

APEEE CALL FOR PROJECT PROPOSALS, AUTUMN 2023 (for funding of projects to start in January 2024)

BACKGROUND

In October 2018, the APEEE introduced our “Financial procedure to award funding on school- related projects,” a procedure intended to make the APEEE’s spending more structured and focused, according to pre-defined objectives; to create a transparent and fair process; and to promote equal access to APEEE funding for all members of the school community. The procedure is intended primarily to guide spending of the APEEE’s so-called “non-operational funds”, those based on fundraising activities but also on reserves generated through fees.

The procedure is structured around active calls for project proposals with a fixed purse attached. These calls allow members of the school community to propose projects or initiatives that can be weighed against APEEE objectives and priorities. The procedure encourages all requests to be made through a standard template and through the formal calls and expects that funding will be requested well before the start of projects, and when needed, have prior approval of the school management.

CALL DESCRIPTION

Call Launched: Friday, 6 October 2023

Call Deadline: Sunday, 12 November 2023

Project Period: For projects starting as early as January 2024 and as late as May 2024. Funding duration is one year after the start of the project.

Total Funds Available: 7000 EUR

Maximum Amount per Project: 1500 EUR

Date of Decision: Thursday, 14 December 2023

OBJECTIVES

The APEEE has defined several over-arching objectives to be met through the funding of projects and initiatives¹. In this call, APEEE will give priority to projects with one or more of following characteristics:

¹ The Board will define the criteria of attribution of the financial contributions to the project, taking into account to what extent it has the following characteristics: a) Have an innovative pedagogical nature; b) Promote high- quality education; c) Contribute to the well-being of students; d) Contribute to the development of a school and community ethos; e) Promote equality, tolerance and/or diversity; f) Promote sustainability and healthy habits; g) Prevent disciplinary problems and risky behaviours; h) Promote a wide participation by parents in school life; i) Help in finding solutions to problems which parents face regarding their children's education; and j) Improve communication between parents and the school.



1. Foster diversity and inclusion; confront discrimination on the basis of age, race and ethnicity, national origin, social origin, religion, disability, gender or sexual orientation. Promote solidarity projects, including those focusing on global inter-connectedness or inter-generational dimensions.
2. Create safe and friendly indoor and outdoor spaces for all, including pupils with disabilities, on the EEB1 sites. Promote innovative outdoor activities aimed at students. Promote and support student clubs, school teams and grassroots campaigns, including but not exclusively those aimed at children's rights, youth empowerment and civic action.
3. Contribute to the EEB1 school ethos and promote relations between sections; build bridges between the Uccle and Berkendael communities.
4. Nurture art, music, culture and other forms of free expression in our school.
5. Deliver sustainability and "green" or ecological initiatives; support environmental advocacy or environmental education.
6. Support community physical and mental well-being, including mindfulness and stress management; promote early intervention and peer support; explore issues of self-awareness, self-doubt and self-harm; examine topics related to affectivity and sexuality; address substance abuse and other addictive behaviours; educate about the benefits of nutrition and exercise.
7. Support the use of digital technologies in the classroom and other eLearning initiatives favouring innovative applications of or approaches to eLearning.
8. Promote activities to educate pupils on safe use of internet; improve digital and media literacy to counter mis- or disinformation; address social media and gaming addictions; understand and prevent cyber bullying; promote safe surfing and online identity awareness; confront the effects of sexually-explicit online content; and explore other issues related to ubiquitous online behaviours.
9. Complement or enhance existing pedagogic programmes or programmes pre-approved by the school management.

In general the APEEE endeavours to strike a balance between different objectives and strives for a good distribution of projects over different cycles, sections and sites, in a particular year and over time.



ELIGIBILITY

Projects can be submitted/organised by any member of the school community, including parents, students and staff of either the school or the APEEE/APEEE Services. Projects submitted through this call cannot be sponsored or organised by people external to the school community. Income generated by the project should be reinvested in the action; for-profit initiatives will be viewed unfavourably. Projects requiring close collaboration with the school must present written confirmation of the support of the school director or a deputy director. Projects must be submitted within the dates laid out above to be eligible for funding during the period.

SELECTION CRITERIA

Projects will be weighed based on characteristics defined above as well as the following general criteria:

1. quality of the design and implementation methodology (e.g. clear lines of responsibility, a priori agreement with the school when applicable, a clear implementation plan, clear reporting processes and timelines)
2. expected impact of the proposal, including
 - total number of students or parents affected or potentially affected by the project
 - coverage of different sites, cycles/levels and sections
 - perceived seriousness of the issue
 - potential efficacy of the project
3. general financial viability of the project, including the contribution required from the APEEE and whether the remaining funding is assured
4. any positive or negative experience from previous funding awards, including their methodology and their impact.

REMARKS

The applicant for funding is responsible for the implementation and final delivery of the project and for the provision of supporting documentation and invoices.

While the APEEE is committed to the success of the projects, the APEEE leaves autonomy and responsibility to the project initiators/coordinators to make the necessary contacts and obtain the necessary permissions to realise the activities and achieve the results.

As the APEEE endeavours to distribute the available purse widely to different segments of the school community and to cover its different objectives, the APEEE may choose to contribute to a project's budget (or meet the budget request) only partially. Projects will be decided on their own merits; the APEEE may therefore choose to allocate only part or none of the funds available.

Please provide correct information on the use of funds during the application procedure. APEEE discourages the reallocation of funds after approval of funding. Prior authorisation is required for any funding reallocation, and failure to obtain this may be grounds for overturning the original decision.



Projects awarded funding are asked to give appropriate credit to the APEEE in written and oral presentations and promotions. This includes the use of the APEEE logo when appropriate.

All projects awarded funding must submit a final debriefing report describing the results of the project, including unexpected developments, its impact and possible improvements. If possible, the report should include the evaluation/feedback of participants. This report should be based on quantitative data as well as qualitative arguments.