Going Global Partnerships

Request for Proposal

Grant Applicant Guidelines v1.0

October 2021

GUIDELINES FOR APPLICANTS

Important Dates

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| SR No. | Activities | Date/Month |
| 1 | Date of advertisement for call for proposals | 22 November 2021 |
| 2 | Last date for receipt of queries related to submission of application and Active Citizens Q&A webinar | 26 November 2021 |
| 3 | Last date for submission of proposal | 06 December 2021; 16:00 SL Time |
| 4 | Date of result declaration on British Council’s website | 10 December 2021 |
| 5 | Contract signing and disbursement of first tranche | Mid December 2021 |
|  | Interim report by the grantee | 10 March 2022 |
| 8 | Disbursement of the second tranche | By End of March 2022 |
| 9 | End of the project | 31 May 2022 |
| 10 | Final narrative and financial report by the grantee | By 30 June 2022 |

Please fill in the application form and submit it along with the budget and other supporting documents to Thushara.Gunasekera@britishcouncil.org no later than 05 December 2021.

Introduction

[Going Global Partnerships](https://www.britishcouncil.org/education/he-science/going-global-partnerships) builds stronger, more inclusive, internationally connected higher education and TVET systems which support economic and social growth.

Through this British Council programme, you can connect, collaborate and innovate with universities, colleges, education policy makers and other partners in the UK and around the world.

The overall expected outcomes of the programme include:

* **Enabling research:** supporting research, knowledge, and innovation collaboration to address local and global challenges and promote inclusive growth
* **Internationalising higher education and TVET institutions:** creating an enabling environment while supporting institutions and individuals to benefit from internationalisation
* **Strengthening higher education and TVET systems:** improving the quality and efficiency of institutions and systems
* **Enhancing student outcomes:** improving the qualities of global graduates (e.g., soft skills, employability, community outcomes).

Opportunities

Going Global Partnerships offers you vital international opportunities - the chance to build relationships, to share ideas and good practice, to access grant funding for collaborative partnerships and more.

You can see current and upcoming Going Global Partnerships opportunities on our website: <https://www.britishcouncil.org/education/he-science/going-global-partnerships/connect-collaborate>. We have many opportunities being launched at this time, so please check this page regularly.

This document refers to the following opportunity:

**Strengthening Capacity for Youth and Civic Leadership Education in Universities (UNICYCLE)**

Background

The world is seeking ways to adapt to the impact that system shocks such as COVID-19 and climate change have on our communities, our institutions, and our way of life. These shocks serve as a reminder for how interconnected we are in many of the challenges we face, and the necessity for collaboration to find solutions to global issues. While global systems such as the climate and the economy have shown that local actions can have an impact on people thousands of miles away, we are also increasingly encountering different cultural perspectives at home, which offer the potential for new relationships, new innovations, and fresh ways of understanding our world – but conversely can also result in misinterpretation, suspicion, and potential conflict, as communities experience rapid change.

In this context, a key challenge for society is how to foster respect and engage different cultures and communities for the long-term benefit of all and increase awareness of our interdependencies through deepening understanding of the communities and systems we are a part of.

Universities can be key stakeholders in community building and active citizenship and will play a critical role in responding to global challenges, whether through undertaking research, shaping policy, or supporting student populations to engage with social issues. Increasingly, society recognises the need for universities to develop students as citizens, fostering a strong sense of civic responsibility and the skillset needed to participate actively in a changing world. Alongside their academia, graduates can benefit greatly from accessing skills, experience, and networks associated with meaningful civic education. This can increase their potential to be more resilient to system shocks, more confident and informed on how to value cultural differences and enable a deeper understanding of the complex root causes that contribute to local issues.

For many years, the British Council has been contributing to this agenda through engagement with Higher Education Institutions and Community Based Organisations in Sri Lanka. Thousands of young people, including those in state universities have participated and taken action on local issues through involvement in British Council programming. There is an existing alumnus of young people who are catalysts for promoting intercultural understanding within and between local and international communities as social actors, influencers and leaders. With this initiative, British Council Sri Lanka envision to create a platform upon which Sri Lankan and UK Higher Education Institutions can form partnerships to deepen ties in the areas of civic education and citizenship and contribute to developing future graduates as global citizens with knowledge, skills and perspectives for an inclusive world.

**Strengthening Capacity for Youth and Civic Leadership Education in Universities (UNICYCLE)**

This initiative offers an opportunity for partnership between universities in Sri Lanka and the UK focussed on strengthening youth and civic leadership education through international collaboration. It will engage university staff, students, and local organisations to explore how global issues impact on communities in their respective countries and how community-level responses seek to mitigate and address the effect of these issues. Through dialogue and conducting community projects, Sri Lankan participants will develop a more intimate understanding of local social systems within which their university is embedded and participate in knowledge and cultural exchange with peers in the UK universities, strengthening intercultural awareness and gaining a greater understanding of similarities and differences in community development practices.

The curriculum for UNICYCLE utilises and builds upon the British Council’s award-winning training methodology *Active Citizens* (<https://active-citizens.britishcouncil.org/>) which promotes intercultural dialogue and social responsibility, supports community-led social development, and fosters leadership skills for the 21st century. From its start in 2009 and until 2021, Active Citizens has connected 1,464 partner organisations in 80 countries, training 400,000 Active Citizens who in turn initiated 17,122 social action projects.

UNICYCLE utilises the strapline **‘*Globally connected – locally engaged’*** and the two complementary objectives are:

* To develop new skills, knowledge, and motivation for participants to work with their communities, building trust and undertaking social action or research.
* To develop global connections between institutional partners, students, and communities, fostering collaboration at an organisational level and contributing to building trust and understanding between different cultures.

In this innovative new pilot offered through the Going Global Partnerships programme, UNICYCLE seeks to support the development of participants self-confidence, skills for dialogue and value for difference. Moreover, it also seeks to foster a deeper understanding of local and global issues, and the systemic nature of how these issues can be interconnected and influence each other.

The areas within which students implement community projects can be broad, and the themes/ topics are agreed jointly by the university staff/academics from Sri Lanka and UK who participate in the programme. The focus is on supporting students to discover and understand some of the ways global issues are affecting local communities, and what local level responses are in place to help address and mitigate these issues. Moreover, what current gaps or opportunities might exist which could strengthen the local response, for students to design and implement an action of their own.

Potential themes that are of particular interest for this programme would be: climate change and action, covid-19 response, social cohesion and inclusive economic development.

**Project Stakeholders**

**Institutional Partners**

The UNICYCLE programme is delivered by institutional partner organisations on behalf of the British Council and with the support of British Council staff in each country. Delivery Partners lead on the design and delivery of the programme because they know their students and local community best, and co-ordinate the involvement of participants, facilitators and other organisations and networks.

It is important that partners recognise that much of the delivery happens at the local or national level rather than at the international level. The UNICYCLE Learning Journey involves exploring cultural diversity and its impact in the context of local or national communities and how to value difference within communities in participating countries.

All universities applying should have experience of working with a wide cross section of people on community engagement initiatives and have experience of designing and facilitating programmes that bring about sustainable social impact in/with communities. It is essential that they have wide reach and networks that connect them with community-based organisations that can support delivery. Partners are also able to identify the potential for and achieve growth at an organisational, community, regional and/or national level through their involvement in the programme, for example in generating changes to the policy environment or institutional change, in developing their staff capacity or in improving their organisation’s policies, procedures or processes.

**Facilitators**

Facilitators play a crucial role in motivating, helping and coaching participants. They are responsible for adapting the learning content in the programme toolkit so that it suits the needs of their participants. They are also encouraged to incorporate other learning content and to draw on the expertise and specialist interests of the partner organisation to develop new sessions.

Each university identifies individuals from their institution to become facilitators within the programme. These may be academics or other university staff depending on your proposed delivery model. The number can vary (and this should be agreed with British Council at the start of implementation) but approximately there should be a minimum of 3 facilitators for a group of 25 students. Identification of the right facilitators and preparing them is key to the successful introduction of the programme to a wider audience. The facilitator is the person representing the university and should have qualities including:

• good interpersonal skills and a good manager of groups.

• excellent at synthesis and analysis, and good presentation skills.

• experience of writing and delivering training content.

• a strong sense and understanding of local and national culture and identity.

• excellent communication skills (for target audience and cross-cultural).

• value for diversity and working effectively with difference.

• an understanding of, and commitment to, local community development, local community systems and processes.

• established local and national professional networks.

**Participants**

Participants (students) should meet the profile outlined below, and must be willing to commit to:

* undertaking the full Learning Journey training through the Community Workshops (minimum of four days face to face or adapted version using virtual approaches)
* participating in International networking events (up to 3 virtual sessions approx. 15 hours)
* developing their own project/ research or working as part of a group, as a guideline project delivery should be 6 – 8 weeks in length
* involve wider community organisations and volunteers in their project.

Participants will also be encouraged to cascade their learning and experience to others, and to register on our alumni Facebook page <https://www.facebook.com/activecitizens>.

Partners’ recruitment of participants should be inclusive and value the diversity of the communities in/with which they work, for example in relation to gender, faith, ethnicity, socio-economic background, sexual orientation, professional and personal interest groups, and disability and non-disability.

Participants entering the programme should seek to want to develop:

* a strong sense of local culture and identity;
* an established local network (e.g. social, professional, religious);
* interest in learning and broadening horizons;
* good communication skills;
* a value for fairness and social justice;

By the end of the process, we hope that our participants will go on to become advocates of intercultural dialogue and that their involvement will have built their confidence as social intermediaries in developing new skills and engaging with their communities.

The project has two distinct phases, based on the ‘*Globally Connected, Locally Engaged*’ model.

In the **1st phase** (*Locally Engaged*) **January – March 2022**

* Facilitators are nominated by Sri Lankan and UK universities to undertake an International Facilitator Development Workshop (Train the trainer model) organised and delivered by the British Council. This workshop will utilise digital and blended model innovations recently developed and piloted by alumni from the Active Citizens network. During the workshop participants learn how to contextualise and deliver the UNICYCLE learning journey, in order that it can be cascaded in their local setting. Sri Lankan and UK facilitators nominated will work together as part of their participation in this workshop, shaping the look and feel of this collaboration through their shared dialogue and engagement on social issues. *N.B Workshop dates and final format are to be jointly agreed with British Council for successfully selected organisations as part of induction, a typical virtual workshop would include up to approximately 25hrs of engagement, using both virtual and face to face delivery styles. See above for a recommended profile of facilitator.*

* Facilitators are then mentored by a Master Facilitator (provided by British Council) to design and implement a cascade for students within their university. Facilitators will receive detailed toolkits and other resources which support their adaptation and delivery.
* Students participate (minimum of 50) in local workshops, and as an output complete a community action or research project.

The **2nd phase** (*Globally Connected*) **April – May 2022**

A key objective of the programme is to increase our understanding of the power of global connections and to develop skills to establish global networks engaged in social development. This is done through international networking opportunities organised in partnership with the British Council which are designed to build connections and trust at the individual and institutional level.

* Participants attending International Networking should demonstrate social leadership potential and should have demonstrated their commitment to the programme and to social research and/or action in their communities
* Participants are selected by partners, sometimes with the involvement of the whole group. In some countries the British Council office may want to be involved in selection.
* International Networking for students will have a common learning journey and will be an opportunity for students to share in relation to the community project work they have been delivering and learn about how different communities have been able to respond to different global issues.
* Traditionally these events are run face to face; *given the context in this pilot phase we will be running them virtually. For student engagement this will be up to 15 hours across 3 separate virtual sessions.*
* There will be a study visit from the partner UK university towards the end of the second phase

Outcomes - The outcomes for international networking include:

* Awareness raising – increased knowledge of political, social, economic, cultural drivers and context of the countries represented, which builds increased understanding of global interdependence and the value of intercultural dialogue and networking.
* Practice – Intercultural dialogue and networking skills in how to apply global learning and experience in your community and in the interventions, you undertake as an Active Citizen
* Advocacy and Alumni – create a network of Active Citizens who think globally as well as locally and as a result feel better able to influence their community and act on global issues individually and collectively

These partnerships are expected to contribute to the development of future global citizens from the universities with competencies such as empathy, inclusion, collaboration, intercultural communication, self-confidence etc. to become active promoters of more tolerant, inclusive, peaceful, and sustainable world.

**Methodology**

The UNICYCLE methodology is an innovation on the British Council’s *Active Citizens* programme. The approach is based on an exploration of the ways in which people relate to each other and appreciate diversity. It is underpinned by a commitment to social justice, to social inclusion and to enabling people to take the lead in shaping society.

The Learning Journey involves a number of stages, namely:



**Me – Identity and Culture (module 1):** Participants get a better understanding of the concepts of identity and culture and apply their learning to understanding the beliefs, behaviours and attitudes of themselves and other people.

**Me and You – Intercultural Dialogue (module 2):** Participants learn methods of dialogue as a tool for building empathy, trust and understanding within and across cultures.

**We Together – Local and Global Communities (module 3):** Participants develop an understanding of ‘community’ and its relationship with identity and culture. The group apply their learning to their own community to identify the problem they would like to explore and the people they need to engage to achieve their objectives.

**Social Action / Research (module 4):** Participants focus on planning and implementing a focused initiative in their local community, considering the process in different levels of detail and complexity. This involves identifying and clarifying their agenda, specific tasks and how they will be delivered. The initiative should be principled, well planned, and aware of local-global links. Students should put into practice the skills and approaches which they have learned during the programme, navigating local issues sensitively, holding their assumptions lightly and acting with humility.

The themes/topics will have been agreed and set by the Sri Lankan/UK academics/staff who attended the facilitator development workshop. The intention is that students in both countries are exploring how similar issues affect different communities. The focus and scope of the project should be designed and implemented by students, with the idea that it stays within the broader theme agreed by Sri Lankan and UK facilitators. Students should work in small groups and must consider how to engage other local community stakeholders in their initiatives from inception to implementation and review/evaluation.

Once completed, impact and learning from the initiative should be prepared in a presentation format to be shared with student peers from the UK university partner. The implementation of this initiative in the community is the culmination of participants’ learning. It provides participants with preliminary experience of social action or research and demonstrates their increased social responsibility and leadership skills. Participants are supported by the University and/or facilitators to deliver their projects.

**Engaging with the community**

In an application we want to see how a university partner will seek to engage community-based organisations (CBO’s) and groups as part of their delivery, to convey how the students taking part in the programme are not separate to ‘the local community’ but an integral part of it. We recommend thinking about the following:

* How might you utilise existing relationships with CBO’s and the local community to support the delivery of your cascade workshop to students?
* How could you work with CBOs to frame some of the issues that could be explored as part of the community work that students undertake?
* Could CBO’s support with mentoring of students as part of project delivery?
* How might CBO’s and the local community benefit from the delivery of your programme?

If you would like to see more about the Learning Journey, you can download the Active Citizens Global Toolkit from the [website](http://www.britishcouncil.org/active-citizens/how-active-citizens-works/toolkit).

A great way to learn more about the approach is by watching the short animation “What is Active Citizens?” on our [homepage](https://www.youtube.com/watch?v=kiZNO_Lca8k).

**What are the benefits?**

Involvement in the project offers a range of opportunities to partners, facilitators, participants, and wider communities to develop skills and knowledge to work with people from different cultural backgrounds. It also enables people to improve their understanding of local and global connections and the cultural, social, economic, and political factors that shape their community.

Previous participants have fed back that through taking part in this methodology, they have increased social awareness and understanding of how to take part in social action and have developed skills or experiences that would help them in employment.

University partners have developed new academic links as well as links with communities, NGOs and the private sector (who have sponsored social action projects initiated by students through their Corporate Social Responsibility programmes).

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**Why does this approach benefit a Higher Education Institution?**

1. **Students** enhance their learning, developing wider skills of teamwork, of enquiry and dialogue, of advocacy and campaigning, understanding their society better, understanding and valuing their place as initiators, leaders, as socially responsible assets to the wider community.

2. **The local community** benefits from student social action, in the short and longer term, through transformational interventions and longer term, in recognising the students from the local university might help them with local problems.

3. **The institution** locally develops a stronger relationship to the locality and is seen as a greater asset, often because the education from the institution is finding application. This in turn benefits the student body in recognising the policy-related application of their knowledge and research.

4. **The faculty members** that train in facilitation skills develop their range of teaching styles, often finding new impetus and improved impact on the student body through using their new skills in teaching their subject.

5. **The institution nationally** is seen to be contributing to a wider societal need to train and retain students in the locality or country. Students recognise how they can support the country in areas such as conflict resolution, conservation, sustainable development and enterprise. In some places this can counteract the ‘brain drain’ to other countries. Working on such **international** collaborations also will give the partners an excellent opportunity to learn from the experience of international partners facing similar challenges; support their institutional strategy of internationalisation, which can enhance the culture, profile, and reputation of their organisation; create unrivalled staff and student development opportunities; and build a presence in the partner country, which can lead to a whole range of further development and partnership opportunities

**Monitoring & Evaluation**

The British Council collects data about the UNICYCLE programme in relation to the following areas:

* Programme management and delivery
* Programme relevance
* Learning resulting from the UNICYCLE programme for participants and partners
* Actions that result from the UNICYCLE programme
* Programme legacy, or potential legacy

We then use this data to understand the impact the programme is having at an individual, group, organisational and network level.

Monitoring and evaluation may be conducted through an online tool, which would support existing partner processes and help to capture a wealth of information alongside traditional narrative reporting.

**Overview of the funding opportunity**

UNICYCLE grants provide financial support for proposals submitted separately by UK and Sri Lankan HEIs.

There will be **three grants up to a maximum of LKR 1,400,000 each available for three Sri Lankan HEIs** and will support projects up to 30 June 2022.

The British Council pays Sri Lankan Delivery Partners a grant as a contribution to the costs of running the programme in their institution/community and to facilitate international and Sri Lankan networking.

Institutional Partners are required to account for how funding has been spent by completing a financial report at the end of the cycle and providing receipts for any items of expenditure above LKR 25,000 and evidence of staff time. The grant must be spent in accordance with the detail outlined in the Grant Agreement. Partners must retain all receipts and delivery documentation for seven years after project closure, as 20% of all grants awarded are subject to full post-activity audits by the British Council.

**Delivery grant**

The maximum Delivery grant available is **LKR 1,400,000 each**. 80% of the Delivery grant will be issued on receipt of the signed Grant Agreement at the beginning of the cycle.

The applicant is expected to submit an interim progress report (both narrative and finance) by 10 March 2022, along with a financial forecast for the remainder of the project. The balance of the grant, up to a maximum of 20% will be released after the receipt of these documents by the British Council. The release of the second tranche will be conditional on applicant spending at least 70% of the first tranche.

What the Delivery grant is for:

|  |  |  |  |
| --- | --- | --- | --- |
| Area of expenditure | | | |
| Staff time for project management, co-ordination and administration | | | |
| Staff time for facilitation and facilitator support to participants | | | |
| Operational costs associated with Community Workshops (e.g. venue, refreshments, participant travel, promotional materials, accommodation if workshops are residential) | | | |
| Small seed funding for Research Projects – Partners are encouraged to make seed funding available where it will be of benefit to the projects and will be well managed | | | |
| Other approved contingency funds within the total value of the Delivery grant. | | | |
| Total grant available |  | **LKR 1,400,000** |  |

This grant is not intended to cover the entirety of the costs; partners are encouraged to contribute the necessary staff time and additional costs to ensure effective delivery of the project. Also providing ongoing advice and support to participants, and monitoring, evaluation and reporting commitments.

A co-financing contribution of around 20 per cent of the value of the Delivery grant is required. This may be in-kind/from the partner’s own resources and/or financial contributions from third parties.

**UNICYCLE grants cannot cover:**

* Direct staff costs for partners based in commercial organisations.
* Tuition Fees
* Bench Fees
* Costs related to writing up, promoting or disseminating previous research.
* Attendance at conferences or other events unless this is to present outputs and outcomes of the project.
* Patent costs
* Costs relating to the construction, procurement or rental of physical infrastructure (e.g. office buildings, laboratory facilities). It is expected that any rooms and facilities essential for the routine operation of collaboration are provided as an in-kind contribution by the participating institutions. These can be detailed as an in-kind contribution in the budget breakdown.
* Purchase or rental of standard office equipment (except specialist equipment essential to the activity). This includes:
  + IT hardware – laptops, personal computers, iPads, tablets, etc.
  + Office software
  + Desks, chairs, filing cabinets, photocopiers, printers, fax machines.
* Mobile phone rental or purchase, and Roaming charges
* Entertainment costs such as:
  + Gifts
  + Alcohol
  + Restaurant bills or hospitality costs for personnel not directly participating in the project.
  + Excessive restaurant costs.
* Other indirect costs not listed in the above table.

Funds will be disbursed directly to the applicant according to the approved final budget. Applicants may be asked to adjust their budget if their request does not fit within funding guidelines or if this is considered not appropriate by the application reviewers. The applicant institution may transfer funding to its associated partners for activities which support the objectives of the collaboration and the overall Programme

**Scope of the programme**

UNICYCLE grants programme to Sri Lankan Higher Education Institutes (HEIs) will have the following three overarching deliverables:

1. **Define.**  December 2021 – January 2022

* Decide how the institution will deliver the project, working with stakeholders, partners, and networks in the community in which they are based, to design and deliver the UNICYCLE programme.
* Identify a Project Co-ordinator to manage the delivery of the programme.
* Identify 5 academic staff members will attend the International Facilitator Development Workshop hosted by British Council in January.
* Send a copy of the Delivery Plan to the British Council.
* Recruit a minimum of 50 participants who are interested to complete the learning journey.

1. **Deliver. (**Locally Engaged) January – March 2022

* Participate in an International Facilitator Development Workshop(Train the trainer)(Where appropriate, the Project Co-ordinator may also be one of the five facilitators.)
* Ensure facilitators adapt the programme toolkit and supporting materials to contextualise for their cohort of students.
* Run local workshops delivered by the five trained facilitators (four days or the equivalent of activity as a minimum) for minimum 50 participants
* Support all student participants in small grouping and mentor as they develop their own local social action or research projects. Participants should be prepared to commit a minimum of 6 to 8 weeks for the design and implementation of their projects.

1. **Collaborate** (Globally Connected)April – May 2022

* Work closely with the partner University in the UK to develop, organise and implement international networking opportunities which focus on the sharing of and learning from social action and research initiatives that have been implemented in communities locally
* Work in collaboration with the partner University in the UK and the British Council to initiate policy dialogues with the higher education stakeholders in Sri Lanka, including the University Grants Commission.
* To organise and facilitate the international study visit of the UK partner university in Sri Lanka in consultation with the partner university

This is a pilot initiative for which the British Council are looking for institutional partners who have already using the Active Citizens methodology to develop civic engagement and global citizenship can help us shape and strengthen this offer through real time delivery, with the intention that a sustainable and impactful model can be scaled beyond this initial first offer. Our longer-term ambition is to build a network of universities across the world who can collaborate through partnership to continue to strengthen the way civic education and citizenship is integrated into university life.

**Role of the British Council**

The British Council has a UK based Active Citizens team which supports coordination of global activity and works with UK partners and facilitators to plan, run and evaluate the initiative. We provide strategic advice, help with the development of new content and pilot initiatives, and lead on planning, reporting and impact assessment.

The UK based team’s role includes working with the successfully selected UK HEI partnership, to agree their plans and to help them as they start up their delivery. A team member can also provide ongoing advice and support during implementation.

We are responsible for organising Partner induction and Facilitator workshops.

We are also responsible for facilitating the effective collection of data about participant and Partner experience and evaluating the impact of delivery for individuals and partners involved.

We will also be keeping you updated about opportunities for partners, facilitators and participants to get involved in other British Council managed youth and civil society programmes or funding opportunities.

British Council Sri Lanka will manage the UNICYCLE training to cohorts of facilitators in Sri Lankan partner universities and will lead on any additional opportunities emerging from this initiative which may contribute to policy dialogue with key stakeholders from the Sri Lankan HE sectors.

**Eligibility**

Proposals must fulfil the following criteria in order to be eligible for funding under this Programme:

* The applicant must be a State Higher Education Institute in the Sri Lanka already using the Active Citizens methodology to develop civic engagement and global citizenship.

Eligibility checks will be applied to all applications after the grant call closes. Those which are not by an eligible institution will be rejected during these checks.

The British Council is committed to equal opportunities and diversity and will consider, on a case-by-case basis, requests for support for any additional travel and participation requirements in the applications, as long as sufficient justification is provided.

Please contact Thushara.Gunasekera@britishcouncil.org if you are in doubt which costs can and cannot cover.

The maximum duration of the proposed collaboration is up to 31 May 2022. Funding, if approved, begins from signature of the Grant Agreement by the British Council. The project start and end dates are provided in the Grant Agreement. The expenses incurred by the institutions prior to the effective start date, including any costs incurred in the production of the proposal, cannot be charged to the grant. The British Council Grant Agreement will be signed with the applicant in Sri Lanka, who is then wholly responsible for the financial and logistical administration of the project.

Grant Agreements will include a requirement to fulfil a detailed monitoring and evaluation process with the British Council where all non-financial contributions would have to be supported by the relevant documentation. This framework will be the mechanism by which quality control of project implementation is achieved.

To ensure value for money, the budget requested in your proposal (including human resource costs) should cover only costs that are essential, appropriate and relevant to the implementation of the capacity strengthening activities. The proposal should maximise cost share through direct and indirect institutional contributions, in-kind funding, other funding sources, and private sector support.

The grant will be disbursed in two tranches, by Early December 2021 and End of March 2022. British Council will disburse 80 per cent grant in first tranche and the remaining 20 percent of the grant in second tranche.

It is expected that grant awardees will share an Interim report (narrative and financial) of the 70 per cent of the activities by 10 March 2022. The remaining 30 per cent activity entails delivery during April - June 2022. Therefore, grant utilisation period will be open till 31 May 2022 with Final Report submission by 15 June 2022, after which British Council may seek refund for the unutilised part or whole of the grant as applicable, after this date.

Applicant will be asked to keep and submit receipts and invoices to demonstrate their grant utilisation until 31 May 2022.They are required to submit Full Grant Utilisation statement along with invoices or receipts for each category. Applicant Sri Lankan University is required to keep all expenditure documents for a minimum of seven years for audit purpose.

Full checks of supporting documentation will be carried out on a proportion of the grants.

The applicant may be asked to participate in a monitoring and evaluation exercise by a third party, for which they will be contacted separately.

Relevance to global development

In order to be considered for funding under the Going Global Partnership Grant, all proposals must clearly demonstrate a primary focus on development and articulate a plausible route to positive impact on development within a short to medium term timeframe (within ten years). Applications that do not meet this criterion cannot receive support under the Going Global Partnership programme.

It is the responsibility of the applicant to articulate within the application how the proposed course will meet these criteria.

Applicants must complete the global development impact compliance section of the application form and should not expect reviewers to make assumptions about development impact if it is not clearly described in this statement.

**Failure to demonstrate eligibility will render your application ineligible, regardless of other success criteria. Please make sure you consider development relevance of your proposed course.**

In order to show development relevance within the context of their proposal, applicants are advised to include within their application reference to any local, national or international consultation, links to government policies, and existing links with government institutions, and they must clearly articulate the importance to relevant national and global challenges.

Agreements for ownership and exploitation of intellectual property generated through any course development must be consistent with the primary aim of addressing global development issues, for example, creating learning and employability opportunities for young people, or improving access for young people to avail high quality higher education in emerging fields of study that have global employability and development relevance.

# Gender Equality Statement

Equality, diversity, and inclusion (EDI) is at the heart of the British Council’s mission. We are also required to comply with the International Development (Gender Equality) Act, 2014. Hence, applicants must demonstrate how meaningful and proportionate consideration has been taken to promote gender equality in the proposal. This must be outlined in the Gender Equality Statement (GES) section of the application form.

GES is a qualifying criterion to move the application ahead for further assessment and hence must be completed.

Applicants are required to consider the impact the proposed action will have on improving gender equality.  This should be evident in the action proposed, specifically:

* the project outputs and outcomes
* the composition of the project team
* the profile of the participants, stakeholders, and beneficiaries of the project
* the processes followed throughout the development of the action.

Please note that It should not be a re-statement of your Institution’s gender or EDI policy. While you may refer to the policy, you must be able to demonstrate how the policy will be implemented in the proposal. The Gender Equality Statement must address the below criteria, with an understanding that, depending on the nature of the intervention, not all questions will be applicable. If a question is not applicable, you will need to articulate the reasons instead of leaving them unaddressed.

* What approach would you take to measure gender equality aspects in the outcomes and outputs?
* Have measures been put in place to ensure equal and meaningful opportunities for people of different genders to be involved throughout the proposed action? This includes authors of potential courses, administrators, and prospective students.
* Please articulate any expected impacts of the proposed action (benefits and losses) on people of different genders, both throughout the project and beyond.
* Please articulate if the proposed action would impact relations between people of different genders in terms of changing gender norms, roles and responsibilities in households, gender roles in society, economy, politics, power, etc.
* What risks and/or negative consequences on gender equality do you anticipate? How can these be mitigated? How will you monitor this?

The British Council reserves the right to reject the application if no consideration has been given to gender equality or if the proposal is assessed to negatively impact gender equality.

**Transparency and reporting**

As part of the government’s commitment to transparency and in line with FCDO reporting requirements, there is a requirement to publish information about grants, including project titles and summaries via the International Aid Transparency Initiative (IATI) registry and FCDO’s national statistics.

The purpose of publishing information via the IATI registry is to make information, development-related projects easily accessible to governments, stakeholders, and other relevant groups in beneficiary countries. All funded projects from this programme will be published in this way. Please, therefore, write your project title and summary in such a way that they are meaningful and accessible to non-specialist audiences following publication.

It is expected that the project title and summary are written in plain English and avoid the use of jargon, acronyms, puns, and play of words.

# Diversity

The British Council is committed to equal opportunities and diversity in all our activities. This includes avoiding bias due to gender, disability, racial or ethnic origin, sexual orientation, or religious belief.

The applicant is encouraged to work towards as equal a gender balance as possible and promote diversity. They must ensure that no one is excluded from participation based on ethnicity, gender, religious belief, sexual orientation, or disability.

Please contact us for further information on the British Council’s approach, and you could also see our Equality Policy at: [www.britishcouncil.org/organisation/transparency/policies/equality-diversity-inclusion](http://www.britishcouncil.org/organisation/transparency/policies/equality-diversity-inclusion).

# Application process

Applicants must submit **a completed application form via Email. Word Version of the Application form is available to be downloaded.** Please convert the application form to **PDF file type** prior to submission. The Email address to submit applications is: **Thushara.Gunasekera@britishcouncil.org**

Please ensure the combined size of attachments to the email does not exceed 5 MB.

Applicants must submit following **supporting documents** with the application:

* Necessary **permissions to apply on behalf of the institution.** This could be a letter fromtheHead of the department or equivalent authority of the participating institution that they have read the application and have given consent on their official letterhead.
* Letters of support from each of the partner organisations (Only if applicable).

The applicants need to comply with the British Council policies on prevention of fraud, bribery,

money laundering and address any other financial and reputational risk that may affect a

transparent and fair grant award process. See: [www.britishcouncil.org/organisation/transparency/policies/anti-fraud-and-corruption](http://www.britishcouncil.org/organisation/transparency/policies/anti-fraud-and-corruption).

# Application assessment

Applications will be assessed against the eligibility and quality criteria (Appendix 1 and 2).

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# Selection process

Selection begins with an eligibility check by the British Council against the eligibility criteria given in Appendix 1 and Quality Review as per Appendix 2.

Eligible applications will be further assessed against GDI (Global Development Impact) and GES (Gender Equality Statement) criteria. **Only GDI / GES eligible applications will move ahead to be further assessed by the Assessment Panel.**

The applications will go through a Quality Review by the panel as per the Assessment criteria mentioned in Appendix 2. Each review results in a total score between 0 and 40.

**Applications scoring less than 20 points will be considered not fundable**. However, please note that achieving an average score of 20 or above does not imply that the application will be funded.

The Assessment Panel will consist of nominated, qualified individuals from the British Council.

Successful applicants will be notified approximately round 08 December 2021.

# Call deadline

The submission deadline is **16.00, SL time on 05 December 2021**. Applications submitted after the deadline **will not be considered for funding.**

**The deadline applies to all parts of your application, including the fully completed supporting documentation. Any applications which are not submitted *in full* by the deadline, with all required supporting documents, will be considered *ineligible*.**

# Data protection

How we use your information:

The British Council will use the information that you provide to process your application, make any awards, monitoring and review of any grants. The legal basis for processing your information is in agreement with our terms and conditions of the contract. 

We may share application data with the agency appointed by the University Grants Commission of Sri Lanka to assist with the management of the application process. We may share data with the agencies responsible for monitoring and evaluation as and when an agency is procured or contracted.

The British Council complies with the General Data Protection Regulations 2016/679 (GDPR). We process and handle personal information according to these regulations. The personal information that you provide on this form will only be used to process your application. The information will be viewed by the British Council staff and those who are a part of the decision-making process.

Your information will not be used/shared beyond the partners listed above for any other purpose without your specific consent. The British Council and the agency appointed by the University Grants Commission of Sri Lanka reserves the right to publish and share anonymised aggregated information with the stakeholders’ organisation details, where collected, are used for monitoring and evaluation and statistical purposes. Gender information and country of origin, where collected, are used solely for statistical purposes. If we need to contact you, we will do so using the contact details you have provided under the UK Data Protection law, you have the right to ask for a copy of the information we hold on you and the right to ask us to correct any inaccuracies in that information.

If you want more information about this, please contact your local British Council office or the Data Protection Team at:  [inforgovernance@britishcouncil.org](mailto:inforgovernance@britishcouncil.org) Or see our website: [www.britishcouncil.org/privacy-cookies/data-protection](http://www.britishcouncil.org/privacy-cookies/data-protection).

We will keep your information for a period of seven years after the project.

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# Applicant screening

In order to comply with UK government legislation, the British Council may at any point during the application process, carry out searches of relevant third-party screening databases to ensure that neither the applicant nor any of the applicant’s employees, partners, directors, shareholders is listed:

* as being wanted by Interpol or any national law enforcement body in connection with crime.
* as being subject to regulatory action by a national or international enforcement body.
* as being subject to export, trade, or procurement controls or (in the case of an individual) as being disqualified from being a company director.
* and/or as being a heightened risk individual or organisation, or (in the case of an individual) a politically exposed person.
* If the applicant or any other party is listed in a Screening Database for any of the reasons set out above, the British Council will assess the applicant as ineligible to apply for this grant call.

The applicant must provide the British Council with all information reasonably requested by the British Council to complete the screening searches. Please read the text to this effect on the application form and tick the box to show that you understand this.

# Contractual requirements

* The contracting authority is the British Council which includes any subsidiary companies and other organisations that control or are controlled by the British Council from time to time see: [www.britishcouncil.org/organisation/structure/status](https://www.britishcouncil.org/organisation/structure/status)
* The British Council is subject to the requirements of the UK Freedom of Information Act, (“FOIA”). Please indicate in your application whether FOIA also applies to your organisation so that we can reflect this in the Grant Agreement should you be successful in your application.
* The British Council’s contractual approach involves the signing of a ‘Grant Agreement’ between the Applicant (UK institution) and the British Council Sri Lanka. A draft of the Grant Agreement will be shared with selected awardees after the results are announced.

Upon selection, if you have any concerns or queries in relation to the Grant Agreement, you should submit a clarification request to **Thushara.Gunasekera@britishcouncil.org** in accordance with the provisions of this Call guidelines.

**Covid-19 Guidance**

Should COVID-19 continue to impact global travel into 2022, we would advise that applicants consider, and put in place contingency plans for remote working and digital collaboration where possible, for example utilising video conferencing in place of face-to-face meetings.

The British Council’s Global Information Security Policy has banned Zoom usage for the British Council and for contracted suppliers and grant award holders. The British Council recommends using Microsoft Teams to deliver virtual activities. Should you be successful in securing a grant, and if you require a Microsoft Teams licence, you will need to discuss this with the British Council. Applicants who want to use other online tools or online platforms, must follow British Council safeguarding and security protocols. Online tools or platforms other than Microsoft Teams must be discussed with the British Council and requests to use a different platform or tool would need to be approved for successful grant recipients.

Please consider flexible and technological solutions to progress activity for planned work where feasible.

**Contact Details**

All queries or comments about this call should be addressed to **Thushara.Gunasekera@britishcouncil.org**

Appendix 1: Eligibility criteria checklist

|  |  |
| --- | --- |
| Eligibility criteria checklist Yes/No | |
| The application has been submitted by the applicant by the published deadline. |  |
| Applicant is a Sri Lankan state university, and the grant will be disbursed to the Applicant. |  |
| The applicant is already using the Active Citizens methodology to develop civic engagement and global citizenship. |  |
| Head of the department or equivalent authority of the participating institution has read the application and has given her/his consent on their official letterhead. All applicants have uploaded letters of support from each of the partner organisation (only if applicable). |  |
| The application form is completed in full and complies with the instructions given. |  |
| The applicant has submitted only one application in this round. |  |
| Completed Budget sheet has been uploaded with the application. |  |
| The applicant has the capacity to administer a grant and satisfy the British Council requirements to prevent bribery, fraud and professional misconduct. |  |
| The application form has Global Development Impact statements and Gender Equality Statements. |  |

All the above criteria must have a ‘Yes’ as answers, to be eligible.

Appendix 2: Quality review scoring system

|  |  |
| --- | --- |
| Section 1: Relevance to Global Development Impact | Yes/No |
| The proposal clearly articulates how the action would lead to global development impact, like creating opportunities for young people in Sri Lanka. |  |

|  |  |
| --- | --- |
| Section 2: Relevance to Gender Equality | Satisfactory/  Unsatisfactory |
| Measures are in place to ensure equal and meaningful opportunities for people of different genders to participate. |  |
| The learning opportunities created will have a positive impact on students of different genders, both throughout the project and beyond. |  |
| Risks and unintended negative consequences on gender equality will be monitored, avoided, or mitigated. |  |
| Approach to measure gender equality aspects in the outcomes and outputs of the course has been articulated. |  |

|  |  |  |
| --- | --- | --- |
| Section 3: Institutional Track and Experience in promoting Youth and Civic Leadership Agenda in Higher Education | Scoring Scale | Score (Range 0-10) |
| * The Applicants have sufficient relevant experience to lead the proposed activities or support the implementation? * The Applicants are aware of the regulatory provisions for developing collaborations and can demonstrate how they plan to work within these and articulate possibilities? * The Applicant institutions have experience in international and national teaching, learning, research collaboration and policy advocacy. | **10 points:** Meets all criteria to an exceptional level  **8-10 points:** Meets the majority of the criteria to a very high level  **5 to 7 points:** Meets the majority of the criteria to a high level  **3 to 4 points:** Meets the majority of the criteria to an adequate level  **1 to 2 points:** Meets some of the criteria to an adequate level  **0 points:** Fails to meet any of the criteria to an adequate level. |  |

|  |  |  |
| --- | --- | --- |
| Section 4: The Proposal | Scoring Scale | Score (Range 0-20) |
| * Profiles of the nominated facilitators and the coordinator match with the project objectives. * It provides a clear proposal to recruit participants to the project. * A well-articulated approach for engaging local communities with the project, blending with the Active Citizens approach promoted by the British Council. * Applicant’s proposals for international collaboration activities with the counterparts at partner university in the UK. * An elaboration of how the applicant can contribute to the policy agenda of the project. | **20 points:** Meets all criteria to an exceptional level  **16 to 19 points:** Meets the majority of the criteria to a very high level  **11 to 15 points:** Meets the majority of the criteria to a high level  **6 to 10 points:** Meets the majority of the criteria to an adequate level  **1 to 5 points:** Meets some of the criteria to an adequate level  **0 points:** Fails to meet any of the criteria to an adequate level. |  |

| **Section 5: Sustainability** | **Scoring Scale** | **Score (Range**  0–10) |
| --- | --- | --- |
| * There is a clear description of how learning from this exploratory project will translate into the larger collaboration between the Sri Lankan and UK partners and fit with the existing offers of the institution to their students to enhance their learning experiences. * There should be a clear indication of commitment and resources for sustainability of linkages built between the participating institutions, during and beyond the duration of the grant. | **10 points:** Meets all criteria to an exceptional level  **8-10 points:** Meets the majority of the criteria to a very high level  **5 to 7 points:** Meets the majority of the criteria to a high level  **3 to 4 points:** Meets the majority of the criteria to an adequate level  **1 to 2 points:** Meets some of the criteria to an adequate level  **0 points:** Fails to meet any of the criteria to an adequate level. |  |
| Total score for quality assessment (Section 3 + Section 4 + Section 5) | Score | Range |
|  | **0–40** |