



Charles de Gaulle Trust

Application Guidance Notes

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SECTION A: PROGRAMME INFORMATION

1. Introduction to the Charles de Gaulle Trust

Introducing the Charles de Gaulle Trust

The Charles de Gaulle Trust was set up to enable groups of young people aged 17 to 19 from the UK and France to work together on joint projects.

The Charles de Gaulle Trust supports collaboration between the UK and France through education partnerships that offer young people an international and intercultural experience.

By supporting school and college partnerships and collaborative curriculum projects between the UK and France, the programme aims to give more young people the knowledge, skills and understanding to work not only bilaterally but in a global context - and contribute responsibly to society – locally and globally.

It recognises that young people require high-quality education and international opportunities, and that countries that provide these are more likely to offer stable societies and economic opportunity.

The programme offers grant funding to enable reciprocal visits between young people and educators from schools and colleges in the UK and France that are working together in sustainable, curriculum-based partnerships.

Such visits allow young people to experience the culture and language of another country and give educators opportunities to learn from different education practices; this leads to improvements in teaching and improved learning outcomes for young people.

Aims & objectives of the Charles de Gaulle programme

Projects submitted to the programme should clearly support the following pedagogical aims and objectives :

- a) **Development of the relevant course curriculum in schools or colleges**
- b) **Enhancement of both student learning outcomes and course delivery**
- c) **Continued collaboration and commitment to sustaining project results into the future**
- d) **Enhancement of student employability skills**

Grant Summary

Partner schools and colleges in the UK and France can apply for grant funding from the Charles de Gaulle Trust to support reciprocal exchange visits that contribute to their longer-term partnership objectives.

Schools or colleges already working together in a partnership can apply jointly for a grant of up to **£5,000 per school or college** from the Charles de Gaulle Trust to enable at least five young people aged between 17 and 19, and one or more educators from each school or college, to visit their partner school or college in France/the UK.

Eligibility criteria apply. In each case, the grant must be used to cover the costs of carrying out reciprocal visits between the partner schools or colleges. If the entire grant is not spent on the visits, the remainder can be used for project resources and communication costs that relate directly to the project.

Applying for a grant

The next application deadline is **30th November 2015**

2. Who can apply?

Institution type

Institutions catering for young people from 17 to 19 years old are eligible. We accept grant applications from schools, sixth form colleges, FE Colleges and comparable institutions providing full-time general, vocational, technical or special needs education. Both private and government institutions are eligible to apply.

Location of schools / colleges

The Charles de Gaulle Trust is a bi-lateral funding programme. We accept grant applications from schools and colleges across the United Kingdom and from all regions of France and French overseas territories.

UK: England, Northern Ireland, Scotland, Wales	France: mainland France and overseas territories
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Student age range

Please note that the young people who participate in the reciprocal visits funded by the Charles de Gaulle Trust must be aged between 17 and 19.

Partnership composition

We accept joint grant applications from partnerships comprising one school or college in the UK and one school or college in France (or the French overseas territories).

Other sources of funding

It is possible that schools and colleges involved may already be receiving funding from other sources such as Erasmus+ or Connecting Classrooms (this programme does not apply in France). Some schools and colleges may have other partners in different countries. This does not exclude schools and colleges from applying for Charles de Gaulle bi-lateral funding.

Guidance on multiple applications

It is not possible for a school or college to make more than one application for funding in any grant round related to the Charles de Gaulle Trust.

3. What are the programme selection criteria?

Your application will be checked against our core eligibility criteria. If your application meets these, consultant assessors will review your **partnership project** as well as **your activity and visit plans** in the areas listed below. You will find more detailed information concerning each of these areas in section B 'step-by-step guidance for candidates'.

- a) **How your project supports or develops the relevant *course curriculum*¹ in your schools or colleges**
- b) **How your project enhances both student learning outcomes and course delivery**
- c) **How your project supports student *employability skills*² as well as *engagement with employers*³**
- d) **How you and your partner school or college will collaborate and commit to sustaining project results into the future**

It is important to underline that applications will not be excluded on the grounds of a perceived student lack of foreign language proficiency. There does not, therefore, necessarily need to be a link to a formal language qualification. Strong projects will demonstrate a clear contribution to the wider learning outcomes and skills development. Nonetheless, your partnership activities and reciprocal visits should provide the opportunity to develop English and French language as a core employability skill, focusing on specialist language relevant to the subject area and conversational language needed to enhance employability.

¹Curriculum focus

Your partnership activities should focus on the curriculum or qualification

specification of **at least one subject area beyond English or French**, for example Geography, Hospitality or Design etc. The choice of curriculum area should reflect consideration of why the project is relevant specifically to France / the UK.

²Employability skills

It is essential that your project and planned reciprocal visits support wider employability skills, and particularly those needed to work in an international context such as:

- Communication skills, including digital communication
- Intercultural relationship building and team-working
- Critical thinking and problem solving
- Collaboration including digital collaboration

As well as attributes valued by employers such as:

- Confidence and willingness to manage risk
- Independence and self-sufficiency
- Creativity

³Engagement with employers

Partnership activities should include engagement with the world of work and an opportunity for young people to experience the workplace in each country. This could include:

- Completing collaborative projects responding to a brief from an employer, and with employer feedback
- Undertaking a short work-experience or work-placement for all or part of a day or days, either by visiting a partner employer, or by working in a company run by a school or college (for example, a college-owned restaurant or shop)
- Hearing from employers through talks, coaching or mentoring sessions or site visits to places of work

This engagement with employers should be built into the overall partnership plan and have defined learning outcomes that link to the overall project focus. It should provide opportunity for students from both schools or colleges to have a shared experience of the workplace, which they can then reflect on during the rest of the visit and follow up activities. It should also provide teachers with an opportunity to update their knowledge or skills in line with the needs of employers.

Criteria for reciprocal visits

Each of the two reciprocal visits should be around two weeks long, with at least eight full days of work excluding travel. These working days may be made up of a combination of days based in the partner school or college, days based in a work place that delivers relevant training or work placements, or visits to relevant local sites. These aspects of the reciprocal visits should be co-organized with the host school or college, and any costs associated managed as part of the overall management of the grant (i.e. employers are not eligible to apply for separate funding). At least one reciprocal visit should be completed by young people and educators from each school or college during the funding year.

Criteria for activity plans

Activity plans should be clearly linked to the over-arching theme of your project and learning outcomes rather than a 'shopping list' approach juxtaposing a number of unrelated activities.

4. How much funding is available and what does the grant cover?

Amount of the grant

Schools and colleges already working together in a partnership can apply jointly for **a grant of up to £5,000 per school or college** from the Charles de Gaulle Trust, to enable at least five young people aged between 17 and 19 and one or more educators from each school or college to visit their partner institution in France/the UK.

Schools and colleges can agree to divide the funding in the most equitable way possible. The total grant awarded to the partnership will not exceed £10,000.

Use of grant funding

The partnership projects must include two visits – one to each school or college – to ensure there is reciprocal learning. Each grant, one to each partner, must be used to allow a group of at least five young people and one or more educators to visit their partner school or college. 'Educators' refers to teachers, school or college leaders and other staff involved in teaching, such as learning support staff. We do not stipulate the maximum number of people who should travel but expect to see plans to disseminate the impact of the visits to more young people and educators in each school or college.

Your application should include a programme for each planned school or college visit. Visits should be about two weeks long and include at least eight full days of work, excluding travel. The grant can be used to cover the cost of flights, accommodation, travel insurance, local transport and food. A small portion of your grant can be put towards a one-day planning visit if required in the preparation stage of your partnership.

Any money left over from visit costs can be used for other project costs, e.g. resources or communication that directly relate to your project.

Value for money

Your application should demonstrate how each school or college will ensure the best possible value for money in the use of the grant funding – both in terms of the impact of the visits and the way in which you make purchases (e.g. using lower-cost airlines, securing discounts for block bookings, etc.).

The Charles de Gaulle grant cannot fund purely touristic visits with no relation to your project. Visits must be planned as an extension of the activities led in class and play an integral role in the project.

5. How can we apply?

How can we apply?

Applications must be filled in as a joint endeavour by both schools or colleges. **One form only is required for submission** (in English or in French).

Do not send other attachments with your application.

All information should be included in the grant application form. E-mail the completed form to CharlesdeGaulle.Trust@britishcouncil.org

Who should coordinate the project?

We expect to see strong evidence of collaboration and joint working in the form. The awarded funding should be managed by a designated partnership co-ordinator in each school or college.

What happens next?

Once you have submitted the completed application form, we will e-mail you to acknowledge receipt within three days.

We aim to notify you whether you have been successful within two months of the deadline.

All communication will be by e-mail to the partnership co-ordinators in each school or college in the partnership. It is essential that their e-mail addresses are entered correctly on the form and checked on a regular basis. If you do not receive an acknowledgement or notification e-mail, please contact us.

How is your application assessed?

The bi-national selection panel is made up of representatives of the British Council and the French Ministry of education. Applications will be assessed against the criteria listed in section A3 (p 7-8)

6. How does the funding procedure work?

How is the grant award paid?

Successful applicants will receive a first instalment of £4,000 or 80 per cent of their grant allocation.

In the UK only, a grant agreement will be issued to each school and college, two signed copies of which must be returned to the British Council within one month of receiving the agreement. If you do not return the grant agreement and bank/payment details in time you will forgo the offer.

In France, schools and colleges will receive the equivalent funding in euros, disbursed by British Council France.

Each school and college will receive a grant letter from the British Council. We will request each school's and college's bank details in order to transfer the grant funding by BACS.

How long do you have to complete your project?

Your project should ideally be completed over **an 18 months period** once the grant has been awarded and there will be two reports to complete.

7. How is the success of your project measured?

Mid-project reporting

At the halfway point we will ask you to submit a 1 page progress report.

Final Reporting

Once both reciprocal visits have been completed and the schools and colleges project is completed, please email us at CharlesdeGaulle.Trust@britishcouncil.org to ask for the final report.

Both schools and colleges are responsible for joint submission of a satisfactory report on completion of reciprocal visits. The final 20% of the grant funding will be paid to each school and college once the British Council has received this report. To make it easier to complete the report we advise that you make a record of activities and learning outcomes from the outset.

Your report will need to include evidence of the impact of your partnership activities in relation to 1) supporting and developing the relevant course curriculum 2) enhancing student learning outcomes and course delivery 3) collaboration and sustainability of the partnership as a whole and 4) supporting student employability skills and engagement with employers.

We ask you **to send us evidence of student learning outcomes** such as feedback forms, stories, testimonials, written work, videos, performances etc. Examples of improved course delivery might be shared lesson plans or resources, reflections reported from job shadowing, evidence of improved use of language assistants, evidence of meeting professional standards, or feedback from employers on the relevance of the curriculum etc.

Financial management

Ninety per cent of partnerships will be asked to provide evidence that the partnership visits took place, e.g. flight boarding cards or hotel bills. Ten per cent of partnerships will also be asked to provide evidence of how they spent the grants, i.e. receipts. You should make a permanent record of all items of expenditure as soon as you start spending the grant. If you are unable to provide evidence of expenditure on request, each school and college in the partnership will be liable to pay back all funding to the British Council.

SECTION B: STEP-BY-STEP GUIDANCE FOR CANDIDATES

Part 1: Partnership details and partnership context

Partnership details

Please provide full details about each school or college including funding you have received in the last three years.

In the UK, the Government Ref Number is the unique ID assigned by your education department, such as the 'Unique Reference Number' (URN) in England.

Schools & colleges in England - <http://www.education.gov.uk/edubase/home.xhtml>

Schools & colleges in Northern Ireland - <http://www.deni.gov.uk/schools/index.htm>

Schools & colleges in Scotland - www.ltscotland.org.uk/scottishschoolsonline/#

Schools & colleges in Wales - www.edubase.gov.uk

In France use the Government Ref Number

It is essential that the partnership co-ordinator in each school or college is available and regularly checks the e-mail addresses provided. All formal communication from the British Council will be conducted via these e-mail addresses.

Partnership context

In order to assess your application effectively, we need to know a bit about the context. Tell us how your partnership started. Was it through the British Council? Or perhaps teachers met at a conference, or even while on holiday. Please describe your schools and colleges. What is the profile of the students? What is the surrounding area like? The more information you can include while keeping within the word limit, the better.

Part 2: Objectives of your partnership

This section of the application form is about clearly laying out the road map for your partnership project to meet the required objectives. Remember that you are applying for funding under a bi-lateral mobility programme and the assessment panel will want to see **why your project is relevant specifically to France/the UK** (as opposed to any other country). Use real examples in your application e.g. has your school or college plan recently been written with new priorities to support? Have you and your partner school / college discussed country priorities? Who knows about the partnership in your schools and colleges? Have you thought about involving your local community, e.g. parents, other schools and colleges, local businesses, community groups? Have you taken into account the needs of each school or college in your partnership? Remember that sharing and collaborating are not the same. Sharing could simply be exchanging pieces of work; collaborating means working and learning *together*.

Objective 1: Supporting or developing the relevant course curriculum

What course curriculum or school or college plan does your partnership aim to support? Please explain the strategic reasons for carrying out your collaborative project. The panel will be looking to see evidence of the ways in which your project is relevant to both partner schools and colleges. Do you and your partner school or college want to achieve exactly the same thing or have you agreed to help each other to achieve different things? Please specify expected results in relation to the different courses or areas of the wider school or college curriculum involved.

Objective 2: Enhancing students' learning outcomes and improving course delivery

Where do you want to see improvement in students' knowledge, skills or competencies? How will you demonstrate evidence of improvement? What will you and teachers from your partner schools or colleges learn from each other? What will you do together? The panel will be looking to see evidence of what aspects of teaching and learning you and your partner schools or colleges have chosen to enhance and how this will be achieved through the different activities and visit plans. You can include statistical data, reports or extracts from your school or college plan to support the specific aims of your project.

Objective 3: Supporting student employability skills as well as engagement with employers.

How will your project develop the skills and attributes that are valued by employers (see p. 7-8 for examples)? How will employers be engaged in delivering your project and providing evidence of its success? What opportunities will the project provide for teachers to update their own knowledge and skills to ensure they are able to equip their students with the up-to-date and relevant skills that employers need? How will the project build your students' ability to work in an international or global industry?

Objective 4: Long-term partnership commitment and sustainable project results

This is about building a collaborative and sustainable partnership. Describe what mechanisms you and your partner school or college has in place to ensure a sustainable collaboration. What project results do you intend to continue and develop into the future? What are your planned actions? The panel will be looking to see evidence that partner schools or colleges have a strong relationship. Think about demonstrating the strength of teacher involvement from across different subject areas or faculties. Evidence of a communication plan, strategies to overcome unexpected difficulties, to seize opportunities and navigate constraints will be important to demonstrate that both schools/colleges are committed to the project now and in the future.

Part 3: Writing your activity plan

Following discussion with your partner school or college, make a plan of the collaborative activities that you plan to carry out as part of your partnership. In the table provided, give brief details of each activity, including who will be involved and how it fits with the relevant course curriculum, the numbers of teachers and young people who will participate.

Please list activities chronologically indicating pre-visit activities and post-visit activities. When writing your plan, please demonstrate how each of the different activities proposed in the project are designed to improve students' knowledge, skills and competencies, and improved course delivery as outlined above. In a good activity plan each activity will be specific, measurable, achievable, relevant and time- bound (SMART).

As previously mentioned, your partnership activities should be relevant to the course curriculum or qualification specification in each school and college **in at least one subject** beyond English or French, support wider employability and core skills, and provide opportunity for language learning.

Part 4: Writing your visit plans

Organising a visit is challenging and demanding. You will need to give sufficient time to discuss and plan the reciprocal visits with your partner school or college. In addition to content, be careful to discuss and agree date options and accommodation options well in advance. Visits to France/the UK must include at least eight full days spent with your partner excluding travel. Please ensure that plans are carefully divided between time that students and teachers spend together in the partner school or college or workplace, and time spent on collaborative activities outside school and college. All visits must relate to your project work.

Charles de Gaulle grant funding cannot be used to visit random tourist attractions. Visits should include engagement with an employer, and can also include visits to

relevant places of interest that are perfectly in line with your project, . **Visits must be planned as an extension of the learning in school or college, and play an integral role in the project with defined learning outcomes.**

You will find very useful practical guidance for organising the logistics of visits in the [School Exchange starter pack](#) and on [Eduscol](#) for French schools and colleges.

In the table provided please give details of your plans for the UK school's or college's visit to France and the French school's or college's visit to the UK. How will the visits fit with each school's or college's curriculum and contribute to developing your partnership? Who will participate in each activity (including young people and educators in the host school or college as well as those that are visiting)?

Each visit must include at least **eight days of work**; add further lines to the bottom of the table if you plan to include more days of work.

Plan and run a successful visit:

Some key principles will help you to design and lead successful partnership visits. All participants – both visitors and hosts – should approach the visit with open minds, a willingness to consider ideas and solutions beyond their own understanding of how things are done, and desire to understand why different methods are effective.

Build relationships

Think carefully who the most suitable people are to participate in the visit. Make sure you have identified what the main focus of the visit will be for the young people taking part. How will they play a key role in the collaborative work during the visit and on their return? How you can develop their ambassadorial role when they return? Do your best to build a relationship with your partner school or college before the visit takes place. This will encourage a level of trust allowing for more frank and open discussion.

True collaboration

Arrange to work through enquiries together with your hosts rather than just having a simple question and answer sessions; actually co-construct some ideas to take back to your school or college and be creative in your approach to the development of joint practice. The more both parties can contribute their experiences and ideas, the more everybody will be challenged to think differently.

Shared focus

- Develop a **very clear focus/project theme** for your visits with a **defined aim** of how to enrich education. All stakeholders of the partnership must share the same vision of success.
- Before the visit takes place, provide background information about the host school or college and its approach. Concentrate on **why** certain approaches

are taken, rather than on what they are and how they are implemented.
Provide some thought-provoking pre-reading about the **main focus** chosen for the visit.

- Ensure there are opportunities for young people participating in the visit to use both English and French in order to communicate, and provide the opportunity to develop some specialist vocabulary relevant to the course content or workplace to support international working.

After the visit

You will return home with ideas that can be used immediately. You are also going to bring lasting change and improvement and you will need to build on the principles and ideas that you witnessed and worked on during the visit. To ensure the best possible chance of long-term change you will need to keep up this creative momentum. Here are some suggestions:

- Recommend that participants keep individual journals during the visits. It might help to structure your thoughts in later discussions and will allow you to record ideas and principles to refer to once you get home.
- Plan follow up sessions at the same time as planning the learning visit itself. Follow up sessions should be seen as part of the same overall process of development ideas and improvement.
- Develop formal project plans with the young people for the implementation of ideas resulting from their visits and ensure that project leaders are accountable to delivery.
- Plan follow up discussions with host school or college colleagues to report and receive feedback on ideas and plans developed since the visits.
- Develop professional development sessions on the same topic as the visit to continue to give the theme prominence.

Part 5: Budget

Please note that the maximum grant funded under Charles de Gaulle is up to £5,000 per school or college.

In some cases it is possible for partner schools and colleges to find additional sources of funding to add to the Charles de Gaulle grant eg. if they wish to increase the number of students or the length of the visit. This is at the discretion of partner schools or colleges.

Estimate how you will spend your grant allocation. Grant funding must be used by a group of at least five young people and one or more educators from each school or college to visit their partner school or college.

The grant can be used to cover the cost of flights, accommodation, travel insurance, local transport and food. Make an estimate of how much the visits to each partner country will cost. If you do not need the entire grant for the visits, you may use it for project resources, publicity, events and communication costs that relate directly to your partnership.

The awarded funding should be managed by a designated partnership co-ordinator in each school and college. **Schools and colleges can agree to divide the funding in the most equitable way possible.** Depending on local contexts and geography, one school or college may agree to pay a higher proportion of transport and/or accommodation for example. The total grant awarded to the partnership will not exceed £10,000.

Part 6: Measuring the success of your partnership

At the end of the funding period you will be required to demonstrate the success of your project against the same three key objectives as in the initial application. Explain how you will monitor and evaluate your partnership during the funding year – not just in terms of the collaborative activities and visits that you carry out but also the impact of these on teaching and learning.

The panel will be looking for planned measures so think about how you will monitor and evaluate at different levels – young people, educators, the schools or colleges / management and the partnership as a whole. Please include concrete outcomes like testimonials, written work, videos, performances and feedback forms for example. To measure improvement, you may wish to develop a plan to monitor progress at different stages – for example having an initial assessment of students prior to the visit to use as a benchmark.

Part 7: Submission and Sign-off

Once completed and agreed by both UK and French partners, your grant application form must be submitted on or before the published deadline to CharlesdeGaulle.Trust@britishcouncil.org

Late or incomplete applications will not be accepted.

Your application will not be considered complete **unless both head teachers / Principals sign off on the project to endorse it.** You may be required to provide your head teacher / principal with a résumé of the project if the application has not been written in his/her native language. Head teachers / Principals can write their comments either in English or in French in support of your grant application.

Typing their names is confirmation of their support. We ask that head teachers / Principals explain the ways in which they believe the partnership and the reciprocal visits will be beneficial to the school and college for example, this could be in terms of the school's or college's strategic priorities and linked to broader school and college development or improvement plans. The head teacher's / Principal's statement will demonstrate to us that he/she is completely committed to your partnership and to supporting the reciprocal visits enabled by the grants.

Part 8: Data protection

The distribution of grant funding from the Charles de Gaulle Trust is managed by the British Council on behalf of the trustees.

We will use the information you are providing for the purpose of assessing your grant application and securing your participation in these programmes. We may pass this information on to our offices in other countries and partner organisations in order to assess your application and to administer and evaluate the project. It will continue to be handled in accordance with UK data protection law.

Images of the activities may be used in educational and promotional material, including the British Council websites, Schools Online and French Ministry of education platforms. In submitting images, schools and colleges are deemed to have gained parental consent to the use of images of young people. It is the responsibility of the participating schools and colleges to inform the British Council if certain images may not be published.

Reports may be published on the British Council's platform Schools Online in order to share and showcase outcomes and best practice, widen the impact of Anglo-French joint activity and inspire other schools and colleges to get involved in similar activities.

Contact details

How can you contact us?

If you are in the UK, please email us at CharlesdeGaulle.Trust@britishcouncil.org

If you are in France, please contact your **DAREIC** or your local British Council office at CharlesdeGaulle.Trust@britishcouncil.org

Useful links

Visit British Council Schools Online and sign up for the newsletter	https://schoolsonline.britishcouncil.org/home/regions/france
Find out more about the Charles de Gaulle Trust	https://schoolsonline.britishcouncil.org/apply-for-funding/charles-de-gaulle-and-lefevre-trust
Find out about the International School Award	www.britishcouncil.org/schoolsonline/isa
Find contact details of your DAREIC	http://eduscol.education.fr/cid45734/adresses-des-dareic.html
Find your local British Council office	www.britishcouncil.org