



## **WorldWise Global Schools**

### **Global Citizenship Education**

### **Grants for Post-Primary Schools**

**2019/2020 Academic Year**

Guidelines to Applying for a Grant

## **Schools & School Clusters**

### **KEY DATES**

**APPLICATION PERIOD: 8<sup>th</sup> April 2019 (Opens) - 10<sup>th</sup> May 2019 (Closes)**

**FUNDING PERIOD: 2019/2020 Academic Year**

## SECTION 1: Background

### 1.1 What is WorldWide Global Schools (WWGS)?

WorldWide Global Schools (WWGS) is the Irish Aid programme for Development Education in post-primary schools in the Republic of Ireland. The WWGS programme 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 one of five strategic partnership programmes named 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 (CDETB) Curriculum Development Unit.

### 1.2 What is Global Citizenship Education (GCE)?

Global Citizenship Education (GCE - also known as Development Education) 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:

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 What is the WWGS Global Passport?

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

## **Global Passport Stamps:**

<b>1. Curricular</b>
<b>2. Extra Curricular</b>
<b>3. Teacher Capacity &amp; Engagement</b>
<b>4. Student Capacity &amp; Engagement</b>
<b>5. School Leadership</b>
<b>6 Community Engagement</b>

The eligible activities that schools can apply for funding for, under Grant Call 2019, are based around these Global Passport entry points – see Section 2 for further information.

### **1.4 GCE and the Junior and Senior Cycle Framework**

WWGS seeks to promote schools' understanding of the relevance of GCE to the school curriculum (Stamp One in the WWGS Global Passport), 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 and Senior Cycle, along with many other skills:

<b>JUNIOR CYCLE</b>	<b>SENIOR CYCLE</b>
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 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:

	<b>STATEMENT OF LEARNING:</b>
<b>SOL 5</b>	has an awareness of personal values and an understanding of the process of moral decision making
<b>SOL 6</b>	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
<b>SOL 7</b>	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

## SECTION 2: Eligibility Criteria

### 2.1 How much funding can a school apply for?

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

#### **(1) Individual Schools – Emerging (New)**

*Individual schools* that are new to WWGS (i.e. that have not been in receipt of an individual WWGS grant before) apply for an ‘emerging’ school grant of €600.

#### **(2) Individual Schools – Established / Exceptional**

*Individual schools* that have previously been in receipt of WWGS grant funding (in any previous year) may apply for an ‘established’ school grant of up to €1,500.

In the case of schools that demonstrate exceptional capacity and a need for additional GCE grant funding, there is an ‘exceptional’ grant award available to apply for up to €2,000.

#### **(3) School Clusters**

WWGS will also support and fund *groups of schools* that wish to come together in a GCE collaboration – known as School Clusters. A School Cluster may apply for a grant up to a maximum value of €8,000.

A School Cluster is comprised of a **minimum of three schools** that wish to jointly apply for WWGS funding (with one as the lead school). This is in order to enable joint GCE activities and peer learning to take place between the schools in that cluster.

A School Cluster may have GCE issues or topics of interest in common, have partner schools in the same partner country, work with a particular NGO, share geographical proximity, or be of the same type of school. A school cluster may include schools from Northern Ireland but only where the lead school is based in the Republic of Ireland.

School Cluster applications should be informed by the following key principles:

1. **Number of Schools** – 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).
2. **Global Passport Stamps** – WWGS requires School Clusters in receipt of WWGS grant funding to use and promote the Global Passport amongst their cluster of schools. This can be used by schools either as a framework for starting their engagement with GCE, or for engaging more deeply in GCE, depending on their involvement to date.
3. **Methodologies** – WWGS may allocate funding for a (limited) number of externally facilitated student workshops, but applicants are also advised to consider other GCE methodologies, particularly for engaging teachers, in developing their funding applications.

## 2.2 What will WWGS provide funding for?

The online application form outlines the various options that are available for all types of school applicants to apply for, across all of the Global Passport Stamp areas, and can be viewed at <http://www.worldwiseschools.ie/global-passport/>. One of the key priorities for WWGS, however, is building the capacity of teachers to teach Global Citizenship Education (GCE), with WWGS seeking to increase the number of teachers in post-primary schools that have the capacity to engage effectively with GCE (see Global Passport Stamp 3).

**Teacher Capacity:** WWGS aims to equip teachers with the necessary information, skills and tools to impact student knowledge, understanding, skills, values, attitudes and actions. WWGS seeks also to build teachers' confidence in their own ability to deliver GCE, as well as helping teachers to consolidate learning as facilitated by external providers, such as NGOs.

**Teacher Substitution:** WWGS makes provision through the grants for teacher substitution costs. This means that schools can include teacher substitution cover in their grant application budget if it contributes towards increasing GCE capacity and engagement in the school. This will allow schools to pay for substitution costs incurred if teachers in the school need to participate in GCE activities or training during class hours. WWGS recognises that substitution costs can otherwise be a barrier to teachers engaging in such training and events.

**Teacher Handbook:** WWGS has also developed a Teacher Handbook for Global Citizenship Education, available at <http://www.worldwiseschools.ie/tools/>, which applicants are encouraged to refer to. It provides more information (especially for emerging or 'starter' schools) on the WWGS programme and on how to explore GCE in your school. WWGS recommends a staged approach to getting started on GCE within schools and these are outlined in the handbook.

**Student Capacity:** Building the GCE/DE capacity and engagement of students, Stamp 4 of the Global Passport, is also promoted and supported through this programme.

Applicants should also note in relation to the following specific project costs:

- ⇒ **2.2.1 External facilitator fees** should adhere to the WWGS permitted threshold, which specifies that external facilitators' fees should be no more than €300 maximum per day.
- ⇒ **2.2.2 Teacher substitution costs** are payable at a WWGS standard rate of €40 per hour, as part of a WWGS 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.

### **2.3 What will WWGS not provide funding for?**

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

- 2.1.1. **Capital equipment items**, such as cameras, projectors, ICT equipment.
- 2.1.2. **Student travel** outside of Ireland.
- 2.1.3. **Teacher travel with a student group** as part of an exchange or immersion visit.
- 2.1.4. **Campaigning and advocacy activities** that do not demonstrate a strong GCE focus and approach.
- 2.1.5. **Fundraising activities** will not be funded.
- 2.1.6. **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).
- 2.1.7. **Activities that take place outside of the eligible timeframe** before 1<sup>st</sup> August 2019 or after 15<sup>th</sup> 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 Education Officer for your region. WWGS contact details are available at <http://www.worldwiseschools.ie/contact/> on the WWGS website.

## 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](mailto:grants@worldwiseschools.ie) or by phone on 01 6852078.
- 3.1.2. Only **ONE application per school** will be accepted. Please note that the Lead Contact in the school **must** consult with colleagues in the school prior to submission, to ensure that only one application is submitted. (**Note:** Individual schools can be party to applications submitted by NGOs, School Networks or School Clusters, 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 10<sup>th</sup> 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.
- 3.1.4. Applicants are advised to familiarise themselves with the WWGS Global Passport at <http://www.worldwiseschools.ie/global-passport/> prior to developing their application.
- 3.1.5. Queries on the application process can be emailed to [grants@worldwiseschools.ie](mailto: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](http://www.worldwiseschools.ie) for further information.
- 3.1.6. 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 at the start of the 2019/20 school year 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. This is a competitive grants round and, as such, funds are awarded on the basis of available funding (which may be subject to change each year) and on the basis of established assessment criteria. 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 whether the proposed actions are in line with good practice Global Citizenship Education (GCE), with options for good practice GCE provided for in the online application form, in these guidelines, and via the WWGS website.

2. **Finance/Value for Money** – this relates to the cost of the project; are there clear and realistic costs associated with the project; is the grant good value for money relative to the number of teachers and students that will benefit from the project and the quality/depth of GCE engagement it seeks to achieve?
3. **Creativity/Coherence** – this relates to the extent to which the 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 the application aims to embed and build GCE capacity in each school, and have maximum impact on students/teachers/whole-school communities, and indeed the wider community beyond the school.

## CONCLUSION

### Additional Support for Applicants

The WWGS staff team is available to provide appropriate support and guidance to schools throughout the application process. Contact details for the WorldWide Global Schools team are available at <http://www.worldwiseschools.ie/contact/> or by phone on 01 6852078.

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