

DEASA COUNTRY REPORT

MOZAMBIQUE

1. INTRODUCTION

Mozambique, as a member of the Southern African Distance Education Association (DEASA), is represented by the following institutions: ISCED Open University (UnISCED), Eduardo Mondlane University (UEM), Catholic University (UCM) and National Institute of Distance Education (INED).

Starting from UnISCED, this report presents the main achievements of the four-member institutions and it describes the activities developed by such institutions between August 2023 and August 2024 in the areas of research, training, partnerships and innovation. At the end, the report presents the challenges that each of them has been facing and then, both a conclusion for each institution and a general conclusion are presented.

2. ISCED OPEN UNIVERSITY

2.1. About ISCED Open University

ISCED Open University (UnISCED) is a Mozambican Private Higher Education Institution that offers online and distance education courses. The institution was officially established through the Decree Number 27/2021, of May 6. Its headquarters are located in the City of Beira and it has got Resource Centers in all the provinces of the country. The University resulted from the transformation of the then Instituto Superior de Ciências e Educação à Distância (ISCED), established through the Decree No. 41/2014, of August 15, and started offering its courses in 2015. The following are the activities developed by UnISCED in the period ranging between August 2023 and August 2024 for this report:

2.2. Research Activities

Regarding research actions in Distance Education (EAD), UnISCED have been investing in the development of research activities, which for the period mentioned above, constitute challenges, both for UnISCED and its partners. In this regard, UnISCED organized 2 international conferences, one in 2023 on Cooperation between higher education institutions, and the other in 2024, on the Challenges of Higher Education in the 21st Century. Likewise, UnISCED's working staff published several articles and book chapters. Some of them have been listed below:

1. Stefan Mussa et al (2024). A realização do trabalhador é ser valorizado pela organização! Evidência fatorial e proposta de uma diagnose laboral da percepção do suporte organizacional em trabalhadores de organizações pós-isolamento social. Seven Publicações Académicas
2. Stefan Mussa (2024), publicado em capítulo de livro publicado e lançado no Brasil. *A gestão de talentos na Universidade Aberta ISCED em Moçambique published in the book titled "Agregando Valores: Administração, Contabilidade e Economia"* (Pgs 106-129) Volume 3.
3. Gerson Moura Chitula et al (2024). "Mapeamento de ocorrência das áreas verdes como indicadores da qualidade ambiental na cidade da Beira-Moçambique" <https://doi.org/10.47820/RECIMA21.V5I3.5059>;
4. Álvaro Dembuenda (2023). Educação para a Cidadania em Moçambique Trilhos para uma Liberdade Epistémica in *As Faces da Educação em Contextos Múltiplos: Entre Teorias e Práticas*.
5. João Abílio Lázaro (2023). A Philosophical debate on language and Communication in Andy Clark. Available online at <https://revista.uniscied.edu.mz/index.php/uniscied>;
6. Edgar Cambaza (2023) Estudo bibliométrico sobre a literatura relacionada com a Covid-19 em Moçambique durante o estado de emergência e calamidade pública- Available online at <https://revista.uniscied.edu.mz/index.php/uniscied>;
7. Simone Mura & Heitor Simão (2023). Avaliação por pares em contexto de ensino híbrido;
8. Stefan Mussa (2023). Impacto da inteligência artificial nas universidades moçambicanas: desafios e oportunidades. Available online at <https://revista.uniscied.edu.mz/index.php/uniscied>;
9. Liudmirth Noé (2024) Qualidade de vida no trabalho dos professores. Available online at Available online at <https://revista.uniscied.edu.mz/index.php/uniscied>;
10. Lúcio Mavundla et al.- Desigualdade e Pobreza em Foco: Uma Análise Abrangente da Realidade Socioeconómica na Província de Sofala, Moçambique- <https://periodicos.ufv.br/reves/article/view/17814>;
11. Zulmira Mahumane & Adérito Barbosa (2023) - As teorias do processo de ensino e aprendizagem no ensino à distância na modalidade online. Online available at <https://www.atenaeditora.com.br/catalogo/post/as-teorias-do-processo-de-ensino-e-aprendizagem-no-ensino-a-distancia-na-modalidade-online>;
12. Valentim Germano Manuel & Sualé Amade (2024). Marketing Educacional nas Instituições de Ensino Superior em Moçambique. Online available at <https://revistaeducaonline.eba.ufrrj.br/edi%C3%A7%C3%A3o-atual>.

2.3. Capacity Building

With regards to training, UnISCED carried out several training sessions. Some of these sessions are the following:

- a) Planning and implementation of distance education curriculums;
- b) Online and distance education evaluation;
- c) Production of video materials for students' use;
- d) The use of the Moodle platform;
- e) The use of open educational resources and intellectual property rights, use of virtual libraries, among others.

UnISCED also offered a number of scholarships to all its staff in need to do their studies, as well as it offers scholarships to the husbands or wives and children of its staff, among others.

2.4. Partnership and collaboration

UnISCED has got memorandums of understandings with a good number of partnerships with different institutions. From August 2023 to August 2024, UnISCED signed memorandums of understanding with the following institutions:

1. Universidade Rovuma;
2. Instituto de Tecnologia, Inovação e Serviços, SA (ITIS);
3. Delegação Provincial do IDEPA, IP Maputo;
4. A VIPRO, Lda.;
5. Organização Nacional dos Professores na Província de Sofala;
6. Universidade Sociotécnica de Moçambique (UniSoM);
7. Centro de Formação de Nazaré;
8. Universidade Estadual Paulista Júlio de Mesquita Filho.

2.5. Policy Development and facilitation

At UnISCED, within the scope of policy development and facilitation, the following activities were developed:

- a) Development of a pedagogic model;
 - b) An update to the regulations concerning the use of university students
 - c) Policy on the use of tablets and laptops.
1. At UnISCED, within the scope of policy development and facilitation, the following activities were developed:
 - a) Definition of standards for the production of videos and tutorials;
 - b) Production of the quality policy manual;
 - c) Approval of professional qualifiers for careers, categories and management, leadership and trust functions;
 - d) Approval of the Research and University outreach Regulation.

2.6. Quality promotion

At UNISCED, for the reaccreditation of some of its courses and for the accreditation of new ones, the institution is currently working with the National Quality Assurance staff towards the improvement of its course materials, revision of its policies, hiring of more and qualified staff, among others so as to have such courses accredited or reaccredited for implementation in 2025.

In relation to the running of its courses, at the end of each block, an opinion survey is carried out with students and tutors so as to understand their level of satisfaction for institutional improvement. At the of this process, internal quality assessment reports are prepared and they later serve as evidences of such processes having been done.

2.7. New innovation

2. At UNISCED, the innovation that is worth mentioning for the period above-mentioned is the creation of the virtual library and the creation of the electronic journal. The institution has also embarked on recording video-lessons to facilitate students' understanding, and exams are, now, written online. All UNISCED official documents are available online.

2.8. Challenges

The challenges that are currently being faced by UNISCED include the need to influence policy-makers and the general public to change their conception about distance and online education. The institution is also working towards establishing its own physical infrastructures adjusted to an ODeL University, among others. The cost and quality of both internet and electricity also humper the growth of online education in Mozambique.

2.9. Conclusion

This report presented the activities that have been develop and UNISCED from September 2023 to 2024 at UEM. Despite the progress observed in several areas, UNISCED is concerned about the need for the citizenry to change their mindset about online and distance education and look at it as a similar to the traditional approach to education. Other challenges such as expensive and poor internet connectivity and electricity are also faced by similar institutions but they need to be addressed at the country level.

3. EDUARDO MONDLANE UNIVERSITY

DISTANCE LEARNING CENTER

3.1. About Eduardo Mondlane University

Eduardo Mondlane University (UEM) is member of DEASA since 2015. For a period of 4 years, UEM represented Mozambique at DEASA. However, in 2019, Mozambican members institutions at DEASA decided that UEM should continue holding this position as the institution was preparing for the 2020 conference. However, this conference took place in the context of the Covid-19 pandemic and no general assembly was held. This ended up prolonging the retention of all members of the DEASA executive committee. In 2022, at the executive committee meeting, UEM expressed its desire to transfer its representation to another institution since it was already far outside DEASA's constitutions.

This report describes the main achievements of UEM from September 2023 to September 2024.

DEASA Key Performance Areas

This section presents the main activities developed in DEASA's key performance areas, namely, research, capacity building, partnership, collaboration and policy development.

3.2. Research Activities

Regarding research activities in Distance Education (DE), UEM is a research institution and its activities aim to promote research, experimentation and innovation in DE. The following table presents the number of publications by area and academic unit of UEM.

Area / Unit	Number of articles
FAMED	91
FAVET	15
FACED	5
FAEF	12
FC	35
FLCS	41
ESNEC	6
ESCMC	1
ESUDER	5
ESHTI	8
ESCIDE	15
CEND	3
CeCAGe	3

CEPPAG	1
CePTMar	4
CEA	4
CEISA	1
AHM	1
Total	251

3.3. Capacity Building

With regard to training, the institutions carried out several training sessions, which are presented below.

At UEM, 538 students were trained in the distance learning pedagogical model and 350 students were trained on the use of the SIGF, which gives them access to financial and administrative information. The institution also trained 192 teachers on online teaching and 20 tutors on student support and monitoring, as well as induction of new students throughout the country, where 630 new students were trained. UEM's academic calendar consists of 4 semesters of classes, and at the beginning of each semester, 4 training sessions on online tutoring were held.

3.4. Partnership and collaboration

Regarding partnerships, between September 2023 and September 2024, UEM signed several agreements, memoranda of understanding and partnerships. The partnerships of each institution in the area of distance learning are presented below.

1 -Protocols	
1	Protocol for the implementation of distance learning programs between the University of Agostinho Neto
2	Distance Learning Program Implementation Protocol between UEM/CEND and ISCISA
3	Distance Learning Program Implementation Protocol between UEM/CEND and UNIZAMBEZE
4	Financing protocol between Eduardo Mondlane University, the University of Aveiro and the Calouste Gulbenkian Foundation, for technical assistance to the Quality Assurance System in Distance Education at Eduardo Mondlane University
5	Cooperation Agreement Between the University of Genoa (Italy) and UEM.
2- Cooperation and Donation Agreement	
1	Donation Agreement for Distance Learning Programs at UEM/CEND by the Ministry of Science and Technology and Higher and Technical Professional Education – FDI
2	Cooperation Agreement between UEM/CEND and Italian Cooperation

3 - Memorandum of Understanding	
1	Memorandum of Understanding between UEM/CEND and Zimbabwe Open University

3.5. Policy Development and facilitation

The Ministry of Education and Human Development is in the process of preparing the Strategic Plan for Education 2020-2029, which prioritizes the continued expansion of the Education System with quality, exploring Distance Learning, benefiting from the potential of new technologies, and within the limits that allow ensuring the quality of the educational services provided. Law 18/2018, of December 28, the Law of the National Education System, establishes Distance Learning as a teaching modality in Mozambique.

At UEM, its strategic plan was recently approved, which seeks to operationalize several activities with a view to making UEM a Research University and highlights the development of distance learning and e-learning as a way to expand access to higher education in Mozambique. Specifically, UEM's Distance Learning Policy and Strategy, the new distance learning management model at UEM, and the vision, mission and values of distance learning at UEM were approved in September 2019.

3.6. Quality promotion

To promote quality assurance in distance learning, UEM carried out two face-to-face monitoring sessions at tutoring centers throughout the country. Likewise, UEM undertook daily online monitoring sessions on the Moodle platform. Each course has a Skype meeting room and a tutor assigned to each room who monitors all the activities, as this is the forum where students present their concerns. The development of the distance learning quality assurance system, a course self-assessment manual, a tutor's manual, a course operation manual, and a course development manual are underway of being produced.

3.7. New innovation

UEM's distance learning courses adopt innovative methods, guided by socio-constructivist methodological principles, with the aim of stimulating problematization, student autonomy as well as collaboration between actors, whether in a virtual or in-person context, when necessary.

3.8. Challenges

As in other distance education institutions in the country, distance learning presents several challenges of which, some of them are listed below:

1. Lack of digital libraries;
2. Lack of distance education research related publications;

3. Lack of action -research to improve the teaching and learning processes;
4. Lack of sufficient publications in peer-reviewed journals and others.

3.9. Conclusion

This report presents the activities carried out in the period from September 2023 to 2024 at UEM. There has been progress in all areas of development of this teaching modality, whether in terms of research, training of human resources, or concern for ensuring the quality of distance learning. Innovation has been achieved in both teaching and pedagogical methodologies for distance learning and in the technological tools used in this teaching modality.

The major challenges focus on the use of technology, distance learning research, training of human resources, access to online libraries, implementation of distance learning policies and the development of quality assurance systems.

4. CATHOLIC UNIVERSITY OF MOZAMBIQUE

4.1. About the Catholic University of Mozambique

The Catholic University of Mozambique (UCM) is owned by the Catholic Episcopal Conference and was established on August 10, 1996 by the Council of Ministers. UCM has got campuses in the cities of Maputo, Beira, Chimoio, Cuamba, Nampula, Pemba, Quelimane and Tete and the headquarters for the distance education Centre are located in the City of Beira.

The activities carried out by UCM's Institute of Distance Education between September 2023 and September 2024 reflect a solid commitment to the promotion of quality distance education. This commitment is manifested on several fronts, including participation in meetings, quality assurance training and curriculum review, which are significant steps towards achieving an education of excellence and aim to ensure that students receive a solid and up-to-date training that is aligned with best practices.

4.2. Quality Assurance

Quality assurance and staff training is a crucial initiative to ensure that education standards are observed and improved. In this regard, UCM focused on curriculum revision as a fundamental aspect of IED activities and this process was developed in the last 12 months to ensure not only that the content of courses offered is aligned with current market needs and student expectations but also to have its courses reaccredited by the relevant authorities.

4.3. Research

The activities developed by the Research Department between 2023 and 2024 can be summarized as follows:

1. Presentation of 12 research projects to the Academic PVC for approval;
2. Round table discussions on the importance of research and training for higher education professionals;
3. Organization of a pre-conference for 2024;
4. Organization of an international conference.

4.4. Capacity building

As a means to strengthen the potential of its working staff and students, UCM organized the following training sessions:

1. Training in the design of curricular plans for undergraduate and postgraduate students;

2. Training for part-time tutors in the use of the MOODLE platform and ensuring access to institutional email, the MOODLE platform, course subjects among others;
3. Induction for new students, ensuring that they are able to use educational platforms such as Moodle, Google Meet, Zoom, and others;
4. Induction to students on the use of pedagogical material as well as on how they can get technical and social support;
5. Training on the Reinvention of Higher Education as well as on how human beings learn and motivate each other;
6. A training on evolutionary methodologies that are suitable for the functioning of the human mind.

4.5. Challenges

At UCM, in the last twelve months, the institution faced the following challenges:

5. Weak access to digital libraries with Portuguese written literature;
6. Weak research output;
7. Cost and quality of internet and electricity;
8. Lack of qualified staff to respond to the need for publications on distance education.

4.6. Conclusion

Despite the achievements obtained in the last 12 months and despite the progress observed in the various areas mentioned above, the challenges that the institution faced are similar to those that other distance education institutions are facing in the country. In this regard, there is need for them to work together so as to overcome them.

5. NATIONAL INSTITUTE FOR DISTANCE EDUCATION

5.1. About the National Institute for Distance Education

The National Institute for Distance Education (INED) is a public institution that oversees, coordinates and regulates distance education in Mozambique. INED was first approved and established through a ministerial Decree No. 49/2006, of 26 of December and later on readjusted through Decree No. 40/2016, of 16 September.

5.2. Activities Performed

For 2024, INED prioritized its actions based on the goals and results foreseen in the Education Strategy for 2023-2032, and in the main strategic objectives defined in the Strategic Plan for Education 2020-2029 and in the INED Activity Plan. The above-mentioned objectives are the following:

1. Consolidation of the Accreditation Systems for Distance Education courses and programs;
2. Training and qualification of distance learning professionals;
3. Advocacy and promotion of the distance learning modality;
4. Sharing good practices on distance education.

5.3. Consolidation of the Accreditation System for Distance Education Courses and Programs

Overall, there are 16 institutions offering a total of 129 distance learning courses and programs in the country. Of these, 13 are in higher education with 118 courses; two (2) in professional education with eight (8) courses and one (1) in teacher training education, with one (1) course and general education with two (2) programs. According to the same data, until 2021, 15 distance learning provider institutions were accredited, with a total of 99 accredited courses, 87 of which are in higher education.

Between 2023 and 2024, INED started a process of reviewing and updating the Distance Learning Regulations and the Ombudsman's Procedure Manuals, in view of adapting them to respond to the current legal system.

During the accreditation process, an assessment was made, concerning the existing conditions for offering PESD in 160 Learning Support Centers and the Distance Learning Teacher Training Course in 110 pedagogical centers, involving a total of 30 technicians from central and provincial levels.

5.4. Training and qualification of distance learning professionals

In the context of training and qualification for distance education professionals, training was provided to 35 tutors of the Distance Secondary Education Program (PESD), for the use of Aptus and the Moodle platform for the introduction of new subject contents, as a reinforcement of learning, within the scope of the Innovative Open Schooling Pilot Project, being implemented in 15 Secondary Schools in the country, carried out in the province of Maputo.

Still in this context, INED, through the Provincial Center for Distance Education, held the III Seminar on "Innovative Pedagogical Strategies for the Development of Distance Education", in Xai-Xai-Gaza province. In this seminar, members of the provincial government, teachers, tutors and technicians from various areas participated.

5.5. Advocacy and Promotion of the Distance Learning Modality

In the context of defending distance education approaches, INED has prioritized dialogue with public and private distance learning institutions in the country, as a way of promoting awareness about the importance of this type of education.

To operationalize the strategic objectives set out in the recently approved documents, INED disseminated the Distance Education Strategy (EEAD) 2023-2032, in the Northern, Central and Southern regions of the country, with representatives from all institutions providing distance education courses.

5.6. Sharing good practices on distance learning

In the context of exchanging experiences and good practices in distance education, INED participated in several forums and seminars on distance education at the national and international level. In this context, it held meetings with the Federal University of São Paulo and the Brazilian Association of Distance Education (ABED), in Brazil, in view of strengthening cooperation with institutions that are more experienced in distance education.

5.7. Challenges

In general, there has been a significant growth in the distance learning modality, as institutions tend to offer more and more courses and actions are carried out in view of improving the training offered. In this regard, however, the challenges being

faced are the following:

- Consolidation of distance education accreditation and quality assurance systems through harmonized quality instruments, standards and procedures. This is supposed to be done through the creation of assessment instruments for short-term distance education courses and programs;
- Training and qualification of Human Resources in relevant distance education aspects;
- Provision of adequate infrastructure for distance education;
- Creation of digital repositories of open and multimedia educational resources for learning and a distance education statistical database;
- Lack of sufficient research on distance learning;
- Lack of sufficient financial resources for the implementation of distance education courses;
- Advocacy and dissemination of EAD.

5.8. Conclusion

INED stands as one of the institutions with the most challenges in distance education in Mozambique because apart from it having to be abreast with the new developments and trends of distance education around the world, it has the challenge of designing distance education policies, ensure that these are properly implemented and ensure the observance of quality standards in distance education institutions in Mozambique. However, one of the greatest challenges that INED faces is related to the inability to help such institutions in addressing issues related to affordable and quality internet and electricity connectivity. This is why INED has been working closely with the institutions affected in the search of solutions to address such problems.

6. GENERAL CONCLUSION

This report presents the summary of activities carried out between 2020 and 2024 by UNISCED, UCM, UEM, INED, ISGECOF as members of the Distance Education Association of Southern Africa (DEASA), in Mozambique.

Although Mozambique has only 5 DEASA member institutions and the activities mentioned above seem to be few, there is progress in all areas that are being explored in ODeL be it in teaching, research, human resources' development and others, ensuring the quality of distance education in the country. Innovation is also another relevant element that helps to improve ODeL and it deserves to be mentioned in the report.

Apart from the successes being observed in ODeL in Mozambique, the major challenges faced concern the use of technology, distance learning research , training of human resources, access to online libraries, implementation of distance learning policies and the development of quality assurance systems.