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International Education Programme – Specification



Guidance

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Audience	Stakeholder organisations currently delivering an international dimension in their educational work.
Overview	This is a guidance document that sets out details for the Welsh Government's Department for Education and Skills' (DfES) International Education Programme (IEP). The purpose of this document is to assist stakeholders in completing their bid for IEP grant funding.
Action required	No action required – for information only.
Further information	Enquiries about this document should be directed to: Nicola Giles Finance and Corporate Services Division Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 5106 Fax: 029 2082 5119 e-mail: international.education@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government website at www.wales.gov.uk/educationandskills
Related documents	International Education Programme – Expression of Interest Form

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Summary

This Specification sets out details for the Welsh Government's Department for Education and Skills' (DfES) **International Education Programme (IEP)**. The overarching aim of interventions under the **IEP** is the provision of knowledge and skills necessary for our young people to actively contribute in their local areas to a global society and fulfilment of their life goals.

The **IEP** brings together DfES supported activity in the fields of European and international education delivery in Wales. For the purposes of this programme, 'international' includes European activity.

This Specification should be read in conjunction with the **IEP** Expression of Interest (EoI) Form and Frequently Asked Questions (FAQs).

Background

DfES supports and engages in a range of interventions of a European and international nature. The *IEP* is concerned with the *International Dimension in Education* as defined as the delivery of learning involving a European or international element. Activity includes: international school linking, joint curriculum projects, transfer of innovation, language learning, international professional development, learner mobility, curriculum enhancement, youth work in European and international settings, pedagogical innovation, the internationalisation of the Welsh language, and skills development¹.

Rationale

The delivery of learning with an international or global dimension is a fundamental component of the Welsh student experience across learning phases; and is most notably expressed through Wales' Education for Sustainable Development and Global Citizenship (ESDGC) agenda.

“Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices”.²

This also reflects Wales' sense of duty to develop as global citizens and our legal duty as a Government in Wales to promote sustainable development in the exercise of all our functions. For example, the Estyn Common Inspection Framework now incorporates ESDGC as part of the inspection process, while facilitating dissemination of good practice and standard setting.

In addition, the *International Dimension in Education* seeks to deliver learning that prepares students for “their lives in the 21st century and their role as global citizens”.³ Research shows there are benefits to student engagement, teacher motivation and professional development though employing an international dimension to learning delivery.⁴ Successful learning takes place where benefits of an international approach are recognised, delivery skills are available, and support structures are understood.

In terms of learning delivery, an international dimension is also being successfully employed in many schools and institutions as a tool to enhance standards across the range of curricula areas and the Welsh Baccalaureate. Tasks using international links are often more engaging for learners and consequently, when done well, have shown to improve key learning outcomes.

1 Note: While DfES actively supports the WorldSkills programme, this activity will not feature in the IEP.

2 ESDGC – A Strategy for Action (DCELLS 2008)

3 Making the Most of Learning (DCELLS 2008)

4 Impact of IDE on School Effectiveness and Learner Attainment (British Council, NFER & CEWC 2010)

Work has also taken place to explore how Professional Learning Communities (PLCs) through the School Effectiveness Framework (SEF) can be applied internationally providing a new model for school linking, and testing comparative approaches in the development of performance based standards. Indeed, excellent examples of whole school approaches using the international dimension as a driver to enhance school effectiveness and learner attainment exist across Wales⁵. However, there are still areas where little or no international engagement takes place, in essence excluding young people from learning opportunities.

1. IEP objectives and outcomes

Realigning priorities

While Section 2 of this Specification summarises the various types of activity which could be supported through the **IEP** and their benefits, it also notes disparities regarding delivery. The new **IEP** approach is to fund activities that are aligned to support educational priorities for the next five years and the overarching learning needs of young people.

IEP Objective 1:

To better target DfES funded international education interventions on areas of greatest impact to the learner, in line with agreed priorities.

Best use of UK and EU funding

We need to avoid the application of DfES' finite resources to activities which could be best supported through UK Government (eg Connecting Classrooms, DfID's Global Schools Partnership) or EU funding programmes (eg ESF, Lifelong Learning Programme, Youth in Action). The IEP seeks to provide added value to these other, often larger sources of funding through a Wales context.

IEP Objective 2:

To make best use of UK or EU funding, supporting take up of such funding while avoiding duplication through DfES support.

Enhanced partnerships

Key stakeholders in this area already collaborate in the provision of support advice, guidance and funding programmes for practitioners. However, more can be done to ensure support better meets the needs of practitioners at local and regional levels. Practitioners should have easier access to available support – the 'offer' needs to be simplified. Equally, time spent by teachers away from school should be maximised to ensure they gain the widest range of information, guidance and skills related to the desired learning outcomes.

⁵ <http://www.britishcouncil.org/wales-learning-resources-ide-self-assessment-tool-2.htm>

IEP Objective 3:

To enhance collaboration in the provision of supporting programmes, with priority on meeting the needs of practitioners and learners.

Supporting front line services

Small scale short term grants are less administratively efficient both for Government and stakeholder organisations. It duplicates effort, hinders planning and impact assessment, and takes time away from more effective programme delivery.

IEP Objective 4:

To simplify the support programme framework, reducing management time in DfES and stakeholder organisations, so that resources are better focussed on delivery.

Outcomes

Given the overarching aim of the **IEP** noted in Section 1, and the 4 objectives for the programme, the **impact** on learning opportunities supported through the **IEP** remains critical. To assess the **IEP's** contribution to learning in Wales an external evaluation will take place in 2014 to inform future funding direction. The impact assessment for the **IEP** will follow two key themes:

1. Better inter-organisational planning and simplification of support programmes, advice and guidance activity, with a focus on practitioner needs. Stakeholders will be better able to signpost enquires between managing organisations and demonstrate enhanced support to practitioners within existing resources.
2. Greater bottom-up development of programme proposals, geared to identified practitioner requirements in meeting learner needs. Practitioners and stakeholders will be able to demonstrate greater learner engagement, participation in international education activities, and enhanced qualitative assessment of learner outcomes. There will also be a positive contribution to quantitative indicators, such as qualifications and basic skills assessments.

2. IEP priorities and areas of activity

As noted in Section 2, there are already a range of effective activities in train. The **IEP** will build on those successes and refocus finite resources on areas of greatest impact. Proposals should focus on the contribution to learning in Wales with regard activities which contribute to these policy areas, learner outcomes and collaborative delivery. In no order of priority, areas of activity and policy priorities for the **IEP** are:

Learning priorities

The national priorities which underpin the SEF are focussed on improved literacy and numeracy levels, and reducing the impact of poverty on educational attainment⁶. All future Professional Learning Communities (PLCs), for example, will focus on

⁶ <http://new.wales.gov.uk/topics/educationandskills/schoolshome/improvingschools/sef/?lang=en>

these priorities. Further information on priority areas for schools can also be found in the Minister for Education and Skills' speech on raising school standards (29 June 2011)⁷.

Modern foreign languages (MFL)

Skills development in an international education context also includes the ability to interact through a Modern Foreign Language (MFL), and this agenda is set out in the Welsh Government's *Making Languages Count*⁸ policy document. Proposals in this area should be linked to this document and should focus principally on improving the opportunities for language learning in secondary schools and Learning Pathways 14-19. We are looking to promote innovation, further improvement, and greater take up of languages so learning is challenging and encourages young people to continue foreign language study beyond the age of 14. Emphasis should be on the delivery of key global languages with a view to enhanced employability skills for young people.

Education for Sustainable Development and Global Citizenship (ESDGC)

ESDGC is the Welsh Government's policy for the delivery of learning across Wales and across educational sectors in the field of sustainable development. Wales is special. It is one of the few nations with sustainable development at the heart of government, and alongside that we recognise that young people have a right to understand the crucial issues facing the planet, and explore how they can play a part in helping shape the future. Key documents on ESDGC can be found on the Welsh Government's website⁹, and for schools in the Common Understanding document¹⁰.

International linking

The value of effective international linking work is recognised, and proposals are invited which continue to support the development of joint curriculum projects, particularly where there is emphasis on SEF priorities. Work will also be considered which celebrates and rewards excellence in this field, alongside local support for schools to better understand the contribution such work has on improving school standards and learner attainment. Support for activities which facilitate greater take up of other *IEP* funded, UK and EU programmes can also be considered.

Internationalisation of the Welsh language

Proposals are invited which support the internationalisation of the Welsh language with key partners in Patagonia, Argentina. Activities can include the staff costs, placement and reciprocal visits of teachers and key personnel engaged in enhancing Welsh language provision, and work to enhance the socialisation of the Welsh language overseas. Emphasis should be placed on activities which enhance standards, broaden use of the Welsh language in Patagonia, produce educational and cultural benefits within Wales, and lead to self sustaining developments.

7 <http://new.wales.gov.uk/topics/educationandskills/schoolshome/raisingschoolstandards/?lang=en>

8 <http://new.wales.gov.uk/topics/educationandskills/publications/guidance/makinglanguagescount/?lang=en>

9 <http://new.wales.gov.uk/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelop/?lang=en>

10 <http://new.wales.gov.uk/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelop/esdgforschools/?lang=en>

Support for learner mobility

Learner mobility is a priority for the European Union (EU) and take up of related EU funding should be encouraged in the first instance. Therefore, proposals which support the capacity of Welsh schools/institutions in the broader use of such funds are welcomed, with a clear view to self sustained action over time. In addition, inward and outward learner mobility activities not eligible for UK or EU funding which support the development of skills, knowledge and work experience, enhancing their employability, could also be covered through the *IEP*.

Practitioner professional development

Engagement in international education activities often include elements of professional development, as teachers gain benefit from exchanges of information and innovative pedagogical approaches with overseas counterparts. Proposals are invited which improve the skills and awareness of practitioners on issues facing communities in developed and developing countries linked to improved standards in educational delivery, and/or ability to teach global citizenship. Activities could include teacher placements, reciprocal visits, Wales based training and dissemination mechanisms. Proposals should focus on developments in schools, but can also include other support in certain circumstances.

PSE/Global citizenship

Opportunities for learners to better understand and use European history as the context for development of critical thinking skills and global citizenship. For example, study around the holocaust sites, focussed not only on the impacts of genocide around the world, but also local racism and bullying in schools and communities.

Young people

Support for non-formal learning with an international dimension for people aged 11-25 designed to promote volunteering, active citizenship, community and international understanding, to help young people who are or are at risk of becoming NEET (not in education training or employment) to re-engage with learning and employment through active citizenship, and to contribute to breaking the link between low attainment and poverty. We will welcome proposals developed with the active involvement of young people and which will evidence success in terms of measurable improved outcomes. In particular, activities with an international dimension which deliver against the updated National Youth Service Strategy and Action Plan 2012-2016¹¹ and which make best use of local or regional partnerships in this field are encouraged, with a view to providing young people with a broad and progressive range of youth work settings and methodology that widens their experiences and contributes to the development of their personal and social skills.

¹¹ <http://new.wales.gov.uk/topics/childrenyoungpeople/publications/youthservice/?lang=en>

Partner countries

The Welsh Government has highlighted China, India and the USA as priority countries for its overarching overseas engagement¹². It also supports programmes of activity in sub-Saharan Africa¹³, Argentina (Patagonia)¹⁴, and other countries, including across Europe, where specific benefits to Wales are agreed. While applicant organisations should remain mindful of these areas when submitting proposals, educational activities which focus on other area of the world are permissible.

3. Programme requirements and financial information

The *IEP* involves a three stage application process. Except in exceptional circumstances, Eols (and Applications) should highlight supporting partnerships with other stakeholders, and be submitted by a lead organisation.

Stage 1

All organisations seeking *IEP* support will need to complete an Expression of Interest (Eol) form in line with this Specification and supplementary guidance. Eols can be completed electronically and e-mailed or posted to us. The format of the form must not be altered, though you can expand the boxes to add information. Additional material provided alongside the Eol will not be considered.

Eols should be submitted by midnight on 11 November 2011.

The language chosen to complete this form will be considered your preferred language for all future correspondence. Eols which are late or are not provided on the required form will not be considered.

All Eols will be subject to an initial assessment to ensure they have been properly completed and submitted in line with the terms of this Specification. DfES will acknowledge receipt of Eols by e-mail following the deadline.

Stage 2

All Eols passing initial assessment will be considered by the *IEP* Assessment Panel. The Panel will comprise senior DfES officials and programme managers. We also hope to include independent assessment from representative young people (facilitated through Funky Dragon). The Assessment Panel's considerations will be scored against the *IEP* assessment criteria (see below).

The outcome of the Assessment Panel's considerations of Eols will be communicated to applicant organisations.

12 http://www.wales.com/en/content/cms/English/International_Links/International_Links.aspx

13 <http://new.wales.gov.uk/topics/sustainabledevelopment/intdevelopment/walesforafrica/?lang=en>

14 <http://new.wales.gov.uk/topics/welshlanguage/policy/patagonia/?lang=en>

Stage 3

Organisations submitting successful EoIs will be invited to submit a full Application. The Application form and associated guidance will be issued to relevant organisations at that time.

The Assessment Panel may seek further information or clarity on the Applications - this will be done by phone/e-mail or a request to meet the applicant organisation.

The Assessment Panel will then formulate recommendations for agreement by Welsh Ministers on which proposals should be offered funding, and the level of funding that should be offered. The outcome of Ministerial considerations will be communicated to applicant organisations. Following this, DfES will negotiate final details and payment arrangements with successful applicants, and issue the formal Grant Offer, along with the terms and conditions for the Welsh Government grant. This process is expected to be completed by the end of 2011.

Assessment criteria

The following criteria (not in priority order) will be used by the Assessment Panel as a guide when considering bids:

- Relevance of the proposals to the Specification and Welsh Government priorities.
- Track record as organisation / individuals in international education or similar.
- Strength of planned partnership / consortia arrangements.
- Value for money, budget and cost effectiveness.
- Innovative approaches to achieve the programme outcomes.
- Regard to Welsh Language, diversity, equal opportunities, and sustainable development issues.
- Financial and operational capacity.
- Relevance of the organisation to target audience.
- Planned methodology for programme delivery.
- Plans for sustainability of activities beyond programming period.
- Monitoring and evaluation plans.
- Consideration of alternative UK or EU funding sources.

Programme duration

Proposals are invited for activity to take place over 3 financial years, from 1 April 2012 to 31 March 2015.

Financial information

Except in exceptional circumstances, bids for *IEP* funding should not be less than £250,000 per annum. Organisations with proposals for activity likely to result in

smaller scale funding should first discuss arrangements with a likely 'lead partner' and bid on a consortia basis. Consideration of the 'lead partner's' ability to manage delivery will be a factor in awarding grant offers.

Applicant organisations will note that the following will **not** be allowable under the **IEP**:

- Debts and provisions for losses or debts.
- Activities that do not benefit Wales.
- Interest owed.
- Activity already financed through another funding stream.
- Activity that could be applicable to other Welsh Government, UK or EU funding programmes.
- Capital expenditure (eg on buildings, land, construction, purchase of machinery) where this is the primary purpose.
- Research projects, where the primary output is research.
- Funding of organisations or activities which discriminate against individuals or groups on the basis of their gender, sexuality, race, religion or disability.

Where **IEP** funding is proposed for matching against other sources, including the bidding organisation's (or bidding partner) own funding, this should be noted at the EoI stage, and full details provided in the Application stage.

No commitment to fund is entered into, and no **IEP** funding can be released until the successful completion of the bid assessment process, **and** both parties sign and agree the terms and conditions of grant. Grant conditions will include the following:

- You will be asked to return grant funding not used for the approved purpose.
- DfES will only pay grant funding against actual spend, we may ask you to return any overpayment.
- The grant funding is not to be used for party political advocacy/activity.
- The Welsh Government must be acknowledged in any publicity about the work assisted by the grant.
- The Welsh Government reserves the right to withhold payment if the grant conditions are not complied with.
- Welsh Government officials, and staff of the Auditor General for Wales, will have a reasonable right of access to all grant related papers and information.

Eligible organisations

To be eligible under the *IEP*, applicant organisations must demonstrate that they have the necessary skills and experience to deliver proposed activities, and their capacity and plans for monitoring and evaluating activities and account for programme costs.

Additional information

In accordance with the Freedom of Information Act 2000, the Welsh Government may be required to make any application for grant available for public scrutiny. In submitting a grant EoI or Application, please indicate if there are any elements which would prejudice substantially your interests if made public. There may, nevertheless, be a public interest in publishing the material.

No exception to the *IEP* assessment process will be permissible. Separate approaches for support or the lobbying of politicians, Ministers and officials regarding these arrangements will disqualify an application from further consideration.

DfES welcomes questions on the *IEP*, which can be submitted to the contact details set out in this Specification. All questions submitted regarding the *IEP* and DfES' responses will be summarised in the Frequently Asked Questions (FAQs) section on the DfES website, which will be updated from time to time as necessary.

Feedback on unsuccessful EoIs/Applications can be provided on request. However, the Welsh Government's decisions are final

4. Further information

All enquiries regarding the IEP should be directed to the DfES International Education mailbox at: international.education@wales.gsi.gov.uk

Or to be sent to:

Nicola Giles
International Education Manager
Department for Education and Skills
Welsh Government
Cathays Park
Cardiff
CF10 3NQ