



CONNECTING
CLASSROOMS



Connecting Classrooms Grant application form

Guidance to applicants

Before completing this form it is essential you read [A Guide to Connecting Classrooms Grants](#) which includes details of how and when to make your submission, as well as information about Connecting Classrooms, options for partnership composition, a [checklist](#) to help you ensure your application meets eligibility criteria, and information about how your application will be assessed. You should also read [A Guide to Global Citizenship](#).

Reference no:
(for office use only)

Part 1: Partnership details

1.1 Co-ordinating UK school

1.1.1 Co-ordinating UK school (UK school 1)	
2012/13 Connecting Classrooms partnership reference number (if applicable)	
Name of co-ordinating UK school:	Calderwood Lodge primary School
Address:	: 28 Calderwood Road, Newlands, Glasgow, G43 2RU
Type of school:	Council Funded School
Government ref number:	8454922

1.1.1 Co-ordinating UK school (UK school 1)			
Facebook page address:	NA		
Twitter address:	@CalderwoodLodge		
Partnership co-ordinator:	Mr A Robson		
Position in organisation:	Acting Deputy Head Teacher		
Telephone:	01415707060	e-mail:	RobsonAN@calderwoodlodg e.e-renfrew.sch.uk
Bursar name:	East Renfrewshire Council		
Telephone:	01415773001	e-mail:	
Head teacher name:	Mrs M Langman		
Current International School Award status:	Full accreditation		
List any funding you have received in the last three years to support international work:			
Year	Programme e.g. Global School Partnerships	Partner school(s)	
2010-11	Connecting Classrooms Project by the British Council	<ol style="list-style-type: none"> 1. Kirkhill Primary School, Scotland UK 2. Eaglesham Primary, Scotland UK 3. Calderwood Lodge, Scotland UK 4. Mearns Primary, Scotland UK 5. Mearns castle, Scotland UK 6. Hazeldene Nursery, Scotland UK 	

1.2 Partnership composition

1.2.1 Choose one statement that describes your partnership composition. Further details about eligible partnership composition can be found on [A Guide to Apply for Grants](#)

1-1 (1 UK school partnered with 1 non-UK based school)	<input checked="" type="checkbox"/>
3-3 (3 UK schools partnered with 3 non-UK based schools from the same country)	<input type="checkbox"/>
1-1-1 (1 UK school partnered with 2 Sub-Saharan African schools)	<input type="checkbox"/>
3-3-3 (3 UK schools partnered with 6 Sub-Saharan African schools)	<input type="checkbox"/>

1.3 Other UK schools.

If there are no other UK schools in the partnership, please leave this section blank and proceed to section 1.4 (Partner schools)

1.3.1 UK school 2		
Name of UK school 2:		
Address:		
Type of school:		
Government ref number:		
Partnership co-ordinator:		
Position in organisation:		
Telephone:		e-mail: <input type="text"/>
Head teacher name:		
Current International School Award status:		
List any funding you have received in the last three years to support international work:		
Year	Programme, e.g. Global School Partnerships	Partner school(s)

1.3.2 UK school 3	
Name of UK school 3:	
Address:	
Type of School:	
Government ref number:	

1.3.2 UK school 3		
Partnership co-ordinator:		
Position in organisation:		
Telephone:		e-mail:
Head teacher name:		
Current International School Award status:		
List any funding you have received in the last three years to support international work:		
Year	Programme e.g. Global School Partnerships	Partner school(s)

1.4 Partner school(s)

Please provide details of all non-UK based schools in the partnership, ensuring that your partnership composition conforms to one of the options described in section 1.2 above.

1.4.1 Partner school 1	
Name of partner school 1:	DLF Public School
Address:	Sector 2 Rajender Nagar, Sahibabad, Ghaziabad Uttar Pradesh
Country:	India

1.4.1 Partner school 1			
Partnership co-ordinator:		Mrs.Anjali Mittal	
Position in organisation:		International Coordinator	
Telephone:	+91 98183 11909	e-mail:	anjali.mittal02@yahoo.co m
Head teacher name:		Mrs. Seema Jerath	
List any funding you have received in the last three years to support international work:			
Year	Programme e.g. Global School Partnerships	Partner school(s)	
201 0-11	Connecting Classrooms Project by the British Council	<ol style="list-style-type: none"> 1. Kirkhill Primary School, Scotland UK 2. Eaglesham Primary, Scotland UK 3. Calderwood Lodge, Scotland UK 4. Mearns Primary, Scotland UK 5. Mearns castle, Scotland UK 6. Hazeldene Nursery, Scotland UK 	

1.4.2 Partner school 2			
Name of partner school 2:			
Address:			
Country:			
Partnership co-ordinator:			
Position in organisation:			
Telephone:		e-mail:	
Head teacher name:			
List any funding you have received in the last three years to support international work:			
Year	Programme e.g. Global School Partnerships)	Partner school(s)	

1.4.3 Partner school 3			
Name of partner school 3:			
Address:			
Country:			
Partnership co-ordinator:			
Position in organisation:			
Telephone:		e-mail:	
Head teacher name:			
List any funding you have received in the last three years to support international work:			
Year	Programme e.g. Global School Partnerships	Partner school(s)	

1.5 Partner school(s) - only for partnerships between three countries

1.5.1 Partner school 1			
Name of partner school 2:			
Address:			
Country:			
Partnership co-ordinator:			
Position in organisation:			
Telephone:		e-mail:	
Head teacher name:			
List any funding you have received in the last three years to support international work:			
Year	Programme e.g. Global School Partnerships	Partner school(s)	

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1.5.2 Partner school 2		
Name of partner school 3:		
Address:		
Country:		
Partnership co-ordinator:		
Position in organisation:		
Telephone:		e-mail:
Head teacher name:		
List any funding you have received in the last three years to support international work:		
Year	Programme e.g. Global School Partnerships	Partner school(s)

1.5.3 Partner school 3		
Name of partner school 3:		
Address:		
Country:		
Partnership co-ordinator:		
Position in organisation:		
Telephone:		e-mail:
Head teacher name:		
List any funding you have received in the last three years to support international work:		
Year	Programme e.g. Global School Partnerships	Partner school(s)

1.6 Partnership context

1.6.1 Describe when and how your partnership started. (Max. 200 words)

Our partnership began in year 2010 under the Connecting Classrooms Project by the British Council. Under the Connecting Classrooms Project, Ms. Ruth Watson, a Teacher from Calderwood Lodge School, UK , along with teachers from five other schools from Scotland, paid a visit to our School from October 25 to October 31, 2010. She explored the pedagogically rich environment of the School and interacted with teachers and students. She exchanged art of 'Rhyme Telling' with students and learnt 'Indian way of life' from an array of themed activities as--- Mehandi, Rangoli Making, Clay Modelling and class visit.

It was a two year project. We did two international projects with Calderwood Lodge school:

1. **Knowing Me Knowing You-** Phase-I of the project was implemented in May 2010 with grades 4 and 5 students while Phase II of the project was implemented in Nov 2010 with around 200 students from Grade 7.

2. **Two International Visits** to and by the school

In June 2011, our School Head, Mrs. Seema Jerath paid a visit to all the partner Schools in Scotland She has successfully translated the visit through implementation of what she gained from the visit.

1.6.2 Describe the nature of the schools in your partnership, e.g. rural/urban, local context, number of pupils, etc. (Max. 200 words)

Calderwood Lodge is a very special school. It has a long tradition and a unique history that combines primary education with a Jewish ethos helping to forge a positive Jewish identity. It is Scotland's only Jewish faith school.

The school has 145 pupils with a significant number of Muslim and Christian pupils and children of no religion. All children benefit from learning and socialising with children of other faiths and backgrounds and emerge equipped to succeed in a modern multi-cultural world.

Our shared values are common to many religious viewpoints and our school warmly embraces a diverse community which is reflective of the multi cultural world we live in.

DLF Public School is a 16 year old school with 2500 happy smiling students from classes Pre-Nursery to XII. We are based in city Sahibabad, Uttar Pradesh, India and have a teacher pupil ratio of 1:19. Most of the students in our school are from urban background with educated parents who are able to support their children's education.

We have been trying to embed internationalism into our school curriculum and have been conferred with International School Award 201-14 by the British Council. We also are engaged in various international projects/exchange programmes and have hosted delegates from countries like- Japan, Australia, Saudi Arabia, Iran and UK.

2.1.2 What did the young people learn? Make reference to the global themes, skills and outlooks detailed in the application guidance. (Max. 200 words)

Students of both schools learnt their Identity and Belonging:

- The young people learnt that identities are related to our belonging and not to our belonging to different groups.
- They learnt that identities are varied and relate to different backgrounds that we have.

The Global citizenship skills acquired by students through the project are:

- Self Awareness- Students learnt to identify what is important to them and express it.
- Empathy- Students of both schools learnt to appreciate their similarities and differences. They have learnt to recognize that our different backgrounds , faiths and religion affect our behaviour and the way we view the world.

The Global Outlook Acquired by Students of both Schools are:

- The students have developed a positive sense of identity.
- They have now developed a sense of interdependence and know that it is vital in today's globalized world.

2.1.3 What experience do your teachers have, or which training courses have they completed, that enable them to lead global citizenship education in your schools? (Max. 200 words)

Our teachers are highly experienced. Both schools have **International Coordinators** in their respective schools and an **International Policy** in place. Global Citizenship is part of the curriculum at Calderwood Lodge School while at DLF Public School, it is taught through the Global Citizens' Club in the school. At DLF Public School, the Global Citizenship is imparted by Ms. Himani Tyagi, a Certified Professional Course by International Coach Academy, USA.

The teachers of both schools undergo professional development training courses including the **Global Citizenship Course** offered by the British Council Continuing Professional Development Programme.

The Head Teacher at DLF Public School has attended Training Courses on: **Global Education Leadership Training** . Seven teachers at DLF Public School have also completed the Workshop On Technology For Innovation Pedagogy Course in year 2013.

2.1.4 Choose one statement that describes where your partnership is now.

Preparing: Young people and teachers are building an awareness of global issues

Developing: Young people and teachers are reflecting critically on global issues

Embedding: Young people and teachers are taking action to tackle global issues

Expanding: Young people and teachers are disseminating their approach and learning

2.2 Where we want to be in one year

2.2.1 What collaborative activities does your partnership intend to carry out? Please provide details chronologically in the spaces provided.		
Month/Year	What will you do?	Who will participate?
October 2013	<p><u>Average Water and Electricity Consumption by a family through Surveys- Comparison of Water and Electricity Consumption between Families in Scotland and India</u></p> <p>(Pupils of both schools will do a survey through a monitored process and calculate/record the electricity and water consumption in their families for a month and of one family in the neighbourhood.)</p>	Pupils of age group 12-13
November 2013	Pupils will follow the Dos and Don'ts of Water and Electricity Conservation in the following month and record /calculate the consumption and see the difference. This will be shared during visit by UK school to our school in November 2013.	Pupils of age group 12-13
November 2013	Students in both schools will create Policies for their Schools regarding Water and Electricity Conservation. These Policies will be shared during the Reciprocal Visits by the teachers. This will be shared during visit by UK school to our school in November 2013.	Pupils of age group 12-13
February 2014- March 2014	Students in both schools will disseminate the ways to do water and electricity conservation in their macro environment and educate a minimum of 25 families in their school vicinity on the need and ways to do water and electricity conservation.	Pupils of age group 12-13
October 2013— March 2014	<p>4 Video-Conference Sessions</p> <p>Video-Conference 1- To help students know each other and familiarize themselves with each other's schools and life styles.</p> <p>Video-Conference 2- Students will discuss about amount/mode of water/electricity consumption including the kind of appliances used by an average family.</p> <p>Video-Conference 3- Students and Teachers will share their Thoughts and findings about the surveys done by them. Students will also share the Dos and Don'ts pertaining to Water and Electricity Conservation and follow them in their respective schools.</p> <p>Video-Conference 4- Students at both ends will discuss and share the outcomes of the project.</p>	Pupils of age group 12-13

2.2.1 What collaborative activities does your partnership intend to carry out? Please provide details chronologically in the spaces provided.

Month/Year	What will you do?	Who will participate?

2.2.2 What do you expect the young people to learn? Make reference to the global themes, skills and outlooks detailed in the application guidance. (Max. 200 words)

The Young people will learn:

- To measure the size of our ecological footprints. They will also come to know about the human activities that are affecting way of life.
- They will learn how human activities are causing climate change.

The Global Citizenship Skills that we hope the students of both schools to acquire are:

- The students from both schools will learn to adapt the way they communicate in order to work well with one another.
- The students are expected to plan what they are going to do and do it.
- Can learn from what they have done and identify improvements for the next time.

The Global Outlook Expected to be acquired by Students are:

- They will be more committed to their rights and responsibilities.
- They will be more committed to sustainability of the planet.

2.2.3 What plans do you have to improve the teaching of global citizenship education in your schools? (Max. 200 words)

Presently, we have an International Coordinator in School. We plan to have an international Student Coordinator in School who we believe will be an additional support in having more engagement of students in international projects.

We have a Global Citizens' Club in the School for class IV, Class V, Classes VI-VIII and Classes IX-XII with 20 students in each of the 4 Clubs. We are actively engaging these children in global activities and projects.

We are encouraging our teachers to do the Continuing Professional Development Courses pertaining to teaching of Global Citizenship (British Council). Five of our teachers have successfully completed their courses.

We are actively engaging all the students from age group 11-16 to participate in international video-conferences and conduct two Video-Conferences every Month. This is a novel form of teacher and student exchange and students learn to respect other religions and faiths.

2.2.4 Choose one statement that describes where you want your partnership to be in one year.

Preparing: Young people and teachers are building an awareness of global issues

Developing: Young people and teachers are reflecting critically on global issues

Embedding: Young people and teachers are taking action to tackle global issues

Expanding: Young people and teachers are disseminating their approach and learning

Part 3: Enriching education practice

This is about improving teaching through international collaboration and is divided into two sections: 3.1 Where we are now and 3.2 Where we want to be in one year.

3.1 Where we are now

3.1.1 Describe the collaborative activities you have carried out in the last year to improve education practice in your schools. Make reference to the educational areas detailed in the application guidance and include details of any partnership visits. (Max 200 words)

The Head of our school, along with the Science Head of our school had a **visit to Calderwood Lodge School in June 2013**. They spent **ONE working day in the school** and interacted with the Head Teacher and other teachers. They have learnt about the teaching practices in the UK.

The educators identified priority areas of practices to improve. They reflected on the **Subject and Curriculum** of Science Departments of both schools.

The educators then shared about the education practices in Science in their schools with each other.

3.1.2 How have these activities had an impact on teaching and learning? What were the educational outcomes? (Max. 200 words)

Educators have learnt from the educational methodology being followed in the UK schools— even from approaches that were beyond their project. Right from beginning of the day, mode of taking the Attendance, Classroom decor and decorum, Child attention, Teacher-pupil ratio, teacher-Child relationship, culture, lifestyle..... to teachers' perceptions, their roles and responsibilities, good projects running in the school, Ideas on Morning Assemblies, Bulletin Boards and more.

3.1.3 Choose one statement that describes where your partnership is now.

Preparing: Teachers are building an awareness of practices in their partner school	<input checked="" type="checkbox"/>
Developing: Teachers are reflecting critically on their own practice	<input type="checkbox"/>
Embedding: Teachers are taking action to improve their teaching and curriculum	<input type="checkbox"/>
Expanding: Teachers are disseminating their approach and learning	<input type="checkbox"/>

3.2 Where we want to be in one year

3.2.1 Describe the collaborative activities you have planned for the future to improve education practice in your schools. Make reference to the educational areas detailed in the application guidance and include details of any partnership visits. (Max. 200 words)

We have planned Four Video-Conferences sessions for students and teachers. Educators at both ends will critically research on the Science Curriculum of Grade 7 in their respective schools. They will exchange information about their education practice through mails and by connecting through online Chats.

Educators of both schools will also exchange educational practice in their schools during the reciprocal visits.

Educators will mutually create Survey Forms and Water/Electricity Calculators and carry out surveys in their respective schools. They will also exchange relevant information about the project time to time and will post their comments on the school website.

3.2.2 How will these activities have an impact on teaching and learning? What do you expect the educational outcomes to be? (Max. 200 words)

We expect the educators to reflect critically on their own practice. Educators will be able to compare the practices in Subject Science as followed in their school vis-a-vis as followed in partner school. They will adopt the good practices of one another.

Educators will be more open to include global themes and outlooks into the curriculum and will be able to unite their students to achieve global issues.

We expect the educators to exchange educational practices during reciprocal visits.

3.2.3 Choose one statement that describes where you want your partnership to be in one year.

Preparing: Teachers are building an awareness of practices in their partner school

Developing: Teachers are reflecting critically on their own practice

Embedding: Teachers are taking action to improve their teaching and curriculum

Expanding: Teachers are disseminating their approach and learning

Part 4: Building an equitable and sustainable partnership

This is about building an equitable and sustainable partnership and is divided into two sections: 4.1 Where we are now and 4.2 where we want to be in one year.

4.1 Where we are now

4.1.1 What have you done so far to ensure your partnership is sustainable and benefits each school equally? (Max. 200 words)

The Executive Director of our school herself visited the School in June 2013 and interacted with the Head Teacher of the partner school to understand the benefits and feasibility of partnership. Our school Head too had visited our partner school in year 2011 and had implemented good practices of the partner school:

- ✚ The School has appointed an International Coordinator in the School who coordinates the international activities in school, Creates liaison between curriculum areas on projects as well as with the Coordinators from the Partner Schools.
- ✚ The School has an International Policy in place that states the international ethos and defines the objectives and extent of international liaison.
- ✚ The projects are planned after a mutual discussion and taking due consent from both schools. Responsibilities are formally assigned to individual/group of teachers for each international activity that is carried out.
- ✚ Different projects/activities are carried out for students of all age groups and different teachers are engaged into each of the activities to ensure decentralization of the entire liaison plan.

4.1.2 How many teachers and young people have been involved in collaborative activities in the last year? How many teachers and young people are there in total in your schools? (Max. 200 words)

Around 30 students out of 2500 students from DLF Public School and around 20 pupils out of 260 students from Calderwood Lodge School have been engaged into the Video-Conference. Out of 130 teachers at DLF Public School, 4 teachers had been involved . Around 5 teachers out of 26 were involved from Calderwood Lodge School,

4.1.3 What has been the involvement of your local communities? (Max. 200 words)

We understand that engaging local communities is significant when we plan a project that contributes to a global cause. The schools are taking the need into consideration and will try to include local communities into the projects which are planned for the next year.

4.1.4 Choose one statement that describes where your partnership is now.

Preparing: Schools are preparing for an equitable and sustainable partnership

Developing: Schools are developing an equitable and sustainable partnership

Embedding: Schools are embedding their equitable and sustainable partnership

Expanding: Schools are expanding their equitable and sustainable partnership

4.2 Where we want to be in one year

4.2.1 What have planned for the future to ensure your partnership is sustainable and benefits each school equally? (Max. 200 words)

We will be connecting students of Grade 7 of both schools through Video-Conferences. We will also be conducting Video-conferences for our teachers as well where teachers of both schools will be able to interact and learn from each other.

We will also be motivating children to connect to one another through online platforms so that students know more about each other's faith, religion and beliefs.

We have created a structured Action Plan of all the activities in consent with the Science teachers of both schools with pre-defined roles and responsibilities, learning Outcomes of activities/projects, timelines, age-groups involved and share with partner school. The plan will be monitored by the International Coordinator monthly in both schools.

We will provide a direct link of partner school on our school .website so that each child and parent of our school knows about the partner school and engages more actively.

We will also encourage our children to Blog about their participation in the international activities/projects and share with other school members. We will also encourage partnership through exchange of mails and feedbacks

4.2.2 How many teachers and young people do you expect to be involved in collaborative activities in the future? How many teachers and young people are there in total in your schools? (Max. 200 words)

We expect to engage around 200 students and 10 teachers in the collaborative activities (that have been planned for this year) out of 2500 students and 130 teachers at DLF Public School. In near future, we plan to engage all students and teachers of our school, in some or the other activities.

At Calderwood Lodge School, we plan to include 50 pupils and 5 teachers into the project.

4.2.3 How do you intend to further involve your local communities in your collaborative activities? (Max. 200 words)

The project will require students to conduct surveys at their respective Homes which will engage the parent community in the project. The children will do the survey with the help of their parents.

The children will also need to conduct surveys in their neighbourhood as well. This will engage more community members into the project.

We believe that children at both ends will discover newer ways of water and electricity conservation and generate new ideas during the exchange. This new gained information will be shared with the parents and school stakeholders through Blogs, Emails and Newsletters.

Also, we will try to share the ways of water and electricity conservation with the local water and electricity board authorities. This will encourage children to take action to bring in a change. They will learn that however small or big, they must take a step to save water and electricity.

4.2.4 Choose one statement that describes where you want your partnership to be in one year.

Preparing: Schools are preparing for an equitable and sustainable partnership	<input type="checkbox"/>
Developing: Schools are developing an equitable and sustainable partnership	<input checked="" type="checkbox"/>
Embedding: Schools are embedding their equitable and sustainable partnership	<input type="checkbox"/>
Expanding: Schools are expanding their equitable and sustainable partnership	<input type="checkbox"/>

Part 5: Financial management

5.1 Financial report on previous year *(if applicable – only complete this if your partnership is applying for a second or third year of Connecting Classrooms funding)*

5.1.1 Budget	
Area of expenditure	Amount (£)
Partnership visits by UK school(s)	
Partnership visits by partner schools	
Partnership visits by partner schools <i>(only partnerships between 3 countries)</i>	
Project resources	
Publicity and events	
Communication costs	
Other:	
Total:	

5.2 Budget plan for next year *(to be completed by all applicants)*

5.2.1 Budget	
Area of expenditure	Amount (£)
Partnership visits by UK school(s)	1400
Partnership visits by partner schools	1400
Partnership visits by partner schools <i>(only partnerships between 3 countries)</i>	
Project resources	50
Publicity and events	50
Communication costs	100
Other:	
Total:	3000

Part 6: Visits

6.1 Visits during previous year (if applicable – only complete this if your partnership is applying for a second or third year of Connecting Classrooms funding)

6.1.1 When did partnership visits take place?	
Visit	Dates
Partnership visits by UK school(s)	October 2010
Partnership visits by partner schools	June 2011
Partnership visits by partner schools (only partnerships between 3 countries)	

6.2 Visit plan for next year

6.1.1 When will partnership visits take place?	
Visit	Dates
Partnership visits by UK school(s)	November 2013
Partnership visits by partner schools	June 2014
Partnership visits by partner schools (only partnerships between 3 countries)	

Part 7: Miscellaneous

7.1 Additional information

6.1.1 Is there any further information related to your partnership which you would like us to consider? (Max. 200 words)

7.2 Connecting Classrooms publicity

6.2.1 How did you hear about this opportunity?

Our school is member of the British Council schoolsonline. We found the opportunity listed amongst various other opportunities that were there.

7.3 Data protection

The Connecting Classrooms programme is a partnership between the British Council and the Department for International Development. It is managed by the British Council.

We will use the information you are providing for the purpose of assessing your grant application and securing your participation in Connecting Classrooms. We may pass this information on to our offices overseas and partner organisations in order to assess your application and to administer and evaluate the project. It will continue to be handled in accordance with UK data protection law.

We may want to use your information to send you details of other activities, services and events which you may find of interest. Please tick one of the statements below.

<input checked="" type="checkbox"/>	Yes, I would like to be sent details of relevant activities, services and events.
<input type="checkbox"/>	No, I do not want to be sent details of other activities, services and events.

Under UK data protection law you have the right to ask for a copy of the information we hold on you, for which we may charge a fee, and the right to ask us to correct any inaccuracies in that information.

If you want more information about this please contact your local British Council office or the Data Protection Team dataprotection@britishcouncil.org or see our website

<http://www.britishcouncil.org/home-data-protection.htm>

Part 8: Sign off

8.1 UK school(s)

7.1.1 By typing my name I confirm my endorsement of and support for the above project activities. I agree to adhere to the necessary contractual arrangements between my organisation and the British Council.	
Name of co-ordinating UK school head teacher	Date
Mrs M Langman	June 24, 2013
Name of UK school 2 head teacher	Date
Name of UK school 3 head teacher	Date

8.2 Partner school(s)

7.2.1 By typing my name I confirm my endorsement of and support for the above project activities. I agree to adhere to the necessary contractual arrangements between my organisation and the British Council.	
Name of partner school 1 head teacher	Date
Mrs. Seema Jerath	June 24, 2013
Name of partner school 2 head teacher	Date
Name of partner school 3 head teacher	Date

8.3 Partner school(s) - for partnerships between 3 countries

7.3.1 By typing my name I confirm my endorsement of and support for the above project activities. I agree to adhere to the necessary contractual arrangements between my organisation and the British Council.

Name of partner school 1 head teacher	Date
Name of partner school 2 head teacher	Date
Name of partner school 3 head teacher	Date

School Partnership Grant Checklist

Use this list before sending your application to make sure you have completed all the relevant sections correctly	
Have you provided the correct email address for the UK Partnership co-ordinator?	<input checked="" type="checkbox"/>
Have you avoided repetition in the Global Citizenship and Enriching Education Parts of the application form?	<input checked="" type="checkbox"/>
Have you provided evidence of progress against all 3 objectives – Increasing Global Citizenship; Enriching Education; Developing an Equitable & Sustainable Partnership?	<input checked="" type="checkbox"/>
Have you provided sufficient evidence of activities to allow our assessors to effectively review your application, taking advantage of the number of words permitted in each section?	<input checked="" type="checkbox"/>
Does your proposed budget plan in Part 5 cover reciprocal visits and associated costs?	<input checked="" type="checkbox"/>
Have signatures confirming the support of all schools' head teachers been recorded in Part 7 of the application form?	<input checked="" type="checkbox"/>
Does your partnership configuration (number of schools; the countries involved) conform to our published eligibility criteria? For example, schools in some sub-Saharan African countries can participate in trilateral partnerships.	<input checked="" type="checkbox"/>
Have you completed all sections of the application form, including details of all partner schools?	<input checked="" type="checkbox"/>
Was completing the application form a collaborative effort by all schools in the partnership?	<input checked="" type="checkbox"/>

