

Information session ICP Connect 2025 Call

Phase 1 - Stage 1
Concept note

04/05/2023

Agenda

13:00 – 13:20 Opening of session and intro

Koen De Koster, Strategy and Operations Manager

13:20 – 13:50 Introduction - ICP 2025 call basics and introduction to the formats

Ise De Smet, Mobility and Scholarships Coordinator

13:50 – 14:15 Q&A

14:15 – 14:45 Demonstration of online submission tool (incl. Q&A)

Tim Zeuwts, Information Manager

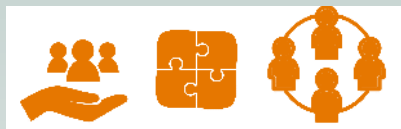
14:45 – 15:00 Q&A and closing

Introduction



VLIR-UOS seeks to empower institutions and individuals as critical drivers as well as agents of change through higher education

scholarships and **partnerships** for sustainable development looking for **innovative responses to global and local challenges**



ICP Connect - background

- Prior to 2017: “International Course Programme”
- Core funding for educational programmes + scholarships
- Students from “South” studying in the “North”



ICP Connect: '17- '21

- ICP maintained as an acronym = International Master programmes
- No programme funding but “incremental funding” + scholarships
- Aim: strengthening the partner or “South” dimension of the master programme
- Examples: Network building, mirror/double degree programmes, alumni network, Living Labs, collaborative field workshops



ICP Connect '22 – '27

- **Phase 2 for 15 ICP programmes:**
- Shift towards sustainability and educational network consolidation
- Integrating global perspectives → creating a supportive, inclusive and networked learning environment →
- **This call**



Aim of ICP Connect

- To more systematically integrate global perspectives and strengthen partner and network dimensions into existing educational programmes
- This implies a strategy that aims to spur the internationalization and networking of the programme
- Creating a supportive, inclusive and networked learning environment in which individual scholars, professionals and academics acquire transversal skills and state-of-the-art knowledge on sustainable development
- Enabling them to become experts and critical global citizens, motivated to act as change agents in their network



Key features

- Medium- and long-term results to be achieved within the project duration of a maximum of 10 years, divided by 2 phases of 5 years.
- Existing programmes taught in English accredited by the Flemish ministry of Education and organized by and, at least partially, at a Flemish university or a Flemish university of applied sciences and arts resulting in a diploma
- No thematic restriction as to a specific scientific field but on a subject relevant to sustainable development
- Building and strengthening partnerships that can lead to the establishment and operationalisation of international networks



Key features

ICP Connect projects ...

- ... integrate Global Citizenship, raising awareness about the link between the content of the educational programme and the global challenges of the SDGs;
- ... have well-defined strategies towards selection of scholarship candidates, using multi-stakeholder partnerships and integrating the 'Leave no one behind' (LNOB) principle.
- ... seek interinstitutional cooperation (between HEIs in Flanders) or synergy and complementarity with other (Belgian) development actors whenever possible to increase the impact potential



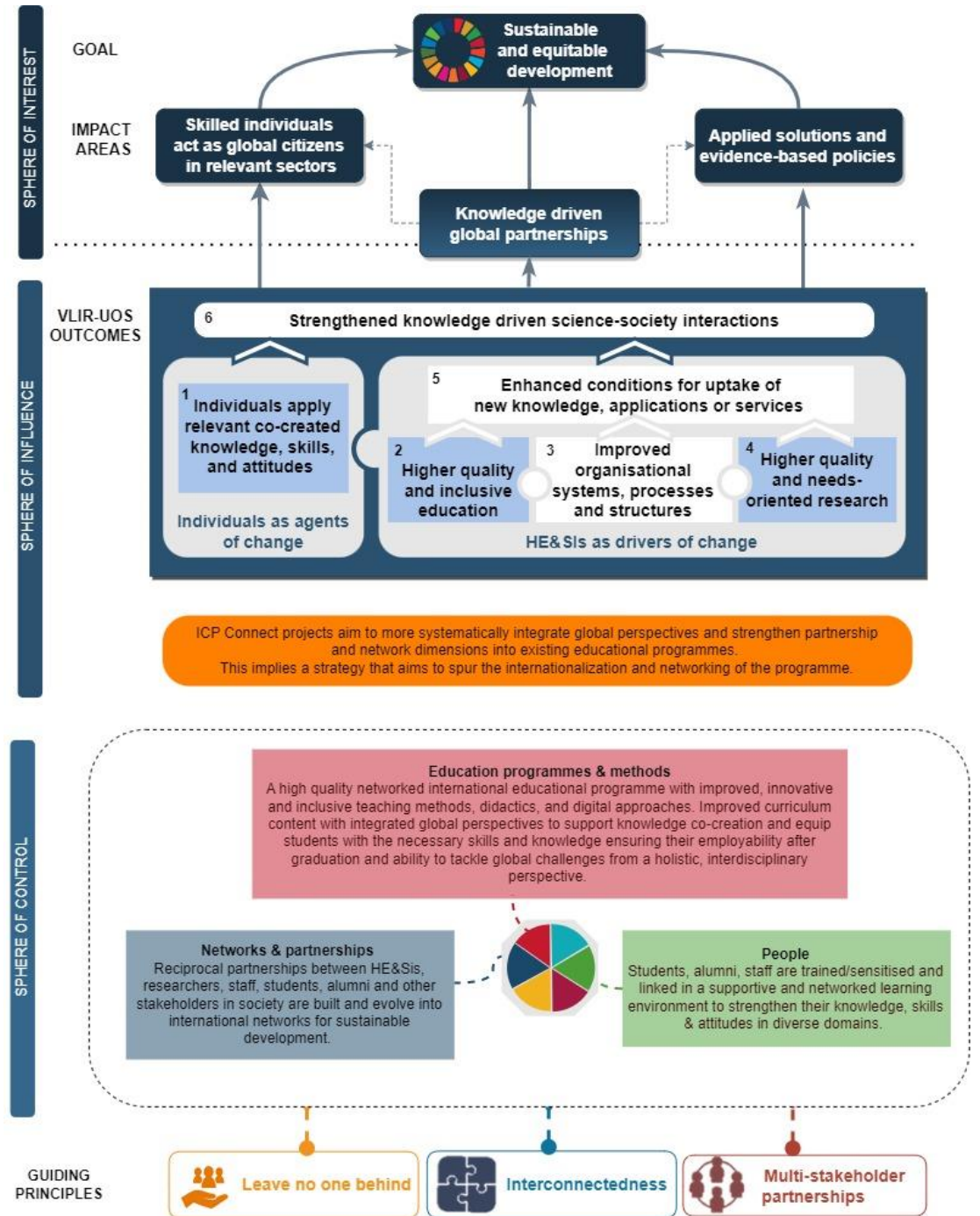
VLIR-UOS

Revised Theory of Change

1 goal
 ↓
 3 impact areas
 ↓

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

6 intermediate change domains



ICP Connect & Agenda 2030

Sustainable Development Goals: starting point to integrate transversal & priority themes

Underlying Principles:

- **Leave No One Behind (LNOB)...**
- **Indivisibility & Interconnectedness**
- **Multistakeholder partnerships**



Call basics

Which educational programmes?

- Master or Advanced Master programmes with a minimum of 60 and a maximum of 120 ECTS;
- Professional or Advanced Bachelor programmes with a minimum of 60 and a maximum of 180 ECTS;
- A Bachelor of Arts organised by a Flemish university of applied sciences and arts with a minimum of 60 and a maximum of 180 ECTS.
- Programmes that are already accredited at the time of submission that will be organised for the first time during academic year 2023-2024 and meet the criteria outlined above.
- **NOT ELIGIBLE:** Other Academic Bachelor's and postgraduate programmes.



Budgetary Framework

- Selection is valid for a five-year period, with conditional renewal for another five-year term.
- ICP Connect project budget
 - € 150,000 (for programmes of 120/180 ECTS);
 - € 125,000 (for programmes of 90 ECTS);
 - € 100,000 (for programmes of 60 ECTS),
- One-time bonus for inter-institutional programmes: a complementary budget of 20,000 EUR
- + Annual intake of 12 / 10 new 1st year scholarships per study programme per academic year (Phase 1/2; for programmes of 60-90-120 ECTS)
- Annual intake of 8 / 7 new 1st year scholarships per programme per academic year (Phase 1/2; for programmes of 180 ECTS)



Project duration

- 2 x 5 years maximum of 10 years in total.
- **Phase 1** focuses on **exploration** and the development and **implementation** of the ICP Connect strategy.
- **Phase 2** focuses on **consolidation, valorisation and sustaining the network**.
- Phase 1 and phase 2 of ICP connect projects have distinct results and activities, especially with regard to partnerships and alumni.
- Projects can move to Phase 2 on the condition of good performance, as will be assessed during a mid-term evaluation and on the basis of the assessment of a Phase 2 project proposal.



Who can apply?

Who can apply?

- Only 1 project proposal per Flemish lead promoter
- ICPs that received funding before 2017 but were not selected for ICP Incremental Funding from FYP1 (2017-2022) onwards may apply.

Who can't apply?

- Promoters of a current ICP (2022-2027). Can be a co-promoter or be part of a project team.
- Current ICP Connect projects (2022-2027) for the educational programme on which the project is based.

Different criteria for Flemish universities/ universities of applied sciences and arts



Eligibility of countries

- **Partnerships** with **institutions** from partner country list: A partner institution should be a higher education or science institution located in one of our 17 project partner countries: **Benin, Bolivia, Burundi, Cuba, DR Congo, Ecuador, Ethiopia, Indonesia, Kenya, Morocco, Peru, Philippines, Rwanda, South Africa, Tanzania, Uganda, Vietnam**
- **Scholarships** for students from 29 country list:
 - A reasonable cross-section of scholars from different countries and regions is targeted
 - Preference to candidates from vulnerable groups (Leave No One Behind).
 - A balance 40%- 60% gender ratio



What's new?

- **All projects can move to Phase 2** on the condition of good performance, as will be assessed during a mid-term evaluation and on the basis of the assessment of a Phase 2 project proposal (conditional renewal)
- Opening up to **Flemish universities of applied sciences and arts**
- Opening up to **Professional or Advanced Bachelor's & Bachelor of Arts** organized by a **Flemish university of applied sciences and arts**
- More budgetary flexibility



Two-stage procedure

Project submission in two stages:

1. Stage 1 - Concept note

- Focus on a narrative description of the sustainable development challenges the project wishes to address, overall strategy for the integration of global perspectives and network dimensions into the educational programme, project objectives and scientific approach (research and pedagogical methods, type of multidisciplinary and community-based approach,...).
- No operational and budget details.
- **Max. 10 selected projects** go to Stage 2.



Two-stage procedure

Project submission in two stages:

2. Stage 2 - Final proposal

- Fully developed Theory of Change
- intermediate changes and activities
- risk and stakeholder analysis
- roles and responsibilities
- budgeting
- **Max. 6 selected ICP Connect projects.**



How to submit a proposal?

- Project applications are submitted through an online platform - contain all information, including annexes as requested
- An application involves a Flemish promoter who submits to the ICOS of the Flemish university (association) for support and quality control.
 - Flemish promoters should check internal deadlines at level of the Flemish institution
 - Role GEO at level of Univ. of Applied Sciences and Arts defined per university association
- The ICOS will validate so that the proposal can be submitted to VLIR-UOS.
- Final deadline: 13 October 2023 at 17h00 CET



Important dates

Stage 1 – Concept note	
Launch Stage 1 call	27 April 2023
Deadline submission of concept notes	13 October 2023
Selection by Selection Commission	November 2023
Ratification of Selection by BUOS	December 2023
Stage 2 – Fully Fledged Proposals	
Launch Stage 2 call	December 2023
Deadline submission of fully fledged proposals	End of April 2024
Selection by Selection Commission	June 2024
Ratification of Selection by BUOS	June 2024
Start communication campaign for scholarships	1 September 2024
Start ICP Connect Projects 2025	1 September 2025

- Online information session (today) : 4 may
- Hands-on sessions: June (on the level of the association)



Selection procedure

4 standard selection criteria:

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

- Educational (ITP & ICP Connect) Selection Commission consists of 4 independent international experts.
- 10 selected projects will go to Stage 2 -call for Fully Fledged ICP Connect proposals (6 selectable projects)
- strategy to delocalize study material to local partners and to establish an international network



Start of the project

- Selected projects will be able to start as of **1 September 2025**.
- The communication campaign for scholarships for the academic year 2024-2025 can be launched from **June 2024** onwards.



Resources

- **Website: Call ICP Connect 2025**
- **Call document as entry point**
- **How?**
 - Formats = working documents (Call Annexes)
 - Project applications are submitted through an online platform

Why are ICP Connect projects important? ^

Key features ^

Who can apply? ^

Partner & scholarship countries ^

Budgetary framework ^

Project duration ^

Two-stage procedure ^

Important dates ^

How to submit a proposal? ^

Assessment procedure ^

Start of the project ^

Useful documents ^

APPLY NOW



Questions, remarks, reflections ?

Thank you!

Formats and guidelines

Support & guidance offered

- [Call page](#) + [call document](#)
- [PowerPoint guidelines](#) for the formulation of an ICP Connect Project
- [Formats](#) (**working documents**, you need to fill out the modules in the [online project submission tool](#) to access):
 - Word template as a working document and outline for online submission of information via the online tool
 - Excel template for students, team and partners (import) & general information (text box)
- [Theory of Change video](#)
- This session & hand-on sessions on campus

Available resources

- Support videos: VLIR-UOS theory of change , ...
- The [current ICP Connect Projects](#) and their [mid-term evaluation](#).
- The [Framework for Scholarships in Belgium](#) and the [conceptual framework of VLIR-UOS' scholarship strategy](#).
- [Selection system](#) document and [Gender policy](#) document
- Information per country – country reference frameworks

Content

- 1 text box general information
- 2 text box questions about the Educational Programme
- 3 text box questions about the ICP Connect Project
- Excel import: details on students, team members and partners

General information : Annex 1

GENERAL INFORMATION	
General	
Title of the programme as published in the Flemish Decree list	
Accredited until	
Level of the programme	
Duration of the programme (1 / 1,5 / 2 / 3 years)	
Number of study credits (60/90/120/180 ECTS)	
Discipline	
Link to the study programme (educational information)	
Link to the academic selection criteria = admission requirements	
Since when is the programme organised?	
Academic year/period	
Programme name if different from actual name	
Teaching modality	
On campus	
Online	
Hybrid	

Student data : Annex 1

STUDENTS

Please provide information on students registered in the last three academic years (2020-2023).

Students registered for the Academic year			
Category	2020-2021	2021-2022	2022-2023
Total number of registered students			
Total number of registered Belgian students			
Total number of registered students from DAC countries (excl. VLIR-UOS countries)			
Total number of registered students from VLIR-UOS countries			

Based on student origin: Identify the programme's 3 most important countries that receive official development assistance (DAC List of ODA Recipients) other than those from the VLIR-UOS country list

[link to OESO DAC country list](#)

Country	2020-2021	2021-2022	2022-2023

Based on student origin: Identify the programme's 3 most important countries from the VLIR-UOS list

[link to VLIR-UOS scholarship countries list](#)

Country	2020-2021	2021-2022	2022-2023

Relevance and need for your educational programme in relation to Agenda 2030

- content of the educational programme and intended target group of students
- evidence-based relevance of this programme and its need for the target audience
- vision of alumni as agents of change and their employability
- added value compared to similar programmes




 *Maximum 5,000 characters*

Describe your educational programme and highlight any planned adjustments

- Objectives
- curriculum and ways of teaching
- who will be teaching
- the communication and recruitment policy
- involvement of (actual and potential) partners, networks, and progressive programme development
- the attention to gender, vulnerable people (LNOB), and the environmental impact

 *Maximum 5,000 characters*

Checklist SDG principles

LNOB 	<ul style="list-style-type: none"><input type="checkbox"/> Have you identified which groups are (at risk of being) left behind within the intervention area (country, region) and from what they are excluded?<input type="checkbox"/> Have you analysed why they are left behind and by whom they are excluded (considering intersecting factors)?<input type="checkbox"/> Have you formulated clear definitions or criteria for poverty, marginalization, exclusion, ...?<input type="checkbox"/> Does your analysis include the perspectives of those (at risk of being) left behind?<input type="checkbox"/> Have you conducted a gender analysis which examines the differences in women's and men's needs, roles and responsibilities, daily routines and activities, and access to and control over resources, services and decision-making, including those that lead to social and economic inequalities?
INT 	<ul style="list-style-type: none"><input type="checkbox"/> Have you gained a solid understanding of the important interlinkages in the system in which you are working?<input type="checkbox"/> How are these issues linked? What are important co-benefits and trade-offs (e.g. environmental – economic trade-offs)?
MSP 	<ul style="list-style-type: none"><input type="checkbox"/> Do you have a solid understanding of the relevant actors and their relationships in the system in which you are working?

Summary of your proposal

Highlight the key points of your proposal and explain why you think they are crucial.

- What makes your proposal unique ?
- Why it is innovative ?
- How will you implement these new, innovative aspects?

▶ *Maximum 3,000 characters*

Your approach for ICP Connect

- What do you want to **achieve** with the ICP Connect project **in 5 to 10 years?**
- **How will you do it?** Clarify your approach
 - for creating a supportive, viable environment
 - for creating an agile environment and infrastructure
 - for exploring and expanding current/future networks & partnerships
 - for the delocalization of specific course units
 - to create conditions for partner ownership, to encourage cooperation between local partners and for alumni working
 - for facilitating transfer, uptake and use of practices, know-how, research and educational resources
- **Explicitly explain how this fits with the ICP Connect ToC**

 ***Maximum 7,000 characters***

Coherence of your ICP Connect Project

Connect, learn & inspire: Complementarity, synergies, and partnerships with the actions and networks of other actors and/or other HES4SD initiatives → adding value

- Coherence within the VLIR-UOS portfolio: other VLIR-UOS funded activities (e.g. with TEAM, SI, IUC, Global Minds projects, ICP Connect, ITP, PSR, etc.) (*internal coherence*);
- Other actors/projects (e.g. local, partner country level, regional, Belgian non-governmental actors, etc.) (*external coherence*)
- Coherence with other educational programmes, existing networks and external scholarships and additional funding

▶ ***Maximum 4,000 characters***



Questions, remarks, reflections ?

Thank you!