



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade

Development Education Annual Grant 2013

Application Guidance Note

Important Dates

The closing date for receipt of **Expressions of Interest** is **Tuesday 15th January, 2013.**

The closing date for receipt of **Funding Applications** is **Friday 8th February, 2013.**

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Introduction - Purpose of the Guidance Note

The purpose of this guidance note is:

- to provide background information and outline the rationale for Irish Aid support to Development Education until 2015
- to set out the focus of support under the 2013 Annual Grant Call
- to provide an overview of the eligibility criteria and the terms and conditions
- to provide specific direction and guidance to assist completion and submission of the application form
- to provide an overview of the appraisal criteria

1. Background and Rationale

1.1 Development Education- A key priority for Irish Aid

Irish Aid is committed to development education and the advancement of public understanding of global development and justice issues. The work of **deepening citizens' understanding of issues relating to global poverty and development** is a core part of the Irish Aid programme. Work in this area is guided by the Development Education Strategy Plan 2007-2011 "Promoting public engagement for development" which has been extended to 2015.

The overall programme is administered by the Development Education and Civil Society Section within Irish Aid. The Strategy outlines four objectives for development education in Ireland:

- Strengthen coherence between development education and national education, citizenship and development policies in Ireland and support the growth of best practice in development education at European and international levels.
- Contribute to high-quality development education in Ireland through strengthened support for development education practitioners and the organisations in which they work.
- Support the further integration of development education in formal and non-formal education programmes.
- Ensure that our development education initiatives raise public awareness and understanding of the underlying causes of global poverty and inequality and Ireland's role in tackling these issues.

1.2 Progress to date and lessons learned

A Review of support for Development Education was completed in July 2011. The Review reflects clear evidence that engagement in development education is growing in Ireland and that there is some excellent practice taking place. While acknowledging the very tangible successes achieved, the review also found that Irish Aid needs to be more strategic and coherent in its approach to development education. The report noted that support across all sectors tended to be fragmented and supply driven; the overall pattern of funding support was deemed too open-ended; and there is significant scope to respond more strategically.

The report pointed to the need for Irish Aid and its partners in Development Education to address the problems of fragmentation, to deliver on results, to promote greater coherence, to advance standards and quality assurance, and to promote synergies and reduce transaction costs across Irish Aid funding modalities. The Review made a number of specific recommendations:

- To maximise policy and curriculum opportunities
- To build the capacity of educators
- To share and promote good practice
- To make develop education resources more accessible
- To ensure strategic leadership in the sector, including by Irish Aid

1.3 A New Approach

Within Irish Aid, there is an increasing focus on quality assurance and performance standards. Progress in this area will provide greater confidence that the funds invested, including funds provided to partners, is contributing to development outcomes and results.

Until quite recently, development/development education work focused on activities rather than the results to which activities contribute. Shifting to a results focus is a major change and takes time to advance within an organisation. The introduction of a results based management approach has been an important development to guide the new approach to development education.

Based on the findings and recommendations of the 2011 Review, significant changes are being implemented in how we deliver the remaining period of the Development Education Strategy. New partnerships are being put in place for identified strategic priority areas while the Annual Grants will continue to be an important feature in support of a broader range of development education initiatives which are results focused, and demonstrate effectiveness and accountability.

1.4 Achieving Better Results

The shift towards a more strategic approach to Development Education was greatly assisted by the significant joint body of work between Irish Aid and partners on the development of a Logic Model (see below) and also a Performance Measurement Framework (PMF)¹ which set out priority results for Irish Aid, and how these will be measured.

¹ Irish Aid Performance Measurement Framework- Appendix 1

Irish Aid Development Education Logic Model²

The sector has invested considerably in developing higher level results. These were translated into outcomes outlined in the Logic Model below. These outcomes contribute to the four objectives of Irish Aid's 'Development Education Strategy Plan 2007-2011'.

Goal <i>Poverty & vulnerability reduced through informed and empowered citizens engaging actively and critically with development and global justice and aid policies</i>				
Intermediate Outcome 1 <i>Irish Public have increased knowledge, critical awareness, understanding, and skills to engage critically with global justice issues</i>		Intermediate Outcome 2 <i>High levels of support among the Irish public for international development and Ireland's role are maintained</i>		
Immediate Outcome Level				
<u>Outcome 1</u> <i>Enabling policy environment created for DE</i>	<u>Outcome 2</u> <i>Demand for DE from education providers is responded to by an effective DE sector</i>	<u>Outcome 3</u> <i>Educators deliver quality development education and learners actively engaged in the learning process</i>	<u>Outcome 4</u> <i>Whole institution approaches to development education adopted</i>	<u>Outcome 5</u> <i>Increased opportunities for awareness raising & understanding of global development and justice issues & Ireland's role</i>
<u>Objective 1</u> <i>Strengthen coherence between development education and national education, citizenship and development policies in Ireland and support the growth of best practice in development education at European and international levels</i>		<u>Objective 2</u> <i>Contribute to high-quality development education in Ireland through strengthened support for DE practitioners & the organisations in which they work</i>	<u>Objective 3</u> <i>Support the further integration of development education in formal and non-formal education programmes in Ireland</i>	<u>Objective 4</u> <i>Ensure that our development education initiatives raise public awareness and understanding of the underlying causes of global poverty and inequality and Ireland's role in tackling these issues</i>

² The Logic Model should communicate the cause-and-effect relationships between activities and specific outcome or result. The elements of a Logic Model include inputs (e.g. time, money, people, equipment), outputs (e.g. workshops, publications, people reached, etc), and outcomes. Outcomes are usually developed at three levels - short term or immediate outcome level (e.g. changes in knowledge, skills, awareness); medium term or intermediate outcome level (e.g. changes in behaviours, policies, practices, procedures) and longer term (e.g. changes in situations- environment, social, economic, political).

2. Irish Aid Support to the Sector

2.1 Strategic Priority Programmes

Following the Review of Irish Aid's Development Education support and in order to adopt a more strategic approach, Irish Aid, in consultation with its partners, developed a Performance Measurement Framework (PMF). This Framework, attached at Annex 1, sets out priority results under each objective in the Development Education Strategy³. Under these Objectives, results are set out across specific sector headings.

Irish Aid has a number of strategic partnerships, either already in place or under negotiation in certain areas for the achievement of particular results in the PMF. These are as follows:

- **Capacity Building for the Development Education Sector:** IDEA (Objective 2: results 2, 3 and 4 and Objective 3: Adult, Youth and Community result 1)
- **Primary Teacher Education:** DICE (Objective 3: results 3 and 4)
- **Support to Post-Primary Schools:** WorldWide Global Schools (Objective 3, results 1 and 5)
- **Development Education at Third Level:** SUAS (Objective 3: result 6)
- **Development of Resources:** 80:20 (Objective 3: Other – result 1)

Irish Aid envisages developing further strategic partnerships in the coming years, including the Youth, Adult and Community Sectors and possibly further partnerships in teacher education.

2.2 Development Education Annual Grant 2013

In addition to its strategic partnerships, Irish Aid wishes to continue to support development education partners to implement specific, innovative, results-focussed initiatives that support the achievement of the Development Education objectives and the outcomes as set out in the Logic Model. For this purpose in 2013, Irish Aid is now issuing a call for proposals for Annual Grants.

Proposals must fit within the objectives of the Irish Aid Development Education Strategy and must have clearly defined results. Irish Aid also welcomes proposals that seek to achieve the priority results as set out in the PMF, particularly in the areas where it does not currently have a strategic partnership in place. Proposals which seek to achieve the particular results where Irish Aid has established a strategic partnership can also be considered but the proposal must clearly set out how it complements/fits with the existing strategic partnership.

³ It is recognised that the PMF does not capture the broader set of development education results that can be achieved by the sector in partnership with Irish Aid.

3. Application and Approval Process

3.1 Expressions of Interest & Eligibility

If you wish to apply, you are required to contact Irish Aid **by Monday 14th January, 2013** via the **Contact Us** page on the Irish Aid website at the following link - http://www.irishaid.gov.ie/about_contact.html.

Select the **Civil Society Funding** option (Department you want to contact), and enter your name, email address and your request for the eligibility form (query).

On receipt of your request, Irish Aid will issue an eligibility criteria form which must be completed and returned to Irish Aid by the deadline of **Tuesday 15th January, 2013**.

Organisations who do not meet these deadlines will not be considered in the call.

Applications will be considered only from organisations which meet the eligibility criteria. Ineligible applicants will be notified as soon as possible.

Eligibility Criteria are as follows:

1. **Organisation Status:** Applicants 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 (schools networks may be exempted from these provisions).
2. **Governance:** Applicants must have a formal decision-making structure which can take legal responsibility for the administration and use of Irish Aid funds.
3. **Financial Accountability:** Applicants must have annual accounts available on their organisation's website for the two most recent financial years⁴ which are both;
 - i. externally and independently audited, in cases where the annual organisational income exceeds €100,000⁵.
 - ii. available on the organisation's website by the deadline for expressions of interest (15 January, 2013).
4. **Focus of Work:** Organisations and/or institutions that are undertaking development education activities or education activities must include a development education perspective aimed at members of the Irish public.
5. Organisations in receipt of **Programme Grant** from Irish Aid are not eligible to apply for annual grants.
6. **Record of Compliance:** Applicants, previously in receipt of 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 which have a previous record of non-compliance with the terms of an Irish Aid contract may not be considered for funding.
7. **Child Protection:** All organisations who work with children and young adults under the age of 18 must have child protection policies in place that are in compliance with policy

⁴ The financial years used may be the organisation's own financial year.

⁵ In cases where annual organisational income does not exceed €100,000, annual accounts need to be available but an external audit is not required

guidelines; Children First Guidance launched by the Minister for Children and Youth Affairs in July 2011.

3.2 Application Process

Only **one** application per organisation will be accepted.

Applications are also encouraged from organisations who are working in consortia. In such cases; each member of a consortium must meet the eligibility criteria.

Applications from organisations which meet the eligibility criteria will be forwarded for appraisal. Applications must be submitted using the application form available on the Irish Aid website. Applications will be accepted by email only by the closing date of Friday **8th February, 2013**.

Only completed applications received **by email** by the closing date will be accepted.

Please note that organisations should ensure that the content of the application form is clear and complete as Irish Aid will not seek further information during the appraisal process. Only the application form should be submitted as no other documentation received will be reviewed as part of the appraisal process.

Any attempt to influence the outcome of the decision-making process in relation to grant applications will result in the relevant application being disqualified. Please also note that no meetings will be held with organisations that plan to apply for funding once the call for proposals issues

Further Information

An information session on the 2013 annual grant call will be held on **10th January 2013**, at the Irish Aid Volunteering Centre. Irish Aid officials will not be available to answer questions or provide clarifications on an individual basis while the call is active. Any questions should be raised at the information session or alternatively, questions can be addressed to contact page on the Irish Aid website (Civil Society Funding). An FAQ (Frequently Asked Questions) document will be posted on the Irish Aid website. Queries will be responded to up to two weeks prior to the application deadline.

All applicants are advised to read the following documents before completing and submitting an application form:

- Irish Aid Development Education Strategy 2007-2011;
- Synthesis Paper: Thematic Review of Development Education 2011;
- Guidance Note Annual Grant 2013.

All relevant documents, including the application form, are available on the Irish Aid website.

3.3 Size, Duration of Grant and Ineligible Activities

The minimum grant available under this call is €10,000 while the maximum grant amount is €200,000. Grants are for a one year period. Applications with a start date on or after April 1st will be accepted. Projects commencing with the April start date should be completed by 31st March 2014. Projects commencing with the September start date must be completed by 31st August 2014. Any delay in completion must be agreed with Irish Aid through a no-cost extension.

Ineligible Activities

The following activities are deemed not to be eligible for annual grant funding in 2013:

- The development of resources
- Projects aimed at post-primary schools including linking and immersion projects
- Course and module design, delivery and coordination in formal higher education undergraduate and postgraduate courses
- Research
- Evaluation costs
- Campaigning and advocacy activities projects which do not adequately demonstrate a development education focus
- Cultural events, unless part of a wider development education project
- Welfare projects, such as provision of language classes or information on legal and social welfare rights
- Projects which are exclusively or mainly concerned with issues from an Irish/local perspective in Ireland e.g. anti-racism, intercultural education or environmental education
- Projects with a primary aim to raise the profile of an organisation or to raise funds
- Exposure visits overseas; unless part of a wider development education project and where it can be demonstrated that the learning will benefit a broad group of people in Ireland
- Libraries or resource centres, unless part of a wider development education project

Note:

- Support for development education aimed at post-primary schools will be provided solely through the WorldWide Global Schools Programme

3.4 Application Form

Information on Section 1 – Organisation Details

Section 1 seeks basic information on the organisation, on the proposed project, and on your previous partnership with Irish Aid.

Information on Section 2 – Governance and Financial Oversight

In this section, please outline the governance arrangements and decision-making processes for the organisation including information on financial and risk management, control and organisational policies that are in place.

Information on Section 3 – Delivering Results

Section 3 provides applicants with an opportunity to outline the analysis of the problem to be addressed, what the project intends to do and how progress will be monitored. Organisations are encouraged to investigate the potential for collaborations or partnerships with other organisations delivering Development Education. Applicants will be expected to demonstrate a commitment to results including through the identification of objectives, indicators and end of project results. It is important that the logic between the planned results (or outcomes) and the objectives is clear. Where an organisation is targeting more than one sector, clear results for each sector need to be outlined in the Project Results Framework.

- **Expected results/outcomes:** Clearly describe what this project is expected to achieve in terms of development education results.
- **Objectives:** Outline the objectives the project is planning to achieve. Clear and specific objectives should facilitate the development of indicators. Objectives should reflect clearly the end of project results.
- **Indicators:** allow verification of changes or show results relative to what was planned. Clear and specific objectives and strategies should facilitate the development of performance indicators. Indicators should be SMART (Specific, Measurable, Attainable, Relevant, Time bound) and capable of illustrating whether or not objectives and strategies

are being achieved and facilitate effective reporting on progress. Indicators should also be disaggregated where relevant to sector/target group/s.

- **Baselines:** The baseline determines what the current position i.e. starting point is. It is important that baseline information is provided for each indicator to determine targets/end of project results.
- **Targets:** Targets must be set for each objective to determine what the project intends to achieve.
- **Outputs:** Outputs are the shorter term results or product of actions and activities undertaken.

Information on Section 4 – Organisation Strategy and Approach

Section 4 provides applicants with an opportunity to outline the overall purpose of the organisation and how this relates to the proposed development education project. Applicants will be expected to outline the evidence of change(s) achieved (in development education terms) as a result of previous interventions, and how it impacted on the targeted sector/s.

Information on Section 5 - Development Education Approach

Section 5 provides applicants with the opportunity to specifically outline their development education content and approaches.

Information on Section 6 – Project Budget

Financial Information should include a detailed project budget as part of the application process. The budget template provided should be completed giving a detailed breakdown of the project funding.

3.5 Appraisal and Approval Process

Applications which meet the eligibility criteria will be appraised with the assistance of external consultants, against the assessment criteria set out in Section 4 below. The Development Education Grants Committee draws its membership from the Department of Foreign Affairs and Trade, the National Council for Curriculum and Assessment, the Department of Education and Skills and independent consultants. It is chaired by the Director of the Development Education and Civil Society Section.

The Development Education Grants Committee will make recommendations for approval to the Minister of State with responsibility for Overseas Development.

3.6 Appraisal and Approval Timeline

1. Expression of interest, eligibility criteria form and accounts submitted by the deadline of 15th January, 2013.
2. Submission of application by the deadline of Friday 8th February, 2013.
3. Irish Aid will endeavour to complete the appraisal and approval process within 8 weeks of the closing date for applications, at which stage, notification of funding decisions to applicants will be provided and contracts will be issued to successful applicants.

4. Appraisal Criteria

Irish Aid will continue to require that all interventions funded have a strong focus on results for development education. The appraisal process will test for evidence that the organisation is operating from a reasonably sound strategic, policy and financial basis, relative to its size and capacity. Proposals will be assessed under the following headings:

Appraisal Area 1: Governance and Financial Oversight

Appraisers will assess the effectiveness of governance and financial oversight systems. Special attention will be paid to governance and management structures, self regulation initiatives and decision making processes. Projected budgets will be analysed against efficiency and value for money principles.

Appraisal Area 2: Delivering on Results

Appraisers will assess the logic underpinning the proposed project by checking how well the programme activities, outputs and objectives fit together and how well the proposed project will contribute to the jointly agreed Development Education priorities.

Appraisal Area 3: Organisation Strategy and Approach

Appraisers will assess if your organisational strategy is coherent with your proposed project and if your organisation has adequate capacity to deliver on the proposed strategy.

Appraisal Area 4: Development Education Approach

Appraisers will assess development education practice and methodologies.

5. Irish Aid requirements for Funded Projects

5.1 Contract

Irish Aid will issue a contract to successful applicants and 100% of the grant will be paid, on receipt of a signed contract. The contract will outline the terms and conditions of the grant.

5.2 Acknowledgement of Irish Aid

Organisations are required to comply with the logo and publicity guidelines which are currently being finalised and will be available shortly on the Irish Aid website. In general, all recipients of Irish Aid funding are required to acknowledge Irish Aid funding in a clear manner in annual reports, websites and in publications and publicity material (including online material) related to the funded project and, where appropriate, at project sites. Such reports and publications 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 policy'*. Prior written authorisation for the use of the Irish Aid logo should in all cases be obtained from Irish Aid.

Audited accounts must also explicitly include reference to the contribution from 'Irish Aid'.

5.3 Annual Narrative and Financial Report

Grant recipients are responsible for an effective, ongoing monitoring system. Each organisation is responsible for its own project implementation and the delivery of results, and will report on progress at the end of the project to Irish Aid. Significant deviations from original expected results must be explained in advance to Irish Aid, in the context of external factors and lessons learned, as well as those factors within the control of the project.

The Guidelines for Reporting, Monitoring and Evaluation of Annual Grant Projects for 2013 are currently under review and will be available on the Irish Aid website shortly. Organisations may refer to Irish Aid's "Guidelines for Reporting, Monitoring and Evaluation of projects funded under Development Education Annual Grant 2012 which are currently available on the Irish Aid website.

The Annual Narrative Report must be accompanied by the following:

- financial report (in the prescribed format) on the Irish Aid-supported project. This should show total income (including that from other donors) and expenditure against the original budget. The financial statement and narrative report must be completed so as to clearly illustrate the relationship between objectives and expenditure.
- most recent annual accounts for the organisation, in which Irish Aid funding is specifically shown as an item (externally audited accounts are required if the organisation is legally obliged to produce audited accounts or if the organisational income is above €100,000 per year)⁶.

Please note that the late submission of reports is a compliance issue.

5.5 Evaluation and Audit

Irish Aid reserves the right to evaluate and audit projects at any time.

5.6 Freedom of Information

Applicant organisations are reminded that documents submitted to the Department of Foreign Affairs and Trade including application forms and annexes, or any report submitted to the Department on foot of a successful funding application, and any other written communications with the Department, automatically become records of the Department and subject to the provisions of the FOI Acts. In these circumstances, the Department may be required under the terms of the Freedom of Information Act 1997 or the Freedom of Information (Amendment) Act 2003 to divulge any or all such records to third parties. It is the established policy of the Department of Foreign Affairs and Trade to publish on its website all FOI requests and the records released under the Act. See Department of Foreign Affairs and Trade website, FOI section <http://www.dfa.ie/home/index.aspx?id=377>

6. Project Budget

6.1 Direct and Indirect Project Costs

Direct Costs are those costs that can be specifically associated with the project (for example project activities/outputs, project staff salaries). Direct project costs should be set out at objective and associated output level and should include a breakdown by staff and education costs.

Indirect Costs are costs that are in support of project objectives but not necessarily incurred for the project and so cannot be readily associated with the project (for example administration costs). Irish Aid will support overhead costs (up to 10% of the total direct costs) under this category. A description of the overhead costs should also be provided. No further indirect costs will be supported by Irish Aid.

⁶ Irish Aid reserves the right to request an auditor's management letter and the management response, as well as management accounts if necessary.

6.2 Eligible Costs

- Direct project costs
- Overhead costs up to a maximum of 10% of the total direct costs requested from Irish Aid.

Please do not include in kind contributions in your budget.

6.3 Ineligible Costs

- Costs incurred outside of 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

6.4 Co-funding for project

The organisation should set out the income sources for the project including other funders and the contribution from the organisation.

Appendix 1: Irish Aid Development Education Performance Measurement Framework (2012-2015)

Irish Aid, in collaboration with partners, has developed a Performance Measurement Framework (PMF) to guide Irish Aid priorities and future investment decisions in development education within the period of the Strategy. Linked to the Logic model, the PMF sets out clear priority results and outputs at objective level. While the objectives of the Development Education strategy articulate the change Irish Aid wants to bring about, the objective level indicators/outputs capture what the change will look like when achieved.

Level	Results	Outputs
<p>Objective 1</p> <p>Strengthen Coherence between development education and national education, citizenship, and development policies and support the growth of best practice in development education at European and international levels</p>	<ol style="list-style-type: none"> 1. Effective, structured set of arrangements involving development education and national education policy makers in place. 2. Effective engagement at European and international level, particularly using the Irish Presidency. 	<p>Structured policy engagement with key departments.</p> <p>Consultation with the sector during and after Irish presidency</p>
<p>Objective 2</p> <p>Contribute to high quality development education in Ireland through strengthened support for development education practitioners and the organisations in which they work</p>	<ol style="list-style-type: none"> 1. Appraisal standards on development education quality/approaches established and applied to Irish Aid funding. 2. Good Practice guidelines developed for Irish Aid priority sectors. 3. Better design of interventions and more strategic approaches leading to more effective delivery. 	<p>Funding approaches designed to incentivise better practice.</p> <p>Appraisal standards defined following consultation with the sector.</p> <p>Evidence of good practice collated and used to develop guidelines.</p> <p>Continued support to capacity development nationally and regionally.</p>

	<p>4. DE organisations supported to operate from a stronger evidence base.</p>	<p>Baselines established and support for research provided in priority areas.</p>
<p>Objective 3</p> <p>Support the integration of development education in formal and non formal education programmes in Ireland</p>	<p>Formal Education:</p> <ol style="list-style-type: none"> 1. An increased spread, number and mix of schools engaging in and availing of quality development education (DE) inputs (curricular and extra-curricular), particularly through existing and new school networks. 2. DE integrated in the revised Post graduate Diploma in Education (PDE) programme and curricula, followed up by DE Continuous Professional Development (CPD) for post-primary teachers 3. Criteria for whole institution approach to Primary Initial Teacher education defined with measurement indicators agreed. 	<p>A strategy for WorldWise Global Schools in place and implementation plan being applied for years 2, 3 and 4.</p> <p>Primary schools networks supported.</p> <p>Development and piloting of a framework for the integration of DE into the PDE.</p> <p>Ongoing support for DE CPD for post-primary teachers</p> <p>Options explored for integration of DE at undergraduate level⁷.</p> <p>Self assessment tool for teacher education college including</p>

⁷ Irish Aid will provide support to identify opportunities for integrating DE at undergraduate level in initial teacher education.

	<p>4. Support mechanisms established targeting DICE graduates.</p> <p>5. Development Education integrated across the new Junior Cycle curriculum and in other curricular areas if/when opportunities emerge</p> <p>6. An increased number of 3rd level students availing of and engaging with DE opportunities.</p> <p>Adult and Community:</p> <p>1. Irish Aid priorities and approach for Adult and Community sector defined on the basis of the strategy.</p> <p>Youth:</p> <p>1. Long-term systemic integration of DE into the Youth sector.</p> <p>2. An increased number of young people engage in quality development education.</p>	<p>measurement indicators developed.</p> <p>DICE programme incorporates strategy for tracking graduates.</p> <p>Short courses on DE as part of Junior Cycle developed (building on evidence from Transition Units), and additional curricular inputs if appropriate</p> <p>Increased number of DE opportunities available.</p> <p>Strategy developed by the relevant working group (IDEA's Community Sector Working Group) to justify strategic call issuing by Irish Aid.</p> <p>Professional training of Youth Workers incorporates a module on Development Education.</p> <p>Models for whole organisation approach in DE are piloted and implemented.</p> <p>Opportunities for integration of DE</p>
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	<p>Other</p> <ol style="list-style-type: none"> 1. High quality DE resources with clear links to curriculum, accessible and used by educators and learners. 	<p>in youth policies advanced.</p> <p>Expand reach and quality of One World Week and other initiatives.</p> <p>Findings of the audit of resources inform prioritisation of new DE resources to be produced and supported over three year period.</p> <p>Strategy for online dissemination of resources developed.</p>
<p>Objective 4</p> <p>Ensure that development education initiatives raise public awareness and understanding of the underlying causes of global poverty and inequality and Ireland's role in tackling these issues.</p>	<ol style="list-style-type: none"> 1. Quality public engagement work supported and broadened. 	<p>Appraisal standards defined</p>