4.1.3 Cross-cultural exchange and teamwork 100
4.1.4 Enumeration of results 101

4.2 Conflict, Participation and Development in Palestine 106
4.2.1 The project – CPDP 106
4.2.2 Emancipatory knowledge production under occupation 107
4.2.3 Ethics in conducting fieldwork in conflict areas – Occupied Palestinian Territory 110
4.2.4 Enumeration of results 112

5 THE NEPALESE CONTEXT 118
5.1 Development of an Academic Programme on Energy Systems Planning and Analysis in Nepal 118
5.1.1 The project – ENERGY 118
5.1.2 Energy as a crucial element for sustainable development 119
5.1.3 How to see technical problems from a different point of view 122
5.1.4 Enumeration of results 126

6 THE CONTEXT OF MOZAMBIQUE 133
6.1 Strengthening Universities’ Capacities for Improved Access, Use and Application of ICTs for Social Development and Economic Growth in Mozambique 133
6.1.1 The project – ICT4D 133
6.1.2 The project’s importance 135
6.1.3 Between high expectations and daily routine 138
6.1.4 Enumeration of results 142

7 THE EAST AFRICAN CONTEXT 146
7.1 Master’s Programme in Medical Anthropology and International Health 146
7.1.1 The project – MA-MEDANIH 146
7.1.2 The Southern perspective 147
7.1.3 The Northern perspective 151
7.1.4 Enumeration of results 153

7.2 Strengthening Universities’ Capacities for Mitigating Climate Change Induced Water Vulnerabilities in East Africa 158
7.2.1 The project – WATERCAP 158
7.2.2 Enhancing the relevance of partnerships between higher education institutions and development partners 160
7.2.3 Does knowledge really emerge when knowledge is needed? 165
7.2.4 Enumeration of results 167

7.3 Promoting Gender Responsive Budgeting and Gender Mainstreaming 172
7.3.1 The project – GENDER 172
7.3.2 To hear and to be heard: Reflecting on power relations and knowledge production from a postcolonial perspective 174
7.3.3 The prospects of and constraints upon gender budgeting and mainstreaming in Uganda 179
7.3.4 Enumeration of results 183

7.4 Promotion of Professional Social Work towards Social Development and Poverty Reduction in East Africa 189
7.4.1 The project – PROSOWO 189
7.4.2 Making cross-national academic partnerships work 191
7.4.3 “Mzungu, how are you?” Reflections on the human element of North-South partnerships 197
7.4.4 Enumeration of results 203

8 THE CONTEXT OF BURKINA FASO 208
8.1 Elements for a Burkina Faso National Pharmacopoeia: Monographs Redaction and Quality Control of Endangered Antimalarial Medicinal Plants 208
8.1.1 The project - MEAMP 208
8.1.2 The project’s importance 210
8.1.3 Complexities of implementation and dissemination challenges 212
8.1.4 Enumeration of results 213
8.2 Sustainable Management of Water and Fish Resources in Burkina Faso 217
8.2.1 The project – SUSFISH 217
8.2.2 A transdisciplinary approach to the integration of people, fisheries, socio-economic factors and higher education 219
8.2.3 Joint research and scientific exchange for higher education 225
8.2.4 Enumeration of results 229

9 THE ETHIOPIAN CONTEXT 240
9.1 Academic Partnership on Legal and Human Rights Education 240
9.1.1 The project – APLHRE 240
9.1.2 The project and its people 241
9.1.3 The importance of the cooperation 244
9.1.4 Enumeration of results 247
9.2 Strengthening Rural Transformation Competences of Higher Education and Research Institutions in the Amhara Region, Ethiopia 250
9.2.1 The project - TRANSACT 250
9.2.2 Ensuring sustainable agricultural development, enhancing transdisciplinary skills and developing interdisciplinary competences 252
9.2.3 Transforming research? A critical reflection 256
9.2.4 Enumeration of results 258
9.3 Responding to Poverty and Disability through Higher Education and Research 264
9.3.1 The project – RESPOND-HER 264
9.3.2 Reflections on mutual learning experiences 265
9.3.3 Lessons learnt from the Austrian perspective 267
9.3.4 Enumeration of results

10  STUDENT MOBILITY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 The Second Component of APPEAR</td>
<td>275</td>
</tr>
<tr>
<td>10.1.1 Scholarships within the new framework</td>
<td>275</td>
</tr>
<tr>
<td>10.2 Perspectives from Students and a Supervisor</td>
<td>291</td>
</tr>
<tr>
<td>10.2.1 Experiences of scholarship holders</td>
<td>291</td>
</tr>
<tr>
<td>10.2.2 From Kenya to Austria – key lessons learnt</td>
<td>293</td>
</tr>
<tr>
<td>10.2.3 Gains, deeds and suggestions: A personal reflection on PhD study</td>
<td>296</td>
</tr>
<tr>
<td>10.2.4 What does it mean to be a scientific supervisor within the APPEAR Scholarship Programme?</td>
<td>297</td>
</tr>
<tr>
<td>10.2.5 Of PhD, beer and Redbull: My student life</td>
<td>300</td>
</tr>
</tbody>
</table>

AUTHORS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>303</td>
</tr>
</tbody>
</table>