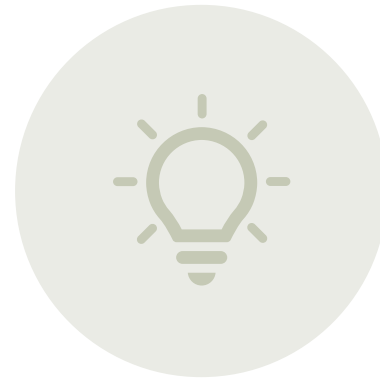


A photograph showing two people in a muddy, flat landscape, likely a mangrove restoration site. They are using long wooden poles to plant small green saplings into the ground. The background shows a body of water and a distant shoreline with trees under a clear sky.

# Call TEAM/SI 2022 – basic info and formats & guidelines

30 November 2021




# 1. Introduction



# What's new?



## 2030 Agenda for Sustainable Development

- New Theory of change (VLIR-UOS and per outcome)
- Integration of transversal themes (environment, gender) and other priority themes
- Country strategy approach
  - **SDG centred** approach
- SDG Principles:
  - Leaving No One Behind (LNOB) 
  - Multistakeholder partnerships 
  - Interconnectedness 

# What's new?

- Focus on connecting
- Country Reference Frameworks
  - 2030 Agenda
  - Higher education context
  - Other (Belgian) actors
- Joint Strategic Frameworks (JSFs)
  - Thematic JSF HES4SD
  - Geographic JSF for interaction with Belgian ANGC & local partners, as also Enabel/BIO in a partner country



# VLIR-UOS Revised Theory of Change

1 goal



3 impact areas



6 strategic goals **JSF HES4SD**



6 **VLIR-UOS** outcomes

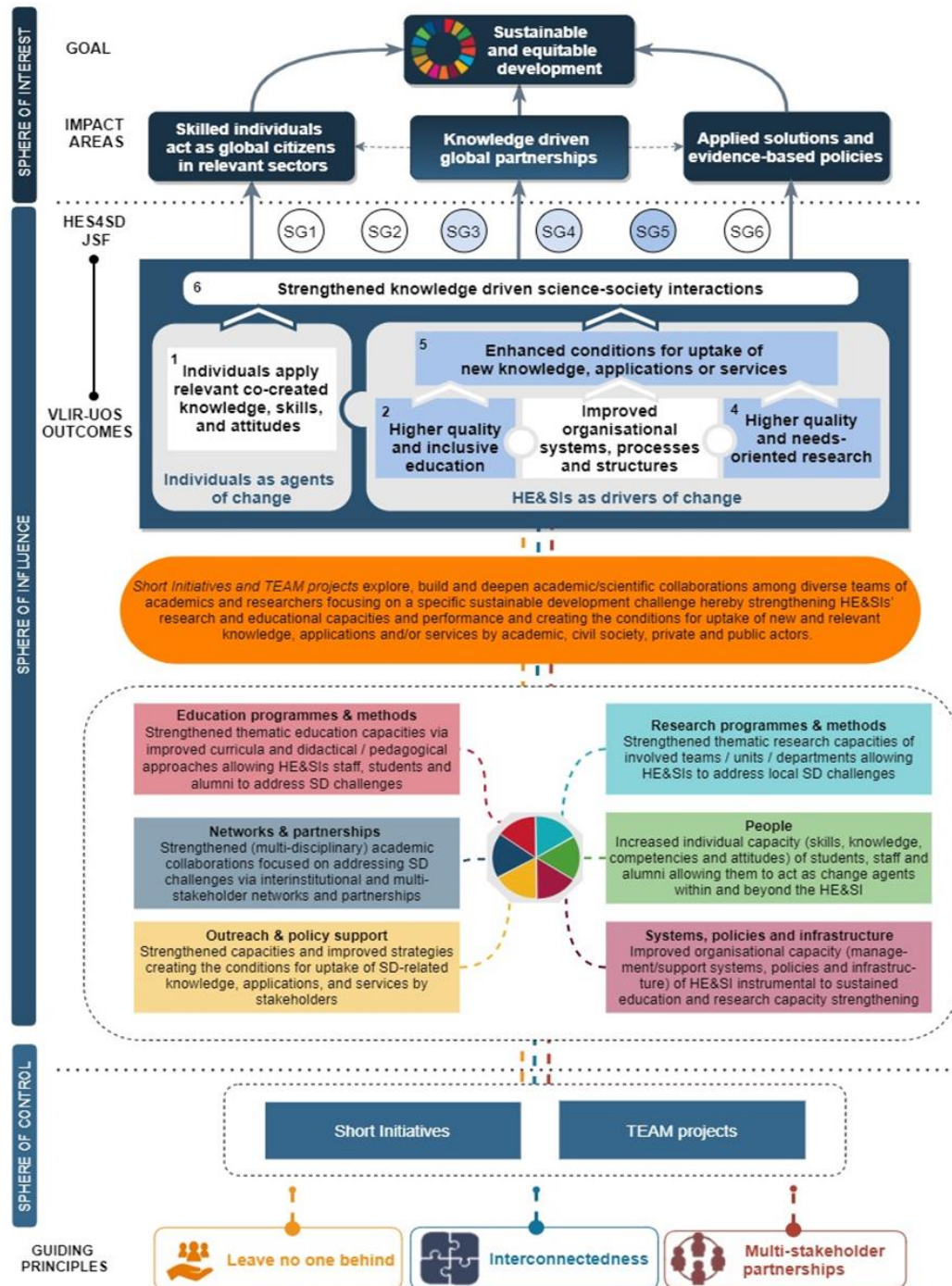
along 2 axes:

*Individuals as agents of change*

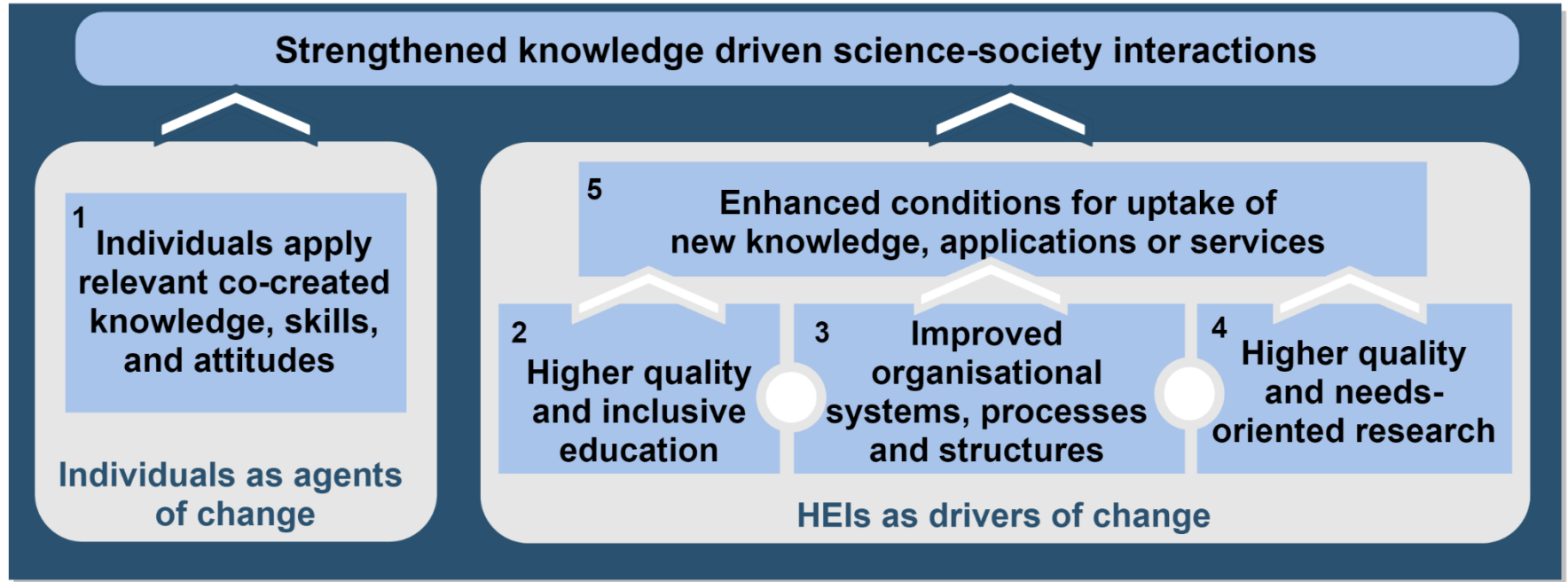
*HEIs as driver of change*



6 **project** change domains



# TEAM/SI fit within VLIR-UOS ToC outcomes



- TEAM/SI fit typically have an outcome statement linked to one or more VLIR-UOS outcomes, and is expected to included at least **5. Enhanced conditions for uptake of new knowledge, applications or services** complemented with another outcome

# Standard project domains (=intermediate change)

## Education programmes & methods

Strengthened educational capacities of involved departments / units linked to academic priorities for developmental change

## Research programmes & methods

Strengthened research capacities of involved departments / units linked to academic priorities for developmental change

## Outreach & policy support

Improved dissemination practices and uptake of newly created knowledge, applications, services

## People

Increased individual/community capacity (skills, knowledge, competencies) of students, staff and alumni

## Networks & partnerships

Regional and international connections for sustainable higher education and networks are being developed and strengthened

## Systems, policies and infrastructure

Improved institution-wide organisational capacity of HEI in institutional priority domains (internal and external service delivery)



### 3. Formats & guidelines





## FYP2: 2022-2026 Connect4Change : New formats and guidelines




- Formats and guidelines: standardisation, simplification, digitization via a new **modular** approach
- Moving away from the logframe: ToC concept and standardised VLIR-UOS outcomes and project change domains (link with intermediate changes/indicators/activities)
- **Scholarship & financial** guidelines being updated

# Administrative simplifications

- Less text, documents, annexes
- Online format
- Working documents for exchange/preparing (word/excel)
- Avoiding duplication
- Easy/low access for SI & Team Concept note

# Support & guidance offered



- **Formulation [guidelines](#)** with background information on how to fill out the format & **checklist** for integrating **SDG principles** per module (based on SDGs as a compass toolkit)  

- **Online form** connected to database / website for calls
- **Formats** (working doc, you need to log in to the [project tool](#) to access):
  - **Excel** template for Summary, Module 2, 3, 4, 5, 6, 7 (tabs for Partnership, PSU, sub-projects)
  - **Word** template SI and template TEAM Concept note for “narrative” questions / outline for online inclusion of information
- **Information package** (under development) with slides summarizing essential info

# Content: 8 modules



1: Context analysis



2: Impact statement, ToC and strategy



3: Organisation



4: Stakeholders and coherence



5: Planning & budgeting



6: Risk management



7: Monitoring & evaluation



8: Learning and steering



# Context analysis

1. Sustainable development context
2. Partner institution context

## ESSENCE

Develop a broad – and shared – understanding of the system in which the desired change is needed. The context analysis justifies the **importance / relevance** of the project, delimits the **scope** and contextualizes the **reasons** why the project is needed (i.e. interconnected **problems** being faced).





# Sustainable development context

## Key questions

- 1) Scope & identification: Why is the project needed? What are the key sustainable development challenges / problems that the project wants to tackle? Who is it a problem for?
- 2) Causes: What are the causes of the problem(s)?
- 3) Interlinkages: How are the sustainable development issues/problems linked to each other?



*Maximum 0,5 page*







# Institutional (partner HEI) context analysis

## Key questions

- 1) What are the key **strengths and weaknesses** of the partner institution & involved department(s) / unit(s)?
  - Key areas within the institution needing further development
  - Added value of the project for the partner institution/local team? Any previous experience between the project partners?



# Checklist SDG principles

<b>LNOB</b>          	<ul style="list-style-type: none"><li><input type="checkbox"/> Have you identified which groups are (at risk of being) left behind within the intervention area (country, region) and from what they are excluded?</li><li><input type="checkbox"/> Have you analysed why they are left behind and by whom they are excluded (considering intersecting factors)?</li><li><input type="checkbox"/> Have you formulated clear definitions or criteria for poverty, marginalization, exclusion, ...?</li><li><input type="checkbox"/> Does your analysis include the perspectives of those (at risk of being) left behind?</li><li><input type="checkbox"/> Have you conducted a gender analysis which examines the differences in women's and men's needs, roles and responsibilities, daily routines and activities, and access to and control over resources, services and decision-making, including those that lead to social and economic inequalities?</li></ul>
<b>INT</b> 	<ul style="list-style-type: none"><li><input type="checkbox"/> Have you gained a solid understanding of the important interlinkages in the system in which you are working?</li><li><input type="checkbox"/> How are these issues linked? What are important co-benefits and trade-offs (e.g. environmental – economic trade-offs)?</li></ul>
<b>MSP</b> 	<ul style="list-style-type: none"><li><input type="checkbox"/> Do you have a solid understanding of the relevant actors and their relationships in the system in which you are working?</li></ul>



# Impact statement, Theory of Change (ToC) & project strategy

1. Impact statement (the dream)
2. ToC
3. Project strategy

## ESSENCE

Envision the desired long-term change (**dream**) to which the project wants to contribute. Describe and visualise **change pathways** to develop an impact-oriented **strategy** with concrete activities and **deliverables** in the selected project change **domains**.



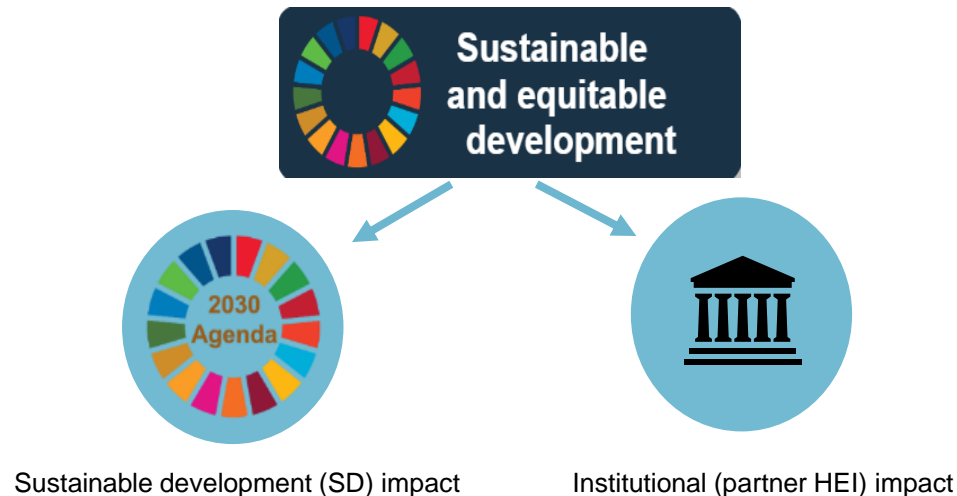
# Impact statement

## Key questions

1) What is the ambition / **dream** of the project (= **long-term** desired sustainable development impact)? Why and for who?



*Max. 500 characters*





# Developing a theory of change

## Key questions

1. What are the key areas where change is needed to realise the desired change / dream?
2. What **areas of change** can a VLIR-UOS supported project realistically influence?
3. Translate these into an **outcome statement** for the project (by aligning with the standard VLIR-UOS outcome areas)
4. Design the strategy by selecting **one or more of the six standard project domains** (intermediate change level)
5. **Formulate an intermediate change statement** per selected domain
6. **Formulate activities/deliverables (theory of action)** to realise these intermediate changes in the selected domains (outputs)
7. What assumptions / uncertainties may influence the change process?

*See formulation guidelines p. 19-28.*

*Max. 1 ½ pages for theory of change narrative description focussing on the flow between the steps.*

*For SI projects: steps 3 to 6 (outcome statement, intermediate change statement and activities (steps 3-6) are to be included in the excel)*



# Developing a toC (2)

**Specific for TEAM Concept notes – focus on the narrative/ conceptual explanation.**

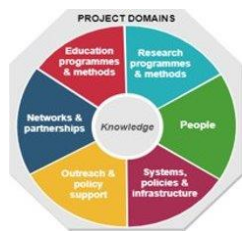
Focus on the explanation of the ToC and the logical flow between the dream, outcome level and intermediate changes.

The steps 3-6 from the previous slide are not to be included in the excel. Only add the Impact and Outcome statements in the excel.

*See formulation guidelines p. 19-28.*



*Max. 1 ½ pages for theory of change narrative description focussing on the flow between the steps.*



# 6 project domains of intermediate change

Domain	Intermediate change
<b>Research programmes and methods</b>	Strengthened research capacities of involved departments / units linked to academic priorities for developmental change
<b>Education programmes and methods</b>	Strengthened educational capacities of involved departments / units, linked to academic priorities for developmental change
<b>People</b>	Increased individual/community capacity (skills, knowledge, competencies) of students, staff and alumni and improved employability of the partner university's students, staff, and alumni and/or community members
<b>Outreach and policy support</b>	Improved dissemination practices and uptake of newly created knowledge, applications, services
<b>Systems, policies, and infrastructure</b>	Improved institution-wide organisational capacity of HEI in a number of institutional priority domains; and/or in domains of internal service delivery; and/or in domains of external service delivery
<b>Networks and partnerships</b>	Regional and international connections for sustainable higher education and networks are being developed and strengthened

# Project strategy

## Key questions

1. Methodological approach (*integrate aspects related to uptake strategies; integration of transversal themes gender and environment in this section*)
2. Challenges for the sustainability of the project (*level SI & TEAM Concept Note, basic approach*)



*Max. 2 pages for methodological approaches and 0,5 page for the sustainability section*

# Excel format

## INTRODUCTION

This Excel format contains one sheet for the modules 4 and 5 and another for the modules 2 to 7. The sheets of the format can be navigated by using the navigation buttons below. Each sheet can be navigated by using the navigation panel at the top.

Please note that only cells which have a light yellow colour are to be filled in. When you click on a cell, a tooltip will show, explaining what you should fill in.

Please also note that after filling out a cell, it will change colour to white. All other cells cannot be filled in, but may be filled out automatically by filling in other cells (e.g. the partner institution will be automatically added in numerous cells after filling it out in C15).

In module 2 you will be able to select relevant domains. Please note that all activity cells are greyed out. By selecting "Yes" (if relevant) you will be able to fill out the activities for that domain.

Selecting "Yes" for a domain will also make it possible for you to fill out the required information in modules 5 (planning and budgeting) and 7 (indicators). In module 7 only standard indicators will become automatically available. You can select "Yes" for each optional or sub-project-specific indicator which is also relevant.

## NAVIGATION



# Excel format

Module 2: Theory of change and project strategy		
General information		
Impact statement of the project		
Outcome statement of the project		
Sustainable Development Goals (SDG)		
Main SDG		
Additional SDG		
Select the domains that will be addressed by the sub-project and fill out the intermediate change(s) and activities per domain		
Research programmes and methods		No
What is the intermediate change(s) in this domain?		
Activity 1		
Activity 2		
Activity 3		
Activity 4		
Activity 5		
Education Programmes and Methods		No
What is the intermediate change(s) in this domain?		
Activity 1		
Activity 2		
Activity 3		
Activity 4		
Activity 5		
People		No
What is the intermediate change(s) in this domain?		
Activity 1		



# Organisation

1. Who is involved?
2. How is the project structured/organised?

## ESSENCE

Describe **who** is (internally) involved in the implementation of the project – and how. Clarify the **structure of the organisation** and assigned **roles** and responsibilities of individuals working on the project.

# Organisation

## Key questions

- 1) Presentation of the project partners : Who is involved and what are their roles / responsibilities?
- 2) How is the project structured / organised? Explain how the project will assure a continuous link with and involvement of the partner university. How will the tasks be divided among the involved partners (local – Flemish) in a balanced way?



*Use Excel format for question 1 and include in word max. ½ page for narrative question(s)*



# Stakeholders

1. Identification
2. Analysis
3. Strategies for stakeholder engagement & uptake
4. Coherence: internal & external

## ESSENCE

**Identify** and **analyse** the project stakeholders and elaborate a strategy to **manage** the stakeholders throughout the project (including communication with stakeholders & uptake strategy).

# Stakeholder – TEAM concept note

**Key question:** Describe and analyse the key stakeholders that will be involved in, or will benefit from the project. These include both internal (inside HEI, but external to project team) and external (outside HEI) stakeholders, and direct and indirect beneficiaries. Differentiate by sex when relevant. Please do not list the project team, the department involved or specific individuals.



*Max. ½ page for this generic question with regard to stakeholder approach*



# Stakeholder – SI project

Stakeholder analysis: Describe and analyse the **key** stakeholders that will be involved in, or will benefit from the project. These include both internal (inside HEI, but external to project team) and external (outside HEI) stakeholders, and direct and indirect beneficiaries. Differentiate by sex when relevant. Please do not list the project team, the department involved or specific individuals.

Stakeholder	Interest & influence (high/medium/low)	How will the stakeholder be involved in the project (stakeholder engagement strategy : (e.g. community-based research, participatory research methods, multi-stakeholder partnership, value chain / food system approach,... ).)



*fill out the table in the narrative in the case of SI projects*

# Coherence

## Key questions

What **synergies or complementarities** are foreseen with...

### 1) External:

- other externally funded projects?
- other Belgian organisations?

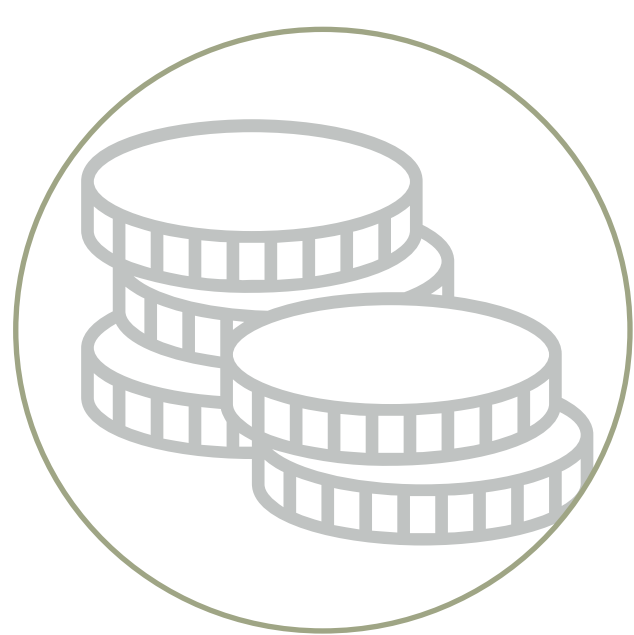
### 2) Internal:

- with other VLIR-UOS funded activities?



*Max. 1 page*

*Please check the country reference frameworks for information on Belgian actors in the framework of the geographical and thematic Joint Strategic Frameworks*



# Planning and budgeting

1. Operational plan
2. Budget

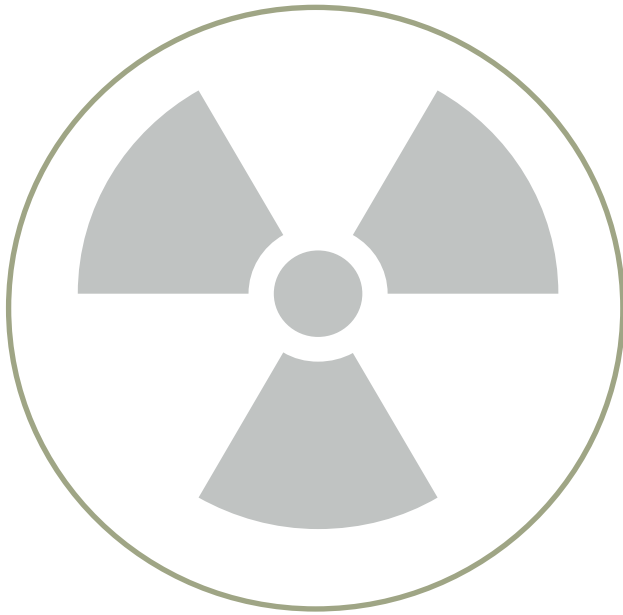
## ESSENCE

Focus on how the project will contribute to the set goals in the six project domains. It specifies what activities must be done to achieve a particular goal (or goals), when they need to be done and who is going to do them. Includes both the **outputs that need to be delivered and the financial & human resources attached to it.**

## Preview new budget format (to be confirmed by Flemish univ and DGD)

- Only for SI
- Not applicable for TEAM Concept note, no budget proposal

Budgetformaat
<b>1. Investment costs</b>
<i>A.1. General: investment costs</i>
<i>A.2. Vehicles</i>
<i>A.3. ICT</i>
<b>2. Operational costs</b>
<i>B.1. General: goods &amp; services</i>
<i>B.2. Dissemination &amp; uptake</i>
<i>B.3. ICT (operations &amp; services)</i>
<i>B.4. International mobility &amp; subsistence</i>
<i>B.5. Local mobility &amp; subsistence</i>
<b>3. Personnel costs</b>
<i>C.1. Employment contracts</i>
<i>C.2. Other</i>
<b>4. Scholarship allowance costs</b>
<i>D.1. Short term scholarship allowances in Belgium</i>
<i>D.2. Study scholarship allowances in Belgium</i>
<i>D.3. Research scholarship allowances in Belgium</i>
<i>D.4. Short term scholarship allowances in partner country</i>
<i>D.5. Study scholarship allowances in partner country</i>
<i>D.6. Research scholarship allowances in partner country</i>
<b>Subtotal A – D</b>
<b>5. Coordination costs</b>
<i>E.1. Flemish HEI</i>
<i>E.2. Partner HEI</i>
<b>TOTAL</b>



# Risks

1. Identification
2. Assessment
3. Risk response and monitoring

## **ESSENCE**

Identify and manage the key risks the project will potentially face

# Risk identification

**Not applicable for SI & TEAM Concept note**



# Monitoring & reporting

1. Develop and choose indicators
2. Use & reporting of indicators

## ESSENCE

Measure the project performance and **progress** towards realising the goals of the project. Identify **indicators**, set **targets**, **collect** relevant data and analyse indicators at the level of the project for reporting (accountability and learning purposes).

# Indicators

## Key questions

- 1) Standard indicators (= mandatory list)
- 2) Optional indicators? (= not mandatory list)?
- 3) Project-specific indicators (= free)?

*SI projects: only standard indicators mandatory, try to include baseline & targets. 2) and 3) indicators can be added, but not mandatory*

*TEAM Concept note: not applicable*



*SI projects: use Excel format*



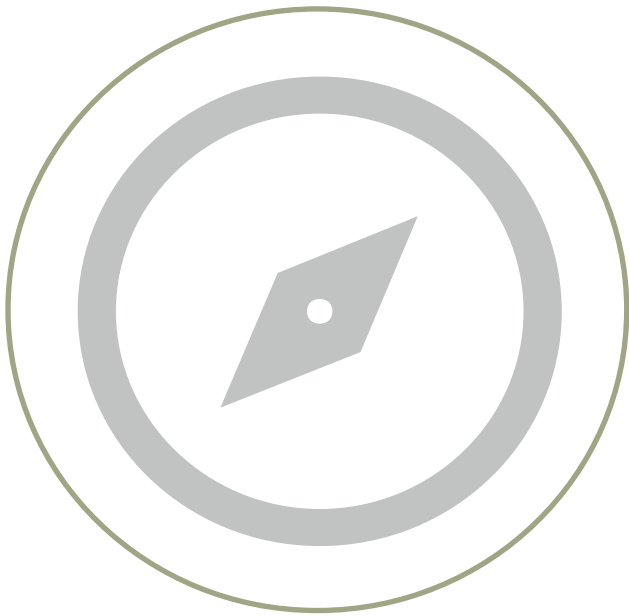
Module 7: Indicators			9 standard indicators and several suggested optional indicators, subdivided per project domain
Domain	Indicator	Type of indicator	
Research programmes and methods	# of co-authored / joint peer reviewed <b>scientific publications</b> based on data collected/analysed through the support of the project	Standard indicator 1	
Education programmes and methods	# of new or substantially updated/revised <b>Bachelor</b> programmes developed (curriculum) through the support of the VLIR-UOS project	Standard indicator 2a	
	# of new or substantially updated/revised <b>Master</b> programmes developed (curriculum) through the support of the VLIR-UOS project	Standard indicator 2b	
	# of new <b>PhD programmes / doctoral schools</b> developed and accredited through the support of the VLIR-UOS project	Standard indicator 2c	
	# of new <b>course modules/trainings</b> developed through the support of the VLIR-UOS project	Standard indicator 2d	
	Level (%) of student satisfaction with quality and relevance of study programme / module	Standard indicator 3	

## Module 7: Indicators

Domain	Indicator	Type of indicator
People	# of <b>Bachelor students</b> directly supported by the VLIR-UOS project (through a scholarship or project budget) that were <b>enrolled</b> during the reporting year, contributing to the objectives of the project	Standard indicator 4a
	# of <b>Bachelor students</b> directly supported by the VLIR-UOS project (through a scholarship or project budget) that have <b>graduated</b> during the reporting year, contributing to the objectives of the project	Standard indicator 4b
	# of <b>Master students</b> directly supported by the VLIR-UOS project (through a scholarship or project budget) that were <b>enrolled</b> during the reporting year, contributing to the objectives of the project	Standard indicator 5a
	# of <b>Master students</b> directly supported by the VLIR-UOS project (through a scholarship or project budget) that were <b>graduated</b> during the reporting year, contributing to the objectives of the project	Standard indicator 5b
	# of <b>PhD students</b> directly supported by the VLIR-UOS project (through a scholarship or project budget) that were <b>enrolled</b> during the reporting year, contributing to the objectives of the project	Standard indicator 6a
	# of <b>PhD students directly supported</b> by the VLIR-UOS project (through a scholarship or project budget) that have <b>graduated</b> during the reporting year, contributing to the objectives of the project	Standard indicator 6b
Outreach and policy support	# of (non-academic) extension/outreach/capacity-building activities realised (presentations, trainings, sensitisation activities...) through the support of the project, targeting <b>communities, governments, civil society or private sector actors</b>	Standard indicator 7a
	# of persons in <b>communities, governments, civil society and/or private sector</b> reached through (non-academic) extension/outreach activities realised (presentations, trainings, sensitisation activities...) through the support of the project targeting	Standard indicator 7b
	Uptake/influence of project-supported research in public policies (A scale using self-assessment can be used here by pre-identifying a ladder of change (1 - knowledge has been disseminated ; 2- first exchanges and request for support from target groups after dissemination ; 3-first signs of uptake: smaller groups are applying our knowledge in practice; 4 - new knowledge is being applied in practice at scale)	Standard indicator 7c

## Module 7: Indicators

Domain	Indicator	Type of indicator
Networks and partnerships	# and type of newly established <b>strategic partnerships / collaborations</b> directed at improved education, research and uptake with relevant external stakeholders as a result of the project	<b>Standard indicator 8</b>
<b>Systems, policies and infrastructure</b>	# newly established or revised <b>institutional policies</b> , rules and regulations (e.g. development of a new research/ accreditation/ integrity policy, policies regarding to mainstreaming/integration of gender and inclusion perspectives, HR policies to reduce staff turnover and facilitate skills and knowledge transfer within institutions )	<b>Standard indicator 9</b>



# Learning & steering

1. Lessons learned
2. Follow-up & steering

## ESSENCE

Describe how to follow-up on changes, adaptations and **lessons learned** from (previous) experiences in order to improve the quality of the project.

# Lessons learned & steering

## Key questions

- 1) What did you learn from **previous** experiences or projects between the partners? How does this project build on lessons learned from previous experiences?
- 2) In the case of follow-up projects, what is the added value of this project?



*Max. ½ page*

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VLIR-UOS and Corona

Scholarships

Project funding

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## Calls

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