



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)

César, N.A.T.

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CHAPTER 1

Introduction

This study examines the suitability of the Participatory Assessment of Development (PADev) approach as a method for the effective assessment of the development of higher education institutions, particularly the case of Eduardo Mondlane University (EMU) in the period ranging from 1976 to 2016. In so doing, the study aims, first, to assess the historical path of development of the university based on the recollection of events, occurrences, and/or interventions recalled by the actors who experienced those. The recollection of the actors who were in that temporal and physical space at different times enabled to build collective narratives around the History of the memory of a process, the development of EMU, an institution that went from a colonial university founded in 1962 to a national university in 1976 onwards. The development of the university, was not internally isolated from the societal demands and expectations, but external factors such as the decolonisation movement and the globally assumed development agenda also played a relevant role in the development of the university. Although our intention does not include the problematisation of these factors, both are unavoidably references for the analysis of the university development process.

The historical background of the development of academia both in Africa and Mozambique is provided as the context to discuss the development of Eduardo Mondlane University. Since the establishment of EMU as a higher education institution matches the establishment of the Mozambican Higher Education System it is important to address the issues concerning the development of the system itself, which cannot be isolated from the regional trends and developments.

The thesis aims to evaluate the PADev method, a newly developed holistic, participatory and rigorous approach to development assessment, also as an impact measurement tool that add both context and depth by building up a big picture of development and change in an area over time based in the value system s of the population. PADev was developed in response to growing concern about the lack of quality and design flaws of evaluation practices in and around development activities (Pitman et al, 2005, as cited in Dietz et al, 2013), also the growing scepticism regarding the effectiveness of the development aid agencies, as they are expected to demonstrate proof of success, as well as criticisms towards the monitoring and evaluation tools used to appraise the effectiveness of development interventions. Dutch NGO dealing with development, poverty alleviation, human rights or the environment and development, were not satisfied with the existing monitoring and evaluation practices, which focused on too short period, always donor- or sponsor-driven, too narrowly focused on input and output, and projects are frequently evaluated in isolation of wider developments in

the region, and the opinions of the supposed beneficiaries largely neglected. The new dynamics in evaluation practices of development activities placed PADev as an alternative approach to impact evaluation (Dietz and et al, 2013). The employment of PADev method to see how it fits the study of the university development trajectory demanded the analyses of the underlying premises of the PADev approach. PADev as a participatory evaluation tool was developed in a rural setting in West Africa (Dietz et al., 2011; and Dietz et al., 2013), precisely in Northern Ghana and Southern Burkina Faso, to allow for local people in developing countries to express their assessment of development and change (Dietz et al., 2013).

According to Myrdal (1969) in the development decades that started in the 1960s, and particularly since the 1970s, the boundaries, established at the end of the Second World War, between North and South, which is between development and underdevelopment¹, became evident. The decolonisation and the emergency of the Cold War demanded a new approach towards both countries and territories - colonies or former colonies - in which poverty, illiteracy and poor health standards were very widespread (Myrdal, 1969, as cited in King and Buchert, 1999).

As stated by Forster (1999), in the 1960s, in the wake of decolonisation, international development cooperation became a new dimension of international relations, with a fairly plain objective, namely the development of the underdeveloped countries and territories by the developed nations, particularly through ODA (Official Development Assistance). The end purpose was to reduce the gap between rich and poor countries through economic growth and diversification (industrialisation) that might be achieved by higher rates of investment. The international transfer of resources – through ODA or otherwise was meant to contribute to investment financing and, subsequently, growth. Social development was not explicitly on the agenda, but also benefited from the growth (Forster, 1999).

Over decades, the boundaries between donors and recipients² of of official development assistance have changed due to the extension of its scope, and the changing roles among donors and recipient. As the content of development cooperation has constantly been expanded, new objectives were added to the original ones. In the first phase, the key

¹ The dichotomy dividing the world into developed and developing areas was widely accepted both because it reflected the expectations of many new post-colonial states to see their specific problems taken seriously in the wake of decolonisation and because of a general common understanding of what development was to achieve. Yet, the Third World still exists as many developing countries continue to face traditional unresolved development problems, such as lack of diversification of economic activities, inadequate physical and social infrastructures, poor management of natural resources, external dependency, unequal income distribution, poverty and lack of opportunities for large segments of the population (King and Buchert, 1999).

² The group of recipients has been newly defined by OECD's DAC – the main donor's club – as it decided for statistical purposes to establish two separate lists of recipients (DAC, 1997), namely ODA recipients, defined as developing countries, and Official assistance recipients. Defined as countries in transition (some of the former communist countries of the former USSR and Eastern Europe, and more advanced developing countries (12), including high-income oil-exporting countries and a few wealthy small islands-states and territories). The group's size has expanded or constricted for various reasons (political, economic) (King and Buchert, 1999).

objective was accelerated growth translated into higher rates of capital formation through the international transfer of resources (capital and know-how). This objective still prevails, particularly for low-income countries. Afterwards, rather than the transfer of resources per se, policy and institutional reform fostered economic growth (King and Buchert, 1999).

Concerning the Republic of Mozambique, it becomes official assistance recipient, since integrated in the developing country category that holds the socio-economic circumstances described above, and the fact of being a low-income country.

Facing multiple challenges, and aiming to achieve social and economic growth, Mozambique, a newly independent country, demanded the university to perform its role as well as its societal function, which includes: i. knowledge production, transmission and legitimization; ii. education of citizens and workers; and iii. production of social actors (Gumpert, 2007). Among these, stands out the fulfilment of the growing needs of the Mozambican society by ensuring the training of human capital to develop the country.

In this regard, a wide range of instrumental claims about education in the development era, as crucial and a key determinant of the economic development itself, indisputably was advocated in national plans and by international agencies. This view was supported by the emergency of strong and compelling evidence of the importance of education and its critical role for nation-building and development (King and Buchert, 1999). This vision also fueled the grown interest in national higher education systems and global interdependence, with great impact in higher education institutions where, amongst others, fostered scholarly communication and institutional collaboration (Gumpert, 2007).

Since EMU was not immune to the influences of the dynamics occurring in the World and in Mozambique, it has experienced periods of growth and constraint, crises and challenges that have reshaped its own development.

It was within this context that from an early stage, Eduardo Mondlane University established an interaction with the outside world. The massive exodus of Portuguese people, particularly Portuguese lecturers, right after the Independence of Mozambique in 1975, not only prevented the university to carry on its operations and accomplish its teaching mission, but contributed to the opening of the university to the world in these early years betting on international cooperation in order to comply with the national interest (UEM, 1998). Whereas teaching staff was reduced to only 10 professionals, the student population diminished drastically from 2,433 students in 1975 to 750 students in 1978 (UEM, 1991).

Through the establishment of international cooperation, EMU hired foreign lecturers under cooperation arrangements, specifically international cooperation programmes. Moreover, EMU benefited from agreements with Eastern European countries such as the Union of Soviet Socialist Republics (USSR) and the German Democratic Republic, and from agreements with the Netherlands and Sweden, which provided lecturers and regularly ensured their replacement (Mendes, 1982; Juvane & Van Baren, 1996). Moreover, promising young Mozambicans were sent to study abroad in order to gradually replace foreign teachers (Mendes, 1982). In this regard, King and Buchert (1999) stated that for several decades technical assistance has been used consistently by international funding and technical assistance agencies as the main instrument for capacity building.

The interaction between Eduardo Mondlane University and national, regional, and international actors interested in promoting higher education in Mozambique increased after 1976. The cooperation between EMU and the Netherlands and Sweden, which began in 1976 and 1978, respectively, and lasted more than 40 years, is example of a long-lasting cooperation between the institution and foreign governments (Juvane & Van Baren, 1996; Kruse, Tvedten, Tedre & Rosário, 2017). An increasing number of international and Mozambican actors, both public and private, including local and foreign governments, non-governmental organisations, government agencies, businesses, higher education institutions, and others, played a role in the development of the university. The interaction between EMU and those actors assumed various forms, and it was established at three levels, national, regional and international.

At the national level, EMU interacted with state agencies, educational institutions, banking and credit institutions, public and private enterprises, and non-governmental organisations (*Direcção de Finanças & Gabinete de Planificação*, 2012, p. 49) within the context of the institutional development agenda for the provision of various services, such as offering internship opportunities, and awarding scholarships and other awards to the best students, just to name a few.

At the regional level, EMU established cooperation agreements with other universities, aimed at strengthening partnerships in the academic, scientific, and sociocultural domains. At the international level, EMU interacted with several governments, institutions, and international organisations (e.g., Sweden, the Netherlands, Italy, Portugal, Belgium, Cuba, the Union of Soviet Socialist Republics, China, and others) for training in teaching, research, extension, and management domains. The variety of support the university received from this cooperation included short- and long-term training, the opening of new undergraduate and graduate training courses, the financing of scholarships and internships, the acquisition of equipment and library materials, and the construction and rehabilitation of infrastructure (*Direcção de Finanças & Gabinete de Planificação*, 2014, p. 95).

EMU interacted with several foreign governments and development agencies and received from them massive and varied support within the framework of development aid, which included human, material, technical, and financial support (Mário, Fry, Levey, & Chilundo, 2003). A considerable amount was disbursed by these countries for the implementation of programmes and projects, but general financial support was also provided. For instance, in one single programme, from 1978 to 2017, Sweden disbursed SEK 737,419,000 for institutional support and research capacity building by training academic staff at the master's and PhD levels (Kruse, Tvedten, Tedre, & Rosário, 2017). From 2008 to 2015, the Netherlands made available USD 11,056,052 for strengthening institutional capacity, including technical assistance, teacher training, and support for teaching effectiveness (UEM, 2009; UEM, 2010; UEM, 2013a; UEM, 2014; UEM, 2015; UEM, 2016). The referred amount is far behind the total amount disbursed from 1976 onwards when the cooperation with EMU has started. Between 2008 and 2018, Belgium disbursed nearly EUR 7,540,000 to empower EMU to better fulfil its role as development actor within the context of Mozambican society (Dhaene & Taela, 2018). As for the World Bank, they made available USD 191,220,000 through various projects between 1988 and 2010 (World Bank, 2020).

Given the amount of support directed to the university through various means with specific goals, the environmental condition for change and university transformation were created. The evaluation of the historical development path of Eduardo Mondlane University will be performed based on the assessment of internal and external actors on the occurrence of events recorded in individual and collective memories. Memory is translated here as the ability of people to remember the main events that occurred in this historical journey. The rigour of memory can be validated not by the multiple occurrences of moments, but by the confluence of different actors and memories at that moment in which historical memories are shared. Memory, understood as a text to be deciphered, the result of writing that takes place in the condition of reminiscence, would thus be the possibility of accessing, in the present, the event that occurred in other times (Farias, 2008, as cited in Ferrarini and Magalhães, 2014: 111 and 112). Memory is constituted within a universe that precedes it: the symbolic order (Bastos, 1999). The unconscious is constructed and modified in the relationship with others, it is relational, and so it cannot be considered an instance belonging to a single subject. Thus, memory is also conceived in the relationship, since it is through otherness that presides over its constitution and reorganisation (Ferrarini and Magalhães, 2014).

The way individuals remember events must be influenced by their personal interests and the socio-professional context in which they find themselves, which will eventually give shape to shared knowledge. Collective memory, seen as an inclusive project, is built from different narratives and interpretations, familiarities and estrangements, congruencies and distensions, agonisms and antagonisms (Costa e Silva, 2015).

Collective memory is built from the diversity that necessarily characterizes the group and is organised around what exists in common in heterogeneity, and thus gains centrality, acting as an amalgam of the group (Costa & Maciel, 2009, as cited in Costa e Silva, 2015).

Thus, the research interest was fueled by the fact that the proposition of the PADev experiment of EMU be a first attempt to inquiry on the university by performing a bottom-up subjective evaluation approach to assess the process of development of the university done by a local junior researcher. Moreover, a review on 240 leading education sector studies on Africa showed that all the studies conducted between 1990 and 1994 were all undertaken by an expatriate-led team with nominal representation or inclusion of local researchers, never as senior consultants or document authors (Samoff et al. 1996: 14, 15 and 18 in King and Buchert, 1999: 57). This statement is a clear indication of the need for local researcher to carry out education sector studies on their own issues to improve their very own contribution for the knowledge production on Africa education system and institutions, particularly universities.

This study is organised in seven major chapters. Chapter 1 introduces the study by pointing out the purposes of the study. Chapter 2 is the review of the relevant literature, where the theoretical framework underpinning the study is also discussed. It also addresses the historical development of higher education in Africa with special focus on Mozambique. Chapter 3 discusses the methodology with a focus on the research problem. It presents the research design and a brief description of ethical considerations. Chapter 4 presents and analyse the data from the PADev experiment at EMU, focusing on development interventions and changes that resulted from the implementation of the interventions, and the findings. Chapter 5 discusses the suitability of the PADev approach, based on PADev experiments and framework versus other participatory methods in a comparative perspective. Lastly, chapter 6 presents the study's conclusions.

1.1. Problem Statement

This study makes an intersection between development studies, higher education studies and organisational studies. This can be justified for two reasons. Firstly, due to the complex nature of the unit of analysis of the present study - Eduardo Mondane University - with regard to the characteristics and dynamics of its structure, processes, functions and relationships (internal, external and with the surrounding environment). Secondly, due to the line of research envisioned by the study, which, taking into account its main purpose, concerns the evaluation of the institution's development, from the perspective of the university community and the university's external partners.

Accordingly, the study applies a holistic approach for institutional development assessment to reconstruct the developmental history of the university and, in doing so, to examine the suitability of the PADev method in assessing the development of the institution vis-à-vis other evaluation methods.

The area of knowledge in which this research is anchored is the Sociology of Higher Education, which as a general discipline is interested in the organisational nature of groups in society (Gumpert, 2007). As a specialty area it will focus on complex institutions and organisations like universities. Therefore, the Sociology of Higher Education takes academic organisations as units of study, subjected to historical investigation. Historical studies provide a perspective about educational systems of the past, connections between educational trends and change in other sectors of society, and the past-to-present development of existing systems (Clark, 2007: 12, as cited in Gumpert, 2007). In the context of the current study, its scope does not include the higher education system as such, but an institution of higher education, and the approach is commendable as it aims to assess in a participatory way the development trajectory of the university in the last 40 decades.

Gumpert (2007, p. 12) argues that historical studies of higher education provide systematised knowledge on 'the past-to-present development of existing systems.' In this case, a historical perspective on the assessment of the processes of change at EMU allowed for an understanding of past developments and prospects for future developments. Furthermore, a long-term developmental analysis can highlight fundamental institutional trajectories; new demands can also expose the potentialities and limitations of current institutional reforms.

Development studies have emerged in a very specific historical context defined by Myrdal (1969) as a combination of three elements: decolonisation, the emergence of new power elites in many developing countries with development-oriented agenda and the Cold War. However, experience in cooperation (notably through participatory

research) with social actors at various levels of society is pointed as a theme and a new area in which development studies can make significant contribution (Myrdal, 1969, as cited in King and Buchert, 1999). So PADev study about EMU gain its relevance as it fosters the participation of the development beneficiaries as the ones to perform the assessment and value their contribution.

There is an advantage in developmental analysis carried out over decades of time, according to Clark (2007:12), as it can highlight fundamental institutional trajectories and hence suggest the potentialities and limitations of current institutional forms as they face new demands (Clark, 2007: 12, as cited in Gumpert, 2007). The study does not follow this line of inquiry, although the long-perspective methodological approach employed in the study - PADev – enabled a holistic view of change and development of a given institution over decades. The data generated through PADev might be used to assess the institutions' efficiency and further inform the university development lines. PADev places itself as an inclusive and empowering alternative evaluation method to better capture the institutional development trajectory that surpasses the capability of other traditional evaluation methods - expert-driven and donor funded approaches.

Following its development prospect, Eduardo Mondlane University has undergone a series of reforms and changes in its organisation, structure, and functioning since Independence, all of which have driven its development. Nevertheless, there is no documented evidence that these changes have been assessed in a systematic and comprehensive manner so as to provide an overview of the development of the university and especially its interaction with Mozambican society and the outside world. There is no evidence that the existing knowledge about the factors that have influenced change and development in the university has been systematised. Isolated evaluation practices of foreign development interventions that have taken place, mainly demanded by donor countries and foreign development cooperation agencies, are well documented by the evaluation missions (Mendes, 1982; Juvane & Van Baren, 1996; Smart & Bomba Júnior, 1997; Svensson et al., 2003; Boeren et al., 2006; Costa & Nooijer, 2006; Matos & Van Baren, 2007; Van Baren & Mosca, 2012; Kruse et al., 2017; Dhaene et al., 2017; Dhaene & Taela, 2018). However, these evaluations are focused on individual projects of limited duration and scope, and they are often donor-oriented and donor-driven, with a short-term perspective reflecting an external view, and they often miss the changes that have occurred over time. They lack a holistic view, a comprehensive picture of the development of Eduardo Mondlane University, especially its interaction with Mozambican society, and the input of the great variety of Mozambican stakeholders within and outside the university, which makes it impossible to have a broad perspective on the impact of the various interventions on the development of the university. Whilst several mission and evaluation reports on specific interventions – mainly programmes or projects, and development reports on

specific organisational interventions – are available, evidence of evaluation initiatives carried out by the university itself aiming to assess developmental interventions or the institution's development is scarce. If the current knowledge about change and development of Eduardo Mondlane University can only be derived from the literature (existing evaluation reports) there clearly is a knowledge gap.

On the other hand, there is a long-standing institutionalised tradition of organising annual meetings, where the university rector informs the university community, society as a whole, and the cooperation partners concerning the development of the university, referring to the previous year, with attention paid to the challenges faced and often reflecting on perspectives for the near future. These reports are fed by three sources: (i) data delivered by different units and bodies of EMU, (ii) data collected during work visits, and (iii) data arising from the monitoring and evaluation processes of the institution's annual activity plan. The reports focus on the three missions of the university, namely teaching and learning, research, and extension and innovation. The reports are presented using a comparative analysis (three years) that might potentially provide an assessment of the institution. However, an overall analysis of these annual reflections is so far missing.

Although donors have frequently assessed their own interventions, a systematic assessment of the various forms of support has not been conducted by the university. This raises the question of whether indeed the expected changes have occurred, at the times expected, in consonance with the overall institutional policy and the sectorial country's policy, and in the wider context of regional and global developments.

Further development of EMU should ideally be based on knowledge and understanding of past developments and future scenarios. However, the existing assessments by the Mozambican authorities and the evaluations of donors are not sufficient to provide these. A holistic evaluation tool that provides a more comprehensive, long-term, and internal perspective on the development of the institution is needed. Moreover, the assessment outcome can be useful at least in two ways: firstly, to provide information on improvements in institutional decision-making processes, and, secondly, to improve university leadership interaction with other key actors. There is no empirical evidence in the PADev literature of the use of this approach to assess the development of a higher education institution like EMU. The study transposes the PADev method, originally used in rural contexts, particularly in rural communities in Northern Ghana and Southern Burkina-Faso, to the urban context and an institution for the production, dissemination and validation of higher-level knowledge, such as in this case Eduardo Mondlane University. PADev enabled the participatory assessment of the development of a complex institution of the nature of a university, with Eduardo Mondlane University being the unit of analysis, as previously mentioned.

The concern about the lack of quality and design flaws of evaluation practices in and around development activities, that lead to the need to emphasize on rigorous and evidence-based approaches based on research practices from the medical field employing randomised controlled trials evaluation design, that gained place in the monitoring and evaluation sector and conquering the interest of several larger donor agencies internationally (Pitmain, Feinstein & Ingram, 2005; Bertrand, Duflo & Mullainathan, 2004, as cited in Dietz et al, 2013). In addition, within NGOs circle there was this understanding that many evaluations focus on too narrowly focused on input and output and not enough on long-term impact, and projects are frequently evaluated in isolation of wider development in the region, and the opinions of the supposed beneficiaries are largely neglected. Therefore, become relevant the need to develop a method to make it possible for local people in developing countries to express their assessment of development and change, that is, a method for impact measurement based on a long-term perspective and from beneficiary's point of view as opposed to the clinical, value-free and expert-driven approaches of the randomised control trials approach (Dietz et al, 2013).

The basic premise that might lead to acknowledging PADev - a subjective type of evaluation - as an alternative method that makes it possible for local people in developing countries to express their assessment of development and change was drawn from Dietz and colleagues (2013). PADev is here seen as a method for impact measurement based on a long-term perspective and from a beneficiary's point of view, which provides a holistic 'big picture' of development and allows one to see the contributions of different development initiatives in the context of a wider societal change.

Although the focus of the PADev approach tends to be community-based, where local people are the primary focus, at EMU PADev was employed as a bottom-up participatory evaluation approach by engaging staff members and other university stakeholders in assessing the development of the institution and its impact on its surroundings. The use of the PADev approach to trace the development trajectory of the university in the period under study was based on the assumption that PADev contributes to building up an environment that promotes organisational learning, ensures inclusion of multiple participants in the production of knowledge, and empowers those who carry out the evaluation process, the stakeholders. Moreover, PADev tools have enabled the identification of the factors that have contributed to the development of the institution, the changes that have occurred, and the actors that influenced change. The knowledge generated through the employment of the method is grounded in peoples' experience and perceptions of the change and development of the institution. The method is also meant to enable the measurement of the impact of these factors on the university's development as perceived by the university's stakeholders, as well as to build an internal perspective on the impact of the university on its surroundings.

For the possibilities it presents, PADev stands out if compared to other traditional evaluation methods that are characterised by being short-term, and almost always driven by the donor or financier, with a limited scope focused on inputs and outputs, without worrying about the long-term impact. Therefore, the technical limitations of the methods centre on the fact that they present a clinical perspective, are value-free and guided by experts, and are comparable to randomised clinical trial approaches. That is the case of summative evaluation and formative evaluation. The summative evaluation focuses on results of a given performance, programme or organisation. Summative evaluation intends to create learning and thereby improve the programme in question, to control its performance in terms of accountability (Hansen, 2005).

Evaluation studies deal with more objective data and not with data on the nature of memory that supports this assessment. Furthermore, projects are often evaluated in isolation without taking into account broader developments in the region, and the views of supposed beneficiaries are largely neglected. PADev also stands out regarding its participatory nature if compared with other evaluation methodologies such as *utilisation-focused evaluation* by Patton (1997), and *realistic evaluation* by Pawson and Tilley (1997). The *utilisation-focused evaluation* primary aim is not to promote participatory practices but rather to provide decision-makers, or intended users, with information they deem necessary. The aim of *realistic evaluation* is to find out why a programme works for whom, and in what circumstances, therefore it is not explicitly participatory (Gregory, 2000).

PADev method can be examined as to whether it fits the University's development assessment and whether in comparison with other evaluation methods it contributes best to understanding the past, present and future development of the university.

PADev is a composite construct that comprises three indicators, namely participation, evaluation, and development, which will be further discussed in a later chapter (literature review) in relation to some premises: poverty context, bottom-up, long-term and holistic grounded approach. All four premises are linked to the issues of stakeholders' participation, assessment of change, and historical account on development of a higher education institution in a post-colonial setting. From the indicators stated by the method, it was possible to derive questions that shed light on the nature of the university and its impact on Mozambican society. The objective of the study is not to measure the effectiveness of the method, which would depend on carrying out countless experiments involving the academic, research and administrative units of EMU, but rather to show how PADev, whose viability is based on memory of the participants, was applied at EMU and served the purposes of the research.

The PADev experiment at Eduardo Mondlane University has provided a basis for examining the suitability of this method for effective participatory assessment of the development of the institution. Therefore, the PADev principles were empirically tested through the application of the method to perform the data collection analysis, and validation.

Moreover, the university transformation, particularly in the post-Independence period was mostly driven by external sources and actors. Looking at the total support that Dutch development aid provided to higher education in Africa, Mozambique/EMU has been the most important receiving party of that support. But the Netherlands was not the only provider of support: after the withdrawal of almost all Portuguese staff at EMU in 1975, support came from many foreign agencies.

However, there has never been a research project studying the development of EMU and the impact of the many supporting agencies, experts and projects. So far, as stated earlier, the written documentation about EMU's development mainly came from some external evaluation studies, but those focused on single programmes or projects. The university itself also did not have sufficient archival written material to do a serious 'development history of an African university'.

EMU is in our view a good case study as it is seen as a developmental university and its development lines followed the global trends of growth and expansion that allowed to record increment in enrolment, increase in the size of campuses, the founding of new research capacity, the size and composition of faculty staff, diversification of the student population, knowledge growth across disciplines, library holdings, sponsored research, the establishment and growth in the number of administrators, and other improvements that university transformation if compared with its earlier stages.

To analyse how the university reached this transformation stage required the use of a comprehensive methodological approach that enabled to capture all the driving forces that influenced change and paved the development of the university in its complex organisation and structure.

Since it lacks evidence that such a holistic evaluation approach was ever before employed to assess development at EMU and the impact of development interventions at EMU, the following main research question was formulated:

i. In what ways can the PADev method of assessing development and change at EMU in a participatory way be effective in measuring the impact of development interventions at EMU?

Since the study's aim was to examine the suitability of the employment of the PADev method, additional questions were also formulated:

- ii. Which development interventions were implemented at Eduardo Mondlane University between 1976 and 2016?
- iii. How did the development interventions change Eduardo Mondlane University between 1976 and 2016?
- iv. What is the stakeholders' assessment of the impact of the development interventions at EMU?

The problem statement, and the unit of analysis were both presented through diagrammatic representations (See figures 1 and 2) for a better understanding of the research purpose.

1.2.1. Diagrammatic Representation of the Problem Statement

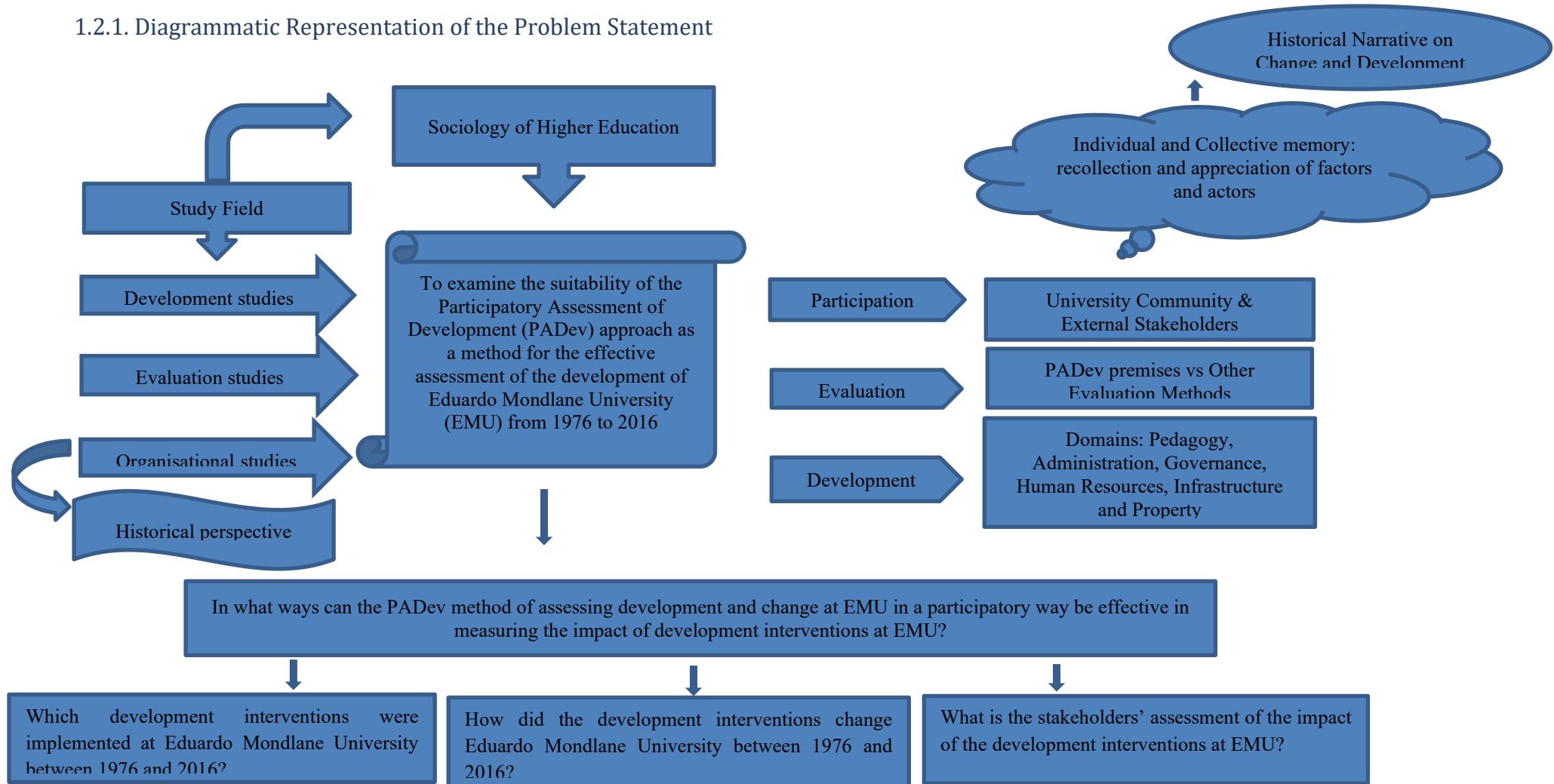


Figure 1: Diagrammatic Representation of the Problem Statement

1.2.2. Diagrammatic Representation of the Unit of Analysis

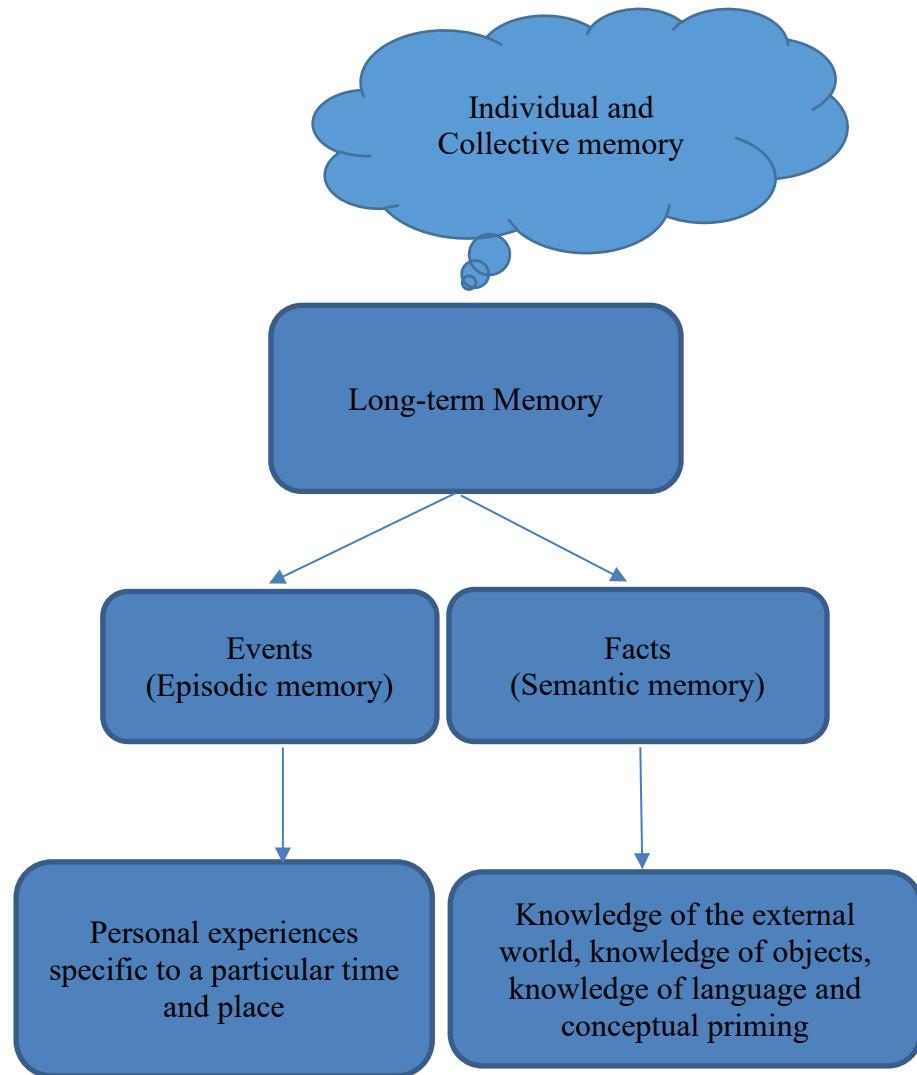


Figure 2: Diagrammatic Representation of the Unit of Analysis