

# PTC PLUS

Learning by doing

Jaargang 1, uitgave 1-2017

## Back Home Improvement Plan

Taking everything you learned, back home

## The Barneveld experience of...

Netsanet Beyero Hirbaye from Ethiopia

## More than a trainer

Interview

Growth &  
development



**AERES**  
TRAINING CENTRE  
INTERNATIONAL

PTC+ course overview  
2017 – 2018



Courses Poultry	Training dates	Academic application deadline	Duration
* Poultry Farm manager	27 November 2017 – 22 December 2017 26 November 2018 – 21 December 2018	10 July 2017 9 July 2018	1 month
* Poultry production technology	5 February 2018 – 2 March 2018 4 February 2019 – 1 March 2019	10 July 2017 9 July 2018	1 month
* Incubation and (broiler) parent stock management	8 January 2018 – 2 February 2018 7 January 2019 – 1 February 2019	10 July 2017 9 July 2018	1 month
* Applied poultry management	28 August 2017 – 24 November 2017 27 August 2018 – 23 November 2018	24 March 2017 23 March 2018	3 months
* International diploma poultry husbandry	28 August 2017 – 2 March 2018 27 August 2018 – 1 March 2019	24 March 2017 23 March 2018	6 months
* International diploma poultry husbandry & feed	28 August 2017 – 1 June 2018 27 August 2018 – 31 May 2019	24 March 2017 23 March 2018	9 months

Courses Pigs	Training dates	Academic application deadline	Duration
* Pig farm manager	27 November 2017 – 22 December 2017 26 November 2018 – 21 December 2018	10 July 2017 9 July 2018	1 month
* Pig production technology	5 February 2018 – 2 March 2018 4 February 2019 – 1 March 2019	10 July 2017 9 July 2018	1 month
* Pig breeding & artificial insemination	8 January 2018 – 2 February 2018 7 January 2019 – 1 February 2019	10 July 2017 9 July 2018	1 month
* Applied pig management	28 August 2017 – 24 November 2017 27 August 2018 – 23 November 2018	24 March 2017 23 March 2018	3 months
* International diploma pig husbandry	28 August 2017 – 2 March 2018 27 August 2018 – 1 March 2019	24 March 2017 23 March 2018	6 months
* International diploma pig husbandry & feed	28 August 2017 – 1 June 2018 27 August 2018 – 31 May 2019	24 March 2017 23 March 2018	9 months

Courses Feed	Training dates	Academic application deadline	Duration
* Product quality & food safety	4 – 29 June 2018	20 October 2017	1 month
* International diploma feed	5 March 2018 – 1 June 2018	20 October 2017	3 months
* Training & extension	4 – 29 June 2018	20 October 2017	1 month

Courses Dairy	Training dates	Academic application deadline	Duration
* Dairy farming and entrepreneurship	5 March – 25 May 2018 3 September – 23 November 2018	20 October 2017 23 March 2018	3 months
* Milk processing and entrepreneurship	5 March 2018 – 25 May 2018 3 September 2018 – 23 November 2018	20 October 2017 23 March 2018	3 months
* Dairy cattle nutrition, forage production and conservation	5 – 30 March 2018 3 – 28 September 2018	20 October 2017 23 March 2018	1 month
* Breeding, reproduction management, AI and pregnancy diagnosis	2 – 27 October 2017 2 – 26 April 2018 1 – 26 October 2018	24 March 2017 20 October 2017 23 March 2018	1 month
* Dairy farm management, economics and housing of dairy cattle	30 October 2017 – 24 November 2017 30 April 2018 – 25 May 2018 29 October 2018– 23 November 2018	24 March 2017 20 October 2017 23 March 2018	1 month

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Everything that lives, grows. Animals, people and plants. In addition to visible physical growth, people are also meant to grow mentally. The extent to which we grow is important to our well-being and sense of happiness. We learn through experience, that goes without saying and continues till the very end. But by acquiring knowledge actively you might grow faster. Our mission is to grow people in their profession. From helping employees get more out of their job to educating those with a head start to become professionals. Just before summer vacation, we were completing the new course manual and organizing graduation festivities. It's fantastic to see our students beam with pride in themselves as they receive their diploma, after such an intense period of hard work and knowledge acquisition. They're ready to take on the next step in their development by applying

their newly-obtained knowledge in their current work environment. The term "standing still equals falling behind" is used widely to indicate the necessary growth within organizations. This also applies to us. In recent years we have grown in our offer as well as in the number of students and projects, animals, facilities and, of course, colleagues. Now we are on the verge of a new step forward, a milestone in our existence. We have grown from PTC+ to Aeres Training Centre International. Our closer cooperation within the Aeres family gives us access to even more knowledge, giving you room to grow in our characteristic teaching method: learning by doing.

Bas Emmerik  
Manager

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2017

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“Green knowledge is present at every level under this umbrella.”

INTERVIEW JOEP HOUTERMAN

# Clarity

You might have noticed it: *something has happened in Barneveld*. The name of the educational institute on the Barnseweg has changed. It has been replaced by 'Aeres'; the name of the umbrella institution. We spoke to Joep Houterman, a member of the Aeres board of directors, about the finer points of this transformation.



**Joep Houterman** is a member of the Aeres board of directors. He studied Zoology in Wageningen and specialized in tropical livestock farming. Houterman worked in agricultural education, among others as a trainer in Barneveld. Then he undertook development work abroad, gave international business advice, and worked on several international projects in the field of knowledge development. Through NUFFIC, the Dutch organisation for the internationalization of education with which he was connected for ten years, Houterman is back in the green sector.

# PTC<sup>+</sup> is now: Aeres Training Centre International

Aeres, the umbrella over the 'old' PTC<sup>+</sup> in Barneveld, is a green knowledge institute. Education and research are the institute's core subjects. Under the green umbrella of Aeres lie many levels of education: practical education, VMBO, MBO, HBO, Master, and separate modules. Additionally, Aeres offers practical and theoretical training centres, teacher training and practical research. In short: a complete package for learning, development, and innovation.

## Under the green umbrella

"All forms of education offered by Aeres are connected," explains Joep Houterman. "This name change emphasizes that. For example, we provide strong Animal Care education in Barneveld, and a well-respected Animal Management department in Dronten. Aeres MBO in Velp is strong in floral art, as is Aeres Hogeschool in Wageningen. Thus, there are many fundamental relationships between the different educational institutions of Aeres. And now that they are all known as 'Aeres', their connection is much clearer. Students know: I'm going to study at an institute where knowledge is shared at different levels in my area of interest. Businesses understand: green knowledge is present at every level under this umbrella."

## The details remain the same

Houterman tells us that Aeres identified a new strategy in 2015, called the 'connecting perspective'. "This lays out the goal development for the Aeres group," says Houterman. "Among other things, we are promoting our commonality more strongly." Previously, the Aeres educational institutions formed a fragmented landscape of eleven different names, house styles, and organisations. "That's why we decided to let the old names go, and continue under the name Aeres. This change of name creates a lot of unity, but, of course, we cherish the individuality of the different divisions. Each educational division has its own identity. It's not only nurtured by the employees but also by us. The specific identities, for example, that of PTC<sup>+</sup> Barneveld, will remain. Only the name will be different."

## Mixed feelings

Houterman understands that not only employees, but also students of the former PTC<sup>+</sup> might have mixed feelings about the disappearance of the name. "These feelings are always associated with strong names. A beautiful sentiment, but change – which often includes saying goodbye – also tends to bring a lot of good. In the past, I worked at the Practical School Barneveld, which later became PTC<sup>+</sup>. Change is part of life, and learning is the engine for growth and change. Because the world around us changes every day, you can keep on learning your whole life long. That's possible at Aeres."

## Logos

The Aeres logo consists of two parts: the logo and the content branding. These are used inseparably and in a fixed relationship in one form at the background level. The background of the logo is also 'protected space'. Each branded figure consists of three spheres, two of which are solid colors (Aeres green and Aeres light green); the third sphere has the secondary color of the (sub) brand. The background consists of the primary color of the (sub) brand. Each sub brand has its own logo with a unique color combination and its own symbolism. The symbolism of the sub brand logos was developed on the basis of the two basic logo spheres from the main brand, combined with its own third sphere.

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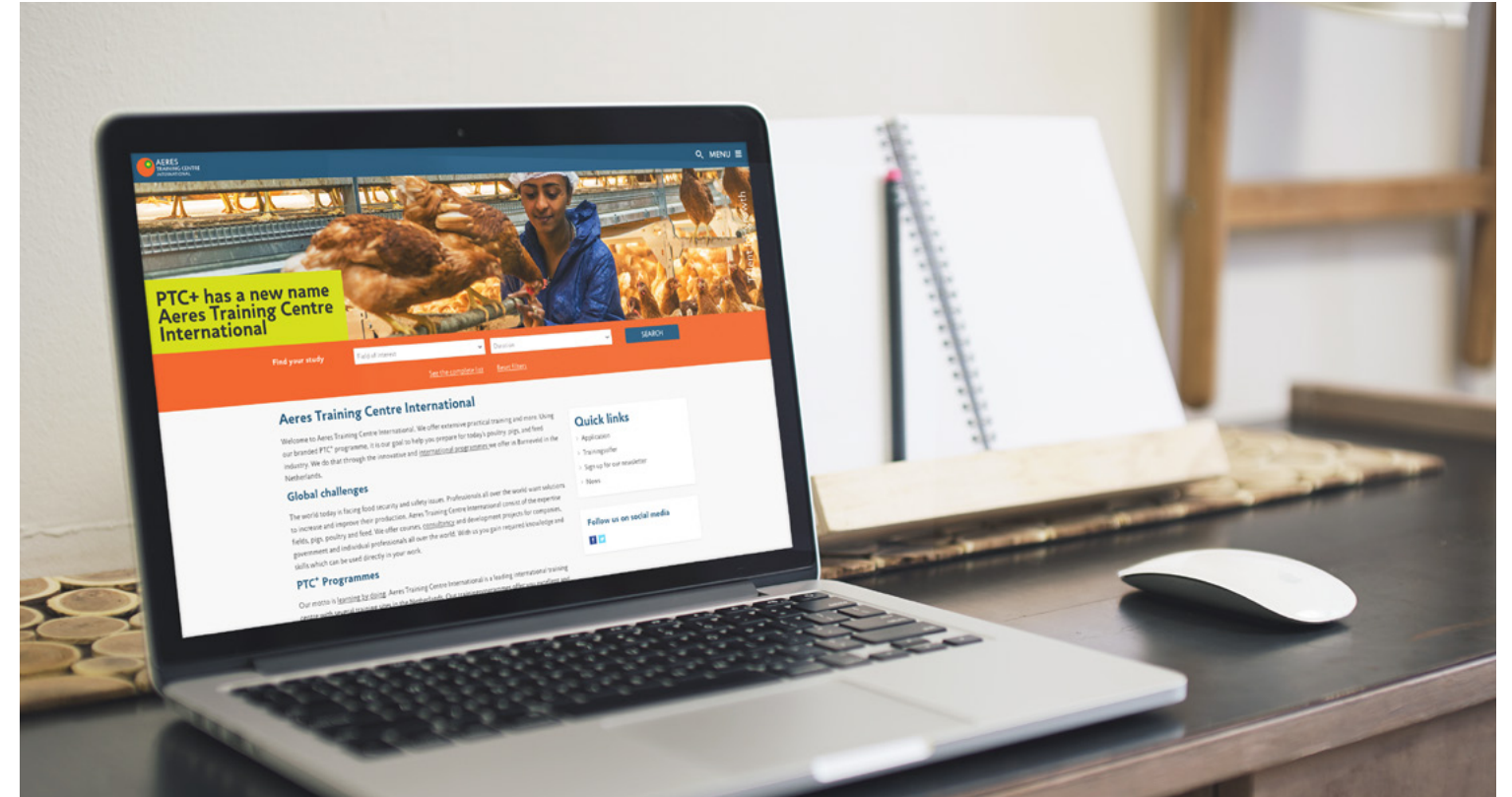




Photo: Janine Verschure

**The Barneveld Experience of**  
Netsanet Beyero Hirbaye from Ethiopia

# The ‘learning by doing’-method *really works*

**I**mage: living over 10.000 kilometers from home; for nine months; in a little country called The Netherlands; in a picturesque village called Barneveld; where people have gardens with flowers that everyone may see; where it snows in winter and where they know everything about pigs, poultry and feed. At a well-equipped place called Aeres Training Centre International (Aeres TCI).

Barneveld is so chicken-minded that one of the best-known Dutch breeds (the Barnevelder) is named after this village. Barneveld even has a poultry museum. But Netsanet Beyero Hirbaye was not at Aeres Training Centre International to learn about Barnevelder chickens or the history of poultry in the Netherlands. She stayed for nine months at PTC\* (now called Aeres Training Centre International) to study Poultry Husbandry and Animal

Feed. One of her goals: to implement Dutch poultry skills and knowledge in her own country: Ethiopia.

“I had never seen – and felt – a real winter, it was a **marvelous and cold** experience that I’ll never forget.”

## **A marvelous and cold experience**

The answer to our first question (“How do you like it here?”) starts with a big smile. “It was great!

I really learned a lot. Off course during the trainings at school and thanks to everything I saw at the farms and companies we visited in the Netherlands. But in the nine months that I stayed here I also learned, simply from living here with all those people from various backgrounds. The daily contact and stories told by people from different countries, were very interesting.” One of the first things that she noticed when she first set foot on Dutch ground, were the Dutch gardens. “With all the plants and flowers. Almost every house has its own garden and people keep their garden so tidy. Everyone can look at the gardens

because people have really low fences. That is totally different in Ethiopia. In my country you see high fences; here you see gardens. And also: there are no hills here! The earth is totally flat.” When we ask her what her strangest experience was in Barneveld, the answer comes within a second. “Snow! Last winter it snowed and that was really amazing. I had never seen – and felt – a real winter. Where I live it’s always between 15 and 27 degrees. Snow and the low temperatures during the Dutch winter: it was a marvelous and cold experience that I’ll never forget.”

## **Dutch dogs**

Another thing that stroke Netsanet is the way dogs and cats are kept in The Netherlands. “They are a part of the family”, she says. “People almost see them as children. In Ethiopia we keep cats to chase the rats away, here they live in the house. Back home dogs are kept as guard dogs, you should watch out for them! Here most dogs are not aggressive. When we visited Dutch farms, in the context of our training, I was always very cautious about the dogs we saw. But I learnt that there was no need for that: most Dutch dogs are friendly.”

## **Poultry in Ethiopia**

“In Ethiopia there are roughly two ways in which we keep poultry”, Netsanet says. “In commercial farms where the animals live in a protected environment. In most commercial farms between 2000 and 5000 chickens are kept. Many local farmers keep their chickens in a free ranging situation, usually they own approximately 200



animals, but in a totally different situation than in the commercial farms. Outside, the chickens loose a lot of energy because of their free ranging situation. There is loss of animals because of predators and diseases. The meat from free range chickens also is very different from commercially held chickens.”

**Back Home Improvement Plan**

The Back Home Improvement Plan (BHIP) is an assignment in which students create an improvement plan for their situation back home. In the PTC programmes they write a proposal on how they are going to handle found problems (challenges) at the local pig or poultry farm, they visited before coming to the Netherlands. They present their BHIP before they go home and the best one wins an award. After returning to their home country, participants are expected to implement the results/the found improvements with ‘their’ farmers.

This year Netsanet wrote the best BHIP on poultry management. She wrote: “In Hawassa, an Ethiopian city, there is a layer parent stock farm (15.000 layers) which is owned partly by the government. Partly it is private property. They produce rearers which are distributed

to other poultry farms when they are sixteen weeks old. At the poultry farm in Hawassa, one of the analysed problems was that too much feed was wasted. I learned that the reason was the fact, that there are not enough feeding places. The animals had to fight for their food. Furthermore the chickens were

“**Nine months** is a long time to be away from your family. But most of all – thanks to the trainers – it was a great educational experience.”

only fed twice a day. They were hungry when the feed came which was an extra motivation to fight. If you create more feeding places and feed the chickens more regularly during the day, there is less competition and less feed is wasted. This is only one issue what my BHIP is about.”

**Educational experience**

All ‘expert trainers’ at Aeres TCI have several years of working experiences in various

countries all over the world. Netsanet tells that she likes the way how Dutch trainers communicate with students. “I was used to ‘a big gap’ between students and trainers”, she says. “In Ethiopia, but also in India where I studied, there was only a ‘relationship’ in the classroom. Here of course you talk with them about things that you learn from, but also about your situation back home. Here you also can talk with your trainers about more personal things. Or sometimes for instance about the fact that you miss your family. I also noticed that Dutch people are punctual. I

like that! When you have an appointment at 09.30, you have to arrive at 09.30. In Ethiopia it can be 10.00 or maybe 10.30.” When we spoke, Netsanet was about to fly back home in a few days. She stayed in The Netherlands for nine months. “Of course it was not always easy” she says. “Nine months is a long time to be away from your family. But most of all – thanks to the trainers – it was a great educational experience. The ‘learning by doing’-method really works.”

# Training *International Diploma Feed*

Learn how to formulate and produce compound feeds with the desired nutrient levels, and develop a plan for the compound feed production, with the programme International diploma animal feed.

When you complete this programme, you can formulate and produce properly processed compound feeds with the desired nutrient levels. You also learn how to develop a plan for the compound feed production suitable for your local environment. This includes mill setup, production planning, formulating the range of feeds to be produced, and investment estimation. With your newly developed competencies, you return to your home country as a confident and well-trained professional.

**GENERAL INFORMATION**

**Study**

International diploma feed

**Location**

Barneveld in the Netherlands

**Date**

5 March 2018 - 1 June 2018

**Duration**

3 months

For more information and registration check our website [www.aerestrainingcentre.com](http://www.aerestrainingcentre.com)

# Training *Applied Poultry Management*

Learn how to handle primary livestock products, care for the poultry housing and environment, and analyse farm results for improved production with the study Applied poultry management.

The study Applied poultry management teaches you how to care for the animals and their environment, so that they can produce under the best conditions possible. You learn how to propose improvements to local management, clearly and with confidence. You also learn how to handle primary livestock products, take care of the poultry housing and environment to reduce any threat of infection, and analyse farm results so you can report to management about making the farm and its production more efficient – both technically and economically.

**GENERAL INFORMATION**

**Study**

Applied poultry management

**Location**

Barneveld in the Netherlands

**Date**

28 August 2018 - 24 November 2017, 27 August 2018 - 23 November 2018

**Duration**

3 months

For more information and registration check our website [www.aerestrainingcentre.com](http://www.aerestrainingcentre.com)



## Interview

Helmich van Rees

# More than a Trainer

To be a good trainer one should be more than 'just' an expert in his own field. To share a passion with students, you should also be an expert in the field of people. Helmich van Rees is one of those 'more than a trainer'-trainers at Aeres Training Centre International. He knows about poultry, but he especially understands the art of teaching, helping people and being involved with the students to whom he transfers his knowledge.

"Every trainer at Aeres Training Centre International is involved with his students", says Helmich. "There is no other way; to be a good teacher you have to be involved. Without involvement a teacher can never have people be acquainted with his passion.

### Understanding people

More than many other educational institutions, at Aeres Training Centre International we work with the concept 'learning by doing'. Partly because of that, our trainers will develop some kind of a relationship with the people they teach. Helmich: "We hear the personal stories of our students. Often this is the first time that they are far away from home. I can imagine that someone from for instance Asia or Africa feels strange in this far away little place called Barneveld. As a teacher you should know and understand that. I spend a lot of time talking to students about things that they are confronted with, facts that appear strange or difficult to them. Understanding people is one of the key values of my work." Helmich tells us that every student at Aeres Training Centre International has their own story and background. "Nobody is a number", he says. "We have students in the ages between 25 and 50. I often notice that young people are very flexible but in particular for trainees near their fifties, a stay in The Netherlands can be rather confusing. They often have children or grandchildren in their homeland and they miss them. While 'understanding people', a teacher creates a connection with them.



Of course I cannot keep in touch with every single student that has ever stayed here in Barneveld, but with some people I do. Even after they have completed their education."

### How did it come to this?

In answer to the question 'How did it come to this', Helmich tells us that even as a little boy he was curious about the rest of the world, outside of Holland. "I dreamt of Africa and Asia", he says. "Mainly for that reason I studied tropical agriculture. During the final year of my education in Deventer I had to go in the army. As a replacement military service I got a job as an assistant teacher at the school for tropical agriculture in Deventer. I loved it there. I enjoyed the contact with foreign students, found out that teaching and the organisation of education was 'my cup of tea'. After that I got a job as a teacher at PTC\* and this job still fits me like a glove. While working with the target audience at our educational institution we are doing very concrete things. It is not only the theoretical studying but also the practical side of education that we emphasize on. That combination suits me. I started working at PTC\* in august of 1987. Which means I have been doing this work for almost thirty years now. I can really say that I have a job that I am very happy with."

### Average working week?

For a trainer at Aeres Training Centre International there is no such thing as an average working week. "Practically no day is the same as the day before", says Helmich. "Knowing what our target group needs, what they want to learn; those are the values that come back every day. We spend a lot of time thinking about the best ways to organise our trainings in the specific areas we work in. The personal approach which is so important here in Barneveld is one aspect of my job that I probably couldn't do

without. I want to look my students in their eyes, to be sure they understand what I'm telling them. I even find it difficult to work with an interpreter. I prefer speaking English or Spanish because then I'm sure that my message is delivered correctly."

### Abroad

For his work Helmich has spent a lot of time abroad. In Asia he visited Indonesia, Vietnam, India, Nepal, Myanmar and Sri Lanka. In Africa he went to Sudan, South Sudan, Ethiopia, Kenya, Swaziland, South Africa, Botswana, Sierra Leone, Cameroon, Ghana, Nigeria and the Gambia. In South America he was in Trinidad, Cuba, Surinam, Colombia and Ecuador. "It is an advantage that I not only visited, but really experienced, 'felt' those countries", says Helmich. "I know what is going on in a country. For instance when students tell me how the climate is in Ethiopia, I can relate to that. Because I felt it." Helmich says that he makes approximately three or four trips each year. "I enjoy doing that. Next week I'll fly to Kenya to work on a project there. Our goal is to create a plan to manage poultry in a more professional way, to make profit. My role is that of an advisor, we are going to look at the economical aspects, create a business plan." Although his trips are often adventurous, travelling to exotic and far away destinations, he rarely experiences the 'holiday feeling'. "When I visit a country, I am involved with the projects there, all day long. I rarely have a night off. The days are completely filled; a lot of things have to be done. And meanwhile the work in Barneveld continues, and more often than not there is a stack of e-mails and work waiting for me to come back to. A big advantage of working on projects abroad is the fact that you are occupied with only one thing. There are no 'lost hours' and you will put all your focus in the job that needs to be done."

### Development

Helmich tells us that the international education in Barneveld has made a development quite recently. "E-learning is new, digitalisation of the education material. We are constantly adapting our training to the needs of our students. What is the climate in ones homeland? What about the economic situation? People from two different countries can have completely different backgrounds. But also two students from for example Tanzania may have entirely different needs as far as their training is concerned. We work with groups of students and we keep those groups as small as possible. So that each and every student gets

the personal attention he requires. Every student goes back home with a personal improvement plan for his own environment."

### What makes the job so much fun?

Helmich: "Personally I find it very interesting when people explain to me how things work in their country. Even after thirty years of being a trainer, I still love that aspect of my job. It is fascinating to find out if there are alternatives for the way we do things here in the Netherlands. An example: for years I lived in Nepal and it bothered me that every day, people asked me: 'Where are you going?' It's none of your business where I'm going, I often thought, why do you want to know that? But then I discovered that the question 'Where are you going?' is just a Nepalese way of being polite. Here in The Netherlands we talk about the weather. That is how we do 'small talk', to be polite. But in the tropics it's no use talking about the weather. The weather in Nepal hardly ever changes. But: in Nepal everybody is on his way to somewhere. That is why Nepalese people ask where you are going, instead of telling that there might be rain."

"Every trainer at Aeres Training Centre International is involved with his students."

### What makes the job difficult sometimes?

Helmich: "Sometimes students tell me things that startle me. Someone shared with me that his wife just had a baby, and now he – the father – is staying in Barneveld, for nine months. That is quite a big deal, I think. Dutchmen would not easily do that. Furthermore, saying goodbye is an aspect that makes this job difficult. At the end of a training I sever by saying 'farewell'. I say: 'See you'. Saying goodbye is part of the deal, I understand that. Off course you know the minute you shake hands with a student for the first time, that at some moment in time he will go back to his homeland. But I find it difficult to realise that you may never see him again. That bothers me. I try to take it lightly, but no matter how much fun this job is: I think I'll never get used to saying goodbye."

For more information about our trainers check our website [www.aerestrainingcentre.com](http://www.aerestrainingcentre.com)





BACK HOME IMPROVEMENT PLAN (BHIP)

# Using everything you learned, **back home**

Students at Aeres Training Centre International (Aeres TCI) come to the Netherlands to learn, but not just for themselves. Moreover they take this huge trip – *from countries all over the world* – to implement everything they learned back home. So that a large group of people can benefit from the practical trainings we offer in Barneveld.



# "Writing a ***BHIP*** proposal is a valuable contribution to their training."

Learning is always a good thing, but the real objective is to take home what you learned, and implement it in your local situation. Therefore students bring their own situation back home, into the training in The Netherlands. After assigning for one of the PTC\* programmes at Aeres TCI, and before coming to The Netherlands, every participant visits a local farm in his own country. There he collects data of how the production of that farm is at the moment of collection. In Barneveld, together with the Aeres TCI-trainers, participant establishes a plan to suggest to the farmer how to realise improvements. The goal of each PTC\* programme is to teach the students how to be successful in their chosen field. And even more how to apply, what they have learned, in their home country and beyond.

## Interesting, interactive and educational

"When the students come to Barneveld, they present their collected data", says Hermans Voortman, one of the trainers at Aeres TCI. "They explain to their fellow participants and the trainers the situation at the local farm and the specific data of their own country. They tell about the analysed situation. What are the problems and possibilities at the local farm. In fact we refuse to call it problems. We mostly use 'points to improve'. For most people this first presentation is quite a challenge. Speaking in public, in English, explaining their back home situation, listening to the possible solutions fellow students might offer. Not only the outcome but the entire process of this Back Home Improvement Plan

is very educational. Off course not only for the participant who wrote his BHIP, but also for his fellow participants. During the classes the trainees discuss each other's plans, give their opinion or advice. Everyone is working on his own assignment but they do talk about it, with each other and the trainers. What did you see at the farm you chose? What did you walk into? How to approach and how to fix the problem? Specific questions are asked – and answered. Related to questions trainers can give or develop special classes related to the subject. Discussing each other's BHIP is very educational, students learn to speak in public, communicate, explain their problems and help others. They become involved with each others Back Home Improvement Plans and that makes the classes even more interesting and interactive. Most participants are very enthusiastic during writing their BHIP proposal. We notice that during the training they contact 'their' farmers already, to make some changes."

## Translate the situation

An important part of each BHIP is to translate, the situation the student experiences at the Dutch farms he visits, to the situation in his home country. Hermans: "Of course the variation in day and night temperature is always an issue. But also the materials that are used in countries, are very different from each other. For instance: here in the Netherlands pig farmers use metal boxes in their pig houses. These are not available back home! The boxes are needed to prevent from crushing. So how to create this box? Wood is available. So the

challenge is how to design a box of wood. That is an important difference you have to cope with. Implement improvements always means translating the Dutch situation to the situation back home. This is of great importance in each BHIP. That also means a change in way of thinking and attitude of the participant. After several months of studying in the Netherlands you take your knowledge and skills back home and you are going to work with it. That is what our trainings are based on."

## Award

The best BHIP is rewarded with an award. This BHIP report has to consist of several subjects, which are judged for these awards. First is the data collection, the way the participant analysed them and finds priorities in what to improve in the farm. For instance the technical adjustments the farmer should make. Secondly the participants have to calculate the effects on the technical farm results, followed by the investments which are required for these improvements. Finally the financial consequences for this farm have to be described and calculated. Third part, which is judge in the plan, is that the participants make a plan how and when they want to implement the improvements. The approach of the farmer is an important aspect of this final chapter.



Hermans: "Companies we are cooperating with, give an award for the best BHIP for poultry, pigs and feed. In the field of poultry the award is made available by World's Poultry Science Association (WPSA). The award for pigs is made available by PUM Netherlands Senior Experts and the Cargill award is for the participants with the best BHIP in the field of animal feed."

## Back home

After the students return to their country, at the end of their studies they have to visit the farm again to implement and monitor the suggested improvements. Such an experience is a valuable contribution to their training. Hermans: "Moreover, at Aeres TCI we are interested to hear from our participants, after they returned home, how implementation of their proposals on the farm is done. Do farmers introduce the suggested points and what are the results? In fact this is feedback for our training staff as well!"

So you see: really everybody benefits from the BHIPs. The student who wrote the plan, the farm he chose to implement his plan, and at the end of the story even us at Aeres TCI learn from each BHIP.

## Example: piglet mortality

When we ask Hermans for some examples of BHIPs he says: "In many developing countries the days are hot and the nights are cool. This leads to a high piglet mortality. This is not only caused by the cold and the draught, but also because the sow accidentally crushes her piglets. Wet floors (as a result of daily washing of pens with cold water) also could contribute to the chilling of piglets. Extra heating could help. Chilling especially during night when ambient temperatures are low could make the piglets to lie close to the sow. Attempts by the sow to turn, crushes piglets. To prevent this, the construction of farrowing crates and a creep area in the farrowing pens is advisable. This leads to less mortality. In a creep area the piglets can lie closely together and be protected from chilling and draught. While the sow cannot enter this area. Another benefit is that the piglets can be fed separately. When they are given specific feed with nutrition especially for piglets, which the sow cannot eat, they are likely to grow faster and be healthier than piglets that live just on milk, until the moment they are weaned."

## Example: fighting chickens

This year Netsaney Beyero Hirbaye from Ethiopia wrote the best BHIP on poultry management. (Also see the article The Barneveld Experience, starting on page 8). Her improvement plan is about a layer parent stock farm in Hawassa. One of the analysed problems is that too much feed was wasted. Because there were not enough feeding places, the animals had to fight for their feed. Furthermore the chickens were only fed twice a day. They were hungry when the feed came which was an extra motivation to fight. Offering the chickens more feeding places and feed them more regularly during the day, led to less competition and less waste of feed.

# How have you been doing?

Ebenezer Gyamera from Ghana

It's been two years since Ebenezer Gyamera left PTC\* (now called Aeres Training Centre International) to travel back to Ghana. When we asked him if there's anything that he'll never forget about The Netherlands, he tells us that the quality of the training was outstanding. "I will never forget the numerous facts I learned in the field of pigs. Since my return I have been an ambassador for your training centre", he says. "I recommend it to people and I will most certainly return to Barneveld to visit the trainers." But there is one more thing that Ebenezer will never forget: the amazing amount of bikes in Holland and a Dutch tradition called Sinterklaas.

**S**interklaas is a saint on a white horse. Each December he visits the Netherlands, bringing gifts for the children. He wears a red robe and his horse can jump on rooftops. But to be honest: that last part has never been proven. Ebenezer never saw a white horse on a Dutch rooftop. What he did see was Sinterklaas, at the town centre in Barneveld, and that is a sight he will always remember. The credibility of Sinterklaas is often doubted. There are, however, things that Ebenezer ran into during his training, that were as just as impressive as Sinterklaas, but much more true.

## Much more true

On the day we called Ebenezer (June 22nd) the temperature in The Netherlands was higher than in Ghana: it was 35 degrees Celsius outside. "When I stayed in Barneveld during the summer we had one day that it was 32 degrees" Ebenezer says. "I thought that was about the maximum possible, but I hear now it's even warmer." Ebenezer has been doing fine in the two years since he returned home. He is still working at the University at Cape Coast (UCC), doing research for his PhD. When we asked him what an average working day looks like, he says: "Normally I start at 07.30, when I go to the research farm to check on the animals. At approximately 09.00 I go to my office at the university and at 13.00 I go back to the farm. After that I work till about 17.30 at the university. I am investigating the use of local ingredients for pig feed. Therefore we are testing different enzymes; to obtain a high energy feed with the right concentration of ingredients for optimal growth and health of the pigs."

## Back Home Improvement Award

In 2015 Ebenezer won the PUM-award for writing the best Back Home Improvement Plan in the field of pigs. The Back Home Improvement Plan (BHIP) is an assignment in which students

create an improvement plan for their situation back home (for more information, also see the article on page 14). For his BHIP Ebenezer chose the Danso pig farm, located in the Cape Coast metropolis, Central Region, Ghana. The objective of Ebenezer's BHIP was to increase productivity of sows, reduce piglet mortality, reduce the time it takes for fatteners to reach slaughter weights, and to ensure a more regular income and increase the overall profitability of the farm. Ebenezer: "Mr. Danso, the owner of Danso pig farm has successfully implemented my BHIP. I am still in close contact with him, I visit his farm every month. Every adjustment that I suggested was implemented. Except for the farrowing crates to reduce piglet mortality. At Danso pig farm one of the contributing factors to the crushing of piglets by the sows, was the absence of farrowing crates in the farrowing pens. In my BHIP I suggested the use of farrowing crates made of wood. At Danso they now use farrowing crates made of galvanized steel. More sustainable and with the same function."

## Changed a lot

It's been two years now, since Ebenezer left The Netherlands. When we ask him if and how his life changed since then, he answers: "It changed a lot. For my PhD I am currently researching pig farming

In 2015  
Ebenezer won  
the **PUM-**  
award!



## Training Applied pig management

**Learn how to handle primary livestock products, care for the pig housing and environment, and analyse farm results for improved production.**

During the study 'Applied pig management' we teach you how to care for the animals and their environment, so that they can produce under the best conditions possible. You learn how to propose improvements to local management, clearly and with confidence. You also learn how to handle primary livestock products, take care of the pig housing and environment to reduce any threat of infection, and analyse farm results so you can report to management about making the farm and its production more efficient – both technically and economically.

## This study is put together for:

- extension officers
- teachers and instructors in animal production
- managers in the field of pig husbandry.

Do you want to come and study at Aeres Training Centre International? Apply for this programme at [www.aerestrainingcentre.com](http://www.aerestrainingcentre.com).

# Jansen Poultry Equipment



## Information and contact

For more information on Jansen Poultry Equipment: [www.jpe.org](http://www.jpe.org)

For more information on Poultry Expertise Centre: [www.poultryexpertisecentre.com](http://www.poultryexpertisecentre.com)

## Jansen Poultry Equipment

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E: [info@jpe.org](mailto:info@jpe.org)  
I: [www.jpe.org](http://www.jpe.org)

Jansen Poultry Equipment was founded in 1986 by Mr A. H. Jansen, mechanical engineer by trade, after he developed the automatic and most sought-after laying nest. This laying nest was to resolve the problems his father had at his poultry farm: collecting eggs manually took too much time and had to be done carefully to avoid cracking the shells. By constructing a conveyor belt behind the roll-away laying nest the eggs are collected automatically. Nowadays the company offers a wide range of poultry systems and has grown to become a flourishing international company operating in more than 60 countries. The headquarters are in The Netherlands.

## Vision

The vision of Jansen Poultry Equipment has not changed over the past 30 years. Optimal production results are inextricably tied to the behaviour, habits and health of the animals. New systems are developed with optimal utilization of the knowledge of poultry and technology available within the company. Product development goes hand in hand with research, education and intensive collaboration between poultry specialists and technical developers. Innovation is one of the main pillars the company is built on.

## Innovation

Our ultimate goal is to provide customers with systems that will allow them to obtain optimal

production results. We constantly develop new, better and more efficient systems and solutions for our customers to ease and improve the production process. Personal advice and support before, during and after the purchase of poultry systems are also an integral part of our approach.

## Quality

Systems from Jansen Poultry Equipment are known for their quality and reliability. The entire process, from development to final product, is carried out in house. This enables us to tailor to the customer's wishes and keep a close eye on the quality of the products. Another important aspect of providing top quality is the use of only the best materials and durable, reliable constructions.

## Education and research

To support the education of students and young professionals regarding poultry knowledge Jansen Poultry Equipment has built two systems in the Poultry Innovation Lab of the Poultry Expertise Centre in Barneveld: BroMaxx® (broilers) and Comfortz® (aviary system). Giving students, young professionals and researchers, the opportunity to learn and observe first-hand how to achieve the best production results with broilers and laying hens.



as well as animal feed. My research on the use of enzymes was initially not the plan, but during my work I realised that to improve digestibility of the high fibre based ingredients, you have to use enzymes in pig feed. Another major part of my work in animal nutrition as well as pig production is training farmers in Ghana. Since my training at PTC\* I am often invited to facilitate trainings for farmers, both within and outside my work area. During a seminar for farmers organised annually by De Heus company in the Netherlands, I was invited to be a facilitator for the pig aspect. Furthermore, I am now a consultant for farmers. I give them help and advise, also on a technical level. Also, a business plan I wrote for an Agricultural and Technical Training Institute in my work area, was adjudged the second best during a business plan competition organised by the Council for Technical and Vocational Education Training (COTVET) in Ghana with sponsorship from the World Bank. They were awarded with an amount of US\$ 50,000 to be used as seed capital for the project.

## Typically Dutch

Although Ebenezer was an experienced traveller before he came to Barneveld – for his work he made many journeys abroad – he was still impressed by a few ‘typically Dutch’ things. Besides Sinterklaas and the amazing amount of bicycles – (Ebenezer: “At the school there are hundreds of them, everybody in Holland rides a bicycle”) – he mentions the way trainers at PTC\* and participants communicate. “In The Netherlands trainers and supervisors are not ‘above’ you. They are at your level, communication with – and teaching you as an equal. The trainers feel like family. In Ghana the power difference is much bigger. A huge benefit of the Dutch way of communicating is not only that it makes learning more fun; you even learn faster and better. When you communicate with

someone who is at your level, someone you can even joke or laugh with, it is much easier to ask questions. And as you know: people learn much more if they are not afraid to ask. The way the trainers in Barneveld treat the students makes learning easy, convenient and much fun.”

## Make it possible

When we asked Ebenezer about his first impression of the training centre in Barneveld, he says: “I was amazed by the buildings, the facilities and the amount of animals. But most of all I was impressed by the way

Aeres Training Centre International treats their students, the way people communicate. It really felt like family.

But off course the main objective was to learn things in The Netherlands. And I really can say that I learned a lot.”

As an example of something he learned that really amazed him, Ebenezer mentions: “I learned things I had read but didn’t believe; for example I had read from journals that sows could come into heat four to seven days after weaning.

I thought that was not possible. In Holland however, when we visited Dutch pig farms, I saw that it was possible and in fact is the reality. At the Dutch farm that I stayed at, we weaned sows and within seven days over ninety percent were on heat already. For me that was a big surprise. I learned that this can be achieved by the

way you feed during lactation, but also by the way you wean: introducing a little bit of stress to the sows and off course after weaning it’s all about the way you feed them. Feed for pigs must meet their nutrient requirements. Now, when I tell the Ghanaian farmers that it is possible to have weaned sows on heat in four to six days, they look at me as if I am telling the story of Sinterklaas. But I know: In Holland some peculiar things are indeed possible.”

“At the school *there are hundreds of them*, everybody in Holland rides a bicycle”



# Looking *back*

## Tailor-made training

Aeres TCI has a long experience of organizing international courses, scheduled and tailor-made. Our tailor-made training is designed to enhance the overall functioning of an organization by training a selected group of its staff members. A TMT meets the specific needs identified by the requesting organization. Our course management is responsible for the course program, learning objectives of the students, assisting students in keeping their own learning diary, and monitor the progress of the course throughout implementation. This includes daily summarizing, reflecting on presentation and reception of the program and expectations of the participants.

During the training, adequate time is allocated for discussions amongst the participants and to assess joint projects to implement the required improvements for which ideas are generated during the course. Course leaders continuously coach participants to digest the information through keeping learning diaries in which they summarize their learning, and reflect on the learning diaries.

At the end, the course we evaluate with the participants. The result of the evaluation will be fed back to the organization and reflected in other courses and follow up training activities. Duration of most TMT's is approximately ten days. Most groups of participants consist of approximately ten persons.

Curious to learn more about these training programmes for your company? What do you need to do to start a tailor-made training? Check our website for more information or send an email to [info.atc.international@aeres.nl](mailto:info.atc.international@aeres.nl)





# Team work

The Poultry Expertise Centre (PEC) in Barneveld – The Netherlands is a partnership between several companies, governmental institutions and Aeres Training Centre International. One of the main goals of PEC: enlarging knowledge about poultry, create innovation and translate the results to the industry and policy makers. We cannot do that alone, cooperation one of the keywords of PEC. Because teamwork makes the dream work.

We speak PEC-business manager Eltjo Bethlehem a few days after the centre of 'the fipronil crisis'. Last summer the Dutch Food and Consumer Product Safety Authority (NVWA) detected a harmful substance fipronil in eggs. The contamination arose after a Dutch company used the pest controller fipronil to clean farms from poultry red mite. The investigation has led The Dutch Food and Consumer Product Safety Authority to take measures at a number of farms, and also internationally the fipronil crisis led to problems. Dutch and European consumers were afraid to eat any eggs, which led to problems for the industry. "And to a lot of questions", says Eltjo. "Here at PEC/Aeres Training Centre International the Dutch 'fipronil-hotline' was established to answer any questions farmers might have and to take stock of problems. It has been a madhouse here, in the month of August we answered over a thousand phone calls from farmers. People wanted to know for instance if and how they could clean their poultry housing from fipronil, and if there would be any funds available for farmers affected. Our fipronil-hotline clearly filled a need but now hopefully the centre of the storm has passed."

## How PEC began

"PEC was established in September 2013", says Eltjo. "Labour shortage in the poultry industry was becoming a worldwide problem; four years ago many experts left the industry at the age of 55, to retire. There was not enough inflow from young people wanting to work in the industry. We knew there was a growing worldwide demand for eggs and poultry meat. There was an urgent need for better training and education. The Dutch government together with the former PTC\* (now Aeres Training Centre International) decided to accept the challenge and fill the gap. By creating an expertise centre where people can learn, carriers can be established, knowledge can be collected and innovations can meet the light of day: the Poultry Expertise Centre."

## Did it work?

The first question that may pop into your head after reading the previous paragraph is: Did it work? "It did", says Eltjo. "We see an annual growth of students of approximately ten percent. But there is more to gain. In 2015 Aeres Training Centre International developed a summer course, followed by a course which starts this fall. There is a growing interest from young people to be educated and to work in the field of poultry. That is good news but off course our mission is not accomplished yet. There is still work to be done."

## PEC-projects

The different activities of PEC are carried out as projects. PEC-projects address issues in the international poultry industry. Partners are essential to achieve the goals of PEC and depending on the subjects the government, companies and Aeres Training Centre International work together.

The PEC started various projects, all with the focus on enlarging and sharing knowledge in the field of poultry. Some examples of projects that will start or started already:

- **Research animal welfare:** reduce the dilemma between animal welfare and for instance public health.
- **Rural development of poultry education:** the aim of this project is to develop a modular programme to create more attention to technical content, better meet the needs of the poultry business, more support for a rural poultry programme and cooperation with education institutions.

- **Poultry Innovation Lab:** the realisation of an innovative poultry house, suitable as training showcase (see the article on page 26).
- **Lifelong learning,** included E-learning: This project develops E-learning modules that contribute efficient and educationally optimized poultry knowledge worldwide. E-learning will be a main tool for future oriented education. The advantages are clear: it is independent of time and place, and the progress of the student can be tracked exactly.
- **International training Centre:** future-oriented courses and trainings, focused on the international trends and necessities in the field of poultry.
- **Feedmill Barneveld:** development of market content and educational innovations based on the international animal feed market, and upgrading the mini-feedmill for future international training requirements.
- **Professorship friendly deaths:** development of acceptable methods for euthanasia of sick and weak animals.

## PEV

An important part of PEC is the PEV ("Praktijkcentrum Emissiereductie Veehouderij"). This centre is occupied with selecting means to reduce the emergence of micro-dust in poultry. The goals of PEV are to stimulate and accelerate the development of techniques and measures that reduce micro-dust. PEV calls on farmers to let PEV make use of their poultry housing to do measurements or to test innovations. The Poultry Innovation Centre has a housing in which new techniques can be tested but there is a need for regular 'normal size'/commercial farms to help out. "This is going remarkably well", says Eltjo. "We did not expect that so many farmers would be interested and sign in. We now have approximately thirty farms that want to cooperate. Off course this is not only a good thing for PEC and PEV, but also for the farmer: for him it is interesting to know the amount of micro-dust his farm emits and to apply our innovations in his own company. Teamwork, we call that. And as you know: that is what makes the dream work."

"We knew there was a growing worldwide demand for eggs and poultry meat. There was an urgent need for better training and education. The Dutch government together with Aeres Training Centre International decided to accept the challenge and fill the gap."

For more information about PEC, check the website: [www.poultryexpertisecentre.com](http://www.poultryexpertisecentre.com)



**POULTRY**  
EXPERTISE CENTRE

# Poultry Innovation Lab

## Practical research, innovation and education

It's got nothing to do with pills but everything with poultry. The Poultry Innovation Lab (PIL), established in 2015, is situated at the campus in Barneveld. This is a unique project where knowledge, practical research and innovation live under one roof, together with about approximately 2000 chickens.

"Important themes are health, welfare, food safety, food security and sustainable systems"

The PIL is a cooperation among professionals in the poultry industry – in- and outside The Netherlands – educational institutions and their students. It is a research centre, that also provides training and education to Dutch and international students. The lab consists of a modern poultry housing with two units. One for

approximately 1000 layers and another for about 1000 broilers. Next to this ultramodern housing there is a business centre with an information centre and rooms/area's for visitors.

### Testing and trying-out

The PIL came into existence because of a cooperation between Aeres, PEC (Poultry Expertise Centre), several companies working in the poultry industry and government agencies. PTC magazine spoke with Eltjo Bethlehem,

business manager of PEC, about the origin of – and recent developments in PIL. "PIL offers many possibilities", he says. "In the housing we can for instance test new types of housing or equipment for poultry, but also we can try out various types of lighting and feed, or experiment with the climate in the housing. Important themes are health, welfare, food safety, food security and sustainable systems. We learn from PIL and that knowledge can be transferred to institutions, companies and students."

### Knife cuts both sides

All the institutions and companies that stood at the cradle of PIL agreed that innovative research and the transfer of knowledge is important" says Eltjo, "but the point is: how do you get the knowledge? In a business situation, at a poultry farm, you can work, watch and learn by doing but you cannot do research. European rules and regulations sometimes don't permit that. The PIL in Barneveld is especially designed to be able to try out things, to experiment and to show entirely new innovations. In particular for



the industry this is important. Companies can show their inventions and innovations in practice, and students can learn from that. The knife cuts both sides."

### Examples

An example of new developments that are tested at the PIL, are raw materials in feed for layers. Eltjo: "At this moment we are investigating the use of alternative protein sources. Until now many raw materials are imported, for instance from South America. We are testing the use of raw materials that are produced in The Netherlands. For instance Dutch soya beans or insects. We want to know if those materials contain the same amounts of nutrients as the traditional ones, and if they give the same results."

"We learn from PIL and that **knowledge can be transferred** to institutions, companies and students"

Poultry Equipment. "In Europe this system cannot be used commercially and thus not be tested in a farm", says Eltjo. "Because the broilers must – by European law – be kept on litter. BroMaxx has a synthetic housing floor, adapted to the feet of the animals. At the PIL we could test BroMaxx and first results seem to confirm that it indeed reduces feet problems. Also de damage as a consequence of catching the animals came down to a minimum.

As another example Eltjo mentions the BroMaxx housing system for broilers, an innovation from Jansen

## Results

About two years after the founding of PIL, the following results are obtained:

- Layers: from September 5th till June 27th 1000 chickens layed 252.000 eggs (252 per layer). At 60 weeks most chickens still layed an average of op 90% (norm 87%).
- Broilers: four rounds of broilers were kept, two with a regular breed and two with a slow growing breed. In terms of health and growth of the animals the results were excellent.
- Dutch and international students followed practical trainings in PIL.
- Although avian flu caused the PIL to close its doors between December 2016 and May 2017, at least 550 people of 31 nationalities visited the PIL (excluded all students).
- The expectation is that in 2017 this amount of visitors will be exceeded.





NUFFIC

The world is  
getting smaller,  
the need for  
education gets  
*bigger*

Aeres Training Centre International (Aeres TCI) is partner of Nuffic: the Dutch organization for internationalization in education. Nuffic provides scholarships because as the world is getting smaller, the need for international education gets bigger.

Nuffic's ambition is for every pupil and student to gain international experience. From their head office in The Hague and 11 offices around the world Nuffic brings together people, dreams and ambitions. Together with the Dutch educational institutions, among which Aeres TCI in Barneveld, they encourage everyone to expand their limits. "We do it all in cooperation with our national and international partners", says Anneke Zijlstra from Nuffic. "Together, we strive to promote the development of pupils and students from all over the world. As well as the growth of teachers, professionals and organisations. This is how we're securing the Netherlands' reputation as a leading knowledge economy."

#### Global development

Anneke: "Nuffic constantly works on global development. This considers Dutch students who want to study abroad, and international students wanting to study in the Netherlands. One out of ten students in the Netherlands is an international student. The Netherlands has more than 90.000 international students and that number is increasing every year. The Netherlands' many international students come from more than 160 different countries. The quality of Dutch institutions is well-recognised and there are lots of scholarships opportunities."



Do you want to study in the Netherlands and see if you qualify for a scholarship? Or do you want to know more about the Dutch organization for internationalization in education? Visit [www.nuffic.nl](http://www.nuffic.nl) to find more information on study programmes and scholarship opportunities.

#### NFP

The Netherlands Fellowship Programmes (NFP) are scholarship programmes that aim to help skilled workers in 51 countries. The employees work in various governmental and non-governmental organizations within a broad range of countries and disciplines. The training has to be demand driven from the organization. NFP fellowship holders and their employers benefit from what they learn. Fellowship holders become alumni, who are not only our the Netherlands ambassadors, but also future leaders and our future business partners. The NFP have three sub-programmes for individual fellowships.

- Short courses
- Master's degree programmes
- PhD studies

#### KOP

Since July 2017 the NFP entered a new phase. This programme continues as *Kennisonwikkelingsprogramma* (KOP). This programme aims to advance the capacity, knowledge and quality of both individuals and institutions of higher and vocational education.

The 5-year KOP programme is initiated and funded by the Dutch Ministry of Foreign Affairs and managed by Nuffic. After formal publication of the subsidy and policy outline in the Dutch Staatscourant, the start of KOP was confirmed. In the first KOP round there will be scholarships for short courses, with an application deadline of November 2017. The November

2017 short course scholarship application deadline is open for candidates from 30 partner countries. Further information regarding the remaining other KOP countries and expected future deadlines will follow soon. After this first application round there may be changes in the country list.

#### Difference between NFP and KOP

Anneke: "With KOP there is more focus on the various themes. Candidates can only apply for courses that connect with their focus. For example: if in Bangladesh the focus is 'water and food security', scholarships for people from Bangladesh will only be assigned to candidates from these fields. If your country for instance chooses 'water' and your focus is 'law', you are not eligible for a scholarship in the field of law. With KOP you can only apply for a course in the field that your country chose. This makes things clearer and it makes it easier to choose."

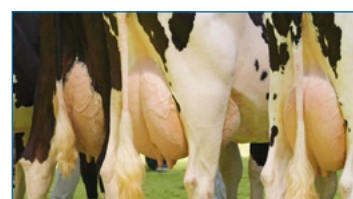
#### Studying at Aeres TCI

On a yearly basis approximately 300 international students apply for a study at Aeres TCI. To the people that meet the requirements we send a provisional admission email with a link to ATLAS, the online registration programme of Nuffic. With the link in the provision admission the student can start the online fellowship application. In general about 50 percent of the approximately 100 students that turn out to be eligible for a scholarship will get their education financed. For more information about application please check our application checklist on page 31 of this magazine or check our website for more information and registration. [www.aerestrainingcentre.com](http://www.aerestrainingcentre.com)

If you want to apply for a KOP scholarship for a short course in the Netherlands, you need to first find a course that is eligible for the scholarship. You can find the eligible courses in the Nuffic study programmes database, specifying in the search criteria: 'NFP qualified - Yes'.

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Curious how we can help you? Find out more on [www.gdanimalhealth.com/products](http://www.gdanimalhealth.com/products) or contact us for any question.



## Application checklist

### Choose your programme and check the requirements

#### Requirements for admission

- A diploma and/or B.Sc. degree in the desired field of study.
- Working experience (3 years or more) in the desired field of study.
- It is essential to speak, read and write English well (send results of a language test: TOEFL score of 550 (paper-based), (79-80 internet-based), or 213 (computer-based) and 6 for IELTS). Such a test must be added to the application in case English is not the first language in your country.
- Willingness to work in group assignments and perform manual work during the programme.
- You will need approval of your employer.

#### Apply with your own financial means or funding by sponsor?

If you are paying for the programme independently, the requirements differ from the requirements for scholarships. Besides that you can apply up to two months prior to the start of the programme. Please send an email to [office.atc.international@aeres.nl](mailto:office.atc.international@aeres.nl) before you start application.

#### Information about fellowships

Check out the various scholarships. Start looking into fellowships right away, as many of them have early deadlines. Check to see which fellowship you might be eligible for:

- Netherlands Fellowship Programmes
- MENA Scholarship Programme
- StuNed Scholarship programme

Take note of important application deadlines and submit your application. Start the admission process for your study programme by

completing the Aeres Training Centre International application form and supplying the requested documents; email those to [office.atc.international@aeres.nl](mailto:office.atc.international@aeres.nl)

#### Apply online for a fellowship

Follow the link in the provisional admission email to start your online fellowship application. You will have to digitize and upload a number of documents in ATLAS, so that your application will be valid:

- Motivation document; distinguish yourself with a well-written personal motivation (minimum 50 and maximum 1000 characters per question).
- What is the issue or problem you wish to address in your country?
- How will this course enable you to address this issue?
- How will you address this issue concerning your position within your organisation?

#### Employer statement and implementation plan


- Copy of a valid passport.
- A government statement (obligatory for a number of countries).

**NOTE:** incomplete applications are not taken into consideration.

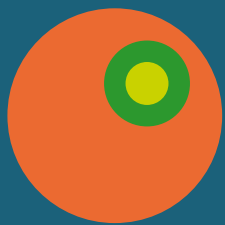
#### What comes next?

We review your application form, and inform you by email whether you are eligible. When you are eligible we will send you a provisional admission email with a link to ATLAS, the online registration program of Nuffic. Follow the link in the provisional admission email to start your online fellowship application. Use that to apply for a NFP or MSP fellowship. Should you be eligible for StuNed, you will receive an email with further information about this scholarship.

Fill in the application form to apply for a programme.

A brown egg is cracked open, revealing a small, fluffy chick inside. The egg is resting on a rough, textured surface that looks like tree bark. The chick is partially visible, with its head and some feathers showing through the hole in the eggshell.

Something new  
is born in Barneveld,  
as of now PTC<sup>+</sup> is



**AERES**  
TRAINING CENTRE  
INTERNATIONAL

Check out our new website at [www.aerestrainingcentre.com](http://www.aerestrainingcentre.com)