Summary

1. Introduction

2. Formats and guidelines
1. Introduction
VLIR-UOS seeks to empower institutions and individuals as critical drivers as well as agents of change through higher education scholarships and partnerships for sustainable development looking for innovative responses to global and local challenges.
Resources

- **Website:** Call SI 2023

- **Call SI 2023** document as entry point

- **How?**
  - **Formats** = working documents (Call Annex)
  - Project applications are submitted through an **online platform**.
ToC aligned with Agenda 2030

- Align your proposal on the VLIR-UOS TOC
  - Standardized impact areas (3),
  - outcomes (6)
  - intermediate change domains (6)

- Ambition to Connect 4 change

- Coherence and complementarity
  - Country reference frameworks
  - Thematic strategic framework on HE4SD
  - Inter-institutional collaboration (between HEI)

- **SDG Principles** as a starting point to integrate transversal & priority themes 🙌ильно
VLIR-UOS Revised Theory of Change

1 goal
3 impact areas

6 VLIR-UOS outcomes along 2 axes:
  Individuals as agents of change
  HEIs as drivers of change

6 intermediate change domains
SDG principles as entry point

Leave No One Behind (LNOB)

- to end extreme poverty in all its dimensions … to curb horizontal and vertical inequalities and to take action to reach the furthest behind first

- VLIR-UOS: types of countries & institutions, LNOB fund, etc.
- Mainstreaming in all interventions

- Project promoters: at level of context analysis, stakeholder mapping, focus end beneficiaries, attention for vulnerable groups
**SDG principles**

**Indivisibility & Interconnectedness**
- Interaction between Goals & targets
- Co-benefits ... or trade-offs

- Importance of holistic context analyses & systems thinking

- Project promoters: specific attention for: Gender equality, inclusion and diversity / Environmental Sustainability / inter-disciplinarity
SDG principles

Multistakeholder partnerships

• Complexity, scale, and interconnectedness of the challenges … requires a concerted effort of a wide variety of different stakeholders.

• VLIR-UOS / project promoters:
  - Assuring coherence
  - Interinstitutional collaboration (pooling expertise)
  - Multi-stakeholder partnerships (across sectors)
Revised formats and guidelines

- Formats and guidelines: standardisation, simplification (e.g. less text/annexes), digitisation
- ToC concept with standardised VLIR-UOS outcomes and intermediate change domains
- Modular approach for project info
- Online submission tool further optimised
- Updated Scholarship & financial guidelines
- **New**: requirements for SI projects Simplified
2. Formats and guidelines
Support & guidance offered

• These **powerpoint guidelines** for the formulation of an SI

• **Formats** = working documents

• Preparatory info to be inputted, per module, in the online project submission tool to access:
  • **Word** template: outline with main questions to be answered / filled out in the tool
  • **Excel** templates: basic data (Sector codes / main SDGs) for Module 3 (organisation) and 5 (activities) and budget template (to be uploaded)

• Plan to provide some on campus trainings
Available resources

- Support videos: VLIR-UOS theory of change,..
- Methodological background document: info on theory of change concepts / integration of SDG principles

- Information per country – country reference frameworks
  - Call document: links per country included, or on Country page website
  - Link SDG voluntary review per country / Agenda 2030/overview ongoing projects per country / others actors present in country
- Ideas for cooperation: requests for cooperation from other actors (per country/theme)

- Selection system document and Gender policy document
Content: 8 modules

1: Context analysis
2: Project strategy (Impact statement and ToC)
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).
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?
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

| LNOB | Have you identified which groups are (at risk of being) left behind within the intervention area (country, region) and from what they are excluded?  
|      | Have you analysed why they are left behind and by whom they are excluded (considering intersecting factors)?  
|      | Have you formulated clear definitions or criteria for poverty, marginalization, exclusion, …?  
|      | Does your analysis include the perspectives of those (at risk of being) left behind?  
|      | 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  | Have you gained a solid understanding of the important interlinkages in the system in which you are working?  
|      | How are these issues linked? What are important co-benefits and trade-offs (e.g. environmental – economic trade-offs)? |
| MSP  | Do you have a solid understanding of the relevant actors and their relationships in the system in which you are working? |
Project strategy

1. Impact statement (the dream)
2. Theory of Change (ToC)

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

Narrative description of the project strategy and the envisaged change process

• 3 key questions. While these questions echo the key questions in Theory of Change (ToC) thinking, a fully-fledged ToC is not requested, rather the alignment of your project with the general VLIR-UOS ToC.

Key questions

1. What is the long-term change to which you want to contribute (Why)?
   • Impact statement
   • Explanatory text, describing the pathways of change

2. What changes do you want to achieve with your project, by aligning with the VLIR-UOS outcomes?

3. How do you want to do it? (e.g. operational/methodological approaches)
• 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**
Key questions

1) What is the long-term change to which you want to contribute (Why question)? Try to put this down in a short impact statement. **Max. 500 characters**

2) Elaborate in a narrative text how this long term change refers to the sustainable development related objective or dream (=impact) to which the project wishes to contribute (in line with Agenda 2030 and the SDGs). Why and for who? **Max. 1,500 characters**
What do you want to achieve by the end of the project?

This needs to refer to the changes you want to achieve/observe by the end of the project.

Convincingly explain how these align with the VLIR-UOS outcomes (cf. call document)

Do not forget all projects should align with outcome n° 5 on uptake

Max. 4,000 characters
Theory of change – points of attention/when reflection on the what?

1. Describe the **uptake strategy of the project** / 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 what possibilities you identified towards the **integration of the SDG principles**
   - Interconnectedness with due attention for the integration of gender and environment
   - Coherence, interinstitutional collaboration and Multi-stakeholder partnerships
   - Leave No One Behind (LNOB; with due attention for the integration of gender equality)

3. Reflect on the **challenges for the sustainability** of the project results
Developing a ToC – Key Question 3

How do you want to do it?

Explain how you will do it:
• describing your operational and methodological approaches,
• identifying key deliverables and activities (in line with the project’s operational plan).
• In the operational plan, activities are to be organized according to the six standard VLIR-UOS project domains giving particular attention for the standard domain dissemination/uptake strategy.

Max. 6.000 characters
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.

*Note: endorsement letter of the partner institution will be required (at least faculty level)*
Organisation

Key questions

1) Presentation of the project partners: Who is involved and what are their roles / responsibilities? (info in Annex 2 preparing for upload in tool)

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 selection 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 for question 2 and 2.000 for question 3
Excel template Annex 1 (basic data & team members)

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
</tr>
<tr>
<td>Title</td>
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<tr>
<td>Country</td>
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<tr>
<td>CRS sector code</td>
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<tr>
<td>Sustainable Development Goals (SDG)</td>
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<tr>
<td>Main SDG</td>
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<tr>
<td>Additional SDG</td>
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</tbody>
</table>

**TEAM MEMBERS**

Please provide information on all team members in your project.

Please also note the following:
- Please do not leave any rows empty in between filled rows. This will disrupt the import process.
- Please do not change or delete the column headers. This will disrupt the import process.
- Please provide only one Flemish promoter and at least one Partner promoter. Multiple partner promoters can be added, if relevant.
- Please note that the curriculum vitae is only mandatory for promoters.
- Further explanations are provided below when you click the header of each column (e.g. "Description").

<table>
<thead>
<tr>
<th>First name</th>
<th>Last name</th>
<th>Role in the project</th>
<th>Email address</th>
<th>Nationality</th>
<th>Gender</th>
<th>Institution</th>
<th>Institution (free)</th>
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<tbody>
<tr>
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</table>
Stakeholders and coherence

1. Stakeholder management: Identification of main stakeholders
2. Approach & Strategies for stakeholder engagement & uptake
3. 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 management

What? refers to the general management of the interactions with the most important stakeholders of a project (external to the project team) contributing to the realization of the project outcomes and impact (e.g. the end-users of the project results).

- Identify the project’s 3 most important stakeholders and explain how the project will manage them/engage with them (e.g. in stakeholder advisory board).
- Approach

Max. 3.000 characters
Coherence is about the complementarity of the project with the actions and networks of other actors and/or other HES4SD initiatives.

Elaborate on any coherence with:

- other VLIR-UOS funded activities (e.g.; with TEAM/SI, IUC, Global Minds projects, ICP Connect,..) *(internal coherence)*;
- and with other actors/projects (e.g. local, partner country level, regional, Belgian non-governmental actors, etc.) *(external coherence)*

*Please note that lessons learned from previous experiences from earlier projects and/or between the projects partners fit under Module 8).*
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.
**Operational plan**

- *In the operational plan, activities are to be organized according to the six standard VLIR-UOS project domains with particular attention for dissemination/uptake strategy.*

<table>
<thead>
<tr>
<th>Domain</th>
<th>Intermediate change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research programmes and methods</strong></td>
<td>Strengthened research capacities of involved departments / units linked to academic priorities for developmental change</td>
</tr>
<tr>
<td><strong>Education programmes and methods</strong></td>
<td>Strengthened educational capacities of involved departments / units, linked to academic priorities for developmental change</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Outreach and policy support</strong></td>
<td>Improved dissemination practices and uptake of newly created knowledge, applications, services</td>
</tr>
<tr>
<td><strong>Systems, policies, and infrastructure</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Networks and partnerships</strong></td>
<td>Regional and international connections for sustainable higher education and networks are being developed and strengthened</td>
</tr>
</tbody>
</table>
Excel template Annex 1 – tab ‘activities’

**ACTIVITIES**

Please provide information on the activities of your project.

Please also note the following:
- Please do not leave any rows empty in between filled rows. **This will disrupt the import process.**
- Please do not change or delete the column headers. **This will disrupt the import process.**
- Further explanations are provided below when you click the header of each column (e.g. “Description”).

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>AY1 - S1</th>
<th>AY1 - S2</th>
<th>AY2 - S1</th>
<th>AY2 - S2</th>
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</tbody>
</table>
# Budget format / overview

<table>
<thead>
<tr>
<th>Budget lines</th>
<th>AY 1 (€)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Investment costs</td>
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</tr>
<tr>
<td>A.1. General investment costs</td>
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</tr>
<tr>
<td>A.2. Vehicles</td>
<td>0,00</td>
</tr>
<tr>
<td>A.3. ICT</td>
<td>0,00</td>
</tr>
<tr>
<td>B. Operational costs</td>
<td>0,00</td>
</tr>
<tr>
<td>B.1. General: goods &amp; services</td>
<td>0,00</td>
</tr>
<tr>
<td>B.2. Dissemination &amp; uptake (events)</td>
<td>0,00</td>
</tr>
<tr>
<td>B.3. ICT (operations and services)</td>
<td>0,00</td>
</tr>
<tr>
<td>B.4. International mobility &amp; subsistence</td>
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</tr>
<tr>
<td>B.5. Local mobility &amp; subsistence</td>
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</tr>
<tr>
<td>C. Personnel costs</td>
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<tr>
<td>C.1. Employment contracts</td>
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<tr>
<td>C.2. Topping-up</td>
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<tr>
<td>D. Scholarship costs</td>
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<tr>
<td>D.1. Short term scholarship allowances in Belgium</td>
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<tr>
<td>D.2. Study scholarship allowances in Belgium</td>
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<tr>
<td>D.3. Research scholarship allowances in Belgium</td>
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<tr>
<td>D.4. Short term scholarship allowances in partner country</td>
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<tr>
<td>D.5. Study scholarship allowances in partner country</td>
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<tr>
<td>D.6. Research scholarship allowances in partner country</td>
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<tr>
<td><strong>Total A-D</strong></td>
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<tr>
<td>E. Coordination Costs</td>
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<tr>
<td>E.1. Coordination costs in Belgium</td>
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<tr>
<td>E.2. Partner coordination costs</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>0,00</strong></td>
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</tbody>
</table>
MOTIVATE

• Main activities that require budget

• 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.

• Identify what parts of the budget will be managed by which partner (Flemish/partner HEI(s)), and in particular in the case of inter-institutional collaborations with multiple promoters reflect on how the budget will be managed (incl. any redistribution of local coordination costs).

Max. 4.000 characters
Risks

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

Not applicable for SI projects
1. **No longlist of indicators to be filled out anymore.** Selected projects will be asked to report on a limited set of generic, standard indicators (e.g. number of publications, scholarships (PhD, Master) that benefited from the project, Number of updates master programmes, Number and reach of dissemination events, etc.).

2. **Describe your approach in terms of monitoring & quality assurance briefly describe how you would assess/monitor the results of your specific project (can be both qualitative or quantitative).** How would success look like, and how will you assess it?

*Max. 2.000 characters*
Learning & steering

1. Lessons learned
2. Follow-up & steering

ESSENCE
Indicate whether this is a re-submission, follow-up project, or not

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 (*note: a checkbox will be included in the online submission tool)*.

2) List, if relevant, previous experiences, projects between the project partners and describe the achievements / actions already undertaken. How will lessons learned from previous experiences be taken on board? In case of follow-up projects, what is the **added value of this project**? In case the project is a re-submission of a proposal submitted previously in VLIR-UOS calls for proposals, please also indicate how you dealt with shortcomings as compared to a previous proposal.

Max. 2.500 characters
VLIR-UOS is committed to offer both junior and experienced academics the relevant tools and guidelines to safely and quickly develop and disseminate knowledge.