



WorldWise Global Schools
Global Citizenship Education
Grants for NGOs & School Networks
2019/2020 Academic Year

Guidelines to Applying for a WWGS Grant

KEY DATES:

GRANT APPLICATION PERIOD: 8th April 2019 (Opens) – 10th May 2019 (Closes)

GRANT FUNDING PERIOD: 1st August 2019 to 31st May 2020

SECTION 1: Background

1.1 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 (also known as Global Citizenship Education) is coordinated at post-primary school level, and WWGS 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 Self Help Africa (SHA), Concern Worldwide (CW) and the City of Dublin Education and Training Board (CDET) Curriculum Development Unit.

1.2 Global Citizenship Education

Global Citizenship Education (GCE) 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 other people around the world. GCE 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

WWGS recognises the **role of NGOs and established education networks** in supporting schools' engagement with GCE, and in building their capacity to do so. NGOs and education networks have long been a key resource and support for post-primary schools seeking guidance in relation to GCE, and for those seeking ways to deepen their engagement with GCE. WWGS grant funding is available, therefore, for NGO's and Networks working in development education to apply for, subject to eligibility to do so (see Section 2 to follow).

SECTION 2 : Eligibility Criteria

2.1 Who is eligible to apply for funding from WWGS?

Applications for funding are invited from eligible organisations (see below) for GCE initiatives in post-primary schools in the coming academic year under the WWGS Annual Grant Call 2019.

Eligible Organisations:

2.1.1 Non Governmental Organisations (NGOs)

NGOs not in receipt of Irish Aid programme funding; who work with post-primary schools and school networks to build their capacity to 'do' GCE themselves; and who fulfill the eligibility criteria outlined under Section 2.2, are eligible to apply for WWGS funding.

2.1.2 Established Education Networks

WWGS will support and fund established education networks that wish to increase their 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 GCE 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.

WWGS endeavours to support NGOs and education networks that demonstrate effective GCE delivery, engagement, capacity building, good practice and financial oversight. Applicants should note, however, that this is a **competitive grants round** and, as such, grants are allocated on the basis of available funding (which may be subject to change each year). There is no guarantee of a funding allocation to any organisation in any given year, including those previously in receipt of a WWGS grant. Funding is awarded based on the merit of each individual funding application and in adherence to the criteria set out in these guidelines (see Section 3).

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

There is a wide-ranging **target audience** amongst the post-primary sector and WWGS particularly welcomes funding applications that are clearly targeted within the sector while being complementary to the core expertise and organisational capacity of each applicant. This would include, for example, working specifically 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.

2.2 What are the specific applicant eligibility criteria?

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

- ⇒ **Organisational Status:** Applicant organisations must have charitable status from the Irish Office of the Revenue Commissioners.
- ⇒ **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.
- ⇒ **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.
- ⇒ **Funding Status:** Organisations in receipt of a Programme Grant from Irish Aid are not eligible to apply for a WWGS Grant.
- ⇒ **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.
- ⇒ **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 further funding.
- ⇒ **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 National Guidance for the Protection and Welfare of Children 2017*, launched by the Minister for Children and Youth Affairs.

2.3 What type of activities are eligible for funding?

In an effort to encourage and embed Global Citizenship Education (GCE) more sustainably in post-primary schools, WWGS has established the [Global Passport](#) as a framework for GCE post-primary engagement, and as a means to recognise and validate that engagement.

WWGS requires all NGOs and Networks in receipt of WWGS grant funding to use and promote the Global Passport amongst their schools as a framework for newly or more deeply engaging schools in Global Citizenship Education.

The Global Passport is a WWGS tool that specifically enables schools to identify the GCE that they are already doing, as well as how they can widen GCE into all aspects of the school community, and build on existing levels of GCE capacity and engagement.

The Global Passport provides a multi-dimensional framework for GCE, meaning that schools can track and build on their GCE work through a wide variety of entry points, including and beyond the curriculum. There are six Global Passport Stamp areas (listed in the table below – and see also <http://www.worldwiseschools.ie/global-passport/>)

1. Curricular
2. Extra Curricular
3. Teacher Capacity & Engagement
4. Student Capacity & Engagement
5. School Leadership & Policies
6 Community Engagement

WWGS encourages all NGO and Network applicants to apply for funding for actions that will support schools across as many as possible (or all) of the Global Passport Stamp areas but Stamp 3 on teacher capacity and engagement is a particular priority under this Grant Call.

1) Global Passport Stamp One: Curricular

GCE and the Junior and Senior Cycle:

WWGS seeks to promote schools’ understanding of the relevance of GCE to the school curriculum, 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

Global Citizenship Education (GCE) allows learners to acquire Key Skills, as set out in the Framework for Junior Cycle and the Senior Cycle Key Skills Framework, 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 (SOLs)

Exploring GCE allows schools to meet a variety of Statements of Learning (SOLs) at Junior Cycle, particularly the Statements of Learning listed below. Exploring 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

2) Global Passport Stamp Two: Extra Curricular

Stamp Two moves GCE outside of the curriculum solely, and specific subject areas, into wider learning opportunities for students and teachers. This can include supporting engagement with events and initiatives outside of the school itself such as, for example, the BT Young Scientists Exhibition that is held in January every year, as well as a range of other events organised and coordinated by various NGOs and Networks that are working on Global Citizenship Education. Post-Primary schools welcome opportunities for students and teachers to engage in GCE outside of individual class groups, and may be keen to welcome inputs and workshops from NGOs and Networks that have particular and specific areas of expertise in GCE, especially if schools are running their own in-school themed events.

3) Global Passport Stamp Three: Teacher Capacity & Engagement

One of the most effective means of increasing the spread, number and mix of post-primary schools accessing quality GCE – which is the overall aim of WorldWise Global Schools – is to increase the number of teachers equipped to engage with GCE. A key priority under Grant Call 2019 continues to be, therefore, that of building the capacity of teachers to understand and deliver on Global Citizenship Education themselves.

WWGS seeks to increase the number of **teachers** in post-primary schools that have the confidence, competency and capacity to engage effectively with GCE. 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 GCE and *consolidate* any learning facilitated by external school partners, such as NGOs and education networks. NGOs and education networks have a clear role to play in strengthening GCE expertise in schools. They can

enable teachers to learn from each other, in an effective form of peer learning, and can provide guidance to teachers on integrating GCE into teaching and learning.

WWGS recognises that one of the most significant barriers to teachers engaging in capacity building training or events is the cost for the school in releasing the teacher(s). For this reason, WWGS makes specific provision under the 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. Applicants are advised, however, to build this cost proportionately and realistically into their proposed budgets based on clearly estimated need (see also Section 2.5 on this).

4) Global Passport Stamp Four: Student Capacity & Engagement

Building the GCE capacity and engagement of **students** is also facilitated through this programme – either indirectly, through the building of teacher capacity for student engagement in GCE; or alternatively, through direct NGO/Network interventions with students in post-primary school settings.

WWGS recognises the particular role and strength of NGOs and Networks in delivering GCE to post-primary schools by means of student engagement and capacity building. Applicants are welcome to focus their funding applications on this approach, but must do so through student-led actions and 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’ GCE themselves. Initiatives under this stamp are required to be student-focused and student-led.

5) Global Passport Stamp Five: School Leadership & Policies

This Global Passport stamp area is particularly focused on the role that school management can play in supporting and encouraging GCE to develop and deepen within schools. It may include supporting school boards to, for example, develop a GCE/DE policy for the school, or to include it regularly in school planning meetings. It is necessary to build the awareness and knowledge of school principals and deputy principals on the importance of GCE, in order for teachers and students to feel supported in leading on and doing it throughout the school community. NGO and Network applicants are encouraged to consider this critical aspect of GCE engagement with post-primary schools in their funding applications.

6) Global Passport Stamp Six: Community Engagement

This Global Passport stamp moves beyond the direct school environment and into the wider community that is impacted on and may be influenced by the local post-primary school. NGO and Network applicants may wish to consider ways in which they can support post-primary schools with making those wider linkages with the wider community on GCE. This may include, for example, supporting schools in doing quality joint learning projects on GCE with schools in other countries beyond Ireland. Applicants are encouraged to consider widely and innovatively in this particular stamp area, as a means of encouraging schools to more fully and widely embed Global Citizenship Education.

2.4 What type of costs are not eligible for funding?

The following is an indicative list of the type of costs that are not eligible for funding:

- ⇒ **Capital equipment items**, such as cameras, projectors, ICT equipment.
- ⇒ **Student travel** outside of Ireland.
- ⇒ **Teacher travel with a student group** as part of an exchange or immersion visit.
- ⇒ **Campaigning and advocacy activities** that do not demonstrate a strong GCE focus and approach.
- ⇒ **Fundraising activities** will not be funded.
- ⇒ **Activities that do not have a clear global dimension** (*i.e.* that only focus on local issues without establishing their clear linkages to global issues).
- ⇒ **Research projects** are not eligible for funding. Applicants should note that external evaluations are not a requirement of any WWGS-funded project and will not be funded by WWGS.
- ⇒ **Activities that take place outside of the eligible timeframe** before 1st August 2019 or after 31st May 2020.

Applicants should note that this is not an exhaustive list of ineligible activities and the WWGS Grants Selection Committee (which will meet in June 2019) reserves the right to deem other activities ineligible as necessary. If you are still unclear, as to whether particular costs that you are considering including in your application are eligible or not, please contact the WWGS Grants & Operations Officer at grants@worldwiseschools.ie

2.5 What type of costs are eligible for funding?

Apart from the ineligible costs that are specifically precluded under Section 2.4, applicants may otherwise apply for funding for a whole range of interventions (having particular regard to Stamp Three), as already outlined under Section 2.3. The interventions proposed by applicants must support and build the capacity of post-primary schools to embark on or more deeply embed GCE throughout the school and wider community, as outlined by the Global Passport stamps. Applicants should also note below in relation to the following specific types of project costs:

- ⇒ **2.2.1 Facilitator fees** should adhere to the WWGS permitted threshold, which specifies that facilitators' fees should be no more than €300 maximum per day.
- ⇒ **2.2.2 Teacher substitution costs** may be guided by and should not exceed the WWGS standard payable rate of €40 per hour, as part of a *contribution* towards costs incurred by schools in releasing teachers for WWGS related training or events.

- ⇒ **2.2.3 Overhead costs** are permitted within a 10% threshold of overall project costs. They may include, for example, copying/print services or office materials required for project implementation. The use of “miscellaneous expenses” as a budget item will not be accepted, and auditor fees are also not an eligible expense.

SECTION 3: Application & Appraisal Processes

3.1 Application Process:

- 3.1.1. Applicants must complete an online application form, for which they can register on the WWGS website at <http://www.worldwiseschools.ie/grants/>. If you require any technical support on your online application, you can request same by emailing us at grants@worldwiseschools.ie or by phone on 01 6852078.
- 3.1.2. Only fully completed applications received by the 10th of May 2019 will be considered. An automatic email will issue from WWGS to the Lead Contact once they have submitted their application, confirming that it has been successfully submitted.
- 3.1.3. Applicants are required to familiarise themselves with the WWGS Global Passport prior to developing their application.
- 3.1.4. Queries on the application process can be emailed to grants@worldwiseschools.ie but applicants are requested, in the first instance, to read these Grant Guidelines in full before doing so. Applicants can also visit www.worldwiseschools.ie for further information.
- 3.1.5. All applicants will be notified on the outcome of their applications for the 2019-2020 academic year by the end of June / early July 2019. Contracting with successful applicants will commence thereafter. Projects can commence within the eligible timeframe once an accepted contract has been returned to WWGS and any necessary pre-conditions are adhered to. 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:

Criterion 1: Strategy, Governance and Financial Oversight

Appraisers will assess the effectiveness of governance and financial oversight systems of the applicant. 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 GCE 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 GCE 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 GCE themselves, with particular emphasis on teachers' capacity, as well as the quality/depth of GCE engagement that 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 GCE initiatives, if any, will also be considered.

