

WP2 / WP5 / WP7

UDI-AFRICA IMPACT IN THE PARTNER UNIVERSITIES

IMPACTO DO UDI-AFRICA NAS UNIVERSIDADES PARCEIRAS

NAME: AMÁLIA UAMUSSE

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UNIVERSITY

	P5- Universidade Agostinho Neto (UAN), AO
X	P6- Universidade Eduardo Mondlane (UEM), MZ
	P7- Universidade Katyavala Bwila (UKB), AO
	P8- Universidade de Lúrio (UniLurio), MZ

TARGET-GROUP: Vice-Rector

1- REASONS TO JOIN UDI-AFRICA AND INITIAL EXPECTATIONS?

The main reasons UEM joined UDI-A were: i) to have access to capacity building on innovation and social entrepreneurship; ii) To enhance and expand the activities of the Center for Academic Development and Innovation (CADI) by integration of social innovation and entrepreneurship thematic in the in-service teacher training for higher education and academic student support and iii) to establish international and regional cooperation and exchanging experiences with African and European institutions.

The initial expectations were: i) Capacity building of the Centre for Academic Development and Innovation (CADI); ii) design of innovative projects with social impact in the communities and iii) establishment of new partnerships with African and European universities.

2 WHAT HAS MY INSTITUTION LEARNED? OR WHAT HAS CHANGED?

UEM has learned important things and some changes have happened:

- i) How to apply entrepreneurial thinking and innovation making University extension the visible face of the connection between UEM and the society;
- ii) How to engage academics, students and stakeholders to solve social problems;
- iii) The capacity of the CADI has been reinforced, through the introduction of topics of entrepreneurship and social innovation. Currently the CADI is preparing new Modules for in-service teacher training and Post-Graduation student support;
- iv) 20 academic and non-academic staff from 04 faculties were trained, who will increase the capacity of CADI to provide further in service training to UEM and to other universities in the country;
- v) 16 students trained in entrepreneurship and social innovation, who can help addressing social problems at UEM and particularly in Mozambican society;
- vi) New partnerships have been established, for instance, with our twin partner Maastricht University, last year, a new project was designed and approved by NUFFIC to revitalize PBL as a pedagogical approach at UEM, through the design of a Master course in Nutrition that will use the PBL methodology.

3- WHAT IMPACT DO I FORESEE FOR MY INSTITUTION

- i) The capacity building of the CADI will have a multiplier effect on the institutional capacity building;
- ii) UEM has a School of entrepreneurship, this fact can help the dissemination of issues related to the development of skills linked to the design of projects for solving social problems in the country, in collaboration with CADI, Champions and students;
- iii) UEM is a reference university in the country, it is expected to help develop capacity of other Higher Educations Institutions (HEI), UEM's CADI is already delivering courses to other institutions. UEM leadership in capacity building programs will be reinforced through introduction of the new acquired knowledge on entrepreneurship and social innovation;
- iv) UEM received important equipment support, twenty computers and one photocopy machine, that will have an impact on the quality of CADI's work;
- v) New partnerships established for further project writing and networks.

4- WHY DO UNIVERSITIES SUPPORT (OR SHOULD SUPPORT) SOCIAL ENTREPRENEURSHIP? HOW OR WHY IS THIS RELATED WITH THEIR MISSION AND TRADITIONAL ACTIVITIES OF TEACHING AND RESEARCH?

Since social entrepreneurship is characterized by collective actions where the objective is to solve social problems through individual and collective projects aiming to answer unmet social needs (Alcoforado et al., 2011), the role of universities is to guide this process in a way to awaken students, teachers, researchers, technical and administrative staff to find solutions to problems that affect society

UEM in particular, when designing new courses, has considered this aspect, favoring content that arouses the entrepreneurial and innovative spirit in the actors of the process of teaching, learning and research to solve problems in the Mozambican context. In this perspective, as a way to develop skills in the trainees for the entrepreneurial and innovative spirit, university teachers must promote meaningful learning, so that in the teaching and learning process of authentic problems that affect society and that can be discussed are addressed.

For UEM, in the context of the new Vision of becoming a research led university, pedagogical innovation using new information and communication technologies is an opportunity for teachers and students to use the entrepreneurial culture to solve problems that affect the university itself and through it, impact the academic life and that of the communities.

5- WHY UNIVERSITIES ARE INTERESTED IN CREATING SOCIAL IMPACT AND WHAT IS THE PROCESS OF ESTABLISHING SOCIAL IMPACT INDICATORS & MONITORING SYSTEMS? DOES SUPPORTING SOCIAL ENTREPRENEURSHIP CONTRIBUTE TO ENHANCING THEIR SOCIAL FOOTPRINT?

The strategic plan of the UEM 2018-2028, foresees extension and innovation activities with a transformative impact on society and establishes concrete goals and indicators that should be achieved. These indicators can be used to establish the social impact of developed projects and monitoring procedures. Furthermore, before starting a specific project needs assessment should be carried out and the situation analysis before and after the intervention determined.

6- WHAT IMPACT DO I ANTICIPATE FOR OTHER INSTITUTIONS (DO I ANTICIPATE IMPACT ON OTHER INSTITUTIONS, OUTSIDE THE CONSORTIUM? IN WHAT WAY?)

i) UEM is a reference university in the country, it is expected to help develop capacity of other Higher Educations Institutions (HEI) , therefore UEM's CADi is already delivering courses to other institutions. These institutions will also benefit of the new acquired knowledge on entrepreneurship and social innovation.

ii) Stakeholders of local economic activities will benefit from the innovation projects and entrepreneurial activities designed

iii) The society will benefit from the innovative solutions to specific problems. For instance, the Master in Nutrition using a PBL approach will be designed in active consultation with the relevant stakeholders and the trained professionals of different institutions will help solving malnutrition problems in the country.

7- SUGGESTIONS FOR IMPROVEMENT

UDIA was a very well organised and implemented project and therefore successful. Some problems related to logistical issues of travelling of champions were faced.