Developing Social Work Education in Mozambique in Collaboration with Finnish Institutions

University of Tampere

Department of Education

Master's Degree Study

Senja Kemppainen

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ABSTRACT

In 2008 University of Eduardo Mondlane in Mozambique will offer a new Bachelor Programme in Social Work. From the 1990's there has been professional training in this field but not in the higher education sub-sector. This study deals with social work education in Mozambique and its respective cooperation with Finnish partners primarily concentrating on the era between 2004 and 2007 i.e. the cooperation time period under the North – South Higher Education Network Programme.

This study was reasoned as an analysis of an existing cooperation. The cooperation is between Pirkanmaa University of Applied Sciences (PIRAMK) and University of Tampere (UTA) from Finland and Ministry of Women and Social Affairs (MMAS) and University of Eduardo Mondlane (UEM) from Mozambique. The overall aim of the cooperation is to support the development of social work education in Mozambique. The activities in cooperation focus on reciprocal student and teaching exchange and practical training. Furthermore Universities are cooperating in the planning of higher education of social work at the University of Eduardo Mondlane.

The overall focus of the study is how this cooperation can support social work education in Mozambique and how this cooperation will affect the Social Work Bachelor Programme. This study is a qualitative case study; data collection was performed during three months of exchange studies in Mozambique under the guidance of Eduardo Mondlane University. When collecting the data the semi-structured interviews and documentary analysis and to some extent field observation were used. The analysing method of the empirical evidence is qualitative thematic interpretation of interviews and textual material. Research findings are examined in relation to the recent scientific discussion and debate concerning the research area; social work education in Africa and respective development cooperation.

The results of the study show that the cooperation has had an important contribution to the social work education in Mozambique. Overall, the cooperation has been valued highly and experiences have been positive. The major challenges have been the language barrier and the ambiguity in the roles of different partners. The main recommendation for cooperation practices is further development of language skills and clarification of roles and responsibilities of each partner. Finland's main contributions to the Bachelor Programme are support in curriculum development, support in institutional capacity building and cooperation in producing teaching materials. Further funding is needed in order to complete the needs of beneficiaries, such as degree studies for Mozambicans and research cooperation between universities.

Keywords: Mozambique, Social Work, Higher Education, North – South Higher Education Network Programme, Development Cooperation

CONTENTS

Acknowledgements

When I was starting to compose my Master's thesis research I hoped that the topic would somehow concern the field of comparative education and particularly educational questions in developing countries, as this is my personal interest area and the area that I wish to specialize in. Therefore, this study gave me, first of all a great opportunity to improve the academic knowledge-base in this area, but also the opportunity to compose data collection in Mozambique. This brief observation, a glimpse of lifestyle in a developing country - albeit to some extent inevitably through a tourist lenses - certainly taught me something about the third world that I could never have learned from books or from the Internet.

One of the reasons behind the research and in conducting it in Mozambique in particular is based on conversations with my supervisor Tuomas Takala (Department of Education, University of Tampere) and ideas and advice from Anna Metteri (Department of Social Policy and Social Work, University of Tampere), who has valuable contacts and experience of cooperation with Mozambique in this field and who put me in touch with the right persons in Mozambique. Therefore, I am very grateful to have this opportunity to realize my research project with support and guidance of these persons. In addition I want to express my gratitude to the people involved in this research at the Eduardo Mondlane University and in the Ministry of Women and Social Affairs in Mozambique and in Pirkanmaa University of Applied Sciences in Finland.

Abbreviations

CIMO	Centre for International Mobility
EFA	Education for All - declaration
FRELIMO	the Front for the Liberation of Mozambique [Frente de Libertação de Moçambique]
IASSW	International Association of Schools of Social Work
IFSW	International Federation of Social Workers
ISCTEM	The Higher Institute of Sciences and Technology of Mozambique [Instituto Superior de Ciênciais e Tecnologia de Moçambique]
ISSS	Institution of Health and Social Services [Instituto de Saude e Serviços Sociais]
KEPA	Service Centre for Development Cooperation
MFA	Ministry for Foreign Affairs of Finland
MMAS	Ministry of Women and Social Affairs [Ministerio da Mulher e Acção social]
MMCAS	Ministry of Women and Coordinating of Social Affairs [Ministerio da Mulher e de coordenação Acção social]
N – S Programme	North – South Higher Education Network Programme
OECD/PISA	Organisation for Economic Co-operation and Development/Programme of International Student Achievement
PIRAMK	Pirkanmaa University of Applied Sciences
RENAMO	the Rebel Mozambican National Resistance [Resistência Nacional Moçambicana]
UFICS	Training and Research in Social Sciences Unit [Unidade de Formação e Investigação da Ciencia Sociais].
UEM	Universidade Eduardo Mondlane
UNESCO	United Nations Educational, Scientific and Cultural Organization
UTA	University of Tampere

1 INTRODUCTION

The growing importance of knowledge has underlined the position of higher education institutions as producers of skilled and knowledgeable graduates, who are capable of guiding national development. Mozambique has been aiming to make progress in the development of the higher education sector and new programmes are being established. In 2008 a new programme in social work begins at the tertiary level. The government of Mozambique has assigned this task to the University of Eduardo Mondlane. The new programme was supposed to start in February 2007, but was postponed due to the lack of resources, and is planned to start, hopefully, during 2008. This is the starting point for this study; the beginning of academic studies in social work education in Mozambique.

The new educational programme is not starting from scratch. In Mozambique, there has been professional training from the 1990's in this field, but not in the higher education sub-sector. In general, social work within many social services in Mozambique is still in its infancy and urgently needs to be further developed. Thus the initiation of the social work degree programme at the university level is an important step forward. This study attempts to trace the paths that led to this initiation. While examining the historical background, special reference is paid to how Finland has been involved in this process of contribution to social work education in Mozambique. The roots of the cooperation between Mozambique and Finland in the field of social work can be traced to the beginning of the 1990's. A brief sketch of these historical steps is written, although this study primarily concentrates on the era between 2004 and 2007 i.e. the cooperation time period under North – South Higher Education Network Programme funded by the Ministry for Foreign Affairs of Finland (MFA) culminating in the initiation of Bachelor Programme in Mozambique.

The review of recent social work higher education development cooperation literature shows that the field (as the whole development cooperation field) has met frustration and concerns over the effectiveness of its traditional forms. In this framework, the study is concerned with the possibilities of the cooperation between such different realities than Finland and Mozambique. The empirical data, namely interviews with key persons and related documental material is analyzed by dialectics with debate in literature. In short, the focus of this qualitative case study research is the Social Work Bachelor Programme with special reference to the role of cooperation under North – South Higher Education Programme in order to support the academic studies in social work education.

The study begins with an introduction to the general background (chapter two). This was written to facilitate the understanding of broader themes within the study, the field of social work and the field of higher education, while incorporating these fields into the Mozambican context. The chapter briefly outlines the nature of social work and then the discussions that have taken place regarding the field of social work in Africa. Lastly the chapter considers on what grounds social problems and social work stand in Mozambique and introduces the broad outline of the historical and political context in which higher education stands in Mozambique.

Chapter three is the description of the research implementation and research methodology. The chapter opens with the definition of the research problem and the setting for data collection, clarifying how the data was collected and analyzed. In addition the chapter gives justification to the chosen methods and explains the choices and modifications made during the study.

In chapter four the framework of the topic, of which the study will focus on, are presented. The chapter discusses and elucidates the main areas of research focus, the field of social work education in Mozambique and the cooperation under the North – South Higher Education Network Programme. The chapter is a brief sketch of the most relevant points concerning the historical phases and current circumstances of these areas.

The research findings chapter is divided into three parts. The first part reflects the overall experiences of cooperation, its strengths and its weaknesses. The second focuses on the cooperation and networking between different partners. The third discusses the effects of the collaboration on the new Bachelor Programme. Finally, after research findings, the limitations and the significance of the study are discussed with overall conclusions.

2 GENERAL BACKGROUND

2.1 The Nature of Social Work

The birth of social work was a result of the modernization of society (Sipilä 1989, 13). Social work originated in the latter half of the 19th century, first in England and later in the United States (Hare 2004, 411). In general, social work is an applied field and social workers are employed in a wide variety of settings, including; child welfare services, family welfare services, medical and psychiatric services, education-related social work, protective and correctional services, group/community services and miscellaneous services. The roles of social workers include planning, organization, supervision, advocacy, counselling, administration, research, programme evaluation and related tasks. Social work encompasses a wide range of methodologies (Hare 2004, 417). The main methods are: social casework, social group work and community development / organization. In order to work in this sector, modern social workers are expected to have certain professional knowledge and skills. (Rwomire & Raditlhokwa 1996, 6-9.)

The international definition of the social work, jointly agreed in 2001 by both the IFSW (International Federation of Social Workers) and the IASSW (International Association of Schools of Social Work) is the following:

> "The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work". (www.iassw-aiets.org; www.ifsw.org.)

This definition covers the basic meaning and function of the social work profession, although internationally there are no uniform standards for the training and practice of social workers. During its history, social work has grappled with issues of professionalization. This is to say that when considering social work's boundaries, relationship to other professions and its own professional identity, social work has received criticism for being variety of professions rather than a united entity (Hare 2004, 411). Counter arguments of this criticism have come from scholars who argue that social work is a profession which has a body of knowledge, ethics and skills, which are unique

to the field. Besides the knowledge base, the values and mission are central to the profession. Social work shares some fundamental responsibilities, tasks and principles, creating elements of international relevance. Social work's pursuit of helping others, preventing harm and principles of human rights and social justice represent these fundamental values. By and large the overriding aim of social work is to promote people's well-being. (Bisman 2004, 120; Hare 2004, 410, 416; Taylor 1999, 310-311; Rwomire & Raditlhokwa 1996, 6; Gray, Mazibuko & O'Brien, 1996, 36-37.)

The possession and utilization of a specialized knowledge base organized into a body of theory is the criterion for professional status (Hare 2004, 414 quoting: Greenwood, 1957: 46; Bartlett, 1970: 63). Therefore the beginning of education and knowledge base remains an essential aspect in the process of professionalization (Sipilä 1989, 19). Professionalization is the social process an occupation undergoes when it transforms itself to a level of profession (Encyclopædia Britannica - the Online Encyclopedia, last accessed: June 2007). In other words those who have the required qualifications and have studied and mastered the specialized knowledge can practise the given profession. When the qualifications have been defined and agreed, the society recognises that certain professions fill certain occupations. Furthermore each profession usually has a professional association and ethical code.

There are different approaches to studying professions and professionalization, but in all of them professional education is seen to have a crucial role (Vuorikoski 1999, summary). Sociological theories have attempted to address the role of professions in society by theoretical terms, however, the purpose here is not so much to enter this debate. Therefore, this research has not attempted to make a review of the general sociological theories nor the sociology of professions, but it needs to be stressed that the development of education is linked to the development of the profession of social work and the professionalization agenda. The main characteristic for the profession is the scientific knowledge that is given in the academic education. Hence, the priorities and possibilities of social work education at the tertiary level are highly related to the professionalization agenda.

2.2 Social Problems in Africa

The meaning of the term *social* is diverse and varied. One single agreed-upon definition of the term clearly does not exist. In contemporary society *social* is used in many different senses, it could be interpreted to mean a society, but could also mean any group with a common interest. Nevertheless, the term is broadly referring to human society or its organisations. It describes human society and its methods and modes of organization, for instance communities and its people and how they operate. The term is crucial in social science.

The concept "social problem" is problematic as well. There is no well-defined definition even though the term social problem is widely used. In general it can be viewed as an undesirable condition, but all undesirable conditions are not viewed unanimity. Rwomire (2001, viii) as well as Macdonald (2001, 19) among others, have stressed that in any context, social problems are a complex, multidimensional, and controversial phenomena. The difficulty in defining social problems clearly and congruently is largely due to the fact that social problems are culturally specific and vary from time to time. Furthermore, socially problematic behaviours and conditions are related to value judgements, cultural relativity and political contention. (Rwomire 2001, 3.)

Rwomire (2001, 3) points out that social problems are culturally specific, but Ife (2001) counters the argument, and says that all social problems have a global dimension. Ife (2001, 7-8) speaks about the global dimension by giving an example of a six-year-old American boy who shot and killed another child in his school. This tragedy left people wondering how a young child could do such a thing. At the same time inside a number of developing countries there are child soldiers. The citizens of these countries could have told the American people that such behaviour by a six-year-old is both possible and in some environments inevitable. These cases are understood as national or local problems rather than somehow linked to each other, although in reality both experiences are part of the same phenomenon: a powerful and cynical global arms trade driven by a culture of violence that approves and promotes violent solutions. Hence, one can argue that social problems can be found at the local, state, national and international levels.

Social problems are highly interrelated and interdependent and therefore social problems have multiple causes and tracing the cause may be elusive. The professed goal and primary activity of social work is social change but social problems are also intertwined with this change (e.g.Hare

2004, 411). The cause of social problems can be in social, economic, cultural, and technological contexts, meaning that social change can be the source of, or a solution to, social problems. (Rwomire 2001, 8-10.) This means that in many developing countries there is a growing demand for education in preparation for better-paid jobs in the modern sector. At the same time the number of jobs opportunities in this sector is being reduced by decreased economic growth. Therefore, the assumptions that education provides benefits to individuals' employment in modern sector have in some cases turned out unfounded. In turn this had led to an increase of people both educated and unemployed. (Takala 2001, 33-34.)

In any case, what should be regarded as common to all definitions of social problems is defined by Rwomire (2001, 10) who writes, "to qualify as a social problem, a condition or behaviour should meet a certain criteria. It must be social in origin; it must be perceived as such by a large group of people or by a number of influential people; and it must be amenable to solution."

In African societies social work means daily contact with social problems such as underdevelopment, deprivation, poverty, ethnic wars, and HIV/AIDS (Mmatli 2004). Almost every social problem is those circumstances connected with many causes. As Kaseke (2001, 105) reports in Zimbabwe's case, the major social problems are symptomatic of deep-rooted structural problems of poverty and underdevelopment.

In Africa professional social work has sprung up from societal need to complement earlier sources of social provision. Previously, in traditional Africa, social needs and social problems were dealt with through the extended family and by the intervention of neighbours. The family was and still is the foundation for social welfare and use of the traditional, indigenous support networks still strongly exist in African societies (Taylor 1999, 315). However, over time, African families have learned that family alone is no longer adequate to meet the social problems present in current society. Consequently, the nation state has assumed a greater role as the principal source of social provision. (Rwomire & Raditlhokwa 1996, 5-7.)

2.3 Education in the Field of Social Work in Africa

According to the picture defined by the literature, social work as a field of study and practice is not well understood, especially in Africa. This is largely due to the fact that social work is a young profession in a developing area. Therefore, the lack of trained social workers is a major constraint on social work in Africa. Education and training of social workers varies considerably across Africa (Sewpaul & Lombard, 2004, 537). In 2004, 23 of the 53 countries in Africa had schools that were affiliated with the International Association of Schools of Social Work (IASSW Directory, 2003 see Sewpaul & Lombard 2004, 538). The structure of social work education in Africa has mainly been imported from the West. Many of the social workers teaching in African universities were trained in Europe and North America. Therefore, social workers educated in the West have been strongly involved in the development of social work educational programmes. (Narayan 2000, 200; Taylor 1999, 309.)

In Mozambique, there has been professional social work training from the 1990's but not in the higher education sub-sector (Suonoja 2002, 66, 68). Previously, many other African universities have established departments of social work to provide professional training in this field (Rwomire and Raditlhokwa 1996, 7). The first country in Africa to begin formal social work education was South Africa during the 1920s. The first programme at the University was endorsed in 1936 (Sewpaul & Lombard 2004, 537, 539). For further comparison, Zimbabwe for instance, introduced the first Bachelor of Social Work degree in 1975 and the first Master of Social Work degree in 1983. Anterior lower education began in 1964 (Kaseke 2001, 101, 104-105).

The existing literature regarding social work education in Africa is quite meagre. The data contains information predominately about the social work in only a few countries, particularly in South Africa. In these areas, social work emerged much earlier, thus creating longer history. Available literature concerning social work education in Mozambique is almost non-existent presumably due to the fact that social work education, particularly at the tertiary level is still in its infancy. As Marrengula (2007, 81) says, social work practice in Mozambique is still in a very early phase and still based in a very low level of research from a scientific perspective.

On a general level, the major issues facing social work in developing countries pertain to the role which it plays in society and its professional goals in the current situation. (Mazibuko & Gray 2004,

129; Rwomire & Raditlhokwa 1996, 5-6; Gray, Mazibuko & O'Brien, 1996, 36.) Many writers have pointed out that social work is a contextual profession and it differs depending on the context within which it operates (e.g. Taylor 1999, 310; Macdonald 2001, 13, 16; Pyy 1995, 13, 94-95.) For instance Laird (2003, 256) writes "The overarching question is what should be the ends of social work activities in a sub-Saharan context, for we cannot assume a priori that these are in practice the same as in post-industrial and industrialized societies with operational welfare systems".

It is generally accepted among African educators that there is a need for social work to be oriented towards a more developmental practical approach in sub-Saharan Africa. Taylor (1999, 316) emphasizes that if social work is to distinguish itself as a profession in its own right and not as an amalgamation of other helping professions, it must choose this more limited developmental focus. Thus, as stressed among many scholars for social work in Africa to become relevant the profession must assume a developmental orientation, and this has to start at the level of education (e.g. Kaseke 2001, 107; Laird 2006, 382-383; Mupedziswa 2001, 285). Furthermore, relevant local research has been identified as a criterion for promotion of developmental social work (Mupedziswa 2001, 293).

In order to achieve this goal, for instance in Zimbabwe, the emphasis in social work education has shifted from remedial social work to a social development approach. The curriculum has been adopted in relevant areas, such us land reform, rural development, employment creation, economic structural adjustment, development theories, donor aid and globalization. Project planning and management aspects are also essential themselves, but forcing students to be innovative is also important. Kaseke (2001) discusses the need to strengthen the students' capacity to formulate, interpret and analyse social policy and the need to prepare students for working in multi-disciplinary teams. (Kaseke 2001, 105, 108.) In comparison, in Ghana, the list of essential competencies to the programme includes: baseline surveys, project evaluation, project management, basic accounting, mass communication, group work, community development and the use of visual aids with people who have little or no literacy. (Laird 2001, 385-386.)

In conclusion, it is highlighted that social work in Africa must assume a developmental orientation. The meaning of social development is diverse and varied. This study adopts a broad perspective of social development involving human, economic and political development. The development approach which has to start at the level of education and curriculum planning is seen as a means to ensure the relevance. Relevance will be elaborated further in chapter 5.3.1.

2.4 Characteristics of Social Work in the Context of Mozambique

Mozambique is a former Portuguese colony located in southern Africa. Mozambique was one of the last colonies of the Portuguese empire, which came to a close with independence in 1975. FRELIMO (the Front for the Liberation of Mozambique) established a one-party state allied to the Soviet bloc. Independency was followed by the prolonged Mozambican Civil War, which ended only in 1992 when the FRELIMO and rebel movement RENAMO (the rebel Mozambican National Resistance) signed a peace agreement after years of negotiations. The first constitution was adopted in 1990 and after peace was established a democratically elected government took power. The first multi-party elections were held in 1994 where FRELIMO won the largest share of votes. (E.g. Mário, Fry, Levey & Chilundo 2003.)

Because of the war, the Mozambican economy was damaged, thousands of Mozambicans perished, and several million more were displaced. Though Mozambique has achieved one of the fastest rates of economic growth since the late 1990's, Mozambique is still one of the poorest countries in the world. The devastating floods of early 2000 also slowed national development. (e.g. Mário et al. 2003.)

Estimated Population (thousands)	19 792	
Population Growth Rate	2%	
Life expectancy at birth	Men	Women
	44	46
Human Development Index	168	
Percentage of people living with less than US$2	78.4%	
Per Capita Gross National Income	US $ 1160	
(UNAIDS 2006)		

In the context of Mozambique, two particular pervasive factors have had strong effects on the need of social work, namely the civil war and the HIV/AIDS pandemic. An estimated 1 million Mozambicans perished during the civil war and millions took refuge in neighbouring states and were internally displaced. War left behind many orphans and broken families and had other unfortunate consequences. The consequences of the HIV/AIDS pandemic have had a dramatic impact on the society. The figures below illustrate the current situation.

Number of people living with HIV	1 800 000 [1 400 000 – 2 200 000]
Adults aged 15 to 49 HIV prevalence rate	16.1 [12.5 – 20.0]%
Adults aged 15 and up living with HIV	1 600 000 [1 300 000 – 2 000 000]
Women aged 15 and up living with HIV	960 000 [590 000 – 1 300 000]
Deaths due to AIDS	140 000 [100 000 – 200 000]
Children aged 0 to 14 living with HIV	140 000 [57 000 – 310 000]
Orphans aged 0 to 17 due to AIDS	510 000 [390 000 – 670 000]

(UNAIDS 2006)

As was mentioned above, the available description of the social work practice and respective education in Mozambique is somewhat exiguous. Marrengula's (2007) recent Master's thesis "Social work practice for child welfare in Mozambique- The case of street children in Maputo city: "BAIXA"- 1975-2006" analyses the historical background of social policies and social work practice in Mozambique. His work emphasizes the policies and practices in respect of children's welfare rather than the educational circumstances. In terms of social work practice, Marrengula (2007, v) reports, that there is a lack of financial, institutional and human resources to develop social work practice.

2.5 Higher Education

2.5.1 Higher Education Sub-Sector in Development Cooperation

Education is widely seen as one of the key factors of reducing poverty and promoting economic growth and development. The broad frameworks for thinking about external assistance to education in developing countries are mainly based on two theories: modernization theory and human capital theory. The former represents the assumption that all countries must follow a unilateral path from underdeveloped to development, in the same manner than the western world has experienced, the latter representing the idea that investment in education is producing the required manpower, knowledge and skills for development. (Takala 1998, 177.)

In the history of development cooperation in the educational sector, the priorities and their justifications within the education sector are visible[1]. Over time, ideologies and beliefs have changed. In the 1960s and 1970s the development of higher education was viewed as a national priority, as it was believed to contribute to national progress and the development of the country. National governments, international assistance organisations (e.g. World Bank) regional development banks and bilateral assistance agencies, made substantial investments to this sector. (Beverwijk 2005, 14, 44; Takala 1998, 187.)

Gradually, the criticism that the higher education sector had not proven to contribute sufficiently to the development of the country increased. Various major donor organisations started to believe the rates of return from basic education were much higher than from higher education. Consequently since the 1980s, and particularly since the Jomtien Education for All conference in 1990, a widespread belief has been that investments in basic education are the most profitable. The emphasis of primary education has been continuously repeated in the policy documents and guidelines produced by UNESCO and World Bank. Therefore support for higher education was reduced and basic education has received a lion's share of funding in the educational sector. (Beverwijk 2005, 44; Takala 1998, 180-181.)

However, the gradually growing importance of knowledge has once again changed the role of higher education in development and growth. This change has underlined the position of higher education institutions as producers of skilled and knowledgeable graduates who are capable of guiding national development (Coleman & Court 1993, 2). In 1990s the same organisations that reduced their higher education funding showed a renewed interest in the sector (Beverwijk 2005, 44). The World Bank for example, has begun to support the growing investments in tertiary education justified by economic growth and poverty reduction (Bloom, Canning & Chan 2005).

In this respect, the repeated argument has been that higher education fosters development by reducing the technological, intellectual and economic dependency of developing countries. In recent years, evidence to indicate the above-mentioned has received more attention. Consequently there have been numerous studies trying to show the benefits of higher education to society as a whole. However, ideas about the causal nature of the relationship between higher education and development are complex and multidimensional (Saha 1995, 163). Beverwijk (2005, 44) concludes

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[1] Exceptionally, the changes in priorities have not been clearly visible in Finland's development cooperation in the educational sector.

that when everything is taken into account, higher education in Sub Saharan Africa is on one hand criticised for not having met the needs of society and not having achieved all envisioned goals; on the other hand it has reached an impressive achievement in terms of expansion of the number of higher education institutions and students. Though education has not proved to be the total social panacea for all ills and notwithstanding the increased criticism towards simplistic beliefs in effects of education on societal development, this study is based on the idea that education is a crucial factor in social and economical development.

2.5.2 Higher Education in Mozambique

This chapter introduces the broad outline of the historical and political context in which higher education stands in Mozambique. The main purpose of the chapter is to introduce the context where the new Social Work Bachelor Programme is going to be realized, rather than to introduce the actual societal circumstances. Available information on higher education in general is extensive and relatively high quality. Besides the government's own extensive Strategic Plan of Higher Education in Mozambique, 2000-2010 (2000), there exists two recently produced relevant researches, "Higher education in Mozambique. A case study" (Mário et al. 2003) and "The Genesis of a System: Coalition Formation in Mozambican Higher Education, 1993-2003" (Beverwijk 2005).

Before introducing the field of higher education I will briefly outline the national structure of the educational system in Mozambique. Formal Education is comprised of informal and formal education. Informal Education includes literacy, development, cultural and scientific update activities and takes place outside the regular system of education. Formal education includes Pre-school, Primary, Secondary, Technical and Professional, Special, Higher, Adult Education and Teacher Training. Pre-school education takes place in nursery schools and kindergartens for children under six years of age and attendance is optional. Primary Education encompassing 7 grades, is divided into two levels: First Level Primary Education (EP1) from Grade 1 to 5 and Second Level Primary Education (EP2) including 6th and 7th Grade. (MESCT 2000.)

Secondary education including 4 grades is structured in two cycles: First Cycle of Secondary Education (ES1) from Grades 8 to 10 and Second Cycle of Secondary Education (ES2) including Grade 11 and 12, the pre-university level. Technical and Professional Education includes

elementary, basic and middle-level. All those who have completed twelve years of formal education (pre-university level), and those who have attended technical institutes may apply for university entrance. (MESCT 2000.)

Higher education policy development can be divided into three periods. The Portuguese initially established higher education in Mozambique in 1962, when the General University Studies of Mozambique were introduced. Until independence the higher education sector consisted of one national University based on colonial ideology, which in practice meant that higher education was reserved for the rich Portuguese. (Beverwick 2005, 15.)

After independence in 1975, Mozambique's only university lost most of its teaching staff because of the exodus of the Portuguese. In 1976 the university was changed into Eduardo Mondlane University (UEM) and became in the first National University of Mozambique. (Vogels 2002, 2-3; Mário et al. 2003.) In that era the government of Mozambique adopted a Marxist-Leninist ideology (Beverwick 2005, 15). In 1980s, in spite of the period of the civil war and economic decline, the higher education sector expanded. Two new governmental higher education institutions, in 1985 the Higher Pedagogical Institute (ISP) and in 1986 the Higher Institute for International Relations (ISRI) were established. (Mário et al. 2003.) From independency to the beginning of 1990s, Mozambique had three universities which were centrally planned.

By the end of the 1980s, the government shifted from the strict socialist programme towards a more liberal constitution which included democracy and free market principles (Beverwick 2005, 15). During the 1990s five non-governmental higher education institutions were established and two new governmental institutions of higher education were introduced. In 1995 ISP was given full university status, becoming the Pedagogical University (UP) and second public university in Mozambique. (Mário et al. 2003.)

Until 1999, the Ministry of Education supervised higher education institutions through the National Council for Higher Education, chaired by the minister of education. The higher education sector developed in 1990s, even if it lacked adequate financial resources and faced an unprecedented demand for access. Moreover the uniform quality assurance mechanisms or a credit transfer system were lacking, because of each higher education institution developed its own policies. Higher education institutions have enjoyed autonomy since the adoption of the new (nr 1/93) law which also allowed private universities to develop.

The end of the state monopoly is seen as the most dramatic change in the field of higher education in recent history. Most of the debates about the field of higher education concern disputes between private and public institutions. On one hand, according to criticism towards non-governmental institutions of higher education, the private institutions are motivated by market forces (and religious ones, in the case of the Catholic and Islamic universities) and are therefore less interested in the wider demands of university education in a secular society. When the teachers are working in both of the institutions (which is the case quite often), non-governmental are also accused of weakening the governmental institutions by offering more attractive salaries to their faculty members and hence dedicate less of their time to research or to their students at the governmental institutions. Conversely, according to the proponents of a diverse field of higher education, the emergence of non-governmental institutions bring healthy competition to the field, leads to a growth in the number of university places without cost to government and society and stimulates greater regional equality by bringing higher education to the provinces. (Mário et al. 2003.)

In 2000, Mozambican higher education entered a new phase by creating a supportive environment for new opportunities. To ensure expansion without loss of quality a new Ministry of Higher Education, Science, and Technology (MESCT) was established to supervise the whole system of higher education in the country and to develop system-wide policies while respecting institutional autonomy. (Beverwick 2005, 15-16, Bloom et al. 2006, 60.) The ministry initiated new policies and the "Strategic Plan of Higher Education in Mozambique 2000-2010" was developed. This plan regards higher education as an important sub-sector that may significantly contribute to economic development. One principle of the strategic plan has been the expansion of higher education. (Vogels, 2002, 2,16-17; MESCT 2000, 2). Since 2000, 13 more higher education institutions have been established, 3 private universities and 10 other higher education institutions (Portal do Governo de Moçambique 2006).

In 2005 the newly elected government changed the organisational structure and MESCT was dissolved. Higher education became part of the Ministry of Education and Culture and a new Ministry for Science and Technology was established. The latest change was to accommodate higher education by the Ministry of Education (Beverwick 2005, 195). In spite of the rapid growth of the higher education sub-system, according to Beverwick (2005, 195), splitting the Ministry shows that higher education is developing in an instable environment. Also Mário et al. (2003) say that the field of higher education is quite clearly in a state of great fluctuation and recently has developed unplanned without overarching guidelines. Notwithstanding this, their conclusion was,

that there is little doubt about the vitality, creativity and social importance of higher education in contemporary Mozambique. (Mário et al. 2003.)

At the moment, there are 23 higher education institutions in Mozambique, 2 public universities and 5 private universies adding to the remaining 16 other higher education institutions. Furthermore, new institutions, both public and private, are being established (Vogels 2002, 2, 23). The expansion in number of students has also been dramatic during the last two decades. The student populatin has changed from approximately 4000, in 1990, to nearly 12 000, in 1999 (Vogels 2002, 9). The current student number in higher education is approximately 28.000 and the teaching staff number is approximately 1.389, including a large number of part-time lecturers. (Portal do Governo de Moçambique 2006.) In spite of this growth, one should keep in mind the representation in relation to the proportion of the population as a whole. In 2005 1% of the population of tertiary age were in tertiary education (Unesco Institute for Statistic). Ergo university graduates are a very scarce national resource in Mozambique.

3 IMPLEMENTATION OF RESEARCH

3.1 Defining the Research Problem

In order to carry out this research, I participated as an exchange student into the Department of Sociology at the University of Eduardo Mondlane, where the new programme of social work will be introduced. The data collection was completed during a three month period from mid- February to mid-May 2007. The data collection, tracing the relevant documentary material and reaching the key interviewees, was accomplished under the guidance of a supervisor from Eduardo Mondlane University.

Before the data collection in Mozambique, the first phase of the study was to review relevant literature on the topic in order to identify the issues to be included in the study. In that phase the main research question was formulated as *how the education of social workers has been developed in Mozambique since its birth until the beginning of academic studies in 2007*. In particular the

research proposal was to provide an analysis of the process with special reference to the societal justifications.

Often beginner thesis writers tend to choose too wide research orientation (Saaranen & Puusniekka 2006, chapter 2.3.1), as occurred in this case as well. According to the supervisor from the UEM, the research proposal was too comprehensive to accomplish in the time and the frame of capacity given. Therefore the revision of more specifically oriented research questions was acquired. It is also very common that research problems change and crystallize during the research process (Saaranen & Puusniekka 2006, chapter 2.3.1).

The starting point after the revision remained the beginning of academic studies in social work education in Mozambique, but the focus of the research shifted from a process of justifications to the bases of the Social Work Bachelor Programme with special reference to the role of cooperation with Finnish partners.

The main research question underlying this thesis is formulated as:

> *How the cooperation under the North – South Higher Education Network Programme is able to support the development of social work education in Mozambique including the benefits of cooperation in the implementation of the Social Work Bachelor Programme?*

The emphasis of the study is to describe and understand the cooperation in a question and its possibilities, rather than to contribute recommendations for practice. However, I shall make some tentative recommendations for cooperation practices basing on the study findings.

3.2 Research Methodology

This study is a qualitative case study. The case study can be used for a wide variety of issues and case studies are prevalent in the field of education. A case study can be defined as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin 1994, see Gray

2004, 123.) Case studies are specific in focus and describe the situation holistically and comprehensively; it is essential that the case study take the reader into the case situation. The approach is useful when research is trying to uncover a relationship between a phenomenon and the context in which it is occurring. Therefore case studies are also trying to attribute causal relationships and are not just describing a situation. (Gray 2004, 123-124, 131; Bogdan & Biklen 2003, 54; Merriam 1998, 26-27.)

This case study can be localized in the field of comparative education. Comparative education and its boundaries have always been conceptually awkward to define (Halls 1990, 21; Broadfoot 1999, 22). There is not a precise definition and for instance Broadfoot (1999, 22) has reported that contributions can range from single country studies of international comparisons in almost any aspect of educational provision. Halls (1990, 22) argues that comparative education is conceived both as a method and as an object of study. By and large, the comparative education approach strives to enhance our knowledge of education.

Herein while locating this study in the field of comparative education, it is substantial to raise a question concerning the boundaries of comparative education. Particularly to ask if it is feasible to do comparative education research while focusing on a single society? This question has long been debated in comparative education.

Broadfoot (1999, 23-24) presents a detailed classification of comparative study types. In her classification, the range of approaches is represented as a pyramid consisting of five levels in terms of a hierarchy of theoretical generality. Types are from top to bottom as follows:

➔ Theoretically informing comparative studies, which use comparative research to inform theory.
➔ Theoretically informed comparative studies, in which the context being compared, is itself theorised as a part of the wider social science debates.
➔ Comparative empirical studies.
➔ Comparative contextualized case-studies, which provide same than single-site studies but which are contextualized in terms of the broader international debates/theoretical frameworks/empirical accounts of the issue.
➔ Single-site studies: description and documentation, which provide detailed empirical documentation of educational phenomena in a particular, typically national setting.

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In this classification the two lowest levels focus on a single society. The present study can be localized in these levels. This study aims to provide description and documentation of educational phenomena – the beginning of new academic programme – while contextualising this phenomenon in a broader theoretical framework.

3.3 Research Material

In terms of data collection, the case study method requires the use of multiple sources of evidence (Gray 2004, 129). When collecting the data for this study, the semi-structured interviews and documentary analysis and to some extent field observations were used.

In the first phase, during the literature review, the available material from Finland was limited. As a disappointing resultant, the available documental material in Mozambique was limited as well. In addition, reaching for documents, as a foreign student outside of the system, conducting her thesis was not simple. In spite of my striving to inquire about documents from the University and from the Ministry, there was not a wide range of reliable documents available.

The main method of data collection was semi-structured interviews, all together 14. In Mozambique I conducted 10 interviews: 5 in Portuguese and 5 in English. Moreover, in Finland I made 4 interviews in Finnish for the main representatives of Finnish partner institutions. The persons interviewed are listed in appendix 1.

The persons to be interviewed, namely the key informants involved in the cooperation, were agreed upon with the supervisor from the UEM. For the purpose of this study, the experiences of Finnish students participating in the N – S Programme cooperation were not studied. Since I was particularly interested in the impact of this cooperation on the new Bachelor Programme in Mozambique and its implementation, the experiences of Finnish students under this programme were excluded from this research. Elsewhere in her Bachelor's thesis Salokangas (2007) from the department of education at University of Tampere has examined the experiences of Finnish students under this programme.

I taped all the interviews[2]. Interviews lasted from 15 minutes to three hours, with an average of 45 minutes. All together I had ten hours taped and after transcribing 75 pages of text (space 1, marginal 2).

I used one general interview guide (see appendix 2), but revised it for each interview, because the questions were dependent on the position represented. For example, two of the respondents are not involved in the current cooperation, but they were interviewed in order to trace the historical background. Only a few of the interviewees are involved in the curriculum planning cooperation, just a few of them knowing the initiation process of a new academic programme etc.

The responses in some sections are cited by name, e.g. when I am discussing the general information related to the historical overview. In the sections concerning conceptions of related issues, such as cooperation or initiation, I have coded the names in order to guarantee the privacy. The interviewees (I) are marked with numbers 1 – 14. Besides numbers, the country which the respondent represents is added: Mozambique (M) or Finland (F). Additionally, if the respondent is a student (S), this is noted as well. The institution, which the respondent represents, is not marked for confidentiality purposes.

Besides the interviews, I have examined relevant documents including: the exchange students' and teachers' evaluation reports required by CIMO, memos of teachers visits, annual fund applications and reports for continuing the cooperation. Moreover, to some extent, the field observation can be seen used. I had an opportunity to participate in both of the organized courses at universities up to date under the teachers' exchange; the course organized at the UEM by Finnish teachers and partly the course at the UTA organized by a Mozambican teacher. In addition I myself was to some extent part of the student exchange programme, albeit funded from outside of the N – S Programme, but living with other N – S Programme students while having conversations and sharing the experiences with them. Therefore my own experiences and observations of cooperation have given an additional point of view to discuss the nature of cooperation.

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[2] One interviewee preferred to deliver a written questionnaire instead of a taped interview.

3.4 Analysis

Research includes theoretical framework or theoretical background. In this sense theory points out the place of the research among other researches and it includes the relevant material concerning the research area. This means, for instance, the reviewing of the scientific discussion and debate concerning the research area. The review can be literature and other written sources. (Saaranen & Puusniekka 2006, 2.2.) The data in this study is analysed using thematic analysis. To be successful, thematic analysis requires the interaction between theory and empirical material. The research findings are examined in relation to debate in recent literature concerning social work education in Africa and respective development cooperation.

After transcribing the oral interviews, I started to read, mark and combine areas according to themes defined in the interview guide. The themes were derived from the interviews mainly following the original categories. The questionnaire was divided into five themes. The first part contained questions about the cooperation in general. The second focused on satisfaction/dissatisfaction with the cooperation in a network between different partners. The third concerned the experiences of students. The fourth discussed the process of beginning academic studies in social work and the fifth concentrated on curriculum cooperation.

In the first theme (the discussion of cooperation in general) the saturation of data was perceived most clearly. In the second theme (the discussion of network activity) the saturation of data also appeared. The first and second themes concerned a wider number of people and were asked from almost all the respondents, which might explain this result. The questions concerning the third, fourth and fifth themes were posed to a limited group of relevant informants. For instance, concerning the students' experiences, until the time when the interviews were conducted (spring 2007) five[3] Mozambican students have participated in the programme, in which three were interviewed. Likewise the fifth theme, curriculum cooperation concerns just a small number of persons. Themes 1, 2, 3 and 5 are examined in research findings chapter (chapter 5). The fourth theme, the beginning process of academic studies in social work is presented in the chapter dealing with social work education in Mozambique (chapter 4.2).

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[3] Three at UTA, two in PIRAMK.

In the analysis I shall not use straight quotations often, because most of the interviews were not in English. The fact that my translations can affect the exact phrasing of respondents has to be taken into account. I was operating within three languages, only one my native tongue, hence the limitations of my language skills have to be noted. The quotations presented were selected from the original sample to demonstrate and support the findings.

To summarise, the method of the analysis is a qualitative thematic interpretation of interviews and textual material. In the analysis, the main idea has been the dialectics between the interview findings and literature, particularly the opposed criticism towards social work education cooperation is discussed in relation to practices under the cooperation in question.

4 FRAMEWORKS OF RESEARCH

4.1 North – South Higher Education Network Programme

The North – South Higher Education Network Programme, funded by the Ministry for Foreign Affairs of Finland (MFA) started in 2004. The aim of the programme was to support interaction and mobility between higher education institutions in Finland and in developing countries, enhancing human capacity in all participating countries. The purpose was also to generate and disseminate knowledge and to create sustainable partnerships between higher education institutions in Finland and in partner countries. Networks of higher education institutions may have one or more participating institutions from Finland and partner country/countries. During the pilot phase, 23 projects were funded. The focus of programme activities was on reciprocal student and teacher exchange. (Mikkola & Snellman 2006; CIMO brochure.)

The pilot phase ended at the end of 2006. The N – S Programme was evaluated during winter 2006 by external evaluators. The evaluation was about the programme, not about the project per se but almost half of the on-going projects were chosen for closer look. The positive experiences gained during the 3-year pilot phase of the programme built the continuation of the North-South-South Higher Education Institution Network Programme (2007-2009). As new elements, joint intensive

courses and wider networking activities, preparatory and administrative visits as well as joint network meetings are supported.

The UN Millennium Declaration provides a framework for Finland's overall development policy and the principal aim is to remove extreme poverty from the world. The education sector is one of the central development policy goals. Finland is committed to promoting the Education for All (EFA) process, emphasising the development of basic education. If one can situate the North – South Programme in the context of Finnish development cooperation in the education sector; we can notice that historically, overall cooperation between universities in Finland and in developing countries has been limited. However, recent policies and guidelines[4] encourage the involvement of institutes of higher education and research in mutual cooperation with organisations in developing countries. Mozambique is one of the long-term cooperation countries in Finland's bilateral development cooperation.

I shall not go further into Finland's development policy, or Finland's development cooperation in the educational sector[5], but will mention that in a recent evaluation of the Finnish education sector cooperation, the overall grade was good. Furthermore in terms of education, Finland is regarded as a model country due to high performance in OECD/PISA (Programme of International Student Achievement). (Government resolution on development policy from 2004; Education Strategy for Finland's Development Cooperation 2006; Sack, Cross & Moulton 2004.)

4.1.1 Historical Background of the Cooperation

Most of the projects under the N – S Programme were based on long existing networks and cooperation between individuals/institutions in Finland and their counterparts in partner countries (Mikkola & Snellman 2006, 31). The roots of this cooperation in question can be traced to the beginning of the 1990's when KEPA (Service Centre for Development Cooperation) launched a voluntary programme in Mozambique. The first Finnish volunteer under this programme was

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[4] Finland's development policy is steered by the government resolution on development policy from 2004. This is actually the first comprehensive definition of development policy basing on previous directive official documents. First Education Strategy for Finland's Development Cooperation has been formulated in 2006.
[5] I have examined this field in my Bachelor Thesis (2005) "Finnish Education Sector Development Cooperation".

Maija-Liisa Ström[6]. She worked two years as a teacher of social work in Mozambique. Later, one of her students became responsible for the social work education in the Ministry of Women and Social Affairs. Ström returned in 1993, but two years later in 1995 she returned to visit Mozambique. At that moment Ström was working for the Institution of Social Services [Tampereen sosiaalialan oppilaitos] and agreed to "an exchange of experiences - troca de experiências" between the institution in Finland and the Ministry in Mozambique. In the first stages the institutions did not have assigned written documents, but they had the commitment and confidence to work together. Later this institution in Finland was united as the Pirkanmaa University of Applied Sciences (PIRAMK). (Ström interview 29.05.07.)

Continuing this existing cooperation and relationships, since the late 1990s, PIRAMK has been in cooperation with the Ministry's Department of Education [Departamento de Formação] (MMCAS)[7]. MMCAS was in charge of social work training in Mozambique. The vocational education under the ministry was realised in the Institution of Health and Social Services [Instituto de Saude e Serviços Sociais] (ISSS). That cooperation supported curriculum development and social work training at the vocational level. The Ministry for Foreign Affairs of Finland (MFA) funded the cooperation as a part of the Finnish Non Governmental Organisations (NGO) support. (Metteri & Koivula 2005; 2006.)

The activities in the cooperation focused on reciprocal exchange, mainly teachers and officials. The students' exchange from Mozambique was not possible due to the lack of resources, but the Finnish students started to make their practical placements in Mozambique. When this cooperation ended, there was a genuine interest in continued cooperation. The financing was the first issue to solve. Meanwhile, the association of Global Social Work Finland was founded in 2002 under the University of Tampere / Department of Social Policy and Social Work (see http://www.uta.fi/laitokset/sospol/gst/). These partners started to collaborate and applied NGO funding to the continuation of cooperation, unfortunately without success. At the same time the N – S Programme was launched. (Autiosaari-Ollikainen & Koivula interview in 31.05.07, Metteri interview in 06.06.07.) The programme welcomed the financial support for the already existing cooperation.

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[6] Also Helinä Helminen worked at the same time in Mozambique with Maija-Liisa Ström and later Kyösti Suonoja worked in Mozambique's Ministry of the Social Affairs in 1994-1996 as an educational planner and teacher of social work. Since they are not related to the current cooperation, they were excluded from the interview list.
[7] Contemporarily Ministério da Mulher e Acção Social.

Overall, all the partners agree, that the existing networks were the main advantage for the bases of cooperation under the N – S Programme. The next quote encapsulates the general view of the history:

"The history of our cooperation is a long beautiful story" (I3M)

4.1.2 Collaborative Education for Social Development and Social Work - Project

The cooperation of the network in question started under the North – South Higher Education Network Programme during the academic year 2004-2005. The cooperation project called Collaborative Education for Social Development and Social Work is between Ministry of Women and Social Affairs [Ministerio da Mulher e Acção social] and the University of Eduardo Mondlane from Mozambique and the Pirkanmaa University of Applied Sciences/Social Services -degree programme and the University of Tampere /Department of Social Policy and Social Work from Finland.

Cooperation during the first academic year started with teacher exchanges or rather with preliminary visits for negotiating the mutual objectives of the cooperation. Student exchange under the N – S Programme funding started during the second academic year 2005-2006 with 4 Mozambican students and 4 Finnish students. Furthermore, other students from PIRAMK have done their practical placements in Mozambique. In academic year 2006-2007 2 students from Finland and 4 students from Mozambique completed their exchange period with N – S Programme funding, and an additional 4 other students from Finland were funded by outside sources. (Metteri & Koivula 2007; 2006; 2005.)

During the academic year 2006-2007, the actual teaching in universities began[8]. In autumn 2006 the Mozambican teacher created a course on the Bantu cultures of Southern African countries at the UTA together with a Mozambican exchange student. Later in spring 2007 the Finnish teachers gave a methodology course at the UEM. Both of the courses were well designed and evaluations deemed them successfully. (Metteri & Koivula 2007; 2006; 2005.)

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[8] Previously there have been courses organized at the vocational level.

During the pilot phase of the programme, the main objective of this collaboration was formulated as follow "*Support the development of social work education in Mozambique in order to promote the social well-being of people*". Since Mozambican partners expressed their need to develop social work training in higher education sub-sector, the nature of teacher exchange continued on a deeper level; to cooperate in the planning of higher education of social work at the UEM. (Metteri & Koivula 2007; 2006.) This was strengthened by the assignment of the bilateral agreement between Eduardo Mondlane University and University of Tampere and Pirkanmaa Polytechnic in 26.10.2006.

The interest of broadening the cooperation is high. In the academic year 2007-2008 the cooperation is going to reach a new level when the education discipline steps into the cooperation. This extension is based on already existing relationships between UTA, Department of Education and UEM, Faculty of Education and interaction and joint activities between UTA Department of Education and Department of Social Policy and Social Work. Extension can be administratively handled within the framework of the assigned bilateral agreement, mentioned above. This extension into the field of education contributes to a wider and more intensive cooperation network and the possibility of an increase in educational research topics focussing on the link between education and social work. (Metteri & Koivula, 2007.) This research can be seen as pioneering in this respect. The interdisciplinary approach gives synergy to the activities; already one post graduate student from the UEM is starting a PhD research project, which includes one Bachelor and two Master degree students from the UTA.

4.2 Social Work Education in Mozambique

The basis of the Social Work Bachelor Programme lies on previous education in the field. As explained earlier, in the beginning one of the aims of this research project was to study how the education of social workers has been developed in Mozambique. Seeing that the available material concerning the previous education was meagre, the historical overview of development of social work education in Mozambique is not comprehensive (e.g. the available statistical information was very inadequate).

The brief historical overview and the description of the beginning of the Bachelor Programme process have been examined in the frames of available sources basing on only a few documents, mainly on the interviews. Therefore this section is rather a glimpse of historical educational circumstances and it should be kept in mind that the interview sources could not be revised from documental sources, thus the question of confident reliability exists. Notwithstanding the mentioned issues, I do believe that this chapter is a brief sketch of the most relevant points.

4.2.1 Historical Overview

Social work has existed in Mozambique since the colonial times. During that early state, social issues were under the scope of the Health Ministry. The Social Work Institute [Instituto Superior de Serviço Social] was established in 1972 and it depended on the University of Lisbon in Portugal before the establishment of University of Eduardo Mondlane. Terezinha da Silva, one of the first social workers in independent Mozambique completed her degree at this institution. After independence, the school was closed in order to recreate new curriculum. The school never opened its doors again. (Silva interview 10.04.07.)

The need of higher educated social workers was apparent. The demand for professionals to educate and supervise the programmes at lower level and to formulate the policy was high, therefore Mozambique sent students abroad to accomplish degrees. Many of those students were sent to Brazil, Zimbabwe, Uganda and South-Africa (Silva interview 10.04.07). This was not the case just in social areas, as after independence, most of the educated people left the country; 90 % of the Portuguese colonists left the country, taking with them almost 80 % of the skilled labour force (Beverwick 2005, 46). According to Silva (interview 10.04.07) after independency there were six educated social workers in Mozambique including her. As a matter of course, the few trained social workers could not be expected to cope with the increasing workload.

The formation of social worker's practice started in the 1970´s. In the early stages there was no systematic curriculum, instead, practice was organised according to immediate needs. (Curriculum 2004, Justificativa.) In circumstances where the human resources for teaching simply did not exist; it was impossible to establish any social work institution. Furthermore, in those circumstances the

education of other professionals (for instance doctors, teachers, economists, and lawyers etc.) was given higher priority than social workers (Silva interview 10.04.07).

A leap forward to formalize the social area was the establishment of Social Affairs Secretary [Secretaria de Estado de Acção Social] in 1990. The aim was to define, organize, lead, promote, control and evaluate the policy of social affairs in Mozambique. (Government of Mozambique 1991.) Meanwhile, in the beginning of nineties the Finnish cooperation in this field started when Maija-Liisa Ström started to teach social work under the health ministry (Ström interview 29.05.07). The end of the civil war forced the government to reflect on a strategy to answer the social problems caused by the war. Social work was not able to respond to all the numerous social aspects and the government started to invest in social work field and people were sent again abroad to complete degrees in these areas (Nhantumbo-Divage interview 10.04.07).

The education of social workers has been until today, split into two levels: the basic degree [agentes de acção social] and the medium degree [técnicos de acção social], but not at the higher level [Assistentes social]. After the establishment of Ministry of Women and Coordinating of Social Affairs [Ministério da Mulher e Coordenação da Acção Social][9] in 2000, the responsibility of the education in social area has been under this ministry (Government of Mozambique 2000). The current education under the ministry has been realised in the Institute of Health and Social Services [Instituto de Saude e Serviço Social]. The curriculum for that course was re-examined in 2004 in collaboration with Finnish partners (Ollikainen-Autiosaari interview 31.05.07). The current curriculum has been formulated based on the idea of global social work with a view to be more responsive to the development needs of Mozambique. The primary idea is the universal approach, and then the particular needs of Mozambican society. The curriculum is permanently open for innovations, which are suitable for the current situation in Mozambique. (Curriculum 2004, Justificativa.)

However the financing of that course is not stable, for instance, when the interviews were made (spring 2007) the course was not running due to the lack of the finance. Some information was mentioned concerning the institutionalisation of this education programme by creating the institution [Instituto Médio de Formação da Acção Social]. The process was at hand but was not

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[9] Contemporarily Ministério da Mulher e Acção Social.

completed and therefore the exact information was not available. Perhaps unfinished processes are not open to wider discussion, though, the prospect appeared promising.

4.2.2 The Beginning of the Academic Studies in Social Work Education

The Institute of Health and Social Services (ISSS) has been the only institution offering professional social work education in the country. In 2005 the new Government gave the task to begin social work education at the higher level to the University of Eduardo Mondlane (Metteri & Koivula 2006). The academic studies of social work were supposed to start in February 2007. Nevertheless the beginning of the Bachelor Programme was postponed due to the lack of resources, and is planned to start presumably in 2008.

I was interested in the process of the beginning of the academic studies. When tracing the most important factors contributing to the new education programme, the societal need was reported as the primary driving force. In addition, it was expressed that the academic education in Mozambique has been very theoretical and not oriented towards a practical approach. The lack of human resources to develop social work practice has raised a need for social workers to expand their knowledge base and to refine their skills at the higher educational level. Social workers along with other professionals have a vital role to play in alleviating current social problems. In general, Social Work education has a responsibility to educate students to be responsive to predominant realities and therefore the educational content should be rooted in the context in which learning takes place as Laird (2006, 384) says. The need of higher level social work education is therefore obvious in Mozambique.

Marrengula (2007, v) reports that a big gap between social policies and social work practice in the case of child welfare exists in Mozambique. He writes that the very well defined social policies concerning child rights and child welfare exist, but there is no institutional capacity to put those policies into practice. This is mainly due to the lack of professionals in social work, low financial capacity and the inexistence of social work institutions. He concludes (2007, 85) that "Mozambican social work training should concentrate in training staff, local social assistance offices, new community-based social service programmes, and in promoting community empowerment, so that in the close future, where there are only one or two highly trained professional social workers for a

large population, involving several communities, social work interventions will reach the majority of the population".

Therefore in the Mozambican case as well as Africa in general, it is vitally important that more social workers will be trained in indirect forms of practice: particularly the areas of research, policy definition, social planning and administration (Rwomire & Raditlhokwa 1996, 12, 17). These are mainly the tasks of higher education. Moreover since the distinctive feature of the university is the task of national development, the universities are expected to improve the relevance of teaching and research (Coleman & Court, 1993, 295-296). Higher education is therefore necessary for the production of a qualified labour force in the social work field for these sectors.

In the wider context of higher educated professionals, Mário et al. (2003) also write "Mozambique still suffers from a critical shortage of highly qualified professional skills that are fundamental for the development and execution of appropriate public policies, for effective leadership throughout society and for the training of successive generations of professionals and educators." The link between the institutions and the need of a labour force and vocational relevance is an essential aspect while developing the university's programmes (Saha 1995, 162).

In this case the efforts of the Ministry of Women and Social Affairs and the University of Eduardo Mondlane culminated in the initial process and establishment of the Social Work Bachelor Programme. The former has the authority in Mozambique to formulate policies and implement social work programmes, but the latter has an authority in academic area and hence has a role of leading the process. The first initiative came from the Ministry, but in order to realize the course, the department of sociology was seen as the place. In the future, the aim is to create an independent department or a unique faculty for social work.

Interestingly, this is not the first initiative for a higher education in social work. The same thing was tried some years ago under the Training and Research in Social Sciences Unit (UFICS) [Unidade de Formação e Investigação da Ciencia Sociais]. This Unit was established in 1995 when the Bachelor's degree in Social Sciences was introduced at Eduardo Mondlane University. UFICS was the first unit in Mozambique to offer university degrees in the fields of Anthropology, Sociology and Political Science (Baloi 2003, 199). UFICS was a very autonomous unit and the plan of the

Bachelor Programme in Social Work was advanced, but in 2002 this Unit was integrated within the Faculty of Arts destroying the plans and the whole initiative[10]. (Silva interview in 10.04.07.)

Besides this initiative, the private university the Higher Institute of Sciences and Technology of Mozambique (ISCTEM) planned out the course of social work as one of the specialisation areas of social policy degree. Silva was involved in this curriculum planning process (Silva interview in 10.04.07). For an unknown reason the course did not start as planned. According to the Internet pages of the ISCTEM,[11] there is no social work course running.

To summarize, the exact factors and people contributing to the process were not reached, but as expressed in interviews from representatives of both organizations, the proposal for the Social Work Bachelor Programme is a collective effort of the Ministry of Women and Social Affairs and the Department of Sociology (UEM). The process has also benefited from several individual contributions.

Furthermore, the N – S Programme has had an important contribution to the process also, particularly in the planning and formulation of the curriculum and programme content. From the UEM point of view, the principle objective of relationship with the Finnish representatives under the N – S Programme cooperation is the introduction of new course of social work. Means to support the initiation are promoting exchange between teachers and students, promoting the curriculum development, promoting research between the universities and education of qualified teachers.

The roots of the current cooperation between universities are in the previous cooperation between the Ministry and PIRAMK. In order to start cooperation under the N – S Programme, the higher education institution partners had to be involved from both sides. Due to this fact, it was essential to find a higher education institution from Mozambique and consequently the collaboration initiative was made with the University of Eduardo Mondlane.

Interestingly, this also meant launching collaboration between the partner organizations in Mozambique. Obviously the collaboration between these institutions is essential or at least

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[10] The internal conflicts between UFICS unit and the Reitoria constituted a barrier to drive the initiative (e.g. Southern African News Features April 2000 Issue No.8 Mozambique Chronology:1-30 March 2000 28 April 2000)

[11] The information from interviews concerning of existence of this course in ISCTEM was contradictory; therefore I followed the information available in the homepages of ISCTEM.

worthwhile. Though the university, responsible for the academic area, have the leading role of launching the Bachelor Programme, the Ministry has been responsible for the previous education and hence has important contributions to the Bachelor Programme (e.g. to some extent necessary human resources).

The students who can apply for entrance to forthcoming Social Work Bachelor Programme are all those who have completed twelve years of formal education, and those who have attended technical institutes. Priorities between these groups are not set meaning that both of the groups apply without restrictions. In this respect different kinds of visions were expressed among the representatives. Most of the respondents advocate equal application procedures, but the opposed argue that social workers that graduated from existing education should have priority. This was justified by the extension studies agenda. Extension studies have also been proposed in part of the cooperation activities[12], but at the moment this is not the main agenda, though it could be foreseen to play in future cooperation activities.

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[12] It was actually proposed also in the fund application before North – South Programme.

5 RESEARCH FINDINGS

5.1 Reflecting on Experiences – Strengths and Weaknesses

The aim of this analysis is to open up the goals and to explore the practices. The purpose is to examine the achievements and strengths of this cooperation in relation to the wider discussion in literature. The additional aim is to make visible the qualitative results of the cooperation and to make a glance on the future prospects. Besides highlighting the positive aspects, the analysis has raised problematic features and emerging challenges.

Before examining the cooperation in some detail, it is worth noting that many of the Mozambican respondents have no previous experiences of cooperation or exchange programmes with other countries. Therefore the way they conceive the features with Finland as a cooperation partner are without any point of comparison.

Though my focus is not in exchange experiences I shall start with a brief sketch of some of the relevant points in terms of overall evaluating of the cooperation. An external evaluation of the North – South Higher Education Network Programme, conducted in 2006 by Mikkola & Snellman (2006), concluded that despite having failed to meet some of its initial objectives it has been a successful project. The overall findings of this study concerning the exchange experiences are congruent to the evaluation report. Exchanges were highly successful in terms of cultural exchange, improvement in understanding development problems, as well as applying research interests and expertise during the exchange period. Also Salokangas (2007) concluded in her Bachelor's thesis concerning Finnish student participants under this programme, that overall experiences have been positive.

The overall impact of the teachers exchange has been reported valuable and beneficial, for instance in light of updating methods (Metteri & Koivula 2007). In evaluation forms and in the interviews the teachers expressed contentment of their exchange period. The actual teaching is being further developed every year. Particularly when the new course will start, the benefit of teacher exchange is going to be emphasized. The possibility to compensate the missing knowledge area of teaching in

certain disciplines and having a support and possibility to discussion and consultation when needed, were cited as strengths for Mozambican side.

Though the visible impact of the cooperation after such a short time period is difficult to identify as Mikkola & Snellman (2006, 33) have pointed out, all the respondents in this collaboration valued the cooperation very highly and the experiences have been very good. Long existing personal relationships, perseverance, permanent actors and their commitments were cited particularly as strengths, whereas the language, unclear roles and duties, bureaucracy, lack of resources and shared forums to organise meetings, were cited as weaknesses.

The main reason behind the problems mentioned was identified as the lack of systematic organizing and planning. Salokangas (2007) reported in her study that difficulties related to organization were mentioned also by Finnish student participants, such as insufficiency in programme frames and problems in information retrieval. Problems relating to organization were shown occasionally when coordinating the basic activities. For instance Mozambican side expressed difficulties in deal with the Finnish student exchange, because students have been sent at different times (needless to say, it would be simpler to organize language course and other courses for groups rather than individuals). As a counterargument one can notice that this has been the case just once. However, all these limitations were widely recognised among the respondents and the necessity to improve organization and planning was stated. Meanwhile it was strongly expressed that every year progress has been made in this respect. Mostly though, the problems in cooperation practices were seen as common problems when different cultures blend and are therefore solved by multicultural sensitivity.

Besides organizational problems some issues were further discussed in the interviews. Therefore I shall next identify and raise some of these aspects for a closer look.

Language. One of the major challenges, that all of the respondents raised was language difficulties. Language skill is one of the selection criteria on both sides, but the necessity to complement existing language skill preparation was stated. The initiation of a Portuguese language course for Finnish exchange students offered by the UEM in 2007 was a great improvement.

Also Mikkola & Snellman (2006, 32) raised the language issue in the Mozambican case, because Portuguese is not commonly mastered in Finland. They also recommended special language

training for Finnish participants. Salokangas (2007) reported as well that Finnish participants felt insufficient language skills as a difficulty, but on the other hand all of them learned the basics of Portuguese during their exchange time. Hence, under no circumstances the language issue was not viewed an insuperable problem.

> "It has been challenge, but it has never been obstacle for our cooperation, we have always found alternatives." (I3M)

In spite of the positive attitude, the language issue cannot be overemphasized since it has been and still is a challenge. In general, the cooperation activities under the N – S Programme are reported to be developed in English, albeit Portuguese language skill is still to some extent a requirement. The Mozambican side had proposed a stronger linguistic component to be included in the cooperation, but in the frames of the N – S Programme funding it is not possible and further funding has not been met.

From the Mozambican point of view the English skills have to be emphasised as well. In a wider perspective as Mário et al. (2003) write, English is absolutely essential for graduates to be able to communicate with their English-speaking neighbours in Zimbabwe, Malawi, Tanzania, Swaziland and South Africa and to read international scientific literature. Moreover as the strategic plan of higher education reports (2000, 44) the fact that teaching is in Portuguese gives rise to a twofold problem: it is more difficult to internationalize higher education and exchange students in a predominantly English speaking region, and the students face serious difficulties in managing the manuals and books, with a majority of them being readily available in English rather than in Portuguese.

Language and courses for international students. The strategic plan (2000, 44) also foresaw that in general the introduction of post-graduate studies, especially in Science and Technology, might lead to some subjects being taught in English. When considering the exchange studies under this cooperation, the need to offer courses for international students in English at the UEM was raised. This is also important, because according to the agreements the exchange studies in Mozambique may include both theoretical studies and practical placement and it should be possible to study at the UEM and/or Institution of health and social services (Metteri & Koivula 2007). Teaching only in Portuguese would require advanced language skills from Finnish students.

Besides the teaching language, the course in ISSS does not run regularly. Needless to say, if the course is not running regularly, Finnish students/teachers are not able to participate in teaching activities at the institute. This was expressed as a concern by many respondents. Since the course supply for international students at the UEM is not well organized, one may assume that this is a part of the reason why Finnish students have mainly done their practical placements instead of any courses. Hopefully the future prospects are promising in terms of organising courses for exchange students; at least the issue was raised by the representatives of the UEM. Realistically, the resources might be a problem, but the beginning of the Bachelor Programme might enable this to some extent. It is assumed that the programme extension to the education discipline supports this aim as well.

Institutional Commitment. Particularly the representatives of the Universities highlighted the necessity to strengthen institutional commitment in order to guarantee the sustainability on a more solid basis. This means that the cooperation has been more reliant on individuals and their commitments rather than institutions, and therefore the commitment has to be shifted from an individual level to a more collective level. The cooperation has indeed become more visible and more persons are interested and involved. Participation from each partner institution has increased. The spin-off products and extension to the education discipline are also supporting the sustainability.

The nature of cooperation. The institutional commitment was seen as obligatory. On the other hand the commitment of individuals and the personal nature of the cooperation were seen as a specific strength as well. For instance, the relationships between the colleagues were seen more than merely professional and the personal choices to commit to the cooperation were seen more as personal value considerations than a professional duty.

> "For instance besides the official visits, we visit to each others houses. This means that family and personal relationships have been created. I myself like that when important part of your work is part of your life, it will continue in a wider level also. --- It brings something richer to your way of thinking. --- Sometimes I wonder how the person who has grown up in the other side of the world is if we would have grown up together." (I8F)

> "In the beginning [of exchange studies] my aim was not so personal, but it become more personal when I understood what social work is and I took it into my life and it became a part of me". (I12S)

The role of CIMO. The Finnish institutions hoped to bring the fifth stakeholder, the financier, as a more involved partner. It would be important to have the possibility to discuss about strategies,

justifications of funding decisions and future prospects with the financier as well. The last funding decision was very surprising for the institutions, and surely a disappointment, because the funding for the next period (North – South – South 2007-2009) did not reach expectations. This was seen as contrary to the idea of sustainable development cooperation. Also Mikkola & Snellman (32) highlights that a longer project funding decision would have enabled a more stable and administratively more manageable approach.

> "If the idea is sustainable institutional relationships, I don't understand what that means if we are not supporting the sustainability. --- It is a shame that the funding decreased, particularly while the enthusiasm and willingness increased. This is not logical." (I8F).

> "It seems that our experiences are not affecting the funding decision." (I9F)

From the Mozambican side the opinion expressed was that CIMO did not consider the south side carefully enough, and this indeed is continuously repeated in the rhetoric ideals of development cooperation: the local starting point for cooperation and the real needs of beneficiaries. The main criticism towards CIMO's decision concerned the funding decisions.

In development cooperation the funding issue is always to some extent complicated. On the one hand, short term approaches, for instance, short-term exchanges and visits have also received a criticism of being funded by exploitative tourist and travelling intentions rather than real efficient cooperation activities. I do argue that short unstable project funding increases the risk. Stable and sufficient funding would enable more long-term strategies. On the other hand then, the high levels of development assistance and donor aid mean that the education system and many higher education institutions face a huge challenge in trying to ensure future sustainability (Strategic Plan of Higher Education 2000).

5.2 Exchanging Experiences in a Network

In general, the level of instability of achievements gained through development cooperation has led to increasing criticism towards the whole activity and the donors are trying to learn from the mistakes of the past. On a wider scale this has led to changing trends in practices of development cooperation, for instance, to a shift away from project-type aid towards programme assistance. Another ongoing trend has been the principal aim of using a local expert instead of foreign one. If

this is not feasible, the role of expatriate experts or advisers has been changed in any case towards facilitators rather than a leading manager. In this way, dependence on outsiders is reduced and the capacity building is more likely to take place with national staff. Leach (1999) says that in order to achieve more effective interventions, donors should be ready to fund smaller, more complex, and more open-ended projects allowing groups (institutions etc.) to generate their own solutions. (Leach 1999, 380-382, 387-388, 392.)

This cooperation programme in question is congruent with the abovementioned shifts in roles and can be seen as one example of new formulated cooperation. A unique network model for higher education cooperation is reported as one of the biggest achievements of the N – S Programme and it has raised interest internationally as well. (CIMO 2006, Overview of results of the N – S Programme, 1).

Generally speaking, network is a term – along with others such as mobility, globalization, and internationalization – that is continuously repeated in the international trends of higher education policy documents and guidelines. Higher education institutions in Finland are encouraged to participate in mutual cooperation and network activities with each other. Besides the field of higher education, networks – interconnected groups or systems – are actually nowadays highlighted as an important unit in all areas. The activities in this network primarily the possibilities and challenges were one of the themes under examination.

Formation of network. The Programme has established a new and intensified network cooperation not only between the North and the South, but also between Finnish institutions and on Mozambican side as well. As mentioned in the very beginning it was due to the N – S Programme initiative that the Mozambican partners started to collaborate with each other.

> "It was interesting that the University and Polytechnic had to go all the way to Mozambique in order to bring the cooperation closer and similarly the Mozambican stakeholders needed a project from Finland to start collaborating with each other." (I10F)

The beginning of the network cooperation under the N – S Programme was described as disorganized. Indeed, as the overall evaluation report (Mikkola & Snellman 2006, 35) points out, the first project call was hurried and the implementation started without any comprehensive information. These issues were raised among several respondents in this study as well. Starting the cooperation between different stakeholders, gathering the representatives for a shared meeting in

order to talk about the nature of cooperation and creating the functional network was sited challenging in the beginning. Yet, during the first preparatory visits, the content and purpose was to some extent uncertain. These issues however, planning the further cooperation and implementation itself, were the main tasks for the visits. The implementation procedures have been developed along the process and one should bear in mind that the phase in question was the pilot phase after all. The respondents expressed that most of those barriers have been surmounted and year by year the cooperation has been more organized.

Sharing experiences. One of the strengths of the network model lies in the idea that to ensure the experiences, new skills and information acquired through the exchanges, do not only benefit the participating individuals, but also have a more lasting impact on the institutions. In this respect I was interested in how the partner institutions share the achieved experiences and use the advantages of the network with different partners.

Sharing experiences between the institutions in both countries was mentioned as an issue to be further developed and it was strongly hoped that it would be strengthened. The experiences dis not necessarily come over from one institution to another. The experiences between the previous and the forthcoming students were not shared between institutions, though inside of the institution they were. The lack of forum was seen as a main obstacle.

> "It is true that nowadays institutions in general are cooperating more in international projects, but still we are here in Finland having our own corners as well as the Mozambican partners over there". (I10F)

> "The cooperation between Finnish institutions should be closer so that the achieved experiences, for instance during the student exchange can be shared" (I9F)

> "At the moment we don't have a forum between the institutions for sharing the experiences" (I4M)

However, exchanging experiences – *troca de experiências* – was seen as an extremely valuable gain through the network for all of the partners. In spite of the contradictions, it was unanimously expressed that all participants have valuable skills and knowledge to contribute to others and all partners are engaged in supporting the development of social work in Mozambique.

> "All of us have our own objectives, but surely we share a common will to develop social work in Mozambique" (I3M)

A weakness that was pointed out indicated that there was no financial support allocated to make the cooperation networks denser and more efficient, ideally meaning time and channels to plan and organize together. The new North – South – South programme is going to answer to this dilemma, because as a new element since the pilot phase, wider networking activities (preparatory and administrative visits, joint network meetings) are supported (CIMO Prochure).

Another future prospect in this respect is the extranet virtual learning space "Moodle" in the Internet, which has been created to support students exchange and supervision between the two countries (Metteri & Koivula 2007). "Moodle" has not started to operate completely yet, but this indeed could be valuable forum to share experiences among institutions and between countries. In Mozambique though, the problem has been, and still is, the lack of ICT infrastructure.

The Roles. The latest application form (2007) was the first one, where the roles of each were reported. According to it the roles of university partners is to collaborate in the development of academic research-based teaching and communication with wider society. The role of PIRAMK is to support the development of social work education at the vocational level, which is more practically oriented and with in line with PIRAMK education. The MMAS is responsible for arranging supervised practical placements. Cooperation activities with all partners include organising practice placements, developing community based working approaches and teaching of research methods at polytechnic and university undergraduate level and overall planning. (Metteri & Koivula 2007.)

Prior to this the exact roles had not been defined, thus the ambiguity in roles was continuously expressed among the respondents. Consequently, the cooperation between different partners has been reported as being, to some extent, problematic. This was seen as a confusion in the area of responsibilities. Cooperation partners have different visions and therefore many respondents reported the necessity to make everything explicit and transparent for all.

> "It is very difficult to deal with different institutions and different locations." (I1M)

> "There has been a little contradictory articulation between organizers in Finland and Mozambique." (I14S)

> "We still do not have clearly defined roles for each one and this might affect the satisfaction. --- We do not have defined plans for each for the future". (I4M)

"We should clarify the relationship between the Ministry and University, who does what". (I5M)

"We all should ask ourselves what our position in this cooperation is, what we can give and what we can gain. --- We have to meet and to learn know each other --- The point is that we have to sit with our partners and make it clear what we want and what are the priorities" (I1M)

The Mozambican side Particularly felt the roles of different partner institution were to some extent problematic. The Finnish side felt that the formation of roles is still an ongoing process, but the roles between the Finnish institutions are not in contradiction. It is a matter of distributing the activities: shared activities and separated activities. This means that it is not even intended to share all the activities. There are some aspects between universities and some aspects between PIRAMK and Ministry. As an example, the research cooperation is between universities and the vocational training is between PIRAMK and Ministry.

5.3 Effects of the Collaboration on the New Bachelor Programme

People cannot be developed;
they can only develop themselves.
[Julius K. Nyerere]

The impacts of the cooperation can be seen on two main levels: individual and institutional. Obviously, as Metteri and Nhantumbo-Divage (2006) have pointed out, both institutions and students benefit from collaboration. In this chapter, the focus is on the institutional level. Since the chapter deals with the beginning of the new university programme, the focus is on cooperation between the universities though the common aim of all the partners is to support and develop the beginning of the Bachelor Programme. University cooperation involves support for curriculum development, producing learning materials and promoting pedagogical skills of teachers.

Besides N – S Programme framework, the cooperation is based on the bilateral agreement (2006) between Eduardo Mondlane University and University of Tampere and Pirkanmaa Polytechnic. According to the agreement, partners agree to cooperate in the following forms:

A.   Student exchange on undergraduate and postgraduate level

B.   Teaching staff exchange

C.   Practical training

D.   Collaboration in doctoral studies and research

E.   Curriculum development in social work

F.   Exchange of information and development of teaching materials

G.   Institutional capacity building

The N – S Programme funds all forms, except collaboration in doctoral studies and research. The UTA supports the postgraduate studies of the Mozambican university staff in order to ensure capacity building of the professional staff. Teachers from Mozambique that have planned for their PhD at the University of Tampere are funded outside of the N – S Programme framework.

According to the bilateral agreement, the primary objectives of the cooperation are as follows:

1. To give opportunities for Mozambican and Finnish students to study abroad,

2. To give opportunities for teaching staff for joint pedagogical and curriculum development and production of teaching materials and publications,

3. To give opportunities for cooperation in research.

According to the N – S Programme, the overall aim behind the activities is "to promote long-term co-operation between Finnish higher education institutions and their developing country partners with the primary objective of improving and enhancing developing country capacities and abilities" (CIMO). This chapter discusses the congruence between well-intentioned rhetoric aims and means in practice while thinking about how the needs of the Mozambican partners are taken into account. That is to say the objective of this chapter is to evaluate the cooperation in terms of progress towards the objective agreed. Congruence was not reported as an obvious aspect, as expressed below:

> "The idea of the North – South Programme is a good dream, but it is not realizing, at least yet." (I12S)

> "In reality those [beautiful aims on paper] are really different." (I1M)

In reviewing the debates in recent literature, two main weaknesses could be identified concerning social work education in Africa although serious efforts have been made to remedy the situation. The first weakness is the irrelevant orientation of the social work curriculum and the second one is the way how Western literature and expatriate teachers dominate social work education in Africa. In this chapter, these aspects are analyzed by dialectics of literature and research findings.

The first part is an introductory chapter which discusses the overall justifications of the cooperation in the frames of relevance. In the second part, I am interested in the role and influence of external assistance - in this case the Finnish assistance - for the relevance of the Social Work Bachelor Programme curriculum in Mozambique. Because I am not a social worker and I write from outside of the discipline, I shall not go deep into the curriculum's content. Rather, I am interested in the elements and the means that provide a good basis for collaboration in the curriculum cooperation between different realities. I examine the bases where curriculum planning can lean. In particular I want to identify views and opinions from the key responsible persons involved in curriculum planning.

The third part discusses the contribution of the N – S Programme cooperation for learning materials and the capacity building of the teachers. The biggest challenges of the new Bachelor Programme are to find qualified teachers and teaching material. In this respect, the main question under examination is 'to what extent the programme frames provide opportunity to reflect on these needs of the beneficiaries?' This is examined in relation to the concern illuminated by many African scholars of inadequacies of indigenous material and of local teaching staff. Social work teachers are mainly educated in the West and institutions in Africa have tended to continue to utilize the same textbooks, same journals and related materials as in the West, which have limited relevance to African societies. (E.g. Rwomire and Raditlhokwa 1996, 13; Rwomire 2001, preface; Mupedziswa 2001, 292.) Thus, in this framework, the question is to what extent the cooperation is feasible between North and South to collaborate in contribution of these areas.

5.3.1 Relevance

In terms of development cooperation in education sector, many authors from developing countries have expressed the need for indigenous education and have emphasized the concept of relevance (Narayan 2000, 200). "Relevance measures how appropriate the aid has been within the context of a specific target and according to the specific needs to be addressed" (Mikkola & Snellman 2006, 31). In many cases of educational development cooperation, the relevance has been widely questioned and criticized. In Mozambican higher education policy papers, relevant courses, mean either preparing students for specific niches within the rapidly changing labour market or producing graduates imbued with the idea of service to their country (Mário et al. 2003).

Within the international discussion among social work scholars focusing on relevance, the main criticism is towards the structure of educational programmes imported from the West and towards the circumstances that social workers teaching in African universities educated in the West. The critical argument has been that institutions cannot promote relevant social work if their staffs are trained in the West and the curriculum reflects Western norms.

For instance, Laird (2006) examines social work education at the University of Ghana in his article "Teaching social work as a foreign language: a White European at an African university". He spent four years living in Ghana working as a Coordinator of Social Work at the University of Ghana. He argues that the western-oriented approach at the tertiary level is injurious to the intellectual development of the students. In Ghana's case he states reasons for the curriculum that reflect British norms with little acknowledgement of the actual context of training and practice in an African country. (Laird 2006, 381.)

Certainly educational policies cannot easily be transplanted from one national and social context to another but as Watson (2001, 29) says principles can be used, but they must be modified and adapted according to local context. In the social work context "the holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions" (IASSW and IFSW).

Jim Ife (2001, 5) expresses this approach in his article by saying that in the new global order "social workers are now required to work at the both global and local levels, and to relate to the two --- in a

globalized world, all aspects of social work are affected by global issues, and all social problems have a global dimension". In other words, the problems of social workers clients' are caused as much by global forces as by national forces and therefore internationalism has everything to do with social workers day-to-day practice (Ife 2001, 7). He continues (2001, 7) "we cannot understand local problems without reference to global economic, political and cultural circumstances". He claims (2001, 13) that all social work practice must now be regarded as working at the global/local interface, wherever it occurs.

Ife (2001, 8) further argues that if social work is to be effective, it needs to be able to make those links and to work across borders to seek common solutions. This approach advocates the possibilities in cooperation between such different realities than Finland and Mozambique are. The next quotations indeed manifest the possibilities:

> "I have an opportunity to understand the modern method of social work in approaching the problem --- We go to Finland and we learn for example how you deal with alcoholism which is a big issue in your country or aged people which is also a very big problem. We learn about this, maybe we don't use it with aged people or alcoholic people; we use it for those problems, which are big issues for us. For example for me alcoholism is a health problem, HIV is a health problem and there is something we can transfer to our reality" (I1M)

> "You can think globally, and act locally" (I7M)

The difference between the realities was stated among the respondents, needless to say what different societies Finland and Mozambique are. A number of respondents, however, do not subscribe to views about criticism towards cooperation between the North and the South. Seeing that the cooperation goes further, both sides achieve deeper comprehension of both societies.

> "One of the very interesting points was that, actually, we have in spite of our different realities, lots of similarities, also in terms of curriculum's content." (I8F)

> "In many cases people think that when they go to Europe, they are going to other side of the world, of course it is the other side of the world, but there are so many similarities that I have never thought existing and there are so many things we share, but we never look at them." (I12S)

> "After all we can learn a lot from each other" (I10F)

In sum, in spite of the differences between the realities, a lot can be borrowed and expanded in links across cultures. The abovementioned quotations also reveal an attractive aspect, which is normally paid less attention to when discussing the cooperation between different realities, the value to see

not just the differences, but the similarities and links between the realities. As Ife (2000) puts it, working and operating in a local – global interface.

5.3.2 Curriculum Planning

The curriculum formulation for the new Bachelor Programme has gone through different stages and at the time when the interviews were conducted, the curriculum was going through revision and approval. The curriculum-planning group involves small group of key persons. The challenge is that the group does not have strong experiences with such a work. In addition to the Finnish support they received support from faculty of education and other professional social workers in Mozambique. However, it is obvious that the curriculum is going to be developed throughout the programme and the experiences achieved. As the representative of the curriculum planning group said, perhaps after two graduations they have a well formulated curriculum. The Finnish support was seen very valuable in spite of the challenges or differences in realities discussed in previous chapter.

Curriculum cooperation was also realized in previous cooperation between Finland and Mozambique before the N – S Programme. As a result, the curriculum of social work at the vocational level, both Agentes (equivalent to secondary level education) and Tecnicos (equivalent to former college level training), were finalised. (Metteri & Koivula 2005.) The idea was particularly to teach the process of curriculum development, not to give the ready-made model of curriculum. According to Ström, teaching the process means, for instance, to guide what activities are involved in the curriculum planning process, whom is to be interviewed, what materials are to be read, how to clarify what kind of professional is needed in the future etc. (Ström interview in 29.05.07) This approach is in line with the current curriculum cooperation as well.

One of the main tasks during the preparatory visits under the North – South Programme was in fact to compare degree programmes within the social work field in both countries and within the different educational institutes (Metteri & Koivula 2007). Principally, the representative from the UEM was interested in familiarizing oneself with the Finnish curriculum. Again the curriculum-planning group was highlighting that the idea is not to transfer the Finnish curriculum to Mozambique. According to them the ideal is that people involved can come to Finland and observe

and learn by themselves from the perspective of their own needs and interests, rather than foreign "experts" go to Mozambique to give models.

> "It is not just to take the curriculum of social work Bachelor Programme from Tampere to use here. --- We are starting now, we don't have to find the whole method by ourselves, we can go to Finland, and you are the reference when we are talking about the good social system. We go there to learn --- We want to have resources from Finnish people to help, but to help, not to depend on them" (I1M)

> "Helping each other, side by side, not doing things on behalf of them it is an unconditional prerequisite" (I11F)

> "They are doing their own thing, we are doing ours, but the discussion and interaction gives more points of view. The difference is richness in this dialogue." (I8F)

The curriculum-planning group is collaborating with different quarters as mentioned. However, as an interesting issue, the revealing fact was that the curriculum-planning group from the UEM is not collaborating with the ISCTEM. In spite of the social work educational programme not having started in that private university as it was planned, the formulated curriculum exists (Silva, interview in 10.04.07). Whatever the reason is, that curriculum is developed for a Mozambican reality.

It was not mentioned to what extent the experiences from the neighbouring countries are acknowledged. For instance, Ghana and Zimbabwe have developed relevance and appropriateness in their social work curriculum by curriculum workshops with participants involving social work educators and practitioners and representatives from national and international non-Governmental organizations, representative of governmental officers responsible of social area. The workshops were designed to elicit the actual training needs; requirements of knowledge and skills and to integrate these into a new professional curriculum. (Laird 2006, 385; Kaseke 2001, 105.)

 It was mentioned that in the future, when the academic social work education has started, the aim is to start collaborating with other African Social Work Higher Education Institutions. This component is also highlighted in new North – South – South Programme model.

South – South cooperation is certainly important component to sterss. In this respect many social work writers have emphasised the importance of Brazilian Paolo Freire's (1921-1997) work for social workers. The inclusion of Freire's perspective and method has been attempted in social work in Latin America, and also internationally. Although his pedagogy and life experiences were in

different time-space contexts, he was from a developing country, and this gave a reality to his discussions. Freire's contribution influenced not only the field of education but also changing processes in his own county. (Narayan 2000, 193-194, 200, 202.)

5.3.3 Education of Professional Teachers and the Promotion of Teaching Materials

The biggest challenges for the new Bachelor Programme besides securing sustainable funding are to find qualified teachers and teaching material. At the moment of interviews the University was working to find teachers to teach different disciplines and teaching materials for the courses. To facilitate these challenges, the degree and research cooperation were the most desirable elements for future cooperation with Finland from the UEM point of view. In the academic year 2006-2007 one Mozambican student carried out the two-year Master degree in a one-year schedule. This was seen an essential improvement in programme frames for Mozambican side. The possibility to admit students to a two-year Master programme with only one-year of guaranteed financing was not common in the wider concept of the N – S Programme, only two of the projects chose to take this risk. In the N – S Programme's original form, to degrees and research were paid little attention and unfortunately, the Masters' programmes and research were not foreseen to be an essential part of the N – S Programme. (Mikkola & Snellman 2006, 32.)

This decision was seen as a setback because degree studies for the Mozambican side meant also the possibility to qualify graduate students who can take up teaching positions within the Social Work Programme. This has also been taken into consideration when selecting candidates; one of the criteria is the interest to work at the University in the future. There are not any means to guarantee this, but the university representatives were positive that though all of the students will not return to work at the University, at least some of the students will. The fact that non-governmental institutions pay better salaries than the government ones was not seen as a threat to dissuade students from take teaching positions elsewhere rather than at the UEM. The reason is that full-time teachers in the public institution are often also part-time teachers in private institutions. They stay in public ones because private institutions employ mainly part-time staff, whilst public ones rely mainly on full-time staff meaning that they also gain the social benefits. (e.g. Mário et al. 2003.)

When comparing benefits between degree and exchange studies, the frequently raised aspect was that Finnish and Mozambican students have different kinds of motives in participation. Certainly all of the students learn from participation, however, for Finnish students it is cultural experiences whilst for Mozambican it is often more than this. Though cultural experiences such as learning about different cultures, different practices, different contexts, are surely important, for the Mozambican side the impact of these is not as desirable to a degree. In this respect, the duration of exchange was also raised. In order to achieve sustainable results, the time has to be sufficient.

> "First of all you need to understand the context where you are and it takes more than for instance three months, and after that you can really start to work in that context --- The programme has to give more opportunity; exchange activities only, are nothing for me" (I12S)

The respondents' main argument for having a degree instead of merely exchange studies was that Mozambique has a problem with a lack of professionals and therefore it needs its own experts and specialists: people with a degree in order to make a wider impact on the society rather than an individual exchange experience. Though indigenous staff does not mean the replacement of expatriate staff (the local staff trained abroad), in the circumstances where the education does not exist it has to be achieved from abroad. One can argue that the teaching staff, however, in spite of being trained abroad have a good grasp of the local conditions and are consequently well placed to make social work education relevant to Mozambique.

While discussing the possibility of admitting students to a Master programme, it needs to be mentioned that everybody involved in cooperation with developing countries in higher education sub-sector must be aware of the risk of brain drain (CIMO's overview of the result 2006). The risk has also been seen in the education sectors cooperation priorities over time. The brain drain criticism has affected the changes in priorities within the education sector by decreasing the scholarships for students from developing countries to pursue university level studies abroad. In general, this is a risk to be aware of. In this case, the student who completed a degree in Finland is going to be strongly involved with the new Bachelor Programme as a teacher and a responsible person. It was reported that in fact the possibility to be involved in the new education programme was an important motivator to pursue studies abroad and return to work.

The main criticism of sending student to accomplish their degrees abroad is relevance. As Laird (2006, 384) puts it "If we teach curricula which require students to empty Africa out of themselves we cannot be surprised when they have no contribution to make except to sound like the pages of

American and European textbook." In this case, for the Mozambican student who conducted his Master's degree in Finland, the curriculum followed the Finnish curriculum but contents were formulated to reflect the Mozambican society. The Finnish curriculum was adapted and oriented towards Mozambican needs: the essays combine basic texts in social work and social policy used in the curricula at the UTA to the Mozambican reality. This requires flexibility from the department and from the teachers, but it has been achieved. Hence the relevance has been taken into consideration in order to guarantee the useful and usable content of studies. As a result, all of the student respondents felt that the studies accomplished in Finland were relevant in Mozambique as well.

Promoting the contribution of material to be used in teaching was seen as another desirable impact of cooperation for UEM. Rwomire (2001, preface) and elsewhere Kaseke (2001, 107) points out, that in general in Africa the literature is inadequate and further still, overwhelmingly Western, though during the last years efforts have been made to indigenise social work education through the development of indigenous literature and teaching materials. For instance Laird (2006) is strongly critical of the distortion in library at the University of Ghana: overflowing with British and American texts on how to practice social work in Britain and America, and not a single one written by an African social worker. Therefore the textbooks used daily, never mention the real issues for Africa (Laird 2006, 382-383.) Laird (2006, 384) further asserts, "There is virtually no African perspective within the social work profession. There are few African scholars, but there are many Africans who write about social work as if they were Americans or Europeans".

Laird (2006, 384) says in the case of Ghana, which I believe can be generalized in the case of other African societies, the common reason given for the perpetuation of western oriented content of courses is the lack of resources and indigenous materials. However, as he points out, for decades, scholars at the University of Ghana have generated vast quantities of data and findings with interdisciplinary implications. Kaseke's case of Zimbabwe represents the same point of view. He (2001, 108) expressed the need of using students fieldwork reports and theses/dissertations for teaching purposes. Both of them are proposing that the material produced by students could be kept in the library where both staff and students can access them easily and these works can make an important contribution in building an indigenous knowledge base.

Under this cooperation the courses for Mozambican students have been formulated in the way that the essays or relative works can be used as part of the teaching materials. For instance the existing

thesis and essays are considered for publication and could then be available as a textbook. Furthermore, more proposals for theses are currently under discussion. One of the future prospects is to develop distance cooperation through information and communication technology. Some of the courses could be taught in a virtual environment shared by Finnish and Mozambicans teachers and students. In this respect the major challenge has been the building the ICT infrastructure for teaching and virtual communication at the Department of Sociology at the UEM.

In summary, this cooperation has its own important contribution to make in the process of beginning of the higher education in social work education. It has been supposed not only to contribute to beginning of the Bachelor Programme but also to help with education of the necessary manpower and with producing the teaching material needed. How the students are going to put in practice the knowledge and skills achieved in Finland will be seen in the future. As Mikkola & Snellman (2006, 33) say "most of the impacts will be visible only on a more long-term perspective, when the present students are active in their future jobs". It can be concluded that the current cooperation is answering to the needs and demands of the Mozambican side to some extent but unfortunately the recent funding decision of CIMO made this more difficult: the programme does not support mobility which aims for the completion of a whole degree in the host country (CIMO brochure). Notwithstanding, there is a strong interest in broadening the cooperation. This can be seen also in the spin-off projects funded from other sources but focusing on cooperation.

Though this chapter has underlined the influence of external assistance, what the cooperation under examination can provide for Mozambican side, it is extremely valuable that the learning is, and should be, a two-way exchange. It is easy to agree with Laird (2006, 384) that what needs to be prized is contemporary African experience and new conceptual frameworks should be formulated by fusing this African experience. In this research several respondents have been described, the core of the cooperation is in exchanging experiences. While I started this chapter quoting the words of the first President of Tanzania "People cannot be developed; they can only develop themselves" I end with the word of Laird (2006, 386) "It is time we European expatriates stopped coming to Africa as teachers. We should be students, struggling to understand and work within new African paradigms". The quotations encapsulate the starting point for successful cooperation and it can be concluded that this cooperation is certainly operating while following the idea of equal reciprocity.

6 DISCUSSION

6.1 Limitations and Significance of the Study

The major concern when describing the beginning of new educational programme in different country is that it involves the examination of a wide range of issues. These issues occur in different settings and on the one hand a foreigner writing about systems other than his/her own, might shed new light on the indigenous context. On the other hand the writer brings to the study of another system his own cultural prejudices, which may affect the conclusions. Indeed, as Halls points out, the balance of advantages and disadvantages is finely drawn. (Halls 1990, 27.)

I shall start with a critical observation of my own role. First of all, my inexperience of interviewing was a challenge. Secondly, as mention earlier, the language issue was at least challenging as well. In my case operating within three languages, only one my native tongue was to some extent limitation, for instance occasionally the specified question during the interviews was not possible due to these language limitations. During the process I was concerned with the quality of interviews but I trust that the conceivable advantages weighed more in the scale than existing risks. Furthermore, if I did not reach the most relevant and deepest information in interviews, I do not believe that the reason is merely a matter of language limitations. By this I mean that I assume that some of the issues concerning the process of beginning of the Bachelor Programme can be to some extent sensitive and therefore were not discussed in the interviews.

Furthermore the fact that the programme is funded by Finland might cause firstly a feeling for someone that the responding was "an imperative obligation" and secondly, from the same reason, the risk of "politeness and socially acceptable answers" exists. These have to be acknowledged since they could potentially affect reliability. I conducted 14 interviews, in which most of the respondents were very keen to talk about the issues with the exception of very few interviewees in which the respondents' answers were very limited and short giving the impression that they were either very busy or not extremely enthusiastic to participate in the study.

Concerning the documental material limitations, there was not a wide range of reliable information available, in spite of my striving to acquire documents from different sources. It is also important to

take into consideration the different kind of power hierarchy and my position as a student from outside of the system writing thesis, it is not certain that all the documents and ideas are to be shared. It became clear to me that whatever the reason is – lack of documents or cultural limitations – the written documents are not as available as we are used to in our system, where a nearly unlimited quantity of information is available even in on-line sources.

The field observations being to some extent a part of the method, gave me a deeper comprehension of the cooperation, but my own experiences might have affected how I perceive some aspects of the cooperation. However, since my research focus was not on students' experiences I believe that potential influences of my own experiences as a Finnish student during analysis and selection of data for presentation were minimal. In any case, I believe that the field observation was necessary to reach a deeper understanding of the real context, albeit to some extent inevitably superficial due to the short time period. The fact is that the adaptation to the new environment and the different system requires time before one can really start to operate in that environment. Time in this case was limited for three months. At first perhaps I had too optimistic view of the time capacity, but for instance the schedule needed to be flexible for possible cancellations of scheduled interviews.

I am aware that this research has limitations including all the abovementioned. Further I am aware that as this is a case study, it is not meaningful to make generalisations of the findings. Nevertheless, this report should be considered as a contribution to measuring the progress towards the goals of the cooperation. It becomes important to explicate the qualitative results of the cooperation, particularly since the Universities have tended to shift toward an outcome orientation meaning that internationalization has emphasized the numbers which are not so informing. It is also certain that looking into how the cooperation has been conceived is important, because such information provides knowledge of the opinions and views of the main partners. Open and wide communication and continuous learning from experiences are important aspects for successful cooperation. Indeed, as Laird (2006, 384) cogently points out the interaction with the global academic community is essential, but still we must pause to consider the impact of that collaboration. Therefore such a study can also serve a tool for observing the cooperation and implementation of the new programme. Additionally this study becomes significant because it might provide usable teaching material for the courses. This study can be seen as a part and a product of the cooperation.

Halls (1990, 28) points out, if researchers from the industrialized world carry out research without adequate cooperation with local representatives of the countries concerned, the value of the work is nullified. This study was fulfilled with the different cooperation partners and therefore I consider that this study strengthens and maintains existing relations and hopefully lays the foundation for the future wider cooperation involving the educational discipline.

Lastly, the enforcement of the educational expansion requires research and investigation. The space in this area for further research is open. Further research is needed on the review of the current situation in the field: to where is the new programme preparing future professionals? What is the number of social workers working in the field? What is their educational background? In which fields there are major shortages of qualified social workers? A particularly important question arises after the initiation of the new Bachelor Programme: how the field is going to be divided between the social workers from different educational levels? The new Social Work Bachelor Programme will undoubtedly enhance the capacity of social workers, but how will these capacities define the position in the working field?

6.2 Conclusions

It can be concluded that notwithstanding the challenges, Finland has had an important contribution on social work education in Mozambique. It is also easy to observe that there is genuine willingness and commitment to continue the cooperation. When the N – S Programme frames are too narrow, other possibilities are put under consideration: persons involved are looking for alternative funding options and continue to plan degree-, post graduate- and research cooperation possibilities in the future. Plans for preparing joint teaching materials have started as well. Therefore I finish the analysis with the firm belief that there are many committed persons with lots of ideas who are going to pave the way for extending the cooperation. The data leads me to believe that such personal commitments are the most significant factor for future cooperation and indeed such participants on Mozambican side, with commitment and enthusiasm represent the future for the profession of social work.

One of the significant achievements of this cooperation to mention is definitely awareness concerning the developing world. A recent Finnish research and survey[13] showed that the conception of reality in developing countries is overly negative but as a gratifying result by the survey, the attitude of the Finns towards development cooperation has maintained positive. As an important consequence, the cooperation has increased the interest and knowledge of cooperation with developing countries while the experiences are shared with the wider publicity. As one of the respondent said, the vision of the developing world, Africa and Mozambique is based mainly on texts and films and the vision is different after one has been there. Furthermore as another respondent highlighted, sometimes instead of big numbers and exact results it is beautiful to think on a smaller scale. I perceive the diffusing of the conception forward as one of the important "side-effect" of the experiences gained through exchange in a developing country. By this I mean, that it is easy to agree with the above-mentioned opinions, and besides our own conceptions we are sharing our experiences is our circle of acquaintances and hence we have a possibility to affect others' biases, albeit on the small scale. Hence the cooperation promotes global education, which is nowadays more and more important in every field in our modern word. This is one of the additional aspects why I see this cooperation as extremely healthy and valuable.

Besides highlighting the positive aspects, I drew wider attention to the main challenge, to language issue. The reason for that is first of all because all of the respondents raised that topic, but moreover since the internationalization has been a major trend in higher education since early 1990s, language skill is one important aspect or rather condition of internationalization. Elsewhere, Takala (2006, interview) mentions in the context of international dimension of Faculty of Education at the UTA that the Faculty does not have wide supply of courses in English but it is not actually even the department's intention. Takala's justification behind this point of view is the research role of the university, meaning that research requires a high standard of language and naturally studying and writing is easiest in one's own mother tongue. In this respect according to Takala teaching and studying and for instance writing a thesis in a foreign language includes the risk of superficial learning, if without adequate language skills.

It is easy to agree with this point of view and therefore the language issue has to be under critical observation, particularly when considering conducting thesis research under this cooperation. The importance of students' theses has been valued significant as prospective teaching material and

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[13] Raunio, S. 2006. "Nuoret, media ja kehitysmaat" [Youth, Media and Developing Countries] and survey of the Ministry for Foreign Affairs 2007, commissioned by Taloustutkimus.

strengthening the cooperation as well. In some cases however, the supervisor from Mozambique had to be an interpreter in students' interviews for their essays if English was not available. Due to the lack of resources this activity was criticised by the Mozambican side. Therefore Finnish students have to be truly aware of the language limitations and plan their works/theses according to available resources. By this I mean that language limitation is not necessarily an obstacle, but in the case of inadequacy of the Portuguese language, the interpreting is possible only if there are available resources. Furthermore the mentioned possibility of having supervisors from both countries, also in some cases thesis written in Portuguese, indeed requires consideration of the language issue. Therefore, based on interviews, my own experiences of language limitations, observations of activities and conversations with other students, I seriously recommend emphasizing the language preparation.

As another challenge, it became apparent that the duties are not completely defined and the intentions and expectations of each partner should be clarified. Partners do need to define their roles and hence the main recommendation concerning the overall cooperation is, besides further language preparation, to clearly define the aims of cooperation and aims of each partners and make those transparent for all. Moving on from well-meaning intentions to practice requires concreteness in conceptualisation which means careful planning and organising. Certainly it is challenging to find a way for different interests to meet, but the benefits lie in gained opportunities through network with different partners. Understanding the importance of the network seems to be better understood as the cooperation has gone further.

I have been examining the particularities of this cooperation in relation to the broad questions of higher educational development cooperation's relevance and appropriateness. Within the international discussion, development cooperation instruction from the Western world is strongly criticized. Major points of criticism have been that western countries and countless western professionals have been too eager to take their own needs and solutions into other societies and cultures, but indeed the methods being generated by the West have limited applications for practitioners working in developing countries.

In reviewing the criticism in literature towards educational development cooperation between different societal realities I tend to agree, but with reservations. By this I mean, that as seen in this study in spite of the differences between the realities, a lot can be borrowed and expanded in links across cultures and even disciplines. I do agree that too often the local needs and voices have been

neglected and in the beginning to giving a reality to this study, I have tried to use mainly writings from the representatives of African universities in the literature review.

In this case the cooperation is certainly operating while following the idea of equal reciprocity and having the equal partnership as a starting point. Moreover, as seen in the research findings the cooperation is working on both global and local levels, relating the two and making links between the levels. Bringing together partners from the North and the South is making valuable dialogue; the cooperation is and should be two ways. The cooperation is continuously learning from exchanging experiences, looking into the future based on the lessons learned.

The question is what are the conditions for a successful cooperation between different societies: which form development aid should take in order to be effective. I see cooperation between educational institutions as healthy and welcome because the nature of academic cooperation is not mere marketing; the persons involved are truly commited to a long-lasting cooperation. Needless to say, development cooperation has noble aims, but is also a big industry with vast amounts of money. In terms of financing I hope that the wider programme frames will be flexible enough to answer the real needs of beneficiaries. I wish to see more, new forms of development cooperation. I further wish, though the days are passing when it was western voices alone, to see even stronger starting-point of cooperation from the local perspective; the local voices should primarily be taken into account. Internationalization, as an ongoing trend, or rather obligation, in the globalized world, cannot mean forgetting half of the world.

I would like to close with the words of Munir Fasheh (1999, 93), whose writing perhaps describes the ideal of successful development cooperation in our globalized world: "I have always been fascinated by thousands of flowers – of all kinds, colours, and shapes – growing next to each other, with no one to trying to control or suppress others. The beauty of each is enhanced by being a whole in itself and at the same time part of a larger whole. There is always enough room for all. Our main role today is to try to protect our human flowers from the bulldozers that are trying to crush them in the name of progress and development. Helping human beings and communities to flourish is the central challenge we face today".

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APPENDIX 1: PERSONS INTERVIEWED Between 04.04.2007 – 06.06.2007

1. Terezinha da Silva (interviewed 10.04.07)
2. Maija – Liisa Ström (interviewed 29.05.07)

University of Eduardo Mondlane - Department of Sociology [Universidade Eduardo Mondlane -Departamento de Sociologia]

3. Dr. Samuel Quive (interviewed 26.04.07)
    Director of the Department of Sociology
4. Sonia Nhantumbo-Divage (interviewed 10.04.07)
    Teacher of Sociology; Curriculum Coordinator

Students - University of Eduardo Mondlane

5. Miguel Marrengula (interviewed 04.05.07)
6. Orquidea Moiana (interviewed 04.04.07)

Ministry of Women and Social Affairs [Ministerio da Mulher e Acção social]

7. Dr. Antonio Alvaro Francisco (interviewed 24.04.07)
    National Director of Social Affairs
8. Castigo Massinga (interviewed 11.04.07)
    Director of the Human Resources Department
9. Paulo Francisco da Silva Beirão (interviewed 16.04.07)
    Director of the Education Department
10. Lucrecia Monjane (interviewed 24.04.07)
    Office Worker in the Department of Education: Person responsible for the social work education in medium level [curso de técnicos]

Student - Institution of health and social services [Instituto de Saude e Serviços Sociais]

11. Antonio Muchave (interviewed 03.05.07)

University of Tampere - Department of Social Policy and Social Work

12. Anna Metteri (interviewed 06.06.07)
    University Lecturer

Pirkanmaa University of Applied Sciences - Social Services degree programme

13. Annamarja ollikainen-Autiosaari (interviewed 31.05.07)
    Principal Lecturer

14. Ulla-Maija Koivula (interviewed 31.05.07)
    Principal Lecturer

APPENDIX 2: INTERVIEW GUIDE

Personal history

- I'd like you to talk briefly about how you are/ have been involved in

        the North – South Higher Education Network Programme cooperation between Finland and Mozambique?

        What is your role concerning
        the curso de técnicos de acção social?
        AND/OR
        the beginning of Bachelor Programme in Social Work?

- Do you have some previous experiences of other cooperation programmes / partners?

The cooperation

- What are, according to your own opinion, the goals of the cooperation?

- In your opinion what are the results that have been achieved until now?

- What are, according to you the strengths of this cooperation?
What about the weaknesses?

- What have been the biggest challenges in the cooperation so-far?
Language? (In your opinion how big a challenge is language?)

The network

- How do you see the cooperation between the different stakeholders? UEM / UTA / MMAS / PIRAMK
What is the role of each one?
(What are the main goals your institution is expected to achieve in the future?)

- How do the institutions share the knowledge and experiences that they have achieved during the programme?

- Do you have any suggestions for improvement/ wishes concerning the cooperation?
Do you have some ideas to make the goals sustainable for both sides?

Experiences from Programme Continuing for Mozambican Students Participated in Exchange Programme

- Why did you want to participate in this cooperation?
        What were the things contributing to your decision to participate in this programme?
        (family, friends, other motives?)

- If you think about the time spent in the programme in Finland, what things do you feel you achieved there? Do you feel that you got something from Finland that you wouldn't have been able to achieve here?

- Do you feel that all your studies are relevant in Mozambique?

- How do you put in to practice the knowledge and skills you achieved in Finland?

The beginning of academic studies in social work education for the administrative persons.

- What is your opinion about the need of social work education at a higher level?

- What about the process of initiation of new Bachelor Programme has been advanced?

- In your opinion what were the most important factors contributing to the new education programme? (Who or what interest group has had a dominant role in the developing process?)

- Do you think that the higher education programme serves the interest of graduates from existing course at lower level? (Who are, primarily, those students who will start in the new programme?)

The curriculum development Continuing for persons responsible for/involved in curriculum development

- To what extent is it possible to benefit from a cooperation like N – S Programme when planning a new curriculum?

- What does Finland have to give to Mozambique in terms of curriculum planning?
(What are the relevant components that can be transferred from Finland to Mozambique? Which are the requirements for cooperation?)

- What are the expected results and/or benefits from N – S Programme for the new social work course at the UEM? Is the programme responding to the needs and demands of the new social work course at the UEM?
(Is there any means to attempt to guarantee these?)

Finally, Is there something you would like to add, that I have not asked?

- KIITOS / THANK YOU / MUITO OBRIGADA