

To request the Project Application form in Word Format, please email deirdre.hogan@ul.ie



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

A Call for Proposals to integrate Development Education into post primary Initial Teacher Education (ITE) programmes 2019-2020

The deadline for receipt of proposals is Wednesday, **4th September 2019**

Please submit to deirdre.hogan@ul.ie

Please refer to the 'Projects Proposals Background Document, June 2019' (appendix 2).

Section 1: Project Participants

	Details...
1.1 Member Institution	
1.2 Name of Project Leader(s)	
1.3 Names of other teacher educators involved	
1.4 Names of other organisations, schools or partners involved	

1.5 Programme and Year	1.6 Approx. # of Student Teachers involved	1.7 Approx. # Dev Ed contact hours planned
E.g. PME, Year 1		

Section 2: Overview of the Project

2.1 Please provide a brief summary of the proposed project.

Section 3: Integration of Development Education (Delivery)

Project proposals should reflect the Ubuntu Network *Framework for the Integration of Development Education into ITE* (Appendix 1). Please provide details of planned activities associated with the areas of the framework by answering the questions below as appropriate.

Component	Please explain (briefly in bullet form).
3.1 Will student teachers be introduced to the concept of Development Education and the Sustainable Development Goals?	<ul style="list-style-type: none">•
3.2 Will student teachers explore Development Education within the teaching of their school subject(s)?	<ul style="list-style-type: none">•

3.3 Will student teachers engage with Development Education while on School Placement? (indicate optional/ compulsory)	•
3.4 Will Development Education feature in student teachers' reflections and/or the Professional Portfolio?	•
3.5 Will student teachers be supported to conduct research on a Development Education theme?	•

3.6 Tick the box below to indicate if your project will integrate Development Education into the teaching of any of the listed Teaching Council mandatory ITE elements? Tick all that apply.	
Mandatory Element of ITE	✓ for Yes
Adolescent Learning	
Inclusive Education (Special Education, Multiculturalism, Disadvantage, etc.)	
Numeracy / Literacy	
The Teacher as Professional/Reflective Practitioner/Researcher	
The School as a Learning Community	
Teaching, Learning and Assessment	
Differentiation	
ICT in Teaching & Learning	
Legislation Relevant to School & Classroom	
The Teacher & External Agencies.	

Section 4: Capacity Building of Staff

Each funded project is encouraged to host a dialogue-focused capacity-building event that aligns with the project and that invites staff members, Ubuntu Assembly Members and local stakeholders as appropriate. Please provide details of your proposed event here.

Event Title	
Nature of proposed event	
Facilitators/Speakers	
Target Audience	
Scheduling (month, year)	

Section 5: Artefacts of Learning from your Project

All projects are **required** to evidence the critical engagement of student teachers with Development Education in the 2019-2020 project by providing Artefacts of Learning (AoL).

An AoL may be described as an output of student teacher engagement with Development Education. 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.

Please indicate the types of AoL that you will provide on completion of the project e.g. sample reflections and presentations	Please indicate how AoLs will be collated and presented in multimedia form e.g. short video, blog

Section 6: Measuring Impact

Each project leader will be responsible for devising 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:

- the number of students demonstrating improved ‘global citizenship literacy’,
- the number of student teachers that taught Development Education in Microteaching or School Placement,
- the number of student teachers that indicated an intent to teach DE as graduates,
- the number of student teachers that reflected Development Education in their research projects (PME only), and
- the number of student teachers identifying personal changes in behaviour arising from Development Education engagement, and examples of this e.g. a change in consumer patterns, engaging in activism, challenging perspectives in discussions.

6.1 Please outline how you intend to measure the impact of the proposed project

Research/Measuring Impact Approach	Timeline

Section 7: Dialogue & Reporting

Dialogue and sharing of learning are central to the operation of the Ubuntu Network and are a key part of project reporting. All project leaders must ensure that they are in a position to meet the reporting requirements below listed below. Tick the appropriate boxes.

	Yes ✓	No X
7.1 As project leader, I will provide interim (January 2020) and final reports (June 2020) within the time specified.		
7.2 I will partake in the annual Assembly meetings in January 2020 and the annual Dialogue Day in May 2020.		
7.3 I will provide Artefacts of Learning in a readily accessible format.		
7.4 I will provide a signed Record of Spending Report compiled by the Accounts department of my Higher Education Institution (June 2020).		

Section 8: Budget & In-Kind costs

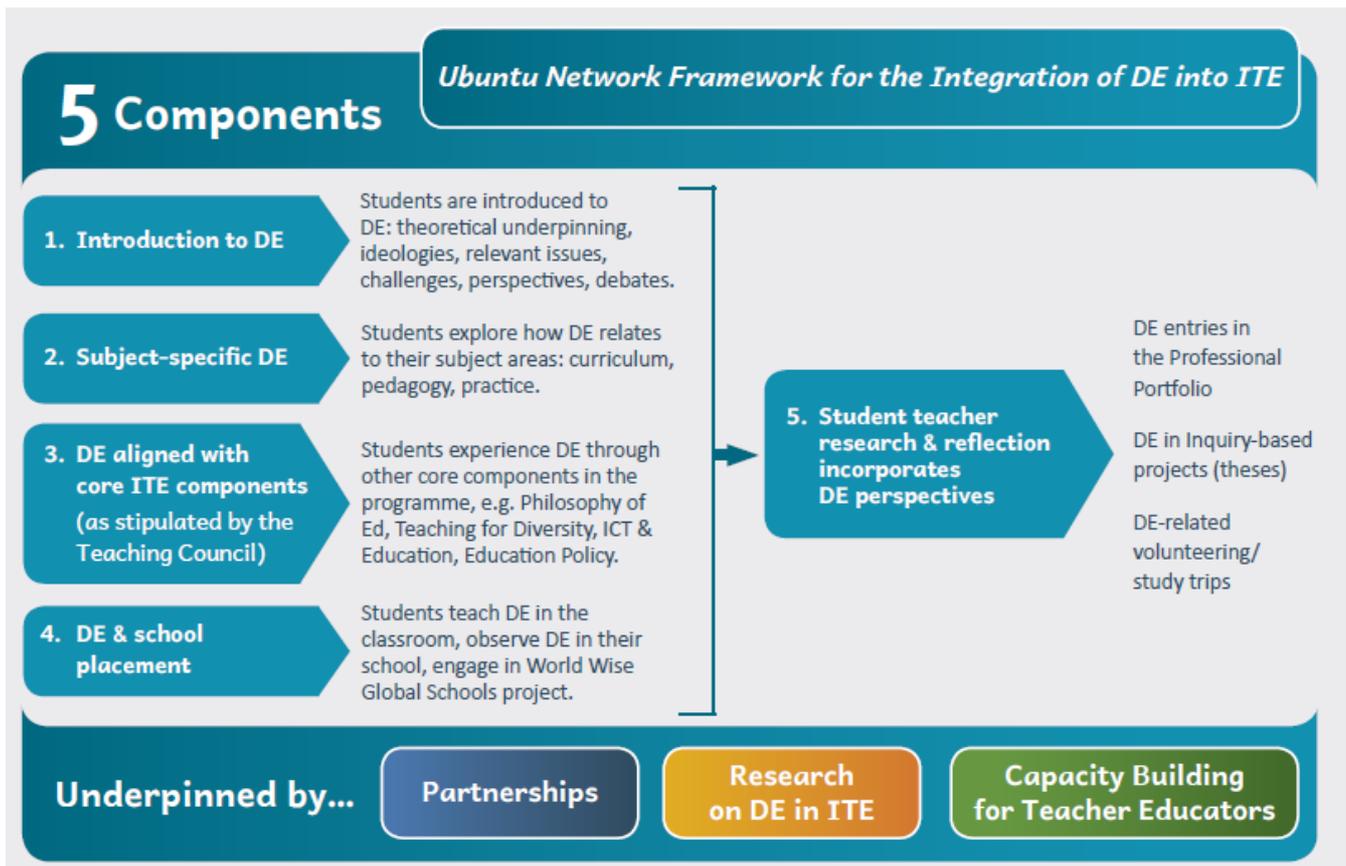
8.1 Please provide an outline of proposed costs relating to the Development Education project. See *Projects Proposals Background Document, June 2019*, p. 4 for a list of eligible costs.

Costs Pertaining to the Proposed Project 2019-2020	(€)
Section 3 – Integration of Development Education (Delivery)	
Section 4 – Capacity Building of Staff	
Section 5 – Artefacts of Learning	
Section 6 – Measuring Impact	
TOTAL	

8.2 Please quantify the ‘in-kind’ contribution that you and your institution will make to this project.

Activity	Calculation of ‘in-kind’ contribution (€)
Staff time (<i>Number of hrs/days x Cost per hr/day</i>)	
Costs or expenses (claimed from institution other than Ubuntu)	
Other?	
TOTAL	

Appendix 1 – Ubuntu Network Framework for the Integration of Development Education into Initial Teacher Education





**Appendix2 -
A Call for Proposals to integrate Development
Education into post-primary Initial Teacher
Education Programmes 2019-2020**

**Project Proposal Background Document,
June 2019**

The deadline for receipt of proposals is **Wednesday, 4th September 2019**
Please submit to deirdre.hogan@ul.ie



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Department of Foreign Affairs and Trade

*The Ubuntu Network is funded by the Development Education and Civil Society Section of
Irish Aid, Department of Foreign Affairs and Trade, Ireland.*

Guidelines for Proposals:

1. The Ubuntu Network invites proposals for projects to integrate Development Education into post primary Initial Teacher Education (ITE) during the academic year 2019/20. The deadline for receipt of project proposals is Wednesday, 4th September 2019. Proposals should be submitted by email to deirdre.hogan@ul.ie.
2. It is preferable that each member institution submits one application however multiple applications will be considered if this is not feasible (e.g. in cases where different approaches are being adopted in undergraduate and postgraduate programmes).
3. **[NOTE] Members may apply for any sum up to €6,000. The increased allocation for the Academic Year 2019-2020 has been included to facilitate the collection, collation and dissemination of Artefacts of Learning (Section 5 of the application form). This is a requirement of all projects.**
4. Projects proposals should reflect the Ubuntu Network Framework for the Integration of Development Education into ITE (*Appendix 1*). They should have a distinct focus on the delivery of Development Education (Section 3 of the application form).
5. Projects are encouraged to include at least one staff capacity building event which invites fellow Ubuntu Assembly Members and local partners to participate e.g. NGOs, schools, society groups (**Section 4 of the application form**).
6. Projects should demonstrate how learning from previously funded initiatives informs proposed practice in 2019-2020.
7. Projects should seek to promote an understanding of Development Education, the Sustainable Development Goals and the National Strategy on Education for Sustainable Development.
8. Collaborative initiatives with NGOs, World Wise Global Schools, Suas 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.
9. 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: Prof. Gary Granville (Chair); Ms. Fiona King (NCAD); Elaine Nevin (ECO-UNESCO); Dr. Joanne O'Flaherty (UL); Dr. Martin Fitzgerald (LIT-Tipperary), Ms. Mella Cusack (educational consultant) and Deirdre Hogan (Project Coordinator) and nominated appraisers.

Requirements:

1. Delivery of Development Education

Projects must support the integration of Development Education 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

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

3. Measuring Impact

The Ubuntu Network has a strong focus on measuring the impact of Development Education projects on student teachers' capacity to engage with Development Education 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:

- the number of students indicating improved 'global citizenship literacy',
- the number of student teachers that taught Development Education in Microteaching or School Placement,
- the number of student teachers that indicated an intent to teach DE as graduates,
- the number of student teachers that reflected Development Education in their research projects (PME only), and
- the number of student teachers identifying personal changes in behaviour arising from Development Education engagement, and examples of this e.g. a change in consumer patterns, engaging in activism, challenging perspectives in discussions.

4. Artefacts of Learning

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

An AoL may be described as an output of student teacher engagement with Development Education. 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.

Advice may be sought from the Network to enable this process.

5. Dialogue and Reporting

Reporting expectations are as follows:

- Provide an interim report in January 2020 for the Ubuntu Network Management Committee and Ubuntu Network website, www.ubuntu.ie.
- Participation in the Ubuntu Network Assembly Meeting (January 2020) and Dialogue Day 12 (May 2020).
- A full written report in line with the Ubuntu Network Project Reporting template (June 2020) and a financial report within 1 month of the end of the Academic Year in which the funds have been allocated (July 2020).
- Artefacts of Learning that present samples of student teachers' work demonstrating engagement with Development Education (June 2020).

Eligible Costs:

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 Development Education interventions in the academic year 2019-2020. 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 2019-2020 project proposals.

Appraisal Criteria	Sample Indicators
1. The project builds on previous learning	<ul style="list-style-type: none"> - Lessons learned from previous projects are identified and reflected in this project proposal - The project demonstrates coherent and incremental Development Education 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	<ul style="list-style-type: none"> - 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. DE is integrated across the PME programme in a coherent manner	<ul style="list-style-type: none"> - 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. The project provides opportunity for critical DE	<ul style="list-style-type: none"> - Students have opportunity to consider Development Education 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.
5. The project includes a mechanism for measuring impact.	<ul style="list-style-type: none"> - 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.
6. It facilitates the transfer of learning between institutions.	<ul style="list-style-type: none"> - Commitment to engage in Assembly meetings and Dialogue Days - Commitment to providing information for the Ubuntu project website