



Global Minds

2017-2021

Call to submit
institutional
proposals



SHARING MINDS, CHANGING LIVES

Open to
Flemish universities (1 per institution)
and university colleges (1 via VLHORA)

20 October 2016 (English version 9 November 2016)

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Status

This call was drawn up in Dutch in the first place, due to a lack of time and because it was convenient for the Flemish institutions of higher education. However, the call has now been translated to English and institutional proposals must be drawn up in English, as they are read by members of the assessment committee who do not read Dutch. The application form and the two mandatory appendices were already available in English.

For the sake of convenience, this call was conceived to be read as a stand-alone document without any other explanatory appendices, as a single basis and guideline for the layout of the application form and the appendices. The call is reasonably extensive. This is because the Global Minds draft paper and the quality care paper have been drawn upon as much as possible and both of these are themselves voluminous. We have largely copied verbatim from these documents, as the UOS Bureau and the Internationalisation Task Force have formally approved them and they were used as the basis of DGD's formal approval of the inclusion of Global Minds in the Belgium programme, which is part of the five-year programme of VLIR-UOS.

Consequently, a reasonably extensive explanation of the Belgium country programme and the theory of change (ToC) of Global Minds is provided in this call, rather than a separate appendix, as this functions as a frame of reference for Global Minds. The institutions are invited to give their own interpretation to this, using the generic ToC as their starting point. The same goes for risk management: this is also first explained, with each institution expected to conduct its own risk analysis.

Summary

Budget	€22,660,825 ¹ - Universities: €19,267,825 - University colleges: €3,393,000
Duration	5 years (1.1.2017-31.12.2021)
Applicants	Flemish universities and university colleges
Call launch	20 October 2016
Deadline for submission of proposals by the Flemish universities and university colleges to VLIR-UOS	18 November 2016
Assessment Committee meeting	28-29 November 2016
Deadline for submission of proposals by VLIR-UOS to DGD	7 December 2016
Full recommendation of DGD on VLIR-UOS five-year programme, including Global Minds proposals	15 December 2016
31 January 2017	Recommendation of DGD to policy unit
15 February 2017 (at earliest)	Ministerial Decision (MB) on VLIR-UOS 2017-2021 five-year programme

¹ Subject to approval by DGD.

1. Context

1.1. 2017-2021 VLIR-UOS five-year programme

The formal framework for VLIR-UOS as from 2017 is determined by:

- The political agreement between minister De Croo and the Belgian actors in the non-governmental cooperation (ANGC) of 2015;
- The law of 16 June 2016 amending the law of 19 March 2013 on Belgian development cooperation;
- The royal decree of 11 September 2016 on non-governmental cooperation;
- The recognition of VLIR as an institutional actor for the period 2017-2026.

Based on this, from 2017 VLIR-UOS must structure the UOS activities of the universities and university colleges on the basis of the country programmes rather than the intervention types and (different) country lists, as was the case until 2016.

In addition, VLIR-UOS must specify the connection between these interventions within the country programmes and the Common Strategic Frameworks (CSF), which are compulsory for each country in which VLIR-UOS wishes to fund activities. These CSFs were drawn up by all ANGC that wish to be active in the relevant countries for a period of five years (2017-2021) and were approved by the minister in July 2016.

So, in the period 2017-2021 VLIR-UOS will support federally funded university development cooperation activities of the Flemish universities and university colleges in 20 developing countries and in Belgium. VLIR-UOS submitted a country programme for each of these countries on 30 September 2016. Together the country programmes form the VLIR-UOS 2017-2021 five-year programme. Approval of the VLIR-UOS five-year programme by the government will lead to the availability of subsidies for five years.

However, one or more years of a number of those country programmes still need to be fleshed out, based on calls to the Flemish universities and university colleges to submit proposals. This certainly also applies to the Belgium programme of VLIR-UOS and certainly to the Global Minds sub-programme within this, which is expected to lead to 5-year programming in response to this call.

1.2. VLIR-UOS Belgium programme

VLIR-UOS has always had large-scale activities in Belgium. Up until 2016 these activities were based on three basic allocations.

- The 'North Actions Programme' (NAP) comprised intervention types in the fields of education, research and awareness raising at Flemish institutions of higher education (HEIs).
- The connected 'Scholarship Award Programme' (BTP) mainly provided scholarships for students from developing countries that participate in the NAP education programmes.
- Lastly, the basic allocation 'Training Expenses' (OPL) provided for the funding of (part of) the study costs of students from certain developing countries, with a split between universities (not university colleges) based on the respective share of each university in the total number of students from developing countries.

In brief, these three funding lines and the programmes that come under them have now been added to the Belgium Programme. However, this programme is not simply a continuation of the three basic allocations; some aspects have been dropped and a large number of new aspects have been added (see below). It is also the first time that VLIR-UOS has had to include its North Activities in a completely result-oriented programme logic – one of the cornerstones of minister De Croo's new formal framework.

VLIR-UOS has fully participated in the Common Context Analysis (CCA) and the establishment of the Common Strategic Framework (CSF) Belgium. In that process, VLIR-UOS, together with the other two actors active in higher education, ARES and ITG, placed the stress on enlarging the CCA – where the focus was mainly on development education / global citizen education – to academic capacity building. Scholarships for students from developing countries and academic capacity-building for development cooperation in Flanders were accepted as integral parts of the Belgium programmes of these actors, in line with the CSF Belgium.

1.3. Global Minds within the Belgium programme

1.3.1. One of the three sub-programmes

After submitting the CSF Belgium on 30 April 2016, policy discussions were held within VLIR-UOS, leading to the new Global Minds programme. This programme is therefore not mentioned in the CSF Belgium. Global Minds, which targets capacity building at the Flemish HEIs, will endeavour to achieve this objectively by means of various intervention types that were known when the CSF Belgium was drawn up but will now be implemented together at institution level.

The VLIR-UOS Belgium programme comprises **three parts or sub-programmes**, each with its own specific objective contributing to various strategic goals of the CSF Belgium. The main strategic goals to which each part of the programme contributes (core goals, primary) are summed up below. The detailed list of relevant strategic goals to which a contribution is made is discussed (secondary) for GM elsewhere in this call (see 2.1.).

- **Global Minds (GM):**
 - Specific objective: Development-relevant academic minimum capacity at the level of higher education institutions in Flanders to be able to do effective university development cooperation with other stakeholders is strengthened.
 - Strategic goals of the CSF Belgium to which GM contributes:
 - B1.2: Embedding of solidarity-based global citizenship in educational institutions
 - B1.5: Mainstreaming of global citizenship within the internationalisation dynamic of higher education
 - B2.3: Deployment of development-relevant scientific research

- **Education and Scholarships (E&S):**
 - Specific objective: The capacities of students/academics/professionals in the South were strengthened by participation in development-relevant training supported by VLIR-UOS.
 - Strategic goals of the CSF Belgium to which E&S contributes:

- B1.3: Capacity strengthening of education actors: Support for training programmes that contribute to the education of global citizens and/or focus on very specific themes that are relevant within the framework of international SDG
 - C4: Training of scholars from the South as change-makers in their own society (and in Belgium) with a view to a world characterised by justice, solidarity, sustainability and a lack of inequality.
- **Policy-supporting research (PSR):**
 - Specific objective: Relevant policy-supporting research has been conducted for the benefit of the federal government² and the broad sector, integrated into and applied in policy, and circulated through the appropriate channels.
 - Strategic goals of the CSF Belgium to which PSR contributes:
 - D3.1 Policy makers and private actors have access to relevant and useable information from the sector

The specific objective of Global Minds shows that the goal of this sub-programme is to create the conditions needed for effective university development cooperation. As such, GM has a central place not only in the Belgium Programme of VLIR-UOS, but also in the whole portfolio of VLIR-UOS, as its goal is to create an enabling environment for university development cooperation within the Flemish HEIs. This is clarified below.

1.3.2. No university development cooperation co-financing

The question of how GM relates to the university development cooperation co-financing must be answered based on the new reality of the five-year VLIR-UOS budget in accordance with the model established by DGD. Under that model university development cooperation co-financing is an organisational cost rather than an operating cost like interventions within the country programmes. Organisational costs are beyond the scope of the country programmes and so also beyond the scope of the Belgium Programme, which means they do not belong under Global Minds. These costs will therefore be budgeted on a generic line within the VLIR-UOS budget alongside the operating costs of the VLIR-UOS secretariat, the budget line for Preparation, Follow-up and General Management (PFG), and audit and evaluation.

That being said, up to and including 2016 university development cooperation co-financing did cover a number of intermediary results and intervention types that are now integrated in Global Minds, such as awareness-raising. That means the following:

- The intervention types linked to the former university development cooperation co-financing (particularly SI classic and SI connection) should now be reconsidered in the logic of Global Minds. This is clarified elsewhere in this call.
- The administrative organisational aspects of (administrative) 'management' of university development cooperation within the institutions must be kept out of GM and budgeted under organisational costs. To that end, shortly after this GM call a brief outline and format will be launched. This will be a version of the university development cooperation co-financing

² Here, federal government means DGD and the Development Cooperation Policy Unit.

guideline stripped down to the bare essentials, excluding any aspects that were covered by university development cooperation co-financing up to and including 2016 but coming under GM from 2017.

The goal of Global Minds is academic capacity building, so it is not there to support the institutions with regard to VLIR-UOS calls and/or follow up all current and future VLIR-UOS interventions.

1.3.3. Current intervention types (to be withdrawn)

Following on from the above, a number of existing intervention types for which VLIR-UOS has launched calls up until now will be withdrawn. They may be retained, but that would be through local calls or mechanisms within one or more institutions as part of the GM proposal of the respective institutions. This enables diversification between institutions, which will be able to specialise on the basis of their own policy lines.

- For instance, the travel grants (TG) for students at Flemish HEIs who travel to a developing country on the country list before 2017 as part of their course are awarded through a VLIR-UOS call, although TGs will be part of GM from 2017 and these grants must be included in the application form for this GM call where applicable (selection system, grant amount).
- From 2017 PhD scholarship types such as VLADOC and ICP PhD could be offered by the institutions provided they are included in the GM proposal (concept, target group, selection, budget). The current VLADOC and ICP PhD scholarships, which were awarded before 2017, are not covered by the GM proposal. They continue as provided for and VLIR-UOS has made its own budgetary provisions within the Belgium programme for this. Therefore, the funding for this must not be included in the respective GM budget of the respective institutions. However, VLIR-UOS will not launch any new calls for this intervention types from 2017.
- Neither will VLIR-UOS launch any calls for INCO from 2017. The institutions must decide whether they still want to offer this intervention type and, if so, to explain in the GM proposal how they wish to do this (concept, target group, selection budget). Congresses in the South remain possible through the competitive TEAM, ZI and JOINT calls launched by VLIR-UOS, but they have the usual South purpose.

1.3.4. New intervention types

On the request of the institutions, no exhaustive list of outputs/activities has been established for Global Minds. Institutions are free to propose new activities as new instruments or for deployment with existing instruments, insofar as they fit within the objectives of GM.

2. Definition and objectives

Below we present the objectives and intended results of the Global Minds programme. Defining objectives and results at various levels enables us to explain the theory of change (ToC) underlying the Global Minds programme.

GM is a programme that can be used to build up and deepen the capacities and knowledge of the Flemish universities and university colleges with regard to development cooperation. It covers strategic

niches/themes that are relevant to Belgian development cooperation as selected by the various institutions. This capacity building is a necessary condition of effective university development cooperation with other stakeholders and so a condition of contributing to development objectives in the South. This capacity within each institution, in combination with its own experience and international networks, is required to be able to conduct policy-preparatory research in certain fields, to be able to give development-relevant trainings and to guide scholars from developing countries in setting up and implementing projects in the South and so forth. This will be done by targeting three intermediate results.

Below, you will find an integrated, schematic and brief version of the theory of change, as it was presented to the DGD and approved with regard to the GM programme as a whole. Given the nature and way the Global Minds programme is set up to ensure the institutions have the flexibility they need, the presentation below is generic and relatively open. The institutions will not be asked to develop a complete ToC themselves. They will be asked to flesh out the various aspects of this general ToC for their own needs, where possible.

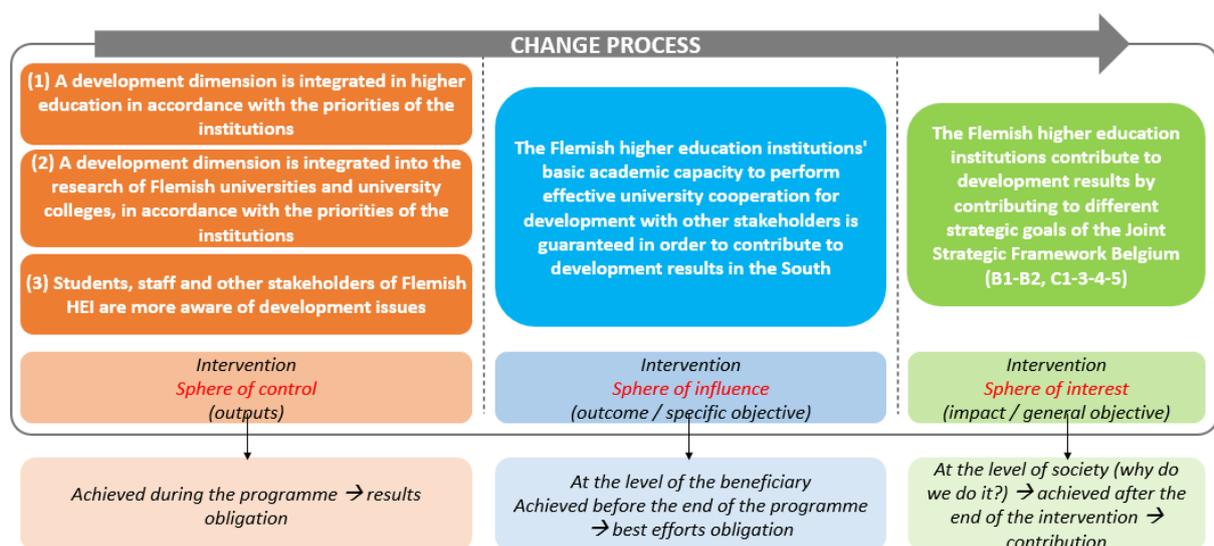


Figure 1 – Global Minds Theory of Change

The three phases of the change process should be understood as follows:

- **Sphere of control (outputs):** The institution does this by carrying out the activities by implementing the GM programme and so takes on an obligation to achieve a specific result. This concerns results that can be checked at institution level.
- **Sphere of influence (outcome/specific objective):** How the beneficiaries use the outputs. These are results that the institutions no longer have under their control but that can be influenced. These must be actively pursued by the institution before the programme has been completed, as its success of the programme depends on the achievement of the specific objective. As the actor in question can only pursue and influence this result, this concerns a best efforts obligation, not an obligation to achieve a specific result.
- **Sphere of interest (impact/general objective):** The institution makes a contribution to achieving the favourable impact at the wider social level by promoting the use of the outputs by the beneficiaries.

Below we reason from right to left in the schema, that is from general to specific objectives to outputs and activities to enable the institutions to flesh out the GM programme as they see fit.

2.1. General objectives of GM

The general objective (green box figure 2) of the Global Minds programme can be formulated as follows:

“Flemish university development cooperation makes a strong contribution to development results through its contribution to various goals, specifically B1-B2, C1-3-4-5 of the Common Strategic Framework for Belgium.”

The common strategic objectives of the CSF Belgium referred to and that must be contributed to by each ANGC that subscribes to them in its own multi-year programme are as follows:

- B.1: Promoting solidarity-based global citizenship among the relevant target groups and education actors (under the right to high-quality education for education for learners).

Primary within this for GM:

- *B1.2: Embedding of solidarity-based global citizenship in educational institutions*
- *B1.5: Mainstreaming of global citizenship within the internationalisation dynamic of higher education*
- B.2: Increasing the capacities of organisations active in solidarity-based global citizenship by putting their work on the global agenda and encouraging the scientific underpinning of their work.
Primary within this for GM:
 - *B2.3: Deployment of development-relevant scientific research*
- C1: Informing, raising awareness, raising consciousness and/or mobilising inhabitants of Belgium for the benefit of a world that is characterised by justice, solidarity, sustainability and a lack of inequality.
- C.3: Strengthening (informing, raising awareness, raising consciousness and/or mobilising) and/or cooperating with intermediate actors with a view to a world that is characterised by justice, solidarity, sustainability and a lack of inequality.
- C.4: Training scholars from the South as change-makers in their own society (and in Belgium) with a view to a world characterised by justice, solidarity, sustainability and a lack of inequality.
- C.5: Strengthening the ANGC that are active in development cooperation (also in global citizenship education, WBE) to enable the organisations to better contribute to a world characterised by justice, solidarity, sustainability and a lack of inequality.

Global Minds contributes to various development results (including SDG 4.7) through its contribution to the various CSF goals. Achieving the specific objective contributes to the general objective through:

- Better university development cooperation interventions in the South (within and outside VLIR-UOS funding), which delivers better development results;
- The stronger capacity enables the institutions to respond more quickly to the questions/need for policy-supporting research;
- A stronger basis for development cooperation among students and higher education actors – due among other things to the integration of development cooperation, global citizenship and

development problems generally in higher education – contributes to more and stronger development results;

- The existence of international knowledge networks contributes to development results due to the international exchange of knowledge and expertise and its maximisation and capitalisation;
- A stronger research capacity contributes to development results through innovation.

2.2. Specific objective of GM

The specific objective of the GM programme (blue box figure 2) can be formulated as follows (broad-based formulation):

“Ensuring development-relevant academic basic capacity at the level of the higher education institutions in Flanders, which should enable the various echelons of these institutions (institution, faculties, departments/units, academics/teachers, students) to deepen and broaden their own specific development-relevant expertise and embed it nationally and internationally, as a necessary precondition of effective university development cooperation with other stakeholders, and so contribute to development objectives in the South. The training of PhD students from the South and Flanders, integrating a developing dimension in the regular Flemish curricula, including through cases of South scholars, cases from South projects, guest teaching positions of South partners and/or development-relevant research or work placement stays of Flemish students in a developing country and the conducting of development-relevant research, contributes to the specific academic capacity in every echelon of the Flemish institutions needed to initiate and elaborate projects, submit them in competitive calls of VLIR-UOS and, after selection, implement them.”

In more succinct terms:

“Development-relevant academic minimum capacity (as a necessary precondition) is ensured at the level of the higher education institutions in Flanders, which should enable the various echelons of these institutions (institution, faculties, departments/units, academics/teachers, students) to deepen and broaden their own specific development-relevant expertise and embed it nationally and internationally, to set up effective university development cooperation with other stakeholders, and so contribute to development objectives in the South.”

The training of PhD students from the South and Flanders, integrating a developing dimension in the regular Flemish curricula, including through cases of South scholars, cases from South projects, guest teaching positions of South partners and/or development-relevant research or work placement stays of Flemish students in a developing country and the conducting of development-relevant research, contributes to the specific academic capacity in every echelon of the Flemish institutions needed to initiate and elaborate projects, submit them in competitive calls of (among others) VLIR-UOS and, after selection, implement them. The achievement of this objective and so of the right conditions, will very concretely lead to better university development cooperation in the wide sense of the term:

- More and better university development cooperation interventions in the South (due among other things to larger capacity and support);
- Greater impact on the policy (through direct policy support: ACROPOLIS, expertise sharing) but also indirectly (due to strengthened expertise that is also available to the government and the whole sector);

- A bigger role for the Flemish HEIs as knowledge centres for development cooperation and development challenges (due to increased capacity);
- Better integration of development cooperation and development challenges in Flemish higher education (through integration in education, work placement/research opportunities, support broadening and so on);
- The establishment/strengthening of international knowledge networks (due among other things to supervision of students and alumni networks), which benefits the Flemish HEIs, but also the sector as a whole.

2.3. Intermediate results/outputs and activities

To achieve this specific objective of Global Minds, the Flemish HEIs will work towards achieving the three intermediate results (or outputs).

Each GM proposal must refer to the three intermediate result areas in the form of at least one intervention per result area and a more specific description of this result area in the ToC. The three intermediate results should be mutually coherent and contribute to the specific objective of Global Minds.

The more interventions proposed, the more difficult it will be to make up the ToCs and the greater the administrative burden for the institution. The importance of the coherence of the GM proposal and so also the coherence between its separate parts, means that focus is preferred to a very large variety of interventions.

For each of the intermediate results the Flemish HEIs must make a well-considered choice (based on policy strategy) of the outputs and activities it wishes to contribute to the intermediate results.

Outputs and activities that contribute to the intermediate results and so the specific objective are outlined below without any pretence to exhaustiveness.

(1) A development dimension is integrated into Flemish higher education in accordance with the priorities of the institutions

This result concerns the integration of a development dimension (in the wide sense) in higher education.

This result area is essential for the specific objective of GM. It allows institutions to build/strengthen/deepen/retain capacity in order to organise (international) development-relevant training in a high-quality way or to integrate development-relevant aspects into (existing) training. We are not only thinking about adapted curricula but also pedagogic and didactic approaches. The activities in this result area (such as alumni activities) maximise the long-term impact and sustainability of strengthened capacity (alumni activities contribute to the sustainability and impact of the sub-programme education and scholarships, among other things).

This result will be achieved through the introduction of a rich palette of possible activities:

- Supervision and support for students from developing countries with regard to content;
- Integration of a development dimension in regular education at the Flemish universities and university colleges through integration of specific training components in curricula, “sharing knowledge”: presentation of cases by students from developing countries, recruitment South partners as guest teachers and so on;
- Developing and rolling out an alumni policy and organising alumni events;
- Supporting academics in their work in a multicultural international context and with multicultural international students;
- Developing and rolling out a ‘recruitment policy’ for students from developing countries (attracting qualified students for a study scholarship);

- Putting together specialised development-relevant training, chairs and so on;
- Funding personnel costs of teachers active in specialised development-relevant training;
- Integrating the dimension 'development-relevant entrepreneurship' in regular education;
- Well prepared group initiatives and education programmes in the South (or even the North) under the supervision of academic personnel and in association with a partner institution in the South;
- Staff mobility (as part of curriculum development).

(2) A development dimension is integrated into the research of the Flemish universities and university colleges in accordance with the priorities of the institutions

This result area concerns the integration of developing dimensions in the research of Flemish HEIs. The conducting of specialised development-relevant fundamental, applied and policy-supporting research is essential to enable HEIs to create the necessary conditions for university development cooperation in various forms (project work, role of expertise centres on development cooperation and development problems in general).

Within this result area the institutions themselves build up expertise in specific niches, based on thematic/strategic choices, which leads to the specific objective. This research expertise will also lead to better university development cooperation: better projects in the South, better international courses (because they will be evidence-based), greater capacity to offer policy support, among other things (broadening and deepening of research expertise) and so on.

This result area will be achieved through such activities as:

- Research-oriented scholarships (pre-doc scholarships, PhD scholarships and so on);
- Funding of research staff (researchers, postdocs supplementing their income);
- Developing and rolling out a 'recruitment policy' for academics from developing countries as (guest) professors/teachers;
- Exploring, initiating and intensifying international partnerships with partner institutions in developing countries: exploration missions to Belgium and the South (cf. "Explore/Exchange");
- Sharing knowledge and expertise between researchers and students through research-oriented group trips
- Exploring, initiating and intensifying thematic networks or platforms (cf. "Explore/Exchange");
- International congresses on development-relevant themes;
- Instrument development: exploration and piloting of project forms for use in South project activities, such as a pilot project relating to cooperation with the private sector and setting up a technology transfer service;
- Instrument development: databank to provide access to its own development-relevant expertise;

The financing of research-oriented South scholarships is expected to contribute to capacity building within the Flemish institutions, but also contributes to the (future) research capacity in the South ("Global Learning") through the networks of the scholars and the increased return of the scholars to their homeland. A clear distinction must be made between the Global Minds programme (Belgium programme), which aims to build capacity at the level of the Flemish institutions, and the South project activities. Individual PhDs may be part of Global Minds, but they must be instrumental in the exploration of networks and building capacity at the Flemish institutions, their underlying entities and academics and teachers. As a part of this result, efforts can also be invested to valorise the capacity built up through the creation of an expertise desk for third parties, both in Belgium (such as civil society organisations, institutional actors and so on) and internationally.

(3) Students, employees and other stakeholders of Flemish HEIs are more aware of development cooperation problems

Result 3 concerns raising awareness of development problems among students, employees and other stakeholders at Flemish HEIs:

- Travel grants: Co-funding of research stays or work placements in developing countries by students of Flemish HEIs as part of their training through travel grants;
- Creating the necessary conditions to ensure that travel grant students leave well prepared and are properly supported when they return in view of the capitalisation of the experience. This is essential to ensure the sustainability and effectiveness/impact of the travel grants for global citizenship (multiplier effect);

- Flemish students, co-workers and other stakeholders of Flemish HEIs are made more aware of the problems in special campus events at the Flemish HEIs;

The above initiatives create a critical mass of students, potential researchers and effective researchers (and to a lesser degree the wider population through awareness-raising events) with an affinity with development cooperation. This critical mass, and so capacity, helps create the possibility of high-quality university development cooperation given the larger support and the number of potential researchers with an interest in university development cooperation (and so development results). In addition, there is also a second, albeit implicit, objective: traditional awareness-raising on development problems. This is not only achieved through travel grants or awareness-raising events but also through the subsequent process of Flemish travel grant recipients (multiplier effect). The ensuing outreach to a wider group is also a form of capacity-building capitalisation, which is strongly connected to the other parts of GM.

2.4. Indicators

2.4.1 Definition and rationale

Each institution must establish a set of indicators for its Global Minds programme, including baseline and target values (see royal decree of 11 September 2016). These indicators must be included in appendix 1 (Logical Framework Matrix tab). OESO-DAC defines an indicator as follows:

“A quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor”.

These indicators are needed for the intermediate results and for the specific objectives for three reasons (cf. [M&E Policy VLIR-UOS](#)):

- By monitoring indicators, the various stakeholders can learn from the progress of the Global Minds programme (what works well, what works less well and why). The development of the indicators will show when results are progressing well and provide an early warning that the results may not be achieved;
- The information from the monitoring of indicators can help the institution to adapt the Global Minds programme strategically. The monitoring of indicators may signal timely when results are going to be achieved or not achieved;
- The monitoring of indicators, and so the measuring of results, is also essential to ensure accountability at the level of the institution, with regard to the programme towards VLIR-UOS and with regard to VLIR-UOS towards DGD.

2.4.2 Setting indicators

The institution is responsible for setting and using indicators. Where possible, the use of **existing** indicators (already in use by the institution) is encouraged. Potential indicators have been stated in earlier Global Minds memos. These indicators are repeated below. It is essential that the indicators are set at the **right level**: result or output indicators for intermediate results and outcome indicators for the specific objective (see VLIR-UOS M&E policy). These indicators must be entered in column C of the Logical Framework Matrix (appendix 1). Institutions must also state where they get the information to monitor the indicators (source of verification, SoV, column D). The way in which monitoring is to be

carried out also needs to be given due thought in advance, including: Who will collect the information? Who will conduct the analysis? How often will data be collected?

2.4.2.1. Indicators for the intermediate results

Indicators need to be set for the three intermediate results. There must always be a **set** of indicators that adequately measure the results at the appropriate level. For the intermediate results, a good set of indicators will often measure the **quality** and **quantity** of the outputs.

A number of potential indicators are listed below (primarily linked to quantity).

Intermediate result 1: Education

- Number of activities organised to welcome and integrate
- Number of workshops for teachers
- Number of people that are active members within alumni activities
- Number of information packs sent out in an alumni network
- Number of events organised within the network and participation by members
- Number of international students that have given a “sharing knowledge” lesson
- Number of teachers and professors that first came into contact with university development cooperation through “sharing knowledge” lessons
- Number of e-courses developed
- Number of recruitment instruments for development-relevant entrepreneurship used and participation by the target group

Intermediate result 2: Research

- Number of articles in international peer reviewed journals (per type, e.g. PhD students).
- Number of other publications (per type, e.g. PhD students).
- Number of additional scholarships to prepare a PhD.
- Number of candidates that effectively start a PhD at the end of the additional scholarship.
- Number of PhDs awarded to candidates that start the process with an additional scholarship.
- Number of joint publications.

Intermediate result 3: Awareness-raising

- Number of VLIR-UOS travel grants (m/f)
- Synergy and complementarity: Number of travel grants within VLIR-UOS projects
- Synergy and complementarity: Number of travel grants within projects of Belgian ANGC
- Number of travel preparations
- Number of return events
- Degree of satisfaction on preparation and supervision
- Number of awareness-raising events
- Number of people reached through awareness-raising events

2.4.2.2. Indicators for the specific objective

The indicators that each institution must set for the specific Global Minds objective are undoubtedly more complex and so more challenging. At this level, the indicators no longer concern outputs but the impacts of those outputs. Often it is about the use of outputs (or even their impacts). So these are

changes that are no longer within the institution's sphere of control but are in its sphere of influence (cf. VLIR-UOS M&E Policy). This requires a set of indicators that adequately cover the targeted outcomes. The expected outcomes must therefore be adequately measured by means of three intermediate results. This may mean that efforts will have to be made for certain indicators (setting up measuring systems, organising surveys and so on) to ensure a correct measurement. So the scope of the set of indicators must be sufficiently broad. At the same time, each institution can set its own priorities, as not all outcomes can be measured in the same detail.

A few model indicators are given below (for information purposes only):

- Number of students graduating within the regular study duration (pass figures) (proxy for quality of student supervision)
- Satisfaction of students with regard to support
- Number of VLIR-UOS interventions with involvement of alumni
- Number of policy notes/briefs effectively used in operationalization or policy forming by DGD or development cooperation policy cell (not including PSR)
- Number of PhD participations in (VLIR-UOS) projects (per type, e.g. PhD students)
- Number of formulated projects through the (GM) PhD Network (per type, e.g. PhD students); proxy for strengthened capacity outcome
- Number of project proposals following a travel credit for teachers/academics (South or North)
- Travel grants:
 - Changes in attitudes (most significant change)
 - Number of cases in which there is a multiplier effect
 - Estimated number of people reached thanks to the multiplier effect
- Changed perception of participants in awareness-raising initiatives (entry-exit perception study)

2.4.2.3. General objectives (impact)

No indicators are expected for the general objective.

2.4.3 Baseline and targets

In the Logical Framework Matrix (appendix 1) the institutions must provide a baseline value (column E), a three-year target (column F) and a five-year target (column G) for all indicators.

The baseline value is the value of the indicator before the start of the Global Minds programme. The baseline value is the reference point for measuring subsequent progress.

The targets are the values of the indicators set for three and five years. These targets express the ambitions of the institution's Global Minds programme. For the intermediate results, these targets are relatively easy to plan, for the specific objective planning will inevitably be more difficult. Consequently, it is also acceptable that setting targets for some indicators is not possible or desirable (exception not a rule).

Columns H-L of the Logical Framework Matrix (appendix 1) should be left blank. These columns should be filled out only during the implementation of the Global Minds programme (the same Excel file can be used for reporting).

2.4.4 Changing indicators during the implementation of the Global Minds programme

If an institution wishes to change the formulation of an indicator or target during implementation, this should be explained in the progress report.

2.5. Risk management

Each Global Minds programme must manage the risks (see royal decree of 11 September 2016). A risk can be defined as follows:

“An uncertain event or set of events that, should it occur, will have an effect on the achievement of objectives. A risk is measured by a combination of the probability of a perceived threat [...] occurring and the magnitude of its impact on objectives”³

Risks are first identified when formulating the programme. All persons involved should think about any factors/uncertainties that could have a negative effect on the Global Minds programme and so the achievement of the objectives. Risks will be permanently monitored, new risks may be identified and risk management measures will be taken. The four steps of risk management are briefly described below.

(a) Identification

Each Global Minds programme identifies risks by thinking about possible events/factors that could have a negative impact on the programme. This can be done by thinking about the intended change processes and the underlying assumptions (causal), internal factors (financial or operational, say) and external factors. These risks are then integrated into the risk management matrix. Although some risks appear obvious, it is important to explain them so that everyone is aware of the risks and the possible implications. The Belgium programme can be used as a source of inspiration when identifying risks. A few generic risks from the VLIR-UOS perspective are already given here. These risks can be adapted by the institutions to make them institution-specific.

(b) Evaluation

Risks are evaluated on the basis of (a) the probability that the risk occurs and (b) the potential impact that the risk could have when it occurs. By evaluating risks on the basis of these two criteria we can set the risk level for each risk (probability x potential impact).

(c) Response

Depending on the total risk level, the institution must formulate measures in response to each risk. The extent to which an effective response to risks is needed depends among other things on the risk appetite. The risk appetite determines the degree to which we accept risks. Risk appetite is applied in the matrix and table below: it shows the various risk levels and explains when risks are accepted and when a response is needed. When responding to a risk, the goal is to try and minimise the risk. This means trying to reduce the probability or the potential impact of a risk.

³ (2009) Managing successful projects with PRINCE2.

**Managing intervention risks:
Risk appetite**

Probability	4-Almost certain	4-Low	8-Medium	12-High	16-Extreme	20-Extreme
	3-Probable	3-Low	6-Medium	9-Medium	12-High	15-Extreme
	2-Possible	2-Low	4-Low	6-Medium	8-Medium	10-High
	1-Unlikely	1-Low	2-Low	3-Low	4-Low	5-Medium
		1-Negligible	2-Minor	3-Moderate	4-Major	5-Severe
		Potential impact				

RISK LEVEL	RESPONSE
Low	Risks are accepted and considered to be assumptions. Risk control measures are necessary.
Medium	Even at this level action is not always necessary, but the risk must always be monitored proactively. However, a measure for a risk occurring is formulated.
High	If a risk is given a high risk level measures must be formulated and implemented. Accepting risks is not an option.
Extreme	If a risk is given an extreme risk level ("killer assumption") the intervention must be significantly adapted before submission. If such a risk is identified, (1) the required measures must be taken as soon as possible and (2) this must be communicated in a proactive way to the relevant levels (within the institution and VLIR-UOS).

(d) Follow-up

The measures that are taken in response to the risks are then implemented and monitored. All information is integrated in a risk management matrix. This matrix will be developed during the formulation and adapted during implementation. Adaptation of the risk management matrix comprises monitoring existing risks and identifying/evaluating/responding to new risks.

The matrix must be updated as follows:

- (a) Identification: date of the risk identification and the formulation of the risks
- (b) Evaluation: an assessment of the risk on the basis of the risk matrix
- (c) Response: the formulation of a measure
- (d) Follow-up to be filled in during implementation (follow-up response: response implemented successfully?)

GLOBAL MINDS - name institution						
(a) Identification		(b) Assessment			(c) Control	(d) Follow-up
Date	Risk	Probability	Potential impact	Total risk level	Response	Follow-up
				0		
				0		

2.6. General stakeholder/actor analysis

The Global Minds stakeholders are summed up in general terms below. Each of the institutions must make an additional internal stakeholder/actor analysis (internal = within the institution) with specification of the stakeholders/actors stated below (specific ANGC, specific private sector actors and so on).

Actor	Role
Students and Flemish HEIs not from developing countries	<ul style="list-style-type: none"> This is the primary target group of GM, as this programme component integrates a development dimension in education and makes students more aware of development problems, also outside the curricula (by means of awareness-raising initiatives and so on). It is also a target group in the case of travel grants and awareness-raising events. In the change process it is expected that students are trained to be global citizens or actors of change (based on global citizenship) through awareness-raising/travel grants.
Students at Flemish HEIs from developing countries (incl. alumni)	<ul style="list-style-type: none"> This is the primary target group of GM specific supervision and support. In the change process this contributes to their development into change makers in their own society as well as global citizenship. They are expected to play a later active role in the alumni activities of the institution and so participate in international knowledge networks, which in turn contribute to development results. VLIR-UOS experience is that South projects are often set up with Flemish academics through returning alumni.
Students and academic staff at partner universities in developing countries	<ul style="list-style-type: none"> These may be beneficiaries of DUO scholarships within GM: PhD scholarships on specific development relevant themes that are offered in partnership to Belgian candidates and to candidates from developing countries (with a view to a relatively balanced male/female ratio when awarding the scholarship: see VLIR-UOS gender policy). They can be deployed as groups of students from Flanders and the South for fieldwork, a work placement and so on, with an awareness-raising effect targeted through academic work, whereby the group dynamic strengthens the awareness raising.
Academic staff of Flemish HEIs	<ul style="list-style-type: none"> This is the primary target group (as well as the executive actor), which includes both researchers and teachers. On the one hand they are made aware themselves and given tools or experience to better deal with the diversity among students in a globalised context. On the other hand, they work themselves to integrate a development dimension in the curricula (incl. possibility for students to do fieldwork in developing countries) and in research, to raise awareness among other members of staff and students and so propagate global citizenship within the Flemish HEIs. This will not only create more support for development cooperation, but will also make them actors of change: development-relevant research and its results, development-relevant training and so on. They will themselves support and carry out concrete South projects, actively engaging in these projects.

Technical staff of Flemish HEIs	<ul style="list-style-type: none"> • This is a primary target group (and an executive actor), which comprises both administrative and policy workers of the Flemish HEIs. • They are made aware in the same way as academic staff and they also raise awareness among others to integrate a development-relevant dimension within the HEIs. • Like teachers and researchers, they can also play a key role in the experience of scholarship students in Belgium (and the probability of their successful training as agents of change).
Academic staff from developing countries	This is a secondary target group within Global Minds, which the HEIs want to attract on the basis of a targeted policy depending on the further integration of development in higher education, by inviting guest teachers or conducting joint research. This leads to a real international development-relevant cooperation and so strengthens the university development cooperation capacity at the various institutions.
Flemish universities and university colleges, all echelons	These are the main actors in this programme component. Thanks among other things to GM, these are transformed into knowledge centres with regard to development cooperation and development challenges in all their echelons. This is expressed at various levels of the institution: from the institution itself (policy framework, organisational structure) to the level of the faculties, departments and research units, which are each made aware and strengthened.
VLHORA	This is an intermediate organisation that has the role of official consultation and advisory body for the university colleges based on the GM programme for the university colleges. Together with VLIR-UOS, it has an important role in the implementation of the Global Minds programme within the university colleges.
DGD and development cooperation policy unit	<ul style="list-style-type: none"> • These fund the programme; • They take part in the assessment of the GM proposals and the monitoring of their implementation; • They are potentially indirect beneficiaries of higher academic quality with regard to development cooperation as they are given access to better policy-supporting research, over and above the policy support within the other VLIR-UOS programme component on policy-supporting research and successful development cooperation in general.
Belgian inhabitants (non-students and non-HEIs staff)	These form a secondary target group of result area 3: raising awareness of development problems among the general public. Awareness-raising events organised by Flemish HEIs, returning travel grant students and teachers can be open to the general public. Awareness-raising initiatives that are organised as part of the REO particularly reach the family, friends and social networks of students. The characteristic of these events is that they raise awareness in an academic way, using scientific knowledge and experience. These events will contribute to greater support for development cooperation, global citizenship and final HEIs that are better able to respond to development challenges (see support capitalisation).
Private sector	This is a secondary target group as GM strengthens the capacity of Flemish HEIs to develop development-relevant projects with partners in the South, possibly involving the private sector.
Belgian ANGC	This is a secondary, but very important, target group, as GM strengthens the capacity of Flemish HEIs to develop projects with partners in the South that possibly involve ANGC, depending on the country and region where the project is being implemented (connections with VLIR-UOS South programmes and CSFs of South countries are possible). There are a huge number of possible connections with other ANGC: access to alumni networks, use of HEIs expertise, knowledge sharing (general) and so on.

3. Budget

3.1. Available budget

The institutions agreed to allocate the Global Minds resources for 2017-2021 by means of an interuniversity allocation formula. This is recalculated annually, so only the 2017 budget allocation is currently known for the universities. On the other hand, VLHORA has already allocated the budget over the five years.

The assumption is that there will be no great fluctuations in this allocation over the other years of the five-year programme. However, this is subject to the annual calculation of the formula based on the sliding average of the past five years.

These orders of magnitude must be kept to when preparing the budget.

Global Minds	2017	2018	2019	2020	2021
KU Leuven	1 401 618	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>
UGent	1 136 123	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>
UAntwerpen	595 619	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>
VUB	538 114	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>
UHasselt	182 091	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>	<i>tbc</i>
<i>Total universities</i>	<i>3 853 565</i>	<i>3 853 565</i>	<i>3 853 565</i>	<i>3 853 565</i>	<i>3 853 565</i>
University colleges	801 000	692 000	666 000	544 000	690 000
Total					
<i>per year</i>	4 654 565	4 545 565	4 519 565	4 397 565	4 543 565
<i>over five years</i>	22 660 825				
<i>5 years universities</i>	19 267 825				
<i>5 years university colleges</i>	3 393 000				

This budget still needs to be approved by the Belgian government as part of the approval of the general VLIR-UOS budget for 2017-2021. In principle, in the case of multi-year projects the new regulation provides for the possibility of budget transfers between years, but for Global Minds this is still subject to the approval of DGD and will be clarified and announced later.

3.2. Guidelines and implementation

As soon as the minister has formerly approved the VLIR-UOS five-year programme, VLIR-UOS will draw up a contract with the institutions to establish conditions with regard to use, management and reporting of the resources and the rights and obligations.

The financial guidelines as well as the content and financial reporting will be set down in this agreement.

The budget template is provided in appendix 2. The institutions will be asked to prepare a detailed report for 2017 and a more provisional budget for the subsequent years. A budget update will be requested every year for the year to come.

As the GM component programme is a new intervention category, there are no specific financial guidelines other than the rules of the institutions (e.g. scales for staff or scholars from the EU/EER, kilometre allowance) and those for the component interventions and the South programmes and projects. Below we give as clear a picture as possible for filling out the budget format insofar as reference can be made to concrete guidelines.

The principle is that the guidelines are aligned as much as possible to the South guidelines. Particulars:

- A. Investment costs (durable goods with a long life that can be depreciated in the accounts over several years): normally not applicable to GM.
 - B. Operational costs (“project-related” costs incurred for the purchase and/or operational use of goods or services that are not depreciated in the accounts and costs directly related to a specific project activity)
 - C. Personnel costs: this normally concerns academic staff with an employment contract (no scholars)
 - D. Scholarship costs: both Flemish PhD or post doc scholarships and South scholarships
 - E. Coordination cost in Belgium (10% lump sum from B to D): for coordinating all components of the institution’s GM programme. To be defined with regard to ICOS / ‘operational costs’ budget line outside the Belgium programme.
- The following rules apply to certain intervention types:
 - Travel Grants (TG):
 - The country list of 31 countries applies to TG, with the addition of Suriname for 2017-2021 and India for 2017 only.
 - The institution-specifics with regard to scholarship amount and management must be stated in the GM application form. The TG 2017 call, which VLIR-UOS will launch soon towards the students, will refer to the relevant institution rules.
 - South scholars:
 - Bearing in mind the requirement to define the GM component programme in relation to the Training and Scholarships component programme within the Belgium programme, the number of South scholarships that an institution wishes to provide for as part of GM must be limited and overlap with the purpose of completed, current and future South interventions of VLIR-UOS must be avoided (no recruitment of IUS researchers, for example).
 - The instrumentality of this scholarship type for the Flemish institutions’ own capacity building must be clearly motivated for DGD.
 - The country list of 31 countries applies to these South scholars.
 - The [harmonised DGD scholarship guideline](#) is applicable on the scholarships.
 - PhD scholarships in general: the challenge here is to view the nationality and country of residence of the candidates in the light of the specific objectives of these scholarships, without discrimination. Organising a brain drain of South candidates is not the goal (see above). However, given the globalised society, a Congolese or Ethiopian living in Belgium with no affiliation to VLIR-UOS South projects may compete alongside Belgians or Dutch people. If they do not intend to return to their own country, the rules of the Flemish university

are followed and the country of origin is not considered, contrary to the procedure for the abovementioned South scholars.

4. Assessment

4.1. Assessment criteria

The six generic VLIR-UOS selection criteria function as guidelines for selection. For Global Minds proposals the focus is on:

- Development relevance
- Coherence:
 - Internal: the cohesion between the proposed interventions and their connection to institution policy;
 - External: the connection to the general objective of the GM programme at VLIR-UOS level and the VLIR-UOS Belgium country programme.
- The use of institution-specific quality assurance systems when implementing the GM programme.

The same set of six criteria is used as for the other calls, but defined in more detail and translated to a non-exhaustive list of descriptors, which are illustrative but provide an objective interpretation of the criteria, for both the applicant and the assessment committee. The criteria and descriptors have been adapted to suit the specific characteristics of GM. Additional criteria are internal coherence and alignment to the institution policy. “Quality” now mainly covers the coherence and alignment to the institution policy.

The UOS Bureau has decided not to use weighting or scores per criterion.

QUALITY <i>The extent to which a proposal has a clear rationale.</i>
<ul style="list-style-type: none">• The proposal addresses strategic research/education/sensitization needs and opportunities for the Flemish institution and its (potential) South partners and network• The proposal is consistent with research/education/sensitization strategies of the Flemish institution• The components of the proposal are demonstrably coherent (e.g. based on a transparent strategy/analysis/target audience) and their possible interlinkages are explained in a clear manner, as well as the link between the Global Minds proposal and the Flemish institution’s own policy and strategy in the field of capacity-building at the level of development cooperation at large• ...

RELEVANCE

The extent to which the objectives of a proposal are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies.

- The proposal meets the needs of (direct and indirect) beneficiaries
- The planned results and outcomes are development relevant
- The proposal is in line with the VLIR-UOS country strategy in case of components aiming at a specific (set of) country(/ies)
- The proposal is complementary to the internationalization policy of the institution, but clearly aims at another finality and target group (development cooperation)
- The proposal has clear added value or complementarity with regard to other initiatives already carried out, e.g. ongoing south projects (VLIR-UOS funded or otherwise), the activities of other Belgian actors, etc.
- The proposal has potential to deliver applicable results
- ...

EFFECTIVENESS

The extent to which the proposals' objectives are expected to be achieved, taking into account their relative importance.

- Clear description of key elements (inputs, activities, results, objectives) of the underlying Theory of Change
- Clear and realistic results chain in the underlying Theory of Change, in line with the institutional policy and strategy
- Realistic objectives that address the identified needs
- Feasible project activities
- Appropriate results to achieve the objectives
- Multiplier effects can be generated
- Objectively verifiable indicators are available, not only for intermediate results level but also to monitor different outcomes (specific objective level)
- Monitoring of results and outcomes is foreseen
- Risk management takes into account the most important risks and appropriately deals with them
- ...

EFFICIENCY

A measure of how resources/inputs (funds, expertise, time, etc) are converted to results in an economic way.

- The Flemish institution uses its own transparent selection systems and procedures which might be modified in view of Global Minds components, if necessary
- The Flemish institution has a network of existing and/or potential south partners based on previous cooperation and/or relevant synergy/complementarity
- There is a clear definition and distribution of the roles and tasks for all involved stakeholders
- There are efficient mechanisms for coordination and communication between the involved stakeholders
- There are no (better, cheaper) alternatives to realize the proposed objectives
- The project costs are reasonable and justified
- Maximum use is made of the available budget in relation to the proposed results (value for money)
- ...

IMPACT

Potential positive and negative, primary and secondary long-term effects produced by the proposal, directly or indirectly, intended or unintended.

- The proposal's strategy has a clear vision on the long term effects that are envisaged
- The proposal shows a potential tangible impact on (direct and indirect) beneficiaries
- The proposal is sensitive to transversal aspects such as gender, culture, and environment, that can accelerate or hinder the potential impact of the project
- The proposal has a clear dissemination/valorization strategy
- The proposal is likely to realize a clear institutional embeddedness (within the Flemish institution, and between the Flemish institution and relevant local, national, international networks and stakeholders)
- ...

SUSTAINABILITY

The continuation of benefits after the activities have been completed.

- The proposal foresees a clear follow-up strategy (financial sustainability)
- The proposal foresees working with institutional structures (institutional sustainability)
- If applicable, the proposal takes into account its positive/negative impact on the policy level (political sustainability)
- If applicable, the proposal takes into account its negative/positive environmental impact (environmental sustainability)
- The proposal formulates clear and appropriate strategies to ensure the sustainability of all results and outcomes achieved
- ...

4.2. Assessment committee

The institution proposals will be assessed by a committee comprising four members of the VLIR-UOS Belgium selection committee. Originally, the committee was to be enlarged to include a number of independent external members based on the assessment of the embedding of proposals in the institution policy, but an examination of the CVs of the current members of the committee showed that this expertise is already present. Four members were then selected from the existing committee. Cost-effectiveness and time pressure are additional reasons to keep to the current four proposed members.

The committee for Global Minds will be renamed the Global Minds Assessment Committee, as it does not concern a competitive selection.

The assessment committee will comprise (subject to the final decision by the UOS Bureau and the Internationalisation Working Group):

- Prof. W. Nicol Keith
- Prof. Michael Totterdell
- Prof. Henrik Secher Marcussen
- Ewa Kolanowska

DGD is present on all VLIR-UOS selection committees, including this one. It is up to DGD to decide who it delegates to this committee meeting.

The assessment committee will meet on 28-29 November 2016. An institution delegation will be invited to explain the GM institution proposal orally. It is up to the institution itself to decide who represents it. For technical reasons, the number of delegation members is limited to four.

4.3. Assessment process

4.3.1. General

The purpose of the assessment by the committee is to check whether the individual programme proposals meet the requirements.

The committee will assess all proposals after reading and an oral explanation of the proposals by the applicants, and will recommend any improvements as needed.

One of the assessment criteria is how the institution-specific quality assurance systems will be used during the implementation of the GM programme.

4.3.2. Procedure

The assessment procedure is as follows:

- (i) **First examination** by the committee stating:
 - Recommendations for strengthening the proposal with arguments. The committee can make recommendations for strengthening the coherence, development relevance or quality assurance of all or part of the proposal and make suggestions with regard to the individual actions in the proposal.
 - Possibly subject to funding;

The committee writes an in-depth committee report on each proposal, including a motivated strength and weakness analysis (related to coherence, development relevance and quality assurance) and recommendations to strengthen the proposal.

- (ii) All institutions can begin with the implementation of their Global Minds programme in year 1 (2017), with guaranteed budget for this first year but in full knowledge of the committee's assessment and recommendations. DGD is also notified of this assessment. The institutions can integrate the recommendations during implementation if they wish.

The institutions are given the time to formulate a management response on how they will implement the recommendations. The institutions will provide VLIR-UOS with a management response with description per institution of how the recommendations have been or will be addressed eight months later, together with an updated schedule for 2018.

- (iii) **Second examination** by the committee in November 2017, in which each programme is re-assessed based on the management response and the updated plan for 2018. The committee checks whether the institutions has provided an adequate response to the recommendations and whether they have implemented the actions proposed in the management response. A poor response by the institutions can have negative consequences from year 2 (2018). In this second examination the committee will issue a positive, conditional or negative decision.

- The committee will issue a positive decision if it feels that the programme satisfies the requirements with regard to coherence, development relevance and internal quality assurance or will do so within a reasonable term.
- Conditional approval for 1 year with clear recommendations for how the proposal must be improved. The institution must satisfy these recommendations by the time of its first annual report. If not, the negatively assessed part of the programme may be considered non-fundable and the resources used to fund it deducted from the GM funding for the following year.
- The committee will issue a negative decision if it feels that the programme does not satisfy the requirements with regard to coherence, development relevance and internal quality assurance and will not do so within a reasonable term. Each negative decision is accompanied by a committee report in which detailed reasons are given for this decision. The assessment may refer to the whole programme or a specific part of the programme. However, a negative assessment for a specific part of the programme

cannot lead to the non-selection of the whole proposal. A negative decision may lead to a loss of funding for the negatively assessed part of the programme for one year.

- (iv) In year 2 the institutions issue a report, as provided for, but there is normally no special role for the committee.
- (v) In year 3 the first mid-term evaluation occurs, in accordance with the relevant stipulations in the royal decree.

The above way of working is the concrete answer to the standpoint taken by DGD that guaranteed funding is unacceptable.

Both the institutions and DGD have the opportunity to respond to draft proposals at the different stages of the process. The committee takes these responses into consideration and may initiate a further study and adapt its decisions and/or reports.

The committee's final decision is binding. The UOS Bureau will be asked to ratify this advice.

4.4. Schedule

Date	Deadline
21/10/2016	Launch of the Global Minds call
Between call and submission	Guidance for the institutions in fleshing out their programme, at the beginning, in the middle and possibly at the end of the process (optional)
18/11/2016	Deadline for the receipt of institution proposals
28-29 November 2016	First examination by the committee: Assessment of the proposals by the Global Minds Assessment Committee with a committee report for each programme stating the strengths, weaknesses and recommendations.
7/12/2016	Submission to DGD of the institution programmes, including aggregated VLIR-UOS programme
15/12/2016	DGD advice on VLIR-UOS five-year programme
31/12/2016	VLIR-UOS management response to DGD advice on VLIR-UOS five-year programme
31/01/2017	Final DGD advice on VLIR-UOS five-year programme to the minister
15/02/2017	Final approval of the VLIR-UOS five-year programme by the minister by ministerial decision (at the earliest)
30/09/2017	Submission by each institution of the management response and the updated work plan for 2018
November 2017	Second examination by the committee:

5. Application

5.1. Format and appendices

The proposal must be made up of the following three parts in the provided format:

APPLICATION FORM
Proposal:
APPENDICES
Appendix 1: LFM – OP – RM: <ul style="list-style-type: none">• Logical framework matrix• Provisional operational plan for the whole five-year period and detailed operational plan for year 1 (2017)• Risk management matrix
Appendix 2: Budget summary by budget line for the whole period 2017-2021, with detailed budget for year 1 (2017) and provisional budget for the following years

5.2. Support

The institutions are free to ask VLIR-UOS for support to draw up the GM proposal, due to the new concept, format and framework. Such support should preferably be given during a meeting at the registered office of the institution, based on a (first) draft of the proposal. If so desired, this meeting can be scheduled at the earliest date after the publication of the call.

The first opportunity to ask questions will be the scheduled ICOS meeting and scheduling meeting of 27 October.

5.3. Online submission

A Global Minds proposal is submitted through the online VLIR-UOS databank (<http://data.vliruos.be>). The designated ICOS should prepare and fill out the project proposal and upload the mandatory appendices to the correct location. The ICOS is also responsible for submission. Only a supervisor can submit a project proposal and for Global Minds the decision was taken to work with a spokesperson rather than a supervisor, so the respective ICOS will first have to register as a supervisor, simply for technical reasons. That will bring up the 'Submit' (to VLIR-UOS) button.

You can email any questions about the databank to data@vliruos.be.

The last date for submissions is 18 November.

5.4. Contact person at VLIR-UOS

Name	Function	Phone	Email
Stefan Wellens	<i>Coordinator Belgium</i>	+32 2 289 05 56	stefan.wellens@vliruos.be