



WorldWise Global Schools

Development Education / Global Citizenship Education

Grants for Post-Primary Schools

2018 – 2019 Academic Year

Guidelines to Applying for a Grant

Schools & School Clusters

KEY DATES

APPLICATION PERIOD: 14th March 2018 (Opens) - 9th May 2018 (Closes)

FUNDING PERIOD: 2018 – 2019 Academic Year

Section 1: Background

1.1. What is WorldWide Global Schools?

WorldWide 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 (CDETB CDU).

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:

| PRINCIPLES | |
|--------------------|---|
| 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, 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 amongst 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 engaged with WWGS (through, for example, grant funding or as a Global Passport holder). WWGS seeks also to promote schools’ understanding of the relevance of DE to the school 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 |

Development Education (DE) / Global Citizenship Education (GCE) Themes

Schools can incorporate Development Education / Global Citizenship Education 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 encourage and embed sustainable Development Education 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 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, 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 that schools can apply for funding for under Grant Call 2018 are based around these Global Passport entry points – see Section 2 to follow, for further information on this.

Section 2: Annual Grant Call – Eligibility Criteria

2.1 WWGS Annual Grant Funding for DE in Post Primary Schools

WWGS holds an Annual Grant Call each year to invite post primary schools to apply for funding for DE activities/initiatives during the upcoming academic year. The 2018 Annual Grant Call, for initiatives in the 2018 - 2019 academic year, is now open for applications. The Call is open for a period of two months, from 14th March 2018 until the closing date for receipt of applications on 9th May 2018. Applications will not be accepted after the deadline.

2.2 Who is Eligible to Apply?

WWGS will support and fund *individual schools*, as well as *groups of schools* that wish to collaborate in DE school clusters.

(1a) Individual Schools – Starter (New)

Individual schools that are new to WWGS (i.e. that have not been in receipt of a WWGS grant before) generally apply for a “starter” school grant of €600. Such schools can apply for support to embed global justice issues within the school through curricular and extra curricular activities – see 2.3.1 for further detail.

Individual schools that are new to WWGS (i.e. that have not been in receipt of a WWGS grant before) can seek to apply for an “established” school grant of up to €2,000 (see #2 below) but should contact WWGS in advance before doing so.

(1b) Individual Schools – Starter (Repeat)

Individual schools that were a Starter (New) School in 2017-2018 (i.e. they *have* already received a WWGS grant) can continue to apply for a “starter” school grant of €600. Such Starter (Repeat) schools can apply for support to continue to embed global justice issues within the school during 2018-2019 through curricular and extra curricular activities – see 2.3.1 for further detail.

An individual school can only be a starter DE school grantee for two years (as a Starter New School and then as a Starter Repeat School), after which time the individual school must then apply as an Established School for funding of between €700-€2,000.

(2) Individual Schools - Established

Individual schools that have previously been either a WWGS Starter (Repeat) School (€600 grant) or a WWGS Established School may apply for an “established” school grant of between €700-€2,000 for 2018-2019. Such schools will have the opportunity to build on past and current DE initiatives to increase the capacity within their schools to engage with global justice issues – see 2.3.2 for further detail.

(3) School Clusters

WWGS will also support and fund *groups of schools* that wish to come together in a DE collaboration – known as DE School Clusters. A school cluster is comprised of a **minimum of three schools** that wish to apply to WWGS for funding to enable joint DE activities and peer learning to take place between schools within that cluster. A school cluster may have DE issues or topics of interest in common, have partner schools in the same partner country, work with a particular NGO, or share geographical proximity. A school cluster may include schools from Northern Ireland but only where the lead school is based in the Republic of Ireland. WWGS can support the development of new school clusters in 2018-2019 and support the continuation of effective existing DE clusters.

2.3 What activities are eligible to apply for?

The type of activities that applicants can seek funding for, as well as the amount of funding that can be sought, depends on the status of the applicant – whether you are an individual ‘starter’ DE school (new or repeat), individual ‘established’ DE school, or a school cluster.

The key priority for WWGS grant funding for post primary schools is, however, is to build the capacity of teachers to teach Global Citizenship Education (GCE), with WWGS seeking to increase the number of *teachers* in post primary schools with the capacity to engage effectively with GCE. We aim to equip teachers with the necessary information and tools to impact student knowledge, understanding, skills, values, attitudes and actions. Furthermore, WWGS seeks to build teachers’ confidence in their ability to deliver DE and consolidate learning facilitated by external providers, such as NGOs. Building the DE capacity and engagement of students is also promoted through this programme.

WWGS makes provision under the Annual Grant Call for **teacher substitution costs** – this means that schools can include teacher substitution cover in their grant application budget if it contributes to increasing DE capacity and engagement. This will allow schools to pay for substitution costs incurred if teachers in the school need to participate in DE activities during class hours (such as those outlined in the examples to follow). WWGS recognises that substitution costs can otherwise be a barrier to teachers engaging in such training and events.

The following is a quick summary table to identify how much a school (or cluster) is eligible to apply for:

| Category | Amount |
|--|--------------------------|
| (1a) Individual School: Starter (New) | €600 |
| (1b) Individual School: Starter (Repeat) | €600 |
| (2) Individual School: Established | €700 to €2,000 |
| (3) School Cluster | From €3,000 up to €8,000 |

2.3.1 If you are applying as an Established School, you can choose from any of the following eligible activities.

| STAMP | SUGGESTED ACTIVITIES |
|--|---|
| CURRICULAR | Series of DE Planning Meetings |
| | WWGS-provided Subject Specific Teacher Training |
| | DE Resources for Teachers / Library |
| EXTRA-CURRICULAR | In-School DE themed event(s) |
| | DE Displays |
| | Engagement with National DE Programmes (e.g. YSI Making Our World One World / BTYSTE Science for Development Award, Concern debates, <i>etc</i>) |
| | External DE Workshop Facilitator(s) |
| TEACHER CAPACITY and ENGAGEMENT | WWGS-provided Teacher CPD Session |
| | DE Planning & Coordination Time for Teachers |
| | WWGS Global Passport Training / Support |
| STUDENT CAPACITY and ENGAGEMENT | Materials for Student-led Action |
| | DE Field Trip(s) |
| | Student Consultation Meetings |
| SCHOOL LEADERSHIP | WWGS-provided Support Meeting with School Management |
| SCHOOL POLICY / GOVERNANCE | DE Policy Development |
| | WWGS-provided DE Policy Support |
| RESPECTFUL RELATIONSHIPS with and BEYOND SCHOOL | Community DE event/action (e.g. exhibitions, performances, <i>etc</i>) |
| | DE-specific Communications (e.g. website, newsletter, <i>etc</i>) |

2.3.1 If you are applying as **(1a)** an Individual School Starter (New) or **(1b)** an Individual School Starter (Repeat), you can choose from any of the following activities.

| SUGGESTED ACTIVITIES |
|--|
| Step 1. Planning and Training |
| WWGS-provided DE planning meeting (<i>tick to avail of free session</i>) |
| WWGS-provided subject specific teacher training (<i>tick to avail of free session</i>) |
| WWGS-provided support meeting with school management (<i>tick to avail of free session</i>) |
| WWGS-provided Continous Professional Development (CPD) session(s) (<i>tick to avail of free session</i>) |
| Substitution cost to cover DE planning meeting(s) |
| DE CPD for teachers (<i>e.g. costs of facilitator(s), materials, etc</i>) |
| DE Resources for teachers / library |
| DE school policy development (<i>e.g. meetings, substitution, materials etc</i>) |
| Step 2. Teaching and Learning |
| External DE workshop faciliator(s) |
| DE Field Trip(s) |
| Student Consultation meetings |
| Engagement with National DE Programmes (<i>e.g. YSI 'Making Our World One World challenge' / BTYSTE 'Science for Development Award' / Concern debates, etc</i>) |
| Sustaining of Existing Global School Partnerhip (<i>e.g. communications and joint learning projects with partner school in the Global South</i>) |
| Step 3. Taking Action |
| Materials for student-led DE action project(s) |

| |
|---|
| In-School DE themed event(s) |
| Community DE Event(s) / Action(s) (e.g. exhibitions, performances, etc) |
| Step 4. Communicating and Celebrating |
| DE-specific communications (e.g. website, newsletter, newspaper, blogs, etc) |
| DE Display(s) |
| Development of awareness-raising materials (e.g. presentations, leaflets, videos) |

2.3.2 If you are applying under category **(3) School Cluster**, you can apply for a grant within a threshold of between **a minimum of €3,000 up to a maximum of €8,000.**

WWGS welcomes applications from schools that wish to come together to form a cluster (see section 2.1.3). School Cluster applications should, however, be informed by the following key principles:

1. Number of Schools in the Cluster – WWGS will allocate funding to school clusters proportionate to the number of schools involved in the cluster (in line with one of the key appraisal criteria, value for money – see page 7).
2. Number of Global Passport Stamps – WWGS will allocate funding to school clusters proportionate to the number of Global Passport stamps that they are proposing to engage with through the project, with a particular emphasis on the Teacher Capacity & Engagement stamp.
3. Number of Workshops – WWGS may allocate funding for a (limited) number of workshops, but applicants are also advised to consider other DE methodologies, particularly for engaging teachers, in developing their funding applications.

2.4 What activities are not eligible to apply for?

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

- 2.1.1. Student travel outside of Ireland.
- 2.1.2. Teachers travelling with a student group as part of an exchange or immersion visit.
- 2.1.3. Activities that take place before 1st August 2018 or after 17th May 2019.
- 2.1.4. Campaigning and advocacy activities that do not demonstrate a strong DE focus and approach.
- 2.1.5. Activities that have a primary aim or focus on fundraising.

- 2.1.6. Activities that do not have a clear global dimension (*i.e.* that only focus on local issues).
- 2.1.7. External evaluations are not a requirement of any WWGS-funded project and will not be funded by WWGS. Research projects are also not eligible for funding.
- 2.1.8. Participation by individual teachers in professional or personal development training courses.

Applicants should note that this is not an exhaustive list of ineligible activities and the WWGS Grants Selection Committee (which will meet in June 2018) reserves the right to deem other activities ineligible as necessary.

2.5 What are the eligible costs that can be included in the project budget?

Applicants should note the following in relation to project costs:

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

2.5.2 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.

2.5.3 Overhead costs may include, for example, copying/print services or office materials 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 3: Application & Appraisal Processes

3.1. Application Process:

- 3.1.1. Applicants must complete the online *WWGS Application Form*, which you will have access to once you register online or by phone.
- 3.1.2. Only ONE application per school 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).
- 3.1.3. Only fully completed applications received by the 9th of May 2018 will be considered.
- 3.1.4. Applicants are advised to familiarise themselves with the WWGS Global Passport prior to developing their application.

- 3.1.5. Queries on the application process should be emailed to grants@worldwiseschools.ie. Applicants are also referred to these Grant Guidelines, and to consult with www.worldwiseschools.ie
- 3.1.6. All applicants will be notified of the outcome of their applications for the 2018-2019 academic year by the end of June 2018. Contracting with successful applicants will commence from that period and projects can commence from 1st August 2018. Feedback can be provided, on request, to unsuccessful applicants with a view to informing any future grant application.

3.2. 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:

1. **Relevance** – this relates to the WWGS aim and strategy as outlined on page 1 (see our website also for more detailed strategy).
2. **Finance/Value for Money** – this relates to the cost of the project; are there clear and realistic costs associated with your project; is the grant good value for money relative to the number of teachers and students that will benefit from your project and the quality/depth of DE engagement it seeks to achieve?
3. **Creativity/Coherence** – this relates to the extent to which your application demonstrates creativity and initiative as well as a clear logic between project activities.
4. **Capacity** – this relates to the applicant's capacity to deliver on the proposed project and the level of risk, if any, in grant allocation.
5. **Sustainability/Impact** – this relates to the extent to which your application aims to embed and build DE capacity in each school, and have maximum impact on students/teachers/whole-school community.

Section 4: 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:

- 4.1 Contracts** will be issued to successful applicants and 100% of the grant will be paid upon return of an original signed contract and bank account details. Contracts are issued exclusively to - and must be signed by - the person named in Section 1.2 of the Application Form.
- 4.2 Drawdown of funds** by successful grantees should be completed by September 2018, and at the very latest by December 2018.
- 4.3 Electronic fund transfers** are the only means by which grants will be disbursed to successful applicants and can only be disbursed to the applicant named in Section 1.1 of the Application Form. Alternative transfer options, such as payment by cheque, are not available.
- 4.4 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 to grantees on the WWGS website throughout the duration of their project.
- 4.5 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) 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'.
- 4.6 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.
- 4.7 End of Project Reporting Requirement:** Grantees must complete and submit an End of Project Report (using a prescribed template) no later than 17th May 2019. This report will include a financial report section, which should show the total income and expenditure against the original budget. Both the financial and narrative reports must be completed so as to clearly illustrate the relationship between objectives and expenditure.
- 4.8 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 2020.
- 4.9 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 the provisions of the *Freedom of Information Act* (2003).

4.10 Project Monitoring: Successful applicants are responsible for the implementation of their project and the delivery of results and will be required to report on progress at the end of the project.

4.11 WWGS Self-Assessment Tool (SAT): Applicants should note that, if successful in their funding application, they will be required to measure the growth of DE capacity in project participants, whether teachers and/or students.

This should be done using the simple WWGS Self Assessment Tool (SAT). This 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 5: Additional Support for Applicants

The WWGS staff team is available to provide appropriate support and guidance to schools throughout the application process.

5.1 Contact details for WorldWide Global Schools are as follows:

General contact details:

Website: www.worldwiseschools.ie

Phone: 01 6852078

Email: grants@worldwiseschools.ie

Postal Address: WorldWide Global Schools, Kingsbridge House, 17-22 Parkgate Street, Dublin 8.

WWGS contact details for specific team members are as follows:

| | | | | |
|------------------|--------------------------------|--|------------|-------------|
| James Dolan | Database Administrator | james.dolan@worldwiseschools.ie | 01 5547458 | |
| Rita Walsh | Programme Director | rita.walsh@worldwiseschools.ie | 01 5547448 | 087 1263479 |
| Aishling McGrath | Education Officer, West Region | aishling.mcgrath@worldwiseschools.ie | 01 5547449 | 086 0714145 |
| Lizzy Noone | Project Officer, East Region | lizzy.noone@worldwiseschools.ie | 01 5547450 | 086 8720879 |
| Laura Cahill | Programme Support Officer | laura.cahill@worldwiseschools.ie | 01 5547447 | 085 2728792 |

WWGS would like to thank you for expressing an interest in helping to deepen engagement with Development Education / Global Citizenship Education at post primary level.