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sharing minds, changing lives

Short Initiatives

Call for project proposals 2025



Subject	Call for project proposals 2025 - Short Initiatives
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Table of Contents

Summary **2**

Introduction **3**

1. What are Short Initiatives? **4**

2. Can you apply? **4**

2.1. Eligibility of applicants: who can apply? 4

2.2. Eligibility of countries 7

2.3. Eligibility of submission 8

3. Budget and duration **8**

3.1. Available budget 8

3.2. Duration 8

3.3. Financial Framework 9

4. How to elaborate your proposal? **9**

4.1. SDG principles as a compass for VLIRUOS projects 9

4.2. Theory of Change for SI projects 11

4.3. Methodological approach and formulation guidelines 17

4.4. Partnership principles 17

5. How to apply? **19**

5.1. Application support 19

5.2. Timeline 21

6. Selection **22**

6.1. Selection criteria 22

6.2. Scoring of the criteria 25

6.3. Selection commission 25

7. Project formats & supporting documents **26**

7.1. Project formats 26

7.2. Supporting documents 27

Abbreviations **29**

Summary

About Short Initiatives	Key features of Short Initiatives	• Short Initiative (SI) projects are short-term, impactful projects designed to explore, build, and deepen academic/scientific collaborations among diverse teams of academics and researchers focusing on **sustainable development challenges**. • Expected to produce **short-term results** within two years. • SI projects are **accessible**, and particularly interesting for academics new to the VLIRUOS community, eager to go for a **first experience** as a promoter of a VLIRUOS project, as well as for experienced promoters looking to explore new partnerships or valorise existing ones. • Allow for differentiated aims (exploration, innovation, or valorisation of partnerships) and approaches (education, research, policies, outreach, people, networks).
	Who can apply?	<u>Affiliation and statute of the promoters:</u> • **Flemish promoter**: professor/specialist employed at a Flemish university or a professor/lecturer at a Flemish university of applied sciences and arts. Details on the eligibility requirements can be found in section '2.1 Eligibility of applicants: who can apply?' • **Partner promoter**: employed at a recognised higher education institution or national public (not for profit) research institute located in a VLIRUOS project partner country. <u>Additional criteria:</u> • Applicants (Flemish/partner) can submit a maximum of 2 SI projects in case they have no ongoing TEAM 2022 or TEAM 2024 project. Promoters of a TEAM 2022 or TEAM 2024 project can submit only 1 SI 2025 project. • At the level of the partner institutions, no further criteria apply. Former and present IUC partner institutions are fully eligible, without any restriction.
Interested? Discover more features!	Partner countries	Higher education and science institutions in 18 partner countries: Benin, Bolivia, Burundi, Cuba, DR Congo, Ecuador, Ethiopia, Indonesia, Kenya, Morocco, Palestine, Peru, Philippines, Rwanda, South Africa, Tanzania, Uganda, Vietnam **Note that Palestine has recently been added as the 18th partner country to the list**
	Budgetary framework	The project budget amounts to a maximum of 70.000 EUR for two years. The overall budget for SI 2025 allows for a maximum of 40 selectable projects.
	Deadlines	• Launch date of the call: 17 October 2024 • Deadline for submission to VLIRUOS: 20 February 2025 (17h CET) • Start of the project: 1 September 2025
On board? Let's get technical	How to submit?	**Who?** An application involves a Flemish and a partner promoter in one of the project partner countries. However, it is the (main) Flemish promoter who submits to the ICOS of the Flemish university (association) for quality control. The ICOS will validate and submit to VLIRUOS. **How?** Project applications are submitted via the VLIRUOS online submission tool.
	Assessment procedure	All project proposals will be assessed and selected based on four standard selection criteria: Relevance and coherence of the project; Quality of the project design; Implementation set-up of the project; Potential impact and sustainability. Project proposals are assessed by Regional Selection Commissions (Africa, Asia, Latin America) in April 2025.

Introduction

There is an increasing consensus on the importance of strong higher education and science institutions (HE&SIs) and systems in addressing sustainable development challenges. HE&SIs play a key role in achieving the UN 2030 Agenda for Sustainable Development (SD) and the 17 Sustainable Development Goals (SDGs) to end poverty, protect the planet, foster gender equality, defend and promote cultures and cultural understanding, and ensure prosperity for all. In this respect, the Global Sustainable Development Report calls upon all stakeholders to facilitate multidirectional collaboration in science and (transfer of) technology to achieve the SDGs. It considers academic and scientific capacity strengthening and partnerships as one of the four main levers to achieve the 2030 Agenda and implies a strengthened link between higher education institutions, governments, civil society organisations, and the private sector. Higher education institutions offer disciplinary and transdisciplinary teaching and research as they generate and contribute to the development of new and innovative approaches to global, regional, and local issues.

Through research, HE&SIs play a unique role as drivers of change by producing new knowledge and innovation to address global challenges, by transferring knowledge through training, by providing evidence for informed (public) policy and implementation, and by knowledge mobilisation. Through their teaching, universities and universities of applied sciences and arts empower generations of new leaders and skilled professionals to drive sustainable development. Today's students are the decision-makers and professionals of tomorrow, who think both critically and ethically, have learnt to cope with ethical dilemmas, and who can apply systems thinking approaches to serious and complex societal problems.

HE&SIs have also taken up a central role in providing global citizenship education to nurture a global understanding and a more profound intercultural awareness. Through service delivery and community engagement, HE&SIs work with a rich variety of stakeholders – including governments, the private sector, and civil society – for local, national, regional, and global impact.

In line with the growing role of higher education and science institutions (HE&SIs) in addressing sustainable development challenges, VLIRUOS is proud to launch this call for **Short Initiatives**. This call aims to empower academic actors to build and sustain (new) partnerships and develop innovative approaches that contribute to the Sustainable Development Goals (SDGs).

1. What are Short Initiatives?

Aim

Short Initiatives (SI) projects are short-term projects that aim to explore, build and deepen academic/scientific collaborations among diverse teams of academics and researchers. SI projects focus on sustainable development challenges and are able to realise objectives within the limited timespan of a maximum of 2 years.

With SI projects, VLIRUOS aims to strengthen the research and educational capacities of higher education and science institutions in partner countries. In addition, SI projects are expected to create the conditions for the uptake of new and relevant knowledge, applications and/or services by academic, civil society, private and public actors.

Key Features

- A Short Initiative (SI) project is expected to produce results within a maximum of two years.
- SI projects are accessible, and particularly interesting for academics new to the VLIRUOS community, eager to go for a first experience as a promoter of a VLIRUOS project (e.g. first-time/young project promoters that were sensitised via the Global Minds framework or via involvement in ongoing projects of other promoters). On the other hand, SI projects also fit experienced promoters looking to explore new partnerships or valorise existing ones.
- SI projects allow for differentiated aims (exploration, innovation, valorisation, etc.) and approaches (education, research, policies, outreach, people, networks).
- The partnership can vary in terms of size and composition: one or more Flemish higher education institutions, one or more local higher education and science institutions, with the involvement of other actors; one or more disciplines; young/new and/or more experienced academics, etc.

The VLIRUOS vision on Short Initiatives is further detailed in the section on Theory of Change (section 5.2). This chapter outlines the VLIRUOS impact vision for Short Initiatives, explains the anticipated impact and the change these initiatives are expected to achieve, as well as the underlying activity domains. Additionally, the chapter on SDG principles (section 5.1) elaborates on the key principles that underpin VLIRUOS projects.

2. Can you apply?

Eligibility criteria define whether a proposal meets the minimum criteria to be accepted to enter the selection process. Each call for proposals defines clear eligibility criteria, using the following sections where applicable.

2.1. Eligibility of applicants: who can apply?

2.1.1. Affiliation and statute of the promoters

Flemish institutions

When submitting a project proposal, a promoter must meet both the internal criteria and regulations as to project promotership of their institution and the minimum conditions set by VLIRUOS.

The minimum conditions set by VLIRUOS for a lead promoter **from a Flemish university** to submit a proposal are the following:

- one must be able to be an account holder within one's own institution;
- a professor with a ZAP statute (Independent Academic Personnel) at the time of submission, with a minimum ZAP appointment level of 10% (or equivalent);

- postdocs can also submit, depending on the Flemish institution's internal criteria and on condition that a ZAP member with at least 50% appointment of the institution with whom the contract will be signed is included in the project team as co-promoter;

- ATP members (Administrative and Technical Personnel) can also submit, depending on the nature of the project and provided they can be account holders within their own institution, without a ZAP member with minimum 50% appointment as co-promoter being part of the project team.

- For Flemish promoters submitting a project proposal two years before achieving emeritus status, their successor should be included in the proposal as a co-promoter.

The minimum conditions set by VLIRUOS for a lead promoter from a **Flemish university of applied sciences and arts** to submit a proposal are the following:

- one must be professor or lecturer. In case the professor/lecturer does not have permission to be budget holder, another person (e.g. the director, research coordinator, unit manager, ...) can be assigned as budget holder for the project.

- ATP members (Administrative and Technical Personnel) can also submit, depending on the nature of the project and provided they can be account holders within their own institution.

The lead promoter will be invited to confirm, when submitting the proposal in the VLIRUOS tool, to meet both the internal and VLIRUOS eligibility criteria and regulations.

Partner institutions

A partner promoter is employed at a recognised higher education institution or national public (not for profit) research institute, located in a VLIRUOS project partner country. For research institutes this implies the institution has a formal mandate from its government.

The main signatory(ies) of a project agreement is/are always a recognised higher education institution or national public (not for profit) research institute.

Note on the identification of promoters:

- If a partner institution is expected to be budget holder of part of the project budget, a promoter needs to be identified as it results for the partner institution and the partner promoter in being signatories to the project agreement.

- When elaborating a Multi-Stakeholder Partnership (MSP, cf. 4.1) proposal the non-academic partner can be included as project member or co-promoter, but cannot be a main promoter. This implies that in the organisational set-up a main partner promoter (one or more) cannot be a non-academic actor.

2.1.2. Additional criteria:

- Applicants (Flemish/partner) can be a promoter of max. 2 ongoing TEAM/SI projects. For this call, this means that they can submit a maximum of 2 SI projects in case they have no ongoing TEAM 2022 or TEAM 2024 project, considering these projects will still be in implementation after 31/08/2025 when the SI 2025 projects start. Promoters of 1 TEAM 2022/2024 project can submit only 1 new SI 2025 project. This applies to both Flemish and partner promoters.
  At the level of the Flemish promoters, the rule of maximum 2 projects applies to the lead promoter and, in case a postdoc submits as lead promoter, also to the ZAP member who is co-promoter.
- In the case of Flemish promoters submitting a project proposal two years before achieving emeritus status, their successor included in the proposal as a co-promoter, will also need to comply with the same rule of max. 2 projects. Co-promoters are only counted from the 2023 calls on, as the rule did not yet exist for the 2022 calls.

Application of the rule:

Number of ongoing VLIRUOS projects and implications for SI 2025 call[1]	TEAM 2022 projects	TEAM 2024 projects	Max. SI 2025 proposals
Scenario 1	0	0	2
Scenario 2	1	0	1
Scenario 3	0	1	1
Scenario 4	1	1	0
Scenario 5	2	0	0
Scenario 6	0	2	0

- At the level of the partner institutions, no further restrictions apply for present and former IUC (Institutional University Cooperation) and NETWORK partner institutions. These institutions are fully eligible, without any restriction. However, one IUC institution, UMI-Morocco, is currently not eligible. This was decided by the Bureau OS (confirmed during the meeting of 27 September 2024).

- At the Flemish level, the application is submitted via a (main) Flemish promoter and institution. Co-promoters from the same or a different Flemish institution can also be part of the project team.

- At the partner level, multiple partner institutions can be part of the application. In fact, if important budgets are to be managed by more than one partner institution(s) (or in case of personnel costs at the partner institute(s)), it is advised to include these as partner institutions, with a partner promoter, in the contract agreement.

2.1.3. Roles and responsibilities in the eligibility check

Concerning the eligibility check, it is to be noted that it is the responsibility of the Institutional Coordinator for Development Cooperation (ICOS) of the association (see 7.2.) or the GEO of the university of applied sciences and arts (1) to do the final submission of the proposal (please follow internal deadlines), (2) to check whether the proposal is complete, and (3) to check whether the Flemish promoter is allowed to act as a project promoter and as budget holder within their own institution. They do so by performing a check of the respective relevant internal regulations.

However, given the diversity in staff statutes at the different Flemish HEIs and given the time constraints to perform checks, the lead promoter will be invited to confirm to meet both the internal and VLIRUOS eligibility criteria and regulations when submitting the proposal in the VLIRUOS tool. In case of a postdoc submitting, they also have to confirm that the ZAP member taking up the role of co-promoter meets the criteria as well.

The importance of transparency of the respective roles and responsibilities of the main actors in the project is key. At the level of the Flemish institutions, the distinction is always made between a promoter (and 'main' Flemish institution via which a proposal is submitted) and co-promoters (linked to the same or multiple Flemish HEIs), whereas at the level of the partner institutions in the partner countries, the promoter role can be taken up by

1 Projects for which one is identified as promoter are relevant here. This also includes Flemish ZAP co-promoters for SI 2025 projects for which a postdoc has been identified as promoter.

multiple people and institutions. Next to the role of promoters and co-promoters, a variety of experts can be part of a project team (with team members).

It is the responsibility of promoters or co-promoters who are not only affiliated to a Flemish university or university of applied sciences and arts, but also to an institution which is eligible for DGD funding (e.g. Institute of Tropical Medicine in Antwerp) on a project or structural basis, to assess and confirm that the selection of the proposal by VLIRUOS would not contain a conflict of interest or overlap with DGD funded projects and hence imply double funding by DGD.

It is the responsibility of the ICOS or GEO to inform all promoters, both Flemish and partner promoter, of the eligibility criteria and make them confirm to meet them. It is up to the Flemish associations to decide whether only the ICOS or both the ICOS and GEO will be mandated to check and submit project proposals to VLIRUOS. Please contact your ICOS for more information.

2.2. Eligibility of countries

The following countries are eligible for Short Initiatives:

Country
1. Benin
2. Bolivia
3. Burundi
4. Cuba
5. DR Congo
6. Ecuador
7. Ethiopia
8. Indonesia
9. Kenya
10. Morocco
11. Palestine
12. Peru
13. Philippines
14. Rwanda
15. South Africa
16. Tanzania
17. Uganda
18. Vietnam

Note that Palestine has been added in 2024 as the 18th partner country to the list, allowing project proposals from Palestinian higher education and science institutions to be submitted.

In the coming weeks we shall be providing information on what is needed and/or ongoing in Palestinian Territories, as a source of inspiration and/or to align to. Please check our website.

2.3. Eligibility of submission

The proposal must meet the submission requirements as described below:

- **What?** The proposal needs to use/contain all information incl. annexes as requested by the call (see format section 8). The maximum budget and project duration foreseen in the formats are to be respected. Without the requested information (formats), we cannot accept the proposal.
- **Who?** An application involves a Flemish and partner promoter, but it is the (main) Flemish promoter who submits to the ICOS of the Flemish university (association) for quality control. The ICOS will validate the proposal and submit it to VLIRUOS.
- **How?** Project applications must be submitted to the ICOS of the Flemish university association via the tool for the submission of project proposals
- **Deadline?**
  - Proposals must be submitted to the ICOS of the Flemish university association. For specific internal deadlines at the level of the association, check with your ICOS.
  - The final deadline for submission to VLIRUOS by the ICOS is **20 February 2025 at 17h00 CET (Central European Time).**

3. Budget and duration

3.1. Available budget

The budget for this call allows for a maximum of 40 projects.

The budget and implementation period will be checked with the included boundaries in the call. The maximum budget is **70.000 EUR** and the implementation period **is 2 years**.

The overall budget and number of projects selectable in this call may be adjusted by the Bureau UOS (e.g. in case of imposed budget cuts in the federal budget for Belgian development cooperation).

Within FYP2 the SI 2025 call is the 3rd SI Call, after SI 2022 and 2023. The next SI call is scheduled to take place by the end of 2026 for projects to start in 2027 (FYP3).

3.2. Duration

Selected projects will start as of 1 September 2025 and run for a maximum of 2 years: from 1 September 2025 until 31 August 2027. **No extension is possible.**

After project selection, VLIRUOS will inform the project promoters on the selection decision, and perform a check of essential personal and budget data in view of the contracting procedure (the standard project agreement will be shared at this point for information purposes only). During the contracting procedure, an agreement between

VLIR, the partner institution, and the Flemish institution with which the promoters of the selected project are affiliated needs to be signed, to establish rules governing the management and use of, and responsibility for the allocated resources.

3.3. Financial Framework

The VLIRUOS financial framework indicates which expenses are allowed in the framework of a project, how budgets are to be determined, and how expenses have to be accounted for. If you would be interested to understand more about the type of costs that can be foreseen in the framework of a SI project, you can also check out the financial rules per programme section in this document (e.g. page 28-30).

The applicable budget lines are:

A. Investment costs (durable goods with a long life that can be depreciated in the accounts over several years)
B. Operational costs ("project-related" costs incurred for the purchase and/or operational use of goods that are not depreciated in the accounts and costs directly related to a specific project activity)
C. Personnel costs
D. Scholarship costs
E.1. Coordination cost at the level of the Flemish institution (5% of the A-D total)
E.2. Coordination cost at level of the partner institution(s) (5% of the A-D total).

VLIRUOS channels all financial transactions via (the main) Flemish contracted higher education institution.

4. How to elaborate your proposal?

4.1. SDG principles as a compass for VLIRUOS projects

The SDG principles serve as a compass for VLIRUOS' endeavour of sharing minds, changing lives. As visualised in the Theory of Change (ToC), they are transversally integrated, using a broad interpretation of the principles, to make the activities and change processes SDG-proof. Additionally, VLIRUOS uses the SDG principles as a compass to integrate the principles of "synergy and complementarity" and the integration of transversal and priority themes of the Belgian Development Cooperation into its operations. Integration of these principles is an important element in the selection of projects.

As VLIRUOS encourages the integration of these principles in all VLIR-UOS projects. Projects that meaningfully incorporate these principles will have a competitive advantage in the selection process for project proposals (no other incentives, e.g. bonus, are foreseen)



Interconnectedness: VLIRUOS recognises that given the complexity, scale, and interconnectedness of current societal challenges, meaningful social, economic, and ecological transformations can only be realised by approaching the SDGs from a holistic and integrated viewpoint. More precisely, VLIRUOS strives for holistic transformations by encouraging projects to reflect on their position in the interplay of global challenges and national needs, and to bring together the different types of expertise that are necessary to successfully implement the project. As an essential first step in considering the complexity of societal change, all VLIRUOS supported projects develop a holistic context analysis that moves beyond sectoral and disciplinary borders and should analyse the positive as well as negative interlinkages between the SDG goals. This also includes paying attention to the transversal themes gender equality and environmental sustainability.

With regard to **gender**, VLIRUOS and its partners engage in *fixing the numbers, fixing the knowledge* and *fixing the organisation* in line with the theoretical three-fixes model of Londa Schiebinger (See VLIRUOS gender policy document). Projects are expected to align with this threefold gender strategy in their proposal.

With regard to **environment**, project applicants are invited to consider the environment and environmental sustainability during the project identification and formulation phase, as well as to monitor and reflect upon the project's effects on the environment and the risks posed by the environment on their project. Thereby, projects should be guided by the 'do no harm' principle to prevent, reduce, and control the risk of environmental harm. Besides integration of gender equality and environmental sustainability concerns within project management, the transversal themes can also feature in the projects' content.

Coherence, multi-institutional collaboration and multi-stakeholder partnerships: The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort or collaboration by a wide variety of actors. This need for concertation/collaboration is translated to 3 potential approaches. Proposals are invited to explore these.



- **Coherence**: The Agenda 2030 urges actions to be **coherent** with the actions and networks of other actors and/or other HES4SD initiatives. An analysis of complementary actions by academic and non-academic actors is essential for each partnership (to ensure coherence). VLIRUOS wants to facilitate coherence and connections between different actors and projects present in each country and across borders. With these objectives in mind, Country Reference Framework (CRF) documents [2] support teams of academics when identifying and formulating project proposals, by providing a context analysis per country, focused on Agenda 2030 on Sustainable Development and the higher education sector, and by providing an overview of Belgian development actors active in the country and of their ongoing projects and partners, as a starting point for context analyses.
- **Multi-institutional collaboration via a Multi-Institutional Partnership (MIP)**: This concerns a structural collaboration between several higher education institutions at Flemish/Belgian (including the Institute of Tropical Medicine (ITM)) and/or partner level within the framework of a project, with the aim of obtaining better results by pooling available expertise. The different institutions take up a meaningful and important role in the project. In fact, the Flemish higher education institutions have recently created a platform through their "associatieve projecten" that are dedicatedly fostering these types of cooperation.
  In case of a MIP or MSP, responsibilities need to be clearly defined in the project proposal (module 3) and, if felt appropriate, in an interinstitutional agreement between the involved institutions that is to be added as annex to the project proposal and, in a later stage, when selected, to the project agreement.

VLIR-UOS provides funding for each Flemish university to set-up a minimum policy framework, organisational structure and activities for academic cooperation for global sustainable development at institutional level of each university.
The Institutional Coordinators for Development Cooperation (ICOS) are the contact persons for academic cooperation for global sustainable development at the Flemish universities. The Global Engagement Officers (GEO) are the contact persons at the Flemish universities of applied sciences and arts. ICOS and GEO inform academics, staff members and students about opportunities for cooperation and funding. They help with formulating project proposals and provide support for the execution of VLIR-UOS funded projects and scholarships.
Through the "associatieve projecten", each Flemish university also offers support in the context of academic cooperation for global sustainable development to the lecturers of the universities of applied sciences and arts (UASA) that are associated with the university. This support can relate to support

[2] Country reference frameworks were elaborated for 17 partner countries. For Palestina, as a new partner country this is still to be developed. (see links at the end of this document)

when submitting project proposals, checking the eligibility of promoters or partner universities, explaining the financial, scholarship or operational frameworks, looking for project partners, etc.
The "associatieve projecten" also aim at intensifying cooperation among the university and the UASA.
The scope of the "associatieve projecten" is primarily focusing on the UASA of the university's association, but should ideally go beyond and also focus on all Flemish UASA, regardless of the association they are affiliated to.

- **Multi-Stakeholder Partnership (MSP):** this concerns a structural collaboration with at least 1 non-academic actor (= multi-stakeholder; civil society, private sector, governmental actors, etc.) within the framework of a project, in which this actor plays an active role in the project implementation. The actors in the MSP work towards a common goal, with a clear division of roles and responsibilities, which are formalised, e.g. in the project agreement. VLIRUOS takes into account the MSP principle by promoting collaboration between different actors (beyond HEIs) to co-create, share, and mobilise knowledge and expertise across disciplines, sectors, interest groups, and borders. More precisely, VLIRUOS explicitly puts forward the science-society interface and knowledge uptake, and the importance of strengthening it.



Leave no one behind: VLIRUOS recognises the need for pro-active strategies to ensure that vulnerable and marginalised populations are included and benefit from higher education partnerships for sustainable development. The LNOB principle is taken into account by looking at partners with whom we work, at beneficiaries for whom we work, and what we focus on in projects. VLIRUOS encourages projects to take gender and vulnerable groups into account, by putting forward partnerships with mid-range or small-scale institutions, by awarding scholarships to a diversified group of beneficiaries, and by promoting transformative or community-based types of research. More precisely, international top higher education institutions are only considered when they participate as supporting partners in projects, scholarship attribution is not only based on academic excellence in terms of scientific output, and mainstreaming approaches are put in place to consider inclusion and (gender) equality in each project. As mentioned earlier, with regards to **gender**, VLIRUOS and its partners engage in *fixing the numbers, fixing the knowledge,* and *fixing the organisation* for gender equality. This is also an important dimension of the Leave No One Behind principle.

4.2. Theory of Change for SI projects

The SI projects' Theory of Change below reflects the general Theory of Change for the VLIRUOS portfolio and how the objectives of SI fit in. The VLIRUOS Theory of Change explains how a given project, or set of projects, is expected to lead to a long-term development change. The ToC draws on a causal analysis based on available evidence, clarifying the anticipated pathways to impact. It clarifies how VLIRUOS wants to make a contribution to Agenda 2030, which changes SI projects can make, and how they can do so.

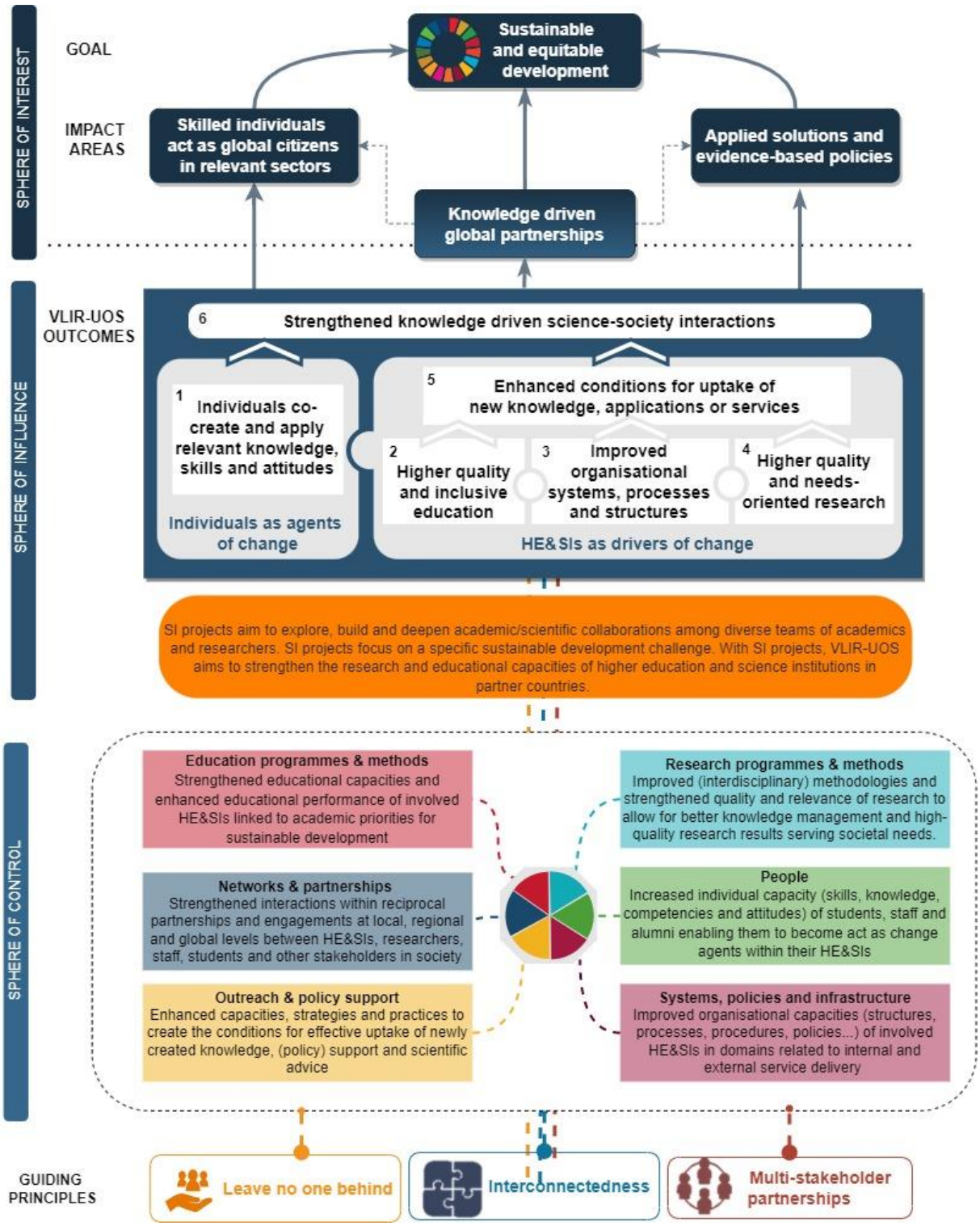


Figure 1 Schematic representation Theory of Change associated with Short Initiatives projects

4.2.1. Long-term impact

VLIRUOS considers global engagement for higher education as a goal (SDG 4: Quality Education) and a means for attaining other SDGs through knowledge co-creation, transfer, and valorisation. In the long run, Short Initiatives projects are expected to contribute to more sustainable and equitable development by fostering:

- **Application of solutions and evidence-based policies**: In short, this refers to the role of higher education in applying new knowledge, insights, and evidence for global sustainable development. Effective partnerships are conducive to ensure the relevant stakeholders are engaged and opportunities for uptake are created. This leads to a broader application of new knowledge by end-users and can include policymakers applying evidence from research in their policies, local communities adapting new practices that address their local needs, and private companies adapting innovative approaches.

- **A global community of skilled individuals who act as global citizens in relevant sectors**: In short, this refers to the potential of HE&SIs to develop generations of new leaders and skilled professionals. These skilled individuals are expected to drive social and economic development with their contributions to relevant sectors. As critical global citizens, they are likely to have a multiplier development effect because of (i) their capacity to understand and question global power structures and to communicate and work/study effectively outside one's environment, (ii) their consideration of interdependence and social concern for others, and (iii) their civic engagement in the form of pro-environmental and pro-social behaviour.

- **Knowledge-driven global partnerships**: In short, this refers to the idea that reciprocal partnerships are essential to safeguard knowledge co-creation, exchange, and uptake within and beyond the scope of the supported projects. In line with SDG 17, VLIRUOS aims for sustainable, effective, and efficient partnerships at various levels, including the individual, institutional, country, and regional levels, both within the HE sector, and with other sectors.

4.2.2. What difference SI projects make: project outcomes

To effectively contribute to these generic objectives, VLIRUOS focuses on **two strategic axes:**

- Enabling HE&SIs to strengthen and take up their role as *Drivers of Change*
- Enabling individuals to act as *Agents of Change*.

Both strategic axes can reinforce one another. For instance, the extent to which HE&SIs take up their role as development actor is likely to affect the embedded scholarship students' development of knowledge, skills, and attitudes that enable them to effectively act as agents of change within and beyond the setting of the HE&SIs.

Along these strategic axes, VLIRUOS identifies **six outcomes. Outcomes refer to the change(s) a project wants to realise by the end of the implementation period. Every Short Initiative is expected to clearly align to at least 2 of the following standard outcomes**, and including minimally outcome 5 ensuring that the proposed change process contributes to the enhanced conditions for the uptake of the knowledge, applications, or services:

(1) **Individuals apply relevant co-created knowledge, skills, and attitudes.** This outcome indicates the co-creation and transfer of state-of-the-art knowledge and skills to individuals who then apply these in their own organisation. The skills and knowledge also include critical thinking, global citizenship skills and attitudes, leadership skills, etcetera.

(2) **HE&SIs provide higher quality and more inclusive education.** This outcome concerns the improved quality and inclusiveness of education as a result from strengthened educational capacities available at HE&SIs.

(3) **HE&SIs make use of improved organisational systems, processes, and structures.** This outcome was formulated to highlight the importance of the organisational capacity of HE&SIs to enable changes in terms of research and education capacities. It encompasses improved organisational processes (e.g. ICT/digitalisation), support systems (e.g. quality assurance), and structures as well as human capacities that contribute to HE&SIs' enhanced institutional performance.

(4) **HE&SIs conduct higher quality and needs-oriented research.** This outcome reflects the VLIRUOS ambition to strengthen research capacities in order to enable HE&SIs to develop higher quality and needs-oriented research processes and results. This outcome signifies HE&SIs becoming (more) research active and innovative and being enabled to produce solutions to local and global challenges. It also refers to research that is gender-sensitive and equity-focused as a means for achieving excellence in research.

(5) **HE&SIs create enhanced conditions for the uptake of new knowledge, applications, or services.** VLIRUOS identifies this outcome as the production of new knowledge, applications, and services and the creation of conditions for uptake by relevant external stakeholders. It can involve strategic, uptake-oriented stakeholder management, targeted dissemination, and capacity strengthening of end-users (or intermediaries).

(6) **HE&SIs and their stakeholders engage in knowledge-driven science-society interactions.** This outcome responds to the growing awareness of the importance of the science-society interface which has been identified as a weakness in VLIRUOS evaluations. It reflects the VLIRUOS ambition to support networks, partnerships, or platforms which can constitute an eco-system where academic (HE&SI's staff, students and alumni) and non-academic stakeholders (policymakers, ANGCs, donor organisations, private sector, embassies etc.) interact to facilitate the valorisation and uptake of knowledge.

4.2.3. How do projects deliver on their outcomes: domains of intermediate change/outputs?

In general, SI projects are expected to bring about results in potentially **six (project) domains:** *Research programmes and methods, Education programmes and methods, Outreach and policy support, People, Systems, policies and infrastructure, Networks and partnerships*.

The table below presents a non-exhaustive and indicative list of deliverables and activities that individual projects can undertake within the six domains through partnerships between HE&SIs and other local, national or global stakeholders. The deliverables, processes, and changes in these domains are interlinked and not mutually exclusive. Additionally, it is important to keep in mind that expectations in relation to these domains should vary for SI projects in view of their distinct scope (in terms of time and budget).

Domain	General description (VLIRUOS ToC)	Activities (examples)
Research programmes and methods	Improved (interdisciplinary) methodologies and strengthened quality and relevance of research to allow better knowledge management and high-quality research results serving societal needs	• New knowledge and technologies are developed about sustainable development relevant topics, responding to local needs (prioritising vulnerable groups) • High-quality research publications and training manuals for academic use are produced, contributing to increased research output and university reputation • Gender balanced participation is promoted in research programmes • Research takes into account the impact on gender issues (how the results positively/negatively impact men/women) and environment • Integration of new research methods, training lab techniques in optimised research practices • Improved data collection methods and analysis techniques • Practice-based research leading to an improvement/innovation in the professional practice/work field (e.g. UASA project proposals)
Education programmes and methods	Improved, innovative, and inclusive teaching methods, didactics, and digital approaches. Improved curriculum content to support knowledge co-creation and equip students with the necessary skills and knowledge, ensuring employability after graduation and the ability to tackle global challenges from a holistic, interdisciplinary perspective	• Updated Master programmes are implemented • New courses are included in the curricula • New trainings are developed for (non-)academic stakeholders • New didactical, pedagogic and teaching methodologies are introduced, adapted, and implemented by staff • Research-based educational programmes are developed and implemented, connecting MSc students to research • Courses and training content are created with improved integration of equity and equality, e.g. gender concepts, intersectionality, inclusion, (implicit) bias,...
Outreach and policy support	Enhanced interaction with relevant public, private, and academic stakeholders to share knowledge, create conditions for uptake, and provide policy advice/support	• Activities to facilitate and contribute to the use of research evidence by policymakers, private sector, civil society, and other development actors • Guidelines are developed and made available for uptake by stakeholders; Policy briefs are published for policy advice • Collaboration in spin-offs, commercialisation of new knowledge products, registration of IP, pilot initiatives • Involvement of end-users in research processes • Stakeholder engagement strategies are developed/implemented • Platform for regular exchanges/demonstration workshops with stakeholders (incl. women/vulnerable groups) • Improved scientific communication methods and strategies to share results with broader audience • Seminars with industry, government agencies, and development partners are organised on a regular basis

Systems, policies, and infrastructure	Better management, information systems, educational and research policies to improve functioning of HE&SIs, including policies on gender and diversity, research integrity and uptake. Improved equipment, laboratories and offices for education and research	• Establishment of efficient structures, processes and procedures (e.g. introduction of lab procedures) and integration in the daily workflows (e.g. well-functioning lab) • Establishment of adequate "institutions", policies, rules and regulations (e.g. development of a new research/ accreditation/ HR policy, gender policy, environmental policy, technology transfer, Extension office, etc.) • Adequate policies to support access for students from vulnerable groups and ensure gender-balance among students and staff • Upgrade of research and education facilities • Improved software technologies for data collection and analysis • Measures are taken to reduce environmental impact (e.g. CO2 compensation, less paper-based, limited travel, recycling)
People	Students, alumni, staff, researchers are trained/sensitised in a supportive learning environment to strengthen knowledge, skills & attitudes in diverse domains (e.g. leadership, global citizenship).	• Development of adequate skills, knowledge, competencies, and attitudes (e.g. PhD scholarships) • Application of skills, knowledge, and competencies on the workplace (e.g. PhD holder applies new knowledge and skills) • Reduction of staff turnover, facilitation of skills, and knowledge transfer within institutions (e.g. PhD remains staff member) • Transversal competencies (skills, knowledge, attitudes) to become critical global citizens and change agents are strengthened, awareness about gender and environmental issues, human rights, and global sustainability challenges. (transversal integration of global citizenship in VLIRUOS portfolio)
Networks and partnerships	Strengthened interactions within reciprocal partnerships and engagements at local, regional, and global levels between HE&SIs, researchers, staff, students, and other stakeholders in society (public actors, private actors, other civil society organisations (CSOs), communities, etc.) for sustainable development	• Regional and international HE cooperation on a specific topic is facilitated • Multi-disciplinary and interconnectivity is implemented by collaborating with different teams/units/departments in the HE&SI (e.g. different projects along the value chain of an agricultural product, strong complementarity & synergy with other projects) • New research partnerships with private and public actors or civil society are developed to have more societal impact and attract new funding to ensure sustainability • A stakeholder platform concept (e.g. stakeholder advisory board) and associated stakeholder workshops are developed to build a network with private sector, policy-makers, and civil society (e.g. women groups, communities, marginalised groups)

4.3. Methodological approach and formulation guidelines

All projects need to be identified and formulated following the general principles of the Theory of Change approach and the Managing for Development Results paradigm. These principles were translated into a comprehensive guide that provides background information to support the formulation of VLIRUOS projects. The formulation of a project is much more than writing a document. It is a participative process in which partners co-create a project based on a shared vision of change, and a shared understanding of the current situation.

During the information session, project formulation guidelines will be presented specifically for SI projects providing practical and operational support and information on the different modules that need to be developed to arrive at a qualitative project proposal. The development of these interrelated modules is explained in a step-by-step process. The modules form the basis for the online project development tool.

The guide consists of 8 Modules[3] as demonstrated in the figure below:



4.4. Partnership principles

VLIRUOS expects all parties involved in VLIRUOS funded partnerships to uphold a number of principles and to apply them throughout the implementation of a project or scholarship.

This consists of:

- respect for human rights and integrity;
- pro-active strategies to ensure diversity, equality, and inclusivity, and that vulnerable groups are included in and benefit from higher education partnerships for global sustainable development;

[3] Module 6: risk management, is not included in the application form of Short Initiatives

- decent work, research ethics, and research-based education;
- strategies and action to prevent and protect involved people and beneficiaries from risks related to violations in these areas, and adherence to overall fairness, respect, care, and honesty;
- overall, the development of equal and mutually beneficial partnerships.

Promoters are invited to analyse the feasibility of their project in the context of the country and/or partner institution, especially for those VLIRUOS partner countries or regions in conflict or in local situations that might hinder smooth project implementation. VLIRUOS does not exclude any country, but calls for careful self-assessment of the feasibility of the project by the involved promoters as part of the introduction and context of the project proposal (module 1).

Human Rights' framework:
Universities are the cornerstones of academic education, scientific research and social services. In recent years, these universities have grown to become some of the largest employers, where internationalisation is the rule rather than the exception. This internationalisation is becoming more and more important and is reflected, among other things, in staff and student exchanges, contributions to capacity building in the Global South, international networking, clustering of research capacity and cross-border research cooperation. Universities are also academic safe havens where students can develop into critical citizens and researchers can freely address fundamental issues, applied scientific research, and valorisation. Respect for human rights is inherent to universities' social role.

On the basis of the human rights' framework, developed at the level of VLIR, all Flemish universities have developed a human rights' policy that focuses on the positive impact that universities can have on their partners, partner countries, and society at large. The issues facing academics are not specific to any one university, nor even to academia in general. These are everyday issues that also confront other educational and research institutions, and companies. The university management boards of the Flemish universities hope that this human rights assessment will inspire other organisations and individuals.

In line herewith, all Flemish universities have an institution-specific operational framework to assess human rights' conditions in view of (potential) partnerships with partner institutions, at pre-contract level, when assessing whether or not to engage in a partnership, and/or at the level of project implementation. Given the cooperation model of VLIRUOS, whereby a project agreement is signed by the implementing Flemish and partner HE&SIs that identifies the overall guiding principles, roles, and responsibilities of each participating institution and individual, the human rights' check is not only part of the VLIRUOS selection system (risk analysis and implementation set-up of the project), but will also be performed by the respective human rights' commission of the Flemish universities. Promoters are advised to reach out to the ICOS for more information.

Promoters from Flemish universities of applied sciences and arts have recently been given access to the human rights' commission of the university of the association their institution is affiliated with. They are also advised to reach out to the ICOS for more information.

5. How to apply?

5.1. Application support

The Institutional Coordinators for Development Cooperation (ICOS) are the focal points of and for VLIRUOS at the Flemish universities. The Global Engagement Officers (GEO) are our main contact persons at the Flemish universities of applied sciences and arts (UASA). ICOS and GEO inform academics, specialists and lecturers about opportunities for cooperation or funding. They help with formulating project proposals and provide support for the execution of the projects.

Specifically in the framework of project calls it is to be noted that the main responsibilities related to Application Support (submission, eligibility check internal regulations (see 2.1.3.) rely on the ICOS of the Flemish university association. The ICOS of the university association functions as liaison between the VLIRUOS Team and the individual Flemish institutions and academics/lecturers. The ICOS are the first line of contact to assist the promoters with the elaboration of their project proposal (eligibility check, explanation of the financial framework, assistance in filling out the project modules, etc).

As a general principle, support will be provided in a multi-stage process, in which applicants first contact the ICOS at the level of their institution or association. Where needed, the ICOS will cluster and forward the questions they cannot answer to VLIRUOS. VLIRUOS will provide a “Questions and Answers” section relating to the SI call on its website.

Questions related to the VLIRUOS project tool can be sent or forwarded to info@vliruos.be.

In the case of this call, 1 general online information session about SI will be organised on **24 October 2024, from 13:00 to 15:00 CET** (invitation link will be provided on the website), focusing on the call info, formats, and guidelines. All relevant information is included in this call document, but will also be provided on the call page on the VLIRUOS website.

VLIRUOS also offers to organise specific training session(s) on proposal writing and on the use of the tool, at the level of the Flemish associations (timing to be determined in consultation with ICOS). Please check our website or the ICOS for updates.

5.1.1. Contact addresses of the ICOS[4]

University Association	Name	Address	Phone	Email
KU Leuven Association	Tupac Calfat	International Office, VLIRUOS projects, Naamsestraat 63 - bus 5001, 3000 Leuven	+32 16 37 94 40	tupac.calfat@kuleuven.be
Associatie Universiteit & Hogescholen Antwerpen	Team internatio-nale projecten	International Relations Office Gratiekapelstraat 10, 2000 Antwerpen	+32 3 265 44 07	internationalprojects@uantwerpen.be
Ghent University Association	Barbara Lobert	Dienst Onderzoeks-aangelegenheden - Afdeling Onderzoekscoördinatie Sint-Pietersnieuwstraat 25, 9000 Gent	+32 9 264 82 23	barbara.lobert@ugent.be
Associatie Universiteit-Hogescholen Limburg	Ann Verstraeten	Dienst Internationalisering en Ontwikkelingssamenwerking (DIOS), Campus Hasselt, Martelarenlaan 42, 3500 Hasselt	+32 11 26 85 52	ann.verstraeten@uhasselt.be
Universitaire Associatie Brussel	Christophe Goossens	Vrije Universiteit Brussel International Relations and Mobility Office Pleinlaan 2, 1050 Brussel	+32 2 614 80 66	christophe.goossens@vub.be / icos@vub.be

5.1.2. Contact at VLIRUOS

Topic	Name and function	Phone	Email
Overall coordination TEAM and SI projects Country-specific info for **Cuba, Ecuador, Bolivia, Peru, Vietnam**	Peter De Lannoy *Global Partnerships Coordinator*	+32 2 550 19 64	peter.delannoy@vliruos.be
Country-specific info for **Benin, Burundi, DR Congo, Morocco, Uganda**	Kathleen Wuytack, *Global Partnerships Manager*	+32 2 289 05 55	kathleen.wuytack@vliruos.be

[4] Note: if needed, the contact details of the respective GEO per university of applied sciences and arts can be obtained via our website.

Country-specific info for **Tanzania and Kenya**	Geraldine Mabbe *Global Partnerships Manager*	+32 2 550 19 62	geraldine.mabbe@vliruos.be
Country-specific info for **Rwanda, South Africa**	Laura Uwase *Global Partnerships manager*	+32 2 289 05 59	laura.uwase@vliruos.be
Country-specific info for **Ethiopia, Indonesia and the Philippines**	Arne Willems *Global Partnerships manager*	+32 2 289 05 52	arne.willems@vliruos.be

5.2. Timeline



6. Selection

6.1. Selection criteria

Each call for proposals will apply the same set of four selection criteria. These four criteria are further defined, and translated into a non-exhaustive list of descriptors that are illustrative but provide an objective interpretation of the criteria, both for the applicant as well as for the selection commissions.[5]

Next to the criteria mentioned in the table below, their underlying values are also important in the VLIRUOS selection system: relevance, coherence, effectiveness, efficiency, expected impact, sustainability, partnership strategy, synergies and learning.

Criteria	Definition	Descriptors
Relevance and coherence of the project	*The extent to which the proposal responds to beneficiaries', global, country, and partner/institution needs, policies (relevance) and fits with the programme Theory of Change (ToC) and within the institution/context (coherence).*	1.1 The proposal aligns with the Agenda 2030, national and local policies, as well as with the programme ToC. 1.2 The proposal is based on a genuine and evidence-based context and stakeholder analysis with attention to gender, vulnerable people and the environment (LNOB and interconnectedness). 1.3 The proposal is compatible/links up with or capitalizes on other related (including preceding) initiatives in the same context or topic (a.o. by taking into account the VLIRUOS country frameworks). 1.4 The proposal demonstrates local ownership and is in line with the local partners' priorities.
Quality of the project design	*The extent to which a proposal presents a convincing project strategy.*	2.1 Linked to the project strategy / Theory of Change , the proposal articulates a realistic, convincing project logic, with a clear and realistic flow between a long-term sustainable development objective/impact level, the outcomes expected from the

[5] Based on the ERC (European Research Council) and OECD-DAC (Organization for Economic Cooperation and Development - Development Assistance Committee) definitions.

		project, and the envisaged intermediate changes (=results) by formulating activities/identifying deliverables linked to one or more of the six standard VLIRUOS project domains, with due attention for the Agenda 2030 principles. 2.2 The proposal is original, creative, innovative (scientific, academic or pedagogical excellence). 2.3.The proposal provides an elaborated explanation of what it wants to achieve. It outlines an appropriate and feasible (scientific, academic or pedagogical) methodology or approach that recognises/addresses the interconnectedness of the sustainable development challenges (e.g. multidisciplinary or systems approaches) (INT).
Implementation set-up of the project	*The extent to which the proposal presents a strong plan and partnership for the execution of the project.*	3.1 The project ToC is translated into a clear planning which will facilitate effective project execution, follow-up and monitoring, with due attention for the Agenda 2030 principles. 3.2 The proposal is cost-effective, the budget is reasonable and justified. 3.3 The proposal involves an appropriate mix of partners (persons and their organisations) (with the required profile, experience, and expertise) to successfully deliver all aspects of the project (quality of the partnership) and to clarify an adequate and equitable distribution of the roles and tasks for all partners involved, demonstrating the commitment and active contribution of all participating organisations (incl. coordination and communication between the involved partners). 3.4 It is an added value if different (Flemish or partner) HE&SIs are involved in the proposal, either universities, universities of applied sciences and arts, or both (Multi-Institutional Partnership), or if a structural collaboration is foreseen with non-academic actors (Multi-Stakeholder Partnership).

Potential impact and sustainability	*The extent to which the project is likely to produce positive long-term effects (impact) and benefits which will be continued after the project duration (sustainability).*	4.1 The proposal has potential to contribute to applications/policies/services and respond to the needs of direct and indirect beneficiaries, while paying attention to gender, vulnerable people (LNOB), and the environmental impact. 4.2 The proposal presents a convincing stakeholder management plan to facilitate stakeholder engagement, while paying attention to gender and vulnerable people (LNOB). 4.3 The proposal has a clear uptake strategy while paying attention to gender and vulnerable people (LNOB), with the aim to significantly increase knowledge uptake and innovation. Eventually, this will lead to inclusive and enduring transformations with potential positive socio-political, environmental, and economic effects at the level of the ultimate beneficiaries within and beyond the HE&SIs (e.g. local communities, policy makers, local industry, etc.). 4.4 The proposal envisages organisational capacity strengthening and is likely to realise institutional embeddedness (within the partner organisation; with relevant local, national, international networks and stakeholders) which will allow the benefits to continue after the funding (institutional and financial sustainability). 4.5. The proposal pays close attention to interlinkages and potential trade-offs between environmental and socio-economic factors (incl. LNOB, gender equality, etcetera). The proposal's sustainability strategy ensures a reasonable balance of social, economic, and environmental sustainability (INT).

6.2. Scoring of the criteria

All proposals are assessed by the commission members, guaranteeing equal treatment and triangulation.

The **scoring** of each of the criteria is done using a qualitative interval scale:

A: Very good (no revisions are needed) B: Good (minor revisions might be needed) C: Weak (major revisions are needed, hence the proposal cannot be selected. Proposal can be remediated towards a next submission) D: Very weak

During a selection commission meeting, the selection commission will – on the basis of individual scoring – formulate an agreed-upon score for each criterion. In order to be 'fundable', a proposal should obtain an A or B score on each criterion. In case a proposal is awarded with a C or D score for 1 criterion, the proposal is not discussed any further. For fundable projects, the more A's the better, and the following selection criteria are applicable in declining order of priority:

1. Relevance and coherence
2. Quality of the project
3. Potential impact and sustainability
4. Implementation set-up

More details about the VLIRUOS selection system can be found on the VLIRUOS website.

A specific objective of VLIRUOS is to mobilise academics who have no prior experience with VLIRUOS to engage in "sharing minds, changing lives", with specific focus on first time promoters/young academics, female academics, and academics with expertise in disciplines that are underrepresented in VLIRUOS projects (e.g. social sciences). This is why the number of project (proposals) per promoter has been limited for SI and TEAM. In case of an ex aequo ranking in the selection of projects, preference will be given to academics without prior experience with VLIRUOS, to projects coordinated by academics from the underrepresented sex in their sector, and/or to gender-specific projects.

6.3. Selection commission

6.3.1. Composition

Considering the expected high amount of proposals for SI calls, with a strong focus on thematic sustainable development challenges in relation with country level contextualisation and in order to guarantee balanced distribution of projects over continents, the selection of SI proposals will be organised via Regional Selection Commissions:

- Regional selection commission Africa 1: Benin, Burundi, DR Congo, Morocco, Rwanda, Uganda
- Regional selection commission Africa 2: Ethiopia, Kenya, South Africa, Tanzania
- Regional selection commission Asia: Indonesia, Palestine, Philippines, Vietnam
- Regional selection commission Latin America: Bolivia, Cuba, Ecuador, Peru

6.3.2. Follow-up of selection commission meeting

The selection meetings will take place in the last week of April 2025. During the meeting of the Regional Selection Committee the promoters are not expected to orally defend their proposal.

All promoters will be informed of the outcome of the selection process and the reasons for approval or rejection of their proposal(s), including an indication of criteria that – if relevant - did not reach a sufficient (A or B) score.

7. Project formats & supporting documents

7.1. Project formats

Formats that are available on our website and have to be submitted:

Format for a project proposal (offline working document)	*This format is to be followed when drafting the project proposal and includes the guiding questions for the narrative sections per module. All information in this working document will need to be included directly in the online project submission tool.*
Annex 1 SI 2025 – project activities and organisation	*This Excel format is used for the input of limited general project info, the project team information, and the activity planning, and is to be uploaded in the online project submission tool.*
Annex 2 SI 2025 – budget format	*This Excel format is to be used for elaboration of the budget proposal, and is to be uploaded in the online project submission tool.*

Mandatory references/upload (Annexes 3-4):

Annex 3: CVs of the promoters	*Please add the CVs of the promoters* - *Flemish promoter (max. 1 Flemish promoter per project proposal): ORCID unique identifier link;* - *Partner promoter (max. 1 partner promoter per partner institution): link to an accessible online platform (if no ORCID identifier available) and only if not available then upload a pdf version of the short CV.* - *CV links of the co-promoters (Flemish/partner level) are not mandatory except if the project is submitted by a Flemish postdoc and supported by a Flemish co-promoter with min. 10% ZAP status (see eligibility section).*

Annex 4: Endorsement Letter (free format): mandatory in case a partner promoter has been indicated	*Endorsement letter of a partner institution: institutional support letter, referring to the employment link of the main partner promoter with a (recognised higher education) partner institution, and the support of this same institution to the project. The letter should be signed at least by an authority at Faculty level.*
Optional Annexes	*Letter of support of formalised Synergy / Multi-Stakeholder Partnership (MSP)/Multi-Institutional Partnership (MIP) actors ; Complementary Endorsement letters of other partner institutions in the project proposal (apart from the Endorsement letter(s) of the partner promoter(s) (if any)*

7.2. Supporting documents

The following supporting documents are available on the VLIRUOS website:

The VLIRUOS financial framework (incl. programme specific rules for SI projects)	*This document provides an overview of the budget lines that are applicable and indicate what expenses are allowed within the framework of VLIRUOS projects and has a specific section with rules for SI projects. The document also refers to the scholarship framework and the current list of Hotel and international per diem allowances (version 15 Feb 2023)* available *on the VLIRUOS website.* *A summarised powerpoint of the SI financial guidelines will be made available on the website after the information session.*
Formulation guidelines for SI proposals	*A powerpoint presentation explaining the approach to formulate an SI project proposal will be made available after the information session.*
On the VLIRUOS website, you can find informative **Country Reference Framework** documents. These documents provide: (i) an overview of VLIRUOS projects within the current Five-Year Programme (updated on a Yearly basis)	Benin; Bolivia; Burundi; Cuba; DR Congo; Ecuador; Ethiopia; Indonesia; Kenya; Morocco; Palestine, Peru; Philippines; Rwanda; South Africa; Tanzania; Uganda, Vietnam. Note: For Palestine no Reference Framework is available yet, since it was recently included as a partner country and for many years no VLIRUOS projects have taken place in the country.

(ii)	summary info on a partner country's approach towards Agenda 2030 and the SDGs;	
(iii)	general info on the higher education sector and on proposed activities of Belgian cooperation actors, with a focus on the non-governmental cooperation.	

Looking for more inspiration: check out the list of project ideas 'Need inspiration for a VLIRUOS project? Here are some ideas for your project proposal' on our website, the Community talks, the publication 20 years of Impact - Sharing Minds, changing Lives, and on the integration of the SDG principles via the background document Theory of Change and methodological handbook.

Abbreviations

ANGC	Belgian Actor of Non-Governmental Cooperation
ATP	Administratief en technisch personeel (Administrative and Technical Personnel)
DGD	Directorate General for Development Cooperation and Humanitarian Aid
FYP	Five-Year Programme
GEO	Global Engagement Officer at level of a Flemish university of applied sciences and arts
HE&SI	Higher Education and Science Institution(s)
HEI	Higher Education Institution(s)
ICOS	Institutional Coordinator for Development Cooperation
IUC	Institutional University Cooperation
JSF	Joint Strategic Framework
MIP	Multi-Institutional Partnership
MSP	Multi-Stakeholder Partnership
SI	Short Initiative project
TEAM	TEAM project
ToC	Theory of Change
tJSF	Thematic Joint Strategic Framework
UASA	Universities of Applied Sciences and Arts
UOS	Universitaire Ontwikkelingssamenwerking (University Cooperation for Development)
VLIR	Vlaamse Interuniversitaire Raad (Flemish Interuniversity Council)
VLIRUOS	VLIR-Universitaire Ontwikkelingssamenwerking (VLIR-University Cooperation for Development)
ZAP	Zelfstandig Academisch Personeel (Independent Academic Personnel)