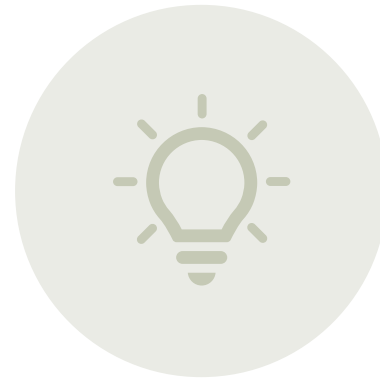




Call TEAM Full proposals 2022 – basic info and formats & guidelines

1 April 2022

1. Introduction



Challenges and New priorities

- **Challenges and solutions are global**
(climate, sanitary crisis, ...)
 - **Universal nature of Agenda 2030 and SDG framework** : entry points for HE&SIs to address a number of challenges:
- a **broad understanding of SD** into their threefold mission: research, education, and service to society
- incorporate **global citizenship education, decolonization & equal partnerships**
- importance **digitization, data and evidence-based work** emphasized by COVID 19 crisis
- **Priorities** :
 - **Connecting 4 change**
 - **Valorisation**
 - **Collective learning**



What's new?



2030 Agenda for Sustainable Development

- New Theory of change (VLIR-UOS and per outcome)
- Outcome based FYP 2 (SI&TEAM as an 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 4 change**
- **Strengthening interactions between science and society** (International/global/local, variety of actors)
- **Synergy & Complementarity:**
 - Joint Strategic Frameworks (JSFs) at Belgian level
 - Thematic JSF Higher Education and Science for SD
 - Geographic JSF for interaction with Belgian ANGC & local partners, as also Enabel/BIO in a partner country
 - Country Reference Frameworks as entry points
 - 2030 Agenda
 - Higher education context
 - Other (Belgian) actors: ANGC, ENABEL, BIO, ..

VLIR-UOS Revised Theory of Change

1 goal



3 impact areas



6 strategic goals **JSF HES4SD**



6 **VLIR-UOS** outcomes

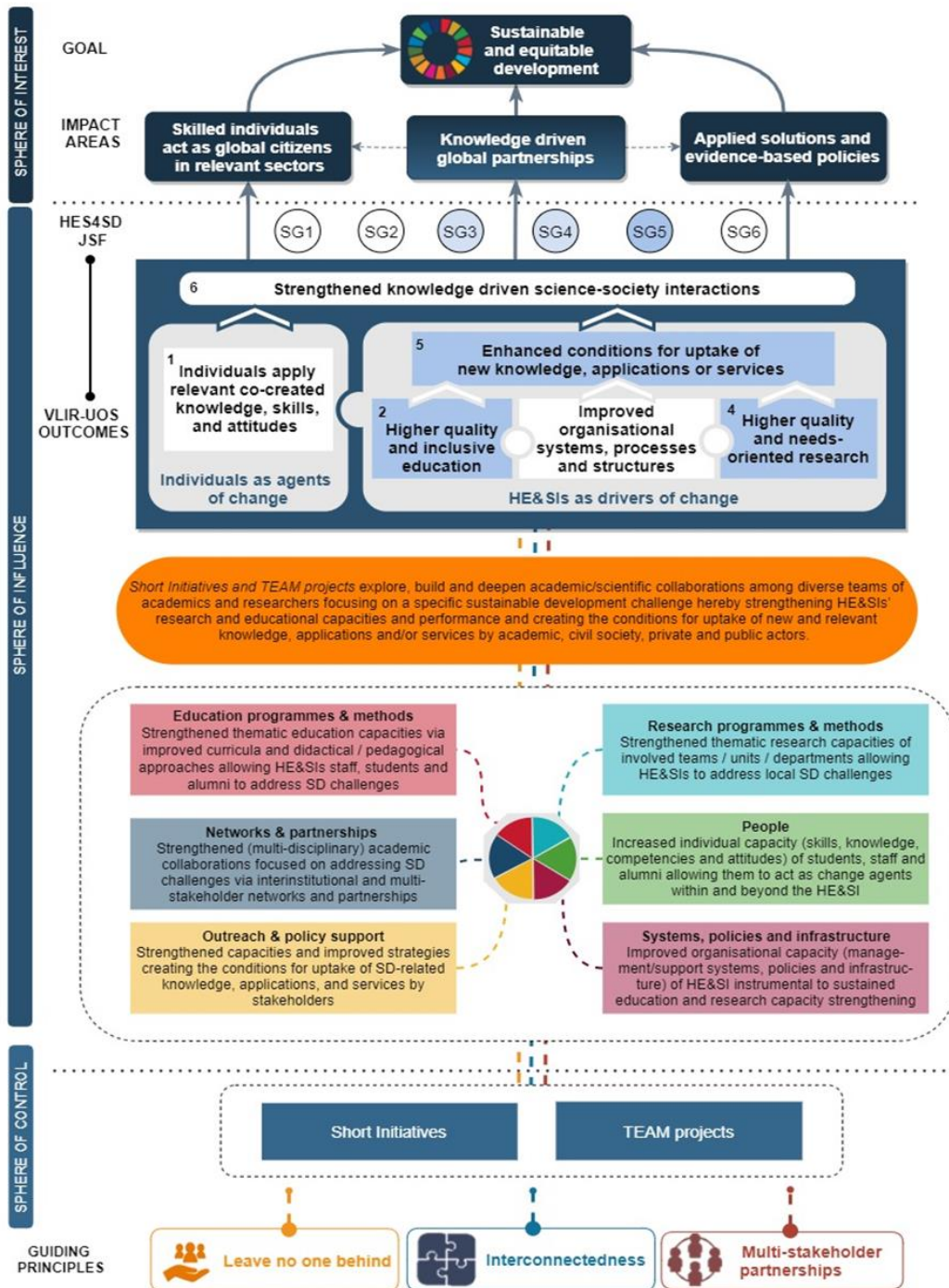
along 2 axes:

Individuals as agents of change

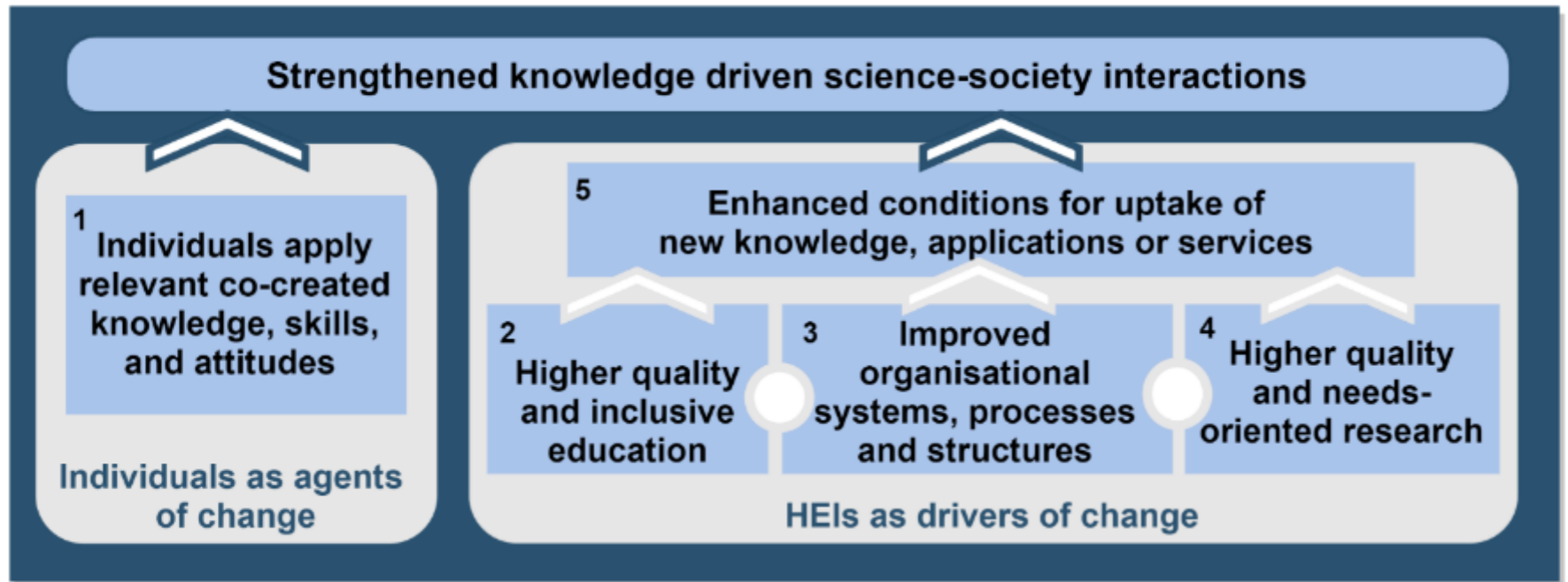
HEIs as driver of change



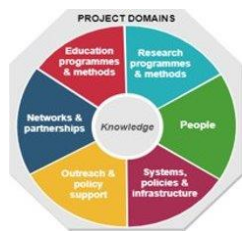
6 **project** change domains



TEAM/SI fit within VLIR-UOS ToC outcomes



- TEAM/SI fit typically contributes to a number of VLIR-UOS outcomes, and should certainly link up with the outcome **5. Enhanced conditions for uptake of...**



6 project domains of intermediate change

Domain	Intermediate change
Research programmes and methods	Strengthened research capacities of involved departments / units linked to academic priorities for developmental change
Education programmes and methods	Strengthened educational capacities of involved departments / units, linked to academic priorities for developmental change
People	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
Outreach and policy support	Improved dissemination practices and uptake of newly created knowledge, applications, services
Systems, policies, and infrastructure	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
Networks and partnerships	Regional and international connections for sustainable higher education and networks are being developed and strengthened

3. Formats & guidelines



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 intermediate 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

Support & guidance offered



- This **introductory powerpoint / rough guide**
- **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)   
- **Formats** (**working doc**, you need to log in to the online [project tool](#) to access):
 - **Excel** template for Summary, Module 2, 3, 5, 7
 - **Word** template for “narrative” questions / outline for online submission of information via the online project submission tool
- Support videos TEAM/SI Calls will become available on the website

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 5000 characters



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?



Maximum 5000 characters

Checklist SDG principles

LNOB  	<ul style="list-style-type: none"><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?<input type="checkbox"/> Have you analysed why they are left behind and by whom they are excluded (considering intersecting factors)?<input type="checkbox"/> Have you formulated clear definitions or criteria for poverty, marginalization, exclusion, ...?<input type="checkbox"/> Does your analysis include the perspectives of those (at risk of being) left behind?<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?
INT 	<ul style="list-style-type: none"><input type="checkbox"/> Have you gained a solid understanding of the important interlinkages in the system in which you are working?<input type="checkbox"/> How are these issues linked? What are important co-benefits and trade-offs (e.g. environmental – economic trade-offs)?
MSP 	<ul style="list-style-type: none"><input type="checkbox"/> Do you have a solid understanding of the relevant actors and their relationships in the system in which you are working?



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**.



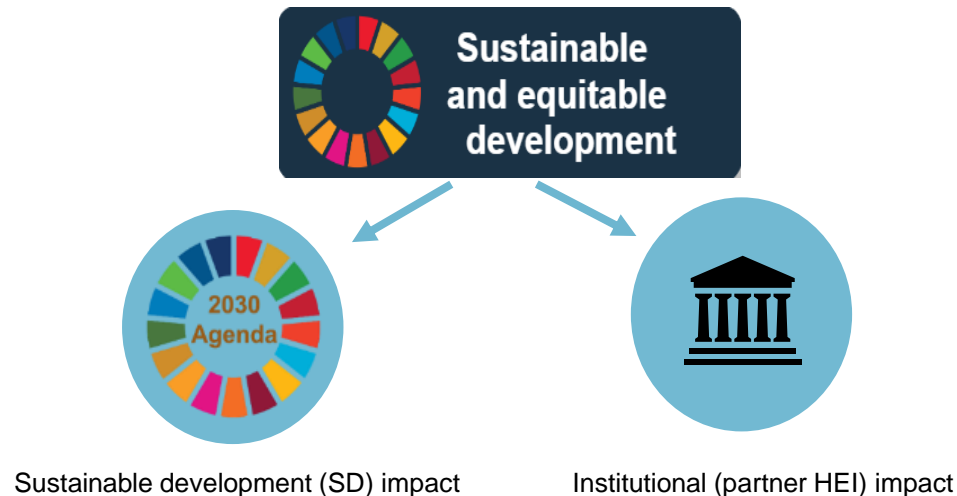
Impact statement

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 & click select box in excel/application tool) *(Max. 500 characters)*
4. Design the strategy by selecting **one or more of the six standard project domains** (intermediate change level) and explain these intermediate changes in the narrative explanation of your ToC
5. **Formulate activities/deliverables (theory of action)** to realise these intermediate changes in the selected domains (outputs)
6. What assumptions / uncertainties may influence the change process?



See formulation guidelines p. 16-30.

Max. 15.000 characters for theory of change narrative description focussing on the flow between the steps.

Theory of change – points of attention

Points of attention

1. Describe the uptake strategy of the project (incl. structural barriers for end-users)
 - including aspects related to knowledge communication and capacity building.
 - How will the conditions be created for uptake of new knowledge, services and applications by external (outside the partner institution) stakeholders (e.g. local communities, policy makers, vulnerable target groups local industry, etc.)?

2. Highlight the **project priorities in terms of the integration of gender and environment**
 - Reflect on the actual gender situation
 - Explain the potential impact of the project strategy).
 - This can also include the integration of D4D (ICT, library, e-learning...)

Project strategy

Key questions

1. Methodological approach

(Max. 7.500 characters)

2. Challenges for the sustainability of the project (*level SI & TEAM Concept Note, basic approach*)

(Max. 4.000 characters)

Excel format (module 2, 3, 5, 7)

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



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?
- 3) Describe, if relevant, the role and recruitment procedure of scholarship holders (master, PhD) in the project set-up



Use Excel format for the organisation details related to question 1 and include in word max. 2.500 characters per other question



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).

Stakeholders Analysis and management

Stakeholder analysis: Identify and analyse the key stakeholders that will be involved in, or will benefit from the project. Identify how the project will engage with these stakeholders.

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. 5.000 characters

Coherence

Key questions

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

1) External:

- other externally funded projects?
- other Belgian organisations?

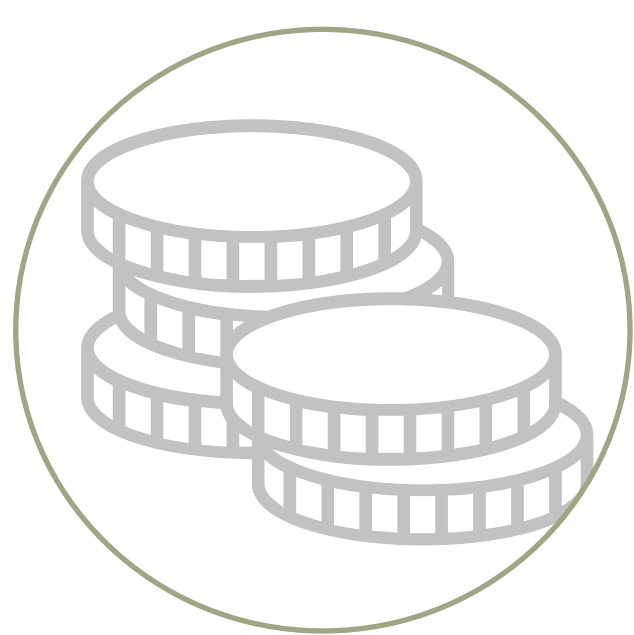
2) Internal coherence - with other VLIR-UOS funded activities?

3) Internal coherence – interinstitutional collaboration

In case you apply for the additional budget for interinstitutional collaboration: please explain the precise nature and added value of this interinstitutional collaboration (at the level of Flemish HEI/SI or at the level of HEI/SI at partner country-level).



Max. 2.500 characters per question



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.**

Overview new budget format / sub-budget lines

Budget lines	
(Note: At least 45% of your overall TEAM budget needs to be budgeted (and spent) within the first 3 activity years)	
A. Investment costs (indic. max. of 25%)	
A.1. General: investment costs	
A.2. Vehicles	
A.3. ICT	
B. Operational costs	
B.1. General: goods & services	
B.2. Dissemination & uptake (events)	
B.3. ICT (operations and services)	
B.4. International mobility & subsistence	
B.5. Local mobility & subsistence	
C. Personnel costs (indic. max. of 25%)	
C.1. Employment contracts	
C.2. Topping-up	
D. Scholarship costs	
D.1. Short term scholarship allowances in Belgium	
D.2. Study scholarship allowances in Belgium	
D.3. Research scholarship allowances in Belgium	
D.4. Short term scholarship allowances in partner country	
D.5. Study scholarship allowances in partner country	
D.6. Research scholarship allowances in partner country	
Total A-D	
E. Coordination Costs	
E.1. In Belgium (lump sum 5% of the A-D total)	
E.2. Local coordination costs (lump sum 5% of the A-D total)	
TOTAL	

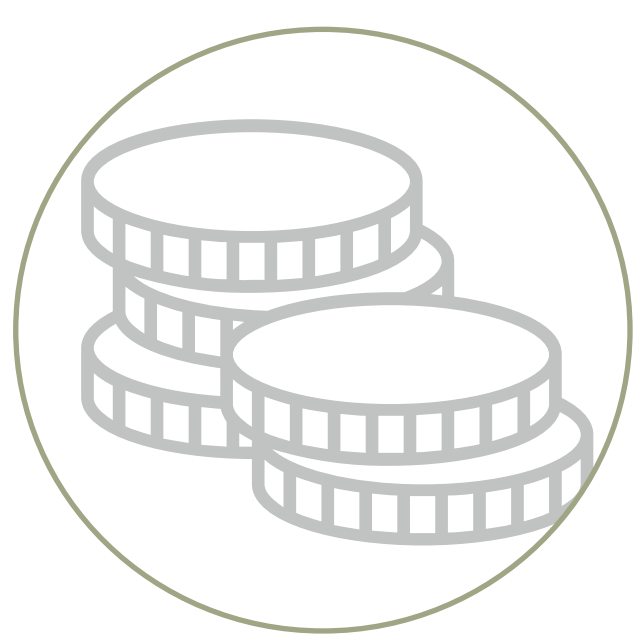


Budget: value for money

MOTIVATE

Elaborate a narrative on your budget. Motivate the requested total amount. Elaborate on how much will be spent on the different activities and why you choose this repartition. Particular attention should be given to (a) any personnel costs or (b) investment costs. Explain the main financial focus/needs of your project (explain link with core activities; share of investment, personnel/operational/scholarship costs) and any in-kind co-funding at the level of the partner institution. Explain what parts of the budget will be managed by which partner (Flemish HEI – partner HEI(s)).

Max. 4.000 characters

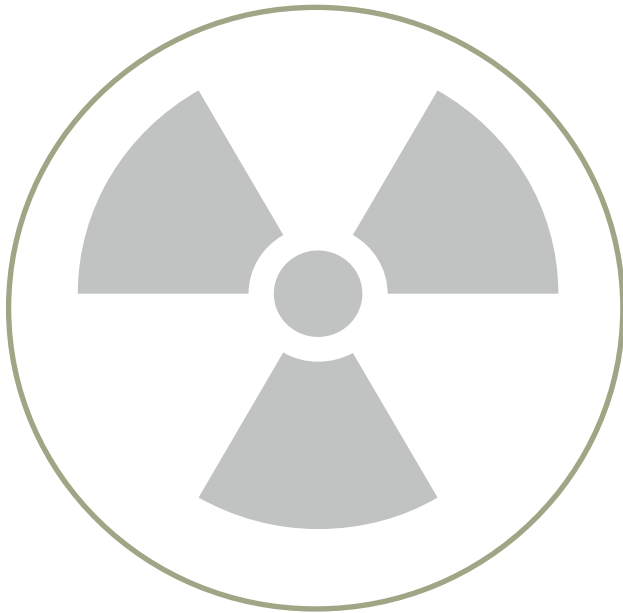


Interinstitutional projects

EXPLAIN

how you will use the extra budget of 20.000 EUR and motivate. This should refer to the specific design of the interinstitutional implementation project set-up. An extra budget cannot be requested for other reasons. How will this extra budget allow all involved parties to take up their respective roles within the project

Max. 2.500 characters



Risks

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

ESSENCE

Identify and manage the key risks the project will potentially face

Risk Management

Identify and manage the key risks the project will potentially face

- What are the key uncertainties, assumptions, risks (based on Module 2)?;
- Assess the overall risk level: Probability the risk will occur? Potential impact?
- How will the project deal with these risks? How can the project reduce the potential impact of the risk or reduce the probability of the risk occurring?



Max. 5.000 characters per question



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) Project-specific (own) indicators (= free)?

Only standard indicators mandatory, try to include baseline & targets. 2) other own indicators can be added, but not mandatory



use Excel format

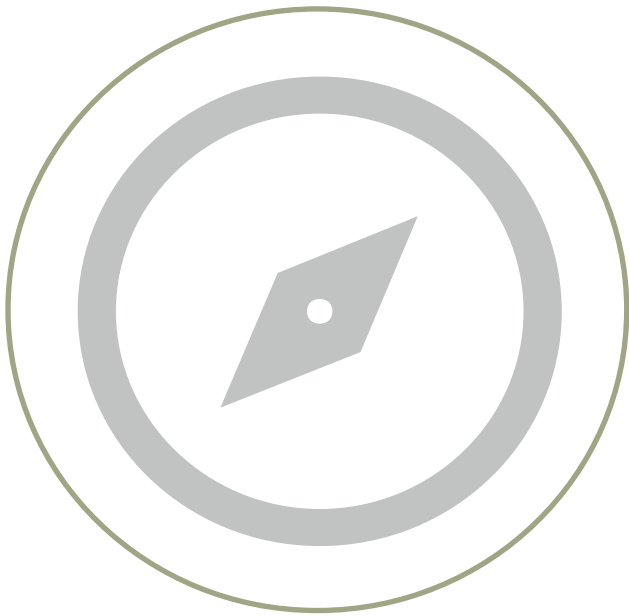
Module 7: Indicators			9 standard indicators, subdivided per project domain
Domain	Indicator	Type of indicator	
Research programmes and methods	# of co-authored / joint peer reviewed scientific publications based on data collected/analysed through the support of the project	Standard indicator 1	
Education programmes and methods	# of new or substantially updated/revised Bachelor programmes developed (curriculum) through the support of the VLIR-UOS project	Standard indicator 2a	
	# of new or substantially updated/revised Master programmes developed (curriculum) through the support of the VLIR-UOS project	Standard indicator 2b	
	# of new PhD programmes / doctoral schools developed and accredited through the support of the VLIR-UOS project	Standard indicator 2c	
	# of new course modules/trainings 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 Bachelor students directly supported by the VLIR-UOS project (through a scholarship or project budget) that were enrolled during the reporting year, contributing to the objectives of the project	Standard indicator 4a
	# of Bachelor students directly supported by the VLIR-UOS project (through a scholarship or project budget) that have graduated during the reporting year, contributing to the objectives of the project	Standard indicator 4b
	# of Master students directly supported by the VLIR-UOS project (through a scholarship or project budget) that were enrolled during the reporting year, contributing to the objectives of the project	Standard indicator 5a
	# of Master students directly supported by the VLIR-UOS project (through a scholarship or project budget) that were graduated during the reporting year, contributing to the objectives of the project	Standard indicator 5b
	# of PhD students directly supported by the VLIR-UOS project (through a scholarship or project budget) that were enrolled during the reporting year, contributing to the objectives of the project	Standard indicator 6a
	# of PhD students directly supported by the VLIR-UOS project (through a scholarship or project budget) that have graduated 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 communities, governments, civil society or private sector actors	Standard indicator 7a
	# of persons in communities, governments, civil society and/or private sector 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 strategic partnerships / collaborations directed at improved education, research and uptake with relevant external stakeholders as a result of the project	Standard indicator 8
Systems, policies and infrastructure	# newly established or revised institutional policies , 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)	Standard indicator 9



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) Project track record: Indicate whether this project proposal is a continuation of an existing intervention (follow-up project) or a finalisation/harvesting phase, or a re-submission) Max. 2.500 characters
- 2) Comments from the Stage 1 concept note selection and the peer review
 - Please describe what steps you have taken to develop this fully fledged TEAM proposal (Max. 2.500 characters)
 - Please indicate here how the comments from the Stage 1 concept note selection, and the peer review assessment were integrated, tackled in the fully fledged proposal (Max. 5.000 characters)

About VLIR-UOS

VLIR-UOS and Corona

Scholarships

Project funding

[Home](#) > [Calls](#)

Calls

All our call types are listed below.

[Click to learn more!](#)