



Teacher Education for Global Citizenship

**A Call for Proposals to support
Global Citizenship Education in post-primary
Initial Teacher Education 2024-2025**

**Project Proposal Background Document,
June 2024**

The deadline for receipt of proposals is **Friday, 14th June 2024**

For application forms, see www.ubuntu.ie

For enquiries, email deirdre.hogan@ul.ie



Irish Aid

An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs

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 that support and inform the integration of Global Citizenship Education (GCE) in post primary Initial Teacher Education (ITE) during the academic year 2024-2025.
2. The call is open to Higher Education Institutions involved in post primary Initial Teacher Education in the Republic of Ireland. Each institution may submit one application, however multiple applications will be considered where this is not feasible (e.g. where different approaches are being adopted in undergraduate and postgraduate programmes or where applicants work in different academic departments or faculties).
3. Project proposals should reflect the [Ubuntu Network Strategic Plan 2022-2027](#), *Building a Community of Educators for Global Citizenship* by contributing to:
 - a. Provision of GCE related curriculum interventions to support teaching, learning and assessment of GCE in the applicant School/Department of Education (see section 2 of the application form),
 - b. Professional development of staff in GCE related areas (see section 3 of the application form), and
 - c. Outreach activities that disseminate learning and advocate for GCE across the education sector (see section 4 of the application form).

Projects may also seek funds for (optional):

- d. Research on GCE in ITE (section 5 of the application form).
4. Projects should:
 - a. Indicate how the Project Lead will assess the effectiveness of project interventions.
 - b. Generate and share 'Artefacts of Learning' from student teacher/teacher educators' engagement in the project.
5. Applicants may apply for any sum up to €6,000.
6. The deadline for receipt of project proposals is Friday, 14th June 2024. Proposals should be submitted by email to deirdre.hogan@ul.ie.
7. Projects should seek to promote an understanding of GCE, the [Sustainable Development Goals](#), [the Irish Aid GCE Strategy 2021-2025](#), and the [National Strategy on Education for Sustainable Development](#).
8. Collaborative initiatives with other HEIs, NGOs, World Wise Global Schools and other stakeholders in the delivery of projects are encouraged, particularly where this demonstrates potential for the long-term sustainability of the approach.

9. Projects will be assessed against appraisal criteria outlined in Appendix 1 and will be judged on merit by an independent sub-committee comprising representatives from the Ubuntu Network Management Committee and Ubuntu Assembly.
10. It is envisaged that projects will commence on 01st September 2024 and finish no later than 30th June 2025.
11. **Please provide succinct and clear answers and adhere to word count guidance in questions e.g. {max 150 words}.**

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 1-8 of the application please consider the following:

Section 1: Project Applicant

Projects must be led by a member of faculty within a School/Department of Education of a Higher Education Institution whose employment contract extends beyond the duration of the project contract. They must be involved in teaching on an ITE programme.

Applicants are encouraged to collaborate with other faculty members within the School/Department of Education and with other organisations e.g. NGOs, WorldWide Global Schools, other academic departments or HEIs in the planning and implementation of the project.

Section 2: Curriculum Interventions for GCE

The primary goal of the Ubuntu Network is to support the integration of GCE into post primary Initial Teacher Education programmes in an incremental and effective manner. Many programmes already have a strong GCE element due to programme design that reflects the Céim standards for initial teacher education.

Your proposed project should include an overview of **planned** or **existing** GCE provision within an ITE programme(s). If you are seeking funds to support a new or expanded GCE intervention, please provide details of this. If you are not seeking funds for the delivery of GCE, but your proposed project builds upon existing provision, please tell us about the existing provision. Your project application must reference a GCE curricular component and provide details such as context, goal, key teaching and learning activities and pedagogical approaches.

Please also provide an estimate of the number of pre-service teachers that will experience GCE (either planned or existing) associated with this project. This is an important metric for gauging impact and reporting to funders.

Project leaders are encouraged to devise an approach to assessing the impact of their GCE curricular intervention (as appropriate).

Section 3: Professional Development of Staff for GCE

The Ubuntu Network seeks to enhance the capacity of teacher educators to engage in the provision of high-quality GCE in ITE. You may apply for funding to support an event, series of events, Community of Practice, reading group, working group, peer-mentoring arrangement or other professional development initiative.

Projects are encouraged to facilitate dialogue-focused events/initiatives that align with the project goal and that invite teacher educators from the host School/Department, fellow Ubuntu Assembly Members and interested groups to participate.

Section 4: Outreach, Dissemination & Advocacy for GCE

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 captures your engagement with stakeholders (see page 28 of the Strategic Plan <https://ubuntu.ie/strategic-plan-launched/>). Engagement may serve to inform your work and to share learning from your work.

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

Section 5: Research on GCE for ITE (optional)

You may wish to conduct some research pertaining to the integration of GCE into ITE. Ubuntu funding will support research activities to inform the integration of GCE into ITE, however it is important that this relates to curriculum based initiatives (planned or existing) (section 2). Please note that this is optional - you are not required to conduct a specific research project as part of your project.

Section 6: Artefacts of Learning & Knowledge Products from your project

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

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 to explain student engagement and provide a description of the educational context.

Knowledge products may include:

Books or chapters:
Conference presentations:
Journal articles:
Videos/podcasts:
Masters Titles:
Photographs:
Games:
Submissions/consultation:

You may seek the advice/support of the Ubuntu Network Media and Communications Officer in the development of AoL or knowledge product. However, you may also consider budgeting for the services of a photographer, videographer, editor or multimedia designer to supporting the recording of activities and generation of outputs.

Section 7: Dialogue & Reporting

Reporting expectations are as follows:

- Provide a project update for inclusion in the Assembly meeting (January 2025).
- Participation in the Ubuntu Network Assembly Meeting (January 2025) and Dialogue Day (June 2025).
- Production of an Artefacts of Learning(s) that presents samples of student teachers'/teacher educators' engagement with GCE (June 2025).
- Provide a full written report in line with the Ubuntu Network Project Reporting template (by 30thth June 2025) and a financial report within 1 month of the end of the Academic Year in which the funds have been allocated (01 August 2025).

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 2024-2025.
2. Teaching, learning and assessment costs - e.g. awards for student teachers, field trips, refreshments, resources and materials, guest speakers.
3. Event/meeting costs - e.g. printing, room and equipment hire, catering, expenses of visiting facilitators, refreshments.
4. Conference attendance to present a paper in relation to GCE and the project.
5. Capacity building of the project team by attending events e.g. travel and subsistence, course fees, conference attendance.
6. Costs associated with research on impact e.g. research assistance, transcription fees.
7. Costs associated with capturing learning e.g. photographer, videographer, designer, multimedia specialist, reprographics.

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

Appendix 1: Appraisal Criteria for Projects

The following are the Appraisal Criteria for 2024-2025 project proposals.

Appraisal Criteria	Sample Indicators
1. The project builds on previous learning	<ul style="list-style-type: none"> - The project demonstrates coherent and incremental GCE across the programme that is appropriate to student teachers' stages of professional development. - Lessons learned from previous projects are identified and reflected in this project proposal.
2. The project works towards GCE 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 in the School/Department (engaging in capacity building, inclusion in module outlines etc.). - Capacity building for staff and associates is included.
3. GCE is integrated across ITE programmes in a coherent manner	<ul style="list-style-type: none"> - The project aligns with the integrative nature of the Céim standards. - Students are required to include a GCE perspective in their School Placement teaching/ research projects / portfolio / assignments.
4. Collaborative approaches are used.	<ul style="list-style-type: none"> - The project involves a number of staff within a School/Department of Education or between ITE institutions - Interdisciplinary approaches to teaching and learning are used. - NGO partners and other stakeholders are involved in the project.
5. The project provides opportunity for critical GCE	<ul style="list-style-type: none"> - Students have opportunity to consider GCE as a concept. - Exploring the SDGs is an aspect of the project. - Teaching, learning and assessment 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 assessing impact .	<ul style="list-style-type: none"> - The project demonstrates a clear understanding of how it will monitor and evaluate the aspects of the intervention, e.g. pre-intervention questionnaire and focus group, inclusion of questions in internal evaluations, observation. - Project leaders will provide samples of student teachers'/teacher educators' work through Artefacts of Learning
7. 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 engaging with stakeholders as part of the Network's outreach activities.