

4th QUALITY ASSURANCE REPORT

May 2019 - December 2019

Prepared by EFMD



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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 Katavala 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. 4th QA Report - Overview

This report covers the activities which took place from May 2019 (M20) until December 2019 (M27). The report is based on information coming from:

- the project documents and reports that are shared on the **Moodle platform** of the project
- observations from the **2nd International Conference** of the project in Maputo, Mozambique (Nov. 2019)
- the analysis of the results of **2 online questionnaires** addressing the participants in the conference in Maputo and the Champions & Juniors.

3. Planned Activities & Progress: M20 until M27

3.1) Planned activities

The project has been extended until April 2020. According to the updated planning, the key activities which started and/or completed this period are the following:

- The 2nd international conference of the project, is planned to take place in November 2019, hosted by Universidade Eduardo Mondlane, in Maputo, Mozambique (WP7.11).
- All partner universities complete the strategic documentation of the CADIs (WP2.02).
- The CADIS keep organising promotional activities and the presence of local and international stakeholders is continuous and feeds the development of the strategic documentation (WP7.05 – WP7.09).
- CHAMPIONS and JUNIORS develop a new or adapted module that uses student centred approaches and problem-based learning. The module is integrated in one of the courses they teach (WP4.02).
- CHAMPIONS and JUNIORS produce draft research projects, based on the scientific trainings they attended during the capacitation programme. A research project can be done individually or in collaboration with other teams, it can include other partners or local stakeholders (WP4.03).
- CHAMPIONS and JUNIORS create a pilot course on Social Innovation and Social Entrepreneurship of a duration of 20 hours. The students who attend the course are supported to develop social innovation and entrepreneurship projects, in collaboration with local stakeholders (WP5.01).
- The partners update regularly the project dissemination material (leaflets, posters and website, sharing of news and papers) based on dissemination plan and report (WP7).
- Preparations for the final conference in Brussels have started, including selection of the students who will attend and present their projects, other African participants, possible speakers and other activities.

3.2) Progress

The table below gives an overview of all the project the deliverables and their progress.

WP	Activity	Planned to be completed	Completed
WP1.1	Needs analysis and state of play	M2	Completed (M2)
WP1.02	Champions for change	M2	Completed (M2)
WP1.03	Detailed plan for the ICP	M3	Completed (M3)
WP1.04	Requisites and planning of CADIS	M2	Completed (M7)
WP1.05	Institutional Communication strategy	Ongoing till end of the project	Ongoing
WP2.01	4 CADIS	Ongoing till end of the project	Ongoing
WP2.02	Strategic documentation of the CADIS	M24	In progress
WP3.01	Workshop "Inclusive social and economic development – a multidisciplinary approach"	M5	Completed (M6)
WP3.02	Workshop "Social Innovation and Social Entrepreneurship" - an introduction	M5	Completed (M6)
WP3.03	Soft skills training sessions	M5	Completed (M6)
WP3.04	Scientific Workshops	M5	Completed (M6)
WP3.05	Study visits, job shadowing, attending classes	M5	Completed (M6)
WP3.06	Course in Social Innovation	M5	Completed (M6)
WP4.01	Individual Personal Development Plans	Ongoing till end of the project	Ongoing
WP4.02	Pilot module with PBL	M22	Completed (M22)
WP4.03	Draft research projects	M22	Completed (M22)
WP4.04	List of Juniors	M11	Completed (M11)
WP4.05	Juniors' training by Champions	Ongoing till end of the project	Ongoing
WP5 Milestone	8 to 10 students' recruitment for the Pilot Course	M13	Ongoing

WP5 Milestone	Local stakeholders' submission of proposals for the pilot course	Ongoing till end of the project	Ongoing
WP5 Milestone	CADIs' involvement in preparing the steps for the pilot course	Ongoing till end of the project	Ongoing
WP5.01	Pilot course on Social Innovation and entrepreneurship	M24	Completed (M24)
WP6.02	Internal Quality report 3	M24	Completed (M19)
WP6.03	External Quality report	M24	In progress
WP7.01	Dissemination Plan and Report	Ongoing till end of the project	Ongoing
WP7.02	Project website	Ongoing till end of the project	Ongoing
WP7.03	Leaflets and posters	Ongoing till end of the project	Ongoing
WP7.04	News	Ongoing till end of the project	Ongoing
WP7.05	Papers and oral communications	Ongoing till end of the project	Ongoing
WP7.06	Meetings with stakeholders	Ongoing till end of the project	Ongoing
WP7.07	International Network	M24	Ongoing
WP7.08	Institutional workshops	M24	Completed (M24)
WP7.09	Regional workshop	M19	Completed (M19)
WP7.12	International Conference Mozambique	M24	Completed (M24)

WP7.13	International Conference Brussels	M29	Preparation in progress
WP8.01	Detailed project plan	M2	Completed (M2)
WP8.02	Interim report	M12	Completed (M12)
WP8.03	Final report	M30	In progress
WP8.04	Virtual platform for collaboration	Ongoing till the end of the project	Ongoing
WP8.05	Consortium meeting 1	M1	Completed (M1)
WP8.06	Consortium meeting 2	M7	Completed (M7)
WP8.07	Consortium meeting 3	M12	Completed (M12)
WP8.08	Consortium meeting 4	M24	Completed (M25)

4. Project deliverables – quality review

This section reviews some of the project deliverables and activities in relation to the quality indicators established in the quality assurance plan. Based on the review, the quality indicators in [ANNEX 1](#) are updated, as well as the recommendations table in [Chapter 5](#).



1) WP7.11 - 2nd International Conference, Maputo, Mozambique

The conference was hosted by Universidade Eduardo Mondlane on 4-6 November 2019. It brought together 168 participants; Champions, Juniors, Students, the project partners, the governance of the partner universities, representatives of other EU projects implemented in Africa, as well as representatives from the EU delegation in Mozambique and the Mozambican Ministry of Higher Education and other policy makers.

The 2nd conference was expected to address the issues raised regarding the content of the first conference organised in Luanda (11/2018). The participants on that time expressed their overall satisfaction regarding conference but they requested more opportunities for the engagement of the audience and to allow debates in between the sessions.

The same survey was launched again for the conference in Maputo, so that the project maintains an overview of how the progress. The survey asked the participants' view on the following topics:

- Opportunities for sharing and generating knowledge during the conference
- Opportunities for networking
- Engagement of the audience
- Relevance of the theme/topics with the participants' professional interests
- Relevance with the UDIA objectives
- Scheduling and punctuality

28 participants completed the survey. The response rate is lower than expected but high among the champions, the main target group of the project. Detailed answers, can be found in ANNEX 2.

All aspects were evaluated favorably with the "relevance (of the conference topics) with your professional interests" gathering the most positive responses, while the "scheduling and punctuality" gathered the most "average" responses.

The partners included in the conference program more interactive and breakout sessions, led by various stakeholders from EU partners to Mozambican students. The conference covered a range of topics, from possibilities to collaborate with other social entrepreneurship projects in Africa and the potential impact of the Champions' draft project ideas, to ways to promote the work of the CADIs internationally. This is important to mention that the conference in Luanda accommodated such topics as well. However, there has been significant progress in terms of variety and inclusiveness, which emphasises the constructive way that feedback is perceived by the consortium ([Conference schedule and speakers](#))



WP2.02 – CADIs' Strategic Documentation

During the conference in Maputo, an interactive session was organised by UM and NOVA, to engage the partners in a discussion regarding this task, provide an overview of the way that partners developed



the documentation and its content. Even though the partners have completed the task, the material is not yet available to the QA partner. The strategic documents should include information on the Vision, Mission, Aims and Objectives of the CADIs, budget and funding sources, the organizational model and how they will be integrated in the university organizational structure and the composition and function of the Local Management Team, External Advisory Board and Staff. They are not just a descriptive narration of the CADIs' activities.

The strategic documentation of the CADIs constitutes the strongest indication regarding their future and sustainability. Sharing this material with the EU partners and the quality partner as early as possible, will offer enough time to review the quality indicators with regards to this task and provide feedback to the African partners before the official end of the project. The strategic documentation can also offer the base for discussions and networking during the final conference in Brussels. Given the importance and utility of this task, it is recommended to announce its completion via email to the rest of the consortium and share it as soon as possible with the EU partners.



WP4.02 - Pilot module PBL (Problem Based Learning)

UKB, UL and UEM reported the update of an existing **training** with the integration of a PBL module. UAN will organize a PBL course in the first months of 2020, with support from the colleagues from Maastricht University and Université Libre de Bruxelles.

For this reporting period we asked via an online survey the Champions and Juniors whether they have implemented changes on their teaching methods, changes inspired by UDI-A. Their responses show that the emphasis that UDI-A has placed on the integration of student-centered approach and PBL has had a big impact on them. 23 out of the 29 respondents reported that they applied changes on their approach, while more than half of those who elaborated, referred specifically to PBL. A variety of other student-centered methodologies are also presented, as well as changes related to boosting entrepreneurial activities and soft skills in general. More details on the results of the survey can be found in ANNEX 3.

Some of the partners went further as to forming new consortiums with objective the extension of such changes to more university courses. Maastricht University has been awarded a grant of €950.000 for an Orange Knowledge Programme project in Mozambique. The Dutch partners will support Universidade Eduardo Mondlane (MZ) with the development of a Problem-Based Learning multidisciplinary master's programme in nutrition.

The role of the EU partners has been crucial in this task. The regular twinning and mentoring activities throughout the project, all directed towards building capacity for combining science & entrepreneurship and combining teaching & student center methodologies, have offered a solid base for completing this task.



WP4.03 – Development of draft research projects

EFMD was invited to organise during the conference in Mozambique a session regarding methodologies for impact measurement in social entrepreneurship. The session was organised in collaboration with NOVA.

For the purposes of the session EFMD requested from the Champions and Juniors to fill in an online form and describe their draft research idea; objective, beneficiaries, indicative timeframe and expected results. There was an overwhelming reaction, with 69 research ideas being sent from all scientific fields,

with 13 of them having secured their funding already. The research projects were well presented, with realistic timeframe & expected results and directed towards addressing indeed pressing social issues.

As for the case of the PBL modules, the EU partners have played an important role in this. During the interactive session in MZ which discussed tools for measuring the impact of these projects, the EU partners were very much engaged in the process and familiar with the work of the Champions and Juniors.



It is recommended to emphasise more the participation of local stakeholders at least with an informal consulting role in the design or implementation of such ideas. Engaging the right stakeholders to project implementation and monitoring is essential component of social entrepreneurship and one of the expected results of this project. Even though several promotional activities take place locally, it is not clear at the moment how and through what channels nonacademic actors from the communities are invited to contribute.



WP5.01 Pilot course on Social Innovation and entrepreneurship

All partner universities designed and implemented the pilot while all of them prepared a detailed presentation of the course. An average of 30 students attended the course at each university. The presentations show that indeed the course is developed along the following axes:

- Social Entrepreneurship and innovation
- Setting the problem
- Value proposition
- Solution and sustainability
- Impact Framework
- Pilot Design
- Resource Mobilization
- Communication and final pitch

The courses are of good quality and have been developed as collaborative tasks with the contribution of Champions, Juniors, Students and EU partners. There is an average of 5 draft research project ideas, that come out as results of this pilot course. Some of the students who attended the pilot, pitched their idea during the conference in MZ. 8 of them were selected to be presented in Brussels.



WP7 – Dissemination

More than 10 dissemination activities have taken place since the last QA report (April 2019). The partners have been present to external events which address local, international, academic or nonacademic stakeholders. In these events, the partners are not only attendees but active contributors and this leads in turn to participation of external stakeholders to UDI-A events, as the 2nd International Conference in Maputo showed ([Conference schedule and speakers](#)).

5. Impact & Recommendations

The impact of the project is reviewed in relation to the quality indicators established in the quality plan ([ANNEX 1](#)) and are inspired by [BSIS](#).

The 4 CADIs and the supporting activities were implemented to address the following problem; The lack of knowledge, skills and physical space to translate the academic knowledge to social and innovative entrepreneurial activities that benefit concretely the local communities by addressing pressing social issues. All activities, from the project international conferences until the integration of PBL modules in academic courses, are centered around the CADIs and their objective to address this problem.

Setting up the CADIs is what the project proposed as a means to address this problem. By December 2019, 6 months before the end of the project, there is a number of concrete results originated in the creation of the CADIS. There are also certain indications regarding the outputs of those results and the changes they brought.

4 CADIS and supporting activities

Results	Outputs
Promotional material for the project’s international conferences circulated by all EU and African partners.	Gradual increase in the participation of external academic and nonacademic stakeholders in the project events and awareness around the project locally as well as internationally. Presentations in the project conference of previously unknown yet similar initiatives in Africa
Updated lesson plans or new lesson proposals for the integration of PBL or other student-centered modules submitted by the Champions and Juniors.	New approved projects and partnerships to promote the further use and consolidation of such methodologies and increased institutional awareness around the concept.
Online survey to gather real life examples/projects and prepare a session regarding methodologies for impact measurement in social entrepreneurship.	Improved or updated research and business proposals. Better preparation of the Champions and Juniors in view of them pitching their projects in front of local/international donors and sponsors.
Calls for the recruitment of students to attend the Pilot course on Social entrepreneurship.	Increased involvement of young university students in local initiatives/projects and better synchronization of entrepreneurial activities with social pressing issues.

By the time of the final QA report (April 2020), we expect to be able to discuss the project’s concrete impact. Even though impact measurement is often influenced by several external factors and requires the use of complex assessment tools, the above results and outputs are good indications. They show consistency with regards to achieving the project objectives and that the project has mobilized the appropriate resources. In addition to raising the partners’ capacities for academic development and innovation, the project can potentially impact several aspects of the local economy and in turn the position of the partner universities in the local, national and international spectrum.

Before the end of the project and also in the final conference it is recommended to start emphasizing the participation of local community and key actors and their role in supporting (also in terms of funding) the Champions', Juniors' and students' projects. This will create the circumstances for sharing best practices in terms of stakeholders' engagement as well as funding. An interesting topic in view of the final conference as well.

The next, final QA report (April 2020) will examine more in detail the project outputs, how and what aspects of the target groups' professional life have impacted as well as the communities.

ANNEX 1: Status of the quality indicators for each deliverable

WP 1 - PREPATORY WORK AND INFRASTRUCTURE

Expected results	Deliverables	Quality indicators
Preparatory work and infrastructure	D1.01 Report Needs Analysis and State of Play and TWINS	<ul style="list-style-type: none"> ✓ Report on State of Play and fine-tuned Needs analysis completed as scheduled ✓ Four TWIN partnerships defined and accepted by the whole Consortium
	D1.02 List CHAMPIONS for change	<ul style="list-style-type: none"> ✓ 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
	D1.03 Detailed plan and schedule of International Activities	<ul style="list-style-type: none"> ✓ International activities planned accordingly with the needs' analysis
	D1.04 Requisites and planning of CADIs	<ul style="list-style-type: none"> ✓ Planning and schedule for setting up the CADIs completed on time
	D1.05 Institutional Communication Strategy	<ul style="list-style-type: none"> ✓ Each partner produced a name, logo and communication strategy for the project at institutional level

WP2 - CADIs

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

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

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

WP4 – CONSOLIDATION OF CAPACITATION AT HOME INSTITUTIONS

Expected results	Deliverables	Quality indicators
<p>Consolidation of CAPACITATION at home institution</p>	<ul style="list-style-type: none"> • D4.01 Individual Personal Development Plans (PDPs) x 40 • D4.02 Pilot module with Problem Based Learning • D4.03 Draft Research Projects 	<ul style="list-style-type: none"> ✓ 1 JUNIOR staff for each CHAMPION has been recruited All the CHAMPIONS' PDPs have been concluded and approved (in progress) All the JUNIORS' PDPs have been concluded and approved (in progress) ✓ 8 PBL modules in each partner institution are completed as scheduled (in progress) ✓ 8 students are attending each PBL module (in progress) The students attending the module feel that (in progress) <ul style="list-style-type: none"> ○ the course content is relevant to their professional needs ○ the course content is applicable to their university context ○ the course content is applicable to their local context ○ the learning objectives of the course have been achieved ○ the course provides balanced theoretical and practical knowledge ○ the course provides balanced scientific and managerial knowledge ○ the trainings facilitated international/intercultural awareness ✓ 2 draft research projects in each partner institution are completed as scheduled ✓ The institutions promote the draft research projects for the engagement of stakeholders ✓ The draft research projects elaborate on the intended impact at local level

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

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

WP7 – DISSEMINATION AND EXPLOITATION

Expected results	Deliverables	Quality indicators
Social Innovation and Social Entrepreneurship: a Pilot Course & Stakeholders Engagement	D7.01 Dissemination plan and report D7.02 Project website D7.03 Leaflets and posters D7.04 News D7.05 Papers and oral communications D7.06 Meetings with stakeholders D7.07 International Network D7.08 Institutional workshops D7.09 Regional workshop D7.10 National workshop D7.11 International conference Angola ✓ D7.12 International conference Mozambique D7.13 International conference Brussels (scheduled for later in the project)	✓ Dissemination plan delivered and updated as scheduled ✓ Project website delivered as scheduled and updated regularly ✓ Dissemination material is updated with the project progress ✓ Dissemination material is reaching the target groups ✓ The CADIs have updated databases of academic and non-academic stakeholders ✓ The CADIs also promote international, in addition to national, activities ✓ The conferences and workshops are attended by representatives of the target groups

Default Report

UDI-A Maputo Conference - 4th Quality Report

December 16, 2019 12:27 PM CET

Q1 - Please choose the box that corresponds to your profession or role in the UDI-A

project

#	Field	Choice Count
1	Rector or Vice rector at an African University	1
2	Academic champion	13
3	Non-academic champion	3
4	Junior	4
5	European partner to the project	5
6	Other, associated partner to the project	1
7	Other	1
		28

Showing rows 1 - 8 of 8

Q2 - How would you evaluate the following aspects of the conference?

#	Field	Excellent	Good	Average	Poor	Terrible	Total
1	Transfer and share of knowledge	7	11	9	1	0	28
2	Opportunities for networking	13	9	4	2	0	28
3	Engagement of the audience	10	9	8	1	0	28
4	Relevance with your professional interests	9	15	1	2	1	28
5	Relevance with the objectives of the UDI-A project	11	10	6	0	2	29
6	Scheduling and punctuality	3	10	9	5	1	28

Showing rows 1 - 6 of 6

Q3 - Overall, did the conference meet your expectations?

#	Field	Choice Count
1	Yes	18
2	To some extend	8
3	No	2
		28

Showing rows 1 - 4 of 4

Q4 - Please, add any comments or recommendations that you think are important to consider while planning the final conference of the project in Brussels.

Please, add any comments or recommendations that you think are important to...

No comments at this time

penso que se devia dar mais atenção aos aspectos logísticos, sinto que isso tem influenciado a expectativa dos participantes

create more groups exercises for all participants

It is important to consider that members of the project may be surprised with travel-related unexpected problems that the project should be ready to solve. For example Elsa rodrigues and Botelho Jimbi from the UKB lost the linkage plane to Maputo when they were tranfering in Johannesburg. And, dealing with the issue was not an easy task.

Great job. My sincere gratitude to all the organisers.

The selection of some of the better works/projects that have been presented at all conferences to do somethinh with them or to put them in action

In my opinoin is good to teel the partners all about the project itself, as weel the funding otherwise its complicated ti deal with everything regards projects and institutions.

More network and knowledge sharing

Participation off all champions is crucial to make them understand the next phase of the project

I think that UDI-Africa should identify especific projects and Champions to have more visibility.

N/A

Avoid long travells for participant and beware with the meals in the day the participant arrives.

Early clearance of the program, duties and benefits

The Host Organizers did not create the best conditions for participants

Humanizar a viagem tonado em consideraçã o tempo de repouso e a visita da cidade a titulo pessoal

I was a guest speaker and i wasn't able to attend the conference is full. Subject seems to attracted participants but I would suggest a more practical approach

Nothing to say

The organization should have contacted the subscribers and confirmed that their abstracts had been accepted. They should also have confirmed attendance and informed guests of schedules and program earlier. In the absence of this timely contact, some registrants and guests decided not to attend. But overall it was a very enriching, dynamic and welcoming conference.

Focus on impact

Please, add any comments or recommendations that you think are important to...

The organization and conference was good!

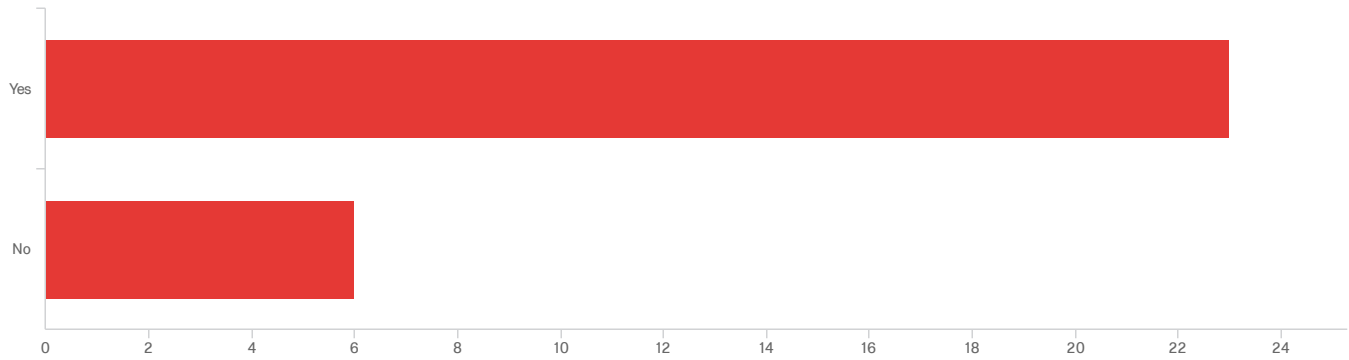
End of Report

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UDI-A QA 4

December 16, 2019 12:28 PM CET

Q1 - Have you applied any changes to your teaching methods inspired by UDI-A?



#	Field	Choice Count
1	Yes	79.31% 23
2	No	20.69% 6

29

Showing rows 1 - 3 of 3

Q6 - Please, give us more details.

Please, give us more details.

percebi que as aulas precisam ser mais interactivas

Houve melhoria na metodologia pedagógica

In fact, what used to be a more traditional way of teaching based on the teachers as a centre of attention and the only source of knowledge, has now ameliorated to a more learner centred and task based way of classroom interaction with the Problem Based Learning approach to teaching and learning.

About PBL; social innovation and entrepreneurship

Eu já uso o PBL para o ensino em disciplinas práticas, também uso muito a discussão em grupo com os estudantes, isso tudo aprendido em Maastricht e Portugal

Na elaboração de planos de aulas passei a inserir métodos mais activos e práticos para melhor o grau de aprendizagem dos alunos tais como: trabalho em grupo, tempestade cerebral, chuvas de ideias, debate

Com os conhecimentos adquiridos, pude entender que as startups são vias importantes para o financiamento da academia por via da investigação científica e da extensão universitária; Com isso passou a ser importante explicar para os estudantes a impotência das encubadoras universitárias, o que faz muita diferença entre os estudantes;

With the project UDI - Africa, it allowed to know but one component of entrepreneurship that allows to make known various methodologies and techniques for a good school performance

new methods and innovation

Improve my class and write paper

I improved my class planning and used the group discussion methods during my lessons.

I've taken so much practice to involve students in a real context.

Application of active methods centred in the student needs. More debate and more practise exercises.

I'm a teacher of economics and I introduce new methods and contents about social entrepreneurship.

Active methodologies

Learning more about Academic Writing and teaching how to write better.

By knowing the new ways of teaching, on pedagogical competence as well as on transversal training I could find out new methods and strategies to establish a better and strong way to communicate and do better

O projecto ajudou a aplicar e a melhorar as metodologias interativas principalmente o trabalho em grupo.

LBD. I have the opportunity to put this in action at classes and the results was quite acceptable

Please, give us more details.

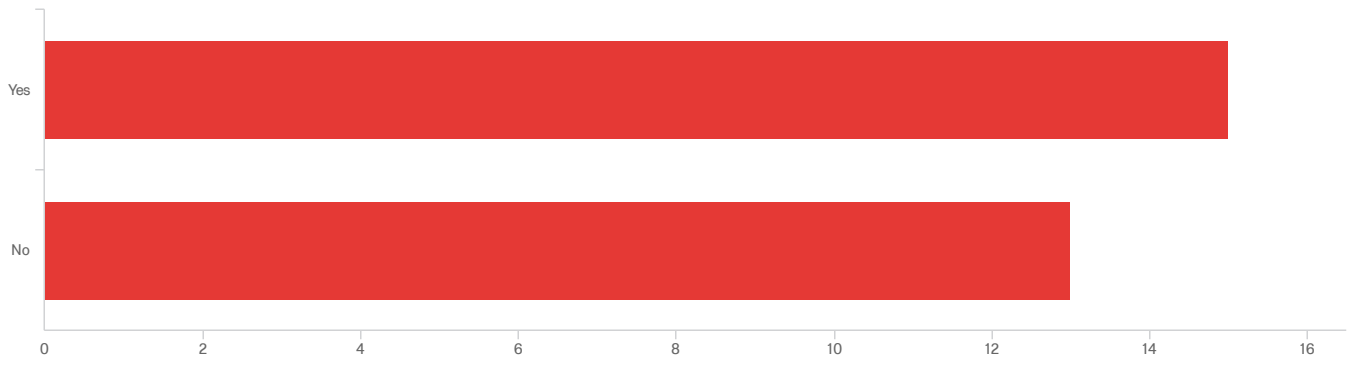
I have applied problem based learning

I started to reelected with my students how can be possible to link our discipline to the community, in order to reflect on issues related to entrepreneurship

PBL, feedback technique and others

b=lb

Q3 - Have you designed any community intervention projects?



#	Field	Choice	Count
1	Yes	53.57%	15
2	No	46.43%	13

28

Showing rows 1 - 3 of 3

Q7 - Please, give us more details. For example how many? In which field?

Please, give us more details. For example how many? In which field?

One intervention in the field of social sciences. Looking at teenagers with criminal records or who are incarcerated

projeto de resiliência de construção envolvendo a comunidade

I have been part of the CIDIU/UKB project related to the improvement of sanitary conditions of vendors at a quarter in Benguela city in Angola.

projecto que está a decorrer de rastreio visual infantil n centro de saúde 25 de setembro em namputa, o projecto de criação da clínica optométrica na Universidade Lúrio já a funcionar.

O projeto está inserido no campo da educação e saúde, visa melhorar a saúde da população através da educação alimentar das comunidades carentes.

Pretendo desenvolver dois projectos em um, com objectivo de implementar cursos de formação contínua ligado a técnicas correctas da medição e interpretação da Pressão Arterial, em médicos, enfermeiros, técnicos e auxiliares de enfermagem, enquanto um segundo está relacionado com a prevenção, diagnóstico e monitoramento de doenças crónicas não transmissíveis (Hipertensão, Doença Renal Crónica e Diabetes Mellitus); Ambos projectos então dentro do programa de extensão;

Training of vendors that sell on the street and in parallel markets for better use of their business

16 student and 30 sellers

Social entrepreneurship. Intervention in a local fish market in order to improve the hygienic conditions, the education of woman sellers is on in Benguela/Angola

one in agro business field

2, social projects

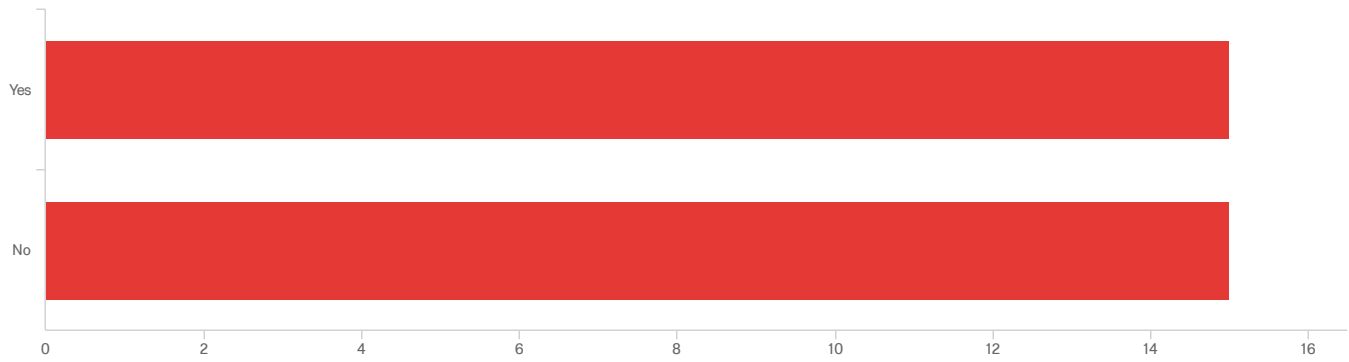
Desenhei um projecto de criação da vila cultural de macuthi, uma forma de empoderar a comunidade local na participação do turismo de base comunitária e nos processos de gestão turística.

A Alumni Community and an social project for the students (miss to put all them in practice)

the social entrepreneurship training program at my university

kjgkjhfgjfhv

Q4 - Have you established any partnerships with other African Champion?



#	Field	Choice	Count
1	Yes	50.00%	15
2	No	50.00%	15

30

Showing rows 1 - 3 of 3

Q8 - Please, give us more details. For example from what institutions? In which scientific field?

Please, give us more details. For example from what institutions? In which...

Eduardo Mondlane, sociolinguistics and education

estabeleci parceria com o Sabino Nascimento da Universidade Agostinho Neto, no campo de procurar parcerias para desenvolvimento universitário.

With Mozambican champion Mondlane University to implement projects on paper to help communities in many aspects of life

Universidade Katyavala Bwila

UEM, economics

I have established a partnership with Katiavala Bwila and Agostinho Neto University in the field of pedagogy (PBL Technique) and informal sector.

I've established partnership with UniLurio in administrative subject.

In field of social entrepreneurship, now we have contact with teacher from Eduardo Mondlane and Lúrio

Champions from Universidade Agostinho Neto and Katiyavala Bwila in Social Sciences and Humanities.

With UniLúrio and Eduardo Mondlane

Turismo e desenvolvimento local

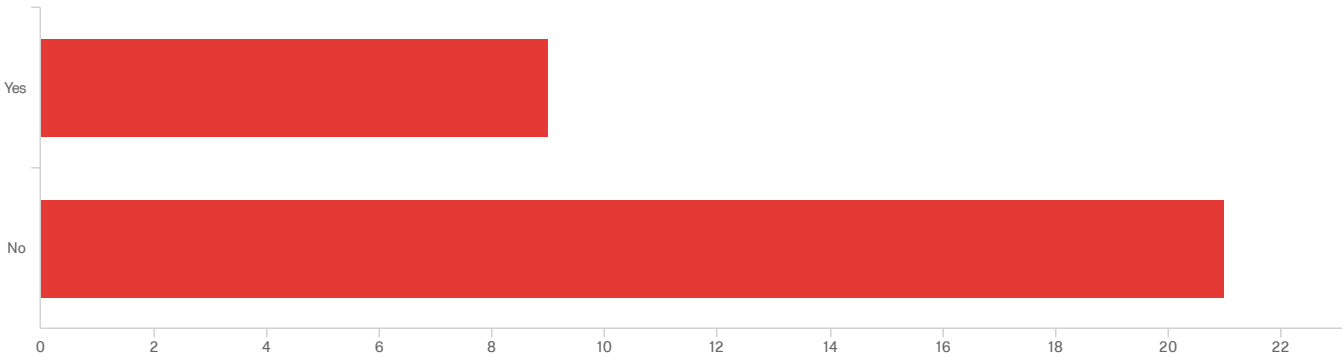
With the the chief office of Tourism Business School of Universidade Agostinho Neto. In a social project and in a program of university extension (miss to put in action)

King's College London has created a organization composed by Agostinho Neto University, Katyavala Bwila, UEM, Uniluirio and others for related to academic writing.

I have contact with some colleagues from Mozambique, and we are planing to foster some joint projects

yterry

Q5 - Have you established any partnerships with other European partners?



#	Field	Choice	Count
1	Yes	30.00%	9
2	No	70.00%	21

30

Showing rows 1 - 3 of 3

Q9 - Please, give us more details. For example from what institutions? In which scientific field?

Please, give us more details. For example from what institutions? In which...

Kings College, London. Language, literature and culture

The King's College of London has been working with all the champions in what Historical studies, languages and Scientific writing is concerned.

Estabeleci parceria com a Universidade de Coimbra e a Intituição GrandVision Portugal para executar Projectos para o desenvolvimento Universitario para recursos humanos e rastreio visual na ilha de Moçambique com a GrandVision.

With one of the infrastructure trainers to build low-cost community utilities

Workshop for write financial project with ULB

I think the parthership with NOVA will last for future

King's College London has created a organization com+posed by Agostinho Neto University, Katyavala Bwila, UEM, Uniluirio and others for related to academic writing. Also we are colaborating with Mastrich in PBL and nutrition

I have contact with the colleagues from King's College London

;jgkgv

End of Report