

2nd QUALITY ASSURANCE REPORT

May 2018- October 2018

Prepared by EFMD



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Erasmus+ Programme
of the European Union

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Table of Contents

1. Introduction to UDI-A	3
2. 2nd Quality Assurance Report	4
2.1) Objectives & sources of information	4
3. Planned Activities & Progress: M8 until M13	4
3.1) Planned activities	4
3.2) Progress.....	4
4. Overview of the produced deliverables.....	6
5. Online evaluation.....	7
6. Impact & Recommendations	12

1. Introduction to UDI-A

University Development and Innovation – Africa (UDI-A) is a project funded by the Erasmus+ Programme of the European Union for the period 2017 to 2019 gathering a consortium of 4 African universities from Angola and Mozambique, 4 European Institutions and 1 International Association of Business Schools & Universities.

The 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 and participate in trainings in Europe 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 design and implementation of entrepreneurship projects for local impact, with the participation of academic and non-academic actors

The project consortium is led by [Universidade NOVA de Lisboa](#), (NOVA) in Portugal and 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. 2nd Quality Assurance Report

2.1) Objectives & sources of information

As stipulated in the Quality Assurance Plan (D6.01), the objectives of this report are:

- to report on the quality of the project activities and deliverables
- to report on identified or potential problems and corresponding corrective measures.

The report covers the activities that took place from May 2017 (M8) until October 2018 (M13). The report is based on information coming from:

- the project documents and reports that are shared on the **Moodle platform** of the project
- the analysis of the results of an **online questionnaire** addressing the participants in the International Capacitation Programme (ICP) in Europe.

3. Planned Activities & Progress: M8 until M13

3.1) Planned activities

Briefly, the main activities planned for this period are the following:


- Completing the Personal Development Plans of the CHAMPIONS (D4.01) as well as the needs analysis of the partner institutions (D1.01). Both deliverables are meant to facilitate the follow up of the International Capacitation Programme locally.
- Recruitment and training of the Juniors (WP4), one Junior for each Champion, in order to increase the number of the capacitated staff. The Juniors are trained by the Champions according to the ICP.
- The 4 Centers of Academic Development and Innovation (WP2) are operational and responsible teams have been assigned for each one. A series of dissemination activities take place with the CADIs coordinating their implementation.
 - official meetings with local academic and non-academic stakeholders (D7.06)
 - the establishment of a network of contacts and interested partners (D7.07)
 - the organisation of 2 institutional workshops (D7.08), one national (D7.09) and one regional workshop (D7.09) to promote the results of the ICP, the CADIs and engage to these efforts more academic and non-academic stakeholders.
- The update of the project dissemination material (leaflets, posters and website, sharing of news and papers) based on dissemination plan and report (7.1).

3.2) Progress


The status of the quality indicators for each deliverable can be found in Annex I. The table below gives an overview of the deliverables planned to be completed **during this reporting period**.


WP	Activity	Planned to be completed	Completed
WP1.01	Needs analysis and State of Play	M2	M4
WP1.05	Institutional Communication Strategy	M3	In progress
WP4.01	Individual Personal Development Plans	M9	In progress
WP6.02	Internal Quality reports	M7, M12	M8, M13
WP6.03	External Quality report	M12	In progress
WP7.01	Dissemination plan and report	M2, M7	Ongoing
WP7.02	Project website	Ongoing	Ongoing
WP7.04	News	Ongoing	Ongoing
WP7.06	Meetings with stakeholders	Ongoing	Ongoing
WP7.07	International Network	Ongoing	Ongoing
WP7.08	Institutional workshops	M6 & M12	M9, M10, M12 & in progress
WP7.09	Regional workshop	M9	in progress
WP7.10	National Workshop	M9	In progress
WP8.4	Virtual Platform of collaboration	Ongoing	Ongoing

4. Overview of the produced deliverables


-  **1) D.1.01 – Needs Analysis and state of play:** The reports of the partners have now been completed but they are not shared on the Moodle platform of the project.

These reports will have to direct the mentoring of the partner institutions and the planning of the project. Having access to them, will facilitate the quality monitoring of the project and the evaluation of the way they have been used as reference during the mentoring and planning phase.


-  **2) D.4.01 – Personal Development Plans:** Completing the PDPs has been postponed as a result of postponing the ICP. Considering the previous online evaluations however, the reports are in progress and the upcoming consortium meeting is expected to clarify the way that they will be taken into account for planning the next steps. As in the case of the needs analysis, these can be important sources of information for the planning and monitoring of the project.

-  **3) D7.01 – Dissemination Plan and Report:** An online list of dissemination activities has now been created and shared with all the partners. This online register also attempts to give more directions with regards to the target groups of the project. However, more regular updates of the report are necessary.


This will provide directions to the African partners on how to plan their institutional communication strategy (D1.05) and what type of dissemination activities to target. On the other hand, it can be an inspiration for the EU partners regarding events that representatives of the project can attend in EU and Africa.

-  **4) D7.04 – News & D7.05 Papers and oral communications:** The actual dissemination activities however, seem to be progressing with the project appearing in different online channels including an interview on RTP (Portuguese TV channel), an article on LUSA (Portuguese newspaper) and several posts on social media. In addition, 2 cases of papers' presentation took place during the events described below.


-  **5) D7.07 – UDI-A network:** 2 major events took place the previous months. A round table during the 2018 Conference of the African Studies Association in the UK and the "Research in Africa" conference organised by NOVA in collaboration with Cambridge University. Both are events of great importance and the participation of the African partners was supported. Taking into account that the conferences in Angola and Mozambique will soon take place, the UDI-A network seems to be expanding and attracting stakeholders from major and very relevant events.

-  **6) D7.08 till D7.10 – Workshops:** 3 institutional workshops on pedagogical skills, social innovation and transferable skills took place in Benguela (Angola) organised by UKB. 1 training for the Juniors, coordinated by the Office of International Cooperation of UAN in Luanda (Angola). 1 regional workshop on Social Entrepreneurship attended by the Champions, Juniors and academic staff, organised by the

CADI of the UEM university in Maputo (Mozambique). 2 trainings on Social entrepreneurship organised by UNILURIO in Nampula (Mozambique) attended by teachers and staff, members of different faculties. The events are promoted through various channels and they seem to reach the target groups while serving their purpose also as training activities. Keeping the contacts of all the participants in these events is advised, in order to create a project database for dissemination and other reasons.

 **7) D7.06: Meetings with stakeholders:** The deliverables D7.07 UDI-A network and the D7.08 – D7.10 Workshops, have offered space for meetings with local and other stakeholders to take place. However, targeted meetings planned by the CADIs are necessary.

Targeted meetings led by the teams locally, will assist the teams in the CADIs to define their strategy according to the needs of their communities, enhance ownership of the results and also enrich their database of contacts. In addition, starting targeted meetings with local stakeholders will provide inspiration and enough material regarding the approach and communication strategy that the CADIs should adopt.

 **8) Virtual platform of collaboration:** Many of the UDI-A activities and WPs are designed to take place in parallel and their implementation assist each other to progress, as opposed to other EU projects for which a WP starts right at the end of another WP.

Taking advantage of the virtual platform in order to assist some of the activities to progress and also keep the partners updated on progress can save a lot of time and effort. The partners should learn to use and “trust” the virtual platform as source of information for the progress of the project, to receive directions and feedback, and find useful documents and reports when needed. This is something that can be initiated and motivated by, mostly, the EU partners who maybe have experience in similar way of working because of the EU universities’ platforms or previous EU funded projects.

5. Online evaluation

21 out of the 36 academic and non-academic Champions who completed the ICP, participated in an online survey to follow up on the results of the ICP, 16 Academic and 5 non-academic. Not all participants answered each question. The full report as downloaded from the online platform can be found in Annex II.

Considering that the option to reply negatively existed, this could be attributed to respondents’ burden. The results are as follows:

<p>Q1 - Could you please give example(s) of professional challenges that the soft skills trainings helped you to deal with?</p>	
<p>Click here if you think there are not such examples</p>	<p>1</p>
<p>Please write your examples here</p>	<p>16</p>

Write your examples here

how to share innovative ideas and practices in teaching in Higher Education How to involve students in new ways to learn in Higher Education

Identification of strategies to intervene better in the community and Turn challenges into opportunities

I could facilitate a workshop about social entrepreneurship

Soft skills training has helped me deal with intolerance intercultural communication in the african context deal with different academic cultures as expressed by colleagues from various different world educational institutions control ideosyncrasy and bias

Improve my relationship with coworkers and nreak the ice with new students

With the group work of my students

Permanent Innovation

new form to think about education model

comunication and manegement conflits

help me to deal with teamwork To establish unilurioalumni we had to work with many department as Juridical and Public relation and Faculties it was very difficult because we had different opinion how is it gone be but we shared activity according with skill and terms of reference

Identification of problems with tools like problem tree Implementation of methods centerede in the student

Work conflicts and feedback

Team working Joint researches Lecturing skills

Now iam able to identify a local solutions for problems that were quit impossible As a curs coordinator im eble to find a good focal point in my grup

Maastricht help me to dela with the challenges in teach pratic medicine

Group Work Communication at work

The provided examples show that the soft skills trainings assisted the Champions to deal with challenges - among others - related to working in groups, resolving conflicts, adjusting in intercultural contexts and sharing their ideas. However, the Champions referred to the trainings as helpful mostly in solving issues related to **team work and communication**. 9 out of the 16 responses are in a way related to this.

On the other hand, several different professional tasks and daily duties appear in the responses. The Champions refer to benefits in lecturing, research and improving the functioning of their student groups, in facilitating specific type of workshops, dealing with multiple departments' work and "breaking the ice" with new colleagues and students. Even though the Champions seem to prioritize now communication skills and team work, the soft skills trainings **have influenced many aspects of the institutional and academic work** while, regardless the professional background.

Q2- Could you please give example(s) of community problems that the Social Innovation & Entrepreneurship trainings helped you identify?	
Click here if you think there are not such examples	2
Please write your examples here	16

Write your examples here

exclusion of disability students Lack of professional and academic orientation

Incidence of bacterianas diseases due to the consumption of improper water in the outskirts of the city of Nampula as well as the frequent fall of houses constructed with precarious material

sanitation of the environment

Unemployment Poverty Weak educational policies Prostitution Alcohol abuse Economic deprivation

Low capacity of the population to take on the solution of they problems

Unworthy rooms of our consortiums that can be improved with low cost

we have train many people on the local center Pemba

manegement conflits and communication

after Social Innovation and Entrepreneurship trainings I realized that many community have not illumination in the street Other problem is trash around de community

low agricultural productivity in family agriculture bad sanitation basic conditions

Lack of food and computer literacy

Lack of food and clean water Diseases Illiteracy

As an Optometrist i stard to organize a screnning program in the rural areas

I already Know how to identify

health education to promove better higiene in the community

The majority of the respondents acknowledged the fact that the ICP assisted them to identify problems that their community is facing. The responses show that the ICP has affected different fields such as medicine, education, social policies, entrepreneurship, nutrition and agriculture. Interesting enough, besides the **identified problems**, some of the respondents **also described part of the solution**. 5 Champions moved further than just identifying an area of focus and proposed a way of solving a specific social problem.

This is an indication that the ICP offered **balanced theoretical and practical knowledge**. Equally important, the fact that the Champions have turned their attention on a specific social problem related to their scientific field, is essential for the next steps of the project where these topics will inspire the implementation of community projects.

Q3 -Could you please give example(s) of theoretical or practical tools discussed during the trainings that you can use in order to address these problems?	
Click here if you think there are not such examples	1
Please write your examples here	13

Write your examples here

Writing inter institutional projects on social entrepreneurship Pitch preparation to present to potential partner donor

transform challenge in opportunities

some of theoretical tools is organize the table that shows the problem and better solution and resorce that i should use to solve thes problem this kind of oganization is very useful

Problem tree and business model

Mobilizing the population for good practice

interventions and workshops to link teaching and reseach in Higher Eduaction Social PCDO framework Social Value Proposition

If apply a problem and a solution tree

I cant tell because there werent

engamenty

Community houses for rehabilitation of drug addicted people in Portugal Language learning centers for imigrat integration State managed solidarity services IT training for students and the community Gender related problem solving in Mozambican communities such as the Girl Move

Capacity of solving problems in any group that we are inserted

brain storming problem tree design thinking

After identifying the root of the problem solutions have been developed to solve and among several we opted for community involvement to develop improved technologies

how to a tree problem and the value proposition

For this question, the Champions replied both; theoretical and practical tools. **Management and human resources theories and tools** were provided such as “problem tree”, “brainstorming” and “design thinking”. The Champions also responded with tools for **project implementation** such as “value proposition”, “writing a project proposal”, “business proposal” and “donors’ involvement”. 4 respondents moved further explaining how a tool can be applied to a project or an idea. For example, technology advancement for community engagement or project proposal writing for attracting donors.

These responses are an indication that the ICP offered balanced theoretical and practical knowledge. Most important, they show that the Champions have managed to **adapt the gained knowledge to their professional context** and priorities since almost every response, describes a different tool to be used. Each Champion with a different professional background has identified a different way of intervention.

Q4 - After the end of the trainings in Europe, have you kept professional contact with your European colleagues?	
Not at all	3
Only for issues related to the project	10
Also for cooperation beyond the project	3
Total	16

Q5 - After the end of the trainings in Europe, have you kept professional contact with your African colleagues?	
Not at all	1
Only for issues related to the project	5
Also for cooperation beyond the project	9
Total	15

4 respondents do not keep at the moment any contacts with either European or African colleagues whom they met in the context of the project. 15 have kept contacts just for issues related to the project and 12 for cooperation beyond the project. For the non-academics, cooperation beyond the project appears much less.

These results are in line with the results of the survey for the 1st QA Report. Even though the **results are very positive** in both evaluations, there is some hesitation regarding **networking opportunities with the European colleagues**. This does not necessarily mean that the project is not designed to offer these, but it could be attributed to normal **barriers related to language or distance**.

For the next steps of the project, there are more meetings planned between African and Europeans. These results should be taken into account for the future planning. Targeted sessions and roundtables regarding opportunities for cooperation could be organised in the upcoming conferences. The Moodle platform of the project could host relevant forums while the project website can host a specific section where the all partners can post offers and current opportunities at their institutions.

6. Impact & Recommendations

The project is now on its way to implement activities for bringing **Societal** and **Development impact** locally. With the development of the local projects at the next stage of the project, we will be able to evaluate the effectiveness of UDI-A in acknowledging and addressing the needs of the partners' communities. For the moment, the online evaluation shows that the Champions are already focused on developing the projects and they feel equipped with the tools to implement them.

UDI-A seems to have significant impact already at the **Image** of the involved regions and institutions. Different cooperations have started to develop and the African partners are either attending or started organising international events and conferences. This is the moment to start planning for the **sustainability** of these partnerships beyond the life of the project. An online space for interested stakeholders from EU and Africa, to follow opportunities for cooperations would be helpful. The websites of the CADIs should start planning for such an online space, also in cooperation with the EU partners. EU partners can provide directions inspired by similar online spaces hosted by their institutions. Giving online space to such a network will be able to "feed" the work of the CADIs and attract local and international projects also beyond the life of the project.

In addition, it is crucial to not overlook the role of the external stakeholders in this, in order to turn all the above (also) to **Financial** and **Business Development Impact**. The online evaluation showed that the Champions are ready to implement projects for local impact, yet the issue of community engagement and meetings with external stakeholders does not appear as often as it would be expected. The CADIs can play an important role in this, starting by "mapping" the key stakeholders in their regions and the role they could play in the future projects. Then these actors can be invited to contribute to key activities or committees, such as the development of the strategic planning of the CADIs or the organisation of regional events. Besides ensuring valuable feedback, this is also important for establishing funding and sponsorship relationships, something very important for the sustainability of the project.

To conclude, the project has made significant progress in improving its international outreach and has taken the first steps towards bringing local impact. A network extended in EU and Africa has been established and there are plenty of opportunities for it to expand such as the upcoming conferences in Angola and Mozambique. The CADIs are fully operational and have already hosted the first activities showing, that the key "implementers" of the project seem ready and well equipped to take up this role.








Summary of the main risks and mitigation actions.

Risks	Mitigation actions
<ul style="list-style-type: none"> External stakeholders are not sufficiently involved in the development process 	<ul style="list-style-type: none"> Each CADI performs a "stakeholders' mapping" in their regions with the help of their twins, also in relation with the needs analysis of the partner institutions. Key actors are identified and invited to participate in activities and committees related to developing their strategic planning and the organisation of regional events.

<ul style="list-style-type: none"> • Cooperations are limited between the African partners • The contacts developed during the events are not sustained after the end of the project • Internal news on the progress and the planning of the activities do not reach all the members of the consortium 	<ul style="list-style-type: none"> • Targeted sessions and roundtables regarding opportunities for cooperation could be organised in the upcoming conferences. • The Moodle platform of the project could host relevant forums. • The project website or the CADIs' websites can host a dedicated section where interested parties can post offers and current opportunities for cooperations. • All dissemination activities are recorded systematically on the dissemination register. • A list of contacts and events from EU and Africa, is gradually put together and is updated after each dissemination activity. • Internal newsletter with relevant dissemination activities is circulated in order for the partners to review events that they could attend. • The CADIs create a section on their websites dedicated to international activities and opportunities for international cooperations in order to attract and maintain the interest of other stakeholders. • The Moodle platform of the project is updated regularly and consistently, with the EU partners motivating its use. • All PPTs presentations from local and international events are uploaded on the platform. • Internal newsletters on the project progress are uploaded on the platform a specific day of each month and reminders are sent to all the members of the consortium
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Annex I: Status of the quality indicators for each deliverable

WP 1 - PREPATORY WORK AND INFRASTRUCTURE

Expected results	Deliverables	Quality indicators
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>	<p> Report on State of Play and fine-tuned Needs analysis completed as scheduled</p> <p> Four TWIN partnerships defined and accepted by the whole Consortium</p> <p> Criteria for the selection of the CHAMPIONS are in line with the requirements of the international training program</p> <p> A team of 8 academic CHAMPIONS and 2 non-academic CHAMPIONS has been selected and fulfil the criteria</p> <p> International activities planned accordingly with the needs analysis</p> <p> Planning and schedule for setting up the CADIs completed on time</p> <p> Each partner produced a name, logo and communication strategy for the project at institutional level</p>

WP2 - CADIs

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

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

Expected results	Deliverables	Quality indicators
International Capacitation Programme for Academic and Non-academic Staff	<p>D3.01 Workshop “Inclusive social and economic development – a multidisciplinary approach”</p> <p>D3.02 Workshop “Social Innovation and Entrepreneurship – an Introduction</p> <p>D3.03 Soft skills training sessions</p> <p>D3.04 Scientific workshops</p> <p>D3.05 Study visits; job-shadowing; classes</p>	<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 (in progress) ✓ 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








WP4 – CONSOLIDATION OF CAPACITATION AT HOME INSTITUTIONS

Expected results	Deliverables	Quality indicators
<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 (in progress) • D4.03 Draft Research Projects (in progress) 	<p>✓ 1 JUNIOR staff for each CHAMPION has been recruited</p> <p>All the CHAMPIONS' PDPs have been concluded and approved (in progress)</p> <p>All the JUNIORS' PDPs have been concluded and approved (in progress)</p> <p>8 PBL modules in each partner institution are completed as scheduled</p> <p>8 students are attending each PBL module</p> <p>The students attending the module feel that</p> <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 <p>8 draft research projects in each partner institution are completed as scheduled</p> <p>The institutions promote the draft research projects for the engagement of stakeholders</p> <p>The draft research projects elaborate on the intended impact at local level</p>

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

Expected results	Deliverables	Quality indicators	Means of verification
<p>Social Innovation and Social Entrepreneurship: a Pilot Course & Stakeholders Engagement</p>	<ul style="list-style-type: none"> • D5.01 Pilot course in Social Innovation and Social Entrepreneurship (in progress) 	<ul style="list-style-type: none"> • At least 1 pilot course has been developed in each partner institution • At least 8 students have registered to follow each course in the partner institutions • 80% of the students completed the course • The students and stakeholders who attended the course evaluate favourably the following aspects of the course: <ul style="list-style-type: none"> ○ understanding different types of entrepreneurship, such as social entrepreneurship ○ Knowledge and tools for identifying opportunities which create value in my community ○ Knowledge and tools for identifying the role of all stakeholders in my project idea ○ Knowledge and tools for analysing the risks of my project idea ○ Development of team working and collaboration skills ○ Development of managerial skills (including budget and finances of a project) ○ Knowledge and tools to “sell” my project idea (including networking opportunities) ○ Knowledge and tools for the monitoring and evaluation of my project idea • At least 50% of the students, developed a parallel social innovation project • Parallel social innovation projects are promoted by the CADIs for the engagement of other stakeholders • Parallel social innovation projects elaborate on the intended impact at local level 	<ul style="list-style-type: none"> • Analysis of the project documents • Analysis of the project documents • Analysis of the project documents • Data from surveys • Analysis of the project documents • Regional QARs • Regional QARs

WP7 – DISSEMINATION AND EXPLOITATION

Expected results	Deliverables	Quality indicators
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 (scheduled for later in the project) D7.12 International conference Mozambique (scheduled for later in the project) D7.13 International conference Brussels (scheduled for later in the project)	<ul style="list-style-type: none">  Dissemination plan delivered and updated 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

Annex II: Online questionnaire – report

Default Report

2nd Quality Assurance Report

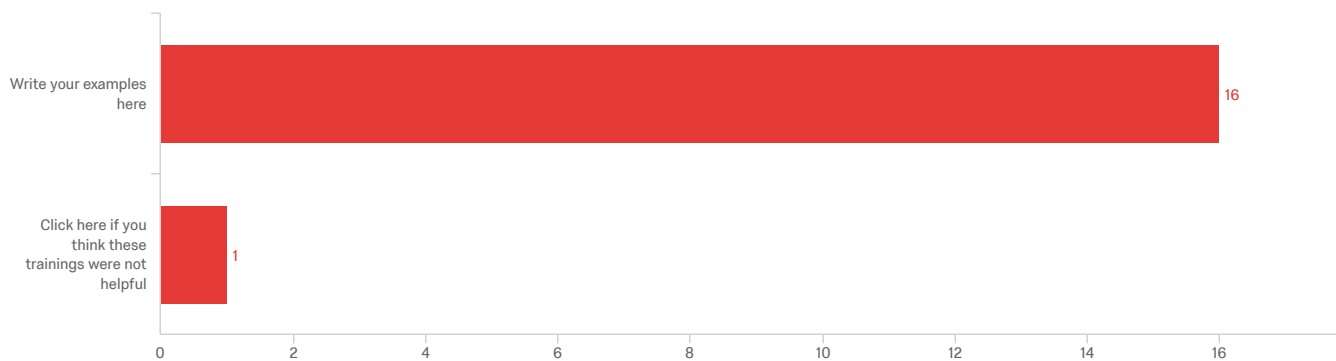
October 12, 2018 12:24 PM CEST

Q - I am..

Field	Choice Count
Academic staff	16
Non-academic staff	5
	21

Showing rows 1 - 3 of 3

Q1 - Could you please give example(s) of professional challenges that the soft skills trainings helped you to deal with?



Write your examples here

how to share innovative ideas and practices in teaching in Higher Education How to involve students in new ways to learn in Higher Education

Identification of strategies to intervene better in the community and Turn challenges into opportunities

I could facilitate a workshop about social entrepreneurship

Soft skills training has helped me deal with intolerance intercultural communication in the african context deal with different academic cultures as expressed by colleagues from various different world educational institutions control ideosyncrasy and bias

Improve my relationship with coworkers and nreak the ice with new students

With the group work of my students

Permanent Innovation

new form to think about education model

comunication and manegement conflits

help me to deal with teamwork To establish unilurioalumni we had to work with many department as Juridical and Public relation and Faculties it was very difficult because we had different opinion how is it gone be but we shared activity according with skill and terms of reference

Identification of problems with tools like problem tree Implementation of methods centerede in the student

Work conflicts and feedback

Team working Joint researches Lecturing skills

Now iam able to identify a local solutions for problems that were quit impossible As a curs coordinator im eble to find a good focal point in my grup

Maastricht help me to dela with the challengs in teatch pratic medicine

Group Work Comunication at work

Q2 - Could you please give example(s) of community problems that the Social Innovation & Entrepreneurship trainings helped you identify?



Write your examples here

we have train many people on the local center Pemba

Unworthy rooms of our consortiums that can be improved with low cost

Unemployment Poverty Weak educational policies Prostitution Alcohol abuse Economic deprivation

sanitation of the environment

manegement conflits and comunication

malnutrition in Pemba Bay

Low capacity of the population to take on the solution of they problems

low agricultural productivity in family agriculture bad sanitation basic conditions

Lack of food and computer literacy

Lack of food and clean water Diseases Illiteracy

Incidence of becterianas diseases due to the consumption of improper water in the outskirts of the city of Nampula as well as the frequent fall of houses constructed with precarious material

I already Know how to identify

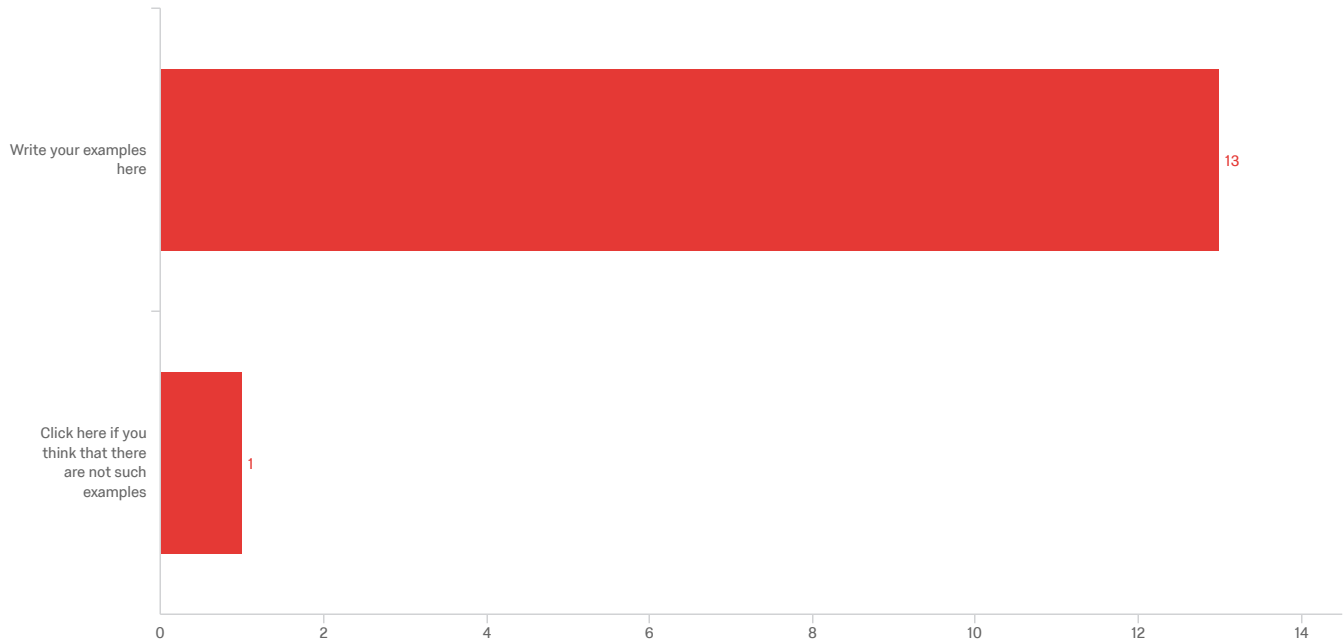
health education to promote better higiene in the community

exclusion of disability students Lack of professional and academic orientation

As an Optometrist i stard to organize a screnning program in the rural areas

after Social Innovation and Entrepreneurship trainings I realized that many community have not illumination in the street Other problem is trash around de community

Q3 - Could you please give example(s) of theoretical or practical tools discussed during the trainings that you can use in order to address these problems?



Write your examples here

Writing inter institutional projects on social entrepreneurship Pitch preparation to present to potential partner donor

transform challenge in opportunities

some of theoretical tools is organize the table that shows the problem and better solution and resource that i should use to solve thes problem this kind of organization is very useful

Problem tree and business model

Mobilizing the population for good practice

interventions and workshops to link teaching and reseach in Higher Eduaction Social PCDO framework Social Value Proposition

If apply a problem and a solution tree

I cant tell because there werent

how to a tree problem and the value proposition

engamenty

Community houses for rehabilitation of drug addicted people in Portugal Language learning centers for imigrat integration State managed solidarity services IT training for students and the community Gender related problem solving in Mozambican communities such as the Girl Move

Capacity of solving problems in any group that we are inserted

brain storming problem tree design thinking

After identifying the root of the problem solutions have been developed to solve and among several we opted for community involvement to develop improved technologies

Q4 - After the end of the trainings in Europe, have you kept professional contact with your European colleagues?

Field	Choice Count
Not at all	3
Only for issues related to the project	10
Also for cooperation beyond the project	3
	16

Showing rows 1 - 4 of 4

Q4a - What do you think is the reason that there are no contacts with the European colleagues? Do you have any recommendations in order to change this?

What do you think is the reason that there are no contacts with the Europea...

No objective partnerships were established during training. And now we are only dealing with the challenges of implementing the CADIS for real operation next year

now we are looking challenge in opporturning, we are interview in many social project and also halpe local people

The project was not well adjust to the african context of our contries

Q5 - After the end of the trainings in Europe, have you kept professional contact with your African colleagues?

Field	Choice Count
Not at all	1
Only for issues related to the project	5
Also for cooperation beyond the project	9
	15

Showing rows 1 - 4 of 4

Q5a - What do you think is the reason that there are no contacts with the African colleagues? Do you have any recommendations in order to change this?

What do you think is the reason that there are no contacts with the African...

the same previous answer

End of Report