reporting system.

Private higher education institutions are not entitled to any direct funding or subsidies from the government. As stated earlier, however, in 2002 the government introduced a provincial scholarship scheme which has immensely benefited students from poor, rural backgrounds who have accessed the Quality Enhancement and Innovative Facility. In addition, staff at private institutions can apply for grants from the Facility.

4.1 World Bank

In order to support policy implementation, MESCT invested in mobilizing external funding for the implementation of PEES.

As a result part of the Operational Plan Phase I was transformed into a project to be submitted to the World Bank for Financing [HEP-1]. HEP-1 [60 million US\$] focused on system wide reform through [1] the provision of technical advisory services, rehabilitation of MESCT buildings, training, studies and workshops and [2] the development of a new regulatory fiscal and accountability framework, new pedagogical teaching methods and programmes, the use of ICT in the delivery and teaching of higher education, an accreditation system, new or alternative sources of funding, and prevention and support programme for students. At HEI level, the bank provides support to three public HEIs [UEM, UP, ISRI] for the rehabilitation of infrastructure and facilities, management capacity building, ICT, the development of curriculum, teaching methods, and educational programmes. The Bank also invests in developing a Distance Learning Network with both capacity building and infrastructure, and in the provision of a Quality Enhancement and Innovation facility aimed at steering investment and innovative research towards quality improvement on a competitive basis. Finally, the Bank provides funding for provincial scholarships and technical advisory services in order to manage a public scholarship scheme.

In 2010, the World Bank approved a loan of US\$40 million to Mozambique for its higher education sector. Of this amount, US\$27.7 million was earmarked for higher education student support, with the remaining US\$12.3 million to be used to build the science and technology sector. The project aims to improve the number and quality of graduates of higher education, strengthen national research capacity, increase student access, and improve the quality and relevance of teaching material. The World Bank funding is used between 2010 and 2015 for university bursaries for students from low-income families pursuing science and technology studies. The loan is also set to finance projects linked to regional centres of science and technology, and to support programmes and research in the areas of agriculture, health, renewable energy and ethnobotany.

4.2 Netherlands

Furthermore, also based on PEES, and after further consultations with HEI's, MESCT produced a demand identification report that led to substantial support from the 'Netherlands Programme for the Strengthening of Post-Secondary Education and Training Capacity' [NPT; 12 million Euro] which

focuses on the institutional aspects of the implementation of PEES and started operating in 2004. The NPT focuses on system-wide reform through [1] CHES project that aimed at developing the capacity of the HE regulatory body to steer the system, improve the quality of the system, and create a framework for credit accumulation and transfer within the system, [2] HIV/AIDS to promote related academic research, create awareness through dissemination of the results, and encourage the development of curriculum sensitive to HIV/AIDS in the HEI, [3] ICT to promote the use of ICT in teaching at HEI [4] diversifying and increasing supply of HEI by supporting the creation of three polytechnics. At HEI level NUFFIC is supporting the introduction of Good Governance curricula in public administration to UEM ISRI ACIPOL and ISAP and the improvement of quality by providing teaching focused support to UEM, UP, and UCM.

4.3 Canada

Canada, one of the lead bilateral donors in Mozambique, is supporting the Government of Mozambique in securing a future for children and youth—by improving education and health (especially maternal new-born and child health) and by stimulating sustainable economic growth. Canada will remain a strong champion in promoting equality between women and men in these thematic areas, which are key to reducing poverty in Mozambique.

4.4 Sweden

The Swedish government through SIDA/SAREC, provides ongoing support for Unit Cost studies [UEM, UP, ISRI e ACIPOL] and for the viability studies for the introduction of polytechnics, and for the strengthening of the Provincial Scholarship Fund. Other support comes in from the Ford Foundation for further institutional capacity building. Below an overview is presented:

Algeria, Australia, Brazil, Cuba, China, Denmark, USA, France, India, Libya, Malaysia, Norway, Portugal, , Great Britain, and the Commonwealth, are focusing mainly on the provision of funding for scholarships, often through mechanisms of their own. BADEIA, CPLP, NEPAD, SADC and UNESCO have provided support mainly with technical missions.

5 VLIR-UOS activity in /with the country

From the Benfifit of the Doubt exercise VLIR-UOS conducted in 2012 (see Statistics) Mozambique is in 10th position out of 18. In terms of countries needing the type of cooperation VLR-UOS offers, this means that Mozambique is of average importance. Also in financial terms, Mozambique scores average with a yearly budget of about 570.000 Euro a year. This budget supports the IUC-programme with Universidad Eduardo Mondlane, *Desafio*, only.

5.1 Institutional University Cooperation

Since 2008 VLIR-UOS has been running an institutional university cooperation programme with the University of Eduardo Mondlane, called *Desafio* (Development Programme in Reproductive Health, HIV/AIDS, and Family Matters through multi-disciplinary inter-university investigation). The overall objective of this project is to contribute to the reduction of the incidence of maternal mortality and HIV /AIDS in Mozambique through knowledge base and training in HIV/AIDS, on one hand, and engaging

the key stakeholders in the efforts to reduce the incidence of HIV in Mozambique, on the other hand. This IUC programme is ending in March 2018. Its structure is as follows:

PROJECT	FLEMISH PROJECT LEADER	LOCAL PROJECT LEADER
1 : Human Rights	Eva BREMS (UGent)	Armando DIMANDE Orquidea MASSARONGO
2 : Social Rights and Social Protection	Petra FOUBERT (UHasselt)	Armando DIMANDE Paulo COMOANE
3 : Gender, Family and Health Issues	Gily COENE (VUB)	Carlos MANUEL
4 : Reproductive Health and HIV	Kristien ROELENS (UGent)	Khatia MUNGUAMBE
5 : Capacity Building	Mieke VANHERREWEGHE (UGent)	Natasha RIBEIRO
6: Bio-statistics and Modelling	Marc AERTS (UHasselt)	Rafica RAZAC
COORDINATION		
Programme Support Unit	Martin VALCKE (UGent) Olivier DEGOMME Annick VERHEYLEZON	Nafissa BIQUE OSMAN Sergio NHANOMBE

5.2 Scientific cooperation at departmental level

Since 2002 only 1 Own Initiative or TEAM and 1 South Initiative projects have been running.

The main subjects were sexual and reproductive health and climate change.

Year	Flemish Institution	Partner Institution	Subject	Duration (years)
2002	UGent	Eduardo Mondlane University	Partner method for screening and treating sexually transmitted diseases	3
2011	KH Kempen	Instituto superior Politecnica de Manica	Conserving carbon for mitigating climate change and for sustainable development in the Chimanimani Transfrontier Conservation Area	2

5.3 Scholarships

So far, these limited number of projects have not yet resulted in a PhD degree. However, within the IUC programme there are about 14 students that are working on a PhD. They are expected to finalise before the end of the IUC programme.

Since 2008 some 26 students obtained a master's degree within the UEM-IUC programme, *Desafio*. One student participated in the International Courses Programme with success. Another 4 students participated in a short course (KOI –Korte Opleidingsinitiatief).

On the other hand Mozambican institutes of higher education are not that popular among the Flemish students: within a decade only 6 students benefitted from a VLIR-UOS travel grant to a Mozambican

university (REI – Reisbeurzen), and one Flemish student received a grant to do her PhD in a Mozambican university (VLADOC – Vlaamse Doctoraat)

IUC-PhD	14	IUC-MSc	27	VLADOC	1
		ICP-MSc	1	KOI	3

6 Focus on other Belgian cooperation donors

6.1 Federal bilateral cooperation

Mozambique is a partner country of the Belgian bilateral cooperation since 1999. A first phase of the post 2000-2001 floods programme supported the reconstruction of basic health facilities combined with technical assistance in favour of the Ministry of Health. The first cooperation programme between Belgium and Mozambique (2006-2008) amounted to 48 million euro and aligned to the PARPA. While the emphasis of this programme was on poverty reduction, it also had a strong additional focus on the use of new aid modalities. It supported four pillars: poverty eradication, governance, capacity building and other programmes such as study funds, scholarships and micro interventions.

A second Indicative Cooperation Programme (2009-2012) focussed mainly on Health and Rural Development, with renewable energy and the Water Gaza Project. The most recent ICP (2013-2017) is focussing on rural development (energy and agriculture) and capacity building (study and expertise fund and scholarships).

6.2 Flemish bilateral cooperation

Cooperation between Mozambique and Flanders grew organically since 2002 from the clustering of various projects in Tete Province executed by Flemish actors with the principle aim to locally fight HIV/AIDS and improve HRH-policy. In May 2004 a First Memorandum of Understanding in the area of Health between the Government of Mozambique and the Government of Flanders was signed, principally inspired by the collaboration in the fight against HIV/AIDS. Soon a country strategy paper followed (2006-2010) focussed around health and technical and vocational education and training. It is expected that a next country strategy paper will be negotiated (2016-2020) focussed still on health, mainly in the region of Tete.

6.3 Joint Context Analysis

In 2014, there were some 6 Belgian NGOs active in Mozambique² :

2014	Total support (Eur)
AzG	4.343.226
DISOP	1.197.264

² <http://www.ngo-openboek.be/nl/geo-home/landenfiche?code=MZ>

Oxfam-Sol	941.789
Viva Africa	500.965
FOS	398.542
Damiaanactie	344.583
Rode Kruis VL	3.158
	7.729.527

The joint Context Analysis (JCA) Mozambique is a joint initiative of various Belgian NGAs aiming at civil society, the decentralised administrations and public institutions and the conditions which enable their strengthening. This exercise was conducted by the NGO Oxfam Solidarity from March till September 2015. Some 13 NGAs active in or with interest for Mozambique identified some key areas for future interventions and possible ways of complementarity and synergies. In that regard, agriculture, health and education came out as the most expedient thematic intervention areas. This Joint Context Analysis provides an essential backdrop to the overall country strategy Mozambique as it noted the importance of defining a clear strategic focus and highlighted the needs of university cooperation for development. The results of this JCA will be used for the identification of a Joint Strategic Framework to be developed in the course of 2016 .

7 Annexes

7.1 List of institutions of higher education in Mozambique

Universities

- *Universidade Eduardo Mondlane* (The University of Eduardo Mondlane, UEM), founded in 1962.
- *Universidade Pedagógica* (Pedagogical University, UP), founded in 1985.
- *Universidade Lúrio* (University of Lurio, UniLurio), founded in 2006.
- *Universidade Zambeze* (University of Zambeze, UniZambeze), founded in 2006.
- *Universidade Católica de Moçambique* (Catholic University of Mozambique, UCM), founded in 1995.
- *Universidade Mussa Bin Bique* (Mussa Bin Bique University, UMBB), founded in 1998.
- *Universidade Técnica de Moçambique* (Technical University of Mozambique, UDM), founded in 2002.
- *Universidade São Tomás de Moçambique* (University of Saint Tomas of Mozambique, USTM), founded in 2004.
- *Universidade Jean Piaget de Moçambique* (University of Jean Piaget of Mozambique, UJPM), founded in 2004.
- *Universidade do Indico* (Indian University), founded in 2008.

Polytechnics

- *Instituto Superior Politécnico de Gaza* (Polytechnic of Gaza, ISPG), founded in 2005.
- *Instituto Superior Politécnico de Manica* (Polytechnic of Manica, ISPM), founded in 2005.
- *Instituto Superior Politécnico de Tete* (Polytechnic of Tete, ISPT), founded in 2005.
- *Instituto Superior de Politécnico de Songo* (Polytechnic of Songo, ISPS), founded in 2008.

Tertiary Schools

- *Universidade Politécnica* (The Polytechnic University, A Politécnica), founded in 1995.
- *Superior Politécnico e Universitário* (Polytechnic and University Institute, ISPU), founded in 1995
- *Instituto Superior de Ciências de Saúde* (Institute of Health Sciences, ISCISA), founded in 2003.
- *Instituto Superior de Relações Internacionais* (Institute of International Relations, ISRI), founded in 1986.
- *Instituto Superior de Administração Pública* (Institute of Public Administration, ISAP), founded in 2004.
- *Instituto Superior de Contabilidade e Auditoria* (Institute of Accounting and Auditing, ISCAM), founded in 2005.
- *Instituto Superior de Artes e Cultura* (Institute of Arts and Culture, ISAC), founded in 2008.
- *Instituto Superior de Ciências e Tecnologias de Moçambique* (Institute of Sciences & Technology of Mozambique, ISCTEM), founded in 1996.
- *Instituto Superior de Transportes e Comunicações* (Institute of Transport and Communications, ISUTC), founded in 1999.
- *Instituto Superior de Educação Tecnológica* (Institute of Education and Technology, ISET), founded in 2005.
- *Instituto Superior Cristão* (Christian Institute, ISC), founded in 2005.
- *Instituto Superior de Formação Investigação e Ciência* (Institute of Research, Training and Science, ISFIC), founded in 2005.
- *Instituto Superior Dom Bosco* (Dom Bosco Institute, ISDB), founded in 2006.
- *Instituto Superior de Tecnológica e Gestão* (Institute of Technology and Management, ISTEAG), founded in 2007.
- *Instituto Superior Monitor* (Monitor Institute, ISM), founded in 2008.
- *Instituto Superior de Comunicação e Imagem* (Institute of Communication and Imaging, ISCIM), founded in 2008.
- *Instituto Superior Maria Mãe Africa* (Mother Mary Africa Institute, ISMMA), founded in 2008.
- *Instituto Superior de Gestão, Comércio e Finanças* (Institute of Management, Trade and Finance, ISGECOF), founded in 2009.

Academies

- *Academia de Ciências Policiais* (Police Academy, ACIPOL).
- *Academia de Militar Samora Machel* (Samora Machel Military Academy, AM), founded in 1999.

Colleges

- *Escola Superior de Jornalismo* (College of Journalism, ESJ), founded in 2008.
- *Escola Superior de Economia e Gestão* (College of Economics and Management, ESEG), founded in 2004.
- *Escola Superior de Ciências Náuticas* (College of Nautical Sciences, ESCN), founded in 2004.

7.2 List of resources and interesting links

NUFFIC, [*Mozambique NICHE Country Programme Review Context Analysis 2014-2017*](#)

<https://www.imf.org/external/pubs/ft/scr/2011/cr11132.pdf>

<http://www.afdb.org/fileadmin/uploads/afdb/Documents/Policy-Documents/Mozambique%20-%202011-15%20CSP.pdf>

<http://www.vlaanderen.be/int/sites/iv.devlh.vlaanderen.be.int/files/documenten/Strategienota%20Vlaanderen%20Mozambique%202011-2015.pdf>

http://www.mec.gov.mz/Legislacao/Documents/PEE_2012-2016_PO.pdf

<http://chet.org.za/files/uploads/reports/Case%20Study%20-%20Mozambique%20and%20Eduardo%20Mondlane%20University.pdf>

https://www.btcctb.org/files/web/publication/country_brochures/Brochure_BTC_Mozambique_10_2010.pdf

http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2004/09/08/000160016_20040908100717/Rendered/PDF/294920MZ.pdf