



**WorldWise Global Schools**  
**Global Citizenship Education (GCE)**  
**Grant Call 2024**

**Applicant Guidelines:**  
**School Clusters (Cluster of Post-Primary Settings)**

**KEY DATES**

**APPLICATION PERIOD:**

**17<sup>th</sup> April 2024 (Opens) - 17<sup>th</sup> May 2024 (Closes)**

**FUNDING PERIOD:**

**2024 - 2025 Academic Year**

## SECTION 1: Background

### 1.1 Who are WorldWise Global Schools (WWGS)?

[WorldWise Global Schools](#) (WWGS) is an Irish Aid programme for Global Citizenship Education (GCE) in post-primary education settings in Ireland and was established over a decade ago. Since then, the WorldWise Global Schools programme has engaged with over 500 post-primary education settings, who have participated in the WWGS programme in pursuit of our aim to increase the 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 post-primary settings — including our WWGS Global Passport, grant funding, training, events, resources and support from our staff team. In addition, regionally based WWGS Education Officers provide direct GCE support in post-primary education settings. Many GCE opportunities provided by WWGS-supported NGOs and education networks can also be availed of in post-primary settings.

### 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.

GCE inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens in order to take meaningful action for a just and sustainable world. The WWGS **Guiding Principles of Global Citizenship Education** are critically important and underpin all our work in WWGS, and you can find these on page 6 of our [WWGS Teacher Handbook](#).

You can access our [Introduction to GCE](#) video along with a glossary of GCE terminology which is included at the end of these guidelines.

In addition, we refer all applicants to the IDEA (Irish Development Education Association) Code of Good Practice, whose core principles are highly relevant to post-primary GCE. Global Justice is at the heart of our work in GCE and the main tenets of this are covered in our WWGS **Guiding Principles of GCE** 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.

GCE uses a range of [active learning methodologies](#) to foster participative learning through dialogue, discussion and debate of multiple perspectives and questions around global justice issues.

Throughout the GCE journey, learners are encouraged to take a worldly, responsible, accountable and informed approach to analysing global justice issues. The same approach applies to taking action, which doesn't just happen in the short-term, but ideally becomes inherent in learners' daily decisions, behaviours and choices.

The following is an extract from the [WWGS Teacher Handbook](#), which provides an overview of the **guiding principles of Global Citizenship Education**. These **guiding principles** are critically important and underpin all of our work on GCE in WWGS.

## GUIDING PRINCIPLES OF GCE



### A Critical Approach to GCE

Taking a critical and analytical approach to global issues involves a process of examining our role in the problems of the world. We must not treat any one issue as having a simple solution, but instead look at these global issues as complex, multi-faceted, multi-layered and with multiple perspectives. The 'Digging Deeper' model © provides a framework for effectively implementing this critical approach to GCE.



### Complexity of Global Justice Issues

Global injustices are highly complex and therefore cannot be resolved using simplistic solutions. It is vital that colonisation, historical systems of oppression and capitalism be examined when looking at the root causes of issues. We must also listen to and seek out the voices of people with lived-experience of these issues.

Following this, key practices such as dialogue, reflection, debates and uncomfortable conversations help in the exploration and understanding of these global justice issues.



### The Role of a Global citizen

It is essential that learners develop a sense of solidarity and empathy with people globally. Empower learners to be active in raising awareness and creating meaningful change to address their implicit role in the inequalities and injustices present in our world.



### A Solid Human Rights Base

Human rights are fundamental to exploring GCE themes. For example, when exploring issues such as the biodiversity crisis, it is important to look at the impact on humans rather than look at the impact on plant and animal species in isolation. Therefore, it is essential that we always focus on the human rights implications of any issue.



### Unlearning and Reconstructing

Taking a critical literacy approach to exploring GCE allows students to unlearn dominant streams of thought learned in their own environment. Well-informed global citizens take the time to explore mainstream media, alternative discourse, potential bias, stereotypes, and voices from their own environment. Allowing learners the space to reflect on their own viewpoints and that of others enables them to seek out the truth at the core of the issue, and reconstruct their own perspectives.



### Scaffold with Teaching and Learning

It is essential to build teaching and learning around events and activities to deepen understanding. For example, running a Fairtrade day at school has the potential to deepen learning when the topic is explored prior to the event and followed 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 justice issues.



### Local to Global Links

Explain to learners that today's world is highly interconnected and interdependent. Learners need to be aware and understand that their decisions and actions have consequences for people all over the world. The exploration of GCE themes should connect local issues with global issues, rather than looking at local issues in isolation.

The role and accountability of systems, structures, corporations and power dynamics should be thoroughly investigated, as well as our own complicit actions and decisions.



### Solidarity Approach

Critically exploring GCE calls for a solidarity approach, rather than a charity approach when tackling justice issues. Not all charity approaches are negative. However, some can serve to disempower communities who are capable of resolving their own issues, and some also perpetuate stereotypes and false narratives. While fundraising activities are well-intentioned, they can create an 'us and them' mindset and distance us from the issue and exacerbate the problem further.

Taking a solidarity approach to GCE delves deeper into justice issues by looking at the root causes (both historical and current) to make links between power relations, systems and structures. Solidarity takes a systems change outlook and empowers communities to apply their own solutions with the support of the global community. Informed by these solutions, this critical approach to GCE allows learners to become well-informed citizens keen to take meaningful action alongside their global community.

Meaningful action begins with solidarity!

## 1.3 What is the WWGS Global Passport?

To encourage and embed sustainable GCE in post-primary settings, WWGS has established the [Global Passport](#) framework.

The Global Passport enables post-primary education settings to track and build on their GCE work through a wide variety of entry points, including and beyond the curriculum.

Through the Global Passport framework, post-primary education settings can 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.

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

The eligible activities for which schools can apply for funding under Grant Call 2024 are specifically based around these Global Passport ‘Stamps’ or categories:

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

You will find more information on these in Appendix I and in the [WWGS Teacher Handbook](#). This handbook is especially helpful for post-primary education settings that are new to the WWGS programme, where you will find more information on how to explore GCE.

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

WWGS links GCE to the school curriculum, in line with both the Junior Cycle and Senior Cycle Frameworks.

**Key Skills**

GCE allows learners to enhance **Key Skills**, as set out in the Framework for Junior and Senior Cycle, along with many other skills:

JUNIOR CYCLE	SENIOR CYCLE
Managing myself	Information processing
Communicating	Critical and Creative Thinking
Being creative	Communicating
Working with others	Working with others
Managing information and thinking	Being personally effective

Other Key Skills include: empathy; self-awareness and reflection; ability to manage complexity and uncertainty; informed and reflective action, all of which can be developed through engagement with GCE.

## Junior Cycle Statements of Learning (SOL)

Exploring GCE allows post-primary education settings 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 What is a School Cluster?

WWGS will support and fund groups of post-primary education settings that wish to come together in GCE collaboration – termed in the WWGS programme as School Clusters. A School Cluster is comprised of a **minimum of three post-primary education settings** that wish to jointly apply for WWGS funding (with one as the Lead Applicant). This is in order to enable joint GCE activities and peer learning to take place between the post-primary settings in that cluster.

The features that **define a School Cluster** may be that the participating post-primary school settings have GCE issues or topics of interest in common, have partner school settings in the same partner county, work with a particular NGO, share geographical proximity, or be of the same type of post-primary school setting. A school cluster may include post-primary settings from Northern Ireland but only where the Lead School is based in the Republic of Ireland.

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



1. **Number of Post Primary Education Settings** – WWGS will allocate funding to school clusters proportionate to the number of post primary education settings participating in the cluster.
2. **Whole School Approach**– WWGS requires School Cluster grantees to use and promote the WWGS Global Passport Framework amongst their cluster of post primary settings. It can either be used as a framework to support post primary settings in the cluster who are starting their engagement with GCE, or for engaging more deeply in GCE, depending on involvement to date. School Clusters are expected to promote the 6 Stamps in the WWGS Global Passport Framework across all post primary education settings participating in the Cluster.
3. **Methodologies** – WWGS may allocate funding for a (limited) number of externally facilitated student workshops, but School Cluster applicants are also advised to consider other GCE methodologies, particularly for engaging teachers, in their grant applications.
4. **WWGS GCE Guiding Principles** – Applicants are expected to demonstrate understanding of and a commitment to the WWGS Guiding Principles of Global Citizenship Education (GCE) for post-primary education settings in their grant applications.

## 2.2 How much funding can a School Cluster apply for?

A School Cluster may apply for a grant up to a maximum value of €5,000 under Grant Call 2024. Applicants should consider, however, what level of grant funding they will have the capacity to spend in the 2024/25 school year. Applicants should note that there is no guaranteed allocation of funding, regardless of the level of funding requested in an application and/or regardless of any funding allocation in a previous grant award.

## 2.3 What will WWGS provide funding for?

**2.3.1** WWGS will provide funding for actions that support the integration and promotion of **Global Citizenship Education (GCE)** in post-primary schools.

The WWGS Global Passport provides a broad framework within which school clusters can apply for funding across all six Global Passport categories. These six categories represent a **Whole School Approach (WSA) to GCE**. The **WWGS Global Passport Framework** can be viewed at <http://www.worldwiseschools.ie/global-passport/>

Please note the following points in relation to eligibility:

- WWGS is a Global Citizenship Education (GCE) programme, therefore your proposed activities must have a **clear and explicit link to global justice issues**; please provide brief details in the budget lines of your grant application to support this. Please ensure that you are familiar with the Guiding Principles of GCE above in formulating your activities.
- In order for activities to be eligible for WWGS funding, they must be explored within the **global context and root causes of the issues** explored, and they must look at the systems and structures that make it an issue in the first place. We will only fund involvement in initiatives and field trips that are **strongly aligned** with GCE. Please note that you will find an explanatory Glossary of frequently used terms (e.g. GCE, Global Justice etc.) at the end of these guidelines.
- School Clusters may only apply for funding for **activities that involve all the post-primary education settings participating in the cluster**, not just the Lead Applicant. It is critically important that any school cluster application clearly demonstrates the collaborative nature of the proposed project.

The following table outlines suggested eligible activities and costs for which you can apply for WWGS grant funding as a cluster of post-primary settings.

ELIGIBLE ACTIVITIES	
COST	RATIONALE AND GUIDANCE
<b>Curricular</b>	<p>There are many opportunities to explore GCE in both Junior and Senior Cycle. In the Junior Cycle Wellbeing indicators, students are advised to be active, responsible and connected. In Senior Cycle, students are challenged to think critically and creatively; skills that are promoted through GCE.</p> <p><b>Please note:</b> WWGS provides <b>free</b> subject-specific teacher training and subject guides for teachers on integrating GCE into various subject areas. See here for the subject guides: <a href="https://www.worldwiseschools.ie/resource-library/">https://www.worldwiseschools.ie/resource-library/</a></p>
Planning Meetings for staff on GCE	Examples of eligible costs include teacher substitution costs and/or light refreshments as may be required to facilitate out-of-hours planning meetings for staff e.g. cross curricular planning meetings for GCE themes.
Resources on subject specific GCE	<p>These are intended to deepen the knowledge and understanding of participating teachers on integrating GCE within their own specific subjects. Examples of eligible costs here might include GCE themed books, magazine subscriptions, film, podcasts, courses.</p> <p>Please see this <a href="https://www.worldwiseschools.ie/spending-your-grant/">https://www.worldwiseschools.ie/spending-your-grant/</a> section of our website for further specific resource ideas and options around this.</p>
<b>Extra-Curricular</b>	This refers to GCE beyond the core curriculum, and specific subject areas. It covers wider learning opportunities for students and teachers. This can include supporting engagement with events and initiatives outside of the post-primary education setting itself: e.g. the Concern Debates, as well as many other initiatives organised and coordinated by various NGOs and Networks that are working on GCE.
GCE themed event(s) hosted in-school	Examples of eligible costs for in-school GCE themed events include responsible recycled stationery and materials such as fairtrade food and items. If planning any such in-school event(s), post-primary education settings should be mindful of the ethos of GCE where we carefully consider responsible consumption and production.
GCE Displays (e.g. boards, flags, maps, posters, murals)	<p>Creating strong visual GCE displays within the post-primary education setting environs on various GCE themes or global justice issues provides an opportunity for students to share their GCE learning.</p> <p>Please see the <a href="https://www.worldwiseschools.ie/spending-your-grant/">https://www.worldwiseschools.ie/spending-your-grant/</a> section of our website for further specific resource ideas and options on this.</p>



<p>Engagement with other National Programmes <b>explicitly linked to</b> GCE (e.g. YSI, BTYSTE, Concern Debates, etc.)</p>	<p>You can use some of your grant funding for costs associated with taking part in national level programmes that are explicitly linked to GCE. Examples of eligible costs here may include: entry or registration fees for events associated with these national programmes and/or travel costs to attend their event(s). Your school project must, however, be Global Justice focused in order to use WWGS GCE grant funding for such costs.</p>
<p>External GCE Facilitator(s) for Student Workshops</p>	<p>If your project is focusing on a specific GCE theme or Global Justice issue, you may wish to consider an external expert input for student workshops on the theme/issue, which may entail a cost for some providers (see Section 2.2.2 for funding caps on such fees).</p> <p>Please find a list of NGO workshop providers and independent facilitators <a href="#">here</a> who you can invite to deliver workshops with your students and/or teachers on a wide range of thematic areas.</p>
<p><b>Teacher Capacity and Engagement</b></p>	<p>WWGS specifically seeks to build teachers' confidence in their own ability 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. It is recommended that teachers consult, and avail of opportunities as provided by NGOs and education networks, to continue their development, training and learning on GCE.</p> <p><b>Please note:</b> WWGS provides <b>free</b> Teacher Training for teachers on integrating GCE into teaching and learning, see <a href="#">here</a> for Training and Events.</p>
<p>Teacher Training on GCE provided by External Facilitators</p>	<p>If you are exploring resource extraction as a thematic area, for example, a staff training in this area will support a focused approach to working on this theme through a whole-school approach.</p>
<p>Planning and Coordination Time for Teachers on GCE</p>	<p>Examples of eligible costs include teacher substitution costs and/or light refreshments that may be required to facilitate out-of-hours meetings.</p>
<p>GCE Resources for Teachers</p>	<p>These are intended to deepen the knowledge and understanding of participating teachers on GCE. Examples of eligible costs include GCE themed books, magazine subscriptions, film, podcasts, courses.</p> <p>Please see the <a href="https://www.worldwiseschools.ie/spending-your-grant/">https://www.worldwiseschools.ie/spending-your-grant/</a> section of our website for further specific resource ideas and options on this.</p>
<p>GCE Toolkit for Teachers</p>	<p>It is recommended that teachers build up a GCE Toolkit that would include helpful materials for exploring and teaching GCE to students. Examples of eligible costs include stationery, art and craft materials, SDG stickers, photos, lamination. This is not an exhaustive list. Please consult with your WWGS Education Officer if you are unsure as to the eligibility of any toolkit materials you have in mind for your post-primary education setting's GCE actions.</p>
<p><b>Student Capacity and Engagement</b></p>	<p>Building the GCE capacity of students is a core element in embedding GCE. Student-led actions, student-focused activities, and student committees are key in promoting and developing GCE within a post-primary setting.</p>

Materials for Student-led actions	Examples might include stationery, art and craft materials, SDG stickers, photos, lamination and/or costs that are unique to each particular action project.
Student skills training for GCE projects	Examples could include the cost of facilitation, audio and video production, digital skills, training on leadership and/or consensus decision making, training on art and drama skills.
Student GCE Committee costs (e.g. snacks, activities, branding, communication)	Examples might include items such as refreshments, branding, communication and other activity costs.
<b>School Leadership and Policies</b>	<p>This area focuses on the role of school management in supporting and deepening GCE in post-primary education settings. It may include developing a GCE policy for the school or including GCE as a standing item on the agenda for post-primary education setting planning/board meetings.</p> <p><b>Please note:</b> WWGS provides free Training for School Management on integrating GCE into schools, see <a href="#">here</a> for Training and Events. In addition, WWGS provides support to post-primary education settings in developing a GCE policy.</p>
GCE School Policy Development	Examples could include teacher substitution costs and/or light refreshments as may be required to facilitate out-of-hours meetings amongst whole school staff. The post-primary education setting may also wish to consider, for example, undertaking a policy launch event.
<b>Community Engagement</b>	This area moves beyond the direct post-primary education setting environment and into the wider community that is impacted e.g. peer learning with a local primary school, featuring on local radio, or communications to parents and community groups.
Communication Costs on GCE	Examples of eligible costs are those required to help the post-primary education setting to communicate your GCE messaging within and beyond the school community such as, for example, to other schools in your area, or local businesses in your town or village. It may include, for example, school website updates, the school GCE newsletter, leaflets, videos, and presentations.
Field Trip(s) on GCE	Examples of eligible costs include the cost of workshops, admission, venue and/or transport costs. It is imperative that any field trips undertaken by the post-primary education setting with WWGS grant funding are explicitly <b>GCE themed</b> .
Global School Partnerships	Examples include communication costs and other project costs required to sustain an existing partnership with a school in the Global South. It is imperative that there is a shared learning component to the partnership and that a strong solidarity approach is taken. For more information, please see <a href="#">here</a> .

### 2.2.2 Funding Caps on Grant Funding:

Applicants should note the following caveats in relation to a number of specific grant funding project costs:

Cost	Cap
<b>External facilitator or guest speaker fees</b>	The WWGS permitted threshold is <b>€350 maximum per day</b> . This relates to any facilitator invited to the post-primary education setting to carry out workshops with students/teachers. Up to €500 can be applied for on a case-by case basis - approval must be sought from your Education Officer.
<b>Teacher substitution costs</b>	These costs are payable at a WWGS standard rate of <b>€40.00 per hour</b> , as part of a WWGS contribution towards costs incurred by post-primary education settings in releasing teachers for WWGS related training or events.
<b>Competition Prizes</b>	Competition prizes ( <b>cumulative</b> ) <b>should not exceed a total of €50.00 per grant</b> . Please carefully consider any prizes you are giving to students. If you are purchasing items (e.g. reusable water bottles or KeepCups) check whether they are in line with the ethos of GCE where we carefully consider responsible consumption and production. When choosing prizes, please consider if these goods are upcycled, fairtrade and ethically or locally sourced.
<b>School Gardens and Equipment (e.g. polytunnels, vegetable seeds, garden materials etc.)</b>	School gardens can be an effective and tangible way to teach students about global food security, climate justice, fair land use, etc. Where these themes are clearly linked to curriculum subjects, and where students can appreciate these sustainability actions to be about creating a fairer and more just world, these costs will be considered. It is in this context <b>only</b> that WWGS will permit school gardens to be used as a tool to explore GCE. Any such costs must be capped at <b>€200</b> per grant.
<b>Refreshments/Food for GCE student events</b>	Capped at €25.00 per 50 students, e.g. a maximum €50 for 100 students. The most that can be spent in this area is €200.
<b>GCE Stationary Supplies</b>	Capped at €250 per grant.
<a href="#"><u>ReCreate Membership</u></a>	Only for use in GCE projects. Maximum spend is €250 per grant.
<b>Courses in GCE communication skills</b>	Training courses in communication skills (eg podcasting, video making etc) are only relevant and for use in GCE projects. Capped at €500 per grant.
<b>Books</b>	Books on the current syllabus cannot be purchased in bulk. Please see our recommended reading list <a href="#"><u>here</u></a> for books suitable for purchase for group projects or for your GCE library.
<b>Website Costs</b>	Capped at €100 per grant.

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

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

<b>INELIGIBLE ACTIVITIES</b>	
<b>COST</b>	<b>RATIONALE AND GUIDANCE</b>
<p><b>Fundraising activities</b> (e.g.: <i>shoebox appeals, raising money for schools in the Global South, care packages, appeals for donations, bake sales for charity etc.</i>)</p>	<p>WWGS encourages post-primary education settings to take meaningful action on global justice issues. Although fundraising activities can be a very popular action in schools, they tend to reinforce a charity rather than a solidarity approach to an issue. While a charity approach may be well intentioned, some charitable activities can serve to disempower communities who are capable of resolving their own issues, and some serve to perpetuate stereotypes and false narratives. A charitable approach can create an ‘us and them’ mindset and distance us from the issue and exacerbate the problem. Critically exploring GCE calls for a solidarity approach, rather than a charity approach, when tackling global justice issues. Please see the <a href="#">WWGS Teacher Handbook</a> for more details.</p>
<p><b>Exclusively environmental activities that do not have a clear global justice dimension</b></p>	<p>Activities that focus solely on animals/biodiversity/insects/food/environment, without exploring the human rights and global justice dimension, are <b>not eligible</b> for WWGS funding. In order to explore environmental issues through a GCE lens, the root causes must be explored, including the human cause <i>and</i> impact on human civilisations/communities as well as environmental. It is important to explore and understand how this links with our everyday lives, <b>locally and globally</b>. Please see the <a href="#">WWGS Teacher Handbook</a> for more details.</p>
<p><b>Consumer Products</b> (e.g.: water bottles, hoodies, individual sustainability kits)</p>	<p>WWGS does not approve the use of grant funding for large-scale purchasing of consumer goods, e.g. purchasing reusable water bottles for a whole-class or year group, despite this being seen as something that may represent a sustainable action. The reason for this is that there are issues around bottle identification if the whole school/year/class has the same bottle; along with it contributing to waste and often resulting in messaging to students that action in GCE is "only as a consumer!" which does not tackle the root causes of the global issues we are examining.</p>
<p><b>Capital Equipment</b> will generally not be funded (e.g.: <i>cameras, projectors, ICT equipment, water fountains, recycling bins, litter pickers, flag poles etc.</i>)</p>	<p>Capital Equipment costs will not be funded unless they can clearly be justified as essential to the delivery of the project. This rationale for these costs will need to be explained to your Education Officer and agreed by the WWGS team on a case-by-case basis.</p>
<p><b>Student or Teacher Travel</b> <u><i>outside of Ireland</i></u></p>	<p>WWGS is unable to fund student or teacher travel outside of Ireland. Post-primary education settings may be seeking to do this in relation to a partnership or immersion project in which they are involved. See the WWGS <a href="#">Global School Partnership</a> guidelines to see what qualifies as an equal partnership or link between two schools with shared learning on GCE as the main objective.</p>

<p><b>Student wellness and health related activities</b> (e.g.: Yoga, mindfulness and meditation workshops, sensory gardens, healthy eating and nutrition)</p>	<p>Activities that focus solely on wellness and health are not eligible. Although important for the wellbeing of students, yoga, mindfulness and meditation activities are not GCE activities and are not eligible for funding.</p> <p>While WWGS recognises that ‘Good Health and Wellbeing’ is one of the Sustainable Development Goals (Goal 3). In order for grant funding to be considered around this theme, it would need to be explored in a GCE context and have a clear human rights and global justice focus e.g. consider exploring global access to healthcare and medicines. Exploring themes related to ‘Good health and Wellbeing’ with your students must have a strong GCE focus - <u>see our website for the global justice theme SDG guidelines</u>. <u>Here</u> you will find a WWGS guide on how to approach Wellbeing and GCE.</p> <p>The Junior Cycle Wellbeing Guidelines link closely with the core values of GCE and here are a few suggested approaches you can take with regard to the wellbeing indicators set out in the guidelines:</p> <ul style="list-style-type: none"> <li>● <b>Responsible</b> - Taking action to promote the wellbeing of others can look at how current global systems impact on people’s wellbeing (e.g. modern day slavery, clothing industry, companies damaging the natural environment or health of local communities as a result of resource extraction or pollution etc.)</li> <li>● <b>Connected</b> - Act in solidarity with affected communities and take action to create a better world. Consider how these issues are connected with our own lives, on an individual, local and national scale.</li> <li>● <b>Resilient</b> - Have an understanding of how the world works - why things are the way they are (understanding root causes and having critical thinking skills) – and feel part of the solution.</li> <li>● <b>Aware</b> - Consider their values on global issues and work to build greater awareness and understanding of what can be done to tackle these.</li> </ul>
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Applicants should note that this table of ineligible costs is not an exhaustive list and the WWGS Grants Selection Committee (which will meet in June 2024) reserves the right to deem other activities ineligible as necessary. If you are still unclear 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.

### 3.1 Application Process:

- 3.1.1. Applicants must complete an Excel application form for which **school cluster applicants must register** on the WWGS website. Please click here on [Registration for WWGS Grant Call 2024](#) to register your school cluster's interest in applying for grant funding for the next school year. On registering here, WWGS will provide you with the application form and instructions.
- 3.1.2. If you are a **current WWGS cluster grantee** (i.e. in receipt of grant funding in 2023/24), you **do not need to register** on the WWGS website. You will automatically be sent the excel application form for your Lead Post-Primary Education Setting (School) to complete.
- 3.1.3. Only **ONE application per school cluster** will be accepted. Please note that one school amongst the cluster of schools that has come together must act as the Lead Applicant in the cluster application.
- 3.1.4. Please note that the Lead Contact in the school cluster **must** consult with colleagues in the school cluster prior to submission to ensure that only one application is submitted on behalf of the cluster. (**Note:** Individual post-primary education settings can be party to applications submitted by NGOs, Education Networks or School Clusters, in addition to their own individual applications, so long as the projects are clearly distinct and unrelated).
- 3.1.5. The Lead Applicant submitting the application should login to their **WWGS online account** to attach the completed School Cluster Application in the Google Docs, Notes and Attachments section at the bottom of the page of the 2024/25 application. The declaration should be completed and then the application submitted.
- 3.1.6. If you require any technical support on **completing your application**, please get in touch with the Education Officer for your region.
- 3.1.7. Applicants are advised to familiarise themselves with the WWGS Global Passport at <http://www.worldwiseschools.ie/global-passport/> prior to developing their application.
- 3.1.8. Only fully completed 2024/25 applications received by the 17<sup>th</sup> 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 successfully submitted. Any applications received after the 17<sup>th</sup> of May will not be eligible for funding.
- 3.1.9. Current grantees must complete their 2023/24 end-of-year report along with their 2024/25 grant application by the 17<sup>th</sup> of May 2024 to be eligible for funding. Any school submitting their application without completing their report by the 17<sup>th</sup> of May will not be eligible for funding.



- 3.1.10. Applicants will be notified of the outcome of their applications for the 2024-25 academic year where possible from June 2024. Contracting with successful applicants will commence from August 2024.
- 3.1.11. Projects can commence at the start of the 2024/25 school year once a signed contract has been returned to WWGS and the school has adhered to any necessary pre-conditions.
- 3.1.12. Feedback can be provided to unsuccessful applicants with a view to informing any future grant application.

### **3.2 Appraisal Process:**

An external Grants Selection Committee will make decisions on funding allocations. 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, as 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) and the [WWGS guiding principles of GCE](#) as mentioned on page 3 and 4 of these guidelines. Options for good practice GCE are provided in the online application form, herein within the Grant Call Guidelines, and via the [WWGS website](#).
- 2. Capacity** – this relates to the post-primary education setting’s capacity to deliver on the proposed project and the level of risk, if any, in grant allocation. This also relates to your post-primary education setting’s capacity to engage and support GCE in previous grant periods, e.g., attendance at training, teach-meets and engagement with your regional Education Officer, as well as fulfilment of previous grant reporting requirements.
- 3. Sustainability/Impact** – this relates to the extent to which the application aims to embed and build GCE capacity in each post-primary education setting, and have maximum impact on students/teachers/whole-school communities, and indeed the wider community beyond the school. It is important to WWGS that students beyond the current school cohort benefit from the project. For example, please tell us about your plans for maintenance, what the future aspirations for your post-primary education setting might be, and how you will spread the learning beyond just the staff attending the training and students involved in the project. It is important that your school’s GCE programme/project is not wholly reliant on just one teacher who is dedicated and committed to GCE.

## CONTACT, SUPPORT AND KEY DATES

The WWGS staff team, in particular the **Education Officers**, are available to provide support and guidance to post-primary settings throughout the application process. Contact details for all the WorldWide Global Schools team are available [here](#). The WWGS Education Officers, detailed below, can be contacted depending on which county your post-primary setting is in.

<b>WWGS Education Officer</b> <b>EAST Region</b>  Lizzy Noone 086 8720879 <a href="mailto:lizzy.noone@worldwiseschools.ie">lizzy.noone@worldwiseschools.ie</a>		<b>WWGS Education Officer</b> <b>EAST Region</b>  Debbie Thomas 085 1267712 <a href="mailto:debbie.thomas@worldwiseschools.ie">debbie.thomas@worldwiseschools.ie</a>  (Sinéad Hayes - on leave)		<b>WWGS Education Officer</b> <b>WEST and Midlands Region</b>  (Aoife Rankin - on leave)  See below:  <b><u>Please contact:</u></b> <b>Laura (Galway and Limerick),</b> <b>Debbie (Clare, Laois, Leitrim,</b> <b>Offaly, Westmeath, Longford</b> <b>and Roscommon) or</b> <b>Lizzy (Mayo, Sligo, Donegal)</b>		<b>WWGS Education Officer</b> <b>SOUTH Region</b>  Laura Power 087 3848418 <a href="mailto:laura.power@worldwiseschools.ie">laura.power@worldwiseschools.ie</a>	
Dublin North Cavan Monaghan	Louth Meath	Dublin South Kildare	Wicklow Wexford	Donegal Roscommon Mayo Sligo Leitrim Galway	Clare Limerick Longford Westmeath Offaly Laois	Cork Kerry Tipperary	Waterford Kilkenny Carlow

Key Stage	Key Dates
<b>Grant Call Opens</b>	<b>17<sup>th</sup> April 2024</b>
<b>Grant Call Opens – Deadline for Submission of Online Application</b>	<b>17<sup>th</sup> May 2024</b>
<b>Appraisal and Notification of Funding Decisions</b>	<b>June / July 2024</b>
<b>Grants Disbursal</b>	<b>Commencing Sept 2024</b>

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

# GLOSSARY

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

<b>Climate Justice</b>	<b>Climate Justice</b> 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 – e.g.: 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. E.g. 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.
<b>Charity</b>	<b>Charity</b> , 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 hierarchical 'us' and '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 have contributed to the cause, 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.
<b>DEIS</b>	<b>DEIS</b> 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.
<b>Education for Sustainable Development (ESD)</b>	<b>Education for Sustainable Development (ESD)</b> 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.
<b>Environmental Education</b>	<b>Environmental Education</b> 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.
<b>Global Citizenship Education (GCE)</b>	<b>Global Citizenship Education</b> 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.

<b>Global School Partnership</b>	A <b>Global School Partnership (GSP)</b> is a partnership between two or more schools in the Republic of Ireland and the Global South for the purposes of mutually shared learning.
<b>Global South</b>	<b>Global South</b> 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.
<b>Global Justice</b>	<b>Global Justice</b> is about reducing global inequalities to create a fairer and more 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.
<b>Human Rights</b>	<b>Human Rights</b> 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. E.g. 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.
<b>Scaffolding</b>	<b>Scaffolding</b> 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. E.g. running a Fairtrade day 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.
<b>Solidarity</b>	<b>Solidarity</b> 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.
<b>Sustainability</b>	<b>Sustainability</b> means meeting our own needs without compromising the ability of future generations to meet their own needs.
<b>SDGs</b>	The <b>SDGs or Global Goals</b> 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.
<b>Social Justice</b>	<b>Social Justice</b> 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.

## APPENDIX I

Key Area	About
<b>1. Curricular (Stamp 1)</b>	<p>This area is about exploring GCE through the curriculum. There are many opportunities to explore GCE in the Junior and Senior Cycle.</p> <p><b>Please note:</b> WWGS provides free Subject Specific Teacher Training and Subject Guides for teachers on integrating GCE into various subject areas, see <a href="#">here</a> for guides.</p>
<b>2. Extra-Curricular (Stamp 2)</b>	<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 BTYSTE, as well as a whole range of other initiatives organised and coordinated by various NGOs and Networks that are working on GCE.</p>
<b>3. Teacher Capacity and Engagement (Stamp 3)</b>	<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.</p> <p><b>Please note:</b> WWGS provides free Teacher Training for teachers on integrating GCE into teaching and learning, see <a href="#">here</a> for Training and Events.</p>
<b>4. Student Capacity and Engagement (Stamp 4)</b>	<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.</p>
<b>5. School Leadership and Policies (Stamp 5)</b>	<p>This area focuses on the role of school management in supporting and encouraging GCE to develop and deepen within post-primary education settings. It may include developing a GCE policy for the school or including GCE as a standing item on the agenda for school planning/board meetings.</p> <p><b>Please note:</b> WWGS provides free Training for School Management on integrating GCE into post-primary education settings, see <a href="#">here</a> for Training and Events. In addition, WWGS provides support to schools in developing a GCE policy(s).</p>
<b>6 Community Engagement (Stamp 6)</b>	<p>We recognise that a post-primary education setting 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>

In addition to the above, the [WWGS Teacher Handbook](#) provides more information (especially for new post-primary education settings) on the WWGS programme and on how to explore GCE in your school.