



Canadian International  
Development  
Scholarships 2030



# Call for Proposals

## Scholarship Projects for Studies in Canada

*Guidelines*



COLLEGES &  
INSTITUTES  
CANADA

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CANADA



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## 1. Introduction

These guidelines are 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<sup>1</sup> 2030) program**.

The purpose of this document is to provide the necessary information to submit a proposal for a scholarship project under **Stream 1 – Scholarship Projects for Studies in Canada** as part of BCDI 2030.

Funded by Global Affairs Canada (GAC), **BCDI 2030 aims foster the social and economic development of people, particularly women, from eligible Francophonie and Commonwealth countries, as well as other Small Island Developing States**. 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.

### Countries eligible for the program:

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

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

The program is co-administered by CICan and UnivCan, hereafter CICan/UnivCan, which forms a consortium and puts in place all the necessary conditions to guarantee an integrated management of scholarship projects, in accordance with the contribution agreement signed with GAC.

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<sup>1</sup> Bourses canadiennes de développement international



## 2. Program Overview

BCDI 2030 aims to bolster 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 UNIVERSITÉS 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 first call for proposals is worth \$6 million CAD and is exclusively for scholarship projects under Stream 1. The second call is scheduled for 2024.

Under this current call, Canadian lead HEIs can apply for funding for scholarship projects to be implemented from 2023 to 2028, **for a maximum financial contribution of \$450,000 CAD from Global Affairs Canada via BCDI 2030.**



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

## 2.1. Program Focus

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>3</sup>

## 2.2. Expected Results

As illustrated in the Logic Model in Annex 2, BCDI 2030 aims to achieve the following **three intermediate outcomes**:

- 1) Increased **inclusive and equitable access of women and men to quality higher education** and professional training in key thematic areas.
- 2) **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).
- 3) **Enhanced cooperation and synergies** among scholars, Canadian and international institutions, and recipient countries.

## 2.3. Gender Equality

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<sup>2</sup> After signing contribution agreements, winning partner HEIs will be consulted to validate their interest in benefiting from a capacity-building institutional partnership for the professional integration of their graduates. This institutional strengthening opportunity will enable interested partner HEIs to support the scholars upon their return to their country.

<sup>3</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.



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

The following list contains key terms associated with the call for proposals:

**Agency:** A person's ability to act on the world, things, beings, to transform or influence them.

**Back-Home Plan:** In the BCDI 2030's context, a written document prepared by scholars prior to their study in Canada describing the reasons for their study project in Canada in relation to their study or employment project in their home country. Scholars must have a concrete plan for returning to their country of origin. This plan is based on real prospects and planned actions to make this project a reality (resources available, contacts, mentors, internships, business plan, etc.). This back-home plan will be updated at various times during the scholarship project in Canada, particularly before scholars return to their home country.

**Blended Learning and/or Training Activity:** Educational activity carried out by Canadian HEIs and partners, via a blended learning mode (face-to-face and virtual), allowing scholars to pursue their scholarship project in Canada, in their home country or other locations. This type of activity can take place before, during or after the scholars' study program in Canada.

**Canadian Higher Education Institution (HEI):** In the context of the BCDI 2030, an institution that is a member of CICan or UnivCan (college, institute, or university) as well as a [Designated Educational Institution \(DEI\)](#), duly approved by a provincial or territorial government to host international students.

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

**Change Agent:** A person who becomes aware of a problem, large or small, in their community, and acts to bring about substantial positive change.





**Consortium:** In the present case, consortium means the grouping of Canadian HEIs (universities, colleges, university-college) jointly submitting a scholarship project proposal and/or the grouping of several partner HEIs.

**Employability:** The ability of individuals to find, keep or create a job, to progress in it and to develop their full potential at work, and to adapt to change throughout their career.

**Financial Contribution of Canadian HEIs:** Represents the amounts contributed by Canadian HEIs to cover costs directly related to the implementation of the project and for which no reimbursement is sought from the BCDI 2030. Financial contributions may be cash and/or in-kind and must be expenditures that are considered eligible and verifiable project costs, i.e., they must be supported by documentation in the event of an audit by Global Affairs Canada.

**Gender Sensitivity:** The ability to recognize and highlight gender differences, issues, and inequalities and integrate them into strategies and actions.

**Higher Education:** Generally, refers to any type of education that a person will pursue after completing high school. There are several terms for different types of higher education, depending on the particularities of the different educational systems that exist. This type of education can be found in colleges, universities and technical schools or institutes.

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

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

**Marginalized Groups:** In the BCDI's context, people from marginalized groups face persistent barriers to accessing higher education. Depending on the country context, these people may include women, people with special needs including people with disabilities, from remote areas, economically disadvantaged, from minority cultural groups, internally displaced, etc.

**Partner Higher Education Institution:** In the context of the BCDI 2030, a government-recognized higher education institution in partner countries eligible for the Program, including technical higher education institutions.

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

**Project:** Refers to the scholarship project submitted by Canadian and partner HEIs.

**Scholar:** A person attached to a higher education or technical education institution in one of the 26 eligible partner countries, who comes to Canada to undertake studies or specialized training as part of the BCDI 2030. All scholars must be affiliated with a partner institution, whether as a student, faculty member, administrator, or director. They must sign a Study/Training Agreement in which they formally commit to return to their home country at the end of their study program in Canada.





**Women's Leadership:** The ability of people to influence those around them to achieve common goals. Women's leadership is developed through the acquisition of skills and experiences that build their self-confidence, self-esteem, and assertiveness. Within the framework of the BCDI 2030 program, this can be translated into equipping women on a professional and personal level so that they can seek and find a quality job, climb the ladder, and occupy a position of responsibility, or create their own business.

### 3. Scholarship Project Proposal

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

#### Important Points:

- ♦ Scholarship projects may also be carried out through a consortium, i.e., they may involve multiple Canadian HEIs and/or multiple partner institutions from one or more partner countries. **Only one Canadian HEI may be designated as the lead institution for the project.**
- ♦ A single institution may participate in more than one project but may only be the lead on **one scholarship project proposal for this call.**
- ♦ 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. **Only one scholarship project per Canadian lead HEI will be accepted.**
- ♦ To facilitate the process, proposals for this call must be submitted by **Canadian lead HEIs and international partners with an existing and active partnership.** Therefore, the Canadian lead HEI must already have an active institutional partnership with the partner HEI(s). *This requirement will be waived for the second call for proposals for BCDI 2030 scholarship projects.*

#### 3.1. Partners' Roles and Responsibilities

##### Canadian Lead HEIs:

- Design scholarship projects in close collaboration with their partner HEIs.
- Submit the project proposal on the BCDI 2030 online portal as the lead HEI.
- Upon acceptance of the project and validation of the budget proposal, sign a contribution agreement with CICan or UnivCan depending on their membership and the training level associated with the scholarship project.
- Collaborate with partner HEIs to establish selection criteria for scholars (e.g., academic prerequisites, language skills, etc.) and if their project proposal is selected, assist with the formation of an impartial selection committee that will implement a predefined strategy for the fair evaluation of female applicants and promote equal opportunity and inclusion for people from marginalized groups.
- Mentor and support the scholars before, during and after their experience in Canada in collaboration with the partner HEIs, through:



- Provision of complete documentation for scholars to apply for study permits and visas.
- Pre-departure training and welcome program to ensure the scholars' safe arrival Canada.
- Support strategies such as academic support, language upgrading and/or job shadowing.
- Contribution to the development of a personalized back-home plan aimed at their integration and/or professional progression.
- Transfer of direct financial assistance to the scholarship recipients in accordance with the approved project budget.
- Follow-up/feedback throughout the program.
- Implement learning/training activities (face-to-face or hybrid).
- Are accountable for the management of funds and responsible for reporting on the funds provided to their scholarship project and the progress of the project, in accordance with the requirements of the contribution agreement, including making their records available to Global Affairs Canada for a financial or operational audit (upon request).

#### **Partner HEIs:**

- Design and submit scholarship proposals in close collaboration with Canadian lead HEIs.
- Develop a gender-sensitive recruitment strategy for scholars which also promotes equal opportunity and inclusion for people from marginalized groups.
- Establish selection criteria for scholars (e.g., academic prerequisites, language skills, etc.) in collaboration with Canadian lead HEIs and if their project proposal is selected, form an impartial selection committee that will implement a pre-defined strategy to ensure the fair evaluation of all applications, including female applicants.
- Mentor and support scholars before, during and after their experience in Canada in collaboration with the Canadian lead HEIs, through:
  - The organization of a pre-departure session.
  - The development of a personalized back-home plan aimed at their integration and/or professional progression through strategies such as mentoring, including female mentoring, job shadowing and/or networking.
  - Follow-up/feedback throughout the program.
  - Implementation of the personalized back-home plan<sup>4</sup>.
- Contribute to the implementation of learning and/or training activities (field research activities, on-the-job training in the home country, etc.).
- Implement learning and/or training activities complementary to the Canadian experience, in collaboration with workplace stakeholders.

#### **CICan/UnivCan:**

- Allocates funds to winning colleges and universities following the evaluation of project proposals.
- Monitors and evaluates progress towards desired outcomes and provides support and follow-up to Canadian and partner HEIs to ensure timelines are met and outcomes are achieved.
- Leads strategic communications and contributes to the outreach of BCDI 2030 Program and projects.

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<sup>4</sup> As indicated previously, winning partner HEIs will be eligible for additional support for the professional integration of their graduates through a customized training program as part of an institutional partnership (Stream 2).



- Provide training to members of scholarship selection committees set up by partner HEIs to ensure that women's applications are analyzed fairly and that equal opportunity and inclusion of people from marginalized groups are promoted.
- Facilitates the signing of a Study/Training Program Agreement between scholars and partner HEIs.
- Informs scholars of procedures and documentation required for their application.
- Supports the visa process through communication with consular services.
- Provides support to scholars in complementarity with the support offered by Canadian HEIs and partners through:
  - An information and welcome session.
  - The creation of a virtual network/hub allowing them to communicate and network with each other, access resources and participate in activities, all aimed at ensuring an environment conducive to their integration and learning.
- Conducts training on gender-responsive pedagogy, leadership, and entrepreneurship.
- Contributes to knowledge development by providing evidence and analysis of program impact.
- Is accountable to GAC.

### 3.2. 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.**

To be eligible, partner HEIs, i.e., colleges, institutes, and universities in the 26 eligible countries must meet the following criteria:

- Have an existing partnership with the Canadian lead HEI.
- 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 prioritized.*

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

- Be affiliated, whether as students, faculty, staff or administrators, with an eligible BCDI 2030 partner HEI.
- Have the primary objective of studying and/or undertaking 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 be enrolled in a study program at a Canadian HEI.
- Never have applied for Canadian permanent residence or Canadian citizenship.

**Note:** Applications from nationals of countries not included in the list of 26 partner countries are valid as long as the partner HEI is in one of the 26 countries.

### 3.3. Types of Scholarship Projects

Co-constructed by the Canadian lead HEI and the partner HEI(s), scholarship projects must propose **learning and/or training activities at the college, technical, and/or university level 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.**

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 under 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 3.5).

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.

## 3.4. Scholarship Project Characteristics

Successful initiatives must present an innovative approach to scholarship management with the objective of strengthening the capacity and leadership of women and men, particularly women. More specifically, projects must demonstrate how they will contribute to BCDI 2030 program goals and the development priorities of partner countries in one (or more) of the six key thematic areas. **See section 5.1 for project selection criteria.**

The proposed initiatives must include **quality support and mentoring measures adapted to the needs of the scholars** before, during and after the study period. In this regard, project proposals must clarify how BCDI 2030 scholars, particularly women, will benefit from an educational and intercultural experience that will enhance their personal, professional, and intellectual development.

## 3.5. Project Implementation Period

Projects submitted under this call for proposals will **come into effect upon the signing of a contribution agreement** between CIGan or UnivCan and the Canadian lead HEI.

The **maximum duration of stay of the scholars in Canada is four (4) years**. The arrival of the selected scholars is scheduled for September 2024, or any other date depending on the project implementation schedule. **The minimum length of study programs is one month. All project activities must be completed by December 31, 2028.**



## 4. Proposal Submission Process

### 4.1. Important Dates

Description	Dates
Launch of the call for proposals	May 2, 2023
Information sessions on the call for proposals	May 9, 2023 (FR) / May 10, 2023 (ENG)
<b>Application deadline</b>	<b>June 23, 2023</b>
Eligibility check	June 26 to July 6, 2023
Proposal evaluation process	July 7 to 28, 2023
Summer break	August 2023
Evaluation committee meetings	August 21–September 8, 2023
Results announcement	Mid-September 2023
Preparation and signing of contribution agreements	September 2023
Project kick-off meetings	September–October 2023

Project proposals must be submitted online in English or French through [BCDI 2030 portal](#) by **June 23, 2023, at 3:00 p.m. EDT**. Applicant HEIs will need to create an account and profile to access the application form.

Please note that it can take up to 48 hours to set up an account. It is advisable to create one early in the application process.

BCDI 2030 team will acknowledge receipt of all complete proposals received. Proposals that do not meet the criteria will not be forwarded to the selection committee.

### 4.2. Application Procedure

The following actions apply to Canadian lead HEIs:

- 1) Designate an individual to be responsible for completing the application at your institution.
- 2) Complete the online application form. \*Annex 4 contains the questions for the online application form.
- 3) Complete the online budget form using BCDI 2030 Budget Template in Excel format available on the online portal.
- 4) Submit the application.

A confirmation email will be sent upon receipt of your project proposal. If you do not receive the confirmation email in your general 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 ensuring gender parity will be formed to evaluate eligible proposals and select the winning scholarship projects. Committee members will have diverse expertise in key thematic areas, be drawn from the various targeted countries, and have no personal bias or interest in the final selection. Representatives of the committee will also have expertise in assessing proposals from a gender equality standpoint.

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

Proposals may be conditionally approved. CICan/UnivCan will inform Canadian HEIs of any changes that must be made for their proposal to be fully approved.

The results of the evaluation process will be sent by email to the applicant HEIs.

### 5.1. Selection Criteria

Evaluation Categories	Specific Selection Criteria	Weighted Scoring
	The Scholarship Project Proposal:	
Development partner countries' 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%
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 quality support and supervision strategy for scholars that take into account their particular 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 management strategy that demonstrates the partners' capacity 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%

## 6. Reporting and Evaluation

Winning Canadian lead HEIs are required to **provide narrative and financial reports to CICan/UnivCan by the following dates:**

- **January 30** (for the period covering the first two quarters, from July 1<sup>st</sup> to December 31<sup>st</sup> of the previous year).
- **July 30** of each year (for the last two quarters of the current year, from January 1<sup>st</sup> to June 30<sup>th</sup>).



- **A final narrative and financial report** – due 30 days after the project end date indicated in the Contribution Agreement.

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

## 7. Personal Information Protection

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

The information collected will be shared with BCDI 2030 staff, selection committee members and contracted system administrators for the purpose of program administration and evaluation.

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

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

Universities Canada and Colleges and Institutes Canada will retain the information provided in the application in one of three ways:

1. Unsubmitted applications will be deleted from the system after two years of inactivity.
2. Personal information from unsuccessful applications will be anonymized after two years of inactivity.
3. Personal information in successful proposals that have received funding will be anonymized after February 15, 2033, which is the required three years after the end of the Contribution Agreement between GAC, CIG and UnivCan.

Universities Canada and Colleges and Institutes Canada will retain a permanent repository of anonymized data for the individuals indicated in #2 and #3 above for any given year for statistical purposes.

You have the right to access your personal information held by Universities Canada or Colleges and Institutes Canada at any time by contacting the staff responsible for the BCDI 2030 program. Universities Canada or Colleges and Institutes Canada will also be able to correct or amend personal information as requested.

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

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

Individuals will be able to address any policy compliance concerns with privacy officers from Universities Canada or Colleges and Institutes Canada. All complaints will be investigated within 30 days of receipt. If



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 can obtain more information on Universities Canada and Colleges and Institutes Canada's privacy practices, or make a complaint, by contacting [privacy@univcan.ca](mailto:privacy@univcan.ca) (Universities Canada) or [privacy@cican.ca](mailto:privacy@cican.ca) (Colleges and Institutes Canada).

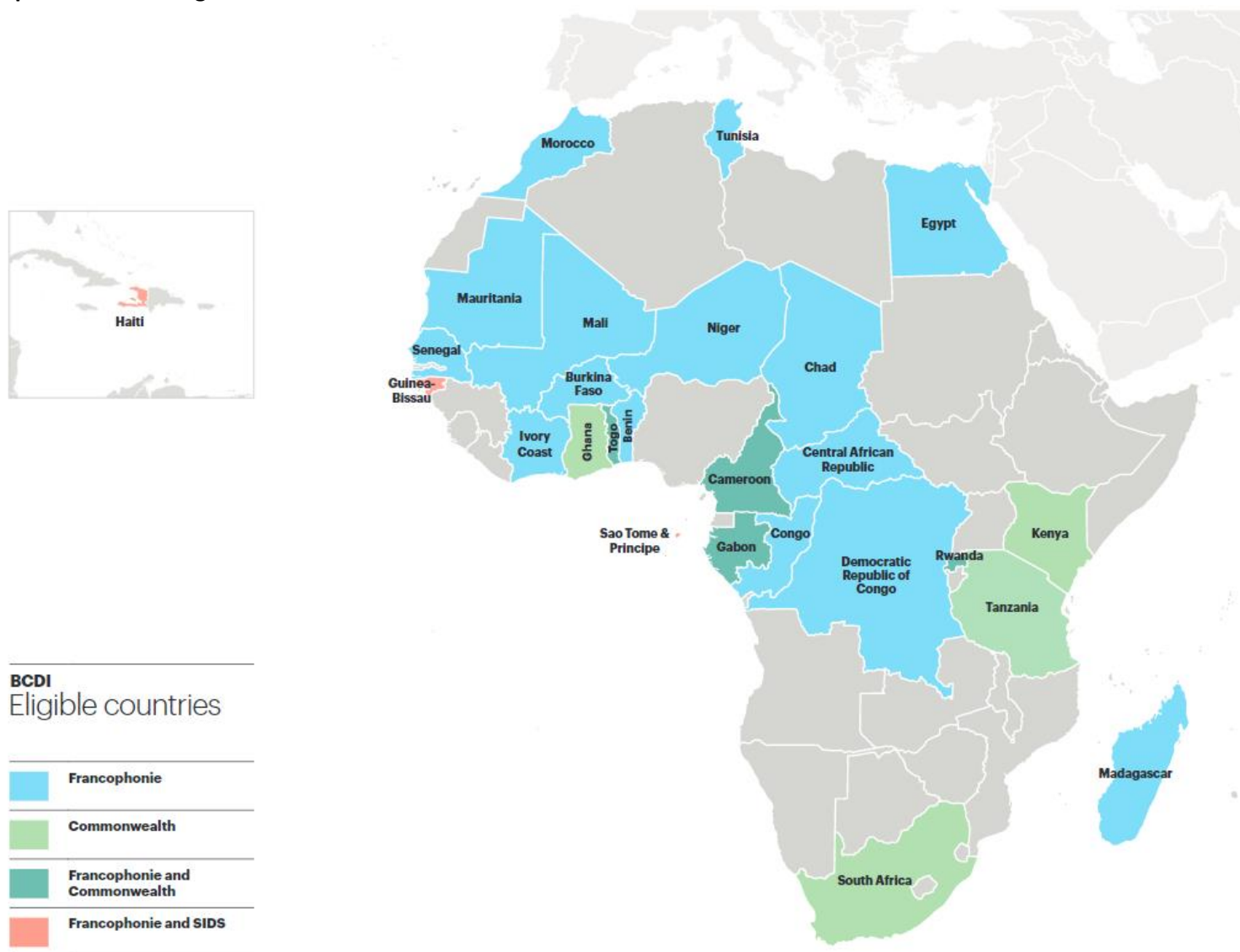
## **8. Contact Us**

BCDI 2030 team will respond within two business days to all questions submitted by **June 15, 2023, at 4:00 pm EDT**. Responses to questions received between the launch and close of the call for proposals will be posted continuously on BCDI 2030 Frequently Asked Questions (FAQ) webpage. The last FAQ update will occur on **June 20, 2023**.

For any questions, please email us at: [info@bcdi2030.ca](mailto:info@bcdi2030.ca)



## Annex 1: Map of BCDI 2030 Eligible Countries





## Annex 2: BCDI 2030 Logical Framework

<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 professional 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 scholars, Canadian and international institutions, and recipient countries.		
<b>Immediate Outcomes</b>	<b>1110</b> 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	<b>1120</b> Strengthened capacity of partner higher education institutions to develop/adapt and deliver quality gender-sensitive and locally relevant training programs in key thematic areas	<b>1210</b> Strengthened capacities of women and men to enter or progress in the professional environment in the training areas targeted by the program	<b>1220</b> 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	<b>1310</b> 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	<b>1320</b> Strengthened capacity of higher education institutions to implement initiatives/collaborations promoting gender equality in higher education	<b>1330</b> Increased participation of scholarship recipients in networks established to support them

## Annex 3: Budgetary Guidelines

### 1.1 Maximum Funding

BCDI 2030 maximum contribution for the current call for proposals is **450, 000 Canadian dollars**.

Important: A lead HEI may submit **only one project per call for proposals**. However, the same HEI will be eligible to submit a new scholarship project in the 2<sup>nd</sup> call for proposals to be launched in March 2024.

### 1.2 Funding Parameters

- Scholarship amounts will be determined by the lead HEI according to the specific needs of the study program, its duration, and planned activities.
- To allow for maximum flexibility, four types of scholarship projects are eligible for BCDI 2030 (see Section 3.3 – 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 partner country's needs.
- The same scholar is eligible for only one option, **except for Option 4**, which is **optional and complementary** to Options 1, 2 and 3.

### 1.3 Eligible Expenses

BCDI 2030 eligible expenses 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 Costs	Definition of Eligible Expenses
<b>A. Tuition fees</b>	Amounts covering college or university tuition fees for the full duration of the stay in the Canadian HEI. Eligible expenses upon presentation of supporting documents.
<b>B. Transportation costs</b>	Amounts covering the following transportation costs: <ul style="list-style-type: none"><li>• <b>International:</b> Amounts covering expenses related to the purchase of round-trip airfare, by the most direct route in economy class and at the lowest available fare, based on three verifiable bids.</li><li>• <b>Airport pick-up:</b> The amounts covering expenses related to the pick-up of scholars at the airport upon their arrival in Canada, as determined by the <a href="#">National Joint Council</a>.</li></ul>

<b>C. Direct financial aid</b>	<p>The amounts covering actual and reasonable expenses related to the completion of a study and/or training stay in Canada that will be borne by the scholars, and may include the following expenses for each scholar:</p> <ul style="list-style-type: none"> <li>• Medical insurance plan, as required by the Canadian HEI.</li> <li>• Canadian entry visa and Quebec acceptance certificate for study stays in Quebec.</li> <li>• Medical exams.</li> <li>• Monthly allowances<sup>5</sup> (see <a href="#">list of monthly living 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 expenses related to the training program</b>  <b>(Maximum of \$6,000 per scholar)</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>• Participation in congress or conference (maximum of one congress or conference per financial year), upon presentation of supporting documents: <ul style="list-style-type: none"> <li>○ College and undergraduate students (maximum \$500)</li> <li>○ Graduate and postgraduate students (maximum \$1,000)</li> </ul> </li> <li>• Subsistence allowance<sup>6</sup> for unpaid and credited internship or applied research carried out 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>7</sup>, upon presentation of supporting documents.</li> <li>• Local transportation costs: monthly public transit pass in Canada, with supporting documentation.</li> <li>• Any travel in Canada or in the partner country, carried out as part of the educational activities integrated into the study program and leading to credits or continuing education units (CEUs).</li> </ul>

## 1.4 Cumulative / Combined Funding

<sup>5</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 the program on the 15<sup>th</sup> day of the month will receive \$500.

<sup>6</sup> If the scholar engages in paid activities as part of their program of study, the monthly subsistence allowance shall be reduced according to the amount of the pay. Paid activities outside the educational setting are not subject to a reduction in the monthly subsistence allowance.

<sup>7</sup> BCDI 2030 funding is not for procurement. However, reasonable purchase of computer equipment necessary to carry out the study program could be authorized.



Funding for BCDI 2030 scholarship projects may not be combined with any other funding, direct or indirect, from federal sources. Funding may be combined with another institutional, provincial, or international funding source, provided it is complementary to the funding provided by BCDI 2030 and does not exceed 100% of the cost.

### 1.5 Support to Employability

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

CICan/UnivCan Alumni Relations Officer will support scholars in facilitating networking activities and providing resources to develop their employability.

Partner HEIs will be supported to strengthen their institutional capacity for the professional insertion of their graduates 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 employers, civil society organizations and government stakeholders as well as preparing graduates for employment.

Canadian HEIs will be able to report on their efforts to support and mentor their scholars through their in-kind contributions. To be eligible, in-kind contributions must be directly related to the implementation of project activities. Salaries and benefits are therefore eligible in-kind contributions, as long as they represent additional work for the Canadian HEI. The project administration is covered by the administrative costs and cannot be included as an in-kind contribution.

### 1.6 Canadian HEI Contribution

The BCDI 2030 program requires a contribution from Canadian HEIs. This may include cash contributions (tuition waivers or reductions, coverage of accommodation costs in a student residence or other living or transportation costs) and/or in-kind (salaries and benefits directly related to the implementation of the scholarship project and which represent 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>8</sup>

Canadian HEIs must differentiate between cash and in-kind contributions in their budget.

**The minimum cash and/or in-kind contribution is set at 10% of the total budget funded by GAC** but can be higher.

### 1.7 Administration Fees

A portion of project management fees may be claimed to BCDI 2030 to support administrative activities directly related to the implementation of the project (e.g., reporting, evaluation, planning, stipend payment, and administrative support).

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<sup>8</sup> See the [Policy on Cost-Sharing for Grant and Non-Repayable Contribution Agreements](#) for more details.

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

➤ **Options 1 and 4:**

Training offered under Options 1 and 4 are custom-made by the lead HEI. Training costs are set by the latter and include the costs of administering the study program. No additional administrative fees are eligible for this option.

➤ **Options 2 and 3:**

- \$500 per scholar upon arrival in Canada (Year 1).
- Addition of \$250 per scholar/year for additional years, if applicable.

### **1.8 Disbursement of Funds**

Winning lead Institutions will be required to submit a quarterly cash flow budget following the signing of the Contribution Agreement. A budget template will be submitted at the appropriate time.

In accordance with the final approved budget, CICan/UnivCan will make an initial payment covering budgeted expenses for an initial six-month period. Subsequent payments will be made following the submission and approval of bi-annual narrative and financial reports.

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

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

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

## Annex 4: Application Questions

### 1. OVERVIEW

#### Checklist for Scholarship Projects

<input type="checkbox"/> *	The lead Higher Education Institution (HEI) has only submitted one project proposal.
<input type="checkbox"/> *	The project is jointly designed with the partner HEI in one of the 26 countries eligible for BCDI 2030.
<input 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 type="checkbox"/> *	The project targets at least one of the six key thematic areas of BCDI 2030.
<input type="checkbox"/> *	The project responds to the partner country's national development priorities and those of their line ministry.
<input type="checkbox"/> *	The project adopts a gender-sensitive and human rights-based approach that promotes the majority participation of women.
<input type="checkbox"/> *	The project promotes scholars' employability and the maintenance of meaningful links with their home country.
<input type="checkbox"/> *	The project does not involve training activities that perpetuate environmentally harmful practices or exacerbate climate change.
<input type="checkbox"/> *	The authorized signatory of the Canadian HEI has duly authorized the project.
<input type="checkbox"/> *	Winning proposals' Canadian HEIs and partners agree to sign a scholarship project implementation agreement, conditional on the signing of the contribution agreement between the Canadian lead HEI and CICan and UnivCan.

### 2. CONTACT DETAILS

#### 2.1 Name of the lead Canadian higher education institution (HEI)

#### 2.2 Contact persons

### 3. PARTNERSHIPS

#### 3.1 Type of Application

- Bilateral Partnership
- Consortium

#### 3.2. Partner HEI(s) from eligible countries

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

**3.2.2** If the scholarship project involves multiple HEIs from different countries, please explain the approach taken to meet the differentiated needs of the different national contexts, if applicable. (max. 150 words)

### **3.3 Canadian Partner HEIs**

**3.3.1** If applicable, please identify the partner Canadian HEI(s).

**3.3.2** Please describe the existing partnership between the lead HEI and the partner HEI(s), specifying the history, ongoing collaborations, and the positive impact of the implementation of the scholarship project on the partners. (max. 300 words)

### **3.3 Canadian Partner HEIs**

**3.3.1** If applicable, please identify the partnering Canadian HEI(s).

**3.3.2** Please describe the existing partnership between the lead HEI and the partner HEI(s), specifying the history, ongoing collaborations, and the positive impact of the implementation of the scholarship project on the partners. (max. 300 words)

### **3.4 Supporting Documentation**

Documents demonstrating the existence of the partnership between the lead HEI and the HEI in one of the BCDI 2030 eligible countries will be considered an asset, although we recognize that it is not always possible to provide such documentation.

If available, upload any supporting documentation that demonstrates the existence of the partnership, including letters of intent from partners, mobility agreements, research partnerships and/or a copy of your inter-institutional collaboration agreements.

**Important:** In the event of a consortium between a Canadian lead HEI and a Canadian partner HEI, please attach the latter's letter of commitment.

All attached documents must be clearly named - please ensure documents' titles clearly indicate their content.

## **4. SCHOLARSHIP PROJECT INFORMATION**

### **4.1 Title of the scholarship project**

### **4.2 Scholarship Project Summary**

**4.2.1** Please provide a general overview of the scholarship project, including its nature, objectives, and process, and describe how it responds to the partner country's evolving labour market needs, as well as how it is innovative (max. 300 words).

### **4.3 Partner Country Priorities**

**4.3.1** How does the proposed scholarship project contribute to the partner HEI's national development priorities, the policies of its line ministry and the institutional priorities of the partner HEI? (max. 200 words)

#### **4.4 Detailed Description by Option**

**4.4.1** Please indicate which option(s) are targeted by the scholarship project.

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

Name of the program of study in Canada	
Program code	
Level of study	
Expected degree/certificate/attestation	
BCDI 2030 key thematic area(s)	

How will the degree/certification/attestation be recognized and/or certified by the authorities of the partner country? (max. 100 word).

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

Name of the program of study in Canada	
Program code	
Level of study	
Expected degree/certification/attestation	
BCDI 2030 key thematic area(s)	

How will the degree/certification/attestation be recognized and/or certified by the authorities of the partner country? (max. 100 word).

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

Name of scholars' program of study at their home institution	
Level of study	
BCDI 2030 key thematic area(s)	

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

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

Training program name	
-----------------------	--

Description (including learning objectives et number of expected hours) (max. 70 words)	
Expected certificate / attestation	

**4.4.2** If the project proposes more than one option, please justify this choice. Does the combination of options provide benefits or positive impacts on the program, the partner HEIs and/or the scholars? If so, please explain. (max. 150 words)

#### **4.5 Scholars' Participation**

	Number of female scholars	Number of male scholars	Total number of scholars
Option 1			
Option 2			
Option 3			
Total			

#### **4.6 Employability Support Measures**

**4.6.1** Please describe the measures put in place by the project to support the employability of scholars, including actions and activities planned to create links with employers and mentors. Please also indicate the employability skills developed by scholars. (max. 200 words)

#### **4.7 Support and Guidance**

**4.7.1** Describe the pre-departure training offered to scholars prior to their study period in Canada and the welcome activities upon their arrival. (max. 200 words)

**4.7.2** Describe the support provided to scholars in the development, updating and implementation of a personalized return plan aimed at their integration and/or professional development in their home country. Please describe how you will address the different needs of female and male scholars. (max. 200 words)

**4.7.3** Explain the strategy put forward to ensure support and guidance for scholars during their study period. (max. 200 words)

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

**5.1** What are the main challenges faced by female students in the 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)

**5.2** Describe the support provided to scholars in the development, updating and implementation of a personalized return plan aimed at their integration and/or professional development in their home country. (max. 200 words)

**5.3** Marginalized groups vary from one region or country to another. With this in mind, please describe the measures that will be put in place to ensure equal opportunities for people from these groups in order to ensure their study abroad experience is a success. (max. 200 words)

## **6. ENVIRONMENTAL STRATEGY**

**6.1** Please specify how the scholarship project incorporates training and/or learning activities that promote the development of skills related to environmental matters, sustainable development, and climate change. (max. 200 words)

**6.2** Please specify how the scholarship project incorporates approaches, measures and practices that promote sustainable development and avoid perpetuating practices that are harmful to the environment or contribute to climate change. (max. 200 words)

## **7. PROJECT MANAGEMENT AND METHODOLOGY**

### **7.1 Partners' Roles and Responsibilities**

**7.1.1** Please specify the roles and responsibilities of the partners involved in the project's implementation. (max. 200 words)

### **7.2 Applicant Recruitment**

**7.2.1** Please explain the scholarship project's outreach strategy, including the steps the partner HEI is taking to reach women and people from marginalized groups, and what support mechanisms are in place to assist them with their application. (max. 100 words)

### **7.3 Selection of Scholars**

**7.3.1** Please describe the scholar selection process, including how the scholarship selection committee will be created and how you will ensure an equitable representation of female members. Please also describe the main criteria for selecting scholars (curriculum requirements, academic record, language skills, etc.), and the steps taken to ensure fair evaluation of female applicants and those from marginalized groups. (max. 200 words)

### **7.4 Expected Results**

**7.4.1** The BCDI 2030 program logic model is presented below. For each of the intermediate outcomes, please list (at least two, but no more than three) key activities proposed which will contribute to achieving the program outcomes. (max. 75 words per activity)

**How will the scholarship project contribute to achieving BCDI 2030's program outcomes?**



1100: Ensure broader, inclusive, and equitable access for women and men to quality higher education and skills training in key thematic areas.

- Activity 1:
- Activity 2:
- Activity 3:

1200: Empower women and men, particularly women, to participate equally in the labour market (labour market entry, return/maintenance, promotion).

- Activity 1:
- Activity 2:
- Activity 3:

1300: Enhance cooperation and synergies among scholars, Canadian and international institutions, and recipient countries.

- Activity 1:
- Activity 2:
- Activity 3:

## **7.5 Risk Assessment**

**7.5.1** Rank the likelihood of the main risks to the scholarship project's implementation and achievement of expected outcomes on a scale of 1 (low risk) to 5 (high risk). Please detail the strategies you will use to mitigate each risk.

In addition to the risks you have identified, address the following risks related to:

- Likelihood that scholars will not return to their home country.
- Difficulty achieving at least 51% participation of female scholars.
- Gender inequalities, and systemic and socio-cultural barriers faced by women.

## **8. BUDGET**

### **8.1 Budgetary Forecasts**

**8.2.1** Please provide a detailed description of the costs included in your budget, and explain the estimates on which they are based, including contributions from HEIs, as well as the details of the other expenses related to the training program (max. \$6,000). (max. 500 words)

## **9. AUTHORIZATION, CONFIDENTIALITY AND CONSENT**

Indicate the name of the authorized signatory of your institution.

- ✓ I confirm that I have been authorised to submit this project proposal by the above authorised signatory. This person has read and formally approved this proposal.
- ✓ I have read and agree with the above consent. I have also read the program guidelines and understand the eligibility requirements for this program. I certify that all information provided in this application form and attached documents are true and accurate to the best of my knowledge. I understand that acceptance of this application or receipt of any grant issued to the HEI I represent could be revoked without notice if any information in this application is subsequently found to be false.