

appear

Austrian Partnership Programme
in Higher Education and Research
for Development

11th Call

Guidelines for Applicants

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Deadline: 31 May 2024

OeAD-GmbH

APPEAR Office

Ebendorferstrasse 7

1010 Vienna, Austria

With funding from

 **Austrian
Development
Cooperation**

 **oead**

Table of Contents

1. INTRODUCTION.....	4
2. GENERAL INFORMATION.....	6
2.1. OVERALL OBJECTIVE.....	6
2.2. THEMATIC FOCUS.....	7
2.3. TARGET COUNTRIES	7
2.3.1. <i>Priority countries</i>	8
2.3.2. <i>Non-priority countries</i>	8
2.4. ELIGIBLE INSTITUTIONS	8
2.4.1. <i>Austrian institutions</i>	9
2.4.2. <i>Academic institutions in priority countries</i>	9
2.4.3. <i>Non-academic institutions in priority countries</i>	9
2.4.4. <i>Associate partner institutions in non-priority countries</i>	9
2.4.5. <i>EU institutions</i>	10
2.4.6. <i>Coordinating institution</i>	10
2.5. PROGRAMME OVERVIEW 11 TH CALL	11
3. PROGRAMME PRINCIPLES AND GUIDANCE TO PROPOSAL WRITING.....	12
3.1. GUIDING PRINCIPLES.....	12
3.2. GENDER MAINSTREAMING.....	13
3.3. DIVERSITY AND DISABILITY MAINSTREAMING.....	14
3.4. OPEN ACCESS AND OPEN DATA	15
3.5. ADDED VALUES	16
3.6. „THEORY OF CHANGE“ APPROACH TO PROJECT DEVELOPMENT.....	17
3.7. CHECKLIST FOR PROPOSAL WRITING	21
4. PREPARATORY FUNDING NOT AVAILABLE IN THIS CALL	23
5. ACADEMIC PARTNERSHIP.....	24
5.1. OBJECTIVE AND EXPECTED RESULTS.....	24
5.2. EXAMPLES OF POTENTIAL ACTIVITIES	25
5.3. SCORING MATRIX – ACADEMIC PARTNERSHIP	27
5.4. REVIEW PROCESS ACADEMIC PARTNERSHIP	28
5.4.1. <i>Dimensions of external review – Academic Partnership proposal</i>	28
6. ACADEMIC PARTNERSHIP DEVELOPMENT RESEARCH IN ALBANIA AND KOSOVO	29
6.1. OBJECTIVE AND EXPECTED RESULTS.....	29
6.2. DEMARCATION FROM OTHER APPEAR PARTNERSHIPS	29
6.3. SCORING MATRIX – DEVELOPMENT RESEARCH IN ALBANIA AND KOSOVO	30
6.4. REVIEW PROCESS DEVELOPMENT RESEARCH IN ALBANIA AND KOSOVO.....	32
6.4.1. <i>Dimensions of external review – Development Research in Albania and Kosovo</i>	32
7. ADVANCED ACADEMIC PARTNERSHIP	33
7.1. OBJECTIVE AND EXPECTED RESULTS.....	33
7.2. DEMARCATION FROM ACADEMIC PARTNERSHIP	33
7.3. SCORING MATRIX – ADVANCED ACADEMIC PARTNERSHIP	34
7.4. REVIEW PROCESS ADVANCED ACADEMIC PARTNERSHIP	35
7.4.1. <i>Dimensions of external review – Advanced Academic Partnership proposal</i>	36
7.4.2. <i>Dimensions of external review – Academic Partnership final report</i>	36
7.4.3. <i>Dimensions of external review – Interconnection and transition</i>	36
8. EXTENDED IMPACT PARTNERSHIP.....	37
8.1. OBJECTIVE AND EXPECTED RESULTS.....	37
8.2. DEMARCATION FROM OTHER APPEAR PARTNERSHIPS	37
8.2.1. <i>Examples of activities:</i>	38
8.3. SCORING MATRIX – EXTENDED IMPACT PARTNERSHIP	39
8.4. REVIEW PROCESS EXTENDED IMPACT PARTNERSHIP	41

8.4.1.	<i>Dimensions of external review – Extended Impact Partnership Proposal</i>	41
8.4.2.	<i>Dimensions of assessment – (Advanced) Academic Partnership final report</i>	42
8.4.3.	<i>Dimensions of assessment – Interconnection and transition, extended impact</i>	42
9.	INFORMATION FOR SUBMISSION, TIMETABLE AND SELECTION PROCESS OF ACADEMIC PARTNERSHIP, ADVANCED ACADEMIC PARTNERSHIP AND EXTENDED IMPACT PARTNERSHIP APPLICATIONS	43
9.1.	DURATION, BUDGET CEILINGS AND ELIGIBLE COSTS	43
9.2.	RESPONSIBLE MOBILITY AND CO ₂ COMPENSATION	44
9.3.	REPORTING	44
9.3.1.	<i>Reporting mode for all Academic Partnership, Advanced Academic Partnership and Extended Impact Partnership projects</i>	45
9.4.	REQUIREMENTS FOR SUBMISSION	45
9.5.	TIMETABLE	45
9.6.	SELECTION PROCESS	45
9.6.1.	<i>Formality and eligibility check by the APPEAR Office</i>	45
9.6.2.	<i>External review of proposals</i>	46
9.6.3.	<i>Selection by the Selection Board</i>	46
9.7.	THEMATIC AND ORGANISATIONAL DIMENSIONS FOR APPLICANTS	47
10.	MASTER'S AND PHD SCHOLARSHIPS	51
10.1.	OBJECTIVE	51
10.2.	FINANCED COSTS	51
10.3.	SCHOLARSHIP APPLICATIONS – EMBEDDED IN AN ONGOING APPEAR PARTNERSHIP	52
10.3.1.	<i>Requirements – master students</i>	52
10.3.2.	<i>Requirements – PhD students</i>	53
10.3.3.	<i>Submission</i>	54
10.3.4.	<i>Timetable</i>	55
10.3.5.	<i>Selection process</i>	55
10.4.	SCHOLARSHIP APPLICATIONS – INDIVIDUAL NOT AVAILABLE IN THIS CALL	55
11.	CONTACT INFORMATION	56

1. Introduction

The Austrian Partnership Programme in Higher Education and Research for Development – APPEAR – opens the 11th call on 1 March 2024. The deadline for submissions is 31 May 2024.

APPEAR is a programme of the Austrian Development Cooperation (ADC) with the aim to implement its strategy for support of higher education and research for development on an academic institutional level in the ADC's priority countries and key regions, i.e. Burkina Faso, Ethiopia, Uganda, Mozambique, Palestine (in the 11th call only West Bank), Armenia, Georgia, Moldova, Bhutan, Albania and Kosovo.

The overall objective of APPEAR is to strengthen the scientific foundation and institutional capacities in higher education, research and management in the partner countries through (a) academic partnerships with Austrian higher education institutions (HEI) and (b) master's and PhD scholarships as a contribution to institutional capacity development. Furthermore, APPEAR contributes to increasing the commitment for development cooperation at Austrian higher education institutions. Ultimately it is also the objective of APPEAR to contribute to the Sustainable Development Goals (SDGs).

All instruments (i.e. types of APPEAR partnerships and scholarships) contribute to the overall objective of APPEAR by strengthening the scientific foundation and institutional capacities in higher education, research and management in the partner countries and by increasing the commitment to international cooperation and development at Austrian higher education institutions. The projects financed within these instruments focus on one or more of the APPEAR thematic areas and contribute to achieving the SDGs. In the framework of the 11th call, APPEAR provides funding through the following instruments:

Academic Partnership

Cooperation partnerships between higher education and research institutions in the partner countries and Austrian higher education institutions will be funded to strengthen capacities in higher education, research and management.

Advanced Academic Partnership

Based on the results of a successfully finalised APPEAR project, new innovative designs for the cooperation in higher education and research for development will be funded.

Extended Impact Partnership

This instrument is available to consortia which have successfully completed an APPEAR Academic Partnership project or an APPEAR Advanced Academic Partnership project. It aims at discussing and applying research results / innovations with stakeholders (communities, civil society, policy makers) in order to put research into use (evidence for policy and practice). Therefore, it is recommended that applying academic institutions take a broad stakeholder approach to both project design and project consortium composition (e.g. by including

specialised non-academic institutions). The focus of the Extended Impact Partnership clearly lies on societal change outside the academic institution itself with the aim of improving the living situation of defined target groups.

The total budget for the programme period (2020 – 2027) is approximately 19 million euros. 75% of the overall budget will be spent on Preparatory Funding, Academic Partnership, Advanced Academic Partnership, Extended Impact Partnership and 25% on the scholarships.

The APPEAR Office – based at OeAD – Austria’s Agency for Education and Internationalisation – is in charge of administering all relevant programme procedures. The APPEAR Office also provides information to applicants and communicates the programme results to the scientific community, governmental and non-governmental institutions in the field of development cooperation and to the broader public.

Please note: This is the fourth and final call for applications within APPEAR III. This call is open for the following funding instruments (*with a reduced maximum project duration of 2 years*): Academic Partnership, Advanced Academic Partnership and Extended Impact Partnership. Selected projects can start in spring 2025 at the earliest for a maximum duration of 2 years. The programme period of APPEAR III ends in 2027. No applications for Preparatory Funding and Individual Scholarships can be submitted in this call.

2. General information

2.1. Overall objective

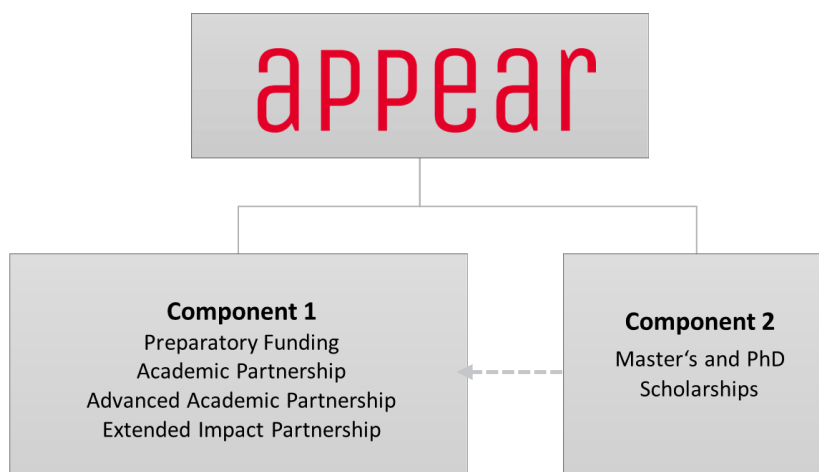
APPEAR contributes to achieving the Sustainable Development Goals (SDGs). The overall objective is to strengthen the scientific foundation and institutional capacities in higher education, research and management in the partner countries through academic partnerships with Austrian higher education institutions and master's and PhD scholarships. APPEAR encourages professionals and eligible institutions in the partner countries and in Austria to share their knowledge and experiences with each other, to design innovative projects in line with APPEAR programme principles and to improve the general standards in higher education, research and management. Furthermore, APPEAR contributes to increasing the commitment to development cooperation at Austrian higher education institutions. APPEAR includes two components:

Component 1 - Partnerships

- + **Preparatory Funding** to support institutions that do not yet have well-established links to jointly plan and elaborate a project proposal for Academic Partnerships. No applications for Preparatory Funding can be submitted in this call.
- + **Academic Partnership** and **Advanced Academic Partnership** in higher education, research and management to strengthen the institutional capacities of higher education institutions in the partner countries (see chapters 5, 6 and 7).
- + **Extended Impact Partnership** to apply research results already obtained in previous APPEAR cooperation with additional partners in order to put research into use with the aim of improving the living situation of defined target groups (see chapter 8).

Component 2 - Scholarships

- + **Scholarships for master's and PhD** studies in Austria for students from the target countries. No applications for Individual Scholarships can be submitted in this call.



The main focus of APPEAR is on component 1. 75% of the budget will be allocated to component 1 (partnerships). However, component 1 and 2 are closely connected. Master's and PhD scholars embedded in ongoing APPEAR partnerships will enhance sustainable cooperation and contribute to the programme's overall objectives.

2.2. Thematic focus

All proposed activities should be related to the thematic focus of APPEAR as defined below.

Strengthening of institutional capacities in higher education and research for development:

- Eradicating poverty and meeting basic needs – water, sanitation, energy, food security, including a nexus approach, education for all, social protection and employment for all.
- Human rights, gender equality, empowerment of women and girls, migration.
- Sustainable economic development – private sector development, sustainable economy and urban development, leveraging digital technologies for development, tax systems and domestic revenues in partner countries.
- Protection of the environment and sustainable management of natural resources – mitigating climate change and its impacts, protection of ecosystems, responsible use of natural resources, sustainable energy, water and sanitation.
- Peace, conflict prevention, security and development, governance, humanitarian aid.

The thematic focus of the partnership also has to be relevant for main societal challenges in the respective countries and in line with their regional and national development strategies. Therefore, a social sciences approach and perspective is recommended to understand, research, assess, verify socio-political assumptions. There is consensus that the mere provision of technical solutions to address challenges in the Global South has not led to the envisioned goals and changes over the past decades. Furthermore, alignment with the respective [ADC country strategy](#) is regarded as added value.

Please note: For projects in the context of **Earth Observation, GIS** and **digitalisation**, issues of data privacy/protection, type of software to be used, cost of this software, cloud computing of EO data, data storage, use of specific hardware and/or databases should be addressed and clarified in the project proposal.

2.3. Target countries

All countries apart from Austria that are addressed by the APPEAR programme and eligible to receive funding are defined as target countries. They encompass priority countries (see 2.3.1) and non-priority countries (see 2.3.2). Countries that form part of an APPEAR partnership are referred to as addressed countries or partner country/ies.

Strengthening of regional networks and South-South cooperation is considered as added value (see 3.5). The additional value of a regional partnership needs to be well-argued and described

in the project proposal. A regional network can be established by partnerships between Austria and more than one priority country as well as by partnerships between Austria, priority country/ies and non-priority country/ies. In the latter case, geographical proximity to an involved priority country is required (see 2.4.4). Eligibility of all involved institutions has to be ensured (see 2.4).

2.3.1. Priority countries

APPEAR mainly targets 11 priority countries of the ADC, as listed below. Higher education and research institutions must originate from these countries if they want to be applicant and coordinator of an APPEAR project (see 2.4.6). Master's and PhD scholarships are primarily foreseen for participants from institutions in these countries (for some possible exception see chapter 10).

- Burkina Faso, Ethiopia, Mozambique, Uganda
- Bhutan
- Palestine: in the 11th call only West Bank
- Armenia, Georgia
- Moldova
- Albania, Kosovo (see chapter 6)

2.3.2. Non-priority countries

Non-priority countries are located outside Austria and the 11 priority countries, and they are listed in the [OECD DAC list of ODA recipients](#). Institutions from non-priority countries, referred to as associate partner institutions (2.4.4.), can form part of a regional network. In that case, geographical proximity to an involved priority country is required and the additional value of the regional network needs to be argued.

2.4. Eligible institutions

There are six groups of eligible institutions: Austrian institutions (2.4.1.), academic institutions in priority countries (2.4.2.), non-academic institutions in priority countries (2.4.3.), associate partner institutions (2.4.4.) and EU institutions (2.4.5.).

Each APPEAR partnership has to consist of at least one Austrian institution (2.4.1.) and one academic institution in a priority country (2.4.2.). Only institutions out of these two groups can submit a project. The institution that submits the project proposal is also the one who will have the overall coordination of the project, which also entails the overall responsibility for reporting.

2.4.1. Austrian institutions

Only higher education institutions (HEI) are eligible to participate. They can submit and coordinate the project.

Based on the categorisation of the [Austrian Federal Ministry of Education, Science and Research](#) Austrian higher education institutions comprise [public](#) and [private universities](#), [universities of applied sciences](#) and [university colleges of teacher education](#).

2.4.2. Academic institutions in priority countries

This term encompasses higher education institutions and research institutions in priority countries (2.3.1.), which form the main target group of the APPEAR programme. They can submit and coordinate the project.

2.4.3. Non-academic institutions in priority countries

Non-academic institutions from priority countries, such as NGOs, think tanks, teaching institutions, civil society organisations, are eligible to participate as additional partners. Private sector entities can be included but are not eligible to receive funding.

Please note that each APPEAR partnership has to consist of at least one Austrian institution (2.4.1.) and one academic institution in a priority country (2.4.2.). Non-academic institutions in priority countries thus can only be additional partners. They are not allowed to submit and coordinate the project.

2.4.4. Associate partner institutions in non-priority countries

Associate partner institutions are located in the non-priority countries (2.3.2.), i.e. outside Austria and the 11 priority countries, but in a country listed in the [OECD DAC list of ODA recipients](#). They comprise higher education institutions, research institutions, research and teaching institutions, NGOs, think tanks, or civil society organisations. The associate partner institution must be located on the same continent as (one of the) main partner(s) of the core consortium, i.e. as an academic institution of a priority country (see 2.4.2.). Please note that all involved institutions of non-priority countries are defined as associate partner institutions. Associate partner institutions can receive funding. However, the sum of all associate partner institutions in a consortium must not exceed 30% of the total project budget. Private sector entities can be included but are not eligible to receive funding.

Please note that each APPEAR partnership has to consist of at least one Austrian institution (see 2.4.1.) and one academic institution in a priority country (see 2.4.2.). Associate partner institutions in non-priority countries thus can only be additional partners. They are not allowed to submit and coordinate the project.

2.4.5. EU institutions

Higher education institutions from EU member states can be included in a project but are not eligible to receive funding. They are not allowed to submit and coordinate the project.

2.4.6. Coordinating institution

The project consortium defines a coordinating partner who will submit the project, sign the APPEAR contract with the OeAD and be responsible for reporting and accounting. The coordinating institution can either be an Austrian institution (see 2.4.1.) or an academic institution in a priority country (see 2.4.2.). If the coordinating role is assumed by the latter, this is regarded as added value (see 3.5.). The activities of the project have to take place primarily in the target country(ies).

The overall responsible project coordinator needs to prove scientific experience and qualification (at least PhD) and be familiar with the higher education sector.

2.5. Programme overview | 11th Call

Component 1			
	Academic Partnership	Advanced Academic Partnership	Extended Impact Partnership
Target group	Higher education institutions and research institutions in the target countries and higher education institutions in Austria	Higher education institutions and research institutions in the target countries and higher education institutions in Austria	Higher education institutions and research institutions in the target countries and higher education institutions in Austria and further non-academic partner institutions
Submission	The project coordinating institution can either be a HEI or research institution in a priority country or a HEI in Austria	The project coordinating institution can either be a HEI or research institution in a priority country or a HEI in Austria	The project coordinating institution can either be a HEI or research institution in a priority country or a HEI in Austria
Duration	Max. 2 years	Max. 2 years	Max. 2 years
Budget	2 partner institutions: 50,000 – max. 90,000 euros / year More than 2 partner institutions: 50,000 – max. 130,000 euros / year	2 partner institutions: 50,000 – max. 90,000 euros / year More than 2 partner institutions: 50,000 – max. 130,000 euros / year	2 partner institutions: 50,000 – max. 90,000 euros / year More than 2 partner institutions: 50,000 – max. 130,000 euros / year
Requirements	See chapters 5 and 6	Successfully completed Academic Partnership in APPEAR (see chapter 7)	Successfully completed Academic Partnership or Advanced Academic Partnership in APPEAR (see chapter 8)

3. Programme principles and guidance to proposal writing

3.1. Guiding principles

The strengthening of capacities in higher education, research and management supports poverty reduction and contributes to the achievement of the SDGs in alignment with the national / regional strategies of the priority countries and the overall objectives of the ADC. APPEAR funds well-designed collaborative and innovative projects, responding to the identified needs and demands in the addressed countries/regions and the participating institutions in particular.

In order to achieve the overall objective, APPEAR follows seven basic principles:

- + Participatory approach
- + A concept of culturally open-minded knowledge
- + Practically and empirically oriented approach
- + Bottom-up and demand-driven approach
- + Gender sensitivity
- + Leave no one behind
- + Open Access – Open data

The *participatory approach* of APPEAR means that project proposals should be planned and worked out jointly by the proposing partners of the main cooperating institutions. At least two institutions – one from a priority country and one from Austria – must be involved in the partnership (see.2.4).

APPEAR follows an *open-minded concept of knowledge, science and empirical research*. APPEAR is not interested in one-sided “knowledge transfer”, usually prolonging the predominance – which is often seen as arrogance – of “western science” and “western interests”. *Research and teaching outcomes* as well as *empirical approaches* should be considered from the very beginning. Furthermore, beneficiaries on different levels should be identified and defined in order to plan and implement accordingly with a practical and empirical approach. APPEAR strictly follows a *demand-driven* approach through which demand has to be defined by the partners, and a *participatory approach* in education and research. Respect for *different methodological and empirical approaches*, of different epistemological and cultural systems, of different modes of interaction and interpretation of results – regarding the impact on the addressed target groups / countries in particular – should be seen as preconditions for the aimed participatory and demand-driven partnerships to be implemented on an equal basis.

The *promotion and empowerment of women and gender* used as an analytical category for the analysis of social, economic, power relationships and imbalances are presented in more detail in section 3.2.

The *leave no one behind* principle as inherent part of the SDG agenda is essential for development cooperation interventions and is also to be considered within higher education projects in the framework of APPEAR. Following this approach allows to intervene in time and prevent that people with disabilities, or people from underrepresented or marginalised population groups are further neglected and discriminated by development interventions. More details in section 3.3.

The goal of *Open Access* to support free and sustainable access to scientific publications has found its way into academia. APPEAR wants to contribute to this movement and by doing so contribute to the disadvantaged position of many institutions in the Global South that cannot subscribe to high-end journals. *Open data* is an additional initiative that has been started in recent years and is yet to be further institutionalised and systematised. More details in section 3.4.

3.2. Gender Mainstreaming

Gender equality at all societal levels, from equal political participation to access and control over resources, is seen as the key to poverty reduction and a prerequisite for sustainable development. “*Achieving gender equality and empowering all women and girls*” is defined as goal 5 in the [2030 Agenda for Sustainable Development](#). In addition, the realization of gender equality is also seen as a cross-cutting issue and is reflected in several gender-relevant targets and indicators within the 17 SDGs.

APPEAR, as a programme of the [Austrian Development Cooperation](#), thus also aims to contribute to gender equality and to the individual and collective empowerment of women. This means that equal participation of women and men is envisaged in all areas and that gender dimensions are integrated systematically at all programme levels. Gender is an integral part of the contemporary discourse in science and research and thus represents an added value regarding the societal relevance of the project outcome. A gender-specific analysis of the context in which the research and/or the project takes place is required to understand social structures and institutions of the project and research environment. In addition, gender-specific measures and activities throughout the entire project cycle are crucial.

Gender mainstreaming means incorporating gender perspectives in all processes, activities and measures and is an essential aspect of APPEAR. On the programme level and as stated in the APPEAR Gender Strategy the following measures are applied:

- + Additional points will be given to projects that have a positive influence on equal opportunities, living conditions and the status of women, see dimension 2 – Results and long-term change in the scoring matrix (component 1).
- + In case of equal evaluation results and qualification, projects with explicit gender-related contents and / or implications are given preference (component 1).
- + In case of equal rating and qualification (number of points) scholarship applications of female candidates are given preference (component 2).

The APPEAR Gender Strategy and additional information on gender mainstreaming can be found on the APPEAR website: <https://appear.at/en/implementation/gender-mainstreaming>.

3.3. Diversity and Disability Mainstreaming

The term diversity can be understood as synonymous for variety, variability, difference, based on the Oxford Languages Dictionary “the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.” The APPEAR diversity strategy refers to this term and less to the term of diversity management, which emerged only as a result and mainly reflects personnel management structures or the recruitment in companies / institutions through a diversity lens.

How are people of different sexes, culturally and linguistically diverse population groups and individuals, people with disabilities and other disadvantaged or marginalized groups reached and taken into account in partnerships or how do they become actors?

This also takes account of university and non-university beneficiaries. The principle of “leave no one behind” and the inclusion approach in university partnerships also require the consideration of a broader impact that will go beyond the area of tertiary educational institutions.

Based on the experiences from the previous programme phase, disability mainstreaming is now to be expanded to include the concept of diversity which can be understood as an umbrella term under which also disability mainstreaming is incorporated whereby the concept of inclusion remains of central importance and is not replaced by it. The APPEAR programme formulates diversity more broadly in this sense, so that applicants and project partners can reflect on inequality and discrimination issues relevant to the respective context and take them into account in their project.

Disability mainstreaming is the [inclusion of persons with disabilities in development cooperation](#). It aims at helping eliminate barriers, promote gender equality and prevent discrimination so that persons with and without disabilities can equally benefit from development cooperation measures.

According to the World Health Organization approximately one billion people worldwide live with some form of disability, 80% of them in developing countries. One reason for this is the vicious circle of poverty and disability. Poverty can be both a cause and a consequence of disability. Other causes for disability include natural disasters, or the effects of wars and armed conflicts. Therefore, APPEAR partnerships have to consider the rights of persons with disabilities in their project work. The inclusion of disability mainstreaming in APPEAR Academic Partnerships, Advanced Academic Partnerships and Extended Impact Partnerships as well as in the nomination of master’s and PhD applicants will thus be regarded as an added value and will be taken into consideration in the selection process.

3.4. Open Access and Open Data

In the framework of APPEAR project partners have to support free and sustainable access to scientific publications. This means that open access is obligatory for scientific publications that result from APPEAR-funded projects or from findings thereof. Publication in subscription journals is still possible via hybrid open access. Open Access is not obligatory for publications which are intended for the dissemination of project-based content that is relevant in terms of development policy, such as publications in non-scientific print or online journals, reports and updates about the project, etc. Furthermore, publications in the framework of PhD scholarship holders are not subject to Open Access publication.

Open Access means access to digital scientific content and information including scientific literature and data that is freely accessible, free of costs and permanent. The debate regarding free access to results and publications from research that was publicly funded is constantly increasing. At national and international level researchers are encouraged to make their research results and publications freely available.

Conventional subscription journals cause high costs for higher education institutions and for some universities it might be difficult to provide all the relevant scientific journals to their staff and students. With regard to sustainable development and fair distribution of knowledge APPEAR promotes the idea of Open Access. Research findings and publications of APPEAR projects become freely available and offer opportunities for further building upon project results. Thereby Open Access can contribute to the sustainability of the programme.

APPEAR supports the publication of findings made during APPEAR-funded projects in the Gold Open Access or Hybrid Open Access scheme. Publications according to Green Open Access (self-archiving) are not eligible.

The following two Open Access models are acceptable for the publication of scientific content and are eligible for funding:

1) Gold Open Access

Publications according to Gold Open Access are published directly in an open access medium (see for example [Directory of Open Access Journals](#)). In this case the final version of the publication is freely accessible via the website of the medium.

2) Hybrid Open Access

The hybrid model means the publication in subscription-based journals by permitting the authors to make their publications available as open access by paying a fee. In this case the final version of the article is freely accessible via the website of the journal while other articles – even in the same issue of the journal – might be only accessible to subscribers (either individual or institutional subscribers, such as libraries of universities).

For more information see <https://appear.at/en/implementation/open-access>

Licensing

The final version of the funded publication should be licensed according to the CC BY licence of the [Creative Commons copyright licences](#), or at least according to the CC BY-NC-ND licence. Applications for funding of articles in journals which do not state the licences, or which do not license according to Creative Commons cannot be funded.

A new addition in APPEAR III will be the Open Data approach. Open data is defined as “data that can be freely used, reused and shared by anyone - the only restriction concerns the obligation to name the author.” To publish Open Data means in detail:

1. Availability and free access
2. Reuse and distribution
3. Universal participation

At this point the APPEAR Office will continue the discussion with other relevant stakeholders in Austria who have started the Open Data implementation process and find suitable solutions for APPEAR projects that are feasible, realistic and appropriate. In summary, it can be said that Open Data and its uncomplicated use will contribute to more sustainability of research results as well as to innovations.

- Costs for publications – if they are intended – have to be calculated in the budget of Academic Partnership, Advanced Academic Partnership, Extended Impact Partnership.

3.5. Added values

These values are perceived as add-ons that would enrich a project proposal. They do not have to be as strongly embedded to a project design as the guiding principles, neither are they subject to assessment and scoring in the framework of the external peer review. It is recommended to consider which of these added values fit to the specific project idea and subsequently elaborate on them and include them in the project design. As part of the project proposal, they will be discussed during the selection board meeting and can be decisive for selection.

- + Alignment with the priorities of the ADC country strategies, use of synergies with ongoing [ADC-funded projects](#)
- + Inclusion of persons with disabilities in alignment with the APPEAR diversity strategy
- + Strengthening of regional networks and South-South cooperation
- + Advancement of young and particularly female researchers
- + Practically oriented activities that enhance the application of results, research-into-use and research uptake
- + Project responsibility by an institution in the partner country

3.6. „Theory of Change“ approach to project development

The *theory of change* is a supporting instrument to plan, assess, present, and visualize the expected *chain of results* and *outcomes* of a project. As such it is important, both as a planning and as a monitoring and evaluation tool. During the conceptualization of a project intervention, both the current situation and the desired change are defined before the activities that should lead to change are planned and reflected upon. This also includes the underlying assumptions and assessment of risks. The focus is to clearly identify and define necessary activities which trigger a chain of results leading to the desired outcomes. In developing a theory of change, a common understanding of the interventions and the strategies behind them can also be developed.

Project applications include a project framework illustrating the theory of change in addition to the narrative description in the application form. Following the example of table 1 below, the theory of change is oriented towards the *long-term change (impact)*, which is defined by the APPEAR programme objective. The theory of change then traces the chain of results, from the bottom-up to show how the planned project activities lead to certain *immediate results (outputs)*, how they are used already during the project duration expressed through *short-term use of results*. These in turn are expected to lead to the *sustainable benefit for the target group (specific project outcomes)* which correspond to the objective of the project.

Table 2 below sums up the logic behind the Theory of Change approach as applied for APPEAR projects. To describe the long-term change of the project, *three mandatory outcomes on dialogue and visibility* are a requirement for all projects. On top of that pre-defined outcomes in regard to research, teaching, management and/or scholars as well as project-specific *outcomes* can be defined by the project consortium in the Project Framework Matrix.

Explanation of key terms:

Long-term change (Impact): The desired positive change produced by the project, represented by outcome and impact statements. The desired long-term change depends on many influencing factors. Nevertheless, a likely contribution may be explained by the use of results and from the sustainable benefit for the target group.

Sustainable benefit for the target group (Outcome): The application of short-term results that lead to substantial change in routines, behaviour, awareness about the newly gained or achieved results. This level should be intended to be reached already within the project duration.

Short-term use of results: The likely or achieved short-term change and effects of project activities and interventions. The short-term use of results is based on the immediate results. They take effect with certain time-lag and can be linked to the use of results of specific activities. It has to be argued in the project proposal how the immediate results are used and applied.

Immediate results (Output): These are the immediate products, goods and services which result from project activities. However, without using these results a positive long-term change is unlikely. The term result does mainly refer to outputs and outcomes.

Indicators: Indicators are supportive tools to measure the change of a project. They are defined on different levels (traditionally in output / outcome / impact), for the APPEAR project logic with the above-mentioned terms. Indicators help to plan at the beginning of the project based on the actual status-quo and visions of the project to define what exactly the consortium wants to have changed at the end of the project period and beyond. At a later stage they serve for monitoring and reporting purposes. Indicators should be SMART (specific, measurable, achievable, relevant, time-bound).

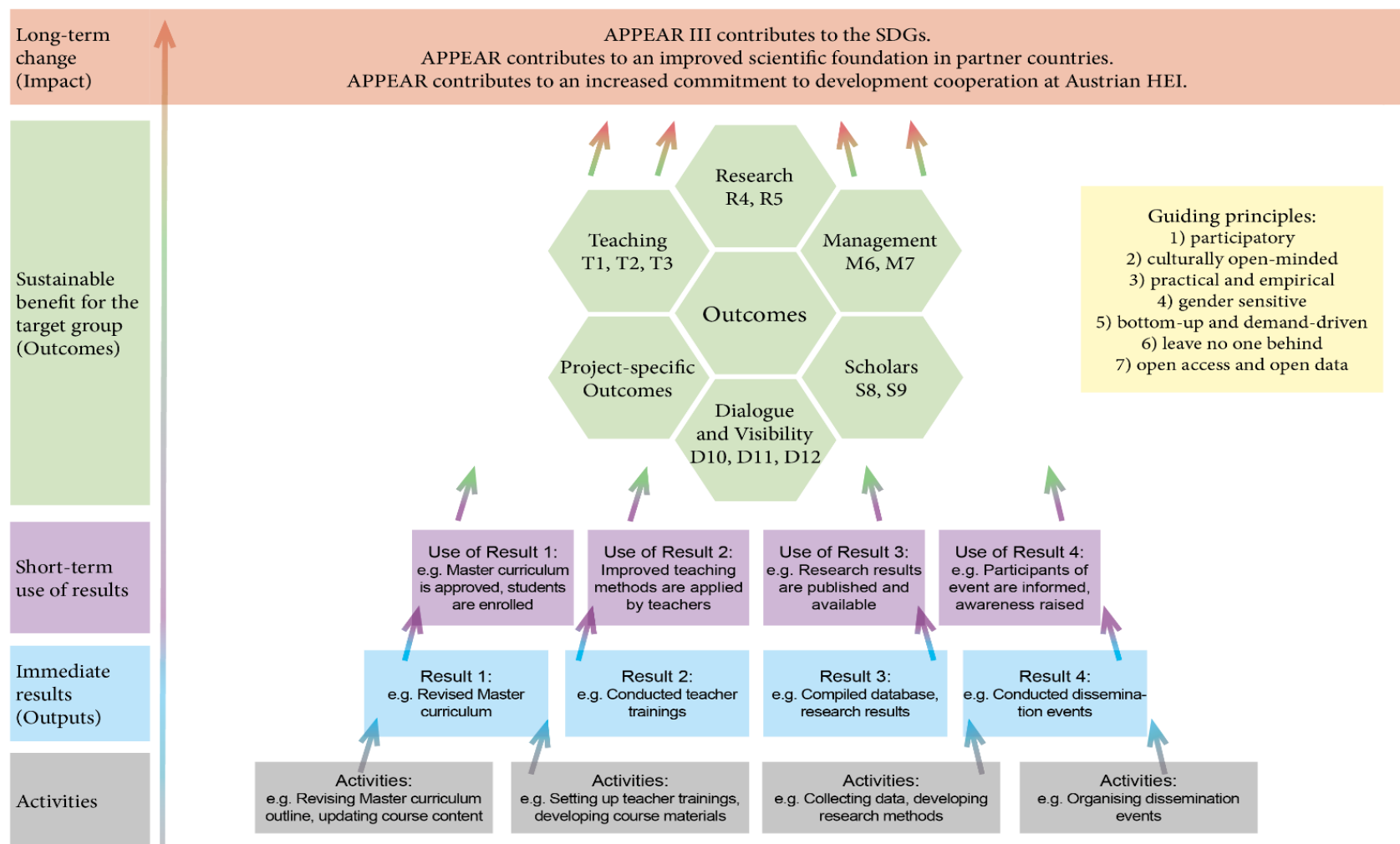


Table 1: Visualization Theory of Change

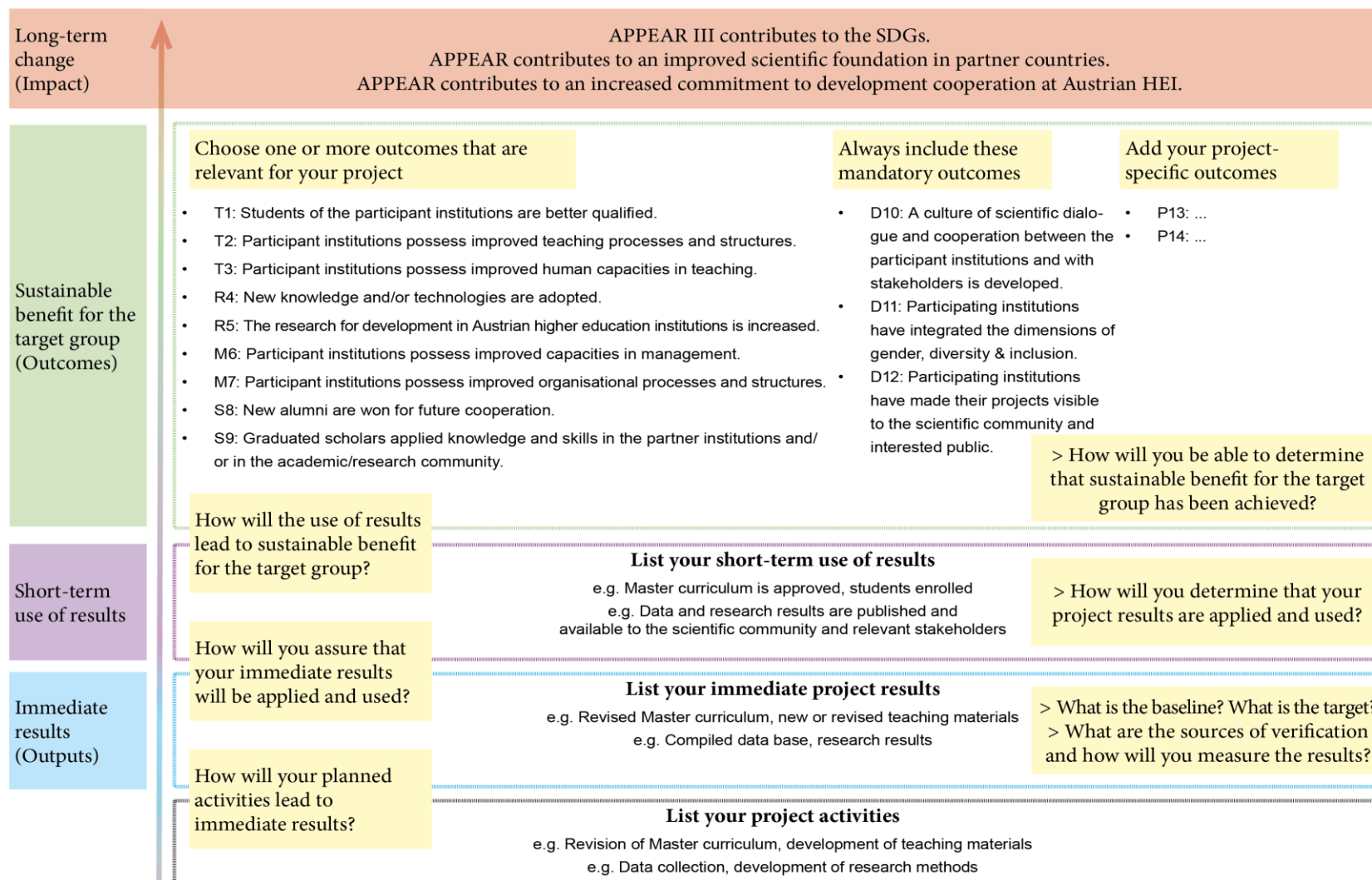


Table 2: Theory of Change - explanatory chart

3.7. Checklist for proposal writing

The following recommendations serve as guidance for the elaboration of proposals.

1. Conception phase of the project

- + Clearly define the educational demand and / or the institutional demand and / or the research problem. Refer to the state of the art in research.
- + Clearly formulate and state the educational aims and / or the institutional aims and / or strategic and operational research objectives, developing a theory of change.
- + Avoid overloading the theory of change with too many outcomes and outputs. Focus on a **minimum** number of clearly articulated **outcomes**. At **output** level, focus on the core products and services that are relevant to the outcomes (e.g. it is not necessary to declare project reports as outputs, or to define intermediate steps in achieving a larger output as separate outputs). Steps to achieve a larger output can be reflected at the level of activities. Projects typically formulate between 5 to 12 outputs.
- + Define SMART indicators (see 3.6.) and plan activities that are aligned with the project's theory of change to portray your project's structure and sustainable impact.
- + Highlight any aspects of capacity development within the proposed activities.
- + Avoid duplication of activities carried out by external actors and use existing knowledge to its full potential.
- + Ensure that stakeholders are actively involved in all stages of the project cycle (including the design, planning, implementation, evaluation and dissemination of results).
- + Ensure symmetrical partnerships between partners and that ownership is adequately shared.
- + Ensure to have all necessary qualifications and skills in the project team and / or add personnel for specific tasks such as gender experts, experts for development of didactic tools, methods, etc.

2. Implementation phase of the project

- + Consortia should develop a common vision on concepts in higher education and / or research and / or management, rules of partner engagement, rules and responsibilities of managers, researchers, lecturers and other stakeholders.
- + Project managers should have experience in higher education and / or experience of interdisciplinary and demand-led research.
- + Aim for cultural but also scientific openness and an integrated approach of inter-, multidisciplinary and trans-cultural teams.
- + Involve the institution's management whenever possible and keep the management updated about the project's progress and needs.

3. Communication

- + Ensure to have staff members in the project who master English and have a good command of the respective country's language.
- + Communicate from the very beginning about the division of roles, responsibilities such as reporting tasks, and content-wise about definitions of underlying concepts such as capacity development, poverty, gender, etc.

4. Dissemination

Dissemination of research results

- + For maximum research uptake, ensure dissemination is strategically targeted at clearly defined and relevant user groups, considering the level of content and suitable delivery mechanisms (e.g. taking into account the digital divide).
- + Ensure that the language used is suitable for the user group, i.e. beneficiaries, and apply the "leave no one behind" principle.
- + Ensure to use Open Access publication and whenever possible contribute to Open Data.

MAKE BETTER USE OF RESULTS

- + Facilitate multi-stakeholder dialogues.
- + Demonstrate how partnerships will be used to promote networking and knowledge sharing.

5. Monitoring and evaluation of the project

- + Devise suitable planning and monitoring instruments.
- + Develop clear monitoring goals and intervals to keep track with the project's progress.
- + Consider the risk assessment at all times and be prepared for eventual adjustments whenever needed.

4. Preparatory Funding | not available in this call

No applications for Preparatory Funding can be submitted in this call.

5. Academic Partnership

5.1. Objective and expected results

The main objective of the Academic Partnership is to strengthen the capacities of target-country institutions in higher education research, teaching and management. It is however not required to focus on all three of the beforementioned areas (teaching, research, management). In order to unite scientific questions with specific needs and demands of the target countries the partners have to embed a development approach in the theoretical, methodological and empirical design of the proposed activities. Development issues and important development-oriented research questions related to the thematic focus of the programme will be brought together with educational and institutional demands to improve research and teaching capacities as well as management capacities. Ownership must be well balanced between the involved partners and gender must be systematically integrated in the project design.

The expected results can be described on three different levels:

Institutional level

- + The partnership strengthens the management and the teaching / educational skills and capacities of the research institution in the partner country(ies).
- + The partnership strengthens and / or establishes a sustainable cooperation between institutions in the addressed countries and the Austrian higher education institution(s).
- + The partnership encourages integration in existing regional academic networks and / or the establishment of regional cooperation.
- + Links and further collaboration with researchers / lecturers and international higher education institutions are established as a basis for further projects and / or educational activities.
- + The partnership empowers female researchers.
- + Capacity development measures enhance quality assurance in the respective institutions.
- + Capacities in institutional management are improved.

Educational and scientific level

- + Innovative curricula, teaching methods and other educational activities that are in line with the thematic focus of the programme are introduced to improve the academic standard of the institution(s) in the addressed country(ies).
- + Innovative, problem-oriented and interdisciplinary research projects that meet the thematic focus of the programme are put into practice and implemented on a high academic level.
- + Short-term exchange of lecturers (on one hand between the Austrian institution and institution(s) in the addressed countries and on the other hand among research

institutions in the addressed countries) is carried out and scholarships for study programmes are incorporated into the project design (Component 2).

- + The partnership contributes to an increased integration of partners in international scientific networks.
- + Dissemination and utilisation of results and findings which are shared within the respective institutions and communities lead to further activities: follow-ups, publications, conferences, teaching, curricula, etc. are of policy use for national or regional development activities.
- + The project implementation demonstrates a positive influence on the awareness of gender and a practical influence on the opportunities, living conditions and / or position of women in the scientific community.
- + The project consortia gain awareness about and integrate the “leave no one behind” principle by taking into account a diverse body of students, teachers, stakeholders and beneficiaries.
- + The partnership contributes to the applicability of research results in practice.
- + Master’s and PhD scholarships are successfully utilised in the framework of the partnership and the grant holders return to continue their scientific and scholarly work at their home institution.

Impact on development

- + The partnership is in line with the thematic focus of the programme and contributes either to the formulation or implementation of the partner countries’ national / regional development plan or poverty reduction strategy.
- + The partnership addresses direct and / or indirect “beneficiaries”, either within the scientific community or in marginalised societal groups.
- + Results and findings as well as the educational activities contribute to the achievement of the SDGs and have an impact on poverty reduction and improvement of livelihood.
- + The partnership embeds a development approach into higher education and research and leads to new forms of cooperation between research institutions and organisations working in the field of development.
- + The partnership is beneficial for the Austrian institution(s) and increases the visibility of development cooperation and development research at the respective Austrian institution(s), networks and communities.

5.2. Examples of potential activities

Innovative, problem-oriented and inter- and transdisciplinary project designs are encouraged and highly welcomed. The following examples show the broad range of potential activities within the programme:

In the field of higher education and research

- + Development of curricula, teaching modules / lectures or learning materials (e.g. innovative content)
- + Assurance of quality standards in teaching, methodology and research and improvement of academic management capacities
- + Training measures for the academic staff with regard to the specific academic discipline and its teaching methodologies
- + Development of joint study programmes with joint degrees
- + Development of skills with regard to the integration of gender perspectives in higher education projects
- + Exchange of teaching, research or management staff (between the Austrian institution(s) and institution(s) in the addressed countries)
- + Short-term exchange of students (between research institutions in the partner countries)
- + Partners jointly prepare applications for specific international or EU programmes
- + Development of co-financing strategies as contribution to sustainable partnerships
- + Applied and demand-driven research projects based on the institutional and societal needs in the partner countries
- + Partners jointly publish papers, present at conferences, etc.
- + Development of research projects and dissemination of results and findings in collaboration with NGOs as a contribution to the SDGs and improvement of the livelihood of marginalised societal groups in the addressed countries.

In the field of management capacities

- + Consultancy on issues of reform, planning and organisation of the educational, scientific and research system
- + Support for the improvement of the quality of management and administration (e.g. organisational development, elaboration of a business plan, transparency, team building / team development, institutional self-evaluation, employment procedures, proposal writing, establishment of international offices, etc.)
- + Support for the improvement of the infrastructure of the partner institutions in the respective country
- + Strengthening of capacities to deliver services (consultancies, extension services, etc.)
- + Management consultation, integration in local or regional research networks.

5.3. Scoring matrix – Academic Partnership

Criterion	Evaluation based upon
1. Relevance for and contribution to development and the achievement of SDGs	<ul style="list-style-type: none"> - Alignment of project with the thematic focus of the programme and the SDGs - Alignment of project with national / regional development priorities or the national development strategies - Positive influence on diverse societal groups in the addressed countries (institutional, local, regional level), taking inclusive approaches into account - Alignment of project with specific needs of the institution(s) in the addressed country(ies), especially regarding capacity development
2. Project design and quality	<ul style="list-style-type: none"> - Suitability of the planned activities based on a realistic and feasible timeframe, in line with institutional, local and scientific needs and demands. - Clear, realistic and comprehensible elaboration of how activities will lead to immediate results and short-term use of results (link to output level) - Academic quality of project design and of capacity development measures (i.e. education, research and / or management), state of the art in research - Innovative approach: e.g. in terms of theoretical, interdisciplinary, methodological / empirical and educational aspects, gender-sensitivity and inclusive approach
3. Results and long-term change	<ul style="list-style-type: none"> - Clear, realistic and comprehensible elaboration of how the use of results will lead to sustainable benefit for target groups / beneficiaries (at institutional, local / regional level) (link to outcome level) - Potential impact and positive influence on the opportunities, living conditions and / or position of women - Quality of the strategy for dissemination and utilisation of expected project results and knowledge generated by the project (e.g. contribution to international cooperation, scientific networks and regional, transnational cooperation) - Potential impact on increased visibility of research and higher education for development among Austrian higher education institutions
4. Management and capacity of consortium	<ul style="list-style-type: none"> - Quality of the consortium, interdisciplinary approach, networks, balance between female and male team members

Criterion	Evaluation based upon
	<ul style="list-style-type: none"> - Clear project coordination and management, with regard to ownership, participatory implementation and distribution of tasks and responsibilities - Plan for monitoring activities (planning, measuring, reporting): quality of indicators for illustrating progress and achievement of immediate results (output) and sustainable benefit of the target group (outcome) - Assessment of risks and assumptions that are likely to affect the project implementation and how these are planned to be mitigated
5. Cost effectiveness	<ul style="list-style-type: none"> - Cost of the proposal set against its significance, expected change and academic quality - Clear, realistic, comprehensive cost details and budget allocation between the partners

5.4. Review process Academic Partnership

A total score between 100 and 91 reflects a ‘very good’ project, between 90 and 81 a ‘good’ project, between 80 and 71 an ‘average’ project. Applications below 70 points are considered as ‘poor’ and will not be shortlisted. Reviewers will be provided with guidance and will use given criteria and a specified scoring matrix in order to assess the Academic Partnership proposal. Each reviewer awards a score for each criterion, a total score and writes a textual report for each proposal. The APPEAR Office will compile the results of the reviews and provide a list of applications based on their total score achieved in the evaluation to the Selection Board.

5.4.1. Dimensions of external review – Academic Partnership proposal

The review of proposals is done according to predefined criteria and scoring matrix by two external peer reviewers. If the scoring of the two reviewers differs more than fifteen points from each other a third reviewer will be appointed. The third review will not be required in case of: a) the first two reviewers classify the application with “reject” b) the first two reviews are below 70 points each, regardless of a difference of more than 15 points.

The reviewers are independent experts with experience and knowledge appropriate to the tasks assigned to them and will declare not to have any conflict of interest at the time of their appointment. Reviewers will be chosen on the basis of their specific knowledge of the topic areas and of the regional context covered by the applications.

Information on budgeting, submission checklist, deadlines, eligibility criteria and further selection procedure see chapter 9.

6. Academic Partnership | Development Research in Albania and Kosovo

6.1. Objective and expected results

APPEAR III includes two new countries - Albania and Kosovo. In the 11th call the participation of eligible institutions of these two countries is only provided for Academic Partnerships.

The main focus of this instrument is on development research, meaning research results that improve development policies and interventions, and which contribute to a detailed analysis of development processes. In terms of content, projects should be based on the priorities of the Austrian Development Cooperation (ADC) in Albania and Kosovo. The aim is a deeper cooperation between research institutions and the ADC in these two countries, and the generation of results that can be used in ADC-country strategies as well as in ongoing projects. Applicants are asked to study the respective [country strategies of the ADC](#).

Guiding principles, added values and methodological guidelines of APPEAR III are equally important when selecting development research projects from Albania and Kosovo as they are when submitting projects in other partner countries. The difference lies in the sole focus on development research and the close connection to the activities and interests of ADC in the two countries. In the application, it must be made clear in an understandable way why no other national, European or international funding instrument can be used to finance the project.

6.2. Demarcation from other APPEAR partnerships

Contrary to other countries, funding can only be granted to Albanian and Kosovar universities and scientific institutions in the area of development research, not in the area of capacity development in teaching and management at higher education institutions. The content of this development research must relate to the strategies, programmes and projects of ADC. It is thus not possible to submit proposals that aim at curricula development, etc. but to keep the focus on research jointly carried out by the partner institutions. In addition to the formal requirements the APPEAR Office will check if the project is based on the ADC topics and strategies. If this first assessment is positive, the further selection process that follows is equal to the other APPEAR Academic Partnership applications, i.e. the peer reviewing process (see 6.4. and chapter 9).

The reason for this exception is the status of both countries as EU accession candidates, which enables participation in a large number of international and European funding instruments - e.g. Erasmus+, Horizon Europe, CEEPUS etc. Cooperation can currently only take place within the framework of Academic Partnership, since the other instruments require previous APPEAR partnerships that have already been successfully implemented and finalised.

6.3. Scoring matrix – Development Research in Albania and Kosovo

Criterion	Evaluation based upon
1. Relevance for and contribution to development and the achievement of SDGs	<ul style="list-style-type: none"> - Alignment of project with the thematic focus of the programme, the SDGs and contribution to the ADC strategies and interventions in the country - Alignment of project with national / regional development priorities or the national development strategies - Positive influence on diverse societal groups in the addressed countries (institutional, local, regional level), taking inclusive approaches and applicability of results into account - Alignment of project with specific needs of the institution(s) in the addressed country(ies), especially regarding capacity development for development research
2. Results and long-term change	<ul style="list-style-type: none"> - Clear, realistic and comprehensible elaboration of how the use of results will lead to sustainable benefit for target groups / beneficiaries (at institutional, local / regional level) (link to outcome level) and strengthening of the institutional research capacity of the participating institution(s) and the strategic capacity of the ADC in the target country - Potential impact and positive influence on the opportunities, living conditions and / or position of women - Quality of the strategy for dissemination and utilisation of expected project results and knowledge generated by the project (e.g. contribution to international cooperation, scientific networks and regional, transnational cooperation, practical use for ADC development strategies and / or project activities, etc.). - Potential impact on increased visibility of research and higher education for development among Austrian higher education institutions
3. Project design and quality	<ul style="list-style-type: none"> - Suitability of the planned activities and timetable in line with the institutional and scientific needs and demands of the involved partners - Clear, realistic and comprehensible elaboration of how activities will lead to immediate results and short-term use of results (link to output level) - Scientific quality of project design and of development research measures, state of the art in research

Criterion	Evaluation based upon
	<ul style="list-style-type: none"> - Innovative approach in terms of theoretical, interdisciplinary, methodological and empirical aspects
4. Management and capacity of consortium	<ul style="list-style-type: none"> - Quality of the consortium, interdisciplinary approach taking the diversity of scientific disciplines into account, networks, balance between female and male team members - Clear project coordination and management, with regard to ownership, participatory research design and implementation and distribution of tasks and responsibilities - Plan for monitoring activities (planning, measuring, reporting): quality of indicators for illustrating progress and achievement of immediate results (output) and sustainable benefit of the target group (outcome) - Assessment of risks and assumptions that are likely to affect the project implementation and how these are planned to be mitigated
5. Cost effectiveness	<ul style="list-style-type: none"> - Cost of the proposal set against its significance, expected change and scientific quality - Clear, realistic, comprehensive cost details and budget allocation between the partners

6.4. Review process Development Research in Albania and Kosovo

A total score between 100 and 91 reflects a ‘very good’ project, between 90 and 81 a ‘good’ project, between 80 and 71 an ‘average’ project. Applications below 70 points are considered as ‘poor’ and will not be shortlisted. Reviewers will be provided with guidance and will use given criteria and a specified scoring matrix in order to assess the Academic Partnership proposal. Each reviewer awards a score for each criterion, a total score and writes a textual report for each proposal. The APPEAR Office will compile the results of the reviews and provide a list of applications based on their total score achieved in the evaluation to the Selection Board.

6.4.1. Dimensions of external review – Development Research in Albania and Kosovo

The review of proposals is done according to predefined criteria and scoring matrix by two external peer reviewers. If the scoring of the two reviewers differs more than fifteen points from each other a third reviewer will be appointed. The third review will not be required in case of: a) the first two reviewers classify the application with “reject” b) the first two reviews are below 70 points each, regardless of a difference of more than 15 points.

The reviewers are independent experts with experience and knowledge appropriate to the tasks assigned to them and will declare not to have any conflict of interest at the time of their appointment. Reviewers will be chosen on the basis of their specific knowledge of the topic areas and of the regional context covered by the applications.

Information on budgeting, submission checklist, deadlines, eligibility criteria and further selection procedure see chapter 9.

7. Advanced Academic Partnership

7.1. Objective and expected results

The instrument Advanced Academic Partnerships offers the possibility of the continuation of a higher education cooperation which builds on the results of an already successfully completed APPEAR project.

Based on results and key findings of the finalised APPEAR project academic collaboration can be continued, provided that new qualitative project objectives that are based on a thorough theory of change (see 3.6.) have been defined and specified.

The main objective of the Advanced Academic Partnership is to further strengthen the capacities of the institutions in higher education, research and management in the respective countries. In order to unite scientific questions with specific needs and demands of the addressed countries the partners have to embed a development approach in the theoretical, methodological and empirical design of the proposed activities. Development issues and important development-oriented academic questions related to the thematic focus of the programme will be brought together with educational and institutional demands to improve academic capacities as well as skills in management. Ownership must be well balanced between the involved partners, and gender must be systematically integrated in the project design.

7.2. Demarcation from Academic Partnership

- + Successfully completed APPEAR Academic Partnership as precondition.
- + The project proposal presents the already achieved level of cooperation and the quality of the achieved results.
- + The project proposal presents the intended added value of the Advanced Academic Partnership and identifies the beneficiaries addressed by this added value.
- + The project proposal includes and promotes new project objectives that further support and increase the quality of cooperation and the quality of the expected results.
- + The project proposal takes into consideration the quality of cooperation and the further enhancing and supporting of project objectives that will contribute to institutional capacity development, thus elaborating substantially new and innovative ideas.
- + Besides the selection criteria for Academic Partnership (see chapter 5) especially the following ones will be assessed to select Advanced Academic Partnership: quality of new ideas, relevance for development, capacity development of the institution(s) in the respective country(ies), gender, sustainability.

7.3. Scoring matrix – Advanced Academic Partnership

Criterion	Evaluation based upon
1. Relevance for and contribution to development and the achievement of SDGs	<ul style="list-style-type: none"> - Alignment of project with the thematic focus of the programme and the SDGs - Alignment of project with national / regional development priorities or the national development strategies - Positive influence on diverse societal groups in the addressed countries (institutional, local, regional level), taking inclusive approaches into account - Alignment of project with specific needs of the institution(s) in the addressed country(ies), especially regarding capacity development
2. Project design and quality	<ul style="list-style-type: none"> - Suitability of the planned activities based on a realistic and feasible timeframe, in line with institutional, local and scientific needs and demands. - Clear, realistic and comprehensible elaboration of how activities will lead to immediate results and short-term use of results (link to output level) - Academic quality of project design and of capacity development measures (i.e. education, research and / or management), state of the art in research - Innovative approach: e.g. in terms of theoretical, interdisciplinary, methodological / empirical and educational aspects, gender-sensitivity and inclusive approach
3. Results and long-term change	<ul style="list-style-type: none"> - Clear, realistic and comprehensible elaboration of how the use of results will lead to sustainable benefit for target groups / beneficiaries (at institutional, local / regional level) (link to outcome level) - Potential impact and positive influence on the opportunities, living conditions and / or position of women - Quality of the strategy for dissemination and utilisation of expected project results and knowledge generated by the project (e.g. contribution to international cooperation, scientific networks and regional, transnational cooperation) - Potential impact on increased visibility of research and higher education for development among Austrian higher education institutions
4. Management and capacity of consortium	<ul style="list-style-type: none"> - Quality of the consortium, interdisciplinary approach, networks, balance between female and male team members

Criterion	Evaluation based upon
	<ul style="list-style-type: none"> - Clear project coordination and management, with regard to ownership, participatory implementation and distribution of tasks and responsibilities - Plan for monitoring activities (planning, measuring, reporting): quality of indicators for illustrating progress and achievement of immediate results (output) and sustainable benefit of the target group (outcome) - Assessment of risks and assumptions that are likely to affect the project implementation and how these are planned to be mitigated
5. Cost effectiveness	<ul style="list-style-type: none"> - Cost of the proposal set against its significance, expected change and academic quality - Clear, realistic, comprehensive cost details and budget allocation between the partners

7.4. Review process Advanced Academic Partnership

A total score between 100 and 91 reflects a ‘very good’ project, between 90 and 81 a ‘good’ project, between 80 and 71 an ‘average’ project. Applications below 70 points are considered as ‘poor’ and will not be shortlisted.

In order to allow for continuity, it is foreseen that – upon availability – a reviewer of the already finalised APPEAR Academic Partnership will do the review of the Advanced Academic Partnership proposal as well.

One of the reviewers will undertake a comprehensive review by:

A) assessing the final report of the finalised APPEAR Academic Partnership

B) reviewing the new Advanced Academic Partnership proposal

C) assessing the interconnection and transition of the two projects

By doing so, the success of the finalised project as well as the design of the new project and the quality of their interconnection and transition are assessed.

Reviewers will be provided with guidance and will use given criteria and a specified scoring matrix in order to assess the Advanced Academic Partnership proposal. Each reviewer awards a score for each criterion, a total score and writes a textual report for each proposal. The reviewer who is going to undertake the extended review will be provided with a supplementary scoring matrix to assess the final report of the finalised project and the interconnectedness between the two projects. The APPEAR Office will compile the results of the reviews and provide a list of applications based on their total score achieved in the evaluation to the Selection Board.

7.4.1. Dimensions of external review – Advanced Academic Partnership proposal

The review of proposals is done according to predefined criteria and scoring matrix by two external peer reviewers. If the scoring of the two reviewers differs more than fifteen points from each other a third reviewer will be appointed. The third review will not be required in case of: a) the first two reviewers classify the application with “reject” b) the first two reviews are below 70 points each, regardless of a difference of more than 15 points.

The reviewers are independent experts with experience and knowledge appropriate to the tasks assigned to them and will declare not to have any conflict of interest at the time of their appointment. Reviewers will be chosen on the basis of their specific knowledge of the topic areas and of the regional context covered by the applications.

7.4.2. Dimensions of external review – Academic Partnership final report

To define how successful the already finalised APPEAR project is one reviewer will assess the final report with a focus on:

- + Achieved results
- + Quality of cooperation
- + Contribution to development
- + Sustainability and outlook
- + Gender perspective

The reviewer will be requested to award between one and five points to each of the categories, one being the equivalent of ‘insufficient’ and five the equivalent of ‘excellent’.

7.4.3. Dimensions of external review – Interconnection and transition

The reviewer will be requested to assign between 1 and 25 points – from one to twelve being the equivalent of “very poor” and twenty-five the equivalent of “very good” – to assess the interconnection and transition of the final report of the finalised project and the proposal for the new project.

Information on budgeting, submission checklist, deadlines, eligibility criteria and further selection procedure see chapter 9.

8. Extended Impact Partnership

8.1. Objective and expected results

APPEAR III offers this instrument to consortia which have already successfully completed an Academic Partnership or Advanced Academic Partnership. It finances continued cooperation that builds on the results of a completed APPEAR project and develops new innovative designs for cooperation in the use of research results, that have already been generated. The aim of the instrument is to extend the impact by focusing on the application and uptake of the achieved results. Consortia of academic institutions are encouraged to invite non-academic institutions to join and to enhance the impact. By including new partners and partner institutions, the results are reflected upon, discussed and implemented, in order to facilitate positive institutional, societal and social change. Thereby the principle of “leave no one behind” is important to incorporate, in order to enable a broad “ownership” and facilitate the adoption of results and sustainability of projects. The Extended Impact Partnership offers to implement promising research results from previous Academic Partnerships in the social reality, with science accompanying the project and ensuring quality. The long-term goal is to improve the living conditions of defined target groups.

8.2. Demarcation from other APPEAR partnerships

The Extended Impact partnership aims at discussing and applying research results / innovations with stakeholders (communities, civil society, policy makers) in order to put research into use (evidence for policy and practice). The focus of this instrument clearly lies on societal change outside the academic institution itself with the aim of improving the living situation of defined target groups.

This may be achieved through advice to political and civil society institutions, the development and implementation of strategies or pilot projects. An application for an Extended Impact Partnership project should not be more of the same. It should put already developed results from the completed (Advanced) Academic Partnership into practice – e.g. a mere continuation of a teaching programme, such as the (further) development of a curriculum, does not meet the objective of the instrument.

Potential additional partners may include specialised non-academic institutions such as think tanks, development organisations, ministries, local administrations etc. A broad stakeholder approach is recommended in order to include all groups potentially affected by the intervention. Scientific monitoring can structure and accompany the implementation of research results that have already been achieved and contribute to the sustainability of the project results.

The demarcation of the Extended Impact Partnership to other APPEAR partnerships is defined as follows:

- + Successfully finished Academic Partnership or Advanced Academic Partnership as precondition
- + New non-academic partners added to the project consortium
- + Detailed presentation of results of previous projects from which project goals for Extended Impact Partnership are derived
- + Additional value of Extended Impact Partnership in comparison to preceding (Advanced) Academic Partnership is clearly argued
- + A focus on practical application-oriented activities beyond the higher education sector which have a direct positive influence on the living conditions of the defined target group(s). The academic partners are responsible for monitoring the project, while the additional (new) partners are primarily responsible for implementation and ensuring the positive impact on the defined target group(s).

8.2.1. Examples of activities:

- + Broad dissemination of results and knowledge by specialized partners - think tanks, development cooperation organizations, ministries, municipal administration level
- + Implementation of pilot projects for the utilization of results
- + Monitoring and evaluation of development interventions based on previous APPEAR projects
- + Support of municipal networks, NGOs, local administration, etc. in implementing results of previous APPEAR projects
- + Development and implementation of methodical, organizational, administrative "research into use" and "research uptake" strategies
- + Systematic contributions to policy making and scientific monitoring of policy outcomes, based on previous APPEAR results

8.3. Scoring matrix – Extended Impact Partnership

Criterion	Evaluation based upon
1. Relevance for and contribution to development and the improvement of living conditions for defined target groups	<ul style="list-style-type: none"> - Alignment of project with the specific objective of the instrument (as it is a precondition/expected that the thematic focus of the programme and the SDGs were covered by the previous (Advanced) Academic Partnership project. - Alignment of project with the specific needs and demands of all partners - Alignment of project with specific needs of the defined target groups especially regarding improving the living condition - Positive influence on diverse societal groups in the addressed countries outside academic institutions (local, regional level) taking inclusive approaches into account
2. Project design and quality	<ul style="list-style-type: none"> - Clear, realistic and comprehensible elaboration of the outputs and outcome(s) of the previous project and how the achieved results have been used - Additional value of the Extended Impact Partnership in comparison to the previous project - Clear, realistic and comprehensible elaboration of how activities will lead to immediate results and short-term use of results (link to output level) - Suitability of the planned activities based on a realistic and feasible timeframe, in line with the needs and demands of the target group outside academia - Methods, theories and/or innovative approaches: e.g. in terms of theoretical, interdisciplinary, methodological / empirical and educational aspects, gender-sensitivity and inclusive approach - Clear description of how the implementation will be supported by accompanying research
3. Results and long-term change	<ul style="list-style-type: none"> - Clear, realistic and comprehensible elaboration of how the use of results will lead to sustainable benefit for the defined target group(s) / beneficiaries (at institutional, local / regional level) (link to outcome level) - Clear, realistic and comprehensible elaboration of the extended impact with regard to the previous (Advanced) Academic Partnership - Clear, realistic and comprehensible elaboration of how to achieve the extended impact and sustain it beyond project duration

Criterion	Evaluation based upon
	<ul style="list-style-type: none"> - Potential impact and positive influence on the opportunities, living conditions and / or position of women among the target group outside academia - Quality of the strategy for dissemination and utilisation of expected project results taking the specific needs of different target groups into account - Potential impact on increased visibility of research and higher education for development among Austrian higher education institutions
4. Management and capacity of consortium	<ul style="list-style-type: none"> - Quality of the consortium, added value of the new non-academic partner(s), in comparison with previous consortium (inclusiveness of stakeholders) and involvement of important key stakeholders (think tanks, development organisations, NGOs, ministries, local administrations etc.) in accordance with project objectives; balance between female and male team members - Clear project coordination and management, with regard to ownership, participatory implementation and distribution of tasks and responsibilities - Plan for monitoring activities (planning, measuring, reporting): quality of indicators for illustrating progress and achievement of immediate results (output) and sustainable benefit of the defined target group (outcome) - Assessment of risks and assumptions that are likely to affect the project implementation and how these are planned to be mitigated
5. Cost effectiveness	<ul style="list-style-type: none"> - Cost of the proposal set against its significance, and expected societal change and academic quality - Clear, realistic, comprehensive cost details and budget allocation between the partners

8.4. Review process Extended Impact Partnership

A total score between 100 and 91 reflects a ‘very good’ project, between 90 and 81 a ‘good’ project, between 80 and 71 an ‘average’ project. Applications below 70 points are considered as ‘poor’ and will not be shortlisted.

In order to allow for continuity, it is foreseen that – upon availability – a reviewer of the already finalised APPEAR (Advanced) Academic Partnership will do the review of the Extended Impact Partnership proposal as well.

One of the reviewers will undertake a comprehensive review by:

A) assessing the final report of the finalised APPEAR Academic Partnership or Advanced Academic Partnership

B) reviewing the new Extended Impact Partnership proposal with special consideration of the use of previous results and their importance for social change and the improvement of the living conditions of defined target groups

C) assessing the interconnection and transition of the two projects as well as extended impact

By doing so, the results and the success of the finalised project as well as the design of the new project, its extended impact and the quality of their interconnection and transition are assessed.

Reviewers will be provided with guidance and will use given criteria and a specified scoring matrix in order to assess the Extended Impact Partnership proposal. Each reviewer awards a score for each criterion, a total score and writes a textual report for each proposal. The reviewer who is going to undertake the extended review will be provided with a supplementary scoring matrix to assess the final report of the finalised project and the interconnectedness between the two projects. The APPEAR Office will compile the results of the reviews and provide a list of applications based on their total score achieved in the evaluation to the Selection Board.

8.4.1. Dimensions of external review – Extended Impact Partnership Proposal

The review of proposals is done according to predefined criteria and scoring matrix by two external peer reviewers. If the scoring of the two reviewers differs more than fifteen points from each other a third reviewer will be appointed. The third review will not be required in case of: a) the first two reviewers classify the application with “reject” b) the first two reviews are below 70 points each, regardless of a difference of more than 15 points.

The reviewers are independent experts with experience and knowledge appropriate to the tasks assigned to them and will declare not to have any conflict of interest at the time of their appointment. Reviewers will be chosen on the basis of their specific knowledge of the topic areas and of the regional context covered by the applications.

8.4.2. Dimensions of assessment – (Advanced) Academic Partnership final report

To define how successful the already finalised APPEAR project is one reviewer will assess the final report with a focus on:

- + Achieved results
- + Quality of cooperation
- + Contribution to development
- + Sustainability and outlook
- + Gender perspective

The reviewer will be requested to award between one and five points to each of the categories, one being the equivalent of 'insufficient' and five the equivalent of 'excellent'.

8.4.3. Dimensions of assessment – Interconnection and transition, extended impact

The reviewer will be requested to assign between 1 and 25 points – from one to twelve being the equivalent of “very poor” and twenty-five the equivalent of “very good” – to assess the interconnection and transition as well as the extended impact of the final report of the finalised project and the proposal for the new project.

Information on budgeting, submission checklist, deadlines, eligibility criteria and further selection procedure see chapter 9.

9. Information for submission, timetable and selection process of Academic Partnership, Advanced Academic Partnership and Extended Impact Partnership applications

All application forms and documents, as well as APPEAR strategies on gender, diversity and open access can be found at <https://appear.at/en/application>

9.1. Duration, budget ceilings and eligible costs

Maximum duration for all projects within the 11th call is 2 years.

The budget ceilings for Academic Partnerships, Advanced Academic Partnerships and Extended Impact Partnerships are set as follows:

2 partner institutions

(including coordinating institution): 50,000 – max. 90,000 euros / year

More than 2 partner institutions

(including coordinating institution): 50,000 – max. 130,000 euros / year

At least half of the project budget has to be allocated to the institution(s) in the target countries. The following expenses can be included in the project calculation:

- + Staff costs (salaries) for academic and coordinating tasks as well as for administrative tasks within the project
- + Travel and subsistence costs
- + Equipment and material
- + Dissemination (e.g. costs for printing and publishing, Open Access publications, workshops)
- + Other costs (e.g. costs for external auditing – the expenses of all partner institutions - including Austrian institutions - have to be audited annually)
- + Overhead costs (max. 10% of the total costs of the project)

Financing for associate partner institutions in non-priority countries (see section 2.4.4.) but in the [DAC List of ODA Recipients](#) may not exceed 30% of the overall project budget.

Different to previous programme phases, APPEAR III requires all partner institutions, including Austrian institutions, of Academic Partnership, Advanced Academic Partnership and Extended Impact Partnership projects to provide annual audit reports as part of the financial reporting. Please budget the costs for audit reports accordingly.

Master's and PhD scholarships within a partnership ("embedded scholarships") are financed from the budget of component 2 (see section 10) and do not have to be included in the project budget.

9.2. Responsible mobility and CO₂ compensation

In order to ensure not only a socially but also an environmentally sustainable programme and project implementation, **applicants are required to make use of the APPEAR CO₂ compensation model.**

Applicants are strongly encouraged to make use of green mobility models – meaning modes not dependent on fossil fuel – and plan their project with a responsible attitude toward mobility, i.e. make use of digital communication and organisation whenever possible, use the train instead of flights, etc. As a major share of the world's greenhouse gas emissions results from air travel, therefore this activity is put at the centre of the CO₂ compensation model. The CO₂ emissions per flight can easily be identified by online carbon emission calculators.

The BOKU's (University of Natural Resources and Life Sciences, Vienna) carbon offset system has been chosen as a compensation model for APPEAR. Academic partnerships pay a compensation for their air travel to BOKU. With this contribution the BOKU finances climate protection projects in developing countries which are selected by an advisory board. For more information visit BOKU's website:

<https://klimateutralität.boku.ac.at>

The project coordinators will transfer the respective amount (based on the actual number of flights and calculated compensation) to the BOKU annually. Project coordinators will inform the BOKU about the number of flights and destination. The BOKU will calculate the CO₂ emissions and the respective payment and send an invoice to the project coordinators. The payment to the BOKU must be documented in the framework of the annual audit reports, i.e., invoices have to be presented as well as a list that includes all flights from all participating partner institutions.

The CO₂ compensation payments for scholarship holders will be handled directly via the APPEAR Office.

- Costs for CO₂ emissions have to be calculated in advance in the budget of every funding instrument.

9.3. Reporting

The narrative reports have to provide sufficient information about the project performance and achieved outcomes to enable a review of the results in line with project objectives and planning with special regard to expected results and the respective criteria and indicators. A detailed tabular financial report has to be provided additionally. All reports, narrative and financial, including annual audit reports for all participating institutions, have to be in English.

Detailed information and guidance by the APPEAR Office will be provided after the selection of projects.

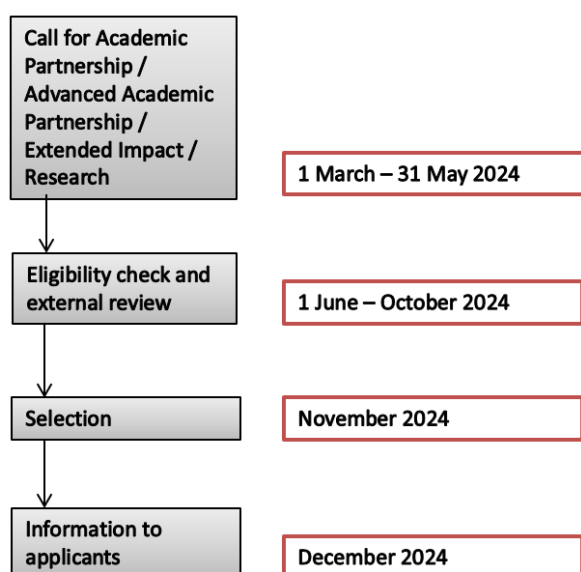
9.3.1. Reporting mode for all Academic Partnership, Advanced Academic Partnership and Extended Impact Partnership projects

- + Short half-year reports
- + Comprehensive annual reports (narrative and financial, including audit reports)
- + Final report including final project year and overall project period (narrative and financial, including audit reports)

9.4. Requirements for submission

- + All required documents have to be merged in **one single pdf file**. Do not submit a scanned file which does not allow copying of text from the document.
- + In addition, the application form has to be submitted as a **word file**.
- + In addition, the budget sheet has to be submitted as an **excel file**.
- + Documents have to be submitted **via e-mail** to appear@oead.at
- + All documents have to be in **English**.

9.5. Timetable



Earliest possible project start: Spring 2025.

9.6. Selection process

9.6.1. Formality and eligibility check by the APPEAR Office

Only formally correct applications will enter the peer review process. The APPEAR Office will check whether or not the following formal criteria are met:

- + Application form: complete and correct application form, signed by the **project coordinator**
- + Proposal is within the maximum duration, budget scope and guidelines
- + Budget sheet
- + Budget limits
- + CVs of all team leaders and team members (max. 4 pages each)
- + Letter of intent from the leading management of each institution involved in the project, signed by an **authorised signatory of the respective institution**
- + Consortium agreement: Confirmation of intention to carry out the proposed project signed by **all involved contact persons** at participating institutions and associate partner institutions (if any) – as defined in the application form.
- + Eligibility of participating institutions and countries
- + Meeting of deadlines

Regarding **applications** from **Albania and Kosovo** in addition to the formal requirements above, the APPEAR Office will check whether the project is based on the ADC topics and strategies. If this first assessment is positive, the further selection process that follows is equal to the other APPEAR applications, i.e. the peer reviewing process. The format for the peer reviewers and thus also the criteria for evaluating the application are modified with regard to the changed objectives in these two countries.

9.6.2. External review of proposals

The external review process and the specifics of the evaluation criteria have been highlighted in the respective chapters.

- For Academic Partnership proposals see chapter 5.4.
- For Academic Partnership/Development Research proposals in Albania and Kosovo see chapter 6.4.
- For Advanced Academic partnerships proposals see chapter 7.4.
- For Extended Impact Partnership proposals see chapter 8.4.

9.6.3. Selection by the Selection Board

The Selection Board consists of representatives of the ADA, scientists with expertise in social science and natural science and from other European higher education cooperation programmes.

The Selection Board's decision making – taking into account the quality and ranking of the proposals and the availability of funds at the point of the respective call – is based on a tripartite structure:

- The scores and comments of the external reviewers ¹
- The proposal content including guiding principles and added values presented during the selection board meeting, as well as
- The recommendations of the local ADC offices (in line with regional and national development strategies and ADC country strategies).

The tripartite structure will enable to shed light on different aspects of the proposal that are of importance. The thematic content will be scored and commented by the external reviewers, the overall project design including guiding principles and added values will be presented to the Selection Board during the meeting (summaries and external reviews will be forwarded to the board three weeks prior to meeting) and the national relevance for development and alignment with related strategies will be commented by the local ADC office.

The Selection Board is entitled to accept the proposed project and the requested funds, to reject the entire proposal, or to accept it under the precondition of revision of certain aspects prior to the contract procedure and / or to be revised and proven with the first annual report. Rejected proposals may be resubmitted in subsequent calls.

The Selection Board will decide on the projects that will be offered grant funding and advise the APPEAR Office to start the contracting process. All contracts will be in English. Submitters of proposals that were not selected will be informed accordingly.

9.7. Thematic and organisational dimensions for applicants

The following thematic / organisational dimensions as well as the “Guidance on good practice and management for partnerships in higher education and research for development” will assist applicants in completing the application form for Academic Partnerships (see <https://appear.at/en/application>). The questions are meant as a stimulus for the elaboration of the project proposal and for the discussion of the required inputs in section B of the application form. Thus, it is not necessary to answer every question of these guidelines. Applications will be selected on the basis of how well they integrate and demonstrate ability to implement the following five dimensions: (1) Relevance for and contribution to development and achievements of SDGs, (2) Results and long-term change, (3) Project design and quality, (4) Project management and the capacity of the consortium and (5) Cost effectiveness. The questions in each dimension serve the purpose of describing the respective dimensions with the explicit intention to provide guidance for applicants. They should therefore not be understood as an exhaustive list of aspects every application needs to address, or as questions necessarily needed to be answered in every application. Depending upon the nature of each project, other aspects may very well be better suited to demonstrate how the five dimensions are integrated in the project and how the project demonstrates its ability to implement the five dimensions.

¹ Applications with average total scores below 70 will be rejected without discussion in the Selection Board.

(1) Relevance for and contribution to development and the achievement of SDGs

- + In which way do the proposed activities contribute to the partner countries' national / regional development plan or poverty reduction strategy? And which guidelines with regard to gender are formulated in national and regional development plans and at institutional level?
- + How and in which way are the proposed activities that will lead to the defined results relevant for poor and marginalised societal groups?
- + How do the proposed activities contribute to the achievement of the SDGs?
- + In which way do the proposed activities support / strengthen the institutional capacity of the institution(s) in the respective countries in the long run?
- + Who are the "beneficiaries" of the proposed activities on the addressed societal levels? local level (communities, marginalised groups) institutional level (research or higher education institutions, NGOs, other organisations) regional / national level (agencies, government institutions)

Additional questions for Albania and Kosovo

- + In which way do the proposed activities contribute to the ADC development and poverty reduction strategy in the country?
- + In which way do the proposed activities support / strengthen the institutional capacity of ADC in the respective countries?
- + How and in which way are the proposed activities relevant for poor and marginalised societal groups, that are addressed by the work of ADC and benefit from it?

(2) Results and long-term change

- + How does the consortium plan to make the project results lasting, useful and applicable beyond the funding period?
- + To which degree can the project be expected to have a positive influence on the opportunities, living conditions and / or position of women?
- + To which extent will a positive influence on the opportunities, living conditions and / or position and non-discrimination of persons with disabilities (added value) be considered?
- + How do the proposed activities strengthen the educational, research and / or management capacities of the institution?
- + In which way does the project contribute to an increased integration of its partners in scientific networks (international, regional, between addressed countries)?
- + In which way and to which extent are dissemination activities and utilisation of expected results planned (spin-offs, follow-ups, publications, conferences, teaching, curricula, exchange of lecturers, practical use for regional or national development

<p>strategies and activities, etc.)? Are different beneficiaries, stakeholders, etc. included in your dissemination activities and are they enabled to have access to project results? (user-friendly language and media, etc.)</p> <p>+ Which measures are planned to increase visibility of research and higher education for development among Austrian higher education institutions?</p>
<p>Additional questions for Albania and Kosovo</p>
<p>+ How do the proposed activities strengthen the research capacities of the institution? In which way does the project contribute to an increased integration of its partners in scientific networks (international, regional, between addressed countries)?</p> <p>+ In which way and to which extent are dissemination activities and utilisation of expected results and findings planned (spin-offs, follow-ups, publications, conferences, teaching, curricula, exchange of lecturers, practical use for ADC development strategies and activities, etc.)?</p>

<p>(3) Project design and quality</p>
<p>+ In which context and against which background are the proposed activities that intend to lead to the short- and medium-term results and long-term change set (description of the local, institutional and scientific needs and demands of all partners)?</p> <p>+ Does the project proposal include a comprehensive, realistic and logical theory of change that illustrates all required input and activities that will lead to short- and medium-term results and eventually to a long-term change?</p> <p>+ In which way are capacity development activities included and which target groups benefit from them? E.g. students, teaching staff at HEI, women in science, women in general, young scientists, local population, specified group of beneficiaries.</p> <p>+ In which way does the project incorporate an innovative approach (in terms of theoretical, epistemological, methodological, empirical and educational aspects)? What is the state of the art in research?</p> <p>+ Is there a similar higher education / research cooperation (scientifically and institutionally) going on at the involved institutions or beyond and how can the intended partnership benefit from / build on them?</p> <p>+ Has the gender situation in the project environment (team and content) been analysed and have you included gender dimensions on all levels, e.g. short- and medium-term results that might lead to long-term change, and have you defined indicators along which this can be measured?</p> <p>+ Does the project include regional cooperation between priority countries and/or with further non-priority countries according to section 2.3?</p>
<p>Additional questions for Albania and Kosovo</p>
<p>+ Why should the project be funded by APPEAR? Why is there no possibility of funding in a national, European or international funding programme?</p>

- + Is there a similar research cooperation (scientifically and institutionally) going on at the involved institutions and how can the intended partnership benefit from / build on them?

(4) Project management and capacity of the consortium

- + How will the coordination of the project and the roles of the respective partner institution be organised? How is the composition of the team and is there a balance with regard to gender, North-South, junior-senior staff? If not are there any barriers for some and how you intend to address them?
- + In which way does the chosen constitution of the team contribute to the capability of the consortium to achieve the planned results and change?
- + Which measures guarantee that women and men have equal project participation and equal control over the project results?
- + Which monitoring tools and processes are going to be used and have sufficient working systems, feedback loops and budgeted activities / staff been taken into account?
- + How comprehensive is the risk analysis and assumptions as well as the mitigation measures? Have risks and assumptions been elaborated based on the project's theory of change?
- + Why is it important to collaborate with the particular institution(s) and which long-term effects of the partnership can be expected (development impact, thematically-related decisions, etc.)?

(5) Cost effectiveness

- + Is the budget well balanced and the allocation between the partners appropriate?
- + Have you included gender-sensitive activities and activities that are targeted to reach marginalised groups in your budget?
- + Are there any in-kind contributions?

10. Master's and PhD Scholarships

10.1. Objective

One objective of APPEAR is that higher education institutions in the target countries increase their number of qualified staff that is enabled to contribute to the improvement of teaching, research and management at their institutions. Therefore, students and professionals from the target countries are awarded scholarships to complete their master's or PhD studies at an Austrian higher education institution. There are two types of APPEAR scholarships:

- + Master's and PhD scholarships that are embedded in an ongoing APPEAR partnership.
- + PhD scholarships that are individual, i.e. not embedded in an ongoing APPEAR partnership. No applications for Individual Scholarships can be submitted in this call.

In order to increase the percentage of female scholarship holders APPEAR has developed a gender strategy and implements practical measures. The APPEAR Office also supports female applicants in their search for a scientific supervisor in Austria. In case of the same score women are given priority. At least 50% of the individual scholarships will be awarded to female applicants.

10.2. Financed costs

Master's studies: 1,250 euros per month (up to 24 months)

PhD studies: 1,250 euros per month (up to 48 months)

Travel costs:

- Travel costs for coming to Austria, going on field studies in the home country and for returning home after completion of the studies are financed.
- If there is no Austrian embassy in the applicant's home country, the flight costs for the submission of the visa application at the competent Austrian representative authority will be covered as well.

Additional grants:

- Costs for the legalisation of study documents required for the application for admission to an Austrian university (reimbursement on presentation of the corresponding documents)
- Costs for the application of the residence permit:
160 euros, paid as a lump sum (after submission of the copy of the approved residence permit)
In addition reimbursement of legalisation costs of documents required for the first application for a residence permit (on presentation of the corresponding documents)
- German courses:
400 euros paid as a lump sum (upon submission of the certificate of the language course)
- Participation in scientific conferences / courses:

max. 500 euros for max. 2 conferences / courses in Europe or 1000 euros for max. 1 conference / course outside Europe paid as a lump sum for the registration fee, travel costs and accommodation (upon submission of the confirmation of participation of the organisers).

- Thesis allowance:
300 euros paid as a lump sum (upon submission of graduation documents - notice of graduation, certificate of the final examination and diploma supplement)

APPEAR scholarship holders are usually exempted from paying tuition fees at Austrian higher education institutions.

10.3. Scholarship applications – embedded in an ongoing APPEAR partnership

At least 70% of the scholarships should be awarded to master's and PhD students who are embedded in an ongoing APPEAR partnership (Academic, Advanced Academic or Extended Impact Partnership).

The objective is that students and professionals from APPEAR partnership institutions in the eligible countries conduct their PhD or master's studies within the partnership project and contribute to the sustainability of the cooperation.

Applicants with a citizenship different from the priority countries (see section 2.3) but belonging to an associate partner institution of ongoing APPEAR partnership are eligible for a scholarship as well. In exceptional cases PhD applicants who are not working in one of the partnership institutions can be nominated if the proposed PhD research is of major importance for the project success.

APPEAR aims to promote gender equality and the empowerment of women. According to the APPEAR programme guidelines 50% of the scholarships have to be awarded to female candidates. In some areas women might still be underrepresented. Therefore, partner institutions are requested to specifically look for female applicants during the selection process, to encourage women to apply and in case of equal qualification to nominate a female candidate.

A strong linguistic competence (in particular good writing skills) in the languages that are relevant for the intended study programme is required. In the course of the admission process linguistic competence with regard to the requirement of the respective HEI has to be proven.

10.3.1. Requirements – master students

- + Age limit: not older than 30 years (women not older than 35)
- + Master's application form:
The applicant has to demonstrate the relation to the thematic focus of APPEAR.
- + Signed letter by the applicant:

The applicant confirms his / her intention to return to the home country after the completion of the studies and to pursue an appropriate, development-related assignment

- + Form 'Nomination by the home institution':
Confirming that the individual need for academic education serves the specific demands of the institution and the development needs of the country of origin (e.g. within the management plan of the higher education institution) and that the applicant is employed by the institution
- + Confirmation by the master's programme management:
Confirming that the applicant fulfils the study requirements
- + Form 'Confirmation of the APPEAR project coordinator':
Confirming that the master's studies take place within an existing APPEAR project and describing how the study project will contribute to the implementation of the project
- + Evidence of previous studies (scan):
Bachelor degree plus listing of subjects and grades
- + Curriculum vitae
- + Proof of language skills (English or German) (see section 10.3)
- + Photocopy of the passport / ID

10.3.2. Requirements – PhD students

- + Age limit: not older than 35 years (women not older than 40)
- + PhD application form:
Including the PhD proposal – short description, contents, objectives, methodology, time schedule (stating the tentative time for field studies in the home country), estimated costs of field studies and the relation to the thematic focus of APPEAR
- + Signed letter by the applicant:
The applicant confirms his / her intention to return to the home country after the completion of the studies and to pursue an appropriate, development-related assignment
- + Form 'Confirmation of the APPEAR partnership coordinator':
Confirming that the PhD takes place within the APPEAR project and describing how the study project will contribute to the implementation of the partnership
- + Form 'Nomination by the home institution':
Confirming that the individual need for academic education serves the specific demands of the institution and the development needs of the home country (e.g.

within the development plan of the higher education institution), that the applicant is employed and will be reemployed by the institution and that the institution will support the applicant (by cash or in-kind contribution)

- + Signed letter by the Austrian scientific supervisor:
Confirming the scientific quality of the proposal and the qualification of the applicant to successfully pursue the PhD studies; and that he/she is willing to supervise the applicant.
- + Evidence of previous studies (copies):
 - Bachelor and master's degree plus listing of subjects and grades
 - Abstract of the master's thesis
- + Curriculum vitae
- + Proof of language skills (English or German) (see section 10.3)
- + Photocopy of the passport / ID

10.3.3. Submission

- + All required documents have to be submitted as pdf file. Do not submit a scanned file which does not allow copying of text from the document.
- + Documents have to be submitted via e-mail to appear@oead.at
- + All documents have to be in German or English.

Only after a scholarship is awarded the original and legalised study documents have to be submitted to the admission office. Depending on the respective university the submission is done online, or the original documents have to be sent via email. The APPEAR Office will support scholarship holders throughout the process.

Applicants with international certificates must have their documents translated into German or English by an officially registered, certified translator. For further information please have a look at the website of your university or university of applied science. Further information on legalisation can be found [here](#).

Attention: If an academic degree from a country other than the home country is issued, legalisation from the country in which you have earned the degree is needed. Any additional costs for translation and legalisation have to be covered by the applicants themselves.

10.3.4. Timetable

Scholarship applications embedded in an ongoing APPEAR partnership can be submitted to the APPEAR Office at any time but not later than within the first year of the project.

It is expected that one scholarship per project can be granted.

10.3.5. Selection process

Scholarships that are embedded in an APPEAR project will not be assessed by the Selection Board regarding the thematic relevance. The thematic relevance of the project (and thus the embedded scholarship) has previously been confirmed through acceptance of the project's application by the Selection Board. The home institution confirms that the individual need for academic education serves the specific demands of the institution and the development needs of the home country. The APPEAR project coordinator confirms that the master's / PhD studies take place within the APPEAR project and describes how the study project will contribute to the implementation of the partnership. The APPEAR Office checks and approves the formal requirements of the scholarship applications and will then inform the Selection Board about the results of the scholarship selection.

In exceptional cases PhD applicants who are not working in one of the partnership institutions can be nominated if the proposed PhD research is of major importance for the project success. In this case the decision will be taken by the Selection Board.

10.4. Scholarship applications – individual | not available in this call

No applications for Individual Scholarships can be submitted in this call.

11. Contact information

APPEAR Office

OeAD-GmbH – Austria's Agency for Education and Internationalisation

Ebendorferstrasse 7, 1010 Vienna, Austria

appear@oead.at | www.appear.at

+43 (0)1 53408 – 421 / 423 / 425 / 426

Consultation for proposal writing and search for partner institutions

In case of questions, consultations are offered via e-mail, telephone or (online) meetings. In case of any questions, please contact the APPEAR Office.

Application forms and documents

All application forms and documents, APPEAR strategies on gender, diversity and open access as well as an FAQ section can be found at <https://appear.at/en/application>