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Academic Entrepreneurship: An Experience Report in a Resource Center at Rovuma University

Abstract

The curriculum restructuring of recent times clarifies the relevance of students of developing their skills, because of the policy provisions produced by the Universities regarding the contact hours between the student and the teacher. The aim of this study was to understand the particularities of academic entrepreneurship in the Mozambican context, which involves stimulating students' creativity and innovation of promising ideas. Methodologically, the exploratory research of the qualitative paradigm was used, where the application of the bibliographic research was also pertinent, as well as the case study, at the Resource Center of University Rovuma. Data collection instruments respected document analysis; participant observation and semi-structured interviews through intentional non-probabilistic and accessibility procedures. The data obtained throughout the research were treated according to the content analysis model. Given this research, it was understood that the achievement of academic entrepreneurship in higher education institutions in Mozambique would contribute significantly to the frame of man as a person, as well as to social development. Academic entrepreneurship promotes social inclusion, the detachment of the formative idea, corporate employment, the increase in the number of applied scientific researches and the emergence of more companies in the country, among other advantages.

Keywords: creativity, innovation, academic; stimuli.



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Introduction

Stimulating creativity and innovation is one of the great challenges of Higher Education Institutions (HEIs), which has been adding value to the courses taught, with regard to academic activities, such as participation in scientific, social and university extension events. The curricular restructuring of recent times clarifies the relevance of students of developing their skills. The result of this is the policy provisions produced by the Universities regarding the hours of contact between the student and the teacher. With globalization and technological development, there is a need for students to develop more scientific work, either in groups or individually, in order to stimulate, in the student the creation of research, reading and participation habits in scientific events. To this end, educational institutions invest in the acquisition of equipment (tangible and intangible) to respond to academic needs, as well as the dynamization of contemporary models for the transmission of knowledge. According to Costa, Barbosa and Silva (2011), entrepreneurship and innovation, especially in times of crisis, are the main pillars that support the growth of economies in all countries. Investments in research and development, the creation of new products, and even the creation of new markets, become essential to maintain or even accelerate the pace of growth of these economies.

In the view of Garcia, Araújo, Mascarini, Silva and Ascúa (2012), currently, academic entrepreneurship activities are identified as important instruments that contribute to the countries' economic and technological development due mainly to their capacity to create more companies that are a more intensive focus on scientific and technological knowledge. In this sense, several countries have adopted policies to support the creation of startup companies for university students, due to their positive effects on the competitiveness of production chains. The university complements teaching and research by creating mechanisms to boost the creation of new companies, mainly through the promotion of innovation ecosystems based on technology transfer offices, incubators and technology parks. The latter two favor the establishment of cooperation networks between startup companies, large companies and academic laboratories, bringing together actors at different levels of commercial transactions (Blois, Hulsink & Dalmarco, 2014).

However, the teacher's position has evolved over the past few years. The teacher has passed from being the the holder of knowledge, to being the facilitator or supervisor in the teaching and learning process, with the aim of accompanying and directing the student in the construction of knowledge. Proof of this has been the reduction in the teacher's workload and less contact hours, transferring a significant part of the learning time to independent studies, where the student has the opportunity to stimulate research. In addition to this formative aspect, universities started to have a more holistic view, which shows the need for the trained student to have a complete package, with regard to ethics, proactivity and entrepreneurship. For the achievement of this perspective, a significant part of educational institutions offer, in their curriculum, subjects that help in adding ethically correct values to society. Associated with this, is the promotion of extracurricular activities, which allow students to stimulate personal skills.

Updated data from the Ministry of Science, Technology, Higher and Professional Technical Education (2019), indicate that Mozambique has a total of fifty-three Higher Education Institutions, between public and private, with nineteen being universities, twenty-seven Institutes, four Schools and three Academies. These figures show how relevant education is for human and social development in the country, where HEIs have a preponderant role in the training of human beings, who in addition to technical training also learn to understand different

peculiarities in themselves and those who are in their midst. In this way, the HEIs are the link between the student and the market, hence their responsibility with regard to the quality of the trainees.

Despite the fact that entrepreneurship has its origin in the 12th century in France, academic entrepreneurship terminology is a contemporary concept, whose practice starts from the classical era, as the perception of this typification is in stimulating the student's creativity for the production of innovative ideas, in different areas, where the teacher has the role of facilitating and mediating the process of conception and maturity of these practices. In the Mozambican context, some of the HEIs have been adding to their curriculum courses in entrepreneurship as a way of adding value in the quality to be perceived by the market, as well as assisting the student in creating ideas that make a difference in society, contributing to the development of the country. In this sense, developing countries, such as Mozambique, still lack significant numbers of qualified staff, who, while employed in the market, make a difference in their work sectors, through innovation and proactivity to achieve the targets set for the company. Garcia et al. (2010) establish that entrepreneurial activity and the process of creating companies appear with increasing prominence in the academic debate and in policy measures aimed at industrial and economic development. In fact, improving the competitiveness of industry and the countries' economies has been associated with their entrepreneurial and innovative capacities.

In view of this brief contextualization, the objective of this study was to understand the particularities of academic entrepreneurship in the Mozambican context, through an in-depth analysis of the practices implemented by the HEIs, in which it stimulates the creativity and innovation of promising ideas by students, and to assess what are the prospects, of this type of entrepreneurship, for adding value, in the quality of those trained by the institutions, who then move on to the formal or informal labor market. Debate about creativity for the production of new ideas leads to the discussion of academic curricular and non-curricular activities, implemented in HEIs to explore stimuli for students. It is assumed that the student, as a person, is endowed with skills that need to be shaped and supervised to produce new achievements or improve existing ones. It is important that the teacher understands the particularities of his students, in order to awaken their skills and abilities, which can be demonstrated and presented in scientific events produced by educational institutions, such as academic fairs, scientific days, congresses and others.

Methodologically, exploratory research of a qualitative paradigm was used as it was intended, with study, to draw conclusions that illustrate entrepreneurial practices in HEIs, which transform man into an agent of social change through his own ideas. With the application of this method, it was possible to understand that the human being is not passive, but that he interprets the world in which he lives continuously. This point of view directs studies that focus on human beings to qualitative methods (Guerra, 2014). Also relevant was the application of a literature review, based on a survey of literary works related to academic entrepreneurship, Higher Education Institutions, among others, as well as the use of a case study, which allowed the focused representation of entrepreneurial practices developed at the UniRovuma Resource Center, located in Montepuez, northern Mozambique, where it has in its curriculum the subject of entrepreneurship in its accounting and auditing course.

The data collection instruments consisted of the analysis of documents, such as the course curriculum and other manuals; participant observation as a complement to semi-structured interviews with a lecturer in the subject of entrepreneurship and the eight students, from a total of thirty-two students in the accounting and auditing course, who developed small-scale businesses throughout their lessons in entrepreneurship. In order to obtain the information, all ethical standards were obeyed and permission was requested in advance to carry out the study (Ruas, 2017 & Lundin, 2016). The selection of research participants was justified by intentional

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non-probabilistic procedures and by accessibility, which establishes the collection of information in a certain group of people who hold data relevant to the research. The data obtained throughout the research were treated according to the content analysis model (Bardin, 2009; Guerra, 2014 & Mozzato and Grzybovski, 2011).

Throughout the study, it became clear that the priority for the HEI was in terms of the quality of the trained students. In recent years, there has been a tendency of detachment in relation to the number of graduates from HEIs, and instead a greater focus on the level of quality of teaching and learning, through investments in cutting-edge technologies, training and education of staff, restructuring of the curriculum and promotion of scientific events, which culminates in some incentives to motivate teachers and researchers. In a more analytical assessment of the activities carried out at the level of HEIs in Mozambique, it is possible to see their commitment to maximizing scientific events for the sharing of knowledge and experiences, between students, teachers and researchers. During these events, it is common to present scientific productions, demonstrations of experiments, cultural moments, publication of posters, sale of books and other activities, that is, it is the realization of a true scientific celebration. In view of these expositions, it is understood that academic entrepreneurship is a comprehensive tool, where every student has the possibility to stimulate and show his idea, whether in the arts, sciences or others, while they are a member of an academic community.

Corroborating these facts, the results of the study by Blois et al. (2014) point to the importance of stimulating entrepreneurial thinking from the start of undergraduate study. It was observed that the entrepreneurship subject at the beginning of the course motivated the planning of a new business. In addition, it was also observed that students participate in research projects with companies as advisors in company planning, as this experience brought scientific research closer to market opportunities. Not only this, but it was understood that there is an action by an entrepreneurial university, but, above all, academic entrepreneurship shows signs of existence; however, there is still a long way to go to consolidate these concepts and, consequently, the complementarity between their respective practices (Ipiranga, Freitas & Paiva, 2010)

Creativity and academic innovation

In a globalized and digitalized world which we live in today not all human capital is hired for the formal labor market. Hence, it is relevant that trained students are people capable of generating self-employment and investing in the discovery of their skills to create and innovate their ideas. The discovery of academic talents begins with a process that requires full monitoring, whether by mentors, supervisors, teachers and others. An innovator is perceived as one who creates an idea, whether business or not, as well as one who realizes that, within a process, there is the possibility of including some additional value that maximizes the idea already conceived. Of these, there are salespeople of products and services, promoters of events, members of the family, who continuously put into practice new ideas and do not give up in the face of market adversities, and even students who are involved in different activities (culture, art, research, mobility and exchanges, academic extension centers and university ministry) inside or outside their institution. In this sense, Imaginário (2017) understands that the students' perception of the pedagogical practices adopted by the teachers plays a fundamental role in the development of the students' entrepreneurial skills, mainly the teachers' incentivization of the emergence of new ideas. However, for the implemented strategies to bring a positive result, it is necessary to define specific objectives and develop concrete activities.

When interviewed about academic creativity and innovation, part of the students explained that, before entering Rovuma University, they had already developed some business ideas, which helped them to improve their living conditions:

[...] Actually I had ideas to create a business but I always faced a big obstacle to have the financial resources to start the business, but despite that I didn't stop there, I tried to implement a small business to buy and resell fuel in my neighborhood because my district had a problem with the electricity supply (Group 3 Representative).

The process of creating and implementing a business idea at UniRovuma was a good and unique experience because we first had the subject of entrepreneurship where it gave a green light to the business, and we had to put everything into practice from what the literature says. We created groups that consisted of undertaking in any economic area, where our group chose the sale of women's clothing, and our target audience was the academic community of UniRovuma (Group 1 representative).

It was relevant to observe how the ideas matured in the students' minds over the weeks. Everyone had different skills, and the purpose was to combine different ideas to achieve a common end, which is creativity and innovation, be it the product, as well as the process. And this was actually accomplished, it was gratifying to realize that the students gave themselves as a whole to convince and sell their products and services (Lecturer of the subject of Entrepreneurship).

[...] It didn't take long for that idea to appear, a new idea for UniRovuma, but old for those who know it, because the business I'm running at the moment has been in the family for over 10 years, the main person being Dona Anica (my mother), I didn't think twice about embracing this mini project and thank God it's a success, my target audience loves my product (Gacide Buns - unparalleled flavor) [...] (Group 5 representative).

In view of this understanding, Garcia et al. (2012) perceive that academic entrepreneurs have a higher than average capacity for the creation of new companies and, thus, to carry out innovative and knowledge-intensive activities and supported by a broader group of qualified workers. It is assumed, therefore, that companies created from a broader knowledge base are better able to establish innovative activities and have positive effects on employment, economic growth and competitiveness. The composition of the innovation systems is given by several support organizations, among which are: universities and research centers, technological education centers (CEFET), consultancy companies, research and development laboratories (R&D), government development agencies, legal system, governments, business associations, regulatory agencies aiming at the generation, import, adaptation, diffusion and transfer of innovations (Ipiranga et al. 2010).

UniRovuma is a public institution of Higher Education, located in the north of Mozambique, specifically in the three provinces of Cabo Delgado, Nampula and Niassa. The present study focused on this university, particularly the Distance Learning Resources Center, where Human Resources Management and Accounting and Auditing courses are taught in the evening (night classes) period. This last course has, in its curriculum, the subject of entrepreneurship for third year students, with the aim of: understanding the concept of entrepreneurship, in the processes of personal, social and professional development; motivating students for entrepreneurial action; developing the ability to identify, analyze and take advantage of opportunities; to understand the importance of knowledge valorization processes and to know methods and techniques of strategic planning, which allow the identification and structuring of new products and services adapted to the needs of the market (Thematic Program of Study Methods and Scientific Research, 2009).

In line with the implementation of subjects that encourage creativity and innovation in educational institutions, Costa et al. (2011) propose that there are several actions that can assist

in the development of entrepreneurship within universities: creation of subjects that are focused on this theme, both in undergraduate and graduate courses; encouraging the creation of junior companies and business incubators; consultancy system involving university professors and students and the productive sector. From 1990 onwards, when admitting the importance of investing in innovation, research and development, they realized the influence of knowledge and capacities of different productive activities and scientific areas, starting to consider, as a possible way, getting closer to universities and research institutes (Ipiranga et al. 2010).

Throughout the activities developed in the subject of entrepreneurship, eight groups of four students each were formed, where with a maximum capital of five thousand meticais (5,000.00), they had to stimulate their minds to create an idea for their students as shown in the table below. In this sense, joint efforts resulted in the creation of businesses based on different ideas (fashion, service provision and food), some with an innovative nature of products and services, and others in the process. In the meantime, the students had six weeks from the conception of the project to the implementation of the business and the first two weeks two business models were presented, which aimed to make the company's particularities known, such as customers, partners, offering market value, distribution channels, customer relationships, estimating implementation costs and revenue prospects to be obtained before the academic fair is held. Subsequently, a business model was also used, designed to improve techniques, either for the product or the process. In this last model, each group received a different business model, with the aim of analyzing and, finally, recommending possible improvements, both for the product or service, as well as for the production process. The idea of these practices was to stimulate students' creativity, to create viable and innovative businesses, based on different areas of action, as well as to promote and raise awareness among all of how capable they are in developing changes in their professional, academic and social environment. Finally, the culmination of the activities developed throughout the subject of entrepreneurship was the academic fair, where students had the opportunity to demonstrate their practices and show their products and services to the target audience.

Table 1: Business ideas of UniRovuma students

| Order | Business ideas | Target public | Startup Capital |
|-------|-------------------------|--|-----------------|
| 1 | Torin Sweets Ltd | Students, lecturers and administrative staff | 2.000,00 |
| 2 | Delicious Cupcakes Ltd | Students, lecturers and administrative staff | 5.000,00 |
| 3 | Wiwanana – sale of eggs | Students, lecturers and administrative staff | 5.000,00 |
| 4 | Jeneufa Beauty Ltd | Students, lecturers and administrative staff | 5.000,00 |
| 5 | Rovuma Lunch Diner | Students, lecturers and administrative staff | 4.000,00 |
| 6 | Coloured Biscuits Ltd | Students, lecturers and administrative staff | 3.500,00 |
| 7 | Gacide Buns Ltd | Students, lecturers and administrative staff | 4.500,00 |
| 8 | MC Clothing Ltd | Students, lecturers and administrative staff | 5.000,00 |

However, the study developed by Imaginário (2017), concluded that with regard to teaching practices themselves, it is worth highlighting the important role played by the perception of incentive in relation to new ideas. It is clear, therefore, that the encouragement of new ideas is a strong method for the development of entrepreneurial skills provided that it is directed towards concrete tasks and well-defined objectives. However, on the other hand, it appears that the perception of the teacher's interest in student learning influences the development of skills in

respectfulness amongst the students of the intervention group. Therefore, it can be assumed that the fact that the teacher is concerned with the student's interest in the content taught allows him, the student, to develop respect for the others. As a result, universities have increased governmental actions with the aim of creating policies and guidelines to assist them in this process. For this reason, issues such as research funding, cooperation between universities and companies, technology-based incubators, entrepreneurship and innovation, and, especially, intellectual property and technology transfer, are now on the agenda of discussions of those responsible for university policies, mainly in public universities (Costa et al. 2011).

Training academic entrepreneurs

According to Coan (2012), the school space is considered to be a locus to train a new type of worker, convinced of being able to face the challenges of the current labor market, selling his labour, providing services, consulting, outsourced work, temporary work, at home, subcontracted, with scholarships, internships or similar flexible and unstable arrangements. The increase in the frequency of entrepreneurship in the academic environment is important so that the results of research carried out are not restricted to scientific use and for them to be used by national society and industry, which may impact on the country's technological, economic and social development indexes, where policies to encourage academic entrepreneurship are needed (Figueira & Carvalho, 2015).

A significant part of the extra-curricular activities carried out in the HEIs regarding culture, art and other events, has the collaboration of students, who through their creativity, stimulate different types of ideas. Commonly, there are, in the basic units, student nuclei, junior companies and other centers designed for the materialization of projects created or developed by students. In parallel with extra-curricular activities, efforts are combined by the HEIs, with regard to framing the curriculum, of subjects that will help students to detach themselves from the idea that prescribes that the culmination of their training is the provision of an employment vacancy. In the opinion of Costa et al. (2011), education and training present the great role played by schools and universities for development. No country will achieve progress if it lacks trained labor and capacity. Social inclusion and the fight against poverty can be achieved through social entrepreneurship and university extensions, opening universities more and more to society. The need to train people with an entrepreneurial spirit, mainly through school education at all levels and modes of teaching, has been spreading very quickly, both through research and through practical projects that legitimize the capitalist way of production and try to meet their demands (Coan, 2012).

Regarding this research component, the interviewees provided their opinions regarding the academic activities which were developed outside the mandatory curricular activities:

[...] In 2017 I participated in an academic fair that involved two classes in which each class was exhibiting their products, for this event to happen, first the classes had to present their business plans and be approved by the teacher. By the way, from that year on, I found that opting for entrepreneurship is a good idea and can develop without needing a lot of sweat [...] (Representative of group 3).

The subject of entrepreneurship brings a broader and very important vision for an entrepreneur because most entrepreneurs are more focused on sales, and do not follow the evolution of the market. In this subject we lost the commercial myopia and emphasized customer satisfaction increased with values (Group 1 representative).

Academic entrepreneurship is a tool that can be used in all academic activities. It is important that teachers encourage their students, by reconciling theoretical and practical

learning. The university should promote more scientific and comprehensive events, where students can participate, regardless of their area of training (Excerpt from the interview of the lecturer of the subject of Entrepreneurship).

[...] Fear, shame, fear and other negative aspects that did not allow me to deepen my ideas; academia and entrepreneurship reshaped what I had been before, now I am a young man who knows that success depends on me, that will depend on me and that I am able to overcome everything and everyone, that is, what others think in respect of me does not affect me (Group 5 representative).

With this, the curricula have been updated with the introduction of courses such as entrepreneurship, business simulation, roundtables and business consultancy, so that the student can externalize his skills and practice different experiences. In the view of Figueira and Carvalho (2015), the increase in the frequency of entrepreneurship in the academic environment is important so that the results of developed research are not restricted to scientific use and that they are used by society and national industry, which may impact on indices of technological, economic and social development in the country. Creative and entrepreneurial skills are fundamental to the individual's personal development and to the evolution of civilization, so they should be encouraged in school through the implementation of activities to promote education for creativity and entrepreneurship involving actively teachers and the entire educational community (Imaginário, 2017).

It is important to analyze academic entrepreneurship in a more dimensional analysis, segregating business concepts with pecuniary value, from those with intangible and non-material attributes. The diversity of the classroom allows students to understand different skills, as part of them can be characterized by proactivity and others by different types of leadership. In this same path, it is noticeable the existence of students with an outstanding intellectual capacity, in what concerns written examination grades and other students more skilled in giving speeches and participating in academic discussions. In the study presented by Tavares and Sanches (2013) they reveal that for the teacher to be, in fact, a mediator of the learning and interactions in the group, the teacher necessarily has to correspond to a new teacher model and a new teacher community model, the principal agents of change in an educational context. In the view of these authors, differentiation involves giving each student, according to their potential, the opportunity to have a place that is their own, well 'designed' in the space of learning, a voice that is heard by all and a participation that is clearly seen and contributes to the cognitive and social growth of itself and of its peers.

And there are still others who do not fit into these two, but who manage to stand out in the extracurricular activities, developed outside the classroom, which leads them to have a markedly popular age. Therefore, entrepreneurship encompasses all these characteristics of students, as all of them have skills that can be restructured to create considerable achievements for the academic community, personal and professional development, for companies and for society in general. Several teachers develop projects, but most do not use a defined set of methods associated with quality project-based learning. These methods include the development of a focused issue, with performance evaluations - solid and innovative, that do not exclude characteristics such as creativity -, various solutions to the same problem and the use of community resources. The proper use of this method allows students to develop issues such as collaborative work, research, understanding the reality of others and, as mentioned above, creativity (Porvir, 2013).

Thus, regarding the business ideas created by the students of UniRovuma in the discipline of entrepreneurship, they showed how creative they were in boosting their business, where it was possible to observe the techniques used to sell their products and their delivery for recovery and growth of their business share capital. It was noticed that, due to the dimension of the number of students per group, it was clear that all the elements had the space to present their views on

business, as well as contributory actions for the growth and improvement of innovation, as shown in one of the models below used by students, the objective of this article. Each week, the students were supervised and monitored by the subject lecturer, through the rendering of accounts and writing of reports of the activities carried out. Thus, it was possible to justify these practices through some empirical studies developed, versed on academic entrepreneurship such as Blois et al. (2014) that highlight the academic skills that stimulate students, compiled in five categories: (1) New means of action: Entrepreneurship subjects at the beginning of the undergraduate course to guide students to identify new markets and business opportunities; (2) External links: Students participate in scientific research activities with companies; (3) Access to university resources: students have access to academic laboratories for tests and experiments; (4) Arrangement for innovation: the university offers a structure with a technology transfer office, business incubators and technology park; (5) Quality scientific research: the university has a well-established structure with research groups and postgraduate courses.

Table 2: Canvas Business Model used at UniRovuma

| | | | | |
|-------------------------------|------------------|---------------------|-----------------------------|-------------------|
| Key Partners: | Key Activities : | Value Offer: | Relationship with Customer: | Customer Segments |
| | Key Resources | | Sales Channels | |
| Source of Costs (Own Capital) | | Source of Receipts: | | |

Thus, it is clear that the creation of the business idea, at UniRovuma, is simply a practice that can be associated with several others that motivate students to increasingly stimulate their ability. With academic entrepreneurship, students learn to perceive the differentiate between the market and the job, and unlearn, that the ultimate goal of completing the course is the acquisition of a job that pays you according to your qualification. This academic tool promotes self-sufficiency, as the student only lacks technical knowledge, to put his skills into practice, thus guaranteeing his sustainability, as well as promoting self-employment. In accordance with these facts, it is clear that, in recent times, Mozambique has grown in terms of the number of HEIs, as well as the concern of governmental and non-governmental bodies, with regard to the know-how of the trained student and their skills, so as to make them less dependent on the formal job market. To this end, memoranda of understanding have been created between the HEIs and these bodies, with a view to opening calls for projects and other activities, which encourage students to raise their level of learning.

The key to poverty reduction is the application of knowledge, not only by those who have resources and influence, but by those who have been taken hostage in the poverty spiral. Understanding and using basic scientific approaches and replicating proven and functional solutions can greatly improve problem-solving and decision-making, even in the poorest and most remote communities. The challenge for the Mozambican government is to find ways to allow the poor to acquire and use knowledge to solve their problems and positively guide their destiny (Ministry of Science and Technology of Mozambique, 2013). However, notwithstanding the governmental and non-governmental bodies, it is also worth noting the acknowledgments of the achievements carried out by the various Institutions in favor of entrepreneurial practices, such as galas, where those whose efforts were so noted were awarded and impacted on society,

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as was the case of the 3rd Entrepreneur Gala, organized by the National Association of Young Entrepreneurs (ANJE), with the main purpose of celebrating and rewarding individuals and institutions that have stood out in promoting entrepreneurship and entrepreneurial spirit, in Mozambique, during 2018.

The contribution of academic entrepreneurship to society

Throughout this article, particularities were shown that, in a way, give some chance of understanding that the practice of academic entrepreneurship can contribute significantly to the development of a society as a whole, and, in a particular way, to local communities. As Mozambique is a developing country with potential natural resources, fertile and arable land for agriculture, tourism and cultural diversity, there are many opportunities that can be reused by trainees from educational institutions, either through the creation of a startup or a corporate entrepreneurship. It is pertinent to spread academic activities that galvanize the ideas created by students, as well as a personalized orientation that meets diversity. This monitoring starts from the conception of the idea until its implementation.

In a general approach about the contribution of entrepreneurship, Timbane (2013) believes that the consistent and sustainable practice of this tool raises the social opportunities of individuals and enables the competitiveness of the local economy, increasing income and forms of wealth. At the same time it ensures conservation of resources. Entrepreneurs of micro and medium companies play a fundamental role in the economic, technological, cultural, environmental and social development of any country. The birth of the entrepreneurial spirit must be encouraged, and this will only happen through a quality education that is democratized for all. This incentive will inevitably increase the number of Small and Medium Enterprises (SMEs), something that has a profound relationship with innovation and the progress of countries. Entrepreneurship is also a critical success factor for innovation, as entrepreneurs always seek to innovate to differentiate themselves from their competitors, something that works as feedback (Costa et al. 2011).

From the reading done at the level of some HEIs in Mozambique, it is clear that they prioritize entrepreneurial practices. However, a deficiency is perceived, which mediates the process from conception of the idea to implementation. Because, in a more specific analysis, some HEIs that have, in their curricular grid, the business simulation course, the idea is perceived in relation to the business that the students intend to develop, but, during the process, some incongruities that can be verified that have a negative impact on the training of the academic entrepreneur. Such inconsistencies have to do with the lack of delimitation of social capital, which results in the attribution of significantly incongruous values by the students, who stipulate random values without due analysis of the market and the target audience, just to meet the academic deadlines. In addition, the lack of monitoring of the projects after the completion of the courses, in order to guide that of part of students interested in transforming the business from fictitious to real.

Regarding the relevance of entrepreneurship, Costa et al. (2011) refer that entrepreneurship, at the university, is the key motivator for the provision of specialized services and the generation of innovative solutions, supporting technological information and the various other mechanisms that allow a better use by the productive sector. This would have a direct impact on the increase in production and, consequently, on the development of the country. However, to achieve this evolution, it is necessary to invest in university incubators, which are fundamental to this process. It is noteworthy that the performance of an entrepreneurial university, but, above all, academic entrepreneurship shows signs of existence, but there is still a long way to go to consolidate these concepts and, consequently, the complementarity between their respective practices (Ipiranga et al. 2010).

The contribution of the practice of academic entrepreneurship in different social contexts was also validated by students at Rovuma University:

[...] Entrepreneurship in everyday life can help solve small problems in the community and that was a contribution that I was given by the University [...] it helps me as I manage to generate profit and taking a part of profit to use in transport to reach CR - UniRovuma (Group 3 Representative).

The practice of academic entrepreneurship has significant advantages for all social spheres and especially for the student. Entrepreneurship disconnects you from the theory that after training, you will have a guaranteed formal job. The student leaves the academy able to put all his knowledge into practice, for the sake of a common good, such as self-employment, social responsibility and changing social paradoxes (Teacher of Entrepreneurship).

[...] In the entrepreneurship practices at UniRovuma, I learned that in order to be successful in the business, you first have to be able to identify a need when trying to satisfy those needs, we will be solving society's problems and making it a source of income, where we gain and society gains from our services or products (Group 1 Representative)

Academic entrepreneurship aims to prepare the student, in a positive sense, for the adversities they may encounter during the implementation of their project [...] (Representative of Group 5).

In the view of Coan (2012), the training of the entrepreneurial man is based on the competitive spirit, but at the same time, solidarity and concern with social issues. This helps to understand the reasons why speeches about the new type of man - entrepreneur - are more easily absorbed, since they use strategies for their dissemination, disguised as a series of meanings, and education for entrepreneurship ends up being assumed as a way to boost education and make it more attractive and up-to-date, capable of responding to the current demands of a world marked by profound changes, capable of self-producing its existence through the creation of its own workplace or boosting companies/organizations through their attributes of having an entrepreneurial profile.

In this sense, it is argued that for the maximization of entrepreneurial practices in HEIs, it is important to continuously monitor business ideas, as well as delimit the company's social capital. Thus, it is believed that with a low capital, students have more opportunity to develop their entrepreneurial spirit, as it will challenge them to analyze certain types of business that could be included in this dimension of value, as well as the possibility of transformation of the business at the end of the course. Another advantage of this type of income is creativity, because in order to remain in the market and obtain minimum costs that maximize your revenues, it is important for innovation, both in the product or service offered, as well as in the production process. In this way, students would have the challenge of thinking and creating a sustainable, practical and viable idea, in terms of results, and with that, stimulate their mind for continuous improvement of the project, through the different business models and probably enable the materialization of business.

Final considerations

Currently, the approach that focuses on training based on the technical qualification of the student has lost its consistency in the HEIs, which see the restructuring of their academic portfolio with more practical and creative disciplines that promote innovation and the consequent

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stimulation of students' skills and abilities. In addition to this, students' concerns regarding their human development are evident, which can be seen in the number of participations in scientific events promoted, where the contributions of students to their success, whether in art, science or other area, are well known. It is clear that students are concerned about participating in non-mandatory activities, such as volunteering, sports, music, dance, theaters, pastoral and other university extension activities. In this sense, Costa et al. (2011) summarize that entrepreneurship and innovation, especially in times of crisis, are the main pillars that support the growth of economies in all countries, with higher education being the fundamental engine for this development.

Although the conceptualization of academic entrepreneurship is contemporary, its practices have been felt since the classical age, as is the case with extra-curricular practices. Nevertheless, it was noted, throughout the study, the need to encourage more the implementation of entrepreneurship in educational institutions, either through the promotion of events with different types of panels, which help the framing of different types of skills, or through curricular restructuring, based on the framing of more subjects with practical content, where students have the opportunity to reconcile theories, reality, as well as the establishment of more laboratories in educational institutions. The study developed by Figueira and Carvalho (2015) highlighted that entrepreneurial activity is one of the main factors of economic, social and technological changes in the world, and has been growing sporadically in recent years.

Despite these contributions, Coan (2012) brings a critical analysis of the practice of academic entrepreneurship, as the training of young and entrepreneurial workers is a proposal organically linked to the historical project of capital. In the view of this author, it is argued that this orientation, which promises to fulfill the dream of personal and professional success, operates in the sense of naturalizing the condition of protagonist of the young person, solely responsible for his survival and for the economic development of the community to which he belongs, revealing that this is a pragmatic and ideological discourse that reinforces the individualism characteristic of neoliberal rationality, which allows the presentation of the formulations that orbit around the training of workers/entrepreneurs as ideology.

In general, it is understood, in light of this research, that the realization of academic entrepreneurship in HEIs in Mozambique will contribute significantly to the frame of man as a person, as well as to social development. It is believed that the entrepreneurial student is a being endowed with a holistic view, capable of incorporating several positive feelings towards his environment, such as social responsibility, promoted by self-employment, since it will be based on stimulating his skills to create ideas of improvements in production processes. However, academic entrepreneurship promotes social inclusion, the detachment from the training idea of corporate employment, the increase in the amount of applied scientific research and the emergence of more companies in the country, among other advantages.

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