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Participatory Assessment of Development of the Eduardo Mondlane University (1976-2015)

Panel A01

ABSTRACT

The emergence of the Mozambican Higher Education system dates back to the colonial era with the establishment, in 1962, of the General Studies of Mozambique. Later in 1968 the institution acquired the statute of university, and became the University of Lourenço Marques. –In 1976, right after the independence of the Mozambique the university was renamed the Eduardo Mondlane University. The early development of the EMU was influenced by external forces. The external support was strengthened by the global awareness of the importance of tertiary education for the country's development.

This evaluation study focuses on one hand, on the processes of change and development of the Eduardo Mondlane University. On the other hand, it looked at the effectiveness of a holistic, long-term and participatory approach to institutional development assessment, shortly called PADev. A sample of 100 individuals was purposely selected from a heterogeneous study population comprised of two main groups, the university community and the external stakeholders. A combination of data collection methods was employed which consisted of a review of secondary data, interviews with key informants, crowd writing and focus group discussions. The study results showed that external interventions have contributed to the remarkable changes at the Eduardo Mondlane University, widely considered as the principal institution of higher learning, research and emancipation in many ways. The various interventions contributed to capacity building, curriculum development, development of innovative teaching and learning methodologies, strengthening of research capacity and a research minded atmosphere, infrastructure improvement, post-graduate training, and funding. Despite its great dependence on the external support over the last 40 years and the university's internationalisation attempts, the study indicates that the EMU remained autonomous in its management decisions. Moreover, the experiment of participatory assessment of development of the EMU revealed the PADev methodology not to be effective, when used as the only method for assessing the development of the UEM. PADev did, however, enable social interaction among study participants, promoting collective learning while sharing factual and experiential knowledge about the institution's context of change, the factors and actors that have contributed to the transformation and development of the Eduardo Mondlane University.

Key Words: Development, Change, Participatory Assessment, Development Interventions

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INTRODUCTION

The field of Higher Education in Mozambique was at the first stage shaped with the establishment of Eduardo Mondlane University. The university emerged in 1962 as General Studies of Mozambique (Mendes, 1982), and later in 1968 the institution gained the statute of full university with the growth of its infrastructure, teaching and student body and was renamed University of Lourenço Marques (ULM, 1971). Only in 1976, shortly after the independence of Mozambique from Portuguese rule, the University of Lourenço Marques was baptised Eduardo Mondlane University (UEM, 2009) honouring the first president of the Mozambique Liberation Front (FRELIMO), Eduardo Chivambo Mondlane.

With the independence, there was a massive exodus of the Portuguese citizens, including skilled professionals; affecting severely the education sector as well as other sectors of the Mozambican economy. The Eduardo Mondlane University experienced a mass departure of the majority of its teaching staff as well as students, what conditioned the University's functioning and structure. The teaching staff shrunk to 10; the student population from 2.433 students in 1975 to 750 students in 1978. Moreover, given the reduced number of secondary school graduates, some university courses were temporary closed in 1979, and that was the

case of courses such as Biology, Engineering, Geography, Physics, Mathematics, Geology, History, Modern Arts and Education Sciences in 1979, and Law in 1983 (UEM, 1991).

The independence proclaimed in 1975 was a milestone in the university's transformation process, as it was challenged to respond to the growing needs of the newly independent country, particularly concerning the training of human capital. In order to comply with the national interests, the university opened up to the world, embracing international cooperation to ensure its operation (UEM, 1998).

Through the establishment of International Cooperation the University hired foreign lecturers under specific cooperation arrangements (International Cooperation Programme). The Netherlands government in 1976 put at the disposal of the university 25 suppletion experts who worked in a variety of faculties (Juvane and van Baren, 1996). Moreover, UEM benefited from agreements with countries from Eastern Europe such as the Union of Soviet Socialist Republics (USSR) and the German Democratic Republic, which delivered lecturers and regularly ensured their replacement. With regard to student populations, the access to the University was open to all Mozambicans who were qualified and interested in pursuing a university degree.

From the early stage, the Eduardo Mondlane University established an interaction with the outside world and international actors interested in promoting higher education played a role and influenced the development of the University in many ways. The UEM interacted with several governments and development agencies, solidarity groups, and received from them massive and varied support within the framework of development aid.

External support was mostly established through cooperation, consortium and partnership agreements, specifically, consortia and partnerships between individual faculties / departments with common interests in research and teaching; projects for the development of higher education institutions with the purpose of increasing institutional capacity; and financial support from development agencies and donor countries, namely the World Bank, Ford Foundation, Sweden, Norway, The Netherlands, Belgium, Italy, France and others (Creed, Perraton and Waage, 2012: 3; Mário, Fry, Levey and Chilundo, 2003).

Throughout its existence, the UEM experienced remarkable growth through the evolution of its organic structure that included new schools, faculties, centres and services. This growth was also observed in relation to the introduction of new courses, the enlargement of the physical infrastructure, including more campuses, new buildings and facilities, the introduction of new administrative and financial management systems, but also the development of human resources. The transformation processes the UEM went through; either in the academic or in the administrative and management sectors led to remarkable changes. Nevertheless, this development has not been assessed in a systematic and comprehensive manner to provide an overview of the development of the university and especially its interaction with the Mozambican society and the outside world. The foreign development interventions that were implemented were evaluated individually at the request international donor countries and foreign development cooperation agencies. These evaluations were limited in time and scope, and present a short-term perspective of the development of UEM. Systematised knowledge about the external and internal factors that influenced change and development at the university is not available. Moreover, there have been no institution-wide, comprehensive assessments of the external interventions carried out by the university itself that provide an overview of the

assistance flow, types of assistance, countries of origin, amounts disbursed, amounts committed, or duration of assistance.

This study was grounded in the participatory assessment of development theory with a focus on the perspectives of internal and external stakeholders (Scriven, 1998). Intended as a tool of transformation, the potential of participatory evaluation stems from its democratic base. It requires a sharing of power, and stimulates a strengthening of the analytical capabilities of all participating stakeholders. It encourages mutual understanding and appreciation of different perspectives that in turn can be the precursor for both intellectual transformation and social action (Mathie & Greene, 1997: 279). Evaluation becomes a team effort that includes the variety of strengths within the participants' pool.

Since the study objective is to construct the trajectory of development and change in a specific area over time, it employs the Participatory Assessment of Development approach -PADev. By definition PADev is "... a baseline assessment of development and change in a particular area over a given period of time" (Dietz et al., 2011: 4).

The study seeks to evaluate, from the stakeholders' perspective, the development of the Eduardo Mondlane University (UEM), by tracking the factors and actors that have contributed to the occurrence of change and influenced the development of the university between 1976 and 2015. It also looked at the effectiveness of PADev as a tool to assess development and change. The study departs from the assumption that knowledge on changes and the factors and actors that have influenced the development of the university is not systematically and comprehensively collected, and that the appreciation of the university community and its internal and external stakeholders concerning the development of the institution is not widely known, this paper addresses two questions:

- How did internal and external interventions influence the development of the Eduardo Mondlane University in Maputo between 1976 and 2015?
- To what extent can the PADev method of assessing development and change in a participatory way be used as an effective tool to measure the impact of higher education interventions?

METHODOLOGY

An evaluation study design grounded on the PADev method was adopted to reconstruct the development history of UEM from the perspective of the university community and external stakeholders.

The design was experimental as the participatory evaluation approach (in the form of PADev) has never been tried in a university setting. In rural communities, PADev has proven to be an efficient and effective evaluation tool that gives a holistic and balanced insight in development. Through PADev tools, factors and actors that have provided contributions to different aspects of the achievements of the community are known. The tool focuses on the appreciation of those whom that development is meant to benefit (Dietz et al., 2013).

As a method, PADev studies changes in a region over a specified period equal or longer than 15 years, seeking to extract a collective experience of change from a given population,

including the development interventions and initiatives that possibly played a role in these experiences of change, and linking specific interventions to specific changes. The assessment is performed by representatives of the local population, where the external evaluator acts as workshop facilitator in a context where beneficiaries are sharing their experiences of change (Dietz et al., 2013; Dietz et al., 2009)

Although the focus of the PAdDev approach tends to be community-based where the locals are the primary focus, in this study PAdDev was employed as a bottom-up participatory evaluation approach by engaging staff members and other university stakeholders in assessing the development of the institution and its impact on its surroundings taking into account that PAdDev contributes to building up an environment that promotes organisational learning, ensures inclusion of multiple participants in the production of knowledge, and empowers those who carry out the evaluation process, that is, the stakeholders.

The study population was heterogeneous, divided into two broad categories namely: the university community that included academic staff and non-academic staff and the university's external stakeholders that include donor country representatives, embassy representatives, development agency representatives (funding agencies), education authorities, and representatives from professional organisations.

The study sample included eleven units from the UEM (3 academic units, 2 research units and 6 administrative units: the Faculty of Education (FACED), the Faculty of Engineering (FENG), the Faculty of Sciences (FS), the Centre for Academic Development (CDA), the African Studies Centre (CEA), and the Central services (CS): the Human Resource Directorate, the Finance Directorate, the Directorate of Documentation Services, the Scientific Directorate, the Planning Office, the Directorate of Patrimony Administration and Institutional Development, the Office of the Vice Rector for Administration and Resources, and the Office of the Vice Rector Academic). In addition, eight entities, representing the external stakeholders were also integrated the sample: the local education authorities (Directorate for Coordination of Higher Education-DICES and National Directorate of Higher Education-DNES), professional organisations (Mozambican Psychological Association-APM, Mozambican Mining Geological Association-AGMM, and Order of Engineers of Mozambique-OEM), a partner institution (Centre for Applied Psychology and Psycho-technical Examinations-CEPAEP), and foreign funding agencies (the Netherlands Organization for International Co-operation in Higher Education-Nuffic and The Swedish International Development Cooperation Agency-Sida).

Purposive sampling was employed to select the donor countries and/or funding agencies (university partners) and university rectors/vice rectors given the peculiarity of their roles and position within the University. Non-proportional quota sampling was used to select participants from categories of the study population that were large in quantity but not necessarily evenly distributed across faculties and departments of the university - teaching staff, technical and administrative personnel - to ensure representativeness amongst the category.

The data collection implied the use of several techniques, including the review of relevant documentation, semi-structured interviews (with privileged informants), focus group discussion (through PAdDev workshops), open-ended questionnaires, and crowd-writing.

Data processing entailed the transcription and systematisation of the empirical data using an Excel database (PADev data record format sheet) and Nvivo software. Content analysis was performed on the information gathered through workshops, interviews, questionnaires, crowd-writing and document analysis. Data analysis was performed by coding the data to enable the generation of analytical categories, and identification of the emerging patterns and themes from the data to sustain the interpretation.

FINDINGS AND DISCUSSION

The study results showed that from the early stage the university opened up to the world. Despite the prior support to overcome the critical situation the university faced due the massive exodus of the teaching staff, the university defined its own development lines in 1982, later translated in its first strategic plan named “Present and Perspectives” in order to be context relevant (UEM, 1991). The materialisation of the strategic plan was supported by external actors. The external interventions implemented at the university produced expressive changes and a significant impact.

Between 1976 and 2015 the university received massive and varied support from different sources, as is also argued by Svensson et al. (2003), specifically from foreign governments and development agencies, banking institutions, foreign civil society organisations, non-governmental foreign organisations, and individuals. The type of support provided included human, technical, material and financial support, here categorised as external and local interventions.

The support was provided by European countries, namely Italy, Sweden, the Netherlands, Norway, and Belgium, and United States through World Bank and Ford Foundation. Accordingly, various mechanisms were used to deliver the support, mainly through institutional capacity building programmes and institutional development projects.

A considerable amount was disbursed by these countries for the implementation of the programmes and projects, but a financial support was also provided. For instance, from 1978 to 2017 Sweden disbursed in one single programme SEK 737.419.000 for institutional support and research capacity building by training academic staff at Masters and PhD levels (Kruse, Tvedten, Tedre and Rosário, 2017). From 1976 to 2015, the Netherlands made available more than EUR 20.000.000 for strengthening institutional capacity, including technical assistance, teacher training and teaching effectiveness (Matos & van Baren, 2007; Nuffic, 2009). Between 2008 and 2018, Belgium disbursed nearly EUR 7.540.000 to empower the UEM to better fulfil its role as development actor within the context of Mozambican society (Dhaene & Taela, 2018). Concerning the World Bank, it made available US 191.220.000 through various projects between 1988 and 2010 (World Bank, 2020).

The interventions from Netherlands were under the management of the Dutch Ministry of Foreign Affairs and the Netherlands Organization for International Cooperation in Higher Education - Nuffic. In this regard the range of interventions includes the Programme for University Development Cooperation - PUO (1970-1989) focused on university development; the Basic University Science Course Experimental Project - BUSCEP (1985-1997) which aim was to strengthen students’ background in science-based programmes; Inter-institutional

Cooperation Programme - SV (1989-1992) with focus on development cooperation; the Dutch Co-financing Programme for Cooperation in Higher Education - MHO (1993-2004); the Netherlands Initiative for Capacity Development in Higher Education - NPT (2002-2009); the Netherlands Initiative for Capacity Development in Higher Education - Niche (Since 2008) all three focused on building and strengthen institutional capacity.

The content of the support vary and included technical assistance, research capacity building, scholarships and teacher training to reinforce teaching effectiveness and enhance the teaching capacity, laboratory assembling, curriculum development and assessment, infrastructure development, temporary teaching staff, institutional strengthening and improvement of institutional quality and efficiency, material and library support (literature acquisition and equipment provision), computing facilities, and investment.

In 1978 Italy and Sweden also started their interventions at UEM. Italy provided support for institutional capacity building through the Italian Development Cooperation which managed the University Cooperation Programme. The Swedish intervention included the Swedish International Development Cooperation Agency's Programme – Sida, with main focus on research capacity building and infrastructure.

Late in 2000s Norway and Belgium launched their intervention through the Programme for Development, Research and Education - NUFU (2006-2012) and *Desafio* [Challenge] Programme (since 2008) respectively. The Norwegian Agency for Development Cooperation - NORAD managed the NUFU programme and the *Desafio* programme was implemented under the coordination of the Flemish University Council- University Cooperation for Development -VLIR-UOS both programmes with focus on institutional capacity development.

The World Bank's interventions include the Capacity Building Programme (1994-2001) aiming to Capacity building of human resources, the Institutional Development Fund (FDI) (2010-2018) an Investment Fund for training and pedagogical innovation, and National Research Fund (FNI) (Since 2005) a co-fund for research and technological innovation. The latest is also supported by Sweden.

The Netherlands, Sweden and Italy's support to the EMU date back to 1970s and last for more than 40 years now targeting two specific areas, namely research capacity building and institutional capacity building. Therefore, the development of the EMU in the last decades reflects the growth of the research activity and its institutionalisation within the university, as teacher training, curriculum development, post-graduate training and research infrastructure has been heavily fostered.

The data also showed that three main typologies of interventions were identified: (i) Research Cooperation Programmes and Projects (Sida programme, Desafio programme, and NUFU programme); (ii) Capacity Building Programmes and Projects (PUO, SV, MHO and NICHE programmes, Italian Cooperation, BUSCEP project and World Bank) and (iii) Interuniversity Cooperation Programmes (Sida, Nuffic and CAPES-AULP programmes). Regarding the funds, two competitive funds were made available by two sources, namely the World Bank and Sida. These funds are currently managed by the Ministry of Science Technology, Higher and Technical Professional Education (MCTESTP), namely the Institutional Development Fund (FDI) and the National Research Fund (FNI). The two entities also support the EMU's research fund.

According to Boeren (2015) there was a shift from fragmented initiatives by individual academicians and faculties to train academic members of staff and to open new fields of study that were initially implemented, to a more programmatic approach targeting the development of the entire education institutions. In fact the cooperative ventures enabled a better synchronisation of the efforts and maximisation of the benefits for the institution.

Overall, the major recalled changes can be placed in five domains, namely pedagogic, administrative, management, human resources, and infrastructure and patrimony. Changes in the pedagogic domain are mainly related to curriculum development and course diversification due to the introduction of new study fields and academic degrees. It also included the revitalization of research units (the Centre for Academic Development); introduction of new degrees (Master and PhD); and introduction of new teaching methodologies (Student Centred Learning approach). Sida Programme, NICHE Programme (NICHE-030 Project and NICHE-032 Project), Desafio Programme, BUSCEP Project, MHO Programme, Institutional Development Fund (FDI), Climate Change Adaptation in Africa Programme (CCAA) influenced the occurrence of changes in this sector.

The Faculty of Education is one example of academic unit that reopened in 2001 offering post-graduate degree in Education Sciences (MSc in Curriculum development, Mathematics and Science Education, and Adult Education) with the support of Netherlands (Nuffic) through the MHO programme. In 2015 the UEM was offering 54 postgraduate training programmes, amongst them 68 MSc programmes and 4 PhD programmes (UEM, 2016). From 2012 to 2016 Sida programme supported the introduction of four Master programmes in the field of Sciences, specifically MSc in Chemistry and Processing of Local Resources, MSc in Food Technology, MSc in Mineral Resources Management and MSc in Wood Technology (Kruse et al, 2017).

The development of human resources was a priority in the university development plan, in terms of quality (of the teaching and research staff and technical and administrative personnel) and quantity to respond to the demand and to expand the public provision of higher education. The changes included post-graduate scholarships for teaching staff (Master and PhD levels) and in-service Teacher training (short courses). Therefore the physical expansion of the university and thus the development of new infrastructure, including new campus was important. Participants' highly positive appreciation was directed for those interventions that target teacher training at Master and PhD levels, and created a balance in the composition of the teaching staff amongst national and foreign lecturers. Those interventions include specific projects from the MHO programme, namely the Mozambican Development of Educational Leadership and Services Project MODELS (2001-2004), the Mozambican Development of Educational Policy Project - MOZADEP (1990s), the Mozambique Teacher Education Project - MOZTEP (2001-2004) Projects, NPT Programme, NUFU Programme, Sida Programme, Capacity Building Project, and Staff Development Project - STADEP from PUO/SV Programme.

Regarding the improvement of UEM staff qualification, by 2016 the number of PhD holders amongst the UEM staff (lecturers and researcher) was 388 while the number of Master holders was 877 (UEM, 2017). Part of this numbers resulted from the Swedish support alone through Sida's programme that, between 1978 and 2016, enabled to graduate a total of 96 PhDs and 55 Masters that (Kruse et al, 2017). The implementation of Desafio programme between 2008 and 2017, particularly in the second phase of the programme (2013-2017) resulted in the graduation of 11 PhDs representing 35% of success rate (out of 31) and 22 MScs representing 52% (out of 42) since the focus was on scholarships (PhDs and MSc) (Dhaene and Taela,

2018). The Netherlands through NICHE project the investments in equipment were made accessible to students and staff (in the case of laboratories and libraries) in order to strengthen organizational and institutional capacities.

Changes in the administrative and management domains were related to the introduction of new financial procedures and service delivery, and the emergence of new academic, research, administrative and special units that increased the university organisational structure over the years. Dominant strategies for organisational strengthening are the establishment of committees, councils and structures within the institutions to assure the quality management and networking, which are supposed to have an influence on sustainability. These support systems are an important pillar of holistic capacity building, which received more attention under NICHE II (Dhaene et al, 2017). The implementation of the Capacity Building Project enabled changes in the management and functioning structure, as well as the implementation of the UEM's Strategic Development Plan (1999-2008).

The main change in the sector of infrastructure was related to the expansion and modernization of EMU' infrastructure promoted by Sida and Desafio Programme, and the World Bank through the Capacity Building Project.

Individual and collective actors, including university managers, academic staff, and others, also played a role in this process of change. The leadership of the university played a major role in this process of transformation, opening the frontiers of the university to the outside world and leading the changes towards its development.

The study showed the impact of the interventions can be measured at individual and organizational level. At individual level it was observed the professional development of the staff (improved qualifications with implication for career progression and working performance). At organizational level the impact was visible through the increment and strengthening of institutional capacity and the provision of quality education and other related services. Therefore the relevance of the UEM to Mozambican society is proportional to the quality of its education, research and outreach products.

Adam (2006) argues that there is a relationship between the aid for development and the political intervention from the donor side in the process of policy formulation in the receiving state. Moreover, the development aid on a macro-level influenced the development strategies in three ways. First it promoted the formulation and implementation of non-sustainable development strategies. Second, the aid made available resources for the population affected by hunger. Third, the aid interfered towards the adoption of specific strategies of development. However, the general argument of Adam (2006) does not apply to EMU.

In 1975 the government of Mozambique saw the external aid as cooperation, where both parties (donor and receptor) get benefits. The external aid was seen as a necessity, given the local limitations of resources that could be mobilised internally. This pragmatic vision ensured the local Government to pursue its national policies in a sovereign way, defining its own options. The idea behind the local cooperation policy was that the relationship with partners, even friends and allies, should not be transformed into a dependency (Adam, 2006).

Following this vision and principle, the UEM has from early stage always invested in strengthening internal capacity to be able to formulate, implement and coordinate its own

development projects and programmes despite lacking the resources needed to carry out its development plans.

The UEM's experience shows that, in the context of university autonomy the university was able to establish a dialogue platform (consultative meetings) with the external stakeholders, including foreign donors (cooperation partners) and legally take autonomous scientific, pedagogic and administrative decisions concerning the research lines, programmes and projects, curricula, study programmes, teaching methods and evaluation means and criteria, and own patrimony and the management of the financial resources at its disposal (*Conselho de Ministros*, 1995). The sense of ownership is expressed in the university's freedom to decide upon the nature of support needed. The intervention was to be demand-oriented and needs-based. Moreover the support led to the adoption of specific development strategies towards the domain of teaching, research, extension and service provision. Saying so, one can infer that the development interventions in this context can be seen as a means to introduce change.

Despite this massive, differentiated and continued support, and the country's economic circumstances one cannot claim that the EMU reached a position of dependence. There is evidences that university cooperation became an important vector for the sustainability and internationalisation of the university in a scenario characterised by financial restrictions and strong competition for resources. In fact the vision of the university leadership is that the cooperation enables technical and financial support for university training, research and extension (UEM, 2016a).

Concerning the stakeholders' appreciation on the interventions, study participants highly appreciate long lasting development interventions that impacted positively on teaching and learning, human resource development, and ITC and research infrastructure. The major focus of such interventions was institutional capacity building and strengthening institutional capacity. Amongst programmes, projects and funds the most appreciated interventions, include the Italian Cooperation Programme; Sida/SAREC Programme; The Basic University Science Course Experimental Project (BUSCEP); MHO Programme; Capacity Building Project (CBP); Desafio Programme; the Institutional Development Fund (FDI). Other interventions that were also appreciated positively and were implemented in the 2000s include the Netherlands Programme for the Institutional Strengthening of Post-Secondary Education and Training Capacity (NPT); Research National Fund (FNI); the Programme for Development, Research and Education (NUFU); NICHE Programme.

The data indicate that the university stakeholders, particularly the university community, had a positive appreciation of the external development interventions, as they also contributed to connect the University with the outside world, promoted change and somehow fostered its development.

Participants' appreciation of the impact of the interventions on UEM's development was overall grounded on its effect on the institutions, its members and its surroundings. Overall, participants' appreciation of the usefulness and impact of the external funded programmes and related projects, as well as the local funding mechanisms is positive given their benefits in all three domains of the activities: teaching, research and extension. Staff development was part of the focus of some of the programmes implemented at the UEM, particularly in the late 70s, 80s and 90s, and still demands large investments.

The development of capabilities to strengthen the university's capacity and sustainability is still a challenge that requires a collective effort, and the external support had been revealed to

be critical in this process. Besides, the development of the university has produced a great impact nationwide, concerning the knowledge production that benefits the surrounding communities and the provision of a quality work force to supply the various sectors of the Mozambican economy and society.

CONCLUSION

The study seek to answer two research questions. First, how did internal and external interventions influence the development of the Eduardo Mondlane University between 1976 and 2015? Second, to what extent can the PADev method of assessing development and change in a participatory way be effective in measuring the impact of higher education interventions?

External interventions have contributed to the occurrence of remarkable changes at Eduardo Mondlane University between 1976 and 2015 that led to its development. The interventions have transformed the university in many ways since contributed for building the institutional capacity at various levels; enabled curriculum development, the introduction of new study programmes and teaching methodologies, strengthen research capacity, infrastructure and research environment, funded training for academic staff, and contributed to the university's wide funds. Accordingly, the stakeholders' appreciation of the usefulness and their assessment of the impact of those external interventions was overall positive.

As a tool of data collection PADev method alone revealed to be ineffective in assessing development and change in a participatory way. Therefore, the study employed additional tools such as interviews, to overcome the methodological limitations of PADev. Constraints related to groups' participation, subjects' commitment and engagement in some study units have weakened the assumption of effectiveness towards the method. Regardless of this limitation, PADev enabled social interaction among study participants that resulted in collective learning and production of a shared knowledge about the context of change, and knowledge about the factors and actors that have contributed to the transformation and development of the Eduardo Mondlane University. PADev, conceived as a holistic evaluation tool has provided a more comprehensive, long-term and internal perspective on change and development of this higher learning institution.

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