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sharing minds, changing lives



SI 2025 information session

24 October 2024

Agenda session

13:00 – 14:10	***General information***
13:00 – 13:05	Opening of session/agenda
13:05 – 13:45	General info & intro to the formats (Peter De Lannoy)
13:45 – 13:55	Q&A
13:55 – 14:10	Connecting, inspiring, project ideas (Laura Uwase)
(14:10 – 14:15	*Possible break (to be confirmed))*
14:15 - 14:45	Financial guidelines (Geraldine Mabbe)
14:45 - 15:00	Q&A
15:00	***Closing of session***



Designed to connect

vlir
VLAAMSE INTERUNIVERSITAIRE RAAD

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- Platform of **all** Flemish higher education institutions
- Primary funding body for scholarships and partnerships in the context of **academic cooperation for global sustainable development**

€ 32.5 million annual budget

België
partner in ontwikkeling

Our Flemish partner institutions

KU LEUVEN

Universiteit Antwerpen

UNIVERSITEIT GENT

UHASSELT

VUB VRIJE UNIVERSITEIT BRUSSEL

AP HOGESCHOOL ANTWERPEN

artevelde hogeschool

erasmus HOGESCHOOL BRUSSEL

Hogere Zeevaartschool

HO GENT

PXL

howest hogeschool

vives hogeschool

KdG Karel de Grote Hogeschool

LUCA SCHOOL OF ARTS

Odisee DE CO-HOGESCHOOL

THOMAS MORE

UCLL HOGESCHOOL

Sharing minds, changing lives

Agenda 2030 **challenges** higher education institutions:

- Drive **positive change in society**
- **Train** students to become critical & resilient global citizens
- Sustainable answers to global and local societal challenges
  → key role through **research & innovation**



Our changemakers



Our Scholarships

Align the **individual** needs of our scholars with the global need for experts in relevant fields.

Agents of change



Our Partnerships

Focus on mutual capacity development of **institutions** to contribute to their country's social and economic systems.

Drivers of change

Academic & societal impact

Key features of all VLIR-UOS programmes

- **Academic impact** through academic capacity building
- **Societal impact** through uptake of knowledge & applications in policies and practices in society



Building blocks



SDG Principles



- Interconnectedness



- Leave No One Behind



- Multi-Stakeholder Partnerships

→ Mainstreamed in our operations

Academic cooperation for global sustainable development



Partnership principles

- Diversity, equality and inclusivity
- Equal and mutually beneficial partnerships
- Decent work, research ethics
- Respect for human rights and integrity



SI 2025 Call info



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Short Initiatives (SI) – Key features

- Short-term, impactful projects, initiated by Teams of Academics
- Academic collaborations focusing on sustainable development challenges, involving other actors, stakeholders
- Differentiated aims and approaches
- Short term capacity building through education, research and/or HE management
- Uptake in policies and practices



Short Initiatives (SI)

	SI
	2 years
	70,000 EUR
	18 partner countries, Belgium & Global North
	Academics & institutions , together with societal partners
	Short term results to be achieved within project term



Who can apply?

SI projects – Who can apply?	
Who?	• Flemish promoter: professor (min 10% ZAP, or equivalent), specialist at a Flemish university or a professor/lecturer at a university of applied sciences and arts. *See Call for detailed requirements for postdoc applicants (to be supported by a 50% ZAP co-promoter) and regarding academics reaching the emeritus status during the proposed project term.* • Partner promoter (s): employed at recognized higher education institution or national public research institute in a project partner country • MSP partners: as team members, or partner co-promoter (not as main partner promoter/ no co-signing)
Additional criteria	• Applicants (Flemish/local) can submit maximum two SI 2025 projects in case they have no ongoing TEAM 2022/ TEAM 2024 project • Former and present IUC partner institutions are fully eligible

Our countries



18 countries eligible for project calls – SI 2025

Africa

- Benin, Burundi, DR Congo, Ethiopia, Kenya, Morocco, Rwanda, South Africa, Tanzania, Uganda

Asia

- Indonesia, Palestine, Philippines, Vietnam

South America

- Bolivia, Cuba, Ecuador, Peru

Selection procedure

- Standard selection criteria:
  - Relevance & coherence of the project;
  - Quality of the project design;
  - Implementation set-up of the project;
  - Potential impact and sustainability.

- Each selection criterion is described by a number of descriptors
- Regional Selection Commissions: Africa (2), Asia, Latin America.
- 40 Selectable proposals; number per commission relates with submission rates

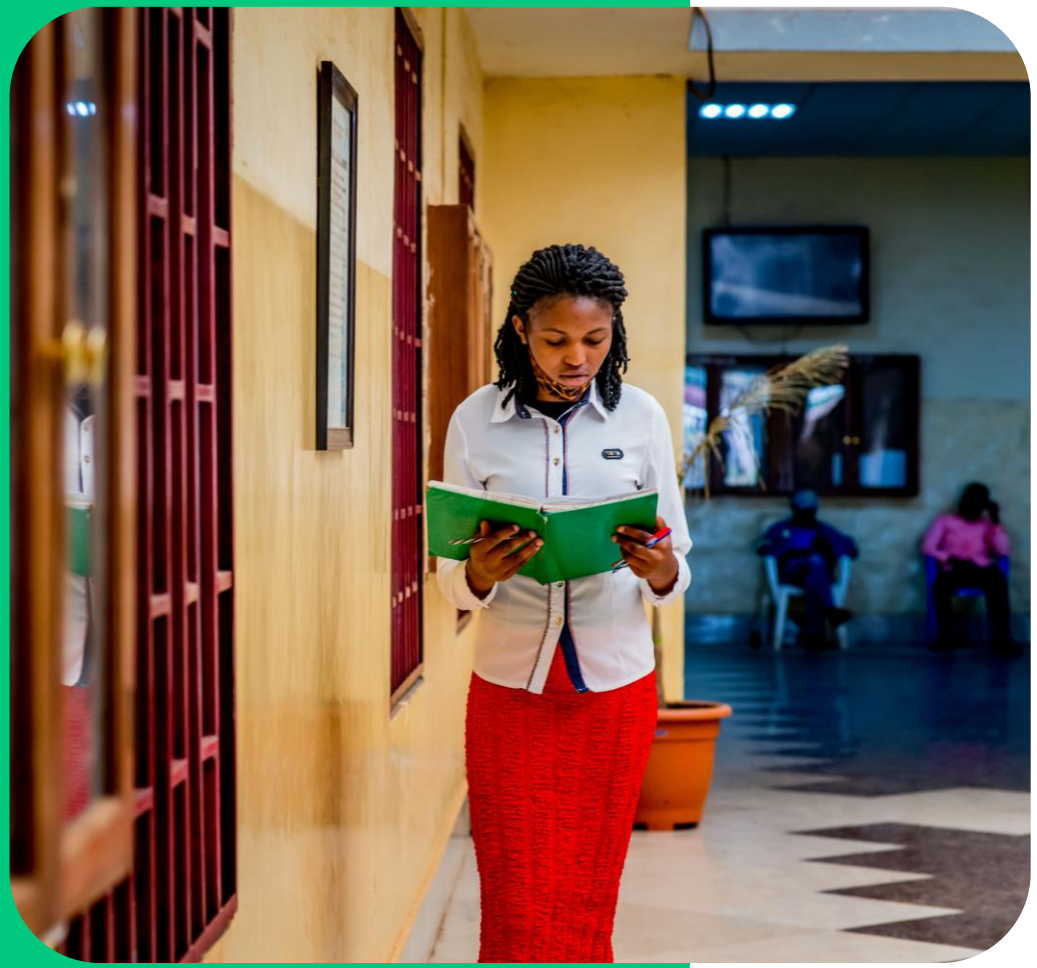


SI 2025 Call - Timeline

- Launch of the call: 17 October 2024
- Submission to VLIRUOS: 20 February 2025 (17h CET)
- Start project: 1 September 2025



SI 2025 formats



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Support & guidance offered

- Application through an online platform
  - VLIR-UOS will organize technical sessions to explain the use of the tool
- An application involves a Flemish and (multiple) partner promoter(s)
- The Flemish promoter:
  - submits to the ICOS of the Flemish institution for support and quality control.
  - checks internal deadlines at level of the Flemish institution
- The ICOS plays a central role in the application support and validates before the proposal can be submitted to VLIR-UOS
- Role GEO at level of Univ.of Applied Sciences and Arts defined per Flemish university association

Call & formats

- SI 2025 Call document (more info on our website)

- Formats (Call Annex)
  - **Word format** with guiding questions (working document for input in tool)
  - **Annex 1** general information on team members, some coding (main & secondary SDG, OECD sector codes, ..), operational plan
  - Annex 2 budget
  - Annex 3: CVs of the promoters (preference via accessible online link such as the ORCID unique identifier)
  - Annex 4 - Endorsement letter of the partner institution(s): One (1) letter per main partner institution (partner country)
    - Institutional support letter, referring to the employment link of the main partner promoter with a (recognised higher education) partner institution,
    - Support of this same institution to the project.
    - The letter should be signed at least by an authority at Faculty level (and not by the promoter him/herself)

Content: 8 modules



1: Context / problem analysis



2: Project strategy (Impact statement and ToC)



4: Stakeholders and coherence



5: Planning & budgeting



6: Risk management



7: Monitoring



8: Learning and steering

General information

- Project title
- Project summery (1000 characters)

- Indicate country(ies) in which the project is organized
  - ✓ always indicate a main country

- Mark a sector code (OECD) (see also dropdown list in Annex 1)

- Mark the Main and additional SDG’s the project is linked to (see also dropdown list in Annex 1)

Context analysis



Module 1

1. **Sustainable development context**
2. **Institutional context of the partner institution(s)**

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).

Module 1

Sustainable development context

Explain the evidence-based relevance by:

- describing the key sustainable developmental challenge(s) that the project wants to tackle (cf. Agenda 2030, link with the SDG principles, ..)
- global, regional, or local context (including local and national policies,
- key actors involved.

Key questions

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

Maximum 3000 characters

Checklist SDG principles

Module 1

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 (considering intersecting factors)? ❑ Have you formulated clear definitions or criteria for poverty, marginalization, exclusion, …? ❑ 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)?
MIP/MSP	❑ Do you have a solid understanding of the relevant actors and their relationships in the system in which you are working? ❑ Is the context-analysis co-created by the relevant (local) actors and does it include their perspectives?

Institutional context of the partner institution



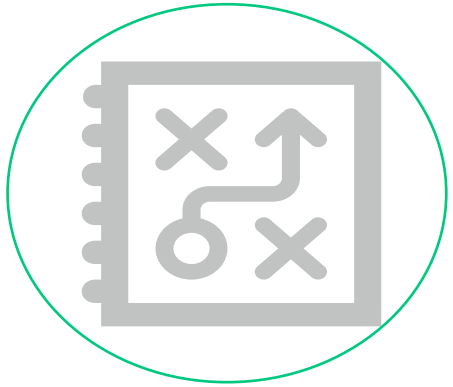
Module 1

- Analyse **capacity constraints** and needs/priorities of the local partner institution and in particular the involved research & educational units/departments

- Added value of the project ?
- Contribution of shared ownership
- Clarify the links with the sustainable development context

Maximum 3000 characters

Project Strategy



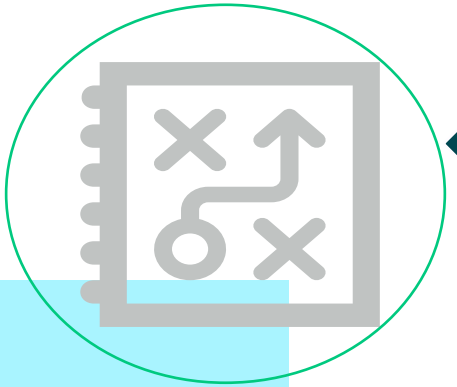
Module 2

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 project change **domains**.

Project Strategy



Module 2

Describe your project strategy (Theory of Change) along 3 key questions.

A fully-fledged ToC is not requested, rather the alignment of your project and its change process with the general VLIR-UOS ToC and the SDG principles.

Key questions

1. What is the long-term change to which you want to contribute **= Why ?**
2. **What** do you want to achieve with your project?
3. **How** do you want to do it?

Outline detail on the following slides

Developing a ToC – Key Question 1

Key questions

1) What is the long-term change to which you want to contribute = **Why?** → short **impact statement**

Maximum 500 characters

2) Elaborate by explaining the importance of this long term change within Agenda 2030 and the SDGs => **Why is it important and for whom?**

Maximum 1500 characters

Developing a ToC – Key Question 2

Module 2

What do you want to achieve by the end of the project?
The **changes** you want to achieve/observe by the end of the project
Explain **How** these changes align with the **VLIR-UOS standard outcomes** (cf. call document, see next slide)

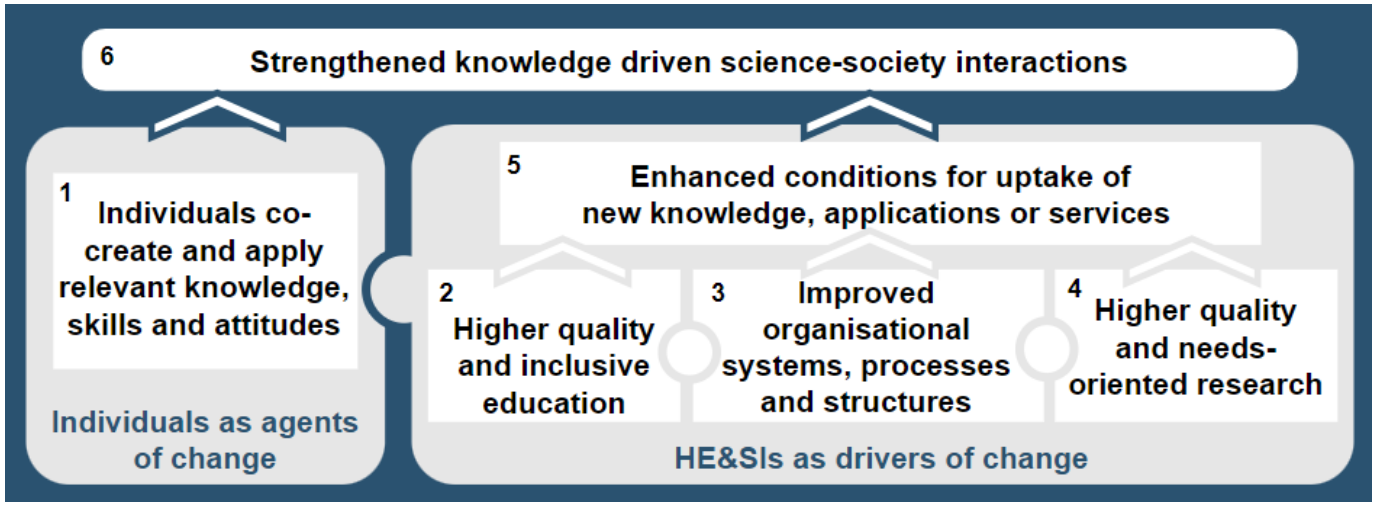
Point of attention: Reflect on the challenges for the sustainability of the project results after VLIRUOS funding ends

Maximum 4000 characters

Select the relevant VLIR-UOS outcomes to which your project aligns in the VLIR-UOS tool

Alignment with VLIR-UOS Strategy

What do you want to achieve by the end of the project?





SI typically contributes to a combination of VLIR-UOS outcomes and should certainly link up with outcome (5) – creating the conditions for uptake.

Developing a ToC – Key Question 3

How do you want to do it?

Explain how :

- Describe operational and methodological approaches
- Identify key deliverables and activities

→ Activities are to be organized according to the six standard VLIR-UOS project domains (Annex 1)

Elaborate on the (innovative) research/ pedagogic methods and approaches your SI will implement.
Integrate your approach/strategy towards uptake.

Maximum 6000 characters

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

How will you integrate the 3 SDG principles as presented by VLIR-UOS

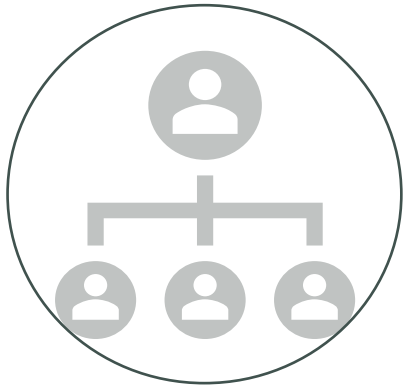
Module 2

Reflect on the integration of the 3 SDG principles in your project strategy

- Interconnectedness with integration of gender& inclusivity and environment
- Coherence, multi-institutional and multi-stakeholder partnerships
- Leave No One Behind (LNOB)

Maximum 3000 characters

Organisation



1. Who is involved? => Annex 1
2. How is the project structured/organised? => Key questions

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



Module 3

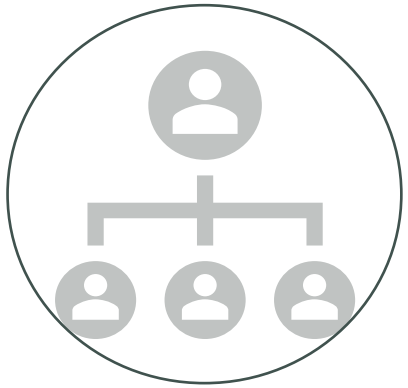
1. Update the personal data of the project (co-)promoters in the submission tool (uploading Annex 1).

- Update the information about who is involved in the project in the Excel format. Apart from personnel details, information is requested on the experience and contribution (know-how, expertise, etc.) to the project.

- CVs of (main) promoters: preference: online links to CVs (ORCID ID if available)

Please take note that in the case of an MSP, a representative of a non-HE actor could be indicated as a team member or partner co-promoter, but not as a (main) partner promoter.

Organisation – key questions



2. How is the project structured / organised?

- Organisational structure
- Distribution of roles. How will the tasks be divided among the involved partners (local – Flemish) in a balanced way?

Maximum 2500 characters

3. (if applicable) Describe the role and selection procedure of scholarship holders (master, PhD) in the project set-up.

Maximum 2000 characters

Stakeholders and coherence



Module 4

1. **Stakeholder : identification & engagement strategy**
2. **Coherence: internal & external**

ESSENCE

Identify and **analyse** the 5 main project stakeholders and elaborate a strategy to **manage** the stakeholders throughout the project.

Stakeholders management

What ? General management of the interactions with the **most important stakeholders of a project**

- Identify the project's **5 most important stakeholders (external to the project)**

Approach

- **How** manage / engage with them
  - Knowledge users : e.g. farmers, policy makers
- **How do they contribute** to the realization of the project outcomes and impact (e.g. the end-users of the project results)

Maximum 3000 characters

Coherence

Coherence is about the complementarity of the project with other actions/Networks.

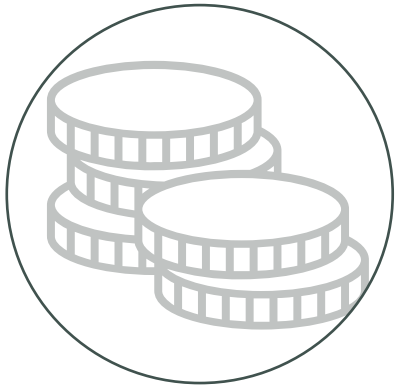
Elaborate on any coherence with:

- **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.

Maximum 2500 characters

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.**

Activities : Annex 1

Module 5

ACTIVITIES

Please provide information on the activities of your project.

Please also note the following:
- Please do not leave any rows empty inbetween 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").

Domain	Description	Responsible	AY1 - S1	AY1 - S2	AY2 - S1	AY2 - S2

Budgetfile : Annex 2

Budget lines
A. Investment costs
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
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. Coordination costs in Belgium
E.2. Partner coordination costs
TOTAL

Module 5

Budget: value for money

Motivate & elaborate how much will be spent on the different activities and why you choose this repartition + explain co-funding

Particular attention :

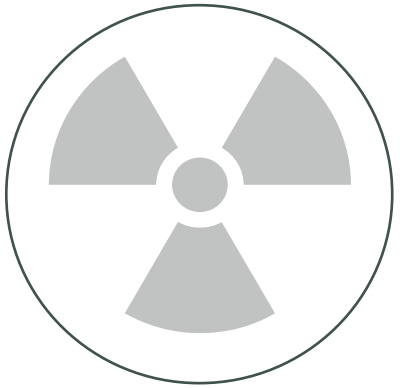
(a) any personnel costs,

(b) investment costs

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

Maximum 4000 characters

Risks



NOT APPLICABLE FOR SI PROJECTS

Monitoring



Module 7

Describe your approach in terms of monitoring & quality assurance

- 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?

Note: Selected projects will be asked to report on a limited set of generic, standard indicators

Maximum 2000 characters

Monitoring



Module 7

No selection of indicators, or defining targets/values at time of proposal writing →
the following standard indicators will require follow-up during project execution only

RESEARCH PROGRAMMES AND METHODS
Indicator
Number of co-authored / joint peer reviewed scientific publications based on data collected/analyzed through the support of the project

EDUCATIONAL PROGRAMMES AND METHODS
Indicator
Number of new or substantially updated/revised Bachelor programmes developed (curriculum) through the support of the VLIR-UOS project
Number of new or substantially updated/revised Master programmes developed (curriculum) through the support of the VLIR-UOS project
Number of new PhD programmes / doctoral schools developed and accredited through the support of the VLIR-UOS project
Number of new course modules/trainings developed through the support of the VLIR-UOS project

Monitoring

PEOPLE
Indicator
Number 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
Number 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
Number 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
Number 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
Number 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
Number 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

OUTREACH AND POLICY SUPPORT
Indicator
Number 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
Number 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
Uptake/influence of project-supported research in policy and/or practice (Score scale using self-assessment (0-4))

Monitoring

NETWORKS AND PARTNERSHIPS
Indicator
Number 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

SYSTEMS, POLICIES AND INFRASTRUCTURE	
Indicator	
Number of 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	

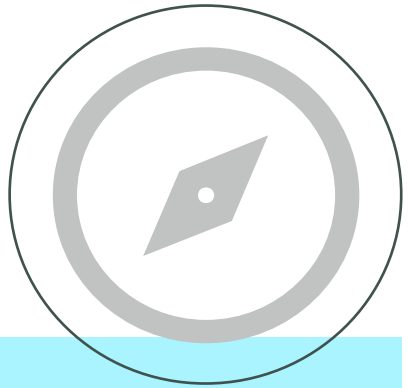
Learning & steering

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.

Learning & steering



Module 8

Key questions

1) Project track record:

- New
- Follow-up project: Continuation of an existing intervention or finalisation/harvesting phase
- Re-submission

(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.

- Lessons learned from previous experiences be taken on board
- In case of follow-up projects, or in case of an earlier IUC partnership: added value
- Re-submission: indicate how you dealt with shortcomings as compared to a previous proposal

Maximum 2500 characters



Questions, remarks, reflections ?

Thank you!

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