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Leiden  
The Netherlands

**An examination of the suitability of PAdDev as a method for effective participatory assessment of the development of higher education institutions: the case of Eduardo Mondlane University (1976-2016)**  
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**Citation**

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

Version: Publisher's Version

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## **Dissertation Propositions**

### **“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)”**

**By Nilza Aurora Tarcísio César**

1. Participatory Assessment of Development (PADev), as a bottom-up approach, was useful to track factors and actors that influenced change and development of Eduardo Mondlane University (EMU). PADev tools enabled tracing most important historical events, major changes and impactful development interventions implemented at EMU in the last 40 decades. **(Subject of the dissertation)**
2. Changes that occurred at EMU were specifically influenced by a path-dependent reactive sequence of events that led to the implementation of a range of interventions. **(Subject of the dissertation)**
3. Social Realism Theory describes how the intended knowledge is constructed, and Institutional Theory of Change explains the changing process within institutions, answering what, how, who and why change occurs. **(Discipline)**
4. Path Dependence Theory was employed in an attempt to trace back the development path of EMU to early contingent event. **(Discipline)**
5. Time is an important dimension in this process, which demands a sampling composition that includes different age groups to cover the time span to reconstruct the development history. **(Subject of the dissertation)**
6. If PADev participants do not cover the time span needed for the reconstruction of an institution's history, and/or if they are not fully committed to share their experiences, additional research tools are needed to answer the research questions about an institution's history. **(Subject of the dissertation)**
7. As a national and developmental university, EMU was expected to fulfill the aspirations and the needs of the Mozambican society in terms of manpower, knowledge production and knowledge transfer. **(My own subject choice)**
8. PADev methodology, conceived as a holistic evaluation tool, provided factual and experiential data on change and development of this higher education institution. **(Subject of the dissertation)**
9. The experiential and factual knowledge of the study participants, the intended beneficiaries of the development interventions, were the foundation for the historical recollection of the development path of EMU. **(My own subject choice)**
10. A distinguishing characteristic of participatory assessment is its focus on stakeholders' perspectives towards assessment and its principles and process. **(Subject of the dissertation)**
11. The sociology of knowledge states that history and experience inevitably enter into all forms of knowledge. **(Discipline)**

12. Participatory assessment approaches can be the new light in the field of institutional development assessment as well as monitoring and evaluation. **(My own subject choice)**