



Irish Aid

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

Development Education Annual Grant 2014

Guidelines for Applicant Organisations

Important Dates

The closing date for receipt of the Eligibility Criteria Form is
Tuesday 10th December, 2013.

The closing date for receipt of the **Grant Application Form** is
Thursday 16th January, 2014.

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Introduction - Purpose of these Guidelines

The purpose of these guidelines is:

- to provide background information and outline the rationale for Irish Aid support to Development Education;
- to set out the focus of support under the 2014 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 and
- to provide an overview of the appraisal criteria.

1. Background and Rationale for Irish Aid support to Development Education

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 key component of the Irish Aid programme. Work in this area is guided by the Development Education Strategy Plan 2007-2011, extended to 2015, "Promoting public engagement for development" and 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 Irish Aid support for Development Education found clear evidence that engagement in development education is growing in Ireland and that some excellent practice was taking place. While acknowledging the very tangible successes achieved, the review also highlighted that a more strategic and coherent approach to development education should be adopted; support across all sectors tended to be fragmented and supply driven; the overall pattern of funding support was deemed too open-ended; and there was 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 and
- To ensure strategic leadership in the sector, including by Irish Aid.

1.3 Irish Aid's Strategic Approach

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 page 4) and also a Performance Measurement Framework (PMF)¹ which set out priority areas for Irish Aid, and how these will be measured.

A number of new partnerships have been agreed with Irish Aid for identified strategic priority areas as outlined in section 2.1 below. The Development Education Annual Grant 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 Focus on Results

There is an increasing focus on quality assurance and performance standards across all bodies in receipt of government funding. Progress in this area provides confidence that funds provided to partners, are contributing to clear and tangible development outcomes and results.

Irish Aid acknowledges that shifting to a results focus 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.

A shared understanding of why managing for results matters and what is meant by 'result' is a critical element to the success of a partnership. For Irish Aid, development education results are about establishing a deep and sustained understanding of global poverty and inequality among the Irish public.

Management for development results involves demonstrating clear and measurable results following a comprehensive planning process to agreed strategies and objectives of the project and the selection of the key indicators that will be used to track progress and measure impact. Partners must demonstrate in the application that there is clarity of understanding on how the activities of proposed project will lead to the achievement of the project outcomes and impact at a higher level (which is also known as the theory of change). This process of analysis should lead to the prioritisation of the results the organisation has chosen to strive for in the proposed project.

Planning for results requires supportive, comprehensive and integrated systems for budgeting, monitoring and reporting which are appropriate for the organisation concerned, taking size, scale and focus of the project into account. Supporting a results approach throughout the organisation will require partners to take the necessary steps to ensure that this capacity is in place.

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 2007-2015.

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 a review of Irish Aid's Development Education support and in order to adopt a more strategic approach, Irish Aid, in consultation with partners in the sector, developed a Performance Measurement Framework (PMF). This Framework, attached at Annex 1, sets out priority results under each objective in the Development Education Strategy which runs to 2015³. 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:**
The **IDEA** (Irish Development Education Association) programme aims to improve the quality and long term impact of development education work in Ireland by strengthening the capacity of organisations and practitioners. It is focussed on a number of key strategic interventions that include strengthening organisational management, knowledge and skills; improving sector coordination and sharing of lessons learned; improving quality standards and impact measurement; developing research and policy skills as well as building IDEA's internal capacity.
(PMF: Objective 2: results 2, 3 and 4)
- **Teacher Education (Primary):**
The Development and Intercultural Education (**DICE**) Project aims to support the integration of development and intercultural education into pre-service primary teacher education. Activities undertaken towards achieving this objective include the provision of assistance in the planning and implementation of development education interventions at primary level and the promotion of action research to monitor and evaluate development education activities.
(PMF: Objective 3: results 3 and 4)
- **Post-Primary:**
The **WorldWise Global Schools Programme** aims to increase the engagement by both students and teachers in post-primary schools with quality development education. It provides a coordinated approach to the integration of development education in curricular and non-curricular activities adopting a whole of schools approach, through school networks and through learning partnerships between schools in Ireland and the global South. The Programme is managed by a consortium of Self Help Africa, Concern and the City of Dublin VEC on behalf of Irish Aid.
(PMF: Objective 3, results 1 and 5)
- **Third Level:**
The **SUAS** programme focuses on development education with third level students across five Universities. The 'global citizenship' programme includes raising awareness, understanding and engagement on development in a non-formal context through events, courses, and action learning programmes.
(PMF: Objective 3: result 6)
- **Resources:**

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.

The **developmenteducation.ie** website aims to maintain and develop a central, on-line reference point for Development Education practitioners, educators and NGO's in order to increase access and usage of quality development education resources. The consortium implementing the programme includes 80:20, Aidlink, Concern Worldwide, IDEA, Self Help Africa and Trócaire.

(PMF: Objective 3: result 1)

Irish Aid will continue to explore the possibility of further strategic partnerships with other sectors in the coming years, including the Youth, Adult and Community Sectors and in post-primary teacher education.

2.2 Development Education Annual Grant 2014

In addition to its strategic partnerships, Irish Aid will 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 (page 4). Irish Aid is now issuing a call for proposals for Development Education Annual Grants in 2014.

Proposals must fit within the four objectives of the Irish Aid Development Education Strategy 2007-2015 with clearly defined objectives and results to be achieved. Irish Aid encourages proposals that also seek to achieve the priority results as set out in the PMF at Appendix 1, particularly in the non-formal sectors (youth, adult and community) where strategic partnerships are not yet in place. Proposals that are complementary to the existing strategic partnerships outlined above may also be considered, but the proposal must clearly set out the basis for this complementarity and how the project fits with the existing strategic partnership.

3. Eligibility, Application and Approval Process

3.1 Eligibility Process

- If you wish to apply, you are required to contact Irish Aid **by close of business on Monday 9th December, 2013** using the 'Contact Us' page on the Irish Aid website at the following link - http://www.irishaid.ie/about_contact.html. Please select the **Development Education Funding** option (under 'Department you want to contact'), and enter your name, e-mail address and your request for the Eligibility Criteria and Application form (under 'query').
- On receipt of the request, Irish Aid will issue an Eligibility Criteria Form which must be completed and returned to Irish Aid by the deadline of **Tuesday 10th December, 2013**. An application form will also be issued.

Note:

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

Eligibility Criteria Form

The criteria for eligibility for applicant organisations to apply for the Development Education Grant in 2014 are set out below. **Applications will be considered only from organisations which meet the eligibility criteria. Ineligible applicants will be notified as soon as possible.**

1. **Organisation 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

2. **Governance:** Applicant organisations must have a formal decision-making structure which can take legal responsibility for the administration and use of Irish Aid funds.
3. **Financial Accountability:** Applicant organisations 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 (10 December, 2013).
4. **Dependency on Irish Aid:** Income received from Irish Aid, either directly or indirectly, must not exceed 90% of the overall organisational income of the applicant organisation.
5. **Funding Status:** Applicant organisations in receipt of a **Programme Grant** from Irish Aid are not eligible to apply for annual grants.
6. **Focus of Work:** Applicant 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.
7. **Record of Compliance:** Applicant organisations 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.
8. **Child Protection:** 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 guideline Children First Guidance, launched by the Minister for Children and Youth Affairs in July 2011.

3.2 Application Process

An organisation is permitted to submit only one application in this call, either through a single application **or** alternatively as part of a Partnership.

In the case of a partnership, the lead partner must comply with all eligibility criteria. Other members of the partnership are exempt from criteria no.4 above relating to Dependency on Irish Aid. A separate eligibility form is available for partnerships and will need to be requested from Irish Aid and jointly completed by the partners⁶.

Irish Aid views an effective development education partnership as a collaborative process between organisations that brings mutual benefits where ownership of the project is shared. Partnerships are welcomed on the basis that greater opportunities for learning, capacity building, efficiency, cost effectiveness, and ultimately stronger results, may be achieved. Each partner has the ability to receive funding through the award of the grant to the lead partner. Partnership arrangements

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

⁶ A partnership eligibility form should be requested from Irish Aid

setting out clear roles and responsibilities of participants should be included in the application. Partnerships are encouraged but not obligatory.

Applications from organisations which meet the eligibility criteria will be forwarded for appraisal. Applications must be submitted using the Application form issued with the Eligibility Criteria Form. Applications will be accepted by email only to the designated address by the closing date of Thursday **16th January, 2014**.

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 Irish Aid 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 2014 annual grant call will be held on **18th November 2013**, at the Irish Aid Volunteering Centre (see Irish Aid website for further details). Irish Aid officials will not be available however, to answer questions or provide clarifications on an individual basis once the call is active. Accordingly, any questions should be raised at this information session or alternatively, questions can be addressed to the contact page on the Irish Aid website (Development Education Funding). A 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;
- Development Education Annual Grant 2014 Guidelines.

These documents are available on the Irish Aid website.

3.3 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. Please note that in the 'proposed project details' table, the total project costs should only refer to the costs to deliver the proposed project, and also the amount requested from 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.

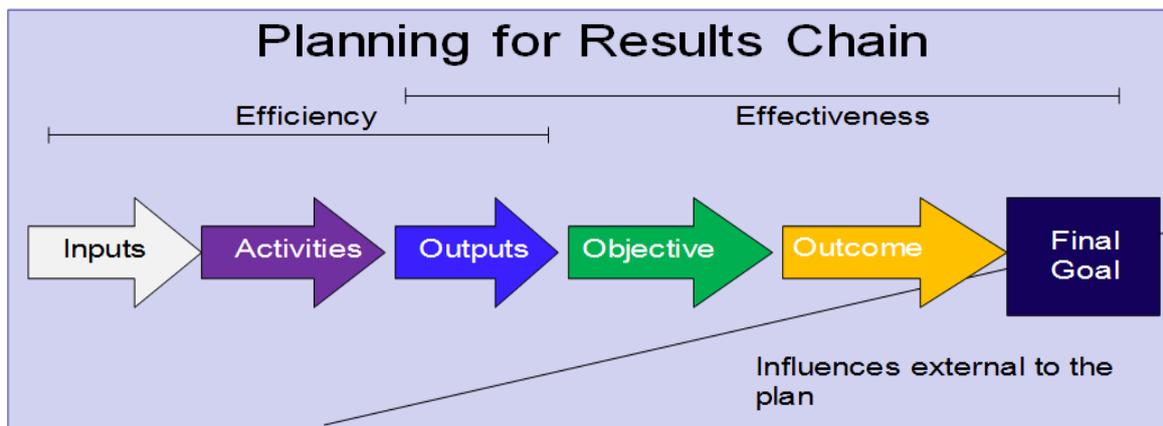
Information on Section 3 – Organisation Strategy and Evidence of Change

Section 3 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 achieved (in development education terms) as a result of previous initiatives, and how this is supported by evidence.

Information on Section 4 – Delivering Results

Irish Aid considers the Results Framework as a key tool within a managing for development results approach. A Results Framework is described by the OECD-DAC as ‘the programme logic that explains how a development objective is to be achieved, including causal relationships and underlying assumptions’.

A Results Framework makes explicit the understanding and underlying assumptions about the process that leads to planned change and the chosen pathway to get there (the theory of change). At the core of results thinking and the results framework is the ‘results chain’, a mapping out of what we wish to achieve and how we plan to arrive there (assumptions about cause and effect). The simplest chain is depicted in the following diagram. While Irish Aid recognises that terminology can vary, it is important that there is clarity on the end of project status (expected outcome/results).



Section 4 provides applicants with an opportunity to outline the main aspects of the proposal including the analysis of the problem to be addressed, the level of consultation, what the project intends to do, and what systems are in place to monitor progress.

In the Project Results Framework, applicants will be expected to demonstrate a commitment to a results approach including through the identification of the outcome/s (end of project result/s), objectives and indicators of success, baselines, targets and the means of verification. It is important that the logic between the planned outcomes (results) and the objectives is clear. Where the project is targeting more than one sector, multiple sectors may be incorporated in the existing template (project results framework) as long as each target sector is clear at outcome and/or objective level.

- **Project outcome/s (results):** Clearly describe what this project is expected to achieve in terms of development education results.
- **Objectives:** Outline the interim steps the project is planning to undertake in order to achieve the end of project outcome (result). Clear and specific objectives should facilitate the development of indicators.
- **Indicators:** Clear and specific objectives should facilitate the development of key performance indicators. Indicators should be SMART (Specific, Measurable, Attainable, Relevant, Time bound) and capable of illustrating whether or not the objectives are being achieved and facilitate effective reporting on progress. Indicators should also be disaggregated where relevant to sector/target group/s. Indicators can be balanced i.e. quantitative and qualitative and can also be mutually supportive.
- **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 indicator in order to determine what progress will be achieved relative to the baseline.
- **Means of verification:** The sources of monitoring information (who or where/what) that will be used for measuring progress against each indicator. You should also identify how often (frequency) the information will be collected.
- **Outputs:** Outputs are the product of actions and activities undertaken, and these should be set out for each objective.

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.

3.4 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 2014 will be accepted. Projects commencing with a September start date must be completed by 31st August 2015. Any delay in completion must be agreed with Irish Aid in advance through a no-cost extension.

Ineligible Activities

The following activities are deemed not to be eligible for annual grant funding in 2014:

- The development of resources
- Projects aimed at post-primary schools (support for development education aimed at post-primary schools will be provided solely through the WorldWise Global Schools Programme)
- Course and module design, delivery and coordination in formal higher education undergraduate and postgraduate courses
- Research
- Campaigning and advocacy activities projects which do not adequately demonstrate a development education focus
- Cultural events, unless part of a wider development education project
- 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
- Welfare projects, such as provision of language classes or information on legal and social welfare rights

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. Submission of eligibility criteria form and accounts by the deadline of 10th December, 2013.
2. Submission of application by the deadline of Thursday 16th January, 2014.
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: Organisation Strategy and Evidence of Change

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. Evidence of change from past initiatives will also be assessed.

Appraisal Area 3: Delivering on Results

Appraisers will assess the logic underpinning the proposed project by checking how well the programme outputs and objectives fit together to achieve the expected outcomes/results and how these will be measured.

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 available on the Irish Aid website:

<http://www.irishaid.ie/news-publications/publications/publicationsarchive/2013/march/irish-aid-logo-guidelines-for-partners/>

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 2014 are currently under review and will be available on the Irish Aid website shortly.

An Annual Narrative Report will be required one month after the end date of the project and 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)⁷.

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

5.4 Evaluation and Audit

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

5.5 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>

⁷ Irish Aid reserves the right to request an auditor's management letter and the management response, as well as management accounts if necessary.

6. Project Financials

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 requested from Irish Aid) under this category. A description of the overhead costs should also be provided.

6.2 Eligible Costs

- Direct project costs
- Indirect costs can include overhead costs up to a maximum of 10% of the total direct costs requested from Irish Aid. Details must be provided.

Please do not include in kind contributions in your budget. Should you wish to indicate in kind contributions to the project, a brief outline should be provided below the table (project income).

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 own contribution,, and also other funders. The status of funding should also be indicated in the case of other funders eg. Secured /applied for/ to be applied for.

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 level⁸.</p> <p>Self assessment tool for teacher education college including</p>

⁸ 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>