



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.

Citation

César, N. A. T. (2025, December 11). *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)*. 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).

References

Adriansen, H. K. (2012). Timeline interviews: A tool for conducting life history research. *Qualitative Studies*, 3(1), 40-55.

Achanga, P. C. (2012). Managing and Leading African Universities. *International Higher Education*, 67, 18-19. <https://www.revistaensinosuperior.gr.unicamp.br/international-higher-education/administrando-e-liderando-universidades-africanas-num-mundo-globalizado>.

Aina, T. A. (2010). Beyond Reforms: The Politics of Higher Education Transformation in Africa. *African Studies Review*. 53(1), 21-40.

Agência Italiana de Cooperação para o Desenvolvimento (2017). *Quem somos*. Accessed in May 2017 at http://italcoop.org.mz/PT_Quem_Somos.htm.

Akesson, G. (2004). *Swedish Support to the Education Sector in Mozambique. A Retrospective Review: Trends and Changes in the Education Sector in Mozambique and the Significance of Swedish Support*. Swedish Embassy.

Alberto, A., Sitoe, A., Lobo, A., Malauene, D., Noa, F., Cumaio, G., Muquingue, H., Buduia, I., & Mosca, J. (2012). *Plano Estratégico do Ensino Superior 2012-2020*. Imprensa Universitária.

Alberts, T., Abegaz, B., Coughlin, P., Jehrlander, G., Skjonsberg, E., Wield, D., & Manhica, S. (2003). *Sida's Support to the University Eduardo Mondlane, Mozambique*. SIDA, Department for Research Cooperation.

Allen, J., & Van der Velden, R. (2011). The Flexible Professional in the Knowledge Society: New Challenges for Higher Education. *Higher Education Dynamics*, 35, 15-54.

Altbach, P.G., Reisberg, L., & Rumble, L. E. (2009). *Trends in Global Higher Education: Tracking an Academic Revolution. A Report Prepared for the UNESCO 2009 World Conference on Higher Education*. UNESCO.

Amonoo-Neizer, E. H. (1998). Universities in Africa: The Need for Adaptation, Transformation, Reformation and Revitalisation. *Higher Education Policy*, 11, 301-309.

The Arab Bank for Economic Development in Africa (2017). About BADEA: Introduction. <http://www.badea.org/introduction.htm>.

Assiè-Lumumba, N. (2006). *Higher Education in Africa: Crisis, Reforms and Transformation*. CODESRIA.

Associação de Engenheiros de Moçambique (2014). *Second Congress of Portuguese Speaking Engineers (2nd CELP)*. Maputo.

Audenhove, L.V. (1999). *Development Co-operation in Higher Education: A Strategic Review of International Donor Policy and Practices*. Belgian Administration for Development Co-Operation.

Audet-Belanger, G. (2010). *Participatory Assessment of Environmental Projects: Concerns and Realities of Villagers and Development Organisations in the East Mamprusi District, Ghana*. MA thesis, University of Amsterdam.

Beverwijk, J.M.R. (2005). *The Genesis of a System: Coalition Formation in Mozambique Higher Education, 1993-2003*. CHEPS/UT.

Bitzer, E. (2009). *Higher Education in South Africa: A scholarly look behind the scenes*. Sun Press.

Bloom, D. E., Canning, D., & Chan, K. (2006). *Higher Education and Economic Development in Africa* (vol. 102). The World Bank.

Boeren, A. (2000). Beating the Labyrinth: The Sustainability of International Co-Operation Programmes in Higher Education. NUFFIC/Department of Educational Studies and Consultancy (DESC).

Boeren, A., Alberts, T., Alveteg, T., Thulstrup, E.W., & Trojer, L. (2006). *Sida/SAREC Bilateral Research Cooperation: Lessons Learned*. Department for Evaluation and Internal Audit. <http://www.sida.se/publications>.

Boeren, A., Dietz, T., Simons, C., & De Vink, N. (2014). *Dutch Cooperation Programmes to Strengthen Post-Secondary Education and Training in Africa*. Leiden: African Studies Centre thematic maps. <https://www.ascleiden.nl/publications/dutch-cooperation-programmes-strengthen-post-secondary-education-and-training-africa>.

Boghossian, P. A. (2001). *What is Social Construction?* Times Literary Supplement, 23. <http://as.nyu.edu/docs/IO/1153/socialconstruction.pdf>.

Bohmer, S. (2009). *“That's how it is”: Local perceptions of the notion of education-for-development and its impact on people's livelihood strategies to improve their lives in Nandom, Ghana*. MA thesis, University of Amsterdam.

Brisolara, S. (1998). *The History of Participatory Evaluation and Current Debates in the Field*. In E. Whitmore (Ed.), *New Directions for Evaluation Understanding and Practicing Participatory Evaluation* (Vol. 80). Jossey-Bass.

Brunner, I., & Guzman, A. (1989). Participatory Evaluation: A Tool to Assess Projects and Empower People. In R.F. Conner & M. Hendricks (Eds.), *International Innovations in Evaluation Methodology*, pp. 9-18. Jossey-Bass.

Bryk, A.S. (1983). *Stakeholder-based evaluation*. Jossey-Bass.

Bymolt, R. (2010). *HADeV - Holistic Assessment of Development: Assessing the 'big picture' of development in Nanumba South, Ghana*. MA thesis, University of Amsterdam

Butterfoss, F. D., Francisco, V. T., & Capwell, E. M. (2001). Stakeholder Participation in Evaluation. *Health Promotion Practice*, 2(2), 114-119.

Centre for International Cooperation (2002). Annual Report 2002: Part 2. CIS.

CIPES (2021). *Relatório Final de Consultoria & Roteiro: Consultoria Sida para apoiar a transformação da UEM numa Universidade de Investigação*. CIPES.

Chouinard, J. A. (2013). The Case for Participatory Evaluation in an Era of Accountability. *American Journal of Evaluation*, 34(2), 237-253.

Chimbutane, F. (2022). Língua, Educação e Sociedade em Moçambique: Assimilação, Uniformização e Aceno à Unidade na Diversidade. *Modern Languages Open*, 1(15), pp. 1–14. DOI: <https://doi.org/10.3828/mlo.v0i0.374>

Cloete, N. (Ed.). (2006). *Transformation in Higher Education: Global Pressures and Local Realities* (Vol. 10). Taylor & Francis.

Costa, J. G. Q., & Nooijer, P. G. (2006). *VLIRUOS Programming Mission Report. Mozambique: Eduardo Mondlane University*. Flemish Interuniversity Council, University Cooperation for Development (VLIRUOS).

Da Costa, S. L. & Silva, C. R. C. (2015). Afeto, memória, luta, participação e sentido de comunidade. *Pesquisas e Práticas Psicossociais*. São João del-Rei, 10(2), 284-294.

Conselho Nacional de Avaliação de Qualidade (2013). Guião de Auto-avaliação de cursos e/ou programas e de instituições de ensino superior em Moçambique. *Coletânea de documentos do Sistema Nacional de Avaliação, Acreditação e Garantia de Qualidade do Ensino Superior*. CNAQ.

Cousins, J. B., & Chouinard, J.A. (2012). *Participatory Evaluation Up Close: A Review and Integration of the Research Base*. Information Age Publishing Inc.

Cousins, J. B., & Earl, L. (1992). The Case for Participatory Evaluation. *Educational Evaluation and Policy Analysis*, 14(4), 397-418.

Cousins, J. B., & Earl, L. (1995). *The Case for Participatory Evaluation: Theory, Research, Practice*. In J. B. Cousins & L. Earl (Eds.), *Participatory Evaluation in Education: Studies in Evaluation Use and Organisational Learning* (pp. 3-18). Falmer.

Cousins, J. B., & Whitmore E. (1998). Framing Participatory Evaluation in Understanding and Practicing Participatory Evaluation. In E. Whitmore (Ed.), *New Directions for Evaluation* (vol. 80, pp. 5-23). Jossey-Bass.

Crishna, B. (2007). Participatory Evaluation (II): Translating Concepts of Reliability and Validity in Fieldwork. *Child: Care, Health and Development*, 33(3), 224-229.

Cullen, A., & Coryn, C. L. S. (2011). Forms and Functions of Participatory Evaluation in International Development: A Review of the Empirical and Theoretical Literature. *Journal of Multidisciplinary Evaluation*, 7(16), 32-47.

David, Paul. A. (2007). Path dependence: A foundational concept for Historical Social Science. *The Journal of Historical Economics and Econometric History*, 1(2).

Departamento do Trabalho Ideologico da FRELIMO (1977). *Estudemos e Facamos dos Nossos Conhecimentos um Instrumento de Libertacao do Povo*. Colecção Palavras de Ordem.

Dhaene, C., Makundi, H., Phlix, G., Roemling, C., Silvestrini, S., & Van Coelln, F. (2017). *Evaluation Report: External Evaluation of NFP II and NICHE II*. CEvalGmbH-ACE Europe. Saarbruecken.

Dhaene, C., & Taela, K. (2018). *Final evaluation of the Institutional University Cooperation (IUC) with Eduardo Mondlane University*. VLIRUOS.

Dietz, T., Obeng, F., Obure, J., & Zaal, F. (2009). Subjective Truths: Participatory Development Assessment. *The Broker Online*, 15, 19-21.

Dietz, T., Bélemvire, A., Van der Geest, K., De Groot, D., Obeng, F., Rijneveld, W., Zaal, F., & Bymolt, R. (2011). *PADev Guidebook: Participatory Assessment of Development*. University of Amsterdam/African Studies Centre Leiden.

Dietz, T. (2012). Participatory Assessment of Development in Africa. *Local Governance and Poverty in Developing Nations*, (31) (pp. 216-240). Routledge.

Dietz, T., Bymolt, R., Bélemvire, A., Van der Geest, K., De Groot, D., Millar, D., Obeng, F., Pouw, N., Rijneveld, W., & Zaal, F. (2013). *The PADev Story: PADev2007-2013 End-of-Project Report*. African Studies Centre.

Dietz, T., Bymolt, R., Bélemvire, A., van der Geest, K., de Groot, D., Millar, D., Obeng, F., Pouw, N., Rijneveld, W., & Zaal, F. (2013a). *PADev Guidebook: Participatory Assessment of Development*. African Studies Centre-Leiden.

du Preez, Petro. (2018). On decolonisation and internationalisation of university curricula: What can we learn from Rosi Braidotti? *Journal of Education* (University of KwaZulu-Natal), (74), 19-31. <https://dx.doi.org/10.17159/2520-9868/i74a02>

Duflo, E., & Banerjee, A. (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs.

Easton, P. B. (2012). Identifying the Evaluative Impulse in Local Culture: Insights from West African Proverbs. *American Journal of Evaluation*, 33(515531). EP-NUFFIC (2017). *NICHE Project Overview*. <https://www.nuffic.nl/en/files/documents/niche-project-overview.pdf>.

Enslin, P. & Hedge, N. (2024). Decolonizing higher education: The University in the new age of Empire. *Journal of Philosophy of Education*, 58, 227-241 <https://doi.org/10.1093/jopedu/qhad052>.

Ferrarini, P. P. F. L & Magalhaes, L. D. R. (2014). O conceito de memória na obra freudiana: Breves Explanações. *Estudos Interdisciplinares em Psicologia*, v. 5, n. 1, p. 109-118.

Esteves, M. (2008). Para a excelência pedagógica do ensino superior. *Revista de Ciências da Educação*, 07, 101-110. Fehnel (2003). *Change and Transformation in Higher Education*. London: Springer.

Fetterman, D. M., Kaftarian, S., & Wandersman, A. (1996). *Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability*. Sage.

Fetterman, D. M., & Wandersman, A. (2010). Empowerment Evaluation Essentials: Highlighting the Essential Features of Empowerment Evaluation. *American Evaluation Association Conference*. San Antonio, Texas. 2010.

Fetterman, D., Rodríguez-Campos, L., Wandersman, A., & O'Sullivan, R. G. (2014). Collaborative, Participatory, and Empowerment Evaluation. Building a Strong Conceptual Foundation for Stakeholder Involvement Approaches to Evaluation (A Response to Cousins, Whitmore, and Shulha, 2013). *American Journal of Evaluation*, 35(1), 144-148.

Firmino, G. (2002). A Questão Linguística na África Pós-Colonial: O caso do Português e das Línguas Autoctónes em Moçambique. PROMÉDIA.

Forster, J. (1999). The New Boundaries of International Development Co-operation. In King, K. and Buchert, L. (Ed). *Changing International Aid to Education: Global patterns and national contexts*. UNESCO.

The Ford Foundation (1986). *The Ford Foundation Grant Letter*. Ford Foundation.

Fundo Nacional de Investigação (2015). Fundo Nacional de Investigação-FNI. http://www.mct.gov.mz/portal/page?_pageid=615,2897828&_dad=portal&_schema.

Garaway, G. B. (1995). Participatory Evaluation. *Studies in Educational Evaluation*, 21, 85-102.

Gerdes, P. (2013). *1000 Doctoral Theses by Mozambicans or about Mozambique*. 3rd Edition. Paulus Gerdes.

Gondwe, M. (2014). *NPT Synopsis of Programme Results*. Ministry of Foreign Affairs/NUFFIC.

Greene, J. C. (2000). Challenges in Practicing Deliberative Democratic Evaluation. In K.E. Ryan & L. DeStefano (Eds.), *Evaluation as a Democratic Process: Promoting Inclusion, Dialogue, and Deliberation*, no. 85 (pp. 27-38). Jossey-Bass.

Gumpert, P. J. (Ed.) (2007). *Sociology of Higher Education: Contributions and Their Contexts*. Johns Hopkins.

Hansen, S., Africa, H., & Boeren, A. (2005). *Review of South Africa – Norway Tertiary Education Development Programme (SANTED)*. Final Report.

House, E. R. (1993). *Professional Evaluation: Social Impact and Political Consequences*. SAGE Publications.

International Development Research Centre –IDRC (2017). *New Pathways to Resilience: Interactive Report on CCAA Program*.

Johnstone, D. B. (1998, October 5-9). *The Financing and Management of Higher Education: A Status Report on Worldwide Reforms*. UNESCO World Conference on Higher Education, Paris, France.

Justino, E. K. (2009, November 25-27). *Internacionalização das instituições de ensino superior: Estratégia ou modismo*. IX International Colloquium on University Management in South America. Florianópolis, Brasil

Juvane, V., & Van Baren, B. (1996). *Evaluation of the MHO Programme of the Eduardo Mondlane University (1993-1996)*. IME Consult.

Kazimierczuk, A. (2009). *Participatory Poverty Assessment and Participatory Evaluation of the Impact of Development Projects on Wealth Categories in Northern Ghana*. MA thesis, University of Amsterdam.

Kezar, A. J. (Ed.) (2001). Understanding and Facilitating Organisational Change in the 21st Century: Recent Research and Conceptualization. *ASHE-ERIC Higher Education Report*, 28(4).

King, K. & Buchert, L. (Ed.) (1999). *Changing International Aid to Education: Global patterns and national contexts*. UNESCO.

Kingston, C. & Caballero, G. (2009). Comparing Theories of Institutional Change. *Journal of Institutional Economics*, 5(2), 151-180.

Kyvik, S. (2009). *The Dynamics of Change in Higher Education: Expansion and Contraction in an Organisational Field*. Springer.

Kogan, M., Bauer, M., Bleiklie, I., & Henkel, M. (2006). *Transforming Higher Education: A Comparative Study*. Springer.

Kowenhoven, W. (2003). *Design for competence in Mozambique: Towards a Competence-based Curriculum for the Faculty of Education of the Eduardo Mondlane University* [PhD Thesis, University of Twente]. University of Twente

Kruse, S-E., Tvedten, I., Tedre, M., & Rosario, C.S.C. (2017). *Evaluation of Swedish Government Research Cooperation with Eduardo Mondlane University, Mozambique 2011-2016: Synthesis Report*. SIDA, Sitrus.

Lahai, M. (2009). *Participatory Evaluation: Perception of Local People on Long-Term Impact of Development Interventions in Northern Ghana*. MA thesis, University of Amsterdam.

Langa, P.V. (2006). *The Constitution of the Field of Higher Education Institutions in Mozambique*. University of Cape Town.

Langa, P.V. (2009). *Higher Education and Economic Development: Eduardo Mondlane University Case Study*. CHET.

Langa, P.V. (2011). The Significance of Bourdieu's Concept of Cultural Capital in Analysing the Field of Higher Education in Mozambique. *International Journal of Contemporary Sociology*, 48(1), 93-116.

Langa, P.V. (2012). A Mercantilização do Ensino Superior e a Relação com o Saber: A qualidade em Questão. In *Revista Científica da EMU, Série Ciências da Educação*, 1(0), 21-41.

Langa, P.V. (2013). *Higher Education in Portuguese-speaking African Countries: A Five-Country Baseline Study*. African Minds.

Langa, P.V. (2014). Alguns desafios do ensino superior em Moçambique: Do conhecimento experencial a necessidade de produção de conhecimento científico. In L. Brito, C.N. Castel-Branco, S. Chichava, S. Forquilha, & A. Francisco (Org.). *Desafio para Moçambique 2014*. Instituto de Estudos Sociais e Económicos (IESE).

Maassen, P, Moen, E., & Stensaker, B. (2011). Reforming Higher Education in the Netherlands and Norway: The Role of the State and National Modes of Governance. *Policy Studies Journal*, 32(5), 479-495.

Machine, J. L. (2010). A crise financeira internacional: sua natureza e os desafios da política econômica. *RevistaCepal*, RCEXO3, 101-125.

Mahoney, J. (2000). Path Dependence in Historical Sociology. *Theory and Society*, 29(4), 507-548.

Mandlate, E.V. (2003). *The Staff Development Program at the Eduardo Mondlane University. A case study prepared for a Regional Training Conference on Improving Tertiary Education in Sub-Saharan Africa: Things That Work!* Accra, Ghana, 23-25 September, 2003.

Mário, M., Fry, P., Levey, L.A., & Chilundo, A. (2003). *Higher Education in Mozambique: A Case Study*. James Currey.

Mário, M. (2015). *Manual Operacional: Fundo de Desenvolvimento Institucional – FDI*. Ministério da Ciência e Tecnologia, Ensino Superior e Técnico Profissional (MCTESTP)/Projecto do Ensino Superior, Ciência e Tecnologia (HEST)/Unidade de Coordenação do Projecto (PCU).

Mark, M.M., & Shotland, R. L. (1985). Stakeholder-based Evaluation and Value Judgments. *Evaluation Review*, 9(5), 605-626.

Marsais, A. (2009). *Participation in the Land of the Righteous: Between Discourse and Development Reality in Burkina Faso*. MA thesis, University of Amsterdam.

Mathie, A., & Greene, J. C. (1997). Stakeholder participation in evaluation: How important is diversity? *Evaluation and Program Planning*, 20(3), 279-285.

Matos, N., & Van Baren, B. (2007). *External Evaluation of the NPT Programme in Mozambique (2003-2006)*. NUFFIC.

Mendes, A.D. (1982). *Development of the Eduardo Mondlane University*. United Nations Educational, Scientific and Cultural Organisation.

Ministério da Educação (2012). *Plano Estratégico da Educação 2012-2016*. Conselho de Ministros.

Ministério da Educação (2013). *Estratégia de Financiamento do Ensino Superior*. Conselho de Ministros.

Ministério da Educação-DICES (2014). *Anúncio para submissão de propostas para assistência financeira a projectos implementáveis no intervalo de Julho de 2014 a Junho de 2015*. <http://www.mec.gov.mz/Documents/Anuncio/4ºCiclo/FDI31-03-2014.pdf>.

Ministério da Ciência e Tecnologia, Ensino Superior e Técnico-Profissional (2015). *Manual Operacional Fundo de Desenvolvimento Institucional*. MATESTP.

Ministério da Ciência e Tecnologia, Ensino Superior e Técnico-Profissional – MCTESTP (2016). *Fundo Nacional de Investigação*. <http://www.mctestp.gov.mz/?q=content/fundo-nacional-de-investiga%C3%A7%C3%A3o>.

Ministério da Ciência e Tecnologia, Ensino Superior e Técnico-Profissional (2017). *Projeto do Ensino Superior Ciência e Tecnologia*. MCETEST.

Ministério da Ciência, Tecnologia, Ensino Superior e Técnico Profissional (2019). *Instituições de Ensino Superior*. MCTESTP.

Ministry of Foreign Affairs of the Netherlands (2012). *Final Report: Evaluation of NPT and NICHE*. Rambol.

Mondlane, E. (1975). *Lutar por Moçambique*. Penguin Books.

Mucavele, F. (2010). *O processo da reforma académica na Universidade Eduardo Mondlane*. EMU.

Musselin, C., & Teixeira, P. N. (2014) (Eds.). Reforming Higher Education: Public Policy Design and Implementation. *Higher Education Dynamics*, 41. Ng'ethe, N., Assiè-Lumumba, N., Subotzky, G., & Sutherland-Addy, E. (2003). *Higher Education Innovations in sub-Saharan Africa: With Specific Reference to Universities*. The Partnership for Higher Education.

Ndaipa, C. J., Edström, K., Langa, P., & Geschwind, L. (2023). Internationalisation of the curriculum in higher education: A case from a Mozambican university. *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186X.2023.2188773>

Nguenha, A. (2022). Como a UEM se Organizou e Cumpriu as Decisões de “8 de Março”. In Orlando António Quilambo (coord.). Universidade Eduardo Mondlane: Capítulos de um percurso. Pp. 91-95

Norwegian Centre for International Cooperation in Higher Education (2011). *The Norwegian Programme for Development, Research and Education (NUFU)*. Annual Report 2010.

NUFFIC (2004). *Ex-post Evaluation of Five International Education Programmes, Administered by NUFFIC on Behalf of the Dutch Minister for Development Cooperation*. Final Draft Report. I. Espcs.

NUFFIC (2009). *Programme Outline: Netherlands Initiative for Capacity Development in Higher Education (NICHE) Mozambique*. Maputo.

NUFFIC (2010). *Netherlands Initiative for Capacity Development in Higher Education (NICHE): Project Proposal*.

NUFFIC (2014). *Designing and Implementing a Master Course in Family and Community Psychotherapy*. NICHE-MOZ-029. <http://www.nuffic.nl/en/programme-administration/niche/countries-and-projects/mozambique/niche-moz-029>.

NUFFIC (2014a). *Introduction of Student-Centred Teaching Strategies at the Faculty of Education of Universidade Eduardo Mondlane*. NICHE-MOZ-030. <http://www.nuffic.nl/en/programme-administration/niche/countries-and-projects/mozambique/niche-moz-030>.

Oakley, P. (1991). *Projects with People: The Practice of Participation in Rural Development*. Geneva, Switzerland: International Labour Organisation.

Obure, J. O. (2008). *Participatory Monitoring and Evaluation: A Meta-Analysis of Anti-Poverty Interventions in Northern Ghana*. MA thesis, University of Amsterdam.

Odor, H. O. (2018). Organisational Change and Development. *European Journal of Business and Management*, 10 (7), 58-66.

Oosterheerd, J. (2009). *Perceptions of the impact of migration on the development of the sending communities Dondometeng and Kogle, Northwest Ghana*. MA thesis, University of Amsterdam.

Premugy, C. I. C. (2012). *Colectânea de Legislação do Ensino Superior*. Ministério da Educação – Direcção para Coordenação do Ensino Superior, Maputo.

Pouw, N., Dietz, T., Bélemvire, A., De Groot, D., Millar, D., Obeng, F., Vlaminck, Z., & Zaal, F. (2016). Participatory Assessment of Development Interventions: Lessons Learned from a New Evaluation Methodology in Ghana and Burkina Faso. *American Journal of Evaluation*, 38(1), 47-59.

Quilambo, O. A. (Org.) (2022). *Universidade Eduardo Mondlane: Capítulos de um percurso*. Unidade Editorial da Revista Científica da UEM.

Rodríguez-Campos, L., & Rincones-Gómez, R. (2012). *Collaborative Evaluations: Step-by-Step*. Stanford University Press.

Rosario, L. (2012). Universidades Moçambicanas e o Futuro de Moçambique. IESE.

Rico, C. (2010). Translator Training in the European Higher Education Area: Curriculum Design for the Bologna Process. A Case Study. *The Interpreter and Translator Trainer*, 4(1).

Sarkis, Joseph; Zhu, Qinghua; and Lai, Kee-hung (2011). An organisational theoretic review of green supply chain management literature. In, International Journal of Production Economics, 130 (1), pp. 1-15. <https://www.sciencedirect.com/science/article/pii/S0925527310004391>.

Searle, J. R. (1995). *The Construction of Social Reality*. The Free Press.

Scriven, M. (1998). Evaluation Theory and Metatheory. In T. Kellaghan & D. L. Stufflebeam (Eds.), *International Handbook of Educational Evaluation*. Kluwer International Handbooks of Education, 9. Springer. <https://doi.org/10.1007/978-94-010-0309-43>.

Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organisation*. Currency Doubleday.

Shadish, W. R. (1998). Evaluation Theory is Who We Are. *American Journal of Evaluation*, 19(1), 1-19.

Schipper, C. (2012). *Youth perception: A research on the impact of development projects*. MA thesis, Radboud University, Nijmegen.

Shulha, L. (2010). *Participatory Evaluation Essentials: Highlighting the Essential Features of Participatory Evaluation*. American Evaluation Association Conference, San Antonio, Texas.

SIDA (2017). *About Us: Our Mission*. <http://www.sida.se/English/>.

Smart, T., & Bomba Júnior, D. (1997). *Mozambique Evaluation of the BUSCEP III Project at Eduardo Mondlane University*. NUFFIC.

Smits, P.A., & Champagne, F. (2008). An Assessment of the Theoretical Underpinnings of Practical Participatory. *American Journal of Evaluation*, 29, 427-442.

Steen, O. I. (2003). Models of Good Practice of International Co-operation: The Case of Norway. In P. Beneitone, S. Höivik, N. Molenaers, A. Obrecht, & R. Renard (2003), *University Development Co-operation Models of Good Practice*. University of Deusto.

SIU (2013). *NUFU 2007-2012: The Norwegian Programme for Development, Research and Education (Final Report)*. Norwegian Centre for International Cooperation in Education.

Svensson, A., Arnlund, J., Bennett, T., Isaksson, M., Rosenbaum, A. & Waern, S. (2003). *Institutional Assessment of the Eduardo Mondlane University Mozambique: Final Report*. Maputo.

Taimo, J. U. (2010). *Ensino superior e Moçambique: História, política e gestão*. Piracicaba.

Teferra, D., & Altbach, Ph. G. (2004). African Higher Education: Challenges for the 21st Century. *Higher Education*, 47, 21-50.

Times, Higher Education (2023). *Sub-Saharan Africa University Rankings*. <https://www.timeshighereducation.com/sub-saharan-africa-university-rankings>

TU Delft (2025) EDIT: EEMCT Diversity and Inclusion Team. TU Delft. <https://www.tudelft.nl/en/eemcs/the-faculty/diversity-inclusion-edit>

UNESCO (1998). *World Declaration on Higher Education for the Twenty-first Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education*. World Conference on Higher Education. <http://www.unesco.org/education/educprog/wche/declarationeng.htm>.

UNESCO (2006). *The Universal Declaration on Biomedical and Human Rights*. UNESCO

United Nations University (2009). *Revitalizing Higher Education in Sub-Saharan Africa*. UNU.

Universidade Pedagógica. (2014). *Breve historial da UP.* https://www.up.ac.mz/index.php?option=com_content&view=article&id=3&Itemid=35

Van Baren, B., & Mosca, J. (2012). *Mid-term Evaluation of the Ongoing Cooperation with the Eduardo Mondlane University.* VLIRUOS.

Van Vught, F.A., Kaiser, F., File, J. M., Gaethgens, C., Peter, R., & Westerheijden, D. F. (2010). *U-Map: The European Classification of Higher Education Institutions.* Enschede: CHEPS.

Vlaminck, J. (2011). *PADev: The way forward: An Assessment of the Utilisation and Empowerment Capability, based on Fieldwork in East-Mamprusi, Northern Region, Ghana.* MA thesis, University of Antwerpen.

VLIRUOS (2017). *Institutional University Cooperation.* http://www.vliruos.be/en/project-funding/programdetail/institutional-university-cooperation_3948/.

VLIRUOS (2020). *About VLIRUOUS.* https://www.vliruos.be/en/about_vlir_uos/2#about-us.

Whyte, W.F. (Ed.) (1991). *Participatory Action Research.* Sage.

Wield, D. (1995). *Beyond the Fragments: Integrating Donor-Reporting System to Support African Universities.* SAREC.

Woldegiorgis, E.T., & Doevespeck, M. (2013). The Changing Role of Higher Education in Africa: A Historical Reflection. *Higher Education Studies*, 3(6), 35-45.

World Bank, The (1992). *Human Resources Development Project: Memorandum of Understanding.* World Bank Group.

World Bank, The (2000). *Higher Education in Developing Countries: Peril and Promise.* The Task Force on Higher Education and Society: World Bank Group.

World Bank, The (2002). *Mozambique – Capacity Building: Human Resources Development Project (English).* World Bank Group. <http://documents.worldbank.org/curated/en/390801468059081687/Mozambique-Capacity-Building-Human-Resources-Development-Project>.

World Bank, The (2006). *Mozambique – Education Sector Strategic Program Project (ESSP)* (English). World Bank Group. <http://documents.worldbank.org/curated/en/189361468287167685/Mozambique-Education-Sector-Strategic-Program-Project-ESSP>.

World Bank, The (2015). *Mozambique – Higher Education Science and Technology (HEST) Project: Additional Financing (English)*. World Bank Group. <http://documents.worldbank.org/curated/en/986221468058488198/Mozambique-Higher-Education-Science-and-Technology-HEST-Project-additional-financing>.

World Bank, The (2017). *What We Do*. <http://www.worldbank.org/en/about/what-we-do>.

Young, M.F.D. (2008). *Bringing Knowledge Back In: From Social Constructivism to Social Realism in the Sociology of Education*. Routledge.

Zaal, F. (2009). Participatory Assessment of Development: Synthesis Report Round 1. *PADev Working Paper*. W. 2009. 4. Amsterdam: AISSR.

Zuber-Skerritt, O. (2015), Participatory Action Learning and Action Research (PALAR) for Community Engagement: A Theoretical Framework. *Educational Research for Social Change (ERSC)*, 4(1), 5-25.

Institutional Documentation

African Studies Centre (2014). Plano Estratégico 2014-2018. UEM

Centro de Ensino a Distância (2014). Historial. http://www.cend.uem.mz/index.php?option=com_content&task=view&id=13&Itemid=27.

Conselho Universitário (2011). *Novo Quadro Curricular para os Cursos de Graduação da UEM*. UEM.

Direcção de Finanças e Gabinete Planificação (2012). *Relatório de Actividades e Financeiro de 2011*. UEM.

Direcção de Finanças e Gabinete Planificação (2014). *Relatório de Actividades e Financeiro de 2013*. UEM.

Direcção Pedagógica (2015). *Manual de Procedimentos de Gestão do Processo Pedagógico*. Imprensa Universitária.

Faculdade de Educação (2013). *Curriculum do Curso de Licenciatura em Língua de Sinais Moçambicana*. UEM.

Faculdade de Engenharia (2011). *Manual de Procedimentos de Gestão Pedagógica, Administrativa e Financeira dos Cursos de Graduação em Regime Pós-Laboral na FEUEM*. UEM.

Faculdade de Engenharia (2015). *Cursos Leccionados*. <http://www.uem.mz/index.php/cursos-leccionados>.

Gabinete de Qualidade Académica (2014). *Regulamento do Gabinete para a Qualidade Académica*. UEM. http://gqa.uem.mz/images/pdf_files/regulamento.pdf.

Gabinete do Reitor (2005). *Despacho nº 002/RT/2005*. UEM.

Gabinete do Reitor (2005a). *Princípios e critérios de selecção do Corpo Técnico e Administrativo para admissão nos cursos da UEM*. UEM.

Universidade Eduardo Mondlane (1976). Samora moises Machel: A classe Trabalhadora deve conquistar e exercer o poder na frente da Ciencia e da Cultura. UEM

Universidade Eduardo Mondlane (1982). *Linhos Fundamentais do Desenvolvimento da U.E.M. na década 1981/1990*. UEM.

Universidade Eduardo Mondlane (1985). *Plan of Operations for a Basic University Science Course Experimental Project at Eduardo Mondlane University*. UEM.

Universidade Eduardo Mondlane (1991). *Presente e Perspectivas: Reunião Consultiva de 8 e 9 de Maio*. UEM.

Universidade Eduardo Mondlane (1998). *Um Projecto para o Terceiro Milénio: VI Reunião Anual Consultiva*. UEM.

Universidade Eduardo Mondlane (2007). *Relatório de Actividades e Financeiro de 2006*. Direcção de Finanças-UEM.

Universidade Eduardo Mondlane (2008). *Plano Estratégico da UEM: 2008-2012*. UEM.

Universidade Eduardo Mondlane (2009). *Relatório de Actividades e Financeiro de 2009*. Direcção de Finanças-UEM.

Universidade Eduardo Mondlane (2010). *Relatório de Actividades e Financeiro de 2009*. Direcção de Finanças-UEM.

Universidade Eduardo Mondlane (2011). *Relatório de Actividades e Financeiro de 2010*. Direcção de Finanças-UEM.

Universidade Eduardo Mondlane (2011). *Despacho no. 273-RT-2011: Normas de Eleição de Candidatos a Director de Faculdade, Escola Superior e Centro Universitário da Universidade Eduardo Mondlane*. Conselho Universitário.

Universidade Eduardo Mondlane (2012). *Relatório de Actividades e Financeiro de 2011*. Direcção de Finanças-EMU.

Universidade Eduardo Mondlane (2012a). *Programa de Apoio à UEM para a reforma académica, inovação tecnológica e investigação científica*. UEM.

Universidade Eduardo Mondlane (2013). *Educare, Excellentia e Innovare*. Reitoria-Universidade Eduardo Mondlane.

Universidade Eduardo Mondlane (2013a). *Relatório de Actividades e Financeiro de 2012*. Direcção de Finanças-UEM.

Universidade Eduardo Mondlane (2014). *Relatório de Actividades e Financeiro de 2013*. Direcção de Finanças-UEM.

Universidade Eduardo Mondlane (2014a). *Universidade Eduardo Mondlane: Estrutura Orgânica*. <https://www.uem.mz/index.php/sobre-a-uem/estrutura-organica>.

Universidade Eduardo Mondlane (2015). *Relatório de Actividades e Financeiro de 2014*. Direcção de Finanças-UEM.

Universidade Eduardo Mondlane (2015a). *Artigos*. <http://www.uem.mz/index.php/component/content/category/41-reitor>.

Universidade Eduardo Mondlane (2015b). *Manual de procedimentos de gestão do processo pedagógico*. Direcção Pedagógica-UEM.

Universidade Eduardo Mondlane (2016). *Relatório de Actividades e Financeiro de 2009*. Direcção de Finanças-UEM.

Universidade Eduardo Mondlane (2017). *Plano Estratégico da UEM 2018-2028*. Imprensa Universitária.

Universidade Eduardo Mondlane (2017a). *Plano Estratégico da UEM 2018-2028: Rumo a uma Universidade de Investigação*. CUN-UEM.

Universidade Eduardo Mondlane (2019). *Estratégia de Género da Universidade Eduardo Mondlane (2020-2030)*. UEM

Universidade Eduardo Mondlane (2020). *Cursos de Graduação*. <https://www.uem.mz/index.php/ensino/graduacao>.

Universidade Eduardo Mondlane (2021). *Gabinete de Planificação, Qualidade e Estudos Institucionais*. <https://www.uem.mz/index.php/sobre-uem/unidadesorganicas/administrativas/gabinete-de-planificacao-qualidade-e-estudosinstitucionais-gapqei>.

Universidade Eduardo Mondlane (2022). Regulamento de prevenção e combate ao assédio sexual na Universidade Eduardo Mondlane. UEM.

Universidade Eduardo Mondlane (2024a). *UEM figura, pela segunda vez, no Impact Ranking da Times Higher Education, Edição 2024*. <https://jornal.uem.mz/uem-figura-pela-segunda-vez-no-impact-ranking-da-times-higher-education-edicao-2024/>

Universidade Eduardo Mondlane (2024b). *Ranking Times Higher Educations: UEM entre as 30 melhores universidades de África*. <https://jornal.uem.mz/ranking-times-higher-educations-uem-entre-as-30-melhores-universidades-de-africa/>

Universidade Eduardo Mondlane (2024c). *UEM única moçambicana no Ranking Mundial*. <https://uem.mz/index.php/2024/10/14/uem-unica-mocambicana-no-ranking-mundial/>

UEM, (2024d). Cursos de graduação. <https://uem.mz/index.php/cursos-de-graduacao-e-pos-graduacao-1/>

UEM (2024e). Cursos de Pós-graduação. <https://uem.mz/index.php/cursos-de-pos-graduacao/>

Universidade de Lourenço Marques (1969). *Prospecto Geral: 1969/1971*. ULM.

Universidade de Lourenço Marques (1971). *Prospecto Geral: 1971/1972*. ULM.

Legal Documentation

Assembleia Popular (1975). *Constituição da República de Moçambique*. Comité Central da FRELIMO.

Assembleia da República (1990). *Constituição da República*. Assembleia da República. <https://cedis.novalaw.unl.pt/wp-content/uploads/2021/01/CONST-19901.pdf>

Assembleia da República (1993). Lei nº 1/1993 de 24 de Junho. *Boletim da República: Publicação Oficial da República de Moçambique*, Série I, Número 25.

Assembleia da República (2001). Lei nº 9/2002 de 12 de Fevereiro. In: *Boletim da República: Publicação Oficial da República de Moçambique*, Série I, Número 7.

Assembleia da República (2003). Lei nº 5/2003 de 02 de Janeiro. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número 3.

Assembleia da República (2004). Constituição da República. Assembleia da República. *Boletim da República: Publicação Oficial da República de Moçambique*, Série I, Número 51.

Conselho de Ministros (2007). Código de Ética de Ciência e Tecnologia de Moçambique. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número 51.

Conselho de Ministros (2010). Decreto nº. 30/2010. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número. 32.

Conselho de Ministros (2018). Decreto nº. 85/2018. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número. 252.

Conselho de Ministros (2019). Decreto nº. 2/2019. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número. 30.

Conselho de Ministros (2019a). Decreto nº. 3/2019. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número. 30.

Conselho de Ministros (2019b). Decreto nº. 4/2019. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número. 30.

Conselho de Ministros (2019c). Decreto nº. 5/2019. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número. 30.

Conselho de Ministros (2019d). Decreto nº. 6/2019. In: *Boletim da República: Publicação Oficial da República de Moçambique*. Série I, Número. 30.

Conselho de Ministros (2019e). Decreto nº. 7/2019. In: Boletim da Repúblíca: Publicação Oficial da Repúblíca de Moçambique. Série I, Número. 30.

Presidência da Repúblíca (2015). Decreto Presidencial n.º 01/2015, de 16 de Janeiro. Presidência da Repúblíca.

Repúblíca de Moçambique (2010). *Programa Quinquenal do Governo para 2010-2014.* http://www.ts.gov.mz/images/PQG_2020.2024_Versao_AR__02042020-min.pdf

Appendices

Appendix I: Mozambique's Public and Private Higher Education Institutions (1962-2022)

Appendix II: Academic Programmes in Public and Private Higher Education Institutions

Appendix III : EMU's Rector's Succession

Appendix IV: EMU's Faculties, Schools, and Academic Programmes

Appendix V: EMU's Undergraduate Course Distribution by Field

Appendix VI: The Quantitative Evolution of the Teaching Staff by Nationality (1975-2015)

Appendix VII : Credential

Appendix VIII: Data Collection Instruments and Informants per Study Unit

Appendix IX: PADev's Workshop Programme

Appendix X: PADev Template Exercises

Appendix XI: Interview Script: University Community

Appendix XII: Interview Script: Local Professional Associations and Organisations

Appendix XIII: Interview Script: Local and Foreign Education Partners

Appendix XIV: Interview Script - Alumni

Appendix XV: Questionnaire - University Community

Appendix XVI: Pictures of PADev Workshops (Faculty of Education)

Appendix XVII : Cloud of Historical Events

Appendix XVIII : Mind Map of Major Changes

Appendix XIX : Development Interventions

Appendix XX: Programmes and Projects Implemented at EMU

Appendix XXI: Curriculum Vitae

Appendix I : Mozambique's Public and Private Higher Education Institutions (1962-2022)

1: Public Higher Education Institutions, 1962-2022

No.	Higher Education Institution	Date of Establishment	Location of Headquarters (main campus)	Campuses or Branches in Provinces
1	Eduardo Mondlane University (EMU)	1962	Maputo	Gaza, Inhambane, Quelimane
2	Pedagogic University (UP) ⁵⁹	1985	Maputo	All 11 provinces
3	Higher Institute of International Relations (ISRI) ⁶⁰	1986	Maputo	----
4	Academy of Police Sciences (ACIPOL)	1999	Maputo	Manica
5	Higher Institute of Health Sciences (ISCISA)	2003	Maputo	Zambézia
6	Samora Machel Military Academy (AM)	2003	Nampula	----
7	Higher Institute of Public Administration (ISAP) ⁶¹	2004	Maputo	Nampula, Sofala, Inhambane, and Gaza
8	Higher School of Nautical Sciences (ESCN)	2004	Maputo	----
9	Higher Institute of Accounting and Auditing (ISCAM)	2005	Maputo	----
10	Higher Polytechnic Institute of Gaza (ISPG)	2005	Gaza	----
11	Higher Polytechnic Institute of Manica (ISPM)	2005	Manica	----
12	Higher Polytechnic Institute of Tete (ISPT)	2005	Tete	----
13	Lúrio University (UNI-Lúrio)	2006	Nampula	Niassa and Cabo-Delgado
14	Zambeze University (UNI-Zambeze)	2006	Sofala	Tete, Manica, and Zambézia
15	Higher School of Journalism (ESJ)	2006	Maputo	----
16	Higher Institute of Arts and Crafts (ISARC)	2008	Maputo	----
17	Higher Polytechnic Institute of Songo (ISPS)	2008	Songo-Tete	----
18	Higher Institute of Defence Studies (ISEDEF)	2011	Maputo Province	----
19	Joaquim Chissano University (UJC) ⁶²	2018	Maputo	----
20	Academy of High Strategic Studies (AAEE)	2018	Maputo Province	Maluana
21	Save University (UniSave)	2019	Gaza	Gaza and Massinga
22	Púnguè University (UniPúnguè);	2019	Beira	Beira and Manica
23	Licungo University (UniLicungo);	2019	Quelimane	Quelimane and Tete
24	Rovuma University (UniRovuma)	2019	Nampula	Niassa, Nampula, and Montepuez
25	Maputo Pedagogic University (UP Maputo)	2019	Maputo	-----

Source: Langa (2013, p. 67); MCTESTP (2019); MCTES (2022)

2: Private Higher Education Institutions, 1995-2022

⁵⁹Extinguished by Decree no. 2/2019 of 13 February.

⁶⁰Extinguished by Decree 85/2018 of 26 December.

⁶¹Extinguished by Decree 85/2018 of 26 December.

⁶² Resulted from the merge between the Higher Institute of International Relations (ISRI) funded in 1986 and the Higher Institute of Public Administration (ISAP) created in 2004 both extinguished in 2018 by Decree 85/2018 of 26 December.

No.	Higher Education Institution	Date of Establishment	Location of Headquarters (main campus)	Campuses or Branches in Provinces
1	Polytechnic University (<i>A-Politécnica</i>) ⁶³	1995	Maputo	Gaza, Tete, Niassa, Nampula, and Zambézia
2	Catholic University of Mozambique (UCM)	1995	Beira	Inhambane, Manica, Tete, Zambézia, Nampula, Niassa, and Cabo-Delgado
3	Higher Institute of Science and Technology (ISCTEM)	1996	Maputo	----
4	Mussa Bin-Bique University (UMBB)	1998	Nampula	Cabo-Delgado, Niassa, Zambézia, Inhambane, and Maputo
5	Higher Institute of Transport and Communication (ISUTC)	1999	Maputo	----
6	Technical University of Mozambique (UDM)	2002	Maputo	Gaza
7	Saint-Thomas University of Mozambique (USTM)	2004	Maputo	Gaza
8	Jean-Piaget University of Mozambique (UJPM)	2004	Beira	----
9	Higher School of Economics and Management (ESEG)	2004	Maputo	Manica, Tete, Cabo-Delgado, and Gaza
10	Higher Institute of Education and Technology (ISET)	2005	Maputo	----
11	Christian Higher Institute (ISC)	2005	Tete	----
12	Higher Institute of Training, Research, and Science (ISFIC)	2005	Maputo	----
13	Dom Bosco Higher Institute (ISDB)	2006	Maputo	----
14	Higher Institute of Technology and Management (ISTEG)	2008	Maputo	----
15	Monitor Higher Institute (ISM)	2008	Maputo	----
16	Higher Institute of Communication and Image (ISCIM)	2008	Maputo	----
17	Indian University of Mozambique (IUM)	2008	Maputo	----
18	Maria Mother of Africa Higher Institute (ISMMA)	2008	Maputo	----
19	Higher Institute of Management, Finance and Business (ISGECOF)	2009	Maputo	Niassa, Tete
20	Alberto Chipande Higher Institute of Sciences and Technology (ISCTAC)	2009	Beira	Cabo-Delgado and Maputo
21	Higher Institute of Science and Management (INSCIG)	2009	Nacala-Nampula	Maputo
22	Adventist University of Mozambique (UAM)	2011	Beira	----
23	Nachingwea University (UNA)	2011	Maputo	----
24	Higher Institute of Management and Business of Manjacaze (ISGN)	2011	Gaza	----
25	Higher Institute for Local Development Studies (ISEDEL)	2012	Maputo-Province	----
26	Mutasa Higher Institute (ISMU)	2012	Manica	----
27	Higher Institute of Education Management and Administration (ISGEA)	2013	Maputo	----
28	Higher School of Social and Corporate Management (ESGCS)	2013	Maputo-Province	----
29	United Methodist University of Mozambique (UMUM)	2014	Inhambane	----
30	Wutive University (UNITIVA)	2014	Maputo	----
31	Gwaza-Muthini Higher Institute of Management and Entrepreneur (ISGE-GM)	2014	Maputo-Province	----
32	Higher Institute of Distance Education Sciences (ISCED)	2014	Sofala	----

⁶³Emerged in 1995 as the Higher Polytechnic and University Institute (ISPU) and later in 2007 through a Ministry Council Decree n° 42/2007 of 5 October 2007, changed its designation to Polytechnic University.

33	Higher Institute of Open and Distance Education (ISEAD)	2014	Maputo-Province	-----
34	Higher Institute of Management, Administration, and Education (ISG)	2014	Maputo	-----
35	Higher Institute of Business and Technological Sciences (ISCET)	2016	Maputo	-----

Source: Langa (2013); Langa, (2014); MCTESTP (2015); MCTESTP (2019); MCTES (2022)

3: Higher Education Institutions (non-operating)

No.	Higher Education Institution	Date of Establishment
1	Higher Institute of Distance Learning (ISEAD)	2014
2	Technical University Diogo Eugénio Guilande (UTDEG)	2016
3	Sebastião Mussanhane Higher Institute (ISSMU)	2017
4	Higher Institute of Management, Technologies, and Entrepreneurship (ISGETE)	2017
5	Kaenda Higher Institute (ISK)	2017
6	Aquila University (UNAQ)	2018
7	Novo Horizonte University Eduardo Silva Nihia (UEHA)	2018
8	Higher Polytechnic and Technology Institute (ISPOTEC)	2018

Source: MCTESTP (2019)

Appendix II: Academic Programmes in Public and Private Higher Education Institutions

1: Public Higher Education Institutions' Academic Programmes

INSTITUTION	ACADEMIC PROGRAMMES		
	Arts, Social Sciences and Humanities	Engineering, Natural and Health Sciences	Services and Business Sciences
Eduardo Mondlane University (EMU)	Literature, linguistics, philosophy, law, economics, language teaching (Portuguese, French, English and Bantu languages), geography, anthropology, sociology, political science, archaeology, journalism, information sciences, music and theatre, organisation and management of education, environmental education, psychology, child education and development, adult education, higher education, curriculum studies	Geology, physics, chemistry, oceanography, meteorology, civil engineering, computer science, engineering, electrical engineering, electronic engineering, agricultural engineering, physical engineering, environmental engineering, forestry engineering, mathematics, statistics, biology, medicine, public health	Public administration, tourism, management, finance, accounting
Pedagogic University (UP)	Language teaching (English, Portuguese, French), social sciences teaching (geography, history, philosophy), educational sciences (psychology, pedagogy, didactics, educational management, economics)	Natural and exact sciences teaching: biology, chemistry, mathematics, physics, statistics and information management, teaching of sports and physical education	Management, finance, accounting
Joaquim Chissano University (merge between ISRI and ISAP)	International relations and diplomacy	Information systems technology engineering	Public administration
Academy of Police Sciences (ACIPOL)	None	None	Police sciences
Higher Institute of Health Sciences (ISCISA)	None	Nursing, biomedical-laboratorial technology, surgery, hospital management and administration,	None

		occupational therapy, public health	
Samora Machel Military Academy (AM)	None	Military engineering	Military professions
Higher School of Nautical Sciences (ESCN)	None	Electronic/telecommunications engineering, engineering of maritime machines, maritime navigation engineering	None
Higher Institute of Accounting and Auditing (ISCAM)	None	None	Accounting and auditing management
Higher Polytechnic Institute of Gaza (ISPG)	None	Agricultural engineering, zoology	None
Higher Polytechnic Institute of Manica (ISPM)	None	Agricultural engineering, forestry engineering, zoology, eco-tourism and fauna	Accounting and auditing management
Higher Polytechnic Institute of Tete (ISPT)	None	Engineering of mines	Accounting and auditing
Lúrio University (UNI-Lúrio)	None	Computer science, engineering, architecture, medicine, dental medicine, pharmacy, nutrition, optometry, biology	None
Zambeze University (UNI-Zambeze)	Economics, Law	Civil engineering, processing engineering, mechatronic engineering, informatics engineering, agricultural engineering, rural development engineering, natural resources/ environmental engineering,	Management, accounting and finance

		forestry, engineering, medicine, dental medicine, pharmacy	
Higher School of Journalism (ESJ)	None	None	Journalism, public relations, advertising/ marketing
Higher Institute of Arts and Crafts (ISARC)	Visual arts, cultural animation	None	None
Higher Polytechnic Institute of Songo (ISPS)	None	Geology, mechanical engineering, electronic engineering, civil engineering	None
Higher Institute of Defence Studies (ISEDEF)	Law	None	Military studies, security

Source: Adapted from Langa (2013)

2: Private Higher Education Institutions' Academic Programmes

INSTITUTION	ACADEMIC PROGRAMMES		
	Arts, Social Sciences, and Humanities	Engineering, Natural and Health Sciences	Services and Business Sciences
Higher Polytechnic Institute (ISPU or A-Polytechnic)	Communication sciences, educational sciences, psychology, sociology, law, economics	Civil engineering, computer science, architecture and design	Accounting and auditing, business management, finance and management, tourism, management, political science
Catholic University (UCM)	Administration and management of education, adult education, educational sciences, social education, anthropology, social service, psychology, communication sciences, law	Computer science/ict, civil engineering, food engineering, information technology and systems, agricultural engineering, agribusiness, plant production, engineering, rural development, agriculture medicine, nursing, hospital management and administration, clinical and laboratory analysis, hiv/aids public health	Tourism management, development management, business administration, economics and business management, human resources management, marketing, ports management, regional planning
Higher Institute of Science and Technology (ISCTEM)	Sociology, Law	Computer science, engineering, architecture and urban planning, medicine, dental medicine, pharmacy	Business communication, business management, applied management, accounting and finance, public administration
Mussa Bin-Bique University (UMBB)	None	None	Business management, accounting and auditing, law
Higher Institute of Transport and Communication (ISUTC)	None	Mechanical and transport engineering, informatics and telecommunication	Management, finance

		engineering, civil engineering	
Technical University of Mozambique (UDM)	Law	Environmental engineering	Business management, accounting and auditing, management and finance, human resources management
Saint-Thomas University of Mozambique (USTM)	Sociology, philosophy, economics, law	ICT, agricultural sciences, rural development	Accounting and auditing, management and finance
Jean-Piaget University of Mozambique (UJPM)	Sociology, economics, law	Systems engineering	Management
Higher School of Economics and Management (ESEG)	Law	Civil engineering	Business management, tourism management, accounting and finance
Higher Institute of Education and Technology (ISET)	Education	None	None
Christian Higher Institute (ISC)	Theology, Psychology	None	None
Higher Institute of Training, Research and Science (ISFIC)	Education	No data	No data
Dom Bosco Higher Institute (Dom Bosco)	None	Agricultural teaching	Administration teaching, accounting and auditing teaching, tourism teaching
Higher Institute of Technology and Management (ISTEG)	Communication sciences, social and organisational psychology, law	None	Economics, business management, human resources management, accounting and finance
Monitor Higher Institute (ISM)	Psychology, sociology, economics, law	Computer science, engineering, ict/computer science	Accounting and auditing, financial management, human resources management
Higher Institute of Communication and Image (ISCIM) ⁶⁴	Law	None	Communication and business relations, accounting and auditing, business management, informatics management,

⁶⁴ Instituto Superior de Comunicação e Imagem de Moçambique

			informatics systems, informatics multimedia, marketing multimedia
Indian University of Mozambique (UAM)	Curriculum development, theology, religion	None	Accounting and auditing
Maria Mother of Africa Higher Institute (ISMMA)	Education, social services	None	None
Higher Institute of Management, Finance and Business (ISGECOF)	Law, economics	None	Management, accounting and auditing
Alberto Chipande Higher Institute of Sciences and Technology (ISCTAC)	Psychology, Sociology	Medicine, health sciences, pharmacy, public health	Accounting and auditing
Higher Institute of Science and Management (INSCIG)	No data	No data	No data
Adventist University of Mozambique ⁶⁵	Curricular development, theology and religious studies	None	Accounting and auditing
Nachingweia University (UNA) ⁶⁶	Political science, economics and development, legal and political science, legal and economic sciences, agricultural economics	Agronomy	Public administration and management, business management, poverty studies and development
Higher Institute of Management and Business of Manjacaze ⁶⁷	Law, agricultural economics	Agronomic engineering	Public administration, management of agricultural enterprises, human resources management, educational management, environmental management, accounting and auditing
Higher Institute for Local Development Studies (ISEDEL) ⁶⁸	Development anthropology, law, bilingual education, psycho-pedagogy, medical anthropology, sociocultural animation, social services and development, biology and chemistry education	Organic farming (agro-ecology), nutrition	Financial management, human resources management, public administration, natural resources and environment management, accounting and auditing, business management and administration
Mutasa Higher Institute (ISMU)	No data	No data	No data

⁶⁵ Universidade Adventista de Moçambique

⁶⁶ Universidade de Nachingweia

⁶⁷ Instituto Superior de Gestão e Negócios de Manjacaze

⁶⁸ Instituto Superior de Estudos de Desenvolvimento Local.

Higher Institute of Education Management and Administration (ISGEA)	None	None	Accounting, taxation and auditing, business management, project management
Higher School of Social and Corporate Management (ESGCS) ⁶⁹	Law, Economics	Information systems, technology of information system	Management, accounting, taxation, corporate finance, security and gender at work, entrepreneurship
United Methodist University of Mozambique (UMUM) ⁷⁰	Education sciences, social sciences and humanities, agro-livestock	Engineering, computer science and information technology	Administration and management sciences
Gwaza-Muthini Higher Institute of Management and Entrepreneur (ISGE-GM) ⁷¹	Law	None	Public administration, accounting and auditing, human resources management, business administration and management, business communication
Higher Institute of Distance Education Sciences (ISCED) ⁷²	Political science and international relations, Law	None	Environmental management, accounting and auditing, public administration, human resources management
Higher Institute of Open and Distance Education (ISEAD) ⁷³	Social sciences, educational administration and management, pedagogic supervision, gender studies	Mathematics and applications, informatics, web technologies and computer systems	Management, MBA, information and business systems

Source: Adapted from Langa (2013), MINED (2012).

⁶⁹Escola Superior DE Gestão Corporativa e Social.

⁷⁰Universidade Metodista Unida de Mocambique.

⁷¹Instituto Superior de Gestão e Empreendedorismo de Gwaza-Muthini.

⁷²Instituto Superior de Ciências de Educação a Distância.

⁷³Instituto Superior de Educação Aberta e a Distância.

Appendix III: EMU's Rector's Succession

No.	Rector's Name	Mandate
1	Fernando dos Reis Ganhão	1976-1986
2	Rui Baltazar dos Santos Alves	1986-1990
3	Elias Narciso Matos	1990-1995
4	Brazão Mazula	1995-2006
5	Filipe José Couto	2006-2011
6	Orlando António Quilambo	2011- 2022
7	Manuel Guilherme Júnior	>2022

Source: UEM (2013); UEM, 2022⁷⁴

⁷⁴ UEM (2022). [Prof. Doutor Manuel Guilherme Júnior nomeado Reitor da UEM](https://www.uem.mz/index.php/noticias-recentes/1578-prof-doutor-manuel-guilherme-junior-nomeado-reitor-da-uem).
<https://www.uem.mz/index.php/noticias-recentes/1578-prof-doutor-manuel-guilherme-junior-nomeado-reitor-da-uem>

Appendix IV: EMU's Faculties, Schools, and Academic Programmes

Faculties and Schools	Level/Course		
	<i>Licenciatura (Honors)</i>	Master's	Doctorate
Faculty of Arts and Social Sciences	Public administration	Social anthropology	Linguistics
	Anthropology	Public administration	Society and development
	Archaeology	Political science	
	Political science	Linguistics	
	Teaching French	Bilingualism and bilingual education	
	Teaching English	Teaching Portuguese as second language	
	Bantu language teaching	Language and society	
	Teaching Portuguese	History of Mozambique	
	Geography	Population and development	
	History	Rural sociology and management of development	
	Chinese language and culture		
	Linguistics		
	Linguistics and literature		
	Mozambican literature		
	Social services		
	Sociology		
	French/Portuguese translation and interpretation		
Faculty of Agronomy and Forestry Engineering	Agronomic Engineering	Rural Development	Agronomy
	Forest engineering	Agrarian economy	Agri-food management and policies
	Agroeconomics and agricultural extension	Management and conservation of biodiversity	Forest resources
	-	Agrarian extension	-
	-	Soil and water management	-
	-	Plant protection	-
	-	Technology and use of wood	-
Faculty of Architecture and Physical Planning	Architecture and physical planning	Informal settlement planning and management	Architecture and urbanism
		Regional and urban planning	
Faculty of Sciences	Ecology and conservation of terrestrial biodiversity	Informatics	Energy science and technology
	Applied biology	Disaster risk management and adaptation to climate change	Biosciences and public health
	Biology and health	Aquatic biology and coastal ecosystems	-
	Marine biology, aquatic and coastal	Physics	-
	Environmental chemistry	Chemistry and local resource processing	-
	Physics	Mineral resource management	-

	Applied geology	Geohydrology and aquatic resources	-
	Meteorology	Mathematics	-
	Applied geology	Renewable energy science and technology	-
	Mathematics	Renewable energy systems management	-
	Informatics	Legal sciences	-
	Statistics	-	-
	Geographic information science	-	-
	Industrial chemistry	-	-
Faculty of Law	Law	Economic legal sciences	Law
	-	Political legal sciences	-
	-	Human rights	-
	-	Social rights	-
Faculty of Economics	Management	Development economics	Economics
	Economics	Business management	Management
	Accounting and finance	Actuarial sciences	-
	-	Accounting	-
	-	Economy and management of oil and gas	-
Faculty of Education	Psychology	Education	Education
	Organisation and Management of Education	Family and community therapy	-
	Child Development and Education	Higher education studies and development	-
	Environmental Education	-	-
	Sign Language of Mozambique	-	-
Faculty of Engineering	Civil engineering	Hydraulic and water resources	-
	Electrical engineering	Food science and technology	-
	Electronic engineering	Oil engineering	-
	Mechanical engineering	Hydrocarbon processing engineering	-
	Chemical engineering	Health, safety, and environment	-
	Computer engineering	-	-
	Environmental engineering	-	-
	Engineering and industrial management	-	-
Faculty of Philosophy	Philosophy	Philosophy	-
Faculty of Medicine	Medicine	Public health	-
	-	Epidemiology and Laboratory	-
	-	Mental Health and Psycho-interventions	-
Faculty of Veterinary	Veterinary medicine	Animal production	-
	Animal sciences and technologies	Food safety	-
	Food science and technology	Preventive veterinary medicine	-
School of Hospitality and Tourism	Hotel management	-	-
	Management	-	-
	Tourist market management	-	-
	Tourist information	-	-
	Tourist animation	-	-
School of Communication and Arts	Journalism	Communication and development cooperation	-
	Music	-	-
	Theatre	-	-

	Information sciences	-	-
School of Marine and Coastal Sciences	Oceanography	Sustainable aquaculture	-
	Marine biology	Sustainable fisheries	-
	Marine chemistry	Applied oceanography	-
	Marine geology	-	
School of Rural Development	Agro-processing	-	-
	Agrarian economy	-	-
	Rural engineering	-	-
	Rural communication	-	-
	Agricultural production	-	-
	Animal production	-	-
	Communication and rural extension		
School of Business and Entrepreneurship	Commercial agriculture	-	-
	Agro-business	-	-
	Commercial management	-	-
	Finance	-	-
	Business management	-	-
School of Sport Science	Sports management	Sports management	-
	Sports training	Sports training	
	Adapted sports and health	Adapted sports and health	
TOTAL	87	72	12

Source: UEM (2020), UEM (2021)

Appendix V: EMU's Undergraduate Course Distribution by Field

Field	Course
Agronomic Sciences	Agronomy and agrarian extension Food science and technology Animal science and technology Veterinary medicine Animal production Fishery production
Biological Sciences	Biology and health Applied biology Marine biology, aquatic and coastal
Humanities	Anthropology Political science Childhood development and education Environmental education Philosophy History Sign Language of Mozambique Teaching Strand Sign Language of Mozambique Strand of Interpretative Organisation and management of education Psychology School psychology and special educational needs Psychology of organisations Social and community psychology Social services Sociology
Natural and Exact Sciences	Cartography and geological research Geographic information sciences Terrestrial biodiversity ecology and conservation Statistic Physics Geology Applied geology Marine geology Computing Mathematics Meteorology Oceanography Chemistry Industrial chemistry Marine chemistry
Social and Applied Sciences	Public administration Agro-business Tourist entertainment Archaeology Archaeology and cultural heritage management Architecture and physical planning Information science Trade Rural communication Law Economics

	Agrarian economics
	Finances
	Geography
	Accounting and finance
	Management
	Commercial management
	Business management
	Tourism markets management
	Management and leadership
	Hotel management
	Tourist information
	Journalism
	Marketing and public relations
	Organisation and management of education
Engineering	Environmental engineering
	Civil engineering
	Electrical engineering
	Electronic engineering
	Agronomic engineering
	Engineering and industrial management
	Water and sanitation engineering
	Forest engineering
	Computer science and engineering
	Mechanical engineering
	Chemical engineering
	Rural engineering
Arts	Teaching French
	Bantu language teaching
	Teaching Portuguese
	Linguistics
	Mozambican literature
	Portuguese/French translation
	Portuguese/English translation
	Music
	Theatre
Health	Medicine

Source: UEM (2020)

Appendix VI: The Quantitative Evolution of the Teaching Staff by Nationality (1975-2015)

Teachers	Year										
	1975	1979	1984	1986	1990	1994	1997	2008	2010	2012	2015
Teaching Staff	159	240	353	365	457	677	711	1295	1642	1659	1784
National Teaching Staff	5	47	110	188	308	523	585	1221	1557	1584	1705
Foreign Teaching Staff	154	193	243	177	149	154	126	74	85	75	79

Source: UEM (1991:10); UEM (1998); UEM, (2008: 5); UEM (2010: 4); UEM (2012: 14).

Appendix VII : Credential

Appendix VIII: Data Collection Instruments and Informants per Study Unit

Data collection technique	Research unit	Participant's group category	Number of Participants	Total
PADev Workshops	Faculty of Education	Management Board	5	22
		Staff	13	
		Alumni	4	
	Faculty of Engineering	Management Board	4	4
	Faculty of Sciences	Management Board	6	12
		Staff	6	
	African Studies Centre	Research Staff	4	4
	Centre for Academic Development	Staff	4	4
	Central Services	Representative of the Scientific Directorate	1	4
		Representative of the Pedagogic Directorate	1	
		Representative of the Planning Office	1	
		Representative of the Directorate of Heritage Administration and Institutional Development	1	
Interviews	Ministry of Science and Technology Higher and Technical and Professional Education	National Director for Higher Education (DNES)	1	2
		President of the National Council for Quality Assessment of Higher Education (CNAQ)	1	
	Ministry of Education:	Former National Deputy Director of the Directorate for the Coordination of Higher Education	1	1
	National Council for the Assessment of Quality in Higher Education	President	1	1
	Rectorship:	Former Rectors	3	6
		Rector	1	
		Academic Vice-Rector	1	
		Vice-Rector for Administration and Resources	1	
	Central Services:	Human Resources Director	1	7
		Deputy Director of Finance	1	
		Director of the Documentation Service	1	
		Cooperation Office: Programme Officers (SIDA, Italian Cooperation, NICHE)	3	
		Director of the Quality Office	1	
	African Studies Centre:	Deputy Director for Research	1	6
		Senior Researcher	1	

		Head of Department of Administration and Finance	1	
		Head of Department of Information and Documentation	1	
		Junior Researchers	2	
Faculty of Education	Former Deans	2	6	
	Teaching Staff	4		
Centre for Academic Development:	- Dean	1	3	
	- Staff	2		
Centre for Studies and Psychological Support	- Director	1	1	
Association of Psychologists of Mozambique:	Vice-President of the Association of Psychologists of Mozambique	1	1	
Mozambique Engineers Association:	- General Secretary	1	1	
Centre for Applied Psychology and Psychometric Tests	Director of the Centre for Applied Psychology and Psychometric Tests	1	1	
Faculty of Engineering:	Alumni	2	2	
Donor Countries, Funding Agencies, and Embassies:	Ministry of Foreign Affairs, Netherlands	1	7	
	Ministry of Foreign Affairs, Netherlands -MHO Programme Officer	1		
	NUFFIC -Senior Policy Officer	1		
	EP-NUFFIC - NICHE Programme Officer	1		
	Sweden Embassy in Maputo, Mozambique: SIDA Programme Officer	1		
	Italian Cooperation - Programme Officer	1		
	Embassy of the Netherlands in Maputo, Mozambique	1		
Questionnaires	Faculty of Sciences	-	3	5
	African Studies Centre	-	2	

Appendix IX: PADev's Workshop Programme

Workshop - EMU

Date and Place

Duration	Activity	Facilitators	Resources
30 min	Registration of participants	Secretariat	- Attendance List
45 min	Presentation of the programme and objective of the workshop	Facilitators	<ul style="list-style-type: none"> - Workshop Programme, - A4 Sheets, - Pen, - Flip-Chart and Tripod, - Bookmarks, - Bostik.
	Presentation of facilitators and participants (academic-professional profile).		
45 min	Events: List of major events affecting Eduardo Mondlane University.		
30 min	Tea Break		
1H 30 min	Changes: An inventory of the major changes in EMU and the environment around it (1976-1985; 1986-1995; 1996-2005; 2006-2015).	Facilitators	
	Individual evaluation of the changes by periods and later collective reflection on the results of the evaluation.		
1H 30 min	List of actors and factors (external and internal) that influenced the development of Eduardo Mondlane University.		
	Individual evaluation of the impact caused by the actors and factors on Eduardo Mondlane University and subsequent collective reflection on the results of the evaluation.		
1:00 hour	Lunch Break		
30 min	Relationship between events, changes, and actors – factors that influenced the development of Eduardo Mondlane University.	Facilitators	
1:00 hour	Impact of Eduardo Mondlane University on: I. The quality of education and the various aspects of development in Mozambique; II. Scientific and academic excellence (international visibility and recognition of scientific results, contribution to world academic knowledge). III. Emancipation in the internal and external environment.		
30 min	Coffee Break		
45 min	Eduardo Mondlane University Partners: Inventory of the most important partners for Eduardo Mondlane University (including alumni in elevated positions).	Facilitators	
15 min	Workshop Evaluation		
	Closure	Participants	- Evaluation Sheet

Appendix X: PADev Template Exercises

Exercise 1: HISTORICAL EVENTS

Objective: To reconstruct the most important historical events and to evaluate their effects for the institution. This is the starting point that sets the context for development. The exercise also serves to ‘break the ice’ among participants.

Module 1: Historical Events				
Identity of the Group:				
Date and place:				
Facilitator and Secretary:				
Group	Decade	Year	Description of Major Events	Effect on Institution ⁷⁵ (EMU)

Exercise 2: CHANGES

Objective: Obtain a detailed list of perceptions about positive and negative changes occurring at the research site. The changes evaluated are organised into four areas (pedagogic, administrative, financial, and infrastructure). Later (in Exercise 6) participants are asked what interventions contributed to the positive changes, and what interventions helped mitigate the negative changes.

Module 2: Changes						
Identity of the Group:						
Date and place:						
Facilitator and Secretary:						
Group	Area	Sector	Big changes	Reasons for Change	Effect on Institution ⁷⁶ (EMU)	Notes on Effects

Exercise 3: RECALLED INTERVENTIONS

Objective: To obtain the complete list of development interventions (programmes, projects, funds, partnerships, policies, etc.).

Module 3: Evoked Development Interventions					
Identity of the Group:					
Date and place:					
Facilitator and Secretary:					
Group	Sector	Name of the Development Intervention	Financier / Implementer	Description of the Development Intervention	Duration of Development Intervention

Exercise 4: EVALUATION OF THE INTERVENTIONS

Objective: To evaluate the impact of the projects mentioned according to the participants’ perceptions. The period to be evaluated is the ‘before’ (the first year of the project) and the ‘now’ (as the project is perceived today).

⁷⁵ University, Directorate, Faculty, Centre, School.

⁷⁶ University, Directorate, Faculty, Centre, School.

Module 4: Evaluation of Development Interventions

Identity of the Group:

Date and Place:

Facilitator and Secretary:

Group	Sector	Name of the Development Intervention	Financier / Implementer	Description of the Development Intervention	Duration of Development Intervention	Impact ⁷⁷		Reasons for impact assessment
						Before	Now	

Exercise 5: BEST/WORST INTERVENTIONS

Objective: Identify which development initiatives are perceived to be better or worst, and why.

Module 5: Good/Bad Interventions

Identity of the Group:

Date and Place:

Facilitator and Secretary:

Group	Description of the Development Intervention	Good	Bad	Reasons for Rating

Exercise 6: RELATIONSHIP BETWEEN CHANGES AND INTERVENTIONS

Objective: To capture the impression of the participants in the attribution of major changes to specific or generic development initiatives. Participants are asked if they attribute the positive and negative changes to the interventions, type of interventions, or agencies.

Module 6: Relationship between Changes and Interventions

Identity of the Group:

Date and Place:

Facilitator and Secretary:

Group	Area	Sector	Change	Reasons for Change	Effects of Change	Causing/Mitigating Intervention? How?

Exercise 7: BENEFICIARIES

Objective: To determine the impact of the five best/worst projects for the different groups in two moments: 'before' (the first year of project insertion and implementation) and 'now' (as the project is perceived today). This exercise shows which groups benefited more or less from the development interventions implemented.

Module 7: Beneficiaries of Interventions

Identity of the Group:

Date and Place:

Facilitator and Secretary:

Beneficiary Group	Description of the Development Intervention	Financier / Implementer	Before	Reasons	Now	Reasons

⁷⁷Categorias de respostas: ++ (impacto positivo grande); + (impacto positivo pequeno);/(sem impacto); - (Impacto negativo); * (não pode ser avaliado).

Appendix XI: Interview Script for University Community

(University Community)

Q.ID. no. _____

My name is Nilza Aurora Tarcísio César, I work at the Faculty of Education of Eduardo Mondlane University, in the Department of Teacher Training and Curricular Studies. My PhD research title is ‘An Examination of the Suitability of PADev as a Method for Effective Participatory Assessment of Development of Higher Education Institutions: The Case of Eduardo Mondlane University (1976-2016)’. In the study, I seek to assess the suitability of the PADev tool to access in a participatory way the development of the Eduardo Mondlane in order to capture the changes that have occurred over time and the factors that have influenced such changes.

All the information provided will be treated confidentially and will only be used for the purposes of this research, so feel free to answer the questions. Let me know if there are any questions that you do not understand. If for some reason you do not want to continue, please interrupt me to terminate the interview. Shall we continue?

Circle the answers before beginning the interview.

Name (Optional) _____
Gender of respondent: 1. Male 2. Female
Age Range: 1. ≥ 29 2. 30-49 3. ≤ 50
Professional Category: _____

A. INTRODUCTION

1. In what year did you join Eduardo Mondlane University?
2. What body/sector/department is involved in EMU?
3. What role do you play or have you performed since your employment with EMU?
4. What is your occupational category?
5. What is your academic and professional background?
6. Describe your career path?
7. Have you collaborated with other departments, colleges, or institutions? If so, which ones? What kind of collaboration?

B. HISTORICAL EVENTS

1. Which events occurred in the country, region, and world that has had an impact in the university/faculty/centre? (Make a retrospective and listing of landmark events that occurred in the remote past to the present day.)
2. How was the occurrence of each of the above events reflected in the university/faculty/centre?

C. CHANGES

1. What significant changes have occurred in the institution since the time EMU/faculty/centre were linked?
2. What is the reason for these changes?
3. Which sectors are affected by the changes?
4. What factors influenced the occurrence of such changes?
5. What actors were behind the occurrence of such changes?

6. What was the role played by these actors?
7. What effect did each of these changes have on the institution?
8. How did you assess each of the changes? Why?

D. DEVELOPMENT INTERVENTIONS

1. Are you aware of the initiatives or development interventions that have been implemented in EMU since you joined the university/faculty/centre? If so, which ones? (Explain what should be understood by development initiatives or interventions, and exhaust the participant's recollection in the list of interventions).
2. What is/was the duration of these interventions?
3. What is the nature of these interventions?
4. What are the objectives of these interventions?
5. Which sectors/groups have benefited from these interventions?
6. What were these benefits?
7. Who were the financiers of these interventions?
8. Who was behind the implementation of these interventions?

E. EVALUATION OF DEVELOPMENT INTERVENTIONS

1. How would you evaluate each of the projects you mentioned in terms of their impact? (Present the scale and its meaning: very positive, positive, neutral, negative, very negative) Why?
2. What is/was in your opinion the most important intervention? Because?
3. What are/were in your opinion the five best interventions? Because?
4. What are/were in your opinion the five worst interventions? Because?

F. RELATIONSHIP BETWEEN CHANGES AND DEVELOPMENT INTERVENTIONS

1. Can you relate to the changes previously mentioned with the interventions listed?
2. For each change, say what intervention was in its origin or solution? As?
3. In what way is intervention related to change (cause, consequence)?

G. IMPACT OF THE UNIVERSITY/COLLEGE/CENTRE

1. What is the impact of the University/Faculty/Centre on the quality of education and the various aspects of development in Mozambique?
2. What is the impact of the University/Faculty/Centre on academic-scientific excellence?
3. What is the impact of the University/Faculty/Centre on emancipation regarding gender relations, minority groups?
4. What are the most important stakeholders/partners of the University/Faculty/Centre?

This is the end of the interview. Thank you so much for spending part of your time attending this interview. Is there anything else would you like to share? Do you have any questions about the study?

Appendix XII: Interview script for Local Professional Associations and Organisations

(Local Professional Associations and Organisations)

E.ID. no. _____

My name is Nilza Aurora Tarcísio César, I work at the Faculty of Education of Eduardo Mondlane University, in the Department of Teacher Training and Curricular Studies. My PhD research title is ‘An Examination of the Suitability of PADev as a Method for Effective Participatory Assessment of Development of Higher Education Institutions: The Case of Eduardo Mondlane University (1976-2016)’. In the study I seek to assess the suitability of the PADev tool to access in a participatory way the development of the Eduardo Mondlane in order to capture the changes that have occurred over time and the factors that have influenced such changes.

All the information provided will be treated confidentially, and will only be used for the purposes of this research, so feel free to answer the questions. Let me know if there are any questions that you do not understand. If for some reason you do not want to continue, please interrupt me to terminate the interview. Shall we continue?

Circle the answers before beginning the interview.

Name (Optional) _____
Gender of respondent: 1. Male 2. Female
Age Range: 1. ≥ 29 2. 30-49 3. ≤ 50
Institution: _____
Nature: 1. Public 2. Private
Position: _____
Nationality: _____

A. ENTITY PROFILE

1. What is the name and nature of the organisation/association?
2. What are the objectives of the organisation/association?
3. What are the areas of activity of the organisation/association?

B. AREA OF INTERVENTION

1. Does the organisation/association relate in any way to the University/Faculty/Centre?
2. What is the nature and size of the relationship that the organisation/association and the University/Faculty/Centre have?
3. How long has this relationship been in force?
4. Which area/sector of the University/Faculty/Centre benefits from this relationship? As?
5. Are you aware of any changes that have occurred in the University/Faculty/Centre resulting from this relationship? If so, which ones?

C. DEVELOPMENT INTERVENTIONS (If applicable)

1. Is there any initiative that was or is being supported by the organisation/association were or are they being implemented at the University/Faculty/Centre? If so, which ones?
2. What is the main objective of the initiative?
3. What is the scope of this initiative in terms of the target group?

4. What is the duration of this initiative?
5. Who is responsible for implementing the initiative?
6. What results have been achieved or are expected to achieve with this initiative(s)?

D. EVALUATION OF DEVELOPMENT INTERVENTIONS (If applicable)

1. Has the initiative been subject to any evaluation (internal or external)? If yes, at what time?
2. What was the object of evaluation?
3. What was the result of the evaluation?

E. CHANGES (If applicable)

1. Are you aware of any change (s) in the University/Faculty/Centre of the implementation of this initiative (s)? If so, which ones?
2. In what specific areas/sectors did the changes take place?
3. Is there any relationship between the changes that have occurred and the initiative (s) implemented? If so, which one?
4. What is the vision of the organisation/association about the impact of the initiative in the University/Faculty/Centre?
5. What impacts can the University/Faculty/Centre produce as a result of this initiation (s)?

F. THE IMPACT OF THE UNIVERSITY/COLLEGE/CENTRE

1. What is the role of EMU in your view?
2. How relevant are the courses that EMU/faculty offers to the society of Mozambique? Because?
3. Does EMU/faculty graduate profile meet labour market demand?
4. Does EMU/faculty graduate's theoretical and practical skills meet the expectations of the employer?
5. Is it possible to measure the impact of EMU/faculty/centre in the Mozambican society? If yes, how?

**This is the end of the interview. Thank you so much for spending part of your time attending this interview.
Is there anything else would you like to share? Do you have any questions about the study?**

Appendix XIII: Interview script for Local and Foreign Education Partners

(Local and Foreign Education Partners)

I.ID. no. _____

My name is Nilza Aurora Tarcísio César, I work at the Faculty of Education of Eduardo Mondlane University, in the Department of Teacher Training and Curricular Studies. My PhD research title is ‘An Examination of the Suitability of PADev as a Method for Effective Participatory Assessment of Development of Higher Education Institutions: The Case of Eduardo Mondlane University (1976-2016)’. In the study I seek to assess the suitability of the PADev tool to access in a participatory way the development of the Eduardo Mondlane in order to capture the changes that have occurred over time and the factors that have influenced such changes.

All the information provided will be treated confidentially, and will only be used for the purposes of this research, so feel free to answer the questions. Let me know if there are any questions that you do not understand. If for some reason you do not want to continue, please interrupt me to terminate the interview. Shall we continue?

Circle the answers before beginning the interview.

Name (Optional) _____
Gender of respondent: 1. Male 2. Female
Age Range: 1. ≥29 2. 30-49 3. ≤50
Institution: _____
Nature: 1. Public 2. Private
Position: _____
Nationality: _____

A. PROFILE OF THE REPRESENTATIVE ENTITY

1. What is the nature of the entity?
2. What are the objectives of the entity?
3. What are the areas of activity of the entity?

B. VISION ON THE ROLE OF HIGHER EDUCATION INSTITUTIONS

1. What is the ‘development’ vision adopted by the institution/agency?
2. What expectations does the institution/agency have regarding the role of higher education Institutions (and in particular EMU) in relation to this vision of development?
3. What initiatives have been created/encouraged by the institution/agency involving EMU so that this vision of development takes shape?
4. What are the objectives of this initiative (s)?
5. What is the period of validity of the initiative (s)?
6. What is the target group of this initiative (s)? (university/school/centre)
7. Has the initiative (s) already been subject to any type of evaluation? If so, which one?
8. What was the outcome of this evaluation? (If applicable)
9. What changes have occurred in the university/faculty/centre resulting from the implementation of this initiative (s)?

10. What effects of the change occurred in the university/faculty/centre?

C. IMPACT OF EDUARDO MONDLANE UNIVERSITY

1. What is the institution/agency's perception on:

- Relevance of MUE courses in the current context?
- Profile of graduates in the labour market?
- Relationship between EMU and the surrounding community/society in general?

2. What is the institution/agency's vision regarding:

- The impact of EMU on the quality of education;
- Impact of EMU on academic and scientific excellence;
- Impact of EMU on emancipation.

This is the end of the interview. Thank you so much for taking time to answer the questions. Is there anything that has not been addressed and you would like to share? Do you have any questions about the study?

Appendix XIV: Interview script for Alumni

(Alumni)

E.ID. no. _____

My name is Nilza Aurora Tarcísio César, I work at the Faculty of Education of Eduardo Mondlane University, in the Department of Teacher Training and Curricular Studies. My PhD research title is ‘An Examination of the Suitability of PADev as a Method for Effective Participatory Assessment of Development of Higher Education Institutions: The Case of Eduardo Mondlane University (1976-2016)’. In the study I seek to assess the suitability of the PADev tool to access in a participatory way the development of the Eduardo Mondlane in order to capture the changes that have occurred over time and the factors that have influenced such changes.

All the information provided will be treated confidentially, and will only be used for the purposes of this research, so feel free to answer the questions. Let me know if there are any questions that you do not understand. If for some reason you do not want to continue, please interrupt me to terminate the interview. Shall we continue?

Circle the answers before beginning the interview.

Name (optional): _____

Faculty (Alumnus): _____

Graduation Year: _____

Course: _____

Work Place: _____

Gender: 1. Male _____ 2. Female _____

Age Group: 1. ≥ 29 _____
 2. 30-49 _____
 3. ≤ 50 _____

A. INTRODUCTION

1. When were you admitted to Eduardo Mondlane University?
2. Which faculty did you enrol in?
3. Which course did you attended?
4. What is your academic degree?
5. What was your student status (fulltime, part-time student)?
6. What is your current professional status?
7. Describe your career path after the completion of your degree?

B. DEVELOPMENT INTERVENTIONS AND CHANGES

1. Are you aware of any initiatives implemented in the university/faculty that have benefited the students? If so, which ones?
2. What was the initiative in question?
3. Who was behind this initiative (entity, person)?

4. What impact did the initiative have? (If applicable)
5. How would you assess this initiative (positive or negative)? Because?
6. Are you aware of any changes arising from the implementation of this initiative?
7. How would you rate this change (positive or negative)? Because?

C. IMPACT OF EDUARDO MONDLANE UNIVERSITY

1. What is your perception of:
 - Relevance of the course you graduate from in the current context?
 - Your profile as graduate in relation to the labour market demand?
 - The usefulness of your course for the country's development needs?
2. What is your vision regarding:
 - The impact of EMU on the quality of education;
 - Impact of EMU on academic and scientific excellence;
 - Impact of EMU on emancipation?

This is the end of the interview. Thank you so much for taking time to answer the questions. Is there anything else that has not been addressed but you would like to share? Do you have any questions about the study?

Appendix XV: Questionnaire

(University Community)

Q.ID. no. _____

My name is Nilza Aurora Tarcísio César, I work at the Faculty of Education of Eduardo Mondlane University, in the Department of Teacher Training and Curricular Studies. My PhD research title is 'An Examination of the Suitability of PADev as a Method for Effective Participatory Assessment of Development of Higher Education Institutions: The Case of Eduardo Mondlane University (1976-2016)'. In the study I seek to assess the suitability of the PADev tool to access in a participatory way the development of the Eduardo Mondlane in order to capture the changes that have occurred over time and the factors that have influenced such changes.

The information collected through this questionnaire should cover only the period you work for the institution. The data will be used only for the purposes of the study, and the identity of the informants will not be revealed under any circumstances, thus ensuring anonymity and privacy of the study sources.

INFORMANT PROFILE

Name (optional): _____

Organic Unit: _____

Period of relationship with the institution (organic unit): _____

Gender of respondent: 1. Male _____ *2. Female* _____

Age Range: 1. ≥29 _____ *2. 30-40* _____ *3. ≤50* _____

I. HISTORICAL EVENTS

List the most striking events you can remember that have occurred in Mozambique, the region, and the world, and which in your opinion have had some impact on EMU (in your organisational unit). These events may be of a political, economic, social, or other nature.

Decade	Year	Description of the event	Effect on the Institution ⁷⁸ (EMU)

II. CHANGES

List the great changes that you remember that occurred at the university and its organic unity from the time you joined the institution (organic unit).

Year	Sector ⁷⁹	Major Change	Reasons of the Change	Effect on the Institution ⁸⁰ (EMU/Faculty/Centre)
		1		

⁷⁸ University, Faculty, Centre.

⁷⁹ Human Resources, Academic, Infrastructure, and Administration and Management.

⁸⁰ Faculdade, Escola, Sector, Direcção.

III. AVAILABILITY OF CHANGES

Evaluate, using this five-level scale (++, +, 0, -, -), the changes you indicated in section II, which are here numbered, by placing an X in the square you think appropriate, taking into account the effect on the institution (organic unit).

Major Change	++ (Very Positive)	+(Positive)	0 (Neutral)	- (Negative)	-- (Very Negative)	Reason for the Evaluation
1						

IV: DEVELOPMENT INTERVENTIONS

Indicate in the table below the development interventions (programmes, projects, funds, partnerships and other initiatives) that you remember and that have been implemented in the Institution.

Sector	Name/Description of the Intervention	Funding Agency/ Implementer	Duration of the Intervention	Effects on the Institution
1				

V: EVALUATION OF DEVELOPMENT INTERVENTIONS

Evaluate, using this six-level scale (++, +, 0, -, -, /), the projects you indicated in section IV, and which are numbered here, by placing an X in the square you think appropriate, taking into account its impact.

Intervention	++ (Very Positive)	+(Positive)	0 (Neutral)	- (Negative)	-- (Very Negative)	/ (No Opinion)	Reasons for the Evaluation
1							

VI: GOOD/MORE INTERVENTIONS

Indicate with an X those interventions that are/were in your opinion the best and the worst, the most important, and state the reasons for your choice.

Interventions	Good	Bad	Most important	Reasons of your choice
1				

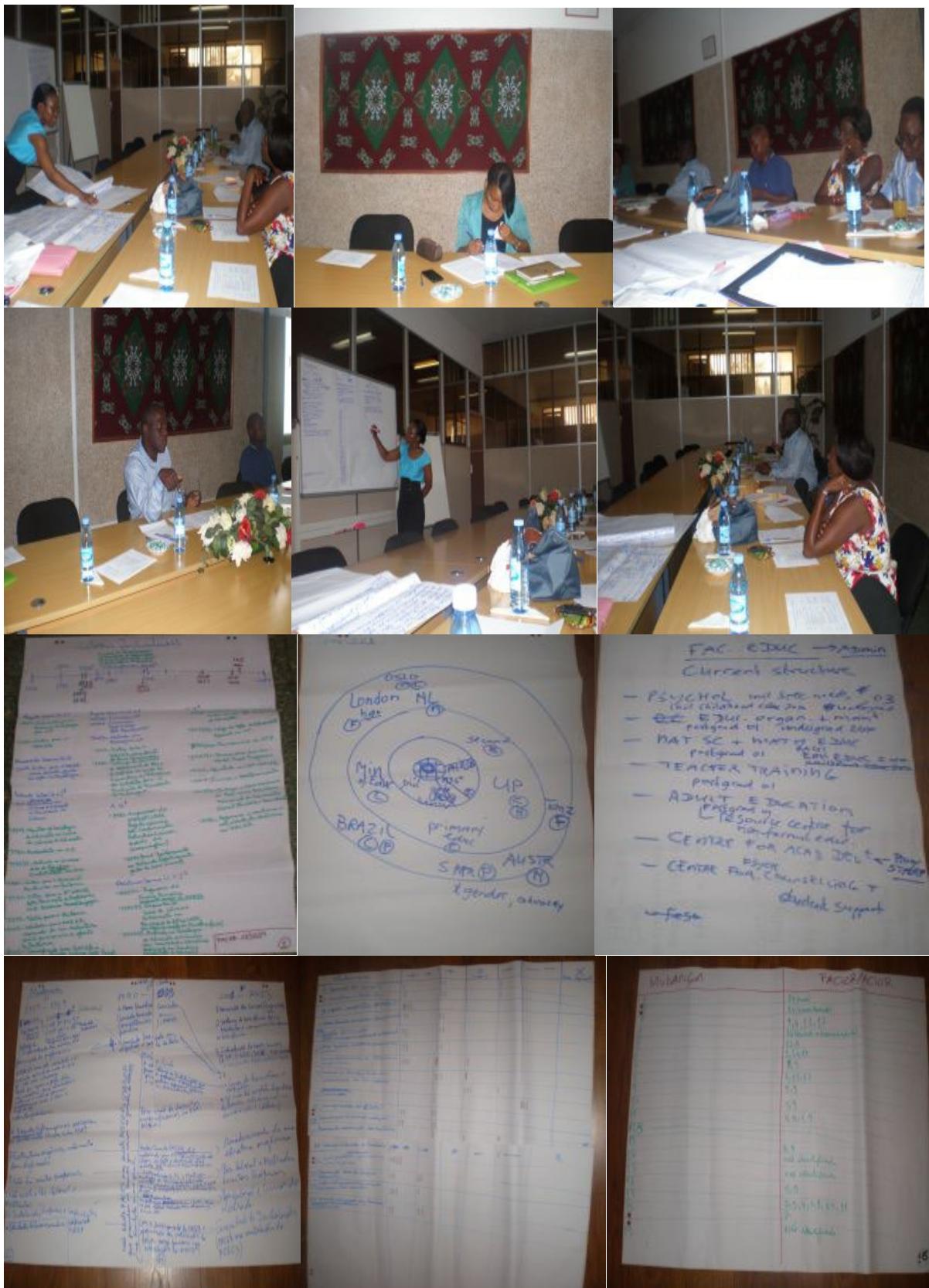
VII: RELATIONSHIP BETWEEN CHANGES AND INTERVENTIONS (PROJECTS)

List each change (section II) and the development intervention (section IV) you believe contributed to its occurrence or mitigation.

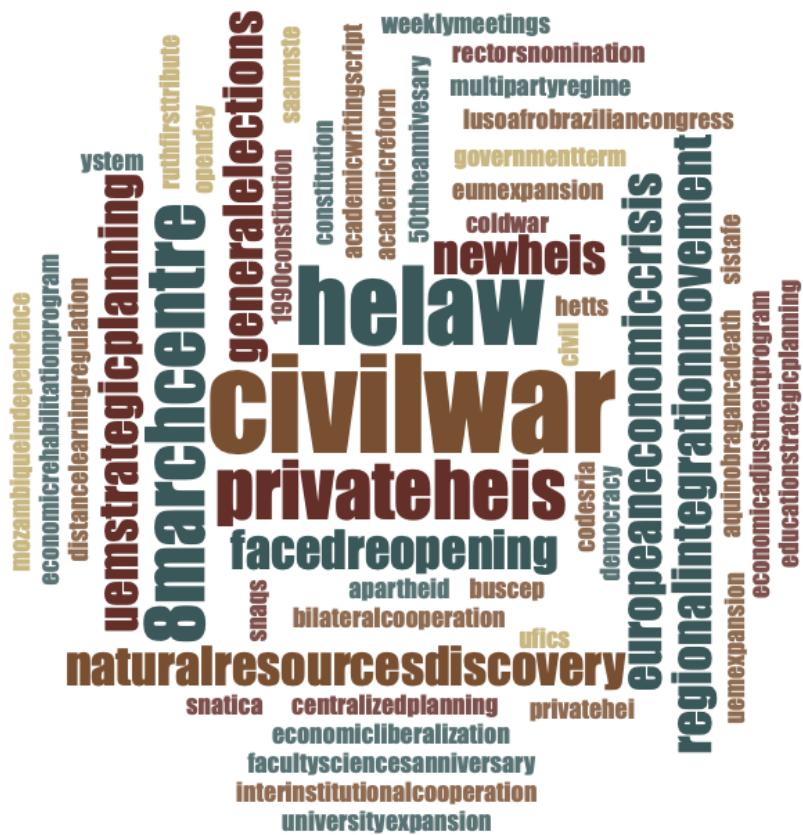
Change	Causative or mitigating intervention.	Reason why you relate particular change to specific intervention
1		

This is the end of the questionnaire. Thank you very much for taking the time to complete the questionnaire.

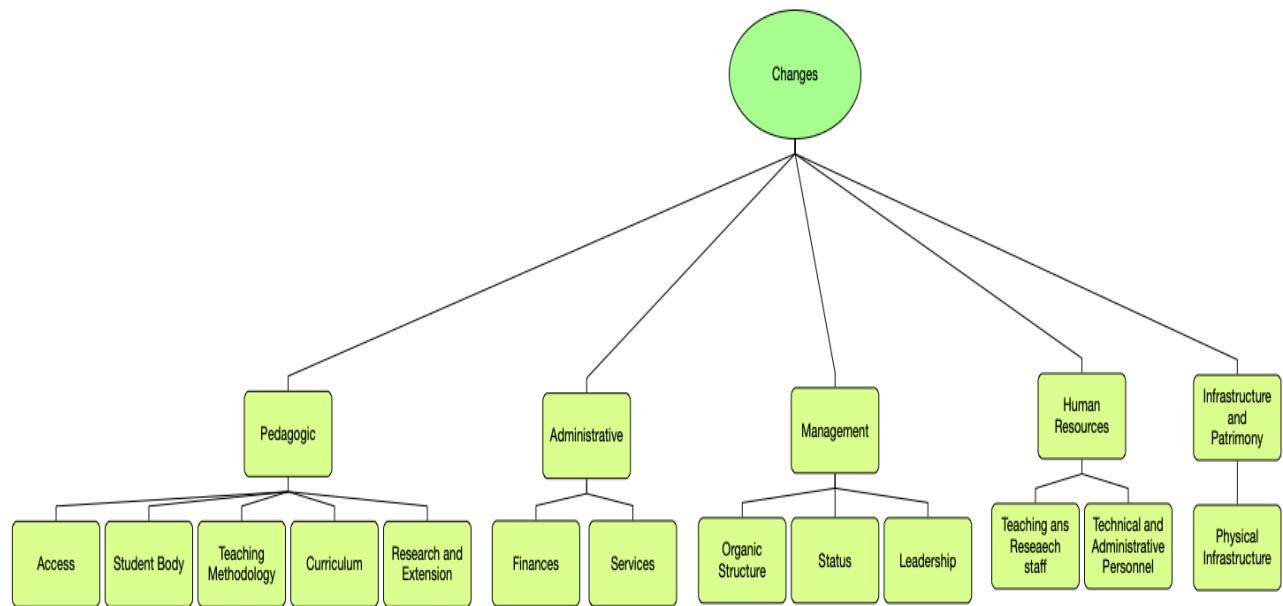
Appendix XVI: Pictures of PADev Workshops (Faculty of Education)



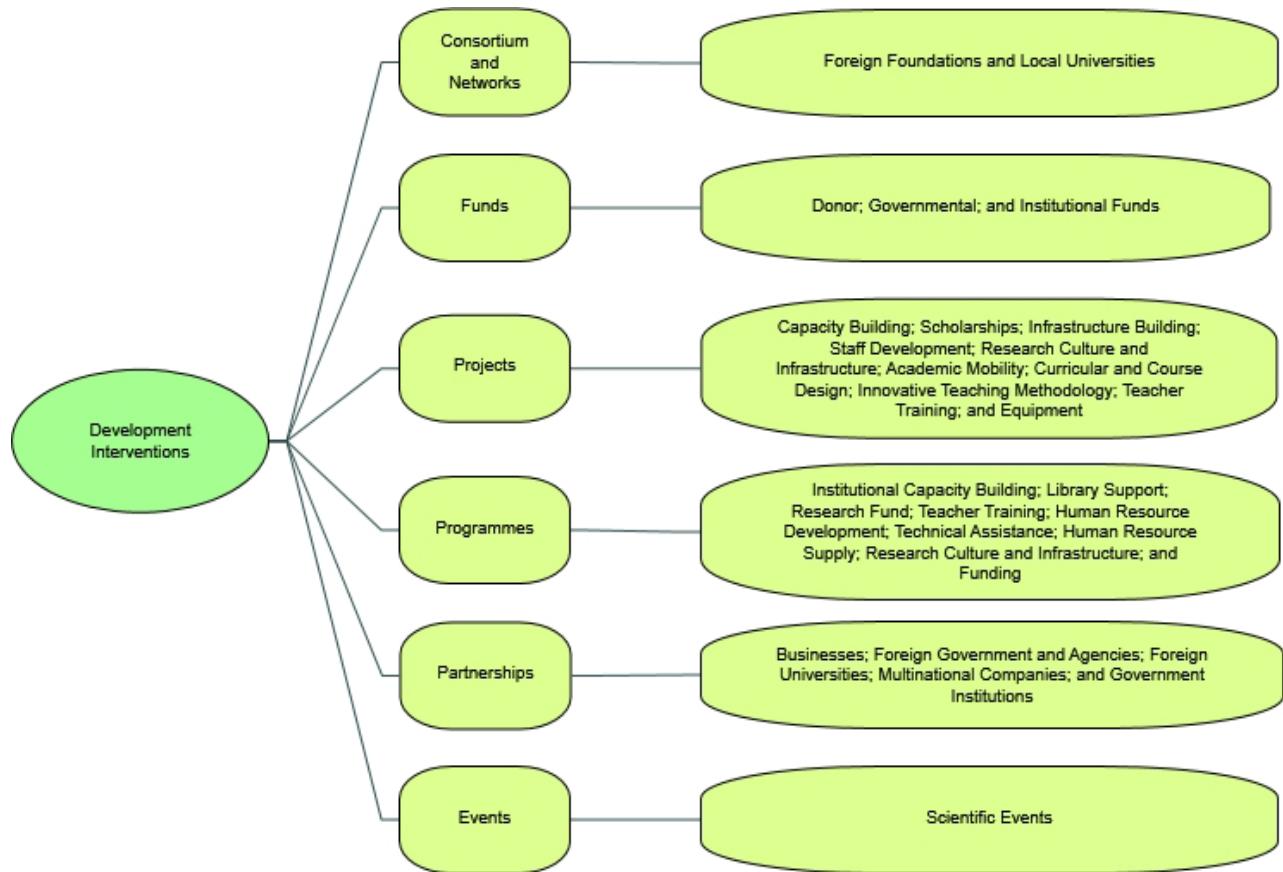
Appendix XVII: Cloud of Historical Events



Appendix XVIII: Mind Map of Major Changes



Appendix XIX: Development Interventions



Appendix XX: Programmes and Projects Implemented at EMU

1. NUFFIC Programmes (1985-2015)

No.	Programme Name	Programme Focus	Implementing Unit
1	Programme for University Development Cooperation (PUO) (1970-1989)	Development support to universities in developing countries	Faculty of Agronomy, Veterinary, Medicine, and Engineering
2	Inter-institutional Cooperation Programme (SV) (1989-1992)	University projects in development cooperation (concentration on a limited number of universities abroad)	
3	Joint Financing Programme for Cooperation in Higher Education (MHO) (1993-2004)	Institution building, and human resources development	Central services of EMU, centres and faculties: Computer Centre (CIUEM), Centre for Electronics and Equipment, Academic Register, Office for External Relations (Cooperation Office), Faculty of Agronomy and Forestry Engineering, Veterinary and Animal Production, Sciences (Departments of Biology, Basic Sciences, and Geology), Engineering (Departments of Civil Engineering and Electrical Engineering), and Medicine.
4	Netherlands Programme for Institutional Strengthening of Post-Secondary Education and Training Capacity (NPT) (2002-2013)	Capacity development, and staff professional development	EMU
5	Netherlands Initiative for Capacity Development in Higher Education (NICHE) (2008 onwards)	Higher education governing structures, including management and sector co-ordination capacities; strengthening of Technical and Vocational Education and Training (TVET) and alignment with the labour market	Faculty of Education, Faculty of Engineering, ESNEC, ESUDER.

Source: Juvane & Van Baren (1996).

2. PUO/SV Projects

No.	Project Name	Starting Year	Partner Institution	Implementing Unit
1	Plant, soil, and water project	1985	Landbouw Universiteit Wageningen	Faculty of Agronomy
2	Basic University Sciences (BUSCEP)	1985	Vrije Universiteit Amsterdam	Faculty of Agronomy
3	Herd Health and applied Physiology	1986	Utrecht University	Faculty of Medicine
4	Informatics Centre (CIUEM)	1987	Delft University of Technology	CIUEM
5	Water Resources Engineering	1987	Delft University of Technology	Faculty of Engineering
6	Staff Development Project (STADEP)	1988	University of Groningen	Faculty of Education
7	Teaching and Research in Biology	1989	University of Groningen	Faculty of Agronomy
8	Geology and Geochemistry	1992	Utrecht University	Faculty of Sciences

Source: Juvane& Van Baren (1996).

3. MHO Projects

No.	Project Name	Starting Year	Partner Institution	Implementing Unit
1	Electro-technical Engineering	1994	Delft University of Technology	Faculty of Engineering
2	Medical Physiology	1994	Vrije Universiteit Amsterdam	Faculty of Medicine
3	Museology	1996	ReinwAc	Faculty of Arts
4	ARIS	1994-1997	Delft University of Technology	CIUEM
5	RUMA	2000-2004	Vrije Universiteit Amsterdam	EMU
6	MOZTEP	2001-2004	University Amsterdam	Faculty of Education
7	MODELS	2001-2004	University of Twente, Vrije Universiteit Amsterdam	Faculty of Education, CDA
8	TEPMED	1995-2004	Vrije Universiteit Amsterdam	Faculty of Medicine
9	EMU-ICT	2000-2003	Vrije Universiteit Amsterdam	EMU

Source: Juvane& Van Baren (1996); CIS (2008)

4. NPT Projects

No.	Project Name	Starting Year	Partner Institution	Implementing Unit
1	Teacher training using innovative learning methods	2004-2006	Maastricht University	Catholic University of Mozambique
2	Set-up of a structured and coherent HE (sub)sector (CHESS)	2004-2007	University of Twente	Ministry of Education and Culture
3	Support for teacher-training programmes	2004-2007	Free University of Amsterdam/CIS	Eduardo Mondlane University & Pedagogic University
4	Good governance and public administration	2004-2007	Institute for Social Sciences	Academy of Police Sciences, Higher Institute of Public Administration, Higher Institute of International Relations, Eduardo Mondlane University
5	Support for the establishment of new polytechnics	2004-2007	Van Hall Larenstein	Ministry of Education and Culture
6	Capacity building in ICT	2006-2009	University of Groningen	Ministry of Education and Culture
7	Support to HIV/Aids research programmes	2005-2009	Maastricht University/MUNDO	Ministry of Education and Culture
8	Capacity building for innovative learning methods (phase 2)	2006-2010	Maastricht University/MUNDO	Catholic University of Mozambique
9	Consolidation of the Polytechnic Institutes in Gaza, Manica, and Tete	N/A	N/A	Polytechnic Institutes(Gaza, Manica, and Tete)

Source: Matos & van Baren (2007)

5. NICHE Projects

No.	Project Name	Project ID	Starting Year	Partner Institution	Implementing Unit
1	JI – Water & sanitation curricula at EMU	INNOCAP-MOZ-291		Delft University of Technology	ESUDER
2	Introduction of water and sanitation curricula at EMU	NICHE-MOZ-024		Delft University of Technology	Faculty of Sciences
3	Designing and implementing a master's course in Family and Community Psychotherapy	NICHE-MOZ-029		Maastricht University	Faculty of Education
4	Introduction of student-centred teaching strategies at the Faculty of Education	NICHE-MOZ-030		Maastricht University	Faculty of Education
5	Development of a sustainable Trade Academy	NICHE-MOZ-031-090		Technical Assistance for Sustainable Trade and Environment	ESNEC
6	Introduction of student-centred learning	NICHE-MOZ-032-089		Maastricht University	Faculty of Education
7	Innovative ways to transfer technology and know-how, developing skills and expertise for gas, renewable energy, and management	NICHE-MOZ-231-263		University of Groningen	Faculty of Engineering of EMU, Superior Polytechnic Institute of Songo, Catholic University of Mozambique, University of Lúrio

Source: EP-NUFFIC (2017)

6. Italian Cooperation Programmes (1978-2015)

No.	Programme Type	Programme Focus	Implementing Unit
1	Cooperation Programme (1978-1980)	Collaboration of Italian technicians	Faculties of Sciences, Engineering, Economy, and Agronomy.
2	University Cooperation Programme (Phase 1) (1981-1982)	Teachers' professional development and scientific research	Faculty of Sciences (Departments of Geology and Biology) and Faculty of Medicine
3	University Cooperation Programme (Phase 2) (1983-1998)	Technical collaboration, installation of the Faculty of Architecture and Physical Planning, scholarships, and technical and logistic support	Faculty of Agronomy and Forestry Engineering, Faculty of Architecture and Physical Planning
4	Institutional Strengthening Programme (2000-2006)	Transfer of resources	Faculties of Architecture, Agronomy, and Medicine
5	EMU Support programme for Academic Reform, Technological Innovation and Scientific Research (2012-2017)	Strengthening the central bodies of Eduardo Mondlane University in different areas	EMU's Central Services

Source: UEM (1986), UEM (2014)

7. Italian Cooperation Projects (2012-2015)

No.	Project Name	Implementing Unit
1	Enhancing the efficiency of management bodies	Office of the Academic Vice-Rector and Office of the Vice-Rector for Administration and Resources
2	Strengthening the academic quality of EMU	Pedagogic Directorate and CECAGE
3	Enhancing efficiency and improving the quality of courses and teaching programmes	CIUEM and Pedagogic Directorate
4	Reinforcement of the training offer	Pedagogic and Scientific Directorates
5	Strengthening EMU's capacities to promote scientific research	Scientific Directorate

Source: UEM (2013a)

8. SIDA Projects

No.	Programme Name	Implementing Unit
1	Technology Processing on Natural Resources	Faculty of Engineering
2	Integrated Water Resource Management – Quantitative and Qualitative Aspects of IWRM for Sustainable Development in Southern Mozambique	Faculty of Engineering & Faculty of Sciences
3	Energy Science and Technology	Faculty of Sciences
4	A Global Research Programme in Mathematics, Statistics & Informatics	Faculty of Sciences
5	Development of Research Culture and Capacity in Education	Faculty of Education
6	Strengthening of Biological and Oceanographic Research Capacity at the Department of Biological Sciences	Faculty of Sciences
7	Medical Radiation Physics	Faculty of Sciences
8	Environment and Climate Research Programme	Faculty of Sciences
9	MSc Programme in Chemistry and Processing of Local Resources	Faculty of Sciences
10	MSc Programme in Food Technology	Faculty of Engineering
11	MSc Programme in Mineral Resources Management	Faculty of Sciences
12	Strengthening the role of the marine biology research station on Inhaca Island for research on sustainable management of coastal and marine habitats	Faculty of Sciences

Source: Kruse (2017)

9. World Bank Projects (1988-2015)

No.	Project ID	Project Name	Project Focus	Implementing Unit
1	P001763	First Education Project: Education and Manpower Development Project (1988)	Training upgrade (engineers, economists), technical assistance, laboratory assembling, library materials and equipment provision, assessment and curriculum advice, and temporary teaching staff.	Faculty of Engineering, and Faculty of Economics of EMU
2	P001776	Second Education Project (1990)	Improvement of the quality and efficiency of Eduardo Mondlane University.	Faculty of Sciences, Engineering, and Economics of EMU
3	P001797	Capacity Building Human Resources Development Project (1992)	Improvement of the number and quality of secondary school graduates and higher education professionals.	EMU
4	P001786	Education Sector Strategic Programme Project (1999)	Provision of increased and equitable access to higher quality education.	Ministry of Education and Culture (MEC)
5	P069824	Higher Education Project (2002)	Institutional Development and Investment.	EMU
6	P105205	MZ Higher Education Project (Supplemental) (2007)	Institutional Development and Investment.	Faculty of Engineering of EMU
7	P111592	Higher Education Science and Technology (2010)	increasing the number and quality of higher education graduates, and strengthening of the national research capacities	Ministry of Science and Technology Higher and Technical and Professional Education (MCTESTP)
8	P125127	MZ Education Sector Support Programme (2011)	Improvement of the access to quality and equity of education	Ministry of Education and Human Development (MINEDH)
9	P124729	MZ-AF to Education Sector Support Project (2012)	Improvement of the access to quality and equity of education.	MINEDH
10	P151185	Mozambique Additional Financing for Education Sector Support Project (2015)	Improvement of the access to quality and equity of education	MINEDH
11	P146602	Additional Financing for Mozambique Higher Education Science and Technology Project (2015)	Increasing the number and quality of higher education graduates, and strengthening of the national research capacity	MCTESTP

Source: The World Bank: Projects.worldbank.org

10. NUFU's Projects

No.	Project Name	Project Focus	Partner Institution	Implementing Unit
1	Establishing MSc Programmes in the Petroleum Sector at African Universities (NUFUPRO-2007/10120)	To establish MSc education in petroleum geoscience, to establish a geophysical research centre in Mozambique, and to improve collaboration between the partner universities	The Norwegian University of Science and Technology	Faculty of Engineering
2	Ore Forming Potential of the Tete Complex and Sustainable Management of Mineral Deposits in Mozambique (NUFUPRO-2007/10167)	To equip Mozambique with human capital to study, characterise, and exploit its mineral wealth from environmental and economic perspectives	The Norwegian University of Science and Technology	
3	Small Scale Concentrating Solar Energy Systems (NUFUPRO-2007/10190)	To contribute to capacity building in the field of solar energy at African universities	The Norwegian University of Science and Technology, the Addis Ababa University (Ethiopia), and Makerere University (Uganda).	Faculty of Sciences
4	Standardisation and Harmonisation of Cross-border Languages (NUFUPRO-2007/10225)	To develop, harmonise, and standardise cross-border languages found in Mozambique and Zimbabwe, which have been broken up by political boundaries	The University of Oslo and the University of Zimbabwe	African Studies Centre

Source: SIU (2013: 23, 24).

11. Desafio Projects

No.	Project Name	Project Focus	Implementing Unit
1	Human Rights	The human rights aspects of reproductive health	EMU's Law Faculty with Ghent University
2	Social Rights and Human Protection	Social rights in the domain of reproductive health, including social protection	EMU's Law Faculty and the University of Ghent
3	Gender and Family Health	The gender aspect of reproductive health, together with other sociocultural aspects such as family issues and traditional medicine	EMU's Faculty of Arts and Social Sciences and the Free University of Brussels
4	Reproductive Health	High maternal mortality (safe motherhood) and cervical cancer	EMU's Faculty of Medicine and the University of Ghent
5	HIV/AIDS/STI Prevention and Treatment	HIV/AIDS epidemic, including the related problem of STI	EMU's Faculty of Arts and Social Sciences and the University of Antwerp
6	Capacity Building	ICT strengthening, support for the library, strengthening of training and research skills of staff and academic English	Scientific Directorate of EMU and the University of Ghent
7	Bio-statistics and Modelling	Strengthening the statistical unit of the faculty vis-à-vis conducting methodological research and providing methodological support for research activities in the thematic projects.	Faculty of Sciences and the University of Hasselt

Source: Van Baren and Mosca (2012)