

ITP Information session

Basic information & formats
16 November 2023

Agenda

10:00 – 10:10 Opening of session and intro

Geraldine Mabbe, Global Partnerships Manager

10:10 – 10:55 ITP 2024 call basics and introduction to the formats

Geraldine Mabbe, Global Partnerships Manager (General Policy ITP)

10:55 – 11:15 Q&A

11:15 – 11:45 Financial guidelines & format for project proposal writing

Ise De Smet, Mobility and Scholarship coordinator

Mathieu Lanin, Financial advisor

11:45 – 12:00 Q&A and closing

About VLIR-UOS

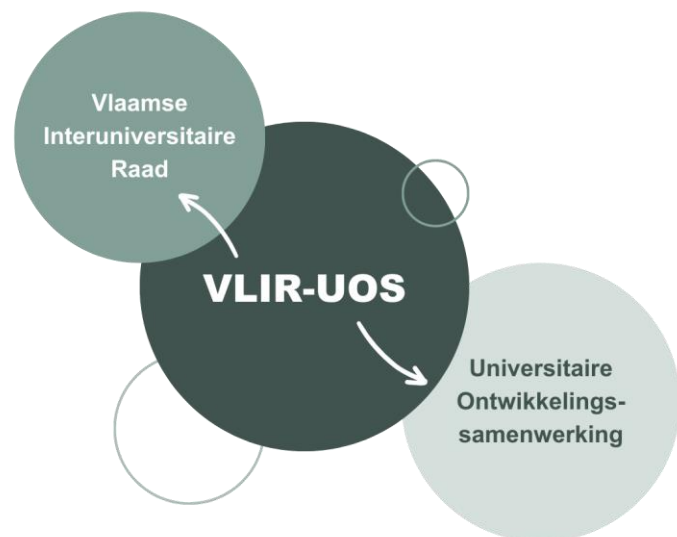
“Sharing Minds, Changing Lives”



vliruos
SHARING MINDS, CHANGING LIVES

VLIR-UOS

- Established in 1998
- Vlaamse Interuniversitaire Raad (Flemish University Council)
- 100% funded by the Belgian government



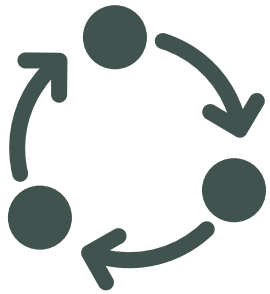
VLIR-UOS

- Stimulate HE&SIs to integrate sustainable development
- Look beyond the scientific purpose of projects
- Nurture the global understanding & intercultural awareness of their academics and students





VLIR-UOS, more than just funding



Grant Management



Network & Platform



Knowledge Hub

Human Rights

- Human rights' framework Flemish universities
- Institution-specific operational framework to assess human rights' conditions
- Promoters are advised to reach out to the ICOS for more information.



SDG Principles

- Focusing on SDG principles and mainstreaming holistically throughout its ambitions, policies, portfolio, programmes, partnerships and scholarships:
 - Leaving No One Behind (LNOB) & inclusiveness
 - Interconnectedness & indivisibility
 - Multi-stakeholder and Multi-institutional partnerships



1. Basic information

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



Who can apply?

- **Flemish promoter:** employed as a professor (in principle min. 10% ZAP) at a Flemish university; or a professor/lecturer at a Flemish university of applied sciences and arts.
- **Partner promoter** (if any): employed at a recognised higher education institution or national public (not for profit) research institute located in a VLIR-UOS project partner country.

Additional criteria

- **Only 1 project proposal** per applicant (Flemish/partner) can be submitted.
- Promoters of an ITP 2022 or ITP 2023 project cannot submit any new ITP project.
- Promoters of an ITP 2022/2023 project proposal that was not selected, can resubmit their proposal.
- At the level of the partner institutions, no further criteria apply. Former and present IUC partner institutions are fully eligible, without any restriction

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**)



How to submit a proposal?

- Project applications are submitted through an [online platform](#)
- An application involves a Flemish and possibly one or more partner promoter
- It is the Flemish promoter who submits to the ICOS of the Flemish university (association) for support and quality control.
 - Flemish promoters should check internal deadlines at level of the Flemish institution
 - Role GEO at level of Univ. of Applied Sciences and Arts defined per university association
- The ICOS will validate so that the proposal can be submitted to VLIR-UOS.



How to submit a proposal?

- Project applications are submitted through an [online platform](#)
- Information sessions are organized by VLIR-UOS.
 - next session: 04/12, 15h CET
 - registration (cf. website)



Selection procedure

4 standard selection criteria:

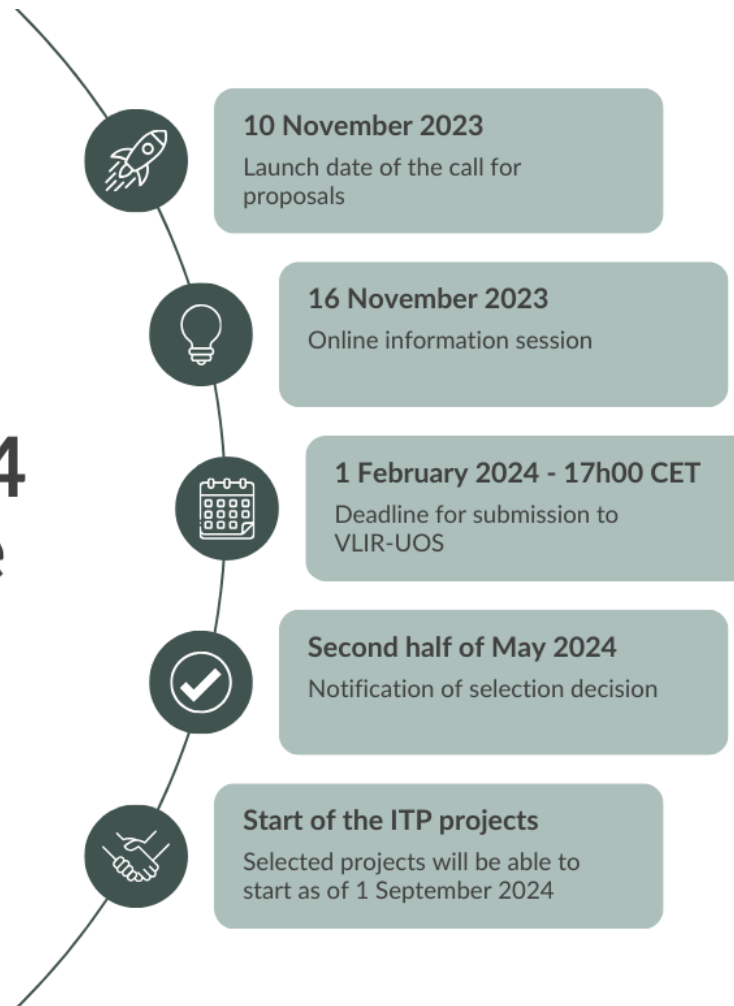
1. Relevance and coherence of the project;
2. Quality of the project design;
3. Implementation set-up of the project;
4. Potential impact and sustainability.

- ICP&ITP Selection Commission consists of 4 independent experts
- ITP 2024: 7 selectable projects



Timeline

ITP 2024 Timeline



Resources

- **Website: Call ITP 2024**
- **Call ITP 2024 document as entry point**
- **How?**
 - Formats = working documents (Call Annexes)
 - Project applications are submitted through an online platform

How does it work? ^

Who can apply? ^

Which partner countries are eligible? ^

Budgetary framework ^

How does the assessment procedure work? ^

Useful documents ^

Timeline ^

Need inspiration for a VLIR-UOS project? Here are some ideas for your project proposal. ^

How to submit a proposal? ^

APPLY NOW

Additional support

- 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](#)

2. Formats and guidelines

ToC aligned with Agenda 2030

- **Align your proposal on the VLIR-UOS TOC**
 - Standardized impact areas (3),
 - outcomes (6)
 - intermediate change domains (6)
- **Ambition to Connect 4 change**
- **Coherence and complementarity**
 - Country reference frameworks
 - Thematic strategic framework on HE4SD
 - Inter-institutional collaboration (between HEI)
- **SDG Principles** as a starting point to integrate transversal & priority themes 



VLIR-UOS

Revised Theory of Change

1 goal



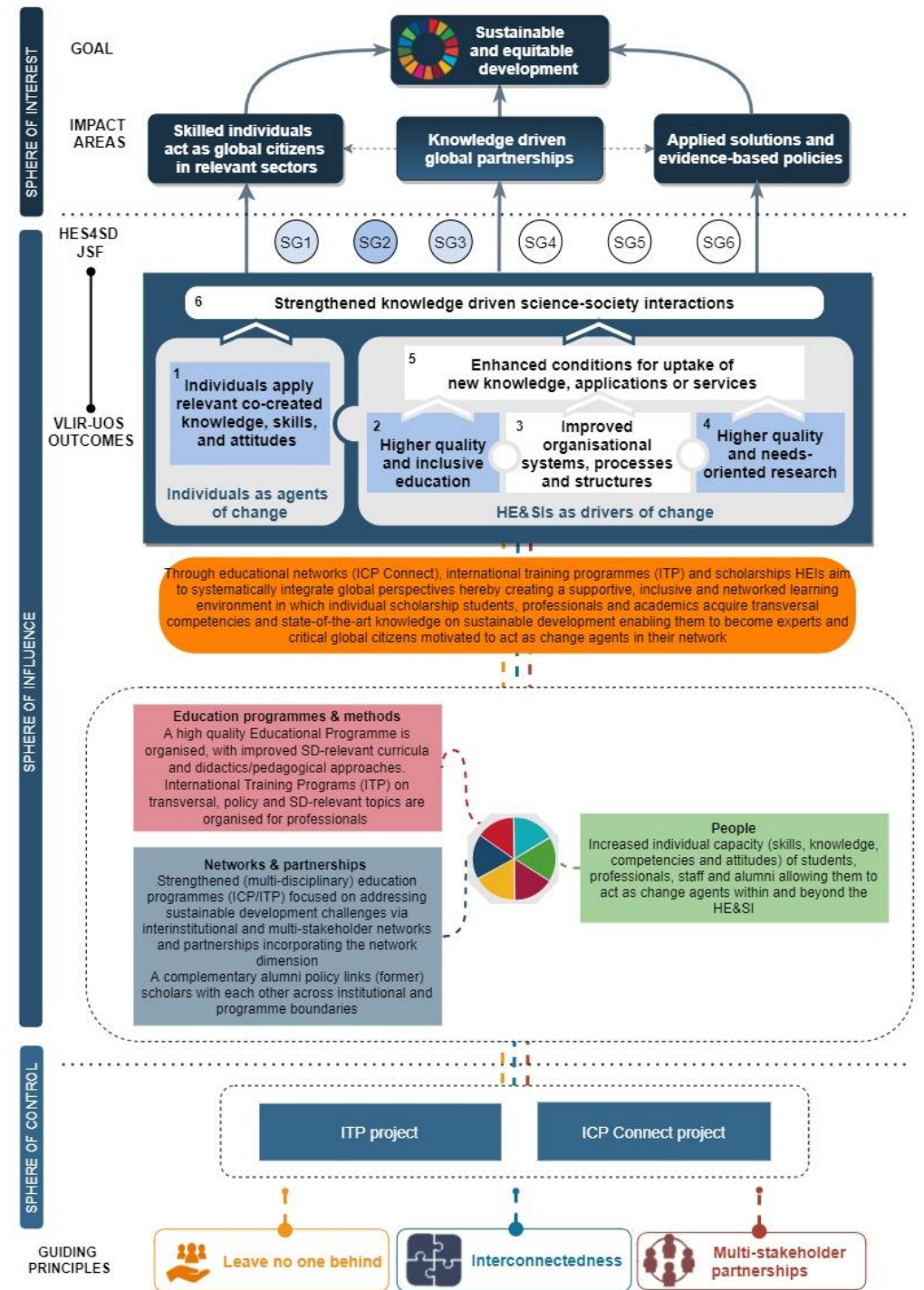
3 impact areas



6 VLIR-UOS outcomes
along 2 axes:
Individuals as agents of change
HEIs as driver of change



6 intermediate change domains



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

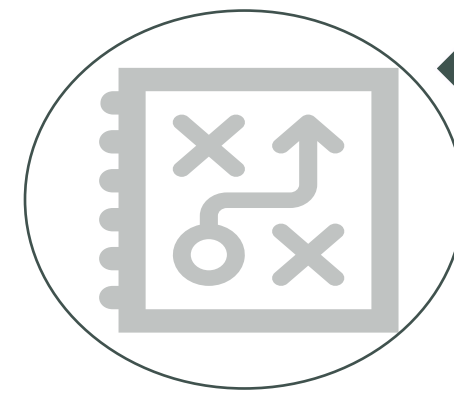
ESSENCE

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).

Checklist SDG principles

LNOB 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you identified which groups are (at risk of being) left behind within the intervention area (country, region) and from what they are excluded? <input type="checkbox"/> Have you analysed why they are left behind and by whom they are excluded (considering intersecting factors)? <input type="checkbox"/> Have you formulated clear definitions or criteria for poverty, marginalization, exclusion, ...? <input type="checkbox"/> Does your analysis include the perspectives of those (at risk of being) left behind? <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you gained a solid understanding of the important interlinkages in the system in which you are working? <input type="checkbox"/> How are these issues linked? What are important co-benefits and trade-offs (e.g. environmental – economic trade-offs)?
MSP 	<ul style="list-style-type: none"> <input type="checkbox"/> Do you have a solid understanding of the relevant actors and their relationships in the system in which you are working?

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 not requested, 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*

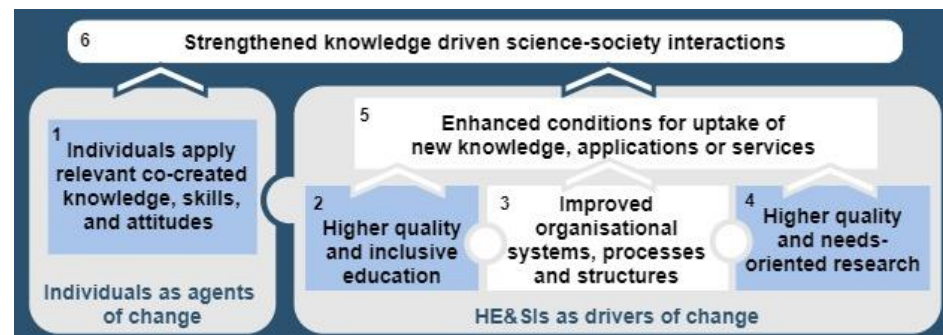
Developing a ToC – Key Question 2

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, multi-institutional partnerships 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*

VLIR-UOS

Revised Theory of Change

1 goal



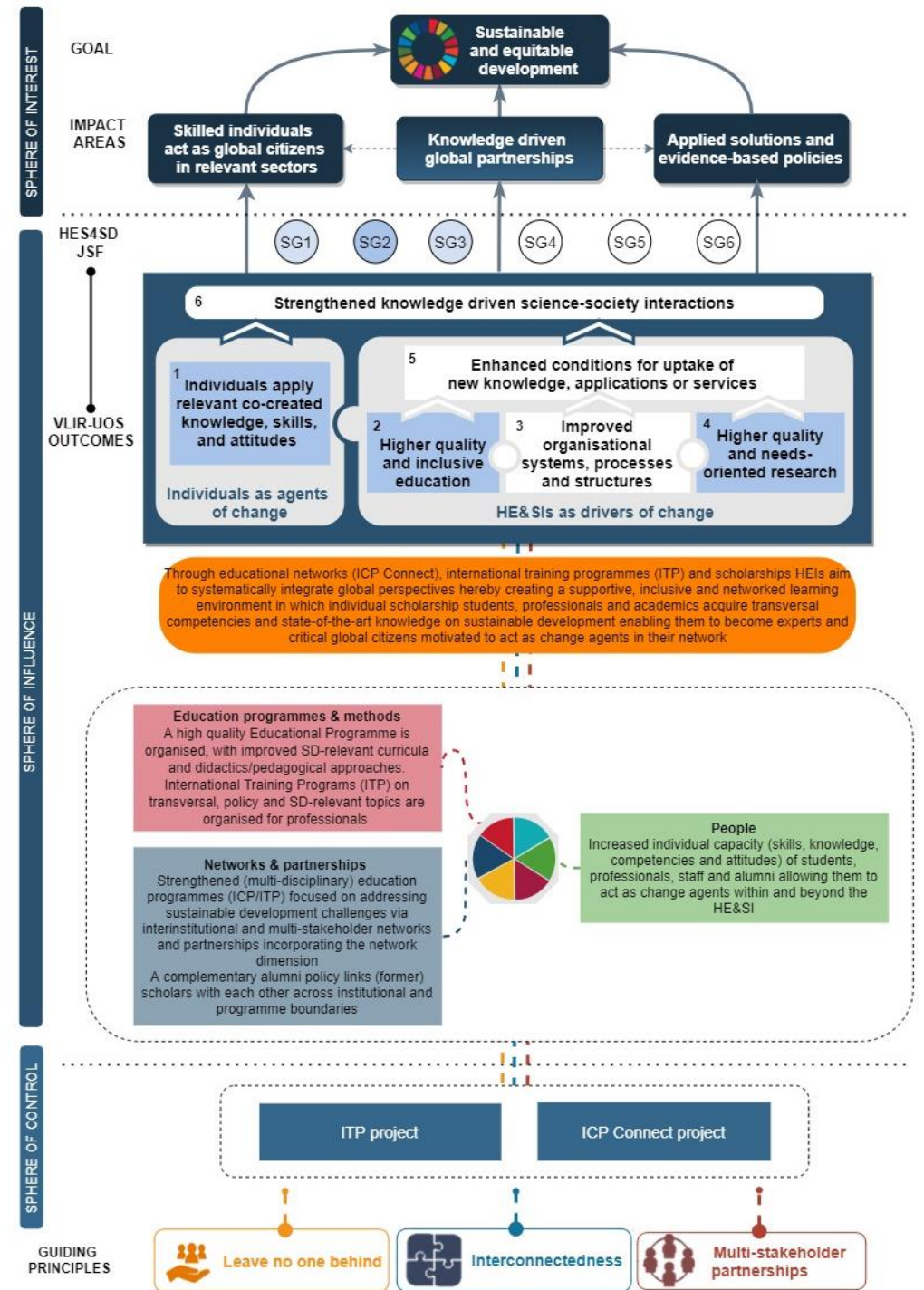
3 impact areas



6 VLIR-UOS outcomes
along 2 axes:
Individuals as agents of change
HEIs as driver of change



6 intermediate change domains



Developing a ToC – Sustainability

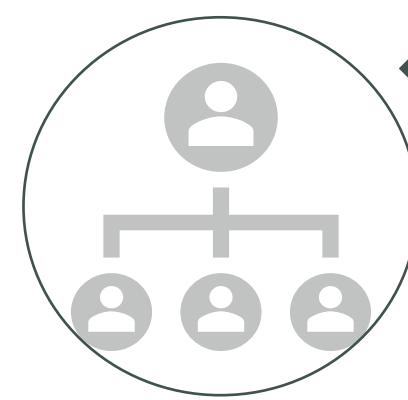
Challenges for the sustainability of the project results after VLIR-UOS funding + possible strategies

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



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

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

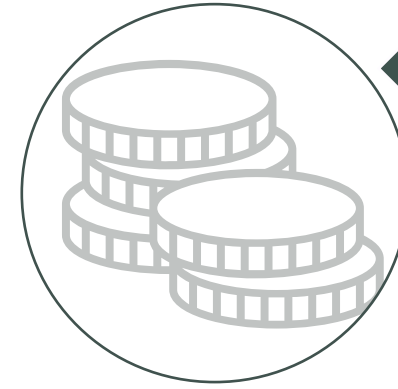


1. Identification
2. Analysis
3. Strategies for stakeholder engagement & uptake
4. Coherence: internal & external

ESSENCE

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

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.**

Operational plan

In the operational plan, activities are to be organized according to the six standard VLIR-UOS project domains

Domain	Intermediate change
Research programmes and methods	Improved (interdisciplinary) methodologies and strengthened quality and relevance of research to allow for better knowledge management and high-quality research results serving societal needs
Education programmes and methods	Improved, innovative and inclusive teaching methods, didactics, and digital approaches. Improved curriculum content to support knowledge co-creation and equip students with the necessary skills and knowledge ensuring their employability after graduation and ability to tackle global challenges from a holistic, interdisciplinary perspective
Outreach and policy support	Enhanced interaction with relevant public, private and academic stakeholders to share knowledge, create the conditions for uptake and provide policy advice/support
Systems, policies, and infrastructure	Better management, information systems, educational and research policies to improve functioning of HE&SIs, including policies on gender and diversity, research integrity and uptake. Improved equipment, laboratories and offices for education and research
People	Students, alumni, staff, researchers are trained/sensitised in a supportive learning environment to strengthen their knowledge, skills & attitudes in diverse domains (e.g. leadership, global citizenship).
Networks and partnerships	Strengthened interactions within reciprocal partnerships and engagements at local, regional and global levels between HE&SIs, researchers, staff, students and other stakeholders in society (public actors, private actors, other civil society organisations (CSOs), communities, etc.) for sustainable development

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

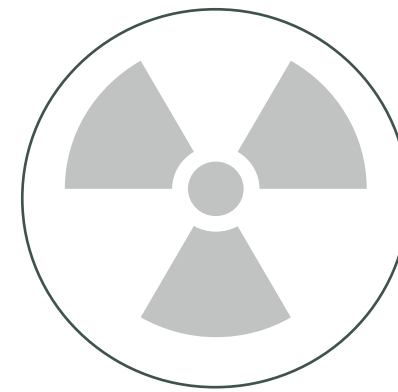
A minimum of 8 scholarships per training/edition needs to be provisioned

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

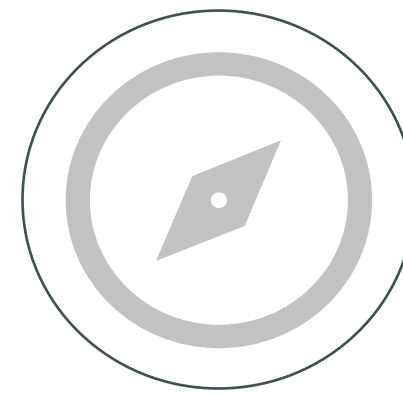
- Selected projects will be asked to report on a limited set of generic, standard indicators
- Describe how you would assess/monitor the results of your specific project (can be both qualitative or quantitative).
- How would success look like, and how will you assess it?

▶ *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

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**



Questions, remarks, reflections ?

Thank you!