



Universiteit
Leiden
The Netherlands

An examination of the suitability of PAdDev as a method for effective participatory assessment of the development of higher education institutions: the case of Eduardo Mondlane University (1976-2016)
César, N.A.T.

Citation

César, N. A. T. (2025, December 11). *An examination of the suitability of PAdDev as a method for effective participatory assessment of the development of higher education institutions: the case of Eduardo Mondlane University (1976-2016)*. Retrieved from <https://hdl.handle.net/1887/4285334>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/4285334>

Note: To cite this publication please use the final published version (if applicable).

An Examination of the Suitability of PADev as a Method for Effective Participatory Assessment of the Development of Higher Education Institutions:

**The Case of Eduardo Mondlane University
(1976-2016)**

Proefschrift

ter verkrijging van
de graad van doctor aan de Universiteit Leiden,
op gezag van rector magnificus prof.dr.ir. H. Bijl,
volgens besluit van het college voor promoties
te verdedigen op donderdag 11 december 2025
klokke 10.00 uur

door

Nilza Aurora Tarcísio César

Geboren te Maputo op 19 oktober 1977

Promotores

Prof.dr. A.J. Dietz

Prof.dr. P.V. Langa (Eduardo Mondlane University)

Copromotor

Dr. J.H.C. Walenkamp (De Haagse Hogeschool)

Promotiecommissie

Prof.dr. B.A. Barendregt (Decaan Graduate School/voorzitter)

Prof.dr. J.B. Gewald

Prof.dr. M.J. Spierenburg

Prof.dr. J. Mesman

Dr. H. Wels (Vrije Universiteit Amsterdam)

Acknowledgements

This thesis was developed under the guidance of my three promoters, and, besides, the involvement and valuable contributions of a diversity of key informants, hereinafter referred to as stakeholders, were crucial to gathering information for the study.

Therefore, I would like to express my sincere gratitude to my promoters. First, to Prof. Dr. Ton Dietz, my promoter and former director of the African Studies Centre at Leiden University, who, with his experience, knowledge, and guidance, deeply enlightened me in the course of the PhD journey. Second, to Dr Jos Walenkamp, my co-promoter, for his moral, material, and intellectual support, which enabled me to carry out this study. And third, to Prof. Dr. Patrício Vitorino Langa, my co-promoter and mentor, I express my full gratitude for his acceptance, availability, patience, constructive criticism, and encouragement for the successful finalisation of my PhD programme.

I would like to express my inestimable appreciation to the following organisations: the Netherlands Organisation for the Internationalisation of Education (NUFFIC) for funding my PhD studies through the Netherlands Fellowship Programme; the University of Leiden and the African Studies Centre for hosting me and creating the necessary conditions for my integration into the local research community, which enabled me to share experiences with peers and researchers from different backgrounds. My appreciation also goes to the representatives of foreign governments, funding agencies, and embassies, for being receptive to the study by sharing relevant information and documentation to sustain the thesis, namely Mr. Van Baren (Ministry of Foreign Affairs, the Netherlands), Mr. Mieke Vogels (Ministry of Foreign Affairs, the Netherlands), Mr. Ad Boeren (NUFFIC, the Netherlands), Ms Rosa Borges (EP-NUFFIC, the Netherlands), Ms Cristina de Carvalho (Embassy of Sweden, Mozambique), Mr. Tiziano Cirilo (Italian Cooperation, Mozambique), and Mr. Jurien Muler (Embassy of the Netherlands, Mozambique).

In addition, I extend my sincere thanks to Professor Orlando António Quilambo, the former rector of Eduardo Mondlane University, for endorsing my request for further studies at the doctoral level, and providing the necessary institutional support for the successful completion of my PhD journey. My thanks also go to Professor Narciso Matos, Professor Brazão Mazula, and Dr Filipe José Couto, former rectors of EMU, for sharing their views, experience, and knowledge, which was of great value in providing information for this thesis. For their collaboration, I am also grateful to the former and current representatives of the organic management and administrative units at EMU, namely Dr Ângelo António Macuácuá (former vice-rector for Administration and Resources), Dr Ana Maria da Graça Mondjana (former vice academic rector), Dr Manuel João José Cabinda (former head of the Rector's Office), Professor Betencourt

Preto Sebastião Capece (former Scientific Director), Dr Mafalda Melta Augusto Mussengue (former Director of Human Resources), Dr Mário Albino (former Finance Director), Dr Estácio Raja (former Finance Director), Dr Horácio Francisco Zimba (Director of Documentation Services), Dr Maida Abdulssatar Mussa Khan (former Pedagogic Director), Dr Carlos Lucas (former Director of the Cooperation Office), and Dr Ezequiel Alfeu Abrahamo (former Director of the Planning Office).

I would like to especially thank the former and current directors and the boards of directors, teachers, researchers, administrative staff and alumni from the following units of Eduardo Mondlane University: Faculty of Education, Faculty of Engineering, Faculty of Sciences, Academic Development Centre, and African Studies Centre, for encouraging me and having accepted being part of the study as sampling academic and research units, and the latter also for having consented to participate in the study as research subjects, and for sharing their valuable experience and knowledge, needed for the completion of the thesis.

My feeling of gratitude also goes to the representatives of local education authorities and professional associations, for being part of the study as stakeholders of EMU, especially the Ministry of Science and Technology, Higher Education and Technical and Vocational Education, the Ministry of Education and Human Development, the Association of Psychologists of Mozambique, the Mozambique Engineers Association, the Centre for Applied Psychology and Psychometric Tests, and the Mining and Geological Association of Mozambique.

To my family, particularly my husband and daughters, I express my love and gratitude for their understanding and their acceptance of my physical and mental absences during my PhD preparation, and for showing unconditional affection and emotional support.

My gratitude to all not specifically mentioned above, but who, directly or indirectly, also made a meaningful contribution to the study.

Table of Contents

Acknowledgements.....	1
List of Tables.....	5
List of Figures.....	6
Abbreviations and Acronyms.....	7
CHAPTER 1.....	13
Introduction.....	13
1.1. Problem Statement	19
1.2.1. Diagrammatic Representation of the Problem Statement	26
1.2.2. Diagrammatic Representation of the Unit of Analysis.....	27
CHAPTER 2.....	28
Literature Review.....	28
2.1. Participatory Evaluation Theory	28
2.1.1. Participatory Assessment of Development - PADev	30
2.1.2. Path Dependence Theory.....	32
2.1.3. Social Realism and Institutional Change: An epistemological assumption on knowledge production.....	35
2.1.4. PADev Analytical Model	41
2.2. Participatory Evaluation Approaches	43
2.3. Placing PADev amongst the Existing Development Assessment Approaches.....	47
2.4. Comparing PADev and Other Participatory Approaches to Assessment	49
2.5. Historical Development of Higher Education in Africa: A special focus on Mozambique	53
2.5.1. Higher Education in Africa.....	53
2.5.2. The Development of African Universities	56
2.5.3. Changing Context of Higher Education in Mozambique	61
2.5.4. Eduardo Mondlane University	70
CHAPTER 3.....	86
Methodology.....	86
3.1. Research Design	86
3.1.1. Study Population and Sampling Frame	88
3.1.2. Data Collection and Analysis.....	94
3.2. Reliability and Validity	101
3.3. The Research Process	102
3.4. Ethics	104
CHAPTER 4.....	106
Results.....	106
4.1. Events, Changes, Factors, and Actors Influencing the Development of Eduardo Mondlane University.....	106

4.1.1. Historical Events and Their Effects on EMU	106
4.1.2. Changes and Development Interventions at EMU.....	124
4.1.3. University Community's Perspective on the Impact of EMU	176
4.1.4. External Stakeholders' Perspectives on the Impact of EMU	183
CHAPTER 5.....	187
Discussion.....	187
5.1. The effectiveness of the PAdDev method in measuring the impact of development interventions at EMU	187
5.2. Development Interventions and its Impact on EMU.....	192
5.3. Changes and their Impact on EMU	194
5.4. Stakeholders' assessment of the impact of the development interventions	198
5.5. Considerations on the Effectiveness of PAdDev	200
CHAPTER 6.....	205
Conclusion	205
References	212
Appendices	232
Appendix I : Mozambique's Public and Private Higher Education Institutions (1962-2022)	233
Appendix II: Academic Programmes in Public and Private Higher Education Institutions.....	236
Appendix III: EMU's Rector's Succession	243
Appendix IV: EMU's Faculties, Schools, and Academic Programmes	244
Appendix V: EMU's Undergraduate Course Distribution by Field.....	247
Appendix VI: The Quantitative Evolution of the Teaching Staff by Nationality (1975-2015).....	249
Appendix VII : Credential	250
Appendix VIII: Data Collection Instruments and Informants per Study Unit	251
Appendix IX: PAdDev's Workshop Programme.....	253
Appendix X: PAdDev Template Exercises.....	254
Appendix XI: Interview Script for University Community	256
Appendix XII: Interview script for Local Professional Associations and Organisations.....	258
Appendix XIII: Interview script for Local and Foreign Education Partners.....	260
Appendix XIV: Interview script for Alumni.....	262
Appendix XV: Questionnaire	264
Appendix XVI: Pictures of PAdDev Workshops (Faculty of Education)	266
Appendix XVII: Cloud of Historical Events	267
Appendix XVIII: Mind Map of Major Changes.....	268
Appendix XIX: Development Interventions.....	269
Appendix XX: Programmes and Projects Implemented at EMU	270
Appendix XXI: English Abstract	281
Appendix XXII: Dutch Abstract	285
Appendix XXIII: Portuguese Abstract	289
Appendix XXIV: Curriculum Vitae.....	293

List of Tables

Table 1: Comparing Participatory Assessment Approaches.....	50
Table 2: Number of Participants by Study Unit and Gender	90
Table 3: Profile of the University Community	91
Table 4: Profile of the EMU's External Stakeholders	93

List of Figures

Figure 1: Diagrammatic Representation of the Problem Statement	26
Figure 2: Diagrammatic Representation of the Unit of Analysis	27
Figure 3: PAdDev Framework.....	31
Figure 4: PAdDev Analytical Model	41
Figure 5: EMU's Organisational Structure (Deliberation no. 20/CUN/2005)	84

Abbreviations and Acronyms

AAEE	Academia de Altos Estudos Estratégicos (Academy of High Strategic Studies)
ACIPOL	Academia de Ciências Policiais (Academy of Police Sciences)
ADA	Austrian Development Agency
AEM	Associação de Engenheiros de Moçambique (Association of Engineers of Mozambique)
AGMM	Associação Geológico-Mineira de Moçambique (Geological and Mining Association of Mozambique)
AIDS	Acquired immunodeficiency syndrome
AJAs	Actividades de Janeiro (January activities)
AJUs	Actividades de Julho (July activities)
AM	Academia Militar (Military Academy)
APM	Associação de Psicologia de Moçambique (Association of Psychology of Mozambique)
ASC	African Studies Centre of the University of Leiden
AULP	Associação de Universidades de Língua Portuguesa (Association of Portuguese Language Universities)
BADEA	Arab Bank for Economic Development in Africa
BUSCEP	Basic University Sciences Course Experimental Project
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Coordination for the Improvement of Higher Education Personnel)
CBP	Capacity Building Project
CCAA	Climate Change Adaptation in Africa
CDA	Centro de Desenvolvimento Académico (Centre for Academic Development)
CEA	Centro de Estudos Africanos (African Studies Centre of Eduardo Mondlane University)
CEAP	Centre for Studies and Psychological Support
CeCAGe	Centro para Coordenação dos Assuntos do Género (Centre for Coordination of Gender Affairs)
CEDIR	Centro de Estudos de Direito e Integração Regional (Regional Integration Law Study Centre)
CEND	Centro de Ensino à Distância (Centre for Distance Education)
CEPAEP	Centro de Psicologia Aplicada e Exames Psicotécnicos (Centre for Applied Psychology and Psychometric Tests)
CEPPAG	Centro de Estudo de Políticas e Programas Agroalimentares (Centre of Studies of Policies and Agrifood Programmes)
CIUEM	Centro de Informática da Universidade Eduardo Mondlane (Eduardo Mondlane University Informatics Centre)

CNAQ	Conselho Nacional de Avaliação de Qualidade (National Council for the Assessment of the Quality of Higher Education)
CNES	Conselho Nacional do Ensino Superior (National Council for Higher Education)
CTA	Technical and Administrative Personnel
CUN	University Council
DAC	Development Assistance Committee
DAPDI	Directorate of Property Administration and Institutional Development
DC	Direcção Científica (Scientific Directorate)
DF	Direcção de Finanças (Finance Directorate)
DFG	Deutsche Forschungsgemeinschaft
DFID	Department for International Development
DGIS	Directorate General for International Co-operation
DICES	Direcção para Coordenação do Ensino Superior (Directorate for Coordination of Higher Education)
DNES	Direcção Nacional do Ensino Superior (National Directorate of Higher Education)
DOG	Dienst over de Grenzen (Service across Borders)
Dr.	Doctor
DRH	Direcção de Recursos Humanos (Human Resources Directorate)
DSD	Direcção de Serviços de Documentação (Directorate of Documentation Service)
DSS	Direcção de Serviços Sociais (Directorate of Social Services)
EDIT	EEMCS Diversity and Inclusion Team
EGUM	Estudos Gerais de Moçambique (General University Studies of Mozambique)
ESJ	Escola Superior de Jornalismo (Higher School of Journalism)
ESNEC	Escola Superior de Negócios e Empreendedorismo de Chibuto (Higher School of Business and Entrepreneurship of Chibuto)
ESUDER	Escola Superior de Desenvolvimento Rural (Higher School of Rural Development)
EFES	Strategy for the Funding of Higher Education
EMU	Eduardo Mondlane University
EP-NUFFIC	The organisation for internationalisation in education
FACED	Faculdade de Educação (Faculty of Education)
FAO	Food and Agriculture Organisation
FASE	Education Sector Support Fund
FBE	Fundo de Bolsas de Estudo (Scholarship Fund)
FCT	Fundo de Ciência e Tecnologia (Science and Technology Fund)
FDI	Institutional Development Fund
FENG	Faculdade de Engenharia (Faculty of Engineering)

FS	Faculdade de Ciências (Faculty of Sciences)
FAEF	Faculdade de Agronomia e Engenharia Florestal (Faculty of Agronomy and Forestry Engineering)
FE	Faculdade de Economia (Faculty of Economics)
FLECS	Faculdade de Letras e Ciências Sociais (Faculty of Arts and Social Sciences)
FMed	Faculdade de Medicina (Faculty of Medicine)
FNI	National Research Fund
FRELIMO	Frente de Libertação de Moçambique (Mozambique Liberation Front)
GQA	Office for Academic Quality
GaPQEI	Gabinete de Planificação, Qualidade e Estudos Institucionais (Planning, Quality, and Institutional Studies Office)
GP	Gabinete de Planificação (Planning Office)
GTZ	German Technical Cooperation
HE	Higher Education
HEI	Higher Education Institution
HES	Higher Education System
HEST	Higher Education, Science, and Technology
HIV	Human Immunodeficiency Virus
IBE	Institute of Scholarships
ICT	Information Communication Technology
IDA	International Development Association
IDRC	International Development Research Centre
ISAP	Instituto Superior de Administração Pública (Higher Institute of Public Administration)
ISCAM	Instituto Superior de Contabilidade e Auditoria (Higher Institute of Accounting and Auditing)
ISCET	Instituto Superior de Negócios e Ciências Tecnológicas (Higher Institute of Business and Technological Sciences)
ISCTEM	Instituto Superior de Ciências e Tecnologia de Moçambique (Higher Institute of Science and Technology)
ISEDEF	Instituto Superior de Estudos da Defesa (Higher Institute of Defence Studies)
ISP	Instituto Superior Pedagógico (Higher Pedagogic Institute)
ISPU	Instituto Superior Politécnico e Universitário (Higher Polytechnic and University Institute)
ISRI	Instituto Superior de Relações Internacionais (Higher Institute of International Relations)
ISTEG	Instituto Superior de Tecnologia e Gestão (Higher Institute of Technology and Management)

ISUTC	Instituto Superior de Transportes e Comunicações (Higher Institute of Transport and Communications)
IUC	Institutional University Cooperation
LAS	League of Arab States
MCT	Ministério da Ciência e Tecnologia (Ministry of Science and Technology)
MCTESTP	Ministério da Ciência e Tecnologia, Ensino Superior e Técnico-profissional (Ministry of Science and Technology, Higher Education and Technical and Vocational Education)
MEC	Ministério da Educação e Cultura (Ministry of Education and Culture)
MESCT	Ministério do Ensino Superior, Ciência e Tecnologia (Ministry of Higher Education, Science, and Technology)
MHO	Joint Financing Programme for Cooperation in Higher Education
MINED	Ministério da Educação (Ministry of Education)
MINEDH	Ministério da Educação e Desenvolvimento Humano (Ministry of Education and Human Development)
MODELS	Mozambican Development of Educational Leadership and Services Project
MoReNet	Mozambique Research and Education Network
MOSTIS	Mozambique's Strategy for Science, Technology and Innovation
MOZTEP	Mozambique Teacher Education Project
MOZADEP	Mozambican Development of Education Policy
MSL	Mozambican Sign Language
MZ	Mozambique
MPF	Ministry of Planning and Finance
n.d.	No date
NEW	Namibia-Eduardo Mondlane-Wits
NEPAD	New Partnership for Africa's Development
NFP	Netherlands Fellowship Programme
NGOs	Non-Governmental Organisations
NICHE	Netherlands Initiative for Capacity Development in Higher Education
NRF	National Research Foundation
NPT	Netherlands Programme for the Institutional Strengthening of Post-Secondary Education and Training Capacity
NUFFIC	Netherlands Organisation for the Internationalisation of Education
NUFU	Norwegian Programme for Development, Research, and Education
NVivo	Qualitative Data Analysis Computer Software Package

ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
OGE	General State Budget
OrdEM	Ordem dos Engenheiros de Moçambique (Mozambique Engineers Association)
PADev	Participatory Assessment of Development
PAR	Participatory Action Research
PALAR	Participatory Action Learning and Action Research
PBL	Problem-Based Learning
PE-UEM	Plano Estratégico da Universidade Eduardo Mondlane (Eduardo Mondlane University Strategic Plan)
PGU	Swedish Policy for Global Development
PhD	Doctor of Philosophy
POL	Project-Oriented Learning
PPA	Practical Participatory Assessment
PRE	Programa de Reabilitação Económica (Economic Rehabilitation Programme)
PRES	Programa de Reabilitação Económica e Social (Economic and Social Rehabilitation Programmes)
PRETEP	Programme to support the Reform of Technical and Vocational Education and Training
Prof. Dr.	Doctorate Professor
PUO	Programme for University Development Cooperation
RENAMO	Resistência Nacional Moçambicana (Mozambican National Resistance)
RUMA	Reforma da Administração e Gestão Universitárias (Reform of University Administration and Management)
SADC	Southern African Development Community
SADCC	Southern African Development Coordination Conference
SANTED	South Africa-Norway Tertiary Education Development Programme
SAREC	Swedish Agency for Research Cooperation
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Cooperation Agency
SINAQES	Sistema Nacional de Avaliação e Garantia de Qualidade do Ensino Superior (National System of Assessment, Accreditation, and Quality Assurance for Higher Education)
SISQUAL-UEM	Sistema de Gestão da Qualidade da Universidade Eduardo Mondlane (Quality Management System of Eduardo Mondlane University)
SIU	Norwegian Centre for International Cooperation in Higher Education

STADEP	Staff Development Project
STI	Sexually Transmitted Infections
SV	Cooperation Links Programme
THE	Times Higher Education
TVET	Technical Vocational Education and Training
UCM	Universidade Catolica de Mocambique (Mozambique Catholic University)
UEM	Universidade Eduardo Mondlane (Eduardo Mondlane University)
UJC	Universidade Joaquim Chissano (Joaquim Chissano University)
UKAID/DFID	United Kingdom Aid/Department for International Development
ULM	Universidade de Lourenço Marques (Lourenço Marques University)
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UniTiva	Universidade Wutivi (<i>Wutivi</i> University)
UniSave	Universidade Save (Save University)
UniPunguè	Universidade Pungue (Punguè University)
UniLicungo	Universidade Licungo (Licungo University)
UniRovuma	Universidade Rovuma (Rovuma University)
UNDP	United Nations Development Programme
UNPFA	United Nations Population Fund
UNU	United Nations University
UP	Universidade Pedagógica (Pedagogic University)
USSR	Union of Soviet Socialist Republics
VLIRUOS	Flemish Inter-University Council – University Development Cooperation
VRA	Academic Vice-Rectorship
VRAR	Vice-Rectorship for Administration and Resources
WB	World Bank
WBP	World Bank Project