



CALL OF GRANTS: EDUCATION FOR DEVELOPMENT PILOT PROJECTS IN RURAL AREAS, 2016

Preamble

Under the project funded by the European Commission - DG DevCo titled "Rural DEAR Agenda - EYD 2015", of which FOPSIM is a partner, and as part of the actions contained therein, this action is to finance activities related to Education for Development

Assuming as a defining framework adopted by the European Commission (2007), which defines Education for Development and awareness as follows:

- *Education for Development and Awareness contributes to eradicating poverty and promoting sustainable development through public awareness and educational approaches and activities based on the values of human rights, social responsibility, gender equality and a sense of belonging to a world; in the ideas and understanding of disparities in human living conditions and of efforts to overcome these disparities, together with democratic participation in actions that influence social, economic, political or environmental situations that affect poverty and sustainable development.*
- *The aim of Education for Development and Awareness is to provide all people in Europe with ongoing opportunities to learn and understand global development concerns and the local and personal relevance of said concerns, as well as to enact their rights and responsibilities as inhabitants of an interdependent, changing world by influencing change for a just and sustainable world.*

In order to make it more operational and communicable in the development of the project, we add the following text to said framework as a guide to highlight the essential elements of good practice in Education for Development¹:

"Dynamic process that generates reflection, analysis and critical thinking on North-South relations, seeking to improve the mechanisms of perception and understanding of people or groups in certain situations related to inequality and injustice, and their behaviour towards them and its long-term consequences."



Adopting the definition and criteria that must underpin good educational practice according to Unesco:

"Good practices in the field of education are those experiences or actions that are outstanding and have provided an appropriate methodology for achieving the objectives that have been set. These innovative, effective and useful practices are also 'imitable' in other spaces and contexts."

PROVISIONS

One. Object and purpose.

This call is to finance new innovative and/or successful proposals for actions in Education for Development, aimed at the rural population, through formal and non-formal educational actions for the young or adult population that meet the characteristic concept and criteria of Education for Development as defined in this call.

The purpose of the call is to support different proposals whose methodology, resources, designs, actions or fundamental conceptions are aimed at the ultimate goal of Education for Development: to promote educational processes that build a global citizenship that is analytical, critical, purposive and active in the new formulation of living spaces.

Two. Eligible actions and priorities

1. The priority will be all proposals for action in ED aimed at the rural population.
2. Education for Development actions aimed at schools (students, teachers and parents), adults, groups, local associations and the general population.
3. The ultimate goal of the proposals must be the promotion and development of training processes for individuals and groups, fostering an analytical and purposive approach from a gender perspective, respect for the fundamental rights of individuals and peoples and aimed at promoting future actions with a vocation for change in situations of poverty, inequality and the violation of rights.
4. The projects must generate a quantifiable and assessable positive impact on the beneficiary population and the area of intervention. The necessary measures will also be defined to minimise the expected and unexpected negative impacts that may occur as a result of the activities.



5. The resulting projects and actions will be directed and governed by the basic principles of Good Practices in Education and those concerning Education for Development. **See Appendix II**

Three. Applicant entities and groups

1. This call is specially for all the public and private organisations and institutions that are an accompanying part of the DEAR project, i.e. schools in the rural areas of Malta; classrooms and culture groups for the elderly; NGOs, preferably with experience working in rural areas; and local or regional entities that have proposals and/or programmes susceptible related to the areas of ED.
2. Projects may also be submitted for this call by all associations, organisations and/or groups whose activity can be demonstrated through experience and is aimed at achieving the goals of Education for Development and/or themes related to Education for Development.

Four. Budget and period of the grant.

The total budget for this call is **€26,000** for the financing of projects.

Each individual project will be financed up to a maximum of **€6.500**.

The contribution of FOPSIM can be up to 100% of the total budget for each project that it is funded, with the indicated limit of €6.500. The first pre-financing payment shall represent 40% of the total amount. This amount will be transferred within four weeks from the signing of contract between FOPSIM and the awardees. The final 60% payment will be made at the end of project implementation. The payment will be made within four weeks following verification and conclusion of monitoring of reports and relevant documentation submitted to FOPSIM according to the deadlines established in this document.

Eligible actions will be those linked to the selected project(s) carried out in the period between the date of resolution of this call and the 31st March 2017.

The funds will be used to cover expenses for the design and execution of the project: acquisition of small supplies, procurement of services necessary for the execution of the project, transportation expenses of the beneficiaries, advertising and project dissemination expenses and personnel hired specifically for the project



implementation. It may also include indirect costs at a maximum of 5% of the total applied for, that will not require additional justification. All receipt, invoices, proof of payments must be presented with the final report.

Five. Applications and deadline

1. The deadline for submitting applications is 30 calendar days from the day following the publication of this call.
2. The applications may be submitted directly to the FOPSIM office located at 183 Constitution Street, MST9054 Mosta, during office working hours from Monday to Friday from 08:30 till 17:00.
3. Applications may also be sent by email to the following address: maria@fopsim.eu
4. FOPSIM will email confirmation of receipt of the application in the appropriate time and manner.
5. The content of the application must conform to the template given in **APPENDIX I**
6. FOPSIM may request additional information to proposal submitted if deemed necessary.
7. Application implies acceptance of the rules by which this call is governed.

Six. Selection process and evaluation criteria

Once the projects have been received in the appropriate time and manner, a team of three individuals linked to the DEAR Project and representing FOPSIM 30 days to read and evaluate the proposals.

The evaluation will follow the assessment criteria that characterise the definition of Good Practice in Education and Education for Development. See **APPENDIX II**.

The central themes of the projects must include at least one of the issues defined under the DEAR Project as priorities. See **APPENDIX III**.



Seven. Resolution and notification.

1. The resolution will present the list of applicants to which the grant is awarded, indicating the amount granted and the conditions for granting and the applications rejected and the reasons for dismissal.
2. The resolution may expressly determine aspects of the project that will be funded and others that will not.
3. The approved projects and the amount awarded to each one will be published on the FOPSIM website www.fopsim.eu section "Event".
4. The deadline for resolving the procedure for awarding the grant and notifying the resolution shall be one month, starting from the day following the deadline for the submission of applications. After that time, if the resolution has not been expressly notified, the applications must be taken as rejected.

Eight. Acceptance of the grant.

1. The entities and groups responsible for submitting the project(s) accepted for grant must expressly accept the grant in writing, together with the terms and conditions for its completion.

Nine. Payment and justification.

The beneficiary organizations will receive the first pre-financing payment that shall represent the 40% of the total amount. The final 60% payment will be made at the end of the project implementation, with the character of "to justify" as specified in point 4 of this call.

Justification of the grants that are awarded will comply with the terms and conditions of EuropeAid programme and as specified on the call.



APPENDIX I:

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APPLICATION FORM

Name of experience/project	
Country/region/town or city where the experience is to take place	
Institution/organisation responsible:	
Full postal address	
Telephone and email	Tel. Email:
Organisation/project website	www.
Contact person(s) and position/responsibility within the organisation and in the project	<ul style="list-style-type: none">••••



Project objectives:

- General
- Specific

General description of the action/project:

Location/area where the project is to be developed:

- Formal primary education
- Secondary formal education
- Higher education
- Professional training
- Adult education
- Wider community
- Other (specify)

General description of where the activity is to be developed, context, motivation/justification for the project, etc.



<p>Target population:</p> <p>Total girls/teenage girls/women:</p> <p>Total boys/teenage boys/men:</p> <p>Age range:</p> <p>Other characteristics:</p>	<p>Comprehensive description of the target group, motivation/justification for selecting the group for which the action has been designed</p> <p>Does the project respond to a specific diagnosis or objective from the gender perspective?</p> <p>Does the project respond to a specific diagnosis or objective from a perspective of economic, social or access inequality or rights in general?</p>
<p>Total duration (in months):</p>	



<p>Description of the proposed methodology for the project</p>
<p>Approach to the action: does the project work in a network with other organisations/groups? If so, description of the other entities, roles of each participant, etc.</p>
<p>Resources that will be used to develop the project in the different phases: design and execution.</p> <p>Human resources</p> <p>Technical resources</p> <p>Educational resources</p> <p>Infrastructures</p> <p>Others</p>
<p>Evaluation/assessment</p> <p>Method, moments, strategies and tools and parties responsible for project evaluation</p>
<p>Innovations/achievements/learning offered or sought with the project</p>



Budget:

Documents attached:

Curriculum of the entity/organisation responsible

Curricula of the persons responsible for project development

Others (specify)



ANNEX II.- PRINCIPLES OF BEST PRACTICE

Maximum score: 100 points

GENERAL CRITERIA	Evaluation table	Score (0 – 5)
Relevance Questions on adapting the Education for Development initiative to suit the context.	1. Are the needs of the various interested parties clearly defined?	
	2. Is the population the project addresses adequately identified and justified?	
	3. Is the proposal in line with the goals and priorities of the Call?	
	4. Does the project provide for the participation of the targeted population?	
	5. To what extent does the project foster gender equality, equal opportunity, the needs of persons with disabilities and the rights of minorities?	
	6. Is the project related to the topics with which Education for Development is concerned? (See Rule 11)	
Efficiency Questions on the optimum allocation of project resources.	1. Is the budget adequate for the goals pursued?	
	2. Is the budget adequate for the activities to be carried out?	
	3. Are the material and human resources provided for adequate for achieving the goals and carrying out the proposed activities?	
Reliability and Replicability Questions on whether the experience can be repeated with similar results.	1. Can the project be repeated in different contexts with any degree of certainty of obtaining good results?	
	2. Does the project allow for the process to be carried out in an optimal way in other contexts of a similar nature?	



	3. Does the project provide for sufficient information to be gathered for the experience to be repeated in other contexts and by other agents?	
Effectiveness and Innovation Questions on the coherence between goals and results and the incorporation of innovative elements.	1. Is the project designed to attain its desired results?	
	2. Does the project introduce any innovations in its approach?	
	3. Does the project introduce any innovations in terms of the methods and processes being promoted?	
Sustainability and impact Questions on whether the experience can be consistently achieved, and whether changes of a transforming nature can be brought about.	1. Can the project remain the same over time, and will it produce lasting effects?	
	2. Does the project involve other agents, particularly local ones? Is it carried out through a network?	
	3. Does the project define any commitment to following up and supporting the initiative as well as taking feedback into account?	
	4. Is the project aimed at fostering change within its immediate target group and the local community?	
	5. Does the project include advocacy actions aimed at the relevant administrations?	
TOTAL		



APPENDIX III. List of the main topics related to Education for Development:

To narrow the broad thematic area that may be related to Education for Development, the following selection has been made based on terms considered known and/or generally used by different players in this field:

1. Global citizenship
 2. Co-development
 3. Ethical procurement/fair trade/responsible consumption
 4. Cooperation for development
 5. Human rights
 6. Education in values: solidarity, justice, peace
 7. Gender and development
 8. Globalisation
 9. Migration, refuge, development
 10. Environment and development
 11. ODM/ODS
 12. International organisations
 13. Poverty and development/distribution of wealth and power
 14. North-South relations
 15. Conflict management
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