

CONNECTING CLASSROOMS

HOW TO COMPLETE THE ONLINE APPLICATION FORM

Before you begin, please be aware of the following:

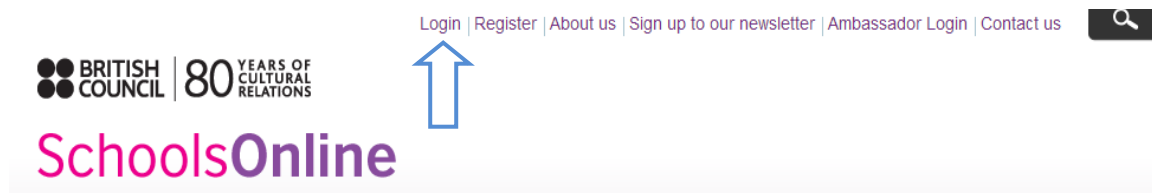
- Any school in the partnership can start and submit the application but they must be registered on [Schools Online](#) first.
- Any school in the partnership can contribute to an application form as long as they are registered on [Schools Online](#).
- Only the UK school nominated to sign the contract on behalf of the partnership with the British Council can complete the 'Visits and Expenses' section. To do this they must also be registered on [Schools Online](#).
- If you are not registered on Schools Online but are included in an application, you will receive an email notification telling you that your school has been included.

Also useful to know:

- Your work is automatically saved online, but we recommend that you export a .pdf record at regular intervals in case of problems. If one of your partner schools has poor internet connectivity, you can also share this offline record for discussion.
- There is also an option to print your application at any stage. The icons to print and/or export should be on the left of your screen at all stages of your application.
- The website has not been optimised for Internet Explorer **version 6**. If you use this browser we suggest you upgrade to a more recent version or use an alternative such as Google Chrome or Firefox.

Step 1: Log On

- Enter your Schools Online username and password after clicking 'Login' at the top of the home page: <http://schoolsonline.britishcouncil.org/>



- If you do not have a username, you will need to register on [Schools Online](#).

Step 2: My Application List

- Here you will see links to all of the online grant applications your school is involved with, along with the status of either 'in progress', 'ready to submit' or 'submitted'.
- This is also the location where the 'application home' link will take you.

Connecting Classrooms Grants			
My Application List			
Application Reference	Date Updated	Status	
CCS/14/Aug/259	23/08/2013 - 11:21	Application in progress	<input type="button" value="Cancel"/> <input type="button" value="Resume"/>
CCS/14/Aug/247	23/08/2013 - 10:01	Application in progress	<input type="button" value="Cancel"/> <input type="button" value="Resume"/>
Click here to begin a Grants application.			<input type="button" value="Begin"/>

Step 3: Create Application

Partnership Details

- Select the option which applies to your partnership composition.
- Specify the country of the non-UK partner school(s) in your partnership. If you are a non-UK school that starts the application, your country will appear by default.

Partnership Composition *

- Select a value -

- Select a value -

All Regions

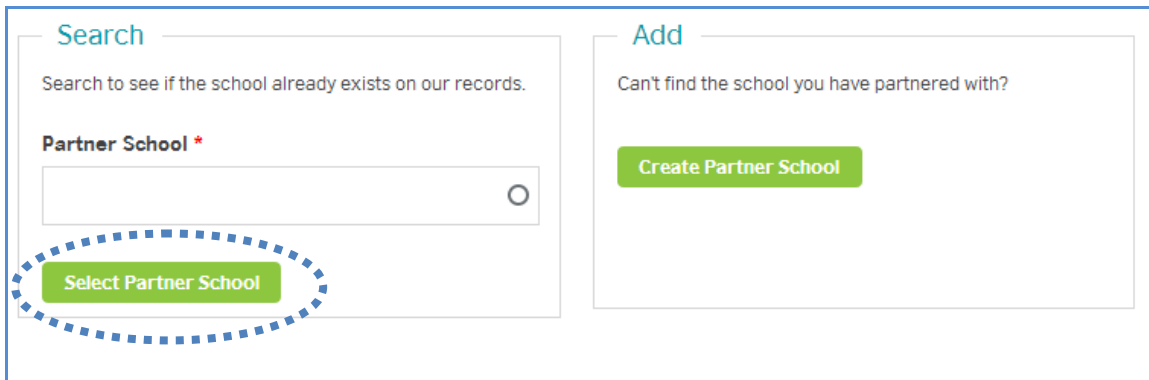
- 1 UK school partnered with 1 non-UK based school
- 3 UK schools partnered with 3 non-UK based schools from the same country

Sub Saharan Africa Only

- 1 UK school partnered with 2 Sub-Saharan African schools
- 3 UK schools partnered with 6 Sub-Saharan African schools

Partnership Schools

- Identify your partner school(s) from our database by entering part of the school name in the search box. Once you have found the correct entry, you will need to click on the school and then **'select partner school'** to confirm.



The screenshot displays two panels: 'Search' and 'Add'. The 'Search' panel includes a text input field labeled 'Partner School *' and a green button labeled 'Select Partner School'. The 'Add' panel includes a text input field and a green button labeled 'Create Partner School'. The 'Select Partner School' button is circled with a blue dashed line.

- If your partner school cannot be found in our database, you will need to add the details of the school by selecting the option 'create partner school' and complete all the required fields.
- Provide the name and email address of the coordinator for each partner school. It is important that the information you provide here is accurate as it will generate an email alert to your partners so they know you have been included in the application.
- You will need to repeat the above steps for each of the schools in your partnership.

Contract Holder

- Select the UK school responsible for signing the contract with the British Council.

Main Application

- The main body of the application is divided into 6 sections; all are outlined in the steps below.

✓ Partnership Composition	Step 4	>
! Partnership Details	Step 5	>
! Visits and Expenditure	Step 6	>
! Global Citizenship	Step 7	>
! Enriching Education	Step 8	>
! Building an Equitable and Sustainable Partnership	Step 9	∨

Step 4: Review School Details

✓ Partnership Composition - edit your school details here if necessary	>
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- On completion of step 3, you will be taken to the application summary screen. The 'Partnership Composition' section will display as complete but you should select 'edit' next to each school to add a contact number and the head teacher's name.

Step 5: Partnership Details

! Partnership Details	>
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- Provide as much detail as possible about the context within which your schools operate, as well as the history of your relationship. This will give our assessors the best opportunity to consider what success looks like for your partnership.
- Provide details of all relevant funding specific to your current partnership (not individual schools). If you received funding in the previous financial year, you will need to include your contract reference number.
- Indicate how you heard about the opportunity to apply for grant funding and whether you would like a project space for your partnership.

Step 6: Visits and Expenditure

! Visits and Expenditure >

Please note - this section can only be completed by the UK contract holder

Visits and Expenditure Past – this section should only to be completed if your partnership received Connecting Classrooms grant funding in the previous 12 months. *Please note: there is a section to add additional notes about your previous grant expenditure - if further detail is required.*

Visits and Expenditure Future – this section needs to be completed by **all applicants** and looks at the next 12 months.

- Estimate how you intend to spend the grant if your application is successful and remember reciprocal visits by one teacher from each school is the minimum requirement of the contract. If you do not need the entire grant for visits, you may use it for project resources, publicity, events and communication costs.
- Enter the proposed dates for your partnership visits so that the Connecting Classrooms customer service teams in each country are able to plan for the year ahead and offer appropriate support.

Step 7: Global Citizenship

! Global Citizenship >

This section is about young people's learning and is divided into two sections:

Where We Are Now – this relates to activity in the **previous year** (*your answers will be pre-populated if you have already completed your final report*)

Where We Want To Be – this relate to activity planned for the **next year**

You will need to read the Connecting Classrooms [Guide to School Partnerships](#) thoroughly before completing this section, paying particular attention to the information provided about the Partnership Journey (section 4). We also recommend that you familiarise yourself with the Connecting Classrooms Global Themes, Skills and Outlooks.

When planning your future activities, think about where you want your partnership to be

in relation to where it is now. Remember you must demonstrate progression through the Partnership Progression Framework to be eligible for a grant.

The layout of the form for both past and future sections is exactly the same.

Activities

- In the 'Activities' section, please provide details about collaborative projects you have either completed in the previous 12 months or plan to do in the next 12 months. We would expect to see between two and five activities evidenced in this section.
- If your partnership is relatively new and few activities have taken place, please make reference to this in the 'Where we are now' section.

Self-assessment

- Look again at the 'Partnership Journey' table in the Guide to School Partnerships and select the statement which best applies to your partnership, now and in a year's time. Your plans should aim to progress your partnership activity through the 'Partnership Journey'.

Step 8: Enriching Education



This section is about what the teachers and schools in your partnership learn from each other to improve pedagogy. It is also divided into two sections:

Where We Are Now – this relates to activity in the **previous year** (*your answers will be pre-populated if you have already completed your final report*)

Where We Want To Be – this relates to activity planned for the **next year**

Activities

- Describe the activities teachers have either worked on together in the previous 12 months or plan to do in the next 12 months to improve education practise in their respective schools. It would be useful to make reference to the common educational areas for collaborative work as well as the Connecting Classrooms global themes, skills and outlooks:

Subject and curriculum	The content you teach to young people.
Core skills	Young people's achievement in language, numeracy and IT.
Teaching styles	The methods you use to teach young people.

Assessment	How you measure young people's progress.
Classroom and behaviour management	How you guide young people's conduct.
Inclusion	Catering for additional learning, physical and emotional needs.
Promoting well-being	Encouraging young people to live healthily.
Global themes	Conflict and peace, sustainable living, rights and responsibilities, fairness and equality, identity and belonging.
Global skills	Self-awareness, conflict resolution, empathy, creative thinking, critical thinking, collaborating, communicating, taking action.
Global outlooks	Positive sense of identity, sense of interdependence, commitment to rights and responsibilities, desire to make a difference, open to new ideas, commitment to justice, commitment to peace, commitment to sustainability.

Outcomes

- Highlight the difference that learning from teachers in other countries has had on the educational outcomes in partner schools.

Self-assessment

- Look again at the 'Partnership Journey' table in the Guide to School Partnerships and select the statement which best applies to your partnership, now and in a year's time. Your plans should aim to progress your partnership activity through the 'Partnership Journey'.

Step 9: Building an Equitable and Sustainable Partnership



Building an Equitable and Sustainable Partnership



This is about building an equitable and sustainable partnership and is, again, divided into two sections:

Where We Are Now – this relates to activity in the **previous year** (*your answers will be pre-populated if you have already completed your final report*)

Where We Want To Be – this relates to activity planned for the **next year**

Sustainability and equal benefit

- Review your responses while looking at the ‘Partnership Journey’ and make sure you use demonstrable examples, e.g. partnership agreement, communication plan.

Community involvement

- A variety of stakeholders form your extended school communities so try to consider this question in the broadest possible terms.

Sign Off and Submit

- The school that started the application needs to submit.
- By ticking the box, you are confirming that your partner schools have had the opportunity to contribute to the application and all schools have the support of their senior management teams
- You are also confirming that you have read and accept the British Council data protection statement
- After you have submitted, you will not be able to make any further changes so make sure you are 100% happy with your application.

By submitting this application, I confirm all schools in the partnership are supportive of, and have had the opportunity to contribute to, the project activities outlined. I also confirm I have read and accept [the British Council data protection statement](#) on behalf of the partnership.

Submit this application