



Erasmus+

Cooperation for innovation and the exchange of good practices sub-programme

TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A03-2016
Project number	586047-EPP-1-2017-1-PT-EPPKA2-CBHE-JP
Agreement/decision number	20172983
Project Title	University Development and Innovation - Africa
Language used to complete the form	English

Contractual Data

Dates and Beneficiaries

Dates

Project Start: 15/10/2017	Project End: 14/10/2019
Activities Start:	Activities End:
Project Duration(months): 24	

Beneficiary Data

Role	PIC	Name	Country
Co-Beneficiary / Partner	911130410	UNIVERSIDADE KATYAVALA BWILA	Angola
Co-Beneficiary / Partner	922735878	UNIVERSIDADE AGOSTINHO NETO	Angola
Co-Beneficiary / Partner	923075766	UNIVERSIDADE LURIO	Mozambique
Co-Beneficiary / Partner	998737512	UNIVERSIDADE EDUARDO MONDLANE	Mozambique
Co-Beneficiary / Partner	987860029	EFMD AISBL	Belgium
Co-Beneficiary / Partner	999986290	UNIVERSITE LIBRE DE BRUXELLES	Belgium
Co-Beneficiary / Partner	999975911	UNIVERSITEIT MAASTRICHT	Netherlands
Coordinating Organization / Beneficiary	960782479	UNIVERSIDADE NOVA DE LISBOA	Portugal
Management Contact Person	960782479	UNIVERSIDADE NOVA DE LISBOA	Portugal
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Country: Portugal	

Department

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Project Summary and Horizontal Issues

Project Description

English - 1	<p>The UDI-Africa project wants to empower HEI from partner countries to play an effective impacting role in fostering sustainable and inclusive development in their region and country. African partners will play this role by helping their students to connect with local economic activities and local social processes in a way that these students will either create new value chains or help to enhance the existing ones. UDI-Africa project aims to enhance the quality of teaching and research at four African universities (in Angola and Mozambique) in selected areas, where there is a lack of qualified teachers and a high demand for graduates. In both countries, the project counts one big established university in the capital city and one smaller institution in a province. Each of the African universities will work in pairs with one European partner (TWIN). Academic staff at the African institutions will be trained both in terms of scientific content and teaching methodologies. Administrative staff will be trained in international affairs, student placement and entrepreneurship. The Consortium will organize collective training activities with an emphasis on soft skills development, social innovation and entrepreneurship. Each African partner will select 16 academics and 4 administrators (CHAMPIONS and JUNIORS) to take part in the training and other project activities. As from the 4th and final semester the activities will be open to other staff members and students as well. The two year project will result in 4 x 20 staff members, internationally networked and trained to provide state-of-the-art higher education and services in their respective areas. In parallel to the training, these teams will build or renew at each of the four African institutions a 'Centre for Academic Development and Innovation' (CADIs). The CADIs will provide the infrastructure and framework conditions to help promote and ensure continued networking and training for more cohorts of staff beyond the project life.</p>
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Horizontal Issues

Previous recommendations/follow-up

From the expert's assessment of the application we retrieved a few remarks that are being adequately followed up.

Regarding the Relevance of the project, within WP1, the needs assessment of each institution was fine-tuned in three moments:

- . during the kick-off meeting, the representatives of the Consortium discussed the needs of each institution;
- . before the ICP (International Capacitation Programme), CHAMPIONS were consulted directly regarding specific professional needs;
- . during the ICP, 4 teams of CHAMPIONS were engaged in the development of the Institutional development plans, and more specifically, in the strategy for the CADIS. They defined strategies that took into account the national and regional restrictions of each university.

This reassessment of the needs had impact on the design of the International Capacitation (ICP) and on the strategy and implementation of the CADIS.

Concerning the recommendations in terms of project design and implementation, the CHAMPIONS have drafted the Professional Development Plans (PDPs) during the ICP but the final versions of the PDP of the CHAMPIONS and JUNIORS will be finalised in their home countries, with remote support.

Still on the implementation of the CADIS, as the proposal refers, the strategic documents will be prepared, refined and negotiated over the life of the project and will have to be approved by the Governing Bodies of the Universities before the end of the project.

Regarding the proposed international conferences, there was a mistake concerning the last event in Brussels, already discussed during the grant holders meeting. The event was foreseen in the budget but was not included in the outputs/deliverables of WP7. Concerning the costs of the International events, the conference in Angola is already being co-financed by the Partners P5-UAN, P7-UKB and also by the Government of Angola. This shows the commitment of the institutional and national players in the project.

On the remarks of ambitious work plan on the given time-frame, in the following Consortium meeting (October 2018), the possible extension of the project will be discussed by all partners.

On the topic of the evaluation and accreditation of the social innovation and entrepreneurship module, this was not included in the proposal, but it will be implemented.

With reference to remarks on impact and sustainability, we consider that financial sustainability is partly guaranteed by the involvement of the heads of organizations. The link to government bodies is addressed in the proposal and will be pursued.

Transversal issues

The fundamental motivation behind UDI-Africa is to support the capacitation of four African partner universities in order to intensify and up-scale their positive impact on the sustainable inclusive development, both economic and social, of the regions where they are implanted, according to the national development strategies of Angola and Mozambique. UDI-Africa contributing to the creation of a young workforce qualified in several knowledge areas that will improve the HEIs and will help to achieve the countries' sustainable development goals mentioned in the project proposal.

The project included a major capacitation program of academics and non-academics from the African partner institutions (our CHAMPIONS for innovation and change). These teams of CHAMPIONS already started to connect with other younger academics and researchers (the JUNIORS), students and local stakeholders starting to create a local ecosystem of sustainable and inclusive development.

Furthermore, new Centres for Academic Development and Innovation have been created in the four African Partner Institutions where training actions have already started with the promotion of a culture of social innovation and social entrepreneurship among students and staff.

The teams of CHAMPIONS and JUNIORS selected within the framework of the Project included around one third of women, thus supporting gender balance.

By improving the local HE system, and developing new economic areas with social impact, it is expected that in the long term UDI-Africa will contribute to social cohesion and mobility.

Involvement of people with fewer opportunities

Not applicable

Award Criteria

Typology

Horizontal priorities

Fostering the assessment of transversal skills	<input checked="" type="checkbox"/>
Promoting the take-up of practical entrepreneurial experiences in education, training and youth work	<input checked="" type="checkbox"/>
Promoting the professional development of staff and youth workers in ICT methodologies	<input checked="" type="checkbox"/>
Supporting the production and adoption of Open Educational Resources in diverse European languages	<input type="checkbox"/>
Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways	<input type="checkbox"/>

Linkages

School education	<input type="checkbox"/>
Higher education	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>
Cross-sector	<input type="checkbox"/>

If cross sector is selected

School education	<input type="checkbox"/>
Higher education	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>

CBHE Aims

Support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries.	<input checked="" type="checkbox"/>
Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance.	<input checked="" type="checkbox"/>
Promote people to people contacts, intercultural awareness and understanding.	<input type="checkbox"/>
Promote voluntary convergence with EU developments in higher education.	<input type="checkbox"/>
Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).	<input type="checkbox"/>

CBHE Objectives

Improve the quality of higher education and enhance its relevance for the labour market and society.	<input checked="" type="checkbox"/>
Improve the level of competences and skills in HEIs by developing new and innovative education programmes.	<input checked="" type="checkbox"/>
Enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	<input checked="" type="checkbox"/>
Increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies.	<input type="checkbox"/>
Foster regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation	<input type="checkbox"/>

Specific activities

Curriculum development	<input type="checkbox"/>
Modernisation of governance, management and functioning of HEIs	<input checked="" type="checkbox"/>
Strengthening of relations between HEIs and the wider economic and social environment	<input checked="" type="checkbox"/>

Type of project

National project	<input type="checkbox"/>
Multi-country project	<input checked="" type="checkbox"/>

Regions involved

Region 1 - Western Balkans	<input type="checkbox"/>
Region 2 - Eastern Partnership Countries	<input type="checkbox"/>
Region 3 - South Mediterranean Countries	<input type="checkbox"/>
Region 4 - Russian Federation	<input type="checkbox"/>
Region 6 - Asia	<input type="checkbox"/>
Region 7 - Central Asia	<input type="checkbox"/>
Region 8 - Latin America	<input type="checkbox"/>
Region 9 – Iran, Iraq, Yemen	<input type="checkbox"/>
Region 10 - South Africa	<input type="checkbox"/>
Region 11 - ACP	<input checked="" type="checkbox"/>
Cross-regional	<input type="checkbox"/>
Regional	<input type="checkbox"/>
National	<input type="checkbox"/>

Special mobility strand

The project contains a Special Mobility Strand	<input type="checkbox"/>
The project does not contains a Special Mobility Strand	<input checked="" type="checkbox"/>

Involvement of people with fewer opportunities

YES/NO	<input type="checkbox"/>
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Assessment Criteria

Relevance of the project

Relevance to the objectives

During the 1st year of the project, the coordinator(NOVA) experienced internal changes that may have influenced the project management, namely:

-Conversion of the University to the foundation status, with change of legal entity and implicit financial and legal procedures.
-A new Rectorate Team was appointed, where the initially proposed UDI-Africa project coordinator became the new University rector. The new project coordinator is the vice-rector for Internationalization.

-The International Development Office has undergone a major restructuring, with successive changes in the project management team throughout the year.

In order to overcome these internal challenges, the Rectorate undertook a fast recruitment process for highly qualified staff for a new stable management team for the Project.

The project also faced some external constraints that have affected some activities. Specifically, WP3 (ICP) was completed with changes on the scheduling and content due to:

- increased problems in obtaining visas for the UK, due to BREXIT;
- different academic calendars of the EU partners, and Easter break.

The original plan of the ICP was adapted in order to fit the different schedules of eight 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, followed by the Training on Soft skills, with the participation of the non-academics and finally the training period on Pedagogical Skills and Social Entrepreneurship and Innovation addressing only the academics. This adjustment did not affect participation in the programme nor the content of the trainings.

After the needs analysis, the ICP program has undergone some changes to meet the expectations of African and European partners, including new Labour market needs (e.g. Engineering and Natural Gas in Mozambique).

The program ended up with more sessions than originally planned, therefore more intensive and focused on the real needs of CHAMPIONS and institutions.

In the ICP there was a lack of availability of non-academic CHAMPIONS due to the reduced number of graduates in these countries and to these workers being most in demand locally.

Within this WP3, we also had to deal with specific motivation / commitment differences. Two previously selected CHAMPIONS did not conclude the ICP:

-Anaclides Mossande (P7- UKB) was asked to leave the ICP due to behavioural problems in the topic week.

-Edson Melo (P5-UAN) left due to health family problems.

Both participated in all activities until the day of departure (21st & 27th march respectively) with positive feedback from trainers. Although unexpected, these incidents have been amenable dealt with the partner institutions involved, and settled by mutual agreement.

There were also other external constraints with financial consequences:

-International Currency Transfers to Africa:

-after the transfer, it takes too long for the money to be available because it requires special authorizations

-Loss of purchasing power due to international exchange and high transfer rates and fees

-Partners explicitly requested to be the NOVA to acquire trips and equipment due to the local difficulties. This increased the problems with tendering procedures due to for reaching public purchasing limits in PT.

-Hotel prices in Lisbon increased significantly comparing to the value initially anticipated, due to overall bigger touristic flow in the city in recent years.

-Standard unit cost contribution was not sufficient to support the real travel costs to Nampula (UniLurio). In fact, for the trips during ICP, unit costs per travel distance band did not cover 50% of the real travel costs of P8 participants. Further details in the Grant Management section.

EU Education, Cooperation & Development policies

The project clearly addresses the priority B for the ACP region to improve the quality of learning and teaching through learning and teaching tools, methodologies and pedagogical approaches. This has been achieved through capacity building for academic staff, inclusion of social entrepreneurship development and practice-based learning perspectives into curricula offered at the Partner Country institutions, as well as enhanced practical internships and placements of students in different sectors of the local economies. In addition, the project supports the priority C for the ACP region of improving governance and management of higher education by proposing capacity building for non-academic staff, especially those responsible for internationalisation, entrepreneurship, internships and placement services. The project further supports development of research and innovation capacities under priority C, through interventions targeted at building the capacity of academic staff to support innovation. The relationships to be established during the project lifetime and beyond, together with twinning of Programme Country institutions with Partner Country institutions and staff mobility for project development and dissemination activities, all further support priority C for the ACP region. Furthermore, the project supports priority D for the ACP region through the proposed enhancement of links between education, research and business. The project goes further to propose links with local communities.

Quality of the project implementation

Description of the implemented activities

Briefly, the main activities planned for the 1st year 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 started their professional development plans (PDP) during the ICP and continued it when returned to the host institutions.
- The implementation of the ICP:
For the first phase, the 32 academics only, were separated in teams of 8 based on their field of expertise and were hosted by the 4 EU Universities. There, they attended 2-weeks trainings related to their profession; Economics & management (NOVA BSE - PT), Engineering (ULB - BE), Social Sciences (KCL - UK) and Health (UM - NL). Afterwards, both the 32 academics and 8 non-academics attended training in soft skills in NOVA Doctoral School. For the third part, the 32 academics had a specific training in Pedagogical Skills, and later returned to NOVA SBE, for a training period focused on Social Innovation & Social Entrepreneurship.
- The launching of the four Centres for Academic Development, two in Angola and two in Mozambique. The African partners, were charged at this stage with ensuring the location where the CADIs would 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.
- Sharing the Personal Development Plans of the CHAMPIONS (WP4.01) as well as the needs analysis of the partner institutions (WP1.01). Both deliverables are meant to facilitate the follow up of the International Capacitation Program locally.
- Recruitment of the Juniors (WP4), one Junior for each Champion, to increase the number of the capacitated staff. The Juniors are already being trained by the Champions according to the ICP.
- The 4 Centres 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.
- Regarding the Dissemination Work-package WP7:
Several institutional workshops (WP7.08) have already been organized with the Juniors and students by the CADIs. Also planned are official meetings with local academic and non-academic stakeholders (WP7.06), the establishment of a network of contacts and interested partners (WP7.07), the organisation of one national (WP7.09) and one regional workshop (WP7.09) 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, infographics and website, sharing of news and creation of a paper) based on dissemination plan and report (WP7.1)

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 (already detailed in section Relevance of the Project).

Quality assurance

The quality assurance of the project is addressed in WP6, which is led by Partner P9 (EFMD) an extremely well reputed institution on quality control that is working in close collaboration with the Management team at the coordinator institution (UNL). The quality and monitoring of the project will have contributions from all partners and from an external evaluator already subcontracted.

During the first month of the project, a Quality plan was delivered and presented at the kick-off meeting, involving all partners in their responsibilities. The quality plan included a general evaluation strategy for the project and the schedule of the formal evaluation of the project activities. In general terms, the project will be evaluated concerning compliance with schedule, resource allocation, problems detected and risks and risk mitigation.

The quality plan also defined what is expected from the external evaluator and how this interaction is being made. The role of the external evaluator is important for ensuring an outside look of the project achievements. The external evaluator has been invited to meetings of the project and has access to the documentation of the project.

The quality plan included specific indicators and measures for the activities and deliverables of each work-package, in terms of scheduling, level of accomplishment, risks and their mitigation.

The project Quality Assurance has four internal evaluation moments, one at the end of each semester. Two Internal Quality reports have been delivered until now. Formal evaluation of the project is being done for the interim report and will be done for the final report, with contribution from internal and external evaluation.

In general terms, meetings and events are evaluated in terms of number of participants and feed-back of participants collected in surveys.

Teaching and learning activities are being evaluated in terms of numbers of achievements and by collecting feed-back from staff and students in interviews and surveys.

Social innovation activities will be evaluated by the number and quality of initiatives and feedback from stakeholders involved. Impact indicators will be established for each the social innovation projects.

Dissemination and exploitation activities will be monitored closely, paying special attention to the stakeholders and target audiences of each initiative and deliverables.

The Quality Assurance Plan, and the Quality Reports delivered until now are available for all the Partners and EACA Project Officer through the intranet Virtual Platform of collaboration based on Moodle (<https://online.unl.pt/moodle/mod/folder/view.php?id=27>).

Visibility

The UDI-Africa has a strategy for disseminating the project to the general audience, to create awareness and interest, and more specific dissemination, targeting specific audiences of stakeholders. The main tool for the general public is the website, which initial version was online in the first day of the project. The website has been updated regularly since then (<https://online.unl.pt/udi-africa/>) and received an average of around 200 visits/month. This is structured with a menu with six pages: four concern the project description and partners contacts (UDI-AFRICA, PARTNERS, TOPIC AREAS, WORKPACKAGES), two other are related with dissemination purposes (EVENTS, UDI-AFRICA IN THE MEDIA), following the recommendations in the grant agreement (art. 1.10.8, 1.10.9).

The website is being complemented with news about the project disseminated through Partners' websites, newsletters, social media, newspapers and TV. A Group Facebook page was also created <https://www.facebook.com/UDIAfrica/>.

The Project Coordination/Management team is in close collaboration with the Informatics office of the NOVA Rectorate, which is very helpful in technical maintenance of the Project website. Furthermore, there is a close contact with the Communication Office allowing for the increased visibility and promotion purposes.

Further dissemination activities are detailed in the section: Awareness raising, dissemination, sustainability and exploitation of the project results.

All support material produced by the project for visibility and promotion purposes is available in the Moodle platform:

<https://online.unl.pt/moodle/mod/folder/view.php?id=28>

As described in the grant agreement (art.10.9) all actions indicate the support of the ERASMUS+ Programme of the EU and the corresponding graphic logo.

Equipment

All the equipment costs are allocated to WP2 that includes the creation of CADIs. Each CADI will be equipped with computers for each CHAMPION and JUNIOR. CHAMPIONS will be using a laptop computer delivered during the ICP. JUNIORS will be working in desktop computers, installed at the CADI. Additionally, an all-purpose printer will be installed to be used as needed.

-Equipment(s) already acquired by the project:

52 laptop computers (including the corresponding Windows office licence and mouse)

-Equipment(s) already delivered at the beginning of the ICP(WP3) to whom:

10 laptops to P5-UAN; 10 laptops to P6-UEM; 10 laptops to P7-UKB; 12 laptops to P8-UniLurio. The numbers differ from the original plan because some partners preferred to receive only laptops and no desktop computers (UKB) or 2 more laptops and 2 less desktops than planned (UniLurio).

-Equipment still to be delivered:

10 laptops to P7-UKB, to be delivered at the Consortium Meeting in late October 2018 in Benguela.

-Equipment still to be acquired:

Ongoing tendering procedure for acquisition of 28 desktop computers and 4 printers to be delivered during the 2nd year of the project.

Acquisition and transport to Africa is taking longer than anticipated. This is a work in progress.

The project includes activities relating to curriculum development

Yes

No

Teaching / Training Activities

Yes

Mobility for Teaching, Training and/or project research activities

The main Mobility for Teaching and Training activities took place within the frame of the WP3 (International Capacitation Programme-ICP).

WP3 aimed at allowing CHAMPIONS to have an intensive and immersive experience that provided more general learning opportunities (training and seminars) but also created personalized learning paths, aligned with their PDP, through the study visits and job-shadowing actions. It had the important role of reinforcing personal relationships between academics of the same field of study, African and European and to create an important network of contacts.

From the Needs Analysis (WP1) it was possible to identify 4 topics that help African partner universities to play an effective and impacting role in fostering sustainable development in their countries:

a)Economics, management and sustainability;

b)Build Environment and Infrastructures;

c)Health and well-being;

d)Inclusive societies, social values, cultures and intercultural communication.

During the ICP Preparation, each African University selected a team of 8 academic CHAMPIONS, 2 from each of the broad areas identified above, and 2 non-academic CHAMPIONS engaged with the areas of International Affairs and Student Placement/Entrepreneurship.

The International Capacitation Programme included three parts:

1-The 32 academics only, were separated in teams of 8 based on their topic of expertise and were hosted by the 4 EU Universities. There, they attended 2-weeks trainings related to their profession; Economics &Management (NOVA BSE - PT), Engineering & Environment (ULB – BE), Social Sciences (KCL – UK) and Health (UM – NL).

2-Both the 32 academics and 8 non-academics attended training in soft skills in NOVA Doctoral School.

3-The 32 academics had a specific training in Pedagogical Skills, and later returned to NOVA SBE, for a training period focused on Social Innovation & Social Entrepreneurship.

Details on the Training sessions are provided on the Meetings, Training and Mobilities Table and Tables with Achieved Results of the present E-Report.

No

Quality of cooperation

Project management

Regarding the Partnership Agreement, given the difficulties and costs of sending hardcopies to the four African cities, an electronic version of the Partnership agreement circulated among all the partners. After the final agreement was reached, it was decided to sign a single version throughout the Consortium.

The work-package WP8 deals with all activities related with the general management of the project. It is led by NOVA (P1) with P5-UAN as co-leader. This WP requires strong collaboration of all partners of the Consortium.

WP8 is in interaction with WP6, proposing the KPIs, and defining tools and strategies that will be used during the lifetime of the project. KPIs will be naturally associated with the milestones and activities of each WP. Joint coordination of the project has been handled by the consortium meetings where all partners have participated.

The consortium has set up an intranet Virtual Platform of collaboration in Moodle to facilitate the workflow of the different WPs.

The Coordinator P1 has been in frequent and close contact with all partners, asking for frequent feedbacks on the position of each milestone relative to its KPIs. The communication is made essentially by email to the Consortium or bilateral e-mails or phone calls, in Portuguese and /or in English.

We tried to organize some virtual meetings/Conference calls but partners did not show up.

There were also additional face-to-face meetings, taking advantage of the partners' trips to Lisbon (it happened with João Salavessa (UniLurio), Sabino do Nascimento (UAN) and Zacarias Nhamumbo (UEM)).

However, there were some constraints, as already mentioned in other parts of the report:

- University converting to foundation, new rectorate team and NOVA reorganization.
- UAN with a new Rector
- African Institution not familiar with

The following milestones have been reached:

- Complete and disseminate the detailed work-plan and schedule of the project (December 2017)
- Set-up the Virtual Platform of collaboration (November 2017)
- Kick-off meeting completed (November 2017)
- Second Consortium Meeting completed (April 2018)
- Complete Interim report (October 2018)

The performance indicators of WP7 are as follows:

- Project activities completed on time
- Interim report completed on time
- Interim of project by the EACEA is positive
- Final report completed on time
- Final evaluation of project management by the EACEA is positive
- Internal evaluation of project management by Consortium members is positive
- Partners participate in consortium meeting

It is important to refer that the Consortium has effectively dealt with some conflicting situations regarding mostly communication issues, different expectations and cultural differences. Conflict resolution measures were applied and problems were solved with impact to the project activities and goals.

Involvement of partners and stakeholders

During the Kick-Off meeting, NOVA presented a detailed plan of the project, with all KPIs, activities, tasks and deliverables. The work-plan was discussed and adapted as needed. This plan is being used to follow the development of the WPs. The leaders of each WP are expected to contribute to the continuous update of the work-plan. A total of 4 Consortium meetings were planned (2 already occurred) in crucial times to ensure the project develops as expected.

The Local Management Team of the CADIs will have an important contribution to the management of the project. Including the CHAMPIONS as members of the LMTs, as they are the direct beneficiaries of the project, will contribute to ensure that the goals will be achieved. The CHAMPIONS have already started to create additional impact at their home institutions, by organising training, meetings and other events to promote the participation on the project activities.

The UDI-Africa project is already known in other Portuguese speaking countries and the Consortium has been contacted to extend the activities to other geographies. Other EU Higher Education Institutions (University of Cambridge and University of Lancaster) have also contacted the Consortium to identify synergies between UDI-Africa and other initiatives in African countries promoted by these institutions.

The leaders of Quality, Dissemination and Exploitation and Management, have prepared and circulated templates to standardize reporting of specific activities.

During the first month of the project, NOVA setup a virtual platform of collaboration (using Moodle), an online working space structured around the project's WPs. All partners have access and editing privileges. WP leaders have the responsibility to manage their specific area, making sure that it is updated at all times.

The Coordinator P1 has been in frequent and close contact with all partners. Given the geographical dispersion of the project partners, the communication is made essentially by email to the Consortium or bilateral e-mails or phone calls. Also, NOVA has received some visits of CHAMPIONS and other Partners when they pass by Lisbon, allowing for the direct update of some needs and information.

To address conflict resolution, the Consortium adopted a management structure of leaders and co-leaders, one African and one European. It is expected that this option will contribute to improve communication and understanding among partners. For conflicts that may come up at local level, the TWIN partner will have an important role to resolve issues. When conflicts cannot be solved within or among partners, the Central Project Coordinator NOVA can be asked to act as a mediator. If the conflict involves NOVA itself, the leader of the Quality WP can be asked to hear the parties and propose a solution. Decision and conflict solving mechanisms will be clearly communicated to the partners at the start of the project.

One of main goals of UDI-Africa is to bring Academia and Society closer. The CADIs are expected to organize several meetings and events with stakeholders, including authorities, companies, NGOs and other social partners. These stakeholders will also be involved more actively in the Social Innovation dimension of the project. They may be viewed as players or as beneficiaries of the projects. Some of the stakeholders will be funding players and they will be targeted with specific actions, concentrated in the final semester of the project.

Other HEIs from the two countries will be also reached through the dissemination activities of the CADIs. They will be invited to participate in the international, national and regional events. HEIs will also be invited to be part of the UDI-A network.

Management of the grant

The partners have been familiarized with the rules for managing the grant through a financial guide. This was created by the Coordinator P1, presented at the Kick-off meeting, distributed by all partners and available in the Virtual Platform (moodle). In both Consortium meetings there was a great deal of time devoted to financial issues. All the documentation distributed during the Grant Holders Meeting was passed to partners.

However, the African partners show some difficulties with Financial reporting and filling the due documentation. For example, staff costs, they have performed tasks that were directly necessary to the achievement of the objectives of the project activities within the ICP (WP3). Still, they have not yet send us any staff timesheets signed.

Following EACEA advice, these staff costs will not be reported in the present interim report.

To overcome this constraint, we are preparing a Financial/Management devoted session to be presented at the Consortium Meeting in Angola in the end of October 2018. We also anticipate individual sessions with the contact points and staff members of the African Institutions to explain and give examples in detail for managing the grant and how to fill the documentation.

At the Kick-off meeting, African partners reported that they would have great difficulty in receiving the money grant and releasing it on time to manage travel expenses efficiently. Therefore, it was agreed by all that the coordinator P1 would manage all the trips. However, at ICP (WP3) the amounts spent in the acquisition of 40 trips and accommodation for two months abroad brought an increased level of complexity due to the legal procedures of public purchases in PT that are more rigorous and bureaucratic than the Europeans.

Also, standard unit cost contribution is not sufficient to support the real travel costs to/from Nampula (UniLurio-P8 city). In fact, for the trips during ICP the unit costs per travel distance band did not cover 50% of the real travel costs of P8 participants. This is due to the following circumstances:

From Nampula to Lisbon, passengers always have to fly through Maputo (flight 2035km further south from Europe) and spend an extra night's stay. Nampula Airport is a Mozambican domestic airport, with a low number of flights and frequent flight cancellations.

The Mozambican airline LAM is not part of any airline alliance and the high risk of loss of subsequent flights requires a risk management measure to anticipate flights from Nampula.

This type of situation has been reported in Grant Meetings and we know that in 2018 call was introduced a budget heading of exceptional travel costs to deal with these constraints.

For the conference and consortium meeting in Angola, we decided for the same type of management in relation to travel. However, regarding the costs of stay, the money was directly transferred to P5-UAN and P7-UKB, responsible for the meetings organization.

There are still many problems in the transfer of funds and the acquisition of equipment by the African partners that brings an added complexity to the financial management of the project.

There were some problems in managing the CHAMPIONS' expectations regarding costs of stay, as these institutions are not familiar with projects where the host institutions have co-financing responsibilities. This has generated some conflicts, which were suitably solved.

On the other hand, since ICP occurred in the first half of the project, it involved a very large expenditure of funds in real costs (PCs) and unit costs (travel and costs of stay), concentrated in the coordinator. This has left no room to transfer funds to the various partners of the consortium. Therefore, a second pre-finance will be requested.

IMPACT AND SUSTAINABILITY

Awareness raising, dissemination, sustainability and exploitation of the project results

The Project website is being complemented with news about the project disseminated through Partners' websites, newsletters, social media, newspapers and TV. A Facebook page was also created <https://www.facebook.com/UDIAfrica/>.

A Leaflet and an Infographic poster were produced with information about the project. These have been distributed in events organized by the project partners or others. Specific target audience has been reached with formal communications in conferences in the field of the project or in the scientific areas involved.

Two oral communications have been presented by UNL and KCL regarding the Project. Partners from IHMT- UNL have produced one oral communication and are preparing two papers from a side research project that follows the process of UDI-Africa with the CHAMPIONS of the Health Topic.

The UDI-Africa is investing in the dissemination of the project among specific target groups. To engage local and regional stakeholders, the African Partners will organize regular meetings. Stakeholders include alumni, companies, local authorities and other social organizations. The Consortium wants them to contribute to the definition of the strategy for the CADIs and for the scientific update that will take place. These stakeholders will be interacting closely with the CADIs and with the students in the social innovation and social entrepreneurship projects.

The CADIs will organise events, targeting specific audiences at institutional, regional and national level. These will be important to create awareness and interest around the project activities. During this 1st year, the CADIs have promoted several Institutional workshops, organized by the CHAMPIONS where some of the training acquired during the ICP has been replicated with academics, non-academic staff, the selected JUNIORS and students.

UDI-Africa will organize 3 international conferences. One in Angola, at the end of the first year, one in Mozambique in the second year, and one in Europe. The goal is to largely disseminate the project, create awareness and interest and to find national and international funding to continue the project activities.

All partners are contributing to the general dissemination of the project and project results, through existing communication channels. P9 is an international network whose membership counts nearly 900 members from 86 countries. It will give an important contribution to the dissemination of the project. P10 is an international network of universities and will have an important role in dissemination.

The exploitation of the outputs of the project started in month 6, when the CHAMPIONS returned home. The knowledge and skills acquired have been transferred to the local institution and multiplied by recruiting and training JUNIORS. The transfer of the capacitation will continue to be passed to the institution through the pedagogical and scientific updated pilot modules that will affect many students. The creation of a Social Innovation course at the African Institutions is again another form of exploiting the results of the ICP. It is expected that this course has impact in the Institution, students and external stakeholders. The organization of several workshops will, hopefully, convert new members of staff from the partner universities or from other universities, to the areas covered by this capacitation programme.

The ongoing UDI-Africa network will have an important role of passing good practices among the members of the Consortium but also to other HEIs of the African Partner Countries.

All support material produced by the project for dissemination is available in the Moodle platform: <https://online.unl.pt/moodle/mod/folder/view.php?id=28>

Statistics and Indicators

Type of equipment:

books and pedagogic material

- audio-visual equipment
- Computers and software
- lab material
- Other

For Curriculum Development projects

Yes

Level of new/updated courses:

- Short cycle
- 1st Cycle (e.g. Bachelor)
- 2nd Cycle (e.g. Master)
- 3rd Cycle (e.g. Doctoral)
- Vocational Education and Training

Type of recognition:

- HEI Degree
- National degree
- Multiple Degree
- Joint Degree

Volume (in ECTS) of new/updated courses

The new study programme includes:

- Placements/internships for students
- Career orientation service
- Career development measures

Number of learners / trainees

enrolled (per intake / course delivery)

Type of skills/competence developed:

- Transversal/behavioural skills
- Technical /academic /scientific / research skills
- Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project

For Training/Mobility Activities

Number of partner country "HEIs' students" trained

Number of partner country "HEIs' academic staff" trained

Number of partner country "HEIs' administrative staff" trained

Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)

IMPACT AND SUSTAINABILITY

Impact at individual level

Extent of attention given to vulnerable groups

Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs

Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs

Number of direct beneficiaries in the PCs (/year): HE students

Number of direct beneficiaries in the PCs (/year): non HE individuals

Impact at institutional level

Extent of impact at institutional

level: for instance new courses / strategies (policies, regulations) / services (units, centres)

Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)

totally accomplished

Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)

totally accomplished

Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE

to a very small extent

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)

to a small extent

Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions

to a very high extent

Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)

totally accomplished

Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries

totally accomplished

Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)

totally accomplished

Measures contributing to improving lifelong learning approaches in the Partner Country HEIs

to a high extent

Sustainability

Institutional support for Partner Country HEIs to sustain project results

to a very high extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- Partner HEIs
- Public authorities in Partner countries
- NGOs
- Private sector
- European Union
- Other

QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation

to a small extent

Involvement of non-educational stakeholders in the project implementation

to a high extent

RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries

to a very high extent

Project potential to promote EU's horizontal policies

- Agriculture, fisheries and foods
- Business
- Climate action
- Cross-cutting policies
- Culture, education and youth
- Economy, finance and tax
- Employment and social rights

Energy and natural resources

- Environment, consumers and health
- External relations and foreign affairs
- Justice, home affairs and citizens' rights
- Regions and local development
- Science and technology
- Transport and travel

Meetings, Training and Mobilities

Meetings, Trainings and Mobilities

Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Angola	Benguela	29/10/2018
Mozambique	Nampula (estimated date)	15/09/2019
Belgium	Brussels (estimated date)	14/10/2019
Portugal	Lisbon	02/11/2017
Portugal	Lisbon	23/04/2018

Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
1	Training	Academic staff – teaching	Number Female	4	Angola	Portugal	6	100
1	Training	Academic staff – teaching	Number Male	12	Angola	Portugal	6	100
1	Training	Academic staff – teaching	Number Female	6	Mozambique	Portugal	6	100
1	Training	Academic staff – teaching	Number Male	10	Mozambique	Portugal	6	100
1	Training	Non-academic staff	Number Female	3	Angola	Portugal	2	100
1	Training	Non-academic staff	Number Male	1	Angola	Portugal	2	100

1	Training	Non-academic staff	Number Female	1	Mozambique	Portugal	2	100
1	Training	Non-academic staff	Number Male	3	Mozambique	Portugal	2	100
1	Training	Academic staff – teaching	Number Female	1	Angola	Netherlands	2	100
1	Training	Academic staff – teaching	Number Male	2	Angola	Netherlands	2	100
1	Training	Academic staff – teaching	Number Female	2	Mozambique	Netherlands	2	100
1	Training	Academic staff – teaching	Number Male	2	Mozambique	Netherlands	2	100
1	Training	Academic staff – teaching	Number Female	1	Angola	United Kingdom	2	100
1	Training	Academic staff – teaching	Number Male	4	Angola	United Kingdom	2	100
1	Training	Academic staff – teaching	Number Female	1	Mozambique	United Kingdom	2	100
1	Training	Academic staff – teaching	Number Male	2	Mozambique	United Kingdom	2	100
1	Training	Academic staff – teaching	Number Male	4	Angola	Belgium	2	100
1	Training	Academic staff – teaching	Number Female	1	Mozambique	Belgium	2	100
1	Training	Academic staff – teaching	Number Male	3	Mozambique	Belgium	2	100
1	Training	Academic staff – teaching	Number Female	2	Angola	Portugal	2	100
1	Training	Academic staff – teaching	Number Male	2	Angola	Portugal	2	100
1	Training	Academic staff – teaching	Number Female	2	Mozambique	Portugal	2	100
1	Training	Academic staff – teaching	Number Male	3	Mozambique	Portugal	2	100

Attachments

Type of File	Name of the File
Budget Table	UDI-AFRICA_586047_cbhe_2017_financial_statements.xlsx
Declaration of Honour	Declaration of honour_UDI-AFRICA_586047_cbhe_2017.pdf
Table of achieved results	Table Achieved-Planned Results_UDI-AFRICA_586047_cbhe_2017.pdf
Dissemination/Exploitation Plan	Dissemination Plan & Report_UDI-AFRICA_586047_cbhe_2017.pdf
Quality Assurance Plan	Quality assurance plan_UDI-AFRICA_586047_cbhe_2017.pdf
Report Special Mobility Strand	
Request for Payment	Cost incurred & request 2nd pre-financing_UDI-AFRICA_586047_cbhe_2017.pdf