

# Joint Strategic Framework on Higher Education and Science for Sustainable Development (HES4SD)

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## Acronyms

AAU:	Association of African Universities
ANGC:	Actors of Non-Governmental Cooperation
ARES:	L'Académie de recherche et d'enseignement supérieur
BIO:	Belgian Investment Company for Developing Countries
CAMES:	African and Malagasy Council for Higher Education (CAMES)
CC:	Coordination and Concertation
CL:	Collective Learning
CSOs:	Civil Society Organisations
DGD:	Directorate-General for Development Cooperation and Humanitarian Aid
DHG:	Donor Harmonization Group
HEIs:	Higher Education Institutions
HE&SIs:	Higher Education and Science Institutions
HER:	Higher Education and Research
HES4SD:	Higher Education and Science for Sustainable Development
ITM:	Institute of Tropical Medicine
IUCEA:	Inter-University Council of East Africa
JSF:	Joint Strategic Framework
LERU:	League of European Research Universities
LNOB:	Leaving No One Behind
MSPs	Multi-Stakeholder Partnerships
NGO:	Non-governmental Organisation
OECD-DAC:	Organisation for Economic Co-operation and Development – Development Assistance Committee
PSR:	Policy Supporting Research
RBINS-CEBioS:	Royal Belgian Institute of Natural Sciences - Capacities for Biodiversity and Sustainable Development
RMCA:	Royal Museum for Central Africa (KMMA-MRAC)
SCC:	Synergy and complementarity
SD:	Sustainable Development
SDGs:	Sustainable Development Goals
SG:	Strategic Goals
ToC:	Theory of Change
UCOS:	Universitair Centrum voor Ontwikkelingssamenwerking
Uni4Coop:	Consortium of French-speaking University NGOs
VLIR-UOS:	Vlaamse Interuniversitaire Raad – Universitaire ontwikkelingssamenwerking



# 1 Introduction

## 1.1 Thematic JSF and its initiators

Making use of their autonomy and right/freedom to initiate and innovate, ARES, VLIR-UOS and the Institute of Tropical Medicine (ITG/ITM) have developed a thematic Joint Strategic Framework (JSF) on Higher Education and Science for Sustainable Development (HES4SD). The initiators have opted for this name because it encompasses higher education - i.e. all tertiary education - as well as research and science-based approaches to societal service delivery. Adding 'science' to the name is meant to indicate that the scope of the JSF goes beyond the SDG 4 on quality education, since 'science' covers all disciplinary fields and is assumed to be multidisciplinary, thus linking up to all SDGs.

Through research, Higher Education and Science Institutions (HE&SIs) play a unique role as drivers of change, producing new knowledge and innovation to address global challenges, transferring knowledge through training and education, providing evidence for informed (public) policy and its implementation, and by mobilising knowledge. This includes the promotion of values, attitudes and behaviours that support responsible global citizenship in line with the SDGs. The roles of HE&SIs in sustainable development can be diverse: HE&SIs can be drivers of change themselves within their own projects, they can provide research-based policy support to a variety of actors, they can be scientific advisors in other actors' projects, or partners in multi-actor partnerships. By pooling all relevant expertise in one unique thematic JSF, the HE&SI and their expertise will be more easily accessible, in this diversity of roles.

HE&SIs and individual academics and researchers have a key role to play in addressing global, regional and local challenges, through their involvement in international thematic networks in which a variety of expertise is brought together. Via the JSF HES4SD opportunities arise by activating multi-stakeholder knowledge platforms and partnerships to jointly work towards sustainable development. The expertise made available through ARES and VLIR-UOS covers all disciplines whereas ITM offers an in-depth focus on tropical medicine, public and global health, and provides access to and experience in health arenas in fragile settings. Via its platform function, the JSF sees opportunities to highlight the academic and scientific expertise that is sought not only on behalf of other Belgian ANGCs, but also governments, bilateral or multilateral actors, private companies or civil society organisations (CSOs).

The ways in which each of the three initiators will develop and implement the JSF at the level of their own policy and operational frameworks for programmes, projects and scholarships and the organisations themselves, may vary in order to take into account the specificities of institutional frameworks.

### **The three JSF initiators**

The three actors jointly represent 60 Belgian HE&SIs: 11 universities, 32 university colleges, 16 schools of art, and ITM. They manage 32% of the sector's budget for indirect cooperation.<sup>1</sup>

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<sup>1</sup> 143.845.000 EUR for ARES for 2017-2021, 158.402.097 EUR for VLIR-UOS for 2017-2021, 69.000.000 EUR for ITM for 2017-2021. Total budget of the thematic JSF: 371.247.097 EUR for 2017-2021.

ARES, VLIR-UOS and ITM are comparable in their functioning, networks, and objectives and share the mission to contribute to sustainable development through higher education and science.

ARES represents the French-speaking HE&SIs and federates 127 HE&SIs in Wallonia and Brussels (including 86 higher education institutions for social promotion that are not involved in cooperation). VLIR-UOS represents the Flemish HE&SIs in Flanders and in Brussels (5 universities and 13 university colleges). ARES and VLIR-UOS are umbrella organisations, which set out a policy framework, launch competitive calls for project proposals and select projects. ARES has a broader mandate than cooperation, covering academics affairs, data about education, international representation, and common exams. The core business of the two umbrella organisations, is to create policy frameworks and operational frameworks for processes and modes of operation. Initiating and implementing projects is the responsibility of individual academics and HE&SIs. Both umbrella organisations rely on competitive calls for proposals and high quality, independent selection processes and committees to assign grants. This approach makes it impossible to plan and provide the content of projects (the country, region, partner, expertise, theme, stakeholders, time frame...) before selection processes have been concluded. As umbrella organisations the mandate of ARES and VLIR-UOS is exactly what JSFs aim for: fostering coordination and concertation (CC), synergy and complementarity (SC) and collective learning (CL) among their member organisations (universities, university colleges and schools of art) and their partners. Even without JSF it is the mandate of ARES and VLIR-UOS to create an enabling environment and incentives for CC, SC and CL.

As an academic actor ITM is similar in nature, objectives and role in sustainable development to the Belgian HE&SIs that are part of ARES and VLIR-UOS, and uses comparable instruments such as partnerships, scholarships and policy support. ITM is neither an umbrella organisation nor a university but as a Flemish academic institution it shares with ARES and VLIR-UOS the commitment to science and academic collaboration as its point of entry for sustainable development. ITM cooperates with some 25 science institutes in developing countries, and employs 400 scientists and technicians. At ITM, 500 doctors, veterinarians, biomedical and nurses from all over the world take courses and around 100 PhD student researchers work on their doctoral theses each year. Because of its unique position in the Belgian academic landscape, the track record of cooperation with ARES, VLIR-UOS and many of the individual Belgian HE&SIs and the opportunities for continued and new SC and CL, ITM is the third initiator of this thematic JSF proposal.

### **The rationale for the thematic JSF**

Higher Education and Science for Sustainable Development (HES4SD) is driven by academic freedom, whereby each project starts from the specific field of expertise of the academics and researchers involved. From here, a developmental problem is tackled. All academics and researchers are involved in international thematic networks. It is within this framework of international thematic networks that new projects and partnerships are conceived. When other actors, be it governments, bilaterals, multilaterals, private companies or CSOs, look for academic support for their projects, they look for this specific expertise. Relevant expertise for sustainable development is the starting point for each type of partnership with academics and researchers. A country focus can be interesting for academics' work, but it is not the primary starting point.

Drawing from their experience with geographic JSFs over the last five years, the three initiators concluded that developing a thematic JSF as academic actors would be a much better way to reach the objectives spelled out in the Royal Decree and Law of 2016 on CC, SC and CL in a more effective and strategic manner.

The choice for a thematic JSF is also based on the conclusions and recommendations from the external JSF evaluation and on the perception of academic and scientific cooperation for development as having huge developmental potential, but also an ill-defined position within the Belgian development cooperation sector. This perception is shared by DGD and other Belgian ANGCS and was also put forward by the OECD-DAC peer review in 2020.

Organising HES4SD within the framework of this thematic JSF will allow for a clearer positioning within the Belgian and international development sector and a better understanding of its nature, objectives and working modalities by the development cooperation sector. Moreover, higher education and research are by definition transnational and international, and with regard to development relevant research, also often interdisciplinary. In this regard, it is believed that the thematic JSF, as opposed to the geographic JSFs, will enhance access and exchange of academic and scientific expertise available within Belgian HE&SIs and their international networks beyond themes, disciplines, sectors, and geographical borders. It will also allow for a more flexible framework for working with calls for proposals.

### **The involvement of other actors in the JSF HES4SD**

This JSF was developed by the three JSF initiators as **a platform for the exchange of information and experiences and a gateway to expertise and to individual programmes, projects and scholars**, however, **with no indication as to the real/actual content of these programmes, projects and scholars**. Due to these uncertainties with regard to the content, the three JSF initiators were limited in their outreach efforts whilst developing the JSF. However, they remain firmly committed to ensuring open communication and to reaching out to all interested parties. A toolbox of instruments will be developed. As soon as this toolbox is ready, all actors will be invited to make use of these instruments, leading to more content-based synergy and complementarity with the other JSFs and other individual actors. These other actors will soon be invited to share ideas in order to widen possibilities for collective learning, synergy and complementarity. Keeping other actors informed and formulating clear pathways to reach this goal is a priority for the JSF initiators.

Already now, explicit reference is made to the French-speaking University-NGOs (Uni4Coop) and Universitair Centrum voor Ontwikkelingssamenwerking (UCOS) on the one hand, and Royal Belgian Institute of Natural Sciences (RBINS) and Royal Museum of Central Africa (RMCA) on the other.

As to Uni4Coop, a consortium of four university NGOs, ARES has been able to develop strong collaborations over the last five years around the support to students leaving on travel grants, joint preparation of the annual event dedicated to scholarship holders from partner countries, shared reflections on themes such as gender or the decolonisation of knowledge. The COVID-19 crisis has also provided an opportunity to test new forms of support for scholarship holders from partner countries. These collaborations will continue in the framework of the 2022-2026 programme, with funding instruments that are still under discussion (in particular on the education for global citizenship), but also with a wider and more inclusive public: students from university colleges and schools of art, students from partner countries...

Collaboration could also be sought given the emphasis on knowledge management in their interventions with local organisations. The involvement of French-speaking University NGOs could be re-evaluated throughout the development of the JSF.

As to UCOS, all Flemish HEIs have had a constructive working relationship with them over the last years as to the organisation of training sessions for students in the context of the travel grants' programme.

Discussions are ongoing as to how to continue and possibly widen this cooperation in the 2022-2026 programme. Details will be available in the VLIR-UOS 2022-2026 programme.

As to RBINS and RMCA, at least at the level of scholarships, concerted actions will take place. Also at the level of programmes, synergy and complementarity will be stimulated, both at thematic level (resilience, fragile states...) and at regional and country level<sup>2</sup> (Great Lakes region, Ethiopia...).

## 1.2 Development of the JSF

The development of the JSF started at the end of October 2019 when the three organisations were running their 2017-2021 programme, as well as organising their mid-term evaluations and consultations with their local partners and members in view of the formulation of their 2022-2026 programme. Mid-term evaluations initiated in 2020 (and partially ongoing) have allowed to collect the opinions of partners and scholarship beneficiaries via questionnaires, interviews, brainstorm sessions, stocktaking meetings, virtual workshops... Self-evaluations were also carried out by several programme coordinators. These mid-term evaluations were used to look back at programme and project level, and at the level of processes and platforms of which the three organisations are member. Special attention was given to their participation in the geographic JSFs and the strategic dialogues, and whether these fora really created an enabling environment for synergy and complementarity and collective learning. These reflections have led to the conclusion that in most cases this was not the case, and that working with a thematic JSF would create a better enabling environment for SC and CL.

As the next programme will enable new partnerships, it was not possible to involve these future partners at this stage of the JSF construction. Yet, through the organisation of information sessions in the coming months and throughout the development of the JSF, the three initiators will consult a selection of their current partners (see annex 5) on the operationalisation of the JSF (implementation and monitoring) and the finalisation of their respective actor programmes. At the ITM the development of this JSF has been on the agenda (16 Nov. 2020) of its General Council, which includes members representing students, alumni and institutional partners from Africa, Asia and Latin-America. Moreover, the JSF initiators will consult and engage newly selected local partners in the implementation of the JSF, taking into account their specific institutional procedures.

The writing process of the JSF which started at the end of October 2020 and was finalized in February 2021 has been partly supported by two consultants of FocusUP (Fabrice Hénard and Patrick Vander Weyden) and an internal writing team, composed of JSF members. Several meetings and interviews have been organised to inform this writing process and to gather feedback.

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<sup>2</sup> RMCA programme is active in DRC, Rwanda, Burundi, Benin, Mozambique, Tanzania, Uganda, South Africa, Senegal (small collaboration), Rep Congo (small collaboration) and Belgium.



In particular, an information meeting about the thematic JSF was organised on the 9<sup>th</sup> of February for observers, the chief editors of the geographic and other thematic JSFs, BIO and ENABEL. See annex 4 for the agenda.

During this session the initiators presented the ToC, the strategic goals and approaches. They also reached out to provide clear pathways for future S&C and build on the existing links with geographic actors. Valuable feedback on the prefinal version of the JSF has been provided by several observers of the JSF (see annex 3) and will serve as input for follow-up consultations with regards to S&C. Finally, the recommendations from DGD as expressed in the letter of 10 August 2020 relating to the approval of the JSF proposal, were taken into account.

The format developed by the federations was followed as far as relevant. The JSF is composed of 6 chapters:

1. Introduction
2. General context and risk analysis
3. Strategic goals
4. Relationships with other JSFs
5. Collective learning processes
6. Synergy and complementarity

### 1.3 Time frame of this JSF: 1/1/2022-31/8/2027

Following a meeting with DGD on 17/2/2021 on the request of ARES and VLIR-UOS to prolong their 2017-2021 programme due to the impact of Covid-19 measures on the implementation of projects that are part of the programmes referred to, the intention of DGD is to prolong the ongoing programmes with eight months, until 31/8/2021. The consequence of this is a belated start of the two 2022-2026 programmes, i.e. on 1/9/2022 only. Since these actor programmes are to link up with this JSF, the timeframe of the present JSF needs to be extended accordingly.

## 2 General context and risk analysis

This chapter is divided into four paragraphs covering key aspects of the general framework of the JSF HES4SD and a general risk analysis. The JSF on HES4SD holds the potential to (in) directly contribute to all SDGs and has an extensive geographical coverage. Within the framework of this general context analysis, the primary focus therefore lies upon the contextual elements relating to the global provision of quality higher education and research while being sensitive to possible regional differences.

### 2.1 Higher Education and Research and SDGs

Higher education and research (HER) plays a key role in achieving the 2030 Agenda for Sustainable Development (SD) and the 17 Sustainable Development Goals (SDGs). These aim to end poverty, protect the planet, foster gender equality, defend and promote cultures and cultural understanding, and ensure prosperity for all. HER offers disciplinary and transdisciplinary teaching and research, generates and contributes to the development of new and innovative approaches to global, regional and local issues. The 2030 Agenda calls for strong national and international teaching and research cooperation in order to give rise to unformulated solutions to new and older problems<sup>3</sup>.

None of the 17 Sustainable Development Goals (SDGs) can be achieved without the contribution of higher education and research. Through research, universities and other involved actors (e.g. research and academic institutions) play a unique role, as drivers of change, by producing new knowledge and innovation to address global challenges, transferring knowledge through training, providing evidence for informed (public) policy and its implementation, and mobilising knowledge. HE&SIs worldwide must teach and train today's students – potentially tomorrow's decision-makers – to think both critically and ethically, to learn to cope with ethical dilemmas and apply systems-thinking approaches to serious and complex societal problems, and also provide lifelong learning opportunities to today's decision-makers, professionals and citizens at large. Through teaching, HE&SIs develop generations of new leaders, skilled professionals and citizens who will drive social, economic, cultural and democratic development. Through community engagement, HE&SIs work with a rich variety of stakeholders – including governments, the private sector, and the civil society – for local, national, regional and global impact. Higher education has a direct impact on the development of every country. The 2030 Agenda for Sustainable Development will not be achieved without partnerships that include HE&SIs. In today's world, challenges do not stop at our borders, creating networks between tomorrow's leaders is an essential role of HE&SIs.

The transnational and cross cutting nature of HER and innovation is confirmed in the 2019 Global Sustainable Development Report of the United Nations. The publication of "The future is now – Science for achieving sustainable development" calls upon all stakeholders to facilitate multidirectional collaboration in science and transfer of technologies for achieving the Sustainable Development Goals.

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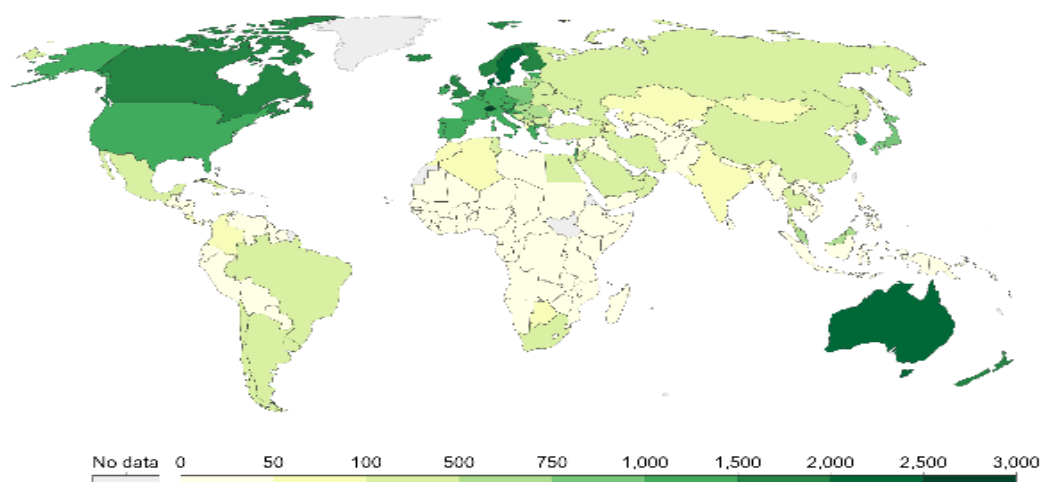
<sup>3</sup> Joint Statement International Association of Universities (IAU), the Association of Commonwealth Universities (ACU), and the Agence universitaire de la Francophonie (AUF) for collaboration

**It considers academic and scientific capacity strengthening and partnerships as one of the four main levers for achieving the 2030 agenda.** <sup>4</sup> In relation to this, the issue of access to innovation and information on sustainable development should not be overlooked. Yet, the figures below on the number of scientific and technical journal articles indicate that institutions located in most of the countries this JSF targets are lagging behind in translating their research activities in this type of research outputs. It hints at the challenges that HE&SIs in developing countries experience in collecting, managing, and disseminating information on issues related to sustainable development to inform and better support policy and decision making.

### Scientific and technical journal publications per million residents, 2013

Number of scientific or technical journal article publications per million residents. Scientific and technical journal articles refer to the number of scientific and engineering articles published in the following fields: physics, biology, chemistry, mathematics, clinical medicine, biomedical research, engineering and technology, and earth and space sciences.

Our World in Data



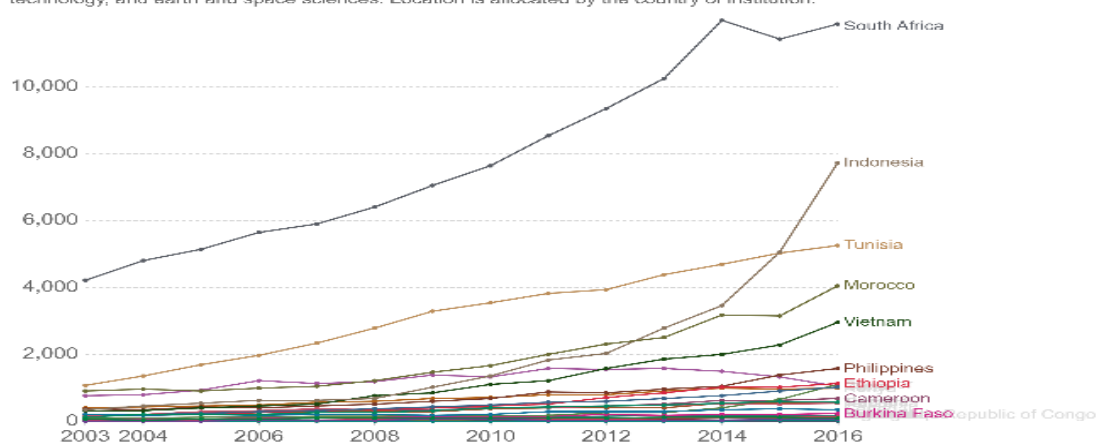
Source: OWID based on World Bank & UN Population Statistics

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### Scientific and technical journal articles, 2003 to 2016

Scientific and technical journal articles refer to the number of scientific and engineering articles published in the following fields: physics, biology, chemistry, mathematics, clinical medicine, biomedical research, engineering and technology, and earth and space sciences. Location is allocated by the country of institution.

Our World in Data



Source: World Bank

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Source: Our World in Data.<sup>5</sup>

<sup>4</sup> Independent group of scientists appointed by the Secretary-General (2019), *Global sustainable development Report 2019: the Future is Now – Science for achieving sustainable development*, United Nations, New York; [https://sustainabledevelopment.un.org/content/documents/24797GSDR\\_report\\_2019.pdf](https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf)

<sup>5</sup> ROSER M. and ORTIZ-OSPINA E. (2013), “Tertiary Education”, published online at *Our World in Data*; <https://ourworldindata.org/tertiary-education>.

This also relates to the increased SC between HE&SIs, governments, civil society organisations and the private sector (the quadruple helix) beyond all country borders. The importance of transnationality is also highlighted by numerous actors and frameworks (e.g. the European Commission's strategy for capacity building in higher education (Erasmus+)<sup>6</sup>), and various networks focus on this theme: DHG<sup>7</sup>, European University Association, tropEd<sup>8</sup>, the International University Association's cluster on Higher Education and Research for Sustainable Development (HESD)...

These contributions are conditioned by the capacity of HE&SIs to really engage for sustainable development – this is valid for all HE&SIs, all over the world.

## 2.2 Leaving No One Behind (LNOB)

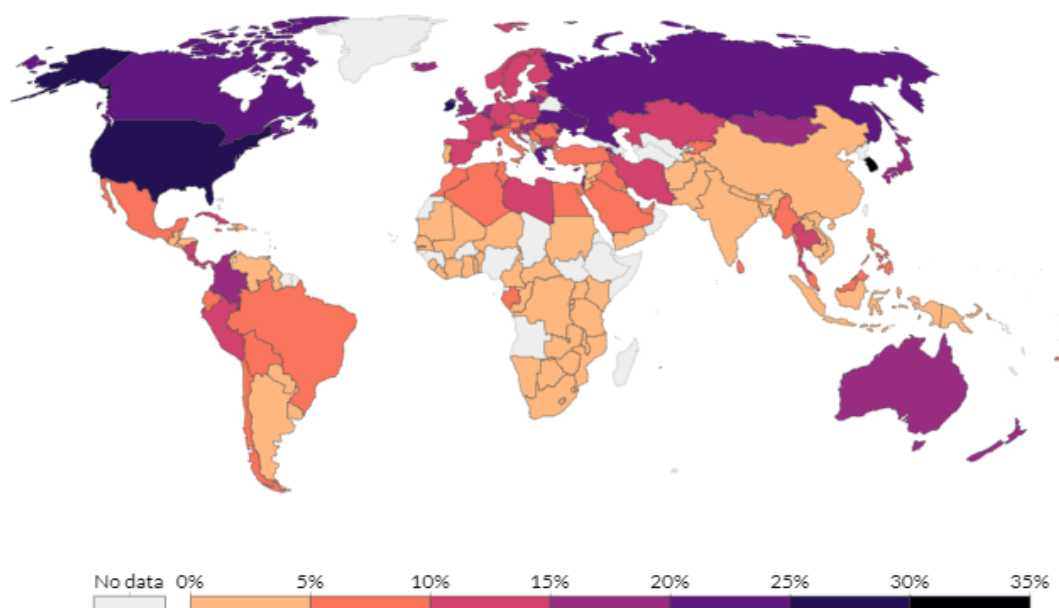
The principle of Leaving No One Behind (LNOB) frames the action of higher education and research in favour of sustainable development. LNOB is a major learning and innovation issue. A key feature of efficient HES4SD is an accessible educational system at each level that aims to leave no one behind. The following map illustrates the differences in the proportion of the population that completed tertiary education. These differences might be due to problems of accessibility, affordability, and incentives for tertiary education considering the perceived returns (quality of educational system, preferences, etc.).

### Share of the population with completed tertiary education, 2010

The share refers to the population 15 years and older.

Our World  
in Data

World



Source: World Bank

Source: Our World in Data.<sup>9</sup>

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<sup>6</sup> More information is available on the following website: <https://eacea.ec.europa.eu/erasmus-plus/>

<sup>7</sup> E.g. DHG: an informal network of organisations involved in programmes for capacity building in post-secondary education and training such as DAAD, CSC, Nuffic, British Council, NORHED, DIKU, DANIDA, World Bank, EC, etc.

<sup>8</sup> Network for Education in International Health.

<sup>9</sup> ROSER M. and ORTIZ-OSPINA E. (2013), "Tertiary Education", published online at *Our World in Data*; <https://ourworldindata.org/tertiary-education>.

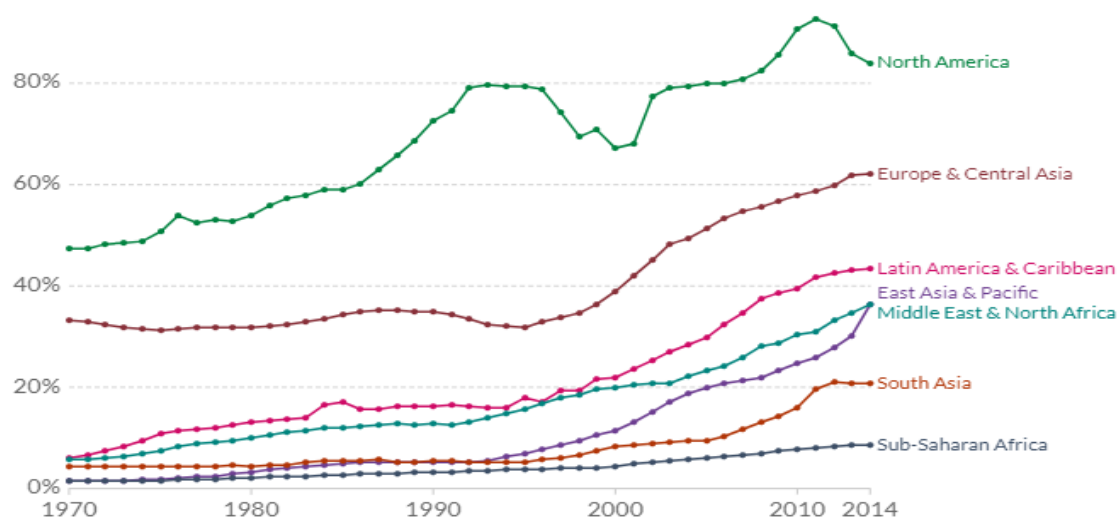
Despite strong improvements in overall numbers of young cohorts achieving tertiary education across the world (as shown by the positive trends in the figure below), certain countries experience faster improvements than others, with Sub-Saharan Africa and South Asia lagging behind. In many of the world's poorest countries, less than 1% have completed tertiary education<sup>10</sup>.

### Gross enrollment ratio in tertiary education, 1970 to 2014

Total enrollment in tertiary education, regardless of age, expressed as a percentage of the total population of the five-year age group following on from secondary school leaving.



+ Add country



Source: World Bank

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Source: Our World in Data.<sup>11</sup>

This points out a key issue related to the inclusivity principle, which is particularly important for the SDGs. However, HER could exacerbate inequality if the initial difference in capacities is not addressed (SDG10, Reduced inequalities). Access to HER is not distributed equally across the population. This access can be costly and restrictive for poor families and students.<sup>12</sup>

Figures on enrolment rates show that some social groups (e.g. religious and ethnic minorities) are underrepresented among the students enrolled in higher education. Inequality of access is also experienced by women in poor developing countries, especially in rural areas, where gender gaps in tertiary education enrolments can reach very critical levels as in Sub-Saharan Africa, Latin America, and South Asia<sup>13</sup>.

<sup>10</sup> *Idem*.

<sup>11</sup> *Idem*.

<sup>12</sup> United Nations Education, Scientific and Cultural Office (UNESCO), International Institute for Education Planning (IIEP) (2017), "Six ways to ensure higher education leaves no one behind", *Policy Paper 30*; <https://unesdoc.unesco.org/ark:/48223/pf0000247862>.

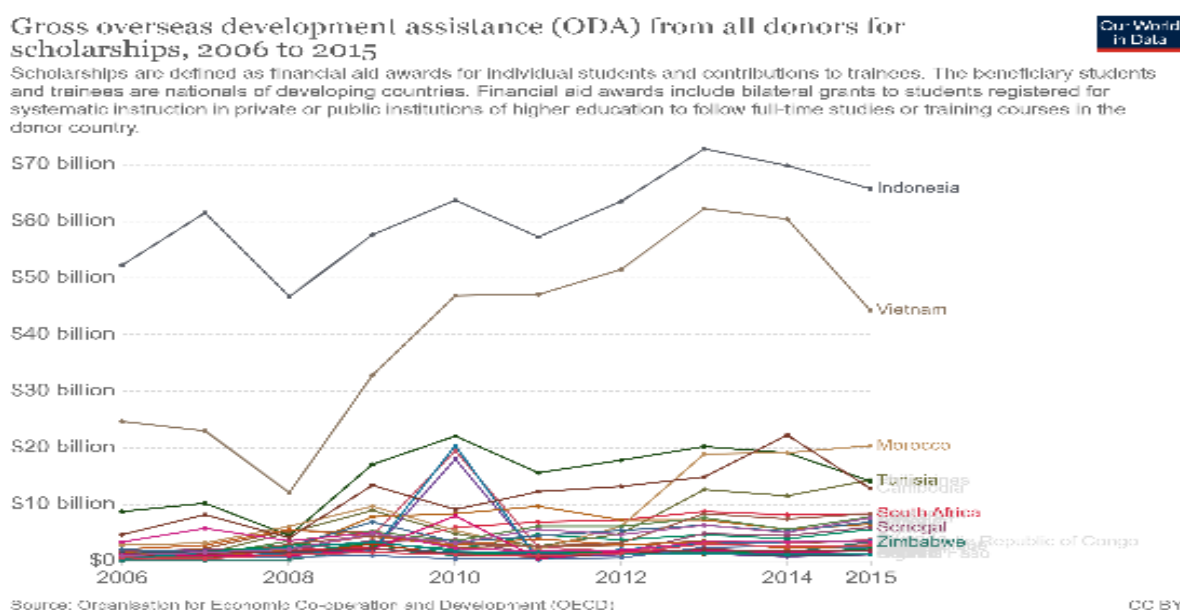
<sup>13</sup> UNESCO Bangkok – Asia and Pacific Regional Bureau for Education, "Gender equality in Asia-Pacific education: International Women's Day 2018 statistical snapshot"; <https://bangkok.unesco.org/content/gender-equality-asia-pacific-education-international-women%E2%80%99s-day-2018-statistics-snapshot>.



In addition, while differences between countries are also considerable,<sup>14</sup> students with disability around the world seem less likely to continue their Studies and enrol in tertiary education, therefore missing out on the full potential of the estimated 15% students with disability worldwide.<sup>15</sup> Moreover, barriers to enrolment are cumulative. For instance, being a woman with a disability significantly decreases the likelihood to enrol in tertiary education. A comparable situation applies for students with a migration background (forced or not) as well as for students that have been displaced, where the challenges to access education seem considerable.<sup>16 17</sup>

Belgian HER faces similar issues with regard to equitable access to education for disadvantaged groups and access and progress in the academic and scientific careers for women as well as various minorities. These experiences can be relevant and used for exchanges between members of the JSF and with partners in order to progress through the programmes in a mutual learning dynamic.

In each country, the strategy adopted depends on specific circumstances and will need to ensure that the HER sector does not leave anyone behind through support programmes, facilitation of grants and scholarships, etc. This relates to another important element of the HER context, namely the issue of funding. Today, government expenditure on tertiary education still varies.<sup>18</sup> Moreover, globally there remain considerable variations in the amount of official development assistance used to fund scholarships across and within regions. The visuals below demonstrate that the financial aid for students and trainees (SDG target 4.b) in the JSF has remained relatively stable and limited, especially in sub-Saharan Africa.



<sup>14</sup> UNESCO Institute For Statistics (March 2018), “Education and Disability: Analysis of Data from 49 Countries”, information paper N.49; <http://uis.unesco.org/sites/default/files/documents/ip49-education-disability-2018-en.pdf>

<sup>15</sup> THOMPSON S. (25 January 2020), “Developing disability-inclusive higher education systems”, University World News, <https://www.universityworldnews.com/post.php?story=20200122104602834>

<sup>16</sup> Détourbe M and Goastellec G (2018). “Revisiting the Issues of Access to Higher Education and Social Stratification through the Case of Refugees: A Comparative Study of Spaces of Opportunity for Refugee Students in Germany and England”, *Soc. Sci. 7*, no. 10: 186;. <https://doi.org/10.3390/socsci7100186>

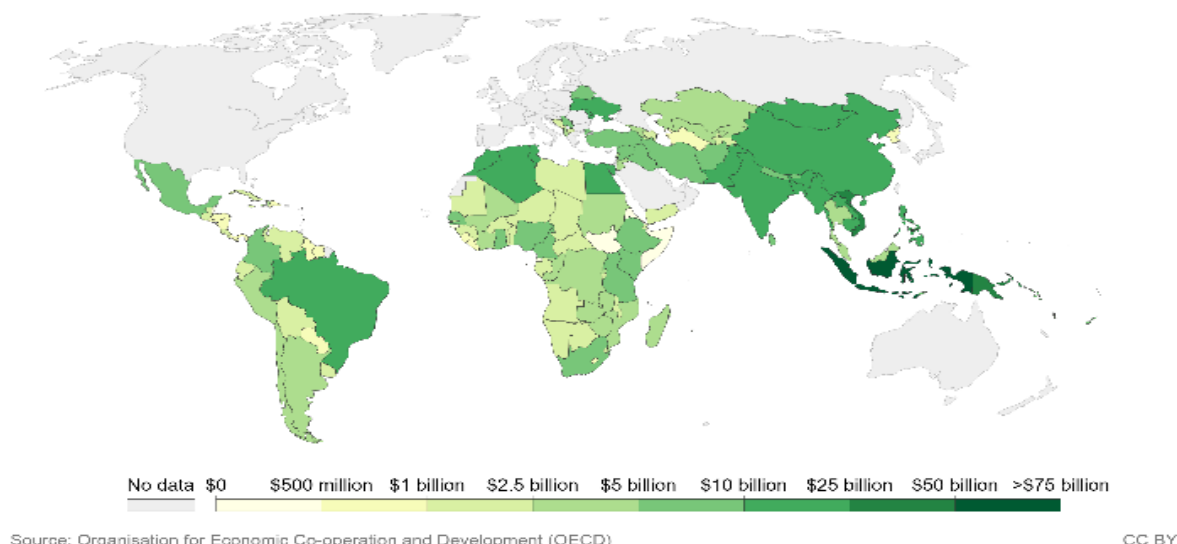
<sup>17</sup> OPINI B. (2012), “Barriers to Participation of Women Students with Disabilities in University Education in Kenya”, *Journal of Postsecondary Education and Disability*, 25(1), University of Ontario, 65 – 79; <https://files.eric.ed.gov/fulltext/EJ970020.pdf>.

<sup>18</sup> ROSER M. and ORTIZ-OSPINA E. (2013), “Tertiary Education”, published online at *Our World in Data*; <https://ourworldindata.org/tertiary-education>.

## Gross overseas development assistance (ODA) from all donors for scholarships, 2015

Our World  
in Data

Scholarships are defined as financial aid awards for individual students and contributions to trainees. The beneficiary students and trainees are nationals of developing countries. Financial aid awards include bilateral grants to students registered for systematic instruction in private or public institutions of higher education to follow full-time studies or training courses in the donor country.

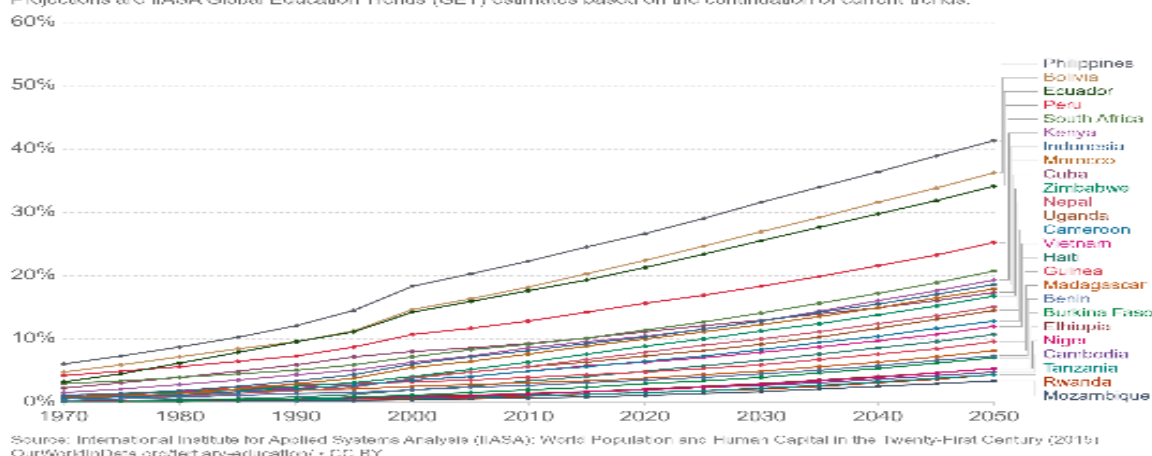


Source: Our World in Data<sup>19</sup>

HER also has a significant impact on improving accessibility by ensuring the training of a critical mass of teachers and researchers who constitute the next generation of academics, particularly in a context of critical increase of their audiences. The figure below which displays the projected share of the population ( $\geq 15$  years) expected to have completed degrees from 1970 to 2050 in the countries that are targeted in this thematic JSF further underscores the increasing importance of advanced skills in these developing economies. Strengthening the institutional capacity of local higher education institutions to respond to the growing local demand for quality higher education will be crucial.

### Projections of the share of the population aged 15+ educated to degree level by country, 1970 to 2050

Projections are IIASA Global Education Trends (GET) estimates based on the continuation of current trends.



Source: Our World in Data<sup>20</sup>

<sup>19</sup> ROSER M. and ORTIZ-OSPINA E. (2013), "Tertiary Education", published online at *Our World in Data*; <https://ourworldindata.org/tertiary-education>.

<sup>20</sup> *Idem*.

## 2.3 Higher education and transversal themes (gender, environment, digitalisation, human rights, equity)

HE&SIs play a central role in the development and implementation of **gender equality** measures on campuses and in administrations. Representativeness of women in student population, but also in the academic, scientific, administrative and other staff, is key to achieve equality in society.<sup>21</sup> HE&SIs are key institutions to social and economic development and have generally defined access and promotion criteria based on merit and capabilities.<sup>22</sup> Apart from promoting role models for other women and more applications from women thanks to network effects, ensuring equality has considerable social and economic effects.<sup>23</sup> Removing barriers and decreasing gender gaps in tertiary education enrolment has huge effects on the improvement of gender parity indexes in other domains (e.g. labour market and politics) and on the living conditions of women through channels of positive empowerment. Increasing the number of women in science and their visibility has to be an aim for HER.

HE&SIs are essential to **climate action**.<sup>24</sup> The UN stresses the importance of mobilising campuses and institutions in the fight against climate change in order to accompany social change in society. HE&SIs can provide interdisciplinary knowledge that will allow new generations to tackle the complex and multiform effects of economies and societies on climate change, specifically on public health, political stability, food security, global production and value chains. Moreover, HE&SIs are key in building climate change mitigation and adaptation capacity and in fostering innovation within society through capacity development, knowledge sharing and research stimulation.

Another transversal theme relates to the expansion of **e-learning and digitalisation** of higher education, which has significantly expanded with the COVID-19 pandemic. New issues have emerged such as the quality of equipment and bandwidth, adequate pedagogy, teaching and learning practices, digital skills of students and teachers, or evaluation of students working online, not to mention the associated risks (cheating, fatigue, depression due to isolation). Nonetheless digitalisation offers valuable opportunities to study abroad without crossing borders, developing online networking and reducing transport or accommodation constraints. Digitalisation is also being developed for administration of higher education and research, from enrolment to diploma delivery. Since the COVID-19 pandemic, even more focus is placed on online meetings, education, exchange, etc. This will have a lasting impact on the way in which academic and scientific cooperation for development will operate in the future.

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<sup>21</sup> WONDWOSEN T., (3 December 2020), “Employment gender gap also a higher education issue”, *University World News*; <https://www.universityworldnews.com/post.php?story=20201130220329453>.

<sup>22</sup> ANTÓNIO, P., RODRIGUES, A., GONÇALVES, H., MARQUES, C., & DINIZ, F. (2013), “Gender equality in institutions of higher education: Diagnosis and action plan for an institution of higher education in the north of Portugal”, *International Journal of Teaching and Education*, 1(1), 18–51 ; <https://www.iises.net/gender-equality-in-institutions-of-higher-education-diagnos.html#:~:text=In%20general%2C%20higher%20education%20institutions,based%20on%20merit%20and%20capabilities>.

<sup>23</sup> TOURÉ KANE C. (8 March 2020), “The role of higher education in women’s empowerment”, Association pour le développement de l’Education en Afrique (ADEA) ; <https://www.globalpartnership.org/blog/role-higher-education-womens-empowerment>.

<sup>24</sup> GIANNINI S and VINJE K. “Higher education needs to develop better crisis responses- the pandemic has amplified fragilities and inequalities”, *University World News*; [https://www.universityworldnews.com/page.php?page=UW\\_Main](https://www.universityworldnews.com/page.php?page=UW_Main).

Development actors and HE&SIs are key actors in the defence and promotion of **human rights**. As emphasised in the *Magna Charta Universitatum* signed in 1988<sup>25</sup>, freedom of research and teaching is the fundamental principle of higher education. In the teaching and learning mission, HE&SIs place **social justice** and the right to a worthy life for all at the centre<sup>26</sup>. Through peer learning activities, intercultural exchanges for peace (SDG16), international research projects, international and intercultural curricula, supported by various exchange programmes such as Erasmus+ or Horizon Europe, HE&SIs ensure the democratic, inclusive and equitable dimension of their missions<sup>27</sup>. In this perspective, institutions also prepare their students and future graduates to become active citizens that will contribute significantly to the democratic development of our society<sup>28</sup>.

## 2.4 Risks

This paragraph focuses on an analysis of the external risks related to the general context of this JSF. Internal risks will be described in section 3.6.

A risk is a concrete danger resulting from a threat to which an individual or organisation is exposed. It is defined by the way in which the threat will impact the individual or the organisation. The level of risk depends on both the severity of the threat and the individual and organisation's level of vulnerability to that threat. The level of risk can be defined by a combination of the combined severity and probability of being impacted by a threat in the country or region. Finally, an identified risk for an organisation is a concrete danger in a probable situation. It can be mitigated by preventive measures.

Contexts differ for HE&SIs across the world and benefits and contributions are not equally shared at regional, national and local levels. The **conditions and status of academics and researchers** vary considerably, according to national or subnational regulations and wealth levels. In many HE&SIs, few academics are permanent and hold a PhD. Generally, academics have limited professional development plans or opportunities to update their knowledge and skills. Many cannot benefit from scientific equipment and laboratories and are unable to conduct research, publish in international journals, supervise enough students, and reap the recognition they deserve. Few can valorise their research results, for instance via patents or business development. Funding possibilities for higher education and research vary greatly according to countries and political regimes, and financial capacities of states.

The **political context in which HE&SIs operate** is crucial to understand their ability to promote social change. The political regime they are confronted with influences directly their autonomy and freedom in deciding on their agendas (research fields, admissions, programmes).<sup>29</sup> In authoritarian states, several key values of HE&SIs and SDGs are violated (academic freedom and institutional autonomy are particularly affected).

<sup>25</sup> *Magna Charta Universitatum* ( 1988 ) : (<http://www.magna-charta.org/resources/files/the-magna-charta/english>).

<sup>26</sup> IAU (2012), “Horizons 2012 », Vol.18, N°2 ; [https://iau-aiu.net/IMG/pdf/iau\\_horizons\\_2012\\_vol.18.2-en.pdf](https://iau-aiu.net/IMG/pdf/iau_horizons_2012_vol.18.2-en.pdf) .

<sup>27</sup> GIANNINI S and VINJE K, “Higher education needs to develop better crisis responses”; <https://www.universityworldnews.com/post.php?story=2020112410551750>.

<sup>28</sup> *Council Of Europe*, “The Democratic Mission of Higher Education”, <https://www.coe.int/en/web/higher-education-and-research/democratic-mission-of-higher-education>.

<sup>29</sup> BERGAN S. (28 November 2020), “European Higher Education Area enters its second decade”, *University World New*; <https://www.universityworldnews.com/post.php?story=20201124105517500>.

Accessible higher education is shown as one of the most important types of public goods, the supply of which poses an existential threat to authoritarian rule.

Therefore, while the aim of HE&SIs is to provide the tools and critical thinking necessary for the development and adoption of comprehensive and adequate policies, this is not the case everywhere in the world.

In addition, political contexts affect the **ability of HE&SIs to inform public policy** and, therefore, policy makers. The ability of HE&SIs to influence decision making differs considerably from country to country and depends on the bargaining power of academia in the political sphere.<sup>30</sup> National contexts and differences in education and research public investment impact both teaching quality and networks of knowledge creation.<sup>31</sup> <sup>32</sup> Societies might be interested in evidence-based policy, but lack trust in their HE&SIs. Lack of trust can sometimes be the consequence of political, racial and ethnic affiliations.

Furthermore, HER could have heterogeneous effects on economic, social and demographic dynamics in countries. **HER may involve brain drain and gain** which impact countries differently according to their intellectual radiance and socio-economic context.<sup>33</sup> Academic brain drain in developing countries requires a holistic and comprehensive approach to understand the drawbacks and benefits of such flows of people and/or information.<sup>34</sup>

Issues of elitism, as well as limited **public access to research results**, might be drawbacks to the achievements of some SDG targets. Therefore, to allow positive change, investment in HE&SIs needs to consider some key prerequisites for positive systemic change: accessibility of education and research results through, for example open science related initiatives, considerations of ethics and quality of HER and the associated values such as institutional autonomy and academic freedom. As seen above, accessibility and fairness of HE&SIs is key to achieving the SDGs. The educational system plays a key role in empowering minorities and needs to be able to promote merits and upward social mobility<sup>35</sup>. Promoting accessibility within the HER system allows its contribution to respect the values of SDGs and help achieve their targets transversally and efficiently. Placing an emphasis on skills improvements and life-long learning mitigates these risks and increases the employability of vulnerable populations, without jeopardizing technological innovation.<sup>36</sup>

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<sup>30</sup> United Nations Education, Scientific and Cultural Office (UNESCO), International Institute for Education Planning (IIEP) (2017), “Six ways to ensure higher education leaves no one behind”, *Policy Paper 30*; <https://unesdoc.unesco.org/ark:/48223/pf0000247862>.

<sup>31</sup> IIEP-UNESCO (May 2016), “Three challenges for higher education and the SDGs”, <http://www.iiep.unesco.org/en/three-challenges-higher-education-and-sdgs-3556>.

<sup>32</sup> NEARY J. and OSBORNE M. (November 2018, “University engagement in achieving sustainable development goals: A synthesis of case studies from the SUEUAA study”, School of Education, University of Glasgow, *Australian Journal of Adult Learning*, Volume 58, Number 3; <https://files.eric.ed.gov/fulltext/EJ1199947.pdf>.

<sup>33</sup> ODHIAMBO G., “Brain drain in higher education: lost hope or opportunity?”, Part 4: Higher Education, Lifelong Learning and Social Inclusion, <https://files.eric.ed.gov/fulltext/ED567064.pdf>.

<sup>34</sup> *Idem*.

<sup>35</sup> CHETTY R., FRIEDMAN J. N., SAEZ E., TURNER N. and YAGAN D. (July 2017), “Mobility Report Cards: The Role of Colleges in Intergenerational Mobility”; [http://www.equality-of-opportunity.org/papers/coll\\_mrc\\_paper.pdf](http://www.equality-of-opportunity.org/papers/coll_mrc_paper.pdf).

<sup>36</sup> MIAILHE N. and HODES C. (2018), “Making the AI Revolution work for everyone”, *The Future Society, AI Initiative*. <https://www.tuftsgloballeadership.org/sites/default/files/images/resources/Miailhe%20Reading.pdf>.



### 3 Strategic goals

#### 3.1 Theory of change: introduction and diagram

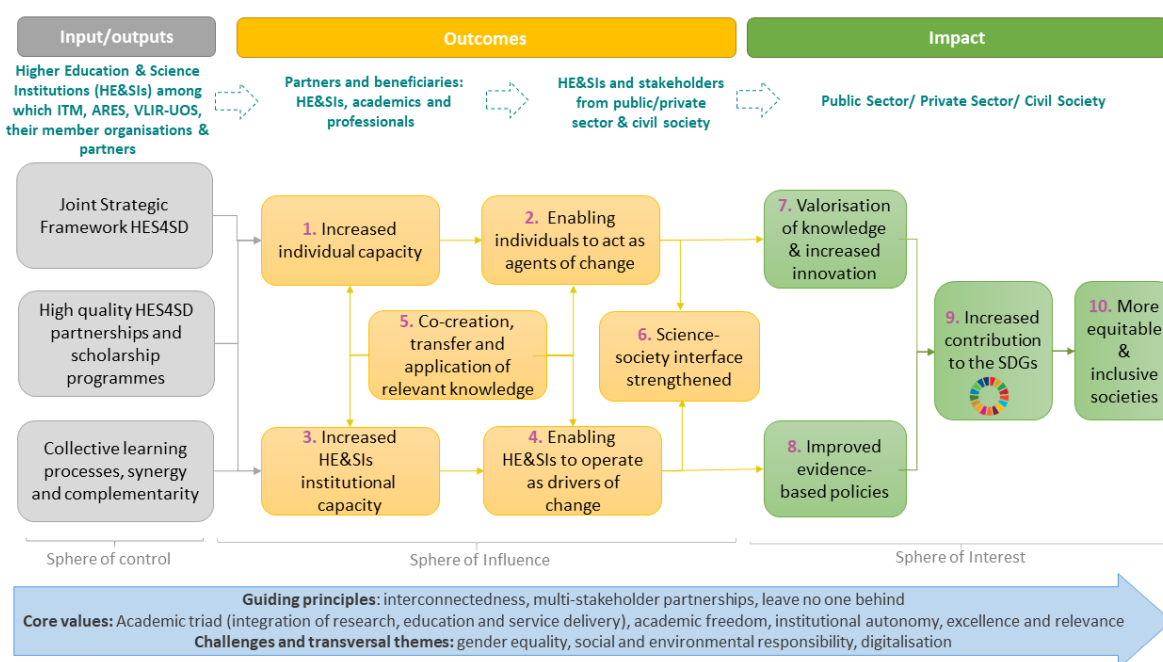
Based on the general context analysis and taking into account the experience of the three JSF HES4SD initiators, a global Theory of Change (ToC) for this JSF has been developed. As a methodological tool, the ToC relates the **strategic goals**, the proposed **approaches** and their **developmental relevance**. It also includes the **actors** involved at different levels as well as the **guiding principles**.

In the following paragraphs each of those ToC components will be covered.

The ToC diagram below visualizes the pathways that lead to the desired changes. Moving from left to right, it starts from the input/output level (grey), leading to outcomes (yellow) and eventually to the ultimate long-term impact at societal level (green).

The ToC shows a simplified image of causal connections and change links. The reality will be more multicausal and complex.

The **strategic goals** for the JSF HES4SD can be found in the middle section of the diagram as **outcomes** (yellow boxes, numbered from 1 to 6).



Some terminology used from the Outcome Mapping related to spheres can be superimposed on the ToC diagram. This defines the three levels or spheres: starting with the sphere of control on the left, passing via the sphere of influence to the sphere of interest on the right side of the diagram. It relates to the categories of key actors involved that are mentioned at the top of the diagram.

The *sphere of control* includes the approaches used by the HES4SD initiators (VLIR-UOS, ARES and ITM) and their local partners.

As they all play a key role as main actors in the interventions (input leading to expected outputs) the assumption is made that they exercise control over these activities.

For umbrella organisations such as ARES and VLIR-UOS, a distinction is to be made between their intrinsic sphere of control and the sphere of control of project owners (i.e. their members): Umbrella organisations' sphere of control includes, for instance, the conceptual frameworks for their portfolio, calls for proposals, selection systems, a framework that enables financial and administrative conditions for programmes, projects and scholarships, information sharing and databases, accessibility of information about transversal themes and actors...

Project owners' (HE&SIs, academics, scientists, professionals, students in Belgium and partner countries) sphere of control includes quality of intervention, quality of educational programme / research / policy support / uptake, quality of scholarship programme, accessibility of knowledge for innovation, dialogue and common identification processes with partner institutions...

For ITM, the sphere of control will be very similar to that of the project owners within the umbrella organisations. Historically, ITM has been working with selected partners from the start of the programme, contributing to better joint control over the quality of the interventions, quality of research, educational, scholarship and policy support and networking programmes. For a limited section of its programme of the coming multiyear plan ITM may introduce call-based initiatives with countries and partners still to be defined later.

The *sphere of influence* covers the desired changes that the JSF HES4SD approaches can influence. These outcomes, also referred to as the strategic goals of the JSF HES4SD, involve a wider range of actors than those related to the sphere of control. With more actors involved, the initiators and HE&SIs have less control over the six outcomes: increased individual capacity, individuals who become agents of change, increased HE&SIs institutional capacity, HE&SIs operating as drivers of change, the co-creation, transfer and application of relevant knowledge, and a science-society interface. These strategic goals will be elaborated upon further on in this document. Depending on the context, different types of actors may be involved, such as individual students as beneficiaries in countries with interventions limited to the scholarship programmes. In other countries academic and non-academic (local, bilateral, international) partners may become involved.

The *sphere of interest* is the level to which the JSF HES4SD wants to contribute, the changes that will take place in the long term. The JSF HES4SD initiators defined the ultimate goals and impact as valorisation of knowledge and increased innovation, improved evidence-based policies, increased contribution to SDGs and finally increased equitable and inclusive societies (red boxes 7-10) in the chart. This impact level relates to actors from civil society, public and private sectors.

The broad categories of actors which might be involved in the JSF HES4SD are described in the table below. Their possible involvement in the ToC change chain is further described in the next paragraphs on Strategic Goals and Approaches.

<b>Sphere</b>	<b>Actors</b>	<b>Definition</b>
Control	JSF HES4SD initiators	ARES, ITM, VLIR-UOS
Control Influence	Project owners	VLIR-UOS and ARES: Member organisations of the Belgian HE&SIs and their partners ITM: Promoters: ITM Academics jointly with partners
Influence	Federal scientific institutions and HE&SIs-associated Non-Governmental Organisations (NGOs)	Uni4Coop, UCOS, and RBINS-CEBioS and RMCA
Influence	Belgian ANGCO (Actors of Non-Governmental Cooperation)	Civil society organisations (incl. Belgian NGOs), Institutional Actors (e.g. VVOB, associations of cities and municipalities) and the overarching federations (e.g. FIABEL, NGO-federatie, Acodev).
Influence	Belgian Governmental Actors	Actors managed by public servants and/or politicians. E.g. Enabel, BIO, DGD.
Influence	Local actors and international network actors	Actors in partner countries. Local actors and international network actors can be HE&SI (as listed above), NGOs, civil society organisations, private actors (e.g. companies) or public actors (ministries, political bodies...)
Interest	Civil Society	NGOs, social organisations and movements   Organisations that are independent from government
Interest	Private sector	Individuals and companies who operate for profit and which is not controlled by the state.
Interest	Public Sector	Public goods and governmental services (including ministries, executive branches, legislative bodies, the judiciary...)
Interest	International and regional network actors	HE&SIs' international or regional networks (e.g. CAMES, IUCEA) and alumni networks/ associations

## 3.2 Approaches

The JSF HES4SD initiators identified three approaches to reaching the strategic goals. These can be found in the grey boxes on the left hand side of the ToC diagram.

### 1) **Joint strategic framework HES4SD.**

The framework proposed by the three initiators as such focuses on joining forces among Belgian academic actors and partners to contribute to academic inspired and science-driven societal change, linking HE&SIs with the broader society. This framework will gradually develop and remain dynamic to be responsive to opportunities and policy priorities.

### 2) **High quality HES4SD partnerships and scholarship programmes.**

The actor programmes developed by each of the three initiators will include both high quality HES4SD partnerships and scholarship programmes. These programmes may include a range of interventions such as:

- individual scholarship programmes;
- building research, teaching & training and service delivery capacity;
- strengthening information, infrastructural and technological structures;
- building management capacity;
- strengthening national and international academic networking and science-society interfaces;
- policy support;

The initiators' actor programmes may include a range of interventions and programme modalities that can vary from short to long term. They may be similar to the interventions in the 2017-2021 actor programmes, but also new and innovative modalities may be developed. These three programmes might also differ from one another, since it is not the intention to have similar or identical portfolios, apart from the general distinction between 'partnerships' and 'scholarships'.

In some countries, interventions may be limited to scholarship programmes only. In others the initiatives will be developed in the framework of partnerships. Annex 1 lists the 30 countries in which the three initiators envision either limiting their interventions to scholarship programmes, or broadening their involvement through partnerships (programmes/projects).

### 3) **Collective learning processes, synergy and complementarity.**

The JSF initiators will build and strengthen synergies and complementarities beyond the HE&SI partnerships and will define operational mechanisms to that purpose. The JSF initiators anticipate that the process of collective learning, synergy and complementary will be instrumental in achieving the outcomes and impact as defined in the ToC, in a more efficient and innovative way. More details on how these processes will unfold among the JSF initiators will be provided in chapter 5 while further information on the S&C with other actors can be found in chapter 6.

There is no one-to-one link between the three approaches and the six Strategic Goals. The combination of the different approaches will contribute to the whole of the Strategic Goals. As these are intertwined, the context analysis also is and will not be developed per Strategic Goal.

### 3.3 Strategic goals (Outcomes)

The long-term general objective of the JSF HES4SD is to significantly contribute to the achievement of the 17 SDGs and ultimately “increasingly equitable and inclusive societies”. To reach this objective and starting from the specific expertise of the partners, six strategic objectives have been identified and will guide the specific approaches and interventions. In the middle section of the diagram the 6 **Strategic Goals** can be found as **outcomes** (yellow boxes, numbered from 1 to 6). As will be explained below, world citizenship – as advocated by DGD in its assessment of the JSF proposal - is fully included in the ToC.

**SG 1: Increased individual capacity**

**SG 2: Enabling individuals to act as change agents**

**SG 3: Increased capacity of Higher Education and Science Institutions.**

**SG 4: Enabling Higher Education and Science Institutions to operate as drivers of change**

**SG 5: Co-creation, transfer and application of relevant knowledge**

**SG 6: Science-society interface strengthened**

The linear presentation of the ToC seems to suggest a linear direction and logic, while the reality is often complex and multidirectional. This is particularly the case for capacity strengthening and promoting academic/scientific and societal change. As a consequence, directions of change, identifying cause and consequence remains very challenging. That is why the ToC should be read as a systemic picture of how the JSF HES4SD aims to contribute to the global objectives keeping in mind the various, multidirectional channels between the intertwined outcomes (Boxes 1 to 6).

**Strategic Goal 1: Increased individual capacity.**

The increased individual capacity should be considered as the result of education or research activities of and by individuals that benefit from scholarship programmes. Scholars can be young potentials with no or limited work experience or may already be working in organisations in the academic, public or private sector or in civil society. The interventions include training on transversal competencies such as global citizenship, critical thinking, and leadership skills, all of which are enabling scholars to become critical world citizens capacitated and motivated to actively engage in global society. In addition, this reinforcement of individual capacities also translates into a continuous support for the researchers’ careers.

**Strategic Goal 2: Enabling individuals to act as change agents.**

This strategic goal expands on the fact that individuals that have increased their individual capacity and are involved in organisations (in private or public sector or civil society), have increased their potential to be change agents. In many cases, trained individuals do so on returning to their communities and countries. Others may do so in a different environment, as the training may have created new opportunities elsewhere. In the case of academics, it may mean sharing their experience gained abroad and improving their teaching and research activities. For young potentials, without work experience, it may open perspectives to new relevant labour market positions in which they can become change agents.<sup>37</sup> In becoming change agents, individuals may assume responsibilities and act as committed global citizens.

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<sup>37</sup> Organisations are here defined very broadly, including traditional organisations (such as private companies, NGOs, or ministries) as well as new types of organisation such as network organisations or online (lobby) movements...



This allows them to have a positive impact on the performance of organisations they work in, as well as on their sector at large. Eventually, this strengthened human capital will contribute to the strategic goals SG5 and 6 and create impact in relevant sectors and at broader societal level. (Boxes 7-10) Interventions that relate to this SG2 may include alumni networks and life-long learning initiatives.

### **Strategic Goal 3: Increased capacity of Higher Education and Science Institutions.**

Strengthening capacities of the HE&SIs in the following fields:

1. Increased research, education and service delivery capacity
2. Increased information, infrastructural and technological structures
3. Increased management capacity (governance, administration, finance)
4. Increased collaborative and networking capacity

A wide scope of actors may be involved in this SG3: universities, university colleges, colleges in arts, polytechnics, research laboratories and scientific centres (including ITM's partners such as national disease control programmes, departments of ministries of health, knowledge centres and national public health institutes, and thematic networks or platforms).

Depending on the range of activities and mandates of the partners and responding to their demands and needs, capacity strengthening can focus on all three elements of the academic triad (research, education and service delivery) or on only one or two. Similarly, the scope of the scientific field on which the collaboration focuses, will depend on mutually defined common interests. For VLIR-UOS and ARES this will be determined via a call-based system and may eventually contribute to any of the SDGs. For ITM it will be related to its specific expertise in the field of Tropical Medicine and Public Health (mainly SDG3).

Increased research and teaching capacity is expected to lead to developing high quality knowledge and research skills resulting in new scientific and/or applied scientific insights, as well as high-quality research papers and/or applications. Increased teaching capacities includes strengthened capacities in the fields of pedagogy, the use of teaching methodologies (e.g. e-learning, distance learning, innovative classroom learning...) and research-based (e.g. PhD) training.

Excellent research and teaching (in addition to service delivery) are the core business of Higher Education and Science institutions. However, this can only be realized if the necessary conditions exist. In that sense, certain interventions may focus on improving the digital environment, infrastructure and technology.

Depending on local context and specific demands from the partner collaborations may also include improvement of the management of the HE&SIs. To that extent interventions may include strengthening of financial and administrative structures (including so-called supporting services) and processes and institutional policies (retention and remuneration policy, investment policy, ICT policy, maintenance policy, revision of curricula and quality assurance procedures...).

Where required, the operational interventions may include capacity development of staff members of International Cooperation offices, research and project management offices, administrative and financial departments.

Finally, an increase of the collaborative and networking capacity is also envisioned in this strategic goal. The academic landscape is by definition transnational. Interventions will always include general or specific elements to foster inter-institutional collaboration and aim at national and international networking both amongst HE&SIs and beyond.

#### **Strategic Goal 4: Enabling Higher Education and Science Institutions to operate as drivers of change.**

The HE&SIs activate their improved performance allowing them to operate as drivers of change aiming at meaningful societal impact. This can be realized via both the co-creation, transfer and application of relevant knowledge (SG5), and/or via the science-society interface (SG6).

Several aspects may help increase institutional capacity (SG3) result in institutions that are real drivers for change (SG4): supported institutional policy plans, the quality of their scientific work, demand-driven and needs-oriented research, the trust policy makers and users of their outputs have in them, the capitalisation of research results both internally (the reinforcement and the impact on HE&SIs capacities) and externally (the willingness to deliver services to the community by means of valorisation of research), the quality and accessibility of their educational offer, mutual respect between them and other stakeholders, networks they belong to, implementation of technology transfer, etc.

Operating as a driver of change may involve a strategic, uptake-oriented stakeholder engagement, targeted dissemination and capacity strengthening of end-users. This can lead to effective uptake and/or a broader application of new knowledge, applications or services by relevant societal stakeholders. (SG5).

#### **Strategic Goal 5: Co-creation, transfer and application of relevant knowledge.**

The first four strategic goals significantly contribute to this fifth key strategic goal. By combining strengths and operating in synergy, the JSF enhances the creation and dissemination of relevant, state-of-the-art knowledge across the HE&SIs worldwide, their local communities and international networks.

Several evaluation reports point out that international academic and scientific cooperation has been very effective in strengthening research and educational capacity and the generation of new knowledge. However, there is still room for improvement with regard to the uptake and broader use of knowledge, service and/or applications generated by the projects, and therefore the attainment of projects' and programmes' developmental objectives and impact.<sup>38</sup> Often uptake or outreach is not considered a priority by researchers. Many higher education and science institutions are not valorising these types of activities (and not defining them as outcomes/impact in ToC). Academic staff evaluation policies often tend to emphasize publication output and teaching responsibilities. Yet transfer and application of the knowledge are of utmost importance for impact in response to the needs of societies. It is important that scientific excellence balances with societal relevance so that HE&SIs play their pivotal developmental role (Boxes 7-10). This is why the JSF ToC is explicitly referring to this last crucial stretch in the pathway for change.

#### **Strategic Goal 6: Science-society interface strengthened.**

Information sharing and concerted actions amongst HE&SIs aim at cross-fertilisation between science and society. This can be facilitated through formal or informal networks and platforms as connecting hubs of knowledge, expertise and experience, and demand & supply interactions in view of applied solutions and evidence-based policies and practices. Society is understood in its broader sense, namely all public, private and civil society actors beyond HE&SIs (e.g. enterprises, public decision makers, NGOs, the community at large).

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<sup>38</sup> VLIR-UOS (2019). Thematic Evaluation of Departmental Projects : Creating conditions for Impact, p.36.

Although not all dissemination of knowledge will need a formal science-society interface to respond to societal needs it may facilitate the translation from impact within HER to impact on the SDGs.

The convergence of societal and scientific interest is the manifestation of the ‘triple helix’, where innovative solutions result from interaction between private sector, government and academia. Strategic goal 6 can be seen as the expression of the fourth helix, as mentioned earlier in part 2, which adds the civil society, underpinning the importance of the social dimension in innovation generation.

The following table summarizes an indicative list of direct actors involved in the respective Strategic Goals.

<b>Strategic Goals</b>	<b>Direct Actors Involved</b>
SG1. Increased individual capacity	Mainly individuals and HE&SIs (supporting individuals)
SG2. Enabling individuals to act as change agents	Individuals and stakeholders in private and public sector and civil society
SG3. Increased institutional capacity of HE&SIs	HE&SIs including individuals and including ITM’s partners such as national disease control programmes, departments of ministries of health, knowledge centres and national public health institutes
SG4. Enabling HE&SIs to operate as drivers of change	HE&SIs and stakeholders in private and public sector and civil society including individuals
SG5. Increased co-creation, transfer and application of relevant knowledge	HE&SIs and stakeholders in private and public sector and civil society including individuals
SG6. Science-society interface strengthened	HE&SIs and stakeholders in private and public sector and civil society including individuals

### 3.4 Rationale of the Theory of Change and developmental relevance

In the first place, the combined approaches and interventions of the three initiators aim to strengthen the capacities of individuals (SG1) and HE&SIs (SG3). Yet, indirectly they will also contribute to the other strategic goals. Schematically 2 parallel pathways can be differentiated: on the one hand the scholarship programmes contribute to the individual pathway (SG1 and SG2) and on the other hand a more institutional pathway (SG3 and SG4). However, in reality the two pathways are intertwined. They will both contribute to the co-creation, transfer and application of relevant knowledge (SG5) and the strengthening of the science-society interface (SG6).

The increased individual capacity (SG1) and institutional capacity (SG3) can enrich each other. The evidence-based starting point for the HES4SD initiators<sup>39</sup> is that increased individual and institutional capacity are a necessary, but not a sufficient condition for valuable and sustainable societal change by individuals who become agents of change and HE&SIs which become drivers of change (SG2 and 4). Evaluation research has concluded that individuals can become very influential change agents when returning to their countries after completion of their scholarship, whether reintegrating at their former employer or assuming a new role working for a different one.

For young potentials without work experience, it seems to be important to be guided to organisations in the broader society (civil society, private and public sector) where they can act as an agent of change.<sup>40</sup>

Increased capacity at the HE&SIs (SG3) is considered a necessary condition for institutions to become drivers of change (SG4). Becoming drivers of change means that HE&SIs become engines for socioeconomic change, in addition to their usual role of providers of training (i.e., essentially offering programmes to the youth) and conducting academic research for the sake of knowledge creation. HE&SIs play a key role in human capital development. For instance, training programmes can create new skilled workforce, play a role in the continuous upgrade of competences (via lifelong learning) and produce entrepreneurs and innovators. Research can trigger innovation in all kinds of companies and public services, provide them with invaluable academic inputs and experiences, such as studies, experiments, advice or best practice-sharing. HE&SIs can connect individual agents (students, workers, job-seekers, entrepreneurs...) as well as institutions (local authorities, associations, communities...) in global and diversified networks. In this way, they can offer opportunities for joint actions and facilitate the embedment of individuals and communities into the globalized knowledge society. The underlying hypothesis of the ToC is that the interconnected four outcomes (**SG1 to 4**) will lead to co-creation, transfer and application of new knowledge (**SG5**). This interaction seems necessary to turn individuals and institutions into powerful vehicles for change, which will ultimately contribute to the realization of the SDGs. The second underlying hypothesis is that the combinations of approaches leading to the outcomes (**in particular SG2, 4 and 5**) help create a sustainable interface between society and science (SG 6).

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<sup>39</sup> See e.g. Hera (2020) Impact Evaluation of the Third Framework Agreement between DGD and ITM ; VLIR-UOS (2019). Thematic Evaluation of Departmental Projects : Creating conditions for Impact; Federale Overheidsdienst Buitenlandse Zaken, Buitenlandse Handel en Ontwikkelingssamenwerking. Dienst Bijzondere Evaluatie van de Belgische Ontwikkelingssamenwerking (2018). *Impactevaluatie van de Belgische universitaire ontwikkelingssamenwerking. Lessen over de evalueerbaarheid van institutionele partnerschappen en beurzen*.

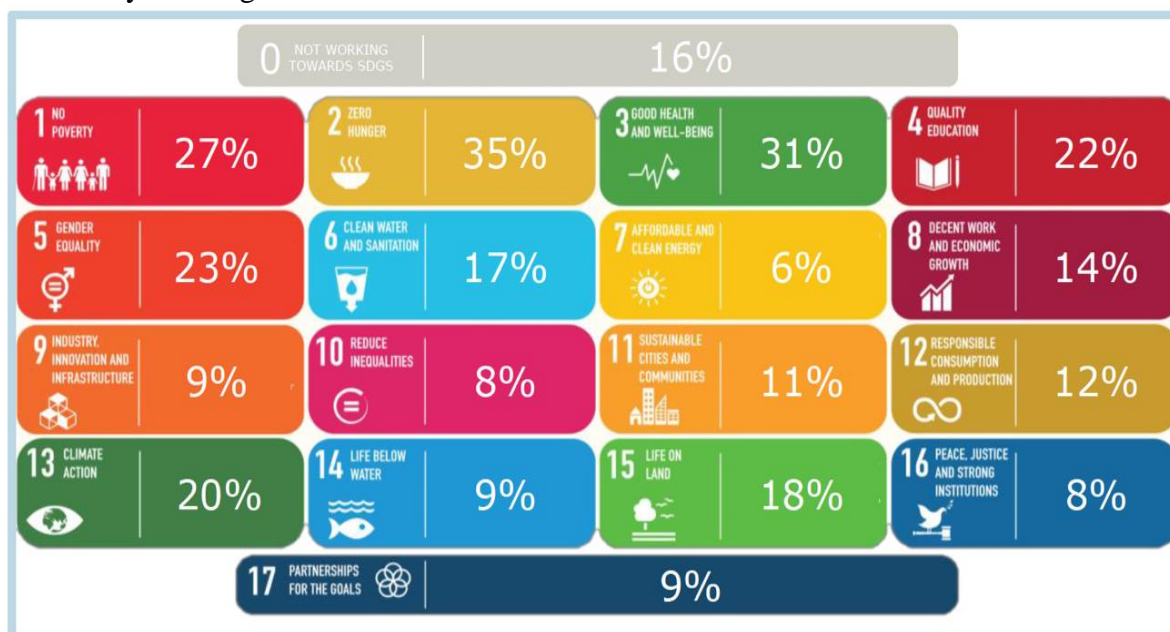
<sup>40</sup> Federale Overheidsdienst Buitenlandse Zaken, Buitenlandse Handel en Ontwikkelingssamenwerking. Dienst Bijzondere Evaluatie van de Belgische Ontwikkelingssamenwerking (2018). *Impactevaluatie van de Belgische universitaire ontwikkelingssamenwerking. Lessen over de evalueerbaarheid van institutionele partnerschappen en beurzen*.

During the formulation of the interventions special attention should be given to the possible contribution of the outcomes to wider and long-term impacts and benefits for the society and ultimately to the SDGs where this science-society interface (**SG6**) may play a pivotal role. Besides the individual and institutional pathways explained above, specific and direct policy supportive interventions can be developed. These may range from policy supportive research (to DGD itself or other actors) to the support of platforms (such as Be-cause Health) or thematic networks. It will be crucial to assure this nexus between science and society, specifically via SG 6 or indirectly via the other strategic goals in order to respond to societal needs and demands situated in the sphere of interest.

This brings us to the impact level in the Theory of Change where this JSF HES4SD shows its **developmental relevance** in contributing to increased equitable and inclusive societies. It is where the interventions will eventually culminate in responding to the local and global needs in line with policy priorities of all actors involved. In that sense, it is anticipated that all 6 strategic goals (**SG1 to 6**) will contribute to wider impacts (**Boxes 7 to 10**), namely on valorisation of knowledge and increased innovation (Box 7), and evidence-based policies, strategies and programmes (Box 8). In doing so, the JSF HES4SD will contribute to the achievement of the 17 Sustainable Development Goals (box 9) and ultimately support the transition towards “more equitable and inclusive societies” (box 10).

As depicted in the general context analysis, HE&SIs can contribute to the development of many sectors in society.

Analysis of the Belgian scholarship programmes have shown that Belgian scholarship holders are actively working towards all SDGs.<sup>41</sup>



Source: Syspons and Nuffic 2018

<sup>41</sup> Federal Public Service. Foreign Affairs, Foreign Trade and Development Cooperation (2018). *Impact Evaluation of the Belgian University Development Cooperation. Lessons on the evaluability of institutional partnerships and scholarships*, p.124.



ARES and VLIR-UOS are umbrella organisations incorporating a wide variety of institutions that cover all academic and scientific fields. As they use competitive calls for several types of interventions, both have the potential to contribute to many - or even all – SDGs through their approaches and interventions. Over time, as the actor programmes are defined and calls are responded to, it will become clear to which SDGs those programmes will contribute in a certain country or context.

As a key actor in Tropical Medicine and Public Health, ITM's core tasks include delivering advanced education and training and providing medical, scientific and societal expert services in its domains of expertise. Hence it will directly, but not exclusively, contribute to SDG 3 (Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages).

### 3.5 Guiding principles for interventions, core values and challenges

Part of the overall framework set out by this JSF are a number of guiding principles, core values and challenges that are policy priorities for each of the three JSF initiators.

However, the way in which each of the three initiators will implement these at the level of their own policy and operational frameworks for the programmes, projects and scholarships, and for the organisations themselves, may differ.

#### 3.5.1 Guiding principles

##### 3.5.1.1 *Interconnectedness and multi-stakeholder partnerships*

The **interconnectedness** principle refers to the interlinkages and indivisible nature of the SDGs. To accelerate progress towards realizing Agenda 2030, a more integrated approach that addresses multiple goals simultaneously is needed, rather than narrow, sectoral approaches that focus on one or an excessively narrow subset of goals at a time. Further, the importance of transnational approaches is underscored by the interlinked and universal nature of the global challenges to sustainable development. HE&SIs can play an important role in providing development-relevant knowledge to address complex global challenges. Creating and sharing knowledge across disciplines is essential to make societal impact, inform systemic change and accelerate progress towards SDGs. It is also important to equip future change agents with a diverse set of skills and knowledge in different disciplines enabling societal transformations.

The principle of **multi-stakeholder partnership** promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia. The concerted effort of a variety of stakeholders is required given the complexity, scale, and interconnectedness of the current societal challenges. Through multi-stakeholder partnerships (MSPs) HES4SD aims to develop strong partnerships and create sustainable and significant impact at all levels of action. MSPs is a strong instrument for achieving development goals, as stakeholders have "unique complementary strengths"<sup>42</sup> that add value to development efforts and allow them to pool their resources and assets in solving problems.

The interconnectedness of the SDGs and MSPs are reflected in the **networking** dimensions elaborated in this JSF. The networks bring together expertise from different disciplines to tackle global challenges from a holistic and more integrated perspective, not focussing on a single SDG but taking into account the interconnectedness of multiple SDGs. By promoting cooperation and partnerships in the interventions, a wide variety of stakeholders can be involved to better address the complex nature of today's global challenges.

Two types of networking can be distinguished:

- Through the academic/science network, meaning that mainly higher education and science actors are involved and reached to obtain strategic goals 1, 2, 3, 4 and 5 (yellow boxes);

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<sup>42</sup> Global Knowledge Partnership (GKP) (November 2003), "Multi-stakeholder partnerships – Issue paper", Kuala Lumpur; <https://sustainabledevelopment.un.org/content/documents/1741Multi-%20Stakeholder%20Partnerships.pdf>.

- Through the networking interface between the actors of higher education and science and broader society (science-society interface) with all its relevant stakeholders in public and private sector and civil society (including Belgian University NGOs as facilitators of the science-society interface) (box 6). Although the strategic goal of becoming change agents (box 2) and becoming a driver of change (box 4) are situated within the academic/science network, they are also linked to the science-society platform/interface.

Within the academic/science network, several sub-networking processes can be distinguished:

1. Alumni and scholarship networks: as demonstrated extensively, those networks have a high effect on scholars to become change agents.
2. Academic networks for the exchange of knowledge and skills. Those networks can be national, regional, international, set-up according to subject / disciplines or organised in an inter-, multi-, trans-disciplinary way...

Although strategic goals 1, 2, 3, 4 and 5 mainly involve academic stakeholders, the interaction with stakeholders in the broader society becomes more relevant (within the framework's pathways) as academia needs to understand the interest and needs of society. But as HE&SIs are opening their doors to the needs of broader society, the science-society interface (Box 6) becomes stronger as the involvement of stakeholders increases. In other words, societal stakeholders become just as relevant as the academic/scientific stakeholders.

### 3.5.1.2 LNOB

In line with the principle of 'Leaving No One Behind', the JSF initiators will take into account the needs and priorities of disadvantaged groups when identifying the partners with whom they work, the beneficiaries they target and the thematic focus of the interventions. The JSF encourages that interventions take marginalized groups into account, by putting forward partnerships with mid-range or weaker HE&SIs, by awarding scholarships to a diversity of beneficiaries, and by promoting transformative, needs-based or community-based types of research. Not only by promoting gender equality, but also by paying attention to equal inclusion of other vulnerable groups (based on, for example, disability, religion, ethnicity, socio-economic status) the JSF will contribute to SDG 4 and its specific target 4.5 which calls for the elimination of gender disparities in education and equal access to all levels of education and vocational training.

The JSF aims to promote equal access to embedded (institutional) and individual scholarship programmes. Although scholarships constitute a valuable avenue to equalizing opportunities (see SDG target 4.7) and triggering societal change, it only reaches a select group of individuals. In order to address the global and social disparity in terms of access and quality of higher education systems and avoid leaving many behind, scholarship programmes should be complemented with efforts to build institutional and other forms of capacity in the higher education sector of lower and middle-income countries to enable them to meet the growing, local demand for higher education.<sup>43</sup> This JSF therefore focuses on both the access and quality dimensions of SDG 4.

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<sup>43</sup> Heleta, S., Bagus, T. (2021), "Sustainable development goals and higher education: leaving many behind", *High Educ* **81**, 163–177; <https://doi.org/10.1007/s10734-020-00573-8>.

Furthermore, the development and implementation of inclusive higher education and science institutions, policies and systems may be supported to further stimulate participation and integration of the perspectives of those (at risk of being) left behind. Special attention is given to women in science, i.e. to increasing the number of female PhD holders on local university staff. Moreover, research and education activities on topics related to inclusion, discrimination and systemic inequalities or exclusion mechanisms can be supported through the actor programmes of the JSF initiators and may feed into the collective learning trajectory on diversity defined by this JSF.

### 3.5.2 Core values

#### 3.5.2.1 *Academic triad: integration of research, education and service delivery*

The JSF initiators consider HE&SIs as actors pursuing a threefold mission of teaching, research, and service delivery. The term academic triad is often used to highlight that these three missions are interlinked and mutually reinforcing. Teaching and research missions percolate into society by providing qualified individuals. By explicitly mentioning service delivery, the JSF initiators further acknowledge the pivotal role of HE&SIs in responding to societal demands through a broadened scope of actions that facilitate engagement with a variety of stakeholders. In this way, improving the institutional capacity of HE&SIs for the JSF initiators implies strengthening their capacities to better perform their threefold mission and fulfil their role as development actor contributing to socio-economic progress within their communities.

To improve partners' overall organisational capacity and therefore also the research and educational capacity, the JSF aims to enable HE&SIs to operate as drivers of change regarding their academic triad of research, education and service delivery (impact).

HES4SD aims to improve HE&SIs organisational processes and structures, which in turn should support the initiated reforms of the educational, research and service capacities by the financed interventions (outcome).

#### 3.5.2.2 *Academic freedom and institutional autonomy*

One of the major characteristics of HE&SIs is the fact that their institutional autonomy and academic freedom, as key conditions for innovation, can be defined as the freedom of individual academics and institutions to implement research and teach about topics and subjects which they consider important within their academic or scientific context. Since HE&SIs are interconnected with society at large (government, civil society, private sector), there is always interaction between challenges and problems in society and how academia can try to solve them.

The JSF respects this academic freedom and institutional autonomy within the context of developmental relevance of academic cooperation. This means that the developmental relevance of each of the programmes, projects and activities - as contextualised per theme / country / region - will be of key importance, in addition to the academic quality, in view of the targeted societal impact.

### 3.5.2.3 *Excellence and relevance*

HES4SD is also based on the principle of scientific and pedagogical excellence and relevance. In the design, selection, facilitation and implementation of programmes and projects, the JSF initiators support HE&SIs in striving toward scientific and educational excellence based on evidence. Such a focus on quality is a characteristic of HE&SIs and important to delivering highly competent graduates and stimulating the adaptation, transfer and uptake of knowledge and innovation. This commitment to excellence is a guarantee of efficiency for an active contribution to SDGs.

In addition, the JSF on HES4SD values responsiveness to local development needs and priorities to ensure developmental relevance of their approaches and results.

## 3.5.3 *Challenges and transversal themes*

### 3.5.3.1 *Gender equality*

Gender equality is not only a fundamental principle of human rights, but also a fundamental pillar for a sustainable world. There is a necessity to work on gender equality in terms of inclusive development results.

Therefore, HES4SD aims to promote gender equality and to empower women (SDG 5) through its activities. The JSF aims to promote equal access to embedded and individual scholarship programmes without distinction as to gender, as well as to increase the number of female PhD holders and their participation to local university staff and policy-making.

Achieving gender equality is also a challenge in the field of higher education and science. Gender equality could be targeted by:

- Integrating gender sensitivity in partner programmes in the initiators' calls for proposals, and in the selection process
- Supporting the academics in this topic
- Widening the focus beyond gender to equity and diversity
- Stipulating gender mainstreaming and equity focus, through a wider range of activities/processes in which equity/gender could be considered and should thus constitute an area for collective learning (e.g. gender adapted M&E arrangements)

This list is not limitative but rather serves as source of inspiration.

See also sections 2.2 (LNOB) and 2.3 (Higher education and transversal themes).

### 3.5.3.2 *Social and environmental responsibility*

Most SDGs are linked either directly or indirectly to environmental objectives. The selected projects and programmes supported by the umbrella organisations ARES and VLIR-UOS cover the entire spectrum of the SDG Agenda and are thus often directly related to environmental topics. As environmental questions are increasingly important, it is expected that at least the same number of environmentally driven proposals will be submitted. ITM focuses on health, and climate change is an essential aspect of global health challenges.

Social and environmental responsibility can be targeted by:

- Searching for instruments or arrangements to tackle the impact on the global and local environment such as green campuses or environmentally sustainable policies at HE&SIs (sustainable travel policies, waste (water) management, value chain approaches, ...).
- Via collective learning, supporting each partner's capacity to foster environmental and ecological impact on HE&SIs cooperation
- Stimulating HE&SIs' responsibility for environmental aspects and ecology, on campus and in their activities.
- Via environmental experts who can help address environmental challenges, such as climate change adaptation and mitigation, carbon markets, green energy, waste management etc.
- Etc.

### 3.5.3.3 Digitalisation

Digitalisation as one of the transversal and priority themes of the Belgian government (digitalisation for development and human rights approach) is considered to be one of the JSF challenges. Digitalisation is a cross-cutting tool that facilitates communication, information sharing, education and research, and can support the delivery of developmental projects and programmes.

The digitisation of HE&SIs has been at the heart of reflection for several years because of its potential to contribute to enhanced access, quality and relevance of higher education and research. It responds to the needs of academic as well as administrative processes of HE&SI partners and their students: enrolment management, programme management, learning management, data management and protection, access to international data, student support, etc.

The COVID-19 crisis has prompted the members of the JSF and their partners to accelerate the process towards digitalisation. HE&SIs have had to demonstrate an important adaptability to be able to adapt to virtual learning. This experience has also further exposed the global digital gap. The JSF initiators therefore seek to exchange experiences related to HE&SI's development and implementation of digital solutions and tools (e.g. online/distance learning, library support, internet infrastructure) and the strengthening of digital skills among staff and students.



## 3.6 Internal Risks

The risks elaborated on in the general context analysis are system wide risks that can hamper successful implementation of the ToC-pathways, e.g. political systems not tolerating freedom of speech or association, or macro educational systems' elements that restrict innovative practices and experiments at the level of the HE&SIs. Moreover, existing values in broader society can interfere negatively with strategic goals identified with the ToC approach. The risks described in this chapter are the main risks at macro ToC level in the JSF. Specific risks and risk management will be identified in the actor programme documents of each of the HES4SD initiators.

In the table below, seven main risks have been identified referring to the negative effect they might have on the six strategic goals.

Main Risks
1. The challenge to ensure gender balanced & inclusive selection of competent scholarship candidates.
2. The challenge to develop sustainable and strong partnerships
3. Misuse of increased capacity for purposes opposed to SDG objectives
4. Academic assessment and evaluation system
5. Mismatch between capacity building and labour market needs
6. Unsuccessful outcome of the research in terms of expected results
7. Risks at the level of project selection

### 3.6.1 The challenge to ensure gender balanced & inclusive selection of competent scholarship candidates.

Although the three JSF initiators have a very strong track record in selecting excellent candidates (low number of dropouts, limited brain drain, high number of students becoming agents of change), specific attention should be paid to reaching a gender balanced selection of candidates. Higher education and science institutions need to deal with high inequalities between men and women in higher secondary education (see general context). The consequence is that the pool of recruitment at the higher education level might be imbalanced in favour of men. Members of other disadvantaged social groups (persons with disability, ethnic minorities, refugees...) face barriers hindering their achievement of educational attainment levels required to enter higher education and science institutions. Exclusion or underrepresentation of disadvantaged groups would constitute a violation of human rights and the LNOB principle and would hamper reaping the full potential of scholarship programmes to contribute to SDG 4 (Quality education) and SDG 10 (Reduce inequalities). To further build our understanding on how to best manage this risk, the JSF will establish a collective learning trajectory on diversity (see chapter 5).

### 3.6.2 The challenge to develop sustainable and strong partnerships

The selection and establishment of academic partnerships require time and effort. The parties must not only be compatible (sufficiently similar) but also complementary (sufficiently different). Partnerships should be based on a sense of joint ownership and reciprocity, triggering all involved parties to work together and ensure the sustainability of the partnership.

The selection of a suitable HE&SI partner is essential to generating societal impact. Inadequate selection can lead to the failure of interventions and programmes. Potential sources of mismatches are:

- Lack of institutional leadership
- Lack of strategic policy and plan
- Strong conflicts within institutional contexts hampering collaboration
- Lack of sustainable minimum level of resources
- Lack of interest on creating societal impact
- Communication difficulties

At the same time, it must be recognized that in societies facing more challenging and fragile contexts, institutions that lack these capacities/skills may still prove effective partners if provided with a carefully balanced package of institutional and human capacity building.

### 3.6.3 Misuse of increased capacity for purposes opposed to SDG objectives

The ToC pathway stated that increased individual and institutional capacity is a necessary condition for individuals to become change agents and for institutions to become drivers of change. The central hypothesis is that the increased capacities are used for the benefit of broader society and to increase contribution to the realization of the SDGs. But of course, individuals and academic/scientific units can use their increased knowledge and skills for purposes detrimental to the SDGs. For instance, making health services exclusively accessible for the rich, using technology for disinformation campaigns or disproportionate military development...

This is a risk that can, to some extent, be mitigated by conditions in contractual arrangements. Verifiable outcomes can be conditional for payment. Examples of best practices to this effect can be found in abundance in the ‘triple helix’.

### 3.6.4 Academic assessment and evaluation system

Higher Education and Science Institutions worldwide remunerate their academic staff mainly on two output-outcome components: number of publications in high ranking journals/ number of PhDs supervised and number of teaching hours. Recent evolutions show that service delivery (although always considered an essential task of HE&SI) is increasingly valorised as well, although it is still considered less important than publication and teaching output. As such, efforts to engage and reach out to non-academic actors are given relatively limited weight in the assessment of the academic performance of individuals and institutions. Therefore, in a competitive environment, the risk thus exists that scarce time, financial and human resources are insufficiently dedicated to strengthening the science-society interface. To manage this risk, the JSF can consider integrating specific conditionalities and incentives in contracts with HE&SIs.

### 3.6.5 Mismatch between capacity building and labour market needs

For individuals to act as agents of change it is crucial that their competencies and capacities have been strengthened in areas which are deemed relevant within the local labour market and that enable them to take up positions of responsibility in the organisations or institutions in which they are embedded.

To avoid a mismatch between the HE&SIs' education offering and the labour market needs and to ensure the graduates' employability, HE&SIs should be stimulated to proactively engage and link up with graduates' potential (future) local, national and international employers.

In a similar vein, the chances are real that doctoral scholarship holders cannot be retained within their host HE&SI after their graduation. Even if retained, they may not be able to really focus on developing a research career. The inability of HE&SIs to maintain capacitated academic workforce puts at risk the sustainability of institutional capacity building.

This risk can be managed in part by giving due attention to grant-writing and (academic) career development in and after doctoral education.

### 3.6.6 Unsuccessful outcome of the research in terms of expected results

It may happen that research does not find the desired solution to a given problem. This risk is characteristic and inherent in scientific research, the results of which may be revealed in the mid or long term. The way in which the research will lead to solutions cannot be planned, nor can the results be guaranteed.

The JSF initiators consider this to be part of the process and as history has repeatedly shown, the outcomes of research, positive or negative, are cumulative and always contribute to the construction of knowledge. Evidence of how the research was set up and attempted to find the solution remains.

### 3.6.7 Risks at the level of project selection

The JSF initiators, through their way of working, have developed measures to limit the risks at the level of project selection (such as irrelevant selection, conflicts of interest...) and ensure these remain limited.

A clear conceptual framework that defines the purpose of funding and its consequences on what to do/fund is established.

The initiators have developed procedures in order to ensure that the projects are:

- identified and formulated according to a context/problem analysis with stakeholders as well as on the basis of national frameworks and mapping of the local development sector.
- rigorously selected on the basis of OECD/DAC criteria, including risk analysis, with clear contracts specifying rights and responsibilities.

Finally, all projects are subject to annual reporting, monitoring and evaluation activities.

## 4 Relationship with other JSFs

The country list for the HES4SD JSF (see annex 1) includes 23 countries with a geographic Joint Strategic Framework. The JSF initiators are convinced of the added value of thematic and transnational approaches (see chapter 1) but are absolutely determined to maintain good relations with these geographic JSFs. In addition, the JSF initiators strive to realise exchanges with other thematic JSFs to share experiences and best practices such as on the relation with geographic JSFs, the adoption of transnational approaches and the organisation of workshops or learning events. To this purpose, the JSF initiators have taken, and will continue to take, actions to stay connected and exchange information with other geographic and thematic JSFs.

### 4.1 Relation with geographic JSFs

The depth of the relation between the geographic JSFs and the thematic JSF on HES4SD depends on the nature and thematic focus of the interventions in specific countries. The thematic JSF distinguishes between low ‘intensity countries’ in which the JSF initiators centre on the provision of scholarships to nationals of the country, and ‘high intensity countries’ in which the JSF initiators envision to support both scholarships and a variety of projects and programmes to build local capacity at different levels through partnerships. However, even in ‘high intensity countries’, the thematic fields, partners or relevant stakeholders (incl. HE&SIs) and the type of interventions will become clear in the formulation of the initiator's actor programmes (for ITM) and/or upon selection of proposals through competitive calls (for VLIR-UOS and ARES). In spite of these unknown factors, the thematic JSF adopts the following generic approaches to maintaining, preferably strengthening, its relation with geographic JSFs.

First, the HES4SD JSF drafted and shared a **two-pager** with all 23 geographic JSFs where one of the initiators will be active in 2022-2026. The generic part of the HES4SD two-pager can be found in annex 2. This document indicates a first commitment to keep actors involved in the geographic JSFs well-informed about the ambitions and activities of this thematic JSF.

Second, the JSF initiators will develop mechanisms to systematically **share information on ongoing projects and the launch and results of calls for scholarships and project proposals**. Such regular information exchange is particularly relevant in the case of VLIR-UOS and ARES who work through competitive calls for several of their intervention types. It is further expected that this JSF could also serve as entry point for upcoming requests for scientific partnerships for development projects and policy support from policy-makers.

Third, representatives and partners of the HES4SD JSF will participate in the **strategic dialogues** of other thematic and geographic JSFs according to requirements (cfr. JSF proposal approval letter of DGD of 10 August 2020). In addition, the JSF initiators and their partners will participate in consultations, knowledge exchanges, learning or network events organised by the other JSFs whenever relevant.

Fourth, the JSF initiators will actively **support stakeholder and partner identification and engagement** by facilitating contacts between HE&SIs and the Belgian, local and international development actors (incl. ENABEL, BIO, ANGIC) working in the country or region. This can be done through the organisation of mappings, speed dating in the context of matchmaking etc.

Fifth, the JSF initiators envisage to jointly organise at least **three strategic dialogues in a partner country in consultation with the local partner HE&SIs, embassy and DGD**. Hybrid organisation modalities (combination of physical and online participation) will be considered to allow for global participation while minimizing environmental impact. On this occasion an event open to Belgian and local development actors can be organised, focusing on the exchange of project results, networking among alumni and scholarship holders, identification of potential synergies and complementarities.

Finally, the JSF on HES4SD is particularly strongly related to the JSF Belgium which aims to contribute to a more just, sustainable, and inclusive world based on democratic values in Belgium through the programmes and interventions of ANGC based in Belgium. Given the importance of international mobility of students and researchers to and from Belgium and the shared interest in themes such as decolonisation and global citizenship, the HES4SD JSF initiators foresee ample opportunities for collaboration with JSF Belgium.

## 4.2 Relation with thematic JSFs

The relation to the other thematic JSFs on Resilience and Sustainable Cities, and Decent Work, has equally been clarified drawing upon the two-pagers prepared by the writing teams of these thematic JSFs. Below, we include the generic elements of the two-pagers from these thematic JSF and subsequently provide a jointly elaborated paragraph on the intersections between the thematic JSFs.

For all thematic JSFs there is a clear link with (i) education: HE&SIs delivering agents of change in different countries who are capable and committed to contribute to impact on society, in different sectors, on the basis of awareness, skills and knowledge, and with (ii) research: cooperation with HE&SIs fosters science-based solutions.

#### 4.2.1 Thematic JSF on resilient social-ecological systems and its relation to the JSF on HES4SD

##### Content of the JSF on resilient social-ecological systems



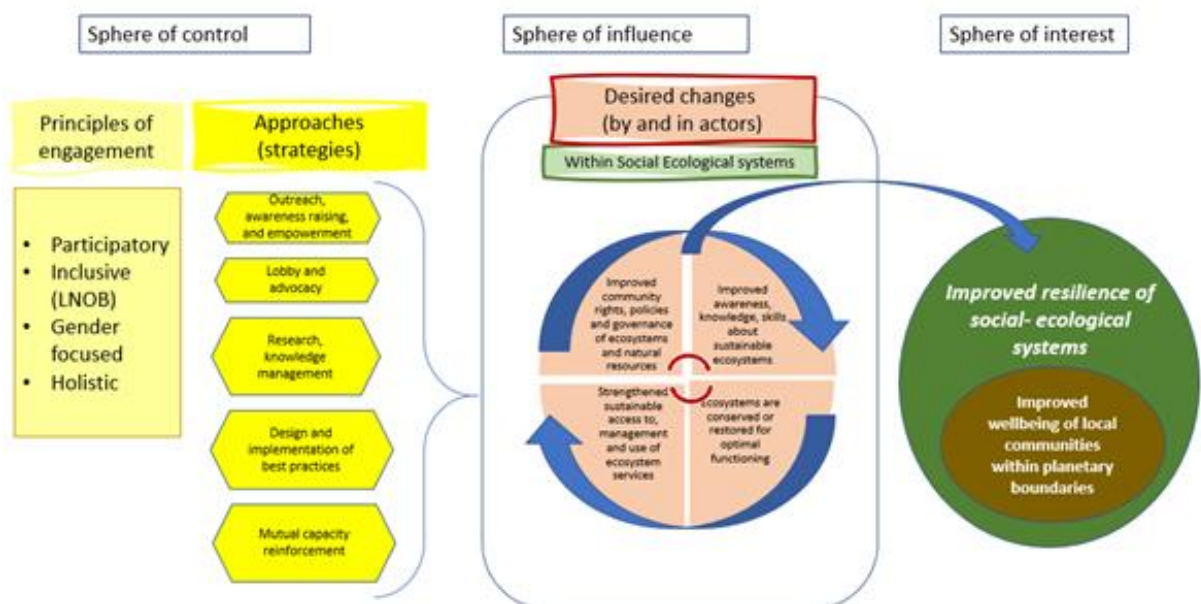
(© Azote Images for Stockholm Resilience Centre, 2016)

The focus of this JSF is on the resilience of social-ecological systems and the sustainable use of ecosystem services. Better ecosystems and the sustainable use of ecosystem services will contribute to an improved well-being of local communities.

This framework is based on 4 SDGs: n° 6 (clean water and sanitation), n° 13 (climate action), n° 14 (life below water) and n° 15 (life on land).

These 4 SDGs are considered by the Stockholm Resilience centre as the basis of all other SDGs. A healthy biosphere is a precondition for sustainable social and economic development.

The Theory of Change is presented below. Changes in and by 10 types of actors are foreseen: indigenous people and local communities; individual consumers; civil society; primary, secondary, and vocational schools; research, universities, and higher education; cooperation and development actors; local authorities; national authorities; international policy level; and private sector.





## Common strategic goals in the thematic JSF on Resilience

1. Improved rights, policies and governance of ecosystems and natural resources
2. Improved awareness, knowledge, skills about sustainable ecosystems
3. Strengthened sustainable access to, management and use of ecosystem services
4. Ecosystems are conserved or restored for optimal functioning

## Members of the JSF on Resilience and link with JSF HES4SD

The members of this JSF are BOS+, CEBioS, Join For Water, Uni4Coop, Via Don Bosco and WWF. They all work together with research institutes and universities. BOS+ originated from and is well connected to forest research groups in Belgian universities. CEBioS is through its GTI subprogram providing short grants to researchers in the field of biodiversity and taxonomy. It encourages and strengthens researchers who might also benefit from projects, programs, and other grants in the framework of their Master or PhD coming from VLIR-UOS or ARES. RBINS does not provide diplomas but provides this short-term training as a specialised federal institute. Any networking and supporting of academic actions can be complementary with the interventions by the JSF HES4SD. Uni4Coop is rooted in four universities, members of ARES. It has developed strong collaborations with research institutes and universities, including their parent ones, in relation to their field interventions and at the interface with local civil society organisations. Any networking and supporting of academic actions can be complementary with the interventions by the JSF HES4SD.

## Priority challenges for the thematic JSF on Resilience in relation to HES4SD

'Research, universities and higher education' are one of the 10 types of actors defined by the JSF on resilience. The ultimate change expected by the JSF on Resilience (level of impact) is that HE&SIs design and promote innovative science-based solutions for adoption and implementation by relevant actors.

Strategic goals	Expected changes: Research, universities, and higher education ...
1. Rights, policies, and governance	Share knowledge, experience, and best practices to promote community participation for change; share scientific results with decision makers and policy makers; be connected and participate to global policies such as SDGs, Aichi targets or African Union Agenda 2063; are connected in professional and international academic networks
2. Awareness, skills, and knowledge	Develop and share knowledge on resilient ecosystems and sustainable use of ecosystem services; train (potential) professionals and offer capacity sessions and research opportunities to IPLC (Indigenous People and Local Communities) and civil society organisations on ecosystems, their resilience, and the sustainable use of their services; develop outreach function and transfer scientific knowledge to local communities, indigenous people, local and national authorities, and vice versa, recognising and sharing local knowledge and expertise; increase skills for and improve collection, analysis and sharing of data on ecosystems and their services
3. Access, use and management of services	Give scientific assistance to projects/programs; develop and test tools/guidelines for sustainable use of ecosystems/sustainable supply chains, e.g. for monitoring; do research on biodiversity, taxonomy, biodiversity hotspots, conservation
4. Conservation and enhancement of ecosystems	Give scientific assistance to projects/programs

## Key approaches for thematic JSF on Resilience in relation to HES4SD

Related to 'Research, universities and higher education', all 5 main approaches will apply: (a) outreach and awareness raising; (b) lobbying and advocacy; (c) research, knowledge management; (d) designing and implementing best practices; (e) mutual capacity reinforcement.

The activities of the JSF on Resilience target the following countries: Belgium, Ecuador, Peru, Bolivia, Haiti, Mali, Benin, Togo, Senegal, Guinea, Niger, Burkina Faso, DRC, Burundi, Rwanda, Uganda, Tanzania, Ethiopia, Mozambique, Madagascar, Morocco, Cambodia, Vietnam, and Palestinian territories.

## Collaborations between the thematic JSFs on Resilience and HES4SD

There is an overlap of 22 countries between both JSFs. This opens up a broad range of possible collaborations, both in the field and on a more global (thematic) and transnational level (between countries). Higher Education and Science Institutions (HE&SIs) can provide scientific support and capacity building on topics relevant to the JSF on Resilience. This can enhance the valorisation of knowledge, development of effective advocacy strategies and more evidence-based policies. By collaborating with universities and research institutions, the JSF on resilience aims at improving science-based solutions. While doing this, the JSF on resilience also aims at integrating (young) researchers in the domain of social-ecological resilience and enhance their interest on the different aspects and their capacities.

### 4.2.2 Thematic JSF on Sustainable Cities and its relation to the JSF on HES4SD



#### Vision on Sustainable Cities



The thematic JSF Sustainable Cities connects actors of non-governmental partnerships working on the processes of urbanisation, decentralisation, and sound local administration. Rapid urbanisation is one of the most important trends of the 21<sup>st</sup> century and is associated with ongoing administrative transformations, with a transfer of powers and resources between administrative layers, and changes the relationships between the public sector, private sector, and civil associations. International frameworks such as the Agenda 2030 (SDGs), the New Urban Agenda, and the Paris Climate Agreement emphasise the role and opportunities offered at the local level for the transition towards a sustainable society.

### What is a Sustainable City?

Sustainable cities are well governed cities, towns and villages, democratically co-produced by accountable elected officials, transparent administrations, constructive communities and citizens, and a responsible private sector. They are capable of developing ecologically sound regenerative urban-rural relations and addressing the broadly and socially defined needs of all citizens, including underprivileged and vulnerable ones, without jeopardizing the needs of future generations. Sustainable Cities are financially stable, support hybrid, multi-layered and uncorrupted decision-making mechanisms, give access to diverse forms of citizenship and empowerment, and are networked within broader governance dynamics of the state, region and neighbouring settlements.

## The shared goal of the JSF Sustainable Cities

Through their DGD programmes, the actors of the JSF Sustainable Cities contribute to a single, common goal: *promoting Sustainable Cities around the globe, with a particular emphasis on cities, municipalities, or defined territories within which sustainable development goals (SDGs) are realised. The Sustainable City remains within the ecological limits of the planet and, at the same time, guarantees that the minimum social standards required for the well-being of its citizens are met.*

## Actors of the JSF Sustainable Cities whose approaches relate to the HES4SD JSF

Belgian ANG	Partner organisation of the Belgian ANG	Target group	Focus/Theme
VVSG (Association of Flemish Cities and Municipalities) <sup>44</sup>	Local authorities (via town twinning) and umbrella organisations for local governments	Politicians, civil servants and other actors involved within local government	Good local governance for sustainable and coherent local policies

## Prioritised challenges for Sustainable Cities identified by the ANG and their local partners

Urbanisation brings increased prosperity, but also leads to development issues, both for cities and for the surrounding peri-urban and rural areas. Thus, urban expansion brings new opportunities and new challenges to communities worldwide. The necessary capacity building of all actors of a sustainable can hardly keep up with the rapid urbanisation. For a more detailed description of this, we refer to the general context analysis, but especially to goal 2 of the JSF on Sustainable Cities, where this theme is discussed. The following elements are examined in more detail: capacity building in secondary cities and in fragile contexts, the diversity (in capacity) of (non-governmental) actors, the impact of international crises, the (unclear) transfer of competences and limited access to resources in return, and the resistance of local actors to change existing methods and practices.

## Key approaches for thematic JSF on Sustainable Cities in relation to HES4SD

The global shift towards Sustainable Cities entails processes for innovation, citizen participation and knowledge sharing in which interactions with higher education and knowledge institutes can be mutually reinforcing. The JSF Sustainable Cities pursues the following strategic goals:

1. Local governments co-create and implement together with other actors a local policy for sustainable development.
2. Local authorities and actors strengthen their capacities to contribute to a sustainable city.
3. Local economic actors, including local government, adopt inclusive sourcing practices that stimulate sustainable consumption and production.

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<sup>44</sup> Although only the VVSG has shown an interest in the JSF HES4SD, we will work to develop collaborations with all the JSF actors.

The following approaches contribute to the realisation of the strategic goals of the JSF Sustainable Cities: development and implementation of requirements and tools, dialogue, lobbying, different capacity building approaches, support and professionalization of all stakeholders in (food) supply chains, facilitation of inclusive and circular business models, and engagement and sensitisation of citizens on sustainable consumption. These approaches and strategic goals of the thematic JSF on Sustainable Cities relate to the JSF on HES4SD as they can mutually reinforce knowledge creation and exchange in these policy domains and strengthen the capacity of different actors within the JSF on Sustainable Cities.

Activities of the JSF on Sustainable Cities target the following countries: Belgium, Benin, Brazil, Burkina Faso, Ecuador, Guatemala, Honduras, India, Indonesia, Madagascar, Morocco, Nicaragua, Uganda, Peru, DRC, Rwanda, Salvador, Senegal, Tanzania, Vietnam and South Africa.

### **Relation between the thematic JSFs on Sustainable Cities and HES4SD**

With regards to the *JSF on Sustainable cities*, there is an overlap of 15 countries between both JSFs. Initiators of both thematic JSFs see important linkages between these JSFs at the level of stimulating evidence-based policy making, valorisation of knowledge and uptake of innovative solutions that might tackle the sustainability challenges that cities face globally. For instance, research on sustainable production and consumption patterns, on policies linked with sustainable development (water, local economy, urban health) and strengthening of policy development itself can inform transitions towards more sustainable cities.

Moreover, the JSFs can seek synergies in education and awareness raising on sustainable lifestyles and urban citizenship to unlock the potential of capacitated individual change agents and HE&SIs to contribute to the environmental, social, economic and institutional resilience of cities.

#### **4.2.3 Thematic JSF on Decent Work and its relation to the JSF on HES4SD**

##### **Definition of decent work**

The thematical reference framework for the Decent Work JSF is the Decent Work Agenda of the International Labour Organisation (ILO). Decent Work can be summed up as follows:

Decent work: Productive and freely chosen employment;  
Which provides an income sufficient to cover family needs;  
Which includes social protection;  
Which respects fundamental rights at work, including freedom of association and the right to participate in collective bargaining agreements (CBAs);  
Which includes equal treatment of all workers without making any distinctions based on sex, age, origin, political or religious beliefs;  
Which includes health and safety provisions in the workplace.

The Decent Work Agenda is based on four pillars, some of which overlap, with gender and environment being cross-cutting themes:

- 1) Creating decent and productive jobs
- 2) Guaranteeing rights at work
- 3) Extending social protection
- 4) Promoting social dialogue.

### **Common strategic goal of the Decent Work JSF**

The actors of the Decent Work JSF will – via their DGD programmes – contribute to one common goal: Promoting decent work for a sustainable, fair, solidarity-based and inclusive development: creating jobs, guaranteeing labour rights, expanding social protection and promoting social dialogue for all.

The common strategic theory of change to achieve decent work worldwide requires an approach that links the local and national level with the regional and international level. At the national level, the emphasis is on supporting and strengthening the partner CSOs in achieving their Decent Work objectives, their institutional anchoring and their role as CSO in their country. However, none of this is possible without connecting with neighbouring countries, the region, the continent or the global level.

In our globalised world, the problems related to decent work do not stop at national borders. CSOs must also play a role at regional, continental and international level so that the changes they seek to bring about are sustainable for their members. Conversely, changes at the international or regional level can be a lever for national changes, such as the ratification by countries of international agreements on labour rights.

### **Approaches of the Belgian CSOs, of the JSF on Decent Work**

- 1) Supporting and strengthening capacities of partner CSOs in Africa, Asia, Latin America and the Caribbean on different domains: technical, political, strategic, thematic and financial.
- 2) Articulate and create multi-actor networks, promoting cooperation and organising joint actions between CSOs on the local, national, continental and international level.
- 3) Design and carry out policy and advocacy actions – from problem analysis to implementation monitoring – regarding decent work at the national, continental and international level.
- 4) Promoting social dialogue and citizen participation.
- 5) Sharing knowledge and committing to collective learning about the programmes and themes of decent work.
- 6) Promoting gender mainstreaming and specific actions in favour of gender equality.
- 7) Promoting just transition with a regulatory framework.

Activities of the JSF on Decent Work target the following countries: Benin, Burkina Faso, Guinea, Mali, Senegal, Niger, Ivory Coast, Burundi, Rwanda, DR Congo, South Africa, Morocco, Mozambique, Zimbabwe, Dom. Republic, Guatemala, Haiti, Peru, Bolivia, El Salvador, Honduras, Nicaragua, Colombia, Indonesia, Cambodia, Philippines, India, Nepal, Vietnam, Laos.

## Relation between the thematic JSFs on Decent Work and the JSF on HES4SD

With regards to the *JSF on Decent Work*, there is an overlap of 20 countries between both JSFs. The initiators of the HES4SD JSF identify various linkages with the thematic JSF on Decent Work, both at thematic and country level.

First, Higher Education and Science Institutions (HE&SIs) can provide scientific support and capacity building on topics that are relevant to the JSF on Decent Work (e.g. informal job markets, social protection, universal health access). This can enhance the valorisation of knowledge, the development of effective advocacy strategies and more evidence-based policies.

Second, through higher education and research, capacitated individuals are expected to form a qualified workforce which contribute to societal change through their embeddedness in the organisations they work for and the societies they live in. From this perspective, it is imperative that individuals, including those of disadvantaged groups, gain access to relevant skills for decent work (see SDG target 4.4). HE&SIs can further play a key role in reducing the mismatch between graduates and the labour market amongst others through curriculum development, alumni programmes and the engagement with non-academic actors.

Third, as employers HE&SIs bear a responsibility in ensuring decent conditions of work and employment of the staff members (e.g. teaching personnel, administrators, maintenance staff) serving and contributing to the institution's performance.<sup>45</sup> The HES4SD initiators and their partner HE&SIs could draw upon tools and information made available through the JSF on Decent Work to tackle the challenges in fostering a decent working environment within and beyond the HE&SIs.

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<sup>45</sup> International Labour Organization (2018), "Employment terms and conditions in tertiary education", GDFTE, [https://www.ilo.org/wcmsp5/groups/public/---ed\\_dialogue/---sector/documents/publication/wcms\\_638341.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_638341.pdf).



## 5 Collective learning process(es)

As kindred organisations, the window of opportunity for collective learning and synergy and complementarity lies in how the three JSF initiators and their members' work. This relates to the policy and operational frameworks for both the organisations themselves and their portfolios, and for the individual programmes, projects and scholarships that they facilitate and fund, or run (ITM).

The JSF initiators reflected on synergy and complementary as well as on collective learning opportunities, concluding that they are all interlinked. Getting to know one another on the basis of exchange of information and experiences is the first step to greater synergy and complementarity. The JSF initiators reflected on collective learning opportunities based on previous experiences, remaining challenges and key approaches in their modes of operation. This was followed by joint discussions on the identified themes, learning objectives and modalities, and their relevance within the framework of this JSF.

### 5.1 Objectives and modalities of collective learning.

#### **Objectives and multi-level approach**

Exchanging information and experiences is a learning process in its own right since it encompasses learning from each other's experiences at the level of policies and practices with a view not necessarily to arrive at uniform systems but to have more shared evidence for these policies and practices. This may also lead to joint or concerted actions reflecting the iterative nature of collective learning processes.

In general, the collective learning might focus on the way in which to cooperate in the field of Higher Education and Science for Sustainable Development, and specific developmental, transversal or academic/scientific topics, mostly amongst academics (e.g. institutional management of HE&SIs, public health, fragile states).

To address learning questions the JSF adopts a multi-level approach to collective learning allowing learning to take place at the organisational level (e.g. between umbrella institutions including institutions' staff), country and project level (e.g. between HE&SIs members and local partners), and individual level. Depending on the governance structure and functioning of the actors involved, collective learning methods at those levels might vary. For instance, umbrella organisations such as ARES and VLIR-UOS might involve their governing bodies in the learning trajectories rather than or in addition to institutional staff members. To enable constructive collective learning trajectories the JSF initiators also intend to involve their member organisations and partners, JSF observers, academic and scientific experts, (non-)governmental development actors, and consultants.

#### **Modalities**

The key instrument for collective learning in this JSF is information sharing through a vast range of activities and modalities. Among the three JSF initiators, the modalities for information exchange might include:

- Regular coordination meetings
- Benchmarking of policies, practices, facts and figures and specific cases to learn from each other on a regular basis
- Open discussions via workshops, focus group meetings, conferences...
- Cross-fertilization of expertise and networks (e.g. opening up access to experts panels, create/facilitate access to working groups, tapping into each partner's network to identify a wider range of experts, participation in activities)
- Trainings

To facilitate this information exchange, the JSF initiators will explore suitable collective working modalities and data sharing mechanisms. A collaborative platform could, for instance, facilitate the gathering and exchange of relevant information and experiences on the broad array of topics listed in section 5.2. In addition, it would allow to scope the needs from the partner HE&SIs and other actors (see also section 6.2).

Further, collective learning might also lead to concerted/joint actions or institutionalized cooperation. Although the JSF initiators do not consider it a necessity to systematize joint events, activities organised in relation to the key learning themes can be made (more) accessible to the JSF initiators' members and partners. These activities may include workshops, conferences, expert panels/seminars, information dissemination sessions, trainings.

This will all lead to the creation of a real 'practitioners' network' on HES4SD.

## 5.2 Collective learning themes

The JSF will allow collective learning around key questions on specific themes. The JSF initiators identified a wide range of potentially relevant themes, such as global citizenship, decolonization of knowledge and practices, knowledge valorisation and uptake, gender and diversity in higher education & research, environmental/ecological impact of cooperation in higher education and research, digitalization and e-learning, collaboration with non-academic actors, M&E systems to measure societal impact from higher education cooperation etc.

The three JSF initiators might cooperate on the following themes:

- When developing the ToC for this JSF, the respective actors' ToC have been exchanged. This turned out to be a learning process for all three actors. The result is three actor ToCs which are not identical but interconnected through the joint JSF ToC;
- Exchange of information and concertation as to the vision and mission of academic cooperation for development, and the conceptual framework for the respective portfolios consisting of specific programmes, with special attention to the conceptual frameworks for scholarships (growing agents of change) and policy support;
- Exchange of information and experience as to how to operationalise the three guiding principles;
- Exchange of information and experience as to how to develop a conceptual framework for mainstreaming global citizenship in respective portfolios;
- Exchange of information and experience as to how to mainstream gender / environment in programmes, projects and scholarships;
- Exchange of information and experience as to how to advance reflections and mechanisms for the decolonisation of knowledge;

- Exchange of information and experience as to how to successfully create the conditions for effective uptake of research results and impact on society;
- Exchange of information and experience as to multi-actor partnerships;
- Exchange of information and experience as to the specific challenges of capacity building in academic cooperation, including the measuring and monitoring of impact;
- Exchange of information and experience as to how to measure the societal impact of research;
- Exchange of information and experience as to how to increase not only teaching and research capacity, but also organisational capacity of partner institutions;
- Exchange of information and experience as to how to develop and implement an integrity policy (scientific, financial, physical), a risk-based control system, local audits...;
- Exchange of information and experience as to selection systems, MEAL policies and practices;
- Exchange of information and experience as to how to organise a match between demand and supply in the framework of policy support;
- Exchange of information and experience as to formulation and reporting guidelines and formats, financial guidelines and formats, project / scholarship contracts, project / scholarship databases, etc.
- Exchange of information and experience as to framework agreements for external evaluation, local audits, ...
- Exchange of information and experience as to findings of projects worth disseminating for their process and value;
- Exchange of information and experience as to lessons learned from events and discussions with other stakeholders (e.g. BIO/ENABEL, ANGCs...).
- Setting up joint evaluations, e.g. impact evaluations per theme / country, tracer study of former scholars;
- Sharing facts and figures;
- Organising joint alumni events or activities in support of life-long learning and networking, and academic diplomacy;
- Organising joint trainings in the fields of: ToC, gender mainstreaming, university management, scientific writing, academic English, financial management, proposal writing, ...

This list of themes is not prescriptive; it is non-exhaustive and indicative only. Not all the suggested themes are necessarily of interest to the three JSF initiators. Yet, for each of the suggested themes there is interest to exchange among (some of) the JSF initiators and/or their member HE&SIs within and outside the scope of this JSF as the JSF is not the only platform for collective learning.

There are also other actors and arrangements aimed at fostering collective learning, such as FIABEL and the other federations, the thematic platforms within Belgian development cooperation (e.g. Educaid, Because Health, BeGender), the international academic networks to which either the initiators (e.g. European University Association, Academic Cooperation Association, European Association of International Education, European Donor Harmonization Group) or their member organisations belong (international networks: LERU, YUFE...).

### 5.3 Four important thematic issues

At the outset of this JSF the initiators put forward **scholarships, diversity, decolonisation, and global citizenship** as important themes to discuss and translate in actions within a collective learning approach. The initiators have varying levels of interest, expertise and experience in these themes, but believe that they are all related to the core business of this thematic JSF. In what follows, we present a brief rationale for this choice and provide some examples for learning questions.

#### **Scholarship programmes: Policy, operational framework and (societal) impact**

The three initiators consider individual scholarship programmes as an important approach to contribute to equitable and sustainable development in the scholarship holders' home countries as well as in Belgium. Therefore, it will remain important to hold regular exchanges on the policies and operational frameworks to ensure adequate and gender-sensitive implementation and evaluation of the impact of these programmes. Learning questions on scholarship programmes include but are not limited to:

- How to best ensure a suitable learning environment for scholarship holders (e.g. scholarship types, allowances, support activities)?
- How to create an environment of mutual exchange and learning among all students enrolled in a programme in Belgium? How to make use of the scholars to sensitize other students on global challenges and trigger commitment? How to make use of the local context of scholars to use these as study cases in education programmes?
- What is the pathway of a scholar from the selection to the contribution to their country's development (as scientists or alumnus)? And how does academic cooperation provide a coherent career-long support?
- How to create a suitable network of scholarship holders and alumni that can contribute to the envisioned societal impact?
- Through which sectors do our scholarship students contribute to the achievement of the SDGs? How to assess career development of alumni? How to ensure responsiveness of scholarship programmes to local labour market needs/demands to effectively enhance employability?

#### **Diversity in higher education and science**

Leaving no one behind is put forward as a guiding principle for this thematic JSF, triggering the initiators to reflect and build further on the lessons learned from previous collective learning processes amongst others those relating to gender equality. Next to issues on gender equality, the JSF initiators aim to focus on other forms of structural inequalities (e.g. socio-economic status, refugees, persons with disability, ethnic minorities etc.) and their connection to higher education and research. Some example learning questions on diversity include but are not limited to:

- How to make partner programmes gender-sensitive and equity-focused? How to integrate leave no one behind in the calls for proposals and selection processes?
- How to tackle the remaining barriers for scholarship candidates from disadvantaged groups? How can the partners better address them? How to exert influence on existing gender relations and equality of opportunity to ensure more equitable access?
- How to support academics in this topic? How to widen the focus beyond gender to equity & diversity?

- How to mainstream gender and diversity in the wide range of educational, research and organisational activities and processes (e.g. gender-sensitive M&E arrangements)?

## **Decolonisation of knowledge and practices**

Decolonisation and its relationship with development have increasingly gained attention in higher education and research over the last years, strengthened since the increased prominence of the Black Lives Matter movement in 2020.

Any effort to address decolonisation in higher education cooperation necessarily contends with diverse understandings of ‘decolonisation’ itself.<sup>46</sup> HE&SIs can play a key role in the creation, legitimisation and transfer of knowledge which may inform social movements and scholarly critique across the globe.<sup>47</sup> In particular, HE&SIs around the world are well placed to self-reflect, study practices and reconstruct knowledge, and question training programmes, pedagogies and research approaches regarding the decolonisation and its interconnected social, economic, political, philosophical, ecological and cultural dimensions and implications. The integration and adoption of decolonial perspectives and practices is furthermore important in the development of reciprocal, global partnerships among HE&SIs and between HE&SIs and societal actors, as well as in the governance of the JSF initiators. Learning about questions on decolonisation of knowledge and practices related to HES4SD include but are not limited to:

- How to integrate decolonisation of knowledge in higher education and science cooperation? How to integrate this in calls for proposals? How to support members in this reflection in their project?
- How to make sure decolonisation of knowledge permeates the JSF and is harnessed in each partner’s ways of operating in higher education and research, e.g. through specific topics for policy supportive research, advice and advocacy? How to translate this advice to the global development sector?
- How to boost research fairness and integrity? Which mechanisms can stimulate equitable and reciprocal processes of knowledge production and dissemination that equally recognize all contributors (incl. academics and non-academics in partner HE&SIs)?

## **Role of higher education cooperation in relation to global citizenship**

HE&SIs are pivotal in fostering global citizenship competencies among their students, staff, policy-makers and alumni. Learning questions relating to global citizenship in higher education cooperation could include but are not limited to:

- How to integrate global citizenship in higher education and research? How can HE&SIs through global partnerships and scholarship programmes contribute to global citizenship?
- How can HE&SIs take up their societal role in sensitizing global public about global challenges and the responsibility of each individual to contribute to solutions through awareness, values, behaviour and actions?
- How to study and/or evaluate the outcomes of global citizenship education?

To keep track of the effectiveness and appreciation of our learning trajectories, we are putting forward the following indicative quantitative and qualitative indicators which can still be complemented when deemed necessary or relevant.

<sup>46</sup> STEIN S. and DE OLIVEIRA ANDREOTTI V. (2016), “Decolonization and Higher Education”, In M. Peters (Ed.), *Encyclopedia of educational philosophy and theory*. Singapore, Springer Science Business Media; [https://www.researchgate.net/publication/309419202\\_Decolonization\\_and\\_Higher\\_Education](https://www.researchgate.net/publication/309419202_Decolonization_and_Higher_Education).

<sup>47</sup> *Idem*.

<b>Learning theme</b> <b>Indicator</b>	Scholarship programmes	Decolonisation	Global citizenship	Diversity
Development of a platform for exchange of information and experiences among the three JSF initiators	x	x	x	x
Coordination and consultation among JSF initiators on strategies, policies and operational frameworks	x	x	x	x
Number of workshops/trainings (capacity building events) organised	x	x	x	x
Number of conferences/ seminars/ lectures/ debates (information dissemination activities) organised		x	x	x
Adjustment of language and practices that are more equity-focused and gender sensitive	x			x
Adjustment of language and practices that integrate decolonial perspectives		x	x	



## 6 Synergy and complementarity

Synergy is the active collaboration between at least two organisations which generates added value compared to the individual effort of each organisation. Complementarity refers to efforts which are mutually reinforcing, and which make it possible to overcome individual limitations. Complementarity does not necessarily imply collaboration.

The JSF actors reflected both on synergy and complementary and collective learning opportunities, concluding that there are both interlinked. In chapter 5, information is provided on how to share information and experiences and on which topics. Learning from each other's experiences at the level of policies and practices will lead to more evidence-based policies and practices. This may, however, also lead to joint or concerted actions.

Also for synergy and complementarity the JSF adopts a multi-level approach. Distinction is to be made between synergy and complementarity at the level of the three JSF initiators on the one hand, and synergy and complementarity at the level of member HE&SIs and ITM on the other.

### 6.1 Synergy and complementarity among JSF initiators

#### *At the level of the JSF initiators*

The three organisations have a longstanding track record of coordination, concertation and cooperation. Due to time invested in following up on many geographic JSFs whereby SC is initiated on the basis of countries and not of academic expertise/nature or working method of organisations, the three organisations did not meet and exchange at strategic level over recent years as they had been doing before. Working on this thematic JSF proposal has relaunched coordination and concertation, which will intensify even more when the JSF will be operational. The thematic JSF will become **a permanent platform for exchange, coordination and concertation** among the three organisations, as well as **for real cooperation**, thereby facilitating better and easier communication with DGD, other actors and other JSFs always respecting the jurisdiction and autonomy of the three organisations. Institutional autonomy is a key principle to the three initiators as well as for the institutions they support or represent.

The combination of the initiators and their partners' networks jointly covers 60 Belgian HE&SIs and the entire Belgian territory. This reinforces the value of the JSF for the sector cooperation and represents an opportunity for a more coordinated representation and management of their networks of HE&SIs.

A specific **website** will be created for the HES4SD JSF, providing relevant information, as well as linking up to the website of the three JSF actors.

The three JSF actors will cooperate on following topics for which the JSF can serve as a point of contact with the three organisations:

- In collaboration with DGD, creating a formal framework adapted to the main characteristics of both umbrella organisations and of HE&SIs, possibly also ITM, and that enables the three JSF actors to work efficiently and effectively (the so-called “afsprakenkader”);
- Jointly update the harmonized scholarship guidelines;

- Jointly monitor the short track visa application procedure for DGD-funded scholars, and report to DGD;
- Jointly discuss the design and functioning of programmes for policy support.

As previously mentioned, exchange of information and practices on many of the topics mentioned in chapter 5 may lead to joint activities. Hence, the examples given below are just an indicative list. The list of topics could be developed further.

Examples of possible joint activities:

- Joint conferences / events on the role of HE in reaching the SDGs, both in Belgium and in partner countries. These would be network events to which also Belgian ANGC, DGD, ENABEL and other relevant stakeholders will be invited. Potentially these events may also serve academic diplomacy services (linking with the Belgian embassies, the networks of former scholarship holders, etc.)
- Joint promotion activities for scholarship opportunities; joint alumni events in collaboration with embassies... Making Belgian HEIs and Belgium more visible as a top knowledge economy in Belgium and internationally. The JSF will allow the centralisation of Belgian academic expertise and activities for sustainable development and will allow Belgium to use its potential in terms of academic diplomacy, by activating the alumni networks of Belgian HEIs, by engaging academics in international fora, etc.
- Organising joint evaluations.
- Division of labour in linking with geographic and other thematic JSFs. ARES, VLIR-UOS and ITM will seek a fair, balanced division of labour to assure a presence of one of the actors at all relevant strategic dialogues.
- Joint promotion of innovative approaches to give voice to changemakers from partner countries, such as Emerging Voices. Open our networks to more academics, to build a larger international network of scientists with a link to the Belgian development cooperation and multi-stakeholder partnerships in general.
- Joint discussion on ‘decolonisation of research’, traditional knowledge...
- Joint HES4SD prize for innovation and impact champions...
- Facilitating joint proposals to EU calls, by linking up partnership networks with EU networks...

*At the level of the HE&SIs themselves*, international / regional / south-south cooperation will be facilitated, beyond the borders of ARES, VLIR-UOS and ITM funding, both in the form of projects, transnational networks and trainings, e.g. doctoral schools, thematic networks, trainings on topics such as university management...

To keep track of the effectiveness and appreciation of concerted / joint actions, we are putting forward the following indicative quantitative and qualitative indicators:

- Creation of a website
- Exchange and harmonisation of tools/guidelines
- Annual meetings
- Three strategic dialogues

## 6.2 Synergy and complementarity with other Belgian stakeholders

The JSF organised an information session on the 9<sup>th</sup> of February to present and explain the two-pager as to expose its genuine commitment to SC. The editors in chief of the other JSFs, individual ANGCS, ENABEL and BIO were invited. ARES and VLIR-UOS explained that as umbrella organisations relying upon competitive calls it is impossible to plan and provide the content of projects (the country, the region, the partner, the expertise, the theme, the stakeholders, the timeframe...) - apart from the limited number of projects already selected overlapping the two programmes - and to make relevant and concrete engagements for synergy and complementarity before the selection processes have come to an end.

Since synergy and complementarity will be content based, it is more important to inform other actors about the platform that will be created to which requests for cooperation and scientific advice/knowledge exchange on specific themes (discipline-based), countries/regions, policy priorities etc. can be submitted. In addition, such platform can be used to make research topics public and facilitate matchmaking with/between many Belgian stakeholders from civil society, private sector and public agencies. Results could be shared to spur the uptake, dissemination and valorisation of practices and results of each partner's interventions (synergy projects). Information will be provided about Belgian and local actors involved in projects and about training opportunities in Belgium.

Due to time constraints, it has not yet been possible to hold in-depth bilateral discussions with ENABEL and BIO. However, these meetings will be organised as soon as possible in the coming months, with a focus on the different roles of HE&SIs in sustainable development. Cooperation with ENABEL in the framework of the respective policy support programmes will in any case be continued. Cooperation with ENABEL can be country- or theme-based. The JSF initiators will continue seeking to develop cooperation with Uni4Coop, UCOS, RBINS-CEBioS and RMCA in the 2022-2026 programme.

HES4SD initiators envisage:

- exchange on their activities, programmes and projects in the framework of the Strategic Dialogues
- exchanging information and sharing experience to improve coordination and coherence between themselves and to identify and facilitate potential new synergies and complementarities
- continually seeking for opportunities for academic projects that are in S&C with the interventions of other Belgian actors (modalities to be defined)
- taking into account S&C as an important aspect in the selection of projects
- stimulating encounters in the academic world in order for interested academics and other actors to meet each other and explore opportunities for S&C
- seeking opportunities for S&C within and beyond the JSFs to enable knowledge exchange on specific themes (discipline-based), countries/regions, policy priorities...

Examples of actions:

- Provide a list of ANGCS, ENABEL-BIO projects to Belgian students going on field research

- Provide a list of ANG C projects and their needs for scientific advice/cooperation to HE&SI applicants
- Provide a list of selected projects and local partners to ANG C by country
- Inform ANG C about possibilities for applications from professionals of local partners
- Collaboration on 'Student Awareness Programme'
- Possible ways of collaborating on the choice of **PSR themes**
- Collaboration on student projects in Belgium and partner countries
- Collaboration on learning processes, **seminars, workshops, conferences** to co-create and exchange knowledge & evidence

## **Academic diplomacy**

Common events might be organised, gathering scholars from all Belgian scholarship assigning organisations, i.e. ENABEL, RMCA, RBINS. Jointly facilitating and reinforcing alumni networks will be a contribution to academic diplomacy. Synergy with local embassies in Belgium as to the trajectory of scholars will be reinforced, as well as with the Belgian embassies locally as to the follow-up of alumni returning to their home countries. Through openness and networking they would allow better linking and harmonization of the work with Belgian embassies, while reinforcing networks of local and international scholarship holders and academics. These alumni networks allow the exchange beyond borders and brings together a community of non-Belgian actors. Some of these are working academically in academic or research institutions, others are working as professionals in both the public and private sectors.

## **Sector debates, trainings and collaborations**

Consultation meetings will be organised to rethink the 'infocycle' trainings, and the 'ontwikkelingsdebatten', combined with media strategies as to how to make SDG-related news more accessible to general public. All actors with track records in these fields – 11, VVOB, VVN, Enabel, VLIR-UOS, Mo\* ... - will be invited to contribute to these discussions with the aim of joint / concerted initiatives. As to VLIR-UOS, the theme of decolonization is being studied in the context of the Global Minds programme, in collaboration with other ANG C.

The actors of the Belgium JSF mention the importance of academic expertise in the various themes addressed.

In the two improvement trajectories identified in particular, "diversity and decolonization" and "environment", academic actors associate with HES4SD JSF will collaborate through participation in debates and academic reflections, or even the mobilization of their international students and scholarship holders.

Indeed, for instance, ARES plans to continue and reinforce the work started in the improvement trajectory "le Sud dans le Nord" with its scholarship holders and in collaboration with the Consortium of French-speaking University NGOs (Uni4Coop). A new line of activities (monitoring and support of scholarship holders, meetings events, training, etc.) has been developed, aiming to address cross-cutting themes such as environment or diversity, thanks to collaboration with other NGOs. This new line of activities will be called global citizenship education and will be part of the Belgium programme.

As to ARES, the specific collaborations in the frame of development cooperation actions in Belgium will be reinforced with the Consortium of French-speaking University NGOs (Uni4Coop). These actions will foster synergy in awareness raising within each organisation's programme.

As to UCOS, all Flemish HEIs have had a constructive working relationship with them over the last years as to the organisation of training sessions for students on global citizenship topics, in the context of the travel grants' programme. Discussions are ongoing as to how to continue and possibly widen this cooperation in the 2022-2026 programme, for instance as to the decolonization theme.

### **Modalities**

They would include but are not limited to: workshops, conferences, expert panels, benchmarking, development of guidelines, design of collaborative platforms for exchange.

### **6.3 Synergy and complementarity with non-Belgian actors**

The HES4SD platform is open to all actors, Belgian and non-Belgian, governmental and private actors, and civil society organisations. The science-society interface (strategic goal 6) in each of the countries in which the JSF HES4SD will be active, is a platform and an attempt to maximize societal complementarity and synergy between the academic/science community and civil society, private and public sector in these countries. There is in fact no distinction between Belgian and non-Belgian actors when it comes to considering SC opportunities .

The JSF is also an opportunity to increase the visibility of the three initiators through concerted access to and participation in international scenes, for example regional HE&SI platforms or associations (e.g. Erasmus+, LERU, CAMES, AAU) international/intergovernmental organisations (e.g. DHG, African Union, UNESCO, WHO), foundations or other public or private actors. By being connected to these international and regional networks, the JSF initiators and their partner HE&SIs will widen opportunities for the uptake of knowledge and innovations.

Finally, through alumni associations at regional or country level the initiators can stay connected and provide lifelong learning opportunities to a wide and diverse community of (non-Belgian) actors from the academic, civil society, public or private sector.

## 7 List of annexes

### Annex 1: Country list

Following up on the requirements detailed in the letter dated 10 August 2020 of DGD communicating the approval of the proposal for a thematic JSF, the country list of this JSF was limited to 30 countries, out of which 23 are JSF countries, among which Belgium, as has been explicitly demanded by DGD.

	Country	VLIR-UOS	ARES	ITM	Geographic JSFs	Decent work	Sustainable Cities	Resilience
1	Belgium							
2	Benin							
3	Bolivia							
4	Burkina Faso							
5	Burundi							
6	Cambodia							
7	Cameroon							
8	Cuba							
9	DR Congo							
10	Ecuador							
11	Ethiopia							
12	Guinea							
13	Haiti							
14	Indonesia							
15	Kenya							
16	Madagascar							
17	Morocco							
18	Mozambique							
19	Nepal							
20	Niger							
21	Peru							
22	Philippines							
23	Rwanda							
24	Senegal							
25	South Africa							
26	Tanzania							
27	Tunisia							
28	Uganda							
29	Vietnam							
30	Zimbabwe							
Total		28	30	30	23	20	15	22

#### Possible approaches by actor (2022-2026)

	Scholarship + project country
	Scholarship (+ potential future project country)
	Scholarship country
	Actor not active in this country
	JSF in this country



## Annex 2: Generic two pager JSF Higher Education and Science for Sustainable Development

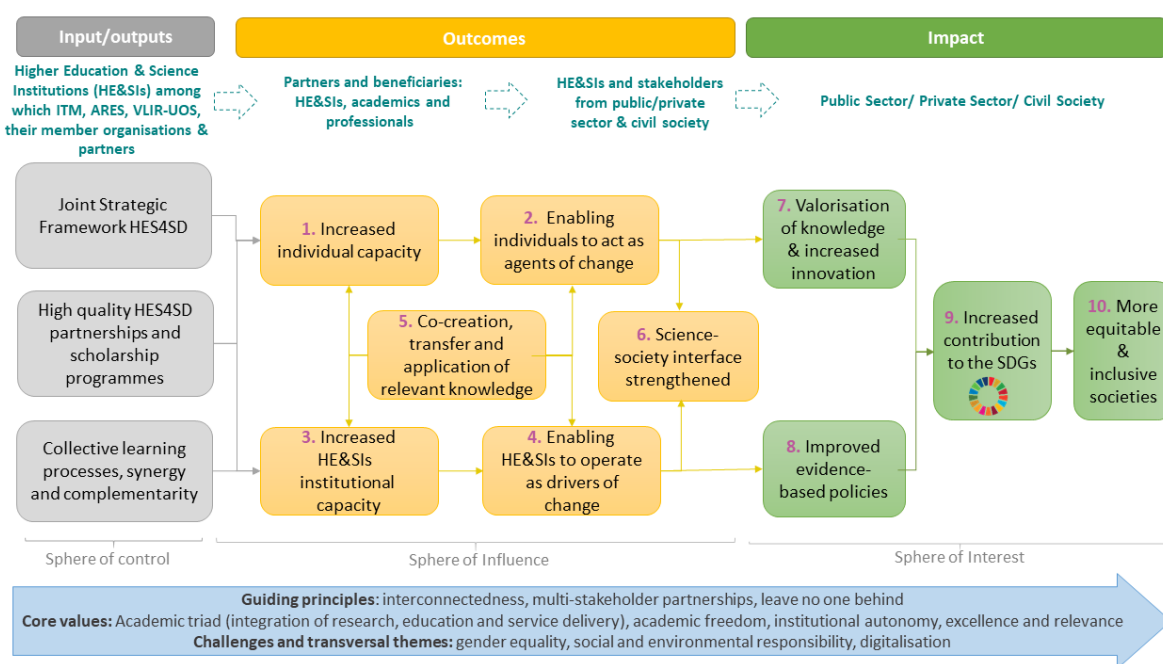
### 1. Higher Education and Science for Sustainable Development and actors.

Making use of their autonomy and right to initiate and innovate, two umbrella organisations (ARES and VLIR-UOS) and the Institute of Tropical Medicine (ITM) put forward the thematic JSF Higher Education and Science for Sustainable Development (JSF HES4SD). Drawing upon their longstanding common history, the JSF initiators aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as a partner in a multi-actor partnership, as a scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity.

Together, the three JSF initiators represent 60 Belgian higher education institutions (HEIs): 11 universities, 32 university colleges, 16 school of arts, and ITM. The partners they collaborate with in the selected 30 countries (see annex) are mainly universities, university colleges, school of arts, polytechnics, research and reference laboratories, scientific centres (including e.g. disease control programmes and public health institutes). All these institutions, including the three initiators, will be referred to as Higher Education and Science Institutions (HE&SIs). Through cooperation with civil society, private and public sector, HE&SIs contribute to the development of many sectors in society.

ARES and VLIR-UOS as umbrella organisations with a wide variety of member institutions cover all academic and scientific fields. As they make use of competitive calls for several types of interventions they contribute to the full spectrum of SDGs. ITM is a key actor in Tropical Medicine and Public Health and will directly, but not only, contribute to SDG 3 (Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages).

### 2. Visualisation of Theory of Change (ToC)



### 3. The common Strategic Goals of the JSF HES4SD

The long-term general objective of the JSF HES4SD is to significantly contribute to the achievement of the 17 SDGs and ultimately “increasingly equitable and inclusive societies”. To achieve this objective and starting from the specific expertise of the partners, the following six strategic objectives have been identified. These will guide the specific interventions.

**Strategic Goal 1: Increased individual capacity.** The increased individual capacity should be considered as the result of education or research activities of/by individuals, mainly through scholarship programmes. It includes training on transversal competencies such as global citizenship, critical thinking, leadership skills, enabling scholars to become critical world citizens capacitated and motivated to actively engage in global society.

**Strategic Goal 2: Enabling individuals to act as change agents.** This strategic goal expands on the knowledge that individuals embedded in organisations (private sector or public sector or civil society) have increased their potential to be change agents.

**Strategic Goal 3: Increased capacity at Higher Education and Science Institutions.** Strengthening capacities of the HE&SIs in the following fields:

1. Increased research, education and service delivery capacity
2. Increased information, infrastructural and technological structures
3. Increased management capacity (governance, administration, finance)
4. Increased collaborative and networking capacity

**Strategic Goal 4: Enabling Higher Education and Science Institutions to operate as drivers of change.** The HE&SIs activate their improved performance allowing them to operate as drivers of change aiming at a meaningful impact in society. This can be realized via both the co-creation, transfer and application of relevant knowledge (SG5), and/or via the science-society interface (SG6).

**Strategic Goal 5: Co-creation, transfer and application of relevant knowledge.** The first four strategic goals significantly contribute to this key strategic goal. By putting strengths together and operating in synergy, the JSF enhances the creation and dissemination of relevant and state of the art knowledge across the HE&SIs worldwide, their local communities and international networks.

**Strategic Goal 6: Science-society interface strengthened.** Information sharing and concerted actions amongst HE&SIs aim at cross-fertilisation between science and society. This can be facilitated through networks and platforms as connecting hub of knowledge, expertise and experience, and demand & supply interactions in view of applied solutions and evidence-based policies. Society is understood in its broader sense, namely all public, private and civil society actors beyond HE&SIs (e.g. enterprises, public decision makers, NGOs, the community at large).

### 4. Key approaches

1. **Joint strategic framework HES4SD.** The framework focuses on joining forces among Belgian academic actors and partners to contribute to academic inspired and science driven societal change linking HE&SIs with the broader society. This framework will gradually develop and remain dynamic to be responsive to opportunities and policy priorities.

2. **High quality HES4SD partnerships and scholarship programmes.** The respective actor programmes will include interventions such as: individual scholarship programmes; building research, teaching & training and service delivery capacity; strengthening information, infrastructural and technological structures; building management capacity; strengthening national and international academic and science-society interfaces and networking; policy support, ...

The country list in annex shows an indicative list of the countries where the three initiators envision to develop scholarship programmes only, or broader institutional programmes/projects.

3. **Collective learning processes and synergy and complementarity.** The JSF initiators will build and strengthen synergies and complementarities beyond the HE&SI partnerships and will define operational mechanisms to that purpose. The JSF initiators anticipate that the process of collective learning, synergy and complementarity will be instrumental in achieving the outcomes and impact as defined in the ToC in a more efficient and innovative way.

## 5. Opportunities for complementarity and synergy

Firstly, complementarity and synergy will be explored and realized among the initiators and their members organisations and partners. They might cooperate and reinforce each other in the fields of joint research, teaching and management topics. Synergy might be created by the collaboration between several HE&SIs in specific project and programmes, as it happens in many current programmes. Secondly, the JSF HES4SD will explicitly seek for complementarities and synergies, beyond HE&SIs, with other governmental and non-governmental actors, both nationally and internationally. Active participation of these actors will be sought in specific projects and programmes to reinforce common objectives (complementarity) or to stimulate collaboration between academics/scientists and actors in the broader society (synergy). In the selection of possible partners for future projects and collaboration, synergy and complementarity will be considered.

## 6. Interaction with other JSF (geographical and thematic)

The JSF initiators envisage jointly organising at least three strategic dialogues in a partner country in consultation with the local partner HE&SIs, embassy and DGD. The initiators will consider hybrid modalities allowing global participation with minimal environmental impact. On this occasion an event open to Belgian and local development actors can be organised, focusing on the exchange of project results, networking among alumni and scholarship holders, identification of potential synergies and complementarities. The JSF initiators will further develop mechanisms to systematically share information on ongoing projects and the launch and results of calls for scholarships and project proposals. We invite the actors of other JSFs to actively participate, make use of the platforms made available and come forward with specific requests for scientific advice, capacity building and collaboration with academic actors. We will also build on existing relations between the actors of the HES4SD thematic JSF and individual ANGCS. Representatives and partners of the JSF HES4SD will participate in the strategic dialogues of other thematic and geographic JSFs according to requirements (cfr. JSF proposal approval letter of DGD of 10 August 2021). The JSF initiators will actively support stakeholder and partner identification and engagement by facilitating contacts between HE&SIs and the Belgian, local and international development actors (incl. ENABEL, BIO...) working in the country or region. The HES4SD JSF also puts forward primary point(s) of contact (see annex 2) to facilitate continued communication on the suggested approaches to synergy and complementarity in the future.

## 7. Tentative approaches and primary points of contact for the JSF HES4SD

Possible approaches by actor (2022-2026)

	Country	Tentative approach by actor			Primary point of contact for tJSF	
		VLIR-UOS	ARES	ITM	Organisation(s)	Email
Geographic JSFs	Belgium				ARES VLIR-UOS	camille.roegiers@ares-ac.be steven.schoofs@vliruos.be
	Benin				ARES	amelie.schnock@ares-ac.be
	Bolivia				VLIR-UOS	Wannes.verbeeck@vliruos.be
	Burkina Faso				ARES	fanny.bernard@ares-ac.be
	Burundi				ARES	christine.leroy@ares-ac.be
	Cambodia				ITM	JCoenen@itg.be
	DR Congo				ARES ITM VLIR-UOS	simon.hemptinne@ares-ac.be Jcoenen@itg.be kathleen.wuytack@vliruos.be
	Ecuador				ARES	pierre.martinot@ares-ac.be
	Guinea				ITM	JCoenen@itg.be
	Haiti				ARES	christine.leroy@ares-ac.be
	Indonesia				VLIR-UOS	annelien.gansemans@vliruos.be
	Kenya				VLIR-UOS	annelien.gansemans@vliruos.be
	Madagascar				ARES	pierre.martinot@ares-ac.be
	Morocco				VLIR-UOS	kathleen.wuytack@vliruos.be
	Mozambique				VLIR-UOS	christophe.goossens@vliruos.be
	Niger				ARES	christine.leroy@ares-ac.be
	Peru				ITM	JCoenen@itg.be
	Philippines				VLIR-UOS	steven.schoofs@vliruos.be
	Rwanda				ARES	christine.leroy@ares-ac.be
	Senegal				ARES	veronique.schmit@ares-ac.be
	Tanzania				VLIR-UOS	ragna.frans@vliruos.be
	Uganda				VLIR-UOS	kathleen.wuytack@vliruos.be
	Vietnam				ARES	amelie.schnock@ares-ac.be
No geographic JSF	Cameroon				ARES	veronique.schmit@ares-ac.be
	Cuba				VLIR-UOS	peter.delannoy@vliruos.be
	Ethiopia				VLIR-UOS	Wannes.verbeeck@vliruos.be
	Nepal				ITM	JCoenen@itg.be
	South Africa				VLIR-UOS	christophe.goossens@vliruos.be
	Tunisia				ARES	selma.mitri@ares-ac.be
	Zimbabwe				ITM	JCoenen@itg.be
tJSFs	Decent Work	-	-	-	VLIR-UOS	lisa.popelier@vliruos.be
	Resilience	-	-	-	ITM	JCoenen@itg.be
	Sustainable Cities	-	-	-	VLIR-UOS	lisa.popelier@vliruos.be

	Scholarship + project country
	Scholarship (+ potential future project country)
	Scholarship country
	Actor not active in this country

## Annex 3: List of observers

Organisation	Name	First name	Mail
Louvain Coopération	Wyseur	Sophie	swyseur@louvaincooperation.org
11.11.11	Maes	Bjorn	bjorn.maes@11.be
Africamuseum	November	Eva	eva.november@africamuseum.be
APEFE	Germeau	Alexia	a.germeau@apefe.org
APEFE	Jadin	Olivier	o.jadin@apefe.org
BOS+	Sercu	Bram	bram.sercu@bosplus.be
BOS+	Van de Sype	Pieter	pieter.vandesype@bosplus.be
Caritas	Dewandre	Ariane	a.dewandre@caritasint.be
CDE-B	Le Marchand	Marianne	marianne.lemarchand@chaine-espoir.be
CEBioS (KBIN)	Janssens de Bisthoven	Luc	ljanssens@naturalsciences.be
CEBioS (KBIN)	Keunen	Hilde	hkeunen@naturalsciences.be
COTA	Gayraud	Emmanuel	emmanuel.gayraud@cota.be
ECHOS	Kusikumbaku	Tania	tania@echoscommunication.org
Join For Water	Glas	Dirk	dirk.glas@joinforwater.ngo
Join For Water	Slimbrouck	Johan	johan.slimbrouck@joinforwater.ngo
MEMISA	Sere	Felipe	felipe.sere@memisa.be
MEMISA	Van Belle	Elies	Elies.Van.Belle@memisa.be
RCN	Rijs	Wasja	wasja.rijs@rcn-ong.be
SHC	de Briey	Valérie	v.debriey@sensorial.be
SOS Faim	Barla	Nicolas	nba@sosfaim.org
UCOS	Philippen	Esther	esther.philippen@ucos.be
ULB-Coop	Berthelie	Julie	julie.berthelie@ulb-cooperation.org
VSF	Butillon	Julia	j.butillon@vsf-belgium.org

## Annex 4: Meeting agenda – Information session HES4SD – 9 February 2021

Time	Item	Type of (inter)action	
<b>2.00 pm</b>	Welcome		
<b>2.10 pm</b>	Brief introduction of the actors and rationale of the thematic JSF on HES4SD	Info sharing	LP
<b>2.20 pm</b>	Explanation of the theory of change <ul style="list-style-type: none"> <li>- Approaches &amp; guiding principles</li> <li>- Strategic goals</li> <li>- Envisioned impact &amp; contribution to SDGs</li> </ul>	Info sharing	JC
<b>2.35 pm</b>	Approaches to synergy and complementarity <ul style="list-style-type: none"> <li>- Generic approaches</li> <li>- Relation to geographic and thematic JSFs</li> <li>- Collective learning: themes &amp; modalities</li> </ul>	Info sharing	SM  (LP)
<b>2.50 pm</b>	Questions & answers based on questions received prior to the meeting and questions received during the meeting (e.g. primary points of contact, translation two-pagers, approaches & opportunities for S&C...)	Discussion/ consultation	All
<b>3.20 pm</b>	Closure of the meeting		



## Annex 5: List of already identified partners of ARES, VLIR-UOS and ITM

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>ARES</b>					
<b>République Démocratique du Congo</b>	Institut supérieur pédagogique de Bukavu (ISP)	Université de Namur (UNamur)	PRD	Éducation à l'histoire de l'environnement au Kivu. Didactique et sensibilisation.	2017-2022
<b>Cuba</b>	Cuban Research Institute on Sugarcane By-product (ICIDCA)	Haute École provinciale de Hainaut - Condorcet (HEPHC)	PRD	Production and immobilization of recombinant dextransucrases (DSases) using residuals of the sugarcane agroindustry	2017-2022
<b>Sénégal</b>	Université Gaston Berger (UGB)	Université de Liège (ULiège)	PRD	Le financement de la couverture maladie universelle	2017-2022
<b>Bénin</b>	Université de Parakou)	Université de Liège (ULiège)	PFS	Appui au Master Professionnel en médiation et facilitation dans les interventions de développement.	2017-2022
<b>République Démocratique du Congo</b>	Université catholique de Bukavu (UCB)	Université catholique de Louvain (UCLouvain)	PRD	Étude d'implantation d'un modèle de prise en charge psycho-médico-sociale au niveau du centre de santé	2017-2022
<b>Vietnam</b>	Vietnam National University)	Université de Liège (ULiège)	PRD	Exploring the Medical, (ECO)-Toxicological and Socio-Economic Potential of Natural Extracts in North Vietnam.	2017-2022
<b>Burkina Faso</b>	Université Joseph Ki-Zerbo (UJKZ)	Université de Liège (ULiège)	PFS	Renforcement des capacités de formation du Master de Spécialités "Santé et Science du médicament" au Burkina Faso	2017-2022
<b>Burkina Faso</b>	Université Nazi Boni (UNB)	Université de Liège (ULiège)	PRD	Amélioration durable de la fertilité des sols du Burkina Faso par	2017-2022

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
				amendement raisonné en matières organiques et biochar (BIOPROTECHSOL)	
<b>Équateur</b>	Pontificia Universidad Catolica del Ecuador (PUCE)	Université catholique de Louvain (UCLouvain)	PRD	Renforcement des Espaces de Médiation Communautaire des jeunes dans les situations de violence et de souffrance psychosociales.	2017-2022
<b>Maroc</b>	Université Hassan 1er (UH1)	Haute École de Namur-Liège-Luxembourg (HENaLLux)	PFS	Renforcement des compétences des professionnels de la santé au Maroc à travers un programme de formation certifiant en management et en développement des ressources	2017-2022
<b>Vietnam</b>	Hôpital Nhi Dong 2 - Grall)	Université libre de Bruxelles (ULB)	PRD	Actions multidisciplinaires pour contrôler et réduire les maladies respiratoires chroniques au Vietnam.	2017-2022
<b>Équateur</b>	Escuela Politecnica Nacional (EPN)	Université catholique de Louvain (UCLouvain)	PRD	Linking global change with soil and water conservation in the high Andes	2017-2022
<b>Burkina Faso</b>	Université Nazi Boni (UNB)	Université libre de Bruxelles (ULB)	PFS	Master professionnel en mycologie médicale	2017-2022
<b>Bénin</b>	Institut régional de Santé Publique de Ouidah (IRSP)	Université libre de Bruxelles (ULB)	PRD	Développer la recherche multidisciplinaire pour prévenir les accidents de la voie publique	2017-2022
<b>Cuba</b>	Universidad de Guantanamo)	Université catholique de Louvain (UCLouvain)	PRD	Design and Strengthening of an agroecological cacao production system in Cuba	2017-2022

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Bénin</b>	Université d'Abomey-Calavi (UAC)	Université de Mons (UMONS)	PFS	Appui à la mise en place d'un master en photonique et en radiodiffusion numérique "Projet PHORAN"	2017-2022
<b>Burkina Faso</b>	Université Norbert Zongo (UNZ Koudougou)	Université libre de Bruxelles (ULB)	PRD	Mise en place d'un centre d'expertise scientifique pour la gestion des déchets d'équipements électriques et électroniques (DEEE) au Burkina Faso	2017-2022
<b>Maroc</b>	Université Moulay Ismail (UMI)	Université catholique de Louvain (UCLouvain)	PRD	Biomonitoring et évaluation des risques en santé environnementale: renforcement des capacités pour une université citoyenne (SEBIO)	2017-2022
<b>Madagascar</b>	Université de Toliara)	Université de Mons (UMONS)	PFS	Master Interuniversitaire en Écotourisme et Biomanagement	2017-2022
<b>Maroc</b>	Université Mohammed Premier (UMP)	Université libre de Bruxelles (ULB)	PRD	Approche intégrée pour une gestion durable de la phoeniciculture au Maroc	2017-2022
<b>Maroc</b>	INRA - Maroc)	Université de Namur (UNamur)	PRD	Amélioration des pratiques et partage de savoirs chez les éleveurs de petits ruminants au Maroc	2017-2022
<b>Vietnam</b>	Université Pham Ngoc Thach)	Université libre de Bruxelles (ULB)	PRD	Building strategies for prevention and management of Helicobacter Pylori infection in children	2017-2022
<b>Burkina Faso</b>	Université Nazi Boni (UNB)	Université catholique de Louvain (UCLouvain)	PRD	Amélioration de la santé maternelle et infantile par la prévention des co-infections paludisme et maladies sexuellement transmises chez les femmes enceintes au Burkina Faso	2017-2022

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Madagascar</b>	Université d'Antsiranana - Centre Universitaire Régional de la SAVA (CURSA)	Université catholique de Louvain (UCLouvain)	PRD	Renforcement des capacités en gestion intégrée des ressources en eau de la région Sava (Gire-Sava)	2017-2022
<b>Burkina Faso</b>	Institut national de l'environnement et de recherches agricoles (INERA)	Université catholique de Louvain (UCLouvain)	PRD	Intensification agricole durable du Mil, du Sorgho et du Maïs par fertilisation microdose (Microferti)	2017-2022
<b>République Démocratique du Congo</b>	Université de Lubumbashi (UNILU)	Université de Mons (UMONS)	PRD	Renforcement de la capacité opérationnelle et de la formation en neuropsychiatrie par l'étude des effets neurotoxiques de métaux dans la région minière du Katanga.	2017-2022
<b>Vietnam</b>	Can Tho University)	Université de Liège (ULiège)	PRD	PANGAGEN: Towards a sustainable pangasius breeding, a selection approach.	2017-2022
<b>Maroc</b>	Université Mohammed V)	Université de Namur (UNamur)	PRD	[Démon] Amélioration des pratiques et partage de savoirs chez les éleveurs de ruminants	2017-2022
<b>Burkina Faso</b>	Institut International d'Ingénierie de l'Eau et de l'Environnement (Fondation 2iE)	Université catholique de Louvain (UCLouvain)	PRD	Contribution à la satisfaction des besoins énergétiques en milieu rural par gazéification de résidus agricoles.	2017-2022
<b>République Démocratique du Congo</b>	Université de Lubumbashi (UNILU)	Université de Mons (UMONS)	PRD	Conditions pour l'intégration de la médecine traditionnelle aux soins de santé modernes: caractérisation, validation biologique et culture ex situ de plantes médicinales (PhytoKat)	2017-2022

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Vietnam</b>	Institute of Ecology and Biological Ressources (IEBR)	Université libre de Bruxelles (ULB)	PRD	Foodborne zoonotic trematode infections and integrated control in vietnam (foodtinc)	2017-2022
<b>Burkina Faso</b>	Université Joseph Ki-Zerbo (UJKZ)	Université de Liège (ULiège)	PFS	L'entrepreneuriat et l'intrapreneuriat- Formation pour renforcer le secteur privé et promouvoir la création d'entreprises par et pour les diplômé(e)s de l'enseignement supérieur.	2017-2022
<b>Bénin</b>	Université d'Abomey-Calavi (UAC)	Université catholique de Louvain (UCLouvain)	PRD	Infections associées aux soins en chirurgie et apparition de résistance bactérienne	2018-2023
<b>République Démocratique du Congo</b>	Université de Kinshasa (UNIKIN)	Université de Liège (ULiège)	PRD	Système de production durable d'insectes dans la partie Ouest de la République Démocratique du Congo	2018-2023
<b>République Démocratique du Congo</b>	Université de Kinshasa (UNIKIN)	Université de Liège (ULiège)	PRD	Prevention and mitigation of urban gullies : lessons learned from failures and successes (PREMITURG)	2018-2023
<b>République Démocratique du Congo</b>	Université de Lubumbashi (UNILU)	Université de Liège (ULiège)	PRD	Amélioration des conditions de vie des habitants de Lubumbashi par le renforcement de l'agriculture urbaine et l'optimisation des services écosystémiques	2018-2023
<b>République Démocratique du Congo</b>	Université de Kisangani (UNIKIS)	Université de Liège (ULiège)	PRD	DREPAKIS : Contribution à la prise en charge de la drépanocytose dans la ville de Kisangani	2018-2023
<b>République Démocratique du Congo</b>	Université de Goma (UNIGOM)	Université catholique de	PRD	Mycologie et développement dans la Région des Grands Lacs : approche raisonnée et filières de production	2018-2023

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
		Louvain (UCLouvain)		ex-situ de champignons comestibles, une alternative économique additionnelle à l'exploitation des aires protégées	
<b>Philippines</b>	Xavier University (XU) - Ateneo de Cagayan)	Université de Namur (UNamur)	PRD	Building up an integrated methodology for water resources assessment and management in urban coastal areas	2018-2023
<b>Burkina Faso</b>	Université Joseph Ki-Zerbo (UJKZ)	Université libre de Bruxelles (ULB)	PRD	Intégration de la conservation de la biodiversité et du développement local dans le contexte d'aires protégées du complexe écologique PONASI	2018-2023
<b>République Démocratique du Congo</b>	Université Kongo (UK)	Université libre de Bruxelles (ULB)	PFS	Master en architecture et aménagement du territoire situé	2018-2023
<b>Niger</b>	Université Abdou Moumouni de Niamey (UAM)	Université de Liège (ULiège)	PRD	Amélioration de la filière avicole dans la région de Niamey	2018-2023
<b>République Démocratique du Congo</b>	Université de Lubumbashi (UNILU)	Université de Liège (ULiège)	PFS	GRH-Afrika (RDC)	2018-2023
<b>Burkina Faso</b>	Université Nazi Boni (UNB)	Université libre de Bruxelles (ULB)	PRD	CARDIO-PREV : Développer la recherche multidisciplinaire pour prévenir et prendre en charge les maladies cardiovasculaires au Burkina Faso	2018-2023
<b>Rwanda</b>	Université du Rwanda (UR)	Université libre de Bruxelles (ULB)	PFS	Fellowship en chirurgie mini-invasive à l'Université du Rwanda	2018-2023
<b>Bénin</b>	Université d'Abomey-Calavi (UAC)	Haute École provinciale de	PRD	Amélioration des systèmes traditionnels d'élevage de petits	2018-2023



Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
		Hainaut - Condorcet (HEPHC)		ruminants (ovins et caprins) dans un contexte de mutation environnementale et sociétale au Bénin	
<b>Haïti</b>	Université d'État d'Haïti (UEH)	Université de Mons (UMONS)	PFS	Urbanisme résilient et aménagement des territoires à risques (URBATeR)	2018-2023
<b>Burkina Faso</b>	Université Nazi Boni (UNB)	Université catholique de Louvain (UCLouvain)	PRD	Projet d'appui pour une production agricole durable à travers la recherche et la varisation des pratiques agricoles et phytosanitaires innovantes au Burkina Faso (ProDuIRe)	2018-2023
<b>Burundi</b>	Université du Burundi (UB)	Université de Liège (ULiège)	PRD	Vers une agriculture plus performante et durable au Burundi: application de microorganismes pour améliorer la santé et la croissance des plantes	2019-2024
<b>Burkina Faso</b>	Université Nazi Boni (UNB)	Université libre de Bruxelles (ULB)	PFS	Master professionnel en pharmacoépidémiologie et pharmacovigilance	2019-2024
<b>Cuba</b>	Universidad Central Marta Abreu de Las Villas)	Université catholique de Louvain (UCLouvain)	PRD	Valorisation of new varieties for a sustainable production of bananas for local consumption in Cuba	2019-2024
<b>Madagascar</b>	Université d'Antananarivo (UA)	Université catholique de Louvain (UCLouvain)	PFS	Certificat en pédagogie universitaire	2019-2024

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Rwanda</b>	Université du Rwanda (UR)	Université catholique de Louvain (UCLouvain)	PRD	Analysis and Management of patients with distinct clinical presentations of malaria.	2019-2024
<b>Pérou</b>	Universidad Nacional de San Antonio Abad del Cusco (UNSAAC)	Université de Namur (UNamur)	PRD	Développement socio-économique, dynamiques communautaires, et reconnaissance culturelle à Ocongate. Analyse pluridisciplinaire des enjeux de la modernisation économique d'une région des Andes.	2019-2024
<b>Équateur</b>	Universidad Técnica Particular de Loja (UTPL)	Université catholique de Louvain (UCLouvain)	PRD	Paving the way towards biotechnology and Bioeconomy in Ecuador : Oil polluted ecosystems as a model of microbial diversity and reservoir for bioremediation processes and bioeconomy	2019-2024
<b>Équateur</b>	Universidad de las Fuerzas Armadas - ESPE)	Université de Liège (ULiège)	PRD	Mise en place d'une plate-forme d'appui à la formation et à la sensibilisation, au diagnostic et au développement d'une stratégie de contrôle de la Brucellose et de la Trypanosomiase en Équateur.	2019-2024
<b>Maroc</b>	Yolaine HESSOU AHANHANZO	Université libre de Bruxelles (ULB)	PRD	Institution d'un Centre de compétences pour l'Evaluation des Politiques Publiques pour la région Fès-Meknès : application aux domaines de l'entrepreneuriat et de l'insertion professionnelle	2019-2024
<b>Vietnam</b>	University of Economics Ho Chi Minh City)	Université de Liège (ULiège)	PRD	Innovation dans le contrôle des maladies combiné à la gestion et	2019-2024

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
				valorisation des déchets de la culture du fruit du dragon.	
<b>Haïti</b>	Université d'État d'Haïti (UEH)	Université de Liège (ULiège)	PRD	Earthquake Hazard and Vulnerability assessment - Developing innovative solutions for sustainable Risk Reduction and Communication in Haiti	2019-2024
<b>République Démocratique du Congo</b>	Institut supérieur pédagogique de Bukavu (ISP)	Université de Namur (UNamur)	PRD	Le Coltan du Kivu: Capacité de traitement Physico-chimique et études d'applications.	2019-2024
<b>Bénin</b>	Université d'Abomey-Calavi (UAC)	Université catholique de Louvain (UCLouvain)	PRD	Amplification de la transition agro-écologique pour des systèmes de productions céréalières et maraîchères profitables et durables dans les territoires de l'Atacora au Bénin et du Houet au Burkina Faso (AGRO-ECO)	2019-2024
<b>Bénin</b>	Université d'Abomey-Calavi (UAC)	Université de Liège (ULiège)	PRD	Amélioration des procédés de production et de conservation du lait caillé et du Wagashi Gassiré par la recherche action en partenariat avec les acteurs de la filière lait au Benin (WALAC)	2019-2024
<b>Burkina Faso</b>	Centre National de la Recherche Scientifique et Technologique (CNRST)	Université libre de Bruxelles (ULB)	PFS	Certificat en journalisme, communication et conflits	2020-2025
<b>Burkina Faso</b>	Université Joseph Ki-Zerbo (UJKZ)	Université de Mons (UMONS)	PRD	Conception d'une micro-bioraffinerie pour la pratique durable du maraîchage	2020-2023

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Rwanda</b>	Université du Rwanda (UR)	Université libre de Bruxelles (ULB)	PFS	Création d'un programme de master en biotechnologie à l'Université du Rwanda	2020-2025
<b>Rwanda</b>	Institut d'enseignement supérieur de Ruhengeri (INES-Ruhengeri)	Université de Liège (ULiège)	PRD	Landslide and flood hazards and vulnerability in NW Rwanda: towards applicable land management and disaster risk reduction (LAFHAZAV)	2020-2025
<b>République Démocratique du Congo</b>	Université Evangélique en Afrique (UEA)	Université de Liège (ULiège)	PRD	Des pratiques de prise en charge au modèle holistique dit « One stop center » à l'hôpital et à la fondation Panzi : Défis et perspectives de construction d'une approche thérapeutique pour les victimes des violences sexuelles	2020-2025
<b>Maroc</b>	Université Hassan II de Casablanca (UH2C)	Université libre de Bruxelles (ULB)	PRD	Approche intégrée pour le contrôle durable de la morbidité et la mortalité d'origine infectieuse chez le couple mère-enfant au Maroc	2020-2025
<b>Vietnam</b>	University of Medicine and Pharmacy of Ho Chi Minh City (UMP)	Université catholique de Louvain (UCLouvain)	PFS	Advancing of Physiotherapy Education and Services in Vietnam	2020-2025
<b>Cambodge</b>	Institut de Technologie du Cambodge (ITC)	Université de Liège (ULiège)	PFS	COMBOdIA : Ingénierie et Architecture	2020-2025
<b>République Démocratique du Congo</b>	Université de Kinshasa (UNIKIN)	Université libre de Bruxelles (ULB)	PRD	Surveillance de la résistance aux antimicrobiens en RDC : Création d'un Centre Universitaire de Référence	2020-2025

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Madagascar</b>	Université de Toliara)	Université de Mons (UMONS)	PRD	Bioplastiques et algoculture villageoise	2020-2025
<b>République Démocratique du Congo</b>	Université de Lubumbashi (UNILU)	Université de Liège (ULiège)	PRD	Renforcement des capacités de gestion durable de la forêt claire de miombo par l'évaluation de l'impact environnemental de la production de charbon de bois et l'amélioration des pratiques vis-à-vis des ressources forestières (CHARLU)	2020-2025
<b>Bolivie</b>	Universidad Mayor de San Simon (UMSS)	Université de Liège (ULiège)	PRD	BUSCAR: The Bolivian humid tropical zone for the implementation of a sustainable cassava value chain, within the framework of family farming, as a socio-ecological resilience strategy	2020-2025
<b>Cameroun</b>	Mission de Promotion des Matériaux Locaux (MIPROMALO)	Université de Liège (ULiège)	PRD	Valorisation des ressources locales pour la conception et la promotion de nouveaux matériaux de construction performants, accessibles et éco-responsables en zone soudano-sahélienne Camerounaise	2020-2025
<b>Cameroun</b>	University of Buea)	Université libre de Bruxelles (ULB)	PRD	Emptying Plasmodium reservoirs to accelerate malaria elimination in high-transmission settings: case study in Cameroon	2020-2025
<b>Équateur</b>	Universidad Central del Ecuador (UCE)	Université catholique de Louvain (UCLouvain)	PRD	Socio-eco-epidemiology of ticks, tick-borne parasites, acaricide resistance, and residual effects to acaricides in tropical Ecuadorian livestock: environmental, animal and public	2020-2025

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
				health impacts (Acronym: Ticks & TBD)	
<b>République Démocratique du Congo</b>	Institut Supérieur de Techniques Médicales de Bukavu (ISTM-BUKAVU)	Université catholique de Louvain (UCLouvain)	PRD	Pérennisation des capacités de détection des maladies infectieuses diarrhéiques: focus sur la réduction de la morbidité et mortalité dues au choléra en province du Sud-Kivu	2020-2025
<b>Bénin</b>	Université d'Abomey-Calavi (UAC)	Université catholique de Louvain (UCLouvain)	PRD	Amélioration de la compétitivité des lapins de race commune élevés au sud du Bénin par l'optimisation des performances de production et de reproduction et l'implication des différents acteurs de la filière	2020-2025
<b>Burkina Faso</b>	Université Thomas Sankara (Ouaga II)	Université libre de Bruxelles (ULB)	PRD	Institutionnaliser la démarche évaluative au service des politiques de santé au Burkina Faso	2020-2025
<b>Haïti</b>	Université d'État d'Haïti (UEH)	Université catholique de Louvain (UCLouvain)	PRD	Caractérisation des crues et de la charge sédimentaire des rivières: consolidation des acquis pour une gestion préventive des risques	2020-2025
<b>Vietnam</b>	Institut de technologie tropicale (ITT - VAST)	Université de Mons (UMONS)	PRD	Renforcement de l'expertise environnementale du centre de compétences en protection contre la corrosion et en électrochimie	2020-2025



Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
VLIR-UOS					
<b>Bolivia</b>	Universidad Mayor de San Andrés	Universiteit Gent	TEAM	Working for a healthier aquaculture at Lake Titicaca	2019-2022
<b>Bolivia</b>	Universidad Católica Boliviana "San Pablo"	Universiteit Antwerpen	IUC	IUC 2022 Phase 2 UCB-B	2022-2026
<b>Burundi</b>	Université du Burundi	KU Leuven	IUC	IUC 2017 Phase out UB	2021-2022
<b>Cambodia</b>	National Institute of Public Health	Universiteit Antwerpen	TEAM	Capacity building for optimizing primary care and community initiatives for Type II Diabetes in Cambodia	2019-2022
<b>Cuba</b>	Universidad de Oriente	Universiteit Antwerpen	IUC	IUC 2019 Phase 2 UO	2019-2022
<b>Cuba</b>	Universidad Central "Marta Abreu" de las Villas (coordinator) and Universidad de Pinar del Río, Universidad de las Ciencias Informáticas (UCI), Universidad de Holguín (UH), Universidad de Camagüey (UC), Univ. de Oriente	Universiteit Antwerpen	NETWORK	NETWORK ICT for Development in Cuba	2019-2022
<b>Cuba</b>	Universidad de Camagüey	Universiteit Gent	TEAM	Improving Cow Milk Production Potential by Introducing a Herd Health Management Program on Camagüey's Dairy Farms in Cuba	2019-2022
<b>Cuba</b>	Centro Nacional de Sanidad Agropecuaria	Universiteit Gent	TEAM	Control of antimicrobial resistance in bacteria of animal origin in Cuba in order to improve animal and human health	2019-2022

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>DR Congo</b>	Université Catholique de Bukavu	Universiteit Hasselt	IUC	IUC 2021 Phase out UCB	2021-2022
<b>DR Congo</b>	Université de Kisangani	KU Leuven	IUC	IUC 2017 Phase out UNIKIS	2021-2022
<b>DR Congo</b>	Université de Lubumbashi	KU Leuven	IUC	IUC 2022 Phase 1 UNILU	2022-2026
<b>Ecuador</b>	Escuela Superior Politécnica del Litoral (coordinator) and Escuela Politécnica Nacional (EPN) Universidad de Cuenca, Universidad técnica del norte (UTN)	Universiteit Hasselt	NETWORK	NETWORK Biodiscovery and Natural Resources - Ecuador	2019-2022
<b>Ecuador</b>	Universidad de Cuenca	KU Leuven	TEAM	Innovative governance systems for built cultural heritage, based on traditional Andean organisational principles in Ecuador.	2019-2022
<b>Ethiopia</b>	Wolaita Sodo University	Vrije Universiteit Brussel	TEAM	Zoonosis and pest ecology research for sustainable livelihood at the human-wildlife interface in Omo Basin, Southern Ethiopia	2019-2022
<b>Ethiopia</b>	Arba Minch University	KU Leuven	IUC	IUC 2022 Phase 2 AMU	2022-2026
<b>Ethiopia</b>	Bahir Dar University	Universiteit Gent	IUC	IUC 2022 Phase 2 BDU	2022-2026
<b>Ethiopia</b>	Jimma University (coordinator), and Ambo University, Hawassa University, Debre Zeit College of Veterinary Medicine and Agriculture (COVMA) – AAU	Vrije Universiteit Brussel	NETWORK	NETWORK Ethiopia	2022-2026

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Kenya</b>	University of Embu	Universiteit Antwerpen	TEAM	Climate smart options allowing agricultural intensification for smallholders in the dry zones of the Central Highlands of Kenya	2019-2022
<b>Kenya</b>	Kenyatta University	Universiteit Antwerpen	TEAM	Insects for Nutrition and Health: Development and Evaluation of Insect-based Complementary Foods for Children in Kenya	2019-2022
<b>Kenya</b>	Moi University	Vrije Universiteit Brussel	TEAM	Determining nematode damage and mitigation for increased finger millet productivity for food and nutritional security in Kenya	2019-2022
<b>Kenya</b>	Jaramogi Oginga Odinga University of Science and Technology	Vrije Universiteit Brussel	IUC	IUC 2022 Phase 1 JOOUST	2022-2026
<b>Kenya</b>	Jomo Kenyatta University of Agriculture and Technology	Universiteit Antwerpen	IUC	IUC 2022 Phase 2 JKUAT	2022-2026
<b>Morocco</b>	Université Moulay Ismaïl	Universiteit Gent	IUC	IUC 2022 Phase 2 UMI	2022-2026
<b>Peru</b>	Universidad Nacional de Trujillo	KU Leuven	TEAM	Sustainable rural development through socially innovative and community-based conservation in the Chaparri Reserve Region	2019-2022
<b>South Africa</b>	University of Cape Town	Universiteit Hasselt	TEAM	Remote Sensing for Urban and Rural Development & Resilience (ReSiDeR)	2019-2022
<b>Tanzania</b>	Mzumbe University	Universiteit Hasselt	IUC	IUC 2019 Phase 2 MU-T	2019-2022
<b>Tanzania</b>	Nelson Mandela African Institution of Science and Technology	Universiteit Gent	IUC	IUC 2019 Phase 2 NM-AIST	2019-2022

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Tanzania</b>	Ardhi University	KU Leuven	IUC	IUC 2022 Phase 1 AU	2022-2026
<b>Uganda</b>	Mountains of the Moon University	Universiteit Antwerpen	IUC	IUC 2019 Phase 2 MMU	2019-2022
<b>Uganda</b>	Mbarara University of Science and Technology	KU Leuven	TEAM	Making Refugee Integration Sustainable: In Search of Durable Relations with Host Populations In Uganda	2019-2022
<b>Uganda</b>	Mbarara University of Science and Technology	Universiteit Gent	TEAM	Digital citizen science for community-based resilient environmental management	2019-2022
<b>Uganda</b>	Mbarara University of Science and Technology	Universiteit Gent	TEAM	Improving Adolescent Sexual and Reproductive Health through a Participatory Parent-Child Communication Intervention in Uganda	2019-2022
<b>Uganda</b>	Mbarara University of Science and Technology	KU Leuven	IUC	IUC 2022 Phase 1 MUST	2022-2026
<b>Vietnam</b>	Hue University	Universiteit Gent	IUC	IUC 2019 Phase 2 HU	2019-2022
<b>Vietnam</b>	Can Tho University (coordinator), and Vietnam National University of Agriculture, Hue University, Nha Trang University, Research Institute for Aquaculture No2 in Ho Chi Minh city	Universiteit Gent	NETWORK	NETWORK Bioscience for food - Vietnam	2019-2022
<b>Vietnam</b>	Vietnam Institute of Geosciences and Mineral Resources	Vrije Universiteit Brussel	TEAM	Impact of saltwater intrusion on water resources and irrigation in the	2019-2022

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
				Southern Central region of Vietnam under climate change	
<b>Vietnam</b>	Quy Nhon University	KU Leuven	IUC	IUC 2022 Phase 1 QNU	2022-2026
<b>Belgium</b>	Tbc – Current: Can Tho University (CTU – Vietnam), Escuela Superior Politécnica del Litoral (ESPOL-Ecuador), Stellenbosch University (South Africa)	Universiteit Gent	ICP	IMAQUA (Master of Science in Aquaculture)	2022-2026
<b>Belgium</b>	Tbc – Current: Jimma University (Ethiopia), Makerere University (Uganda), Mbarara University of Science and technology (Uganda), Universidad Peruana Cayetano Heredia (UPCH-Peru)	Universiteit Antwerpen	ICP	Master in Epidemiology	2022-2026
<b>Belgium</b>	Tbc – Current :Can Tho University (CTU – Vietnam), Jomo Kenyatta University of Agriculture and Technology (JKUAT – Kenya)	KU Leuven	ICP	Master of Science in Food Technology	2022-2026
<b>Belgium</b>	Tbc – Current: De La Salle University (Philippines), Mzumbe University (Tanzania), Universidad Centroamericana (Nicaragua)	Universiteit Antwerpen	ICP	ICP Development Evaluation and Management	2022-2026
<b>Belgium</b>	Tbc – Current: Universidad Centroamericana (Nicaragua), Université Catholique de Bukavu (DRC)	Universiteit Antwerpen	ICP	Master of Science in Governance and Development	2022-2026

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
<b>Belgium</b>	Tbc – Current: De La Salle University (Philippines), Mzumbe University (Tanzania), Universidad Centroamericana (Nicaragua), Universidad de Cuenca (Ecuador)	Universiteit Antwerpen	ICP	Master in Globalisation and Development	2022-2026
<b>Belgium</b>	Tbc – Current: International Centre for Insect Pests and Ecology (Kenya); International Institute of Tropical Agriculture (Kenya), Jimma University (Ethiopia)	Universiteit Gent	ICP	International Master of Science in Agro- and Environmental Nematology	2022-2026
<b>Belgium</b>	Tbc – Current: Can Tho University (CTU – Vietnam), Escuela Superior Politécnica del Litoral (ESPOL- Ecuador), University of Pretoria (South Africa)	Universiteit Gent	ICP	International Master of Science in Rural Development - VLIR Learning Path (IMRD-VLIR)	2022-2026
<b>Belgium</b>	Tbc – Current: Central Luzon State University (Philippines), Debre Berhan University (Ethiopia), Gondar University (Ethiopia), Mindanao State University – Iligan Institute of Technology (Philippines), Universidade Eduardo Mondlane (UEM-Mozambique), Visayas State University (Philippines)	Universiteit Hasselt	ICP	VLIR-UOS – ICP Statistics	2022-2026
<b>Belgium</b>	Tbc – Current: Arba Minch University (Ethiopia), Bahir Dar University (Ethiopia); Escuela	KU Leuven	ICP	Master of Science in Water Resources Engineering	2022-2026

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
	Politécnica Nacional (EPN-Ecuador) and Escuela Superior Politécnica del Litoral (ESPOL-Ecuador), Universidad de Cuenca (Ecuador); Nelson Mandela African Institute for Science and Technology (NM-AIST-Tanzania). Sokoine University of Agricultural (SUA-Tanzania), University of Dar es Salam (UDSM, Tanzania)				
<b>Belgium</b>	Tbc – Current: North West University (South Africa), Pontificia Universidad Catolica del Peru (PUCP-Peru), Vietnam National University (VNU – Vietnam)	KU Leuven	ICP	Master of Science in Sustainable Territorial Development	2022-2026
<b>Belgium</b>	Tbc – Current: Ardhi University (Tanzania), HCMC Transport University (HCMC TU, Vietnam), Ton Duc Thang University (TDT-U, Vietnam), Trisakti University school of transportation management (Indonesia), University of Dar Es Salaam (Tanzania), Vietnamese German University (VGU, Vietnam)	Universiteit Hasselt	ICP	ICP - Master of Transportation Sciences: Road Safety in Developing Countries	2022-2026
<b>Belgium</b>	Tbc – Current: Arba Minch University (Ethiopia),	KU Leuven	ICP	Master of Cultural Anthropology and Development Studies	2022-2026



Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
	Universidade Eduardo Mondlane (UEM-Mozambique)				
<b>Belgium</b>	Tbc – Current: Escuela Superior Politécnica del Litoral (ESPOL-Ecuador), Keyna Marine and Fisheries Research institute (KFMRI-Kenya), State University of Zanzibar (Tanzania), Technical University of Mombasa (Kenya), Universidad Central del Ecuador (Ecuador), Universidad Científica del Sur (Peru), Universidad Peruana Cayetano Heredia (Peru), University of Dar Es Salaam (Tanzania), University of Nairobi (Kenya), University of Western Cape (UWC - South Africa)	Vrije Universiteit Brussel, UGent, UAntwerpen	ICP	Master of Science in Marine and Lacustrine Science and Management ('Oceans & Lakes')	2022-2026
<b>Belgium</b>	Tbc – Current: Guayaquil University (Ecuador), Ho Chi Minh University of Architecture (Vietnam), Technical University of Kenya (Kenya), Universidad Nacional San Cristóbal de Huamanga (Peru), Witwatersrand University (South Africa)	KU Leuven	ICP	Master of Human Settlements	2022-2026
<b>Belgium</b>	/	KU Leuven	GM	Global Minds 2.0 KU Leuven	2022-2026
<b>Belgium</b>	/	Universiteit Gent	GM	Global Minds 2.0 UGent	2022-2026

Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
Belgium	/	Universiteit Antwerpen	GM	Global Minds 2.0 UAntwerpen	2022-2026
Belgium	/	Universiteit Hasselt	GM	Global Minds 2.0 UHasselt	2022-2026
Belgium	/	Vrije Universiteit Brussel	GM	Global Minds 2.0 VUB	2022-2026
Belgium	/	VLHORA	GM	Global Minds 2.0 VLHORA	2022-2026

Country (main)	Partner (HE&SI or other)	Belgian HE&SI	Programme type	Title	Indicative period
ITM					
Belgium	-	ITM	ICP	Master of Science in Public Health	2022-2026
South Africa	University of Pretoria	ITM	ICP	Master of Science in Tropical Animal Health	2022-2026
Belgium	-	ITM	ICP	Master of Science in Tropical Medicine	2022-2026
Belgium	-	ITM	PhD	Individual (pre-, post- incl.) doctoral scholarships	2022-2026
Belgium	-	ITM	CP	Specialised short courses programme	2022-2026
Belgium	-	ITM	Policy Support	Belgian and global policies for better health are supported through collaborative knowledge production, knowledge management and advocacy	2022-2026

**Note: the ITM partner-list below reflects the partners in the 10 countries under the 2017-2021 ITM-DGD programme. Besides training initiatives (Master/ PhD) and policy support (see above) in Belgium, the 2017-2021 Multiyearprogramme (MYP) has no projects beyond its official end date of 31/12/2021 nor formal commitments with partners on the continuation of collaborations as yet. New contracts will be subject to negotiations between ITM and partners in the month of March 2021. Hence the indicative nature**

<b>of the list below, for 2022-2026. The final list for MYP 2022-2026 is likely to differ both in terms of country, partners and content (title) from this indicative list.</b>					
<b>RDC</b>	Institut National de Recherche Biomédicale (INRB)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>RDC</b>	Ecole de Santé Publique- Université de Lubumbashi (ESP)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>RDC</b>	Centre de Recherche Sanitaire de Kimpese (CRS)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>RDC</b>	Programme National de Lutte contre la THA (PNLTHA)	ITM	National Programme CS	National Programme Capacity Strengthening	2022-2026
<b>Benin</b>	Laboratoire de Référence des Mycobactéries (LRM)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Burkina Faso</b>	Institut de Recherche en Science de la Santé - Unité de Recherche Clinique de Nanoro - Clinical Research Unit of Nanoro (CRUN)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Ethiopia</b>	Gondar College of Medical and Health Sciences (GCMHS), at the University of Gondar (UoG)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>South Africa</b>	Department of Veterinary Tropical Diseases (DVTG), University of Pretoria (UP)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>South Africa</b>	School of Public Health (SOPH) of University of the Western Cape (UWC)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Guinee Conakry</b>	Centre National de Formation et de Recherche en Santé Rurale de MAFERINYAH (CNFRSR Maferinyah)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Peru</b>	Instituto de Medicina Tropical Alexander von Humboldt	ITM	ICS	Institutional Capacity Strengthening	2022-2026

	(IMTA <sub>VH</sub> ) - Universidad Peruana Cayetano Heredia (UPCH)				
<b>Cuba</b>	Institute of Tropical Medicine Pedro Kourí (IPK)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Cuba</b>	National Institute of Hygiene, Epidemiology and Microbiology (INHEM)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Cambodia</b>	Sihanouk Hospital Center of HOPE (SHCH)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Cambodia</b>	National Centre for Parasitology, Entomology and Malaria Control (CNM)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Cambodia</b>	The National Centre for HIV/AIDS, Dermatology and STD (NCHADS)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Cambodia</b>	National Institute of Public Health (NIPH)	ITM	ICS	Institutional Capacity Strengthening	2022-2026
<b>Vietnam</b>	National Institute of Malariology, Parasitology and Entomology (NIMPE)	ITM	ICS	Institutional Capacity Strengthening	2022-2026

