



Lefèvre Trust

Application Guidance Notes



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SECTION A : PROGRAMME INFORMATION

1. Introduction to the Lefèvre Trust

Introducing the Lefèvre Trust

The Lefèvre Trust was set up to enable groups of young people aged 11 to 19 from the UK and France to work together on joint projects.

This programme from the Lefèvre Trust supports collaboration between the UK and France through education partnerships that offer young people an international and intercultural experience.

By supporting school 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 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 programme

Your application will be checked against three objectives:

- a) **How your project underpins the curriculum in your schools/countries**
- b) **How your project enhances both pupil attainment and improved teaching practice**
- c) **How you and your partner school will collaborate and commit to sustaining project results into the future**

Grant Summary

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

Schools already working together in a partnership can apply jointly for a grant of up to **£5,000 per school** from the Lefèvre Trust to enable young people aged between 11 and 19 and one or more educators from each school to visit their partner school 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. 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 **19 May 2015**

2. Who can apply?

Institution type

Institutions catering for young people from 11 to 19 years old are eligible. We accept grant applications from schools, sixth form colleges and comparable institutions providing full-time general, vocational, technical or special needs education. Both private and government institutions are eligible to apply.

Please note that while we accept applications from institutions providing vocational and technical education, Lefèvre grants cannot be used to organise work placements.

Location of schools

The Lefèvre Trust is a bi-lateral funding programme. We accept grant applications from schools 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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Pupil age range

Please note that the young people who participate in the reciprocal visits funded by the Lefèvre Trust must be aged between 11 and 19.

Partnership composition

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

Other sources of funding

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

Please note that if your student participants are aged between **17 and 19** you may be also eligible to apply for funding under the Charles De Gaulle programme. You will find more information on this programme on our website ([link](#))

Guidance on multiple applications

It is not possible for a school to make more than one application for funding in any grant round related to the Lefèvre Trust.

3. What are the programme criteria?

Objectives of the Lefèvre programme

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 following specific areas:

- a) **How your project underpins the curriculum in your schools/countries**
- b) **How your project enhances both pupil attainment and improved teaching practice**
- c) **How you and your partner school will collaborate and commit to sustaining project results into the future**

Relevance to the curriculum

Your partnership activities should be relevant to the curriculum in each school **in at least one subject beyond English or French**.

Note that cross-curricular working implies a project theme that federates different areas of the curriculum and allows inter-connected learning.

The panel will be looking to see a strong over-arching theme in your project rather than a shopping-list approach juxtaposing a number of unrelated activities.

Impact

It is essential that the visits support broader collaborative activities between your schools and help your partnership to progress. You should also show how you will

maximise the impact of the visits to ensure they benefit not only those who travel but also a wider pool of young people and educators in each school.

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

Amount of the grant

Schools already working together in a partnership can apply jointly for **a grant of up to £5,000 per school** from the Lefèvre Trust to enable young people aged between 11 and 19 and one or more educators from each school to visit their partner school in France/the UK.

Schools 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 grant funding must be used to allow a group of young people (minimum 10) and one or more educators from each school to visit their partner school. 'Educators' refers to teachers, school 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.

Your application should include a programme for each planned school visit. Visits should be about one week long and include at least four full days of work excluding travel. At least one visit should be completed by young people and educators from each school during the funding year.

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 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 Lefèvre 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.

Required length of visits

Visits should be between four and seven days with at least four 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. If you do not spend the entire grant on the visits, the remainder can be used for project resources, publicity, events and communication costs that relate directly to your project.

5. How can we apply?

How can we apply?

Applications must be filled in as a joint endeavour by both schools.

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 lefevre.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.

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 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 British Council UK, the British Council France and its partner the French Ministry of education.

Applications will be assessed on the basis of the criteria outlined in these guidelines and the extent to which the activity, as well as the planning and execution of the activity fulfil these requirements in terms of quality, relevance and impact.

a) How your project underpins the curriculum in your schools/countries

The assessment panel will be looking for evidence of the specific way in which your project is linked to curriculum objectives, whether it has cross-curricular resonance, whether it is strategically linked to the school plan and in what way.

b) How your project enhances both pupil attainment and improved teaching practice

The panel will be looking for a clear demonstration of how each of the different activities proposed in the project are designed to improve pupil's learning and also support improved subject teaching and cross-subject teaching.

c) How you and your partner school will collaborate and commit to sustaining project results into the future

The panel will be looking to see evidence of mechanisms put in place to support collaborative working as well as articulated measures to ensure sustainability of the partnership after the funding year.

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, 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 will receive the equivalent funding in euros, disbursed by British Council France.

Each school will receive a grant letter from the British Council. We will request each school'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 visits have been completed the schools and the project is completed, please email us at lefevre.trust@britishcouncil.org to ask for the final report.

Both schools 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 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) underpinning and enriching the curriculum 2) enhancing pupil attainment & teaching practice and 3) collaboration and sustainability of the partnership as a whole.

We ask you **to send us examples of pupil learning outcomes** such as feedback forms, stories, testimonials, written work, videos, performances etc. Examples of improved teaching practice outcomes might be shared lessons, job shadowing, joint lessons, improved use of language assistants 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 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 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 in England see <http://www.education.gov.uk/edubase/home.xhtml>

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

Schools in Scotland see www.ltscotland.org.uk/scottishschoolsonline/#

Schools in Wales see www.edubase.gov.uk

In France use the Government Ref Number

It is essential that the partnership co-ordinator in each school 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. What is the profile of the children? 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 plan recently been written with new priorities to support? Have you and your partner school discussed country priorities? Who knows about the partnership in your

schools? Have you thought about involving your local community, e.g. parents, other schools, local businesses, community groups? Have you taken into account the needs of each school 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: Embedding your project in the curriculum

What areas of the curriculum or school 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. Do you and your partner school 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 areas of the curriculum involved.

Objective 2: Enhancing pupils' attainment and improving teaching practice

Where do you want to see improvement in pupil's attainment? How will you demonstrate evidence of improvement? What will you and teachers from your partner schools 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 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 plan to support the specific aims of your project

Objective 3: 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 have 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 have a strong relationship. Think about demonstrating the strength of teacher involvement from across the curriculum. Evidence of a communication plan, strategies to overcome unexpected difficulties, to seize opportunities and navigate constraints will be important to demonstrate that both schools are committed to the project now and in the future.

Part 3: Writing your activity plan

Following discussion with your partner school 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 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 pupil's learning and also support improved subject teaching and cross-subject teaching. 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 curriculum in each school **in at least one subject** beyond English or French. Note that cross-curricular working implies a project theme that federates different areas of the curriculum and allows inter-connected learning.

The panel will be looking to see a strong over-arching theme in your project rather than a shopping-list approach juxtaposing a number of unrelated activities.

Part 4: Writing your visit plans

Organising a visit is challenging and demanding. You will need to give sufficient time to discussing and planning the reciprocal visits with your partner school. 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 four full days spent with your partner excluding travel. Please ensure that plans are carefully divided between time that pupils and teachers spend together in the partner school and time spent on collaborative activities outside school. All visits must relate to your project work.

Lefèvre grant funding cannot be used to visit random tourist attractions. Visits to places of interest or local monuments that are perfectly in line with your project are of course acceptable. **Visits must be planned as an extension of the activities led in class and play an integral role in the project.**

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.

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

Each visit must include at least **four 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 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 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 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.

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 schools 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 Lefèvre is up to £5000 per school.

In some cases it is possible for partner schools to find additional sources of funding to add to the Lefèvre grant eg. if they wish to increase the number of pupils or the length of the visit. This is at the discretion of partner schools.


Estimate how you will spend your grant allocation. Grant funding must be used by a group of young people (minimum 10) and one or more educators from each school to visit their partner school.

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. Funding cannot be spent on work placements.

The awarded funding should be managed by a designated partnership co-ordinator in each school. **Schools can agree to divide the funding in the most equitable way possible.** Depending on local contexts and geography, one school 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/management and the partnership as a whole. Please include concrete outcomes like testimonials, written work, videos, performances and feedback forms for example.

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 Lefevre.Trust@britishcouncil.org

Late or incomplete applications will not be accepted.

Your application will not be considered complete **unless both head teachers sign off on the project to endorse it**. You may be required to provide your head teacher with a résumé of the project if the application has not been written in his/her native language. Head teachers 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 teacher explain the ways in which they believe the partnership and the reciprocal visits will be beneficial to the school for example, this could be in terms of the school's strategic priorities and linked to broader school development or improvement plans. The head teacher'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 Lefèvre Trust and 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 are deemed to have gained parental consent to the use of images of young people. It is the responsibility of the participating schools 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 to get involved in similar activities.

Contact details

How can you contact us?

If you are in the UK, please email us at lefevre.trust@britishcouncil.org.

If you are in France, please contact your **DAREIC** or your local British Council office at lefevre.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 Lefèvre Trust	http://schoolsonline.britishcouncil.org/programmes-and-funding/charles-de-gaulle-and-the-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