

Format for Global Minds project proposals

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GENERAL INFORMATION

General	
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Programme coordination level	
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Additional annexes (apart from compulsory annex 1)	Annex 2 List of Abbreviations Annex 3 Overview of GM instruments Annex 4 Concept note Global Minds course

Module 1: Context analysis

 *Take into account the transversal themes **gender** and **environment** in this analysis.*

Retrospective and learning

What lessons did you learn from GM project implementation during 2017-2021, the mid-term evaluation process and the impact survey? Why are these relevant for the proposed Global Minds project?

In the past 5 years, the Global Minds Fund (GMF) at Ghent University has facilitated the experimentation with structurally under-resourced aspects of academic collaborative activities with partners in the Global South. Academics, PhD researchers, Administrative and Technical Staff (ATP) and students have used Global Minds to explore new ideas and approaches to global challenges and academic collaboration, thereby strengthening Ghent University’s university development capacity. As such, the programme has become an ‘innovator’, supporting initiatives tailored to the imagination and needs of university staff for which structural funding is often lacking.

Ghent University wishes to further develop this position of Global Minds (GM) as ‘innovator’, by consolidating on the one hand the highly valued innovative aspects of the first programme, and on the other hand, by increased attention to what grantees indicated as still missing. These gaps were identified through internal M&E mechanisms, the impact survey conducted by VLIR-UOS and the external mid-term evaluation by Syspons. The second Global Minds programme (GMP) will be more closely connected to institutional priorities (a gap revealed by the impact survey) by positioning it as a fund that facilitates multiple processes of learning and rethinking partnerships both at the level of specific collaborative engagements and at the institutional level (see ToC below), strengthened through a scientific project on decolonization and Global South collaboration (see project vision).

Based on the above insights and ongoing processes, GM 2.0 wants to strengthen a number of highly valued aspects present in GM 1.0, as well as increase attention for others:

1. Consolidate & strengthen highly valued aspects of the first programme

Focus on generally undervalued and under-resourced dimensions of collaborative academic work: providing seed-money for ongoing and new collaborative engagements (instead of core funding) has been one of the unique and highly valued aspects of GM 1.0. Via various 'open calls for funding', academics, PhD researchers and students have been able to co-design project proposals with international partners; building new projects based on unexpected findings of their ongoing researches; organize workshops, conferences and film festivals that were too small for large grants but too large to be self-funded. This has resulted in imaginative and explorative initiatives that sought to push the limits of the current framework on University Development Cooperation, but also enabled increased dialogues among partners. GM 2.0 wants to fully consolidate and strengthen these aspects.

Consolidating existing and exploring new partnerships: embedded in the overall Integrated Policy Plan for Internationalisation (IPPI), GM 1.0 funding has facilitated successful formats such as Regional Platforms (RP), International Thematic Networks (ITN) and Strategic Institutional Partnerships (SIP) to collaborate with universities in the Global South. This has allowed to extend both existing partnerships (such as those developed during finalized IUC's) and initiate new ones around upcoming new topics. It has also created an enabling space to include professors and researchers otherwise less acquainted with UDC-funding to explore and/or extend scientific collaboration with partners in the Global South.

Support for under-resourced actors and partners: GM 1.0 has both intentionally and unintentionally reached a number of actors who lack (sufficient) resources for their ongoing researches, core activities or for simply engaging with their academic material. Through GM 1.0, the 4 SIP's funded by GM were able to continue (and transform) their longstanding cooperation after the end of VLIR-UOS IUC projects. But especially early career researchers (PhDs and postdocs), students and international partners have benefited from support where other resources were lacking or absent. This aspect will be reinforced in GM 2.0.

Low threshold: The application process of open calls in GM 1.0 was less demanding than in other existing funding schemes and the success rate rather high, making the threshold to apply very low. Moreover, the flexibility of the GM selection committees allowed applications to be reworked before a second (final) decision, which made the GMF also necessarily more accessible to early career researchers or students with limited experience in proposal-writing – certainly in comparison with professors competing for the same grant. GM 2.0 aims to retain this low threshold, but also to improve it, by developing a communication strategy to reach applicants from so far underrepresented departments and students in general.

Taking up new trends in debates on North-South partnership frameworks and global engagement: The unique character of Global Minds allowed to support creative out-of-the-box initiatives. Academics, PhD researchers and students have for example engaged in international debates on equitable North-South partnerships; decolonization of knowledge sharing and production and a more holistic approach to "global engagement". Thinking beyond the traditional UDC-framework and on what lies beyond Agenda 2030 will be further stimulated (through individual initiatives, within centers of excellence, etc.).

2. Increased attention for:

Education and learning opportunities: Although educational activities could be supported by GM 1.0, not many educational oriented proposals were submitted. GM 2.0 will strive to achieve a better balance between research and education by opening up more opportunities for education and learning trajectories (a gap revealed by Syspons and UGent analyses). The programme outlined in the following sections therefore proposes both new intervention types such as the start of a new university-wide interdisciplinary course, the launch of open calls for short teaching stays of Global South partners at Ghent; as well as a reorganization of existing ones to put greater emphasis on education and teaching such as the launch of the open call events for the broad Ghent University community. Facilitating learning trajectories is central to the ToC: both through initiatives proposed by UGent and partners; but also via the implementation and monitoring of the GMP.

Research valorisation and dissemination, societal impact: The internal evaluations of GM 1.0 revealed a need to create more opportunities to increase the interaction between academics and society (both here and in the South) in order to make academic knowledge of UGent-based researchers and their international partners more accessible to policy makers, colleagues and scholars based in the Global South as well as local communities who participated in research. GM 2.0 aims to facilitate these interactions by sponsoring workshops of the centers of expertise, short training based on a multi-stakeholder approach and participation of policy makers, academics, practitioners, etc., a new call for exploration and/or valorisation of findings. In short, GM 2.0 will encourage creative valorisation and dissemination activities.

Inclusion of international partners into the fabric of the programme: During the GM 1.0 trajectory, application, evaluation and selection procedures were highly recognizant of the important role of Ghent University as a center of excellence and the particular positions of UGent-based GM grantees herein. However, it was difficult to know how project proposals were received by Global South partners and to which extent they took part in developing the objectives and envisaged outputs; what their agendas, priorities and reasons for participation were; their experiences, perspectives and take-aways of projects; etc. Since the concept and practice of 'partnership' goes to the core of Global Minds, integrating international partners more into the implementation and monitoring of the programme will deepen the relevance and legitimacy of the GMP. As will be further explained in the sections below, the requested participation of international partners in GM 2.0 application and evaluation formats and procedures as well as in the selection commissions serve to reach this goal.

Mainstreaming global engagement: Although partially successful, more efforts are needed at UGent to make global engagement and partnerships with the Global South an important and normal aspect of the work of university academic and non-academic staff. GM 2.0 will facilitate more initiatives to sensitize the university community in taking up the responsibility to integrate and address the global dimensions of their disciplines by engaging in collaborations with the Global South – and with special attention for academic staff who are new to such partnerships by prioritizing this aspect in the criteria of the calls.

Project vision

Briefly describe your overarching vision for the proposed Global Minds project and explain how it seeks to contribute to Agenda 2030.

Ghent University's GM 2.0 fully embraces the principles of the SDG-framework as written out in the VLIR-UOS theory of change. GM 2.0 will facilitate critical engagement through multiple perspectives on the concept and practice of sustainable development and what lies beyond Agenda 2030. The three interlinked SDG-principles Interconnectedness, Multi-stakeholder Partnerships, and Leave No One Behind hereby function as a guiding framework.

Further, in line with ongoing and general evolutions in the field of International Development, Ghent University is involved in a process to critically reflect on its position and role with regard to global engagement and the partnerships it seeks to establish with (non-)academic actors based in the Global South. Processes to harmonize evolved discourses and practices are ongoing (e.g. the transition of the former unit of "Development Cooperation" to the unit "Partnerships Global South"; the transformation of the criterium "development relevance" into "Global North-South context" in regards to the selection of PhD applicants coming from the Global South (funding outside of GM)). Also, a scientific project, financed by GM 1.0, is currently conducted by a researcher on the decolonization of university development cooperation and its implications for a collaborative framework based on key principles of equity, reciprocity and justice. Based on this fundamental research, a renewed framework for academic collaboration with Global South partners will be constructed and further implemented into a university-wide vision on and organization of research funding that is compatible with international solidarity. This project is guided by a steering committee, consisting of ZAP and AAP representatives of different faculties, the Director for Internationalisation and the Global Minds coordinator, that has also been involved in the development of GM 2.0. The ideas below will be further developed and implemented in this reflection process.

Interconnectedness

In an interdependent world, local realities and challenges need to be understood in connection to dynamics taking place in different localities, countries, regions, and globally. The covid-19 pandemic has emphasized how different aspects such as health, economy, mobility, history, international relations, communication, politics, etc. interact and influence (be it in coalition or opposition) the development in the world and certainly in the Global South. Therefore, Global Minds aims to stimulate connections and dialogue between different geographies, partners, disciplines and stakeholders. The different calls and activities of GM may therefore not be looked at in isolation but should form building blocks of a major objective to contribute to global change. This is done, firstly, by creating an environment built on principles of equity, reciprocity and social justice that enables to rethink collaborative engagements and their underlying structures together with our international partners. The aim is to stimulate Global Minds recipients to think global and act local by taking into account the global dimensions of local realities and challenges in their proposals.

Secondly, by increasing dialogue between partners involved in GM 2.0 initiatives. Application and M&E procedures will aim to make applicants reflect on the contribution of their activities to the envisaged collective actions of the programme as a whole via narrative forms and/or group evaluation and reflection workshops. Overall, the intervention types are specifically developed to increase the *collaborative* aspects of new and ongoing academic work.

Thirdly, in comparison with GM 1.0, GM 2.0 will provide more opportunities for interaction between different disciplines. The university-wide course centered on global citizenship education invites students of different disciplines to address not only convergences and similarities, but also embrace difference to discuss conflicting positions in academic and societal debates on global challenges and global justice. Also the centers of expertise are ideal meeting places of scientists and non-academic stakeholders across various disciplines to reflect on and mutually learn from engaging with partners in the Global South.

Multi-stakeholder partnerships

Multi-stakeholder partnerships are not only crucial to increase the societal relevance and impact of academic work, but they are also important for accountability strategies and participatory decision-making during different stages of academic work. Global Minds 2.0 will provide a number of avenues to facilitate an easier inclusion of multiple stakeholders, and especially non-academic actors.

Past initiatives of ITN's and RP's have demonstrated that such networks or centers of excellence are particularly well-placed to stimulate interactions and cooperation between academic and non-academic actors. With the new open call "explore and/or valorise", GM 2.0 will stimulate the UGent-community and its network of international partners to explore the values and possibilities of combining valorisation and dissemination of research findings with the exploration of new ideas and proposal writing. This creates the potential for external stakeholders to directly participate in the design of new research initiatives. Further, the open call for "short programmes" targets to widen a traditional, but successful form of learning towards people with diverse backgrounds (academics, students, practitioners, policy makers, community members,...) around a common theme and interest. Finally, the open call for "events" also stimulates interaction and cooperation with various non-academic stakeholders and the broader public.

Leave no one behind

Although GM is in the first place a programme to stimulate engagement of the Ghent University community in partnerships with the Global South, it stimulates inclusion of otherwise under-represented and/or under-resourced actors in international academic collaborative work by stimulating partnerships with universities in the Global South who have less possibilities for international contacts. First, the open call for "short research stays" at Ghent University is intended to support international mobility of academic partners to exchange knowledge, do lab work, consult libraries and archives, write papers/project proposal and prepare/finalize a PhD trajectory, who do have otherwise less possibilities. Second, for the selection of student travel grants (REI), mechanisms have been developed to increase participation of less endowed students or students with financial difficulties. Also the new university wide course will allow more students from different scientific backgrounds to reflect critically and ethically on the international and global dimensions of their disciplines and will increase participation of less mobile students (to be integrated as part of internationalisation@home¹).

Third, within GM 2.0 a new call for Short Teaching Stays at Ghent University will be launched. With this initiative we hope to stimulate internationalisation@home and to reach less fortunate students and staff by inviting scholars who are based in the Global South to give guest lectures, seminars or a doctoral school. This will hopefully not only elevate the recognition of more 'South' perspectives in various student curricula, but also facilitate low-threshold interaction with academics at UGent whose own research interests are not particularly situated in African, Asian or Latin-American countries.

Fourth, for the selection of proposals for the different open calls, a balanced distribution over (1) partner countries and regions, and (2) different research groups and faculties will be pursued.

Finally GM 2.0 wants to stimulate more equitable and ethical partnerships by encouraging recipients to 1) reflect on the ethics of their collaborative interactions between the different parties involved in initiatives (e.g. criteria & questions in application forms and M&E mechanisms on collaborative interactions and DEI), and 2) provide equal access to opportunities and resources for marginalized people who might otherwise be excluded. Concretely, this means that grantees are for example requested to integrate equity and inclusion in various stages of the project, including rationale, design, intended results and knowledge mobilization processes. Another change which relates to GM 1.0, is the inclusion of more international expert stakeholders in selection committees, and in application and evaluation procedures in order to make sure the above principles are put in practice.

¹ Internationalization@Home is an overarching concept under which a wide range of activities can fall, which are aimed at building international and intercultural competencies and learning experiences for non-mobile students and staff; and at strengthening the internationalisation dimension of the university's course programmes.

Module 2: ToC and strategy

2.1. Narrative description of ToC

Theory of change

Narrative description of the change process / pathways and assumptions

Develop a Theory of Change which serves as a compass for the project strategy. This narrative description of the change process should build further on the context analysis of Module 1 and explain the flow between:

- *The long-term objective or dream (=impact) to which the **GM project** wishes to contribute (in line with Agenda 2030, the SDGs and the VLIR-UOS impact areas);*
- *The outcome(s) the project can realistically achieve;*
- *The expected intermediate changes (=results) linked to one or more six standard VLIR-UOS project domains (=domains of intermediate change) and how these will lead to outcomes.*

When elaborating the Theory of Change, the most important uncertainties / assumptions / risks related to the change process should be identified as well.

Make sure to include a description of expected results regarding the uptake of new knowledge, services and applications by external stakeholders.

With the Global Minds programme, Ghent University strives to contribute to a sustainable equitable society by embedding the institution more strongly in a network of international partners, based on key principles of equity, reciprocity and (social) justice. **The Theory of Change (ToC) starts from the premise that global challenges and global engagement are inherently interlinked:** to gain a better understanding of the interdisciplinary and global dimensions of local realities and challenges, engaging in global and multi-stakeholder partnerships is crucial. **The expected overall impact of GM 2.0 is to increase the engagement of the whole Ghent University community in equitable partnerships with the Global South.** This outcome will further lead to (1) the increase of the production and application of innovative solutions to global challenges; (2) a community of critical global citizens in academic and non-academic sectors and (3) equitable knowledge-driven global partnerships. Global Minds positions itself as a fund that aims in the next five years to facilitate multiple processes of learning and (re)thinking to increase the overall value and impact of international academic collaborative work.

As described earlier, the new programme will build further on the strong pillars of GM 1.0, incorporating more attention to certain aspects, which leads to the prioritization of four domains of intermediate change: 1) research programmes and methods, 2) education programmes and methods, 3) people, and 4) networks and partnerships. An overview of the various instruments planned in GM 2.0, can be found in Annex 3.

For all the domains prioritized, GM 2.0 will put emphasis on support of under-resourced and underrepresented partners from the Global North and Global South, and of collaborations that were

underrepresented and less financed in GM 1.0 such as interdisciplinary proposals, student involvement, academics and staff new to North-South collaboration.

The intended overall change can be summarized as follows:

1. To increase the common engagement in research with partner institutions in the Global South and to better valorise research findings
2. To incorporate a global perspective and to increase the voice of the South in education at Ghent University
3. To empower Ghent university community (students, staff and stakeholders) in their global engagement
4. To strengthen existing and new long lasting partnerships with universities in the Global South

1) **RESEARCH PROGRAMMES AND METHODS**

In respect to research, Global Minds aspires to contribute to the mainstreaming of more collaborative research cycles with the objective to enable the UGent-community and its international partners to formulate innovative solutions to local and global challenges. To this end, GM 2.0 will support the exploration and valorisation of needs-oriented high-quality research in equitable collaboration with (non-)academic partners in the Global South. In order to stimulate engagement with new and original perspectives at various stages of the research cycle, special focus lies on dimensions that are generally under-resourced and receive less attention in collaborative work: initiation and valorisation. For this domain, we have reserved 23% of the total GM budget.

With respect to initiation, the facilitation of pre-doctoral stays at UGent (via the open call 'SRS') and exploratory data collection to support joint proposal writing (via the open call 'explore and/or valorise' & 'SRS') will create possibilities for the initiation of new research projects and collaboration. With respect to valorisation, GM 2.0 aims to strengthen the stages of the research cycle that generally follow data collection (writing and valorisation), by providing extra support for international PhD fellows to finalize their theses at UGent (via open call 'SRS'); and facilitating creative initiatives for research uptake and impact creation as well as the opportunity to combine this with the initiation of new research cycles (via the open call 'explore and/or valorise'). Further, to increase multi-perspectivism and knowledge exchange during the research phases of analysis and writing, Global Minds will facilitate institutional stays at UGent (for international scholars via open call 'SRS') and at universities or research centres in the Global South (for early career scholars PhDs and postdocs (partially²) based at UGent via open call for 'research or education stay in the Global South').

These various instruments (seed-money) will also lead to important results in the domain of networks and partnerships, as we expect them to generate new collaborations with academics in the Global South and non-academic partners on the short and longer term. Moreover, the call "explore and/or valorise" should result in a better design of research and uptake of research results, as we will later describe.

² This concerns PhD students in sandwich-type arrangements who are based both at Ghent University and at a university in the Global South.

2) EDUCATION PROGRAMMES AND METHODS

In putting greater emphasis on education in comparison with the first programme, GM 2.0 pursues the incorporation of global multi-perspectivism in teaching, training and educational programmes at Ghent University, with the objective to increase better understandings of the interconnectedness of the 'local' and the 'global' as well as the complementarity of disciplinary domains. To this end, it will support the advancement of knowledge and expertise of global dynamics, challenges and asymmetries across and beyond the North-South axis, from a variety of international and interdisciplinary perspectives and by supporting increased interaction between Global South partners, students, academics and staff. The next five years, we have foreseen 29% of the total GM budget to realise our objectives.

A first important instrument is the newly created university-wide interdisciplinary course (called 'Global Minds') that promotes global citizenship, critical engagement with global challenges and an ethical reflection on global differences, including complexity and power asymmetries. This course facilitates both the educational and interdisciplinary engagement of UGent-teachers and professors and stimulates collaborating with university partners in the Global South. Third Bachelor and Master students participating in this course will gain international and intercultural competences and the ability to approach societal and global challenges from different scientific angles and with respect for different perspectives (for more detailed information, see Annex 4). The course has been approved by the UGent curriculum commission and will start in academic year 2022-2023. GM 2.0 will support the development and the organisation of the course by providing a half-time teaching assistant position. Secondly, an open call for short programmes will be launched with the aim to enhance the learning and collaborative capacity of students, academics, university staff, policy-makers and practitioners across and beyond the North-South axis on global issues (e.g. short term courses, summer/winter schools, etc.). This will increase the interaction between various knowledge and methodological perspectives in academic (and policy) learning trajectories through multi-stakeholder partnerships. Thirdly, the instrument of student travel grants (REI) to partner countries in the Global South stimulates the mobility of UGent-based students during in-depth learning experiences. All students will be required to follow compulsory preparatory and follow-up sessions organized by UCOS. Global Minds will also support and stimulate the mobility of teachers to share their knowledge and expertise in reciprocal ways while interacting with different institutional environments (via open calls for 'teaching stays at UGent' and 'research or education stay in the Global South'). All these initiatives should increase the educational collaborative capacity of teachers (based at UGent and at institutions in the Global South), and the collaborative learning capacity of UGent-based students during internships or master thesis research stays.

3) PEOPLE

To increase the engagement and interaction with the Global south at the level of people, Global Minds enables students, staff and the wider community of Ghent University to learn and apply knowledge on global dynamics, asymmetries and challenges and to train skills on intercultural communication, critical thinking, and global citizenship. To this end, Global Minds will support closer collaboration and connection between research, policy and the wider public, and the exchange of knowledge and research among scholars and between them and students, the broader UGent-community and its international partners, policy-makers, practitioners, and the wider public. It will also increase the societal relevance of academic collaborative work, and students' public engagement with academic material.

By launching an open call for the organization of events (workshops, conferences, film festivals, exhibitions etc.), numerous people (students, staff, practitioners, policy makers ...) will be sensitized on a diverse range of global challenges and/or trained in a diverse set of skills. As we learned in GM 1.0, some opportunities come unexpected. Therefore we have again foreseen a small budget to support other small initiatives that can help build a supportive learning environment for students, alumni, staff and researchers, to strengthen their knowledge, skills and attitudes in relevant domains. For instance, in follow-up of the first GM programme, we have been able to re-establish a training project with 'entrepreneurs for entrepreneurs', for (international) PhD students wishing to develop a Global South business plan.

It is important to highlight that instruments from other domains will also have a significant impact on the domain of people. For instance, the student travel grants will train students how to collaborate with local communities within complex societies and will improve their critical reflection and understanding of global inequalities. As these travel grants are only granted to students who plan a research or an internship for an accredited course, we believe this initiative is best placed in the domain of education. Other instruments such as the university-wide course, short training programmes, short teaching stay, but also initiatives organized by regional platforms and ITN's, research and study stays in the South will strengthen knowledge, skills and attitudes of students, alumni, staff and researchers at Ghent University and external participants. In short, initiatives from all prioritized domains will further strengthen the outcomes on the level of people. As illustrated in the budget annex, in the instrument distribution per domain annex, the largest budget has been allocated to the domain of people, when also secondary domains are taken into account.

4) NETWORKS AND PARTNERSHIPS

Multi-stakeholder partnership networks are crucial to build global communities of academic and non-academic peers that create connections across disciplinary, institutional and geographical boundaries. GM 2.0, therefore, wants to create new and strengthen existing networks that function as centers of excellence in understanding and addressing global challenges. Important to take into account here is, that in order to increase the sustainability of such networks, these actions are embedded in a more general institutional internationalisation policy at Ghent University and based on reciprocal contributions from network-members.

Based on good practice during the first five years, Global Minds continues with three models of centers of excellence: 1) Regional Platforms; 2) International Thematic Networks; and 3) Strategic Institutional Partnerships. These instruments will all together receive 42% of the total GM budget.

a) Regional Platforms (RP's)

The inclusion of Regional Platforms in GM 1.0 funding was highly positively evaluated by Syspons. GM 2.0 will further support 3 regional platforms: the Africa Platform (GAP), Central and South America Platform (CESAM), and the Southeast Asia Platform (ASEANplus).³ These platforms offer support, facilities and advice to expand existing or set up new forms of cooperation between the Ghent University community and international partners. The RP's are a policy tool helping the faculties to realize their respective internationalisation agendas. Each of the faculties is represented in the platform steering groups. The overall aim of RP's is to (1) act as centers of expertise on the region both in terms of political, societal and scientific developments, (2) bring together all relevant academic and

³ For more information, see: <https://www.gap.ugent.be/>, <https://www.ugent.be/cesam/en>, <https://www.ugent.be/aseanplus/en>

administrative expertise and look for synergies with external know-how, (3) support the development of new initiatives in mobility and new forms of cooperation, they strive for impact in the region and on the external policy towards this region and (4) promote the expertise and activities of Ghent University and its country-based partners towards the region of focus.

b) International Thematic Networks (ITN's)

GM will further support ITN's with a strong link to the Global South (currently, the following centers of excellence are supported: Governance in Conflict, Cafrinat, Plant Biotechnology and Breeding, Climate Migration and Health, ANSER and MYTOX-SOUTH).⁴ The ITN's are cooperative networks consisting of Ghent University staff members and international partners concerning a specific topic of excellence in education and research. An ITN (1) offers an added value through synergy by strengthening the existing capacity and expertise within Ghent University, and/or strengthening the capacity of partners in the Global South, (2) offers support to members of the Ghent University community in the chosen disciplines to engage internationally, (3) supports the development of new initiatives in mobility, research, education and service to society. It strives for an increase both in the quality and in resources for the work done within Ghent University around this theme and (4) promotes the excellence of the institution in this field, thus contributing to the position as an important partner in education, research and service to society.

GM 2.0 also wants to build further on Ghent University's experience with the added value of thematic centers of excellence to international cooperation in GM 1.0. To enhance the overall impact of these networks and the collaborative capacity of the members to each other as well as in their engagement with external actors, GM 2.0 will support the members of each network to jointly conduct a 'capacity building workshop', guided by an external moderator in the first two years of funding. In line with the premise of the Theory of Change that global challenges (on the level of knowledge) and global engagement (on the level of collaboration) are inherently interlinked, the workshop will aim to increase both the collaborative quality and the knowledge base of the network as a whole. The networks will be able to choose from a number of broad thematic options that align with the priority themes of VLIR-UOS, Ghent University and the ToC, to be further tailored and concretized to the specific needs of the network. Suggested options are Digital for Development (D4D), Decolonization, and Impact.

- Digital for Development (D4D) is a priority theme for VLIR-UOS. Yet also at Ghent University and certainly in the past two (pandemic) years, digital capacity has proven to be a crucial aspect of international collaboration. In their narrative reports, several of the existing networks have stated that this triggered both a learning curve as well as a more broader rethinking of the opportunities, ethics and challenges of international cooperation at a distance. GM 2.0 wants to offer the possibility to build such digital capacity or to engage in digital education and research.
- Decolonization is a priority theme for VLIR-UOS. At Ghent University interest is growing to understand the particularities of what decolonization means in theory, practice and could signify for the collaborative dynamics of partnerships. Some interesting initiatives at faculty-level have already been supported by GM 1.0. GM 2.0 wants to take this further by offering the possibility for network-members to jointly explore what decolonization concretely signifies for their knowledge fields as well as for the partnership dynamics that support these.
- Impact and uptake are central to the societal relevance of academic work but received less attention in the first Global Minds programme. For the next five years, GM 2.0 wants to take this issue more at heart by supporting networks to build capacity in establishing and/or sustaining bridges between research and policy.

⁴ For more information, see: <https://www.ugent.be/en/research/funding/devcoop/globalmindsfund.htm#3.InternationalThematicNetworks>

c) Strategic Institutional Partnerships (SIP's)

SIP's are formal, long-term and multi-dimensional cooperation partnerships between Ghent University and an international institution, with whom Ghent university has in the past build up strong relationships (e.g. as a formal Partner Institution in a VLIR-UOS IUC programme). The partnership is based upon mutual recognition and upon a joint investment on an equal and/or complementary basis. SIP's are platforms open for bottom-up ideas, initiatives and opportunities. A SIP is not bound to one project but acts as an umbrella for a pool of different projects with a specific partner and should be the incubator to attract external funding, and start-up of initiatives in new areas. A SIP acts as a laboratory to further study how university cooperation leads to sustainable and long lasting effects in local communities. They offer a maximum range of opportunities to faculties, departments and individual staff and students of Ghent University to engage with well-known preferential and high quality partners in the Global South together with the prospect of institutional support and recognition. The SIP's also provide an ideal environment for students, junior and senior staff members of Ghent University to have first experiences with Global South partnerships.

Based on an analysis of GM 1.0, including a joint evaluation meeting with SIP-coordinators, GM 2.0 also aims to further increase the impact of the intended strategic goals of the SIP's, and in support of the collaborative quality between university partners. For this reason, GM 2.0 will offer SIP-candidates a planning year in order to develop a joint vision and workplan for the intended strategic partnership. Additionally, in order to increase synergies, the transfer of organisational expertise, and good practices between different SIP's, an administrative coordinator will be appointed to further support the work and activities of the inter-university partnerships.

Besides the four core domains of intermediate change we also address two other domains as secondary domains of change.

With respect to **OUTREACH AND POLICY SUPPORT**, Ghent University's GMP aims, with the launch of the open call explore and/or valorise, to support and facilitate initiatives that focus on valorisation of research from the very start of needs-oriented project proposals to translating research results in valorizing tools and the organization of events to end users or intermediaries. As this will be a combined call, for both the exploration and valorisation of research, we believed it was better placed within the domain of research, although the expected outcome will be significant for the domain of outreach and policy support in terms of increased contact with non-academic partners, increased societal relevance of research, the development of valorizing tools (e.g. podcast series, exhibition, film, ...), the dissemination of research findings to research communities, policy-makers and practitioners. Increased collaboration with various external stakeholders is also an important objective we wish to realize through the International Thematic Networks (focusing on SD-relevant topics with Global South partners) and Regional Platforms (focusing on the Global South), as illustrated above.

With regard to the level of **SYSTEMS, POLICIES AND INFRASTRUCTURE**, Global Minds is a flexible programme and also on this level, learning will be an important focus. The experience of GM 1.0, has already led to the finetuning and reformulation of formats of the open calls. This is a permanent evaluation that will be further monitored by the GM coordinator. Furthermore, Global Minds offers a unique opportunity to both identify needs in relation to Global South partnerships and to help formulate adequate solutions. These can be built into the GM programme (e.g. as happened when the call SRS was launched during GM 1.0 and later was refined in order to allow sandwich PhD scholars with less than 24 months funding for a stay at Ghent University to apply for extra funding); but it can also

lead to adaptations in wider university policy systems (such as the reformulation of the evaluation criteria in the BOF DOS scholarships programme). As illustrated above (see section project vision), GM 2.0 wants to stimulate more equitable and ethical partnerships by encouraging reflection on the ethics of collaborations and by providing equal access to opportunities and resources. We expect that this focus will lead to the identification of important needs or gaps.

Another change which relates to GM 1.0, is the inclusion of more (international) expert stakeholders in selection committees, and in application and evaluation procedures in order to make sure the above principles are put in practice.

Furthermore it is important to emphasize that all initiatives within GM 2.0 are embedded in the general policies of Ghent University and in particular in the Integrated Policy Plan for Internationalisation of Ghent University (approved in 2019). Several GM actions (such as green mobility, fair trade, ...) also fit within the sustainability policies developed by the Green Office at Ghent University aiming at reducing the environmental foot print of the university or to act as a model institute in sustainability. For various initiatives, there has been a close collaboration with the Unit Partnerships Global South and we plan to maintain the good partnership. Ghent university is also a forerunner with regard to Human Rights Policy, Research Ethics and Ethics Dumping as the first university in Flanders and beyond who has introduced dedicated policies. Ghent University stimulates respect for human rights and minimizes the risks of human rights violations. Each cooperation agreement, including those with partners in the Global South, contain a human rights clause and in case of serious violation, the agreement can be terminated. This has e.g. led to a serious discussion on our collaboration with universities in Ethiopia. A Committee on Human Rights Policy and Dual-Use Research advises Ghent University staff on concrete dossiers, any planned cooperation, the human rights impact assessment, and possible measures to limit the risk of human rights violations. Finally, colleagues from the international education office, in close collaboration with the Regional Platforms, stimulate initiatives for alumni and plan to open up new alumni chapters in e.g. Ethiopia, Nigeria and possibly other continents. All these initiatives (this is a non-exhaustive list) are relevant for GMP, but fall outside the scope and financial support of the Ghent University GMP and are therefore not identified as core programme domains.

Apart from the narrative description of the ToC, additional ToC-related project data need to be filled out in Annex 1, which is currently in an Excel format. In order to complete module 2 in Annex 1, please:

- *select the relevant project domains for your project*
- *formulate an intermediate change statement per selected project domain*
- *formulate activities/identify deliverables*

2.2. Project strategy

Global citizenship in the project strategy

Describe how the proposed project will address global citizenship by elaborating on:

- *the vision of the institution on global citizenship (education)*
- *how the proposed project will enable the institution to provide a conducive environment for its staff, students and alumni to act as critical global citizens*

- *the various methodologies/instruments (e.g. education, reciprocal mobilities, REI,...) that will be deployed*
- *the role of different stakeholders and target audiences*

In its Integrated Policy Plan for Internationalisation, Ghent University strives to maximize the range of international learning opportunities for students, researchers and staff with the aim of creating an enabling environment in which they can become committed global citizens with broad international and intercultural competences. Global Minds positions itself within this institutional vision as a fund that supports this goal with emphasis on the Global South.

First, Global Minds allows the exploration of new and original ideas with (underrepresented) international partners via seed-money; and facilitates the integration of multi-perspectivism in teaching and learning (e.g. by co-organizing short programmes with partners in the South, inviting a guest lecturer from the South for a short teaching stay at UGent; or doing a “research or education stay” at a university in the Global South through the travel fund). This approach stimulates staff, academics, PhD researchers, and students to think globally while acting locally, and learn through multi-perspectivism (one of the core values at Ghent University) with special attention for perspectives from the Global South.

Second, by including international partners and other direct stakeholders in application and selection procedures as well as M&E mechanisms, Global Minds 2.0 will create pathways for institutional learning and rethinking. In this way, UGent aims to gain a better understanding of how academic collaborative work is being shaped, perceived, imagined and evaluated by different parties of a collaboration. Further, by facilitating democratic decision-making processes at the level of partnerships and GM selection committees, Global Minds aims to build institutional learning capacity on how to create conducive (policy) environments for more equal grounds of dialogue. More specifically, selection committees will be composed of experts with various backgrounds, including gender balance and representatives of specific target applicant groups (students, international partners, COS-members). Application and evaluation procedures would include criteria and questions that target input from the direct team-members of a collaboration: UGent-budget holders, candidates, co-organizers.

Third, from the academic year 2022-2023 onwards, a new university-wide course called ‘Global Minds’ will offer a critical introduction to global challenges and debates on global justice integrating different scientific disciplines. It will focus on the interaction between science and society and allow students from different scientific backgrounds to reflect critically and ethically on the international and global dimensions of their own disciplines and work fields. The course promotes critical engagement with global challenges and an ethical relationship to differences, including complexity and power asymmetries. It does so by addressing unequal power relations in historical and contemporary processes of globalization, highlighting multiple scientific and societal perspectives, with special attention to perspectives from the Global South. Interdisciplinarity and multi-perspectivism are central to the course, addressing not only convergences and similarities, but also embracing difference and debating conflicting positions in the academic and societal debate on global challenges and global justice. The course will focus on the following competences:

1. Students are aware of the interaction between science and society, and have insight in intercultural and international scientific and societal debates on global challenges
2. Students are able to critically and ethically reflect on the global dimensions of their own academic discipline and work field, from different scientific and societal perspectives

3. Students are aware of the ethical dilemmas involved in global challenges and are able to reflect on these multidisciplinary problems from different angles, including especially perspectives from the Global South
4. Students acquire intercultural critical skills, respect for diversity, pluralism and solidarity and are able to apply them in their own academic work

The development of this course has been facilitated by the GM coordinator during GM 1.0. The SDG lectures that have been successfully organized in several faculties during GM 1.0, were a first exploration towards a more ambitious university wide integrated programme. After an introduction meeting with faculty representatives (invited through the COS) in February 2021, a team of 4 ZAP/AAP members from the faculties of Arts & Philosophy, Psychology & Educational sciences and Political & Social sciences has developed the core structure of this course, that will be further refined in collaboration with all faculties and financially supported by GM 2.0. In the future, we aim to further advance and organize this course in collaboration with a Global South partner institution, so that the full potential of mutual learning trajectories with students from the Global South and North can be achieved. More detailed information on this course can be found in the concept note (Annex 4).

Gender in the project strategy

Reflect on the actual gender situation at your institution and explain the potential impact of the project strategy: what will the project do to fix the numbers, fix the organisation, fix the content of the project in relation to gender (cfr. three fixes model mentioned in [the VLIR-UOS gender policy](#). If possible, please provide gender-specific data.

Explain the project priorities in terms of the integration of gender in the project strategy.

To fix the content, gender will be taken up in GM application forms, as part of a broader issue of diversity, equity and inclusion (DEI) and in accordance with other calls for internationalisation. Following question will be asked : “Diversity, equity and inclusion are core values of GM and are thus central to this call. How do you ensure that there is no discrimination in your project, you are being fair and providing equal access to opportunities and resources?”. This criterion will be part of the evaluation rubric. Further, applications targeting specific gender issues in the Global South will be prioritized, as will be indicated in application forms and evaluation criteria.

To fix the numbers, special attention will be given to gender balance in the selection of Global Minds proposals. As will be mentioned in the call documents, priority will be given to proposals involving female candidates in the North and South. This will be especially important for the open calls SRS, STS and for SIP research funding.

To fix the organisation, budget extensions will be guaranteed to reduce the potentially adverse consequences of maternity leave for all GM grantees.

Environment in the project strategy

Explain the potential influence of the project on the environment and explain how the project will integrate environmental priorities in its strategy and overall policies of the institution.

First, applications targeting specific environmental issues in the Global South will be prioritized, as will be indicated in the call documents and evaluation criteria (as was done in GM 1.0 with the criterion of development relevance). Ghent University has specific knowledge with regard to the effects of climate change in various regions in Latin America, Africa and Asia (e.g. CO2 measurement tower in DR Congo, increase of droughts and decline of biodiversity in various parts of the world, as well as its impact on agro-ecosystems, migration and health(care), etc.) and will continue to support projects addressing environmental issues and its broader multi-layered effects.

Second, in accordance with other calls for internationalisation and as part of the UGent sustainable travel policy, GM applicants will need to argue the necessity for travelling (and the corresponding travel budget) in the GM forms (in comparison with on-line activities). We will also prioritize longer stays over shorter research or educational stays in GM 2.0, as part of our sustainability policy.

For GM grantees, we also plan specific incentives to promote digital solutions where possible:

- The ITN's will be offered the possibility to conduct a GM-supported workshop on digital ethics and capacity that seeks to strengthen the collaborative quality among partners as well as increase their knowledge base (*see section ToC*)
- GM 2.0 formats will specifically mention that virtual initiatives will be accepted and supported
- For intervention-types that specifically seek to facilitate international mobility, digital and online alternatives will be accepted and supported. For instance, for the open call STS at UGent, digital support can be provided such as coverage for internet costs, or access to online UGent library for a limited time period. Digital support for the organisation of workshops, conferences and seminars (e.g. costs for live streaming) can be provided for all GM instruments.

Project sustainability strategy

*Describe the **challenges** for **sustainability** of the project results after VLIR-UOS funding in terms of capacity retention, continuation of improved research/education/extension activities, dissemination of results, gender balance, etc. and the **possible strategies** to tackle those challenges.*

Global Minds is a 5-year programme, which inherently poses challenges for sustainability. This is the main reason why the GMP is incorporated in the general IPPI of Ghent University. Formats such as RP's, ITN's and SIP's are only partly supported by the GM fund. These centers of expertise are further supported through more durable co-financing mechanisms, embedded via UGent budgets and contributions from international partners. This allows to increase their action radius beyond the VLIR-UOS country list and to focus on collaborations with institutions from other countries, outside the GM framework. For RP's, GM only covers 50 % of the total budget, for ITN's only 30 % and for SIP's only 25 %. This co-financing mechanism was pointed out as a good practice in the mid-term evaluation by Syspons.

While the open calls focus on short-term initiatives, they do not operate in isolation from other incentives for international cooperation. They mainly put emphasis on the under-resourced aspects of international academic collaborative work, and in extra support for under-resourced partners. This enhances first and foremost the sustainability and long-term impact of ongoing collaborations. Furthermore, we expect that several links will be established between different programme lines (as we learned from GM 1.0): e.g. collaboration between centers of excellence and/or promoters from small GM grants, grant holders starting with a GM explorative mission and further engaging in broad valorisation initiatives, etc. This means promoters will be better equipped to face challenges, e.g. by increased access to UGent colleagues and international partners on certain topics, by increased access to external programmes and funding, etc. In this sense, GM aims at creating a strong alliance of different researchers, teachers, students and staff in Ghent and abroad, to face challenges together.

The prime strategy of the GM fund is not to provide core funding, and become a funding stream for structural financial gaps. To the contrary, the envisaged role of Global Minds is to act as an innovator by creating multiple avenues for initiation, learning and rethinking in order to innovate international collaboration at Ghent University. The GMP ideally changes and transforms its course over time as the institution grows stronger by finding ways to structurally address both the challenges and innovative ideas revealed by GM-initiatives and proposals. Keeping track of lessons learned will open up opportunities for institutional debate and positive change and impact, leading to sustainable and long-term impact of the GM-project results.

Module 3: Organisation

Project organogram

Free format, short description of the project organisational structure and main communication channels / organisational flows / decision-making bodies should be included.

The GMP is fully embedded in the IPPI of Ghent University and falls under the responsibility of the Director of Internationalisation (DI). From 2022 onwards, a new overarching Council for Internationalisation (INR) has been created, consisting of the DI, the rector or vice-rector, the chief academic administrator, the directors of the Research and Education Department, representatives of the professorial staff (ZAP) assisting academic staff (AAP), administrative and technical staff (ATP) and student representatives. This is the advisory body for the Board of Governors for all transversal aspects of internationalisation, and it evaluates and coordinates the implementation of the IPPI in consultation with the different actors involved. The INR is supported by thematic workgroups and the Committee for Development Cooperation (COS). Both the INR and COS are gender neutral in their composition.

The COS advises the INR on topics and policies with regard to Global South partnerships as well as the collaboration with VLIR-UOS and DGD. All GM call documents and the feedback from selection committees for GM proposals are presented to the COS for last feedback in order to make final decisions. The COS consists of the Director of Internationalisation, the chief academic administrator, the directors of the Research and Education Department, ZAP of each faculty, Global South experts of each faculty, representatives of AAP, ATP and student representatives. The secretariat is taken up

by the Unit Partnerships Global South. After approval by the COS, all calls are launched on the GM website and widely spread through the channels available at the university (weekly BOZI newsletter announcing calls for (international) education and research proposals, internal newsletter for staff or students (depending on the target group), ...).

Specific selection committees are installed for the different calls, in general consisting of the chair (the director of internationalisation), a secretary (member of the ICOS team) and 3 ZAP members (one per cluster of faculties: alpha, beta and gamma). Hereby we try to involve also ZAP members with an international background. In GM 2.0 we will experiment with involving members from Global South partnerships, in particular for those calls that also are accessible to researchers from the Global South.

Furthermore, a new GM Steering Committee will overlook the progress of the programme and will formulate recommendations for adaptations to the COS. This committee will meet 3 to 4 times during the academic year and exists out of the Director of Internationalisation, the GM coordinator, the Head of the Research Co-ordination Office, the head of the Internationalisation Office, and three faculty (GS) representatives (alpha, beta, gamma) from the COS. For GM 2.0 we will also create an advisory body with members from our institutional Global South partners who will review once a year the progress of the GM project and advise on improvements of the programme so that it better meets both the needs of the North as the South.

The daily management falls under the responsibility of the Global Minds team, consisting of a Global Minds coordinator, a Global Minds collaborator and technically assisting colleagues, from the Unit Partnerships Global South. The GM coordinator will monitor the GM results and outcomes.

In this context, the GMP 2.0 proposal has been developed. After the general outline had been presented to and discussed with the COS and the steering committee of the GM financed scientific project (see section project vision), a first draft, written by the GM coordinator and researcher working on the GM financed project, was sent to the Global South experts from the COS, the Director of Internationalisation and the coordinator of the Unit Partnerships Global South for feedback. After revision, an adapted draft has been provided to the COS, before finishing the final proposal.

Systems and procedures

Briefly explain how project implementation will take place in terms of systems and procedures

Specific attention should be paid to the description of selection systems/procedures at the level of your institution, thereby elaborating on:

- *measures to ensure the impartiality, efficiency and transparency of selections;*
- *how attention to gender, environment, the three SDG principles and other priority themes (decent work, human rights, D4D) will be incorporated into selection procedures*
- *how the institution will ensure that selected projects will effectively contribute to the broader GM outcome.*

As a university, we are responsible for the quality and academic standards of research and education organized at Ghent University. All Global Minds activities fall under the general quality assurance

mechanisms, established by the Education Department (Unit Quality Assurance) and Research Department (Research Coordination Office).

Ghent University aims to select high quality proposals for the **Ghent University Global Minds open calls**. Therefore and in line with its general quality assurance strategy, the following procedure has been established, based on the experience of the Research Co-ordination Office, the Internationalisation Office and GM 1.0.

1. The development of formats for call for proposals and application forms: in each call for proposals selection criteria will be formulated. Based on a recent evaluation of the GM 1.0 calls and the broader ongoing GM financed research project, the criterium of development relevance will be replaced by a criterium of “societal relevance of N-S collaboration” with specific sub-criteria assessing the added value and relevance of the intended project and partnership. Furthermore, special attention will be given to gender (see section on gender) and environment (e.g. applicants will be asked to motivate the necessity of travel, meeting the requirements of the UGent sustainable travel policy) (see also section on environment). The SDG principles of interconnectedness, multi-stakeholder partnerships and Leave No One Behind will be translated both in the formulation of the calls for proposals, in the application forms and the formulated selection criteria per call (evaluation rubric). Each format will be validated by the selection commission and the COS, and after every selection round, the formats will be evaluated and adjusted where necessary. As we learned from the first GMP, the new calls will focus on a more specific outcome (hence the higher number of open call categories in comparison with GM 1.0), in the advantage of a clear communication, the quality of the proposals, the evaluation by the selection commission and the formulated feedback for the applicants.
2. Communication: The open calls will be announced through internal channels: Global Minds website, newsletter Research and Internationalisation, COS, faculty representatives internationalisation, postdoc community, presentations in faculties, etc. But as learned from GM 1.0, we will develop a communication strategy to more successfully reach out to UGent community members who are not yet aware of the opportunities of the Global Minds programme (especially students, but also researchers, teachers and staff). A Global Minds collaborator will develop tools (e.g. films or podcasts) to make visible both the opportunities and the achieved impact of the GMP within the UGent community.
3. For the submission of applications, the inclusion of a Global South partners will be mandatory (e.g. when applications are submitted by e-mail, GS partners should be included in copy). GISMO (internal tool for projects) will support the future submission of calls as of 2022.
4. The selection procedure: faculty representatives and Global South experts of the COS are invited to participate in selection commissions, together with external experts (partners from the Global South, civil society, students ...) relevant for particular calls. For each selection commission a representation of alpha, beta and gamma sciences is pursued. Bylaws have been established for the COS and associated selection commissions, to deal for instance with direct and indirect involvement of selection commission members in proposals. Each proposal will be evaluated on the basis of the formulated selection criteria using an evaluation rubric. The outcomes of the selection commissions are proposed to the COS for final approval. In case a project proposal is esteemed promising, but insufficiently formulated, the applicant is asked to resubmit an edited proposal that will be reevaluated by the selection commission. All applicants will receive adequate feedback on the evaluation of their project

proposals, based on the selection criteria as to improve the quality of future submitted proposals. A final list of selected proposals will be made available on the Global Minds website.

For the **student travel grants** (REI), a process has been developed with the colleagues from the Internationalisation Office in order to integrate and ensure coherence of several calls for international student exchanges in one timeline and procedure. The preparation and follow-up trajectory for students going to the Global South, will be organised by UCOS.

The Ghent university calls, selection and reporting concerning ITN's and SIP's will be organised by the internationalisation office, in collaboration with the Global Minds coordinator in order to maximize alignment of the several objectives, indicators and formats.

In order to monitor progress and to evaluate in how far the Global Minds programme is coherent and fit for the overall purpose, a yearly evaluation will be conducted and discussed with the advisory commission, leading to adaptations in the calls or programme where deemed necessary. This will be done according to the PIR cycle (Plan, Implement, Review).

With regard to Human Rights, for all agreements signed by and between UGent and international partners in the framework of Global Minds (e.g. collaboration agreements with SIP- and ITN-partners, money transfer agreements with Global South institutions, etc.), a human rights clause is integrated in accordance with existing institutional procedures at Ghent University.

Module 4: Stakeholders and coherence

4.1. Stakeholder identification, management & engagement strategy

Stakeholder analysis

*Describe and analyse at the level of your institution the **internal stakeholders** that will be involved in, or will benefit from the GM project. Identify them, assess their interest and influence, explain their role and describe the strategy for engaging with them.*

*Do the same for **external stakeholders** that are relevant for the successful implementation of the GM project (e.g. in the framework of synergy/complementarity).*

Differentiate stakeholders by sex when relevant.

Stakeholder	Interest & influence (high/medium/low)	How will the stakeholder be involved in the project (briefly describe main stakeholder engagement strategy):
UGent students and alumni (internal)	Less to highly interested and medium to high influence Students can be direct (e.g. as a recipient of a PhD scholarship or student travel grant) or indirect beneficiaries (e.g. enjoying im-	Inform, consult and involve: regular dialogue and advice (e.g. through COS, but also other fora will be important), GM team works directly with representatives to ensure that their concerns are considered in the GMP.

	<p>proved/innovative didactical approaches). As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development.</p>	<p>Students enrolled in the GM course, and students receiving a travel grant will be empowered through the assistance they will receive.</p>
<p>UGent academics/researchers and staff (internal)</p>	<p>Highly interested and high influence</p> <p>Academics, researchers and staff affiliated with UGent play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, ambitions and priorities of UGent.</p>	<p>Inform, consult and involve: regular dialogue and advice (through COS and GM committee) on the GMP. Capacity building & awareness raising activities, workshops, platform, network, forum, targeted dissemination activities, training of intermediaries ...</p> <p>Some researchers will act together in a partnership with stakeholders for co-creation of aspects of the research (joint decision-making, control, implementation)</p>
<p>UGent alumni and other researchers affiliated to higher education and sciences institutions in the Global South (external)</p>	<p>Highly interested and high influence</p> <p>HE&SIs in partner countries are important partners in the GMP. They are expected to have an effect on (1) UGent education and research projects and (2) possibly policy advices and decisions, through their involvement in reciprocal knowledge-driven partnerships with UGent.</p>	<p>Collaborate and empower: researchers acting together in a partnership with stakeholders for co-creation of aspects of the research (joint decision-making, control, implementation).</p> <p>Some GS academics will be member of a UGent working group, advisory board, committee, agreement, ...</p>
<p>International organisations and other donors (e.g. Bill & Melinda Gates Foundation, WHO, UNESCO, World Bank, European Commission...) (external)</p>	<p>Low interest and influence. Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of GM. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed</p>	<p>Monitor, pay attention to the actions of stakeholders.</p> <p>For some GM instruments, a more active involvement or collaboration with international organisations will be worked out (e.g. for ITN's and RP's).</p>

	by these international organisations.	
Public sector: Local or central government and political community (external)	Low interest and influence. Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.	In general, monitor and pay attention to the actions of stakeholders. For some GM instruments, a more active involvement or collaboration with public sector will be worked out (e.g. for ITN's and RP's). As an illustration, GM ITN's have been successful in DGD Policy Support applications.
Private sector (external)	Low interest and influence Individuals and companies who operate for profit and which are not controlled by the state can play a role within GM projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure.	In general, monitor and pay attention to the actions of stakeholders. As an illustration, GM 1.0 has supported the collaboration with entrepreneurs for entrepreneurs.
Civil society, social movements and local communities (external)	Low interest and influence Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of GM, thereby making a potential contribution to the entire range of SDGs.	In general, monitor and pay attention to the actions of stakeholders. For some GM-instruments, a more active involvement or collaboration with this target group will be worked out (e.g. for recipients of the grant explore and/or valorize and ITN's).

4.2. Coherence

External coherence

Describe how synergies and complementarities with projects/academic programmes/networks not funded by VLIR-UOS will be created. In addition, describe how the proposed project will promote synergies or complementarities with (non-)academic actors in Belgium and partner countries that are funded by the Belgian development cooperation.

Creating synergies with externally funded programmes and projects outside of Global Minds and VLIR-UOS is important to both enable institutional embeddedness at Ghent University and allow the programme to further impact on other initiatives in international cooperation.

Coherence with UGent-funded programmes and schemes exists in various ways:

The Global Minds funded travel grants for UGent-based students (REI) are in several ways complementary to Ghent University's "[mastermind](#)" scholarships for international students; and "[top-up](#)" grants specifically for nationalities of the OESO-DAC list. All these grants provide financial incentives for students to add an international learning component to their studies. While REI are focused on providing opportunities for research and internships of UGent-based students in the Global South, the Mastermind and Top-Up grants are more linked to recruiting international students in master programs at UGent. The university however strives to increase the coherence among these various grant-types with the aim of maximizing the benefits towards more reciprocal, meaningful and qualitative exchanges for students. Therefore, from the start of the 3rd year of the GM programme, Ghent University will conduct a pilot-project for reciprocal and meaningful student exchanges via long-term international partner universities that are part of the SIP's and ITN's.

- The call for "Short Programmes" (e.g. training, short courses, Summer/Winter Schools, etc.) is particularly coherent with Ghent University's policy Internationalisation@home which seeks to strengthen international and intercultural competences of the UGent-community. It is moreover complementary in the sense that the call requires applicants to organize such initiatives through globally engaged partnerships.

Coherence with other Belgian Development Cooperation funding

- As described in the section Project Vision, Global Minds stimulates its applicants to engage in multi-stakeholder partnerships and to create bridges between academic work and policy. The centers of excellence (and the ITN's and RP's in particular) were, partly, specifically developed to increase such linkages which has already proved to be highly successful in GM 1.0. Synergies and connections with Belgian development cooperation actors have played and will continue to play an important role in this (in GM 1.0 e.g. via network events by the RP's; commissioned policy reports and researches for the ITN's; membership from various professional pools such as academia, Belgian NGOs, research-policy centers; etc.). To further increase the capacity of the ITN's in engaging with policy actors and practitioners, GM 2.0 will support 'capacity building workshops' (see section on ToC).
- Open calls such as "explore and/or valorise" and "short programmes" also stimulate the building of bridges between academic work and policy in which both the inclusion of Belgian development actors, and the communication and dissemination of research results to Flemish and Belgian audiences will be strongly stimulated.

Internal coherence

Describe how synergies or complementarities with other VLIR-UOS-funded projects will be facilitated.

At Ghent University, Global Minds and other VLIR-UOS funded projects and initiatives have been and will continue to be close and complementary allies in the next five years. On the one hand, Global Minds aspires to trigger UGent-academics and their international partners who are well acquainted

with VLIR-UOS funding schemes to engage more with under-resourced dimensions of academic collaborative work. On the other hand, it aims to encourage a broader participation of disciplines who so far have less experience with (non-)academic partners based in VLIR-UOS countries.

First of all, interventions funded by Global Minds will increase the collaborative quality between and knowledge capacity of both new and established partners to initiate and complete high quality VLIR-UOS proposals and projects such as TEAM, SI, IUC, NETWORK. With the open call “explore and/or valorise” we provide opportunities for UGent-academics to co-design project proposals and carry out preliminary research activities with their international partners to strengthen dialogue from the very start of collaborations. Moreover, the call allows to combine the valorisation and dissemination of research with the exploration of new research avenues, which inhibits the potential for the inclusion and contribution of multiple stakeholders. This will increase the quality, the sensitivity to societal impact and the involvement of multiple stakeholders in VLIR-UOS project proposals.

Secondly, Ghent University wants to nurture the partnerships that (partly) arise as a result of such VLIR-UOS initiatives, in order to create sustainable and global knowledge communities. The Global Minds funded centers of expertise are crucial intervention-types in this regard. The SIP's, for example, were specifically established to facilitate academic partners who were previously involved in VLIR-UOS IUC projects to continue and expand their inter-university cooperation. Funding for the three models of the centers of expertise (SIP's, ITN's, RP's) will moreover come from various sources so as to create a more profound institutional embeddedness at Ghent University and at partner institutions in the Global South (i.e. co-funding from Ghent University for RP's and ITN's, and from international partner institutions for SIP's and ITN's).

Finally, Global Minds is a fund that is tailored to local institutional needs and visions at other Flemish HEI's as well. Ghent University will strive to strengthen inter-university cooperation by looking for synergies and complementarities across various Global Minds programmes. Regular meetings with all Flemish Global Minds coordinators and VLIR-UOS responsible, as successfully organized during GM 1.0, will further facilitate this collaboration.

Module 5: Planning and budgeting

 Use the format in excel to fill in the timing spread over activity years of the activities per project domain (as already defined in Module 2).

For the budget proposal, see separate excel sheet (to be provided)

Module 6: Risk management

 Use the format in excel to fill in the different components of risk identification, analysis and response in Module 6.

Module 7: Monitoring and reporting

M&E strategy

Describe how the institution will monitor and evaluate progress of the proposed project towards the intended results and outcomes as articulated in the project ToC. What will be your strategy to draw lessons learned during project implementation and how do you intend to steer the project toward intended outcomes.

The GMF at Ghent University strives to track progress of the ToC and lessons learned in a holistic approach and by placing the grantees, the institution as well as the GM project in itself at the heart of the M&E strategy. The development of efficient and effective reporting tools will aim to collect necessary information in quantitative and qualitative ways, as well as encourage reflection and learning for the grantees, the institution and the GM coordination. While these reporting tools will seek to focus on a number of dimensions and indicators that are relevant to the ToC in general, the particularities of GM intervention-types as well as the different roles and positions of the three above-mentioned actors also demand a more tailored approach.

Grantees are the most direct beneficiaries of the GMF and will comprise a very diverse pool of actors. For the purpose of M&E, the category of grantees is approached in a broad way to not only include budget holders of GM initiatives, but also direct co-organizers and candidates.⁵ They can include UGent-based academics, PhD researchers, students, and administrative staff; international (non-)academic partners of Ghent University; and any other direct co-organizers of GM-initiatives. Taking into account a tailored approach to the different GM intervention-types, the M&E strategy seeks to make a distinction between short initiatives (open calls, REI) and the more longer term and institutionally embedded centers of expertise.

- ⇒ Grantees of short initiatives such as those taking place with funding from the 'open calls' and 'REI' will each be asked to evaluate and reflect on their projects and collaborations at the end of the funding period individually through a financial (for budget holders) and narrative progress report. Possibly, more collective moments could be organised for grantees to come together across the different projects to share experiences, best practices, challenges, learning trajectories e.g. in the 3rd year and in the 5th year of GM 2.0. The ambition is to develop such a strategy or 'pilot' in the coming years. For REI students, collective moments already exist in the preparatory and follow-up sessions by UCOS.
- ⇒ The centers of expertise are envisaged to develop into durable knowledge communities, reason for which the GMF also wishes to develop collective ways for M&E. On an annual basis, quantitative and financial reporting from the network-coordinators will be requested in a way that is both time-efficient and effective in tracking progress of membership, activities, outputs, external synergies. Further, in the 3rd and 5th year of funding, a more qualitative evaluation from the collective of network-members will be requested. These qualitative evaluations are envisaged as collective reflection and learning moments between the members of the network, guided by an external moderator (via a workshop). The network-coordinators will then be requested to deliver a narrative report of these collective evaluation moments to the GM coordinator.

⁵ At Ghent University, the budget of (PhD) students is always managed by a supervisor, resulting in the former to be a 'candidate', not 'budget holder'. Further, while international partners based in the Global South cannot be budget holders of GM funding, they will be included in application and M&E processes when acting as candidates for research and teaching stays at UGent, co-organizers of initiatives, university hosts of UGent-academics (see open call for 'research or education stay in the global south'); and when being member of a center of expertise.

- ⇒ Grantees of both the open calls and the centers of expertise will be requested to take the importance of communication (strategies) and the identification of multi-stakeholder audiences into account in both application and M&E formats (to share news of their activities, communicate research findings, etc.)

The institution of Ghent University is a central actor and stakeholder of the GM project. In order to track the progress and lessons learned of the ToC and the contribution of GM to institutional priorities specified in the four main intermediate outcomes (research, education, policy support and people), a number of interventions will be sustained such as in GM 1.0 as well as newly explored for GM 2.0. First, by ensuring the continuation of GM 1.0 good practices in keeping track of and analyzing the M&E reports of grantees described above on a yearly basis. The resulting report and analysis will be presented and discussed with the external GM Advisory Body that will be created for GM 2.0 (see section project organogram) and in the COS. Follow-up actions will be planned in the COS and implemented by the Unit Partnership Global South and Internationalisation Department. Second, to regularly convene the new Global Minds Steering Committee and the Advisory Body in order to keep track of the progress of the GM project as well as advise on improvements and reorientations. Third, to develop a podcast series (or other output format) from the fourth funding year onwards that requests a number of well-identified GM grantees to reflect on the successes and learning trajectories as a result of their funded projects and partnerships (with special attention accorded to network-members of the centers of excellence; international partners; UGent academics, students and staff new to cooperation with Global South partners). The aim is to put the priorities and currently envisaged outcomes of the ToC at the centre stage of these reflections. It will be widely shared and directly communicated to the UGent-community, network-members of the centers of excellence and be openly available on the GM webpage.

The evaluation of the **GM project** and its institutional contributions to Ghent University as envisaged in the ToC will also be facilitated by VLIR-UOS and through a reflective process together with the coordinators of GM at other Flemish HEI. This will take place throughout the GM 2.0 trajectory as well as on specific times and through a methodology to be determined by VLIR-UOS.

 *This will be in an online environment*

To be done after assessment of proposed GM project: *Provide base line and targets for those standard indicators that are relevant for your project. Select proposed optional indicators if relevant for your project and feel free to add 'project specific indicators'.*