ITP formulation guidelines

Supporting powerpoint intro to
the formats and guidelines
ITP 2023 Call

12 Dec 2022
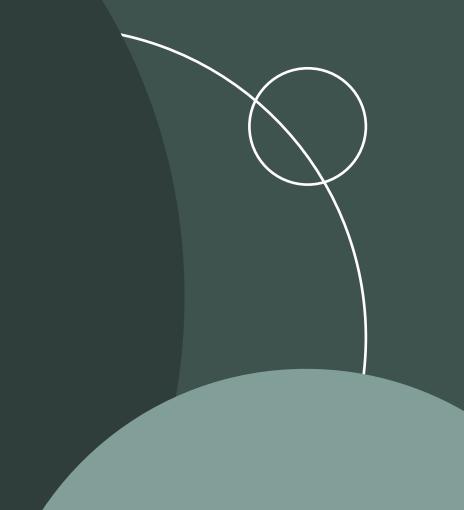
vliruos
SHARING MINDS, CHANGING LIVES

Summary

1. Introduction

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

2030 Agenda

2030 Agenda for Sustainable Development

Revised Theory of change, with standardized goals, outcomes and intermediate change domains

SDG Principles as a starting point to integrate transversal & priority themes:

- Leaving No One Behind (LNOB)
- Multistakeholder partnerships
- Interconnectedness

Priorities

Connect4change

Valorisation

Collective learning

2030 Agenda for Sustainable Development

- Strengthen interactions between Science and Society
- Coherence and complementary (local/international)
  Country strategy approach
  → **Agenda 2030 centred approach** (SDG Voluntary reviews)
    - Thematic strategic framework on HE4SD
    - Inter-institutional collaboration (between HEI)

Key features of ITP

- Focus on capacity building of professionals through short-term training

  - Trainees becoming agents of change
  - Their professional context as driver of change

- Max. duration of 3 years, including training modules for a max. of 6 months

- Organised in (i) Flanders, (ii) partner countries, or (iii) mixed - hybrid (online or blended)

- Flexibility: preparatory and follow-up activities

- Several editions, min. 8 scholars for each edition

- 2 types:

  - Academic training programmes
  - Transversal organisational capacity building
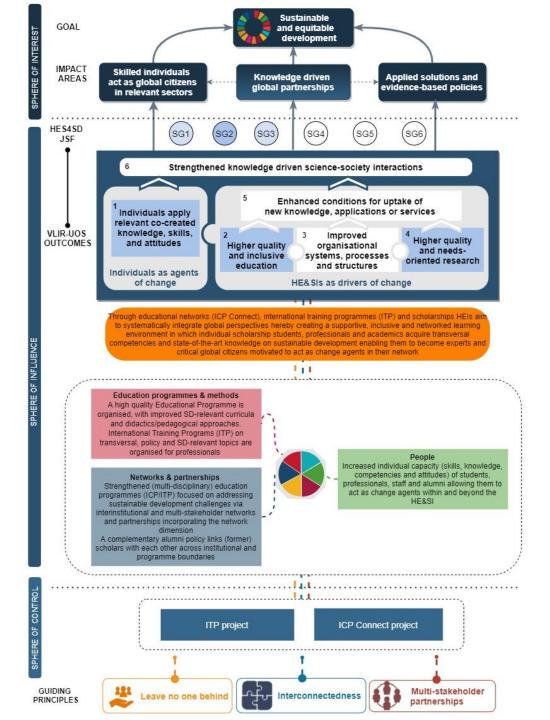
- Max. budget per ITP: 150.000€

SPHERE OF IN...

Education programmes & methods
A high quality Educational Programme is organised, with improved SD-relevant curricula and didactics/pedagogical approaches. International Training Programs (ITP) on transversal, policy and SD-relevant topics are organised for professionals
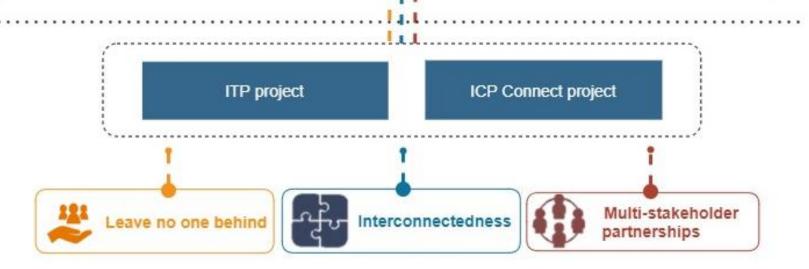
Networks & partnerships
Strengthened (multi-disciplinary) education programmes (ICP/ITP) focused on addressing sustainable development challenges via interinstitutional and multi-stakeholder networks and partnerships incorporating the network dimension
A complementary alumni policy links (former) scholars with each other across institutional and programme boundaries

People
Increased individual capacity (skills, knowledge, competencies and attitudes) of students, professionals, staff and alumni allowing them to act as change agents within and beyond the HE&SI

SPHERE OF CONTROL

ITP project

ICP Connect project

GUIDING PRINCIPLES

Leave no one behind

Interconnectedness

Multi-stakeholder partnerships

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

Target groups

- Define target groups

- Define recruitment strategy

- Define selection procedure

Points of attention

- Target groups: professionals

- A 40-60% balance between male and female

- No age limitations for participants

- Reasonable cross-section of trainees from different countries and regions

- Attention for vulnerable groups

- 'Leave no one behind' principle, we want to give as many new applicants as possible a chance to receive a scholarship

Eligibility of countries

17 project partner countries:

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

- Latin America: Bolivia, Cuba, Ecuador, Peru

- Asia: Indonesia, Philippines, Vietnam

+

Belgium

Eligibility of scholars

- Scholarship candidates have to be a national and resident of one of the **29 VLIR-UOS scholarship countries**.

- OR an **employee of a target organisation** (HEI, NGO, SME, …) in one of the 17 VLIR-UOS partner countries (candidates exceptionally can have a different nationality, but this should be a **minority**)

2. Formats and guidelines

Revised formats and guidelines

- Formats and guidelines: standardisation, simplification (e.g. less text/annexes), digitisation
- ToC concept with standardised VLIR-UOS outcomes and intermediate change domains
- Modular approach for project info

- Online submission tool further optimised
- Updated Scholarship & financial guidelines
- New: requirements for ITP projects simplified

Support & guidance offered

- These powerpoint guidelines for the formulation of an ITP

- Formats (**working doc**, you need to fill out the modules in the online project submission tool to access):
  - Word template as a working document and outline for online submission of information via the online tool
  - Excel template for Module 3 (organisation) and 5 (activities)

- Support videos will become available on the website
- Available in case you want to read more: Theory of change and methodological guide (support document) with background information, tips and tools & **checklist** for **integrating SDG principles** per module

Available resources

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

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

- Selection system document and Gender policy document

Content: 8 modules

1: Context / problem analysis

2: Project strategy (Impact statement and ToC)

3: Organisation

4: Stakeholders and coherence

5: Planning & budgeting

6: Risk management

7: Monitoring

8: Learning and steering

Context analysis

1. Sustainable development context
2. Individual and organisational capacity building context

ESSENCE
Develop a broad – and shared – understanding of the system in which the desired change is needed. The context analysis justifies the **importance / relevance** of the project, delimits the **scope** and contextualizes the **reasons** why the project is needed (i.e. interconnected **problems** being faced).

Sustainable development context

Describe the key sustainable developmental challenge(s) that the project wants to tackle and its **global, regional, or local context** (including local and national policies, and the key actors involved).

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

Maximum 3000 characters

Checklist SDG principles

LNOB	❑ Have you identified which groups are (at risk of being) left behind within the intervention area (country, region) and from what they are excluded? ❑ Have you analysed why they are left behind and by whom they are excluded (considering intersecting factors)? ❑ Have you formulated clear definitions or criteria for poverty, marginalization, exclusion, …? ❑ Does your analysis include the perspectives of those (at risk of being) left behind? ❑ Have you conducted a gender analysis which examines the differences in women's and men's needs, roles and responsibilities, daily routines and activities, and access to and control over resources, services and decision-making, including those that lead to social and economic inequalities?
INT	❑ Have you gained a solid understanding of the important interlinkages in the system in which you are working? ❑ How are these issues linked? What are important co-benefits and trade-offs (e.g. environmental – economic trade-offs)?
MSP	❑ Do you have a solid understanding of the relevant actors and their relationships in the system in which you are working?

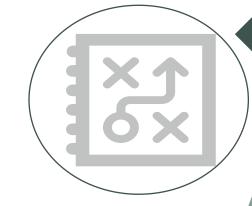# Individual and organisational capacity building context

- Analyse **capacity constraints** at the level of the targeted audience and their needs and priorities
  - individual level of potential participants
  - organisational level
- Added value of the project ?
- Contribution of shared ownership

Maximum 3000 characters

Project strategy

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

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

Developing a theory of change

Narrative description of the project strategy and the change process

Describe your project strategy along 3 key questions.

A fully-fledged ToC is <u>not requested</u>, rather the alignment of your project with the general VLIR-UOS ToC.

Key questions
1. What is the long-term change to which you want to contribute **= Why ?**
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 in a narrative text** how this long term change refers to the sustainable development related objective or dream (=impact) to which the project wishes to contribute (in line with Agenda 2030 and the SDGs) = **Why and for who?**

   ⌐ *Maximum 1500 characters*
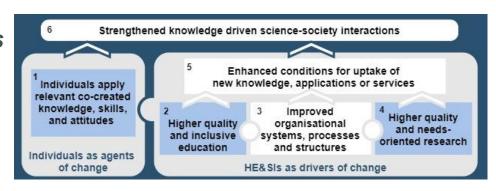
Developing a ToC – Key Question 2

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
How these align with the **VLIR-UOS outcomes** (cf. call document)

Maximum 4.000 characters

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

Points of attention ToC

Highlight the project priorities in terms of the **3 SDG principles** :

- Interconnectedness with integration of gender and environment
- Coherence, interinstitutional collaboration and Multi-stakeholder partnerships
- Leave No One Behind (LNOB; with integration of gender equality)

Developing a ToC – Key Question 3

How do you want to do it?

Explain how :
- Describe operational and methodological approaches
- Identify key deliverables and activities

→ Activities are to be organized according to the six standard VLIR-UOS project domains

Elaborate on the (innovative) pedagogic methods and approaches your ITP will use.

Maximum 6.000 characters

Developing a ToC – Sustainability

Challenges for the sustainability of the project results after VLIR-UOS funding + possible strategies
What results would you hope to sustain
- at the level of trainees and their professional context
- as an ITP
- Which **post-training activities** could help to stimulate the sustainability of the training and the transfer of the individual skills and knowledges towards the professional context of the trainees?
- How do you expect trainees to **apply the obtained knowledge** and skills in **their home countries/professional context** and how will this contribute to local institutional capacity building?
- How will the **follow-up after the training** be organised (post training activities, alumni,…)?

Maximum 2.500 characters

Organisation : Annex 1

How do you want to do it?

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. Preference: online links to CVs
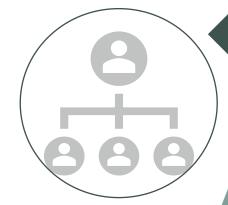
TEAM MEMBERS
Please provide information on all team members in your project.

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.***
*- Please provide **only one** Flemish promoter and at least one Partner promoter. Multiple partner promoters can be added, if relevant.*
- Please note that the curriculum vitae is only mandatory for promoters.
- Further explanations are provided below when you click the header of each column (e.g.

First name	Last name	Role in the project	Email address	Nationality	Gender	Institution	Institution (free field)	Department/unit	Function within the institution	Experience and contribution to the project	Curriculum vitae (link)

Organisation

1. Who is involved?
2. How is the project structured/organised?

ESSENCE
Describe **who** is (internally) involved in the implementation of the project – and how. Clarify the **structure of the organisation** and assigned **roles** and responsibilities of individuals working on the project.

Organisation

Key questions
- Who is involved and what are their roles / responsibilities?
- How is the project structured / organised?
- How will the tasks be divided among the involved partners (local – Flemish) in a balanced way?

Maximum 2.500 characters

Use Excel format for the organisation details related to question 1

Organisation

Selection criteria for candidate-participants

- Examples
    - Academic level (master, PhD, etc.)
    - Domain(s) of previous education
    - Professional expertise
- Describe the procedure (incl. selection commission) to select (scholarship) candidates.

⌐ *Maximum 2.500 characters*

Targeted communication and recruitment policy

- Focus on specific region or country or specific background (LNOB)
- How will you target
    - participants from the VLIR-UOS scholarship list
    - male and female participants in a 60/40 ratio

⌐ *Maximum 2.500 characters*

Stakeholders and coherence

1. Identification
2. Analysis
3. Strategies for stakeholder engagement & uptake
4. Coherence: internal & external

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

Stakeholders management

What ?

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

Identify the project's **3 most important stakeholders**

How manage / engage with them

- employers of the trainees e.g.

Approach

Maximum 3.000 characters

Coherence

Coherence is about the complementarity of the project with the actions and networks of other actors and/or other HES4SD initiatives. Elaborate on any coherence with:

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

Please note that lessons learned from previous experiences from earlier projects and/or between the projects partners fit under Module 8.
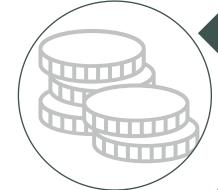
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Planning and budgeting

1. **Operational plan**
2. **Budget**

ESSENCE

Focus on how the project will contribute to the set goals in the six project domains. It specifies what activities must be done to achieve a particular goal (or goals), when they need to be done and who is going to do them. Includes both the **outputs that need to be delivered and the financial & human resources attached to it.**

Activities : Annex 1

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	AY1 - S1	AY1 - S2	AY2 - S1	AY2 - S2	AY3 - S1	AY3 - S2

Budgetfile : Annex 2

Budget lines
A. Investment costs
A.1. General investment costs
A.2. Vehicles
A.3. ICT
B. Operational costs
B.1. General: goods & services
B.2. Dissemination & uptake (events)
B.3. ICT (operations and services)
B.4. International mobility & subsistence
B.5. Local mobility & subsistence
C. Personnel costs
C.1. Employment contracts
C.2. Topping-up
D. Scholarship costs
D.1. Short term scholarship allowances in Belgium
D.2. Study scholarship allowances in Belgium
D.3. Research scholarship allowances in Belgium
D.4. Short term scholarship allowances in partner country
D.5. Study scholarship allowances in partner country
D.6. Research scholarship allowances in partner country
Total A-D
E. Coordination Costs
E.1. Coordination costs in Belgium
E.2. Partner coordination costs
TOTAL

Budget: value for money

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

Particular attention :

(a) any personnel costs,

(b) investment costs or

(c) scholarships that do not fall under the general scholarship guidelines

A **minimum of 8 scholarships** per training/edition needs to be provisioned

If relevant, identify what parts of the budget will be managed by which partner (Flemish/partner HEI(s)).
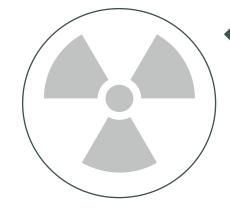For the 10% coordination cost, clarify
(a) 10% coordination cost in Belgium (10% lump sum) or
(b) 5% coordination cost at the level of the Flemish institution + 5% at the level of the Partner institution (if relevant to be subdivided over different institutions).

Maximum 4.000 characters

Risks

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

NOT APPLICABLE FOR ITP PROJECTS

Monitoring

Describe your approach in terms of monitoring & quality assurance

- Selected projects will be asked to report on a limited set of generic, standard indicators (see slide 42-43.)
- 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?

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 (slide 42-43)

Maximum 2.000 characters

Monitoring

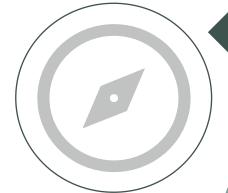| |
|---|
| Level (%) of student satisfaction with quality and relevance of study programme / module |
| # of (non-academic) extension/outreach/capacity-building activities realised (presentations, trainings, sensitisation activities...) through the support of the project, targeting communities, governments, civil society or private sector actors |
| # 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 new skills/knowledge in professional environment of trainees. Use the following scale (self-assessment):
1 - skills/knowledge has been transferred to trainees;
2 - some trainees are applying new skills/knowledge;
3 - most trainees are applying new skills/knowledge;
4 - trainees are successfully transferring skills/knowledge to their professional context;
5 - New skills/knowledge are being applied at scale in the professional environment of trainees |

Monitoring

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
scholarships made available to students in VLIR-UOS supported programmes by external actors (industry / government agencies / NGOs / international agencies)
of newly established or strengthened networks (incl. subject-related thematic / alumni / regional networks) by the project in which the staff and students of the supported higher education institutions actively participate
# of participants from non-developing countries
# of participants from developing countries other than those from the VLIR-UOS country list
# of participants from developing countries from the VLIR-UOS country list (not holding a VLIR-UOS scholarship; e.g. self-supported or other scholarship)

Learning & steering

1. Lessons learned
2. Follow-up & steering

ESSENCE
Describe how to follow-up on changes, adaptations and **lessons learned** from (previous) experiences in order to improve the quality of the project.

Learning & steering

Key questions

1) Project track record:
- New
- Follow-up project: Continuation of an existing intervention or finalisation/harvesting phase
- Re-submission

(A checkbox will be included in the online submission tool)

2) List, if relevant, previous experiences, projects between the project partners and describe the achievements / actions already undertaken.
- Lessons learned from previous experiences be taken on board
- In case of follow-up projects: added value
- Re-submission: indicate how you dealt with shortcomings as compared to a previous proposal

Maximum 2.500 characters

Annexes

- Annex 1: Excel sheet with tabs per module for formulation

General information	General information on the project
Module 3	Information on who is involved in the project and its organisational structure
Module 5	Activities (= activity plan, organised per intermediate change domain)

- Annex 2: ITP budget format

Mandatory Annexes without format
- Annex 3: CVs of the promoters (if no online link)

Optional Annexes
- Endorsement letter of the partner institution(s)
- Letter of support of formalised Synergy / Multi-Stakeholder Partnership (MSP)/etc.
- CVs of Co-promoters (not mandatory, if no online link)

Questions, remarks, reflections ?

Thank you!