



Graduação em História na Universidade Eduardo Mondlane: a contribuição do Arquivo Histórico de Moçambique

Degree in History at Universidade Eduardo Mondlane:
the contribution of the National Archives of Mozambique¹

Licenciatura de Historia en la Universidad Eduardo Mondlane:
la contribución del Archivo Histórico de Mozambique

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Abstract

The question is how the National Archives of Mozambique contributes to degree teaching in history at Universidade Eduardo Mondlane. The aim is to understand its role; to get to know the degree in history; to identify and select the monographs that have the National Archives of Mozambique as a source and/or object of study; and to analyze how this archive is mobilized in these monographs. This is a qualitative-quantitative case study, based on a literature review, documentary research, and a bibliometric study, in which content analysis was applied to the monographs retrieved from the Universidade Eduardo Mondlane Repository. Based on pre-defined search terms, 4 monographs were retrieved from 143 existing ones, 3 of which used the term “archive” and 1 “National Archives of Mozambique”. It can be concluded that the course uses the National Archives of Mozambique as a source. “Memory” does not appear as a theme in the monographs. It is inferred that there are monographs not deposited and/or indexed in the repository.

Keywords: National Archives of Mozambique; History; Memory.

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Resumo

Questiona-se como o Arquivo Histórico de Moçambique contribui para o ensino de História na graduação da Universidade Eduardo Mondlane. Assim, busca-se compreender o seu papel; conhecer o curso de graduação em História; identificar e selecionar as monografias que têm o Arquivo Histórico de Moçambique como fonte e/ou objeto de estudo; e analisar como este arquivo é mobilizado nessas monografias. É um estudo de caso quali-quantitativo, baseado em revisão de literatura, pesquisa documental e estudo bibliométrico, no qual se aplicou a análise de conteúdo às monografias recuperadas no Repositório da Universidade Eduardo Mondlane. Com base em termos de busca pré-definidos, foram recuperadas 4 monografias de 143 existentes, sendo 3 por meio do termo “Arquivo” e 1 por “Arquivo Histórico de Moçambique”. Conclui-se que o curso tem como fonte o Arquivo Histórico de Moçambique. “Memória” não aparece como temática das monografias. Infere-se que haja monografias não depositadas e/ou não indexadas no repositório.

Palavras-chave: Arquivo Histórico de Moçambique; História; Memória.

Resumen

La cuestión es cómo el Archivo Histórico de Mozambique contribuye a la enseñanza de grado en Historia en la Universidad Eduardo Mondlane. El objetivo es comprender su papel, conocer la carrera de Historia, identificar y seleccionar las monografías que tienen como fuente y/o objeto de estudio el Archivo Histórico de Mozambique, y analizar cómo se moviliza dicho archivo en estas monografías. Se trata de un estudio de caso cualitativo-cuantitativo, basado en una revisión bibliográfica, una investigación documental y un estudio bibliométrico, en el que se aplicó el análisis de contenido a las monografías recuperadas del Repositorio de la Universidad Eduardo Mondlane. A partir de términos de búsqueda predefinidos, se recuperaron 4 monografías de las 143 existentes: 3 con el término «Archivo» y 1 con «Archivo Histórico de Mozambique». Se puede concluir que el curso utiliza como fuente el Archivo Histórico de Mozambique. «Memoria» no aparece como tema en las monografías. Se infiere que existen monografías no depositadas ni indexadas en el repositorio.

Palabras clave: Archivo Histórico de Mozambique; Historia; Memoria.

Introduction

Mozambique and Brazil share a colonial heritage, exhibiting numerous commonalities. A close examination reveals not only a shared history but also a long-standing collaborative engagement across multiple domains, most notably in education and documentation.

In the early stages of the institutionalization of higher education in Mozambique, several Brazilian professors, particularly those affiliated with anti-dictatorship movements, were recruited to teach at what was then known as the Universidade de Lourenço Marques (ULM). However, a significant number of Mozambicans also pursued academic opportunities in Brazil, particularly in Archival Science and Library Science, beginning in the 1990s. In fact, with Brazil's support, the graduate course in Information Science was approved and began in 2009 at Universidade Eduardo Mondlane (UEM). The program's origins can be traced back to the graduate course in History, particularly to the curriculum implemented in 2004.

The present study focuses on the pedagogy of the graduate course in History at UEM, seeking insights that propose an interdisciplinary dialogue between archives and History through education. The following inquiry is posited: In what manner does the Historical Archives of Mozambique contribute to the pedagogy of the graduate course in History at Universidade Eduardo Mondlane? This fundamental question guided our research, with the overarching objective of ascertaining the role of the Historical Archives of Mozambique in the instruction of the graduate course in History at Universidade Eduardo Mondlane. The objective of this study was to familiarize ourselves with the graduate course in History, identify and select the monographs that use the Historical Archives of Mozambique - *Arquivo Histórico de Moçambique* (hereinafter AHM) as a source or subject of study, and analyze how the AHM is utilized in these monographs. To achieve these objectives, we followed the methodological procedures described below.

This work is a case study resulting from a qualitative-quantitative research project. The research process entailed a comprehensive literature review, a meticulous documentary search, and a thorough bibliometric study. A content analysis was conducted on the monographs obtained from the UEM Repository, employing the search terms "Archive," "Historical Archive of Mozambique," and "Memory."

The monographs were retrieved from the UEM Monograph Repository, within the "Faculty of Letters and Social Sciences" community and the "Bachelor's Degree in History" subcommunity. A content analysis was applied to the data. Consequently, the monographs deemed pertinent to the study were identified through a meticulous search of the UEM monograph repository, using previously established criteria. These criteria were derived from the graduate course in History that referenced the AHM as either a source or a subject of study. The monographs that satisfied the established criteria were then selected. Pursuant to the stipulated search terms, a total of four monographs were retrieved from the 143 available in the repository. The term "archive" was used three times, the term "Historical Archive of Mozambique" was used once, and none of the remaining terms were used.

Subsequently, the collected data were compiled into an Excel spreadsheet. The spreadsheet contained the year in which the thesis was defended, the title, keywords, abstract, AHM as subject or source, authorship, link to the thesis, number of theses, total number of theses, analysis, and interpretation. The analysis and interpretation focused on the use of the AHM as a research subject or as a source; the year of defense to assess trends and build a historical record; the total number of monographs that consider the AHM from both perspectives; and the total for each perspective. The subsequent sections present the findings from this research study.

1. Archives, Memory, and the Teaching of History: Interconnections

Archives, memory, and history can be analyzed from different perspectives. In this article, we aim to use their concepts and functions to understand their interconnections in the context of history education.

1.1 Archives

The history of archival records dates back to the advent of writing. However, the establishment of the archive as a national institution and an instrument of citizenship, as well as its opening to public access, are achievements of the French Revolution.

According to Camargo and Bellotto (1996), an archive is defined as a collection of documents, irrespective of their nature or medium, that are accumulated through the course of the activities of individuals or legal entities, whether public or private. An archive is an administrative entity responsible for the custody, management, and use of records under its jurisdiction. An archive is defined as a repository of memory and a space for storing memories.

The studies reviewed on the relationship between memory and archives revealed an intrinsic link: archives serve as supports for memory, and remembrance depends on both material bases and immaterial elements for its sustenance.

Beginning in the latter half of the 20th century, there was an exponential increase in document production, which necessitated novel approaches to processing and organizing archives. Consequently, the theory of the three ages and document management was developed, which facilitates, among other benefits, the preservation and perpetuation of documentary memory.

1.2 Memory

Memory, defined as the capacity to retain certain information, refers first and foremost to a set of mental functions through which humans can recall past impressions or information, or what they perceive as past (Le Goff, 1990, p. 423).

The evolution of human communication paved the way for the development of writing in prehistoric times, thereby facilitating the recording of memories on material media. The practice of writing was initially conceived as a means to facilitate human memory. However, this perspective was not universally shared. According to Assmann (2011, p. 205), the ancient Greek philosopher Plato believed that externalized writing supplanted memory, thereby destroying it. Conversely, Shakespeare (cited in Assmann, 2011, p. 205) posited that interactive writing stimulates memory.

Lodolini (cited in Couture and Rousseau, 1999, p. 34) further elaborated on this concept, asserting that memory recorded and preserved on a material medium constitutes and still constitutes the basis of all human activity. The existence of a social group, according to Lodolini, would be impossible without the recording of memory, that is, without archives. Consequently, scholars who examine issues related to memory across various fields of knowledge acknowledge that, since the dawn of humanity, memory has been intricately intertwined with history. Although memory is the process of capturing, recording, and preserving events, history is the discipline that studies these events.

1.3 The Teaching of History

History is the knowledge that reaches us through historical records, revealing facts and events we did not witness firsthand. The term "history" has undergone a shift in meaning over time, depending on the author's approach, perspective, and objectives. The literary genre known

as history originated in ancient Greece. There, Herodotus, often referred to as the "father of history," is recognized as the first individual to utilize the term "history" in the context of investigation. That is to say, he employed the word to denote a field of research and study.

According to Condilo (2021), history comprises three interdependent dimensions: concrete lived experience, history as a literary genre, and history as a scientific field, with a body of procedures and theories that guide the critical processing of social memory through the analysis of documents.

It is within the paradigm of history as a scientific discipline, particularly during the early 19th century, that the pedagogy of history began to prioritize its role as a mnemonic inquiry into the past, with a focus on moral and civic instruction. This era was characterized by a prioritization of research on documentary authenticity and the adoption of methods oriented toward the internal and external critique of written and archaeological sources (Janotti, 2008).

Archival Science, situated within the conceptual frameworks of historicism and positivism, has been established as an auxiliary discipline of History, thereby positioning itself as a facilitator of historical knowledge. This practice underwent significant changes throughout the 20th century, particularly following World War II. The adoption of the three-age theory and records management emerged as a response to the challenges posed by the surge in documentary production.

In the subsequent section, an overview of higher education and UEM will be presented. This will facilitate a deeper understanding of the graduate History course in that country.

2. Higher Education in Mozambique and Universidade Eduardo Mondlane

To comprehend the higher education system in Mozambique, it is imperative to examine the period leading up to the nation's independence. In this context, the Ministry of Overseas Territories, through Legislative Decree No. 44,530 of August 21, 1962, established General University Studies in the provinces of Angola and Mozambique, which were integrated into Portuguese universities (namely, the University of Lisbon, the Instituto Superior Técnico, the University of Porto, and the University of Coimbra). Article 7 of the aforementioned decree stipulates that "within the domain of General University Studies, priority shall be accorded to the establishment of courses corresponding to fields of activity where there is a pronounced deficit of personnel with higher education qualifications." Consequently, courses related to applied science were promptly designated as a priority.

Legislative Decree No. 45,180, of August 5, 1963, which establishes the operating framework for General University Studies (Estudos Gerais Universitários - EGU) in Angola and Mozambique, states in Article 8 that the EGU comprises courses in educational science; medical-surgical studies; civil engineering; mining engineering; mechanical engineering; electrical engineering; chemical and industrial engineering; higher education in agronomy; higher education in forestry; and veterinary medicine. Consequently, when higher education was established in Mozambique, a degree program in History was not introduced; this did not occur until later.

Pursuant to Legislative Decree No. 48,790, dated December 23, 1968, the EGU institutions in Angola and Mozambique were renamed the Universidade de Luanda and the Universidade de Lourenço Marques, respectively. According to Mangué and Blaunde (2023), the expansion of the curriculum encompassed new courses such as philology, history, geography, and economics, in addition to the previously existing ones.

Before Mozambique's independence, the Universidade Lourenço Marques (ULM) was the nation's sole institution of higher learning. Situated in the southern region of the country, within the present-day confines of Maputo City, formerly recognized as Lourenço Marques (Taimo; Gonçalves, 2023, p. 160), the university played a pivotal role in the nation's intellectual

and educational development. However, over time, significant changes in higher education in Mozambique intensified following the country's independence, making it a subsystem of the National Education System.

Decree No. 18/2018, promulgated on December 28, establishes the legal framework of the National Education System (Sistema Nacional de Educação-SNE) in the Republic of Mozambique and repeals Decree No. 6/92 of May 6, the National Education System Act. Chapter II delineates the architecture of the National Education System, encompassing its constituent subsystems: the Preschool Education Subsystem, the General Education Subsystem, the Adult Education Subsystem, the Vocational Education Subsystem, the Teacher Education and Training Subsystem, and the Higher Education Subsystem. In this regard, we refer to Law No. 1/2023 of March 17, 2023, which establishes the legal framework for the Higher Education Subsystem and repeals Law No. 27/2009 of September 29. According to paragraph 1 of Article 7 of this law, the Higher Education Subsystem is structured into three cycles of education, namely the 1st, 2nd, and 3rd cycles, which correspond to the academic degrees of Bachelor's, Master's, and Doctorate.

According to data presented in 2023 by Mozambique's Ministry of Science, Technology, and Higher Education for 2020, the higher education student population is 237,777. UEM is the higher education institution with the largest student population (45,592 students, accounting for 19% of Mozambique's higher education student population).

2.1 Universidade Eduardo Mondlane

The history of UEM is inextricably linked to the evolution of higher education in Mozambique. As previously mentioned, the General University Studies program was formally designated as ULM in 1968, and the institution was subsequently rechristened UEM. Consequently, UEM was established on August 21, 1962, by Legislative Decree No. 44,530, initially known as the General University Studies of Mozambique. Subsequently, in 1968, it was elevated to university status. Consequently, it stands as the nation's most venerable institution of higher education, with campuses strategically situated in the provinces of Maputo, Gaza, Inhambane, and Zambézia. The institution's reach extends beyond national borders, offering distance learning programs that cater to learners throughout Mozambique and beyond.

On May 1, 1976, the first president of Mozambique, Samora Moisés Machel, renamed this university, then known as ULM, to UEM, in honor of the significant role played by Dr. Eduardo Chivambo Mondlane². Although the new name was immediately adopted, it was not officially recognized until 1995 with Decree No. 12/95 of April 25, which changed the name from ULM to UEM and approved its statutes.

UEM is structured into academic, research, special, and administrative units. For this study, the focus will be on the academic, special, and administrative units. The academic units encompass the schools and faculties, including the Faculty of Arts and Social Sciences, in which the graduate course in History is offered. Special units include the AHM, among others. Administrative units encompass the directorates, offices, and the Graduate School. The Directorate of Documentation Services, a constituent of the aforementioned directorates, oversees the day-to-day operations of the UEM Institutional Repository (Repositório Institucional da UEM-RIUEM). It is within this repository that the monographs examined in this study have been amassed and meticulously selected.

In 2020, the regulations for this repository were approved by the University Council during its second regular session. Therefore, the present instrument is responsible for regulating the UEM Institutional Repository (RIUEM), which was created in 2019 by the Documentation

² The first leader of the National Liberation Front of Mozambique (FRELIMO).

Services Department. The RIUEM is a set of information systems whose mission is to collect, store, preserve, disseminate, and promote open access to the institution's scientific and academic output in digital format.

According to Article 8 of the aforementioned regulations, RIUEM is defined as a service integrated into the UEM Integrated Library System (Sistema Integrado de Bibliotecas da UEM-SIBUEM). With respect to its structural organization, RIUEM is subdivided into two subsystems, as indicated in paragraph 1 of Article 12: the scientific publications subsystem, designated RIUEM-Scientific Publications, and the monographs subsystem, designated RIUEM-Monographs. The latter subsystem was selected for the present analysis.

According to paragraph 3 of the aforementioned article, RIUEM-Monographs is responsible for registering and aggregating final projects from bachelor's and specialization programs offered at UEM, as well as papers presented at student academic conferences organized by UEM's academic units. The subsystem is organized into communities, subcommunities, and collections. The communities correspond to the colleges and schools. The subcommunities correspond to the internal units of the academic units, such as academic departments and bachelor's and/or master's degree programs. The collections consist of all documents made available by the various communities and subcommunities (Art. 24).

3. The Historical Archives of Mozambique: From 1934 to the Post-1975 Era

The Historical Archives of Mozambique (Arquivos Históricos de Mozambique-AHM) constitutes an organizational unit of UEM. The repository holds a diverse collection of archival heritage, including fonds and collections in a wide variety of formats and media, dating from the 18th century to the present day.

The initiative to establish the AHM emerged in a context where the Colonial Government lacked the requisite resources for this undertaking. Consequently, it was decided, through Ordinance No. 2,264 of June 27, 1934, to entrust the Statistics Office with the tasks of the future AHM and the future Colonial Library. In 1939, Legislative Decree No. 635 of April 19 assigned the AHMI the dual role of "Instrument of Historical Culture" and "Archive of the Colonial Government."

In 1957, the AHM was transferred from the Statistics Office to the Education Services, and the Military History Museum of the Fortress of Nossa Senhora da Conceição in Lourenço Marques was incorporated into its administrative structure, pursuant to Legislative Decree No. 41,472 of December 23. The following year, Decree No. 42,030, dated December 31, reaffirmed its importance as the province's general archive and legal depository and appointed the first director of the AHM.

In 1943, the AHM inaugurated the building specifically constructed to house the various collections in its custody. However, pursuant to Legislative Decree No. 2,632, dated August 7, 1965, the AHM was relocated and began occupying part of the building that had housed the National Library.

In 1976, the AHM was separated from the Instructional Services and integrated into the administrative structure of the UEM. This new administrative framework enabled the institution to establish essential infrastructure and carry out a project to collect colonial documentation—which, until independence, had been scattered throughout the country—as well as documents on Mozambique held in Portugal and Italy. Investment was also made in staff training and in capacity building for internal and external technical personnel on documentation.

To complement written sources and facilitate historical reconstruction of specific periods or social processes, the AHM initiated a project in 1980 to collect oral sources for the history of Mozambique.

A decade of meticulous labor involving the collection, processing, and organization of the documentary collections was subsequently succeeded by a dissemination phase. Consequently, the *Revista Arquivo* was established to disseminate information pertinent to teaching and research.

In an effort to protect the national archival heritage and to regulate the custody and access to information, the government approved Decree No. 33/92, dated October 26, which established the National Archives System (Sistema Nacional de Arquivos-SNA) and designated the AHM as its central body. The system's failure to progress can be attributed to two primary factors: structural problems and a shortage of qualified personnel. Fifteen years later, Decree No. 36/2007, dated August 27, amended the SNA, renaming it the National System of State Archives (Sistema Nacional de Arquivos de Estado-SNAE) and transferring the role of central body from the AHM to the entity overseeing public administration, the Ministry of State Administration and Public Service, while assigning the AHM the role of an advisory body. In 2018, the government approved the revision of the SNAE and repealed Decree No. 36/2007 through Decree No. 84/2018, of December 26.

Presently, the AHM functions in an advisory capacity and oversees the ongoing management of documents. The primary challenge confronting the organization is constructing infrastructure that aligns with its actual requirements.

4. The Teaching of History at Universidade Eduardo Mondlane and the Historical Archives of Mozambique

The graduate course in History at UEM can be traced back to the origins of undergraduate History education in Mozambique. UEM was the inaugural Mozambican university, established in 1962, to offer the History course, which was introduced in 1968. This 1968 program constituted a bachelor's degree. The five-year graduate course in History was initiated in 1989 with the establishment of the Department of History in the Faculty of Arts.

However, in the early 1990s, new development challenges emerged for Mozambique, particularly with the signing of the Rome Agreements. In this particular context, the Unit for Training and Research in the Social Sciences (Unidade de Formação e Investigação em Ciências Sociais-UFICS) was established.

The establishment of UFICS was aimed at cultivating professionals in novel specializations that could contribute to social and economic development, as noted by Matos, Tembe, and Arnaldo (2023). Consequently, UFICS began offering graduate courses in anthropology, sociology, public administration, and political science in 1998.

In 2003, the Faculty of Letters and the University of the Free International Campuses (UFICS) were consolidated into a unified entity, thereby establishing the present-day Faculty of Letters and Social Sciences (ibid.). The Faculty of Letters and Social Sciences (FLCS) is currently the largest faculty at UEM, with approximately 5,000 students enrolled in graduate courses and undergraduate programs. The graduate courses offered at this faculty include public administration, political science, teaching of Bantu languages, Chinese language and culture, Mozambican literature, sociology, geography, and History, among others. (Universidade Eduardo Mondlane, n.d.).

The undergraduate history curriculum underwent revisions in 1992 and 1993, consisting of minor adjustments to the placement of certain courses and a slight reduction in course load. In 2004, the department implemented a curriculum reform based on a core curriculum and three specialization tracks (Social History, Teaching, and Documentation), each lasting four years. The current graduate curriculum in History no longer includes these tracks.

To achieve the objectives of undergraduate history education at UEM, the department focuses on theoretical classes taught in classrooms and practical classes developed using the collections and documentary resources held by the AHM. In this context, the AHM's role in

training history undergraduates is limited to making its resources available for research and guiding students in practical activities, specifically the analysis, processing, organization, and production of research tools. The AHM holds processed archival collections and research tools developed by former students and faculty members of the Department of History.

Additionally, this department receives support from AHM staff, including archivists and historians, for its teaching activities. Costa (1994) noted that, as early as 1974, during the transitional government and the period following independence, some educational programs did not require changes. However, changes were needed in history and geography. At that time, it fell to some professors and students at the University of Lisbon (ULisboa) to conduct this preliminary study, draft the first teaching programs and curricula for the various years of the history program, and prepare supporting texts for professors and students.

According to Costa, the group that took on this responsibility had to serve as students, professors, archivists, and documentalists simultaneously. Meanwhile, the university provided the AHM with several buildings that had previously housed the economics, mathematics, and history faculties, which had since relocated to new on-campus facilities. Costa (1994) adds that, at that time, only UEM had the capacity to provide the Historical Archive with the necessary support to create the indispensable infrastructure for its development. This support enabled the Archive to serve the dual functions of Historical and National Archives, thereby initiating a new phase in the fields of sources, archives, history, and Education.

The author states, "In any case, it was through great dedication and by overcoming many difficulties that we managed to establish an archive in Mozambique capable of contributing positively to the development of historical research and education" (Costa, 1994, p. 498). This study's analysis demonstrated the extent to which the AHM serves as a source of information for students in UEM's history graduate program.

Final Considerations

Whether as institutions or collections of documents, archives have always been closely linked to history in its various dimensions. This study found that the graduate History program at UEM began in 1989 and has its roots in the undergraduate History program introduced at ULM in 1968. The study concludes that the graduate program draws on the AHM as a source and that the theme of "memory" does not appear as a central or cross-cutting theme in the monographs. Based on the total number of monographs and the chronological markers presented by the repository, it can be inferred that not all monographs from the program were deposited in or indexed by the repository. In other words, a temporal gap was found in the Monograph Repository.

After comparing the list of approved monographs provided by the Department of History with the History community's monograph repository, it was found that the department's list contains more monographs (259) than the repository (143). Additionally, the time frames differ: the department's list covers 1994 to 2007, while the repository covers 1977 to 2019. However, the repository contains fewer works.

The History collection in the repository's monograph section features 462 indexed subjects. However, of the search terms defined for this study—"Arquivo"; *Archive*; "Arquivo Histórico de Moçambique"; *Historical Archive of Mozambique* and "Memória"; *Memory*—only "Arquivo Histórico de Moçambique" appears on the list of subjects. Thus, searching for the defined terms does not yield accurate results regarding the contents of the History collection, even though fewer works are deposited. This finding suggests exploring the relationships between memory, archives, and education in Mozambique through the UEM monograph repository in a future study.

In light of these findings, this study recommends regularly indexing monographs in the repository to fulfill the principles of access to information and the democratization of knowledge.

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