

ICP Connect guidelines

Supporting powerpoint
introduction to the formats and
guidelines

ICP Connect 2025 Call

Phase 1 - Stage 1

Concept note

Summary

1. Introduction

2. Formats and guidelines

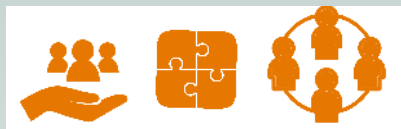


1. Introduction



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**



2030 Agenda for Sustainable Development

Revised Theory of change, with standardized goals, outcomes and intermediate change domains

SDG Principles as a starting point to integrate transversal & priority themes:



- Leaving No One Behind (LNOB)
- Multistakeholder partnerships
- Interconnectedness



Priorities

Connect4change

Valorisation

Collective learning

2030 Agenda for Sustainable Development



- Strengthen interactions between Science and Society
- Coherence and complementary (local/international)
Country strategy approach
- **Agenda 2030 centred approach** (SDG Voluntary reviews)
 - Thematic strategic framework on HE4SD
 - Inter-institutional collaboration (between HEI)

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 in raising awareness for the link between the specific content of the educational programme and the global challenges of the SDGs; with those acquired transversal skills, scholarship candidates will be equipped to become agents of change, stimulating their professional organisations to become drivers of change.
- Well-defined strategies towards selection of scholarship candidates, including multi-stakeholder partnerships and the 'Leave no one behind' (LNOB) principle.
- ICP Connect projects 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

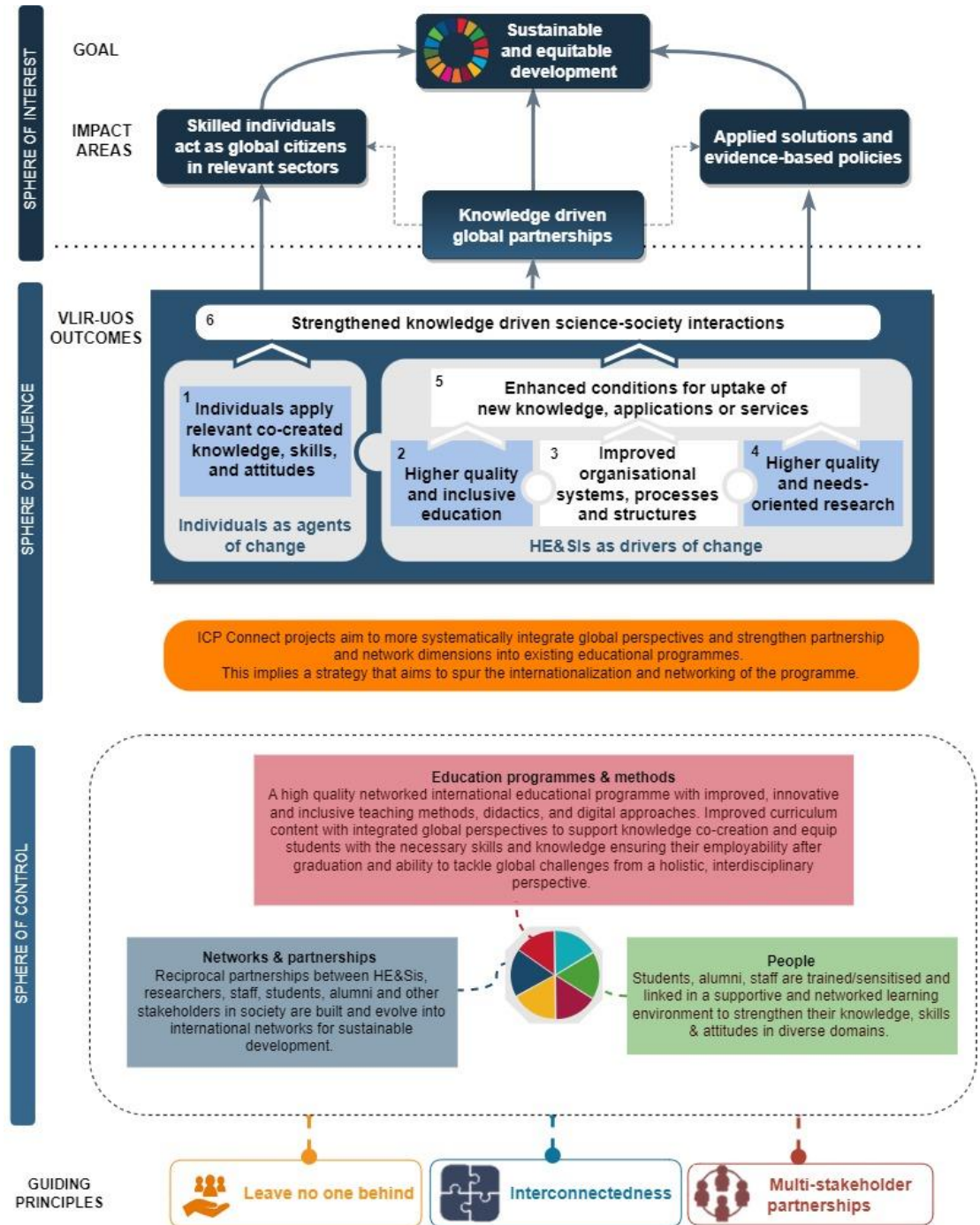
Revised Theory of Change

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



Education programmes & methods

A high quality networked international educational programme with improved, innovative and inclusive teaching methods, didactics, and digital approaches. Improved curriculum content with integrated global perspectives to support knowledge co-creation and equip students with the necessary skills and knowledge ensuring their employability after graduation and ability to tackle global challenges from a holistic, interdisciplinary perspective.

Networks & partnerships

Reciprocal partnerships between HE&Sis, researchers, staff, students, alumni and other stakeholders in society are built and evolve into international networks for sustainable development.



People

Students, alumni, staff are trained/sensitised and linked in a supportive and networked learning environment to strengthen their knowledge, skills & attitudes in diverse domains.

GUIDING PRINCIPLES



Leave no one behind



Interconnectedness



Multi-stakeholder partnerships

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.



Who can apply?

- Only 1 project proposal per Flemish lead promoter can be submitted.
- Promoters of a current ICP (2022-2027) cannot submit an ICP 2025 project. They can, however, be a co-promoter or be part of a project team.
- Current ICP Connect projects (2022-2027) cannot submit a new proposal for the educational programme on which the project is based.
- ICPs that received funding before 2017 but were not selected for ICP Incremental Funding from FYP1 (2017-2022) onwards may apply.
- 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



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.



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



Budgetary Framework

- Selection is valid for a five-year period, with conditional renewal for another five-year term.
- The project budget amounts to a maximum yearly budget of:
 - € 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
- The scholarship budget amounts to a maximum yearly intake of:
 - 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)



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.**



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: 4 may
- Hands-on sessions: June (on the level of the association)



Procedure

- Assessment by the VLIR-UOS Educational (ITP & ICP Connect) Selection Commission
- Four standard selection criteria: Relevance and coherence of the project; Quality of the project design; Implementation set-up of the project; Potential impact and sustainability.
- Since ICP Connect projects emerge from accredited study programmes, the emphasis is on the 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.



2. Formats and guidelines

Revised formats and guidelines

- Formats and guidelines: adaptation to concept note
- ToC concept with standardised VLIR-UOS outcomes and intermediate change domains
- Online submission tool further optimised
- Updated scholarship guidelines

Support & guidance offered

- These powerpoint guidelines for the formulation of an ICP Connect Project
- Formats (**working doc**, 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)

Available resources

- Support videos: [ICP Connect 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***

Annexes

- Annex 1: Excel sheet with tabs for general information, student data, team members and partners

Mandatory Annexes without format

- Annex 3: CVs of the promoters (if no online link)

Optional Annexes

- CVs of Co-promoters (not mandatory, if no online link)



Questions, remarks, reflections ?

Thank you!