



WorldWise Global Schools
Global Citizenship Education (GCE)

Grant Call 2024
Applicant Guidelines
NGOs & Education Networks

KEY DATES:

GRANT APPLICATION PERIOD:

17th April 2024 (Opens) – 17th May 2024 (Closes)

GRANT FUNDING PERIOD:

August 2024 to August 2026

SECTION 1: Background

1.1 WorldWide Global Schools (WWGS)

WorldWide Global Schools (WWGS) is an Irish Aid programme for Global Citizenship Education (GCE) in post-primary settings in Ireland and was established over a decade ago. Since then, up to 500 post-primary schools have participated in the WorldWide Global Schools programme in pursuit of our aim to increase reach, accessibility, quality and effectiveness of Global Citizenship Education in the post-primary sector in Ireland. We provide a comprehensive range of supports and interventions directly for schools — including our WWGS Global Passport, grant funding, training, events, resources and support from our staff team. WWGS also provides support to post-primary settings by supporting NGOs and Education Networks with expertise in GCE that work in the post-primary sector.

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.

Please note that there is a Glossary of GCE terminology included at the end of this document. Furthermore, the WWGS Guiding Principles of Global Citizenship Education (GCE) are critically important and underpin all our work in WWGS, and you can find these on page 6 of our [WWGS Teacher Handbook](#). In addition, we would refer all applicants to the IDEA Code of Good Practice, whose core principles are highly relevant to post-primary GCE.

Global Justice is at the heart of our work in WorldWide Global Schools and the main tenets of this are covered in our WWGS GCE Guiding Principles e.g. taking a critical approach, examining the complexity of Global Justice issues, the need to really get to the root cause of these issues, having a solid Human Rights Base, amongst others.

1.3 WWGS Grant Funding for Organisations

WWGS recognises the **role of NGOs and education networks** in supporting post-primary engagement with Global Citizenship Education, and in building their capacity to do able to do GCE. NGOs and education networks have long been a key resource and support for post-primary settings 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 GCE capacity of a greater number of post-primary settings.

This year multi-annual grant funding is available for eligible GCE NGOs and education networks throughout the island of Ireland to apply for under Grant Call 2024. The following timeline is applicable for this year:

Key Stage	Key Dates
Grant Call Opens	17th April 2024
Grant Call Closes - Deadline for Grant Applications	17th May 2024
Appraisal and Notification of Funding Decisions	July 2024
Grant Disbursals	From September 2024

CONTACT US

FOR HELP WITH SPECIFIC QUERIES ON YOUR APPLICATION:

Queries on the application process can be emailed to grants@worldwiseschools.ie but applicants are requested, in the first instance, to read these Grant Call 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 proposed projects:

TARGET AUDIENCE:

- ❖ There is a wide-ranging and diverse **target audience** within post-primary settings. WWGS welcomes projects working with students / teachers / school management particularly at Junior Cycle, Senior Cycle, Leaving Cert Applied (LCA), Leaving Cert Vocational Programme (LCVP), Youthreach Centres, as well as Colleges of Further Education (CFEs).
- ❖ Applicants are particularly encouraged to consider post-primary settings that may have had more **marginalised engagement** with GCE to date such as, for example, DEIS schools, Gaelscoileanna, or schools in locations with more limited access to GCE resources and expertise.
- ❖ Applicants are particularly encouraged to reach out to **new post-primary settings** in their proposed project i.e. those not currently engaged with WWGS. This approach will assist WWGS in building a wider portfolio of post-primary engagement in GCE. A full list of all post-primary settings currently involved directly in the WWGS programme is available on our grants page here at <https://www.worldwiseschools.ie/grants/> on our website.

WWGS GCE PRIORITIES:

- ❖ One of the key outputs of the WWGS programme is to support GCE NGOs and education networks in the promotion and implementation of a **whole school approach to GCE** in the post-primary sector. A whole school approach to GCE is articulated through our WWGS Global Passport Framework. Applicants seeking funding from WWGS must demonstrate a commitment and capacity to deliver a whole school approach to post-primary GCE. Applicants should demonstrate too how their proposed project is informed by the WWGS GCE Guiding Principles.
- ❖ WWGS places importance on the **sustainability of GCE initiatives** at post-primary. Applicants should consider the sustained impact that their proposed project can achieve in terms of embedding GCE into the culture and ethos of post primary settings. The application should demonstrate how shared learning is an integral component of the proposed project.

GCE APPROACHES:

- ❖ 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 supports the use of **digital learning** to advance post primary GCE and to reach new learners. 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. For example, a component of a proposed project may see post primary settings in Ireland having greater connections with post primary settings in the Global South through digital learning.
- ❖ Applicants should where relevant demonstrate how their proposed project builds on previous WWGS-funded initiatives, and should particularly highlight any **innovative elements** they will bring to the proposed multi-annual project from 2024/26 whether that is, for example, in relation to approach, methodologies, target audience etc.

ADMINISTRATIVE CHECKS:

- ❖ Applicants should satisfy themselves that they meet the **eligibility** criteria to apply for WWGS funding - please refer to Section 2.
- ❖ 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, and is based on the volume and quality of applications received in any given year.
- ❖ Successful applicants will have **grant funds disbursed** to a nominated bank account, and will be responsible for administration of the grant. Grants will be available for disbursement from September 2024 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 multi-annual funding are invited from eligible organisations for GCE initiatives in post-primary settings during the 2024/25 and 2025/26 academic years under Grant Call 2024.

Eligible Organisations:

2.1.1 Non Governmental Organisations (NGOs)

NGOs not in receipt of Irish Aid programme funding; who work with post-primary settings 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 post-primary settings; 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 as part of WWGS all-island support for GCE.

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 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 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 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: How much funding can an organisation apply to WWGS for?

The WWGS Annual Grant Call is subject to available funding each year. Applicants under the Annual Grant Call include NGOs, Education Networks, School Clusters and Individual Post-Primary education settings. WWGS has funded an average of approximately two hundred grantees each year to date from the annual grant funding allocation available. WWGS has an available grants allocation of €425,000 under Grant Call 2024, which will be used to support NGOs, Education Networks, School Clusters and Individual Schools. For the first time, under Grant Call 2024, WWGS is opening grant funding on an all-island basis and offering multi-annual funding for two years for NGO and Education Network applicants only. Applicants should note that Grant Call 2024 will cover the cumulative period from 2024-25 and 2025-26. Grant Call 2026 will be the next available grant funding round for NGOs and Education Networks from WWGS, and will open in Spring 2026 covering the period from 2026-27 and 2027-28.

Applicants can apply to WWGS for maximum multi-annual grant funding of up to €80,000 under Grant Call 2024. Please note that this is the maximum grant that an organisation can apply for to cover the full two-year multi-annual period from August 2024 up until August 2026. It is imperative that applicants only apply for a level of funding on which they have capacity to deliver. It is generally expected that successful applicants will be disbursed funding in two 50% instalments over the course of the two years of multi-annual funding. By way of example, this is illustrated in the table below:

TIMEFRAME	Example 1	Example 2
2024-2025 (Year 1)	€9,000	€40,000
2025-2026 (Year 2)	€9,000	€40,000
TOTAL	€18,000	€80,000

Applicants should note that limited funding availability means that this is a highly competitive grants round each year. Applicants that best demonstrate a strong fit with the objectives and criteria of the WWGS programme are more likely to have a successful outcome on their funding application. Applicants should note that an application for funding is no guarantee of a grant funding award by WWGS.

ELIGIBLE COSTS: What type of costs are eligible for WWGS funding?

Projects proposed by NGO and education network applicants must support and build the capacity of post-primary settings 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 €350 maximum per day.

Applicants can make provision for **teacher substitution costs** 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 based on 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 and carbon footprint (where possible). 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, completed by 80:20 which can be found [here](#). Also, all resources intended for external use and dissemination (i.e. non internal workshop materials e.g. workbooks) should be shared with www.developmenteducation.ie. In addition, all resources developed with funding support from WWGS should acknowledge Irish Aid's WorldWide 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 2024) reserves the right to deem other activities ineligible as necessary.

SECTION 3:

WWGS Global Passport – A Whole School Approach to GCE

3.1 What is the WWGS Global Passport?

In an effort to encourage and more sustainably embed Global Citizenship Education (GCE) in post-primary settings, WWGS has established the [Global Passport](#) Framework for GCE post-primary engagement, and as a means to recognise and validate that engagement. It is a tool that specifically enables post-primary settings 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 Framework 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 required to promote the Global Passport amongst their schools as a framework for embedding a whole school approach to GCE. NGO and education network applicants applying under Grant Call 2024 should endeavour to put forward a project that is informed by the WWGS Guiding Principles of GCE and Global Passport(s) stamps that are relevant to the applicant organisation's core work, and on which they have the relevant expertise. Ideally applicants will refer to and work on all Global Passport stamp(s), or as many of them as possible. 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 post-primary settings across all of the Global Passport Stamp areas.

1. Curricular (Stamp 1)
2. Extra-Curricular (Stamp 2)
3. Teacher Capacity & Engagement (Stamp 3)
4. Student Capacity & Engagement (Stamp 4)
5. School Leadership and Policies (Stamp 5)
6. Community Engagement (Stamp 6)

You will find more information in relation to the above in Appendix I and on our website [here](#).

SECTION 4: Application & Appraisal Process

4.1 Application Process:

- 4.1.1 Applicants must complete an online application form for which they can register on the WWGS website at <http://www.worldwiseschools.ie/grants/>. Only new applicants need to register on the website [here](#).
- 4.1.2 Applicants should note the following additional sections to be completed in addition to the main online application form:
 - 1) Participating Schools (Online) – Please see [here](#) for a list of individual post-primary settings supported directly by WWGS last year.
 - 2) Participating Project Personnel (Online);
 - 3) WWGS Finance & Workplan Template (Excel template to be attached to your online application).
- 4.1.3 Applicants are requested to adhere to the specified maximum word count as clearly outlined in the help text bubble for a number of specific sections of the online application.
- 4.1.4 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.
- 4.1.5 Only fully completed applications received by the 17th of May 2024 will be considered. An automatic email will issue from WWGS to the Lead Contact once the application is submitted, confirming that it has been received.
- 4.1.6 Applicants are asked to familiarise themselves with the WWGS Global Passport prior to developing their application.
- 4.1.7 All applicants will be notified of the outcome of their multi-annual funding applications for the 2024-2026 academic years by early July 2024. Contracting with successful applicants will commence thereafter.
- 4.1.8 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.
- 4.1.9 Feedback can be provided, on request, to unsuccessful applicants with a view to informing any future grant application.

4.2 Appraisal Process

An external Grants Selection Committee will assess all eligible applications received and make decisions on the allocation of available WWGS grant funding. 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 in the first instance assess 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 duration of the funding from 2024 – 2026 will be carefully assessed.

Criterion 2: Quality of the Project Summary

Appraisers will assess the overall quality of each proposal. Applicants should present a clearly articulated and coherent project proposal. WWGS will prioritise an allocation of multi-annual funding under Grant Call 2024 for applications where the following attributes are strongly evident in the proposed project:

- A strong focus on Global Justice (see page 14 in the Glossary);
- A focus on a Whole School Approach as informed by the WWGS Global Passport Framework;
- A focus on Marginalised post-primary settings;
- A focus on engaging New post-primary settings that are not currently engaged with WWGS;
- A strong use of Active Learning Methodologies.

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. Projected budgets will be analysed against efficiency and value for money principles.

Criterion 3: Project Alignment with WWGS Global Passport Framework and WWGS GCE Guiding Principles

Appraisers will assess the extent to which the project will promote a whole school approach to GCE within the proposed post-primary settings. The project should be informed by the WWGS Global Passport Framework and the 6 stamps within this framework. Appraisers will further review whether the proposed project is informed by WWGS GCE Guiding Principles. 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 assess too how the expected project results will be measured, and whether the WWGS Self-Assessment Tool (SAT) 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: Sustainable and Whole School Approach to GCE

Appraisers will assess whether the project will help to contribute towards building the capacity of post-primary education settings to do GCE themselves in the long-term, 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 post-primary education settings 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.
DEIS	DEIS stands for Delivering Equality of Opportunity in Schools. The DEIS programme is the Department of Education's main policy initiative to respond to educational disadvantage. The DEIS programme focuses on targeting additional resources to those schools included in the programme to ensure every child has an equal opportunity to achieve their potential. The programme includes initiatives that apply to pre-school, as well as primary and post-primary schools, in addition to youth/community initiatives.
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 an essential practice which builds teaching and learning around events and activities to deepen understanding. 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.

APPENDIX I

Key Area	About
1. Curricular (Stamp 1)	<p>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.</p> <p>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.</p> <p>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).</p>
2. Extra-Curricular (Stamp 2)	<p>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.</p>
3. Teacher Capacity & Engagement (Stamp 3)	<p>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.</p> <p>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.</p>
4. Student Capacity & Engagement (Stamp 4)	<p>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.</p> <p>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.</p>
5. School Leadership and Policies (Stamp 5)	<p>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.</p> <p>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.</p>
6 Community Engagement (Stamp 6)	<p>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.</p>

	<p>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.</p>
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