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TEAM 2026 information session

4 November 2025

Agenda session

13:00 – 13:05	**Opening of session/agenda**
13:05 – 13:45	General info & intro 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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sharing minds, changing lives

- 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

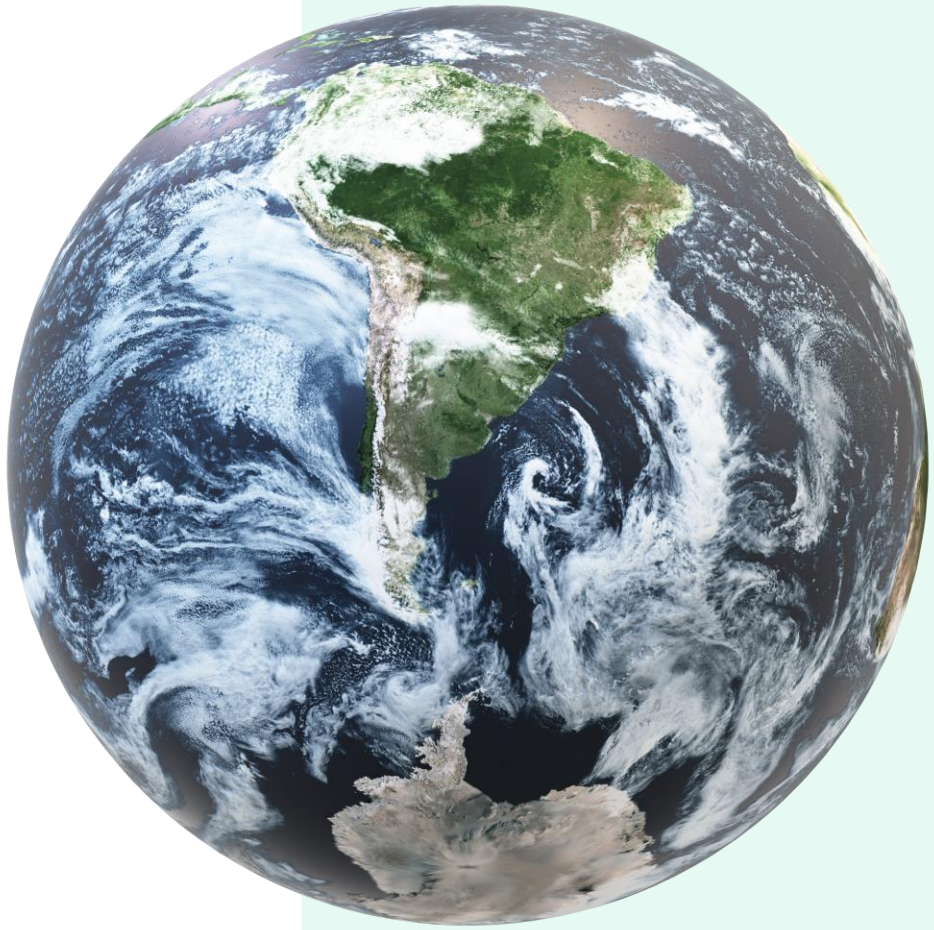
KdG Karel de Grote Hogeschool

LUCA SCHOOL OF ARTS

Odisee DE CO-HOGESCHOOL

THOMAS MORE

UCLL HOGESCHOOL



UN 2030 Global Agenda for Sustainable Development

Need for education and science, global citizenship and collaboration, critical reflection, flexibility and resilience

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**



How ? 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 partner country social and economic systems.

Drivers of change

Uptake in policy & practice in society

Academic & societal impact

Key features of all VLIRUOS programmes

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



Guiding principles





Countries, institutions, people



Interconnectedness: multidisciplinarity multi-institutional partnerships (MIP)



Multistakeholder partnerships (MSP)

Challenging international context

HIGHER EDUCATION & SCIENCE FOR SUSTAINABLE DEVELOPMENT

- Global conflicts
- Budget increase defence; overall **budget cuts**, esp. on development cooperation
- Academic freedom at risk; scholars & students at risk
- "**International** (development) **cooperation**"; mutual beneficial cooperation, equitable international cooperation
- **Belgium**: new approach of foreign affairs, aligning defence, development, diplomacy (3Ds)
- **Priority themes & concentration**: stability, climate & biodiversity, health, stronger focus on Africa (not exclusive)
- **Importance of concertation, collaboration**
  - International, European
  - Belgian level: Academic actors joined in a thematic consortium, other actors in Belgian development cooperation (Team Belgium, Enabel, ANGC, …)

Partnership principles

- Equal and mutually beneficial partnerships
- Diversity, equality and inclusivity
- Integrity
- Respect for democracy, academic freedom and human rights



TEAM 2026 Call info



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TEAM projects– Key features

- Teams of academics, in collaboration with other actors, that explore, build and deepen global academic and scientific partnerships
- Enhancing research and educational capacities of HE and science institutions in partner countries.
- Academic capacity building (education, research and/or HE management)
- Variety of approaches (PhD research, Joint (practice-oriented) research, curriculum development, staff & students' exchange, network building, ..)
- **Uptake in policy and practice in society**



TEAM projects (TEAM)

	TEAM
	5 years
	300,000 EUR
	17 partner countries
	Academics & institutions + societal partners
	Explore, build and deepen global academic collaboration / different approaches



Our countries



17 countries eligible for project calls – TEAM 2026

(New: Rwanda no longer included, Palestine confirmed)

Africa

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

Asia

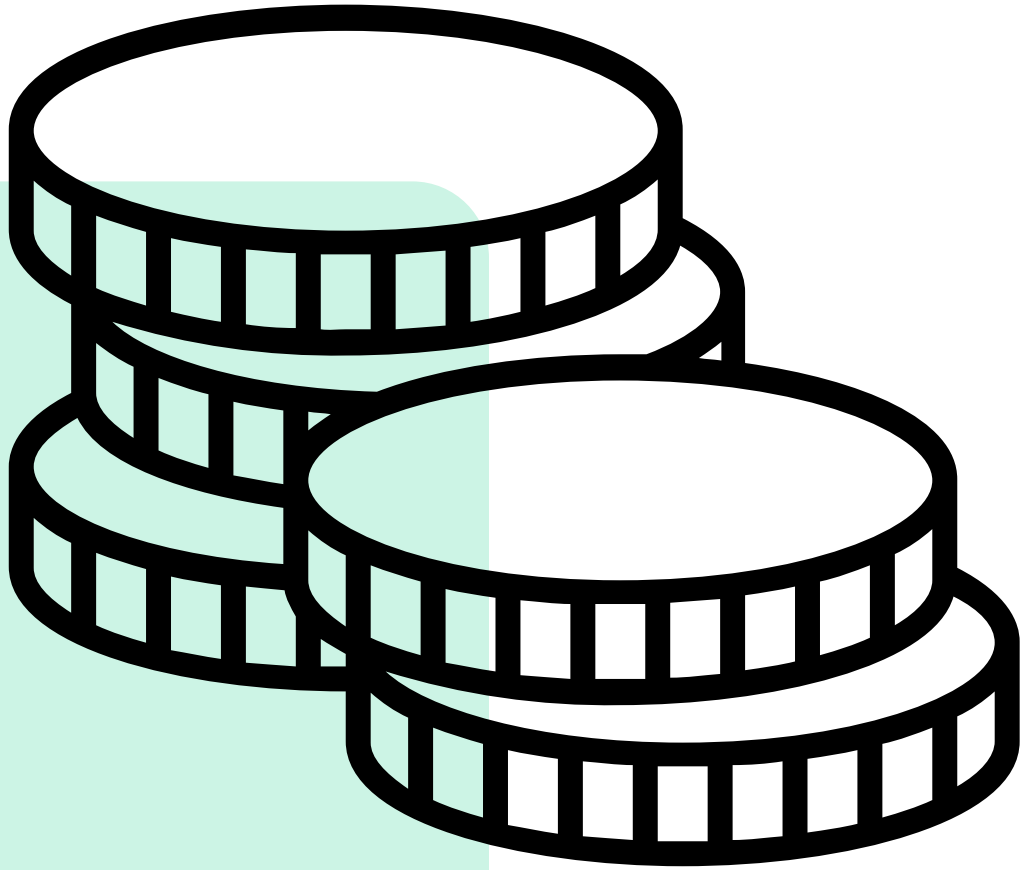
- Indonesia, Palestine, Philippines, Vietnam

South America

- Bolivia, Cuba, Ecuador, Peru

Budgetary framework

- Budget scope Call
  - max. 37 selectable proposals;
  - number per commission relates with submission rates
- The project budget amounts to a maximum of 300,000 EUR for 5 years
- As compared to previous TEAM Call: no bonuses for MSP/MIP, but these concepts remain important
- **Disclaimer** : The overall scope, budget and number of projects selectable in this call may be adjusted in case of imposed budget cuts in the federal budget for Belgian development cooperation.



Who can apply?

TEAM 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 2 TEAM 2026 projects in case they have no ongoing TEAM 2022/ TEAM 2024/ SI 2025 project • Former and present IUC partner institutions are fully eligible (except UMI-Morocco)

Selection procedure

- TEAM 2026 selected via **One (1) selection round !!**
  - As opposed to TEAM 2022/2024
  - Exception

- 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.

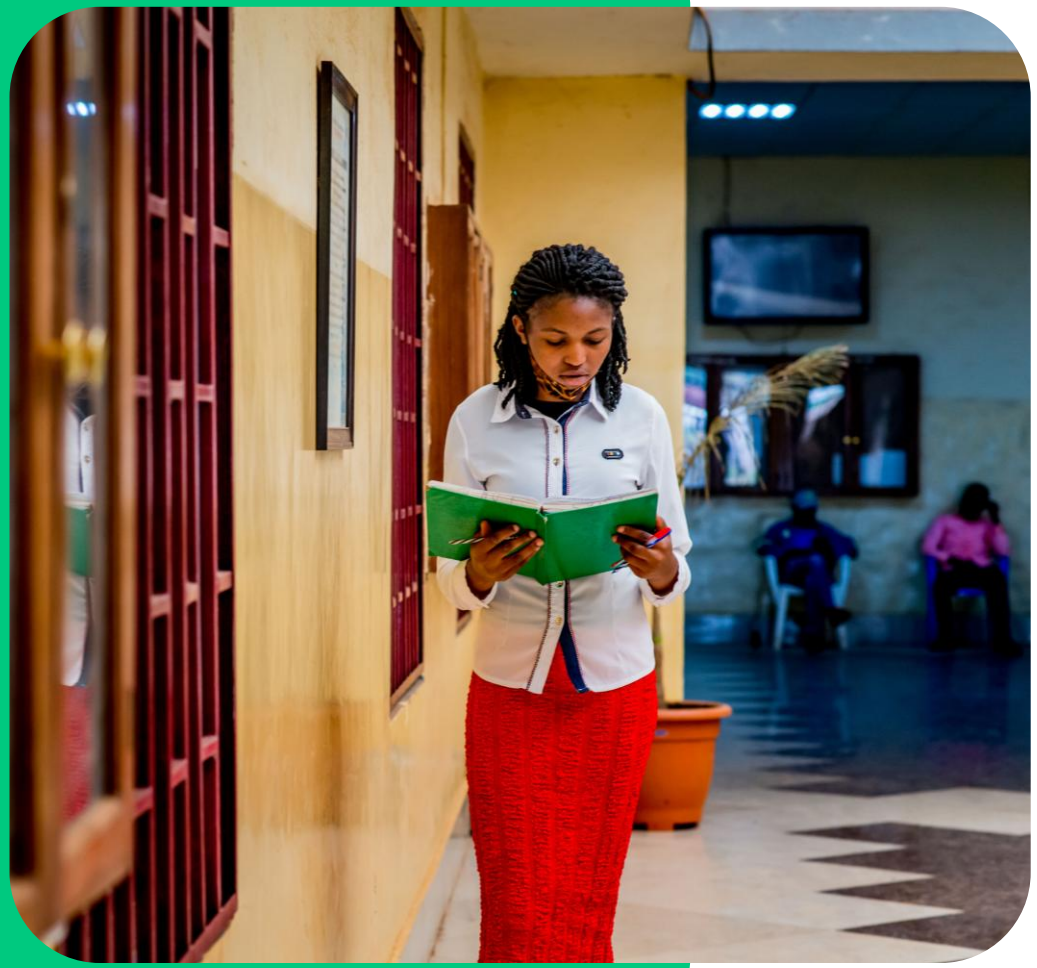


TEAM 2026 Call - Timeline

- Launch of the call: 21 October 2025
- Submission to VLIRUOS: 3 March 2026 (17h CET)
- Start project: 1 September 2026



TEAM 2026 formats



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Support & guidance offered

- Application through an online platform
  - VLIRUOS 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 VLIRUOS
- Role GEO at level of Univ.of Applied Sciences and Arts defined per Flemish university association

Call & formats

- TEAM 2026 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), and not by the person 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



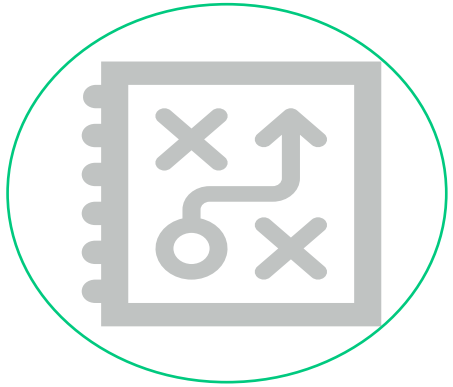
Module 1

- 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



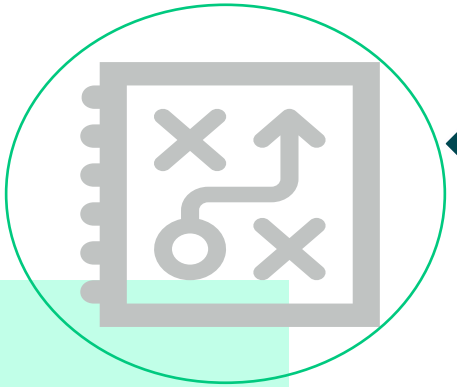
Module 2

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 VLIRUOS 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

Module 2

Developing a ToC – Key Question 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 **VLIRUOS standard outcomes** (cf. call document, see next slide)

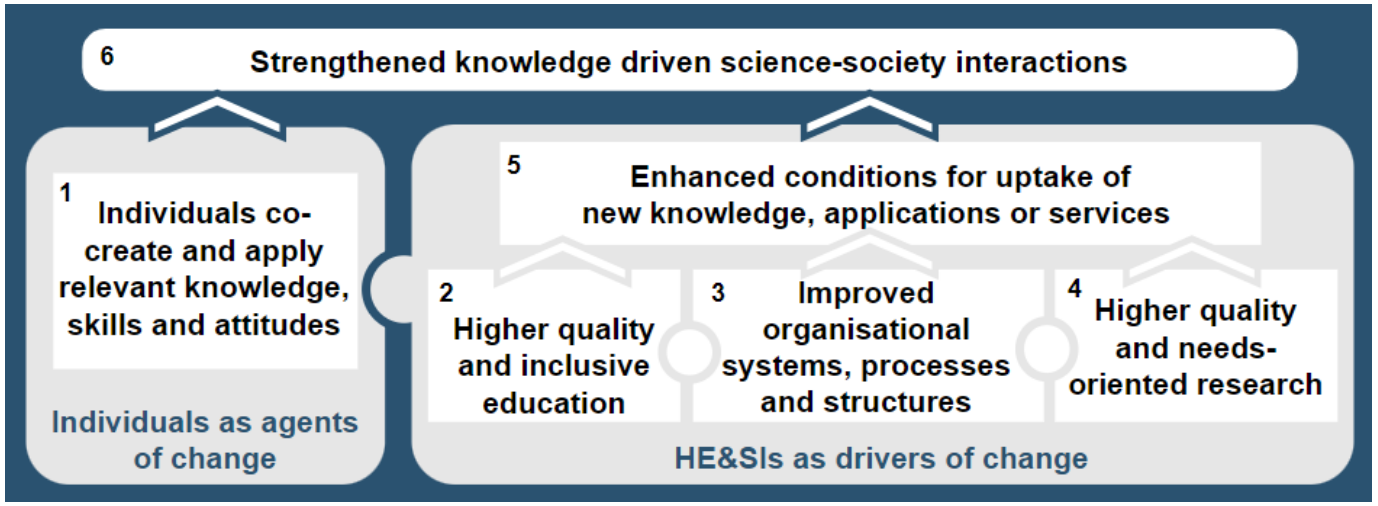
Point of attention: Reflect on the challenges for the sustainability of the project results after VLIRUOS funding ends => more elaborate in a separate section/question

Maximum 4000 characters

Select the relevant VLIRUOS outcomes to which your project aligns in the VLIRUOS tool (max. 3)

Alignment with VLIRUOS Strategy

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





TEAM projects typically contribute to a combination of VLIRUOS outcomes and should certainly link up with outcome (5) – creating the conditions for uptake.

Module 2

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 VLIRUOS project domains (Annex 1)

Elaborate on the (innovative) research/ pedagogic methods and approaches your project 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 VLIRUOS

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

Sustainability challenges

Module 2

Describe the challenges for the sustainability of the project results after VLIRUOS funding and the possible strategies to tackle those challenges.

Maximum 2500 characters

Organisation

Module 3

1. **Who is involved? => Annex 1**
2. **How is the project structured/organised? => Key questions**
3. **MSP/MIP set-up**

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. Who is involved ? (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: links to online CVs
  - ORCID ID for Flemish promoters
  - For partner promoters: ORCID ID if available, or other

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



Module 3

2. How is the project structured / organised?

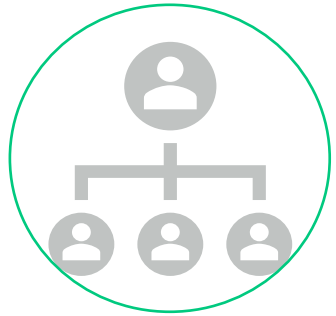
- Organisational structure
- Distribution of roles. How will the tasks be divided among the involved partners (local – Flemish) in a balanced way?

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

Organisation – MSP/MIP



Module 3

MIP / MSP set-up:

Please indicate (Yes/No) if you consider your project is a Multi-Institutional Partnership , meaning it structurally involves additional institutions of higher education in Belgium/locally, and/or whether it is a Multi-Stakeholder Partnership with non-academic actors.

In case **Yes**, then **explain the added value** of this MIP collaboration setting for the project, at the level of partner HE&SIs and/or Flemish HEIs; or at the level of the different actors in an MSP

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

Module 4

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

Module 4

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

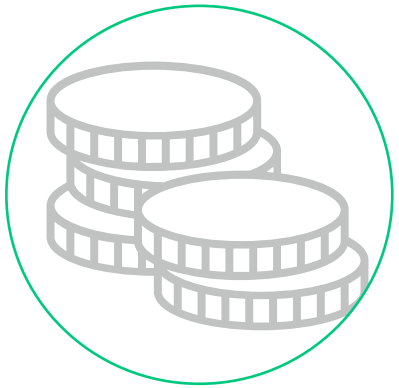
Elaborate on any coherence with:

- **other VLIRUOS 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, Enabel, Erasmus +, 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



Module 5

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	AY3 - S1	AY3 - S2	AY4 - S1	AY4 - S2	AY5 - S1	AY5 - S2

- **Activities are to be indicated per ‘intermediate change’ domain (column domain, drop down)**
- **Indicate activity per semester**

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
Tot
E. Coordination Costs
E.1. Coordination costs in Belgium
E.2. Partner coordination costs

Budget: value for money

Module 5

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

Particular attention :

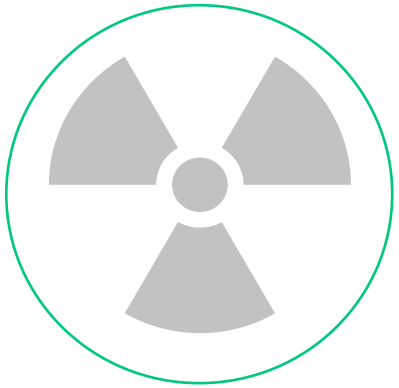
(a) any personnel costs,

(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



Module 6

MODULE NOT APPLICABLE FOR TEAM 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 organised per intermediate change domain (research, education, outreach, network& partnerships, systems/procedures)

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 VLIRUOS project
Number of new or substantially updated/revised Master programmes developed (curriculum) through the support of the VLIRUOS project
Number of new PhD programmes / doctoral schools developed and accredited through the support of the VLIRUOS project
Number of new course modules/trainings developed through the support of the VLIRUOS project

Monitoring

PEOPLE
Indicator
Number of Bachelor students directly supported by the VLIRUOS 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 VLIRUOS 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 VLIRUOS 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 VLIRUOS 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 VLIRUOS 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 VLIRUOS project (through a scholarship or project budget) that have graduated during the reporting year, contributing to the objectives of the project

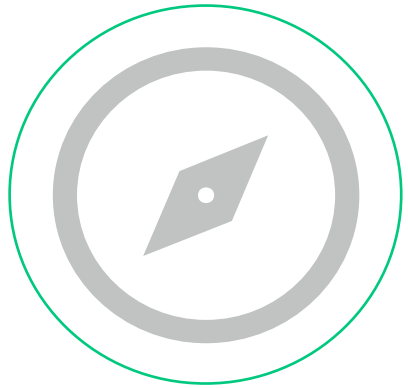
OUTREACH AND POLICY SUPPORT
Indicator
Number of (non-academic) extension/outreach/capacity-building activities realised (presentations, trainings, sensitisation activities...) through the support of the project, targeting communities, governments, civil society or private sector actors
Number of persons 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



Module 8

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

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

Use of AI

Confirm this proposal was developed together (partner in Flanders and partner country) and was not AI-generated (e.g. for the context analysis). If generative AI was used: explain how and to what extent

Maximum 1000 characters

Annexes

- **Annex 1: general information on team members, some coding (main & secondary SDG, OECD sector codes, ..), operational plan**
- **Annex 2: TEAM budget format**

Mandatory Annexes without format

- **Annex 3: CVs of the (main) promoters (in case not submitted as an online link)**

In the exceptional case that the project proposal is submitted by a Flemish postdoc, the CV of the Flemish co-promoter with min. 10% ZAP status should also be added. Same goes for a promoter that will reach the emeritus status.

- **Annex 4: Endorsement letter of the partner institution(s)**
  - institutional support letter, referring to the employment link of the main partner promoter with a (recognized 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
  - Cannot be signed by the local partner promoter(s) themselves.



Questions, remarks, reflections ?

Thank you!

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