



**WorldWise Global Schools (WWGS)
Grant Call 2017**

Grant Application Guidelines

**Non Governmental Organisations (NGOs)
and School Networks**

KEY DATES:

GRANT APPLICATION PERIOD: 7th March 2017 (Opens) - 7th April 2017 (Closes)

GRANT FUNDING PERIOD: 1st June 2017 to 31st May 2018

**PLEASE NOTE: COMPLETION AND SUBMISSION OF A GRANT APPLICATION IS
NOT A GUARANTEE OF GRANT FUNDING**

Section 1: Background

1.1. What is WorldWise Global Schools?

WorldWise Global Schools (WWGS) is the Irish Aid programme for Development Education in post-primary Schools in the Republic of Ireland. It is the key channel through which Irish Aid support for Development Education (DE) at post-primary school level is coordinated, and is named as one of five strategic partnership programmes in the Irish Aid Development Education Strategy 2017-2023. WWGS is implemented through a consortium comprised of Gorta-Self Help Africa (GSHA), Concern Worldwide (CW) and the City of Dublin's Education and Training Board Curriculum Development Unit (CDETBCDU).

1.2. What is Development Education/Global Citizenship Education?

Development Education (DE) is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation by enabling learners to recognise the interconnected nature of their lives and the lives of people in the global South. DE combines the following key components:

DE COMPONENTS	
Knowledge	factual information about local and global justice issues.
Values & Attitudes	an appreciation of human interdependence; solidarity, empathy and a sense of respect towards self and others.
Skills	critical thinking, reflection, problem solving, analysis, teamwork
Action	to effect change for a more just and equal world
Methodology	learner-centred and active methodologies

1.3. WWGS Strategy for Development Education in post-primary Schools

WWGS was established in 2013 with a view to adopting a more integrated and programmatic approach that combines all DE support to post-primary schools under one programme. By offering a single point of contact, WWGS seeks to coordinate disparate strands of DE - in schools, school networks and NGOs - to establish a shared understanding of what constitutes quality DE, and to ensure better accessibility to resources and support for schools throughout the country. The overarching aim of WWGS is to bring about an increased spread, number and mix of post-primary schools engaging in and availing of quality DE.

Many post-primary schools across Ireland are already 'doing' DE – whether through curricular initiatives (e.g. by incorporating DE across different subject areas and courses;

establishing a DE TY module; or encouraging DE peer learning between students and teachers from different year groups/subject areas); or through extra-curricular activities (such as DE clubs/societies; holding DE-themed events; collaborating with DE NGOs or networks).

1.4 DE and the Junior and Senior Cycle Framework

WWGS seeks to encourage schools to identify how they are already 'doing DE' even if they are not already participating in WWGS (through, for example, grant funding or as a Global Passport holder). WWGS seeks also to increase schools' understanding of the relevance of DE to the curriculum (Stamp One in the WWGS Global Passport), both in terms of acquiring Key Skills at both Junior Cycle and Senior Cycle level, and also in relation to meeting a considerable number of the Junior Cycle Statements of Learning.

Key Skills

Development Education/Global Citizenship Education allows learners to acquire Key Skills as set out in the Framework for Junior and Senior Cycle, along with many other skills:

JUNIOR CYCLE	SENIOR CYCLE
Managing myself	Information processing
Communicating	Critical and Creative Thinking
Being creative	Communicating
Working with others	Working with others
Managing information and thinking	Being personally effective

Other Key Skills include: empathy; self-awareness and reflection; ability to manage complexity and uncertainty; informed and reflective action.

Junior Cycle Statements of Learning (SOL)

Exploring DE/GCE allows schools to meet a variety of Statements of Learning (SOL) at Junior Cycle, particularly the Statements of Learning listed below. Exploring DE/GCE ensures that the student:

	STATEMENT OF LEARNING:
SOL 5	has an awareness of personal values and an understanding of the process of moral decision making
SOL 6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
SOL 7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
SOL 8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
SOL 9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
SOL 10	has the awareness, knowledge, skills, values and motivation to live sustainably

DE Themes

Schools can, furthermore, be supported to incorporate DE into the curriculum across a whole range of thematic areas, which may include – but are by no means limited to – the following list of areas:

- Climate Change
- Migration
- Equality
- Human Rights & Responsibilities
- Food Security
- Peace & Justice
- Responsible Consumption & Production
- Sustainable Development
- Alternative Energy
- Globalisation & Interdependence

1.4 WWGS Global Passport

In an effort to embed sustainable DE in post-primary schools, WWGS has established the [Global Passport](#) as a framework for DE engagement and as means to recognise and validate that engagement. The Global Passport is a WWGS tool that specifically enables schools to identify the DE that they are already doing, as well as how they can further integrate DE into different aspects of the school community, and build on existing levels of DE capacity and engagement.

The Global Passport provides a multi-dimensional framework for DE, meaning that schools can track and build on their DE work through a wide variety of entry points, including and beyond the curriculum:

1. Curriculum
2. Extra Curricular Activities
3. Teacher Capacity & Engagement
4. Student Capacity & Engagement
5. School Management / Leadership
6. School Ethos / Policy
7. Relationships beyond the school

The eligible activities for which schools can apply for funding under the WWGS Grant Call 2017 are based around these Global Passport entry points.

SECTION 2 : WWGS Annual Grant Call 2017

2.1 WWGS Annual Grant Funding for DE at post-primary level

The 2017 Annual Grant Call, for DE initiatives in the 2017 - 2018 academic year, is now open for applications. The Call is open for one month, from 7th March 2017 until the closing date for receipt of applications on 7th April 2016. Applications will not be accepted after this deadline. Applications for funding are invited from eligible organisations (schools, school clusters, DE NGOs and education networks) for DE initiatives in post-primary schools in the coming academic year.

Applicants are encouraged to demonstrate how their proposed activities fit within a broader, long-term strategy of whole school engagement with DE (also referred to as a Whole School approach). Applicants should note that funding is awarded based on the merit of each funding application and in line with adherence to the criteria outlined in Section 4 (page 10). There is no guarantee of a funding allocation for any organisation, in any given year, including those previously in receipt of a WWGS grant.

2.2 WWGS Global Passport – Framework for Post-primary DE Engagement

In an effort to embed sustainable DE in post-primary schools, WWGS has established the [Global Passport](#) as a framework for DE engagement and as a means to recognise and validate that engagement. The Global Passport enables schools to identify the DE that they are already doing, as well as how they can further integrate DE into all aspects of the school community and build on existing levels of DE capacity and engagement.

The Global Passport provides a multi-dimensional framework for DE, meaning that schools can track and build on their DE work through a wide variety of entry points:

1. Curriculum
2. Extra Curricular Activities
3. Teacher Capacity & Engagement
4. Student Capacity & Engagement
5. School Management / Leadership
6. School Ethos / Policy
7. Relationships beyond the school

2.3 Grant Call 2017 Priorities

WWGS recognises the **role of NGOs and established education networks** in supporting schools' engagement with DE and in providing capacity building to enable students, teachers and principals to 'do' DE themselves. NGOs and education networks have long been a key resource and support for post-primary schools seeking guidance in relation to DE, and for those seeking ways to deepen their

engagement with DE through curricular and extra-curricular activities. WWGS will support NGOs and education networks engaging in DE that can demonstrate effective DE delivery, engagement, capacity building, good practice and financial oversight.

WWGS recognises also, and welcomes, the varying methodological approaches to DE as employed by different NGOs and education networks. Applicants are encouraged to incorporate such learner centred active **methodologies** into their funding applications, as a demonstration of the unique added value that each organisation can bring to DE in the post-primary sector – whether this is through creative methodologies, the arts, sports, foreign languages, etc.

WWGS also advises applicants to clearly identify and demonstrate the **target audience** that they are seeking to engage through their funding application – i.e. specifically whether that is to work with teachers and/or students and/or school management, and whether at Senior Cycle Level, Junior Cycle Level, Leaving Cert Applied (LCA), Youthreach Centres, Centres of Further Education (CFEs), etc. There is, clearly, a wide-ranging audience within the post-primary sector and WWGS particularly welcomes funding applications that are specifically and clearly targeted within the sector, while being complementary to the core expertise and organisational capacity of each applicant.

WWGS would note that a key priority for WWGS continues to be, under Grant Call 2017, teacher capacity building, with WWGS seeking to increase the number of **teachers** in post-primary schools that have the confidence, competency and capacity to engage effectively with DE.

Building the DE capacity and engagement of **students** is also facilitated through this programme – either indirectly, through the building of teacher capacity for student engagement in DE; or alternatively, through direct NGO/Network interventions with students in post-primary school settings. Applicants that demonstrate capacity and expertise in directly engaging students are welcome to apply for funding to do so under the specific remit of the WWGS programme for 2016-2017, but must clearly address DE sustainability considerations in doing so.

2.4 What activities are eligible for funding?

The following section elaborates on eligible activities within key priority areas under this Grant Call.

2.4.1 DE Capacity & Engagement - Teachers

One of the most effective means of increasing the spread, number and mix of post-primary schools engaging in and availing of quality DE – which is the overall aim of WorldWide Global Schools – is to increase the number of teachers equipped to engage with DE. This entails equipping them with the necessary information and tools to impact student knowledge, understanding, skills, values, attitudes and actions. It is also about building teachers' confidence in their ability to deliver DE and *consolidate* any learning facilitated by external school partners, such as NGOs and education networks.

NGOs and education networks have a role to play in strengthening DE expertise in schools. They can enable teachers to learn from each other in an effective form of peer learning and can, in particular, provide guidance to teachers on integrating DE into teaching and learning. WWGS seeks to build teachers' confidence in their ability to deliver DE and consolidate learning facilitated by external providers, such as NGOs and education networks.

WWGS may fund teacher capacity building in a number of ways - the table below provides a list of suggested examples, but is by no means an exhaustive list.

INCREASING THE DE CAPACITY OF TEACHERS IN POST-PRIMARY SCHOOLS – EXAMPLES:
1. Direct DE training with the teaching staff in a school.
2. Bringing teachers from different schools together for training, and facilitating them to work collaboratively on DE.
3. Creation and provision of teaching and learning materials that consolidate learning from NGO/Network inputs and support the integration of DE in the curriculum.
4. Team Teaching - teachers working together with the same group of students, either in terms of facilitating specific learning/teaching methodologies, project work, or in a cross-curricular sense.
5. Networking and sharing of resources/information either within, or between, schools.
6. Teachers contributing to/participating in sessions to discuss ways of embedding DE across the curriculum and/or into assessment tasks.
7. Peer mentoring initiatives - for example, creating spaces and opportunities for experienced DE teachers to mentor and support student teachers on placement, or teachers that are new to the school.
8. Organisation of Continuous Professional Development (CPD) events and/or online training.
9. Teacher attendance/inputs at relevant conferences.

WWGS recognises that one of the most significant barriers to teachers engaging in training or events to increase their DE capacity is exemption from duties to allow them to participate. For this reason, WWGS makes specific provision under the Annual Grant Call for **teacher substitution costs**, in order to enable NGOs and Networks to offer (full or partial) substitution cover to schools. This provision is designed to enable schools to pay for substitution costs incurred while relevant teacher(s) participate in a scheduled training / event.

Measuring the growth in DE capacity of all teachers participating in grantee projects is a requirement. This should be done through using the WWGS Self Assessment Tool (SAT) as outlined in Section 1.7.

2.4.2 DE Capacity & Engagement - Students

WorldWide Global Schools recognises the particular role of NGOs and networks in delivering DE to post-primary schools by means of student engagement and capacity building. NGOs and networks are welcome to focus their funding applications on this approach but must clearly demonstrate effectiveness and sustainability in doing so. It is expected that this approach would contribute towards building the overall capacity of schools to 'do' DE themselves. Such initiatives are required to be student-focused and student-led and the following table provides a list of suggested examples, but is by no means an exhaustive list.

INCREASING THE DE CAPACITY OF STUDENTS IN POST-PRIMARY SCHOOLS – EXAMPLES:
1. Working with students, teachers, and school management to collectively plan DE in the school.
2. Bringing students from different schools together and facilitating them in working collaboratively on, for example, a shared cross-curricular DE project.
3. Facilitating DE work in student steering groups or student councils.
4. Assisting students to coordinate an awareness-raising event related to a global justice issue.
5. Encouraging student-led engagement and action in schools through participation in wider national or international development, social justice, human rights, or environmental initiatives.

Successful applicants will be required to measure the growth in DE capacity of students participating in their project, using the WWGS Self Assessment Tool (SAT) as outlined in Section 4.2 (required for a representative sample of participating students).

2.5 What Activities are ineligible for funding?

The following is an indicative list of activities that are not eligible for funding:

- 2.5.1** Activities that take place before 1st June 2017 or after 31st May 2018.
- 2.5.2** Campaigning and advocacy activities that do not demonstrate a strong DE focus and approach.
- 2.5.3** Activities that have a primary aim or focus on fundraising.
- 2.5.4** Activities that do not have a clear global dimension (*i.e.* that only focus on local issues).
- 2.5.5** External evaluations are not a requirement of any WWGS-funded project

and will not be funded by WWGS. Research projects are not eligible for funding either.

2.5.6 Student travel outside of Ireland.

2.5.7 Teachers travelling with a student group as part of an exchange or immersion visit.

Applicants should note that this is not an exhaustive list of ineligible costs and the WWGS Grants Selection Committee (which will meet in May 2017) reserves the right to deem other costs ineligible as necessary.

2.6 Focus on Results

Applicants will be required to focus on the expected results of their proposed projects, which are expected to contribute towards the overall aim of WorldWide Global Schools - to bring about an increased spread, number and mix of post-primary schools engaging in and availing of quality DE inputs and delivery.

Work Plan

Applicants will need to demonstrate clarity of understanding on how the activities of the proposed project will lead to achievement of the project outcome. This will be captured in the project workplan template (Appendix 1) that accompanies the grant application form and is a required element of all applications. Applicants will need to detail the specific activities that are planned in order to achieve the overall project outcome, the Global Passport stamps these activities relate to, and the timeframe for each activity.

Self Assessment Tool (SAT)

The expected project results can be verified (in part) through a Self Assessment Tool (SAT) developed by WWGS. Applicants are also welcome to use their own supplementary means of verification for their own projects, in addition to the SAT (completion of which is mandatory for all WWGS-funded projects).

The Self Assessment Tool is intended to aid reporting on progress at the end of a project by generating quantitative data on growth in Knowledge, Skills, Values & Attitudes and commitment to Action. The SAT can verify the impact of a project on beneficiaries, whether they are students or teachers.

A simple guide to using the WWGS Self-Assessment Tool will be provided to all successful applicants (grantees) at the beginning of the 2017-2018 academic year, but can also be obtained in advance upon request.

The SAT exercise should be undertaken with 100% of teachers participating in a project and with a representative sample (not less than 10%) of students participating in a project. Therefore applicants will need to factor in some class/workshop time to complete the SAT as part of their project, as appropriate.

SECTION 3: Budget Information

Applicants should note the following in relation to project costs:

3.1 Staff/employment costs should only be paid to the person(s) who will spend a majority of their time on the project and have a signed contract that indicates percentage contributions. This should be calculated on the total number of hours worked for the duration of the project and should be both reasonable and proportional.

3.2 Consultancy fees must adhere to the WWGS permitted threshold, which specifies facilitators' fees should be no more than €300 maximum per day.

3.3 Teacher substitution costs can be claimed for the exact (and reasonable) number of hours and minutes for which a replacement teacher had to be paid by the school. Department of Education rates apply and are dependent on the status of the substitute teacher.

3.4 Overhead costs may include, for example, communication expenses or copying and print services that are required for project implementation. They should not constitute more than 10% of the overall grant applied for. The use of "miscellaneous expenses" as a budget item will not be accepted. Auditor fees are not an eligible expense.

SECTION 4: Application Appraisal Process

4 Application Process:

- 4.1.1 This is an online-only application process for NGOs and networks.
- 4.1.2 Only ONE application per organisation will be accepted (although individual schools can be party to applications submitted by NGOs and/or education networks, in addition to their own individual applications, so long as the projects are clearly distinct and unrelated).
- 4.1.3 Funding requested by applicants (i.e. dependency on Irish Aid funding) must not exceed 90% of its overall organisational income. This dependency must not exceed 60% in cases where an organisation is a recipient of income under Irish Aid's Civil Society Funding (CSF) Programme.
- 4.1.4 Only fully completed applications received by 7th April 2017 will be considered.
- 4.1.5 Applicants are strongly advised to familiarise themselves with the WWGS

Global Passport framework prior to developing their application.

- 4.1.6 Queries on the application process should be emailed to info@worldwiseschools.ie. All clarifications will be shared on the WWGS website in the FAQs section. Applicants are advised to consult this page regularly for updated information.
- 4.1.7 All applicants will be notified on the outcome of their applications for the 2017/18 academic year by no later than August 2017, and successful projects can commence in June. Contracting with successful applicants will commence from that period.

4.2 Appraisal Process

An external Grants Selection Committee will assess all eligible applications received and make decisions on funding allocations/rejections. The general criteria for assessing grant applications and contributing to the overall grants decision-making process are set out below:

Criterion 1: Strategy, Governance and Financial Oversight

Appraisers will assess the effectiveness of governance and financial oversight systems. Special attention will be paid to governance and management structures, self-regulation initiatives and decision-making processes. Appraisers will assess whether organisational strategy is coherent with the proposed project and whether the organisation has adequate capacity to deliver on the proposed project.

Criterion 2: Quality of the Project Proposal

Appraisers will assess the overall quality of each proposal. The design of the project will be assessed alongside the number of students/teachers the project seeks to engage, as well as the quality/depth of that engagement. The proposed DE methodologies and learning outcomes will also be assessed. Projected budgets will be analysed against efficiency and value for money principles. The extent to which risks associated with project delivery are taken into consideration will also be assessed.

Criterion 3: Impact and Sustainability

Appraisers will assess the extent to which proposed projects embed DE in schools on a sustainable basis and demonstrate elements of a Whole School Approach. Appraisers will assess how the project will contribute to building the capacity of schools to do DE themselves, with particular emphasis on teachers' capacity, as well as the quality/depth of DE engagement the project seeks to achieve.

Criterion 4: Delivering on Results

Appraisers will assess the logic underpinning the proposed project by checking how well the programme outputs and objectives fit together to achieve the

expected outcomes/results. Appraisers will also assess how project results/outcomes will be measured and how the WWGS Self Assessment Tool will be integrated into doing so. Evidence of change from past DE initiatives, if any, will also be considered.

SECTION 5: Eligibility Criteria

5.1 What organisations are eligible to apply?

5.1.1 Non Governmental Organisations (NGOs)

5.1.1.1 NGOs not in receipt of an Irish Aid programme funding; who work with post-primary schools and school networks to build their capacity to 'do' DE themselves; and who fulfill the eligibility criteria outlined below, are eligible to apply for WWGS funding.

5.1.2 Established Education Networks

5.1.1.2.1 WWGS will support and fund established education networks of schools that wish to increase participating schools' capacity to engage with global justice and development issues.

The key characteristic of an established education network is its governance structure. Networks may focus on DE issues or topics that are of common interest to its participating schools; networks may also be formed based on geographical proximity, partner schools in the same partner country, or working with a particular NGO. A network may include schools from Northern Ireland but only where the lead school is based in the Republic of Ireland.

5.2 Eligibility Criteria

Any NGO or established education network engaged in DE at post-primary level that meets the eligibility criteria outlined below is invited to consider applying for a WWGS DE grant.

5.2.1.2 **Organisational Status:** Applicant organisations must have charitable status from the Irish Office of the Revenue Commissioners.

5.2.1.3 **Governance:** Applicant organisations must have a formal decision-making structure that can take legal responsibility for the administration and use of Irish Aid WorldWide Global Schools funds.

5.2.1.4 **Dependency on Irish Aid:** Income received from Irish Aid, either directly or indirectly, must not exceed 90% of the applicant's overall organisational income. This dependency must not exceed 60% in cases where an organisation is a recipient of income under Irish Aid's Civil Society Funding (CSF) Programme. ***Applications requesting in excess of this amount will be deemed ineligible.***

- 5.2.1.5 **Financial Accountability:** Applicants must have annual accounts for the two most recent financial years available and, where possible, on their organisation's website. In cases where the annual organisational income exceeds €100,000, these must be independently audited accounts.
- 5.2.1.6 **Funding Status:** Organisations in receipt of a Programme Grant from Irish Aid are not eligible to apply for a WWGS Grant.
- 5.2.1.7 **Record of Compliance:** Applicant organisations previously in receipt of WWGS/Irish Aid funds must have a record of compliance in terms of the administration and use of such funds (*i.e.* have submitted financial and narrative reports as per agreed schedules in previous contracts). Applicants who have a previous record of non-compliance with the terms of a WWGS/Irish Aid contract may not be considered for funding.
- 5.2.1.8 **Child Protection:** Organisations that work with children and young adults under the age of 18 must have child protection policies in place that are dated and in compliance with policy guideline *Children First Guidance*, launched by the Minister for Children and Youth Affairs in July 2011.

SECTION 6: WorldWide Global Schools/Irish Aid Key Contractual Obligations

Following the appraisal process, applicants who are successful will be notified accordingly and will be required to comply with contractual requirements as outlined in the terms and conditions of contract. Applicants may wish to note, in advance, the following outline conditions:

- 6.1 Contracts** will be issued to successful applicants and 100% of the grant will be disbursed upon return of an original eligible signed contract and bank account details. Contracts are issued exclusively to - and must be signed by - the person named in Section 1A of the Application Form.
- 6.2 Drawdown of funds** by successful grantees is expected to be completed by September 2017 but should certainly be completed no later than December 2017.
- 6.3 Electronic fund transfers** are the only means by which grants will be disbursed to successful applicants and can only be disbursed to the organisation named in Section 1.1 of the Application Form. Alternative transfer options, such as payment by cheque, are not available.
- 6.4 Approved budget items** may not be not be changed during the course of the project without prior written consultation with, and approval by, the WWGS Programme

Office. This can only be obtained by completion and approval of a *WWGS Budget Reallocation Form*, which is available on request to grantees throughout the duration of their project (with a maximum of two budget reallocations permitted within one grant year).

- 6.5 Acknowledgment of Irish Aid:** Applicants are required to comply with the Irish Aid logo and publicity guidelines. In general, all recipients of Irish Aid funding are required to acknowledge Irish Aid funding in a clear manner in annual reports, websites and in publications and publicity material (including online material and social media) related to the funded project and, where appropriate, at project sites. Audited accounts must also explicitly include reference to the contribution from 'Irish Aid WorldWide Global Schools'.
- 6.6 Acknowledgement of WorldWide Global Schools:** Applicants are required to acknowledge WorldWide Global Schools and its logo on all materials produced as part of the project.
- 6.7 End of Project Reporting Requirement:** Grantees must complete and submit an End of Project Report (using a prescribed template) no later than the 31st May 2018. This will include a financial report section, which should show total income and expenditure against the original budget. Both financial and narrative reports must be completed to clearly illustrate the relationship between objectives and expenditure.
- 6.8 Audit:** WWGS reserves the right to evaluate and audit projects at no cost to the grantee. Supporting documentation for the Self-Assessment Tool and all expenditure items (*i.e.* receipts) must be retained for such purposes until December 2018.
- 6.9 Freedom of Information:** Applicant organisations are reminded that documents submitted to WWGS and to the Department of Foreign Affairs and Trade (including application forms and annexes, any report submitted to the Department on foot of a successful funding application, and any other written communications with the Department) automatically become records of the Department and subject to provisions of the *Freedom of Information Act* (2003).
- 6.10 Project Monitoring:** Each organisation is responsible for project implementation and the delivery of results, and will be required to report on progress at the end of the project.
- 6.11 WWGS Self Assessment Tool (SAT):** Applicants should note that, if successful in their funding application, they will be required to measure the growth in DE capacity of participants in their project, whether teachers and/or students. This can be done using a simple WWGS Self Assessment Tool (SAT). It is required only of a representative sample of students participating in a project but will be required of *all* teachers participating in a project (see Section 1.7).
- 6.12 Global Passport:** If successful, applicants will be required to promote and utilise the Global Passport as part of their work with schools for the duration of their WWGS-funded project.