



The importance of ResIST for the Eduardo Mondlane University

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Outline of presentation

- **Science and Technology and the institutions of higher education**
- **The Eduardo Mondlane University as an institution of higher education in Mozambique and in the region**
- **The ResIST purposes and the Eduardo Mondlane mission**
- **Conclusion**

ResIST questions on knowledge society

- **What is meant with the knowledge economy?**
- **What roles are thought to play in the economy?**
- **Who makes critical decisions in the knowledge economy and do these decisions have the effect of further concentrating the knowledge resources or spreading them more broadly?**

S&T and the HEI

- **HEI have the following roles in S&T development:**
 - **Train scientists and technologists;**
 - **Do research (fundamental, applied and experimental adaptation);**
 - **Offer laboratory and extension services;**
 - **Support the government policy making processes.**

Does the South have a chance?

Table 1. Total expenditures as % of GDP

South Africa	Sub-Saharan Africa	Malaysia	South Korea	Singapore	China
6.7	0.6	4.9	4.3	3.9	4.9

The means of HEI to do this

- **Steady decrease of funding per student;**
- **Tendency towards indirect financing and reduction of core funding («relevance» vs. «independence»);**
- **Concentration of research funding in private (corporate) rather than public (HEI & Research) institutions.**

What is the position of the
Eduardo Mondlane as a S and
T institution?

- **Eduardo Mondlane University,**
agent and object of transformation
in society.... *UEM`'s mission
statement*

UEM in Mozambique & SADC

- **UEM was the only HEI created in Mozambique during the colonial era (1962);**
- **It is younger than the colonial universities in neighbouring countries;**
- **It is still the largest HEI in Mozambique despite the opening of many public and private institutions over the last decade (40% of total enrolment).**

 UNIVERSITY OF CAPE TOWN

 STELLENBOSCH UNIVERSITY

 UNIVERSITY OF PRETORIA

 RHODES UNIVERSITY

 UNIVERSITY OF THE WITWATERSRAND

 UNIVERSITY OF THE WESTERN CAPE

 UNIVERSITY OF SOUTH AFRICA UNISA

 AMERICAN UNIVERSITY IN CAIRO

 UNIVERSITY OF KWAZULU-NATAL

 UNIVERSITY OF THE FREE STATE

 NORTH WEST UNIVERSITY POTCHEFSTROOM

 UNIVERSITY OF PORT ELIZABETH

 UNIVERSITY OF DAR ES SALAAM

 UNIVERSITY OF LA REUNION

 PORT ELIZABETH TECHNIKON HIGHER EDUCATION

 CAPE TECHNIKON

 UNIVERSITY OF ZIMBABWE

 MAKERERE UNIVERSITY

 UNIVERSITY OF NAMIBIA

 UNIVERSITE CHEIKH ANTA DIOP

 UNIVERSITY OF MAURITIUS

 UNIVERSITY EDUARDO MONDLANE

Table 2: Overview of HEI in Mozambique

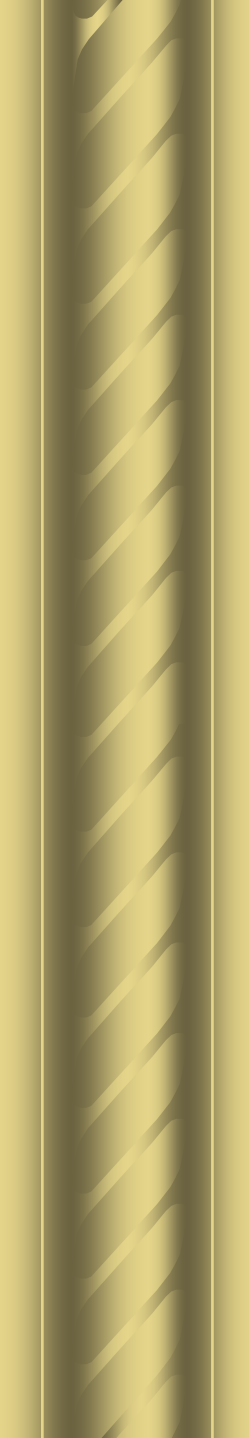
Sigla	Tipo	Enrolment		Full-time lecturers		Part-time lecturers		Covered fields of science	
		2004	2005	2004	2005	2004	2005	2004	2005
ACIPOL	Public	348	429	0	5	43	65	1	1
AM			65		40		12		1
ESCN		202	288	22	22	10	10	2	2
ISCISA		109	345		11		28	1	2
ISRI		684	680	30	34	35	46	2	2
UEM		9712	11517	684	758	385	402	14	17
UP		4058	5539	264	310	232	232	4	7
Sub total		15113	18863	1000	1180				
ISCTEM	Private	1107	1595	26	13	155	202	5	5
ISPU		2573	2991	32	26	202	175	6	6
ISSET			200		5		4		1
ISUTC		314	255	8	7	38	49	3	3
UCM		2051	1647	112	118	96	100	8	9
UDM		651	986	6	10	69	123	3	3
UJPM			324		10		58		3
UMBB		447	706	4	5	63	79	2	2
USTM			731		15		87		3
Sub total		7143	9435	188	209				
Grand Total		22256	28298	1188	1389				

UEM's history analyzed

- **Difficult transition from an institution designed to support the metropolis to an institution supporting an independent nation;**
- **Despite huge investments in staff and other resources still under-equipped and highly dependent on project support;**
- **Despite the growth in scientific impact still lagging behind in quantity and quality of research.**

Table 4. Distribution of the academic staff by academic qualifications, nationality and sex.

Distribution		Full time	Part time	Total	%
Nationality	Mozambican	707	370	1077	92
	Expatriates	70	29	99	8
Total		777	399	1176	100
Academic level	Bsc	2	0	2	1
	Licenciante	452	309	761	65
	Masters	181	55	177	15
	PhD	142	55	177	15
Total		777	399	1176	100
Sex	Male	573	308	881	75
	Female	204	91	295	25
Total		777	399	1176	100

- 
- **“ Without the empowerment of woman, without their unhindered participation in all decision-making processes, the world “ *democracy*” will remain void of any real substance in Africa (Ajayi *et al.*, 1996).**

Knowlegde in the Enlightenment perspective

- ***Knowledge is like light. Weightless and intangible, it can easily travel the world enlightening the lives of the people everywhere. Yet billions of people still live in the darkness of poverty unnecessarily. In part, at least, people live in poverty because they cannot reach the switch to turn in the light and that is called Edcation (Knowlegde Development Report 1988-1999).***

Table 2. Demographic trends

Area	Population (millions)	Natural increase	Doubling times (years)
World	6000	1.7%	40
Asia	3000	1.8%	38
Africa	800	3.1%	24
Europe	510	0.3%	266

World 9 billion in 2015

Actions

- **Post graduate studies**
- **Multidisciplinarity in teaching and research**
- **Centers**
- **Research policy**
- **Research on rural development in the districts**
- **Services to the municipalities**

Inequalities through higher education (Private benefits)

- **Better employment prospects**
- **Relatively higher salaries**
- **Greater ability to save and invest**

Inequalities through HE (incl. R&D) (public)

- **Brain drain**
- **Concentration of Intellectual Property Rights in the North**
- **Design of collaborative support tailed to «southern needs» but approved and implemented according to northern criteria**
- **Design of research agenda by partners in the North**
- **Control over project funds and the skewed distribution of the funds in favour of the northern partner**

ResIST

- **Make disenfranchising and impoverishment by HE, S&T visible at the global and the national levels;**
- **Identify the mechanisms that reproduce or enhance inequity;**
- **Identify alternatives towards a more equitable society;**
- **Make strategy and policy recommendations to enhance the emancipatory power of HE, S&T.**

UEM and ResIST

- Host to international partners?
 - Learner of research methods and techniques?
 - Beneficiary of research funds and means?
 - Contributor to the implementation of research output (setting agendas)?
 - Contributor to the development of new approaches and methodologies?
- YOU**
have the answers

Conclusions

- **ResIST is an opportunity to do relevant research on Science, Technology and Innovation;**
- **ResIST can abate inequality among partners if it is willing to address this issue in its internal functioning;**
- **UEM has task to dedicate resources and to raise the right questions so that it can take full benefit from the project.**



- **THANK YOU**

- **MUITO OBRIGADO**