

# CONNECTING CLASSROOMS

## CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING

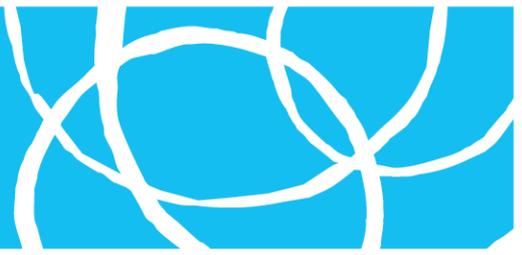
### A PRACTICAL GUIDE FOR GRANT APPLICANTS

#### 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. However, we recognise that for some partnerships this is not realistic or desirable, for example due to school location.

## 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, 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.

Teachers wishing to travel to visit their partner school must complete a self-assessment evaluation 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. **Please note that this step involving the self-assessment tool will be introduced in early 2019.**

### 1.3 Virtual Partnerships

Online collaboration is an increasingly popular way for schools to work together. Connecting Classrooms Virtual Partnerships offer teachers and pupils a unique opportunity to work and learn with a school from another country and culture using different forms of technology and communication tools.

Virtual Partnerships resources are designed around themes connected to the United Nations Sustainable Development Goals, and include interactive challenges which schools can complete together, sharing thoughts and outcomes on social media. These challenges will include a competitive element, with prizes available for the highest quality work.

Virtual Partnerships resources are available online to all schools, and might 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.
- Schools with a strong social media presence that want to showcase their international activities via social media platforms.

### 1.4 Collaborative Pupil Project

We have created a series of collaborative project templates themed around the Sustainable Development Goals - these templates are reasonably flexible to allow teachers to integrate them into a range of subject areas or activities e.g., school debates, opportunities for after-school clubs. They are accompanied by resources to help practitioners embed learning within their classrooms. Instructions on how to use these resources, according to context, are also provided, through which we expect improved learning outcomes for pupils. These projects are demand-led and we will create new topical resources to respond to demand in accordance with regional/country context.

We are also happy for schools to make use of other high quality resources that exist via other 3<sup>rd</sup> parties, and thereby meet the aims and objectives of Connecting Classrooms, which we will make reference to on our website. To find out more, please see [website link](#).



## 1.5 Professional Development

The self-assessment process will determine whether any schools in the partnership require training to incorporate DEGL skills and competencies into the curriculum and support young people to take action on global issues.

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:

<b>Level 1</b>	<b>Introductory:</b> approximately 2-3 hours. Teachers engage with and learn about DEGL themes in relation to their teaching practice and students' learning.
<b>Level 2</b>	<b>Intermediate:</b> approximately 6 hours plus implementation time. In addition to Level 1, teachers implement changes to their practice or curriculum, and discuss this with peers.
<b>Level 3</b>	<b>In-depth:</b> 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.

Further information on the training available will be added to [our website](#) over the coming months.

## 1.6 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:

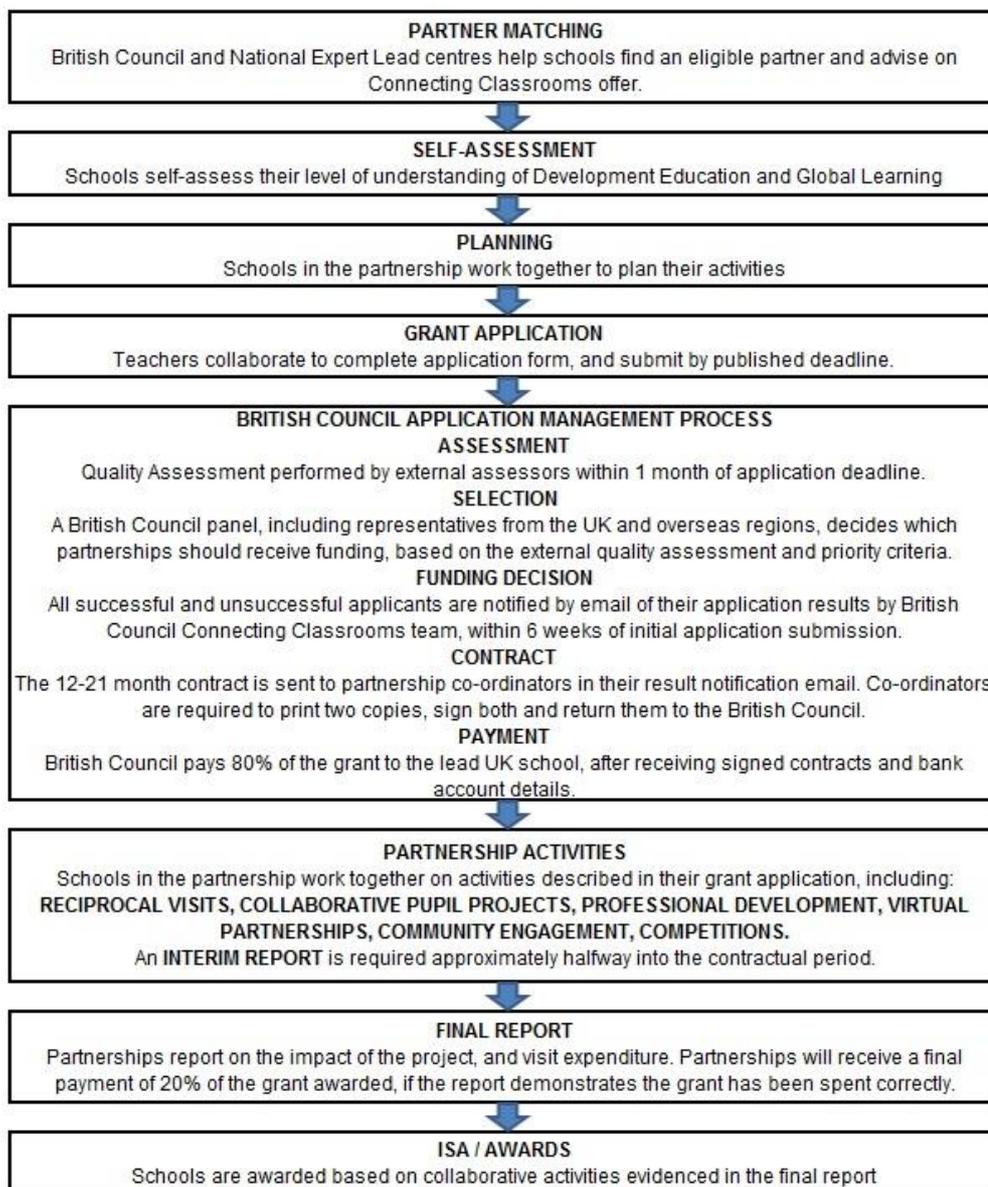
- Local businesses may be interested in supporting the partnership.
- If the local community already has connections with your partner country, they might be able to provide support with communications, practical advice about culture, or identify in-

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.

## 2. Customer Journey

Please note that the National Expert Lead Centre, the Partner-Finding tool and the Self-Assessment tools will not be in place until early 2019. In 2018, we strongly encourage applications from experienced schools already involved in partnerships with international partners. We therefore expect these schools to proceed straight to the "Planning" stage below. Support for less experienced schools, including cluster formation and self-assessment, will be available from the Jan 2019 round onwards. For Partner-Finding support, please visit [our website](#)





## 3. Application and Reporting Timetable

Time	Activity
<b>Pre-application</b>	<ul style="list-style-type: none"> <li>- Schools wishing to apply for a School Partnership grant should already have a partner school identified at the point of applying.</li> <li>- Schools wishing to apply for a School Partnership must complete a self-assessment form (<b>not applicable to Round 1 applicants</b>) 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
<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 Partnership, the British Council pays 80% of the grant to the lead UK school.
<b>+6-9 months</b>	The partnership must submit an interim report describing the activities that have taken place and the impact achieved and advising of any changes in the partnership plan.
<b>+12-21 months</b>	Final Report. If satisfactory, British Council pays remaining 20% of the grant to the lead UK school.

## 4. Funding

Funding	Value	Description
<b>Travel grants</b>	<b>Up to £1,500</b> 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.
<b>Top-up travel grants</b>	<b>Up to £250</b> 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.



## 5. Eligibility Criteria

### 5.1 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.

### 5.2 Multiple Applications

A school may only be in receipt of one visit grant at any given time during this iteration of the Connecting Classrooms Programme (2018-21). Schools which successfully apply for and receive funding as part of a 1-1 Partnership may at a later date apply for a second grant, if applying as part of a bigger cluster.

### 5.3 Institution type

We accept grant applications from schools and comparable institutions providing full-time general, vocational, technical and special-needs education.

In the UK, only state schools are eligible (i.e. not fee-paying schools). Other criteria may apply in other participating countries, please see [our website](#) for further details.

## 6. Priority Criteria

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

### 6.1 Clusters

Priority will be given to clusters over one-to-one school partnerships. If your school is in a one-to-one partnership, it would be advantageous to form a cluster with like-minded schools in your geographical area, 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](#).

### 6.2 Special Educational Needs & Disability

Applications from teachers working in schools where a majority of the pupils have special educational needs will be given priority.

### 6.3 Partnership composition

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

### 6.4 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, Nepal, Pakistan
MENA	Egypt, Iraq, Jordan, Lebanon, Morocco, Occupied Palestinian Territories, Tunisia, Yemen
East Asia	Burma

Please contact the British Council if you require further advice on these criteria.



## 7. 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.

### 7.1 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.

### 7.2 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.

### 7.3 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.

### 7.4 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



## 7.5 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 Interim Report

The UK partnership co-ordinator 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 and new schools added to the cluster.

## 7.7 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. A link to the report forms can be found on the Connecting Classrooms website.

## 7.8 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).