

CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING

A PRACTICAL GUIDE FOR GRANT APPLICANTS

This document is intended as a guide for UK-based Partnership Coordinators. It also contains useful information for schools within a partnership, both in the UK and in other participating countries.

Overview

Connecting Classrooms through Global Learning is intended 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 school partnerships to develop the skills necessary to incorporate Development Education and Global Learning (DEGL) skills and competencies into the curriculum; thus to support young people in taking action on global issues. This 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.

In order for schools to derive maximum impact, schools 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 - See our [Practical Guide to Cluster Partnerships](#). However, we recognise that for some partnerships this is not realistic or desirable, for example due to school location.

If you wish to find a partner school or join cluster you may wish to use the [British Council partner-finding tool](#).

1. Face-to-face Collaboration

1.1 Benefits

A successful school partnership 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.

For partnerships that are not part of a cluster, we offer the opportunity to apply for a travel grant of up to £3,000 (£1,500 per school in the partnership), to cover costs associated with reciprocal visits travel, accommodation, subsistence, visa, vaccinations and single-trip travel insurance.

A wide range of free resources will be available to these partnerships, including the Collaborative Pupil Project templates, Online collaboration/Virtual Partnerships resources and Professional Development courses. However, some of the benefits of working as part of a cluster will not be accessible.

1.2 Reciprocal Visits

We are offering funding to enable one teacher from each school in the partnership to travel to the country of their partner school.

For each participating school, the visit must consist as a minimum of the following:

- An agreed programme with their 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 (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, to engage the wider community in which the partnership sits, or to explore in detail a theme of particular significance to the partnership 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, though there are advantages inherent in visits taking place sooner rather than later e.g., more time for project work and community engagement. 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.

1.3 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.

1.4 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](#).

1.5 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.

1.6 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 providing they are part of a cluster. Please see our [Practical Guide for Cluster Applicants](#)

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 own pace
- 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 be part of a cluster and submit an application (please see our [Practical Guide for Cluster Applicants](#)). Schools wishing to collaborate online with their partners at their own pace do not need to apply for a grant.

1.7 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](#).

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 [Enhancing your school partnership](#)

1.8 Professional Development

A range of professional development opportunities are available to support partnerships coordinators, and 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 school.

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.

Training courses related to the following areas will be on offer from November onwards:

- Getting started on your global learning journey

- Setting up and maintaining equitable and sustainable partnerships
- Transferable/core skills for life and work in a global world
- Embedding global learning in specific subject disciplines, e.g. English, maths, sciences, humanities (subjects TBC), as well as cross-curricular areas such as SMSC (England) and Learning for Sustainability (Scotland).

Courses will be available at three levels of intensity, depending on how far teachers want to take their learning:

Level 1	Introductory: approximately 2-3 hours. Teachers engage with and learn about DEGL themes in relation to their teaching practice and students' learning.
Level 2	Intermediate: approximately 6 hours plus implementation time. In addition to Level 1, teachers implement changes to their practice or curriculum, and discuss this with peers.
Level 3	In-depth: approximately 12 hours plus implementation and evaluation time over an 8-12 week period. In addition to level 2, teachers evaluate the effects of what they implement, in terms of student learning, and prepare a brief report or presentation for peer review.

Training will also be available in a number of flexible formats:

- Teachers will be able to sign-up to courses being run by carefully selected providers across the UK.
- Cluster coordinators will have access to training materials to use themselves to train teachers within their cluster.
- Individual schools or clusters will also be able to book an external trainer to visit their school and deliver a course.
- As well as face-to-face, some courses will also be offered via a trainer-led, distance learning format, and some through online self-access.

For further information on available training, visit [our website](#).

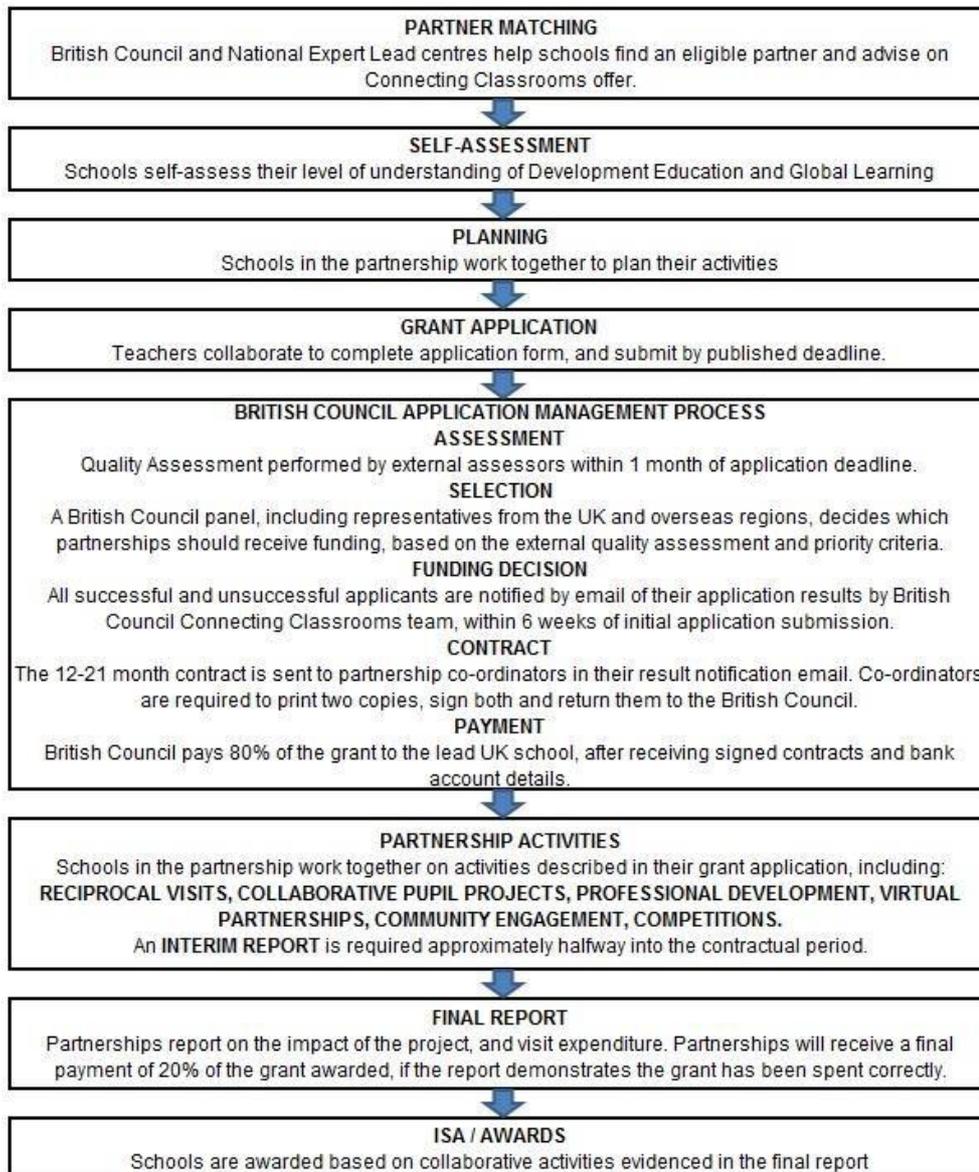
1.9 Dissemination/Celebration Events

The community can contribute to a sustainable school partnership. Celebration events can be a good way of sharing and spreading impact and finding resources to further sustain your partnerships. For example:

- Local businesses may be interested in supporting the partnership.
- If the local community already has connections with your partner country, they might be able to provide support with communications, practical advice about culture, or identify in-country support for your partner school. It is helpful to find and involve individuals, groups and communities with origins in your 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 school partnership 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

2. Customer Journey





2. Application and reporting timetable

Time	Activity
Pre-application	<ul style="list-style-type: none"> - Schools wishing to apply for a School Partnership grant should already have a partner school identified at the point of applying. - 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.
Application deadline	Opportunities to apply will be available on a quarterly basis, from October 2018 to October 2020
+6 weeks	<ul style="list-style-type: none"> - Applications are assessed by external assessors. - British Council reviews the assessments and informs all applicants of the outcomes. - British Council provides successful applicants with a contract and further guidance.
+2-3 months	Within one month of receiving two signed contracts and UK school bank account details back from the Partnership, the British Council pays 80% of the grant to the lead UK school.
+12-21 months	Final Report. If satisfactory, British Council pays remaining 20% of the grant to the lead UK school.

3. Funding

Funding	Value	Description
Travel grants	Up to £1,500 per institution with a teacher travelling to visit their partner school.	Travel grant designed to cover the costs of one teacher per school to visit their partner institution in the UK or overseas.
Top-up travel grants	Up to £250 per institution with a teacher travelling to visit their partner school.	Top-up travel grant per school – to assist inclusion, to be awarded based on location, security, or disability, to be awarded based on evidence provided that the additional costs take the school's expenditure above the initial £1,500 grant.



4. Eligibility Criteria

4.1 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.

4.2 Re-applications

Schools which successfully apply for and receive funding as part of a one-to-one Partnership may at a later date apply for a second grant, if applying as part of a bigger cluster and following submission of satisfactory final report.

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

4.3 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. Please see our [Practical Guide to Cluster Partnerships](#).

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.

5. Priority Criteria

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

5.1 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](#).

5.2 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.

5.3 Partnership composition

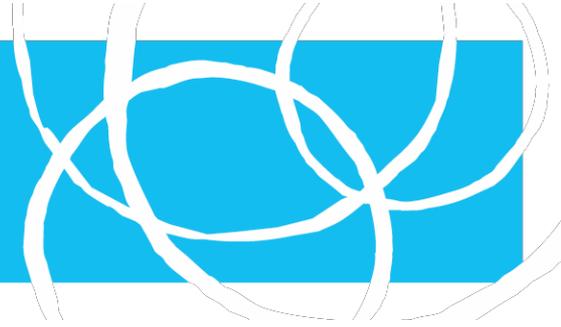
A Connecting Classrooms School Partnership must consist of 1 school in the UK and 1 school in an overseas participating country.

5.4 Location

We accept grant applications that involve UK schools partnering with schools from:

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

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



6. 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 partnership co-ordinator.

6.1 Assessment

In the grant application, applicants will need to demonstrate:

- Ability of the UK Partnership co-ordinator to manage the grant.
- How the partnership will achieve improvements 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.

6.2 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 partnership co-ordinator 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.

6.3 Grant dispersal

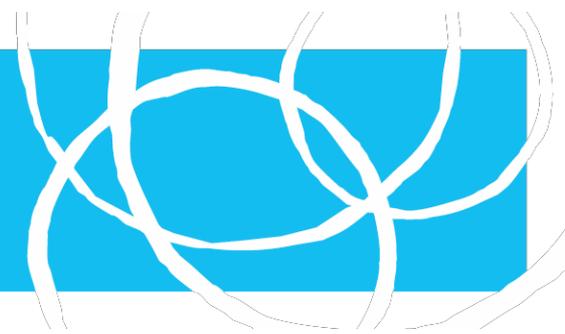
All grant funding is paid in the UK and will be transferred to the bank account of the lead UK school when the signed grant agreements are returned. 80% of the grant will be paid in advance with the remaining 20% paid at the end of the contract and upon receipt of a satisfactory report on partnership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

6.4 International Collaboration

Schools work together on the activities described in the application, which could include some or all of the following:

- Reciprocal visits
- Collaborative Pupil Project
- Professional Development
- Virtual Partnership activities
- Community engagement
- Celebration events

- Competitions



6.5 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:

7.5.1 UK Partnership Co-ordinator

It is expected that this role will be filled by a teacher at the lead UK school. They are expected to take responsibility for:

- Direct liaison with overseas counterpart and the British Council
- Submission of the application
- 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.

7.5.2 Overseas partnership co-ordinator

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 contribution to the application and reporting.

7.5.3 Participating teachers in both partner schools

Teachers 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.

7.6 Final Report

The UK partnership co-ordinator is responsible for the mandatory submission of a satisfactory report and completed customer 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 partnership co-ordinator in advance of the final report deadline.

7.7 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).