1st QUALITY ASSURANCE REPORT
November 2017 - May 2018

Prepared by EFMD

Co-funded by the Erasmus+ Programme of the European Union

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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 Katayavala 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. Internal Quality Assurance Report

2.1) Objectives

As stipulated in the Quality Assurance Plan (D6.01), the objectives of the Internal Quality Assurance Reports (D6.02) are:

- to report on the quality of the project activities and deliverables, using as reference the quality indicators set in the QA Plan of the project
- to report on identified or potential problems and corresponding corrective measures.
2.2) **Timeframe & sources of information**

The 1st QA report covers the activities that took place from **October 2017 (M1) until 17 May 2018 (M7)**. The report is based on information coming from:
- the analysis of the project documents and reports that are shared in the Moodle platform of the project
- the analysis of the results of an online questionnaire which addressed the participants in the International Capacitation Programme (ICP) in Europe.

3. **Planned Activities & Progress: M1 until M8**

3.1) **Planned activities**

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

- The “twining” of the African Universities with the EU universities, for the support of the African partners throughout the project lifecycle.

- The elaboration of a “Needs Analysis and State of Play” by the African partners.

- The selection of the CHAMPIONS, 8 academics and 2 non-academics from each African university, to attend the International Capacitation Programme (ICP) in EU. The CHAMPIONS start and continue during the ICP their professional development plan (PDP).

- The implementation of the ICP. The 32 academics and 8 non-academics attend a 3-weeks introduction training period in NOVA SBE on Social Innovation & Economic Development and soft skills development. For the second phase the 32 academics only, are separated in teams of 8 based on their field of expertise and are hosted by the 4 EU Universities. There, they attend 2-weeks trainings related to their profession; Economies & management (NOVA BSE - PT), Engineering (ULB – BE), Social Sciences (KCL – UK) and Health (UM – NL). For the third part, the 32 academics return to NOVA SBE, for a training period focused on Social Innovation & Social Entrepreneurship.

- The launching of the 4 Centers for Academic Development, 2 in Angola and 2 in Mozambique. The African partners, were charged at this stage with ensuring the location where the CADIs will be established and with drafting a preliminary strategic plan.

- The creation of the visual identity of the project, including logo, website and brochure and dissemination of the first project activities in EU and Africa while for Africa in particular the same would be done for- the CADIs.

- Two consortium meetings, including the kick off.

3.2) **Progress of the workplan**

The table below gives an overview of the activities planned to be completed until M8.
<table>
<thead>
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<th>Activity</th>
<th>Planned to be completed</th>
<th>Completed</th>
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<td>Detailed plan of the International Capacitation Programme</td>
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<td>M4</td>
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<td>WP3.02</td>
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<td>WP3.06</td>
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<td>WP4.02</td>
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<td>M8</td>
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<tr>
<td>WP7.02</td>
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<td>Leaflets and posters</td>
<td>M2</td>
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<td>WP7.04</td>
<td>News</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>WP7.05</td>
<td>Meetings with stakeholders</td>
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<td>In progress</td>
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<td>WP7.06</td>
<td>International Network</td>
<td>M2 &amp; ongoing</td>
<td>In progress</td>
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<tr>
<td>WP7.07</td>
<td>Institutional workshops</td>
<td>M5 &amp; ongoing</td>
<td>In progress</td>
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<tr>
<td>WP8.01</td>
<td>Detailed project plan</td>
<td>M2</td>
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<tr>
<td>WP8.04</td>
<td>Virtual platform of collaboration</td>
<td>Ongoing</td>
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<tr>
<td>WP8.06</td>
<td>Consortium meeting 2</td>
<td>M7</td>
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</table>
The project activities progressed without major delays or deviations from the original planning. Some deliverables were postponed slightly, in order to coordinate with the initiation and completion of the ICP.

The project leader adapted the original plan of the ICP in order to fit the different schedules of 8 institutions in Africa and EU. A re-arranging of the different phases of the ICP took place, with the scientific TOPIC training period organised first, the trainings on Social Innovation following, with the participation of the non-academics and finally the training period on Social Entrepreneurship in NOVA SBE addressing only the academics. This adjustment did not affect participation in the programme nor the content of the trainings.

Other parallel activities such as the Needs Analysis of the African partners (D1.01) and the planning and the communication strategy of the CADIs (D1.04 & D1.05) are in progress. Some activities related to general dissemination and promotion of the project, have been completed. The project has a dedicated website and brochure and is currently organising the first major dissemination event in Angola (M11).

The project consortium implemented both consortium meetings at NOVA premises, according to the planning until M8, with the second one taking place in conjunction with the ICP graduation ceremony.

4. Overview of the produced documents and reports

4.1) Objectives

The project partners produce documents, reports and other material, as main deliverables and/or in order to support the progress of other activities. These are available on the Moodle platform of the project and their review can provide more information regarding the progress of the project and its quality. The mark “?” indicates that there is still work to be done for this deliverable.

4.2) Analysis

1) D1.01 Needs Analysis and state of play: During the first month of the project all partners complete the needs analysis, a process which had started during the preparation of the proposal. The template, was agreed during the kick off meeting. The TWIN universities were also selected taking into account previous collaborations and common activities between the institutions.

At the time of the QA assurance report, the Needs Analysis Reports have not been completed and shared by all partners. A big part of this process started during the application stage and its results were taken into account for the design of the project and particularly the ICP. However, UDI-A is currently preparing for the capitalisation of the results of the ICP. Receiving and discussing the partners’ needs analysis on time is an indication that will be taken into account for the planning of the next activities. At the second phase of the project the African partners proceed to design academic courses and draft research projects aiming at engaging more actors and at bringing positive local impact, while the TWIN European institutions provide online (mentoring) support. The existence of the needs analysis report is crucial in order to prepare guidance for assisting the partners to identify their focus during this process.

2) D1.02 List CHAMPIONS for change: Each African Partner selected 8 academic and 2 non-academic staff to participate in the ICP. During the kick off meeting, the process and the criteria for the selection
were discussed and agreed among all the partners. A common call for applications was launched in order to ensure that the selected CHAMPIONS (academic and non-academic) would meet the following criteria:

**Academic candidate’s profile:**
- Master level.
- Minimum of 5 years’ experience and a maximum of 15 years.
- Evidence of international academic activity in one of the scientific topics: (i) economics, Management and Sustainability, (ii) Inclusive societies, social values, cultures and intercultural communication, (iii) built environment and infrastructure, (iv) health and well-being.
- Sufficient English skills.

**Administrator (nonacademic) candidate’s profile:**
- Bachelor level.
- Minimum of 5 years’ experience and a maximum of 15 years.
- Engagement in continuing education.
- Proactive engagement in the university affairs.
- Sufficient English skills.

The criteria which were set for the selection of the CHAMPIONS are in line with the requirements of the ICP, in terms of academic and professional experience, as well as language skills. At the end, 8 academic and 2 non-academic CHAMPIONS from each institution, 32 + 8 in total, were selected as planned. 30 academics completed the programme and 8 non-academics. 2 participants dropped out, due to reasons beyond the partners’ control. Participation and completion rate exceeded the minimum standards set in the QA plan of the project.

**3) D1.03 Detailed plan and schedule of International Activities:** This refers to fine tuning the schedule of the ICP. A period of “negotiations” in order to accommodate the schedules of the 8 institutions in EU and Africa took place, with NOVA SBE coordinating the process.

A schedule was agreed ensuring full participation and engagement from all sides. This is also reflected by the delivered trainings, the 95% completion rate and the large and diverse participation in the ICP by EU professors. As explained in chapter 3.2, the partners agreed to adapt the originally planned programme of the ICP to accommodate the different schedules of the institutions in EU and Africa. Nevertheless, this did not affect participation and engagement to the activities or the content of the programme as it is described in the project application.

**5) D1.04 Requisites and planning of CADIs:** This translates to laying the groundwork for the operation of the 4 Centers for Academic Development. At this stage, the African partners were charged with ensuring the location where the CADIs will be established and with drafting a preliminary strategic plan. More specifically, with providing evidence with regards to the chosen premises and sharing a first version of the “vision and mission” of the CADIs, schedule of activities until their operation and the team which will be in charge for the planning.

The presentations of the African partner opened the second coordination meeting in NOVA SBE. All the presentations showed that the partners have completed the first steps with regards to the facilities of the CADIs, they have started the delegation of activities and are aware of the mission and
purpose that the CADIs will serve. This includes sharing during the meeting and through their presentations the first steps/ideas regarding the communications activities, international and local activities, as well as teams in charge of them at their institutions and the CADIs.

6) D1.05 Institutional Communication Strategy: The African partners, in collaboration with their TWIN institution define and produce the institutional communication strategy for the project, aligned with the culture of the institution and region. This strategy will include a name, logo and a selling line that will be used in all project initiatives and dissemination materials.

There is still work to be done concerning the promotion of the CADIs. By the time that this report is being prepared, the African institutions’ strategy has not been shared. Yet, it is recommended to start communicating early enough the launching of the CADIs and the new role that the universities will now take up locally. An institutional communication strategy will enable the partners to identify the target groups that they need to engage and tailor the message. This will make it easier to raise awareness and engage key actors in this process. Opening channels of communication with these groups will allow receiving feedback on time and adapt the planning and operation of the CADIs, if needed.

7) D7.01 Dissemination Plan and Report: An initial dissemination plan was presented during the kick off and discussed with all partners. The topics that the dissemination plan covers according to the project application are level of dissemination, goal, target audience, content, channel, who will disseminate, when it will happen and quality indicators for this process. During both meetings, these issues where indeed discussed and any dissemination efforts are being registered by the partners. Also, besides the already planned dissemination activities, additional ones were discussed during the second meeting.

Some activities are taking place and this includes the production of brochure and flyers, the creation and maintenance of the website, newsletters and other. However, by the time that this report is being prepared the consortium has not shared a specific dissemination and communication plan. The plan could, firstly, provide important directions to the partners locally, on how to plan their institutional communication strategy (paragraph above). In addition, it will describe the characteristics of the target groups that UDI-A intends to reach and through what channels. This will then assist the identification of events that representatives of the project can attend in EU and Africa, the planning of the regional conferences and the creation of a list of contacts.

5. Online evaluation of the ICP

5.1) Online evaluation: Objectives

Two online surveys were launched, one addressing the academic (18 questions) and one addressing the nonacademic (8 questions) participants in the ICP. The surveys were accessible from 7/05/2018 until 18/05/2018 and they could be filled online and anonymously. The complete survey and detailed results can be found in Annex 1 and Annex 2 respectively.

The methodology of the evaluation is inspired mostly by EPAS: EFMD Programme Accreditation System, the EntreCompe: EU Entrepreneurship Competence Framework, and the BSIS: EFMD - Business School Impact System, 3 international frameworks used for the monitoring of higher education activities.
5.2) Results

26 out of the 30 academic CHAMPIONS who completed the ICP, filled in the complete survey. All the 18 questions-statements consisting the survey which addresses the academic participants were evaluated favorably, meaning with either “agree” or “strongly agree”.

The items that were most favorably evaluated are:
➢ The scientific topic training period offered opportunities for networking with African colleagues, 100% agreed.
➢ The training period in NOVA SBE, on Social Innovation and Entrepreneurship offered opportunities for networking with African colleagues, 100% agreed.
➢ The scientific topic training period was useful for the progress of my Personal Development Plan, 96 % agreed.

The items that gathered the less “agree” or “strongly disagree” responses are:
➢ The scientific topic training period achieved the learning objectives set at the beginning, 73 % agreed.
➢ The training period in NOVA SBE, on Social Innovation and Entrepreneurship provided knowledge and tools for the monitoring and evaluation of the projects, 77% agreed.
➢ The training period in NOVA SBE, on Social Innovation and Entrepreneurship provided knowledge and tools for identifying the type of stakeholders to involve in local projects, 77% agreed.

6 out of the 8 non-academic CHAMPIONS who completed the ICP filled in the complete survey:
➢ 6 out of the 8 questions-statements consisting the survey which addresses the non-academic participants, gathered more than 92% “agree” or “strongly agree” responses.
➢ For the remaining two questions, 50% of them agreed with the statement “the training period in NOVA SBE, on Social Innovation and Entrepreneurship, provided knowledge and tools for understanding the distinction between other types of entrepreneurship and social entrepreneurship”.
➢ 67% agreed with the statement “the training period in NOVA SBE, on Social Innovation and Entrepreneurship, provided knowledge and tools for identifying the social problems that my community is facing”.

It is clear that the ICP was a positive experience for the academic and nonacademic participants, professionally and personally.

The evaluation shows that the ICP was in line with quality standards set by the EFMD – EPAS and EFMD – BSIS and concern the importance of delivering programmes equally relevant to three associated and complementary sectors: profession, institution, region. Also in line with quality standards related to the importance of focusing on management and leadership skills as part of trainings which address either academic or nonacademic participants. In addition, it is essential for the quality of a programme to be designed in a way that gives enough space for collaboration and networking. This was the case among African colleagues, as well as between African and European Colleagues.

ICP also succeeded in elaborating the concept of social entrepreneurship as well as the different stages related to developing a local project; identification, implementation, evaluation and engagement of other actors.

However, the nonacademic participants were more skeptical towards the later. ICP was designed to engage the non-academics in activities and trainings – introduction to Social Innovation & Economic Development without going into details to Social Entrepreneurship. In this case, this result makes sense. However, the adjustment of the ICP schedule could have allowed the integration of such an element to
their training and pave the way for whole institutional engagement to the second phase of the project, when the partners start developing such activities locally.

6. Impact & Recommendations

The information under 3.2, 4.2 and 5.2 give a good overview of the project progress and quality. The tables below show the status of the quality indicators for each activity and deliverable, as they were set in QA plan of the project. The table at the end summarizes the risks and mitigation actions.

While it is still early to estimate the impact of the project, there are already some positive indications. The ICP and the project design show that UDI-A is considering activities and results which cover the 7 dimensions that BSIS scheme has identified.

The academic and non-academic participants feel satisfactorily equipped with knowledge and tools for identifying beneficial projects for their communities, as well as the key actors to engage to them. This combined with the launching of the CADIs as the physical space for reaching and meeting with these communities, are positive indications for Financial and Business Development Impact.

The high relevance of the ICP with the CHAMPIONS’s academic field of expertise, combined with the upcoming training of Junior Champions and the development of a Problem Based Learning module at each institution, show that UDI-A has succeeded in initiating Educational and Intellectual Impact, at least at institutional level.

It is early to discuss the issue of Societal and Developmental Impact. The programme of activities of the CADIs, the implementation of pilot courses on Social Innovation and Social Entrepreneurship together implementing innovation projects locally, will provide more information. The review of the project progress and the results of the ICP evaluation, show that the African partners feel equipped with the necessary knowledge and tools to succeed.

At this point, it is recommended to elaborate further the role of the non-academic CHAMPIONS in the next steps of the project. The non-academic CHAMPIONS are more frequently in contact with services extended to the community and are also dealing with the administrative aspects related to international students and teachers. Their role in identifying any problems and recommend solutions for the organisation and running of the CAIs is important. The Strategic Documentation of the CADIs (WP2.02) can provide explicit directions with regards to their contribution to this effort.

The project is currently working on its Image Impact. The online and physical image of the project locally and internationally is of great importance as it reflects the partner institutions’ and regions’ attractiveness for the development of collaborations and other projects. First steps have already been taken however, it is important to create and share an explicit communication and dissemination strategy for the CADIs and the project in general. This strategy will assist in identifying the target groups and in monitoring weather the message reaches them.

The African partners will now move on the consolidation of the ICP locally and this includes creation of tools and strategies for communication, internationalisation and management of their institutions and the CADIs. The Moodle platform of the project can be a very useful tool during this process. The platform can be the place where best practices and case studies from the European partners are shared and regularly updated to be used as reference for this consolidation phase.

To conclude, UDI-A is progressing as planned to its second phase. A very intense period of trainings and travelling has just finished successfully, leaving time for re-organisation and flexibility. During the
second coordination meeting, it became apparent that there is a lot of motivation from the European and African partners to contribute to success of the project.

For the 2nd QA report, the partners’ Needs Analysis, the CHAMPIONS Personal Development Plans and an online evaluation will be used among others as sources of information and in order to assess the way that the project is responding to the needs of the African partners locally.

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<thead>
<tr>
<th>Risks</th>
<th>Mitigation actions</th>
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</thead>
<tbody>
<tr>
<td>• The partners’ Needs Analysis reports are overlooked due to the delay in completing them.</td>
<td>• All needs analysis reports and the overall report are shared in the Moodle platform of the project once they are ready.</td>
</tr>
<tr>
<td>• The project partners miss important opportunities for dissemination (events and contact with key stakeholders) internationally.</td>
<td>• TWIN partners organise online meetings for the discussion of the reports and ways to address them during the next activities—minutes are kept and shared in the platform.</td>
</tr>
<tr>
<td>• The launching of the CADIs and the other activities of the African universities are disseminated only at institutional level.</td>
<td>• A project communication strategy with clear objectives, definition of target groups, communication channels and examples of dissemination activities is shared with all the consortium as soon as possible.</td>
</tr>
<tr>
<td>• The role of the non-academic CHAMPIONS is overlooked, putting emphasis mostly on the academic activities.</td>
<td>• A systematic recording of such activities takes place.</td>
</tr>
<tr>
<td></td>
<td>• A list of contacts and events from EU and Africa, is gradually put together and is updated after each dissemination activity.</td>
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<tr>
<td></td>
<td>• The list is used for sending out newsletters, invitations to project events and requesting expert feedback when relevant.</td>
</tr>
<tr>
<td></td>
<td>• The project – general communication strategy is shared as soon as possible to provide directions for the creation of respective communication strategies locally.</td>
</tr>
<tr>
<td></td>
<td>• The European partners share in the Moodle platform of the project best practices from their institutions for the promotion of their activities in external-local stakeholders.</td>
</tr>
<tr>
<td></td>
<td>• Local stakeholders in the African countries are consulted on how key actors from the communities can be reached.</td>
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<tr>
<td></td>
<td>• A list of local contacts is gradually created for each CADIs. The list is used for sending out newsletters, invitations and requesting expert feedback when relevant.</td>
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<tr>
<td></td>
<td>• The non-academics’ role is clearly described in the preliminary and final strategic planning of the CADIs.</td>
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<tr>
<td></td>
<td>• The teams responsible for the set-up of the CADIs include at least one nonacademic staff.</td>
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### WP 1 - PREPATORY WORK AND INFRASTRUCTURE

<table>
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<th>Expected results</th>
<th>Deliverables</th>
<th>Quality indicators</th>
</tr>
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<tbody>
<tr>
<td>Prepatory work and infrastructure</td>
<td>D1.01 Report Needs Analysis and State of Play and TWINs</td>
<td><img src="image" alt="Report on State of Play and fine-tuned Needs analysis completed as scheduled" /></td>
</tr>
<tr>
<td></td>
<td>D1.02 List CHAMPIONS for change</td>
<td>✓ Four TWIN partnerships defined and accepted by the whole Consortium</td>
</tr>
<tr>
<td></td>
<td>D1.03 Detailed plan and schedule of International Activities</td>
<td>✓ 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</td>
</tr>
<tr>
<td></td>
<td>D1.04 Requisites and planning of CADIs</td>
<td>✓ International activities planned accordingly with the needs analysis</td>
</tr>
<tr>
<td></td>
<td>D1.05 Institutional Communication Strategy</td>
<td>✓ Planning and schedule for setting up the CADIs completed on time <img src="image" alt="Each partner produced a name, logo and communication strategy for the project at institutional level" /></td>
</tr>
</tbody>
</table>
### WP2 - CADIs

<table>
<thead>
<tr>
<th>Expected results</th>
<th>Deliverables</th>
<th>Quality indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 CADIs</td>
<td>D2.01 4 CADIs</td>
<td>□ Physical infrastructure and equipment of 4 CADIs completed as scheduled</td>
</tr>
</tbody>
</table>
|                  | D2.02 Strategic documentation of the CADIs (scheduled for later in the project) | • 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 |
### WP3 – INTERNATIONAL CAPACITATION PROGRAMME FOR ACADEMIC AND NON-ACADEMIC STAFF

<table>
<thead>
<tr>
<th>Expected results</th>
<th>Deliverables</th>
<th>Quality indicators</th>
</tr>
</thead>
</table>
| International Capacitation Programme for Academic and Non-academic Staff | 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 | ✔ 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  
  o the training is relevant to their professional needs  
  o the training is applicable to their university context  
  o the training is applicable to their local context  
  o the learning objectives of the training have been achieved  
  o the training provided balanced theoretical and practical knowledge  
  o the training provided balanced scientific and managerial knowledge  
  o had enough opportunities for networking  
  o had enough opportunities for the development of partnerships  
  o 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 |
<table>
<thead>
<tr>
<th>Expected results</th>
<th>Deliverables</th>
<th>Quality indicators</th>
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<tbody>
<tr>
<td>Social Innovation and Social Entrepreneurship: a Pilot Course &amp; Stakeholders Engagement</td>
<td>D7.01 Dissemination plan and report&lt;br&gt;D7.02 Project website&lt;br&gt;D7.03 Leaflets and posters&lt;br&gt;D7.04 News&lt;br&gt;D7.05 Papers and oral communications&lt;br&gt;• D7.06 Meetings with stakeholders (scheduled for later in the project)&lt;br&gt;• D7.07 International Network (scheduled for later in the project)</td>
<td>• Dissemination plan delivered as scheduled&lt;br&gt;• Project website delivered as scheduled and updated regularly&lt;br&gt;• Dissemination material is updated with the project progress&lt;br&gt;• Dissemination material is reaching the target groups&lt;br&gt;• The CADIs have updated databases of academic and non-academic stakeholders&lt;br&gt;• The CADIs also promote international, in addition to national, activities&lt;br&gt;• The conferences and workshops are attended by representatives of the target groups</td>
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**WP7 – DISSEMINATION AND EXPLOITATION**
Annex 1: Survey questions

Academics:

The scientific topic training period...

provided knowledge relevant to my job
provided knowledge and tools that can be applied to the context of my university
provided knowledge and tools that can be applied to the context of my community
provided balanced theoretical and practical knowledge
helped me understand the importance of soft skills to my professional development
was useful for the progress of my Personal Development Plan
achieved the learning objectives set at the beginning
offered opportunities for networking with African colleagues
offered opportunities for networking with European colleagues
facilitated intercultural awareness

The training period in NOVA SBE, on Social Innovation and Entrepreneurship, provided knowledge and tools...

for understanding the distinction between other types of entrepreneurship and social entrepreneurship
for identifying the social problems that my community is facing
for developing projects to address these social problems
for identifying the type of stakeholders to involve in local projects
for the monitoring and evaluation of the projects

The training period in NOVA SBE, on Social Innovation and Entrepreneurship,

helped me understand the importance of soft skills in developing successful projects
offered opportunities for networking with African colleagues
offered opportunities for networking with European colleagues

Non-academics:

The training period in NOVA SBE, on Social Innovation and Entrepreneurship, provided knowledge and tools...

for understanding the distinction between other types of entrepreneurship and social entrepreneurship
for identifying the social problems that my community is facing
for developing projects to address these social problems
for identifying the type of stakeholders to involve in local projects
for the monitoring and evaluation of the projects

The training period in NOVA SBE, on Social Innovation and Entrepreneurship,

helped me understand the importance of soft skills in developing successful projects
offered opportunities for networking with African colleagues
offered opportunities for networking with European colleagues
Annex 2: Results of the survey