



EdJAM funding call:

**PROPOSALS INTO CREATIVE  
APPROACHES TO TEACHING AND  
LEARNING ABOUT THE VIOLENT PAST**

We are committed to creative ways to teach and learn about the violent past in order to build more just futures.



Illustration by @\_auralab

EdJAM is funded by:



Arts and  
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Research Council





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## EdJAM funding call: Proposals into creative approaches to teaching and learning about the violent past

### Overview:

- **Deadline for proposals:** Wednesday 20 October 2021 at 16:00 BST.
- **Max. budget:** £25,000 GBP
- **Project timelines:** Maximum 9 months, starting 1 February 2022
- **Summary:** The Education Justice and Memory Network (EdJAM) is calling for proposals to support and explore creative approaches to teaching and learning about the violent past. Our funding is for projects based in low and middle income countries on the OECD's [Development Assistance Committee's List of Overseas Development Assistance Recipients](#).

We plan to fund between 13-19 projects that align with the [EdJAM values](#) and do at least one of the following:

- Develop and use creative approaches, pedagogies and/or practices that open spaces for dialogue and learning about past violence and injustice and their legacies in the present.
- Research the impact of ongoing initiatives to teach and learn about the violent past.
- Develop and share materials (including, but not limited to, exhibitions, curricular resources, digital materials, artwork, theatre) to support dialogue around past violence and injustice and their legacies in the present.
- Develop new theoretical, methodological and/or conceptual understandings around teaching and learning about the violent past.

Proposals are invited from researchers, civil society organizations, artists, educators and activists. We encourage proposals that work collaboratively and in participatory ways with those their projects aim to benefit and engage, attending to issues of power throughout the process. The Project Lead should be based at or hosted by an organization which will hold and manage the budget (please see Section 3 for full details on eligibility). We welcome applications from researchers early in their career, first time grant holders and those who have held research grants before. EdJAM will provide a Digital Mentorship programme for all funded research projects, supporting learning and sharing across projects.

Every funded project should produce at least one output that we can share on our website. This might be a creative output (for example, but not limited to: a curricular resource, a piece of artwork, music, theatre, an exhibition, a digital technology, an educational guide, etc.). We will also explore and support the production of written outputs (for example, but not limited to: academic journal articles, contributions to the EdJAM working paper series, media articles, blog posts, writing for a professional association, etc.). All projects and their outputs will be shared on the EdJAM website. Funded projects are expected to begin in February 2022 and run for a maximum of 9 months (projects may be shorter than this) with all projects to be completed by October 31 2022.

The Project Lead for each project will participate in a Digital Mentorship scheme, led by the EdJAM Investigator team. This will include periodic virtual meetings to discuss issues of professional and personal development identified by the commissioned researchers, engagement with the EdJAM themes, and opportunities to learn about and from the commissioned projects. Support for publications emerging from commissioned research will take place via the Digital Mentorship scheme.



**How to apply:** Please read through this call guidance in full. Complete the application form and all annexes in full (you can download these forms from the [‘Get Funding’ page of our website](#)). See the EdJAM website for details of application support sessions and please try to attend one. You can also send questions to [edjam-network@bristol.ac.uk](mailto:edjam-network@bristol.ac.uk).

## 1. What is EdJAM?

EdJAM is a research network funded by the United Kingdom Research Institutes’ (UKRI) Global Challenges Research Fund (GCRF). We are a growing network of researchers, educators and civil society organizations working in the arts, education and heritage. We are committed to creative ways to teach and learn about the violent past in order to contribute to building more just futures. We work together according to a set of values around generosity, dialogue, reflexivity, respect, co-responsibility, creativity and sustainability (read more about our values in the table below or here: <https://edjam.network/our-values/> )

### EdJAM Values

Generosity 	To share, listen, take time for building relationships, and to understand and accommodate the individual circumstances of participants
Dialogue 	To create space and trust for constructive debate, and to build a network that takes shape based on the contributions of all participants
Reflexivity 	To reflect individually and as a team on our successes and failures, being mindful of positionality, privilege, power dynamics and inequalities
Respect 	To value difference, appreciate skills and capacities of others, and understand the different goals individuals and groups will have for their involvement with EdJAM
Co-responsibility 	To work together to challenge inequality and injustice in our daily practices and in our network activities
Creativity 	To try new approaches and produce meaningful and impactful outputs in new ways trusting the skills of our collaborators
Sustainability 	To enable digital ways of engaging in international collaboration, minimising air travel where possible and prioritising travel for Southern colleagues



EdJAM is currently supporting civil society partners in Cambodia, Colombia, Pakistan, Uganda and the UK on projects using creative methodologies drawing on heritage, digital technologies, transitional justice and memory approaches. Please explore their work on the projects pages of our website (<https://edjam.network/projects/>) as these are excellent examples of the types of projects we hope to fund.

EdJAM takes a broad understanding of education and learning, understanding that schools and classrooms are not the only spaces for encountering the past and learning to build more just futures. We are interested in formal, and informal education and also in the interactions between these spaces. We are interested in teachers, textbooks, curricula and education policy and in finding out more about how these can mediate and enable (and challenge and prevent) learning. We are also interested in other mediating and enabling spaces and processes including, but not limited to, heritage sites and organizations, family and community space, media and technology, civil society and activist organizations, social movements, transitional justice and memory processes.

We welcome projects that explore how children and youth set their own agendas for engaging with the past and building more just futures, including through social movements, resistance and creativity. We are interested in the ways that ignorance, denial and complicity can maintain injustice and close opportunities for learning and dialogue. We support hopeful, creative, reparative and dignifying learning practices and approaches and welcome proposals that seek to develop or theorise these. Members of the EdJAM team have written about [education as a site of memory](#) and reading this may be helpful to understand more about our shared approach.

We organise our interests into the three EdJAM themes below. Please keep them in mind when applying and think about which theme your project most closely aligns with. We appreciate projects may align with more than one theme, but please chose the one that most closely aligns with the issues explored in or approach of your project.

#### EdJAM Themes

<b>Heritage, Education and Everyday Lives</b>	Focusing on everyday practices of memory making in social lives, families and media and exploring processes of curating memory and creating and contesting heritage in and beyond museums and memorials, with an attention to the legacies of colonialism in heritage.
<b>History Education and Classrooms</b>	Understanding the ways in which violent conflict and injustice do and don't make it into education policy, curricula, textbooks and pedagogical processes in classrooms, with an attention to teachers, students and their multiple identities and ways of approaching the past.
<b>Transitional Justice and Memory</b>	Exploring the connections between education practices and formal transitional justice processes – like truth commissions, apologies and trials – and everyday processes of remembering, forgetting, silencing, and actively negotiating the past with an interest in the reparative possibilities of education and the futures imagined and struggled for by young people.



With this call for proposals, we plan to expand our network by funding between 13-19 projects that explore and advance creative approaches to teaching and learning about the violent past. EdJAM will provide a Digital Mentorship programme for all funded research projects, supporting learning and sharing across projects. Covid-19 permitting we will also host a summer school to bring all projects together to share their approaches and results and to help us to synthesise learning together. Collectively, the work funded by EdJAM will have a lot to contribute to discussions about peace education and building more just futures, including by contributing critical knowledge around how to meet Sustainable Development Goal target 4.7 to work towards a culture of peace and non-violence. We will also work together to identify other conversations where we can collectively and individually share our work.

## 2. What kinds of project we will fund

EdJAM is a research network committed to creating, amplifying and synthesising knowledge. It is also a practical network, privileged to support projects working directly to develop creative approaches for teaching and learning about the violent past. We hope to fund projects that span these two areas of commitment. Some projects will be more practice orientated, with EdJAM funding enabling new activities, or supporting existing initiatives to expand or deepen their work. Other projects may be more research oriented. This might include: research to better understand the processes, outcomes and impacts of an existing initiative or set of initiatives; research that tries something new and evaluates its outcomes; or research that seeks to develop new theoretical or conceptual knowledge. Please explore the projects pages of our website (<https://edjam.network/projects/>) where you can see the projects that EdJAM civil society partners in Cambodia, Colombia, Pakistan and Uganda are currently leading. These are excellent examples of the types of projects we hope to fund.

We plan to fund projects between 13-19 that do at least one of the following:

- Develop and use creative approaches, pedagogies and/or practices that open spaces for dialogue and learning about past violence and injustice and their legacies in the present.
- Research the impact of ongoing initiatives to teach and learn about the violent past.
- Develop and share materials (including, but not limited to, exhibitions, curricular resources, digital materials, artwork, theatre) to support dialogue around past violence and injustice and their legacies in the present.
- Develop new theoretical, methodological and/or conceptual understandings around teaching and learning about the violent past.

To support projects that do at least one of the above, we ask that applicants develop transparent and ethical budgets, including consideration for fairly compensating the time of those involved in the project. Section 3.2 outlines in more detail the types of expenditure that EdJAM will fund, which include costs associated with managing, administering, equipping and documenting the proposed project. Section 3.2 also includes information about the kinds of expenditure that are ineligible for EdJAM funding.

Our funding is for projects based in low and middle income countries on the OECD's [Development Assistance Committee's \(DAC\) List of Overseas Development Assistance \(ODA\) Recipients](#). Section 3.1 on eligibility provides more information about individual and organizational eligibility for funding and about the composition of project teams.



We ask that all proposals aim to share learning from their work, including by producing at least one creative output (for example, but not limited to: a curricular resource, a piece of artwork, music, theatre, an exhibition, a digital technology, an educational guide, etc.) which we will share on our website. EdJAM will also support projects to produce an academic output if they wish to, and this might include a journal article, book chapter, blog post or media article.

### 3 Eligibility

#### 3.1 Who can apply?

The project team will be composed of:

- Project Lead / Principal Investigator (PI) - responsible for the leadership of the project
- Project Team Member(s) / Co-Investigator(s) (Co-Is) (optional) - responsible for supporting the Project Lead / PI in achieving the project goals.

Project Leads / PIs must be based in OECD Development Assistance Committee (DAC) list countries (a list of DAC countries can be found at: <https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/daclist.htm>). Project Team Members / Co-Is can be based in DAC list or non-DAC countries, but, if based in non-DAC list countries, should not make up the majority of the project team.

EdJAM's funders require some element of United Kingdom involvement in all funded projects. In the case of these small grants, this requirement can be satisfied by participating in the EdJAM Digital Mentorship programme and seeking support from the EdJAM team when necessary.

For funding purposes, the requirement for research to be based in an OECD DAC recipient country is judged by the organization at which they Project Lead / PI is based. There are instances where an organization, such as an NGO, might be based in one country, but operate in another. In this instance, the application needs to demonstrate:

- where the majority of work is happening, including the work of the Project Lead / PI;
- where the Project Lead / PI's employment contract is held;
- whether the organization is large, with considerable resources, or smaller, with limited abilities to operate beyond their normal parameters in the DAC list country where the project will operate.

The assessment panel will consider the composition of the project team, including previous skills and experience; capabilities to undertake the work proposed; and equality, diversity and inclusion. Applications including/led by early career researchers (ECR) are strongly encouraged as are applications led by individuals from groups that are under-represented in receiving research funding and by individuals who have not received research funding before. We welcome applications led by researchers, civil society organizations (large and small), educators, heritage sector professionals, activists and artists and encourage project teams that combine these roles and experiences.



In the case where a project is led by a non-academic organization (e.g. not a University) it will be important to demonstrate the organization's capacity to lead and deliver research projects, bearing in mind the broad definition of research used by this call.

### 3.2 What kinds of activities are eligible for funding?

Awards can be for up to 9 months in duration. They can start from 1<sup>st</sup> February 2022 and must be completed by the end of October 2022. A grant may be used for any research and development related activity around creative practices for teaching and learning about the violent past. Findings from funded activities should be disseminated in at least one output (see Section 1 for more information) to help build research knowledge and drive forward change, including education policy making, formal education curricula, heritage and informal and nonformal education.

Activities that are **not eligible** for funding include:

- Activities that do not contain an element of new research or the development of new methodologies / pedagogies.
- Fees for individuals to undertake university undergraduate or postgraduate courses.
- Any application where equipment forms over 25% of the total budget.
- Projects without a host organization - it is not possible for us to transfer funds directly to an individual. The project budget must be managed by a host organization at which the Project Lead / PI is based.

### 3.3 Which host organizations are eligible?

The host organization is the organization at which the Project Lead / PI is based. Each project must have a host organization.

The host organization must be based in a DAC list country. The application must be made through a host organization such as an NGO, University, research institute, community group, social enterprise, arts or cultural organization, where the appropriate authority (e.g. Director, Chief Executive, Head of School, Programme Manager, etc.) has agreed for the application to take place.

The host organization will need to agree to the criteria below if their application is successful. If you are interested in applying for funding but do not belong to an organization that is able to meet all of these criteria, please contact the EdJAM team as soon as possible using the [edjam-network@bristol.ac.uk](mailto:edjam-network@bristol.ac.uk) email address. We may be able to provide support to enable your organization to meet the criteria or consider other options.

#### **Ability to deliver:**

The organization applying for an award should be able to:

- demonstrate in-house capacity in terms of staff and infrastructure to support and lead excellent research programmes.
- provide evidence of a commitment to maximising the wider impact and value of its research to the benefit of local communities, economies and society.



- demonstrate commitment to the principle of Open Access publication (recognising organizations may not necessarily be signed up to equivalent UK recognised standards).
- have sufficient capacity to deliver research and/or other outputs that are appropriate to the wider aims of the EdJAM Network Plus award and that can be meaningfully recorded and reported as such.
- demonstrate an ability and commitment to provide appropriate leadership and support to those staff involved with funded research activity.

### **Governance and Control**

The organization should be able to:

- demonstrate good governance and control functions including policies and approaches to control risk and mitigate fraud and corruption.
- have satisfactory processes for preventing, detecting, reporting and responding to allegations of slavery, fraud, bribery and corruption.
- have satisfactory processes in place that meet Research Integrity and Ethics requirements, including processes for dealing with allegations of misconduct.
- be subject to appropriate levels of independent audit.
- demonstrate an ability to support the effective collection, management, analysis and dissemination of data.
- have satisfactory processes to ensure that effective safeguarding policies and practices are approved, implemented and monitored.

### **Financial Stability**

The organization should be able to:

- demonstrate that they are financially stable and have robust assurance around managing and accounting for grant funding.
- have a bank account that is in its legal name and that can be reconciled to the appropriate finance management system.
- have a basic finance management system that can be used to reconcile the bank account, to record all cash and payments ensuring that all transactions can be individually identified and provides suitable storage for supporting documentation.
- have satisfactory procedures reimbursement of advances and/or expenses for approved activities.

### **Sub-contract Management**

Where the project involves sub-contracting to third parties, the organization should be able to:

- ensure there is a policy in place to sufficiently manage sub-contractors, ensure safeguarding, and address any associated financial or compliance risks.

### **Due Diligence**



Where a project is chosen for funding, you will be required to evidence the above through the provision of appropriate policies, procedures and audited financial statements as part of the University of Bristol's due diligence process. At application stage, we ask that you read the 'Due Diligence Check List and Letter' You are then required to sign the letter to show you are aware of these requirements and will provide evidence of the above if the project is successful. Again, if you need further guidance on what this entails or are not clear as to whether or not you are able to produce such evidence, please contact us now and we may be able to offer assistance. Please use the [edjam-network@bristol.ac.uk](mailto:edjam-network@bristol.ac.uk) email address for such queries.

#### 4 Budgetary information

An eligible budget will meet the following criteria:

- At least 70% of the full economic cost of the project must be allocated to one or more DAC list countries involved to meet UK Overseas Development Aid (ODA) requirements for direct benefit.
- No more than 30% of costs will be allocated to an international, non-DAC, Co-Investigator's institution.
- Your budget must be in Great British Pounds (GBP). When converting currency, please use [www.xe.com](http://www.xe.com) and include evidence of the exchange rate used
- Payments will be made in GBP and if applicants anticipate bank charges for receiving the funds in GBP then they can include the bank charges in their budget. (If funds can not be received in GBP, please contact us on [edjam-network@bristol.ac.uk](mailto:edjam-network@bristol.ac.uk) to discuss)
- Budgets will not exceed £25,000 (international team members should be fully costed and paid at 100% - all UK costs must be in accordance with the UKRI full economic cost ((f)EC) model – see glossary).
- No more than 25% of the budget will be used to purchase equipment.
- Organizations in DAC listed countries can request up to 20% of overheads on all costs - these must be included as part of the total requested budget.
- All of the activities will take place within the project dates, for example train travel cannot take place after the project finishes even if the ticket is purchased before the end date.
- All expenses should be good value for money for example standard class public transport and economy air travel.
- All costs of outputs, for example translation costs should be included.
- Costs for Open Access (OA) publishing (see glossary for further details) led by DAC list countries should be included – this costs approximately £2,800 for inclusion in UK/USA publications.
- All expenditure mentioned throughout the application will be accounted for and detailed in the budget justification section of the application form - if any of the expenditure is funded by another means this should also be briefly outlined in this section.
- Capital or infrastructure expenditure (e.g. basic office/laboratory/accommodation furniture or equipment, building/site construction, maintenance or refurbishment work, etc.) is not an eligible cost under this call although additional costs incurred by existing facilities or infrastructures relating to their use as a part of the research or in the archiving of project specific research data/outputs may be considered – this includes justifiable wifi and data bundle costs.



## 5 Criteria for assessing applications

Applications to this call for proposals can be submitted in English or in Spanish. All proposals received in one of these languages by the deadline of Wednesday 20<sup>th</sup> October 2021 at 16:00 BST will first be checked for eligibility. This check will include:

- Checking that the proposal is complete, including all required annexes.
- Checking that the proposed work will take place in one (or more) locations on the OECD DAC recipient list.
- Checking that the proposed activities, team make-up, budget and other criteria are eligible.
- Project leads will be contacted if there are any eligibility issues at this first check but it may not be possible for projects that do not pass these checks to be considered for funding.

All projects that pass this first eligibility check will then be reviewed by three people from the EdJAM team, including EdJAM investigators and Advisory Board members. Reviewers will declare a conflict of interest if they have a close personal or professional relationship with any of the named applicants on a project proposal and therefore, they will not be involved in reviewing that project. We have also asked that applicants identify any potential conflicts of interest with members of the EdJAM team on the application form. For a full list of EdJAM network team and Advisory Board members go to section 10 of this document or the team page of our website.

[\(https://edjam.network/our-team/\)](https://edjam.network/our-team/)

Projects will be evaluated by reviewers against the criteria listed below:

- **Fit to EdJAM call:**
  - Does the project align with EdJAM's aims and interests?
  - Does the project align with EdJAM values and themes?
- **Creativity and originality:**
  - Will the project develop new knowledge and/or practices around creative approaches for teaching and learning about the violent past?
  - Does the project take reasonable risks and/or use creative and original approaches?
- **Project team:**
  - Does the proposed team have the experience and skills required to undertake the project?
  - Will the members of the team benefit from being involved in EdJAM, including via the Digital Mentorship programme?
- **Approach and ethics:**
  - Is the proposed approach appropriate for exploring the issues of interest?
  - Have relevant ethical and safeguarding issues been considered?
- **Management and feasibility**
  - Is the project timeline reasonable?
  - Are the ambitions of the project achievable within the timeframe and budget planned for?
  - Have potential risks been thought through?
  - Does the project have a clear plan for achieving its aims?
- **Impact and Outcomes:**



- Does the project produce at least one creative output that can be shared on the EdJAM website?
- Will the project have valuable outcomes for the people it engages with linked to EdJAM themes and goals?
- **Ethical budgeting:**
  - Are the project costs appropriate for the work to be undertaken?
  - Do costs appropriately reflect the contributions and time of team members and participants?

Review scores will then be consolidated and evaluated in a panel meeting. Final decisions will be based on reviewer scores with an attention to geographical and thematic spread of funded projects and equality and diversity in the profiles of the project lead.

## 6 Application process and downloadable forms

To apply for an EdJAM grant, please download and complete the forms listed below and submit them by Wednesday 20<sup>th</sup> October at 16:00 BST. These documents should be sent together in one email to [edjam-network@bristol.ac.uk](mailto:edjam-network@bristol.ac.uk) email:

- [EdJAM grants up to £25,000 application form](#)
- [EdJAM grants up to £25,000 project budget form](#)
- [Signed Due Diligence Letter](#)
- [Due Diligence Checklist](#)

(Annex 1) Example Due Diligence Questionnaire below:

- [University of Bristol Due Diligence Questionnaire – For information only](#)

(Click on the links above to download all of the documents)

***Please use the check list at the end of the application form to ensure your application is complete.***

The application form asks for personal information including gender, career stage, whether you are a member of racialised and/or minoritized group in your context, disability, caring responsibilities, and other characteristics that you feel might be relevant to your application. This is because EdJAM is committed to inclusivity in research funding and hopes to fund projects led by people from different backgrounds and life experiences. This information will be held confidentially and only accessed by the by the EdJAM team and reviewers. It will help us to monitor the number of applications received and our funding decisions, but any exercises of this kind will be done in aggregate and data will not be linked to individuals. You can leave these questions blank if you prefer not to provide this information.

## 7 Support for completing the application form

EdJAM will run application support sessions led by Co-Investigators and the Bristol-based team to answer any questions that you may have about developing a project and completing an application. Full details will be available on the [upcoming events page](https://edjam.network/upcoming-events/) (<https://edjam.network/upcoming-events/>) of our website and emailed to the [EdJAM mailing list](https://edjam.network/stay-in-touch/) (<https://edjam.network/stay-in-touch/>)

**(Please subscribe to our mailing list if you have not already).**



## 8 Post-award information for successful applicants

We will notify all Team Leads of the outcome of applications by 1 December 2021. Successful applicants will then complete due diligence procedures as outlined in Section 3. Due diligence information will be checked by the University of Bristol and any queries will be explored with the Project Lead / host organization.

Once due diligence has been signed off, a contract will be agreed between the University of Bristol and the lead organization. The University of Bristol will provide a first draft of this contract (for review and agreement between both parties). The contract will include a payment schedule to agree how the budget for the project will be transferred from the University of Bristol to the host organization. This will also include information about record keeping and reporting around project expenditure and the process through which organizations can invoice for project payment.

All projects will need to obtain ethical approval. Where host organizations have ethical review boards, this approval can be obtained via these channels. If host organizations do not have ethical review boards, EdJAM will facilitate ethical review either via the University of Bristol or via the organizations of an EdJAM Co-Investigator.

We will work with all funded projects to create a project page on the EdJAM website. EdJAM will provide a digital mentorship programme for all funded research projects, supporting learning and sharing across projects. We hope all project leads will participate actively in the Digital Mentorship Programme scheme and we will design the scheme taking account of the development needs identified by Project Leads. We will endeavour to include other team members in the Digital Mentorship programme where possible. Covid-19 permitting we will also host a summer school to bring all projects together to share their approaches and results and to help us to synthesise learning together.

EdJAM's Learning, Partnership and Collaborative Evaluation team will also be in touch with all project teams in order to help synthesise learning and contributions across the network. They will also evaluate EdJAM's work as a whole, including its success in commissioning and supporting projects according to its values.

## 9 Glossary

<a href="#">AHRC</a>	Arts and Humanities Research Council: This is the funding body who have funded the EdJAM Network Plus. You can read more about them <a href="https://ahrc.ukri.org/">here</a> :( <a href="https://ahrc.ukri.org/">https://ahrc.ukri.org/</a> )
Co-I	A Co-Investigator (Co-I) is a member of the research team on a project, but is someone who is not responsible for the overall management of the project.
<a href="#">DAC</a>	Development Assistance Committee. The DAC is based within the OECD. It is the DAC who defines which countries are classified as DAC countries. A full list of DAC countries can be found on the OECD website.  ( <a href="https://www.oecd.org/dac/development-assistance-committee/">https://www.oecd.org/dac/development-assistance-committee/</a> )



Due Diligence	The investigation or exercise of care an individual or organization is expected to take before entering into an agreement or contract with another party.
ECR	Early Career Researcher. In an academic context this is someone who is within eight years of the award of their PhD, or an individual who is within six years of their first academic appointment. In a non-academic context an ECR can include anyone who is new to conducting research: there is no requirement for such a person to be a career researcher.
Full economic cost (fEC)	<p>The full economic cost (fEC) of a project is the full cost of undertaking the activity. This can include consumables, travel costs, facility access, staff costs, estates, infrastructure costs etc</p> <p>All applications that include UK Research Organisations (RO) must budget for the UK RO elements on the basis of the UKRI full economic costs (fEC) model i.e. 80% fEC for UK Ros costs with the UK RO involved in the project contributing 20% fEC. If a grant is awarded, the UK RO must agree to find the balance of fEC for the project from other resources.</p> <p>N.B. Organizations in DAC listed countries will be paid at 100% of costs and can request up to 20% of overheads on their costs - these must be included as part of the total requested budget.</p>
<u>GCRF.</u>	<p>Global Challenges Research Fund. The GCRF is a £1.5 billion fund provided by the UK Government to support research that address challenges faced by developing countries.</p> <p>(<a href="https://www.ukri.org/our-work/collaborating-internationally/global-challenges-research-fund/">https://www.ukri.org/our-work/collaborating-internationally/global-challenges-research-fund/</a>)</p>
Governance	Governance is a framework or infrastructure that defines and controls the outputs, outcomes and benefits from projects and/or programmes. The mechanism whereby the investing organization demonstrate financial and technical understanding and control of their project.
NGO	Non-Governmental Organization. An NGO is typically a not-for-profit group or institution with a social or humanitarian aim, which operates independently from the government.
<u>ODA</u>	Official Development Assistance. ODA is government aid which is awarded to DAC countries that promote and specifically target the economic development and welfare of developing countries.



	( <a href="https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/official-development-assistance.htm">https://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/official-development-assistance.htm</a> )
<a href="#">OECD</a>	Organization for Economic Co-operation and Development  ( <a href="https://www.oecd.org/about/">https://www.oecd.org/about/</a> )
Open Access (OA) Publishing	OA is a set of principles and a range of practices through which research outputs are distributed online, free of cost or other access barriers, meaning anyone can access them.
PI	A Principal Investigator (PI) is the person who will hold the money awarded with the grant and will be responsible for leading the research project.
<a href="#">SDGs</a>	Sustainable Development Goals (SDG). The United Nations, Department of Economic and Social Affairs, 2030 Agenda For Sustainable Development have developed 17 SDGs. These SDGs are an urgent call for global collaboration to address poverty and deprivation the goals aim to improve health and education and climate change. The EdJAM network is working collaboratively towards SDG 4, particularly 4.7, which includes “the promotion of a culture of peace” (United Nations, 2020), however this goal does not specifically address educating about the violent pasts for a culture of peace.  ( <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> )
SDG - 4	SDG. “Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” (United Nations, 2020)
SDG - 4.7	SDG “4.7. By 2030 ensure that all learners acquire the knowledge and skills needed to promote sustainable development including among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” (United Nations, 2020)
Research Ethics Review Board/Committee	A body within an organisation that is responsible for safeguarding the rights, safety, dignity and well-being of all research participants. They will conduct some form of risk-benefit analysis in an attempt to determine whether or not research should be carried out and then accept (or reject), monitor and review all research (especially that involving human subjects) being undertaken by the organisation.



Research question	A specific inquiry which the research seeks to provide a response to - a research question focuses on the research, determines the methodology and hypothesis, and guides all stages of inquiry, analysis, and reporting.
<a href="#">UKRI</a>	UK Research and Innovation. A non-departmental public body sponsored by the Department for Business, Energy and Industrial Strategy (BEIS). UKRI brings together the seven disciplinary research councils, Research England, which is responsible for supporting research and knowledge exchange at higher education institutions in England, and the UK's innovation agency, Innovate UK.  ( <a href="https://www.ukri.org/about-us/who-we-are/">https://www.ukri.org/about-us/who-we-are/</a> )
<a href="#">UoB</a>	University of Bristol  ( <a href="https://www.bristol.ac.uk/">https://www.bristol.ac.uk/</a> )

## 10 EdJAM Network Team and Advisory Board Members

EdJAM team and advisory board members are listed below and can be found on our website:

<https://edjam.network/our-team/>

EdJAM – Our Team		
Name	Country	Position
Duong Keo	Cambodia	Lecturer in History, Royal University of Phnom Pehn  EdJAM Co-Investigator working on the History Education and Classrooms Theme.
Soy Kimsan	Cambodia	Director Centre for the Study of Humanitarian Law, Royal University of Law and Economics.
Sopheap Chea	Cambodia	Executive Director at Bophana Audiovisual Resource Centre
Dr Maria-Teresa Pinto	Colombia	Assistant Professor in Research Methods and the Colombian civil war, Universidad Nacional de Colombia  EdJAM Co-Investigator working on the Transitional Justice and Memory theme
Carolina Valencia	Colombia	Historian and Teacher of Peace Education, Fundación Memoria y Ciudadania
Arturo Charria	Colombia	Teacher and Researcher, Colombian Truth Commission
Catalina Arenas-Ortiz	Colombia	Human Rights Consultant, Fundación Memoria y Ciudadania
Juan Camilo Aljuri Pimiento	Colombia	Project Manager: Peacebuilding and international projects
Arafat Mazhar	Pakistan	Founder, Engage Pakistan and Director, Puffball Studios
Dr Sameen Mohsin Ali	Pakistan	Assistant Professor of Political Science, Lahore University of Management Sciences



		EdJAM Co-Investigator working on the History Education and Classrooms theme and the Learning, Collaborative Evaluation and Partnership theme.
Dr Tania Saeed	Pakistan	Associate Professor of Sociology, Lahore University of Management Sciences  EdJAM Co-Investigator working on the History Education and Classrooms theme and the Learning, Collaborative Evaluation and Partnership theme.
Abiti Nelson	Uganda	Curator for Ethnography and History, Uganda National Museum  EdJAM Co-Investigator working on the Heritage, Education and Everyday Life theme
Dr Chris Dolan	Uganda	Director, Refugee Law Project, Makerere University
Francis Nono	Uganda	Manager of the National Memory and Peace Documentation Centre (NMPDC), Makerere University
Dr Julia Paulson	United Kingdom	Associate Professor in Education, Peace and Conflict, University of Bristol  EdJAM Principal Investigator
Dr Pete Manning	United Kingdom	Senior Lecturer in Sociology, University of Bath  EdJAM Co-Investigator working on the Transitional Justice and Memory Theme
Dr Kate Moles	United Kingdom	Senior Lecturer in Sociology, Cardiff University  EdJAM Co-Investigator working on the Heritage, Education and Everyday Life Theme.
Prof Catriona Pennell	United Kingdom	Professor of Modern History and Memory Studies, University of Exeter  EdJAM Co-Investigator working on the History Education and Classrooms theme
Dr Lizzi Milligan	United Kingdom	Reader in Education, University of Bath  EdJAM Co-Investigators working on the Learning, Collaborative Evaluation and Partnership theme
Lawrence Hoo	United Kingdom	Poet and co-founder of CARGO
David Rawlings	United Kingdom	Senior Lecturer, School of Education, University of Bristol
Caroline Bardrick	United Kingdom	EdJAM Project and Communications Manager
Kerry Parsons	United Kingdom	EdJAM Research Assistant



Fleur Hoyle	United Kingdom	EdJAM Placement Student
Katuska Ferrer Portillo	United Kingdom	Spanish translator for EdJAM
Carolina Valladares Celis	United Kingdom	Spanish translator for EdJAM
EdJAM Advisory Board		
Name	Country	Position
Prof Matthew Brown	United Kingdom	Professor in Latin American History, University of Bristol  Advisory Board Chair
Dr Andrei Gomez Suarez	United Kingdom	Senior Research Fellow in the Centre for Religion, Reconciliation and Peace, University of Winchester
Prof Arathi Sriprakash	United Kingdom	Professor of Education, University of Bristol
Bilal Barakat	France	Senior Policy Analyst, UNESCO Global Education Monitoring Report
Elizabeth Jelin	Argentina	Senior Researcher at the National Council of Scientific and Technical Research (CONICET) and at IDES (Institute of Economic and Social Development)
Prof Keri Facer	United Kingdom	Professor of Social and Educational Futures, University of Bristol
Dr Paul Cooke	United Kingdom	Centenary Chair of World Cinemas, University of Leeds PI Changing the Story: Building Civil Society with and for Young People in Post Conflict Settings. (GCRF AHRC funded)
Simon Glasser	United Kingdom	Research Development Manager International (GCRF), University of Bristol
Sonja Anderson	USA	Inter-Agency Network on Education in Emergencies



## Register of document edits and updates

Date of change	Previous information	Updated information
22/09/2021	Under Section 2. What kinds of project we will fund	
	<p>We ask that all proposals aim to share learning from their work, including by producing at least one creative output (for example, but not limited to: a curricular resource, a piece of artwork, music, theatre, an exhibition, a digital technology, an educational guide, etc.). Practical outputs might include (but are not limited to) a curricular resource, a piece of artwork, an exhibition, a digital technology, an educational guide, etc. Academic output might include (but are not limited to) a journal article, book chapter, book, media article, etc</p>	<p>We ask that all proposals aim to share learning from their work, including by producing at least one creative output (for example, but not limited to: a curricular resource, a piece of artwork, music, theatre, an exhibition, a digital technology, an educational guide, etc.) which we will share on our website. EdJAM will also support projects to produce an academic output if they wish to, and this might include a journal article, book chapter, blog post or media article.</p>
23/09/2021	Under Section 6: Application process and downloadable forms	
	Due Diligence Checklist and Letter'	<p>Due Diligence Letter</p> <p>Due Diligence Checklist (document added to application document list)</p>
15/10/2021	Under Section 6: Application process and downloadable forms	
		Budgeting form version update to correct formula