



# SHARING MINDS CHANGING LIVES

VLIR-UOS/ANNUAL REPORT 2010

"I thank the STIMULATE Steering Committee for the state of the art lectures they have delivered to me. And for VLIR-UOS, surely words are not enough to describe your generosity to me! Through you I have gained a wonderful network of friends, I now have numerable professional consultants and I have exposure to ultra-modernity in the Western world. **ALL THIS HAS ADDED VALUE TO MY CAREER AND MY LIFE WILL NEVER BE THE SAME AGAIN.**"

*Douglas Kelly Kitenda, Uganda, former scholar of the international training programme on information STIMULATE*

**"FOR ME THE MOST MOVING PART WAS TO TALK WITH THE END USER OF THE PROJECT, A FARMER,** one hour driving into the foothills of Mount Kenya on a dirt road, testing a climbing bean variety for a women's group and intending to spread the seeds as a multiplier. Then I see why we are doing all this."

*Luc Janssens de Bisthoven, programmabeheerder VLIR-UOS*

"The collegial relationship between professors and the students created such an enabling learning environment. **IT NOT ONLY INSPIRES BUT ALSO GREATLY CONTRIBUTES TO UNLOCKING POTENTIAL WHICH COULD HAVE OTHERWISE BEEN SUPPRESSED.** One of the greatest strengths of the course has been in development cooperation by fostering North-South partnerships, thus reducing the divide between these two regions."

*Jared Bosire, Kenya, former VLIR-UOS scholar Master course Oceans and Lakes*

**"SUPPORTING FLEMISH RESEARCHERS IN DEVELOPMENT COOPERATION RESEARCH IS VITAL:** they are the critical link between the Flemish universities and the institutions in the South; they monitor projects in the South, promote the Flemish programmes for foreign students and help those students to submit an application. They are also the ones who take care of and supervise foreign students in Belgium. Without them development cooperation would be much less robust!"

*Lara Ramaekers, VLADOC scholarship student, K.U.Leuven*

# FOREWORD

Dear readers,

Welcome to the 2010 VLIR-UOS annual report. We take you to a world where universities and university colleges, professors, teachers and students from Flanders, Africa, Asia and Latin America join forces based on the 'sharing minds, changing lives' philosophy.

The annual report reviews the year 2010 as experienced in the VLIR-UOS network. We don't limit ourselves to our Brussels office, but bring the stories of our global network comprising hundreds of motivated professors, teachers, students and non-academic staff. What they share is a belief in a better society and a conviction that universities and university colleges can help create it.

We show you pictures, present the views of the people involved, tender figures and quote from interviews and reports. We look at both the big political developments and small dreams in the field. Our home base is Flanders, but we also go out into the world to see what our cooperation projects have achieved. This annual report is available in English and Dutch.

But why publish an annual report at all? First and foremost, because we are accountable to society. It is thanks to Belgian taxpayers that we are able to finance projects. We want to show that what we do is meaningful and that 'sharing minds, changing lives' really works. We also want to inspire you with stories from people who harness their huge passion and drive to achieve great results.

The 2010 annual report is a starting point. It is the first time we have reported on our activities in this form. Ear-

lier VLIR-UOS annual reports focused on the administrative side of things. In coming years we want to develop the concept to publish annual reports that report the results and impacts of our programmes and, being informative and inspiring.

Of course, you always have to make choices. With this in mind, we do not claim to provide an encyclopaedic survey of 2010. We have compiled this annual report from the information we have received. To you dear readers involved in a VLIR-UOS-project, we would therefore say: **if you have something you'd like to share please let us know.**

We hope that you enjoy your reading and that it inspires you to take action yourself.

Kristien Verbruggen  
Directeur VLIR-UOS

Prof. Patrick Sorgeloos  
Voorzitter VLIR-UOS





*"The driver of the IUC programme with Mekelle University in Ethiopia, Berhe Hadush, has named his daughter VLIR. I think we can interpret this as a sign of enthusiasm for everything to do with VLIR in Tigray!"*

*Professor Seppe Deckers, K.U.Leuven*

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## GETTING FISH FROM THE ETHIOPIAN TEKEZE BASIN TO THE PLATES OF THE CONSUMERS IN MEKELLE: A JOINT CHALLENGE FOR RESEARCHERS AND YOUNG FISHERS

The Tekeze reservoir was created by the largest hydropower dam in Africa. Consumptive water use upstream is illegal but fishing is allowed. The arid and isolated region does not offer many opportunities for employment. Youngsters from a village on the lake shore formed a cooperative society to start fishing. Since there is no fishing tradition, the cooperative requested support from Mekelle University.

The link between science and the development practice is an important aspect of the Institutional University Cooperation programme (IUC) with Mekelle University. Several IUC PhDs have been involved in the Tekeze project. They carry out research on the water quality and the introduction of fishery, the marketing of new products and sustainable rural energy and mechanisation.

With funds of the IUC programme a large fishing boat and a solar-powered cold-room were bought. The equipment is used primarily by the youth association, but can be employed for research purposes too. The cooperative built a house to convert it into a cold room to store the fish and opened the road to the village. The researchers will spend considerable effort in the training on fishery and fish processing. Later on, opportunities will be studied for crocodile farming and poultry farming based on unsold fish produce.

The marketing of the fish is still a challenge. The youngsters of the cooperative society have made contacts with several hotels in Mekelle to buy the fish. As fish is a relative new product for most of the consumers in the North of Ethiopia, the question is whether the hotels and traders are willing to invest in getting the fish to Mekelle. Meanwhile the Ethiopian government has promised to improve the road to connect the villages of the Tekeze reservoir with the larger cities.





## HANNA ENTRUSTS FLEMISH EDUCATION MINISTER WITH THE DREAMS OF SOUTH AFRICAN CHILDREN

A delegation of students and teachers from various universities and university colleges visited Flemish minister for education Pascal Smet on 14 July 2010. The students spoke about the impact of their work placement and research stay in the South. As student Hanna presented the minister with a money box full of dreams, made by children from a South African township, she asked him to help fulfil the dreams of many others too.

More and more students from Flemish universities and university colleges are applying for a VLIR-UOS grant to finance a trip for a month or longer to work or study in Africa, Asia or Latin America. They spend their time abroad developing new educational methods, treating crops against pests, caring for casualties in a hospital or making presentation films for a local NGO. Student, educational institution and the host organisation all gain significantly from the experience.

For VLIR-UOS, working with the Flemish government would mean that more students could be given the opportunity to gain study experience in the South. A delegation of students and teachers from various universities and university colleges visited Flemish minister for education Pascal Smet on 14 July 2010. The students used their own photos to show the impact of their stay in the South.

### From parochial to global

The importance of a stay in the South as a unique experience was raised in the discussion between students, teachers and the minister. It turns students into citizens of the world. They learn to work in tough conditions, put things into perspective, show flexibility and handling other ways of thinking. After all, today's professionals not only have to be experts, they also have to have a **wide array of interdisciplinary skills**. Johan Cleuren (XIOS Hogeschool Limburg) argues that students trade in their parochial mentality for an open view of the world during their stay in the South.

For the Flemish students, working directly with other students and staff in the South is a completely fascinating experience that goes much further than formal education. They make friends and feel personally enriched. Karen Vancampenhout (K.H.Kempen) points out that Flemish students often prepare the ground for further scientific cooperation with the South. As such, the travel grants of VLIR-UOS make **globalisation and development cooperation more tangible and personal**. For Marc Craps (HUBrussel), they contribute to the globalisation of Flemish higher education in many different ways, with relatively limited resources.



## STUDENTS TELL THEIR STORIES

### THIS MONEY BOX SYMBOLISES HOW YOU CAN ACHIEVE SOMETHING OF VALUE WITH FEW RESOURCES

"I carried out research at a South African community centre. At the end, the project coordinator thanked me and presented me with a money box they made themselves from refuse. He said this money box symbolises how you can achieve something of value with few resources. Before I could take the money box home with me all the children were asked to fill it up with their biggest dreams. I am delighted to be able to present the money box to the minister. He can put his own dreams in there. Hopefully he will also be able to help achieve the dreams of many others." **Hanna Martens, Culture Management, Universiteit Antwerpen**



### MY BIGGEST EXPERIENCE WAS LEARNING TO IMPROVISE

"I taught music in Malawi to people of all ages, from toddlers to grownups. My biggest experience was learning to improvise. The toddlers wanted to learn a song about animals. It turned out they didn't know the sounds animals make. With lots of body language and drawings we eventually managed to get them to mimic the various animals. You can see them doing an elephant on the photo." **Yanou Vanermen, Music Education, Hogeschool voor Wetenschap & Kunst**



### THE WORK THEY DO THERE IS REALLY WORTHWHILE

"India has a high suicide rate among women who are not permitted to remarry. They set themselves alight. You are taught about treating burns in Belgium, but you are never fully prepared for something like that. You see children with missing limbs. But you also see happy faces. The child in the photo had a serious bacterial infection. It was cured in two weeks. The work they do there is really worthwhile." **Koen Kaiëret, Medicine, Universiteit Hasselt**



### AS A VET, BEING ABLE TO OPEN UP YOUR PROFESSION TO A WIDER FIELD IS VERY ENRICHING

"In Ethiopia we spoke with the local farmers about their problems. As a veterinarian, being able to open up your profession to a wider field is very enriching. It's also a learning experience to see the labs, the equipment they are using and how they teach their subjects. They manage to do research in spite of the limitations." **Anne Becker, Veterinary Medicine, Universiteit Gent**





# IT'S NOT ABOUT BEES, IT'S ABOUT DEVELOPMENT!

Edith Mella, former Indonesian VLIR-UOS scholar of the training programme Beekeeping for Poverty Alleviation at the University of Ghent in 2010, sent an e-mail in February 2011 to the organizers of the course:

*"I have good news. After the training Beekeeping for Poverty Alleviation years ago, I decided to make beekeeping activities as one of the core activities in my NGO to help my local government reduce poverty in my province. (...) Last year, the International Labour Organization (ILO) contacted me to find out about the prospect of beekeeping activities in my province in helping to open employment opportunities for the working age group who dropped out of school in my province. ILO asked me to make a proposal and praise God because my proposal was approved yesterday. This means I will buy about 30 boxes of seedlings bee Apis mellifera in Jakarta for the grant of my target groups in remote villages. (...) Many thanks to you all because thanks to the knowledge and skills I get from you guys agencies like ILO are interested to work with my NGO."*





The e-mail of Edith was a good reason to contact her and ask her about her experience as scholar and how she is doing with the implementation of the beekeeping skills. Here you can read her answer:

"My name is Yedityah Tridarty Mella, call me Edith. I come from East Nusa Tenggara, Indonesia. I am the founder and director of the Tri Mutiara Foundation (Indonesian: Yayasan Tri Mutiara), a local NGO located in Kupang, East Nusa Tenggara.

I remember the first time when I found the VLIR-UOS scholarship ITP Beekeeping for Poverty Alleviation in Google. Immediately my heart was pounding. I remember there was only a prayer in my heart then, 'God, I want to send my application and I hope this scholarship is for me because I need the knowledge and skills about beekeeping to develop my province through beekeeping activities.'

It was an amazing experience from April – July 2010: 17 students from 12 countries studied together about Beekeeping. I still remember when I made a poster about the project plan that I would carry out after returning to Indonesia and im-

mediately I imagined about beekeeping training activities which would involve women and girls in my province to increase their income.

Regarding the beekeeping training project of my NGO I can say that the training activities to groups of women and men have been completed at the end of April 2011 and the achievements I have gained in this training are significant. The results of the evaluation showed the participants' level of understanding about beekeeping have increased very well from 16% to 94% after having attended the beekeeping training.

My NGO not only teaches the groups about beekeeping activities, but also about human rights, gender, child rights, how to cooperate in groups, self-motivation, stress management, forest protection and nature conservation, public health and life skill. Several people in local government and some community

leaders have shown interest in the NGO training module that I created. The module is a result of the training in Ghent, because we not only learned about beekeeping but also about management, AIDS, etc. It all contributed to my capacity as a leader.

The VLIR-UOS scholarship has given a tremendous impact in my life and in the projects that I make in my NGO."

More information on the training programme Beekeeping for Poverty Alleviation: [www.zoofysiologie.ugent.be](http://www.zoofysiologie.ugent.be)



Edith Mella toont de resultaten van haar werk in een lokale gemeenschap



# ‘TODAY WE ARE COLLEAGUES, WE ARE EQUALS’

LOOKING BACK ON 10 YEARS OF COLLABORATION BETWEEN ESPOL AND FLEMISH UNIVERSITIES AS PART  
OF THE INSTITUTIONAL UNIVERSITY COOPERATION PROGRAMME



# EQUALS

The university ESPOL is located in Guayaquil, Ecuador. In the framework of the closing of the VLIR-ESPOL Programme a publication is worked out 'Lessons learned in the VLIR-ESPOL international cooperation programme' (autor: William V. Loyola). In the following you can find some of the testimonies that are registered in the publication, coming from Magda Vincx, Flemish coordinator (MV); Jorge Calderón, former local coordinator and local project leader Strengthening of Research (JC); Enrique Peláez, local project leader Education and Innovation (EP); Esther Peralta, local project leader Biotechnology (EsP); Serge Hoste, Flemish project leader Strengthening of Research (SH).

## The start of the programme

*I think there were very few people within the ESPOL, that when we were talking about research, were aware of those items which are very necessary for a research culture. And, I think, this is the kind of attitude that we were trying to develop within the Program. (MV)*

## Working together

*When it comes to international collaboration, there is no lack of human resources because experts or foreigners can always come and take part and there is no shortage of financial resources. The important thing is the trust that you can gain as a local counterpart. (JC)*

*When you travel and share moments with your team, you develop that level of trust that you don't normally develop just with meetings. (EP)*

*We were seen as the people from the south, so that we should support them to develop something. Today we're colleagues, we're equals; we participate together to form proposals, no longer within the VLIR, but within the European Community. (EP)*

## Running the programme

*Research is to be creative, to be original, to come up with new things, things that you did not know five years ago, but perhaps you do know nowadays. That's a tricky thing. So management planning, strict formats – perfect. Research – it should be more flexible. (MV)*

*We're not good at doing publicity. You ask the students about things that are happening on the project and they don't know, unless they are involved in some way. I'm not just talking about ESPOL; I'm talking about at national level, at regional level. We ought to have better publicity options. (EP)*

# espol ciencia

PROGRAMA VLIR-ESPOL:  
10 AÑOS CONSTRUYENDO EL FUTURO



ENERO 2010





## Resultaten

*The two most important things, I think, are on the one hand the Knowledge Park, a cluster of research centers and on the other hand the institutional strategy to turn ESPOL into a research university. (EP)*

*If you look at the trend in the number of publications, approved proposals, of the economic resources generated by approved proposals, of the economic resources generated by the projects, you get the idea that we can talk about an ESPOL before VLIR-UOS and an ESPOL after VLIR-UOS. (EP)*

*A lot of experience was gained by working as a team. The people are better prepared to do research, to tackle new projects, search for funding, which can be seen with the projects that have been improving over all these years. (EsP)*

*Having research papers in internationally recognized journals is important for the researchers themselves and so I'm sure that this has been very significant. But, perhaps, even more, that other people in ESPOL have heard about it, have felt it. The Rector has felt something was happening. The students may have had the feeling that something was happening and have seen some differences. (SH)*

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“WE CAN TALK ABOUT AN  
ESPOL BEFORE AND AN  
ESPOL AFTER VLIR-UOS.”

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### About ESPOL and the Institutional University Cooperation Programme

The Escuela Superior Politécnica del Litoral (ESPOL) is a public university from Ecuador. It embarked on cooperation processes with Belgian universities in the field of aquaculture in the early 1990s. The experience motivated ESPOL to participate in the Institutional University Cooperation Programme (IUC) of VLIR-UOS. In 1999 the VLIR-ESPOL Cooperation Programme initiated its activities.

The VLIR-ESPOL programme had as its main objective the development of sustainable research with two basic premises: to solve problems in vital areas for Ecuador and to transfer these results to the productive sector. Some of the research components of the programme have been education innovation through technology, production of bananas, agriculture and aquaculture, development of entrepreneurs, software engineering, telecommunication and robotics, agro-biotechnology...

Early 2010, ESPOL organised the Closing Event symbolising the finalisation of 10 years of scientific cooperation for development. The collaboration with ESPOL remains active through the IUC Crosscutting programme. ESPOL has two approved Research Initiative Projects which started in April 2010 and also participates actively in North South South projects and ICT crosscutting activities.



## DAILY STRESS FACTORS HAVE AT LEAST THE SAME IMPACT AS THE VIOLENCE OF WAR ON THE PSYCHOSOCIAL WELLBEING OF WAR-AFFECTED ADOLESCENTS

INTERVIEW WITH VLADOC SCHOLARSHIP STUDENT CINDY MELS ABOUT HER RESEARCH IN EASTERN CONGO

Cindy Mels earned her PhD in 2010 with her thesis on the 'Psychosocial wellbeing in war-affected Eastern Congolese adolescents', which she wrote under the supervision of prof. Eric Broekaert (UGent). VLIR-UOS gave Cindy Mels a VLADOC scholarship to complete her research.

**What was your research about and what do you feel is the most important result?**

My PhD was about the psychosocial wellbeing of war-affected adolescents in eastern Congo. We know that war has a negative impact on psychosocial wellbeing. It can lead to posttraumatic stress and anxiety disorders and depression. Normally, traumatic experiences are identified as the biggest factor. We're talking about the typical forms of war-related violence: gun battles, seeing people get killed, abductions and rapes. However, my research shows that poverty-related stress factors or rather the combination of those minor stress factors are at least as important for psychosocial wellbeing. I call those daily stress factors, the fact that people face difficulties on a daily basis related to poverty, discrimination or family problems. That is a very important finding, because it is something that has been studied very rarely, given there has always been such a great focus on trauma. And the fact that daily stress is such a determining factor is

very important for treatment or intervention, because we are able to change some things about the day-to-day situation.

**How did you go about it?**

I started by holding interviews with local NGO people in Congo about the psychosocial wellbeing of adolescents, what problems or symptoms adolescents have after all those war and displacement experiences, and what they feel are the biggest problems for which solutions need to be found. If you do research with the intention of formulating recommendations it's vital that you respond to what the people themselves feel is important.

We then designed a very specific questionnaire. I visited 13 schools and all told I interviewed 1046 adolescents between 13 and 21 years of age. I would not have been able to do that if I had not spent seven months in Congo.

We then did an additional study on coping strategies. They are strategies people use to deal with stressful events. We can make a distinction between solution-based and evasive strategies. In the former, young people actively try to relieve their stress or

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"IT'S VITAL THAT THE GRASS-ROOTS IN CONGO ARE CREATIVE, HIGHLY MOTIVATED AND FULL OF GOOD INTENTIONS. THERE IS HUGE POTENTIAL."

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address their feelings of anxiety or powerlessness. In the latter, people act as though there is no problem or they think about something else.

#### What are your findings?

In the theory the assumption is that evasive strategies lead to more stress and more psychosocial problems. My research shows that this is not true in a poor war-affected country like Congo. It turns out that stress levels are lowered when you try to ignore the problems or focus your mind on something else. This is important, even just to show that the prevailing theories in the West are limited.

I also found it important to look at what local staff or NGOs could do with that information now. I put in an application for a micro project, which was accepted. We used the money to arrange a three-day workshop/conference in association with the University of Kisangani. That gave me the opportunity to share my research findings with the local NGO staff. We set up small discussion groups and it became clear that all staff agreed with the research conclusions.

have to be highly creative to achieve our targets. The stress is on quantitative research. I have solved that by incorporating my quantitative research in a qualitative pre- and post-study. I have also been able to convince journals with a fairly high international status to publish my work, so the faculty is satisfied. You have to be creative... (pause) and work hard (smiles).

You were in Congo for a long time. You also worked very closely with traumatised youth, who have to live in very tough conditions day to day. They are part of Congo's future. How do you yourself see Congo's future?

It's vital that the grassroots are creative, highly motivated and full of good intentions. There is huge potential. The problem is that potential cannot be fully realised due to the many structural problems. That's why for me it's so important to invest in the grassroots and the local people, so as to utilise the local dynamics.

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#### "THE PREVAILING THEORIES IN THE WEST ARE LIMITED"

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#### Will there be a sequel to your study?

Based on the initial findings of my PhD, we have submitted a project proposal to Foreign Affairs to open a centre with three functions. Firstly, it will be an information centre for local NGO staff. Secondly, it has to raise awareness in the community. And thirdly, it will function as a therapy centre with the intention of developing mental health care, which is non-existent at the moment. We now have a three-year follow-up project linked to a new PhD.

#### I would imagine your research is not representative of your department.

I am at the department for remedial education. Remedial education is a discipline that is very open to other disciplines and the basic belief in remedial education is that you can only get a more or less accurate picture of reality when you try to integrate as many different views as possible, when you listen to the people themselves as much as possible. But we are a maverick in the Psychology faculty, which adopts a very positivistic model. In that sense, we

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#### "YOU HAVE TO BE CREATIVE... (PAUSE) AND WORK HARD (SMILES)."

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# RESEARCH INTO BIODIESEL FROM JATROPHA AMONG THE WINNERS BUT JATROPHA IS NOT A WONDER PLANT

On 16 November 2010 researcher Wouter Achten received the FWO McKinsey & Company Science Prize for his lifecycle-oriented study into the sustainability of tropical biodiesels. He did research in India, among other places, for which he received a Flemish PhD scholarship (VLADOC) from VLIR-UOS. Wouter Achten is currently a doctoral research fellow at the Forest, Nature and Landscape Section (K.U.Leuven).

## THE STUDY IN FIVE QUESTIONS

### What did you want to find out in your study?

I wanted to evaluate whether biodiesel from tropical *Jatropha curcas* is a sustainable alternative to fossil diesel and whether it attains a better sustainability performance than other biofuels.

### Why did you feel that was important to study?

Because a great many investments and land conversions were planned without adequate knowledge of the plant itself, never mind the sustainability aspects of such a system. These investments and land conversions were predominantly planned in the South. I felt that big risks were being taken

due to the lack of knowledge, mostly in the South.

### What do you feel is the study's most important discovery and why?

Despite *Jatropha*'s status and the attention and investments it has been given, it's not a wonder plant. Sustainability will only be attained in a small set of situations where the conditions are right. That's why *Jatropha* seems to us to be an option for small-scale production in rural conditions for local consumption.

### What is the link with developing countries in your study?

The *Jatropha* hype is mainly about application in warm dry countries. *Jatropha* comes from Central America, but has been and continues to be primarily promoted in India and Africa.

### Why is your study relevant to development in the South?

It shows what conditions are needed if the *Jatropha* biodiesel system is to function. It identifies a number of gaps in knowledge. It shows where we might be able to improve the process and lastly it shows the opportunities for small-scale production in rural areas for local consumption.

Read more about the study at  
<http://tinyurl.com/JatrophaArchives>



## TOP EXPERTISE THANKS TO VLADOC

Professor Bart Muys (K.U.Leuven) has supervised a number of PhD students who have received a VLADOC grant from VLIR-UOS.

“Linking VLADOC grants to existing VLIR-UOS projects in the South generates advantages with regard to project coherence and reinforcement. In my own group, the PhDs of Raf Aerts and Bert Reubens are good examples of that. They built the capacity of the VLIR-UOS projects in the South and even resulted in **spin-offs**, such as Ma'ar and **Trees for Farmers**. Spin-offs can be a source of continuity when VLIR-UOS financing ends.

One thing linking a VLADOC grant to a VLIR-UOS project in the South does not permit is **exploring innovative ideas** or **strengthening international networks**. Let me use Wouter Achten as an example. His study was about Jatropha, its use in biodiesel production and the connection with sustainability and food security. By choosing a very innovative subject, in association with ICRAF, the international research centre, as a research group we were able to acquire top expertise in a short space of time. **The VLADOC study generated a multiplier effect in all areas:**

- 10 articles about Jatropha in international periodicals
- International recognition as Jatropha experts
- 3 additional PhDs on this subject, including the PhD of Aklilu Negussie, a researcher from Mekelle who started out as a technician in our Own Initiative project in 2000, earned a master's degree under the supervision of VLADOC scholarship recipient Raf Aerts and is now doing a PhD at K.U.Leuven in Zambia with logistical support from Belgian company **D1 Oils Plant Science**.
- 2 additional projects: an EU FP6 ERA ARD project on Jatropha sustainability in Mexico and India and a Belgian ERA ARD project (DGD/Africa Museum) on Jatropha sustainability in Mali.”

VLADOC-bursaal Bert Reubens aan het werk in Ethiopië





## 28 CONGOLESE AND BURUNDIAN RECTORS AND PROFESSORS IN BELGIUM LOOKING FOR FLEMISH PARTNERS

Delegations from three Congolese and one Burundian university visited Flemish university and university college campuses between 22 and 30 March 2010. The purpose of the trip was to set up long-term partnerships with support from VLIR-UOS.

VLIR-UOS believes in the important role universities play in the development of Congo and Burundi. Through the Institutional University Cooperation programme, VLIR-UOS wants to strengthen the universities by setting up sustainable partnerships between Flemish universities and university colleges, and Congolese and Burundian universities.

During their stay in Belgium the Congolese and Burundian delegations visited the Flemish universities and university colleges to establish contacts with Flemish colleagues and lay the foundations for further cooperation. The programme proposals developed by each of the four Congolese and Burundian universities are the starting point. The needs of the universities and the regional and national development priorities occupy centre stage in the proposals.



In association with the Flemish partners, each university has chosen a theme in which it will specialise in coming years and set up a centre of expertise, which the other universities will also be able to use. The following themes were chosen:

- Université Catholique du Congo (UCC): decentralisation and local development
- Université Catholique de Bukavu (UCB): management of resources in Kivu within the framework of post-conflict reconstruction
- Université de Kisangani (UNIKIS): sustainable agriculture and management of natural resources
- Université du Burundi (UB): as only Burundian university UB opted for a combination of themes: basic sciences and pharmacy, community health, food security and rural development, constitutional state, information management and library.

It's interesting to note that contacts between the Congolese and Burundian universities are rare. The visit to Belgium and the cooperation in the VLIR-UOS programme gave them the opportunity to meet each other and establish relations.

There was a lot of attention for the Congolese and Burundian visit in the Belgian media, including regional television, newspapers and websites.

### **VLIR-UOS is a partner in the Biodiversity Centre in Congo**

On 26 April 2010 an international team of scientists set off on an expedition up the Congo river. The goal was to map the rich biodiversity and build capacity among Congolese scientists. A Biodiversity Centre was also built in Kisangani. VLIR-UOS is a long-term capacity building partner within the institutional cooperation with the Université de Kisangani (UNIKIS). Read more about the Congo Biodiversity Initiative on

[www.congobiodiv.org](http://www.congobiodiv.org)



# MORE WITH FEWER COUNTRIES

In 2010 VLIR-UOS signed a political agreement with the then minister for development cooperation Charles Michel. VLIR-UOS has undertaken to limit the number of partner countries to 20 from 2013. We believe that we will be able to have a bigger impact by focusing on fewer countries, by gearing our cooperation to the needs and demands of the partner country and the partners to a higher degree, and by joining forces. We develop a country strategy for each country, which serves as a roadmap for cooperation with that country.

We have already selected 20 countries. They are: Burundi, DR Congo, Ethiopia, Ghana, Kenya, Morocco, Mozambique, Tanzania, Uganda, South Africa, India, Indonesia, Sri Lanka, Vietnam, Cuba, Bolivia, Ecuador, Nicaragua, Peru and Suriname.

How did we select our partner countries? We analysed existing partnerships Flemish universities and university colleges have with countries in the South, based on the socio-economic indicators for each country and specifically the high education and research situation. We also took into account the 18 partner countries of the Belgian development cooperation and the presence of other Belgian development organisations. After a broad-based consultation process the Flemish Interuniversity Council approved a list of 20 partner countries.

Does that mean that partnerships are limited to those 20 countries from 2013? Not entirely. In addition to the short list of 20 countries, there is also a long list that includes another 34 countries. Residents of the 20 partner countries and the 34 additional coun-

tries are eligible for foreign student grants. The same 20+34 countries are all potential destinations for Flemish students with grants. The 34 additional countries are: Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Gambia, Guinea, Madagascar, Malawi, Mali, Nigeria, Rwanda, Senegal, Togo, Tunisia, Zambia, Zimbabwe, Bangladesh, Cambodia, Jordan, Laos, Nepal, the Palestinian territories, Philippines, Thailand, Brazil, Colombia, Dominican Republic, Guatemala, Guyana, Haiti, Honduras, Mexico, Paraguay and Uruguay.

We want to have the **first country strategies** ready for five countries by the end of 2011. Those countries are: Cuba, Ecuador, Vietnam, Tanzania and Uganda. The other partner country strategies will be developed later.

The formulation of country strategies for Cuba, Ecuador, Vietnam, Tanzania and Uganda goes together with the potential selection of new partner institutions for Institutional University Cooperation.

To achieve a **sustainable and well-supported strategy for each country**, we wish to give maximum consideration to existing partnerships, expertise with regard to the country in question,

the priorities of the institutions in that country and the national development agenda. We also take account of the general development context in the country in question. During 2011 we are organising a far-reaching survey of Belgian institutions and experts in higher education and development cooperation as well as institutions in the partner countries. We will refine the analysis during country consultation days, together with experts and all relevant stakeholders. A VLIR-UOS delegation will conduct identification visits in Cuba, Ecuador, Vietnam, Tanzania and Uganda in 2011. During the process we will also talk with other actors active in those countries, such as DGD, BTC, CUD, VVOB, NGOs, cities and municipalities, scientific institutes, BIO, FWO, Belgian companies, Internationaal Vlaanderen and VAIS.

For more information see [www.vliruos.be](http://www.vliruos.be).



Het Bureau UOS: vlnr Patrick Blondé, Hogere Zeevaartschool (vertegenwoordiger VLHORA); Patrick Sorgeloos, UGent (voorzitter); Roel Merckx, K.U.Leuven (ondervoorzitter); Marc Nyssen, Vrije Universiteit Brussel; Koen De Feyter, UA; Paul Janssen, UHasselt.



## CAN UNIVERSITY COLLEGES GET INVOLVED IN UNIVERSITY DEVELOPMENT COOPERATION?

VLIR-UOS wants to improve the participation of university colleges in its activities. While university colleges have been able to access a number of VLIR-UOS programmes since as far back as 2003, the number of approved project proposals is actually very low. We commissioned Lessius Mechelen and KHLeuven to identify the opportunities for greater integration. The authors' findings, conclusions and proposals are set out in the report *Integratie van de Vlaamse hogescholen in de werking van VLIR-UOS* (February 2011).

The authors – Jo Bastiaens, Stijn Coenen, Dorien De Troy (Lessius Mechelen) and Klaas van Steenhuyse (KHLeuven) – studied the VLIR-UOS programmes and analysed the activities of the university colleges, arranging interviews and focus groups. There were consultation and feedback opportunities.

The study resulted in a publication covering all the activities of the university colleges in the developing countries, regardless of whether VLIR-UOS is a partner. The authors present proposals to VLIR-UOS for improving the involvement of the university colleges.

The study shows that Flemish university colleges carry out a highly diverse range of development cooperation activities and work with a large pool of partners.

The authors make a number of recommendations to VLIR-UOS. For instance, they suggest breaking the automatic link between grants for foreign students and the training programmes financed by VLIR-UOS. The authors suggest giving university colleges access to all VLIR-UOS programmes. They propose not limiting the programmes to academic scientific research, but rather giving appropriate attention to education, practical research and social service.

If VLIR-UOS wishes to take advantage of the expertise of the Flemish university colleges and their equivalents in the South, say the authors, the programme architecture needs to be simplified. Sufficient attention needs to be given to possibilities for university colleges to get involved. Improved possibilities for capacity building and targeted two-way staff exchanges between North and South are vital. The authors also feel that representatives of the university colleges are needed to make the existing structures, administrative bodies and evaluation committees more representative.

"The full restructuring of higher education also opens up opportunities. THE EXPERTISE OF THE UNIVERSITIES AND UNIVERSITY COLLEGES IS HIGHLY COMPLEMENTARY, ESPECIALLY WHEN IT COMES TO DEVELOPMENT COOPERATION. Take medicine, for example. We have doctors at the universities, while the university colleges have nurses. Or technology – universities have civil engineers and soon they will also have industrial engineers. There are a great many technology-based subjects in the bachelor's degrees offered by the university colleges. Taking advantage of that complementarity in institutional cooperation could well be one of the spearheads of development cooperation in higher education.

Bart De Moor, vice rector International Policy K.U.Leuven, during the VLIR-UOS panel debate at the new year event 2011



# CASES

## **Jimma University (Ethiopia) signed an institutional cooperation agreement with Moi University (Kenya)**

The agreement aims at enhancing cooperation between the two universities in provision of social-centered education and ICT, training of instructors at postgraduate level, and conducting research studies. Kora Tushnie, Administrative and Development Affairs Vice-President of Jimma University, said that both universities have been working together with five universities in Belgium in provision of training and conducting research studies. (source: Addis Zemen, Capital Ethiopia News)

"This effort was made possible in the framework of the IUC. On behalf of Jimma University, we are very much grateful for the assistance and promotion for networking of this sort from VLIR and are looking forward for a great collaboration ahead of us." Jemal Abafita, programme manager, VLIR IUC Programme of Jimma University. Read more on the website of [Moi University](#).

## **Collaborate to innovate: an international workshop of Dutch, Flemish and South African Universities**

The University of the Western Cape, together with Ghent University, the Wageningen University Research Centre for Development Innovation, NUFFIC and VLIR-UOS organised in November 2010 an international workshop on the role of university collaboration in innovation strategies. A central point underpinning the deliberations of this workshop was the consensus that science and technology are crucial for development and that the knowledge triangle - education, research and innovation - is important for a knowledge-based society.

Seeking to explore how aspects of innovation and service to society can be incorporated better in academic development programmes, the workshop provided a first attempt to review selected policy strategies in the Netherlands, Flanders and South Africa, as well as examples of best practices.

The envisaged outcome of the workshop was a proposal for an innovation strategy that promotes synergy between academia and regional development and private initiatives.



*The workshop was particularly useful for networking with others with an interest outside of their particular disciplinary boundaries. I think it is very important to broaden one's perspective and get a sense of a greater context.*

**(Dr Jade Gibson, Postdoctoral Scholar UWC)**

*Having attended workshop, I have come to realise that, for my programme on sports as a platform to modify adolescent sexual risky behaviours to be successful, I need to build collaboration with the community in which this programme will take place for sustainability and effectiveness.*

**(Adedapo Awotidebe, scholar UWC)**

**Source: DBBS Newsletter, October-November 2010**



### **Breakthrough in the fight against *Taenia solium***

A field test with a vaccine against the pork tapeworm (*Taenia solium*) managed to break the chain of infection. In spite of the name, the pork tapeworm also affects humans. The study, conducted by the Institute of Tropical Medicine, is a follow-up to two Own Initiatives set up by professor Jozef Vercruysse (UGent) in Cameroon with the support of VLIR-UOS. The pork tapeworm is currently being studied in India, Nepal and Cambodia.

### **Master's degree in sustainable development starts in Suriname**

The Anton de Kom University of Suriname has introduced a master's degree in sustainable development education and research. The course is the result of institutional university cooperation with financing from VLIR-UOS.

### **Belgians feel that training local people is the most worthwhile form of development cooperation**

While the crisis has had an impact on development aid donations, the Belgian population continues to favour development aid. The Belgians are becoming more critical and want to do their bit by taking the initiative themselves. For Belgians, training for local people is the most worthwhile form of development cooperation. That is the result of a study into support for development cooperation among the Belgian population conducted by the [PULSE research platform](#), with the assistance of VLIR-UOS.

### **PhD Plus enables PhDs from the South to publish in peer-reviewed journals**

"In my country we face limitations in submitting articles and having these articles published in peer-reviewed journals with impact factor. The limitations are often due to limited access to facilities, lack of guidance from experienced colleagues in the field, insufficient funds and lack of exclusive time to focus on the preparation of the paper. Thanks to the VLIR-UOS PhD Plus programme, I had the chance to be guided in the preparation of an article and I attended refresher classes. At the International Training Centre we had limitless access to the Journals. Most importantly, we had access to ISI Web of Knowledge which could spell the difference between an inadequate and respectable article.

During the period, I worked on the paper titled "Changes in earthworm population and soil conditions under varying land use in a humid tropic environment".

Renato D. Boniao, Ph.D. Plus-2010 Scholar (Philippines), source: *Pedon* n° 22, January 2011

### **MO\*paper: Can Congo succeed?**

The December 2010 MO\*paper is about DR Congo's post-conflict reconstruction. Formal changes are one thing, say the authors; real changes are something completely different. The paper examines how the reconstruction of the state looks on the ground. The main goal of the authors is to identify the significance of the recent period of reconstruction in the light of a long, complex process of state building. First and foremost, they want to understand the local practices and the logic of local administration of the Congolese state. Their study focused on two sectors: education and the protection of civil rights. The authors are Tom De Herdt, Kristof Titeca and Inge Wagemakers, who are attached to the Institute of Development Policy and Management (IOB) of the UA. Professor Tom De Herdt and Kristof Titeca are involved in VLIR-UOS projects in DR Congo.

### **National Geographic: Congo's forgotten bananas**

The June 2010 edition of National Geographic includes an article on a banana study at the Yangambi test station. Botanists there also collect genetic material to be able to grow bananas that are resistant to disease. That is important because bananas are the main source of nutrition for millions of people. VLIR-UOS finances a project (Contribution à l'amélioration de la culture des bananiers et bananiers plantains dans la région forestière Nord-Est du bassin du Congo) headed by professor Rony Swennen (K.U.Leuven).

### **Eight civil engineering students in the Peruvian Andes. Their mission: setting up the supply of hot water and electricity for a small school**

La Cascarilla, a mountain village in the Andes in the far north of Peru, welcomed eight Flemish students in the summer months. 1 small school, 500 inhabitants and 8 civil engineering students from K.U.Leuven. Their expertise: power, electronics, architecture and vehicle technology. Their mission: setting up the supply of hot water and electricity for a small school. Together with the local contacts the students designed a solar-powered boiler, a wind turbine, a mini water turbine and an electricity grid. One of the students, VLIR-UOS scholarship recipient Rien De Koster explains: "As engineers we learned a great deal from the project. Learning to deal with responsibility, establishing contacts with the local population, solving practical problems, planning and budgeting. Basically we experienced everything you have to deal with in a real project. But that's not all, because the limited number of machines forced us to be very creative in facing up to problems. The engineering courses are fairly theoretical, so this practical experience is a great source of added value as we train to become full-fledged engineers."

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"WE WERE FORCED TO BE VERY CREATIVE IN FACING UP TO PROBLEMS."

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(Based on Rien De Koster's article in Dutch at the website of [Vlamingen in de Wereld](#))

### **Enhancing Europe-Africa university partnership and its contribution to development cooperation conference and white paper**

VLIR-UOS was a partner in Enhancing Europe-Africa university partnership and its contribution to development cooperation, a conference held in Brussels on 28 September 2010. The conference is part of Access to Success, the EU Erasmus Mundus project. The organisers presented a white paper during the conference.

The White Paper tackles a number of key issues relating to the future of Europe-Africa cooperation in higher education, including the need to develop more sustainable and efficient university partnerships and research collaborations (for example through joint research programmes). It also recommends concrete measures to increase the mobility of European students and staff to Africa, and for reducing 'brain drain'.

In an 'agenda for future action', the paper outlines a series of key recommendations for different groups of stakeholders, including governments, universities, development agencies, and the European and African Unions respective Commissions. Amongst the key recommendations, it states that universities in Africa and Europe should:

- Integrate development cooperation into the overall institutional internationalisation strategy
- Develop more innovative partnership models as a means to strengthen both Europe/Africa and Intra African collaboration (e.g joint programmes and degrees)
- Develop strategies to mitigate the risks and impacts of academic brain drain and engage the diaspora (Good governance/management and in particular transparent human resources policies are of key importance, but improved working conditions, career development programmes and social benefits for university staff are also important).

A full copy of the White Paper 'Africa-Europe higher education cooperation for development: meeting regional and global challenges' is available from the EUA website: [www.eua.be](http://www.eua.be).

## UHasselt medical students go to Mali on work experience

On 15 July 2010 six medical students went to Mali in west Africa for a month to work in Mopti hospital. Some of the students received a travel grant from VLIR-UOS to help finance the trip. The trainee doctors accompanied the local doctors and held clinics on the subject of basic hygiene for women and children. The students stayed at the Dogon village of Nalou, where they assisted the medical aid station the inhabitants had set up a few months earlier. Browse the photos in [UHasselt's online gallery](#). (Source: [www.uhasselt.be](http://www.uhasselt.be))

## Netherlands versus Belgium: who's the champion?

Together with VAIS, Coprogram and VVOB, VLIR-UOS is the co-organiser of the development debates. Every year we arrange a couple of debates for development cooperation professionals. The goal is to share knowledge, experience and ideas, as well as debating changes that have an impact on development cooperation. There were two development debates in 2010 – Cooperation: beyond the hype! on 30 March 2010 and Netherlands versus Belgium: who's the champion? on 27 October 2010, each attracted around 80 people.

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**"WE HAVE TO ADAPT OR WE'LL BE  
IN A RELEGATION FIGHT SOON."**

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A panel of wise people from Belgium and the Netherlands took part in the latter debate. Bram Van Ojik (ministry of foreign affairs) and Paul Hoebink (CIDIN, Radboud Universiteit Nijmegen) took part on behalf of the Netherlands. Peter Moors

(Directorate General for Development Cooperation), Bogdan Vanden Berghe (11.11.11) and Robrecht Renard (Universiteit Antwerpen) represented Belgium. They debated the similarities and differences between Dutch and Belgian development cooperation. The debate's central theme was the necessity of rethinking and revising development cooperation in today's world. Some quotes:

"A donor community acting as a single block can threaten the ownership of countries in the South." (Bogdan Vanden Berghe)

"We have to adapt or we'll be in a relegation fight soon." (Peter Moors)

"Aid is an abuse for many people." (Bram Van Ojik)

"The proliferation of the actors is the biggest problem in development aid." (Paul Hoebink)

"It's ridiculous to make efficiency and effectiveness absolute goals." (Bogdan Vanden Berghe)

"Our indirect actors are large bureaucracies that find their own growth more important than their social mission." (Robrecht Renard)

"We have to constantly make it clear that it's impossible for Africa to score a goal." (Paul Hoebink)



*VLIR-UOS participates in the European Development Days 2010 and receives a visit from the Belgian prince Filip and minister of development cooperation Charles Michel.*

## VLIR-UOS PhD scholarship recipient wins Belgian Development Cooperation Prize

The theme of the 2010 prize was 'a better life through biodiversity and environment'. Former VLIR-UOS ICP PhD scholarship recipient Mohamed Omar Said won the prize in the Young Researchers from a Developing Country category. The winner in the Students at a Belgian University category, Sarah Haesaert, was involved in a VLIR-UOS Congo project. The Belgian Development Cooperation Prize is open to students and young scientists. They can compete for a prize based on a final report or a PhD thesis or publication. For more information see the website [www.devcoprize.africamuseum.be](http://www.devcoprize.africamuseum.be).



# FIGURES

In this section we provide some figures with regard to the VLIR-UOS programmes. In some cases we look at developments over several years; in others we provide data for a single year (2009 or 2010).

## The Flemish travel grants in figures

Between 2003 and 2010 VLIR-UOS awarded **3285** travel grants to Flemish students for research or work experience trips to the South.

.....  
In 2010 **73%** of the 500 travel grants were awarded to women.

.....  
In 2007-2010 Africa was the destination of **53%** of recipients, Latin America of 31% and Asia of 16% of recipients.

.....  
In 2007-2010, **50%** of travel grant recipients travelled to one of the following countries: South Africa, Suriname, India, Ecuador, Ghana, Malawi, Bolivia, Uganda, Peru, Ethiopia, Tanzania.

.....  
In 2008-2010, **50%** of travel grant recipients were studying social sciences or human sciences, 35% were studying biomedical sciences, 12% applied sciences and 3% exact sciences.

## The Flemish PhD scholarships (VLADOC) in figures

Since 2003 VLIR-UOS has awarded **44** VLADOC scholarships.

.....  
**61%** of the VLADOC scholarships have been awarded to women.

.....  
In 2010, **22%** of VLADOC scholarship applications were approved.

.....  
**38%** of VLADOC alumni conducted research in agriculture, 31% in ecology, 15% in social sciences, 8% in human sciences and 8% in biomedical sciences.

.....  
**61.5%** of VLADOC alumni were linked to a VLIR-UOS project in the South.

.....  
VLADOC alumni produced an average of **8** peer-reviewed A1 publications during their PhD and after its defence.

.....  
On average, VLADOC alumni wrote more than 8 popular articles about their research, 1.5 of which were in the language of the country in which they conducted their research.

.....  
The co-authors of **79%** of the scientific publications of VLADOC alumni during their research were from the South, which on average translates as 10 co-authors from the South for each VLADOC

.....  
**80%** of VLADOC alumni work in a job related to development cooperation.

## The ICP PhD scholarship recipients in figures

In 2003-2010 VLIR-UOS awarded an ICP PhD scholarship to **68** students from the South.

In 2003-2010, **60%** of ICP PhD scholarship recipients were from Asia, 37% from Africa and 3% from Latin America.

In 2003-2010, **22%** of ICP PhD scholarship recipients were from Vietnam and **16%** from Kenya.

In 2003-2010, **52%** of ICP PhD scholarship students were women.

## Profile of the professors and teachers who submit project proposals

In 2003-2011 the average age of professors and teachers who submitted a project proposal was **50.5** years. In 2003-2011 there was no observable change in the average age of professors.

In 2003-2011, **40%** of professors and teachers who submitted a project proposal were below 40 years of age.

In 2003-2011 the total number of project proposals submitted was almost **800**.

Of all institutions, UGent submitted most proposals (**267**), followed by K.U.Leuven (208).

In 2003-2011 the average annual share of female submitters was **13.2%**. In 2011 the share of female submitters rose to **20%**. (Data does not include VLIR-UOS scholarship programmes.)

## Number of people we have reached in each programme since 2009

**173** participants in Short Education Initiatives

**804** participants in International Congresses

**81** participants in an International Training Programme

**1453** participants in an awareness-raising initiative



## ABOUT VLIR-UOS

### **Innovative partnerships for global and local challenges**

We are facing such global challenges as great inequality, poverty, climate change and food insecurity. These are challenges that concern us all and we have to solve them together.

The negative impact of the global challenges is most tangible in developing countries, although it is also felt in the North. The future of North and South is inextricably intertwined. Knowledge is critical in the quest for a solution to global challenges and local needs. Higher education creates and disseminates knowledge and encourages its application. Higher education has the power to drive change and this power must be exploited.

VLIR-UOS wishes to help formulate a sustainable response to global challenges and local needs on the basis of innovative cooperation. This benefits everyone. Through cooperation we wish to give people and societies solutions and enable them to adapt to fast-changing circumstances.

Specifically, VLIR-UOS enables professors, teachers and institutions of higher education to set up cooperation projects with colleagues and partner institutions in the South.

VLIR-UOS also awards scholarships and grants students from Flanders and the South, enabling them to follow a course, conduct research and set up partnerships between North and South.

Last but not least, VLIR-UOS supports higher education in the South, by strengthening the structure for higher education and encouraging cooperation between the institutions in the South.

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## Unique position as platform, financier and representative

- VLIR-UOS is the platform where higher education in Flanders works together for the good of development cooperation, based on the three keystones: education, research and service to society.
- VLIR-UOS is the main financier of development cooperation projects in Flemish higher education.
- VLIR-UOS represents Flemish higher education in development cooperation in dialogue with the government. VLIR-UOS aims to reconcile the interests of higher education and policymakers. The goal is to create the best possible conditions for higher education to participate in development cooperation.

## Our core business: managing, facilitating, raising awareness

- VLIR-UOS manages resources, information and systems for the platform and for current projects. As a good manager of public resources VLIR-UOS is also tasked with informing the general public.
- VLIR-UOS facilitates cooperation. VLIR-UOS supports those involved in the project so they are able to implement their project in optimal circumstances. VLIR-UOS provides coaching, advice, expertise, financing, administrative support, networking and feedback.
- VLIR-UOS raises awareness among higher education institutions and policymakers of the importance of cooperation for development.



*The VLIR-UOS team members and contacts at the Flemish universities and university colleges at the annual planning meeting 2010*

## VLIR-UOS in figures

In 2010 VLIR-UOS was allocated a budget of **€33,147,000** by the federal minister for development cooperation.

As of 1 June 2011, **22** members of staff work at the VLIR-UOS offices in Brussels.

VLIR-UOS also has **two** country representatives: one in Ethiopia and one in DR Congo.

### VLIR-UOS offsets carbon emissions of air travel through spin-off project in Ethiopia

In March 2010 VLIR-UOS introduced a carbon-offset scheme for the flights of its own staff and members of the VLIR-UOS board. To maintain the close link between climate change mitigation and development cooperation, VLIR-UOS chose to donate to Trees for Farmers, a spin-off project of former VLADOC scholarship recipient Bert Reubens for sustainable reforestation in Ethiopia, through the CO2-gift scheme. The KLMOS research platform was an advisory partner.

### VLIR-UOS participates in Fairtrade@work

VLIR-UOS has been a consumer of fair trade products for a few years now. To spread the fair trade message both in-house and throughout our network, on 7 May 2010 we took part in Fairtrade@work, an initiative of the Max Havelaar fair trade label. There was a reception for colleagues and a lunch for members of the selection committee, both featuring fair trade products, and we also treated our contacts at the universities to fair trade refreshments.



## Afkortingen

AVLM	Training Course AudioVisual Learning Materials at the K.U.Leuven
BTC	Belgian Development Agency
CUD	Commission Universitaire pour le Développement
DBBS	'Dynamics of Building a Better Society': name of the IUC programme with the University of Western Cape
DGD	Belgian Directorate-General for Development cooperation
ERA ARD	European Research Area, Agricultural Research for Development
ESPOL	Escuela Superior Politécnica del Litoral
EUA	European University Association
FWO	Research Foundation – Flanders
ICP	International Course Programme of VLIR-UOS
IUC	Institutional University Cooperation of VLIR-UOS
KLIMOS	Research platform on climate and development
NGO	Non governmental organisation
O*PLATFORM	Research platform for development cooperation of VLIR-UOS
UWC	University of Western Cape
VAIS	FLEMISH AGENCY FOR INTERNATIONAL COOPERATION
VLADOC	PhD scholarship programme of VLIR-UOS for Flemish students
VLIR-UOS	Flemish Interuniversity Council – University Cooperation for Development
VVOB	Flemish Association for Development Cooperation and Technical Assistance

## "AT LEAST TEN PEOPLE WORKING AT THE ETHIOPIAN MINISTRY HAVE STUDIED IN FLANDERS ON A SCHOLARSHIP."

*Hans Bauer, VLIR-UOS country representative in Ethiopia*

"I have only had praise from the University of Limpopo's academics and administrative staff that have attended workshops funded by you guys e.g. ICT training in Ethiopia & AVLM at Leuven. What I find very encouraging is that upon checking I found that the ICT guys are actually implementing what they were taught in Ethiopia! **YOU ARE DOING WONDERFUL AND MUCH APPRECIATED WORK.** It gives me great pride and joy to be associated with you guys."

*Dirk Wessels, University of Limpopo*



[www.vliruos.be](http://www.vliruos.be)

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