Sample form, not for offline completion.

Visit https://goingglobalpartnerships.grantplatform.com to apply.

HE Connects 2025: UK–Mexico International Partnerships

This first tab contains a couple of quick questions before taking you through into the main form:

Category:

Select the country of your primary Institutional Partnership

Applicant Name:

This will be prefilled with your account name

Click **Save + Next** when you are ready to move into the first tab.

Applicant name

<input field>

Applications need to be completed by the UK partner.

More detailed information about this call and guidance on how to complete this application can be found here

For any queries, please email Monica: Monica.Angulo@britishcouncil.org

Are you applying as the lead UK partner for this partnership?

◯ Yes

◯ No

Which UK nation is the contracting institution based in?

◯ England

◯ Northern Ireland

◯ Scotland

◯ Wales

The "**contracting institution**" is the UK Lead institution who will ultimately sign the contract and directly receive the grant

Sample form, not for offline completion.

Visit https://goingglobalpartnerships.grantplatform.com to apply.

HE Connects 2025: UK–Mexico International Partnerships

This first tab contains a couple of quick questions before taking you through into the main form:

Category:

Select the country of your primary Institutional Partnership

Applicant Name:

This will be prefilled with your account name

Click **Save + Next** when you are ready to move into the first tab.

Applicant name

_____

CONTRACTING INSTITUTION DETAILS

Title of person leading for contracting institution

_____

Dr, Mr, Mrs, Ms, Miss etc

First Name of person leading for contracting institution

_____

The name you wish to be known as/referred to in emails.

Second/Family name of person leading for contracting institution

_____

Surname/Family name.

What is the Position/Job Title/Designation of the lead within the institution/organisation

_____

Head of Department, Director of Programmes, Professor of Engineering etc.

Gender of lead applicant

▾
Female
Male
Another way
Prefer not to say

How would you describe your gender, or if completing this application for the lead applicant, how do they describe their gender?

Disability

UN convention on Rights of Disabled people states persons with disabilities include those who have long -term physical, mental, intellectual or sensory impairments with barriers may hinder their full and effective participation in society on and equal basis with others.

Does the lead applicant have a disability as defined above?

◯ No

◯ Yes

◯ Prefer not say

Do you have a disability as defined by the UN convention on Rights of Disabled People, or if completing this application for the lead applicant, do they have a disability as defined above?

Institutional email address of lead applicant

When possible try to avoid personal email addresses such as Gmail, Outlook, Yahoo etc.

Linkedin profile of lead applicant (optional)

Lead institution address

Type of institution

▾
Higher Education Institution
Tertiary/Vocational/FE College
Research Institution
Non-Government Organisation
Civil Society Organisation
Other

Department/Faculty or School responsible for this application

Please give the full internal relationship e.g. School of Biological Sciences within the Faculty of Biology, Medicine and Health

Name of Deputy

Person who can deputise for the Lead Person if they are unable to lead the collaboration for any reason

Deputy - current position

Deputy - email address

Name of Head of Department

Country in which partner institution/organisation is based

Partner Institution/organisation name

(please enter full legal name)

Type of institution/organisation

Higher Education Institution
Tertiary/Vocational/FE College
Research Institution
Non-Government Organisation
Civil Society Organisation
Other

Institution/organisation address

Department/Faculty or School

Full name of person leading from partner institution

[ ]

(including title)

Position/Job Designation within institution

[ ]

Institutional email address

[ ]

LinkedIn profile (optional)

[ ]

How would they describe their sex/gender identity?

[▼]

Female

Male

Another way

Prefer not to say

(please check with them)

Disability

UN convention on Rights of Disabled people states persons with disabilities include those who have long -term physical, mental, intellectual or sensory impairments with barriers may hinder their full and effective participation in society on and equal basis with others.

Do they describe themselves as having a disability as defined above?

◯ No

◯ Yes

◯ Prefer not to say

Associated Partners (from both Overseas and the UK) affiliated with:
- Higher Education providers
- Not-for-profit research institutions, establishments, and organisations
- TVET/FE providers
- Other education organisations/charities/foundations/membership bodies
- Not-for-profit organisations, including Non-Governmental Organisations (NGOs)
- For-profit/commercial organisations, including small and medium enterprises (SMEs)
- Branch and satellite campuses of UK Higher Education providers
- Government organisations
- Employer organisations and industry bodies
- Civil Society Organisations (CSOs) and Social Enterprise organisations

Institution/Organisation Name

[ ]

Institution/Organisation type

[▾]

Higher Education providers

Research Institutions, establishments, and organisations

Further Education/ Vocational providers

Branch and satellite campuses of UK Higher Education providers

Education Membership/Autonomous Body

Not-for-profit organisations, including Non-Governmental Organisations (NGOs)

Charity/Foundation

Government organisations

Civil Society Organisations (CSOs) and Social Enterprise organisations

Employer organisations and industry bodies

...

Country in which Associate Partner is based

[ ]

Brief description of institution/organisation   50 words

[ ]

Full name/title of Lead

[ ]

How do they describe their gender

[▾]

Female

Male

Another

Prefer not to say

Role/Contribution to project   50 words

[ ]

How do they add value?   50 words

[ ]

Both the contracting and partnering institutions confirm the following statements. Please note that all of the following statements are minimum requirements and **need to be agreed in order to submit the application.**

If you feel that you cannot confirm these statements then you application cannot proceed.

Neither the contracting nor partnering Lead Person(s) are, or may be, subject of a conflict of interest during the grant award procedure.

◯ I confirm this statement

I have obtained permission to submit this application on behalf of the partnering institutions.

◯ I confirm this statement

Both the contracting and partnering Lead Person(s) and their institutions have the professional resources, competencies and qualifications necessary to complete the proposed action.

◯ I confirm this statement

Neither the contracting nor partnering Lead institution(s) are bankrupt, being wound up, or having their affairs administered by the courts.

◯ I confirm this statement

Neither the contracting nor partnering Lead institution(s) have entered into an arrangement with creditors or suspended business activities or have any analogous situation arising from a similar procedure provided for by national legislation or regulations.

◯ I confirm this statement

Neither the contracting nor partnering Lead Person(s) are guilty of grave professional misconduct proven by any means which the contracting authority can justify.

◯ I confirm this statement

Neither the contracting nor partnering Lead Person(s) have been the subject of a judgement which has the force of res judicata for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the British Council or partner organisations' financial interests.

◯ I confirm this statement

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 institutions nor any of the applicants' employees, partners, directors, shareholders is listed:

• as an individual or entity with whom national or supranational bodies have decreed organisations should not have financial dealings;
• 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.

◯ I confirm this statement

Do any participants require any access adjustments or have any additional support for the funded project activities and reporting stages?

◯ Yes

◯ No

Is this partnership building on a previous or active collaboration between the partners?

◯ No, this is a new partnership

◯ Yes, we are currently collaborating

◯ Yes, we have collaborated previously

How will Partner Institutions sustain connections established during this project life cycle after the end date?

◯ Organically/informally (i.e., the team will need to review outputs first but will keep in touch at least)

◯ This is part of a wider research project, so it will evolve to next stage (funding is in place or funding to be determined)

How will Teams Involved sustain connections established during this project life cycle after the end date?

☐ The departments will set up comms to keep channels open for research collaborations

☐ Mobility of staff/students will be encouraged.

☐ Active research/work (funding in place)

☐ Active research/work (funding to be determined)

☐ Regulatory: Memorandum of Understanding, processes, systems to be developed

Expected number of people involved with/engaged in this project

These need only be approximate figures. In your final report at the end of the project you will give a precise breakdown

	People Based In	Female	Male	In another way	Prefer not to say
1	England				
2	Northern Ireland				
3	Scotland				
4	Wales				
5	Outside of the UK				

Project Description

Project Title   25 words

Provide a short, clear title for your project that clearly explains the focus of the project. There is no need to create acronyms within the title.

Good example: "Bridging Borders: Advancing STEM through transnational education

Proposed start date

Is there a start date beyond which you cannot undertake the project?

◯ Yes

◯ No

Project Purpose   60 words

In 2-3 sentences, describe the overall purpose of your project – why it exists and what it aims to achieve. Focus on the core aim of the project and not detailed outcomes or activities.

Good example: "We aim to promote awareness of TNE regulatory contexts in Mexico and the UK. The project focuses on identifying opportunities for improving online delivery in public HE systems through internationalisation. By enabling environments for online learning and internationalisation, this project aims at expanding learning opportunities in Higher Education" [this is 48 words]

Project Objectives   120 words

List 1-5 clear and specific objectives that the project aims to address. Focus on what your project will actually do or produce. Avoid vague phrases like 'we aim to explore' or 'we will examine' etc.

Good examples:

Design or strengthening of comprehensive institutional strategies for internationalisation or TNE.

Design and implement policy dialogues on quality assurance and regulatory contexts for internationalisation of HE and TNE.

Conduct course and curriculum mappings to identify TNE delivery models and expand online learning opportunities.

Which of the following SGDs will this project contribute towards –

select no more than 5

☐ SDG01 – No Poverty

☐ SDG02 – Zero Hunger

☐ SDG03 – Good Health and Well Being

☐ SDG04 – Quality Education

☐ SDG05 – Gender Equality

☐ SDG06 – Clean Water and Sanitation

☐ SDG07 – Affordable and Clean Energy

☐ SDG08 – Decent Work and Economic Growth

☐ SDG09 – Industry Innovation and Infrastructure

☐ SDG10 – Reduced Inequalities

☐ …

For each of the SDGs you have selected briefly explain how your project contributes to this SDG   75 words

_____

List the SDG number and give one sentence. Good examples

SDG05: by expanding HE global offer through collaborative online learning
SDG17: by establishing partnerships in HE sector for enabling opportunities to leave no one behind.

Activities

What are the

main

activities planned for the proposed project? Select how many

activities

you wish to detail:

▾
1
2
3
4
5

List up to five main activities that you will undertake for this project. Group together similar activities e.g. a series of webinars rather than listing them separately.

Outputs and Benefits by Stakeholder.

For each stakeholder group below, provide a brief description of the anticipated outputs (what will be produced or delivered) and benefits (what improvements or gains are expected).

Anticipated   200 words

outputs for the UK institution

(in relation to its international strategy)

_____

Describe specific, tangible outputs that will be created or delivered for your institution (in relation to its international strategy). These could include resources, tools, publications, workshops, events, new processes, or formal agreements. Focus on what the project will produce, not general aims or activities. Good examples:

• Publication/review of a comprehensive strategy for internationalisation and TNE partnerships.

• Enable UK TNE in the Americas by expanding online learning opportunities

Anticipated

benefits for the UK institution

(in relation to its international strategy)

Describe what your institution will gain or improve as a result of the project (in relation to its international strategy). These may include improved skills or knowledge, increased visibility, stronger networks, or better alignment with strategic goals. Good examples:

• Long-term, sustainable and scalable UK-Mexico partnerships in Higher Education.

• Enhanced internal understanding of Mexican quality assurance processes and systems.

Anticipated 200 words

outputs for your department

Describe specific, tangible outputs that will be created or delivered for your department/faculty. These could include resources, tools, publications, workshops, events, new processes, or formal agreements. Focus on what the project will produce, not general aims or activities. Good examples:

• Lead course mapping for curriculum design/strengthening more suitable for internationalisation and collaboration with Mexican HE institutions.

• Co-designed surveys and insights on student preferences for internationalisation and online learning.

Anticipated 200 words

benefits for your department

Describe what your department/faculty will gain or improve as a result of the project. These may include improved skills or knowledge, increased visibility, stronger networks, or better alignment with strategic goals. Good examples:

• Improved staff capacity to embed internationalisation/TNE themes in curriculum design.

• Increased opportunities for academic staff to engage in international collaborations.

Anticipated 200 words

outputs for your partner(s)

Describe specific, tangible outputs that will be created or delivered for your partner(s). These could include resources, tools, publications, workshops, events, new processes, or formal agreements. Focus on what the project will produce, not general aims or activities. Good examples:

• Publication/review of a comprehensive strategy for internationalisation and TNE partnerships.

• Public-facing webinar to share findings of policy dialogues and project.

Anticipated 200 words

benefits for your partner(s)

Describe what your partner(s) will gain or improve as a result of the project. These may include improved skills or knowledge, increased visibility, stronger networks, or better alignment with strategic goals. Good examples:

• Stronger institutional positioning for future partnerships with the UK in Higher Education.

• Enhanced internal understanding of UK's quality assurance processes and systems.

OUTCOMES

What are the expected outcomes of the proposed project?

List up to five expected outcomes of your project. These should include a mix of *hard* outcomes (such as tangibles, tools, or uptake) and *soft* outcomes (such as capacity development, relationship building, or increased understanding).

Focus on what will change, improve, or be achieved as a result of your project — **not what activities you will do**.

Outcomes should be specific enough to support monitoring and evaluation later.

Expected Outcome 1   200 words

```
[                                                                                                              ]
```

Example Hard Outcomes

Tools - Publication of comprehensive strategy for internationalisation with guidance for the development of TNE partnerships.

Formal Agreements - A memorandum of understanding of future joint programme development is signed between Mexican and UK HE institutions.

Policy - project findings and dialogues formally feed into the strengthening of quality assurance processes in Mexico and the UK.

Institutional Practice - A new template for tracking student preferences for internationalisation is introduced by partner institutions by project's completion.

Example soft outcomes:

Networks - faculty, researchers and offices of internationalisation establish formal channels for regular communications on UK-Mexico collaboration in Higher Education and STEM.

Capacity building - staff from institutions gain skills in analysing trends in Higher Education and TNE.

Mutual Understanding - UK and Mexican staff develop shared insight into each other's curriculum design challenges through co-teaching pilot modules.

Outcome 1 timeframe

◯ Immediate outcome – within 1 month of end of project

◯ long-term outcome – 12 months+ after project finishes

Expected Outcome 2 (optional)   200 words

```
[                                                                                                              ]
```

Example Hard Outcomes

Tools - Publication of comprehensive strategy for internationalisation with guidance for the development of TNE partnerships.

Formal Agreements - A memorandum of understanding of future joint programme development is signed between Mexican and UK HE institutions.

Policy - project findings and dialogues formally feed into the strengthening of quality assurance processes in Mexico and the UK.

Institutional Practice - A new template for tracking student preferences for internationalisation is introduced by partner institutions by project's completion.

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Capacity building - staff from institutions gain skills in analysing trends in Higher Education and TNE.

Mutual Understanding - UK and Mexican staff develop shared insight into each other's curriculum design challenges through co-teaching pilot modules.

Outcome 2 timeframe (optional)

◯ Immediate outcome – within 1 month of end of project

◯ long-term outcome – 12 months+ after project finishes

Expected Outcome 3 (optional)   200 words

┌───┐
│   │
└───┘

Example Hard Outcomes

Tools - Publication of comprehensive strategy for internationalisation with guidance for the development of TNE partnerships.

Formal Agreements - A memorandum of understanding of future joint programme development is signed between Mexican and UK HE institutions.

Policy - project findings and dialogues formally feed into the strengthening of quality assurance processes in Mexico and the UK.

Institutional Practice - A new template for tracking student preferences for internationalisation is introduced by partner institutions by project's completion.

Example soft outcomes:

Networks - faculty, researchers and offices of internationalisation establish formal channels for regular communications on UK-Mexico collaboration in Higher Education and STEM.

Capacity building - staff from institutions gain skills in analysing trends in Higher Education and TNE.

Mutual Understanding - UK and Mexican staff develop shared insight into each other's curriculum design challenges through co-teaching pilot modules.

Outcome 3 timeframe (optional)

◯ Immediate outcome – within 1 month of end of project

◯ long-term outcome – 12 months+ after project finishes

Expected Outcome 4 (optional)   200 words

┌───┐
│   │
└───┘

Example Hard Outcomes

Tools - Publication of comprehensive strategy for internationalisation with guidance for the development of TNE partnerships.

Formal Agreements - A memorandum of understanding of future joint programme development is signed between Mexican and UK HE institutions.

Policy - project findings and dialogues formally feed into the strengthening of quality assurance processes in Mexico and the UK.

Institutional Practice - A new template for tracking student preferences for internationalisation is introduced by partner institutions by project's completion.

Example soft outcomes:

Networks - faculty, researchers and offices of internationalisation establish formal channels for regular communications on UK-Mexico collaboration in Higher Education and STEM.

Capacity building - staff from institutions gain skills in analysing trends in Higher Education and TNE.

Mutual Understanding - UK and Mexican staff develop shared insight into each other's curriculum design challenges through co-teaching pilot modules.

Outcome 4 timeframe (optional)

◯ Immediate outcome – within 1 month of end of project

◯ long-term outcome – 12 months+ after project finishes

Expected Outcome 5 (optional)   200 words

```

```

Example Hard Outcomes

Tools - Publication of comprehensive strategy for internationalisation with guidance for the development of TNE partnerships.

Formal Agreements - A memorandum of understanding of future joint programme development is signed between Mexican and UK HE institutions.

Policy - project findings and dialogues formally feed into the strengthening of quality assurance processes in Mexico and the UK.

Institutional Practice - A new template for tracking student preferences for internationalisation is introduced by partner institutions by project's completion.

Example soft outcomes:

Networks - faculty, researchers and offices of internationalisation establish formal channels for regular communications on UK-Mexico collaboration in Higher Education and STEM.

Capacity building - staff from institutions gain skills in analysing trends in Higher Education and TNE.

Mutual Understanding - UK and Mexican staff develop shared insight into each other's curriculum design challenges through co-teaching pilot modules.

Outcome 5 timeframe (optional)

◯ Immediate outcome – within 1 month of end of project

◯ long-term outcome – 12 months+ after project finishes

How will you assess whether your outcomes have been achieved?   100 words

```

```

Briefly explain how you will review whether the project has achieved its intended outcomes. Focus on what information you will collect and how you will use it. This could include feedback from participants, review meetings with partners, or evidence of behaviour or practice change.

You are not expected to submit a full evaluation plan — just give a clear sense of how learning and reflection will happen and what success looks like. Good examples:

• A post-project review meeting with partners will reflect on each outcome and identify follow-up actions.

• Pre- and post-surveys will assess changes in participant knowledge and confidence.

• Outputs will be reviewed against the original objectives and updated in a final report shared with all stakeholders.

Please clarify whether this project is:

◯ Part of an ongoing or phased initiative (e.g. one of several rounds)

◯ A standalone project with defined start and end points.

Explain what aspects of the project will continue, be embedded, or lead to further collaboration with or without British Council funding.

150 words

This could include; Continued collaboration between institutions or staff; Integration of resources or tools into regular teaching or strategy; Internal follow-up (e.g. institutional investment, research spin-offs); Wider dissemination (e.g. open sharing, uptake by others). Good examples:

• This is a standalone pilot project. However, both partners have agreed to apply jointly for a follow-up phase with other co-funding.

• Workshop content will be embedded into an existing first-year teaching module, ensuring continued delivery without additional funding.

• The institutions will explore future joint research bids under their bilateral agreement, building on this collaboration.

• A WhatsApp group and internal network will be maintained by participants for ongoing peer learning and informal exchange.

• Staff who took part in the project have committed to internal knowledge-sharing sessions, ensuring skills and insights are passed on.

Applicants need to show how the proposed project will contribute to reducing gender inequalities in partnering institutions and countries.

GENDER – Please use the sections below to describe the intended impacts that the project will have on gender equality (taking into consideration the intersectionality with other EDI identities

https://www.britishcouncil.org/about-us/our-values/equality-diversity-inclusion

Gender and Equality Diversity and Inclusion (EDI) Statements

For further information on the British Council's approach see our Equality Policy here: https://www.britishcouncil.org/about-us/our-values/equality-diversity-inclusion

Analysis
- what are the key gender equality issues that are relevant to your project and how it will contribute to addressing these?

200 words

Include data and evidence to support your analysis of the relevant gender equality issues. This should include issues relevant to the theme of your project and to the team that will deliver it. Good examples could include:

• Proportion of women and men accessing Higher Education in the target country; data and analysis of groups that are particularly under-represented e.g. disabled women, low income women, women from rural locations etc.

• Gendered barriers to Higher education e.g. access to finance, discriminatory cultural and social norms

• Extent to which there is a gender balance in the target areas of study addressed by the project

• Gender balance of staff (male/female/other gender identities) in the target institutions and representation at senior levels

Measures

– what measure will be put in place to ensure equal and meaningful opportunities for women, girls, and minority genders, including project design and team composition as well as activities and outcomes

[ ]

Think about the barriers to participation and engagement in the project and how you will overcome these through your project plan and activities. Good examples could include:

• Holding confidence building sessions and women only focus groups to overcome restrictive gender norms that limit on women's voice and influence

• Planning and delivering training and workshops at times that respect the disproportionate unpaid care expected and safety needs of women

• Measures to attract women to HE and/or to study subjects where they are under-represented e.g. through promotion campaigns, role models, targeted scholarships etc

• Proactive interventions to enhance opportunities for women's leadership and raising of academic profile to counter gender norms that lead to underrepresentation of women in leadership etc.

Expected impact

– what is the expected impact of the project (benefits and losses) on people of different genders, both throughout the project and beyond

[ ]

Describe how the project will impact women, men and people with diverse gender identities. In particular, show how the project will reduce the gender inequalities that have been set out in the previous question. Good examples may include:

• Increase in women in leadership positions in tertiary education

• Enhanced awareness of good practice to address gender inequalities

• Increase in quality research outcomes that address local and global challenges through a gendered lens

• Female students are upskilled with relevant skills, including for employability or entrepreneurship, community outcomes, or soft skills

Risks

- How will any risks or unintended negative consequences on gender equality will be avoided

[ ]

How will any risks and unintended negative consequences on gender equality be avoided or mitigated against, and monitored? Good examples might include:

• Restrictive gender norms that limit access to opportunities and meaningful participation

• Safeguarding risks including sexual and gender-based violence

• Unpaid care responsibilities limiting ability to access opportunities

Outcomes and Outputs

- How will relevant outcomes and outputs will be measured in order to demonstrate impact on gender equality including with disaggregated data.

[ ]

Give details about relevant outcomes and outputs that are being measured and how specifically will this be done.

Any outcomes that are looking at changes related to people such as improved knowledge, skills, awareness, attitudes etc. should be included here and should be disaggregated by sex/gender.

Lessons Learned 200 words

- How are you planning to share lessons learned within your community (institute/university)?

<div>_____</div>

EQUALITY, DIVERSITY and INCLUSION

Is this project including or addressing any additional Equality, Diversity and Inclusion aspects (e.g. age, disability, race/ethnicity, religion/belief, sexual orientation and socio-economic background)?

Please specify the groups included and how they will benefit from the activities 200 words

<div>_____</div>

ENVIRONMENTAL IMPACT

What is the expected impact of the proposed project on the climate and environment (both throughout the project and beyond)? 300 words

<div>_____</div>

If travel is planned, please provide justification why travel is essential to ensure project outcomes and impact 300 words

<div>_____</div>

What measures will you take to minimise the impact on the environment or limit the carbon footprint of travel? 300 words

<div>_____</div>

ODA REQUIREMENT: RELEVANCE TO ECONOMIC DEVELOPMENT, SOCIAL WELFARE, AND ENVIRONMENT

Describe how the project and planned activities will contribute to the economic development and social welfare of the overseas country. These can develop over the medium term (3-5 years) but the connection to the project outcomes needs to be clear: 300 words

<div>_____</div>

Total funding requested from the British Council (maximum £20,000)

<div>_____</div>

Co-funding:

Will you be receiving direct monetary funding from other sources?

◯ Yes

◯ No

Benefit in Kind:

Will you be receiving any indirect benefit in kind (e.g. free use of equipment or premises; uncharged staff time etc).

◯ Yes

◯ No

Please give the last four digits of the bank account that the grant will be paid into if your application is successful:

[   ]

We ask for this now so we can check whether your institution is already set up on our finance systems. Should your application be successful we will send you a full bank details declaration form

Budget – direct and indirect costs. Please complete the

mandatory Budget Sheet

found in the call documents.
Note – we will not accept any alternative version.

⤒

Summary of budget

Please complete the table below from the "Summary of Sections Above" lines in the 'Grant Budget Template' spreadsheet -

found here

	Budget section	Total Costs	Covered by Grant
1	Total Human Resource/Staff Costs		
2	Total Expertise Costs		
3	Total Travel and Subsistence Costs		
4	Total Operational and Activity Costs		
5	Total Marketing and Communication Costs		
6	Total Miscellaneous Costs		

Ethics

How will you ensure that activity will be carried out to the highest standards of ethics and research integrity, at least equivalent to those of the UK?	200 words

[   ]

How potential ethical and health and safety issues arising as part of this collaboration have been considered, and how will they be addressed?	200 words

[   ]

Risk Management

What are the key risks in implementing this project, and how will you manage/mitigate them?

Please consider related risk and safeguarding measures that may be needed.

Please detail each risk below by clicking 'Add new'

Please note: you are required to enter at least one risk in order to submit the form.

Details of Risk   150 words

[ ]

Details of risk management approach   150 words

[ ]

Please describe your communication and dissemination plan during and after the project using below indicators:

Why   200 words

– what you hope to accomplish by telling people about your project`s work. Your communication goal(s)

[ ]

What   200 words

– what you want to disseminate

[ ]

To whom   200 words

– your audiences for general and also for specific communication

[ ]

How   400 words

– how you plan to disseminate information about your project?

[ ]

When   200 words

– how often and when you will communicate about your project

[ ]

Will intellectual property created through the collaboration be protected?

◯ Yes

◯ No

CV for the Lead Person at Contracting Institution

⬆️

CV for the Lead Person from each Partnering institution listed in Section 1

⬆️

Signed letter of support from the Head of Department (or equivalent) of the Contracting Institution

⬆️

Including expression of the commitment and willingness to receive funding and to sign the standard grant agreement with the British Council without negotiation. Sample contract is made available during the application process as part of the call documentation.

Signed letter(s) of support from the Head of Department (or equivalent) of the Partnering Institution(s) listed in Section 1.

⬆️

The British Council will use the information provided in the application for processing the application, making any consequential grant award, for the award payment, monitoring, maintenance, and review of the award.

To carry out the selection process for this grant, we may also share your information with our national partner organisations. The reason for this is that in countries where we work with partner organisations, the final decision on grants will be made in collaboration with them.

British Council complies with data protection law in the UK and laws in other countries that meet internationally acceptable standards.

British Council complies with data protection law in the UK and laws in other countries that meet internationally accepted standards.

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 have concerns about how we have used your personal information, you also have the right to complain to a privacy regulator.

For detailed information, please refer to the privacy section of our website, https://www.britishcouncil.org/privacy-cookies/data-protection or contact your local British Council office. We will keep your information for a period of 7 years from the time of collection.

I have read and understood the above

◯ Yes

◯ No

I am willing for the British Council to share your information with partner organisations for the purpose of this funding application (please note; if you do not agree to this we may not be able to consider your application for funding).

◯ Yes

◯ No