



Teacher Education for Global Citizenship

**A Call for Proposals to integrate Global  
Citizenship Education into post-primary Initial  
Teacher Education programmes 2022-2023**

**Project Proposal Background Document,  
June 2022**

The deadline for receipt of proposals is **Wednesday, 31st August 2022**

For application forms and inquiries email [deirdre.hogan@ul.ie](mailto:deirdre.hogan@ul.ie)



*The Ubuntu Network is funded by the GCE 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 Global Citizenship Education (GCE) into post primary Initial Teacher Education (ITE) during the academic year 2022-2023.
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”<sup>1</sup>. It brings together the important the concepts of global citizenship and sustainable development<sup>2</sup>. The Ubuntu Network views GCE as synonymous with Education for Sustainable Development (ESD) and Development Education (DE).
3. Each member institution may submit one application, 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.
5. The deadline for receipt of project proposals is Wednesday, 31<sup>st</sup> August 2022. Proposals should be submitted by email to [deirdre.hogan@ul.ie](mailto:deirdre.hogan@ul.ie)
6. Projects should demonstrate how learning from previously funded initiatives informs proposed practice in 2022-2023.
7. Projects should seek to promote an understanding of GCE, the Sustainable Development Goals and the National Strategy on Education for Sustainable Development.
8. Collaborative initiatives with NGOs, World Wise Global Schools, Sús or other stakeholders 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 and Ubuntu Assembly.

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

<sup>2</sup> 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]

10. Projects proposals should reflect the Ubuntu Network Strategic Plan 2022-2027, *Building a Community of Educators for Global Citizenship* and:

- a. Have a distinct focus on the inclusion of GCE in ITE curriculum in line with the Céim Standards (Section 2).
- b. Include (where possible) a staff capacity-building event that invites teacher educators from within the institution, fellow Ubuntu Network Assembly members and local partners and stakeholders to participate (Section 3).
- c. Include measures to gauge the impact of the project on pre-service teachers' capacity to engage in GCE and translate this learning into the classroom (Section 4).
- d. Engage stakeholders in the work and in dissemination of outputs (Section 5).
- e. Include the collation and dissemination of Artefacts of Learning (Section 6).

## Completion of the Application Form:

Project applications should reflect the core working areas outlined in the Ubuntu Network Strategic Plan 2022-2027 *Building a Community of Educators for Global Citizenship (2022)*, and align with the requirements outlined in the Teaching Council of Ireland *Céim Standards for Initial Teacher Education (2020)*.

When completing sections 1-6 of the application please consider the following:

### Section 1: Background

Projects must be led by a member of faculty within the School/Department of Education in a Higher Education Institution. The project must seek to integrate GCE into one or more programmes of ITE through one or more modules. Please list all programmes and modules associated with the project. Please provide an estimate of the number of pre-service teachers that will engage with the project. This is an important metric for gauging impact.

It is envisaged that our work be research informed. Please provide reference to research that informs the development of this project proposal.

### Section 2: Curriculum

The principal goal of the Network is to support the integration of GCE into post primary Initial Teacher Education programmes in an incremental and effective manner.

Please use this section to provide an overview of the intended project, including the goal (2.1) and the key learning activities and pedagogical approaches (2.2). The summary table in the application form seeks to determine the level of integration of GCE across various aspects of ITE. The application form asks for the GCE concepts or SDGs that will be reflected in your project (2.3). These may span social, economic and environmental issues and link to the Network's core values of social justice, sustainability, inclusion and responsibility.

### Section 3: Capacity Building

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. This section asks for details for such an event. Consider if you would like to run an online or face-to-face event, or perhaps a hybrid model.

### Section 4: Measuring Impact and Research

Each project leader will be responsible for devising an approach to measuring the impact of their planned intervention. 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 (in the 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

## Section 5: Outreach

If we are to reorient education systems, policies, and practices, to contribute to a world where justice and sustainability are the norm, then we must ensure that GCE is central to discourse in all education settings and all aspects of curriculum and policy, teacher professional development, research studies, and cross government department initiatives to address the SDGs.

This section encourages you to engage with stakeholders (see page 28 of the Strategic Plan) both to inform your work and with whom to share learning from your work. Enhancing relationships with these stakeholders to foster dialogue on GCE is welcome.

This section also asks you to consider how you might disseminate the outputs of your project. This may be achieved through events Ubuntu events but may also include a submission, paper, article or presentation.

## Section 6: Artefacts of Learning from your project

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.

In this 2022-2023 we hope to have the support of a Media and Communications Officer to support this process. However, you may also consider budgeting for the services of a photographer, videographer, or multimedia designer to supporting the recording of activities.

## Section 7: Dialogue and Reporting

Reporting expectations are as follows:

- Provide an interim report in January 2023 for the Ubuntu Network Management Committee and Ubuntu Network website, [www.ubuntu.ie](http://www.ubuntu.ie).

- Participation in the Ubuntu Network Assembly Meeting (January 2023) and Dialogue Day (June 2023).
- Artefacts of Learning that present samples of student teachers' work demonstrating engagement with GCE (July 2023).
- A full written report in line with the Ubuntu Network Project Reporting template (July 2023) and a financial report within 1 month of the end of the Academic Year in which the funds have been allocated (August 2023).

## Section 8: Budget

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

1. Personnel costs – additional personnel supports to plan, teach, document and/or evaluate the GCE interventions in the academic year 2022-2023. 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 and materials, guest speakers.
3. Event/meeting costs - e.g. printing, room hire, equipment hire, catering, expenses of visiting facilitators, refreshments.
4. Capacity building of project leaders by attending events e.g. travel and subsistence, course fees, conference attendance.
5. Costs associated with research on impact e.g. research assistance, transcription fees, journal subscriptions.
6. Costs associated with capturing learning e.g. photographer, videographer, designer, multimedia specialist, reprographics.

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

## Appendix 1: Appraisal Criteria for Projects

The following are the Appraisal Criteria for 2022-2023 project proposals.

Appraisal Criteria	Sample Indicators
1. The project <b>builds on previous learning</b>	<ul style="list-style-type: none"> <li>- The project demonstrates coherent and incremental GCE across the programme that is appropriate to student teachers' stages of professional development.</li> <li>- Lessons learned from previous projects are identified and reflected in this project proposal</li> </ul>
2. The project works towards DE that is <b>sustainable</b> in the long term	<ul style="list-style-type: none"> <li>- Project involves core staff (i.e. staff already involved in teaching and learning/research)</li> <li>- There is buy-in from colleagues (engaging in capacity building, inclusion in module outlines etc.).</li> <li>- Partnerships with NGOs or others are in place (not dependent on financial support)</li> <li>- Capacity building for staff and associates is included.</li> </ul>
3. GCE is <b>integrated</b> across the PME programme in a coherent manner	<ul style="list-style-type: none"> <li>- The project aligns with the integrative nature of the Céim standards.</li> <li>- Students are required to include a GCE perspective in their School Placement teaching/ research projects / portfolio / assignments.</li> </ul>
4. <b>Collaborative</b> approaches are used.	<ul style="list-style-type: none"> <li>- The project involves a number of staff within a School of Education or between ITE institutions</li> <li>- Interdisciplinary approaches to teaching and learning are used.</li> <li>- NGO partners and stakeholders involved in the project.</li> </ul>
5. The project provides opportunity for <b>critical GCE</b>	<ul style="list-style-type: none"> <li>- Students have opportunity to consider GCE as a concept</li> <li>- Exploring the SDGs is central to the project.</li> <li>- Teaching-learning strategies encourage the student to consider multiple perspectives.</li> <li>- Students are prompted to question assumptions and to be aware of biases and ideologies.</li> </ul>
6. The project includes a mechanism for <b>measuring impact</b> .	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Project leaders will provide samples of student teachers' work through Artefacts of Learning</li> </ul>
7. It facilitates the <b>transfer</b> of learning between institutions.	<ul style="list-style-type: none"> <li>- Commitment to engage in Assembly meetings and Dialogue Days</li> <li>- Commitment to engaging with stakeholders as part of the Network's outreach activities.</li> </ul>