



**WorldWise Global Schools**  
**Global Citizenship Education (GCE)**  
**Grant Call 2021**

**Applicant Guidelines: SCHOOLS**

**KEY DATES**

**APPLICATION PERIOD:**

**12<sup>th</sup> April 2021 (Opens) - 14<sup>th</sup> May 2021 (Closes)**

**FUNDING PERIOD:**

**2021 / 2022 Academic Year**

## SECTION 1: Background

### 1.1 What is 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. WorldWise Global Schools (WWGS) was established in 2013. Since then, the programme has worked directly with over 350 schools nationwide, in pursuit of our aim to integrate Global Citizenship Education (GCE) into all aspects of teaching and learning at post-primary level. WWGS does this by providing a comprehensive range of supports and interventions for schools — including grant funding, training, events, resources and bespoke support from our staff team.

### 1.2 What is 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. Please watch our Introduction to GCE training video for more detail.

GCE combines the following key components:

PRINCIPLES	
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

### 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 - these are the 6 key areas of focus for WWGS:**

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

The eligible activities for which schools can apply for funding, under Grant Call 2021, are based around these Global Passport entry points:

**Curricular:**

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.

**Extra Curricular:**

Stamp Two moves GCE beyond the core curriculum, 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 Concern Debates, as well as a whole range of other events organised and coordinated by various NGOs and Networks that are working on Global Citizenship Education.

**Teacher Capacity & Engagement:**

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

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. WWGS also has a dedicated [School Zone](#) on the website, which is available specifically for teachers to access multiple resources and up to date information on Global Citizenship Education.

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 (either online or at a regional

venue). WWGS recognises that substitution costs can otherwise be a barrier to teachers engaging in such training and events.

**Student Capacity & Engagement:**

Stamp Four of the Global Passport looks at Building the GCE capacity and engagement of students. Initiatives under this stamp are required to be student-focused and student-led actions and include the formation and support of student committees.

**School Leadership:**

This Global Passport stamp 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 policy for the school, or to include it regularly in school planning meetings.

**Community Engagement:**

This Global Passport stamp moves beyond the direct school environment and into the wider community that is impacted on e.g. peer learning with the local primary school.

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

WWGS seeks to promote schools' understanding of the relevance of Global Citizenship Education to the school curriculum, in line with both Junior Cycle and Senior Cycle frameworks.

**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:

	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

## SECTION 2: Eligibility Criteria

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

WWGS will support schools who have never before received grant funding from WWGS (Starter NEW Schools), in addition to continuing to support those who have received grant funding in previous years (Established Repeat School).

#### **(1) Starter (NEW) Schools:**

Schools that are new to WWGS (i.e. that have not been in receipt of an individual WWGS grant before) can apply for an 'emerging' school grant of €600.

#### **(2) Established (Repeat) Schools\*:**

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 €1,000. Applicants should consider, however, what level of grant funding they will have the capacity to spend in the 2021/22 school year. Applicants should also note that there is no guaranteed allocation of funding regardless of the level of funding requested in the online application.

#### **\*\* Important Note \*\***

Due to recent COVID-19 school closures and online teaching, schools in receipt of WWGS grant funding may have found it challenging to utilise full grant funding during the 2020/21 school year. Such schools may complete a new online application for 2021/22. Any unspent WWGS grant funds currently in the school's bank account will simply then be

deducted from the transfer of any new grant funding awarded for 2021/22.

## 2.2 What will WWGS provide funding for?

WWGS will provide funding for actions that support the integration and promotion of Global Citizenship Education in post primary schools:

- ⇒ Applicants will find a whole detailed range of ideas [here](#) on specifically how schools can utilise and spend grant funding on Global Citizenship Education.
- ⇒ The online application form itself outlines some specific options that are available for schools to apply for across all of the Global Passport Stamps. The WWGS Global Passport can be viewed at <http://www.worldwiseschools.ie/global-passport/>
- ⇒ Applicants should note the following caveats in relation to a number of specific project costs:

**2.2.1 External facilitator or guest speaker fees** should generally adhere to the WWGS permitted threshold of no more than €350 maximum per day. This relates to any facilitator that you may be inviting into school to do workshops for students. For GCE teacher training, external facilitators' fees should be no more than €500 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.

## 2.3 What will WWGS not provide funding for?

The following is an indicative list of activities that are not eligible for funding. Applicants are requested to carefully read this list for guidance before submitting an application.

INELIGIBLE COST	RATIONALE & GUIDANCE
<p><b>Activities that do not have a clear global justice dimension</b> (<i>i.e.</i> that only focus on local issues without establishing their clear linkages to global justice issues).</p>	<p>WWGS is a Global Citizenship Education programme, therefore your proposed activities must have a clear link to global justice issues; please provide details in the budget lines of your grant application and <a href="#">see our website for the global justice theme SDG guidelines</a></p>
<p><b>Fundraising activities</b> will not be funded (for example: <i>shoebox appeals, raising money for schools in the Global South, bake sales for charity etc</i>)</p>	<p>WWGS encourages schools to take meaningful action on global justice issues. Although fundraising activities can be a very popular action to take in schools and with students, they tend to reinforce a charity rather than a solidarity approach to an issue, and they need good educational scaffolding to have a proper impact on the students and the cause that they are supporting.</p> <p>WWGS encourages schools to take a solidarity rather than charity approach to taking action. It is important for students to explore the root causes of issues - what systems and structures are (or are not) in place so that people are in need of charitable support, and why? Please see the <i>WWGS How-to Guide</i> for more details.</p>

<p><b>Capital equipment items</b> will generally not be funded (for example: <i>cameras, projectors, ICT equipment, water fountains, recycling bins etc</i>)</p>	<p>Capital or equipment costs will not be funded unless they can clearly be justified as essential to delivery of the project. This will need to be justified with your education officer and agreed by the WWGS team on a case-by-case basis.</p>
<p><b>Student or teacher travel</b> outside of Ireland.</p>	<p>WWGS is unable to fund student or teacher travel outside of Ireland. Many schools may be seeking to do this in relation to a partnership or immersion project that they are involved in or a fundraising activity they are working on. See WWGS's <a href="#">Global School Partnership</a> guidelines to see what qualifies as an equal link between two schools with shared learning as the main objective.</p>
<p><b>Exclusively local social justice issues</b></p>	<p>WWGS can only fund activities where they have a global justice link. In order for local social justice activities to be eligible for WWGS funding, they must be explored within the global context and root causes of the issues explored and looking at the systems and structures that make it an issue in the first place.</p>
<p><b>Post-primary initiatives / fieldtrips that <u>do not</u> explore Global Justice issues</b></p>	<p>As with all work / activities funded by WWGS, we will only fund involvement in initiatives and fieldtrips that are strongly aligned with Global Citizenship Education (GCE).</p>
<p><b>Exclusively environmental activities</b> (for example: <i>school gardens, polytunnels, vegetable seeds, garden materials etc</i>)</p>	<p>WWGS is a Global Citizenship Education (GCE) programme. Your environmental education as a part of GCE needs to have a clear human rights and global justice dimension. Activities that focus entirely on animals/ insects/ food without exploring the human rights and global justice dimension are not eligible for WWGS funding. In order to scaffold sustainability/ environmental issues in a GCE context, you are encouraged to explore the human cause <i>and</i> effect of the issue, and how this links with our everyday lives. In this way, school gardens can be a great tangible way to teach students about global food security, climate justice etc, where students can appreciate these sustainability actions to be about creating a more fair and just world.</p>
<p><b>Plastic Bottles and Sustainability 'Packs'</b> for students classes</p>	<p>WWGS does not approve the funding of plastic bottles and sustainability packs on the basis of: high demand has implications for the total cost to WWGS of funding; sustainability and respect for items if paid for through 'external' funding; issues around bottle identification if the whole school/ year/ class has the same bottle; contribution to waste and narrowing understanding of action to "power only as a consumer!"</p> <p><i>Sample products <u>can</u> be purchased for illustration purposes or as prizes for students (max 30 per year).</i></p>
<p><b>Unethical consumer products as prizes</b></p>	<p>Competition prizes must be capped at €200. Please carefully consider any prizes you are giving to students. If you are purchasing items, are they in line with the ethos of GCE, responsible consumption and production. Are</p>

	they upcycled, Fairtrade and ethically sourced? Try to consider these aspects when choosing prizes.
<p><b>Student Wellness and mental health related activities</b> (for example: Yoga workshops, sensory gardens, guest speakers on healthy eating &amp; nutrition)</p>	<p>While WWGS recognise that 'Health and Wellbeing' is Global Goals 3 - the theme would need to be explored in a global justice context e.g. global access to healthcare and medicines.</p> <p>The wellbeing framework links closely with the core values of GCE and here are a few suggested approaches you <i>can</i> take with regard to the indicators:</p> <ul style="list-style-type: none"> <li>● Responsible - Taking action to promote the wellbeing of others can be looking at how current systems impact peoples wellbeing (modern day slavery, clothing industry, companies damaging the natural environment or health of local communities through resource extraction or pollution etc</li> <li>● Connected - Act in solidarity with affected communities. Take action to create a better world</li> <li>● Resilient - Have an understanding of how the world works - why things are the way they are (understanding root causes and having critical thinking skills). Feeling part of the solution.</li> <li>● Aware - Consider their values on key justice issues including ethical consumption and the Wellbeing indicator of 'Connected' is about Global Citizenship Education it can be loosely interpreted. Although important for the wellbeing of students, yoga, mindfulness, meditation activities are not eligible for WWGS funding. Exploring these themes with your students must have a strong global justice focus - <a href="#">see our website for the global justice theme SDG guidelines</a></li> </ul>

Applicants should note that this table is not an exhaustive list of ineligible activities and the WWGS Grants Selection Committee (which will meet in June 2021) 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** – contact details are available at the conclusion of these guidelines.

## 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 support using the contact details provided under the Conclusion at the end of these Guidelines (page 8).
- 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 14<sup>th</sup> of May 2021 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. Applicants will be notified on the outcome of their applications for the 2020-2021 academic year where possible by the end of May / early June 2020. Contracting with successful applicants will commence thereafter. Projects can commence at the start of the 2021/22 school year once an accepted contract has been returned to WWGS and any necessary pre-conditions adhered to. Feedback can be provided, on request, to unsuccessful applicants with a view to informing any future grant application.

### 1.2 Appraisal Process:

An external Grants Selection Committee will assess all eligible applications received and make decisions on funding allocations/rejections. This is a competitive grant 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 in the following list.

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, in terms of whether there are clear and realistic costs associated with the project; and whether it represents 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 school'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, in particular the Education Officers, are available to provide support and guidance to schools throughout the application process. Contact details for all the WorldWide Global Schools team are available at <http://www.worldwiseschools.ie/contact/>. The WWGS Education Officers, whose contact details are also below, can be contacted depending on which county your school is in:

<b>WWGS Education Officer</b>	<b>WWGS Education Officer</b>	<b>WWGS Education Officer</b>	<b>WWGS Education Officer</b>
<b>EAST Region</b>	<b>EAST Region</b>	<b>WEST Region</b>	<b>SOUTH Region</b>
<b>Lizzy Noone</b>	<b>Sinéad Hayes</b>	<b>Aoife Rankin</b>	<b>Laura Cahill</b>
<b>086 8720879</b>	<b>085 3502877</b>	<b>089 4636427</b>	<b>087 3587640</b>
Dublin North	Dublin South	Clare	Cork
Cavan	Kildare	Donegal	Kerry
Monaghan	Wicklow	Galway	Limerick
Louth		Leitrim	Kilkenny
Meath		Longford	Carlow
		Offaly	Laois
		Roscommon	Tipperary
		Westmeath	Waterford
		Mayo	Wexford
		Sligo	

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