



# CONNECTING CLASSROOMS



## CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING

### A PRACTICAL GUIDE FOR CLUSTER GRANT APPLICANTS

This document is intended as a guide for UK-based Cluster Coordinators. It may also contain useful information for schools within each cluster, both in the UK and in other participating countries.

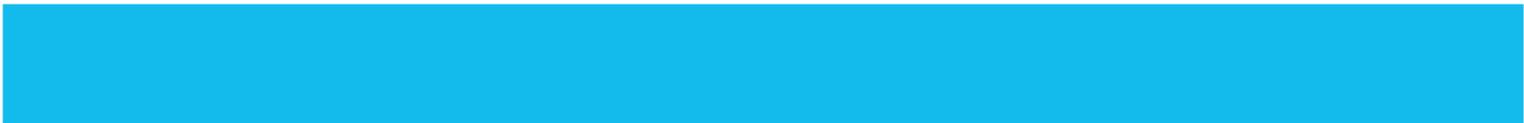
#### Overview

Connecting Classrooms through Global Learning has been created to:

Improve teachers' pedagogical skills, especially their ability to incorporate transferable skills into their curriculum teaching.

Give young people in both the UK and overseas countries an opportunity to develop the knowledge, skills and attitudes to live and work in a global economy.

Raise awareness of global issues amongst young people by supporting their collaboration with their international peers.



Connecting Classrooms offers grants to support clusters of schools in developing the skills necessary to incorporate Development Education and Global Learning (DEGL) skills and competencies into the curriculum, and to support young people to take action on global issues. These clusters can include partnership projects between schools in the UK and schools in other participating countries.

In order to support the design and implementation of effective partnerships, training is being made available to teachers in the UK and other participating countries. This includes the teaching of development education and transferable skills within the curriculum.

For schools to derive maximum impact, they are encouraged and supported to form school clusters, and to co-design creative activities with their pupils that enable students' participation on global issues within school and the community.

Through a flexible menu (summarised below), schools can apply for funding to support teacher training; communities of practice within their networks; reciprocal visits; collaborative projects between schools in the UK; and classroom cover.

### 1. Definition of a School Cluster

A cluster is a group of UK schools and schools from participating countries working together. As a minimum there must be four schools, one of which must be from a participating country outside the UK. Each UK school in the cluster taking part in reciprocal visits must have a partner school in a participating country overseas. The cluster's collaboration can focus on a variety of themes (see appendix A), one of which must be common to the whole cluster.

A cluster could be constituted of schools with the following characteristics:

<b>Lead school</b>	<ul style="list-style-type: none"> <li>• Must be in the UK</li> <li>• Receives and manages the grant funds</li> <li>• Has strong experience of development education and working with international partner schools</li> <li>• Has a role in co-ordinating whole cluster activities</li> </ul>
<b>Partner school</b>	<ul style="list-style-type: none"> <li>• Normally has already had some experience of development education and/or international working, either face-to-face or virtually.</li> </ul>
<b>Network school</b>	<ul style="list-style-type: none"> <li>• Might be relatively new to international working and development education, and is keen to learn from the experience of lead and partner schools and benefit from their existing overseas partnerships to further development education in their school</li> <li>• Schools who apply for funding to collaborate online with their partner schools and do not take part in reciprocal visits will be considered as network schools</li> </ul>

A cluster can include a mix of primary and secondary schools, with no upper limit to the number of schools taking part, as long as it is manageable for the lead school to coordinate.

A cluster must be facilitated and managed by an identified, experienced and UK-based Cluster Coordinator. It is expected that this role will be filled by a teacher at the lead UK school. However suitable parts of the role could be delegated, under supervision by the UK Cluster Coordinator, to a colleague using the contribution intended for supply cover. **See section 8.5.1** below for further details of the coordinator role and responsibilities.

## Benefits of working in school clusters

Clusters of schools working together can provide a firm foundation for collaborative growth, enabling peer support and learning from each other, all through the support of a Cluster Coordinator. A successful school cluster can:

- Increase the quality of teaching and learning in the participating schools and lead to the adoption of practices such as inclusion and positive discipline
- Improve pupil engagement
- Provide an opportunity for teachers to compare approaches and build confidence in their ability to increase the quality of teaching and learning, and to help pupils gain the skills (e.g. entrepreneurship), knowledge and values necessary for participation in both their local labour market and the global economy
- Achieve positive community impact

## 2. Cluster Grant Application

Schools are invited to submit applications based on a coherent plan of action built on a flexible menu of activities:

Activity	Description
<b>Reciprocal school visits</b>	Schools in clusters that have a partner in a participating country outside the UK can apply for a travel grant of <b>£1,500 per teacher in each paired school</b> (£3,000 in total to cover one UK teacher and one teacher from outside the UK). The grant is used to cover the cost of one teacher travelling to the UK from overseas and one teacher travelling from the UK to the other country.
<b>Online collaboration/Virtual Partnerships</b>	School clusters not able or wishing to travel to meet their overseas partners can still apply for funding to work, learn and develop together as a cluster.

<b>Collaborative Pupil Projects</b>	<p>Schools in receipt of a grant are required to implement a collaborative pupil project on an SDG related theme.</p> <p>The British Council has curated a range of innovative project ideas that are compatible with the aim of the programme and eligible for use of grant funding, if applying for a grant – See <a href="#">Enhancing your school partnership</a></p>
<b>Professional Development</b>	<p>A broad range of training and <a href="#">continuous professional development</a> for teachers and school leaders on working in partnership, development education and global learning, transferable skills and inclusive education.</p>
<b>Cluster Network CPD activities and meetings</b>	<p>Clusters are expected to work together in a variety of settings, including face-to-face CPD events, cluster meetings and project activities, with each school contributing to one or more projects. Working as a cluster strengthens working relationships between schools in the same locality, creating a strong Community of Practice.</p>
<b>Dissemination, Community activities and Celebration Events</b>	<p>The cluster's chosen projects are expected to culminate in a community activity or dissemination/celebration event to raise awareness of the impact of the cluster's international work in schools or the local community. See <a href="#">Enhancing your School Partnership</a> for ideas</p>

More detailed information on each of these parts of the menu, including funding available, is set out further below.

### International School Award

As part of the assessment of their grant application by the British Council, all UK schools in the cluster will also be automatically considered for the International School Award at Foundation, Intermediate or Accreditation level depending upon their activities and current ISA status. Please note that schools pursuing reaccreditation must do so via the normal process, as reaccreditation status has additional criteria. This will be finalised following submission of the report after their project as if they had submitted the same activities in a separate International School Award application. Now in its 20th year, the International School Award is the British Council's premier recognition of international work in schools. More details can be found on the [ISA website](#).

### Support available

We aim to support you throughout your CCGL journey. At all stages, you can get help by [contacting the British Council directly](#) to talk through ideas or ask questions. In addition, there is a network of local advisors across the UK who are dedicated to supporting schools and clusters to develop their work. The local advisors all have first-hand experience of leading global learning in schools and can support you to assess your current situation and plan how to move forward. Visit our [website](#) to book an appointment with a local advisor.

## Self-Assessment

We provide [self-assessment tools](#) to support schools to plan the development of their global learning work. The self-assessments help practitioners to identify and qualify the breadth and depth of global learning taking place in their working environment. The results assist practitioners to plan to further develop and embed global learning. Specific parts of the CCGL programme will be highlighted to match the needs of each school or cluster. There is one tool for individual schools and one tool for clusters of schools.

The self-assessment can be completed at any time, and we suggest you do it at least annually, so progress can be monitored and celebrated.

If you apply for a grant – either as a single school or as a cluster – you must provide evidence of having carried out the self-assessment.

## Making an application

After clearly identifying the objectives and plans of the cluster, the cluster coordinator should submit an application for grant funding that encompasses all their planned Connecting Classrooms engagement. The application form includes sections for your cluster to give details of Professional Development and other Connecting Classrooms activities each school in the cluster will engage with.

Schools can benefit from free expert advice through our network of [Local Advisors](#). You can request a call or visit from a Local Advisor to strengthen your application and ensure you're getting the most out of the available opportunities.

While led on by the UK Cluster Coordinator, applications must be completed as a joint endeavour between UK and overseas participating schools. We expect to see strong evidence of collaboration and joint working. Failure to achieve this will result in a low assessment score. While a cluster application must be initiated by a UK school, other schools in the cluster are encouraged to contribute directly to the application form.

If you wish to find or increase schools in your cluster you may wish to use the [British Council partner-finding tool](#).

## Menu of Connecting Classrooms collaborative activities:

If you would like to apply for a grant you should plan your activity around some or all of the following elements depending on your cluster needs:

### 2.1 Reciprocal Visits

We are offering funding to enable teachers from the cluster partnership to travel to the country of their overseas partner school(s).

For each participating school taking part in reciprocal travel, the visit must consist of, as a minimum, the following:

- An agreed programme with their partner school of three to four days in school comparing

practice and experience of global learning and implementing transferable skills in the classroom/school

- At least one day in school designing the detail of, or implementing while together, aspects of the collaborative project (see below).

Depending on the timing and location of the visit, there may be an opportunity to participate in a local British Council-arranged event bringing UK teachers and overseas teachers together to share experiences and good practice and to engage the wider community in which the cluster is located. or to explore in detail a theme of particular significance to the cluster or to the country/region in which the event is taking place e.g., inclusion.

Visits can take place at any time during the period the partnership is under contract providing the schools they are visiting are in session. However, there are advantages in visits taking place sooner rather than later e.g., greater opportunities to expand the cluster, more time for project work and community engagement, and more time to overcome visa challenges if they emerge unexpectedly. It does not matter which of the reciprocal visits takes place first – we equally welcome applications which specify a visit **to** the UK taking place first, and applications which specify a visit **from** the UK taking place first.

Cluster Coordinators must ensure that schools in their cluster wishing to travel to visit their partner school complete the self-assessment to determine if they are ready to participate in an international school visit, or if they need to attend relevant professional development first. Schools that are identified as needing training can still apply for visit funding but need to complete the training before participating in the visit. We strongly recommend all schools undertaking a visit complete the *Teacher as Researcher* course. This is available free of charge and can be delivered in school as a twilight or INSET for the whole cluster. Schools can request a trainer [here](#)

Do note that we will consider applications for grants to fund one-way visits. This may be useful when conflict afflicts a country or if visas are not available. We will look at each case on its own merit and if there is agreement between both partners.

## 2.2 Online Collaboration/Virtual Partnerships

Schools that do not wish to take part in reciprocal visits can still apply for all the other elements of the grant, such as funding for celebration events, CPD and supply cover.

Online collaboration is an increasingly popular way for schools to work together. Working virtually under Connecting classrooms enables teachers and pupils to work and learn together with schools from another country and culture, particularly those countries which are difficult to travel to at present. Using different forms of technology and communication tools, schools can collaborate online without having to travel to each other's countries.

Online Collaboration/[Virtual Partnerships resources](#) have been created to make it easier for partners to get to know each other and start working together before they progress to other more [comprehensive resources](#). These are designed around themes connected to the United Nations Global Goals and include interactive challenges which schools can complete together.

Online collaboration/Virtual Partnerships resources are available online to all schools, and may be of particular value to:

- Schools that are new to International Collaboration and want to get started with some simple activities based around getting to know their partner
- Schools that are not in a position to commit to the full range of Connecting Classrooms activities but would like to collaborate internationally on a smaller scale, at their ownpace
- Schools that are unable to travel internationally to visit their partner but wish to work internationally as part of a cluster and take advantage of what a cluster application has to offer
- Schools with a strong online presence that want to showcase their international activities via social media platforms

Schools wishing to collaborate online with their partners to take advantage of what a grant has to offer must submit an application (please see Cluster Application above). Schools wishing to collaborate online with their partners at their own pace do not need to apply for a grant.

### 2.3 Collaborative Pupil Project

We have created a series of collaborative project templates themed around the Global Goals - these templates can be integrated into a range of subject areas or activities e.g., school debates, opportunities for after-school clubs. They are accompanied by resources to further help practitioners embed learning within their classrooms. Instructions on how to use these resources are also provided, through which we expect improved learning outcomes for pupils. These projects are demand-led, and new resources can be created should there be sufficient demand.

Additionally, schools are free to make use of other high-quality resources that exist via third parties, which meet the aims and objectives of Connecting Classrooms. Grant funding can be used to support any costs associated with accessing such resources. To find out more, please see [our website](#).

### 2.4 Professional Development

A range of professional development opportunities are available to support cluster coordinators, partner schools and network schools to embed DEGL and build and sustain school partnerships. All courses are funded by the CCGL programme and we encourage teachers involved to make the most of the opportunities. We encourage you to utilise the [self-assessment tools](#) and seek advice from your [local advisor](#) to help you to identify what will be most beneficial to you as an individual and to your cluster as a group.

The courses are not only available to schools in receipt of grants: any school can partake at any time. Indeed, the right course can be just what a teacher or cluster coordinator needs before preparing a grant application.

We categorise courses as level 1, 2 or 3. Level 1 course materials are made available to cluster coordinators to deliver to their colleagues. Levels 2 and 3 are provided by selected CPD providers across the UK. There are twelve providers in total. You can read all about what's on offer [online](#). In most cases you can book a trainer to come to your school to deliver a course for your staff or members of your cluster, for example on an INSET day.

#### Introductory professional development (Level 1 training)

- Approximately 2-3 hours (delivered by Cluster Coordinator)
- Teachers engage with and learn about Development Education and Global Learning in relation to their teaching practice and students' learning.

All cluster coordinators are required to support the schools in their cluster by arranging meetings and delivering introductory training. Under CCGL, this is called 'Level 1' training, and a bank of tailored resources designed for cluster coordinators is supplied in each UK country. Cluster Coordinators are well placed to share expertise and good practise and will be guided and supported by advisors to cascade knowledge to schools within their cluster. Resources are designed to be accessible and easy to use. Most can be completed in an after-school meeting. You should contact your [local advisor](#) for more details.

Cluster coordinators are required to train their cluster at L1 and support participating schools to disseminate their learning across their whole school. At application stage, Cluster coordinators will be asked to project the number of teachers they will directly train. Additional funding is available to Cluster Coordinators to allow for this activity. See the funding section below:

### **Intermediate (Level 2) and advanced (Level 3) professional development**

- Intermediate: approximately 6 hours plus implementation time (delivered by expert training providers either in your school, or at a local training centre).
- Advanced: approximately 12 hours plus implementation and evaluation time over an 8-12 week period (delivered by expert training providers either in your school, or at a local training centre)

In addition to the training cluster coordinators will run for their colleagues locally, individual teachers and clusters can attend training which is run by CCGL providers. There are numerous providers across the UK and you can check our online course catalogue to see what is available in your jurisdiction. Courses run by CCGL providers are called 'Level 2' and 'Level 3'.

There are two ways in which you can access these courses: you can either sign-up directly with a provider to a course they have scheduled; or you can request a course to be run in your school on a convenient date. More details about how to access the courses are available on the [website](#). There is no limit to the number of requests schools can make, or the number of teachers who can attend from each school. 'Whole school' or even 'whole cluster' INSET days can be booked – all fully funded by CCGL.

### **Professional development for international partnerships and visits**

As well as general development education and global learning themes, as a CCGL grant recipient, you will be involved in international partnerships and visits. There are professional development courses designed specifically to support new and experienced teachers in these elements of the programme. We strongly recommend all clusters request the 'Teacher as Researcher: making the most out of your partnership visit' course before travelling. You can book this via our [website](#).

## **2.5 Cluster Network Professional Development events and Meetings**

Local clusters of schools working together will benefit from face-to-face professional development events and meetings. Clusters are expected to work together on project activities with each partnership contributing to one or more projects. Sharing work within a cluster brings an added dimension to learning and strengthens working relationships between schools in the same locality. School coordinators in both countries take responsibility for ensuring cohesion within their clusters.

## 2.6 Dissemination/Celebration Events

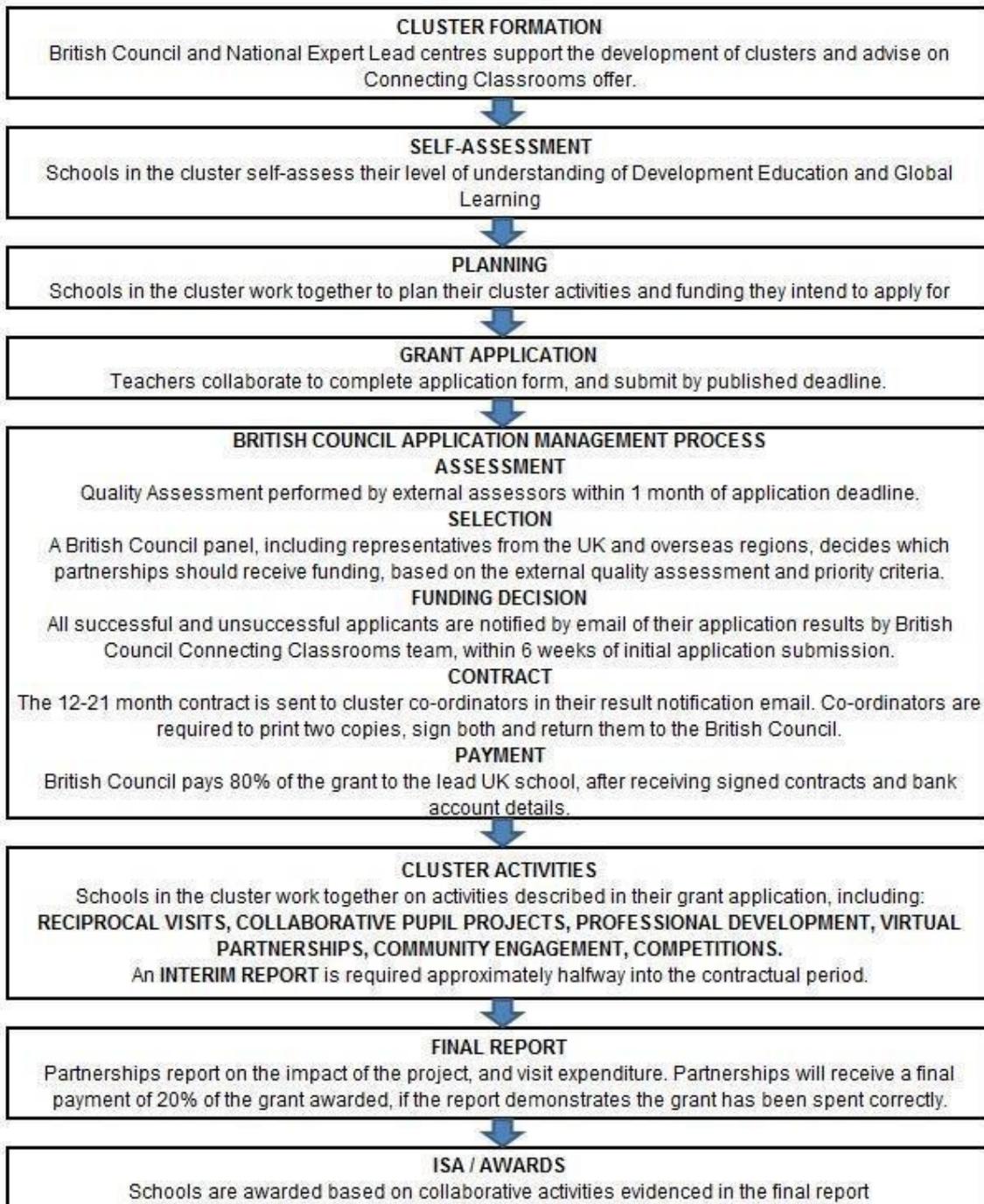
The community can contribute to a sustainable school partnership by getting involved with a cluster of schools working in partnership. Celebration events can be a good way of sharing and spreading impact and finding resources to further sustain international partnerships. For example:

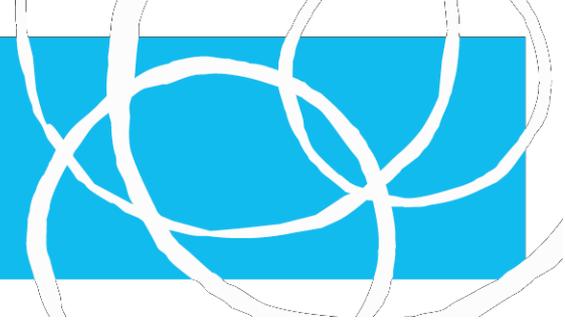
- Local businesses may be interested in supporting the partnership.
- If the local community already has connections with the partner country, they might be able to provide support with communications, practical advice about culture, or identify in-country support for overseas partner school. It is helpful to find and involve individuals, groups and communities with origins in the school's partner country (diaspora communities).
- Local press and media interest is increased if there are specific linkages made between the work going on in a cluster of schools and its direct impact upon the wider community.
- Please inform the British Council of any events you have planned. We can offer support for such events or may be able to send a programme representative to attend on the day.

## 2.7 1-1 Partnerships

Connecting Classrooms through Global Learning is designed to support schools to get the maximum impact from their international work by working in clusters. We encourage all schools to work together in clusters where possible and offer support to schools to identify and join clusters in their locality. However, we recognise that for some schools this is not realistic, and for others this is not the preferred way of working towards achieving objectives. These schools may find a 1-1 Partnership more appropriate to the needs. For more information please see our [Practical Guide for 1-1 Partnerships](#)

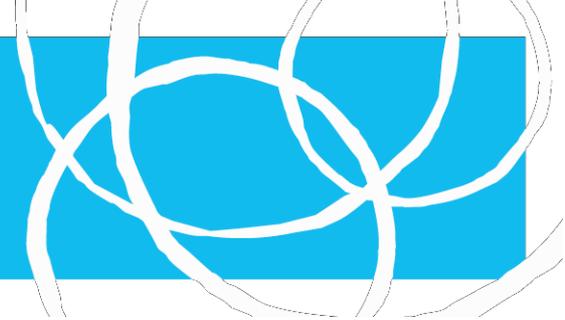
### 3. Cluster Journey





## 4. Application and Reporting Timetable

Time	Activity
<b>Pre-application</b>	<ul style="list-style-type: none"> <li>Schools wishing to apply for a cluster grant should already have partner schools identified outside the UK at the point of applying,</li> <li>Schools wishing to apply for a School Partnership must complete a self-assessment form to identify any training needs. The self-assessment must be completed before an application is submitted, and the identified training must be completed before participating in a funded international school visit.</li> </ul>
<b>Application deadline</b>	Opportunities to apply will be available on a quarterly basis, from October 2018 to October 2020. Visit our <a href="#">website</a> for details of application rounds and deadlines.
<b>+6 weeks</b>	<ul style="list-style-type: none"> <li>Applications are assessed by external assessors.</li> <li>British Council reviews the assessments and informs all applicants of the outcomes.</li> <li>British Council provides successful applicants with a contract and further guidance.</li> </ul>
<b>+2-3 months</b>	Within one month of receiving two signed contracts and UK school bank account details back from the cluster lead school, the British Council pays 80% of the grant to the lead UK school.
<b>+6-9 months</b>	The cluster must submit an interim report describing the activities that have taken place, the impact achieved and advising of any changes in the cluster plan.
<b>+12-21 months</b>	Final Report. If satisfactory, British Council pays remaining 20% of the grant to the cluster coordinator / lead UK school.

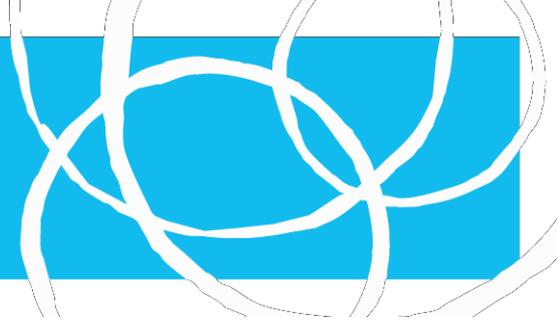


## 5. Funding

We offer a menu of funding available for clusters to apply for up to a maximum of £35,000 per application, depending on the number of schools involved and the type and scale of activities. Schools have the flexibility to use these funds in a way that they believe will achieve their priorities and best impact for their projects, but this must be realistic and based on thorough planning and budgeting.

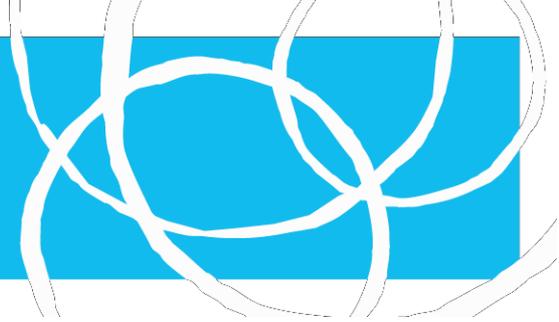
### Available to all participants:

Funding	Value	Description
<b>Travel grants</b>  (to support reciprocal school visits)	<b>Up to £3000</b>  For a reciprocal school visit (one UK teacher visiting an overseas partner, one overseas partner teacher visiting UK partner).	N.B the £3000 is to cover both trips of the reciprocal visit. As a minimum the grant should cover: flights; transfers to and from the airport in both countries; accommodation; subsistence; visa costs; essential vaccinations; travel insurance. In instances where the travel grant is not fully committed it is permissible to use the surplus to contribute towards the costs of a second teacher for either visit. Other parts of the grant cannot be used for this purpose and any shortfall in funding the reciprocal visits must be funded by schools themselves. Any small surplus (max of £100) may be used for classroom resources purchased for project e.g. maps, posters, artefacts, flags to be taken on the journey and left in the UK or overseas schools.
<b>Top-up travel grants</b>  (to support inclusion in reciprocal school visits)	<b>Up to £250</b> per school with a teacher travelling to visit their partner school.  This amount can only be requested after the initial grant application is successful.	Discretionary top-up travel grant for teachers that need extra support to enable their participation in the programme – to cover extra costs relating to security, location or disability.  For example: If your partner school is located in an area to which transport is difficult or requires additional travel insurance;



## Available to clusters only

To deliver Training/support for <b>Partner schools (UK Partner schools only)</b>	<b>Up to £100</b> per school (minimum of 2 teachers trained per school)	To cover planning and delivery of Partnerships training identified via self-assessment, for schools that are applying for a travel grant.  Money to be managed by the cluster grant coordinator and spent as they see fit in order to bring the schools' understanding of international school partnership work to the appropriate level.
Training/support for <b>UK Network</b> schools	<b>Up to £250</b> per UK network school	This amount can be used as the cluster lead sees fit, (and may include paying for supply cover if necessary to attend CPD training) to bring individual schools up to a good standard of understanding of partnerships work and global learning.
Support for <b>Overseas &amp; UK</b> schools <b>during visits</b>	<b>Up to £100</b> per cluster	To cover costs of resources including printing/photocopying.
<b>Collaborative Pupil Project activities</b> including 3 <sup>rd</sup> party resources	<b>Up to £500</b> per project (1-2 projects per cluster)	To cover collaborative project design, management and delivery. Money to be administered by the cluster grant coordinator
Dissemination/Community <b>activities</b> or <b>celebration events</b>	<b>Up to £250</b> per event (1-2 events per cluster)	To support project celebrations including media coverage. Money to be administered by the cluster grant coordinator.
<b>Supply cover</b> (to support cluster coordinators)	<b>Up to £200</b> per day, for between 3-7 days depending on the number of schools in the cluster and the range of activities, visits etc.	To cover the cluster coordinator's time away from his/her school role to support, co-ordinate and manage the cluster and more specifically, the partnership visits.  <b>Note</b> -If your cluster has more than 10UK schools, do get in touch with us as we may be able to explore a supply cover top up above the max of 7 days



## 6. Eligibility Criteria

### 6.1 Previous Funding

Schools that have not submitted satisfactory final reports or not reconciled funds relating to previous British Council projects will not be considered eligible for further funding. A school cannot be in possession of more than one grant at any one time.

### 6.2 Institution type

We accept grant applications from schools and comparable institutions providing full-time general, vocational, technical and special-needs education. We welcome applications from alternative provision settings. In the UK, only state funded schools are eligible to receive grant funding (i.e. not fee-paying private schools). All fee-paying private schools can still access the entire online offer via our [website](#), including online teaching materials, collaborative template projects for use with their partner school and online CPD.

We also offer the opportunity for fee -paying private schools to form partnerships clusters with local state schools under this programme, through which a network of schools can share experience, expertise and resources, bringing more impact to a wider group of schools with a shared agenda.

While we would still be unable to award funding to fee-paying private schools under this arrangement, state schools can access programme funding, through which they and overseas schools partnered with the cluster can travel to/from the UK.

The benefits of this arrangement are considerable, for example, when teachers from the overseas cluster visit the UK, pupils from the fee-paying private schools benefit from first-hand engagement in the same way as their state-school counterparts (e.g. joint events, school visits). Teachers from UK state school(s) in the cluster can travel overseas and share their experience with both state and fee-paying pupils on their return. Teachers from fee-paying private schools can join a cluster visit overseas, but they would need to self-fund their travel costs.

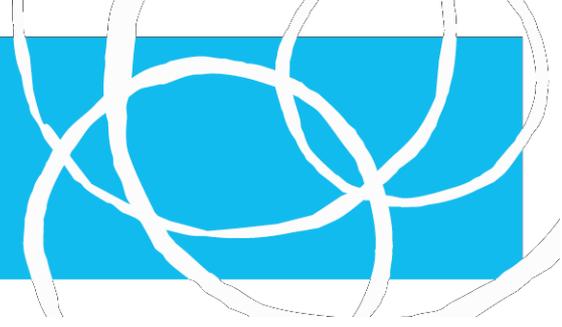
Fee-paying schools where the fee is paid by the state are eligible to apply and access funding i.e. independent specialist further education college

Other criteria may apply in other participating countries, please see our [website](#) for further details.

### 6.3 Location

UK schools in a cluster do not need to be in the same geographical region, nor do their partner schools need to be in the same participating country. Schools in a cluster must be like minded and have a common interest or theme. We accept grant applications from clusters that include UK schools partnering with schools from:

Region	Country
<b>Sub-Saharan Africa</b>	Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, South Africa, South Sudan, Sudan, Tanzania, Uganda, Zambia, Zimbabwe
<b>South Asia</b>	Afghanistan, Bangladesh, India, Nepal, Pakistan
<b>MENA</b>	Egypt, Iraq, Jordan, Lebanon, Morocco, Occupied Palestinian Territories, Tunisia, Yemen



Applications that include schools in the following countries will also be considered, however do note that:

- The application must include at least one school from a country listed above
- No funding is available to support travel to/from these countries or to support community activities in these countries. Instead, these countries may wish to make use of online collaboration/Virtual Partnerships or implement a collaborative project to sustain their relationship with their partners.

Region	Country
Sub-Saharan Africa	Democratic Republic of Congo, The Gambia, Liberia, Senegal
South Asia	Sri Lanka
MENA	Algeria

Please [contact](#) the British Council if you require further advice on these criteria.

## 6.4 Re-applications

Re-applications are considered from cluster leads following a satisfactory final report and provided the new application is predominantly composed of new schools.

One-to-one re-applications will not be eligible

## 7. Priority Criteria

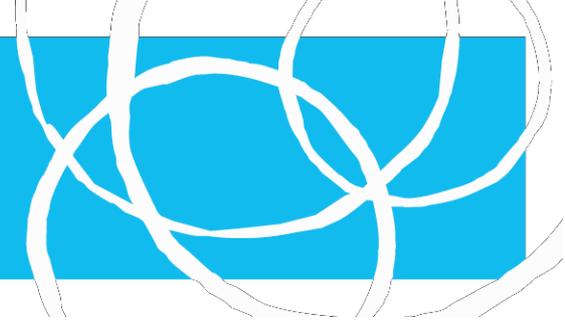
If we receive more applications than funding available, the following priority guidelines will apply:

### 7.1 Clusters

Priority will be given to cluster applications (particularly those with a high number of partner and network schools that present a good plan of activities) over one-to-one applications. If your school is in a one-to-one partnership, it would be advantageous to form a cluster with like-minded schools and encourage your partner to work with you on this. If you are interested in forming a cluster, or joining an already existing cluster, and you are unsure how to start, the British Council will support you. For further details please see the [Connecting Classrooms website](#).

### 7.2 Special Educational Needs & Disability

Applications from teachers working in schools where most pupils have special educational needs will be given priority. Clusters of SEND schools in the UK do not need to be in the same geographical location to apply as a cluster.



## 8. After the application is submitted

Assessment will take place immediately after each application deadline. If successful, a contract of up to 21 months duration will be issued.

All communication following application submission will be via email with the UK cluster coordinator.

### 8.1 Assessment

In the grant application, applicants will need to demonstrate:

- Ability of the UK cluster coordinator to manage the grant and support the cluster of schools.
- How the partnership will achieve an improvement in pupils' global learning.
- How pupils will be better equipped to take action to tackle global issues.
- How teachers' pedagogy will be improved
- How partnership visits will be beneficial for all schools in the partnership
- How the collaborative project will help schools achieve desired learning outcomes
- The wider impact achieved by the partnership, in terms of whole school and wider community engagement.

If your application meets the basic eligibility criteria, two independent assessors will review your partnership activity and project plans against the objectives. A final decision taking into account priority criteria will be taken by the British Council. We aim to notify you whether you have been successful within 6 weeks of the application deadline.

### 8.2 Contract

A grant agreement of up to 21 months duration will be issued to the UK lead school, two signed copies of which must be returned within one month of notification. The UK cluster coordinator will also be required to submit bank details in order to transfer the grant funding by BACS. If the grant agreements and bank details are not returned within the specified time period, the funding offer will be withdrawn.

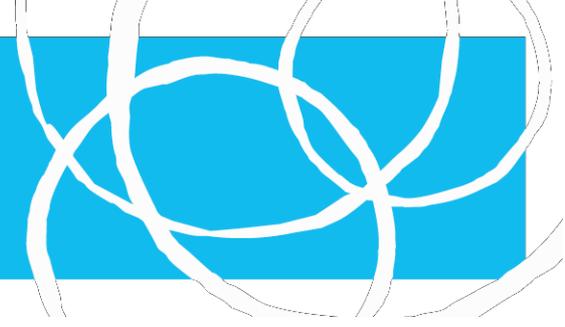
### 8.3 Grant dispersal

All grant funding is paid in the UK and will be transferred to the bank account of the lead UK school when the signed grant agreements are returned. 80% of the grant will be paid in advance with the remaining 20% balance paid at the end of the contract and upon receipt of a satisfactory report on partnership activity.

### 8.4 International Collaboration

Schools work together on the activities described in the application:

- Reciprocal visits
- Collaborative Pupil Project
- Professional Development
- Online collaboration/Virtual Partnerships
- Community engagement
- Dissemination/Celebration events
- Competitions



## 8.5 Responsibilities

While applications for School Partnership grants should be made in collaboration between teachers from all partner schools, there are some key roles that need to be identified and fulfilled:

### 8.5.1 UK Cluster Coordinator

It is expected that this role will be filled by a teacher at the lead UK school. Part of the role could be delegated to a British Council Schools Ambassador, an NGO or Diocese.

They are expected to take responsibility for:

- Recruitment and support of schools in the cluster
- Direct liaison with overseas counterpart and the British Council
- Submission of the application – other teachers participating in the cluster partnership can contribute to the application and reporting
- Financial management and expenditure of the grant
- Co-ordination of the visits
- Submission of the interim report, and the final report by the deadline stipulated in the contract.

### 8.5.2 Overseas Partnership Coordinator

It is expected that this role will be taken by a teacher in a lead overseas school, possibly in consultation with a Local Authority lead, or by the British Council Schools Project Manager.

They will take responsibility for:

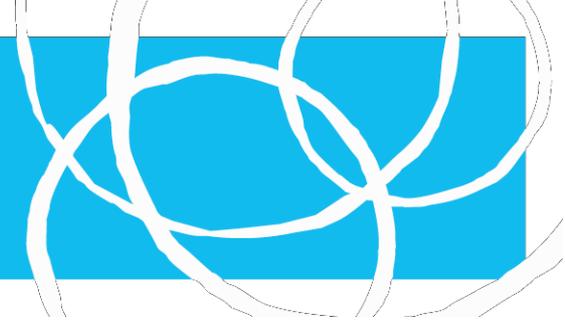
- Direct liaison with UK counterpart and the British Council
- Leading on the overseas school(s) contribution to the application and reporting.

### 8.5.3 Participating teachers in all partner schools will take responsibility for:

- Collaborative project planning and implementation.
- Making the necessary commitments to ensure the visits are successful

#### Activities during the visit must include:

- An agreed programme with the partner school of three to four days in school comparing practice and experience of implementing transferable skills in the classroom/school
- At least one day in school designing the detail of, or implementing while together, aspects of the collaborative project.
- Where visits do not take place, teachers must spend an equivalent number of hours collaborating online with their partners planning the collaborative project and implementation.



## 8.6 Interim Report

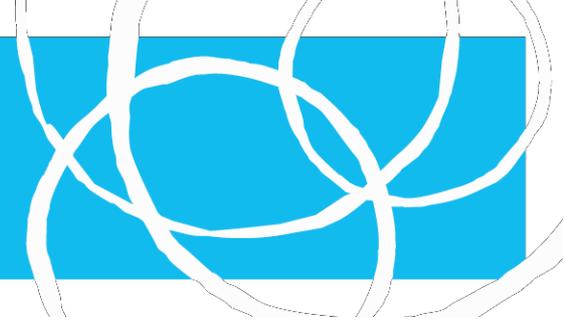
The UK cluster coordinator is responsible for the mandatory submission of an [interim report](#) approximately half- way through the contract period. The partnership will report on activities undertaken and grant expenditure to date, and also indicate any changes made to the partnership's plans.

## 8.7 Final Report

The UK cluster coordinator is responsible for the mandatory submission of a satisfactory report and completed partnership survey at the end of the contract period. The partnership should make a record of activities and learning outcomes from the outset. The report could include quotes and feedback from pupils, staff and parents. Final reporting is an online process. A unique URL will be emailed to the Cluster Coordinator in advance of the final report deadline.

## 8.8 Audit

10% of partnerships will be randomly selected for audit at each reporting deadline and asked to submit full receipts of all grant expenditure. Partnerships should make a permanent record of all items of expenditure as soon as they start spending the grant. If partnerships are unable to provide evidence of expenditure on request, the grant recipient will be liable to pay back funding to the British Council. Full details of this are explained in the grant agreement (contract).

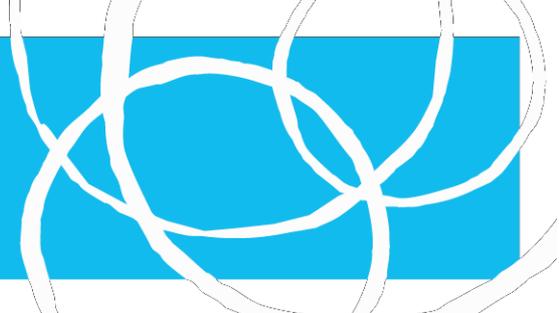


## Appendix A

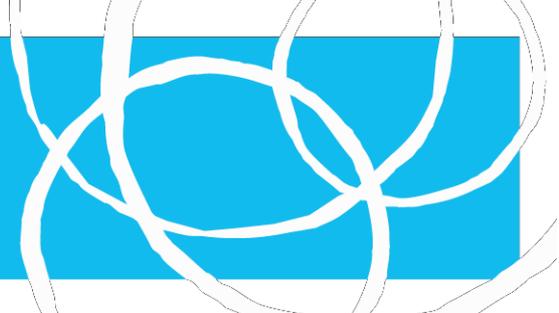
### International Themes

The cluster's collaboration can focus on a variety of themes, one of which must be common to the whole cluster. Participating countries are prioritising different themes. Choosing at least one shared theme from the list below, is an essential part of your applications as a cluster lead.

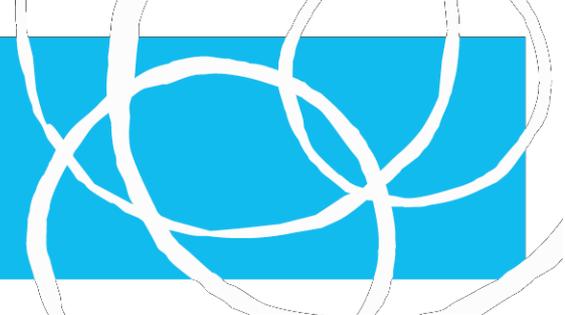
Country	Partnership Themes
<b>Bangladesh</b>	<ul style="list-style-type: none"> <li>• Environmental education particularly relating to water and food security.</li> <li>• STEM education practices</li> <li>• Social science education (particularly relating to Geography, History, Language and Cultural Education).</li> </ul>
<b>Egypt</b>	<ul style="list-style-type: none"> <li>• Improving CPD for teachers and school leaders</li> <li>• Embedding International collaboration</li> <li>• Inclusive practice, focusing on SEN and Disabilities</li> <li>• Policy engagement on key reform agenda</li> <li>• The International School Award</li> <li>• Quality assurance practices in schools</li> <li>• Formative assessment.</li> </ul>
<b>Ethiopia</b>	<ul style="list-style-type: none"> <li>• Creating child-friendly learning environments</li> <li>• Contextualising learning for local learners to encourage effective problem solving and critical thinking</li> <li>• Developing school leadership capacities</li> <li>• Improving the teacher induction scheme</li> <li>• Utilising digital technology and ICT in the classroom</li> <li>• Global and national citizenship education and the role this plays in development.</li> </ul>
<b>Ghana</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Environmental issues and climate change education</li> <li>• Enhancing numeracy and literacy and the development of these skills throughout the curriculum</li> <li>• Entrepreneurship and skills for the global market.</li> </ul>
<b>India</b>	<ul style="list-style-type: none"> <li>• Environmental and social issues – food security, water conservation, climate change</li> <li>• Gender and inclusive practices</li> <li>• CPD for teachers and school leaders, empowering Educators</li> <li>• Sustainable Development Goals (SDGs) and global citizenship education</li> <li>• Child Protection and Inclusive practise and well-being</li> </ul>



<b>Iraq</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Environmental issues and climate change education</li> <li>• Enhancing numeracy and literacy and the development of these skills throughout the curriculum</li> <li>• Entrepreneurship and skills for the global market.</li> </ul>
<b>Jordan</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Environmental issues and climate change education</li> <li>• Enhancing numeracy and literacy and the development of these skills throughout the curriculum</li> <li>• Entrepreneurship and skills for the global market.</li> </ul>
<b>Kenya</b>	<ul style="list-style-type: none"> <li>• School leadership and transferable skills</li> <li>• Environmental education relating to food and water security and climate change</li> <li>• Gender and inclusive practices</li> <li>• Entrepreneurship and skills for enterprise</li> <li>• Quality education for example around literacy like teaching phonetics and reading, environment conservation among others.</li> </ul>
<b>Lebanon</b>	<ul style="list-style-type: none"> <li>• Teaching about the sector development goals and developing the use of core skills across the curriculum</li> <li>• Implementing inclusive education strategies and student-centred learning are also key objectives.</li> </ul>
<b>Malawi</b>	<ul style="list-style-type: none"> <li>• Inclusive education, particularly focusing on gender and inclusive practices</li> <li>• School leadership and teacher development</li> <li>• Entrepreneurship and developing core skills for the global economy</li> <li>• Food security and other environmental challenges</li> <li>• Quality education focused on promoting digital literacy.</li> </ul>
<b>Morocco</b>	<ul style="list-style-type: none"> <li>• Developing the use of entrepreneurial skills and marketable skills within the school environment</li> <li>• Promoting the role of the school within its local, national and global environment</li> <li>• Development education and education as a tool for development</li> <li>• The sector development goals and how achieving them will help development</li> </ul>
<b>Mozambique</b>	<ul style="list-style-type: none"> <li>• Expansion of education opportunities</li> <li>• Education quality improvement</li> <li>• Inclusive education</li> <li>• Child protection and wellbeing</li> <li>• Environment and climate change education</li> <li>• Entrepreneurship and skills for the global economy</li> <li>• English/foreign language education.</li> </ul>

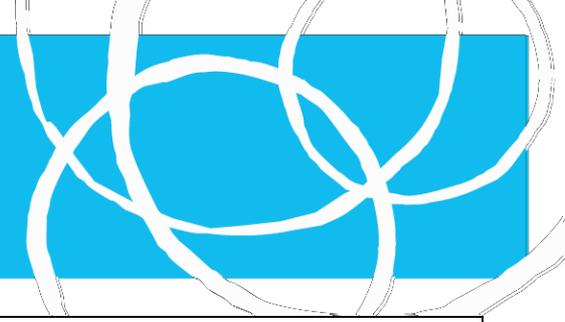


<b>Nepal</b>	<ul style="list-style-type: none"> <li>• Nepal's main partnership focus is developing effective school leaders to create an enabling environment for global learning. Within this, main thematic areas include:</li> <li>• Community engagement</li> <li>• Sustainable development and global citizenship education</li> <li>• Reducing inequalities within and among countries</li> </ul>
<b>Nigeria</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Environmental issues</li> <li>• Entrepreneurship and core skills for a global economy</li> <li>• Quality education for example around literacy like teaching phonetics and reading, environment conservation among others.</li> </ul>
<b>Pakistan</b>	<ul style="list-style-type: none"> <li>• STEM educational practices, particularly in science</li> <li>• Environment and sustainability education, particularly focusing on the Sustainable Development Goals</li> <li>• Social science education, particularly to do with history, culture and language education</li> <li>• Partnerships are encouraged at primary, middle and secondary level.</li> </ul>
<b>Palestinian Territories</b>	<ul style="list-style-type: none"> <li>• Inclusive pedagogy, differentiation and SEN</li> <li>• Psychosocial support</li> <li>• Integrating ICT and technology within the classroom</li> <li>• Formative and summative assessment approaches</li> <li>• Core skills and how to develop these across the curriculum</li> </ul>
<b>Rwanda</b>	<ul style="list-style-type: none"> <li>• School leadership and teacher development</li> <li>• Environmental issues, particularly food and water security</li> <li>• Entrepreneurship and core skills for a global economy</li> <li>• Quality education for example around literacy like teaching phonetics and reading</li> <li>• Accreditation procedure</li> <li>• System consultancy - inclusive education policy and curriculum support</li> </ul>
<b>Sierra Leone</b>	<ul style="list-style-type: none"> <li>• School leadership and teacher development</li> <li>• Entrepreneurship and core skills for a global economy</li> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• Providing quality education in schools.</li> </ul>



<b>South Africa</b>	<ul style="list-style-type: none"> <li>• Inclusive education, particularly relating to gender and SEN and reducing inequalities in education</li> <li>• Capacity building for teachers (professional development)</li> <li>• School leadership</li> <li>• Child protection</li> <li>• Quality education relating to literacy</li> <li>• Tackling poverty and inequality</li> <li>• Environmental education, particularly relating to climate change sustainable development education</li> <li>• Entrepreneurship and skills for a global economy.</li> </ul>
<b>Sudan</b>	<ul style="list-style-type: none"> <li>• System consultancy - inclusive education policy and curriculum support</li> <li>• School leadership and teacher development</li> <li>• Entrepreneurship and skills for a global economy</li> <li>• Quality education</li> <li>• Environmental education.</li> </ul>
<b>Tanzania</b>	<ul style="list-style-type: none"> <li>• Inclusive education, particularly relating to gender and curriculum support</li> <li>• Professional development for teachers and school leadership</li> <li>• Accreditation</li> <li>• Student leadership and voice</li> <li>• English language proficiency</li> <li>• Environmental education, particularly relating to food and water security and climate change</li> <li>• Equality education</li> <li>• Social enterprise and youth unemployment.</li> </ul>
<b>Tunisia</b>	<ul style="list-style-type: none"> <li>• Encouraging equality, diversity and inclusion in schools</li> <li>• Development of school life beyond studying</li> <li>• Enhancement of CPD for influencers, leaders and teachers</li> <li>• Encouraging quality education and the use of learners' core skills</li> <li>• Use of ICT and technology in the classroom</li> <li>• Environmental education and responsibility</li> </ul>
<b>Uganda</b>	<ul style="list-style-type: none"> <li>• School leadership and teacher development</li> <li>• Environmental issues, particularly food and water security</li> <li>• Entrepreneurship and core skills for a global economy</li> <li>• Quality education e.g. around literacy like teaching phonetics and reading, numeracy.</li> <li>• Accreditation procedure</li> <li>• System consultancy - Inclusive Education policy (particularly relating to gender) and curriculum support.</li> </ul>

# CONNECTING CLASSROOMS



<b>Zambia</b>	<ul style="list-style-type: none"><li>• Instructional leadership</li><li>• Partnership and collaboration</li><li>• Child protection</li><li>• Entrepreneurship and skills for the global economy</li><li>• Teacher preparedness and competences</li><li>• Learner performance support, particularly focusing on gender and inclusion</li><li>• Improvement of teaching and learning materials and using learning outcomes to target learning effectively</li><li>• Food security</li><li>• Water life.</li></ul>
<b>Zimbabwe</b>	<ul style="list-style-type: none"><li>• System consultancy</li><li>• International collaboration</li><li>• Professional development for teachers and head teachers</li><li>• Peace and justice</li><li>• Environmental and social issues including food security, water conservation, climate change</li><li>• Gender and inclusion in education</li><li>• Entrepreneurship and skills for the global economy.</li></ul>

# CONNECTING CLASSROOMS

