



# MBNA INSPIRING EDUCATION PROGRAMME 2018-2020

***“Through my education, I didn’t just develop skills,  
I didn’t just develop the ability to learn,  
but I developed confidence”.***

**Michelle Obama**

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## 1. INTRODUCTION TO THE FUND

A note from the Chairman of the MBNA Foundation and Zoe Sheppard, CEO, Cheshire Community Foundation.

Thank you for considering applying for funding through the MBNA Inspiring Education Programme and for taking the time to read our criteria.

The education sector partners we work with through our charitable giving have highlighted that participation in extracurricular and co-curricular activities regularly leads to better academic, psychological and behavioural adjustment in young people and that organised activities have been linked to higher grades, improved self-esteem, resilience and reduced engagement in risky behaviours.

Having previously delivered similar programmes in partnership with MBNA for primary schools, this particular programme is specifically designed to support the delivery of new and extended extracurricular activities at the secondary education level (state High Schools, Academies or Multi-Academy Trusts). The aim is not only to enhance and complement the National Curriculum, but also to provide increased opportunities for young people, allowing them to continue to develop their passion and inspiration for learning - which already started at primary school – whilst being supported to try new activities at a time of increasing exam and social pressures.

We are looking forward to receiving your application and seeing how these activities can make a difference to young people.

**Sean Humphreys**

**Chairman MBNA Foundation**

**Zoe Sheppard**

**CEO, Cheshire Community Foundation**

## 2. PROGRAMME OUTCOMES

The programme wishes to fund **new or extended** extracurricular activities and co-curricular activities at **secondary education level**. New is defined as not currently being delivered through current enrichment/after school programmes. Extended refers to activities already happening which can be increased, enhanced or delivered to additional cohorts (including vulnerable young people) which promote strong outcomes.

**Extracurricular activities** are defined as those activities which are not part of the academic curriculum, but which are an integral part of a young person's educational environment. Extracurricular activities include, but are not limited to, sports, singing, music, debate, dance, drama, social and emotional support services – in short, activities which help intellectual, emotional and moral development.

We also recognise the benefits of co-curricular activity – activity that is related to the classroom content but which focuses on character building, moral values, physical growth and creativity.

**Co-curricular activities** are vital, even though they are not a part of the core curriculum, as they play a very crucial role in giving young people the ability to shape their own lives, aspirations and future direction and to ultimately become well-rounded people.

We are particularly looking for activities which are designed to empower young people by encouraging student participation in learning (and having a say about what is delivered), whilst also creating a strong likelihood of all-round development. This can be critical not only in helping young people develop in positive ways, but also in helping to avoid behaviour problems and conflict.

**We are therefore looking to fund projects which can meet one or more of the following five key outcomes:**

- **Improved mental and emotional health and wellbeing**

Instilling a sense of competitive spirit, leadership, cooperation and team working will help young people feel better able to cope with other parts of their lives. Learning new activities and skills will help young people gain self-confidence (a skill needed at every stage of life), particularly social skills like negotiation, cooperation, conflict resolution and teamwork in a fun-filled and relaxed environment. The activities will also help them learn to interact well with others and increase self-esteem. Everyone wants to find something that they are good at. Taken together, this can contribute to improved mental and emotional health and wellbeing.

- **Increased interpersonal skills and resilience**

A club activity which is leadership-oriented for example, can help students learn essential skills in management and delegation, while a debate or speech club can provide additional public speaking practice for students. Sports often have the effect of fostering strong team-building skills, increasing resilience and encouraging timekeeping.

- **Increased participation in learning**

Extracurricular activities can also enable young people to pursue interests, which could help them decide what they want to focus on in higher education. Studies have shown that young people pursuing their hobbies are also able to achieve better results in their studies. Their academic performance improves as they learn to balance their co-curricular and extracurricular activities with their academic study. They also better understand how to manage their time efficiently as they increase their interests in school. Activities like participation in debates, drama, music, sports etc. can all help in achieving the wider purpose of a better education.

- **Increased sense of belonging**

Young people can also use these activities to explore interests they've never encountered before, leading to participation in a range of different areas. Extracurricular and co-curricular programmes can be great fun and offer young people the opportunity to spend time with others who have similar interests. Students can meet friends from different social groups by joining a sports team, working on a student newsletter group or trying out a new creative activity with others.

- **Increased leadership and advocacy**

When students in their early teens are given responsibility or a task to handle themselves, they become more efficient in dealing with such situations when they are supporting others and leading them to achieve something together. This fosters a sense of responsibility, accountability and a culture of helping others.

### 3. PROGRAMME PRIORITIES

We would give priority to applications which:

- Can demonstrate good practice and a clear rationale for the why the project activity would be successful - and be able to record and demonstrate the impact of the activity.
- Provide opportunities for young people to get involved in the planning, design, delivery and evaluation (See also Section 12)
- Demonstrate innovative approaches designed to respond to clearly defined need, including the use of digital technology, as appropriate.
- Are from Schools, Academies and Multi Academy Trusts working in areas of high deprivation or rural isolation which have high levels of Pupil Premium (England) or Pupil Development Grant (Wales)
- Target vulnerable young people in need of confidence building to re-engage in education
- Are from areas which are most densely populated by MBNA staff working at MBNA's Chester Campus (see Section 5 Who Can Apply).

#### 4. GRANT FUNDING AVAILABLE

##### c.£600,000 fund over three years

**In 2018**, there will be c.£200,000 of funds available for one-year projects in Cheshire and Warrington (maximum £8000 – typical average size £6500).

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#### 5. WHO CAN APPLY

- **State secondary education establishments** (referred to in the remainder of this document as “schools”) are as follows: **State** Secondary Schools, Academies and Multi Academy Trusts (MATs), Faith Schools and Special and Alternative Schools – but **not** pre-school groups, Primary Schools, Agricultural Colleges, Independent Schools, Local Authorities, FE Colleges or Sixth Forms.
- **State schools must be nominated to apply by an MBNA Associate who has a personal connection to the school.** The link to the application form can only be accessed through this nomination and the name of the nominee must be referred to in the application. **Note:** The majority of MBNA Associates live in areas within travelling distance of the MBNA Chester Campus and so we expect to receive the majority of applications from schools in Cheshire West and Chester, Cheshire East, Warrington, Denbighshire, Flintshire and Wrexham.
- All applications must be submitted by a senior leader at the school, with an additional, second point of contact and the School Head must sign off the application.
- Schools may apply to deliver new or extended activities **themselves using their own resources - or in partnership with other schools.**
- We are also keen to receive applications that are **delivered as a partnership between schools and charitable organisations**, so that this funding also supports Third Sector organisations and enables them to share their skills and expertise on particular issues relevant to young people. Registered charities, constituted community groups and other charitable organisations including Community Interest Companies (CICs) would be eligible.
- National charitable organisations can be a school partner, provided they have a local presence (areas which are most densely populated by MBNA staff who work at MBNA’s Chester Campus) and knowledge or experience of running extracurricular or co-curricular activity.
- In all cases above, the maximum grant is £8000 (typical size £6,500) and there must be a single secondary education establishment **as the lead applicant** - and all other partners must be eligible for funding.  
**Note:** Schools may contract with **private sector organisations** as service providers. There must be a clear rationale and strong outcomes can be achieved. Private sector service providers would not be considered as full partners to an application.

## 6. FUND PARAMETERS

- The fund will support **new or extended** activities for young people **in state secondary education** when the programme begins - including activities that are accessible to young people who might not have appropriate support systems around them to easily take part in activities. **For example:** disabled young people; young people in care or receiving accommodation from a local authority; young people in contact with the youth justice system; young people from Black and Minority Ethnic (BME) groups; Lesbian, Gay, Bisexual and Transgendered (LGBT) young people; young people from lower social economic groups; young people who may experience chaotic lifestyles.
- Schools that can draw in match funding are positively welcomed; e.g. where school and/or community fundraising activity has taken place, though this is not mandatory.
- Applications can deliver activities in a range of contexts and settings. **For example:** online, in clubs and groups, via outreach into communities - either informally, or as part of structured programmes. We expect projects to take place before or after school, during lunch or in the holidays. Unless an exceptional case can be made, **we are unlikely to fund projects, which take place during school curriculum time**, where children or young people are being taken out of class to attend.
- Applications should demonstrate how they will engage young people to keep taking part in ongoing, regular activities.
- Activities do not have to be led by young people, but it is important to have **consulted with the young people** in the planning and design to find out what they would want for themselves.
- Schools can apply for one-off grants of up to £8,000. Typically, average grant awards are expected to be in the region of £6,500. To secure the top level maximum grant, projects will need to demonstrate lasting benefit.
- Schools can apply to the fund only once in each round – there may be opportunities for repeat funding in subsequent rounds (subject to clear evidence of learning and strong outcomes).
- Applicants must be able to **use the grant in full within 12 months** of it being awarded.

## 7. INELIGIBLE ACTIVITIES

- Activities already being delivered – this programme is for **new or extended** activities.
- Activities which secondary education has a **statutory duty to provide** as part of the National Curriculum.
- Double funding of activities which have already secured funding under other government initiatives such as **Pupil Premium, Pupil Development Grant, the Healthy Pupils Capital Programme and 5x60 Programme.**
- Activities promoting party political activity.
- Activities generating private profit.
- Trips abroad - or residential activities outside of the school.
- General teacher training and professional development (Note: we recognise that school staff may need an element of training to deliver an activity - for example, learning about a new software package/technology etc. We would consider some training costs as part of the project budget for the specific activity).
- Funding of activities retrospectively i.e. anything that has already been paid for or has already taken place or any costs incurred prior to receipt of a grant offer and signed terms and conditions.
- Activities in pre-school groups, Primary Schools, Agricultural Colleges, Independent Schools, Local Authorities, FE Colleges or Sixth Forms.
- Applications from individuals.
- Building work, infrastructure or refurbishment work, routine repairs and maintenance
- Capital purchases which exceed 20% of the total project costs
- General fundraising campaigns or appeals.
- Any costs you incur when putting together your application.
- Day-to-day running costs (for example, utility bills, council tax, rent and insurance).
- Fundraising activities for your school.
- Items that mainly benefit just one individual (for example, equipment that is not shared).
- Ongoing core staff costs (including salaries of permanent or fixed term staff). If you have a suitably qualified member of staff on your payroll, whose hours you are extending so that they can work on the project activity, the cost of their **additional hours** spent on the project can be included - you will need to tell us about the role they will undertake.
- As mentioned above, the programme is open to faith-based schools and partner faith based charitable organisations. However, we cannot fund the practice of religion or any activities that actively promote religion or particular belief systems (or indeed the lack of belief). This is because these activities could exclude people from accessing an activity on religious grounds.
- We would expect all organisations to be able to be able to evidence the practical implementation of their diversity policy, so that people from all faiths - or none - can become a member of staff, board member, volunteer, or benefit from the work.

## 8. QUALITY PRINCIPLES TO CONSIDER

- Clear evidence of need for the project.
- Involvement of young people in the planning, delivery and evaluation (see also Section 12).
- Evidence of benchmarking/consultation with young people for the activity which will be delivered.
- An understanding of what national best practice looks like for the activity and how this might be relevant.
- Clear safeguarding policies and procedures and a strong safeguarding culture. This includes an up-to-date Safeguarding Policy and a named Designated Safeguarding Officer, confirmation that all eligible staff, Board members and volunteers have a Disclosure and Barring Service Check and ensuring that all staff, volunteers and governing Board members attend appropriate safeguarding training for their roles.
- A well costed budget which represents good value for money.
- Strong tools and techniques to measure and report on positive changes made (including, where appropriate, using appropriate digital tools and techniques relevant to young people).

## 9. WHEN TO APPLY

### Year 1

**1<sup>st</sup> July 2018 to 1<sup>st</sup> Sept 2018** – MBNA staff nomination process for secondary education organisations to apply.

**Online Application form available to apply from 1<sup>st</sup> September to midnight 28<sup>th</sup> Sept 2018 – IMPORTANT: Cheshire Community Foundation and MBNA reserve the right to close the programme early if we reach 250 applications sooner than the deadline - therefore groups are encouraged to apply early.**

**12<sup>th</sup> October 2018** – All applications first stage assessed. **50 of the applications** go through to full assessment (declined applications not progressing beyond the first stage will be notified).

**9<sup>th</sup> November 2018** – Applications fully assessed – this may include a brief telephone call to clarify aspects of your application.

**7<sup>th</sup> December 2018** – **approximately 30 successful grantees awarded one-year grants** which must commence delivering activity by **4/1/19**.

### Year 2

**March 2019** – MBNA staff nominate secondary schools to apply. Cheshire Community Foundation send links to the nominated schools, academies and MATs, encouraging schools who have not previously had funding to apply. In year 2 we will be considering a process for larger scale grants for partnerships of schools coming together to apply.

**End April 2019** – Submission Deadline. We reserve the right to close the programme early **if we reach 250 applications sooner** than the deadline - therefore groups are encouraged to **apply early**.

**May 2019** – All applications first stage assessed. **50 of the applications** go through to full assessment (declined applications not progressing beyond the first stage will be notified).

**June 2019** – Applications fully assessed – this may include a brief telephone call to clarify aspects of your application.

**July 2019** – **approximately 30 successful grantees awarded one-year grants** which must commence delivering activity in **Sept 2019**.

### Year 3

**Will be a similar format to Year 2.**

## 10. TYPICAL EXAMPLES OF ELIGIBLE PROJECTS

**The following new or extended activities which take place before, after school, during lunch or in the holidays are eligible:**

- Arts and performance arts/music
- Clubs/special interest activities
- Community activities – including partnerships with youth clubs
- The setting up of competitive/sports teams (but not supporting existing competitive/sports clubs)
- Cookery
- Skills to equip/inspire young people to go onto Higher Education
- Cultural activities
- Financial literacy awareness
- Leadership skills
- Media skills
- Outdoor education, including forest school activities (but not residential activities)
- Social/community challenges/social action activities
- Awareness raising sessions for issues facing young people (examples include - but are not limited to - drug and alcohol awareness, suicide prevention, understanding mental health)
- Speech and debate activities
- Sports and recreational activities
- Technology skills - including digital literacy - which do not duplicate the curriculum.

**Other positive elements for young people supported could include:**

- Making new friends and feeling less isolated
- Being better able to cope with the normal stresses of life and being more active, productive and having a sense of purpose
- Being better able to talk about their mental health and wellbeing in new ways, with new people
- Being better able to take positive action for themselves or others

## 11. DOCUMENTS TO ACCOMPANY APPLICATION

- **A list of the names of your Governors**
- **A copy of your governing document (e.g. constitution, memorandum and articles or set of rules)**
- **A copy of your most recent annual accounts**
- **A photocopy of a bank statement no more than 3 months old. The bank account must be in the name of the secondary school applying**
- **Copies of your safeguarding and equal opportunities policies**

## 12. FINAL TIPS WHEN APPLYING

- Involve young people in design, benchmarking, planning, delivery and evaluation – ask young people for advice. A useful resource can be found on the **Big Lottery Fund** website **How to Involve Young People in Your Project**  
<https://www.biglotteryfund.org.uk/research/children-young-people-and-families/working-with-young-people>
- Where appropriate, include sociable, enjoyable activities where young people can be with their peers or make new friends, or even work intergenerationally.
- Consider flexibility and responsiveness which is considered key to maximum engagement. Regular activities held at the same time every week may work well but may not always be the right formula. Bite size events at key points in the school year could also be a possible option and help overcome clashes with other commitments and timings challenges.

## 13. FURTHER ADVICE

- For any enquiries about grant applications or the process of applying, please contact Cheshire Community Foundation on 01606 330 607 or email [MBNA@cheshirecommunityfoundation.org.uk](mailto:MBNA@cheshirecommunityfoundation.org.uk)
- Please also refer to the page on our website <https://cheshirecommunityfoundation.org.uk/apply-for-funding/> for further information

## 14. YOUR DATA WHEN APPLYING

By completing an application form for this programme, Cheshire Community Foundation will use the personal data about you and other individuals named in your application to assess and administer a grant application for the **MBNA Inspiring Education Fund**. Personal data about your Board of Governors committee may also be used for identification.

When necessary, personal data collected through the application process will be shared with Cheshire Community Foundation, MBNA, its programme assessors and with other third parties, where the law permits - or requires it.

Any photographs and commentary provided to support your application may include personal data relating to individuals supported by your school. These photos, logos and details may be used in promotional material created in relation to your application and may appear on our website and literature.

We will only use your information where we have a legal basis to do so, for example, to carry out our legitimate business interests to manage and promote our grants or to meet our legal or contractual obligations. By providing any personal data about another person you are confirming that they understand how their data may be used and shared.

You have certain rights when it comes to your personal information. This includes rights to access and correct your information, and to erase, transfer, object to, restrict or take away consent around how we use your information. Please contact Cheshire Community Foundation if you or anyone named in your application has any concerns with the information being used publicly or if you wish to exercise any of these rights.

## 15. COMMUNICATIONS

For successful schools we will be producing materials, press releases and social media posts to celebrate the grants awarded. We will always ask your permission before giving your contact details to the press or any third parties.

Schools will also be able to produce their own literature; however, any public facing promotion will need to be signed off by Cheshire Community Foundation, including use of any programme or organisational logos.

## 16. MONITORING AND EVALUATION

Successful schools will be required to complete one End of Grant monitoring report at the end of the grant term. We will be asking you how the grant was spent, as well as the difference the project has made, what was achieved, any key issues and lessons learnt.

Before beginning the project, we suggest successful schools take the time to read the monitoring forms so that necessary information can be recorded from the outset. This should include:

- Sharing the evaluation form with staff in the organisation
- Discussing and deciding specific goals based on the application
- Deciding who will write the report
- Collecting data from the outset
- Quantitative data (numbers) – how many people are taking part or using the service, achieved goals (e.g. employment, improved health)
- Qualitative data (stories) – feedback from users and volunteers, observed increase in skills, confidence etc.
- Learning – feedback from project participants, what went well, what would you do differently etc.
- Build in time to complete the form.

Funded organisations should also be willing to discuss the progress of the project over the phone as and when necessary and to host visits that will assist with any interim monitoring, learning and best practice.