



QUALITY ASSURANCE PLAN

December 2017

Prepared by EFMD



This project has been funded with support from the European Union. This document and all its content reflect the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Table of Contents

1.	INTRODUCTION TO UDI-A.....	3
2.	WP6 QUALITY ASSURANCE: GOALS AND OBJECTIVES.....	4
2.1	WP6: SCOPE AND ARTICULATION	4
2.2	WP6: DELIVERABLES	4
2.3	CLARIFICATION OF INTERNAL & EXTERNAL QUALITY ASSURANCE.....	5
2.4	WP6: ORGANISATION.....	5
2.4.1	INVOLVED ACTORS.....	5
2.4.2	WP6: MODE OF WORK.....	6
3.	METHODOLOGY.....	7
3.1	QUALITY INDICATORS.....	7
3.2	MEANS OF VERIFICATION.....	8
3.3	QUALITY SCHEMES AND FRAMEWORKS	8
4	UDI-A QUALITY ASSURANCE PROCEDURES	11
	WP1 – PREPARATORY WORK AND INFRASTRUCTURE	12
	WP2 – CADIs.....	14
	WP3 – INTERNATIONAL CAPACITATION PROGRAMME FOR ACADDEMIC AND NON-ACADEMIC STAFF	16
	WP4 – CONSOLIDATION OF CAPACITATION AT HOME INSTITUTIONS.....	18
	WP5 – SOCIAL INNOVATION & SOCIAL ENTREPRENEURSHIP: PILOT COURSE & STAKEHOLDERS’ ENGAGEMENT	20
	WP7 – DISSEMINATION AND EXPLOITATION.....	22
	Annex 1: WPs Leaders.....	24
	Annex 2: EPAS – EFMD PROGRAMME ACCREDITATION SYSTEM	25
	Annex 3: BSIS - CATEGORIES OF INDICATORS.....	26
	Annex 4: EntreCompe - CONCEPTUAL MODEL.....	27
	Annex 5: REGIONAL QA REPORTS- EXAMPLE TEMPLATE	29
	Annex 6: SURVEY ADDRESSING PARTICIPANTS IN TRAININGS – EXAMPLE FORMAT	30

1. INTRODUCTION TO UDI-A

University Development and Innovation – Africa (UDI-A) is a project funded by the Erasmus+ Programme of the European Union. From 2017 to 2019 the project will gather a consortium of four African universities, from Angola and Mozambique, four European Institutions and an International Association of Business Schools and Universities.

The main objective of the project is to support the African Universities to play key role in the inclusive development of their regions and countries. In order to achieve this, UDI-A:

- supports the African universities to work in pairs with the European institutions for the implementation of trainings for academic and non-academic actors, with emphasis on management and scientific development, social innovation and entrepreneurship
- supports the African partners to build or renew at their institutions a 'Centre for Academic Development and Innovation' (CADIs), and connect with the local economic activities through the organization of management and entrepreneurship trainings
- facilitates the development of entrepreneurship projects for local impact, with the participation of academic and non-academic actors

During its 2-year implementation the project will carry out the following activities:

- a 5-weeks study tour of 40 academic and non-academic stakeholders from the African partner countries, to the four European institutions
- a follow up training of at least 60 academic and non-academic actors in Angola and Mozambique on management development and social innovation and entrepreneurship
- the establishment of 4 CADIs in different regions in Angola and Mozambique
- the development of more than 30 innovative projects through the CADIs, between the African institutions and their local communities, with the support of the European partners
- the realization of two regional conferences, in Angola and Mozambique and one in Brussels, Belgium
- the establishment of an international network, extended in Africa and Europe, for academic innovation and development.

The project consortium is led by [Universidade NOVA de Lisboa](#), (NOVA) in Portugal and consists of the following partners from Europe and Africa:

[EFMD](#) - The Management Development Network (EFMD), BE

[King's College London](#) (KCL), UK

[Universite Libre de Bruxelles](#) (ULB), BE

[Universiteit Maastricht](#) (UM), NL

[Universidade Agostinho Neto](#) (UAN), Angola

[Universidade Katyavala Bwila](#) (UKB), Angola

[Universidade Eduardo Mondlane](#) (UEM), Mozambique

[Universidade de Lúrio](#) (UNILURIO), Mozambique

[Instituto de Empreendedorismo Social](#) - Associated Partner, PT

[Reseau des Universites des Capitales de L'Europe \(UNICA\)](#) - Associated Partner, BE

[Fundação Girl Move](#) - Associated Partner, MZ

2. WP6 QUALITY ASSURANCE: GOALS AND OBJECTIVES

2.1 WP6: SCOPE AND ARTICULATION

The scope of WP6: Quality Assurance is to define quality control mechanisms and criteria, which will be used by the consortium to monitor the quality of the project **procedures, deliverables and results**.

Overall, the goals of WP6 are to:

- design, implement and maintain a Quality Assurance system
- monitor and report on the quality of the project procedures, deliverables and results
- monitor compliance with the project schedule
- assist the project partners to ensure that the project outputs meet high quality standards and are relevant to the target groups' and stakeholders' needs and expectations
- detect and analyse probable risks in the project implementation with regards to the quality of the project results and provide recommendations.

The project's quality will be monitored and evaluated internally and externally (chapter [2.3](#)).

2.2 WP6: DELIVERABLES

WP6 will prepare the following deliverables:

- **D6.01 Internal Quality Plan (IQP):**
 - due in M2, December 2017
 - defines the quality assurance methodology
 - establishes the quality assurance indicators with regards to the project procedures and deliverables
 - outlines the monitoring and evaluation mechanisms and tools to be used in the quality assurance process
 - elaborates on the partners' role in the quality assurance process.
- **D6.02 Four Internal Quality Reports (IQR):**
 - due every 6 months (M6, M12, M18, M24)
 - report on the quality of the project procedures and deliverables, based on the status of the quality indicators set in the IQP
 - report on identified problems and corresponding corrective measures
 - highlight potential problems
 - identify lessons learned
 - update and complement the IQP if needed.
- **D6.03 Two External Quality Reports (EQR):**
 - interim and final EQRs (M12, M24)
 - created by the external evaluator
 - report on the quality of the project results, in relation with the overall project objectives
 - identify risks and makes recommendations.

Throughout the course of the project and for each WP, the WP6 leader and the leader of the respective WPs will be reviewing together the quality criteria set in the current quality plan. If necessary and based on the characteristics and the progress of each WP, they can agree on needed adaptations.

2.3 CLARIFICATION OF INTERNAL & EXTERNAL QUALITY ASSURANCE

Internal Quality Assurance (IQA) and External Quality Assurance (EQA) are distinct processes which together, will contribute to ensuring the overall quality of the project (*figure 1*).

IQA starts together with the project and continues throughout the project life cycle. The purpose of the IQA is to monitor the procedures and activities of the project in order to ensure that each deliverable will be produced on time and will meet high quality standards. Evaluating the quality of the project procedures allows to improve the quality of the deliverables as well. By focusing on the procedures that the project is using, IQA will be able to apply corrective **measures before the deliverable is finalised**.

EQA on the other hand, looks at the main results that the project wants to achieve, rather than at each and every deliverable. It monitors whether it has achieved its overall objectives and managed to bring positive impact. Although EQA is accompanying the project from the beginning, by focusing on the quality of the main results, it assesses **quality after a deliverable has been developed**.

All partners are involved in the IQA. The project partners will contribute in establishing the quality indicators and will be feeding the IQA process with information. This way, they will prepare the project to undergo a successful EQA which is implemented independently by the external evaluator and will then be shared afterwards with the project partners.



Figure 1. Quality Assurance Process

2.4 WP6: ORGANISATION

2.4.1 INVOLVED ACTORS

Internal Quality Assurance is a cooperative task and all project partners are expected to contribute. The WP leader is **EFMD** and the WP co-leaders are **Universidade Eduardo Mondlane (UEM)** and **University of Maastricht (UM)**. This composition ensures that the perspective of the African and the European partners is considered during the QA process. The three institutions will work together and in close cooperation with the project coordinator and the rest of the WP leaders ([annex 1](#)). The External Quality Assurance is done independently by the external evaluator.

1. EFMD with the support of the UEM and UM will lead the:

- regular quality monitoring and control based on the IQP
- analysis of the status of the quality indicators as they are defined in Chapter 5
- creation of the templates and evaluation tools
- creation of 4 internal quality reports
- detection of risks with regards to quality
- making recommendations for quality improvement
- coordination with the external evaluator for the execution of the EQRs.

2. The **African partner institutions, with the support of their TWINS**, have the following responsibilities regarding QA:
 - create 4 regional quality reports based on the IQP and the templates and tools provided by WP6
 - when leading a WP, implement internal quality control for their WP, based on the IQRs
 - when leading a WP, to take into account the recommendations received through the Internal and External QRs.

3. The **project coordinator** will be coordinating with the WP6 leader for the review of the project deliverables according to the IQP.

4. The **external evaluator** will be sub-contracted and will be in contact with the WP6 leader and the project coordinator, in order to ensure that all steps have been taken for the implementation of the external evaluations. The role of the external evaluator is performed throughout the project lifecycle via:
 - the implementation of the external quality control of the project results (intermediate and final)

2.4.2 WP6: MODE OF WORK

Table 1 shows the involved actors, the way they are involved and at what stages of the project, with regards to all the deliverables of WP6: Quality Assurance:

	Expected completion month	Created by	Before officially sharing, reviewed by
Internal Quality Plan	M2	EFMD with the support of the UEM and UM	WP Leaders Project Coordinator
Regional Quality Report 1	M 6	African partner institutions with the support of TWINS	EFMD
Internal Quality Report 1	M 6	EFMD with the support of the UEM and UM	WP Leaders Project Coordinator
Regional Quality Report 2	M 12	African partner institutions with the support of TWINS	EFMD
Internal Quality Report 2	M 12	EFMD with the support of the UEM and UM	WP Leaders Project Coordinator
<i>Intermediate External Quality Report</i>	<i>M 12</i>	<i>External Evaluator</i>	<i>EFMD</i> <i>Project Coordinator</i>

Regional Quality Report 3	M 18	African partner institutions with the support of TWINS	EFMD
Internal Quality Report 3	M 18	EFMD with the support of the UEM and UM	WP Leaders Project Coordinator
Regional Quality Report 4	M 24	African partner institutions with the support of TWINS	EFMD
Final Internal Quality Report	M 24	EFMD with the support of the UEM and UM	WP Leaders Project Coordinator
<i>Final External Quality Report</i>	<i>M 24</i>	<i>External Evaluator</i>	<i>EFMD</i> <i>Project Coordinator</i>

Table 1. Actors and deliverables

3. METHODOLOGY

3.1 QUALITY INDICATORS

The quality indicators for each WP and its deliverable will be established with the following characteristics:

- they consist of both, qualitative and quantitative evaluation statements
- they provide indications for both, the quality of the project's deliverables and procedures, as described in the project application for each WP
- they can be based and/or complete the performance indicators, as described in the project application for each WP
- they will be developed using the S.M.A.R.T. methodology (*figure 2*).

The presentation of the quality indicators with regards to the deliverables of the project activities, will be done using the *Logical Framework Approach*.

The Logical Framework Approach is a way of structuring the main elements of a project, by highlighting logical links between expected results and planned activities.

The tables used to present the quality indicators in [chapter 4](#) are based on this methodology and have the following structure:

- Expected results for each WP – as described in the project application
- Expected deliverables for each WP – as described in the project application
- Indicative quality indicators for the WP deliverables
- Means of verification – including the regional quality reports, surveys, observations and other

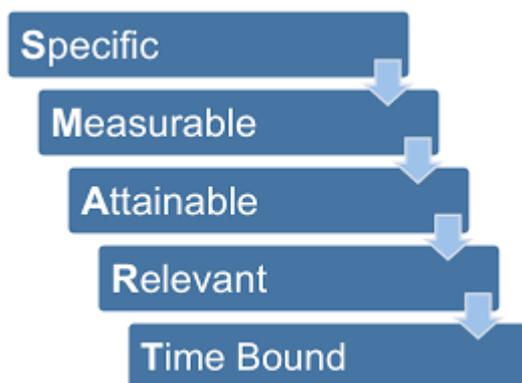


Figure 2. S.M.A.R.T. methodology

3.2 MEANS OF VERIFICATION

Means of verification are considered all the **procedures, tools and documents** which will reveal whether the project is reaching the quality indicators. The means of verification can be the following:

- The regional quality assurance reports which will be created by the African partner institutions, with the support of their TWINS, at different times in the project lifetime. Depending on the WPs that have progressed in a reporting period, the regional QARs can provide information regarding **the quality of activities and deliverables particularly for that period**. The partners can use the regional reports to share evidence of their work, express their perspective on issues related to the quality of activities or the implementation of the quality plan.

They will use templates provided by the WP6 Leader. The templates will consist of few questions, regarding the activities of the reporting period. [Annex 5](#) provides example of information that could be asked through the Regional QARs, **depending on the WP that is on progress on each period**.

- Online surveys and questionnaires, shared after the implementation of a training, also constitute means of verification. They address the participants in the trainings, the project consortium and other involved stakeholders. These tools can provide important information regarding the quality and the relevance of the project deliverables with regards to the needs of the target groups ([Annex 6](#)).
- Observation, evaluation and analysis of the produced project documents during the whole project lifecycle.

3.3 QUALITY SCHEMES AND FRAMEWORKS

The activities of UDI-A, were developed with purpose to achieve the four specific objectives of the project, as they are described in the project application:

1. To improve the quality of education, research and service of the universities by **updating knowledge and skills of staff** and by **promoting interdisciplinary approaches to research and education**
2. **To bring the university closer to the local society** by engaging relevant stakeholders in activities involving both students and staff
3. To contribute to the **internationalization of the African Partners Institutions** by promoting the international mobility of staff and students

4. To promote a culture of *social innovation and social entrepreneurship* among students and staff of African Partners

The following schemes and frameworks, are recognized frameworks for the monitoring of activities, which intend to achieve objectives similar to those of UDI-A. Therefore, they will **provide directions and inspire** the development of the quality indicators for the activities of UDI-A. This way, the **IQP ensures that the project activities meet international quality standards and UDI-A can deliver sustainable results:**

1. *Knowledge and skills update of the academic staff* - **EPAS: EFMD PROGRAMME ACCREDITATION SYSTEM**

[EPAS](#) is one of the three EFMD Accreditation System. EPAS is concerned with assessing whether an academic programme meets a level of quality at international levels.

EPAS, monitors the quality of an academic programme - a structured period of study which leads to a degree of qualification – by examining among others, *“the intended learning objectives, the provided content and curriculum and the delivery mode in relation with the overall mission of the institution and the learning needs of those attending the program”*. The EPAS accreditation system takes into account the institutional and local context and is supported by appropriate quality assurance processes ([annex 2](#)).

The methodology used in EPAS will inspire the development of indicators for the quality assurance of the UDI-A training programs with aim to update the knowledge and skills of the academic staff in the partner institutions. The EPAS rationale will provide directions for the assessment of the quality and relevance of the training programs, in relation with the overall project objectives and the learning needs of the participants in the trainings.

Activities aiming at knowledge and skills update for the academic staff, will be implemented throughout the whole course of the project. Their quality will be monitored through analysing the results of surveys which address the participants in these activities, as well as through the analysis of the regional quality reports produced by the partners at different periods.

2. *Universities closer to the local society* - **The Business School Impact System (BSIS) scheme**

[BSIS](#) was initially designed by the French National Foundation for Management Education (FNEGE) and is well established in the French higher education arena. The BSIS criteria have been adapted for an international audience and is now offered in a joint venture between EFMD and FNEGE.

The BSIS scheme identifies the tangible and intangible impact that a business school brings to its local environment. *“At the heart of the BSIS measurement process is a framework of around 120 indicators used in order to identify and/or measure the impact of the school on its local and further regional environment”*.

In addition, the BSIS indicators cover seven impact dimensions. Beyond the measurable financial impact, a school contributes to the life of the community in numerous ways: financial, educational, business development, intellectual, impact within the regional system, societal and image impact ([annex 3](#)).

In the case of UDI-A, activities which aim at positive impact on the local communities and at strengthening the collaboration between universities and local societies, are the creation of the CADIs (WP2) and the implementation of a pilot course on Social Innovation and Entrepreneurship (WP5).

The services provided through the CADIs, aim at facilitating the adoption of HE global trends in initiatives which will have local social and developmental impact. In addition, the implementation of a pilot course and project on social innovation and entrepreneurship will be the mean of engaging local stakeholders in these developmental efforts.

Therefore, the quality indicators for such activities, will be inspired from the rationale of the BSIS framework. Besides the regional quality reports, other sources which can reveal the status of these indicators, can be the results of online surveys and interviews addressing local stakeholders also observations and analysis of relevant project documents.

3 Internationalisation of HEIs – Modernization of HE in Europe, Academic Staff 2017

This [study](#) was created by the Eurydice Network, the Education Information Network in Europe, with main role to facilitate European cooperation by providing information on education systems and policies in 38 countries and by producing studies on issues common to European education systems.

It is an extensive study and analysis of the internationalisation process in higher education around the world, with particular focus on Europe. A comparative study, which defines internationalisation in Higher Education as *“the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education”* (Knight, 2008, p. 21).

The study takes into account a broad range of global, regional, national and institutional factors and through their analysis, the different procedures and steps that influence and support the process of internationalisation in higher education emerge as follows:

- existence of comprehensive institutional policy for internationalization
- assignment and delegation of responsibilities and roles for the implementation of the internationalization policies
- targets and planning for outgoing mobility
- targets and planning for incoming mobility
- development of international research collaborations
- development of strategic partnerships
- development of international/intercultural curriculum.

These procedures and steps above, will inspire the development of indicators for the UDI-A activities which aim at enhancing the partner institutions’ internationalization capacity.

Relevant activities will be implemented throughout the whole course of the project. Their quality will be monitored through analysing the results of surveys which address the participants in these activities, as well as through the analysis of the regional quality reports produced by the partners at different periods.

4 Culture of social innovation and social entrepreneurship in HEI - The EU Entrepreneurship Competence Framework (EntreComp)

[EntreComp](#) was created in order to define a common approach to support the development of entrepreneurship as a competence in EU. The framework describes entrepreneurship as a *“transversal competence, which can be applied by citizens to all spheres of life from nurturing personal development, to actively participating in society, reentering the job market as an employee, or as a self-employed person and to starting up cultural, social or commercial ventures”*.

The EntreComp framework perceives entrepreneurship as a process which aims at creating innovation, cultural value and impact on a local region. The framework is relevant to UDI-A, because it presents the entrepreneurship competences as the learning outcomes of entrepreneurship education ([annex 4](#)).

For UDI-A, during different WPs (3,4 and 5) trainings on social innovation and entrepreneurship will take place, for the enhancement of the participants' skills to implement such projects and bring positive impact on their local societies.

Therefore, the EntreComp framework will inspire the development of indicators for the quality of the entrepreneurship training programs. The results of online surveys and interviews addressing participants in the trainings and local stakeholders, as well as observations and analysis of the project documents constitute means of verification for such indicators.

4 UDI-A QUALITY ASSURANCE PROCEDURES

The following tables present examples of indicators regarding the different WPs and activities, inspired from the schemes and frameworks described in Chapter [3.3](#). The description of the WPs originates in the approved project application.

The tables can **be further enriched throughout the project lifetime in cooperation with the respective WP leaders** and the project coordinator.

WP1 – PREPATORY WORK AND INFRASTRUCTURE

Aims and objectives: The general aim of this work package is to make all the necessary arrangements for the project and, more specifically, the development work packages, to start smoothly. This aim breaks down in the following objectives:

- To narrow down the general needs analysis sorting out the specific topics to be developed in each of the four disciplines / topics, and consider other relevant skills to be included in the PDPs
- To create an organizational support of the managerial and logistic needs that African partner institutions will have to take-off and implement the project
- To produce a detailed planning of the project
- To select a core team of project CHAMPIONS per African Partner.
- To set-up the initial infrastructure of the CADIs.
- To define and make available an effective communication strategy.

Tasks: To achieve the aim and objectives of WP1 it will be necessary to complete the following tasks:

- Needs Analysis and State of Play
 - o Define the structure and template for completing the report on State of Play and needs analysis
 - o Distribute the template to all partners of the Consortium
 - o Each partner will fill the template with information about the institution
 - o Compilation of the templates in a single report
 - o Finalization and publication of the report
 - o A detailed list of need & provides will be completed
 - o Definition of the pairs of AFRICAN/EUROPEAN TWIN INSTITUTIONS
- CHAMPIONS OF CHANGE
 - o Publish the internal call with clear indication on the selection criteria and process for academic and nonacademic staff to be considered for the CHAMPIONS
 - o Select and inform the candidates
 - o Formal ceremony, signatures, commitment letters with clear description of duties, responsibilities and benefits
 - o Compile a final list of ten CHAMPIONS (plus 3 substitutes) that are willing to participate in full in the UDI-A activities
- Detailed Planning of International Activities
 - o Adjust and define in detail the proposal for international activities and mobility
 - o Circulate the proposal to all partners
 - o Produce a final map with scheduling and planning of all activities that will take place on the different European countries
 - o Make all the necessary travel and accommodation arrangements
- Set-up the initial infrastructure for the CADIs: Centers for Academic Development and Innovation
 - o Identify the final location for the CADIs
 - o Define the physical and equipment requisites to host a team of 24 members of staff
 - o Plan and schedule the activities for fully operational CADIs on time
 - o Define a local team to implement this stage
 - o Do the necessary cleaning and improvements
- Institutional branding of the project
 - o Brainstorm about the name and communication strategy to be adopted at each African Institution
 - o Work with the Institutional Communication Department to produce a logo and all necessary communication materials to be adopted by the project

WP 1 - PREPATORY WORK AND INFRASTRUCTURE

Expected results	Deliverables	Quality indicators	Means of verification
Preparatory work and infrastructure	<p>D1.01 Report Needs Analysis and State of Play and TWINS</p> <p>D1.02 List CHAMPIONS FOR CHANGE</p> <p>D1.03 Detailed plan and schedule of International Activities</p> <p>D1.04 Requisites and planning of CADIs</p> <p>D1.05 Institutional Communication Strategy</p>	<ul style="list-style-type: none"> • Report on State of Play and fine-tuned Needs analysis completed as scheduled • Four TWIN partnerships defined and accepted by the whole Consortium • Criteria for the selection of the CHAMPIONS are in line with the requirements of the international training program • A team of 8 academic CHAMPIONS and 2 non-academic CHAMPIONS has been selected and fulfil the criteria • International activities planned accordingly with the needs analysis • Planning and schedule for setting up the CADIs completed on time • Each partner produced a name, logo and communication strategy for the project at institutional level 	<ul style="list-style-type: none"> • Analysis of the project documents • Analysis of the project documents • Analysis of the project documents and regional QARs • Analysis of the project documents and regional QARs • Analysis of the project documents and regional QARs • Analysis of the project documents • Analysis of the project documents

WP2 – CADIs

Aims and objectives: The UDI-A project will create (or update) a new university service at the African Partner Universities, that will assist in developing the necessary competencies for the promotion of academic development and innovation. This new service, the CADI will act on the capacitation of academic and non-academic staff to deal with change and to facilitate the adoption of important global trends in Higher Education in initiatives that have a local social and developmental impact. The CADIs to be created will have the following permanent objectives (during UDIA and beyond):

- Promote and organize training opportunities for academic staff in scientific areas that are of strategic importance for the institution and region.
- Promote and organize training of non-academic staff in management and administration, aiming at modernizing and innovating processes at the institution
- Promote and organize training in soft and transferable skills with a strong focus in social innovation and entrepreneurship
- Contribute to the stakeholder engagement with the institution at regional, national and international level

Tasks: To achieve the goal and objectives of WP2 it will be necessary to complete the following tasks:

- Prepare the physical infrastructure of the CADIs, including the room or rooms and equipment
 - o Assign a Local Management Team for the setting-up stage, with a minimum of a coordinator and a deputy.
 - o Contract a construction team/company to make the necessary modifications in the physical structure
 - o Manage the construction activities
 - o Make a consultation for buying the equipment
 - o Select the proposal and buy the equipment
 - o Install the equipment
- Define the organization model of the CADIs, including the management team, staff and external advisory board
 - o Brainstorm with the TWIN institution to decide on the organizational model to be adopted
 - o Assign the local management team and staff
 - o Invite members of External Advisory Board
- Define a multiannual strategy for the CADIs
 - o Brainstorm with decision-makers, local management team, staff, External Advisory Board and TWIN partner
 - o Write first version of strategic documents for the CADIs: Vision, Mission, Aims and objectives
 - o Write the Plan of Activities and budget for one year period, including training plan, events, networking activities and engagement of stakeholders
 - o Have the strategic documents approved before the end of the project

WP2 - CADIs

Expected results	Deliverables	Quality indicators	Means of verification
4 CADIs	<ul style="list-style-type: none"> • D2.01 4 CADIs • D2.02 Strategic documentation of the CADIs 	<ul style="list-style-type: none"> • Physical infrastructure and equipment of 4 CADIs completed as scheduled • CADIs have an assigned management and staff team at launch time • Existence and approval of the annual planning of the CADIs • Annual planning includes: budget and provisions for the development of academic and local initiatives and trainings • Annual planning includes clear definition of the CADIs intended impact to the local community • CADIs have External Advisory Board, also consisted of stakeholders from the local community • Local community actors understand the role and purpose of the CADIs in their community • CADIs have a database of external/local and academic actors • The creation of the CADIs and their purpose has been disseminated already prior to their opening 	<ul style="list-style-type: none"> • Analysis of the project documents • Analysis of the project documents • Data from surveys • Analysis of the project documents • Analysis of the project documents and regional QARs

WP3 – INTERNATIONAL CAPACITATION PROGRAMME FOR ACADEMIC AND NON-ACADEMIC STAFF

Aims and objectives: WP3 will contribute to the goals of UDI-A by creating international capacitation opportunities for the 10 CHAMPIONS which will: enhance their networks; update their disciplinary knowledge; improve their pedagogic skills, soft-skills, social entrepreneurial knowledge and abilities; and strengthen their determination to foster sustainable and inclusive development initiatives at home. More specifically, the objectives of WP3 are:

- To give the academics of each area (a group of 8, 2 per African university) an updated outline of the relevant scientific field, through creating Professional Development Plans, organizing workshops, seminars and study visits to labs and departments.
- To provide training and capacitation to the non-academic CHAMPIONS in the selected areas of improvement: International Affairs, Job placement and Student Entrepreneurship.
- To give all CHAMPIONS the opportunity to improve their soft skills in new, innovative and interdisciplinary approaches to pedagogy, research and other relevant issues.
- To provide the academics and non-academics with an overview of interdisciplinary approaches to economic development, focused on social innovation and social entrepreneurship
- To create networking opportunities for the CHAMPIONS that, we expect, will foster future collaborations between the 4 African Partner Institutions and also with the 4 European partners.

Tasks: The necessary tasks to achieve the goals of WP3 are as follows:

- Introduction stage – 3 weeks
 - o Plan, organize and deliver a Workshop “Inclusive social and economic development – a multidisciplinary approach”
 - o Plan, organize and deliver a Workshop “Social Innovation and Entrepreneurship – an Introduction”
 - o Plan, organize and deliver soft skills training sessions
 - o Plan, organize study visits/job shadowing
 - o Make necessary arrangements for CHAMPIONS be allowed to attend classes during their stay
- Topic Development – 2 weeks
 - o Plan, organize and deliver a workshop in the scientific topic
 - o Make necessary arrangements for CHAMPIONS be allowed to attend classes and library during their stay
 - o Tutor CHAMPIONS in developing PDP
 - o Plan, organize and deliver soft skills training sessions
- Social Innovation and Entrepreneurship
 - o Plan, organize and deliver a Course on Social Innovation and Entrepreneurship
 - o Make necessary arrangements for CHAMPIONS be allowed to attend classes and library during their stay
 - o Tutor CHAMPIONS in concluding PDP

WP3 – INTERNATIONAL CAPACITATION PROGRAMME FOR ACADCEMIC AND NON-ACADEMIC STAFF

Expected results	Deliverables	Quality indicators	Means of verification
International Capacitation Programme for Academic and Non-academic Staff	<ul style="list-style-type: none"> • D3.01 Workshop “Inclusive social and economic development – a multidisciplinary approach” • D3.02 Workshop “Social Innovation and Entrepreneurship – an Introduction • D3.03 Soft skills training sessions • D3.04 Scientific workshops • D3.05 Study visits; job-shadowing; classes 	<ul style="list-style-type: none"> • 26 (80%) of the academic CHAMPIONS completed successfully the International Capacitation Programme • 6 (80%) of the non-academic CHAMPIONS completed successfully the International Capacitation Programme • 32 (80%) PDPs have been produced <p><i>Common indicators for all deliverables</i></p> <ul style="list-style-type: none"> • The participants in the trainings feel that <ul style="list-style-type: none"> ○ the training is relevant to their professional needs ○ the training is applicable to their university context ○ the training is applicable to their local context ○ the learning objectives of the training have been achieved ○ the training provided balanced theoretical and practical knowledge ○ the training provided balanced scientific and managerial knowledge ○ had enough opportunities for networking ○ had enough opportunities for the development of partnerships ○ the trainings facilitated international/intercultural awareness • The trained staff, is working in the partner institutions on the development of an institutional policy for internationalization • The trained staff is working in the partner institutions for the creation of teams responsible for the internationalization of the institution 	<ul style="list-style-type: none"> • Analysis of the project documents • Analysis of the project documents • Analysis of the project documents • Data from surveys • Regional QARs • Regional QARs

WP4 – CONSOLIDATION OF CAPACITATION AT HOME INSTITUTIONS

Aims and objectives: The main goal of WP4 is to continue and consolidate the learning and development that took part in the International Capacitation Programme. It is expected that the knowledge and experience gained during the international experience is transferred to the institution through different initiatives, hosted at the CADIs. More specifically, the objectives of WP4 are:

- To continue and complete the development of the CHAMPIONS
- To increase the number of capacitated staff by assigning new elements to the team of CHAMPIONS (one JUNIOR staff to every CHAMPION)
- To share the knowledge and experiences acquired abroad within the institution through seminars and training events
- To start engaging stakeholders, internal and external, in local sustainable initiatives driven by HEIs
- To contribute to the strategic development of the CADIs

Tasks: The necessary tasks to achieve the goals of WP4 are as follows:

- Recruit and train JUNIORS
 - o Contact potential JUNIOR champions
 - o Recruit JUNIORS and approve list
 - o Train JUNIORS in academic and soft skills
- Complete PDPs
 - o CHAMPIONS work on and complete PDPs
 - o JUNIORS work on and complete PDPs
- Scientific update
 - o Continue studying and expanding the scientific topic
 - o Develop updated teaching/learning materials and activities
 - o Explore and engage in new scientific areas of research
 - o Produce new module using PBL
 - o Produce Draft research project
- Operationalization of CADI
 - o Student placement activities
 - Contact students
 - Contact regional stakeholders
 - Build a database of contacts and offers
 - o International affairs
 - Contact other IA offices
 - Collect and prepare student and staff mobility activities for the following academic year(s)
 - Prepare International Mobility proposals for funding
 - o Strategic activities
 - Prepare strategic documentation
 - Negotiate and approve strategic documentation

WP4 – CONSOLIDATION OF CAPACITATION AT HOME INSTITUTIONS

Expected results	Deliverables	Quality indicators	Means of verification
<p>Consolidation of CAPACITATION at home institution</p>	<ul style="list-style-type: none"> • D4.01 Individual Personal Development Plans (PDPs) x 40 • D4.02 Pilot module with Problem Based Learning • D4.03 Draft Research Projects 	<ul style="list-style-type: none"> • 1 JUNIOR staff for each CHAMPION has been recruited • All the CHAMPIONS’ PDPs have been concluded and approved • All the JUNIORS’ PDPs have been concluded and approved • 8 PBL modules in each partner institution are completed as scheduled • 8 students are attending each PBL module • The students attending the module feel that <ul style="list-style-type: none"> ○ the course content is relevant to their professional needs ○ the course content is applicable to their university context ○ the course content is applicable to their local context ○ the learning objectives of the course have been achieved ○ the course provides balanced theoretical and practical knowledge ○ the course provides balanced scientific and managerial knowledge ○ the trainings facilitated international/intercultural awareness • 8 draft research projects in each partner institution are completed as scheduled • The institutions promote the draft research projects for the engagement of stakeholders • The draft research projects elaborate on the intended impact at local level 	<ul style="list-style-type: none"> • Analysis of the project documents • Data from surveys • Analysis of the project documents • Regional QARs • Regional QARs

WP5 – SOCIAL INNOVATION & SOCIAL ENTREPRENEURSHIP: PILOT COURSE & STAKEHOLDERS’ ENGAGEMENT

Aims and objectives: The main goal of WP5 is to transfer the knowledge and skills acquired by the CHAMPIONS and JUNIORS to the whole institution, in a tangible deliverable. This **course** will contribute to multiplying the capacitation achieved in UDI-A and to multiply its effect in the lives of staff, students and the people of the region. More specific, the objectives of WP5 are as follows:

- To plan, produce and deliver a course on social innovation and social entrepreneurship
- To engage stakeholders to participate in projects in the field of social innovation and social entrepreneurship
- To tutor students to develop social innovation projects or social entrepreneurship projects
- To structure and develop the area of social innovation and social entrepreneurship in the CADIS
- To engage in networking activities in this area

Tasks: The necessary tasks to achieve the goals of WP5 are as follows:

- Planning and producing the course
 - o Define Learning Outcomes
 - o Plan the contents and activities of the course
 - o Produce contents and detail activities
 - o Plan assessment methods
 - o Schedule activities and facilities
- Dissemination of the course
 - o Prepare dissemination materials
 - o Disseminate among student and institutions
 - o Disseminate to local stakeholders
- Select students for the course
 - o Define selection criteria
 - o Open registration for the course
 - o Collect registrations
 - o Select 8+2 candidates
 - o Communicate decisions
- Engage stakeholders and collect challenges
 - o Contact stakeholders and explain course
 - o Collect challenges and problems
 - o Collect their contributions to pilot course
 - o Select the ones to be shortlisted
- Deliver course
 - o Deliver classes
 - o Tutor projects
 - o Presentation of projects
 - o Selection of best projects
 - o Dissemination of projects

WP7 – DISSEMINATION AND EXPLOITATION

Aims and objectives: A central ambition of UDI-A is to expand its method and results to other departments in the four African partner institutions and to other universities in Angola, Mozambique and beyond. WP7 describes the steps to take to achieve that ambition. More specifically, the objectives of WP7 are as follows:

- To disseminate the project, its activities, results, outputs and deliverables to a general audience and to specific target groups and stakeholders, by developing adequate communication tools
- To help African Partners develop a communication strategy for the project and for the CADIs at their institution
- To contribute for the creation of a national and international network of CADIs
- To use the results and deliverables of the project to get funding for continuing the capacitation process of these institutions

Tasks: To achieve the project goals and objectives, WP7 will have to complete the following tasks:

- Dissemination plan and reporting
 - Prepare first version of dissemination plan
 - Discuss dissemination plan during kick-off meeting
 - Prepare dissemination templates for reporting
 - Publish final versions in the Virtual Platform of Collaboration
- Website of the project
 - Publish first version of website with general information of the project
 - Define structure and design of the website
 - Update the website with content and news
- Produce leaflets and other dissemination materials
 - Plan and design the leaflets
 - Produce the leaflets
 - Distribute leaflets among partners
- Engagement with stakeholders
 - List possible local, regional, national and international stakeholders
 - Contact stakeholders to start engaging them
 - Organize meetings with stakeholders
 - Have stakeholders participating actively in the project activities
- Organize workshops (institutional, regional, national)
 - Plan the workshop, define theme, speakers and goals
 - Disseminate and collect registrations
 - Deliver the workshop
 - Evaluate the workshop
- International Conferences
 - Plan the workshop, define theme, speakers and goals
 - Disseminate and collect registrations
 - Deliver the conference
 - Evaluate the conference
- Fundraising
 - Collect information about funding agencies and programmes
 - CHAMPIONS select funding programmes adequate for existing projects and proposals
 - Prepare final proposals and apply

WP7 – DISSEMINATION AND EXPLOITATION

Expected results	Deliverables	Quality indicators	Means of verification
Social Innovation and Social Entrepreneurship: a Pilot Course & Stakeholders Engagement	D7.01 Dissemination plan and report D7.02 Project website D7.03 Leaflets and posters D7.04 News D7.05 Papers and oral communications D7.06 Meetings with stakeholders D7.07 International Network D7.08 Institutional workshops D7.09 Regional workshop D7.10 National workshop D7.11 International conference Angola D7.12 International conference Mozambique D7.13 International conference Brussels	<ul style="list-style-type: none"> • Dissemination plan delivered as scheduled • Project website delivered as scheduled and updated regularly • Dissemination material is updated with the project progress • Dissemination material is reaching the target groups • The CADIs have updated databases of academic and non-academic stakeholders • The CADIs also promote international, in addition to national, activities • The conferences and workshops are attended by representatives of the target groups 	<ul style="list-style-type: none"> • Analysis of the project documents • Analysis of the project documents • Analysis of the project documents • Regional QARs • Regional QARs • Regional QARs

Annex 1: WPs Leaders

WP1 PREPARATORY WORK AND INFRASTRUCTURE

Leader: Université Libre de Bruxelles (ULB), BE

Co-leader: Universidade Katyavala Bwila (UKB), Angola

WP2 CADIs

Leader: Universidade Agostinho Neto (UAN), Angola

Co-leader: Universidade NOVA de Lisboa, (NOVA) in Portugal

WP3 INTERNATIONAL CAPACITATION PROGRAMME FOR ACADEMIC AND NON-ACADEMIC STAFF

Leader: Universidade Eduardo Mondlane (UEM), Mozambique

Co-leader: Universiteit Maastricht (UM), NL

WP4 CONSOLIDATION OF CAPACITATION AT HOME INSTITUTIONS

Leader: Universidade de Lúrio (UNILURIO), Mozambique

Co leader: King's College London (KCL), UK

WP5 SOCIAL INNOVATION & SOCIAL ENTREPRENEURSHIP: PILOT COURSE & STAKEHOLDERS' ENGAGEMENT

Leader: Universidade Katyavala Bwila (UKB), Angola

Co-leader: Université Libre de Bruxelles (ULB), BE

WP6 QUALITY ASSURANCE

Leader: EFMD - The Management Development Network (EFMD), BE

Co-leaders: Universidade Eduardo Mondlane (UEM), Mozambique & Universiteit Maastricht (UM), NL

WP7 DISSEMINATION AND EXPLOITATION

Leader: King's College London (KCL), UK

Co-leader Universidade de Lúrio (UNILURIO), Mozambique

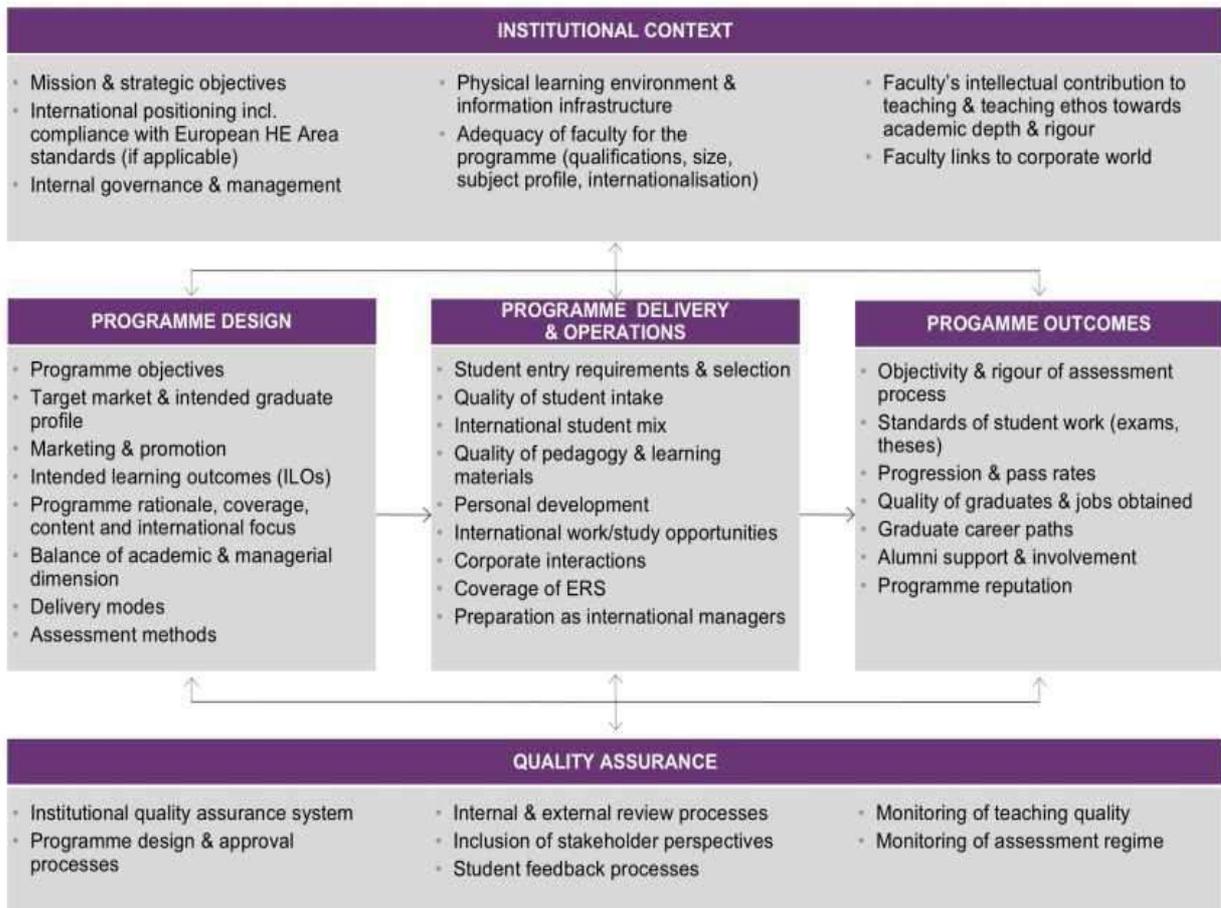
WP8 PROJECT MANAGEMENT

Leader: Universidade NOVA de Lisboa, (NOVA) in Portugal

Co-leader: Universidade Agostinho Neto (UAN), Angola

Annex 2: EPAS – EFMD PROGRAMME ACCREDITATION SYSTEM

EPAS PROGRAMME ACCREDITATION FRAMEWORK



Annex 3: BSIS - CATEGORIES OF INDICATORS

TYPE OF IMPACT	CATEGORIES OF INDICATORS		
Financial Impact	Both direct (the budget) and indirect (cost of living expenditures by students and participants): Quantifiable statistical data regarding money spent in the region by the School (salaried employees, students, visiting professors etc)		
Educational Impact	Student admissions flows into the School's degree programmes from the region, from the country at large and from abroad	Student flows into the job market within the region, within the country at large and into companies abroad	Managerial impact in the region of the School's executive education programmes
Business Development Impact	Impact on the economic development of the region: new business creation, services to established companies	The students as valuable resources for the local economy during their studies (internships, special missions in the home country and abroad, apprenticeships)	
Intellectual Impact	Impact upon the managerial community within the region through the intellectual output of the School's faculty: Publications, Chairs, Dissemination of new ideas and new managerial methods	Contribution to the cultural life of the community at large through conferences, public lectures, etc	
Impact within the regional ecosystem	Involvement of the faculty and students in public life within the community	Integration of the School into the regional ecosystem of higher educational institutions, professional associations, public bodies and local authorities	
Societal Impact	Existence of explicit policies in the area of CSR, Sustainable Development etc.,	Integration of these concerns in teaching, research and management of the Business School.	Concern for diversity and equal access within all the School's activities
Image Impact	Nature of the School's local, national and international image	Contribution of the Business School to the Image of the impact zone	

Annex 4: EntreCompe - CONCEPTUAL MODEL

Areas	Competences	Hints	Descriptors
1. Ideas and opportunities	1.1 Spotting opportunities	Use your ^s imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> Identify and seize opportunities to create value by exploring the social, cultural and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	<ul style="list-style-type: none"> Imagine the future Develop a vision to turn ideas into action Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> Judge what value is in social, cultural and economic terms Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen Act responsibly
2. Resources	2.1 Self-awareness and self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
	2.2 Motivation and perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> Be determined to turn ideas into action and satisfy your need to achieve Be prepared to be patient and keep trying to achieve your long-term individual or group aims Be resilient under pressure, adversity, and temporary failure
	2.3 Mobilizing resources	Gather and manage the resources you need	<ul style="list-style-type: none"> Get and manage the material, non-material and digital resources needed to turn ideas into action Make the most of limited resources Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
	2.4 Financial and economic literacy	Develop financial and economic know how	<ul style="list-style-type: none"> Estimate the cost of turning an idea into a value-creating activity Plan, put in place and evaluate financial decisions over time Manage financing to make sure my value-creating activity can last over the long term

	2.5. Mobilizing others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> • Inspire and enthuse relevant stakeholders • Get the support needed to achieve valuable outcomes • Demonstrate effective communication, persuasion, negotiation and leadership
3. Into action	3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> • Initiate processes that create value • Take up challenges • Act and work independently to achieve goals, stick to intentions and carry out planned tasks
	3.2 Planning and management	Prioritize, organize and follow-up	<ul style="list-style-type: none"> • Set long-, medium- and short-term goals • Define priorities and action plans • Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> • Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes • Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing • Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> • Work together and co-operate with others to develop ideas and turn them into action • Network • Solve conflicts and face up to competition positively when necessary
	3.5. Learning through experience	Learn by doing	<ul style="list-style-type: none"> • Use any initiative for value creation as a learning opportunity • Learn with others, including peers and mentors • Reflect and learn from both success and failure (your own and other people's)

Annex 5: REGIONAL QA REPORTS- EXAMPLE TEMPLATE

Name of the Institution:

WP Leader:

WP co-leader:

Reporting Period:

Please describe from your institution's perspective the progress on the following topics:

WP1: How do the selected champions fulfill the criteria of the training program (language, experience etc)

...

WP2: The type of dissemination activities for the promotion of the CADIs prior to their opening (flyers, social media etc)

...

WP3: The steps taken for the development of an institutional internationalization strategy, after the return of the CHAMPIONS

...

WP4: Steps taken for the engagement of non academic actors to the research projects

...

WP5: Steps taken for the engagement of non-academic actors to the research projects

...

WP7 Indicator: Transnational activities planned from the CADIs in your region

...

Any additional comments and/or observations related to the quality monitoring of the project for this reporting period

...

Annex 6: SURVEY ADDRESSING PARTICIPANTS IN TRAININGS – EXAMPLE FORMAT

I participated in the training:

For the days:

Please evaluate the following statements with a grade from 1 to 5

1: strongly disagree

2: disagree

3: neutral

4: agree

5: strongly agree

The training content is relevant to my professional needs 1 2 3 4 5

The training content is applicable to context of my university 1 2 3 4 5

The training content is applicable to my local context 1 2 3 4 5

The learning objectives of the training have been achieved 1 2 3 4 5

The training provided balanced theoretical and practical knowledge 1 2 3 4 5

The training provided balanced scientific and managerial knowledge 1 2 3 4 5

I had enough opportunities for networking 1 2 3 4 5

I had enough opportunities for the development of partnerships 1 2 3 4 5

the training facilitated international/intercultural awareness 1 2 3 4 5