

# Connecting Schools with Indian Communities (CSIC) 2023 Program Guide

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## About this guide

Victoria is proudly home to Australia's largest Indian population, which contributes significantly to the success of our state. We benefit greatly from the contributions of our Indian communities as they have established solid bridges between Victoria and India in business, academia, health and science. Leveraging the expertise and rich cultural value of Victoria's Indian community can add significant value to teaching and learning in Victorian primary and secondary schools.

The Department of Education (DE) successfully implemented the Connecting Schools with Indian Communities (CSIC) Pilot Program in 2019/20 to provide schools with funding to facilitate activities which harness the knowledge, experience and culture of their local Indian community.

There are four CSIC objectives anchored to the Victorian Curriculum F-10 and Framework for Improving Student Outcomes 2.0 (FISO):

- 1) The development of learners' intercultural capability
- 2) Community engagement in learning
- 3) Enhancing learners' global citizenship
- 4) Building networks between schools, services and agencies.

Due to its positive impact as a pilot, CSIC is now being offered to schools for 2023. This guide will provide you with the key information required to set up an initiative and how to apply for funding support.

## What is the CSIC Program?

This program is administered by the department's International Education Division (IED). Schools can apply individually or as a cluster for a single round of funding of up to \$25,000 to be expended by December 30, 2023. Successful schools will be funded using the [Schools Targeted Funding Governance Model](#) (STFGM).

## Objectives

The intended outcomes of the CSIC Program are:

- For schools across Victoria to develop strong, sustainable and meaningful connections with the Indian community in order to provide students with opportunities to develop their global awareness and engagement,
- To increase the intercultural capabilities of Victorian students, enabling them to understand, appreciate and respect different cultural contexts,

## Government policy underpinnings

### Victoria's India Strategy

In recognition of Victoria's deep connection with India, the Victorian Government launched [Victoria's India Strategy: Our Shared Future](#) (The Strategy) in January 2018. The strong ties between India and Victoria will be further strengthened by The Strategy, which is designed to celebrate our personal connections with India and form the foundations for a mutually beneficial partnership. The CSIC Program 2023 is one of three education initiatives contained in The Strategy aiming to develop and deepen Victorian schools' engagement with India.

### The Education State

The Education State is an education reform agenda that aims to make Victoria a state where everyone, regardless of background or circumstances, is offered the best chance to thrive and prosper. It calls for every school to engage in building and maintaining an inclusive school culture in which diversity is promoted as an educational advantage. The CSIC Program sits within this agenda as it supports schools to keep pace with rapid global change and develop interculturally capable students. Research has shown that schools with the following characteristics prepare interculturally capable students:

- i) strong, explicit and well-established culture of racial, religious and cultural equality in all areas of its operations; and
- ii) active integration of knowledge, attitudes and skills required for respectful engagement with diversity across all members of the school and broader community ([Doing Diversity](#) 2015).

## Why engage with Victoria's Indian community?

*If we as educators strengthen and focus collaborative partnerships between schools and the broader community, then we will create a more comprehensive network of support for students and harness the full capacity of the community to improve student outcomes in all facets of their lives. Schools with a genuine commitment to being a learning environment that includes students, teachers, parents and community, make faster, stronger progress towards becoming interculturally capable ([Doing Diversity](#) 2015). Victoria's Indian community present a rich resource for schools to achieve this.*

### Benefits of connecting with Indian communities

Strong relationships between schools and diverse communities facilitates the sharing of valuable skills, knowledge, experience and resources. Below are just a few of the expected benefits of schools working with the Indian community:

#### Benefits for students

- A greater understanding and connection to their own community and that of their peers from the Indian diaspora (*FISO 2.0 Core element: Engagement*).
- Development of intercultural understanding and an appreciation of different points of view (*FISO 2.0 Core element: Engagement*).
- Exposure to tangible illustrations of global interconnectedness and an opportunity to explore Indian culture, histories and stories directly from those in Victoria's Indian community (*FISO 2.0 Core element: Engagement*).

#### Benefits to school staff

- Increased access to community resources to support their students.
- Empowered to engage with and facilitate global learning due to enhanced intercultural capability.
- Exposure to new ways of engaging students through stimulating and diverse programs.
- Greater access to the unique insight provided by the Indian community.

#### Benefits to schools

- Increased community connection and pride in the school, particularly for members of Victoria's Indian community.
- Better educational outcomes as children with diverse cultural backgrounds have a sense of belonging and a strong cultural identity.
- Greater access to skills, resources, ideas, training, mentoring and support that community and business organisations from the diaspora can offer.

#### Benefits to families and the broader community

- Greater understanding and respect for the local community, contributing towards social cohesion and harmony.
- A reframing of school as a place to come together and connect with other families and the local community.

## What types of activities might be funded?

Below is a list of activities for building relationships between the Indian community and schools that may be considered for funding. These are provided for illustrative purposes only.

### Student outcomes

- Visits to sites of significance to the Indian community, which supports the curriculum (eg. Humanities).
- Engaging members of the Indian community to run extension activities. For example, university students from the diaspora running maths or science extension activities.

### Community engagement

- A cluster of schools establishing a playgroup which includes members of the Indian community to promote cross-cultural exposure in the early years and supports transition.
- Events, seminars or workshops that encourage intercultural dialogue, awareness and challenge stereotypes (e.g. a parent information series for Indian migrant families regarding aspects of the Australian schooling system).

### Excellence in teaching and learning

- Professional development for staff on India capabilities which involves members of the Indian community. This could be particularly beneficial for schools with a high concentration of Indian families.

All interested schools can access support from the department at any point in the application process, including requesting advice on developing a concept or initiative.

### Expenditure requirements

In accordance with the STFGM categories, please ensure that the expenses you are applying for fall into one of the following categories:

- Program goods and services
- Presenter, guest speaker or facilitator fees
- Professional development fees
- Printing, stationery and administration
- Venue hire
- Hospitality
- Travel (domestic only)
- Meals and accommodation
- Casual relief teachers (CRTs)
- Education Support (ES) staff - casual

### Ineligible applications and activities

Funding cannot be given to the following types of expenses:

- Activities intended to raise revenue for non CSIC program related expenses.
- Funding for Victorians to travel interstate or overseas.
- Funding for people or organisations from overseas to visit Victoria.
- Funding for events that promote or are held for political purposes.

## Who is eligible to apply for funding?

**To be eligible, applicants must:** *(To be read in conjunction with Appendix A)*

- be either currently employed as a teacher in a Victorian government school or employed by the Victorian Department of Education
- provide evidence that their Principal/Manager supports their application and agrees to support the program (e.g. letter of support or co-signing the application).

## How to apply?

<b>Applications open</b>	February 2023
<b>Applications close</b>	3 April 2023

While all eligible applications will be considered, applications will be prioritised based on the initiative's objectives and alignment with funding priorities. Schools have flexibility to develop initiatives that best suit their aims. Please be aware that the following principles apply to all submissions:

- Schools should only enter partnerships that demonstrably enhance students' understanding of India and Victoria's Indian community,
- Schools should establish relationships with organisations whose values, products, purposes and objectives are consistent with those of the school, Department and Victorian Government,
- Schools need to ensure funds can be expended prior to December 30, 2023.

All applications must be submitted electronically. If you are unable to submit your application via email, please contact us. The department does not accept any responsibility for hard copies lost in the post.

Applications must address each of the questions in the application template and provide a project proposal (see Appendix B). Schools may include additional documentation if appropriate to support their application. The Department may contact applicants for additional information or supporting documentation after the submission date, this may include the provision of advice on how to enhance an application.

The Department will conduct an initial check to confirm that each application meets the eligibility requirements (see Appendix A) and assess all eligible applications using the funding priorities (see below).

### Guidelines

During the application process, schools will be asked to identify the relevant funding priority the activity responds to and provide rationale for how the application meets this priority. Applicants may respond to one or more of the funding priorities.

<b>Funding priority</b>	<b>Description of funding priority</b>
Focus on improving student learning outcomes and intercultural capabilities.	Activities which directly impact the outcomes of students and are built into a line of inquiry or unit of work.
Strong collaboration between partner schools and organisations from Victoria's Indian community.	Relationships identified in application should include all target organisations/individuals (if known), and demonstrate explicit, meaningful and sustainable collaboration between all partners.
Multi-school clusters/collaboration.	Activities which engage multiple schools in the project. Clusters will be viewed favourably but are not a requirement for receiving funding.

## Successful applications

Successful applications will be funded via the creation of an Initiative Agreement between the Department and the school through the Schools Targeted Funding Portal. Recipients will be required to comply with the terms of the Agreement. It is recommended that applicants review the [Schools Targeted Funding Governance Model Manual](#) before applying for the CSIC Program 2023 to ensure they are across the key information, requirements and processes.

## Funding decisions

All funding decisions will be based on the eligibility requirements, assessment criteria and submission date. The total pool of funding available is \$120,000. Consequently, there is the possibility that some schools may be unsuccessful in their funding applications.

Application outcomes will be published at [study.vic.gov.au](http://study.vic.gov.au)

## Reporting requirements

Please note there are separate reporting requirements as part of the STFGM. These are as follows:

- Ensure procurement is undertaken within the conditions outlined in the initiative agreement and in line with procurement guidelines.
- Submit reimbursement requests (including sundry debtor invoice and supporting evidence of expenditure) via the Schools Targeted Funding Portal.
- Enter reimbursement transactions into CASES21 using the Chart of Accounts for Victorian Government Schools general ledger code for Targeted Program Reimbursement (70085).

For more information, please refer to the [Schools Targeted Funding Portal](#).

The department may also invite your funded initiatives to be profiled in case studies and seek to conduct video recordings and interviews to capture impact.

## Application Support

The department can provide support to schools if and as needed throughout the application process. If you need support please contact:

Connie Andreana

T: 03 7022 1230M: 0448 913 726

Alternatively, log your request via: [global-learning.engagement@education.vic.gov.au](mailto:global-learning.engagement@education.vic.gov.au)

## Successful community connections

There are multiple ways to build connections between a school and its community - each connection is unique. The following are suggestions should be considered within a local context.

### Introduction and scoping

- Identify an issue or goal to be addressed by your school in conjunction with the community.
- Consider whether the initiative aligns with your school's Annual Implementation Plan and/or School Strategic Plan and clearly link the partnership with the school's vision (e.g. increased parent participation from the Indian community).
- Review the partnership proposal with your school council and/or principal (as authoriser of all partnership activity). Be clear about the partnership and what benefits it will derive for the school.
- Map your community resources and how the school could leverage these in support of school goals (e.g. Enhanced delivery of language classes).
- Identify key local Indian community members and leaders who currently support students and families or have the potential to.

### Implementation

Once an initiative has been agreed upon, plan a strategy to achieve your goal(s), which includes:

- agreement on clear and realistic objective
- agreement about how resources will be allocated (e.g. are you asking members of the Indian community to volunteer their time or will funding be used to compensate them?)
- inviting organisations and people to contribute
- raise awareness amongst students, their families and teachers of the initiative
- collecting and measuring impact
- a process to collect feedback on the program design and implementation.

## Appendix A – Eligibility Requirements

Applicants must meet all the following requirements:

<b>Criterion</b>	<b>Supporting information</b>
1. The applicant has submitted a complete application	Application form and project proposal template
2. The applicant is employed in a Victorian government school (primary or secondary)	Application form and/or Statement of Support
3. The applicant intends to be involved in the implementation of the program or a key lead person(s) has been identified in the application	Application form
4. The applicant has the support of their Principal/Manager to undertake all activities associated with the program	Statement of Support or co-signatory on the application

## Appendix B – Application and Project Proposal Template

Project			
Title			
Start date	Enter date.	End date	Enter date.
Lead Applicant			
Details of cluster schools (if applicable)			

### PROJECT SUMMARY – Briefly describe the proposed project

### OBJECTIVES AND OUTCOMES - Please outline the desired objectives and outcomes of the proposed activity/initiative and how this addresses issues identified in your school's Annual and/or Strategic Plan?

### INFORMATION ABOUT RELATED COMMUNITY BASED PROJECTS - Does your school have pre-existing programs with Victoria's Indian community or India more broadly? If yes, please outline the nature of these projects. Additionally, if your school was a recipient of the 2019/20 CSIC pilot funding, briefly describe how your 2023 proposal will either consolidate, extend or differ from your previous project.

### INFORMATION ABOUT RELATED DEPARTMENT PROGRAMS - Does your school have department funded program(s) which relate to the objectives or benefits of the CSIC program? If yes, please outline the nature of the program(s) and source of funding.

### STAKEHOLDERS - Outline the stakeholders involved in the project and how they will be engaged, both stakeholders within and external to your school community.

**IMPACT** - Outline how this project/initiative will:

- a) Build students global citizenship and/or intercultural capabilities and/or
- b) Develop stronger links to your community.

**FUNDING PRIORITY - Which of the priority areas does this program address?**

✓	Funding priority	Description of funding priority
	Focus on improving student learning and intercultural capabilities.	Activities which directly impact the outcomes of students and are built into a line of inquiry or unit of work.
	Strong collaboration between partner schools and organisations from Victoria's Indian community.	Relationships identified in applications should include all target organisations (if known). Explicit, meaningful and sustainable collaboration between partner organisations.
	Multi-school clusters/collaboration.	Activities which engage multiple schools in the project.

**BUDGET DETAILS – provide details of what the project will cost in total**

Estimated total cost of project:	\$ Enter \$
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*Please note: you will be asked to identify itemised costings in the project proposal template (overleaf).*

**Principal/Manager endorsement**

Either attach a letter of support for this proposed project or ask your Principal/Manager to sign below.

I \_\_\_\_\_ (full name), as Principal/Manager of the applicant, endorse this Application and Project Proposal for the Connecting Schools with Indian Communities program 2023.

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## Project proposal template

List the activities and tasks necessary to deliver the project if it is funded. Please include all planning and implementation milestones and any associated costs, ensuring that these are in line with the STFGM categories listed on page 6.

Activity	Steps required to complete activity	Deliverable	Anticipated cost and details	Anticipated Start Date	Anticipated Completion Date
<b><i>Example:</i></b> <i>(this row can be deleted)</i> Purchase resources	- source products	<i>Purchase Hindi language textbooks</i>	<i>\$500</i>	<i>10 May 2023</i>	<i>30 May 2023</i>
<b><i>Example:</i></b> <i>(this row can be deleted)</i> Engage local community to support Hindi language instruction	- Find a local temple/community hub to visit for regular Hindi conversation	<i>Institute monthly excursions for Hindi conversation</i>	<i>Bus costs: \$500 per month (\$6000 total)</i>	<i>1 June 2023</i>	<i>1 August 2023</i>

Add rows as required

## Appendix C – Frequently Asked Questions

### Am I eligible to apply for funding through this program?

To check whether you are eligible to apply, refer to the eligibility requirements in Appendix A.

### Do I need to be currently working with an Indian community?

Anyone who meets the eligibility requirements can apply for funding. All applicants are required to provide a Project Proposal (template provided in Appendix B), outlining how they intend to engage with the Indian diaspora relevant to your school community. Staff or schools who do not currently work directly with the Indian community will still be considered. For those without current relationships with the diaspora, it would be advantageous to include additional information regarding how you will initially engage with members of Victoria's Indian community.

### Can I submit an application by post/email?

Yes, however the recommendation is that applications be submitted electronically. If you are unable to submit your application via email, please contact us to discuss options.

### Can multiple schools submit a joint application?

Yes. Joint application from a cluster of schools will be accepted and prioritised for funding.

### Do I have to submit additional documentation?

No. All applicants are welcome to provide additional documentation that they believe supports their application, however this is not mandatory.

### Can I submit additional documentation after I have submitted my application?

Yes. If you have submitted your application and wish to provide additional documentation, please email [global-learning.engagement@education.vic.gov.au](mailto:global-learning.engagement@education.vic.gov.au) (ensuring you quote: CSIC, your project title and lead applicant) at any time up until the closing date on 1 April 2023. Additionally, the panel may request additional documentation from you following submission.

### How will applications be assessed?

Applications will be assessed against eligibility requirements and assessment criteria (see Appendix A). You will need to address all the assessment criteria in your application. The amount of detail and supporting evidence you provide in your application should be relative to the project size, complexity and funding amount requested. Applications will be assessed by a panel of representatives from DE and external specialists.

### Will you let me know if you have received my application?

All applicants will receive a confirmation email when their application has been received. This will be sent to the primary email address submitted by the applicant during the application process. If you have submitted an application, but have not received confirmation, please email [global-learning.engagement@education.vic.gov.au](mailto:global-learning.engagement@education.vic.gov.au) to check if your application has been received.