A Call for Proposals to integrate Global Citizenship Education into post-primary Initial Teacher Education Programmes 2021-2022

Project Proposal Background Document, January 2022

The deadline for receipt of proposals is **Friday**, **28th January 2022**

For application forms and inquiries email info@ubuntu.ie.

Guidelines for Proposals:

1. The Ubuntu Network invites proposals for projects to integrate Global Citizenship Education (GCE) into post primary Initial Teacher Education (ITE) during the Spring semester of the academic year 2021-2022.

2. GCE empower learners to "engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world" [1]. It brings together the important the concepts of global citizenship and sustainable development[2]. The Ubuntu Network views GCE as synonymous with Education for Sustainable Development (ESD) and Development Education (DE).

3. Each member institution should submit one application only, however multiple applications will be considered in instances where this is not feasible (e.g. where different approaches are being adopted in undergraduate and postgraduate programmes).

4. Members may apply for any sum up to €6,000 for a new project or to extend an existing Ubuntu funded project.

5. The deadline for receipt of project proposals is Friday, 28rd January 2022. Proposals should be submitted by email to info@ubuntu.ie.

6. Projects proposals should:

   a. Have a distinct focus on the inclusion of GCE in ITE programmes in line with the Ubuntu Network Framework for the Integration of Development Education into ITE (Section 3 of Application form)
   b. Include (where possible) at least one staff capacity-building event that invites other teacher educators from within the institution, fellow Ubuntu Assembly members and local partners to participate (Section 4 of Application form)
   c. Include the collation and dissemination of Artefacts of Learning (AoL) (Section 5 of Application form).

7. Projects should demonstrate how learning from previously funded initiatives informs proposed practice in 2021-2022.

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[1] UNESCO (2017). *The ABCs of Global Citizenship Education.* Paris: UNESCO. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000248232 [accessed 23/04/21]

[2] UNESCO (2016). *Schools in Action – Global Citizens for Sustainable Development.* Paris: UNESCO. Retrieved from https://www.gcedclearinghouse.org/resources/schools-action-global-citizens-sustainable-development-guide-teachers?language=en [accessed 23/04/21]

8. Projects should seek to promote an understanding of GCE, the Sustainable Development Goals and the National Strategy on Education for Sustainable Development.

9. Collaborative initiatives with NGOs, World Wise Global Schools, Súas or other organisations in the delivery of project are encouraged, particularly where this demonstrates potential for long-term sustainability of the approach. Where necessary, the Network will provide support in establishing these links.

10. Projects will be assessed against the appraisal criteria (appendix 1) and will be judged on merit by an independent sub-committee made up of the representatives from the Ubuntu Network Management Committee and Ubuntu Assembly.

Requirements:

1. Delivery of GCE (Section 3 of Form)

Projects must support the integration of GCE into post primary Initial Teacher Education programmes in Ireland. Applications are invited from teacher educators involved in the delivery of Teaching Council accredited Initial Teacher Education programmes in Ireland.

2. Capacity Building of Staff (Section 4 of Form)

Projects are encouraged to host a dialogue-focused event that aligns with the project goals and that invites teacher educators from the applicant ITE, fellow Ubuntu Assembly Members and interested groups from the local area to participate.

3. Artefacts of Learning (Section 5 of Form)

All projects are required to evidence the critical engagement of student teachers with GCE by providing Artefacts of Learning (AoL).

An AoL may be described as an output of student teacher engagement with GCE. They may include, but not be limited to events, posters, art installations, recounts/stories, teaching aids, project work, blogs, lesson plans, reflections, assignments or units of learning. They may also point to teacher educator innovative practice. They should be collated and presented in multimedia format e.g. video, animation or photographic accounts and should be accompanied by a written or audio narrative.

4. Measuring Impact (Section 6 of Form)

The Ubuntu Network has a strong focus on measuring the impact of GCE projects on student teachers' capacity to engage with GCE and apply it in their work.

Each project leader must devise an approach to measuring the impact of their planned interventions. This may include a mixture of both quantitative and qualitative approaches. It should include an approach to measuring:

- Students' engagement with GCE,
- Students' improved 'global citizenship literacy',
- Students' approaches to teaching GCE in Microteaching or School Placement,
- Student research that reflects GCE (PME), and
- Student teachers' personal changes in behaviour arising from GCE engagement, with examples provided e.g. a change in consumer patterns, engaging in activism, challenging perspectives in discussions.

5. Dialogue and Reporting (Section 7 of Form)

Reporting expectations are as follows:
- Participation in the Ubuntu Network and Dialogue Day (June 2022).
- Artefacts of Learning that present samples of student teachers' work demonstrating engagement with GCE (June 2022).
- A full written report in line with the Ubuntu Network Project Reporting template (June 2022) and a financial report within 1 month of the end of the Academic Year in which the funds have been allocated (August 2022).

Eligible Costs (Section 8 of Form):

Project proposals may seek funds and resources to meet the following costs,

1. Personnel costs – buying in of expertise to plan, teach, document and/or evaluate the GCE interventions in the academic year 2021-2022. However in the interest of sustainability these costs will only be provided where a mechanism exists to ensure upskilling of full time staff or where an alternative is not feasible.

2. Teaching costs - e.g. awards for student teachers, field trips, refreshments, resources, expenses.

3. Event costs - e.g. printing, room hire, equipment hire, catering, expenses of visiting facilitators.

4. Staff capacity building costs e.g. room booking, refreshments, resources, guest facilitators.

5. Costs associated with research on impact.

6. Resource development costs incurred in translating work into accessible forms for sharing with member institutions and beyond e.g. webinars, multimedia pieces.

Please note that funds may not be used for fees or purchase of equipment.

Appendix 1: Appraisal Criteria for Projects

The following are the Appraisal Criteria for 2021-2022 project proposals.

Appraisal Criteria	Sample Indicators
1. The project **builds on previous learning**	- Lessons learned from previous projects are identified and reflected in this project proposal - The project demonstrates coherent and incremental GCE across the programme that is appropriate to student teachers' stages of professional development.
2. The project works towards DE that is **sustainable** in the long term	- Project involves core staff (i.e. staff already involved in teaching and learning/research) - There is buy-in from colleagues (engaging in capacity building, inclusion in module outlines etc.). - Partnerships with NGOs or others are in place (not dependent on financial support) - Capacity building for staff is included
3. GCE is **integrated** across the PME programme in a coherent manner	- All components of the model are addressed in the project proposal in a coherent way - Students are required to include a DE perspective in their School Placement teaching/ research projects
4. **Collaborative** approaches are used.	- The project involves a number of staff within a School of Education or between ITE institutions - Interdisciplinary approaches to teaching and learning are used. - NGO partners are involved in the project.
5. The project provides opportunity for **critical GCE**	- Students have opportunity to consider GCE as a concept - Exploring the Sustainable Development Goals is central to the project. - Teaching-learning strategies encourage the student to consider multiple perspectives - Students are prompted to question assumptions and to be aware of biases and ideologies.
6. The project includes a mechanism for **measuring impact.**	- The project demonstrates a clear understanding of how it will monitor and evaluate the processes, e.g. pre-intervention questionnaire and focus group, inclusion of questions in internal evaluations. - Project leaders will provide samples of student teachers' work, e.g. assignments, lesson plans.
7. It facilitates the **transfer** of learning between institutions.	- Commitment to engage in assembly meetings and Dialogue Days - Commitment to providing information for the Ubuntu project website