WorldWise Global Schools

Global Citizenship Education (GCE) *

* Please note the accompanying GCE Glossary at the end of these Guidelines *

Grant Call 2022

Applicant Guidelines - Organisations

KEY DATES:

GRANT APPLICATION PERIOD:

7th April 2022 (Opens) – 13th May 2022 (Closes)

GRANT FUNDING PERIOD:

1st August 2022 to 31st May 2023

SECTION 1: Background

1.1 WorldWise Global Schools (WWGS)

WorldWise Global Schools (WWGS) is an Irish Aid programme for Global Citizenship Education in post-primary schools in the Republic of Ireland and was established in 2013. Since then, there have been up to 500 post-primary schools participating in the WorldWise Global Schools programme annually, in pursuit of our aim to integrate Global Citizenship Education into all aspects of teaching and learning at post-primary level. We provide a comprehensive range of supports and interventions directly for schools — including grant funding, training, events, resources and bespoke support from our staff team. WWGS also provides support to post-primary schools through our work with Organisations (NGOs and education networks), which engage with schools on various thematic areas.

1.2 Global Citizenship Education (GCE)

Global Citizenship Education (also known as development education) is a powerful vehicle through which we can better understand the world we live in, and take action to change it as informed global citizens. It equips both educators and learners with the knowledge, skills and values to act ethically and sustainably in a world that is both complex and highly interconnected. The key components of GCE are outlined in the following table, and the WWGS guiding principles of GCE are outlined here on pages 6-7 of the WWGS Teacher Handbook. Please note that there is a Glossary of GCE terminology included at the very end of these guidelines.

GCE combines the following key components:

COMPONENTS	
Knowledge & Understanding	processing information that allows us to understand 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 meaningful change for a more just and equal world
Methodology	Learner-centred and active methodologies e.g. a moving debate or role play. These methodologies foster participative learning through dialogue, discussion, and debate of multiple perspectives and questions relative to global justice issues

1.3 WWGS Grant Funding for Organisations

WWGS recognises the **role of NGOs and education networks** in supporting post-primary schools' engagement with Global Citizenship Education, 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. NGOs and education networks often provide enhanced learning in niche areas and assist WWGS to build the capacity of a greater number of post primary schools.

WWGS grant funding is therefore available for eligible NGOs and Networks to apply for under Grant Call 2022, with the following timeline applicable for this year:

Key Stage	Key Dates
Grant Call Opens	**April 7th 2022**
Application Deadline- Submission of Online Application Form and Appendices	**May 13th 2022**
Appraisal and Notification of Funding Decisions	**July 2022 ***
Payments Schedule	**August 2022 ***

*May be subject to change

> ### CONTACT US
> **FOR HELP WITH SPECIFIC QUERIES ON YOUR APPLICATION:**
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> 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.

1.4 Key Considerations Prior to Applying for WWGS Funding

Applicants are advised to take the following key considerations into account **in advance** of planning and designing their proposed projects:

❖ Applicants should satisfy themselves that they meet the **eligibility** criteria to apply for WWGS funding - please refer to Section 2.

❖ Applicants should be **clear, coherent and succinct** throughout all sections of the online application. Applicants should not provide excessive information in the application form and/or in accompanying appendices.

❖ There is a wide-ranging and diverse **target audience** within post-primary schools. WWGS particularly welcomes applications that are specifically targeted at working with teachers and/or students and/or school management at Junior Cycle, Senior Cycle, Leaving Cert Applied (LCA), Leaving Cert Vocational Programme (LCVP), Youthreach Centres, as well as Centres of Further Education (CFEs).

❖ Applicants should pay particular regard to the **sustained impact** of their proposed project in terms of embedding GCE into school culture. It should demonstrate how shared learning is an integral component of the proposed project and if working with a school cohort/target audience over a number of years should be striving to embed GCE further into the school, ideally into the whole school.

❖ Applicants are particularly encouraged to extend their reach to schools that may have had more **marginalised engagement** with GCE to date such as, for example, DEIS schools, Gaelcholáiste, or schools in locations with more limited access to GCE resources and expertise.

❖ WWGS recognises and values the varying methodological approaches employed by NGOs and education networks. Applicants are encouraged to strongly incorporate their proposed **active learning methodologies** into their applications. These active learning methodologies provide evidence of the unique added value that the applicant can bring to GCE delivery in the post-primary sector.

❖ WWGS is open to applications that may employ a **blended approach** to project delivery through using **digital technologies** as part of project delivery in addition to in-person delivery.

❖ WWGS supports the use of **digital learning** to advance post primary GCE and to reach new learners. For example, a component of the project may see post primary schools in Ireland having greater connections with post primary schools in the **Global South** through digital learning.

❖ Applicants should where relevant demonstrate how their grant application builds on **previous WWGS-funded initiatives**, and should particularly highlight any innovative elements that they will bring to the proposed project in 2022/23 whether that is, for example, in relation to approach, methodologies, target audience etc.

❖ Applicants who are successful should be aware that **monitoring and reporting** obligations will accompany any grant award, specifically narrative and financial reporting. In addition, there is a requirement for completion of a Self Assessment Tool (SAT) by all participating schools in the proposed project, which can be found on our website here at https://www.worldwiseschools.ie/self-assessment-tools/

❖ Applicants should note 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, based on the volume and quality of applications received in a given year.

❖ Successful applicants will have the **grant funds disbursed** to a nominated bank account, and will be responsible for administration of the grant. Grants will be available for disbursal from September 2022 subject to successful contracting compliance.

SECTION 2 : Eligibility Criteria

2.1   Who is eligible to apply for funding from WWGS?

WWGS endeavours to support NGOs and education networks that demonstrate effective GCE delivery, engagement, capacity building, good practice and financial oversight. Applications for funding are invited from eligible organisations (see below) for GCE initiatives in post-primary schools in the coming academic year under Grant Call 2022.

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 education networks to build their capacity to 'do' GCE themselves; and who fulfil 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.

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 following criteria is eligible to apply for a WWGS grant funding.

⇒ **Organisational Status:** Applicant organisations must have a charitable tax exemption from the Irish Office of the Revenue Commissioners i.e. be the holder of a charity reference number (CHY), **or** hold a current Tax Clearance Certificate.

⇒ **Governance:** Applicant organisations must have a formal decision-making structure that can take legal responsibility for the administration and use of Irish Aid WorldWise 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 Fund (CSF). Applications requesting in excess of this amount will be deemed ineligible.

⇒ **Funding Status:** Applicant organisations in receipt of a Programme Grant from Irish Aid, or who are Strategic Partners of the Irish Aid Global Citizenship Education Unit, are not generally eligible to apply for WWGS funding.

⇒ **Financial Accountability:** Applicants should 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, including adherence to Specific Conditions, may not be considered for further funding. Additionally, grantees who have not made themselves available for WWGS support meetings and training within the duration of their grant funding period, may not be considered for future 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*.

⇒ **Joint Applications:** WWGS will accept applications from entities that wish to jointly apply for a collaborative GCE engagement. In such instances there will be an eligible lead applicant who will be responsible for submitting the application on behalf of the other organisation(s). All aforementioned criteria under Section 2 will apply to the lead applicant in this instance. It is expected that all parties to the application would be responsible for contributing to delivery of the proposed project.

➢ **ELIGIBLE COSTS: What type of costs <u>are eligible</u> for WWGS funding?**

Projects proposed by NGO and Network applicants must support and build the capacity of post-primary schools to embark on or more deeply embed Global Citizenship Education throughout the school and wider community, as outlined by the Global Passport stamps. The following are the types of costs that are eligible for WWGS funding in line with the **Finance & Workplan Template** accompanying the online application.

Staff, Facilitators & Teacher Substitution:

Applicants may apply for funding for the cost of **staff hours** that it will take to deliver on the proposed project and/or any external facilitator fees required to do so. Please note that all staff involved in the direct delivery of WWGS-funded initiatives must be clearly detailed in the grant application. This includes the full stated name(s) of participating staff (where known), their role

title(s) within the organisation, and how they will specifically contribute towards the proposed project. **All facilitator fees** should adhere to the WWGS permitted threshold of no more than €350 maximum per day.

Applicants can make provision for **teacher substitution costs** also and these should be budgeted in Section 1 of Appendix 1. Applicants are advised, however, to build this cost proportionately and realistically into proposed budgets on the basis of clearly estimated need, particularly taking account where inputs may be delivered online. It is recommended that substitution costs should not exceed the WWGS standard payable substitution rate of €40 per hour.

Travel:

Applicants may apply for funding for all reasonable travel costs projected in the delivery of the proposed project, having due regard to value for money. Applicants are requested to pay particular attention to the description of travel costs in the budget template, ensuring that they are correctly described and calculated.

Venue and Associated Costs:

Applicants may apply for funding for all reasonable venue and associated costs anticipated for successful delivery of the proposed project, having due regard to value for money.

Visibility/Communications/Resources/Materials:

Applicants may apply for such costs as are deemed necessary for the successful visibility of the proposed project, including any reasonable communication, resource and material costs. Examples of such costs may include video conferencing fees, resource printing, website maintenance, relevant stationery costs, amongst others. Applicants can contact grants@worldwiseschools.ie if unsure as to the eligibility of any such costs.

All resources developed with funding support from WWGS should be informed by the Guideline for Producing Development Education Resources and the most recent Audit of Irish Development Education Resources, which is currently being finalised by 80:20. Also, all resources intended for external use and dissemination (i.e. non internal workshop materials eg workbooks) should be shared with www.developmenteducation.ie. In addition, all resources developed with funding support from WWGS should acknowledge Irish Aid's WorldWise Global Schools, and must clearly state that the ideas, opinions and comments therein are entirely the responsibility of its author(s) and do not necessarily represent or reflect Irish Aid and WWGS policy.

Other Costs:

Applicants may employ varying approaches and methodologies in the delivery of proposed initiatives, which may result in some particularly specific or unique costs. Applicants unsure as to the eligibility of costs particular to their own proposed project may contact grants@worldwiseschools.ie to clarify eligibility.

Overhead costs:

These 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 or general overhead costs in running the Organisation. The use of "miscellaneous expenses" as a budget item will not be accepted, and auditor fees are also not an eligible expense.

INELIGIBLE COSTS: What type of costs are _not eligible_ for funding?

There are a range of costs that are not considered eligible for WWGS funding, which applicants should take note of prior to planning and developing a grant application.

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

⇒ Costs incurred outside the project timeframe;
⇒ Capital or equipment costs (unless justified as essential to the delivery of the project);
⇒ Consultant fees to prepare applications;
⇒ The purchase, repair or furnishing of buildings;
⇒ Servicing debts or loans;
⇒ Contingencies.
⇒ Retrospective expenditure, i.e. costs incurred prior to the agreed project start date/signature of the contract with WWGS
⇒ Projects with a primary aim to raise the profile of an organisation or to raise funds;
⇒ Organisational development;
⇒ Projects with a development studies rather than a GCE focus;
⇒ Exposure visits overseas, including flights and other associated costs in country;
⇒ Proposals confined to individual schools are ineligible;
⇒ Research;
⇒ Campaigning and advocacy projects are not eligible unless they adequately demonstrate GCE content;
⇒ Cultural events are ineligible unless part of a wider GCE project and demonstrate adequate GCE content;
⇒ Projects focused on anti-racism, wellbeing, intercultural education or environmental education are ineligible unless they specifically make the local/global connections and have a clear GCE focus, and should implement a GCE approach as set out in the WWGS Teacher Handbook on pages 6-7.

Applicants should note that this is not an exhaustive list of ineligible activities and the WWGS Grants Selection Committee (which will meet in June 2022) reserves the right to deem other activities ineligible as necessary.

3.1 What is the WWGS Global Passport?

In an effort to encourage and more sustainably embed Global Citizenship Education (GCE) 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. It is a 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.

All WWGS-funded NGOs and Networks are expected to promote the Global Passport amongst their schools as a framework for newly or more deeply engaging schools in Global Citizenship Education. Applicants under Grant Call 2021 should refer only to the relevant Global Passport(s) stamps that are relevant to the applicant organisation's core work, and on which they have the relevant expertise. There is no requirement on applicants to refer to or work on all Global Passport stamp(s), unless relevant. There are six Global Passport Stamp areas (listed in the table below – and see also http://www.worldwiseschools.ie/global-passport/).

Global Passport Stamps - these are the 6 key areas of focus for WWGS:

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.

Key Area	About
1. Curricular (Stamp 1)	This area is about exploring GCE through the curriculum. There are many opportunities for NGO/Networks to work directly with schools to explore GCE in the Junior and Senior Cycle. **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. Some Key Skills include: critical and creative thinking, empathy; self-awareness and reflection; ability to manage complexity and uncertainty; informed and reflective action. Statements of Learning (SOLs): Exploring GCE allows schools to meet a variety of Statements of Learning (SOLs) at Junior Cycle, particularly Statements of Learning 5-10. Exploring GCE ensures that the student, for example, values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SOL 7).
2. Extra Curricular (Stamp 2)	This area moves GCE **beyond the core curriculum into wider learning** opportunities for students and teachers. This can include engaging in events and initiatives outside of school, such as the Concern Debates and BT YSTE, as well as a whole range of other initiatives organised and coordinated by various NGOs and Networks that are working on GCE.
3. Teacher Capacity & Engagement (Stamp 3)	This area looks at building the capacity and confidence of teachers to explore and teach GCE. WWGS aims to equip teachers with the necessary information, skills and tools to impact student knowledge, understanding, skills, values, attitudes and actions in relation to GCE. 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 (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 (including online) 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 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.
4. Student Capacity & Engagement (Stamp 4)	This area looks at building the capacity of students to understand and engage with GCE. Initiatives under this area are required to be student-focused and student-led and include the formation and support of student committees for GCE. 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. School Leadership and Policies (Stamp 5)	This area focuses on the role of school management 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 may wish to consider this aspect of GCE engagement with post-primary schools in their funding applications.
6 Community Engagement (Stamp 6)	We recognise that a school is at the heart of the local community, and so what you do has the potential to inspire those who surround you. This area moves GCE beyond the direct school environment and into the wider community e.g. peer learning with a local primary school or communications to parents and community groups on GCE via local radio or a school newsletter. NGO and Network applicants may wish to consider ways in which they can support post-primary schools by 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 GCE.

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/.

3.1.2. Applicants should note the following additional sections to be completed in addition to the main online application form:

1) Participating Schools Template (Online);
2) Participating Project Personnel (Online);
3) WWGS Finance & Workplan Template.

3.1.3. Applicants are requested to adhere to the specified maximum word count as clearly outlined in the bubble text for a number of specific sections of the online application.

3.1.4. Only fully completed applications received by the 13th of May 2022 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.

3.1.5. Applicants are asked to familiarise themselves with the WWGS Global Passport prior to developing their application.

3.1.6. All applicants will be notified of the outcome of their applications for the 2022-2023 academic year by early July 2022. Contracting with successful applicants will commence thereafter.

3.1.7. Projects can commence within the eligible time frame once an accepted contract has been returned to WWGS and the successful applicant has adhered to any necessary pre-conditions.

3.1.8. 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 in the first instance whether organisational strategy is coherent with the proposed Global Citizenship Education project, and whether the organisation has adequate capacity to deliver on the proposed project. Appraisers will assess the effectiveness of governance and financial oversight systems of the applicant, as well as management structures, self-regulation initiatives and decision-making processes**.** In addition, appraisers will pay particular regard to risk management and mitigating strategies as presented by the applicant. The extent to which risks associated with project delivery are taken into consideration for the 2021 – 2022 school year will be carefully assessed.

Criterion 2: Quality of the Project Proposal
Appraisers will assess the overall quality of each proposal. Applicants should present a clearly articulated and coherent project proposal. Applicants should avoid any unnecessary repetition in their online application and be as succinct as possible, paying particular attention to specified maximum word counts where specified. 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.

Criterion 3: Project Results and Impact
Appraisers will assess the logic underpinning the proposed project by checking how well the programme activities and outputs align to achieve the expected results. Appraisers will also assess how the expected project results will be measured, and how the WWGS Self Assessment Tool will be integrated into doing so. Appraisers will pay particular regard to the results reported against previous WWGS-funded projects, if any, and how the proposed project will add value to such initiatives. Evidence of change from past GCE initiatives, if any, will be considered.

Criterion 4: Building Capacity and Sustainability
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. Appraisers will assess the extent to which proposed projects demonstrate elements of a Whole School Approach and how they propose to embed GCE in schools on a sustainable basis.

GLOSSARY

The following glossary offers some definitions of frequently used terms that may assist or enhance your understanding of Global Citizenship Education (GCE).

Climate Justice	**Climate Justice** as a concept recognises that, although global warming is a global crisis, its effects are not felt evenly around the world. The worst effects of the climate crisis – for example: extreme heat, flooding and crop failures – are disproportionately felt by countries and communities in the Global South. Climate Justice looks at the impacts of climate change on communities/people/nations, and examines the fairness of these impacts. For example, rural small-holder farmers may be feeling the extreme effects of climate change such as poverty, food insecurity and access/ability to pay for basic needs, while the farmer is contributing very little to the change in climate.
Charity	**Charity,** as a concept, is often based on the premise that marginalised people have some sort of deficit, and that the giver has the expertise to decide both what the community needs and how to provide it. A charity approach to GCE (e.g. fundraising activities) can, although well intentioned, create a hierarchal 'us' and a 'them' mindset, and distance us from the issue. When we think of a problem as being elsewhere, we can't see how we are connected to that problem, or how we might be able to positively contribute to solutions in solidarity with people suffering from that issue. When we are not connected to the issue, we may not be motivated to find a deeper understanding of the root causes of that problem. A charitable approach can also serve to disempower communities capable of resolving their own issues, and can use images and messaging that creates or perpetuates stereotypes of people and places.
Education for Sustainable Development (ESD)	**Education for Sustainable Development (ESD)** is education that allows every human being to acquire the knowledge, skills, attitudes and values necessary to contribute towards more sustainable patterns of living. It is transformative education in that it aims at reorienting societies toward sustainable development. ESD is futures-oriented, focusing on protecting environments, and creating a more ecologically and socially just world through informed action. A global justice dimension is regarded as integral in defining ESD.
Environmental Education	**Environmental Education** is a process that helps individuals, communities, and organisations learn more about the environment, and develop skills and understanding about how to address global environmental challenges.
Established School	An **Established School** is a school previously or currently in receipt of WWGS grant funding or a Global Passport award.
Global Citizenship Education (GCE)	**Global Citizenship Education** is an education process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It is a powerful vehicle through which we can better understand the world we live in and take action to change it as informed global citizens. It equips both educators and learners with the knowledge, skills and values to act ethically and sustainably in a world that is both complex and highly interconnected.
Global School Partnership	A **Global School Partnership (GSP)** is a partnership between two or more schools in the Republic of Ireland and the Global South for the purposes of mutually shared learning.

Global South	**Global South** is a term that generally refers to countries classified by the World Bank as low or middle income that are located in Africa, Asia, Oceania, Latin America and the Caribbean. Like its predecessors (periphery; less-developed, developing, underdeveloped; third world) it groups together very diverse economic, social and political experiences and positions into one overarching category.
Global Justice	**Global Justice** is about reducing global inequalities to create a more fair and just world. Global Justice issues are highly complex, and cannot be resolved using simplistic solutions. It is vital that colonisation, capitalism, and historical systems of oppression be examined when looking at the root causes of global justice issues.
Human Rights	**Human Rights** are the basic rights and freedoms that belong to every person in the world from birth until death. When exploring a global justice issue, it is important to look at the impact of the issue on humans. For example, if exploring the biodiversity crisis, it is important to look at the impact on humans rather than looking at the impact on plant and animal species in isolation.
Scaffolding	**Scaffolding** is characterised by teachers breaking learning into bite-sized chunks so that students can more easily tackle complex material, which may include wide ranging global justice issues. Scaffolding progressively moves students toward greater independence and understanding during the learning process. In a scaffolding approach to GCE, this may refer to the work that is done around an activity, event or module. For example, running a Fairtrade day at school has the potential to deepen learning, only when the topic is explored prior to the event, and followed up thereafter by a more critical investigation of ethical consumer frameworks and global supply chains. This consistent approach consolidates learning, and actively moves students towards an in-depth understanding of global issues.
Solidarity	**Solidarity** emphasises the interdependence of people in the global community, and is based on the understanding that conditions of inequity are created by the dominant culture. In contrast to a charity approach, a solidarity approach acknowledges that individual communities are capable of designing and resolving their own solutions. Solidarity takes a systems change outlook and empowers communities to apply their own solutions, with the support of the global community. A solidarity approach to GCE involves delving deeper into global justice issues and looking at the root causes (both historical and current) to make links between power relations, systems and structures.
Sustainability	**Sustainability** means meeting our own needs without compromising the ability of future generations to meet their own needs.
SDGs	The **SDGs or Global Goals** are a collection of 17 interlinked global goals. They were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
Social Justice	**Social Justice** is the objective of creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest. A just society is one that is structured in such a way as to promote rights relationships, so that human rights are respected, human dignity is protected, human development is facilitated, and the environment is respected and protected.
Starter School	A **Starter School** is a school not previously or currently in receipt of WWGS grant funding or a Global Passport award.