

Country of project implementation	Mozambique
(Main) beneficiary institution/counterpart	Eduardo Mondlane University Law faculty and other faculties.
Project title	Introduction of Student Centred Learning
Project period (start/end date)	February 2011 / May 2015
Contract value (approx.)	1.800.000 €
Source of funding	NICHE
Other institutions involved in implementation	MDF Training & Consultancy; several multinational and Mozambican oil & gaz companies
Proportion of activities implemented by UM/Mundo (approx. in %)	80%
Number of UM staff involved (approx..)	16

Descriptive summary of the project (main goal(s), main activities, main results)

CORE ACTIVITIES.

- Train a group of UEM staff (“focal points”, change agents in each faculty) in participative methods
- Support curricular innovations, labour market involvement and gender sensitivity
- Support institutional learning
- Create UEM online environment to support educational innovations for students, staff, experts and management
- Support set up of staff development unit at UEM

PROJECT SUMMARY.

One of the central goals defined by the government of Mozambique is ‘poverty reduction through labour intensive economic growth’. The government acknowledges that it is very important to develop a critical mass of a well trained and highly qualified workforce which in turn will improve the overall literacy, intellectual development, training capacity and technical skills in various areas of the country’s economic and industrial development.

The Universidade Eduardo Mondlane (UEM) has responded to the need of the society for qualified academic graduates by establishing new academic courses and initiating curriculum reforms and capacity building processes within most of its faculties. Various faculties have taken initiatives to achieve this. The UEM now wants to institutionalize the innovation process in order to establish a central UEM quality approach for all its schools and faculties, all over the country.

The overall objective of the project is to improve the teaching capacity of UEM staff so that UEM graduates are better equipped to contribute to the development of the higher education and the country. The specific objectives therefore are to strengthen pedagogical and organizational capacity within the UEM; to implement participative methods in all schools and faculties of UEM; to include the gender perspective in the

whole capacity building process; and to increase graduates' competencies to fulfill expectations of the labour market.

Regional expertise is found at Benguela Health Group, South Africa (health related issues & university / faculty governance for change) and University of Pretoria (architecture). During the inception-phase and remaining project years, further involvement of regional partners is looked for.