Consequences of mining in the Oruro region
Bolivia

Riz du Bénin, riz de demain.

Joris Hindryckx & Eric Vermeylen

Delivering Global Citizens

Universities of Applied Sciences and Arts in Flanders

Collibri Project in Benin

Odisee
Why this magazine?

This magazine gives an overview of some activities and progress Higher Education Institutions (HEI) are making in the framework of the five-year Global Minds Program. The pilots in this magazine are presenting the different activities of Global Minds at the Flemish Universities of Applied Sciences and Arts.

These activities are: REI (Flemish student mobility to one of the scholarship countries of VLIR-UOS), XREI (in- and out-coming staff mobility to the partner countries of VLIR-UOS in the Global South), Short Intensive programmes (a two-week interdisciplinary exchange of Flemish students together with local students in the Global South) and a yearly thematic conference on global engagement. Some pilots of the South Initiatives were published in this magazine too, which reflect to a two-year project funded by VLIR-UOS in one of the partner countries focussing on research or education.

With this magazine we want to draw the attention on the dynamic, enriching and innovating activities the universities of applied sciences and arts are organising grace to the Global Minds funding programme.

The Flemish Universities of Applied Science and Arts are bringing an added value to the Belgian Development Cooperation and ultimately to the development of their counterparts and the stakeholders of those partners in the South.

The new website www.globalmindsvlhora.be was created to give an overview of all projects and countries HEI were operating in. This interactive website allows also to HEI in the Global South to have insights in the applied knowledge Universities of Applied Science and Arts are offering. And the event calendar is giving an overview of ongoing debates, conferences and webinars.

Charlotte Christiaens, Coordinator Global Minds at VLHORA
For quite some time, universities of applied sciences and arts have been engaged in international cooperation to prepare students for living and working in a globalised world. In addition to subject-specific competences, also international, intercultural and global citizenship competencies are included in the learning outcomes.

We face global challenges such as climate change, depletion of natural resources, migration ... The effects of those global challenges are felt locally, but the causes and solutions are global. The united nations recently formulated 17 goals for sustainable development. If we want to tackle those global challenges, we will all have to pursue the stated objectives together. They are therefore objectives for all of us, you and me, the organisations to which we belong, companies and governments both locally and nationally, and also higher education institutions.

The Flemish Universities of Applied Sciences and Arts have already understood this message and have been working together as a consortium in a Global Minds project since 2017. By strengthening the capacity of each of our Flemish Universities of Applied Sciences and Arts in the field of university development cooperation (UDC), we can also tackle global challenges together with partners in the global South and thus come to global solutions.

The universities of applied sciences and arts play a complementary role within the university development cooperation by not so much focusing on knowledge development, which is more the strength of the universities, but on knowledge dissemination (evidence-based teaching) and knowledge application (dissemination and outreach in collaboration with companies and civil society organisations). We also play a unique role by intensively involving our students, because they want to commit to sustainable development and international cooperation. Take a look at the school strike actions for the climate.

The current VLHORA Global Minds project, which runs until 2021, offers the Flemish Universities of Applied Sciences and Arts a number of opportunities to work on structural partnerships, relevant projects, exciting student exchanges and internships.

This Global Minds project is being taken to heart with great enthusiasm by the VLHORA Consultation Group for UDC, in which all Flemish Universities of Applied Sciences and Arts are represented and under the wings of Charlotte Christiaens. With great pleasure and pride I’m part of this group of colleagues. Thank you for the enriching collaboration.
Today we are witnessing the attention given to development cooperation, or more precisely, global engagement in our Flemish Universities of Applied Sciences and Arts. There are many reasons why UASAs are investing in Development Cooperation: UASAs are introducing students to the practice of development cooperation in direct connection with their education, resulting in an increase of students' awareness of development cooperation.

UASAs are using an interdisciplinary and multidisciplinary approach which is leading to content and learning outcomes that are relevant to development. Positive effects were noticed on the employability of our students and in the HEI further research that is relevant to development is encouraged.

UASAs are developing global citizens. To reach these overall objectives, cooperation between institutions, countries and study fields is needed. Through the Global Minds programme, the knowledge in the application of practice-oriented methodology in the Global South is increasing. Their applied methodologies are very visual in digitalisation, nursing, midwifery, education, communication and entrepreneurship in the Global South. For example, a current project of the UASAs aims to analyse the needs in engineering and are delivering course material in two engineering trades: Computer Aided Manufacturing Technology and Electrical Engineering & Automation. They establish technological laboratories, with remote and virtual accessibility to increase its learning impact and give teachers a specialised training. The characteristics of the Global Minds VLHORA project are rather unique.

A consortium of 13 Flemish HEI are sharing knowledge and good practices, website, methodologies, presentations, guest speakers, guidelines and project proposals in order to reach one common goal: Capacity Building at the Flemish Education Institutions on development cooperation. In 2018 47% of the mobilities offered by GM to the Global South were used by staff members new in the field of international cooperation. The learning efficiency at the level of VLHORA among the consortium of all 13 universities of applied sciences and arts is high. The exchange of common knowledge and strategies is leading to common shared values: re-orienting development cooperation towards co-creation, global engagement and international cooperation.

Global engagement is replacing old North-driven values. Under the umbrella of VLHORA new concept notes and guidelines were created.
Guided by UN Sustainable Development Goals a new framework was developed: “Global Engagement in Higher Education: an inspirational Framework”.

These guidelines are giving an overview of strategic objectives and concrete action points HEI could use in their own institutions to meet these objectives to stimulate global engagement by 2030.

This framework is based on international leading principles that needs to be implemented at our Flemish institutions.

Global Minds VLHORA is driving towards more and better cooperation for development interventions in the Global South, greater direct and indirect impact on the livelihood of local people and governmental policy, and better integration of development cooperation taking its challenges into account in UASAs. As a result, in 2018 58% of the project proposals at VLIR-UOS of universities of applied sciences and arts were approved.

With this good rate kept in mind, VLHORA is looking forward to the years coming in order to see how Universities of Applied Sciences and Arts are showing their added value in an international field of work towards practice-oriented cooperation in the Global South.
This Short Intensive Programme aims to make students reflecting on the aspects of time and material in the creative process.
CUBA
Pause / Pose

This project started from the relationship (and opposition) between both disciplines – sculpture and photography – in the urban context of Havana, the city where time stood still since the revolution freezes reality in a fraction of a second. This project aims to make students think about the aspects of time and material in the creative process.

Ephemeral temporary sculptures were found or made and photographically documented. The urban reality was viewed in its photographic potential to be transformed into sculptures (or installations). Due to the ‘pause’ of the shutter - the literal stoppage of time - a ‘pose’ arises in the flow of time. Reality becomes construction, a theatre in the decor of history.

The Belgian and Cuban students collaborated in international and interdisciplinary art experiments that led to individual projects. Debates, group critics and individual coaching helped in developing a multidisciplinary discourse on the subject. Results of the Short Intensive Programme were exhibited during the ‘Semana Belga’, an annual cultural festival organised by the Belgian embassy in Havana.

All partners involved considered this Short Intensive Programme as exciting and relevant, both from the point of view of their study discipline and from an intercultural point of view. In January some projects related to tangible and intangible heritage researched in healthcare, education and urbanization.

A Photography Research Centre will be started at the Fototeca de Cuba (a photography museum in Havana) where the photographers will be able to exchange experiences. Digital material and books for a library will be provided coupled with hardware aimed towards helping the Fototeca build a digital archive of the 80,000 historic photos stored at the museum.

Workshops for art students and an open symposium will be organised at ISA with lectures by the 8 participating photographers and international specialists in the history of photography.

PAUSE / POSE

COUNTRY CUBA
DATE 31/10/2018 – 18/11/2018
BUDGET 15,000 EURO
LOCAL PARTNERS ISA, UNIVERSIDAD DE LAS ARTES
OTHER PARTNERS FOTOTECA DE CUBA
BENEFICIARIES 15 STUDENTS AND 5 LECTORS
RESPONSIBLE BERT DANCKAERT & ATHAR JABER (KONINKLIJKE ACADEMIE ANTWERPEN), OSSAIN RAGGI GONZALES (ISA)
UGANDA

Ecological awareness on water supply and hygiene

A filmed documentary in unusual circumstances but in a wonderful place with lovely local people.
For several years the LUCA School of Arts has a standing agreement with the NGO PROTOS in connecting students within the domains of Film and Photography to contribute to Development in the South. In our most recent project we collaborated with PROTOS to convey the message of the importance of water sanitation & management to the population in Western Uganda in their local language.

To achieve this, students of the LUCA Narafi Television Video & Sound department and the HOWEST department of Development Cooperation were encouraged to cooperate within the framework of the challenges of the Global Minds project. The motivation of students for socially engaged exchange projects forms the bedrock LUCA is showing its immersion with the broad opportunities in the Global South.

The scholarships granted by VLIR-UOS are extremely helpful for our students. With this funding students receive the opportunity to contribute to a project imbedded in a local community and gain working experience within their field. We consider these grants as game changers in the development of the students as young professionals. The general approach was decided in close discussions with the local representatives of our partner in Uganda and the office of PROTOS in Belgium.

Thanks to the thorough dialogue with the local communities our students got aware of the issues and thought up the best way to convey the message. The final output is a film entitled NYAMAIZI which is a mix of a documentary with a fictional approach and provides PROTOS with a powerful tool to realize their ambitions and objectives in the Lake George Catchment. A second shorter version with the same title was edited by our team and is directed to the people living in the North.

Being a young crew, we were proud to have contributed to a story that really matters.

ECOLOGICAL AWARENESS ON WATER SUPPLY AND HYGIENE

COUNTRY
UGANDA

DATE
07/2018 – 24/02/2018

BUDGET
3,400 EURO

LOCAL PARTNERS
PROTOS NGO – LAKE ALBERT CATCHMENT

OTHER PARTNERS
HOWEST

BENIFICIARIES
30-45

RESPONSIBLE
JOHN DEVOS & JAN LOUIS DE BRUYN

VLHORA - GLOBAL ENGAGEMENT MAGAZINE - OCTOBER 2019 – 9
Benchmarking financial processes

For the automation of the financial flows in MMU, a benchmark was performed in which financial flows of MMU are compared with those of Howest.

For this benchmark the colleagues worked together with students from the professional bachelors Business Management, Finance, Marketing, Network Economics and ICT consultancy. Two information sessions were organised for students (one in Bruges and one in Kortrijk) in which Stella explained the context and specific situation at MMU. Howest also shared information.

Subsequently the students processed the input while being coached by Stella and a Howest colleague: converting text into schematic, importing data from MMU in ERP software and preparing user scenario’s for a demo. The result of this exchange was a win-win-win:

- Stella went home with possibilities to improve the financial flows at MMU, possibilities she developed together with students and colleagues.
- Students were able to work on a real international case, which is much more challenging than a regular exercise. All participating students (3 class groups) learned about the big differences between the Belgian and Ugandan context and broadened their view on the global context.
- Learning about the Belgian context of higher education and Howest, Stella is more prepared and enthusiastic to coach students during their internships at MMU in Uganda. This improves the quality of the internships which is important for all parties.

Benchmark Financial Processes in Howest versus Mountains of the Moon University (MMU)

COUNTRY: Uganda
DATE: 10/2018 – 11/2018
BUDGET: 3,750 EURO
LOCAL PARTNERS: Mountains of the Moon University
BENEFICIARIES: 50
RESPONSIBLE: ANN DERAEDT
The flexibility of the Global Minds programme allows us to very quickly seize these opportunities and strengthen our cooperation. A few months ago our partners from UCB suggested the development of a new course on ‘webdevelopment’ and during next spring this course will be jointly taught by staff from KdG and UCB.

Everybody who works with partners in the Global South knows how enriching it can be to develop a mutual idea: you try to tackle a local need or problem, you are eager to share your experience or learn from others’ experiences, but the contexts are very different and you need to reconsider and rethink. Eventually it makes you question your own truths and beautiful ideas can spark from it.

The ICT Department of KdG teamed up with the Science faculty of UCB Bukavu in the DRC, and the University of Antwerp in the beginning of 2018 to reorient and improve the quality of the informatics curriculum at UCB. The curriculum is too theoretical, and students don’t acquire practical skills needed in the job market. Providing practice-oriented courses is what Flemish universities of applied science are best at, and that is how the cooperation was born.

One of the activities of the project is to provide computer- and network infrastructure to the IT students and faculty on their new campus, to create an environment where training tools, digital books and videos can be shared on a local intranet. We shipped over a ton of equipment and together with the Congolese students we implemented a laboratory where they can get hands-on experience at configuring networking equipment, programming robots, developing web and mobile applications.

Of course, infrastructure alone will not reform a curriculum so further activities are planned in this project such as a job-market study to ensure that the curriculum reform is in line with what the market expects, faculty staff training and a workshop on curriculum reform and TE-learning.

During this project, new ideas or ways of cooperation arise and the flexibility of the Global Minds programme allows us to quickly seize these opportunities and strengthen our cooperation.

PRACTICAL REORIENTATION AND QUALITY IMPROVEMENT OF THE CURRICULUM

COUNTRY: DR CONGO
DATE: 22/10/2017 – 01/01/2018
BUDGET: 70.000 EURO
LOCAL PARTNERS: UNIVERSITÉ CATHOLIQUE DE BUKAVU
OTHER PARTNERS: UNIVERSITY OF ANTWERP
RESPONSIBLE: PIET BOEDT (KDG), JAN KENNIS (UA)
Ellen Seys’ internship project consisted of making a learning platform with the help of Moodle. The platform will be used by students and teachers. This project will help the school in communicating with its scholars. It will also save time and money because everything is digitally available.

The goal of the assignment was to create an accessible digital platform for students and to improve the quality of education through this platform. Besides that, it saves paper and other resources.

To start, Ellen improved her knowledge on the learning environment Moodle (open source and free learning management system). Secondly, by using Moodle, she made an accessible learning platform for students and teachers. She did interviews with the users to obtain better insights in their needs. These data stimulated the development of a good functioning platform meeting the needs of the students of MMU.

The coaching by the Howest study programme was organised as a continuous developing online portfolio about the platform and regular Skype meetings with a supervisor. The follow up of the internship project is done by the responsible at MMU together with the Howest supervisor, since this internship is in the framework of a structural partnership between the two institutions.
‘Die Sterreweg’, a day care center for children with special needs in South Africa, is facing a challenge since it aims to inspire other South-African care centers. Die Sterreweg is supported by Arteveldehogeschool. In three years’ time Die Sterreweg wants to scale up its operations in the rest of South Africa. Future activities are the development of a business plan, campaigns, stories, attract media attention, documenting and improving practices.

‘Aim for Die Sterreweg’ is a project that runs over three years according to the PDCA cycle of Deming (‘Plan’, ‘Do’, ‘Check’ & ‘Act’). Every year another team of students is involved in the project. In the first year (2018) a lot of research has been done and an action plan was drawn up (Plan). The project team focussed on job shadowing & resource mapping where 43 schools, companies & churches in the community were visited. With the resource mapping, Sterreweg / Sabrina Love became more widely known in Plettenberg and the profiling of Sterreweg / Sabrina Love was slightly sharpened.

The second team (in 2019) will ensure the follow-up and implementation of the action plan (’Do’). It will work towards a strategic plan with clear main and subgoals to make Sterreweg a “Center of Excellence”. The third team (2020) evaluates and sends at (’Check’ & ’Act’). Doing this, we ensure the best guarantee towards sustainable development. The SIP programme is a professionally oriented excellence programme (extra curricular). It is structured in such a way that the students start working directly in the professional field. Flemish students, together with South African students, Department of Occupational Therapy Stellenbosch University, will create a solution for the challenge of Die Sterreweg according to the strategy of design thinking.

During the first year, we strived for multidisciplinary teams in the clusters journalism, health-care, management, education, social work and graphic and digital media. Once in South Africa, the team was enriched with students from Stellenbosch University, Cape Town.

The SIP programme/excellence programme is a concretization of the strategic projects ‘Global co-creation’, ‘Excellence Programmes’, the educational innovation project ‘Design learning’ and the VLIR UOS Global Minds Programme.

The South African partners have been involved from the beginning. The conceptualization of the SIP programme happened in co-creation with Die Sterreweg and Stellenbosch University. The second edition will take place from 24th of August till 15th of September 2019.

Blog:
www.arteveldehogeschool.be/blog/aim-for-die-sterreweg

AIM FOR DIE STERREWEG

COUNTRY
SOUTH AFRICA

DATE
01/09/2018 – 16/09/2018

BUDGET
12,000 EURO

LOCAL PARTNERS
STELLENBOSCH UNIVERSITY

OTHER PARTNERS
AIM FOR DIE STERREWEG

RESPONSIBLE
DRIES ROMBOUTS
This South initiative-project supports educational innovation in the Royal University of Phnom Penh (RUPP) by developing and implementing a blended course. The curriculum is based upon the principles of design-based research. The faculty of Education is the necessary catalyst for innovation and education quality in the RUPP.

A multidisciplinary group of 30 teacher/trainers/educators from the RUPP will gain professional experience through their enrolment and active participation in the development, implementation, evaluation, dissemination and continuation of the course. The main objective is the strengthening of the participants’ research skills by applying them to curricular challenges and classroom practices. This course development is conducted in co-creation with all stakeholders (coordination north and south, 30 participants). The new methodology will be implemented in the RUPP but will also inspire within the ASEAN economic community and other Cambodian and Flemish teacher training institutes (universities and institutes) by organising several dissemination actions in order to adopt the course.

To prepare this SI-project the project member (Anniek Orye) travelled to Cambodia in October 2017. The first crucial goal was to know the Cambodian educational system and the RUPP better. PXL Education connected with the faculty of Education and got to know the local project worker (Socheath Mam). The first day we set up meetings with the management team the principal and the international office. Additionally, we discussed in depth the progress of reforming the teacher development in Cambodia (1979 till 2030). Concerning the project set-up, we explored different strategies focused on informing and integrating the different Teacher Design Teams (TDTs).

The preparation of these strategies was a second important goal of this visit. In this North-South cooperation the project members also attended classes within the Faculty of Development, Science and Language, Engineering and Education. Besides the SI-research project, PXL and RUPP will set-up exchange modalities aimed at establishing an international internship. With the international office we designed a framework for PXL-students and set-up a Cooperation Agreement between PXL and RUPP.

In the second semester of 2019 the first PXL-students (primary education) will perform their international internship facilitated by RUPP. During the complete stay within the Global Minds visit, the project member connected through Skype with the project coordinator (Wouter Hustinx) for feedback and discussed e.g. the criteria for selecting the TDTs-members. Within our SI-project all TDTs-members will receive a tablet to design and implement educational innovation.

During the second day we designed an agreement about the sustainable use of these tablets. In the afternoon the project member had the opportunity to assist classes at the Institute of Foreign Languages. The following days all North-South members involved in the SI-research, prepared for desk-research through articles about research of importance to the Cambodian educational context by RUPP. On Friday we visited VVOB Cambodia and discussed several topics such as a possible cooperation between PXL Education and VVOB Cambodia. During the weekend the project member gave a guest lecture for students of the RUPP teacher education programme and we have had an exchange with Gail Dickinson (EWHA Texas University) about an ongoing research project aimed at a learner centred teaching environment.

This first visit was an important step in getting to know the involved stakeholders and engage in a sustainable North-South work relation and partnership.
“Sleep well my child. We have gone through three fields. The field of death, the field of chains and prison and the field of remembrance. My child you should remember this. The regimes of separating and killing. You should remember and must never forget. If you want your country to live, study hard, cooperate and gather together.” Mitchell, 2005


COUNTRY
CAMBODIA

DATE
22/10/2017 – 01/011/2018

BUDGET
1.608 EURO

LOCAL PARTNERS
ROYAL UNIVERSITY OF PHNOM PENH

OTHER PARTNERS
LOCAL COMMUNITY ORGANISATIONS IN JIMMA TOWN

BENIFICIARIES
1

RESPONSIBLE
WOUTER HUSTINX & ANNIEK ORYE
The dry climate, the difficult access to water, hard work... etc damages the image of farming. Nevertheless, agriculture is crucial for the food supply in Benin. Because of a rural flight, the farmer population is aging and there is no follow-up. The Collibri-project is aiming to show that farming in rural areas can be profitable and interesting for young people to.

The current Collibri project in Benin grew out of a chain project around rice that Colruyt set up together with Rikolto. They worked with the local rice cooperative: UNIRIZ-C on rice quality and market strategies. But the future of rice farming was uncertain due to a lack of young, motivated farmers with professional knowledge and skills. For the sake of this lack,

In my village I work with 6 youngsters, I teach them the agricultural techniques the Collibri-project has taught me. Soon we will start to plant vegetables together. I would like to call our group ‘petit Collibri’.

Young people living in the rural areas of Benin often move to the big cities, because they are attracted to the idea of earning big money in the city instead of doing hard physical work in agriculture. In a city they can quickly earn money working as one of the many moto-taxi drivers.

Riz du Bénin,

BENIN

Youth living in the rural areas of Benin often move to the big cities, because they are attracted to the idea of earning big money in the city instead of doing hard physical work in agriculture. In a city they can quickly earn money working as one of the many moto-taxi drivers.
the Collibri-foundation asked UCLL to develop a training program to educate and motivate the children of rice farmers in agriculture. 5 students of the BANABA Intercultural Cooperation North-South helped to set up this program. During their six months internship in Benin, they participated in the selection of the young farmers, visited organisations and young people at home and worked out their observations and ideas. The program started in 2014, today 30 sons and daughters of rice farmers have been given a theoretical and practical education in agriculture and entrepreneurship. Afterwards they receive support and guidance by setting up their small (agricultural) company in their own region.

The 30 youngsters start from a small piece of farmland (1 à 5 ha) and a limited budget (600 euro) to develop a self-sufficient business step by step. They have gained confidence and are an example for peers. Some of them have organised trainings or lectures to inform other young people of their villages.

RIZ DU BÉNIN, RIZ DE DEMAIN

COUNTRY  BENIN
DATE           2013 – 2019
BUDGET        270.000 EURO
LOCAL PARTNERS FERME SAIN, UNIRIZ-C
OTHER PARTNERS COLLIBRI (COLRUYT)
BENIFICIARIES 30 YOUNGSTERS
RESPONSIBLE  SOFIE VAN PELT (BELGIE)
PASCAL GBÉNOU (BÉNIN)
It aims to do so through establishing a ‘Community of Practice’ (CoP), a physical interaction network of the District’s community health workers, that facilitates social learning and the exchange of knowledge and ‘best practices’ around lifestyle habits and NCDs.

The students learned what a COP is and how COP’s can be used in mental health as well in Belgium as in South Africa. Mixed interdisciplinary groups of students tried to find and answer on following questions:

• What can we learn from community health workers when it comes to health prevention in mental health?
• What good practiced about health promotion and mental health can be shared in a COP about the theme?

During the SIP group work was interspersed with plenary sessions and interdisciplinary work was always the key element. VIVES students worked intensively together with UNIVEN students in interdisciplinary teams. Each group also worked together with one village. This village was also the place where they did the interviews and the observations.

I have never been more aware of the color of my skin and my origin than during these two weeks.

SOUTH AFRICA

Strengthening Capacities of Community Health

The Short Intensive Programme was organised as a complementary project to our South Initiative research project, named “Community of Practice as a strategy to strengthen capacities of community health workers”. This project develops a strategy to strengthen the practice community health workers in South Africa’s Vhembe District, particularly in preventing increasingly prevalent Non-Communicable Diseases (NCDs).

STRENGTHENING CAPACITIES OF COMMUNITY HEALTH WORKERS DURING A SIP

COUNTRY
SOUTH AFRICA

DATE
01/10/2018 – 15/10/2018

BUDGET
12.000 EURO

LOCAL PARTNERS
UNIVERSITY OF VENDA

BENIFICIARIES
24
In November 2018, Erasmus University of Applied Science and Arts hosted prof. dr. Maria Benabdelliljil from the Université Mohamed V in Rabat in framework of the Global Minds Programme -XREI. Prof. Benabdelliljil visited the Faculty of Nursing and Social Work at Erasmus. The general theme of this exchange was dementia care for older Moroccan people in Rabat and in Brussels.

Erasmus University of Applied Science and Arts, has the lead in a research project, DiversElderlyCare, a project about dementia and dementia-care in older adults with a migration background. In the frame of this research project, a researcher Saloua Berdai-Chaouni went to Morocco in November 2017. Her contact with prof. Benabdelliljil in November 2017 in Morocco led to a visit of prof. Benabdelliljil to Brussels in November 2018.

During this week, we organised several study visits to innovative care organisations in Flanders en Brussels. We saw that we have a lot of similar challenges that we are facing in the future in the field of dementia care. This exchange helped us having more clear insights on local needs.

To end the visit, we organised an evening conference about the theme of Dementia Diagnostics with a migration background. With speakers from Brussels, Rotterdam and Rabat, more than 80 participants of the conference learned the latest insights on dementia diagnostics in several target groups. The international speakers had the possibility to exchange good practices and will keep contact to work together in the future.

COUNTRY MOROCCO
DATE 06/11/2018 – 09/11/2018
LOCAL PARTNERS UNIVERSITÉ MOHAMED V - RABAT
Short Intensive Programme

During two weeks, 24 West-Flemish students (12 from Howest University of Applied Sciences & 12 from Vives University of Applied Sciences) collaborated with 24 Philippine students (Saint Mary’s University and Nueva Vizkaya State University from Bayombong, Isabela State University from Echague and Central Bicol State University from Bicol).

An interdisciplinary, interculturally and user centered method was used throughout this program. The SIP worked on three themes: sustainable agriculture, climate change and entrepreneurship, the three themes defined by the Synergy project of the Province of West-Flanders, who also supported the SIP. As a user centered method was used, students worked in close collaboration with cooperatives active in the area. The four cooperatives were the main beneficiaries of the project.

They all formulated a challenge on which the students could do research, interviews, define the priorities, pitching ideas back to the cooperatives and integrating their feedback into their proposals.

The first week of the SIP, the whole group stayed at Saint Mary’s. During that week, experts gave lectures on the themes, on the used method, on interdisciplinary collaboration. The cooperatives and the challenges were presented and the students could do their research in the field by visiting the cooperatives.

The second week, they stayed and worked at Isabela State University, where they started to execute the ideas from the first week. They created a prototype, business model, and came up with other solutions to the challenges. On the last day everyone prepared their presentations for the closing and award ceremony.

A commission evaluated the presented results and awarded finalists and winners during the ceremony with a special token and medal. All participants received a certificate commemorating their participation in the project and the efforts made.
“It is a once in a lifetime experience to collaborate with different cultures on local challenges!” - Tijl Desmedt

We can already say that all students experienced a big intercultural development and learned a lot on entrepreneurship, sustainable agriculture and climate change in the Philippines and the related challenges.

Due to creative and useful ideas developed during the project, we hope to create a sustainable cooperation between all partners of the SIP: universities, universities of applied sciences and arts, students, cooperatives and their members. Students as well as their coaches learned how to use the innovative user centered design method, who helped them in their process or came up with a solution to some challenges. The ideas and proposals, can contribute to make organic farmers more resilient to climate change and can promote entrepreneurship among students and cooperatives.

The first exchange is organised in the north of the Philippines: 1 week in SMU and 1 week in ISU. More exchanges will follow in 2021 in the Philippines and 2022 in West-Flanders. The timing and topic still need to be determined, according to the outcomes of the first SIP.

---

### SHORT INTENSIVE PROGRAMME AND NORTH INTENSIVE PROGRAMME IN THE PHILIPPINES

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>PHILIPPINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>2019 – 2022</td>
</tr>
<tr>
<td>BUDGET</td>
<td>22,568 EURO</td>
</tr>
<tr>
<td>LOCAL PARTNERS</td>
<td>CENTRAL BICOL STATE UNIVERSITY OF AGRICULTURE, SAINT MARY'S UNIVERSITY, ISABELA STATE UNIVERSITY, NUEVA VIZCAYA STATE UNIVERSITY</td>
</tr>
<tr>
<td>OTHER PARTNERS</td>
<td>PROVINCE OF WEST-FLANDERS</td>
</tr>
<tr>
<td>BENEFICIARIES</td>
<td>24 BELGIAN STUDENTS, 24 PHILIPPINE STUDENTS, 4 COOPERATIVES AND THEIR MEMBERS</td>
</tr>
<tr>
<td>RESPONSIBLE</td>
<td>KATELJINE DEMEYERE, KURT DEBAERE AND TINE TERNEST</td>
</tr>
</tbody>
</table>

---

**Batinan Organic Farm (Learning Site)**

A Joint Project of:
- AGRIZAYA COOPERATIVE FEDERATION
- WEST FLANDERS GOV'T OF BELGIUM

In coordination with:
- LGU DUPAX DEL NORTE, NUEVA VIZCAYA
- AGRICULTURAL TRAINING INSTITUTE (REGION II)
Short Intensive Programme

Jimma University - PXL

ETHIOPIA
The Short Intensive Programme (SIP) organised by PXL University of Applied Sciences and Arts (Hasselt, Belgium) and Jimma University (Jimma, Ethiopia) fosters cooperation between students and staff of both institutions. The important characteristics are its interdisciplinary and intercultural character and the cooperation with organisations in the local community of Jimma. The ambition is to empower students in finding solutions for 21st century challenges rooted in the local community of Jimma, and this in international and interdisciplinary teams. The methodology embraces the Community Based Education principle of Jimma University.

For two weeks, students from both universities cooperate in international and interdisciplinary teams. They work out tools and formulate solutions for problems that are proposed by local organisations in Jimma. Students in healthcare, social work, education, technology, media, business, law, arts and music work together, their motto being: “how can I use my professional expertise as an added value for the group, in order to generate creative and feasible solutions for the community”. The whole process is coached by an interdisciplinary team of experts from PXL and Jimma University.

The programme includes a variety of activities: lectures, workshops, field visits (in the community), group work, writing a paper, presentations etc. Lectures and workshops on data collection and analysis, interview techniques, how to visualise results etc. support the teams during the development of their project. A lot of attention is given to intercultural communication and cooperation and on group dynamics.

The best results are implemented in the Community Based Education projects of Jimma University, in this way leading to sustainable solutions and future cooperation and research projects. Some examples of the community based challenges are: Solid waste management in Jimma city, improving the work environment for shoe shiners near Jimma University, Enhancing inclusive education for students with disabilities at Jimma University, Improving the physical school environment at Mandara and Seto primary school.

The different activities of this Short Intensive Programme, the topics that are tackled, the close cooperation of students, staff and organisations in Jimma increase the knowledge base and innovation skills of all students and staff in North and South, they encourage intercultural cooperation, sensitise the Belgian students for various aspects of development cooperation and strengthen the cooperation between PXL University of Applied Sciences and Arts, Jimma University and the local community of Jimma.

It has been a wonderful experience discovering that – despite cultural differences – we have a lot in common. We are all humans, with common interests.

---

**SHORT INTENSIVE PROGRAMME**

**JIMMA UNIVERSITY - PXL**

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>ETHIOPIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>10/02/2018 – 24/02/2018</td>
</tr>
<tr>
<td>BUDGET</td>
<td>22,568 EURO</td>
</tr>
<tr>
<td>LOCAL PARTNERS</td>
<td>JIMMA UNIVERSITY ETHIOPIA</td>
</tr>
<tr>
<td>OTHER PARTNERS</td>
<td>LOCAL COMMUNITY ORGANISATIONS IN JIMMA TOWN</td>
</tr>
<tr>
<td>BENEFICIARIES</td>
<td>53</td>
</tr>
<tr>
<td>RESPONSIBLE</td>
<td>DR. KRISTIEN BAUWENS</td>
</tr>
</tbody>
</table>
Our partnership with the Mekelle University from the Northern Tigray area in Ethiopia is a perfect example. We cooperate with the departments of Agriculture, Nursing and Midwifery and was soon broadened with Teacher Education and Technology.

Inspired by Moonshot Thinking we want to take our partnership with this university to the next level. Aiming for the moon, we want to be equally ambitious in our partnership and go beyond the regular internships, staff exchange and, often temporary, projects. We want to ensure structural cooperation, in the long term, across the various units and campuses of both universities.

Inspired by the ambition of Ethiopian leaders
Thanks to Global Minds we have had the chance to organise two inspiring exchanges with visitors from the Mekelle University in November and December 2018. During these exchanges it became clear that besides a similar organisational and operational structure, we also share the same ambition. It was in Tigray that famine raged in the 1980s. It has also been the scene of several wars. Today there is peace. Various drylands agricultural projects - often in collaboration with the university - made sure that water is stored and the region became habitable again.

Ethiopian leaders today are highly motivated to make a difference. There is a great sense of urgency focused on how the difference education can make in the lives of the ever growing young population of Ethiopia. Therefore they aim to make their university and hospital leading in Africa. They have invested heavily in

Moonshot Ethiopia

Can Mekelle University become a fifth Campus of Thomas More Kempen?
Moonshot Ethiopia! Numerous partnerships with universities all over the world demonstrate Thomas More Kempen’s focus on internationalisation.

We’ve not only shared dishes, but also our vision. Yours is to ‘really care’. You have inspired us to ‘to care even more’.

Inspired by Moonshot
Thinking we want to take our partnership with this university to the next level. Aiming for the moon, we want to be equally ambitious in our partnership and go beyond the regular internships, staff exchange and, often temporary, projects. We want to ensure structural cooperation, in the long term, across the various units and campuses of both universities.

We’ve not only shared dishes, but also our vision. Yours is to ‘really care’. You have inspired us to ‘to care even more’.

Ethiopian leaders today are highly motivated to make a difference. There is a great sense of urgency focused on how the difference education can make in the lives of the ever growing young population of Ethiopia. Therefore they aim to make their university and hospital leading in Africa. They have invested heavily in
education of the staff, infrastructure and technology, but also in community work and volunteering, together with their students. Today Mekelle University is looking for a partner to offer their ambitious students practical and international experience. We feel addressed.

Wicked Challenges for Ambitious Students

This was an inspiration for us, and for our students. Two of them joined us on our mission to Mekelle. One of the ways in which we intend to implement the partnership starting next year and onwards is by letting ambitious students from both universities tackle wicked and global challenges together. The Sustainable Development Goals will inevitably unite them to be inspired to work on projects and develop their innovative and entrepreneurial skills together. To be continued.
“Quality of Life through Quality of Care” was a very successful edition with 36 students from Belgium, Rwanda and Uganda. A second edition was organised in August 2018 fully sponsored by HOGENT and MMU. This SIP Summer School was grafted upon a previous summer school format organised earlier during the last 3 summers, by HOGENT with the cooperation of MMU and other European partner HEIs and with financial support of Flanders Knowledge Area.

The cooperation between Mountains of the Moon University (MMU) and HOGENT is constantly growing and developing. In October 2018 the Memorandum of Understanding between the two partners has been signed although several bilateral agreements for ongoing cooperation’s had been drawn up already. In Augustus 2017 HOGENT and MMU organised the very first Short Intensive Programme of the Global Minds project.

The new opportunity brought about by the SIP to co-organise the summer school together with our partner MMU was a clear step further into our collaboration, with regard to the developed content but also to the management and administrative cooperation. Through this edition of the SIP summer school, plans for further cooperation with MMU and other EU- and international partners (e.g. IASSIDD) of the faculty of Education, Health and Social Work are developed, not only for educational purposes but for project-based and applied research. The deliberate choice of HOGENT to opt for research with clear relevance for society and that originates from the concerned work fields, with a multidisciplinary approach and strong links with the educational programs, is therefore beneficial for all partners involved (both from the North and the South).

The addition of the SIP Summer School to the institutional collaboration with MMU has therefore resulted in a stronger synergy between our collaborative initiatives in education, research and extension and acts as a catalyst to further strengthen and extend this collaboration.

In 2017 and 2018, fourteen HOGENT staff went to MMU Uganda with a XREI Out scholarship and four MMU colleagues came to HOGENT with an XREI In scholarship.

In 2017 a HOGENT-funded research project “Community development through participatory action research: towards interventions that facilitate living with HIV/AIDS in the (school) community in Uganda” was approved.

And since January 2018 the VLIR-UOS South Initiative “Towards multidisciplinary and multi-sectoral research collaboration to facilitate the quality of life of young people living with HIV/AIDS in Uganda” joined the cooperation.
A team from the Universidad Central “Marta Abreu” de Las Villas (Santa Clara, Cuba) and the Antwerp Maritime Academy organised a workshop where Belgian and Cuban students have build low-cost air quality monitoring systems that can measure temperature, relative humidity, CO2, NOx O3, and particulate matter.

The goal of the workshop was to create performant monitoring devices from cheap sensors and other components. During the workshop, the impact of pollution sources at the campus was evaluated by performing a measuring campaign with the self-built monitoring devices. The data from the different devices located at different positions was combined and processed. A last important issue tackled in the workshop, was the calibration of sensors in order that the collected data could be compared. Thanks to this workshop, the academic community in Cuba received a powerful tool to fight against pollution and climate change. This project is part of a South Initiatives, funded by VLIR-UOS.

Cheap air quality monitoring systems will allow Cuban researchers to study the behavior of pollution sources.

**CUBA**

**International workshop on building of a low-cost air quality monitoring system**

A team from the Universidad Central “Marta Abreu” de Las Villas (Santa Clara, Cuba) and the Antwerp Maritime Academy organised a workshop where Belgian and Cuban students have build low-cost air quality monitoring systems that can measure temperature, relative humidity, CO2, NOx O3, and particulate matter.

The goal of the workshop was to create performant monitoring devices from cheap sensors and other components. During the workshop, the impact of pollution sources at the campus was evaluated by performing a measuring campaign with the self-built monitoring devices. The data from the different devices located at different positions was combined and processed. A last important issue tackled in the workshop, was the calibration of sensors in order that the collected data could be compared. Thanks to this workshop, the academic community in Cuba received a powerful tool to fight against pollution and climate change. This project is part of a South Initiatives, funded by VLIR-UOS.

Cheap air quality monitoring systems will allow Cuban researchers to study the behavior of pollution sources.

**COUNTRY**

UGANDA

**DATE**

2017 – 2018

**BUDGET**

497,500 EURO

**LOCAL PARTNERS**

MOUNTAINS OF THE MOON UNIVERSITY, FORT PORTAL, UGANDA

**OTHER PARTNERS**

IASSIDD, UNIVERSITY OF RWANDA, YAWE UGANDA), KYANINGA CHILD DEVELOPMENT CENTRE (UGANDA), FORT PORTAL HOSPITAL (UGANDA), ELDERLY HOME FOR SISTERS (FORT PORTAL, UGANDA), LOCAL RADIO STATION (FORT PORTAL, UGANADA)

**RESPONSIBLE**

DR. SOFIE VINDEVOGEL, DR. JESSICA DE MAEYER, DR. MARCO LOMBARDI, DR. ANNEMIE ENGELEN, DR. DIDIER REYNAERT

It was an experience that I will never forget, and I still think back to it on a daily basis with a smile on my face.

**HO GENT**

Hogere Zeevaartschool
CAMBODIA
Staff Mobility Preparation

To prepare this South Initiative, dr. Socheath Mam (project team coordinator, EFL-teacher trainer and researcher) and dr. Soth Sok (dean department of Education and EFL-teacher trainer) visited PXL University of Applied Sciences and Arts and UHasselt. This Global Minds visit is part of the preparation of a VLIR-UOS-project: ‘A course for innovative teaching and research practice for teacher trainers in Cambodia.’

This project supports educational innovation in RUPP (Faculty of Education and other selected Faculties) by developing and implementing a blended course based upon the principles of design-based research. It is coordinated by PXL (Education) but working together with UHasselt for 2 years (2018/2020) with the financial support of VLIR-UOS. The first day of this visit was filled with meetings with all PXL stakeholders and an inspirational session about the SI-project we are currently conducting in Ecuador (Stijn Janssen – Coordinator Association University Hasselt and PXL). On Tuesday we prepared the research project with all North-South members together and in the afternoon our delegation attended a presentation of PXL-students about the Educational System in The Netherlands.

Followed by presentations of the RUPP delegation about the Educational system in Cambodia and an information session for interested students doing an international internship in Cambodia (academic year 2018-2019). The following day our RUPP delegation attended a didactic workshop EFL and a LEGO workshop in our LEGO innovational studio.

Thursday, we visited two Flemish schools (Dalton School and Toverfluit) and the Cambodian delegation attended micro-teaching classes at PXL. Within UHasselt the international team has experience in coordinating the financial aspects in a North-South project, so we had an introduction to prepare the financial report on our project. Apart from the activities that are specific to this project, we tried to broaden

“Courage is when you dare to be yourself, in whatever ways you want to be – to not be afraid, to just do it.”

Loung Ung
and deepen the institutional relations of PXL and UHasselt with RUPP. Quality education in Cambodia is seen as a crucial way to develop the country and to fight against poverty. Teacher training is essential to impact the heart of the educational system. This project is supporting the RUPP to innovate and create higher quality in their own education. It will have impact on the pre-service teachers (students) and their practices (as leaders) in the communities. Students will get more chances to be successful in advanced studies. As a consequence, these future teachers will create a multiplication effect through their pupils and future colleagues. The experience of doing educational research will contribute to a research culture and will strengthen important competences as global citizenship, reflective thinking, analytic, communicative, planning, intercultural and cooperative skills.

STAFF MOBILITY PREPARATION
(2018-2019)

COUNTRY CAMBODIA
DATE 18/12/2017 – 22/12/2017
BUDGET 4.530 EURO
LOCAL PARTNERS ROYAL UNIVERSITY OF PHNOM PENH
OTHER PARTNERS UHASSELT DALTONSCHOOL HASSELT – TOVERFLUIT HASSELT
BENIFICIARIES 2
RESPONSIBLE WOUTER HUSTINX ANNIEK ORYE
Under the impuls of the Global Minds programme UC Leuven - Limburg (UCLL) defined a country strategy for collaboration with the Global South. Rwanda was indicated as one of the 5 priority countries, because of UCLL’s wide involvement in Rwanda and opportunities for building a reciprocal partnership on a more structural level.

UCLL has been active in Rwanda for about 10 years. The first contacts between the local university UR-CMHS and UCLL date from 8 years ago, linked to the midwifery programme. Besides the partnership with UR, strong ties matured with various Flemish (LUMOS, VVOB, Fracarita International) and Rwandan partners (local hospitals (5), health centres (4) and schools (2)). Student exchange to Rwanda shows a steady growth in number of students and institutions, starting with 3 students in 1 hospital in 2010-11 to 20 students in 5 hospitals, 4 health centres and 1 school 2017-18.

To formalize this collaboration, a Memorandum of Understanding (MoU) was signed in December 2017. As one of the first actions within this MoU a workshop ‘Grant Writing’ on initiating and developing development relevant projects in the framework of competitive calls from VLIR-UOS and others, was organised in March 2018 in Rwanda. A mixed group of Rwandan (n=23) and Flemish lecturer-researchers (n=6) was trained by a Flemish expert on this topic.

The keynote of Stefan Jansen on the conditions for valuable cooperation, bridging African and European scientific worlds and practices, provided new insights.

First Global Minds Conference

Friday October 19th 2018, UC Leuven-Limburg organised the first Global Minds Conference, on behalf of the Flemish Universities of Applied Sciences and Arts in collaboration with VLHORA, the Flemish Association of Universities of Applied Sciences and Arts

This conference on the intersection of practice-based higher education and research, working with the Global South and the Sustainable Development Goals show cased a broad framework and good examples of how regional development can be combined with and benefit from applied research, in different contexts in the Global South.

The conference brought together workfield partners, professionals, researchers and students from Flanders, Europe and the Global South. The objective was to support (young) researchers and teachers from the Flemish Universities of Applied Sciences and Arts to engage in partnerships and research projects with their partners in the Global South through knowledge sharing and networking. The SDGs of the United Nations are the guiding framework for this.

Two keynotes, 10 workshops and about 15 pitches created ample time to share project ideas, project results or lessons learned with others and to look for new partners.

Grant Writing Workshops

Well organised workshops with both formal and informal elements.

The informal elements helped to create the necessary trust and personal involvement in collaboration for the participants.

The intended output of this workshop was to submit at least one CMHS-broad South-Initiative proposal. All UR-CMHS departments were challenged to write a proposal themselves shoulder to shoulder with UCLL participants. As preparation of the workshop all participants were asked to identify a developmental problem in their field of expertise.
During the workshop 4 project teams were established, the themes and a draft logical framework defined. All themes came from the Rwandan partners, who experience the problem in their daily practice. Collaboration on distance was embedded in the project writing process. All teams succeeded to finalize their proposal. Two out of the four proposals were selected for VLIR-UOS funding. Skills developed during the workshops will be used in future project proposals and operational projects.
One of the objectives of this project was to contribute to the development or improvement of chemical, biological and microbiological research methods on the quality of water and soil, and to the implementation of concrete solutions for the water supply of the communities. In the end we did not contribute to the development of new methods, but in the optimisation of the operational methods. For example to calibrate the instruments daily, to take multiple samples on a location instead of one, to analyse certain parameters on the spot instead of in the lab, etc.

A second objective was to contribute to the development of a mobile friendly web application to transmit data, monitor different parameters, to secure storage of data and web visualization of the data.

During the short time limits we developed a web application to gather all the environmental data on water. We noticed that already a significant amount of data were gathered by the university, CEPA, Spectrolab and the government. Nevertheless, the data were not shared among the institutes and among the population.

The website agua-calidad.org was developed in order to share data together and among the population. The institutes can now upload there data. The maintenance and support of this website will still be done in Flanders. The creation of the website Bolivia-limpia.org was a second one.

**BOLIVIA**

Consequences of mining in the department of Oruro

Eleven students of the professional bachelor degree in chemistry and electronics-ICT at Odisee could apply to participate in the project. Eight Bolivian students of the National Engineering Faculty at the Universidad Técnica de Oruro participated in the SIP.

The Consequences of mining in the department of Oruro are significant. The mining activities have led to environmental degradation, contamination of water sources, and loss of biodiversity. The situation has forced many local communities to adopt alternative livelihood strategies, often leading to increased vulnerability and poverty. The mining industry in Bolivia has been criticized for inadequate environmental practices, insufficient compensation for local communities, and exploitative labor conditions. The project aimed to contribute to the development of methods for monitoring environmental impacts and implementing concrete solutions for water supply. However, the focus shifted towards optimising existing methods rather than developing new ones. The project resulted in the development of a mobile-friendly web application to gather and visualize environmental data. The website agua-calidad.org was developed to share data among the institutes and the population. Despite the efforts, the data remained fragmented and not shared widely.
A third objective was to raise awareness about pollution problems and creating involvement in environmental issues. Promoting critical thinking about the impact of daily Western life. During the project we became aware that lots of students living in Oruro are not aware of the environmental issues in and around Oruro. Confronting them with the reality during fieldwork.

By doing the fieldwork outside Oruro the students could really see the problematic situations in their environment. We noticed a difference in how students are taught to develop a critical view on topics.

We focused on the contamination due to mining. We took samples of soil at Lake Uru-Uru to analyse. And the results were shocking.

On the other hand, participants of the Belgian delegation were confronted with the ecological and social problems caused by mining, or caused by the lack of environmental legislation, policies and supervision. During visits to the waste company of Oruro (EMOA) and mining sites, some interactions took place and awareness and critical thinking was induced among students, professors and staff in the search for a better waste management around Oruro.

The students presented the results of the different research groups in a completely filled auditorium with students, professors, company managers and press. During this event also a lecture on the European philosophy of waste management was given by Anthony De Proft. Many articles appeared in the local and national press.
VLIR-UOS

Ambitions are high.

VLIR-UOS has been providing travel grants to Flemish students enrolled at a Flemish university college since 2003. The Travel Grants Programme (REI) was the first VLIR-UOS programme that was accessible to the Flemish University Colleges.

This programme has generated a lot of impact, primarily at the level of students having been exposed and sensitized to global and local challenges and having become world citizens, but secondly also at the level of the southern institutions having profited from the concrete output from the students' internships. Many of these institutions still cooperate with the Flemish University Colleges concerned.

Gradually, other VLIR-UOS programmes have been opened to the university colleges: international training programmes, short training initiatives, international congresses, sensitization programmes, South Initiatives, JOINT projects, … Also in the flagship programme of Institutional University Cooperation, university colleges can and do contribute at the level of individual projects.

In 2016 the Flemish rectors took the decision to award a dedicated annual budget to the university colleges for the five-year period 2017-2021, that should allow them to build capacity at the level of both the institutions and individual academics, through the Global Minds programme and an indicative annual amount of smaller South projects.

The main feature of university college cooperation for development is focus on education and/or on practice-oriented research, starting from a concrete problem and working towards applicable solutions. Stakeholder involvement is also key to university colleges.

Universities and university colleges play a different but complementary role in cooperation for development. By involving the university colleges, VLIR-UOS aims at giving access to southern institutions to all possible expertise available in Flemish higher education institutions. VLIR-UOS also stimulates integrated programmes in which both universities and university colleges work together.

Ambition is high within the Flemish University Colleges, but expertise and available manpower still need to be further developed. Many university colleges also need to develop and implement an institutional strategy for internationalization and development cooperation.

With the earmarked funding – a five-year pilot – and the Global Minds programme, VLIR-UOS want to enable the university colleges to gain or expand expertise and to explore international partnerships.

By the end of 2021, all university colleges should have their own strategic plan for internationalization and development cooperation, as well as have gained experience through projects and partnerships. VLIR-UOS wishes the university colleges, all academics and students involved, a lot of success, and we look forward to the results of the Global Minds programme by then. ■
Lies Pinket has been teaching informatics at Howest University of Applied Sciences for many years, when suddenly she got the opportunity to participate in a collaboration between Howest and the Mountains of the Moon University in Fort Portal (Uganda). After some slight hesitation (not knowing what to expect), she agreed to travel with some colleagues to Uganda.

**GM Magazine - Being abroad, what struck you the most? Did it meet your expectations?**

*Lies Pinket:* I was assigned to teach about databases to the lecturers at MMU. Even though I obviously expected a huge difference in culture, the actual differences turned out to be far better than expected. Imagine trying to find example databases as teaching material when the audience in front of you has no clear administrative structure for addresses (or even names for that matter!) and there’s hardly any access to the Internet. I was prepared to teach outside of my comfort zone, but the contextual differences were a real challenge. However, thanks to the friendly and open attitude of the participants, this hurdle was overcome, and I feel (and hope) I managed to also broaden their horizon as well as mine.

**GM Magazine - And did it reflected on your work as well?**

*Lies Pinket:* I must admit that – being the stressful person that I am sometimes in Belgium – I feared that I would struggle with the laid-back attitude that people in Uganda are known for. And relaxed they were – which I mean in the most positive way possible. But surprisingly I managed to adapt to this so quickly, that instead, I struggled to get back to the fast pace of life back in Belgium.

**GM Magazine - If you would summarise your internship, what would you say?**

*Lies Pinket:* As to this day, I am still very grateful for this opportunity. Not only has it helped me to grow professionally, it certainly also further broadened my view about the world. Uganda and the people I met there were so wonderful that this country has concurred a place in my heart forever.

In 2018 the first Global Minds Awards was given to VIVES South for their project: Intensive collaboration with the UNIVEN University in South Africa.

The selection process contained a public voting and quoting of the selection committee. The Award was created by the teachers of Howest and is symbolising the interconnectivity between Global institutions. This connectivity the universities of applied sciences and arts want to reach during their international projects.

This Global connectivity is a key-aspect in international cooperation and corresponds with SDG17: Partnership to obtain the goals. The gold-colored multiple socket also symbolises sustainability since it was built out of recycled material instead of new mined metals, which is corresponding to SDG 12: Responsible consumption and reduction.