



VLIR-UOS supports partnerships between universities and university colleges in Flanders (Belgium) and the South looking for innovative responses to global and local challenges.

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## List of abbreviations

ANGS	Actors of non-governmental development cooperation
CVO	Centre for adult education
DGD	Directorate General for Development Cooperation and Humanitarian Aid
GM	Global Minds
JSF	Joint Strategic Framework
HEI	Higher Education Institution
UOS	University Cooperation for Development
VLIR	Flemish Interuniversity Council
VLIR-UOS	VLIR secretariat for university development cooperation

# 1. Background

## 1.1. Context

### 2017-2021 VLIR-UOS five-year programme

From 2017 onwards VLIR-UOS has to organise the university cooperation for development (UOS) activities of the universities and university colleges based on country programmes rather than intervention types and (different) country lists.

In addition, VLIR-UOS must specify the connection between these interventions within the country programmes and the Joint Strategic Framework (JSF), which are compulsory for each country in which VLIR-UOS wishes to fund activities. These JSFs were developed by all ANGS, active in the relevant countries for a period of five years (2017-2021), and were approved by the minister in July 2016.

In the period 2017-2021 VLIR-UOS will support federally funded UOS activities of the Flemish universities and university colleges in 20 developing countries and in Belgium. For each of those countries, VLIR-UOS submitted a country programme, altogether forming the basis of the VLIR-UOS 2017-2021 five-year programme. VLIR-UOS was granted subsidies to implement the programme by the Ministerial Decree of 14 March 2017.

### VLIR-UOS Belgium programme

The VLIR-UOS Belgium programme comprises three parts or sub-programmes, each with its own specific objective contributing to various strategic goals of the JSF Belgium.

- Education and Scholarships
- Policy-supporting research
- Global Minds

The Travel Grant programme has been part of the Global Minds (GM) programme since 2017. GM aims to build and deepen the capacity and knowledge of the Flemish higher education institutions (HEI) with respect to university cooperation for development. The GM programme has three main objectives and the Travel Grant programme can be related to the third objective focusing on awareness raising: 'Students, employees and other stakeholders of Flemish HEI are more aware of development cooperation problems'.

## 1.2. Definition

With a travel grant, students at a Flemish university, university college or CVO in partnership with a Flemish university or university college, receive limited financial support so that they can make a study trip to a developing country. The study trip must be part of a recognised study component, such as an internship/work placement or a thesis, for which students can obtain a number of credits.

The Flemish universities and university colleges are responsible for awarding and administering the grants and for setting up a support process. VLIR-UOS funds the grants and is responsible for the programme framework and communication/harmonizing with the Directorate-General of Development Cooperation (DGD), which funds VLIR-UOS.

### 1.3. Theory of Change

The Travel Grant programme funds research stays or work placements/internships in developing countries by students of Flemish HEI as part of their training. Flemish students thus get the opportunity to gain practical experience in a developing country within an academic context, as well as to become more aware of development problems in a globalising world. Creating the necessary conditions to ensure that travel grant students leave well prepared and are properly supported when they return, are an important part of the scholarship programme and help students to capitalize on their experience.

The aim of the Travel Grant programme is to raise awareness among students by offering a thorough preparation, in combination with an experience in a developing country and follow-up upon return. Both preparation and follow-up are essential parts of the experience and help to ensure the sustainability and effectiveness/impact of the travel grants for global citizenship. The Travel Grant programme leads to students becoming more aware of development problems and acquiring specific global citizenship competences<sup>1</sup>.

Bearing in mind that annually around 500 students follow this process at the level of all Flemish universities and university colleges, it becomes clear that a critical mass of students is formed. Those students not only have an affinity to development cooperation but also take position as global citizens and advocate solidarity-based global citizenship to other students, teachers, friends and family. The effect on a wider group that is thus generated, both inside and outside higher education, can be seen as a major multiplier effect (impact). This is essential within the logic of the capacity building objective of the Global Minds programme as a whole.

In addition, there is a second, albeit implicit goal that relates to the receiving organisations in the countries of destination. Students always work together with a local organisation and a local supervisor, who are responsible for giving support locally. Students enter into dialogue with the local organisation and the local supervisor during the preparation of their work placement/internship or research, so that they can give shape to their project with due consideration of the needs of the local organisation and context. Those work placements/internships and research projects that are relevant to the local organisation and the wider social context in the developing world are the ones that are funded by a Travel Grant, ensuring that students make an effective contribution to the development goals of the organisation while undertaking a work placement/internship or research project.

This underlying Theory of Change of the Travel Grant programme can be represented in diagram form as follows:

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<sup>1</sup> Knowledge, skills, values and attitudes needed to contribute to a more inclusive, just and peaceful world (UNESCO definition).

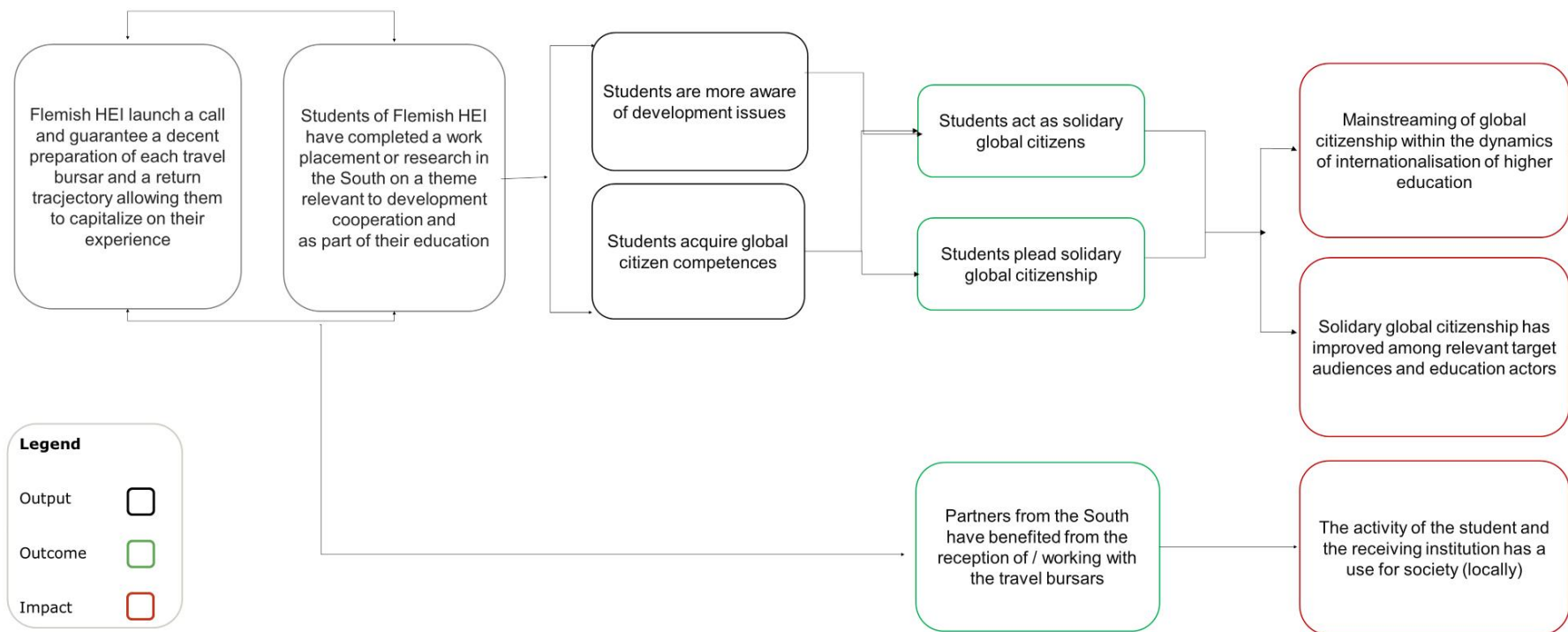


Figure 1: Travel Grant programme Theory of Change

## 1.4. One-time guideline

The GM programme and the Theory of Change constitute the framework for the Travel Grant programme. The follow-up and organisation of the Travel Grant programme will be shaped at the level of the individual higher education institution in accordance with the priorities within the institution policy and the individual GM programmes. This guideline however acts as a joint framework.

In principle, the guideline applies for the period 2018-2021 and replaces the annual calls. Therefore, VLIR-UOS will no longer launch an annual call. Rather, every year the universities and university colleges will translate the guideline into an institution-specific call to their students.

## 1.5. Joint framework, but with institution-specific accents

In their Travel Grant programme and institution-specific call, the institutions are invited to give special attention to the cross-disciplinary themes of environment and gender.

With regards to environment, it can be pointed out to students, for instance, that they should think about what more they could do to travel in a more environment-minded way.

To achieve a gender balance, more efforts could be invested in raising awareness amongst departments/programmes that attract mostly male students.

The institutions will clearly look for connections with their own diversity policy.

## 1.6. Monitoring and evaluation

Reporting on the Travel Grant programme occurs within the framework of the GM programme, in accordance with the indicators established by each institution. However, to ensure a consistent and aggregated report on the goals and results of the Travel Grant programme, all travel grant students are requested to complete a KAP survey (Knowledge, Attitude & Practice) as part of their application and report. In accordance with the Theory of Change of the Travel Grant programme, information is sought about “change” at the level of the Travel Grant student with regard to:

- Knowledge: What has the student learned? What knowledge and skills were acquired?
- Attitude: To what degree has the student’s attitude to development cooperation and development challenges in general changed?
- Practice: To what degree has the ‘practice’, the behaviour, of the student changed? What has the student done with the experience? Has any multiplier effect been seen?

This complements the GM reports in providing for coherent monitoring of changes in KAP of travel grant students and communication and reports on possible impacts of the Travel Grant programme as a whole.

As this information is collected through the database, the institutions do not have to take any extra steps or gather any additional information.



## 1.7. What has changed?

VLIR-UOS continues to define the basic concepts of the Travel Grant programme as part of the Global Minds programme, and the minimum standards, such as selection criteria, country list, budgetary aspects, alignment within the VLIR-UOS Belgium programme and alignment to the other ANGS within the JSF Belgium, because they are agreed with DGD and approved by DGD as part of the VLIR-UOS FYP. These aspects are part of this guideline and will no longer be defined in an annual call launched by VLIR-UOS.

In addition, in the coming years VLIR-UOS will fulfil more of a facilitating and less of a controlling function in guiding the Travel Grant programme process. Therefore, the selection no longer needs to be subject of a separate report to VLIR-UOS and VLIR-UOS will not validate the selection results separately. Clearly, the reporting obligation for REI remains, but in the form of an annual report about REI as part of the Global Minds programme.

The VLIR-UOS database remains to support the Travel Grant programme process. For the purposes of simplification, a number of changes have been made to the application form, the report form and the attachments students can upload.

## 2. Budget

### 2.1. Global Minds budget

The budget for travel grants is part of the GM budget of each institution or consortium of institutions.

Within GM there is a possibility of carrying over unused budget funds to the following budget year. The number of grants that can be carried over per institution is not set in advance, but at least 2500 grants (1250 grants for universities, 1250 for university colleges) should be allocated in the period 2017-2021. The exact number of travel grants per institution were stated in the respective GM programmes.

VLHORA is responsible for distributing the budget, and also the number of grants, of the university colleges. In principle, the distribution of the travel grants for the Flemish university colleges is calculated annually based on the number of students.

### 2.2. Maximum Travel Grant amount

The maximum amount that can be disbursed in a travel grant is €1,000. The institutions may opt to disburse a lower amount, but a travel grant can never be higher than €1,000.

### 2.3. Extra budget for persons with a disability

The institutions may opt to reserve a budget within the Global Minds programme to support students with a disability so that they are able to undertake a work placement/internship or research in a developing country. Students with a disability are thus able to apply for additional funding for extra care they might need at their destination (such as hearing devices, aids, accessible accommodation, appropriate transport and assistance). This extra funding cannot exceed €5,000 per person.

If students require extra support, they must state this explicitly as part of their application file and provide a clear cost estimate (in an attachment). The needs of the students determine how much extra funding they can receive.

If the institution permits extra costs on the basis of the application, at the end of the trip the student must submit a statement on which basis the institution can reimburse the costs (no more than €5,000).

## 2.4. Financial accountability

A travel grant can be seen as a lump sum. The institutions do not have to request any receipts from the students receiving a grant.

The moment students submit their grant application, they must state their agreement with a number of conditions set in advance by VLIR-UOS. This is deemed to be the same as signing an agreement.

As part of the accountability to DGD, VLIR-UOS will provide DGD with this guideline and an yearly overview of travel grants per institution. The institutions are expected to report on the Travel Grant programme as part of the Global Minds programme. If a budget is foreseen within GM to support students with a disability, this should be described in the Global Minds report as well.

## 3. Admissibility

This chapter sums up the admissibility criteria that should be met in order to be included in the selection procedure. As a general rule, every student is only permitted to submit one application in any one calendar year.

### 3.1. Profile

To be eligible for a travel grant, the student must meet the following criteria:

- The student must be enrolled at a Flemish university or university college under a diploma contract OR at a CVO with which a Flemish university college has a partnership under a diploma contract.
- The study component to which the stay in one of the countries of destination applies is part of a higher education course of study (levels EQF 5, 6 or 7).
- The student must be enrolled in one of the following courses:
  - HBO5 (associate degree)
  - Professional bachelor's degree
  - Academic bachelor's degree
  - Bachelor's degree after bachelor's degree
  - Master's degree
  - Master's degree after master's degree
  - Specific teacher training
  - Pre-master programme (switching from a bachelor's degree without graduation)
  - Master's degree preparation programme
- The student is a Belgian national or a citizen of a member state of the European Union or a member state of the European Free Trade Association (Liechtenstein, Norway, Iceland and Switzerland).

- The student's study at a Flemish university or university college is not part of a European exchange programme (such as Erasmus).
- The student has never received a VLIR-UOS Travel Grant before.
- During his or her study, the student has not received any other funding from DGD's development cooperation budget or another grant for a study trip to a developing country, such as the [Transition Fellowship Programme](#), [Asem-Duo](#) or [Generic Grants](#).
- The student must have followed a preparatory programme, providing him/her with the necessary information and skills in support of the stay in the country of destination. This is organised by his or her institution or association. Equivalent preparatory programmes are also accepted.

### 3.2. Destination

Travel grants are funded for trips to a limited number of countries. There are 32 countries in the country list for Travel Grants for 2018-2021. These are the 31 countries for which a Joint Strategic Framework (JSF) has been elaborated by the development cooperation sector on the order of the Minister for Development Cooperation. Suriname has also been added to this list, specifically for travel grants.

India was included in the country list for the 2017 call. It is not included in the country list for 2018-2021.

The following 32 countries are on the country list for 2018-2021:

Africa	Asia	Latin America
<ul style="list-style-type: none"> <li>• Benin</li> <li>• Burkina Faso</li> <li>• Burundi</li> <li>• Cameroon</li> <li>• DR Congo</li> <li>• Ethiopia</li> <li>• Guinea</li> <li>• Kenya</li> <li>• Madagascar</li> <li>• Mali</li> <li>• Morocco</li> <li>• Mozambique</li> <li>• Niger</li> <li>• Rwanda</li> <li>• Senegal</li> <li>• South Africa</li> <li>• Tanzania</li> <li>• Uganda</li> <li>• Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Cambodia</li> <li>• Indonesia</li> <li>• Palestinian Territories</li> <li>• Philippines</li> <li>• Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>• Bolivia</li> <li>• Cuba</li> <li>• Ecuador</li> <li>• Guatemala</li> <li>• Haiti</li> <li>• Nicaragua</li> <li>• Peru</li> <li>• Suriname</li> </ul>

### 3.3. Period

As a general rule, students must submit their grant application before they set off on their trip. The destination must be one of the aforementioned countries in the country list and the trip must last at least 28 consecutive days. There is no maximum period.

This guideline applies for the period 2018-2021, but every calendar year is deemed to be a separate, clearly defined *call* (for reporting to DGD). That means that every trip a grant is applied for, in a given calendar year X, must cover at least 28 consecutive days in that calendar year X. If this condition is met, any other part of the journey may also fall in the previous (X-1) or the next (X+1) calendar year, provided this forms a continuous period with the part that falls within calendar year X.<sup>2</sup> A calendar year always begins on 1 January and always ends on 31 December.

Because the call covers a calendar year, a grant application can be submitted by students in two different academic years. So for the call in calendar year X, a student may submit a grant application for the second semester of academic year X-1 – X and the first semester of academic year X – X+1. However, the same student can never submit a grant application more than once in the same calendar year (see above).

### 3.4. Goal and content

The student's stay in one of the countries of destination must be part of a recognised study component for which he or she is awarded study credits. That may be a work placement/internship or a thesis. Simply following classes in a developing country is not enough. On the application form the student must substantiate the development relevance of his or her activity.

Examples of activities and/or results:

- Work placement in a hospital as a nurse or doctor
- Work placement in a slum area with young people
- Work placement teaching music in a primary school
- Research into national parks and the impact for the local population
- Research into fighting agricultural pests
- Research into creative methods for learning foreign languages
- Research into the development of a hydroelectric power station
- Designing a prototype of a new structure, new form of education
- Designing a policy plan for green space
- Producing a film to raise awareness of HIV
- Designing mathematics exercise books for primary school
- Developing a strategy for eco-tourism connected to farming
- Developing a strategy for preventing child abuse
- Creating an informative website for the local partner

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<sup>2</sup> Example: a student submits a grant application for the calendar year 2018. As long as his or her trip lasts at least 28 consecutive days in 2018, the rest of his or her trip may fall in 2017 or 2019, provided this part forms a continuous trip with the days in 2018.

The student works with the local organisation in the country of destination. This may be a university, university college, hospital, local government, NGO, local enterprise with a social purpose, association and so on. The work/research placement allows for the student's personal development and for gaining global citizen skills but equally important is that the receiving partner clearly benefits from the work of the student.

## **3.5. Preparation**

### **3.5.1. Flemish supervisor**

The student can begin his or her preparation on the basis of a theme he/she chose or by looking for a supervisor in Belgium with whom he or she wishes to work.

In the former case, the student must try to put together an outline of the theme of the project, which can then be used to look for an appropriate, interested supervisor. The Flemish supervisor must be a professor or teacher at a university or university college in Flanders. He or she must have the necessary knowledge and experience to supervise a student in the relevant field of study. Students that do not yet have a theme can look for a supervisor at their own university or university college. Supervisors often seek motivated students for interesting project proposals of their own.

Students can find practical tips for travelling abroad in connection with their studies or as a volunteer at the [Go Strange!](#) website. Research requests from the developing world and scientific questions from organisations may be posted on [www.wetenschapswinkel.be](http://www.wetenschapswinkel.be).

Some professors and teachers are involved in cooperation programmes with partner institutions in a developing country, some of them funded by VLIR-UOS. VVOB also offers work placements as part of their programme ([www.vvob.be](http://www.vvob.be)). In some cases, students can get involved in these partnership programmes.

Students must attach a letter of recommendation from the Flemish supervisor to their grant application. In this letter, the supervisor confirms that he or she will supervise the student.

### **3.5.2. Local supervisor in the destination country**

In the destination country, the student selects a local supervisor in consultation with the Flemish supervisor, to help with the preparations and supervise the student during the stay. Consequently, the supervisor must have the appropriate knowledge and experience to supervise a student in the relevant field of study. The local supervisor is employed by or associated with the organisation where the student is doing the work placement or conducting research.

The student invites the local supervisor to send a letter of recommendation confirming that he or she will supervise the student locally. The student should attach this letter to his or her grant application.

The application of the student must clearly show that he/she has made the necessary agreements with the local supervisor and possibly other staff members of the local organisation.

### 3.5.3. Practical and content-specific support

A study stay in a developing country demands thorough preparation, monitoring and results, in both practical and content-specific terms. With that in mind, a complete process is provided for these three steps.

The Flemish universities and university colleges help students with their practical and content-specific preparations. The preparation consists of joint information sessions and trainings, possibly with a document folder or individual supervision. Practical concerns include buying a flight ticket, taking compulsory travel insurance, getting the appropriate vaccinations and medicines, securing a visa for the destination country and any research permit, local accommodation, and so on.

Students must take travel insurance covering at least cancellation, third party liability, accidents, illness and repatriation. Students should also take the necessary steps to heed the following advice before departure:

- The medical advice of the Institute of Tropical Medicine in Antwerp ([www.itg.be](http://www.itg.be)).
- The travel advice of the Federal Public Service Foreign Affairs, Foreign Trade and Development Cooperation ([travel advice](#)), where applicable adapted by the relevant body of the higher education institution.

Students are also advised to register on the website [travellersonline.diplomatie.be](http://travellersonline.diplomatie.be). This is where Foreign Affairs gathers data on people staying abroad. In the event of a crisis, such as a natural disaster, an attack or an accident, Foreign Affairs can use this data to get in touch quicker with Belgian nationals (and their families) to offer help .

Research or a work placement in a developing country should not be considered a holiday. Students work with local people and are introduced to local cultures that tourists scarcely have access to. Among other things, the success of the stay depends on how well the student manages to adapt to the local environment. Thorough intercultural preparation is therefore a must. Students are also expected to make proper agreements with their Flemish and local supervisors on the activities they will undertake in the destination country.

It can be worthwhile for students to share their positive and negative experiences with other students after they return. The university and university college can decide if and how they organise meetings in support of this.

## 4. Submission

### 4.1. Database

Students must submit their grant application through the online database that VLIR-UOS makes available to this end. VLIR-UOS ensures that the database is opened on 1 January of the calendar year prior to the calendar year of the call. That means that the 2019 call will be opened in the database on 1 January 2018. That gives students time to submit their grant applications and the institutions time to organise their selections. Obviously, the 2018 call can no longer be opened on 1 January 2017. It will be opened in October 2017.

The database is available at [data.vliruos.be](https://data.vliruos.be). The ICOS of the university or university college can also access this database and can follow up the grant applications there.

There is a manual available for the ICOS, describing the steps and actions he or she must and can take to properly handle his or her grant applications in the database. This manual can be accessed on the [VLIR-UOS website](#).

Students also have a manual setting out the correct procedure for submitting grant applications. This manual can be accessed on the [VLIR-UOS website](#). The ICOS or the student can email [data@vliruos.be](mailto:data@vliruos.be) with any questions about the database or to report a technical problem.

The forms in the database are in English. That means that, as a rule, students must complete their grant application in English. However, students must complete their grant application in French if French is the language spoken in the destination country. For Suriname students are permitted to complete their grant application in Dutch if their supervisor is also a Dutch speaker.

## **4.2. Documents**

Students should not only complete the form in their grant application, they must also upload a number of documents. These documents must be uploaded as PDFs. As well as the documents below, each university or university college may also ask students to upload additional documents. These may be in various formats (not only PDF).

### **4.2.1. Student's cover letter**

Students provide more information on why they want to go to one of the countries of destination for a work placement or research in a signed cover letter of no more than one page. This is a document in which students are able to shed light on their personal background and distinguish themselves from other students that are applying for the same project. This document must be written in English, or in French or Dutch if the student completes the grant application in that language (see above). This document must be uploaded as a PDF.

### **4.2.2. Letter of invitation of the local supervisor**

In a signed letter of invitation or email of no more than two pages, the local supervisor confirms that they will support the student and accept the assignment. In doing so, the local supervisor confirms that the student will receive local supervision. If the local supervisor does not understand Dutch, English or French, this document can be written in another language. In that case, the student must provide a translation in English, French or Dutch. This document must be uploaded as a PDF.

### **4.2.3. Letter of recommendation of the Flemish supervisor**

The Flemish supervisor may write a letter of recommendation or an email of no more than one page, but this is optional. If the Flemish supervisor opts not to do this, he or she must sign or stamp the letter of invitation of the local supervisor to confirm that he or she has read this letter and agrees with its contents. By means of one of these documents, the Flemish supervisor confirms that he or she will support the student and accepts the assignment. If the supervisor writes a letter, he or she may provide

additional information on the context of the assignment (such as contacts with local institutions, organisations or partners and the cooperation framework of the project). This document must be uploaded as a PDF.

## 5. Selection

### 5.1. Selection system

Every university and university college is responsible for selecting their own Travel Grants in accordance with the shared selection criteria (see 4.2).

The universities and university colleges register the selection results in the VLIR-UOS database. There are three possible selection outcomes. If an application does not meet the selection criteria it will not be selected (C). If all selection criteria are met the application may be given the status of full candidate (A) or reserve candidate (B). A reserve candidate may be eligible for a Travel Grant if a full candidate does not take up his or her Travel Grant or if the decision is taken after round 2 to award the grant to a B scholar from round 1 (without this person having made a second submission). The candidates with the best applications (proposal and motivation) are given priority, based on a ranking. In the event of a tie, the grant will preferably be awarded to a student that was entitled to a study scholarship the year before.

For more information about the various steps in the database, see the [manual](#).



## 5.2. Selection criteria

The selection criteria were drawn up in accordance with the Theory of Change of the Travel Grants programme. They assess aspects at the input level (quality of supervision and quality of the student) and what can be (potentially) achieved at output and outcome level (the potential of the work placement or research project to enable the student to acquire world citizenship competences and the degree to which the work placement or research project the Travel Grant is applied for has local or social added value).

The criteria are described with a number of descriptors. Although not comprehensive, this list of descriptors can help the selection committee to interpret the underlying goal of the criterion. The list can also be supplemented with other questions.

Lastly, reference is made to a number of questions and documents in which the selection committee can find answers to the descriptors.

Criteria	Descriptors	Information and relevant questions <sup>3</sup>
Local / social added value <i>(output)</i>	<ul style="list-style-type: none"> <li>To what degree does the receiving institution ask for the student to perform his or her range of duties in his or her institution?</li> <li>To what degree has the receiving institution been involved in shaping the student's range of duties?</li> <li>Is the student's range of duties geared to the needs of the local institution?</li> </ul>	<ul style="list-style-type: none"> <li>Letter of invitation from the local institution/supervisor</li> <li>Cover letter of the student</li> <li>Q: <i>What kind of support will you receive from the supervisor and the institution in the South during your assignment?</i></li> <li>Q: <i>How do you think the institution in the South will benefit from the results of your assignment? Have you discussed this with the institution in the South?</i></li> <li>Q: <i>How do you think conducting your assignment in the South can be an added value and on what levels (e.g. to your educational career, professional career, personal development, institution South etc.)?</i></li> </ul>

<sup>3</sup> The questions in this table are taken directly from the Application Form in the VLIR-UOS database.

<p>World citizenship (output/outcome)</p>	<ul style="list-style-type: none"> <li>• Does the student's stay contribute to the acquisition of knowledge, skills, values and attitudes needed to contribute to a more inclusive, just and peaceful world?</li> <li>• Is the student able to cope with intercultural differences?</li> <li>• To what degree does the student show willingness to integrate into the local society?</li> </ul>	<ul style="list-style-type: none"> <li>• Cover letter of the student</li> <li>• Q: <i>State other experience that is relevant to your assignment in the South</i></li> <li>• Q: <i>Why and how did you choose this destination and assignment?</i></li> <li>• Q: <i>How do you think conducting your assignment in the South can be an added value and on what levels (e.g. to your educational career, professional career, personal development, institution South etc.)?</i></li> <li>• Q: <i>How have you prepared for your assignment?</i></li> </ul>
<p>Quality of supervision (input)</p>	<ul style="list-style-type: none"> <li>• Have clear agreements been made?</li> <li>• Are the mutual expectations of student and receiving organisation clear?</li> <li>• Are other experts involved in supervising the student and the expected quality along with the supervisor in the developing country and the supervisor at the Flemish institution?</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of invitation from the local institution/supervisor</li> <li>• Q: <i>What kind of support did you get from the institution in the South and your supervisor in the South in preparing for your assignment?</i></li> <li>• Q: <i>What kind of support did you get from your home institution and field of study in preparing for your assignment?</i></li> <li>• Q: <i>What have you arranged for your stay and what have you agreed on with your supervisor South with regards to housing, transport, local assistance, etc.?</i></li> </ul>
<p>Quality of the student (input)</p>	<ul style="list-style-type: none"> <li>• What is the quality of the student's practical and content-specific preparation?</li> <li>• Is the student able to show that he or she has been preparing his or her stay in the developing world for a long time?</li> <li>• Does the student have the right motivation?</li> </ul>	<ul style="list-style-type: none"> <li>• Cover letter of the student</li> <li>• Q: <i>How have you prepared for your assignment?</i></li> <li>• Q: <i>What kind of safety measures have you taken and will you be taking during your stay?</i></li> <li>• Language skills</li> <li>• Planning</li> </ul>

## 6. Disbursement

VLIR-UOS pays the contractually agreed grant for the Global Minds programme to the institutions and VLHORA. Given that the Travel Grants programme is an integral part of Global Minds, separate payments for travel grants are not necessary. VLHORA will pay the grants in accordance to the contracts between the organisation and the different university colleges.

The institutions also pay the grant sum set by them (not higher than €1,000) to the relevant students. The institutions can decide for themselves when they pay students and whether they do so in instalments. However, VLIR-UOS does not recommend immediate payment of the full sum before the student has finished his or her report. By not paying the whole sum, the institution has a way of stimulating the student to complete this report.

## 7. Reports

### 7.1. Reports by the student

Students are not entitled to a travel grant unless they complete the report in the VLIR-UOS database within one month after returning from the trip. If the student only returns in year X, the report must be completed no longer than 1 March of X, even if the student is still on location. As a rule, the report should be completed in English, although it may also be completed in Dutch. If so desired, the institution may ask the student to submit a hard copy of the report to the ICOS.

The student must also have the local supervisor complete a final evaluation. The final evaluation may be provided in any format, although VLIR-UOS does provide a template in a number of languages to serve as inspiration. The templates are available in four languages (Dutch, English, French and Spanish) on the VLIR-UOS website. If the final evaluation is written in Spanish (or some other language), the student must provide a translation in Dutch, English or French. The local supervisor must sign the final evaluation. Therefore, students are advised to get the local supervisor to complete and sign the form before their return. For students who are unable to get the local supervisor to complete and sign the form during their stay, the fax or scan of the signed form may also be submitted.

Once students have completed all fields in the report in the database and uploaded their final evaluation, they can confirm the definitive status of their report and forward it to the ICOS. The ICOS evaluates the report and may return it to the student if it is incomplete or unclear. The ICOS then makes a note on the grant application stating whether the report meets his or her expectations.

For more about the various steps in the database, see the [manual](#).

### 7.2. Reporting to VLIR-UOS

VLIR-UOS no longer checks the selections made by the institutions, but it does conduct a meta-check based on the admissibility criteria at the time of reporting. Each institution does have to provide VLIR-UOS with a one-off description of its procedure for calls and selection. VLIR-UOS does not need to be

notified if any changes are made. VLIR-UOS draws up a consolidated summary of the various systems for DGD.

The report on the Travel Grant programme for calendar year X is expected from the institutions no later than 1 March X+1. As a rule, this report only consists of stating on each student's grant application whether this student actually received a grant from the institution. So VLIR-UOS does not expect to receive anything from the ICOS. The status of the grant applications on 1 March X+1 is deemed to be the report.

After the meta-check has been completed, the institutions are able to process the information and data relating to Travel Grants as part of their Global Minds report. This is expected latest by 31 March so that VLIR-UOS is able to report to DGD no later than 30 April in accordance with IATI.

## 8. Appendices

All appendices to the guideline can be accessed or downloaded at the [VLIR-UOS website](#).

### 8.1. Guides

- [Appendix 1: Manual ICOS databank Reisbeurzen \(NL\)](#)
- [Appendix 2: Manual students database Travel Grants \(EN\)](#)

### 8.2. Formats

- [Appendix 3a: Modelbrief lokale supervisor \(NL\)](#)
- [Appendix 3b: Model letter local supervisor \(EN\)](#)
- [Appendix 3c: Modèle de lettre superviseur local \(FR\)](#)
- [Appendix 3d : Modelo carta supervisor local \(ES\)](#)
- [Appendix 4a: Evaluatieformulier lokale supervisor \(NL\)](#)
- [Appendix 4b: Evaluation form local supervisor \(EN\)](#)
- [Appendix 4c: Formulaire d'évaluation superviseur local \(FR\)](#)
- [Appendix 4d: Formulario de evaluación supervisor local \(ES\)](#)

### 8.3. Other

- [Appendix 5: Read version Application Form](#)
- [Appendix 6: Final stipulations](#)