



# Canadian International Development Scholarships 2030



## Second call for proposals, April 2024 Scholarship Projects for Studies in Canada

### Guidelines

Implemented by:



In partnership with:





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## 1. Introduction

These guidelines are intended for Canadian higher education institutions (HEIs) that are members of Colleges and Institutes Canada (CICan) and Universities Canada (UnivCan), as well as their counterparts in the 26 partner countries eligible for the **Canadian International Development Scholarships 2030 (BCDI 2030)** program.

The purpose of this document is to provide all the necessary information to submit a proposal for a scholarship project under the **2<sup>e</sup> call for proposals for the BCDI 2030 Stream 1 - Canada Scholarship Program**.

Funded by Global Affairs Canada (GAC), **BCDI 2030 aims to strengthen the social and economic development of women and men, particularly women, from eligible Francophonie and Commonwealth countries, as well as other Small Island Developing States (SIDS)**. The eight-year program (2022-2030) promotes empowerment through providing learning opportunities for women and men committed to reducing inequalities and improving the lives of their communities.

75% of the program's funding goes to Francophonie member countries, while 25% goes to Commonwealth member countries and other Small Island Developing States. In total, 90% of the program's funding is earmarked for sub-Saharan Africa.

### **The countries eligible for the program are :**

- Benin
- Burkina Faso
- Cameroon
- Central African Republic
- Chad
- Congo
- Côte d'Ivoire
- Democratic Republic of the Congo
- Egypt
- Gabon
- Ghana
- Guinea-Bissau
- Haiti
- Kenya
- Madagascar
- Mali
- Mauritania
- Morocco
- Niger
- Rwanda
- Sao Tome and Principe
- Senegal
- South Africa
- Tanzania
- Togo
- Tunisia

[A map of the 26 eligible countries is available in Annex 1](#)

The program is co-administered by CICan and UnivCan, hereinafter **CICan/UnivCan**, which form a consortium that puts in place all the conditions required to enable integrated management of scholarship projects, in accordance with the contribution agreement signed with GAC.



## 2. Program overview

BCDI 2030 aims to strengthen partner countries' strategies to support female and male leaders to become agents of change who will influence their communities through knowledge, skills, and attitudes that promote active citizenship.

Education and training opportunities focus on the needs of partner countries in priority areas of intervention related to UN Sustainable Development Goals (SDGs). BCDI 2030's key thematic areas are:

- ✓ **Science, technology, engineering and mathematics (STEM)**
- ✓ **Climate action**
- ✓ **Artificial intelligence**
- ✓ **Health Sciences**
- ✓ **Green and blue economy**
- ✓ **Governance and administration**

The Program builds on partnerships with regional organizations and ministries responsible for higher education, including higher technical education, with the aim of promoting social and economic development. **The three BCDI 2030 strategic partners are:**

- The [West African Economic and Monetary Union \(WAEMU\)](#) comprising eight West African countries (Benin, Burkina Faso, Guinea-Bissau, Ivory Coast, Mali, Niger, Senegal, and Togo)
- The [Association of African Universities \(AAU\)](#)
- The [African Institute of Mathematical Sciences \(AIMS\)](#)



ASSOCIATION OF AFRICAN UNIVERSITIES  
ASSOCIATION DES UNIVERSITES AFRICAINES  
اتحاد الجامعات الأفريقية



**AIMS**



The program is implemented through two mechanisms: one which offers scholarships in Canada (**Stream 1 – Scholarship Projects for Studies in Canada**), and the other which provides capacity building support through partnerships between Canadian educational institutions and partner institutions in eligible countries and regions (**Stream 2 – Institutional Partnerships**).

This call for proposals for projects worth \$18 million is aimed exclusively at scholarship projects under Stream 1 of the program. This is the last call for proposals under Stream 1 of the program. Nevertheless, depending on the projects received and the funding awarded, the program may offer new funding opportunities in certain targeted fields or countries.

Under this call for proposals, Canadian HEIs may apply for funding for a scholarship project to be carried out between 2025 and 2029.



**Note:** Winning partner HEIs will be eligible for additional support for the professional integration of their graduates as part of a customized training program via an institutional partnership (Stream 2).<sup>1</sup>

## 2.1 Program guidelines

The BCDI 2030 program has the following objectives:

- **To provide scholarships to at least 51% of women**, thereby promoting their access to learning and/or training activities that will enable them to develop skills that will give them a competitive advantage in the labour market and contribute to closing the gender gap.
- The provision of learning and/or training activities that **directly address national priorities and the needs of partner countries** to ensure sustainable economic and social benefits.
- **The return of scholars to their home countries** to contribute to the institutional capacity building of their nations and the development of their communities through increased agency and leadership, enabling them to become agents of change.
- **Equal opportunity for all** by ensuring that all targeted individuals have an equal opportunity, without discrimination, to participate in capacity-building activities, including the Scholarship Projects for Studies in Canada.

As an international development scholarship program funded by GAC, BCDI 2030 Stream 1 adopts the general guidelines of the [Guide to Managing Award Holders in Canada \(Development Stream\)](#).<sup>2</sup>

## 2.2 Expected outcomes

As illustrated by the Program Logic Model presented in Annex 2 of these guidelines, the program aims to **achieve three intermediate outcomes**.

- 1) **Access to quality higher education:** Increased inclusive and equitable access for women and men to quality higher education and vocational training in key thematic areas
- 2) **Labour market participation:** Increased equitable participation of women and men, particularly women, in the labour market (entry into the labour market, return to or retention in employment, promotion)
- 3) **Partnerships and networks:** Enhanced cooperation and synergies between scholarship recipients, learners, Canadian and international institutions, and beneficiary countries

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<sup>1</sup> Once the contribution agreements have been signed for the winning projects in this call for projects, the partner HEIs will be consulted to validate their interest in benefiting from an institutional capacity-building partnership aimed at the professional integration of their graduates. Interested partner HEIs will then be able to benefit from this capacity-building and support scholarship recipients returning to their home countries.

<sup>2</sup> In the event of a discrepancy between the Guide to Managing Award holders in Canada (Development Stream) and these guidelines, the latter take precedence as they reflect the terms of the agreement between GAC and C/Can/UnivCan.



For more information on the sample activities that could be implemented by stakeholders in parts 1 and 2 of the BCDI 2030 program, we invite you to refer to Figure 2 in Annex 3.

### 2.3 Gender equality

In accordance with [Canada's Feminist International Assistance Policy \(FIAP\)](#), the goal of BCDI 2030 Stream 1 – Scholarship Projects for Studies in Canada is to achieve tangible changes in behaviour, practices or performance that will contribute to gender equality.

To contribute to the program's objective of reaching a majority of women, **project proposals must clearly demonstrate how they take gender equality issues into account in the project design and reflect in the expected results the opportunity for female scholars to develop skills that will help them position themselves in the labour market.**

**Gender-responsive project proposals** must take into consideration the systemic and socio-cultural barriers faced by female students, particularly with respect to access to and retention in higher education, employment, or entrepreneurship. Proposals should therefore emphasize elements such as:

- Their leadership and agency
  - The development of their skills and employability
  - Their professional integration
  - Entrepreneurship and networking
- etc.

A gender-sensitive scholarship project could, for example, promote women's access to non-traditional, male-dominated fields of study or training. Such a project could also provide access to recognized studies leading to quality positions in promising partner countries' economic sectors.

The proper integration of a gender perspective requires a thorough understanding of the partner countries' context. Hence the importance of close collaboration between Canadian HEIs and those of partner countries to effectively address gender issues.

### 2.4 Human rights

For Global Affairs Canada, a [human rights-based approach \(HRBA\)](#) to international assistance aims to support countries to meet their human rights commitments through education, promotion, and respect for human rights. The HRBA supports a feminist approach, as human rights are the foundation for gender equality and the socio-economic empowerment of women and girls.

BCDI 2030 is based on a human rights approach. With a view to ensuring equal opportunities and addressing inequalities, the program aims to promote access to education for all and reduce additional barriers faced by people from marginalized groups.

Therefore, scholarship project proposals must ensure that they promote inclusion, participation and support tailored to the particular needs of people from marginalized groups, wherever possible.

Upon request from HEIs, BCDI 2030 may provide additional funding to support scholars requiring special assistance. These requests will be approved on a case-by-case basis.





## 2.5 Environmental strategy

As per GAC's application of the [Environmental Integration Process](#), eligible scholarship projects under BCDI 2030 must:

- Contribute **to strengthening environmental governance** by integrating approaches, measures and practices that promote sustainable development.
- Prioritize fields of action that **support environmentally sustainable and climate resilient approaches and practices**.
- Implement measures to **mitigate potentially negative environmental effects**, including avoiding support for studies or training that may perpetuate environmentally harmful practices or exacerbate climate change.

The principles of sustainable development must therefore be at the heart of the proposed scholarship project notably through:

- The nature of the project itself.
- An educational content that promotes the development of environmental and sustainable development skills.
- The reduction of environmental impacts of learning and/or training activities.
- Awareness and education on environmental issues and sustainable development.

## 2.6 Key concepts

Here is a list of the main terms associated with the call for proposals for scholarship projects:

**Hybrid learning and/or training activity:** pedagogical activity carried out by Canadian HEIs and partners, via a hybrid learning mode (face-to-face and virtual), enabling scholars to continue their training in Canada, in their home country or in another location relevant to the project. This type of activity can take place before, during or after the scholars' stay in Canada.

**Change agent:** A person who becomes aware of a problem in his or her community, large or small, and takes action to bring about substantial positive change.

**Agency:** A being's faculty of action, its capacity to act on the world, things and beings, to transform or influence them.

**Human rights-based approach:** An approach that aims to reduce inequalities and discriminatory practices by promoting equal opportunities and the inclusion of people from marginalized groups.

**Scholarship recipient:** A candidate selected by a higher education institution in one of the 26 eligible BCDI 2030 partner countries to undertake studies, research or customized training in Canada. A Training Agreement must be signed with the selected candidate in which he/she undertakes to respect the conditions of acceptance of the scholarship, including a formal commitment to return to his/her home country at the end of his/her training project in Canada. The scholarship recipient is not considered as such until the training agreement has been signed.



**Consortium:** In this case, a consortium refers to a **coordinated and balanced** collaboration between several Canadian institutions, often with common objectives and activities that transcend institutional boundaries, including the submission of a joint proposal for a scholarship and/or training project.

**Financial contribution from Canadian HEIs:** Represents amounts contributed by Canadian HEIs to cover costs **directly related to the implementation of** the scholarship project and for which no reimbursement is sought from BCDI 2030. **Financial contributions may be in cash and/or in kind, and must be expenses considered as eligible project costs and verifiable**, i.e. they must be accompanied by supporting documents in the event of an audit request by the funder, Global Affairs Canada.

**Employability:** The ability to find, keep or create a job, to progress and develop one's full potential at work, and to adapt to change throughout one's career. This aptitude encompasses mastery of technical and cross-disciplinary skills, resilience in the face of changes in the professional sector, and the ability to constantly adapt to change throughout one's career.

**Higher education:** Generally refers to any type of education that a person pursues after completing secondary school. There are a number of specific terms for different types of higher education, depending on the particularities of the different education systems in existence. This type of education can be found in colleges, universities and technical schools or institutes.

**Canadian higher education institution:** For the purposes of implementing BCDI 2030, refers to a member institution of CICan or UnivCan (college, institute or university) that is also a [Designated Educational Institution \(DEI\)](#) duly approved by a provincial or territorial government to receive international students.

**Lead Canadian HEI:** Is responsible for submitting the scholarship project proposal to the online portal and is accountable for the sound financial management of the project and the successful completion of the planned activities. The lead Canadian HEI will sign the contribution agreement with CICan or UnivCan.

**Partner higher education institution:** For the purposes of implementing BCDI 2030, means a higher education institution recognized by the government of partner countries eligible for the BCDI 2030 program, including technical higher education institutions.

**Marginalized groups:** In the context of BCDI 2030, people from marginalized groups are defined as those who face persistent barriers to accessing higher education. Depending on the specific context of each country, these people may include women, people with special needs including people with disabilities, the economically disadvantaged, people from remote regions, people from certain minority cultural groups, internally displaced persons, etc.

**Innovation:** A new solution to a problem that, once adopted, produces better results than pre-existing solutions. The scholarship projects selected must generate transformative benefits not only for the scholarship recipients, but also for their communities and their country's socio-economic development.

**Professional integration:** Dynamic process by which a graduate, after completing his or her education or training, successfully and sustainably enters the job market. This transition goes beyond





securing a job, to include proactively adapting to the demands of the professional environment, continuously reinforcing skills, and realizing full potential within the chosen career. It requires the ability to anticipate and adapt to changes in the labor market, while promoting equitable participation by all individuals, regardless of their origins. In this context, professional integration is part of a broader perspective of empowerment, helping to create positive and lasting personal and societal change.

**Female Leadership:** A person's ability to influence others to achieve common goals. Leadership in women is developed in particular through the acquisition of skills and experiences that boost their self-confidence, self-esteem and assertiveness. In the context of the BCDI 2030 program, this means equipping women with the professional and personal tools they need to seek out and secure quality employment, climb the ladder and hold positions of responsibility, or set up their own businesses.

**Bilateral partnership:** In the context of BCDI 2030, refers to a collaboration between a Canadian lead HEI and one or more HEIs in the 26 eligible countries. Each partner HEI maintains a relationship solely with the Canadian lead HEI.

**Multilateral partnership:** In the context of BCDI 2030, refers to a collaboration between a Canadian lead HEI and several partner institutions in the 26 eligible countries. In addition to the relationship with the Canadian HEI, the partner HEIs also establish relationships with each other.

**Back-home plan:** In the context of BCDI 2030, the back-home plan is a written document prepared by the scholar prior to his or her study stay in Canada, describing the reasons for his or her study project in Canada in relation to his or her study or employment project back in his or her home country. The scholarship recipient must have a concrete plan for returning to his or her home country. This return plan is based on real prospects and planned actions to make the project a reality (resources available to support the project, resource persons, mentors, internships, business plan, etc.). This return plan will be updated at various points during the scholarship project in Canada, in particular before the scholar returns to his or her home country.

**Program:** Refers to the Canadian International Development Scholarships 2030 (BCDI 2030) program.

**Project:** Refers to the scholarship project submitted by the Canadian HEI(s) and the partner HEI(s).

**Gender sensitivity:** the ability to recognize and highlight gender differences, problems and inequalities, and to integrate them into strategies and actions.

### 3. Scholarship project proposal

Scholarship project proposals submitted under the second call for proposals of the **BCDI 2030 Stream 1 – Scholarships Projects for Studies in Canada** must be submitted by a Canadian institution of higher education, in partnership with at least one government-recognized institution of higher education in one of the 26 eligible partner countries (see list in Annex 1).

#### Key points:

- ◆ To facilitate internal coordination, project proponents are encouraged to express their interest to their institution's international department heads to obtain pre-approval of the project



submission at the institutional level. ***A single institution may participate in several projects, but may only be the project leader of one scholarship proposal for this call.***

- ◆ Scholarship projects can be carried out as part of a consortium, involving the participation of several Canadian higher education institutions (HEIs) and one or more partner educational institutions. Although **only one Canadian HEI may be designated as project leader, BCDI 2030 strongly encourages the formation of consortia between Canadian colleges and universities.**
- ◆ In recognition of this collaborative approach, a bonus of up to 5 points will be awarded in the evaluation of these project proposals. To be eligible for this bonus, proposals must clearly demonstrate the added value of the consortium and the balanced distribution of roles and responsibilities between the Canadian partners. For more information, please see section 5.1 on selection criteria.
- ◆ For the second call for proposals, BCDI 2030 encourages the expansion of international collaboration opportunities. Unlike the first call, which focused on pre-existing partnerships, we are now inviting Canadian HEIs to establish new partnerships with HEIs in the 26 eligible countries. In this way, while enhancing existing collaborations, BCDI 2030 will be able to support projects involving newly-formed partnerships between Canadian HEIs and HEIs from the 26 member countries.
- ◆ HEIs who participated in the first call for proposals remain eligible for the second call, but the scholarship project must present a change from the previous proposal, whether in the field, study program, partner and/or country. We invite HEIs that did not obtain funding under the first call to take into account the feedback provided and make improvements to their scholarship project.

### 3.1 Eligibility

To be eligible, Canadian lead HEIs, i.e., colleges and universities, must meet all the following criteria:

- Be a [designated educational institution](#) (DEI).
- Be a member of the CIGan or UnivCan network for the current year and during the period of the scholarship project.
- Be eligible to issue certificates and/or diplomas at the provincial level.
- Have an existing partnership with a partner HEI.

**Note: Only one scholarship project proposal per Canadian lead HEI may be submitted for Stream 1 under this call for proposals.**

**Partner HEIs**, i.e. colleges, institutes and universities in the 26 eligible countries, must meet the following criteria in order to be eligible:

- Have a partnership in place, whether new or existing, with the lead Canadian HEI, and;
- Be a public or private higher education institution recognized by the government of the partner country.



Please note that partnerships with public HEIs from the 26 eligible countries will be preferred.

**BCDI 2030 scholarship recipients** must meet the following criteria to be eligible:

- Be affiliated with a BCDI 2030-eligible partner institution of higher education, whether as a student, faculty, staff member, administrator or director;
- Have the primary objective of studying and/or training in Canada, and returning to their home country after their stay in Canada;
- Not have previously participated in a scholarship program funded by the Government of Canada, and not already be enrolled in a program of study at a Canadian HEI;
- Never have applied for permanent residency or Canadian citizenship.

**Please note:** Applications from nationals of countries not included in the list of 26 eligible partner countries are valid as long as the partner HEI with which they are affiliated is located in one of these 26 countries.

### 3.2 Roles and responsibilities of partners

The illustration below presents the key roles and responsibilities of the stakeholders, which will be detailed in the contribution agreement and the program implementation manual.

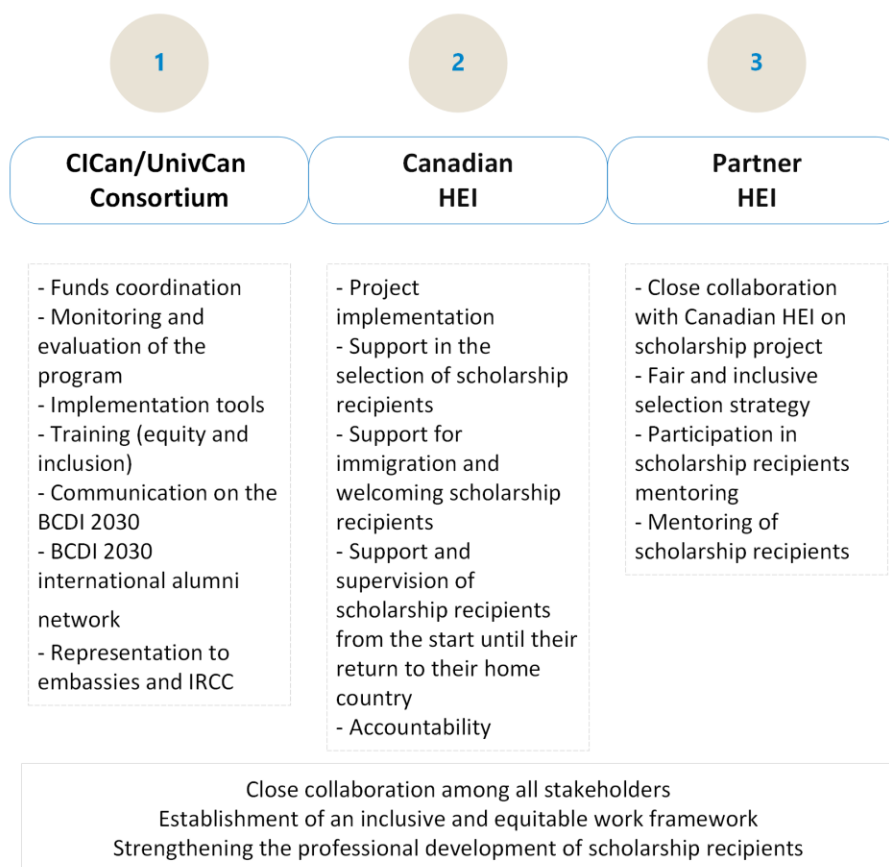


Figure 1: Key Roles and Responsibilities of stakeholders in program and project implementation



### 3.3. Priority level and funding categories

In accordance with the strategic guidelines set out by Global Affairs Canada, BCDI 2030 must ensure that funds are distributed in such a way as to achieve the following expected results:

- 90% of funds are granted to Sub-Saharan African countries
- 75% of funds are granted to Francophonie member countries
- 25% of funds are granted to Commonwealth countries and SIDS

The program also aims to distribute funds equitably among the 26 eligible countries.

- Considering the above-mentioned strategic objectives and the funds already committed following the first call for proposals, BCDI 2030 proposes an indicative funding prioritization system based on the following color code:

	Level 1 - High funding priority
	Level 2 - Medium funding priority
	Level 3 - Low funding priority

Although all countries remain eligible for this call, this color code is intended to guide the choice of partner countries, to ensure that the results expected by the donor are achieved.

This prioritization takes into account their membership to the Francophonie, their geographical location in sub-Saharan Africa, and the level of funding already received from BCDI 2030.

BCDI 2030 partner countries	Francophonie	Commonwealth	SIDS	Sub-Saharan Africa	Level of funding priority
Benin	X			X	
Burkina Faso	X			X	
Cameroon	X	X		X	
Central African Republic	X			X	
Chad	X			X	
Congo	X			X	
Côte d'Ivoire	X			X	
Democratic Republic of Congo	X			X	
Egypt	X				
Gabon	X	X		X	
Ghana		X		X	
Guinea-Bissau	X		X	X	
Haiti	X		X		
Kenya		X		X	



BCDI 2030 partner countries	Francophonie	Commonwealth	SIDS	Sub-Saharan Africa	Level of funding priority
Madagascar	X			X	High
Mali	X			X	High
Mauritania	X			X	High
Morocco	X				Medium
Niger	X			X	High
Rwanda	X	X		X	High
Sao Tomé and Príncipe	X		X	X	High
Senegal	X			X	High
South Africa		X		X	High
Tanzania		X		X	High
Togo	X	X		X	High
Tunisia	X				High

In addition, it is important to note that scholarship projects will be classified through two closed funding envelopes:

- a. **Francophonie envelope:** for Francophonie member countries: **\$14 million.**
- b. **Other countries envelope:** for Commonwealth countries and SIDS: **\$4 million.**

Breakdown of funding by country involved :

- The country of the partner HEI determines the envelope to which the project is attached.
- For projects carried out in the fifteen countries that are only members of the Francophonie, funding will be allocated from the Francophonie envelope.
- For projects carried out only in the four Commonwealth countries (South Africa, Ghana, Kenya, Tanzania), funding will be allocated from the Other countries envelope.
- For projects in the seven member countries of the Francophonie AND the Commonwealth (Gabon, Togo, Cameroon, Rwanda) OR in the SIDS (Guinea-Bissau, Haiti and São Tomé and Príncipe), funding will be allocated from both the Francophonie envelope and the Other countries envelope in proportion to the number of scholarship recipients anticipated in each category.

When the funds allocated to one or other of these categories are exhausted following the evaluation of scholarship projects, lower-ranked projects in the same category will not be funded.

- Finally, the maximum amount for each scholarship project will vary depending on the category to which the project belongs:



Categories	Eligible countries	Financing ceiling
Francophonie member countries <u>only</u>	Benin, Burkina Faso, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Egypt, Madagascar, Mali, Mauritania, Morocco, Niger, Republic of Congo, Senegal and Tunisia.	\$ 750,000
Member countries of the Francophonie <u>AND</u> the Commonwealth <u>OR</u> SIDS	Guinea-Bissau, Haiti, Sao Tome and Principe, Cameroon, Gabon, Rwanda and Togo	\$ 500,000
Commonwealth countries <u>only</u>	South Africa, Ghana, Kenya and Tanzania	\$ 500,000

#### Breakdown of funding by country involved :

- A maximum of \$750,000 in funding is available for projects that involve partnerships exclusively with countries that are members of La Francophonie. These projects must therefore involve only partners from this category to be eligible for the \$750,000 funding ceiling.
- Funding of up to \$500,000 is available for projects involving a combination of Francophonie and Commonwealth countries, or Small Island Developing States (SIDS) or Commonwealth-only countries.

#### 3.4 Types of scholarship projects

Co-constructed by the Canadian HEI and the partner HEI(s) and consortium members where applicable, scholarship projects must propose **college, technical and/or university-level learning and/or training activities carried out on Canadian soil.**

The learning and/or training activities **must lead to a certificate, attestation of studies and/or diploma awarded by a Canadian HEI and recognized by the partner country.**

Scholarship projects may include **virtual or hybrid** activities, but projects involving **only** virtual activities are not eligible.

The program will give preference to projects that **foster continued links with the partner HEI and the home country** to ensure the relevance of the training to the national context and support employment and career progression of scholars, particularly women, upon returning home. This may include applied research, practical learning, or internships in the country of the partner HEI, conducted in person and/or virtually.





**The different types of scholarship projects and activities eligible for BCDI 2030 are :**

**→ Option 1: Custom-made training program**

Scholars complete a custom-made training program in Canada leading to certification. Short stay programs are designed to serve a cohort of students with common learning objectives. In addition to classroom courses, eligible activities as part of custom-made training programs may include:

- Institutional visits or training activities carried out in collaboration with research centers, college technology transfer centers (CTTCs), government agencies, ministries, or businesses.
- Educational or applied research projects with local industry and/or community partners in the partner country.
- Seminars, conferences, roundtables, summer schools (in Canada and/or in the partner country).

**→ Option 2: Full program of study at a Canadian HEI (college or university level)**

Scholars are enrolled in a technical or professional training program at the college level or in a regular undergraduate, graduate or postdoctoral program in Canada. Scholars may study for the full duration of the program, up to the maximum duration allowed (see 3.6).

For PhD students, projects carried out in co-supervision will be favored.

**→ Option 3: Research or mobility stay**

Scholars are enrolled in a program with an eligible partner HEI and come to Canada for one or two semesters of study or research. Research activities or courses conducted in Canada must be credited and recognized by scholars' home HEI as part of their program of study.

**Proposals for scholarship projects may target one or more options**, with a coherent vision, in line with the partner country's development objectives and employment needs.

**→ Option 4: Complementary training related to employability**

Additional training may be offered to scholars from Options 1, 2, and 3 to meet BCDI 2030 employability goals. Specifically, scholarship projects may include training or courses leading to credits or continuing education units (CEUs), such as:

- Language training, when needed.
- Entrepreneurship and/or employability training.
- Leadership including female leadership training.

### **3.5 Scholarship Project Characteristics**

Successful initiatives must present an innovative approach to scholarship management with the aim of strengthening the capacities and leadership of women and men, particularly women. More specifically, projects must demonstrate how they will help achieve the objectives of the BCDI 2030



program and the development priorities of eligible partner countries in one (or more) of the six key thematic areas. **See section 5.1 for full project selection criteria.**

Proposed initiatives must include **high-quality support and supervision measures tailored to the needs of scholarship recipients, before, during and after their study stay.** In this respect, project proposals should clarify how BCDI 2030 scholarship recipients, particularly women, will benefit from an educational and intercultural experience that will foster their personal, professional and intellectual development.

### 3.6 Project implementation period

Scholarship projects submitted in response to this call for proposals **will come into effect upon the signing of a contribution agreement** between CIGCan or UnivCan and the Canadian HEI.

The **maximum duration of the scholars' stay in Canada is four (4) years.** The arrival of the selected scholars is normally scheduled for September 2025, or any other date depending on the project implementation schedule. **The minimum duration of study stays is one month. All project activities must be completed by November 30, 2029.**

In the event that scholarship recipients, including doctoral students, are unable to complete their program by the November 2029 deadline, it is possible to continue the program beyond the BCDI 2030 coverage period. Failure to graduate within the BCDI coverage period will not affect eligibility for BCDI 2030 funding. However, it is crucial to inform scholarship applicants that, after November 30, 2029, fees will no longer be covered by BCDI 2030. BCDI 2030 does, however, promote the full and complete realization of the scholarship project.

## 4. Submission process

### 4.1 Important dates

Description	Dates
Launch of the call for proposals	April 4, 2024
Information sessions on the call for proposals	April 10, 2024 from 1:30 pm to 2:30 pm (FR) / April 11, 2024 from 1:30 pm to 2:30 pm (EN)
Deadline for submitting a project proposal	May 30, 2024
Eligibility check	May 31 to June 15, 2024
Proposal evaluation process	June 15 to July 15, 2024
Summer break	August 2024
Evaluation committee meetings	Late August-early September 2024
Results announcement	End of September 2024
Preparing and signing of contribution agreements	October 2024
Project kick-off meetings	November 2024



Scholarship project proposals must be submitted online, in English or French, on the [BCDI 2030 portal](#) by **May 30, 2024 at 3 p.m. (EDT)**. Canadian HEI applicants will need to create an account and profile to access the application form.

**Please note that it can take up to 48 hours to open an account. We advise you to create an account as soon as you start the application process.**

Proposals that do not comply with the criteria will not be forwarded to the selection committee.

#### **4.2 Application procedure**

The following actions apply to Canadian lead HEIs:

- 1) Designate a person to be responsible for completing the application at your institution;
- 2) Complete the online application form. The questions on the form are in Annex 5 of these guidelines;
- 3) Complete the budget form, using the [BCDI 2030-A02 Budget template.xlsx](#) file, and upload the final version to the online application form on the portal;
- 4) Submit request.

A confirmation e-mail will be sent to you upon receipt of your project proposal. If you do not receive the confirmation email in your inbox, please check your junk mail or contact us at [info@bcdi2030.ca](mailto:info@bcdi2030.ca).

### **5. Project selection**

All complete proposals received by the deadline will be reviewed by CIGan /UnivCan to determine eligibility.

An independent national and international selection committee with equal gender representation will be set up to evaluate eligible proposals and select the winning scholarship projects. Committee members will have diverse skills in key thematic areas, will come from the various countries of intervention, and will have no bias or personal interest in the final selection. Committee representatives will also have a profile and skills enabling them to assess the value of proposals in terms of gender equality issues.

The committee will evaluate and rank proposals according to the selection criteria defined below and recommend projects for funding.

Some proposals may be conditionally approved. CIGan/UnivCan will inform Canadian HEIs of any changes that need to be made in order for their proposal to be fully approved.

The results of the evaluation process will be e-mailed to candidate HEIs.



## 5.1 Selection criteria and bonuses

Evaluation categories	Specific selection criteria	Weighting
	The scholarship project proposal :	
Partner countries' development priorities	<ul style="list-style-type: none"> <li>• Meets the national development priorities of the partner HEI's country.</li> <li>• Meets the educational priorities of the partner HEI's supervisory ministry.</li> <li>• Meets the institutional priorities of the partner HEI.</li> </ul>	10%
Pedagogical project	<ul style="list-style-type: none"> <li>• Has clear, realistic and achievable objectives and expected outcomes.</li> <li>• Promotes an innovative learning model that supports scholars' employability.</li> <li>• Promotes the acquisition of employability skills notably through applied research and practical learning activities in the partner HEI's country.</li> <li>• Responds to the evolving needs of the labour market of the partner HEI's country.</li> <li>• Ensures partner countries' recognition and/or certification of learning and/or training activities completed in Canada.</li> <li>• Promotes the strengthening of an existing institutional partnership between Canadian and partner HEIs.</li> <li>• Promotes the creation of synergies with public, private and/or civil society actors in the countries of partner HEIs.</li> </ul>	25%
Gender equality strategy	<ul style="list-style-type: none"> <li>• Addresses systemic and socio-cultural barriers faced by female students.</li> <li>• Promotes gender equality, and women's leadership and agency.</li> <li>• Promotes the development of women's skills, employability and/or entrepreneurship.</li> <li>• Promotes women's professional integration into the labour market.</li> </ul>	25%
Environmental strategy	<ul style="list-style-type: none"> <li>• Contributes to strengthening environmental governance by integrating approaches, measures and practices that promote sustainable development.</li> <li>• Does not include training and/or learning activities that perpetuate environmentally harmful practices or exacerbate climate change.</li> <li>• Incorporates training and/or learning activities that promote skills related to the environment, sustainable development, and climate change.</li> </ul>	15%



Evaluation categories	Specific selection criteria	Weighting
	The scholarship project proposal :	
Strategies for recruiting, selecting and supporting scholars	<ul style="list-style-type: none"> <li>• Includes a clear and transparent recruitment strategy that is gender sensitive and inclusive.</li> <li>• Includes a selection strategy with specific pre-established criteria that supports the fair evaluation of all applications, including female applications, and that favors the selection of at least 51% female scholars, as far as possible.</li> <li>• Adopts a human rights-based approach that promotes the participation of people from marginalized groups.</li> <li>• Includes a strategy for high-quality support, coaching and networking of scholars, taking into account their specific needs.</li> <li>• Promotes meaningful connections between scholars and their home countries.</li> </ul>	15%
Project management	<ul style="list-style-type: none"> <li>▪ Includes a clear and effective communication and management strategy demonstrating the partners' ability to implement the project, including a risk mitigation strategy.</li> <li>▪ Proposes a coherent budget to carry out the proposed activities.</li> <li>▪ Demonstrates an excellent cost-benefit ratio.</li> <li>▪ Includes a cash and/or in-kind contribution by Canadian HEIs equal to a minimum 10% of the value of BCDI 2030 financial contribution.</li> </ul>	10%

The presence and quality of the consortia in the scholarship project will be evaluated. Particular emphasis will be placed on Canadian consortia that demonstrate close and balanced collaboration, as well as consortia that incorporate cooperation between Canadian universities and colleges.

Evaluation category	Bonus criteria	Weighting
Consortium of Canadian HEIs	<p><b>Bonus point allocation method:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Evaluation of consortium collaboration:</b> <ul style="list-style-type: none"> <li>▪ Project proposals demonstrate active collaboration between Canadian consortium members. This includes joint planning of activities, sharing of resources, and collaborative project implementation.</li> </ul> </li> <li>▪ <b>Bonus for institutional diversity :</b> <ul style="list-style-type: none"> <li>▪ Additional bonus points are awarded to projects that include partnerships between different types of Canadian institutions, such as collaborations between universities and colleges, reflecting an integrated approach to higher education.</li> </ul> </li> </ul>	Up to 5% bonus



Evaluation category	Bonus criteria	Weighting
	<ul style="list-style-type: none"><li>▪ <b>Bonus calculation :</b><ul style="list-style-type: none"><li>▪ Close and balanced collaboration between Canadian HEIs: <b>+2%</b>.</li><li>▪ Inclusion of cooperation between Canadian universities and colleges: <b>+3%</b>.</li></ul></li></ul>	

## 6. Reporting and evaluation

Successful Canadian HEIs will be required to provide CICan/UnivCan with **narrative and financial reports by the following dates:**

- **The first Friday of September each year** (for the period from April 1 to July 31);
- **The first Friday of April each year** (for the period from August 1<sup>er</sup> to March 31).
- **A final narrative and financial report** - due 45 days after the project end date specified in the contribution agreement.

HEIs and program beneficiaries will take part in the program evaluation process (surveys, interviews, testimonials, etc.).

## 7. Protection of personal information

Universities Canada and Colleges and Institutes Canada are strongly committed to protecting your personal information and comply with Canada's Personal Information Protection and Electronic Documents Act (PIPEDA), which governs data privacy in Canada.

The information gathered will be shared with BCDI 2030 staff, selection committee members and contract system administrators for program administration and evaluation purposes.

Universities Canada, Colleges and Institutes Canada and Global Affairs Canada may use your personal information to contact you to ensure that program objectives are being met. Participation in surveys or follow-up interviews is voluntary, and your decision whether or not to participate will not affect your eligibility for the program.

Universities Canada and Colleges and Institutes Canada will use and disclose your information only as required or authorized by law, or unless we have your permission.

Universities Canada and Colleges and Institutes Canada will process the information collected in proposals, whether from their member universities or colleges, in one of three ways:

1. Rejected proposals will be removed from the system after two years of inactivity;
2. Personal information contained in unsuccessful submissions will be anonymized after two years of inactivity;





3. Personal information contained in successful proposals for which funds have been disbursed will be anonymized after February 15, 2033, the required three-year period following the end of the Contribution Agreement signed between GAC, CICan and UnivCan.

Universities Canada and Colleges and Institutes Canada will maintain, for statistical purposes, a permanent repository of anonymized data from the proposals described in points 2 and 3.

You have the right to access your personal information held by Universities Canada and Colleges and Institutes Canada at any time by contacting the staff responsible for the BCDI 2030 program. Universities Canada and Colleges and Institutes Canada may also correct or amend your personal information upon request.

[Universities Canada's privacy policy is posted on its website.](#)  
[Colleges and Institutes Canada's privacy policy is also posted on its website.](#)

Any individual will have the opportunity to make a complaint to the person responsible for personal information at Universities Canada or Colleges and Institutes Canada in the event of non-compliance with each association's Privacy Policy. Universities Canada or Colleges and Institutes Canada will investigate all complaints within 30 days of receipt. In the event that a complaint is found to be justified, Universities Canada or Colleges and Institutes Canada will take appropriate measures, including amending their policies and procedures, if necessary.

Individuals may obtain further information on the privacy practices of Universities Canada or Colleges and Institutes Canada, or file a complaint, by contacting: [confidentialite@univcan.ca](mailto:confidentialite@univcan.ca) (Universities Canada) or [privee@collegesinstitutes.ca](mailto:privee@collegesinstitutes.ca) (Colleges and Institutes Canada).

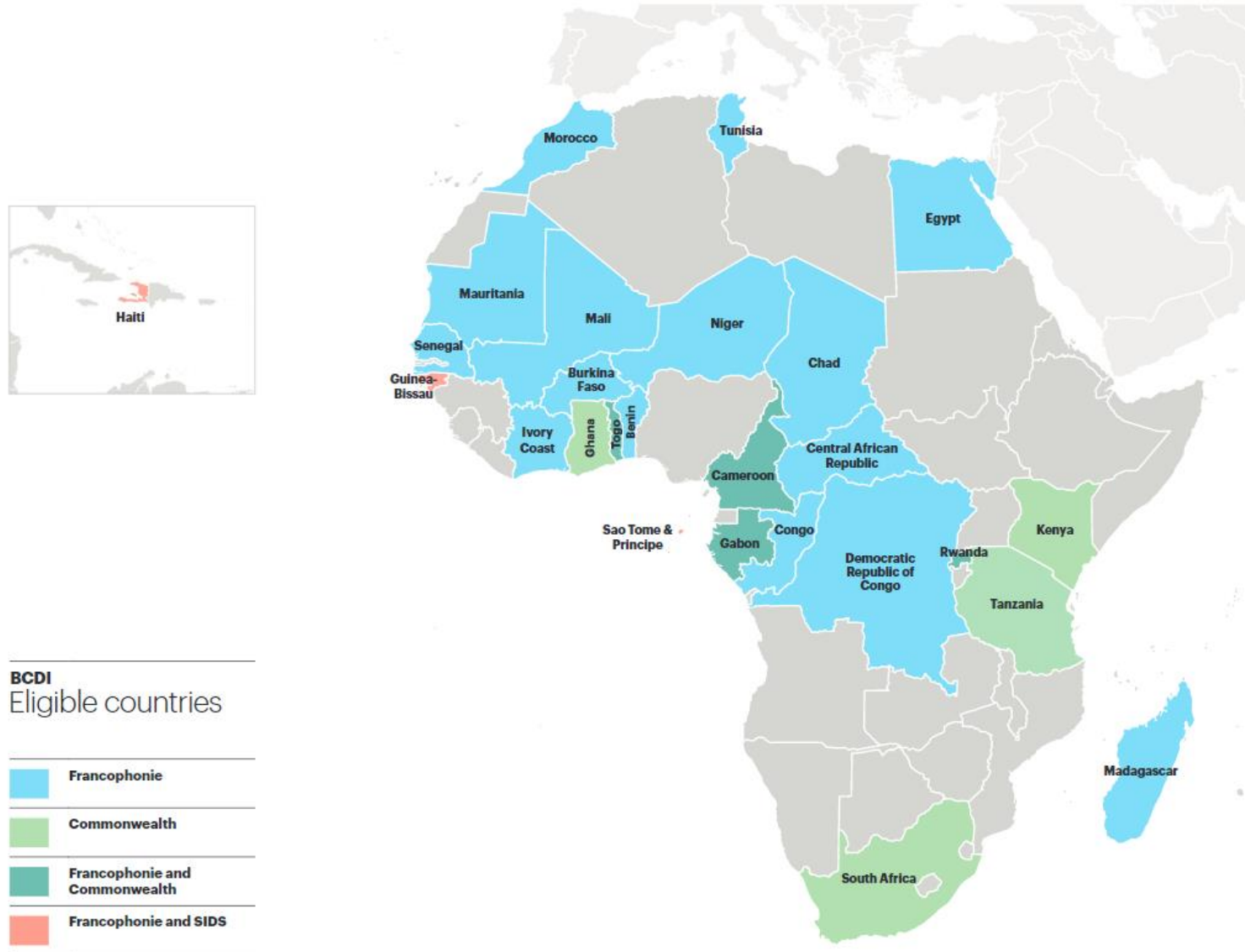
## **8. Contact us**

The BCDI 2030 team will respond within two working days to all questions submitted by **May 28, 2024 at 4 pm (EDT)**. Answers to questions received between the launch and closure of the call for proposals will be published continuously on the BCDI 2030 FAQ on the [SharePoint folder](#).

If you have any questions, please write to us at: [info@bcdi2030.ca](mailto:info@bcdi2030.ca)



## Annex 1: Map of partner countries eligible for BCDI 2030





## Annex 2: BCDI 2030 Logic model

<b>Ultimate Outcome</b>	<b>1000 Strengthened social and economic development for women and men, particularly women, from eligible Commonwealth and Francophonie countries, as well as from other small island developing states (SIDS)</b>						
<b>Intermediate Outcomes</b>	<b>1100 ACCESS TO QUALITY HIGHER EDUCATION</b> Increased inclusive and equitable access of women and men to quality higher education and vocational training in key thematic areas		<b>1200 LABOUR MARKET PARTICIPATION</b> Increased equitable participation of women and men, especially women, in the labour market (entry into the labour market, return to or retention in employment, promotion)		<b>1300 PARTNERSHIPS AND NETWORKS</b> Enhanced cooperation and synergies among scholarship recipients, learners, Canadian and international institutions, and beneficiary countries.		
<b>Immediate Outcomes</b>	1110 Increased participation of scholarship recipients (Stream 1) and learners (Stream 2), particularly women, in graduate studies and training programs in their country of origin, inter-regionally (South/South) and/or in Canada	1120 Strengthened capacity of partner higher education institutions to develop/adapt and deliver quality gender-sensitive and locally relevant training programs in key thematic areas	1210 Strengthened capacities of women and men to enter or progress in the professional environment in the training areas targeted by the program	1220 Strengthened capacity of higher education institutions to implement initiatives/collaborations with labour market stakeholders, governmental and civil society organizations in support of equitable participation and integration into the labour market (employment or self-employment) of scholarship recipients or students enrolled in training programs developed or updated through institutional partnerships	1310 Strengthened capacity of higher education institutions to implement initiatives/collaborations in the areas of innovation, research, and applied research, with labour market stakeholders, government, and civil society organizations	1320 Strengthened capacity of higher education institutions to implement initiatives/collaborations promoting gender equality in higher education	1330 Increased participation of scholarship recipients in networks established to support them



### Annex 3: Sample activities for stakeholders in streams 1 and 2 of the BCDI 2030

The illustration below presents the three BCDI 2030 intermediate outcomes and suggests, by way of example, activities that could be implemented by stakeholders in streams 1 and 2 of the BCDI 2030 program.

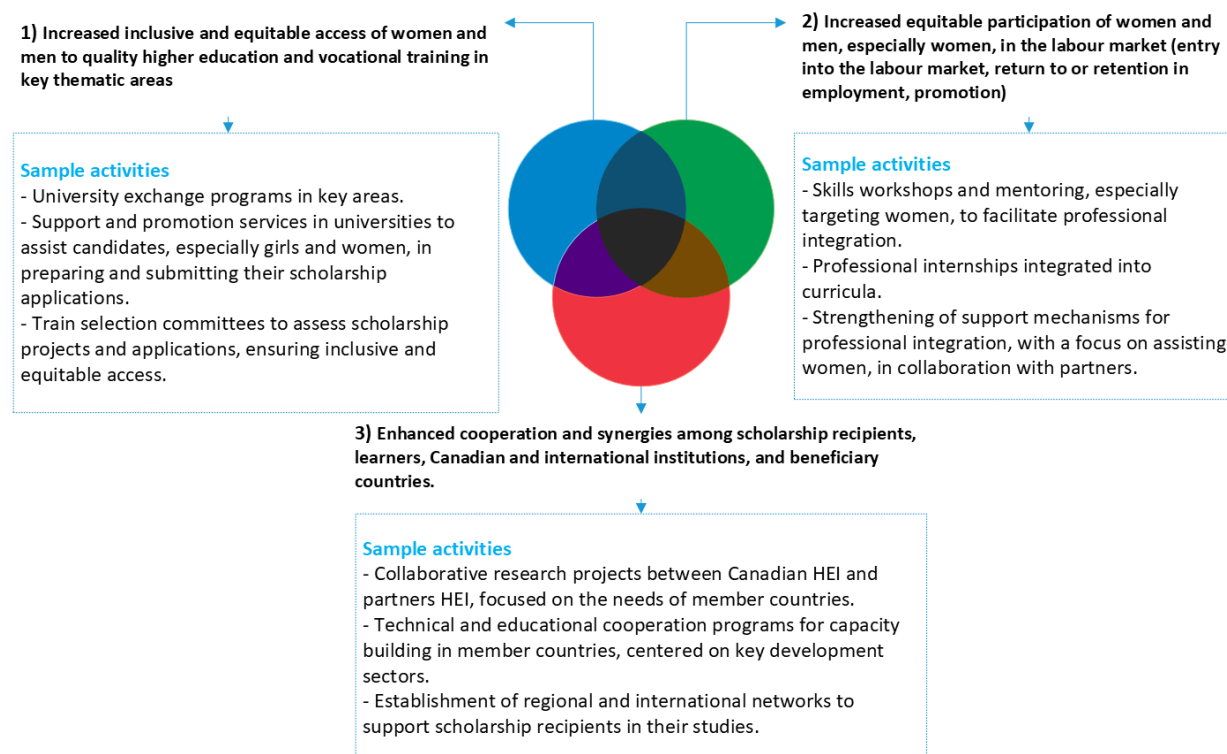


Figure 2: Intermediate outcomes and associated sample activities.



## Annex 4: Budget guidelines

### 1.1 Maximum funding

The maximum financial contribution from BCDI 2030 is structured as follows: a maximum amount of \$ 750,000 Canadian dollars is available for projects **exclusively** associated with Francophonie countries. In addition, funding of up to \$ 500,000 Canadian dollars is available for projects that include a combination of Francophonie and/or Commonwealth and/or Small Island Developing States (SIDS) countries or Commonwealth-only countries.

**Please note:** A lead HEI may submit only one project per call for proposals. HEIs that received funding in the first call may nevertheless submit a new proposal. In this case, they must demonstrate the innovative nature of the project compared with the previous one, whether in terms of a change of field, level of study, partner and/or country.

### 1.2 Financing parameters

- Scholarship amounts will be determined by the lead HEI on the basis of the countries involved, the specific needs of the study program, its duration and the activities planned.
- To offer maximum flexibility, four different types of scholarship projects are eligible for BCDI 2030 (see Section 3.4 - Types of scholarship projects).
- Lead HEIs may submit a proposal involving a single option or a combination of options, whichever is best suited to meet the needs of the partner country.
- A single beneficiary is eligible for only one option, with the **exception of option 4**, which is **optional and complementary** to options 1, 2 and 3.

### 1.3 Eligible expenses

Eligible expenses for BCDI 2030 are detailed in the table below.

For complete and detailed information on eligible expenses, please read carefully and refer to Chapter 4, "Financial Rules for an Award Program" of the [Guide to Managing Award Holders in Canada \(Development Stream\)](#).

Type of charge	Definition of eligible expenses
<b>A. Tuition fees</b>	The amounts cover the following tuition fees: <ul style="list-style-type: none"><li>-Expenses related to tuition fees and professional and technical training for the full duration of the program of study in the Canadian HEI.</li><li>- Costs associated with admission and compulsory tuition fees for eligible scholarship recipients.</li></ul>
<b>B. Transportation costs</b>	The amounts cover the following transportation costs: <ul style="list-style-type: none"><li>• <b>International:</b> the amounts cover the purchase of round-trip air tickets, by the most direct route, in economy class and at the lowest fares, on the basis of three verifiable bids.</li></ul>



Type of charge	Definition of eligible expenses
	<ul style="list-style-type: none"> <li>• <b>Airport welcome:</b> These amounts cover the cost of welcoming scholars at the airport upon their arrival in Canada, in accordance with <a href="#">National Joint Council guidelines</a>.</li> </ul>
<b>C. Direct financial assistance</b>	<p>The amounts cover actual and reasonable expenses incurred by scholars and may include the following for each of them.</p> <ul style="list-style-type: none"> <li>• Medical insurance plan, in compliance with Canadian HEIs requirements;</li> <li>• Fees associated with the issuance of visas, study permits or other federal or provincial documents required to obtain study permits;</li> <li>• Medical examinations;</li> <li>• Subsistence allowance<sup>3</sup> (see <a href="#">list of monthly subsistence allowances by city</a>);</li> <li>• Clothing allowance (maximum \$355 lump sum);</li> <li>• Installation allowance (maximum \$600 lump sum for stays of several months, if necessary);</li> <li>• Books (maximum \$600 per school year or \$300 per semester), upon presentation of supporting documents).</li> </ul>
<b>D. Other training program expenses</b>  <b>(Maximum of 6,000 per scholarship recipients)</b>	<p>Amounts covering other actual and reasonable expenses related to the training program for each scholar. These expenses must be pre-approved by BCDI 2030 and may include:</p> <ul style="list-style-type: none"> <li>• Attendance at congresses or conferences (maximum one per fiscal year), upon presentation of supporting documents: <ul style="list-style-type: none"> <li>○ College and 1<sup>e</sup> university students (maximum \$500);</li> <li>○ 2<sup>e</sup> and 3<sup>e</sup> university students (maximum \$1,000).</li> </ul> </li> <li>• Subsistence allowance<sup>4</sup> for <b>unpaid</b> work placements or credited applied research activities in the partner country: <ul style="list-style-type: none"> <li>○ For stays of less than three months, the monthly subsistence allowance is maintained;</li> <li>○ For field work between three and six months, the eligible amount is \$500 per additional month.</li> </ul> </li> <li>• Computer equipment (maximum \$1,500)<sup>5</sup>, on presentation of supporting documents;</li> <li>• Local transportation costs: monthly public transit card in Canada, upon presentation of supporting documents;</li> </ul>

<sup>3</sup> The monthly living allowance must be used in proportion to the stipend. For example, a scholar receiving a monthly stipend of \$1,000 and completing his program on the 15th<sup>e</sup> day of the month will receive \$500.

<sup>4</sup> If the scholarship recipient receives remuneration while carrying out an internship or applied research activities in the partner country, the monthly subsistence allowance allocated by the program will be reduced by the value of the remuneration.

<sup>5</sup> Funding for BCDI 2030 does not cover procurement. However, the reasonable purchase of computer equipment required to carry out the curriculum may be authorized.





Type of charge	Definition of eligible expenses
	<ul style="list-style-type: none"><li>• All travel in Canada or in the partner country, carried out as part of educational activities integrated into the program and leading to credits or continuing education units.</li></ul>

#### 1.4 Additional financing

Lead HEIs may receive funding from other donors, provided that these funds support activities complementary to the scholarship project and do not cover expenses already covered by BCDI 2030. In all cases, HEIs receiving complementary funding must maintain separate financial management to ensure that contributions can be audited by the Government of Canada, if necessary.

The HEI will be required to complete a complementary funding declaration form within 10 days of signing the Contribution Agreement. The HEI will also be required to submit an update of this declaration when submitting its final financial report.

#### 1.5 Employability support

Supporting the employability of scholars is a shared responsibility between CIGan/UnivCan, Canadian HEIs and partner HEIs. This means that accompaniment, follow-up/feedback, networking, professional integration and employability activities will be implemented in a collaborative and complementary manner.

The BCDI 2030 Program Specialist, Alumni Relations and Events, will provide support to scholars to encourage networking and offer activities and resources to develop their employability.

Partner HEIs will receive support to strengthen their institutional capacities for the professional integration of their scholars as part of BCDI 2030 Stream 2. Institutional partnerships will be developed to meet the specific needs of partner HEIs, such as creating a network of mentors, developing links with employer partners and other civil society and government bodies, and preparing graduates for employment.

Canadian HEIs will be able to declare their efforts in terms of support and supervision of scholars through their in-kind contribution.

#### 1.6 Contribution of Canadian HEIs

The BCDI 2030 program requires a contribution from Canadian HEIs. This may be in the form of cash contributions (tuition waivers or reductions, student residence fees or other living or transportation expenses) and/or in-kind contributions (**salaries and benefits directly related to the implementation of the scholarship project** and representing additional work for the Canadian HEI).

All amounts included in partner contributions must be **eligible, actual and verifiable costs**, in the event of a financial audit by the funder.<sup>6</sup> Canadian HEIs must distinguish between cash and in-kind contributions in their budgets.

<sup>6</sup> See the [Policy on Cost-Sharing](#) for more details.



**The minimum contribution in cash and/or in kind is set at 10% of the total budget financed by GAC but may be set at a higher threshold.**

### **1.7 Administrative fees**

A portion of the project management fee may be claimed from BCDI 2030 to support administrative activities directly related to project implementation. Administrative fees, distinct from the in-kind contributions mentioned above, cover costs specifically related to project management and administration, including report writing, evaluation, planning, scholarship payment and administrative support.

For each option, the amount eligible for administrative fees is as follows:

- **Options 1 and 4:**  
The training courses offered under Options 1 and 4 are custom-made by the lead HEI. The costs of these courses are determined by the host HEI and include the costs of administering the program of study. **No additional administrative fees are eligible for this option.**
- **Options 2 and 3 :**
  - \$ 500 per scholarship recipient upon arrival in Canada (year 1);
  - Add \$ 250 per scholarship recipient/year for additional years, if applicable.

### **1.8 Disbursement of funds**

Following signature of the contribution agreement, and in preparation for the launch of project activities, CIGan/UnivCan will make an initial advance payment to cover expenses for the initial period. Subsequent advance payments will be made following submission and approval of work plans and periodic narrative and financial reports.

The amount to be paid will be determined according to the following formula:

- Money previously advanced LESS actual expenses to date = \$ available.
- available MINUS forecast for next period= Advance to be paid.

An amount equivalent to 10% of the BCDI 2030 contribution will be withheld and paid once the final narrative and financial reports have been submitted and approved.



## Annex 5: Questions on the online form

### 1. OVERVIEW

#### 1.1 Instructions

#### 1.2. Eligibility checklist for scholarship projects

Please check (√) the appropriate boxes indicating that the project meets the BCDI 2030 eligibility criteria. Scholarship project proposals that do not comply with the criteria will not be forwarded to the Selection Committee.

<input checked="" type="checkbox"/> *	A single project proposal is submitted by the lead Higher Education Institution (HEI).
<input checked="" type="checkbox"/> *	The project is designed jointly with at least one partner HEI in one of the 26 countries eligible for BCDI 2030.
<input checked="" type="checkbox"/> *	The lead HEI is a member of <a href="#">CICan</a> or <a href="#">UnivCan</a> and is registered on the list of <a href="#">designated HEIs</a> .
<input checked="" type="checkbox"/> *	The project targets at least one of the six key thematic areas of BCDI 2030.
<input checked="" type="checkbox"/> *	The project meets the national development priorities of the partner country and of the partner HEI's line ministry.
<input checked="" type="checkbox"/> *	The project adopts a gender-sensitive approach that encourages the majority participation of women and is based on human rights.
<input checked="" type="checkbox"/> *	The project promotes the employability of scholarship recipients and the maintenance of meaningful links with their home country.
<input checked="" type="checkbox"/> *	The project does not involve any training activities that perpetuate environmentally damaging practices or exacerbate climate change.
<input type="checkbox"/>	Options 1 and 2 : <ul style="list-style-type: none"><li>• The program of study completed in Canada leads to an attestation, certification or diploma recognized in the country of the partner HEI.</li></ul>
<input type="checkbox"/>	Option 3: <ul style="list-style-type: none"><li>• Research or mobility stays in Canada are an integral part of the training program at the scholars' home HEI, and lead to the obtaining credits.</li></ul>
<input checked="" type="checkbox"/> *	The authorized signatory of the Canadian HEI has duly approved the project.
<input checked="" type="checkbox"/> *	The Canadian HEIs and partners of the winning proposals agree to sign a Collaboration Agreement reflecting the shared roles and responsibilities of each in the project, which agreement is conditional upon the signing of the Contribution Agreement between the Canadian lead HEI and CICan or UnivCan.

### 2. COORDINATES

#### 2.1. Name of the Canadian institution of higher education (HEI) in charge of the project\*.

#### 2.2. Contacts :

### 3. PROPOSED PARTNERSHIP

#### 3.1. Partner



Please indicate below the partner HEI(s) from one of the BCDI 2030 eligible countries and, if applicable, the Canadian partner HEI(s).

### 3.2 Partnership history \*

Please describe the existing partnership between the lead HEI and the partner HEI(s) from the 26 member countries, specifying the history, ongoing collaborations, and the positive outcomes of implementing the scholarship project for the partners.

If the project involves a new partnership, please also explain the origins of this collaboration, the steps taken to establish the partnership, and how it will enrich and support the objectives of the scholarship project. (300-word limit)

### 3.3 Type of request

This call for proposals encourages the creation of consortia between Canadian institutions. Such consortia will be favorably considered during the evaluation process, as regard to the selection grid. In addition, consortia combining Canadian universities and colleges will benefit from an additional bonus.

To determine the nature of the partnership or consortium for your scholarship project, please refer to the definitions below and check the options corresponding to the structure of your project.

It is important to note that, for the purposes of BCDI 2030, a **partnership** is defined as a relationship between one or more Canadian HEIs and one or more HEIs from the 26 eligible countries. There are two types of partnership:

1. **Bilateral partnership:** Collaboration involving a Canadian lead HEI and one or more partner institutions from the 26 eligible countries. Each partner HEI has a direct relationship only with the Canadian HEI.
2. **Multilateral partnership:** Collaboration between a Canadian lead HEI and several partner institutions from the 26 eligible countries. In addition to the relationship with the Canadian HEI, the partner HEIs also establish relationships with each other.

A **consortium**, on the other hand, refers to a partnership between Canadian HEIs. This type of partnership involves a **coordinated and balanced** collaboration between several Canadian institutions, often with common objectives and activities that transcend institutional boundaries.

#### Does your project include : \*

- Partnership(s)
- Consortium

#### 3.3.1 Nature of the Partnership \*:

Indicate if your partnership is :

- A bilateral partnership
- A multilateral partnership



### 3.3.2 Nature of the Consortium :

Indicate if your consortium is made up of :

- Two or more Canadian universities
- Two or more Canadian colleges
- At least one Canadian university AND one Canadian college

### 3.3.3 How the consortium works

Explain how your consortium is a **coordinated and balanced** collaboration? Describe the interactions and coordination between the Canadian members of the consortium to achieve the objectives of the BCDI 2030 Scholarship Project. How are responsibilities and tasks distributed and managed among the institutions? (limit 300 words)

### 3.4 Supporting documentation \*

We invite you to submit only the key documents attesting to the reality of your partnership and/or consortium, favoring a single document per partner. For example, a letter of intent signed by both parties or a mobility agreement may suffice. Please attach only the most representative document of your cooperation.

For consortia involving a Canadian lead HEI and a Canadian partner HEI, the commitment letter remains indispensable.

We ask you to clearly name each document by providing a title that accurately reflects its content, to facilitate the evaluation of your file.

## 4. SCHOLARSHIP PROJECT INFORMATION

### 4.1. Scholarship project title \*

### 4.2 Summary of the scholarship\* project

Please present the scholarship project in general terms, specifying its nature, objectives, and implementation, describing how it responds to the evolving labor market needs of the partner country or countries and how it is innovative. (Limit 300 words).

### 4.3 Previously funded HEI(s)

Has your facility received funding under the first BCDI 2030 call for proposals?

- Yes
- No

Please describe how this new project proposal differs from the previous one in terms of innovation and differentiation. How does this project add distinctive value or innovation? Please specify any changes or improvements made, whether in terms of the field of study, the partners involved, or the target country(ies). (300-word limit)



#### 4.4. Key thematic areas \*

Please indicate in which key thematic area(s) the scholarship project falls.

- ✓ Science, technology, engineering and mathematics (STEM)
- ✓ Climate action
- ✓ Artificial intelligence
- ✓ Health Sciences
- ✓ Green and blue economy
- ✓ Governance and administration

#### 4.5. Partner country priorities \*

How does the proposed scholarship project contribute to the national development priorities of the country(ies) of the partner HEI(s), to the evolving needs of their labor market(s), to the orientations of their supervisory ministry(ies) and to the institutional priorities of the partner HEI(s)? (200 word limit)

#### 4.6. Detailed description by option \*

Please indicate the option(s) targeted by the scholarship project:

- ✓ Option 1
- ✓ Option 2
- ✓ Option 3

##### **Option 1: Custom-made study stay**

<b>Name of study program</b>	
<b>Program code, if available</b>	
<b>Level of study (Drop-down menu - College / University)</b>	
<b>Expected diploma/certificate/attestation</b>	
<b>Key thematic area(s) of BCDI 2030</b>	

To what extent will the diploma/certification/attestation be recognized and/or certified by the authorities of the partner country? (Limit 100 words)

##### **Option 2: Full study program at a Canadian HEI**

<b>Name of study program in Canada</b>	
<b>Program code</b>	
<b>Level of study (Drop-down menu - College / University)</b>	
<b>Expected diploma/certificate/attestation</b>	
<b>Key thematic area(s) of BCDI 2030</b>	



To what extent will the diploma/certification/attestation be recognized and/or certified by the authorities of the partner country? (Limit 100 words)

**Option 3: Research or mobility stay**

<b>Name of scholars' program of study at home institution</b>	
<b>Level of education (Drop-down menu - College / University)</b>	
<b>Key thematic area(s) of BCDI 2030</b>	

I confirm that the research or mobility stay in Canada will be recognized by the home university, in whole or in part, as part of the scholarship recipient's program of study.

If the project proposes more than one option, please justify this choice. Does the combination of options offer any benefits or positive spin-offs for the program, the partner HEIs and/or the scholars? If so, please explain (150-word limit).

**4.6. Scholars' participation**

Please indicate the total expected number of scholars, broken down by gender, for each of the scholarship project options, counting each scholar only once, regardless of the length of stay.

		<b>Number of scholarship recipient</b>	<b>Number of women</b>	<b>% women</b>	<b>Number of men</b>	<b>% men</b>
Country 1	Option 1					
	Option 2					
	Option 3					
Total Country 1						
Country 2	Option 1					
	Option 2					
	Option 3					
Total Country 2						
Country 3	Option 1					
	Option 2					
	Option 3					
Total Country 3						
Country ...	Option 1					





		<b>Number of scholarship recipient</b>	<b>Number of women</b>	<b>% women</b>	<b>Number of men</b>	<b>% men</b>
	Option 2					
	Option 3					
Total Countries ...						
	TOTAL					

#### **4.7. Employability support measures \***

Please describe the measures put in place by the project to promote the employability of scholars, including actions and activities planned to create links with employers and mentors. Please also indicate the employability skills developed by the scholars. (200-word limit)

#### **4.8. Support and supervision \*.**

Detail the pre-departure training offered to scholarship recipients prior to their study stay in Canada and the welcome activities upon their arrival (200-word limit).

Specify the support provided to scholarship recipients in developing, updating and implementing a personalized return plan aimed at their integration and/or professional advancement in their home country (200-word limit).

Explain your strategy for accompanying and supporting scholarship recipients during their study stays (200-word limit).

### **5. GENDER EQUALITY AND HUMAN RIGHTS**

What are the main challenges female students face in your partner HEI's country in terms of access to training, retention, employment, or entrepreneurship? How does the scholarship project contribute to addressing those challenges? (max. 200 words) \*

How does your scholarship project promote gender equality (women's leadership and agency, skills development, women's employability and/or entrepreneurship, professional integration of women into the job market, etc.)? (200 word limit) \*

Considering that marginalized groups vary from one region or country to another, please describe the measures that will be put in place to ensure equal opportunities for people from these groups, with a view to fostering the success of their study stay (200-word limit) \*.

### **6. ENVIRONMENTAL STRATEGY**

Please specify how the scholarship project integrates training and/or learning activities that promote the development of skills in environmental, sustainable development and climate change issues (200-word limit) \*.



Please specify how the scholarship project involves approaches, measures and practices that promote sustainable development and avoid perpetuating practices that are harmful to the environment or exacerbate climate change (200-word limit) \*.

## **7. COMMUNICATIONS AND NETWORKING**

### **7.1 Communication strategies**

What communications strategy do you plan to implement to promote the BCDI 2030 scholarship project and its activities? (200-word limit) \*

### **7.2 : Networking activities :**

What networking activities, if any, does your institution plan to undertake as part of the BCDI 2030 Scholarship Project? (250 word limit) \*

## **8. PROJECT MANAGEMENT AND METHODOLOGY**

### **8.1. Roles and responsibilities of partners**

Please specify the roles and responsibilities of the partners involved in implementing the project. (Limit 200 words) \*

### **8.2. Recruitment and selection of candidates**

Please clarify the nature of your recruitment strategy in relation to the specifics of your scholarship project (limit 200 words) \*.

Will your recruitment process be open to the public, i.e. to individuals who are not members of your partner HEI? \*

Yes

No

If recruitment is closed, i.e. limited exclusively to members of your HEI (students, teaching staff, management or administrative staff), please give details of the internal selection criteria and process. How do you identify and select eligible candidates within your institution? Please also specify the main selection criteria (curriculum requirements, academic record, language skills, etc.) (300-word limit).

In the case of open recruitment, i.e. accessible to candidates from outside the partner HEI, describe your approach to promoting and publicizing the scholarship project. Specify the communication channels envisaged, the strategies specifically targeting women and people from marginalized groups, and the support mechanisms planned to facilitate their application. How do you identify and select eligible candidates? Please also specify the main selection criteria (curriculum requirements, academic record, language skills, etc.) (300-word limit).

### **8.3. Composition and operation of the selection committee**



Please describe how the Scholarship Selection Committee will be constituted, ensuring equitable representation of female members. Please explain the measures taken to ensure a fair evaluation of female candidates and those from marginalized groups. (200-word limit) \*

Specify who will be responsible for selecting the scholars (Canadian HEI or partner HEI)? (Limit 50 words)\*

#### 8.4. Risk assessment

Please rate the likelihood of each risk listed below on a scale of 1 (low) to 5 (high) and explain your strategies for mitigating them. If necessary, identify other risks specific to your scholarship project and their mitigation measures.

#	Risk	Probability on a scale of 1 (low risk) to 5 (high risk)	Mitigation measures
1	Scholars not returning to their home country.	*	*
2	Female scholar representation less than 51%.	*	*
3	Scholars facing cultural or linguistic adaptation difficulties.	*	*
4	Receipt of an insufficient number of applications	*	*
5	Scholarship recipients' academic performance is below expectations.	*	*
6	Partners displaying a lack of cooperation or effective communication.	*	*
7			
8			

#### 9. BUDGET

##### 9.1 Forecast

##### 9.2 Budget Narrative

##### 9.3 Summary of Requested Budget



## **10. AUTHORIZATION, CONFIDENTIALITY AND CONSENT \***

### **10.1. Authorization of Canadian partners**

a. Indicate below the name of your authorized signatory.

- ✓ I confirm that I have been authorized to submit this project proposal by the above authorized signatory of [name of institution]. This person has read and officially approved this proposal.
  
- ✓ I have read and agree to the above consent statement. I have also read the program guidelines and understand the eligibility criteria. I hereby certify that all the information provided in this application form and in the attached documents is true and accurate. I understand that my educational institution's application for funding and the disbursement of funds to it may be cancelled without notice if any of the information contained in this form is false.