



Code of Good Practice for Development Education in Ireland

Baseline Report 2020

About the researchers

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Written consent was obtained by IDEA from all 20 members involved, to share their Code self-assessments and action plans with DP Evaluation.

The research was carried out between January – April 2021. The report was published in October 2021.

About IDEA

The Irish Development Education Association (IDEA) is the national network for Development Education in Ireland and a leading voice for the sector. We represent over 80 members involved in the practice, promotion and advancement of Development Education in formal, non-formal and informal settings. Together we work to strengthen Development Education on the island of Ireland and to raise awareness of the crucial role it has to play in fostering global citizenship and achieving the Sustainable Development Goals.

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The ideas, opinions and comments herein are entirely the responsibility of IDEA and do not necessarily represent or reflect Irish Aid, Concern or Trócaire's policies.

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Executive Summary

The [Code of Good Practice for Development Education](#) in Ireland (hereafter ‘the Code’) is the first of its kind in Ireland and a trailblazer internationally. Developed by members of the Irish Development Education Association, IDEA, it is a quality framework that articulates good practice across all Development Education work, in line with Sustainable Development Goal (SDG) target 4.7.

The Code comprises twelve principles, with indicators for each principle that support members in assessing good practice in the delivery of Development Education. It operates as a self-assessment process, using a Workbook and Action Plan.

The Code roll-out in Ireland represents a large step forward in supporting Development Education practitioners, both individuals and organisations, to reflect critically on their practice against a common framework. It does not confer a quality label or mark, but helps Code members to develop and build on their good practice across their programme of work and organisation, where applicable.

The purpose of this research was to analyse the data received as evidence in the Code workbooks from 20 Code members during the first year of Code implementation (2020).

This report serves as a baseline analysis of the Code members’ self-assessment ratings against all 12 Principles, seeking to draw out some of the strengths and challenges for the Development Education sector in Ireland. This will be useful for later comparison and establishes some theses to test in the future.

The segment of the Development Education sector that has so far signed up to the Code assessed itself as high-performing and its practice overall aligns well with the Code. This is the case irrespective of the demographic criteria of member type i.e. size, Development Education capacity (human resources) or educational sectors worked in.

There is a general improved performance level from assessment round one to round two (both in 2020) suggesting that members have learned something about the quality of their Development Education practice and have undertaken steps to try to address any shortcomings. This indicates that the Code is a strong positive influence for supporting members in their learning.

As more members join the Code and more data is gathered over time, subsequent research will enable broader conclusions to be reached about Development Education practice in Ireland. By examining the data over an extended timeframe IDEA will be able to spot trends, gaps, discrepancies, shortfalls and strengths amongst the principles as expressed by Code members themselves.

Sharing the learning which comes from the Code process is going to be crucial in firmly embedding the Code in the day-to-day fabric of the Development Education sector in Ireland. This research also set out to provide suggestions and recommendations on how IDEA should store the rich and sizeable data coming from each of the Code members' self-assessments over time.

While the Code doesn't provide specific evidence of impact of individual organisations and programmes, as evidence gathered grows, it may begin to illustrate the impact of Development Education in Ireland. The Code appears to give practitioners and evaluators a useful structured way of thinking about different types of impact and it will ultimately provide a rich base of examples and descriptions of impact.

More broadly, the development of the Code and high rate of engagement in the first year alone highlights the commitment to quality Development Education by practitioners on the island of Ireland. The Global Education Network Europe (GENE) Quality in Global Education Award in 2021 for the Code has raised the profile of the sector at a European level as awareness of and interest in the Code grows.

1. Introduction and methodology

1.1. The Code of Good Practice

The [Code of Good Practice for Development Education in Ireland](#) (hereafter ‘the Code’) is the first of its kind in Ireland and a trailblazer internationally. Developed by members of the Irish Development Education Association, IDEA, it is a quality framework that articulates how to strengthen good practice across all Development Education work. It was recognised with a Global Education Network Europe (GENE) Quality in Global Education Award in 2021. The Code builds on previous work by IDEA Working Groups and partners in developing Good Practice Guidelines for key areas of Development Education.

The Code framework¹ comprises twelve principles, designed through a lengthy consultative and participative process by IDEA members, to reflect good practice (or ‘quality’) in the delivery of Development Education, and in line with SDG target 4.7². Each principle is elaborated through a set of indicators which specify what fulfilling the principle would entail. To become a Code member an organisation or individual member must:

- ▶ sign a Code Commitment form annually
- ▶ carry out the self-assessment process, including submitting a Self-Assessment Workbook and developing an action plan to be shared with IDEA
- ▶ contribute to the Community of Practice for the Code including sharing successes and learning with other Code members and attending at least one Code network meeting annually.

The inaugural group of 15 Code members (Group A) completed their first self-assessment in April 2020 and received written feedback from IDEA. Of these, 13 members submitted a second self-assessment after six months in October 2020 and received further feedback. They will now submit annual self-assessments and action plans. A second group of five Code members (Group B) submitted their first self-assessment in October 2020. When completing the Self-Assessment Workbook, Code members must rate themselves as ‘Fully’, ‘Substantially’, ‘Partially’ or ‘Minimally’ fulfilling each principle. They

1 The principles are listed in the Appendix 7.1. For the complete Code go to www.ideaonline.ie

2 IDEA members use the terms Development Education, Global Citizenship Education, Education for Sustainable Development and others which are in line with Sustainable Development Goal (SDG) target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

must provide evidence, in the form of concrete examples from their practice, to demonstrate the extent to which they meet each indicator for each principle. They also complete a brief Action Plan, laying out actions they will take to enhance their practice/performance, especially in relation to principles where they consider their practice in need of strengthening.

“The Code of Good Practice is a really positive step for the sector. There is already a lot of interest in it around Europe.”

– **Code member, interview March 2021**

Organisational members of the Code self-assess against all 12 Principles, and individual members self-assess against the first 9 principles only. Principles 1–9 cover educational practice and Principles 10–12 cover organisational practice.

1.2. The research questions and methodology

IDEA has recognised that the data already gathered through this process represents invaluable evidence about the Development Education sector. IDEA would now like to know just how useful the Code of Good Practice (and the data it generates) is, and what it can help us to understand about Code members’ practice – and more broadly Development Education in Ireland – now and moving forwards. The four key research questions which this report explores are:

1. What does the Code reveal about Development Education practice in Ireland among Code members?
2. How does the Code contribute to learning?
3. How could the Code be developed in the future, operationally and strategically?
4. What can the Code data reveal about the impact of Development Education in Ireland?

IDEA commissioned DP Evaluation to carry out this research and prepare this report. The methodology and approach used to analyse and interpret the data and evidence comprised:

- i. initial documentation review³
- ii. analysis of data and evidence gathered by IDEA staff (including Evidence grids, Action-Plan grids, Good Practice grids, some sample Self-Assessment Workbooks, feedback letters, survey responses etc) applying the following approaches:
 - ▶ examination of evidence provided by all Code members involved to date, comparing their self-assessments and the strength of evidence they provide for their ratings
 - ▶ comparison of first and second self-assessment ratings (including Action Plans) on a member-by-member basis

3 A list of documents and data reviewed is provided in the Appendix

- ▶ quantitative analysis on the proportion of Code members reporting their practice at each of the different levels of self-assessment (Fully, Substantially, Partially and Minimally) for each of the principles (to identify the sector's strengths and weakness in Development Education practice in a structured way and to identify any gaps in practice)
 - ▶ qualitative analysis of the evidence to reveal more about the nature of the strengths and weaknesses and identify examples of innovation and best practice as well as better understand contextual constraints; it was hoped this would also tell us more about the type and degree of impact which members' work is having, which when consolidated across the entire Code membership could give an indication of sectoral impact
 - ▶ identification of issues, challenges and other trends across the members' data
 - ▶ using the 12 Principles as an organising framework to discuss findings
- iii. interpretation of data, evidence and analysis to inform responses to the four key research questions
- iv. discussion of emerging findings with IDEA
- v. three short interviews with specific members to deepen understanding (selected somewhat at random but with the intention of getting a range of views from three different types of member)

1.3. Thoughts on analysis, presentation of results

All of the quantitative analysis which follows comes with a health warning, namely that it is based on small numbers; a small number of Code members, four categories of fulfilling each principle, and just two rounds of self-assessment over twelve months. However, the analysis reveals any strong correlations or striking patterns which are emerging at this stage.

The research also serves as a baseline for later comparison and establishes some theses to test in the future. It is important to recognise that, over time, as the Code membership increases and the number of self-assessments increases, there will be larger amounts of data available which will enable broader conclusions. The data is also by its nature subjective as it is based on self-assessments by Code members and not an external assessment process. However, the self-assessment, while subjective, is evidence-based and not simply that members are asked to rate their practice.

The following list includes the most important considerations in relation to the methods of analysis and the presentation of data (there is a fuller, descriptive/analytical narrative, including various charts in the Appendix.)

- i. Code membership is diverse, against the criteria of 'location', 'type of member', 'sectors worked in', 'overall size' and 'resources for Development Education'
- ii. there is a good spread of location, with an unsurprising bias towards Dublin/National
- iii. half of Code members are International Non-Governmental Organisations (INGO)s, 30% are Civil Society Organisations and 20% classified themselves as 'other' – voluntary organisation / charity based in a university / domestic NGO
- iv. there is an even spread of sectors worked in and on average Code members work in three sectors each
- v. 58% of Code members are small organisations (including one individual member), 21% are medium-sized and 21% are large
- vi. 21% of Code members have a small Development Education capacity, 68% medium and 11% have a large DE capacity
- vii. to validate IDEA's view that Code membership is representative of the wider IDEA membership (with the exception of the under-representation of individual members) the 'sectors worked in' data was compared with the equivalent data for the wider IDEA membership, as this was readily available and they are very similar – see Figure 3 (Code members) and Figure 6 (IDEA members). A full set of tables and charts can be found in the Appendix.
- viii. it is important to establish this representativeness since it allows us to draw conclusions from the Code data and apply them with some confidence to the whole sector; the Code members' 'demographics' enable a search for correlations between a) levels of 'self-assessment' overall and fulfillment of specific principles, or a member's progress over time, and b) factors such as 'type' or 'size'
- ix. the most useful analyses look at the whole Code membership as a group or track the 'journey' of individual members over time
- x. the focus on a specific member can reveal the effect the Code process is having on their practice and hopefully their impact
- xi. an all-member analysis gives a snapshot of quality/performance/impact at one point in time
- xii. it is important to analyse the Code membership in terms of 'groups', (members joining at the same time) because comparing all-member-based snapshots over time could be misleading since the overall picture can be influenced by new members joining the Code
- xiii. there is evidence that Code members may self-assess more 'harshly' in their first self-assessment than in subsequent rounds

- xiv. for the Code to work effectively, members' self-assessments must remain confidential and they are referred to as Member 1, Member 2 etc in this report
- xv. A selection of tables and figures are given in the main body of the text. A full set of tables and larger versions of charts can all be seen in the Appendix. Also all figures and tables are listed under Appendices in section 7.3 and 7.4, grouped thematically and numbered consecutively. Where they appear in the body of the report, they have logically been numbered with the same reference as used in the overall list, which is why the numbering within the report may appear erratic at first glance.

Figure 3: % of Code members working in sectors
(based on all sectors worked in – many members work in more than one sector)

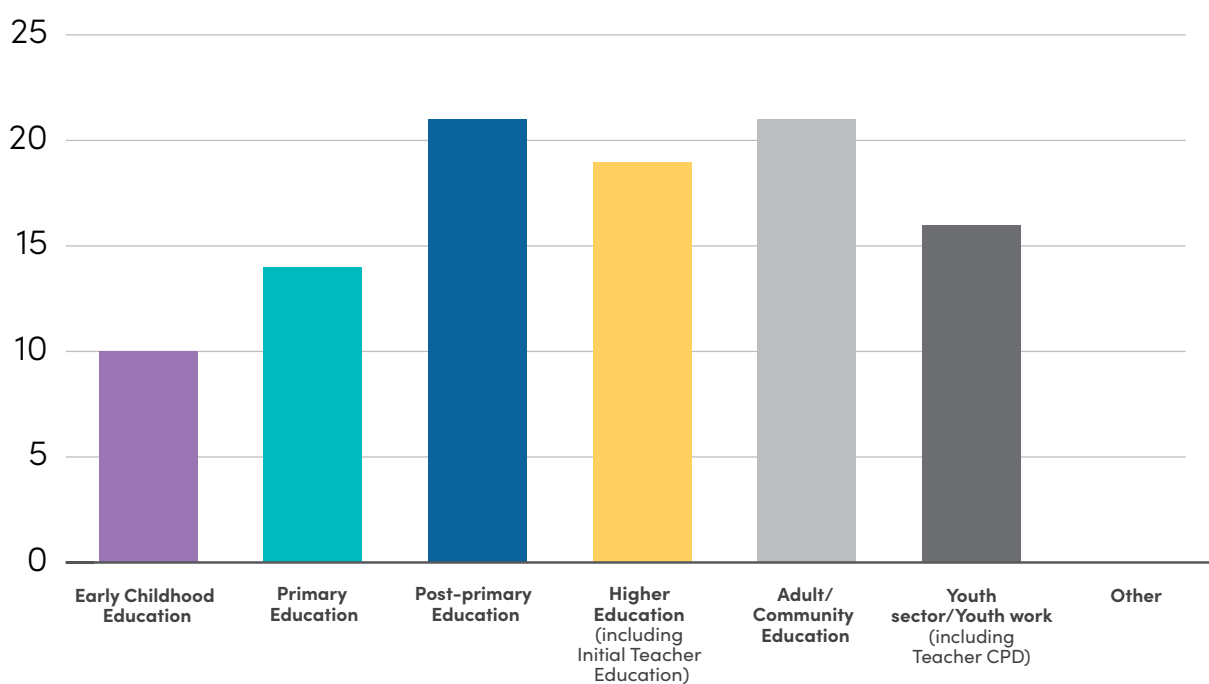
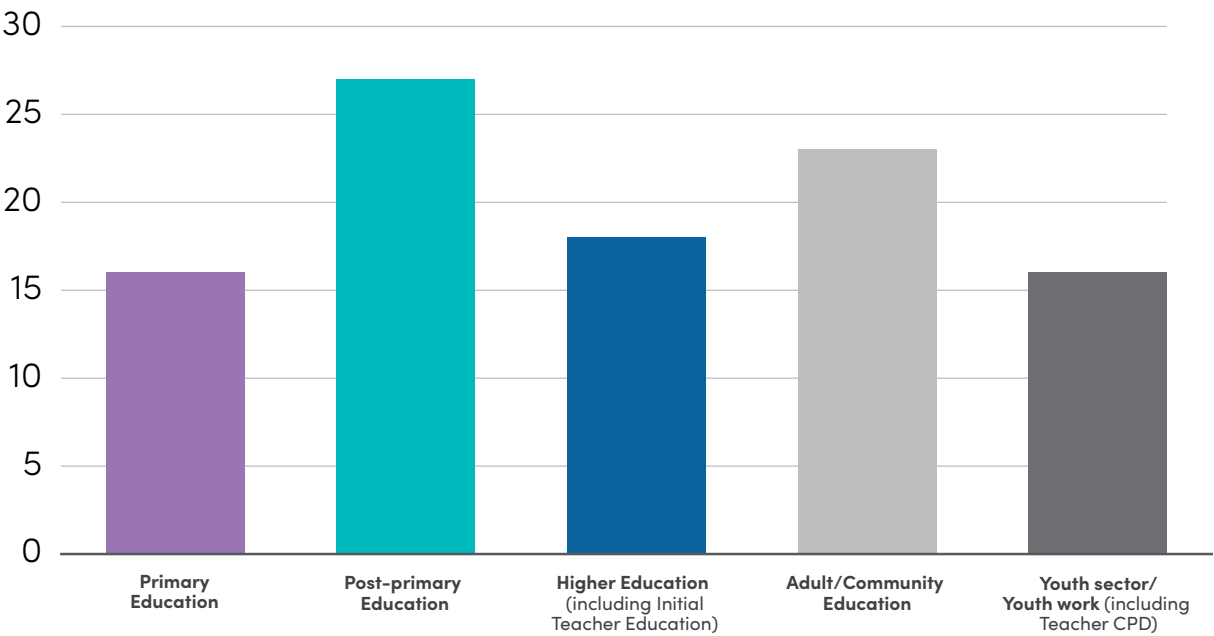


Figure 6: % of IDEA members (61 organisations) working in sectors
based on all sectors worked in – many members work in more than one
sector – March 2021



2. What the Code data reveals about Development Education practice in Ireland

The purpose of this research was to analyse the data received as evidence in the Code workbooks from 20 Code members during the first year of Code implementation (2020).

Being part of the roll-out of the Code, this data provides a baseline of the Code members' self-assessment ratings against all 12 Principles. The analysis of the data draws out some strengths and challenges for Development Education sector in Ireland.

At this stage in the Code implementation, the research did not drill down into particular indicators or themes. It was felt to be most productive to establish an overall baseline, one which can be compared with subsequent years of the Code data as the membership grows.

It was also timely to establish this baseline, not only in the first year of Code implementation, but also because this is likely to be the 'smallest' Code community of members i.e. when the amount of data is most manageable. It is expected that the Code membership will continue to gather pace over the coming years so it is important to set up a system to gather and effectively analyse the evidence presented by members. Into the future, examining the data over an extended timeframe will enable IDEA to spot trends, gaps, discrepancies, shortfalls and strengths amongst Development Education practice. Future research could also very usefully focus on specific areas of Development Education practice by spotlighting specific indicators or including case studies from specific types of members, for instance.

In thinking about what the Code data reveals about Development Education practice in Ireland the assumption is that we can rely to a large extent on the accuracy of Code members' self-assessments. This is of course a big assumption and it highlights an important characteristic of the Code and the evidence it produces, namely that it is subjective. It is not based on any external evaluation or assessment of effectiveness or impact, although all rounds of self-assessment, after the first one, will be informed by IDEA's feedback following a thorough review of the evidence submitted. The Code self-assessment process is supported by a panel of experts including independent consultants and IDEA staff. Their role is to review the Self-Assessment Workbooks and actions plans and contribute to IDEA's concrete feedback to the Code member. Another significant aspect is the sharing and exchanging with other Code members through the Code Community of Practice which will also inform how members self-assess their own practice.

However, in carrying out this research the researchers believe that those organisations and individuals who sign up to the Code are, by definition, interested in reflecting on their own practice and assessing their own performance and, given this, plus the time and effort required, it is highly likely that they will take the process seriously and will be honest in their appraisals (and indeed may be over-critical). This

is made even more likely by the fact that the results of the process and a member’s progress remain confidential and are not used for marketing, fundraising or formal reporting purposes.

Nevertheless, it should be remembered that the assessments are subjective and there will inevitably be variation between members in how they go about the process and how harsh or generous they are in their self-assessments.

Subject to the above caveats, the data for the 1st and 2nd submissions (April and October 2020 rounds – see Figures 12 and 13) clearly shows that:

For nearly all principles, significantly more members report to be ‘Substantially’ fulfilling the principle than any other level. This alone is a powerful finding. It means that Code members’ practice, as a whole, is perceived by themselves as very much in line with the principles of the Code.

Figure 12: % of Code members at each self-assessment rating by principle at 1st deadline (April 2020) – Group A only

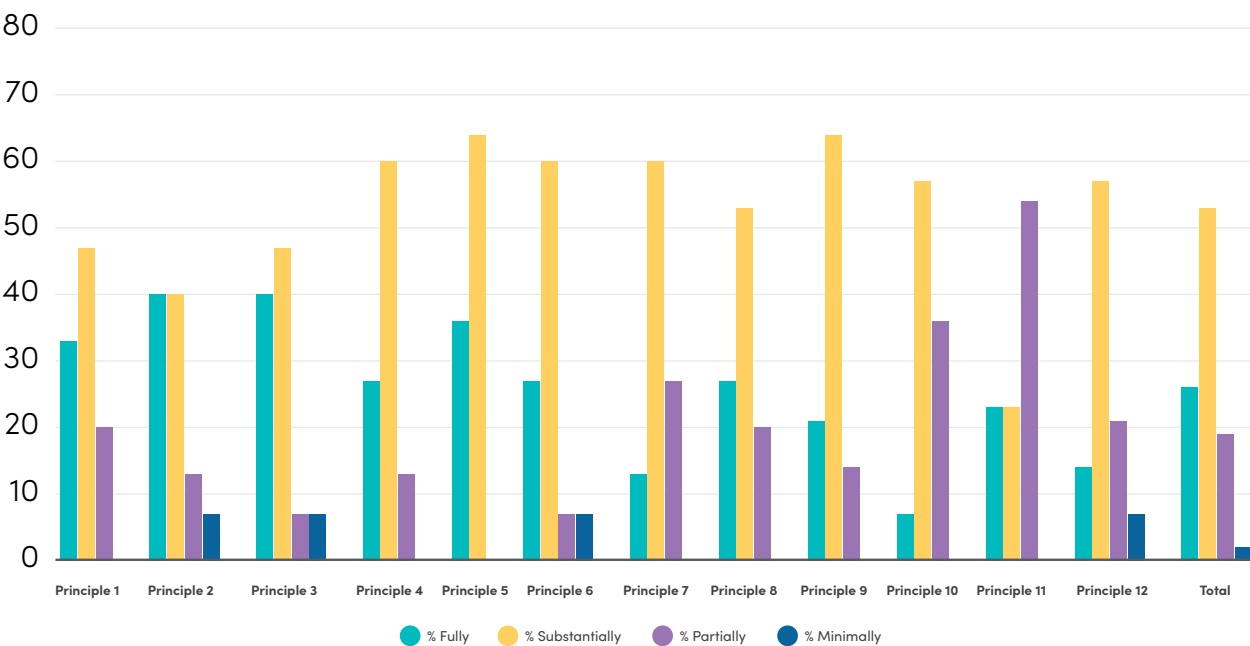
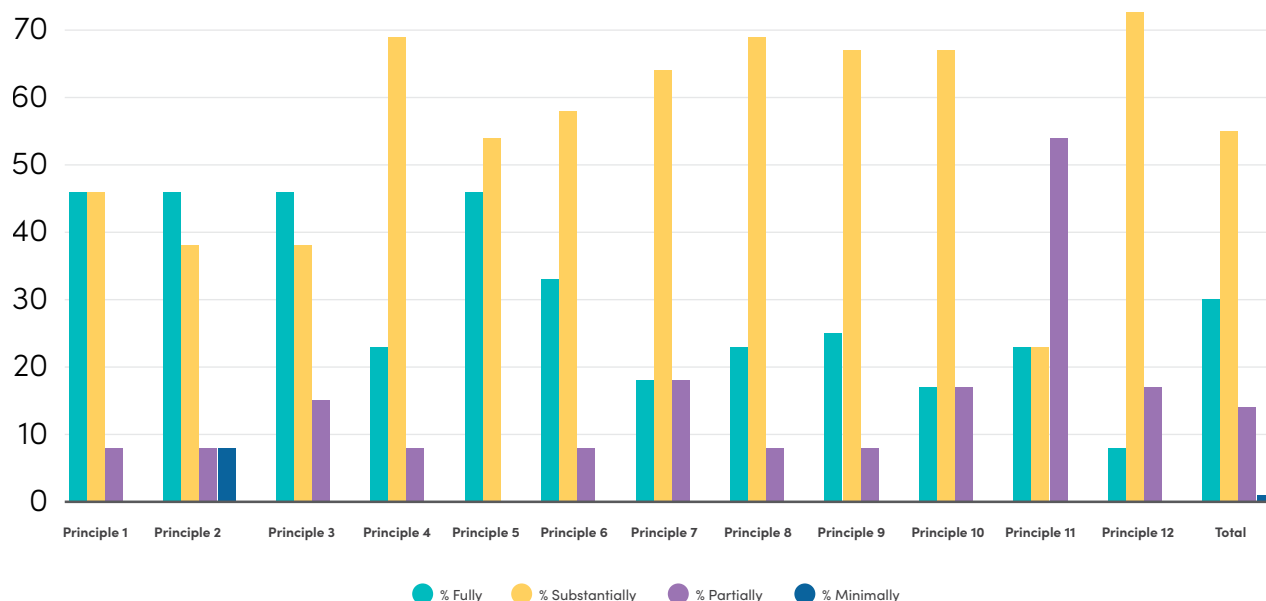


Figure 13: % of Code members at each self-assessment rating by principle at 2nd deadline (April 2020) – Group A and B jointly



For a full list of Code Principles see Appendix 7.1

Not only are the levels of self-assessment submitted to IDEA very high across the Code membership, but it is also clear that members provide evidence to substantiate this for nearly all principles and indicators. This means that the self-assessment, while subjective, is nevertheless evidence-based and can therefore be seen as more solid than if members had simply been asked to rate their practice. Secondly, it also shows that members have been reflecting on their practice in a wide range of areas, as agreed by Code members themselves in the design of the Code and as described by the Code framework, in order to provide the evidence needed for the Self-Assessment Workbooks. While many practitioners may already have been reflecting to some degree on their practice, it has been a recurring feature of previous IDEA membership Needs Analysis exercises that members have lamented the lack of time they find for critical reflection. *“Practitioners are looking to IDEA to create some kind of space (workshop, conference, or possibly peer mentoring scheme) and some (not necessarily many) inputs (possibly materials, Code of Practice, mentoring scheme) to allow them to think critically about their own Development Education practice.”* It appears that membership of the Code has clearly been an opportunity for members to ensure they make time for this, exactly as they had wanted. This is important since it shows that:

The Code is not only a tool for capturing performance levels and examples of good practice but is actually a tool and a vehicle for critical reflection and discussion and can shape members’ behaviour in a positive way. It is therefore a learning and development tool as well.

Across all principles and all members the breakdown, by self-assessment ratings, is very similar between the two submission rounds, the first in April and the second in October 2020 (based on Group A, i.e. excluding members doing their first self-assessment in October 2020), as Table 1 shows:

Levels of self-assessment across all members, Group A (13 members)	1st submission (April)	2nd submission (October)
% of principles in 'Fully' category	26%	30%
% of principles in 'Substantially' category	53%	55%
% of principles in 'Partially' category	19%	14%
% of principles in 'Minimally' category	2%	1%
Total	100%	100%

Table 1: Levels of self-assessment, 1st (April) and 2nd (October) submissions, comparison by principle

There is a slight increase in the proportions of 'Fully' and 'Substantially' categories and a slight decrease in proportions of 'Partially' and 'Minimally' categories. This suggests an across-the-board improvement in levels of performance among Group A. These aggregated figures mask more nuanced changes at the level of each member and of individual principles.

This picture is reinforced by the decrease over time in the number of principles against which some members have assessed themselves as 'Minimally'; four principles in the first submission in April (Principles 2, 3, 6, 12) and only one (Principle 2) in the second submission in October.

Although the assessments are subjective and the Code is still in its infancy (with members still getting used to the process), the Code has prompted the membership to grapple with putting the principles into practice and already in a short space of time members are showing signs of strengthening their practice. As researchers, we have investigated whether or not there is any correlation between overall self-assessment ratings and any of the 'demographic' characteristics of members⁴. It is of course unsurprising that the mean self-assessment score increased from round one to round two as this fits with the upward trend in self-assessment levels illustrated in Table 1 above. The other clear finding is that:

There is no correlation (for either Group) between any of the demographic characteristics (type, size, sectors etc) and overall levels of performance.

It might be interesting to examine correlations between demographics and self-assessment with specific principles, and also between demographics and a member's progress over time –considering these analytical steps in future when more data is available is recommended.

It is quite surprising to the researchers that the research cannot establish any correlation between any of the demographic characteristics (type, size, sectors etc) and overall levels of fulfillment. A correlation was expected, for example, between higher levels of overall alignment with the Code and demographic factors such as the 'Type of organisation' or 'Development Education capacity'. The fact that this is not the case could be explained by the fact that those organisations which have signed up to the Code are perhaps most likely to be the ones with the capacity to prioritise critical reflection on their practice in 2020, a year marked by many competing demands. Also, IDEA, in consultation with members, has devised a set of Code Principles which Code members can relate to or that 'works' best for them.

⁴ In order to do this an 'alignment score' was assigned to each member in both assessment rounds and a 'mean alignment score' for the whole membership in each round. This allowed us to see whether any correlations between level of Self Assessment and demographic factors exists

IDEA may wish to use this and future research reports on the Code to help tell the story about the full sector in Ireland to a wider audience. We suggest that this will be much more possible after a few rounds of self-assessment so that the story can be told more fully and with more confidence as it will be based on more (and thus more robust) data. For now the following trend is observable, but would need to be verified over the coming years:

- ▶ Whilst the baseline is already high on most principles, when comparing the first and second submissions in April and October (Group A) there is a clear pattern of further improvement amongst those that took part in the self-assessment process – i.e. a shift towards more good practice or even higher quality Development Education. This is shown in particular for the following Principles:
- ▶ **Principle 1:** Contribute to **KNOWLEDGE** in Ireland about global development
- ▶ **Principle 3:** Be explicit about the **ETHOS OF DEVELOPMENT EDUCATION** – global solidarity, empathy and partnership, and challenging unequal power relations across all issues we work on
- ▶ **Principle 7:** Build **SKILLS FOR INFORMED, MEANINGFUL ACTION** that is **COLLECTIVE** in nature
- ▶ **Principle 8:** **IMAGINE** and **EXPLORE SOLUTIONS** for a better world
- ▶ **Principle 10:** Have a clear **DEVELOPMENT EDUCATION STRATEGY** and **ACTION PLAN** and be clear how it fits into and is supported by our organisation
- ▶ **Principle 12:** **ADVOCATE FOR QUALITY DEVELOPMENT EDUCATION** for all learners in Ireland which is adequately funded and in line with Sustainable Development Goal target 4.7

Figure 14: % of self-assessment levels across all principles, per member – 2nd deadline – Group A only

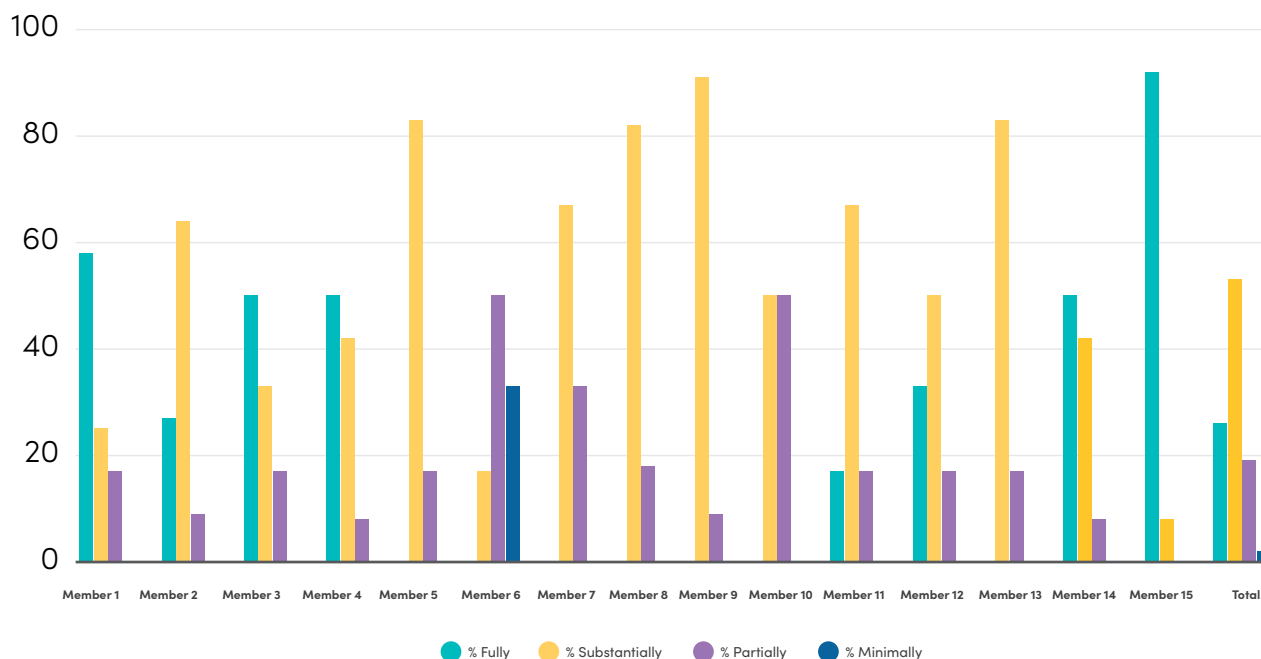
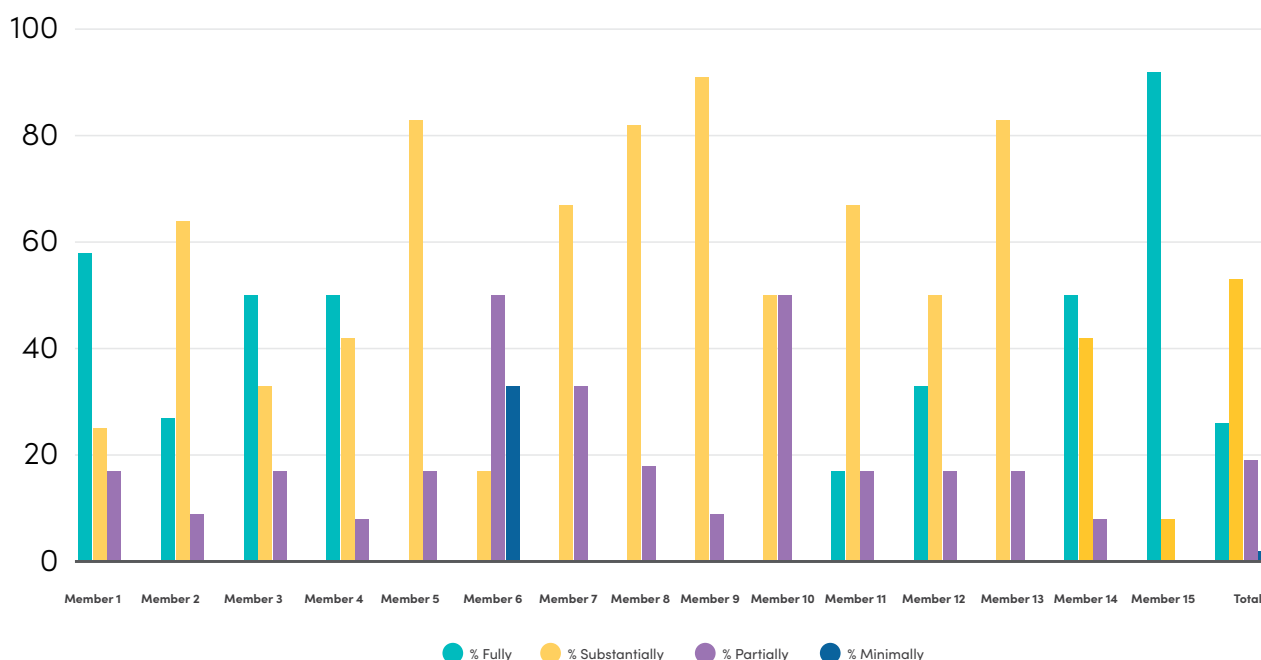


Figure 15: % of self-assessment levels across all principles, per member – 2nd deadline – Group A and B jointly



There is one very clear exception to this overall and, more or less uniform, high level of alignment with the Code Principles. The exception is under organisational practice Principle 11: Development Education Values⁵, where a much higher proportion of members assessed themselves as only 'Partially' fulfilling the Principle (consistently over the two groups and rounds, over half of the members assessed themselves as only partially fulfilling this Principle compared to the average of under a fifth assessing themselves as only partially fulfilling all principles):

Assessment Round & Group	# of members	Proportion of members at the 'Partially' fulfilling level for:	
		Principle 11: Development Education Values (organisational practice)	All principles (averaged across all principles)
1st submission April - Group A	15	54%	19%
2nd submission October - Group A (less two who did not submit 2nd self-assessments)	13	54%	14%
October - Groups A and B combined	20	59%	19%

Table 2: Self-assessment rating of Principle 11 for 1st submission (April) and 2nd submission (October). Over half of the members assessed themselves as only partially fulfilling the organisational Principle 11, Development Education Values

This is a striking difference given that the proportion of members assessing themselves as 'Partially' averaged across all principles (including Principle 3 which is about Development Education ethos in educational practice) in both April and October 2020, is much lower⁶. At first this seems to be counter-intuitive, given that this Principle is about Development Education values and one would expect all members to be confident that their values are very much aligned to the Code in this respect. Upon closer examination of the Indicators for Principle 11 it appears the explanation may be that some members are overly critical of their practice or perhaps that Code members give significant 'weight' to Development Education values and therefore hold themselves to a very high standard.

The members of the two groups may well have focused in their self-assessment on the particular Indicator 11.1: *Act out of an awareness of the importance of diversity when recruiting staff, volunteers and external facilitators*. We know anecdotally that there is a perception, at least among some IDEA members, that staff, volunteers and external facilitators (and probably boards of directors), in the

⁵ Principle 11: 'Reflect the KEY VALUES of Development Education: Equality, diversity, sustainability and human rights, and responsibilities, and challenging unequal and unjust power relations across all issues we work on'. Note that Principles 10-12 are only relevant to organisational members.

⁶ The proportion of members assessing themselves as 'Minimally' compliant across all principles is negligible in relative terms and can be ignored for this specific discussion.

Development Education sector in Ireland are still largely white and middle class and not as diverse as would be ideal. Code members' low self-rating against this Principle, may stem from this perception. A shift towards more diversity constitutes institutional change which, as we know, takes time. The Code is a useful instrument to flag members' perceived performance and to monitor trends on this across the sector.

This appears to be a challenging Indicator as it does set the bar very high by measuring structural institutional change rather than behaviour (as one observer remarked). IDEA should continue to monitor members' self-assessment and performance against this Principle and Indicator and make the appropriate observations in the narrative or background notes about this Principle, for example that it takes time to make improvements in this area due to the institutional change needed. Future qualitative interviews may shed more light on the situation as well. One could also look at related policies that members may have in place or develop and examine the policy and practice alignment on this point over time. The following key finding is deduced:

Lessons may be learned on how to improve diversity across the Irish Development Education sector – and the Code of Good Practice could be instrumental in this. The make-up of boards of directors, staff, volunteers and external facilitators should reflect the population at large and be diverse, however self-assessment suggests that it currently does not. The Code is a good monitoring tool, as it has already in these first two rounds, been helpful and flagged this issue.

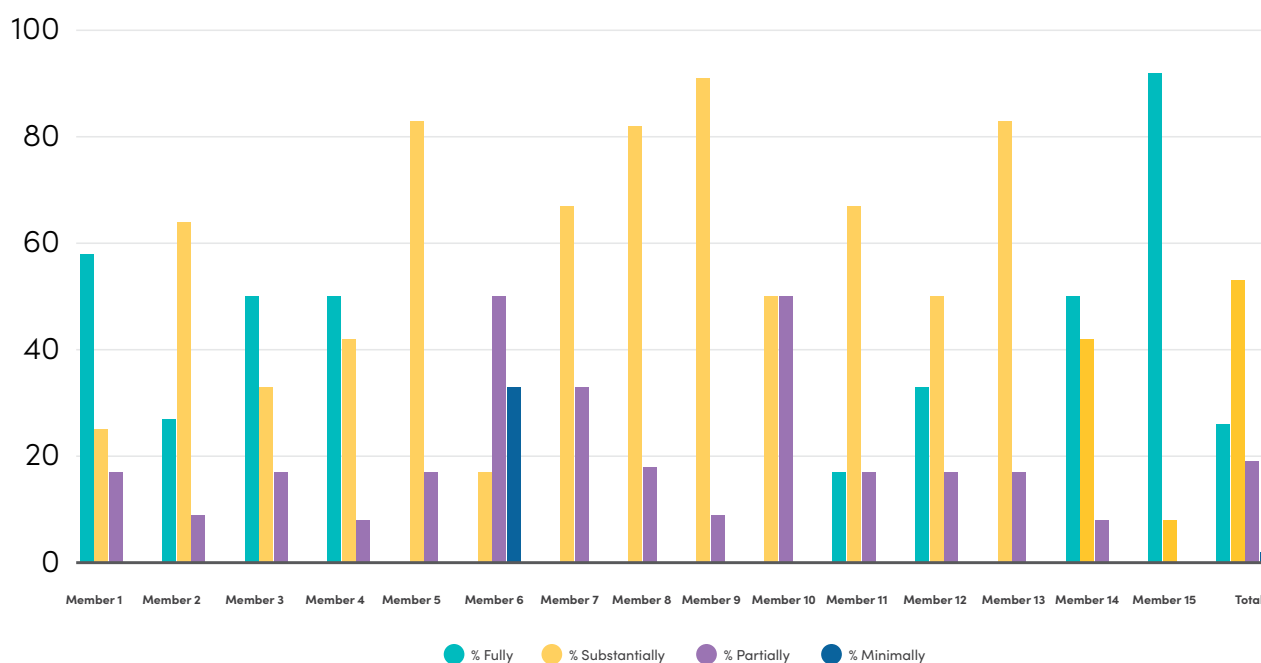
To understand the situation more fully, one may investigate along the lines of: Do members have diversity policies in place? Does their practice match their policies? If not, what is stopping it? Is an improvement in policy and practice alignment discernible over time? What are the most conducive factors for diversity policy – practice alignment?

Further development of the Code from a light-touch review in January 2021, resulted in changes to the indicators including a new Indicator (11.4). Indicator 11.4 on procurement brings in the additional focus on the Principle of sustainability. No data on this is available at the time of this report.

3. How the Code contributes to learning

3.1. How Code journey contributes to learning of members

Figure 15: % of self-assessment levels across all principles, per member
– 2nd deadline – Group A and B jointly



A member-by-member comparison, between the first and second self-assessments (April and October respectively), across all principles shows the following changes. Changes may be in the same or different principles. Where there is no change in breakdown there could still be changes in specific principles.

Member	Progress from 1st to 2nd self-assessments	
Member 1	+	increase in Fully & Substantially, decrease in Partially
Member 3	x	no change
Member 4	-	decrease in Fully, increase in Substantially
Member 5	+	increase in Fully, decrease in Substantially & Partially
Member 6	+	increase in Substantially, decrease in Minimally
Member 8	x	no change
Member 9	+	increase in Substantially, decrease in Partially
Member 10	x	no change
Member 11	+	increase in Substantially, decrease in Partially
Member 12	-	decrease in Fully, increase in Substantially
Member 13	+	increase in Fully, decrease in Substantially & Partially
Member 14	-	small decrease in Fully, small increase in Substantially
Member 15	x	no change

Table 3: member by member comparison of self-assessment ratings (Members 2 and 7 did not submit their second self-assessment in October 2020)

As earlier analyses suggest, there is an overall improvement over time in self-assessment ratings across the membership. Six members' performance improves, four remain the same and just three decline. It is too soon to be able to use the Code as a real measure of trends in either direction after just two rounds. This will develop as *more* members join and more assessment rounds take place. We would expect each member to gradually improve the quality of their practice over time but with some ups and downs along the way. This is a key area to monitor as the Code develops.

There was a decline in the self-assessed Code ratings indicated by 3 members at their 2nd submission. There is a good chance that this can be explained by the fact that members are doing the first self-assessment 'in the dark' relying solely on their own subjective view of their practice i.e. some members may assess themselves more generously in their first assessment round as they are not yet used to the process, have not shared practice or evidence with other Code members and have not yet received any feedback. Then in the second round, having received feedback and having established their own internal process they then assess themselves more critically. Again, this phenomenon should be monitored and if necessary, guidance should be given to new members on this. There is nothing obvious which these three members have in common which would explain the slight decline from round one to two.

The general improved performance level from assessment round one to round two suggests that members have learned something about the quality of their Development Education practice and indeed have undertaken steps to try and address any shortcomings. This means that the Code is a strong positive influence for supporting members in their organisational and/or individual learning.

“We found the process extremely useful. It gave us permission and space to take the time to reflect on our practice as well as a framework and a vehicle for doing so – it will be really helpful going forward.” – Code member, interview March 2021

3.2 How the Code contributes to learning of the sector

The pattern for the Code members’ self-assessed ratings across all principles is very similar at the first and second submissions in April and October (with and without the new members making their 1st Assessment in October): around 25% Fully fulfilling all principles, around 45% Substantially fulfilling the principles, just under 20% Partially and a negligible % Minimally across all principles. Actually, for Group A there is an increase (see Table 4) – in other words those members self-assessed their practice more highly in their second round.

As stated above, it is simply too soon to say whether the sector’s performance (in terms of self-assessment) will continue to rise and this must be monitored carefully. However, it is highly likely that just the act of joining and taking part in the Code process will have a beneficial effect on members’ Development Education practice.

What seems inevitable is that as membership of the Code grows more and more Development Education actors will reflect more, learn and (hopefully) enhance their alignment with the Code and hence improve Development Education practice across the sector. This is the most likely scenario as long as IDEA and members ensure that the process does not become a box-ticking exercise over time.

Furthermore, as IDEA develops the crucial knowledge-sharing element of the Code through events and the dedicated Slack workspace, the contribution to the learning of the whole sector will only increase. See section 4.2 below for a short discussion on sharing good practice.

Levels of self-assessment across all members, Group A	1st submission (April)	2nd submission (October)
% of principles in ‘Fully’ category	26%	30%
% of principles in ‘Substantially’ category	53%	55%
% of principles in ‘Partially’ category	19%	14%
% of principles in ‘Minimally’ category	2%	1%
Total	100%	100%

Table 4: Group A self-assessment levels, 1st submission (April) and 2nd submission (October) 2020

For a brief discussion on whether higher levels of ‘fulfilment’ equal improved performance/practice and whether in turn we can say that this means more impact see section 5.2.

3.3 How Code data and overall process contributes to learning, and increased impact, of IDEA

The data collected through the Code process, both the statistics and overall picture as well as the individual stories and examples will help IDEA to learn in detail where its membership is at. By looking at the overall data over an extended timeframe IDEA will be able to spot trends, gaps, discrepancies, shortfalls and mature areas amongst the principles as expressed by Code members themselves. This, along with needs assessment and conversations amongst IDEA members can help shape IDEA’s programming to be most relevant to most members, or members with specific needs, or whatever criteria will be applied.

IDEA could even use the data for a matchmaking or buddying programme or similar (where for instance a newer or less well performing Code member could learn from a more experienced or better performing Code member, if breaking confidentiality is agreed in this scenario). This was something discussed in the early days of piloting the Code⁷, and something which merits further exploration.

The information harvested from the Code process will be extremely useful for IDEA’s meaningful engagement with the membership in general and with specific members in particular. It is helping all parties to speak the same language, showcase good practice, cultivate honesty, build trust and generally structure ‘the conversation’. In all of these ways IDEA can increase its impact on, and therefore benefit to, the membership.

In time, when the data is more robust, the Code data can inform a wider audience about the importance of Development Education and its role on the island of Ireland.

The data harvested from the Code will be extremely useful for IDEA’s meaningful engagement with the membership and can inform IDEA’s programming so that it is most relevant. It will help all parties to speak the same language, showcase good practice, cultivate honesty, build trust and generally structure ‘the conversation’.

7 Lessons learned Report (August 2020)

4. Future development of the Code

4.1 Improvements to process and tools

It will be really important to track groups over time – so IDEA will need to establish a naming convention for naming the Groups and self-assessment rounds and save the data accordingly as suggested in the table below.

Data Management by Group		
Month/Year	Group name (year/month of 1st SA)	Self-assessment round
April 2020	Group A (2020 April)	SA 1
October 2020	Group A (2020 April)	SA 2
	Group B (2020 Oct)	SA 1
April 2021	Group B (2020 Oct)	SA 2
July 2021	Group C (2021 July)	SA 1
January 2022	Group A (2020 April)	SA 3
	Group C (2021 July)	SA 2
	Group D (2022 Jan)	SA 1
July 2022	Group A (2020 April)	SA 4
	Group B (2020 Oct)	SA 3
	Group D (2022 Jan)	SA 2
	Group E (2022 July)	SA 1

Table 5: Data Management by Group⁸

⁸ Early self-assessment rounds were in April and October. It has now been agreed with members that they will be in January and July annually.

It will be important to ensure members do not stagnate once they self-assess as 'Fully' fulfilling a particular principle (and especially if they are 'Fully' fulfilling most or all). IDEA and Code members will need to find ways to ensure:

- ▶ Members continue to self-assess in all areas
- ▶ Members provide new evidence and examples in subsequent rounds
- ▶ that this evidence (or old evidence) is stored somewhere else – so that the Self-Assessment Workbooks do not become cumbersome. For example, the Self-Assessment workbook could be 'wiped clean' after three years and a new one started.

And finally, a suggested 'Member Profile', which could be used as a quick way to 'report back' to members either ahead of or with the feedback from IDEA after each self-assessment round, could also be used as a way of storing each member's progress in a neat and ongoing way as the tables and charts in the Profile get updated. It would also be easy to add a box for examples of good practice and innovative approaches as well as a box for 'key action plan commitments to be monitored in next round' and key action plan points from previous round delivered on / postponed / no longer relevant. These would be boxes for the member to fill in, reducing workload for IDEA staff.

This means the Profile would constitute a growing record of progress for each member which in turn would mean that the Self-Assessment Workbook will not become cluttered with previous action plans etc and become rather unwieldy/unusable. The Self-Assessment Workbook for each round should focus on the assessment for that point in time and contain a record of the previous round's action plan to be reviewed at the next round but nothing older than that. Members should not just enter 'see previous round', or 'no change' but where appropriate they may have to copy and paste the key information from the last self-assessment to make it easier for IDEA staff and also for their own understanding in the future. And they should, of course be encouraged to provide new evidence and examples for each indicator where relevant/appropriate in each round, so that they do not stagnate or become complacent.

4.2 Future of the Code: Key considerations

Management challenges

IDEA will need to recruit more Code members. Organisations have signed up more quickly for the first phases of the Code and individuals should be targeted too. It may be necessary to adapt the Code for use by individuals. Notwithstanding this, recruitment should be across the board in terms of types of member. It will also be important to ensure that organisations/individuals with potentially less capacity are not put off from joining because their performance (especially at the start of their Code journey) may appear low.

The Code also needs to be accessible to both newcomers to Development Education who might find it useful in developing their programmes, and to more established Development Education practitioners who might have a great deal of good practice but will use the Code to refresh practice or to identify 'blind spots'.

“The process of developing the Code has been very thorough and inclusive. What is important now is that more organisations and individuals sign up as members so that the Code really represents the sector as a whole. IDEA must attract as wide a range of Code participants as possible.” – Code member, interview March 2021

IDEA should repeat and publish this research, perhaps once every two years, using as far as possible the same statistical approach to the quantitative analysis and perhaps broadening the scope a little to include more qualitative evidence gathering through interviews and/or focus groups. The findings in future research reports will be based on more robust statistics (as the sample size grows) and it should also be possible to see trends emerging over time.

Sharing learning

Sharing the learning which comes from the Code process is going to be crucial in firmly embedding the Code in the day-to-day fabric of the Development Education sector in Ireland. IDEA runs both ‘knowledge-sharing’ events for IDEA members and Code network meetings for Code members. It will be important to continue with both of these, including at least one knowledge-sharing event a year with a focus on the Code so that any IDEA members can learn about the Code (and so that the Code is not just discussed at events for Code members).

The Code Slack workspace has a principle-by-principle list of channels where members can add examples of good practice and questions – and all members can see this including ‘new members’. This is an excellent idea and members should be regularly reminded and encouraged to add to and read this workspace. It will not only help Code members but will be one of the main ways in which the Code can make a difference to the Sector overall.

Developing a community of practice

In addition to the knowledge-sharing events mentioned above, IDEA should consider other events in relation to the Code. This would help to foster a sense of community around the concept of good practice and to further develop an ethos of continuous striving to improve standards in Development Education practice across the sector. These could include continued and ongoing training on use of the Code for members and those interested in joining the Code. They could also include workshops / webinars on the benefits of Code membership. A Code-related session or workshop should become a staple at the Annual Conference.

We recommend that a follow-up to this report be undertaken in around two years and regular updates every two years or so thereafter. These should be published widely both in Ireland and abroad to capitalise on the international interest in the Code and to consolidate both IDEA’s and the Irish Development Education sector’s credentials as being at the cutting edge of developments in the Development Education / Global Citizenship Education world.

Risks to the Code

It is essential that the results of the process and a member's progress remain confidential and are not to be used for marketing, fundraising or formal reporting purposes. There is a potential risk that donors or members might want to use Code membership, or especially 'performance' or 'progress' from round to round as some kind of public measure of effectiveness/impact – this would undermine the 'assumption of confidentiality' and therefore the validity of the evidence and should be avoided.

"The Code is an important tool but will only work if the outputs of the process remain completely confidential. There must be no public comparing of different members' performance against one another – Development Education is not a competition."

– Code member, interview March 2021

5. Can the Code data illustrate the impact of Development Education in Ireland?

5.1 Limitations

As elaborated above, the impact of the Code on the Development Education sector is significant with the potential to be huge if it continues to be adopted at this rate. This report strongly suggests that the Code, and rising levels of self-assessment, are already raising standards in the Development Education sector. Taking part in the process provides the Code members with a space for structured, critical self-reflection. It is also a mechanism for sharing good practice.

What the Code doesn't provide is specific evidence of impact of individual organisations and programmes as it is a self-assessment and there is no specific focus beyond practice (educational and organisational). As evidence gathered grows and we can focus on specific indicators across all Code members' practice, it may begin to illustrate the impact of Development Education in Ireland.

It is reasonable to suggest that if the members perform well on the Code Principles that will positively influence their impact on the target audiences they work with. However, the final efficacy and impact of the Development Education delivered by Code members must be assessed and proven in different ways.

This means that:

The Code is not a replacement for, or short cut to, impact assessment. Other mechanisms would need to be devised to explore impact on specific target audiences. To determine impact, the subject of the evaluation would need to be the target audience of Development Education work, not the members who deliver that Development Education.

5.2 (How) can the Code articulate Impact?

Here the researchers feel that the Code has a role to play. Impact is not a static, standard 'thing' that can be either achieved or not achieved or measured in any standard way. Development Education impact has to be seen in context and can take many different forms. One of the eternal challenges is that usually impact, especially lasting or sustained impact, is achieved, if at all, in the long term. Defining and articulating impact is something the Development Education sector has grappled with for as long as it has existed. Practitioners and evaluators use guidance such as: 'What does impact look like or feel like, how does it manifest in different scenarios? Can impact best be expressed

as change? What does change look like? How would a member of the target audience describe the effect their learning is having on them? What is different in terms of behaviour?' We can see immediately, there are many different ways of framing impact in Development Education.

The Code appears to give practitioners and evaluators a useful structured way of thinking about different types of impact and it will ultimately provide us with a rich base of examples and descriptions of impact. The Code may really help to sharpen the tools for the evaluative work that would be needed in an impact assessment (or outcome harvesting or similar) of the whole sector. On the one hand, the Code framework will help to specify/define the areas under investigation for impact assessment. On the other hand, it will help to clarify which questions need to be asked of whom in the search for evidence of impact. It has a very important added benefit of being outside the 'annual' track of projects and grants and could produce long-term findings on the quality of members' work in their educational and organisational practices. The fact that the Code is not bound by project or funding time-frames is very significant as it will help to build a store of learning and examples of good practice and possibly even impact over time, irrespective of whether a particular project or programme is about to end (which is a common limitation on the collection of impact examples).

As a future exercise we recommend that IDEA should ask members to select two or three strong examples of the *impact* of their Development Education practice, in relation to any of the principles, at each assessment round and to add these to a store of such examples (for example, by using the Slack workspace), categorised by principle. While members are documenting examples of their good practice for each principle they could be asked to come up with 2 or 3 examples of the impact of their good practice – i.e. responses they have had from end-users, awards they have won, comments from external evaluations, items from a registry of anecdotal evidence,, etc. This will help to build up a documented base of impact examples which could be used for training purposes and could be drawn on for impact assessments of the sector, of sub-sectors, or of particular areas of work and which can also steer practitioners and evaluators in their planning, monitoring and evaluation phases. However, it is important to bear in mind that the Code was set up to provide a subjective self-assessment of their Development Education practice, and changes to bring in external perspectives (such as those listed above) would need to be discussed and agreed by the Code members.

If it is thought useful, one could discuss whether we can establish for sure that the Code can contribute to the articulation of different impacts. If so, in what ways? Is it as a tool, process, forum, space? Would these impacts have been formulated without the Code framework as the background?

The Code may well contribute to sharpening Development Education impact assessment by documenting good examples of specific impacts for consideration by practitioners and evaluators. This dynamic will be at play within each member organisation and across the membership – as long as these examples are stored and shared across the sector.

6. Conclusion

It is safe to say that the IDEA Code of Good Practice for Development Education in Ireland represents a large step forward in supporting Development Education practitioners, whether individuals or organisations (both large and small), to reflect critically on their practice. This is something which they have been very much wanting and trying to do but by their own admission have been struggling to make time and space for. The Code provides the space and gives a framework, tool and process to practitioners – this in turn makes it much easier for them to carve out the time to engage in something concrete (rather than trying to do some ‘self-reflection’ in isolation).

There are several key features of the Code and the self-assessment process which in our view are likely to be important success factors. These include:

- ▶ **Voluntary basis** – the Code is *not* a regulatory framework; it is a quality framework which members sign up to on a voluntary basis. This is important as it means members feel that they want to take part rather than have to take part.
- ▶ **Confidentiality** – the self-assessment evidence and a member’s level of ‘performance’ or alignment with the Code remains confidential – this is crucial, so that members are as frank as possible in their assessment, safe in the knowledge that this will not be shared with other practitioners or funders or evaluators. It is also key in attracting new and less experienced practitioners to become Code members since they will not be publicly compared with their more experienced counterparts.
- ▶ **Accessibility** – building on the two previous points it will be important that IDEA ensure that the Code process does not become too onerous, so that new members and particularly small organisations and individual members can join: the broader the Code’s membership the more impact it will have.
- ▶ **Feedback** – the fact that IDEA provides feedback after each assessment is very important as it constitutes a neutral and objective sounding board to help members reflect on areas of strength and weakness and to develop plans to address gaps. This comes in the form of a letter as well as a one-to-one meeting to follow-up.
- ▶ **Sharing** – the Code provides an excellent opportunity to capture and share examples of good practice and examples of impact in a structured way, through events and through the use of the Slack workspace.

- ▶ **Data and strategy** – the Code process will create data across the board which will reveal strengths, weaknesses and gaps in Development Education practice. This report is the first attempt to analyse and publish that data. If, as we recommend, this type of analysis is repeated and built upon, an invaluable source of evidence about the sector in Ireland can be developed which can be used by IDEA, by members and potentially by funders and decision-makers to drive future strategy.
- ▶ **Clarity on limitations** – it is important that there is clarity on the limitations of the Code data and evidence. While these can shed light on areas of strength and weakness in practice, it is important to remember that it is subjective and based on self-assessment. At this stage the Code data cannot be used to assess the impact of Development Education on the learners (other than to gather examples of good practice). For this, a different methodology is required although the Code examples (those which members have agreed to share) could *inform* a wider impact assessment process.

There are a number of clear patterns which emerged from this initial analysis of the data produced by the first two assessment rounds:

- ▶ For nearly all principles, **significantly more members report to be ‘Substantially’ fulfilling the principle than any other level**. This means that Code members’ practice, as a whole, (based on their own assessment) is very much in line with the principles of the Code.
- ▶ There is one clear exception to this which is organisational practice **Principle 11: Development Education Values, where a much higher proportion of members assessed themselves as only ‘Partially’ fulfilling the Principle**.
- ▶ There is a slight increase in the proportions of ‘Fully’ and ‘Substantially’ categories and a slight decrease in proportions of ‘Partially’ and ‘Minimally’ categories over time (i.e. between round one and round two). This **suggests an across-the-board improvement in levels of performance among Group A in less than one year**.
- ▶ There is **no correlation** (for either Group) between **any of the demographic characteristics** (type, size, sectors etc) **and overall levels of performance**.

Finally, we believe that the analysis of the Code data has produced some interesting and very useful findings and that there is a very strong case:

- ▶ to continue with and fine tune the implementation of the Code process and to encourage more members to participate in what is a ground-breaking initiative with the potential to make a significant positive contribution to the standards of Development Education practice in Ireland and beyond
- ▶ and to plan for a regular repetition of this type of research so that more robust findings can be established and so that trends can be observed, both leading to further useful evidence to help the sector plot its future course.

7. Appendix

7.1 The Code of Good Practice for Development Education

Educational Practice



01 Contribute to **Knowledge** in Ireland about global development



02 Explore the **Root Causes** of local and global injustices and inequalities in our interdependent world



03 Be explicit about the **ethos of Development Education**



04 Encourage **Critical Thinking** in our exploration of local and global justice issues and seeking of solutions



05 Use **Participatory, Creative** methodologies



06 Produce and use **Quality Resources and Materials**, based on continuous learning



07 Build **Skills** for **Informed, Meaningful Action** that is **Collective** in nature



08 **Imagine and Explore Solutions** for a better world



09 Actively and consistently **Reflect and Learn** from our own Development Education practice and participants' feedback

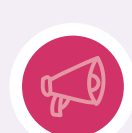
Organisational Practice



10 Have a clear **Development Education Strategy** and **Action Plan**



11 Reflect the **Key Values** of Development Education



12 **Advocate** for **Quality Development Education**

7.2 Documents and Data Reviewed

Note in the list below:

- ▶ **Group A** are 15 Code members who submitted the first self-assessment in April 2020. 13 of these members submitted the second self-assessment in October 2020. Two of Group A did not submit in October (so in 2020 – only submitted in April. They did go on to submit their 2nd assessment in 2021)
 - ▶ **Group B** are five Code members who submitted their first self-assessment in October 2020.
-
- ▶ Evidence grids / Action Plan grids / Good Practice grids – bringing together all members and evidence from all principles/indicators – two versions of each grid, one from the April 2020 round and one from October 2020 round
 - ▶ June 2020 feedback letters from IDEA to Code members (for Group A)
 - ▶ Dec 2020 feedback letters from IDEA to Code members (for Group A and B)
 - ▶ Code network meeting slides (July 2020)
 - ▶ Lessons Learned report from the 1st round of self-assessments of the Code of Good Practice for Development Education members (August 2020)
 - ▶ Lessons Learned report 2 from the 2nd round of self-assessments of the Code of Good Practice for Development Education members (March 2021)
 - ▶ Background notes developed for the Code Principles
 - ▶ Guidance note on Discussing Evidence by IDEA (Sept 2020)
 - ▶ Members' responses to a survey after both April and October 2020 deadlines. The survey is sent after the members get their feedback letters and in advance of the network meeting, to help set the agenda, and also to inform the lessons learned reports:
 - ▶ Group A in July 2020 (for the April 2020 round)
 - ▶ Group A in January 2021 (for the October 2020 round)
 - ▶ Group B in January 2021 (for the October 2020 round)
 - ▶ Conclusions from Code members (an additional question in the Self-Assessment Workbooks from October 2020 inviting members to reflect on their progress between 1st and subsequent submissions)
 - ▶ Code member details, explaining each member's programme (also included in the Self-Assessment Workbooks from October 2020 on)

- ▶ Code members' and IDEA members' 'demographic' information⁹
- ▶ 'IDEA Needs Analysis 2017' – internal report for IDEA by DP Evaluation

7.3 Detailed information on methodology and analysis

This section gives further detail on the analysis of the data, how results are presented and the rationale for this. This is not just for the interested reader but also, importantly, for future reference for IDEA, as a record of why we have analysed things in certain ways, so that analyses in the future can be done in the same way, making sure that comparisons over time are valid.

All of the quantitative analysis in this report comes with a warning that it is based on small numbers; a small number of Code members, a small number of principles and only four levels of self-assessment ratings, and just two rounds of self-assessment over twelve months. If one or two Members had assessed themselves differently against one or two principles then the overall picture would have looked different. However, the analysis should nevertheless reveal any strong correlations or striking patterns which exist, from which we can draw conclusions. It also serves as a baseline for later comparison and establishes some theses to test in the future.

Another important consideration in analysing and interpreting the data and in contextualising the findings is the extent to which the Code membership constitutes a diverse group of organisations and individuals, and the extent to which it is representative of the wider IDEA membership and the wider Development Education sector on the island of Ireland. In order to establish this, we asked IDEA to provide some 'demographic' information about the Code members. While this data is not methodologically pure, it gives an accurate enough picture of the Code membership. Across the two groups there are 20 Members. The demographic information covers location, type of organisation, sectors worked in (within DE), overall size (number of staff FTE [Full Time Equivalent]) and DE capacity (number of DE staff FTE).

It can be seen from the charts (Figures 1 to 6) that within the Code membership there is a good spread of location, with an unsurprising bias towards Dublin/National. It should be noted that location does not mean that Members only work in that location and that this has been especially true during the Covid-19 pandemic, given that much work has been online and thus geographically unlimited. Half of Code members are International Non-Governmental Organisations (INGOs), 30% are Civil Society Organisations and 20% classified themselves as 'other' – voluntary organisation / charity based in a university / domestic NGO. There is a fairly even spread of sectors worked in. On average Code members work in three (2.9) sectors. 58% of Code members are small organisations (including one individual – where the Member is an individual, they only self-assess against Principles 1-9 relating to educational practice), 21% are medium-sized organisations and 21% are large in terms of overall staff numbers FTE¹⁰. In terms of 'DE size', measured by the number of staff working on DE, 21% of Code members have a small DE capacity, 68% a medium DE capacity and 11% have a large DE capacity¹¹.

9 The 'demographic' data was drawn from IDEA Annual Members Surveys; Smaller Organisations Survey Dec 2020; member Profiles for the IDEA Website – 2019/2020/2021; additional information was taken from member websites or is based on IDEA staff members' knowledge/estimates.

10 Overall size: Small = 8 or fewer staff; Medium = 9 to 29 staff; Large = 30 or more staff (FTE)

11 DE size: Small = 1 or fewer staff; Medium = 2 to 4 staff; Large = 5 or more staff (FTE)

It is the view of IDEA staff that, based on these demographic factors, the Code membership is very representative of the wider IDEA membership, with the obvious exception of the under-representation of individual members. IDEA's wider membership consists of more organisations (68)^[58] than individual members (50)^[42]. To validate this view we compared the 'sectors worked in' data with the equivalent data for the wider IDEA membership as this was the most readily available (see Figure 6 below) and it is clear that they are indeed very similar. IDEA also feel that the demographics of the Code membership are broadly representative of the wider DE sector in the island of Ireland (again, with the exception of the lack of individual DE practitioners).

Figure 1: % of Code members by location

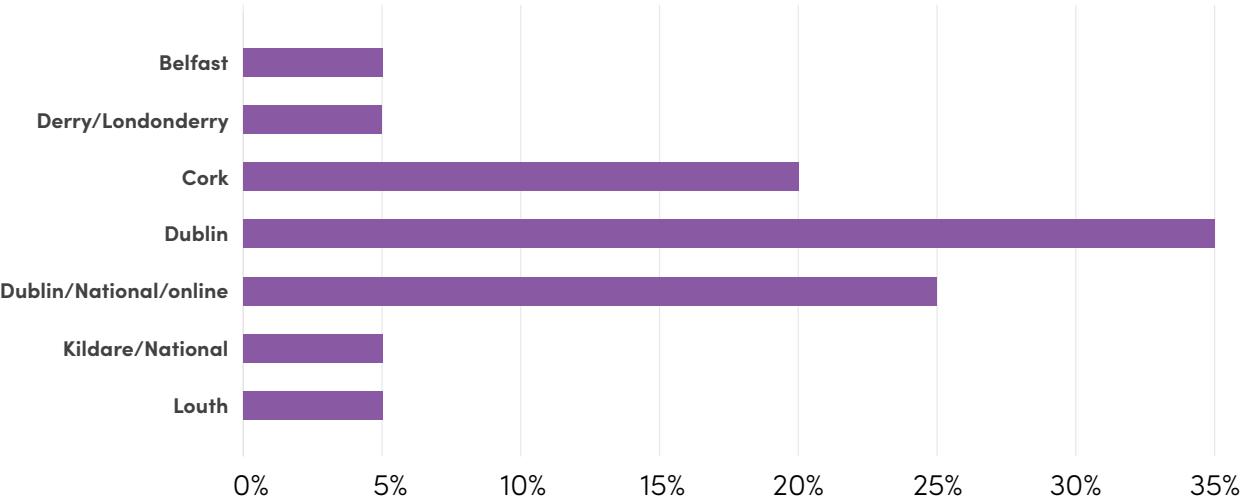


Figure 2: % of Code members by organisation type



Figure 3: % of Code members working in sectors based on all sectors worked in – many members work in more than one sector

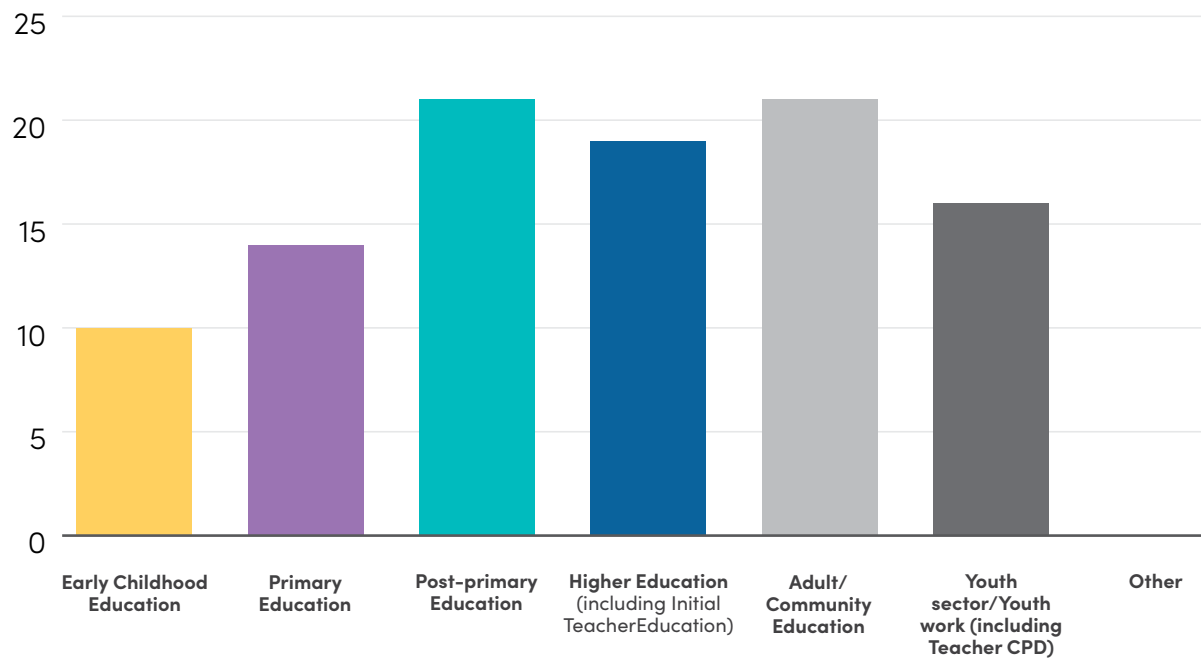


Figure 4: % of Code members by overall size

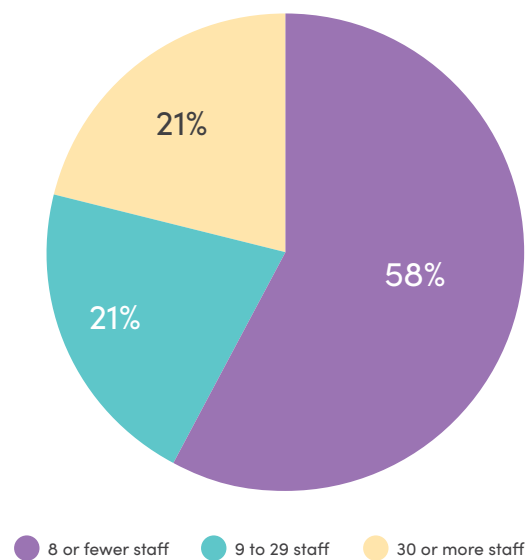


Figure 5: % of Code members by DE size

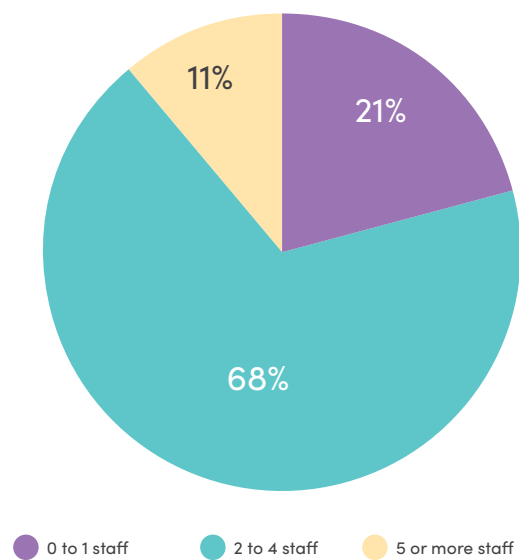
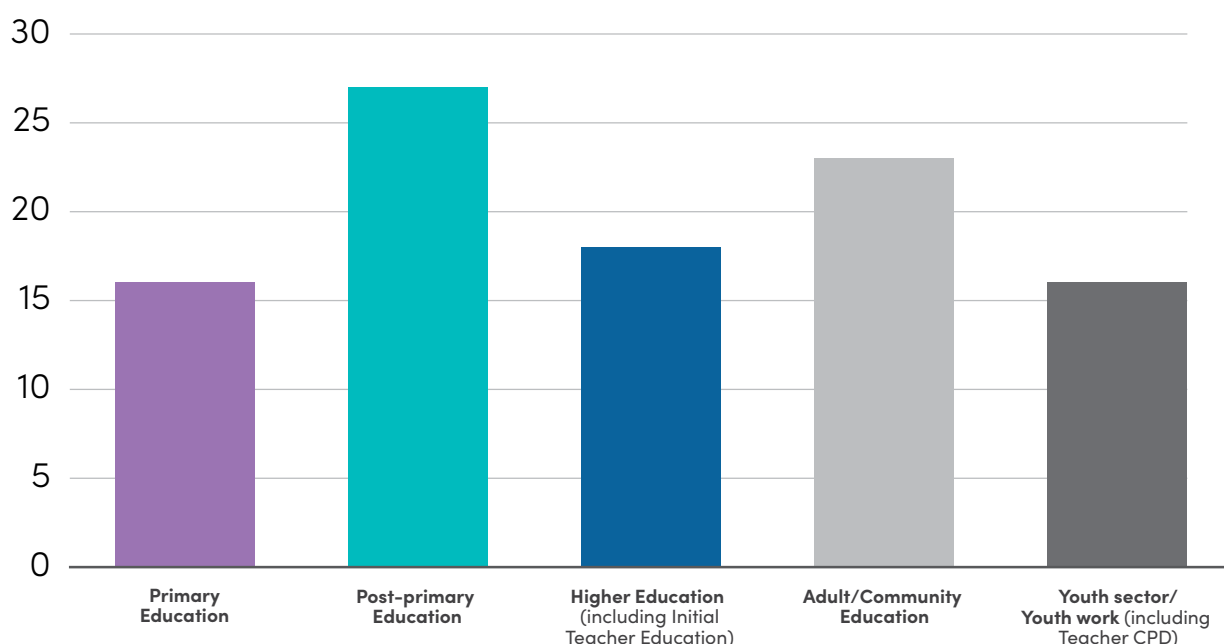


Figure 6: % of IDEA members (61 organisations) working in sectors
based on all sectors worked in – many members work in more than one sector – March 2021



It is important to establish this representativeness since it allows us to draw conclusions from the Code data and apply them with some confidence to the whole sector. Establishing the Code membership's demography also enables us to look for correlations between levels of 'Code fulfillment' (i.e. good practice) with specific principles, or a Code member's progress over time, with demographic factors, such as type of organisation or size.

In order for the Code to work effectively members must be able to take part, safe in the knowledge that their levels of 'performance', will not be used as a tool to judge them either publicly or amongst their peers. Therefore, treating Code members' self-assessments confidentially is essential. For this reason, we have also ensured that members remain anonymous in this report, referring to them as Member 1, Member 2¹² etc. Written consent was obtained by IDEA from all 20 members in sharing their Code self-assessments and action plans with DP Evaluation for the purpose of this research.

Comparing levels of fulfilling the principles between Code members is not very valuable given that there are several uncontrollable variables, such as the internal process used for completing the Self-Assessment Workbooks, the subjectivity (degree of harshness/generosity) applied by each member to the assessment of their own performance, how long they have been Code members and the differences between them in terms of staff resources, the sectors they work in etc. The exception to this is the analysis needed to establish the existence or otherwise of the correlations mentioned above.

Other than for this reason, the more useful analyses are to look either at the whole Code membership as a group or to track the 'journey' of individual members over time. An all-member analysis will give the best snapshot of quality/performance at any one point in time, while the focus on a specific member will allow us to see what effect the Code process is having on practice, effectiveness and hopefully impact for that member.

¹² These reference numbers are used consistently in all data and discussions, i.e., 'Member 1' is always the same Code Member. IDEA has been provided with a legend so they can relate findings to actual members but otherwise this information will not be shared.

Having said this, we will in some cases need to look at the Code membership in terms of 'groups', in other words the group of members who joined the Code at the same point in time. This is because comparing all-member based snapshots over time could be misleading. For example, this approach could falsely suggest declines or ups and downs in levels of self-assessment ratings, as the overall picture will be influenced by new members joining the Code (given that at the early point of their Code journey members are likely to be 'less aligned' to the Code). Therefore, we have carried out many of the analyses on a group basis, comparing first time submissions between Group A in April 2020 and Group A in October 2020. In future it will be possible and important to continue to monitor Group A but also analyse other groups as they continue their Code journey.

It may be the case that Code members will assess themselves more 'harshly' when they submit their first self-assessment than in subsequent rounds. There seems to be quantitative evidence that this is the case, although it is too soon, after just two rounds (involving only 13 members who submitted twice), to have any certainty about this. There is though some anecdotal evidence to suggest that this is indeed a likely behaviour. This is probably because, in the first round members are carrying out their self-assessment 'in the dark', (in other words they are not yet used to the process and have not yet received any feedback) and they probably also do not want to 'over claim' in their own appraisal of their performance. It will be useful to monitor this phenomenon over time to see if it has an effect on the accuracy of data used in analyses.

7.4 List of Figures

All figures and tables are listed here, grouped thematically and numbered consecutively. Where they appear in the text, they have logically been numbered with the same reference as used in this list, which is why the numbering within the report may appear erratic at first glance.

Figure 1: % of Code members by location

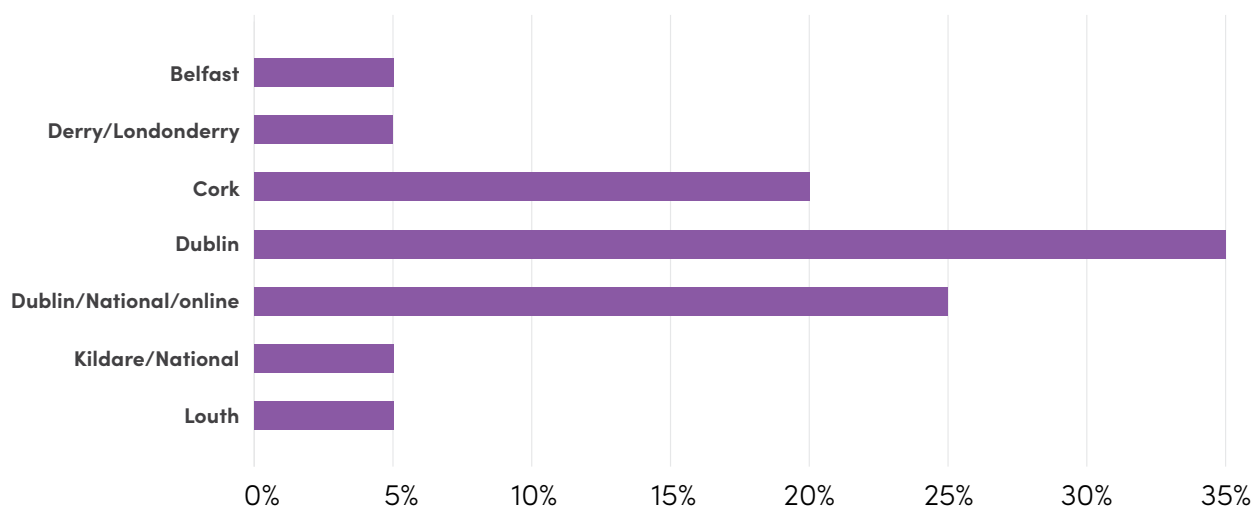


Figure 2: % of Code members by organisation type

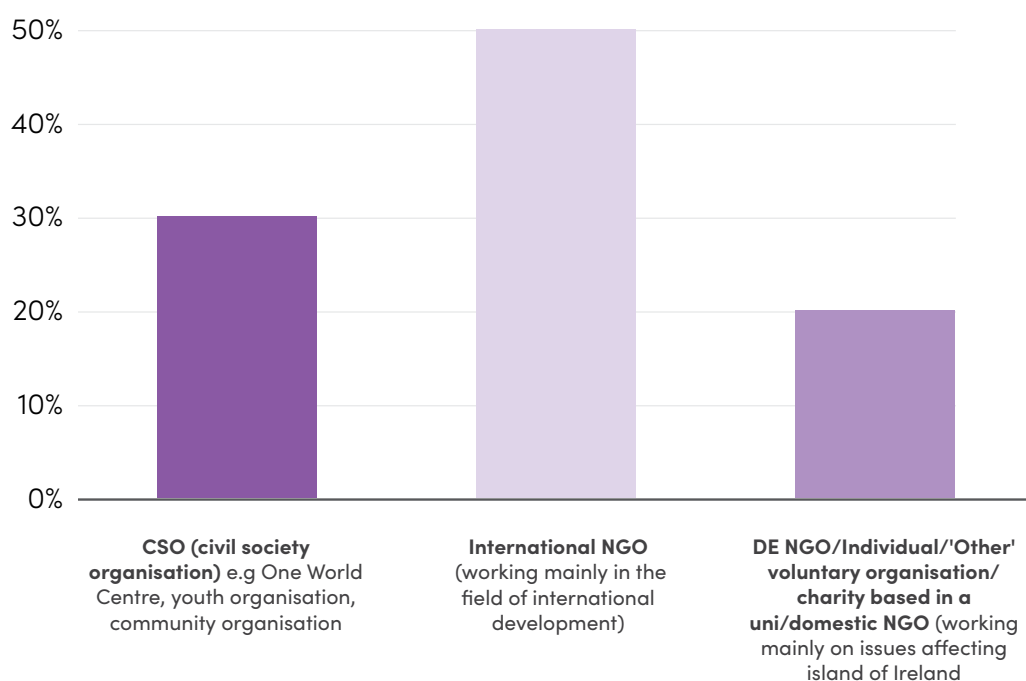


Figure 3: % of Code members working in sectors
 based on all sectors worked in – many members work in more than one sector

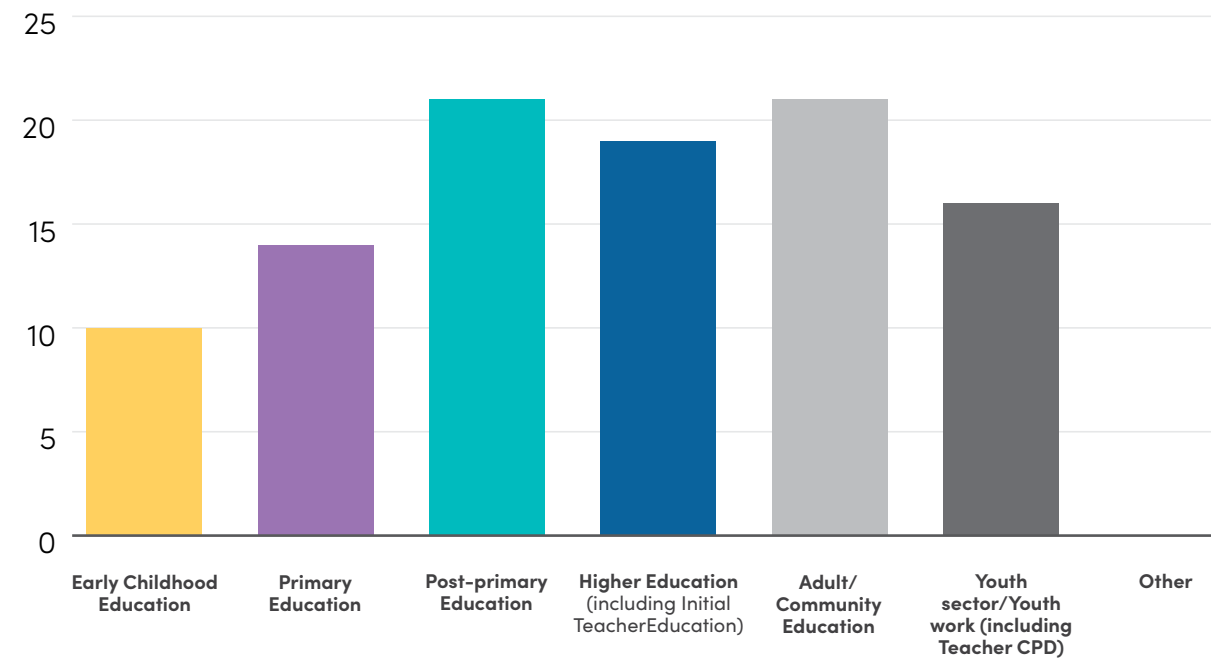


Figure 4: % of Code members by overall size

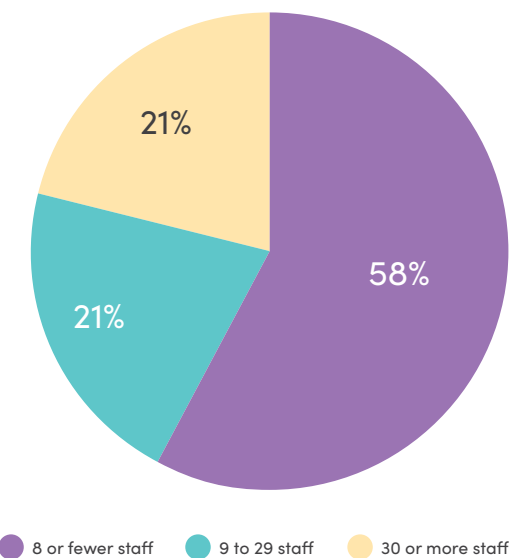


Figure 5: % of Code members by DE size

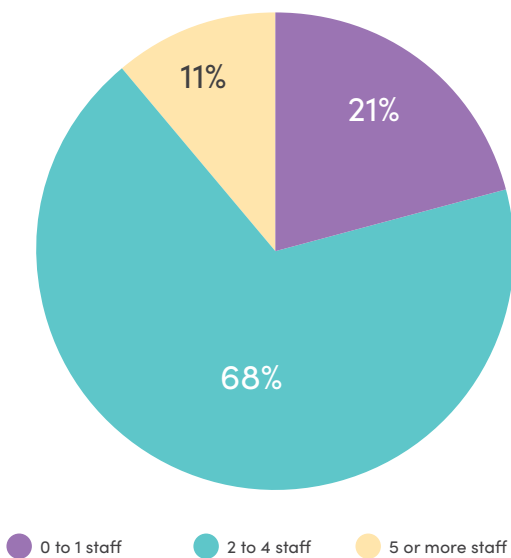


Figure 6: % of IDEA members (61 organisations) working in sectors
based on all sectors worked in – many members work in more than one sector – March 2021

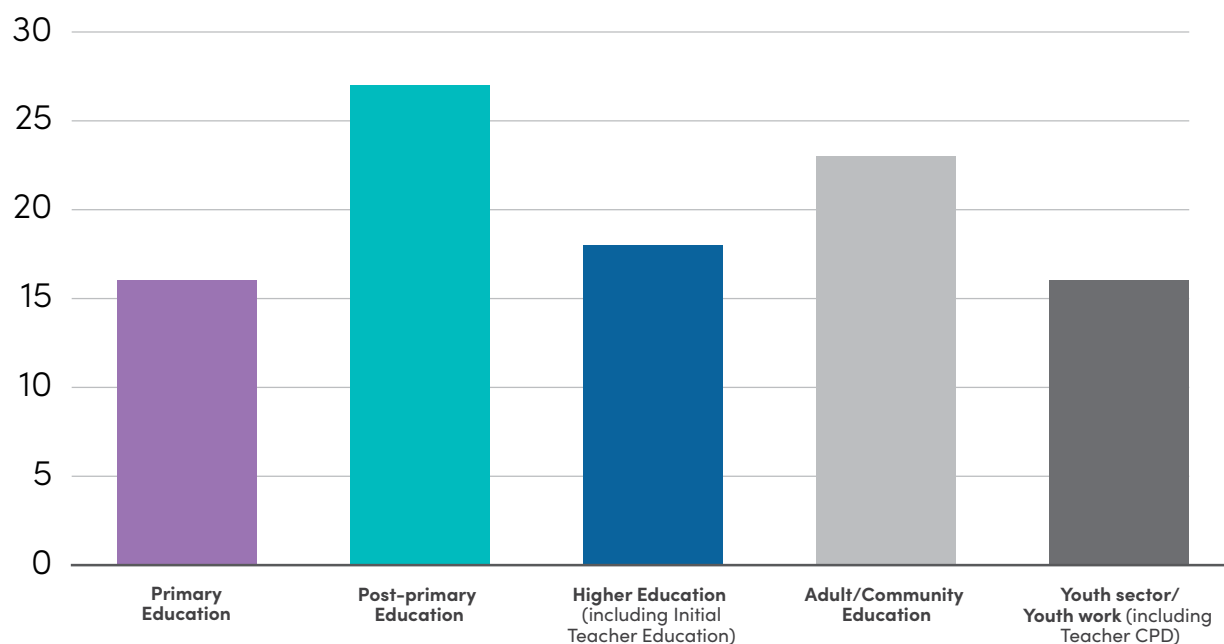


Figure 7: % of Code members by location (Group A only)

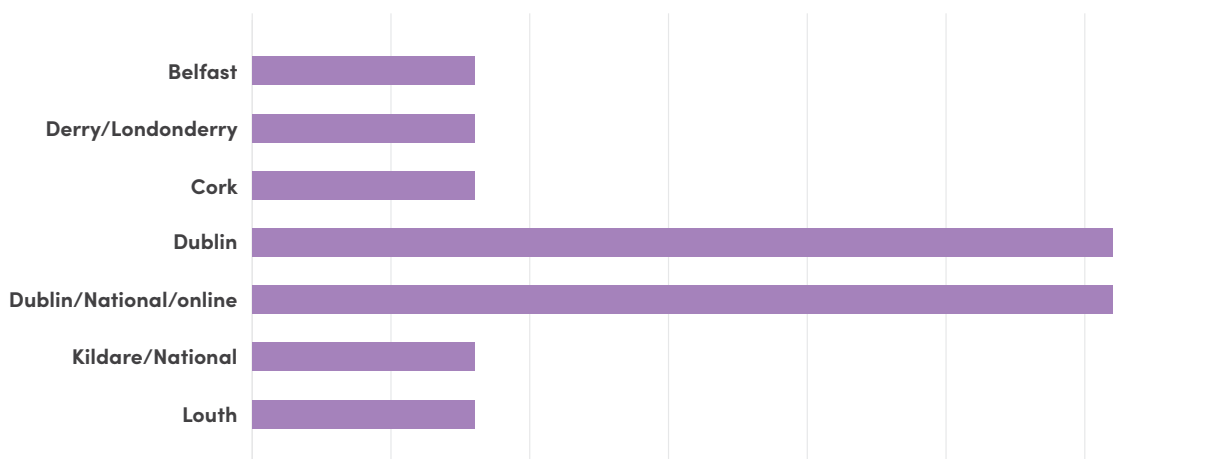


Figure 8: % of Code members by organisation type (Group A only)

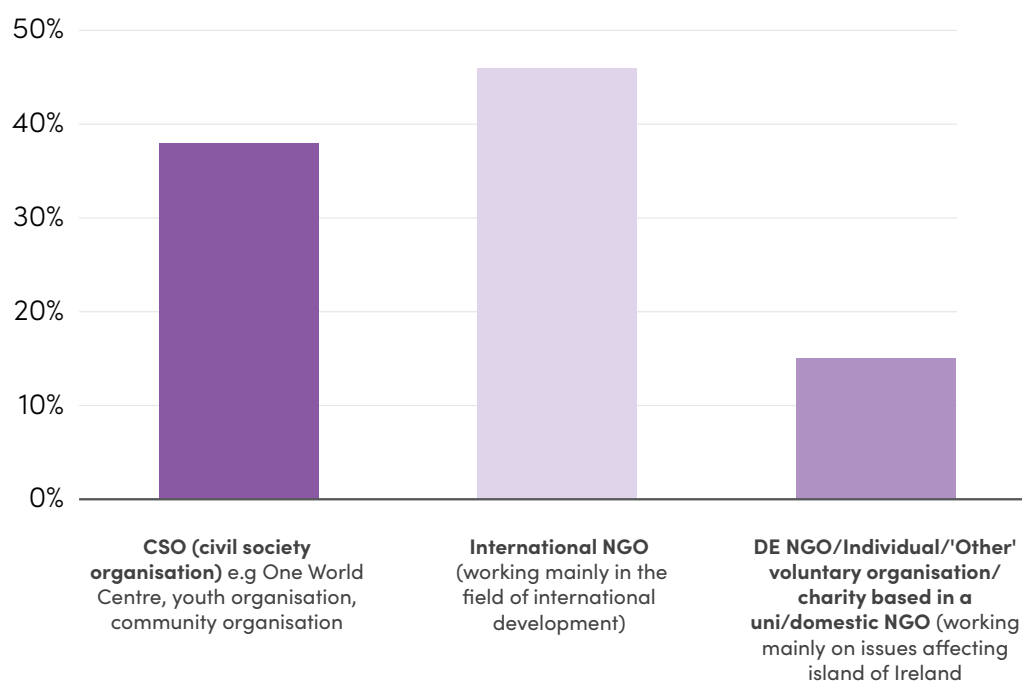


Figure 9: % of Code members working in sectors (Group A only)
based on all sectors worked in – many members work in more than one sector

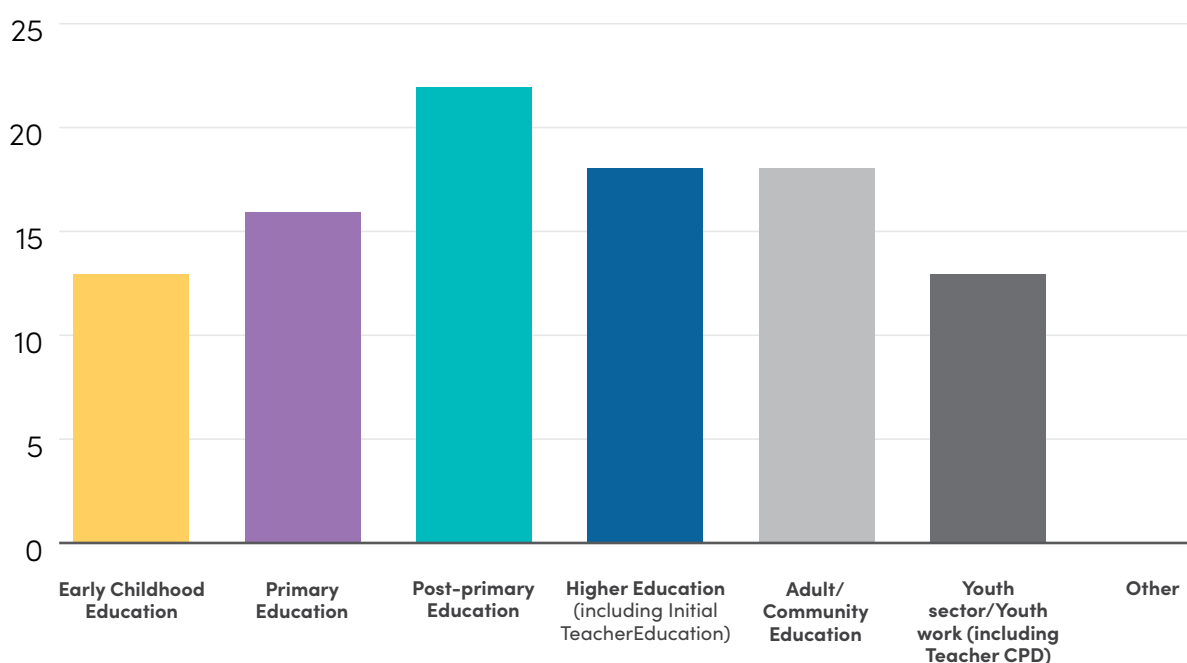


Figure 10: % of Code members by overall size (Group A only)

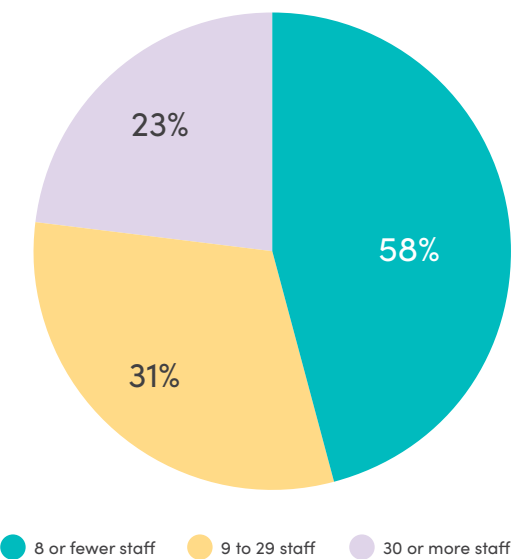


Figure 11: % of Code members by DE size (Group A only)

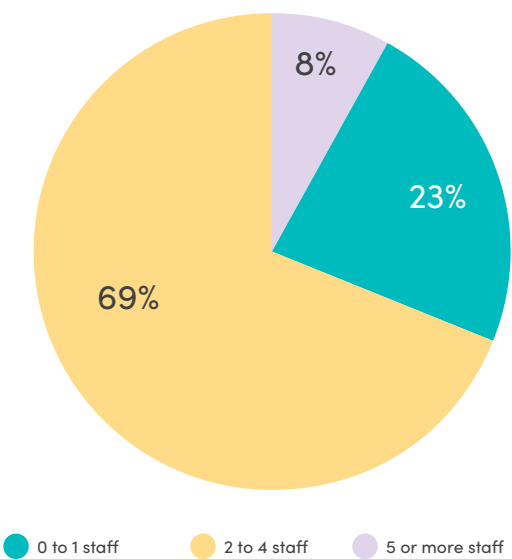


Figure 12: % of Code members at each self-assessment rating by principle at 1st deadline (April 2020) – Group A only

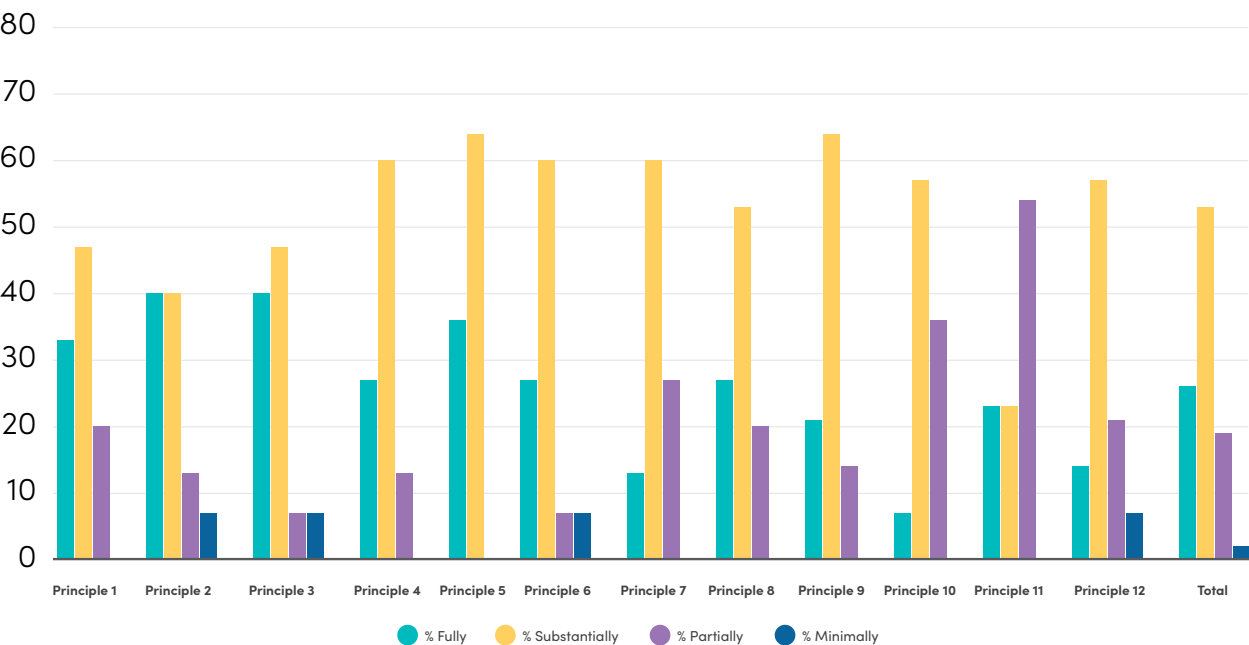


Figure 13: % of Code members at each self-assessment rating by principle at 2nd deadline (October 2020) – Group A and B jointly

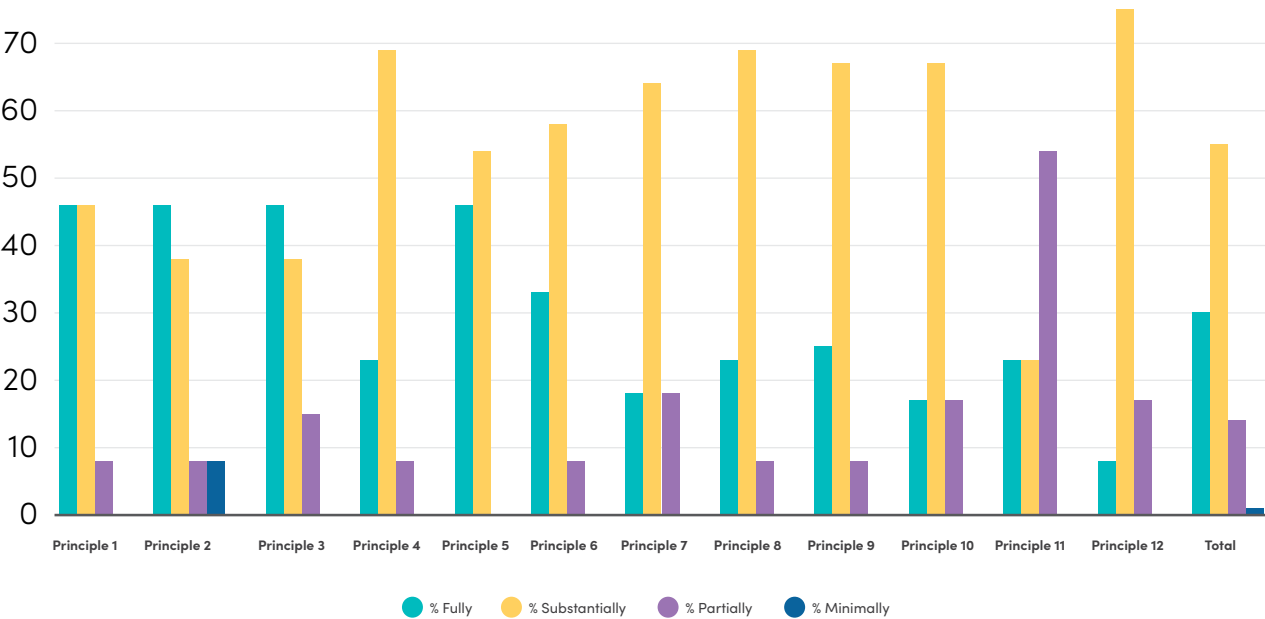


Figure 14: % of self-assessment levels across all principles, per member – 2nd deadline - Group A only

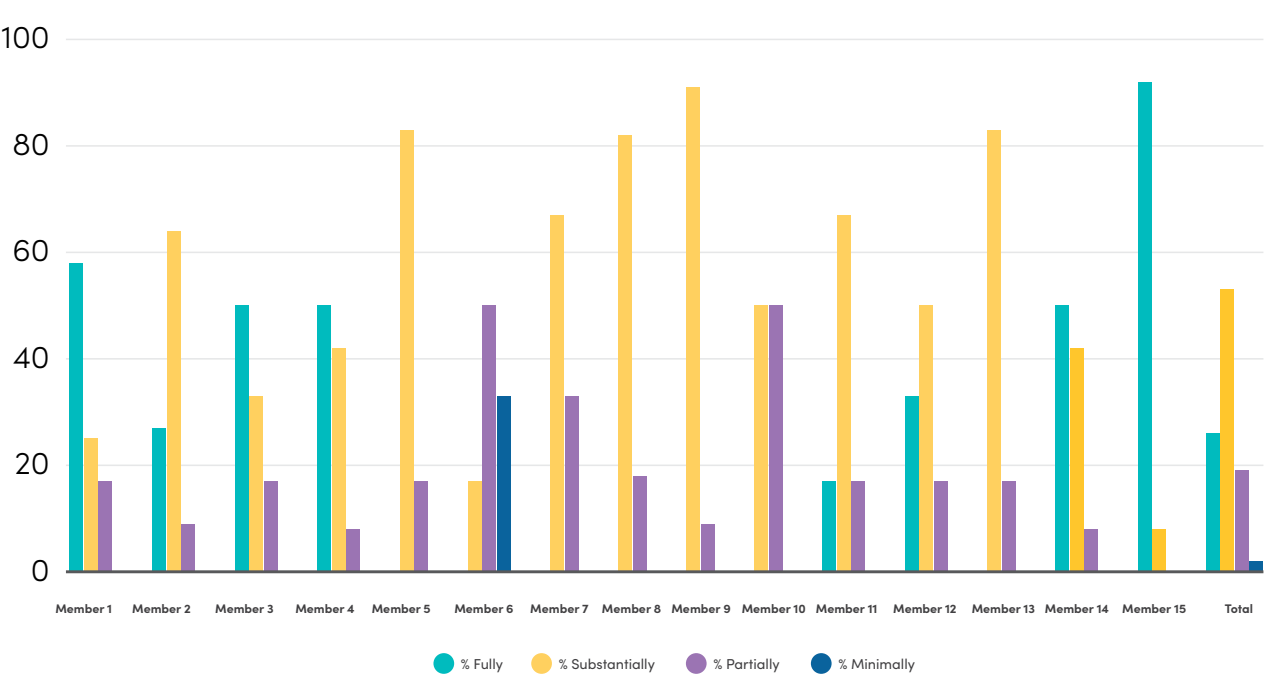
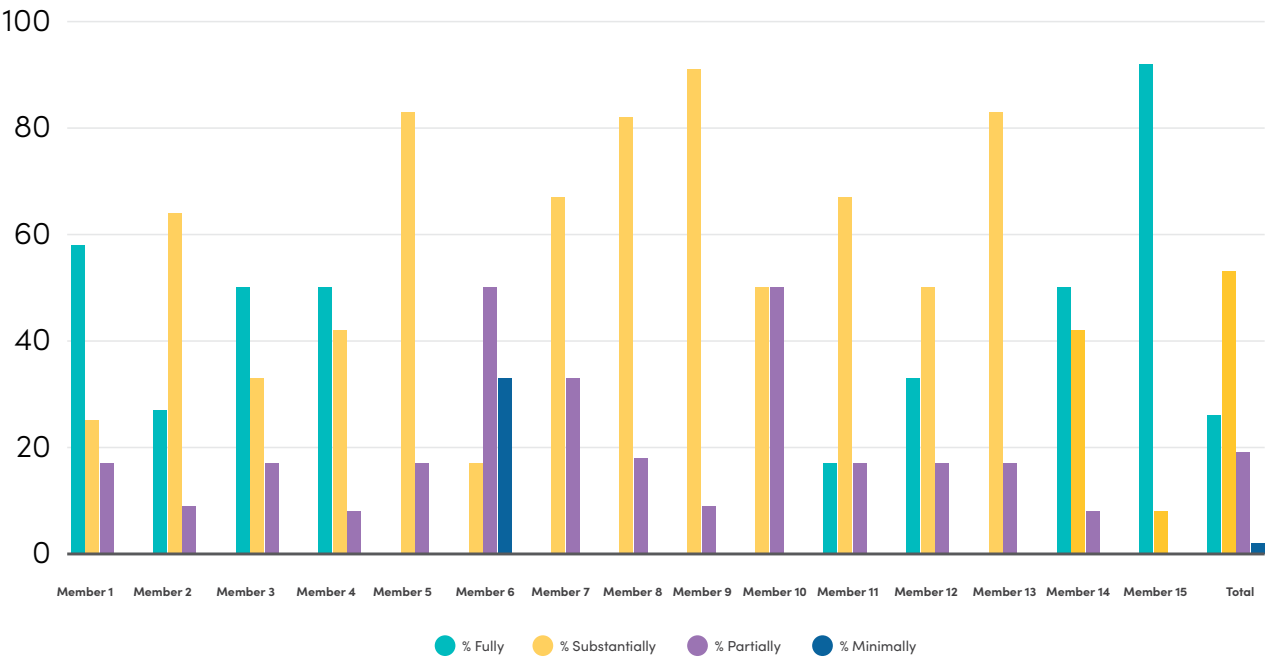


Figure 15: % of self-assessment levels across all principles, per member – 2nd deadline – Group A and B jointly



7.5 List of Tables

Levels of self-assessment across all members, Group A (13 members)	1st submission (April)	2nd submission (October)
% of principles in 'Fully' category	26%	30%
% of principles in 'Substantially' category	53%	55%
% of principles in 'Partially' category	19%	14%
% of principles in 'Minimally' category	2%	1%
Total	100%	100%

Table 1: Levels of self-assessment, 1st submission (April) and 2nd submission (October), comparison by principle

Assessment Round & Group	# of members	Proportion of members at the 'Partially' fulfilling level for:	
		Principle 11: Development Education Values (organisational practice)	All principles (averaged across all principles)
1st submission April – Group A	15	54%	19%
2nd submission October – Group A (less two who did not submit self-assessments)	13	54%	14%
October – Groups A and B combined	20	59%	19%

Table 2: Self-assessment rating of Principle 11 for 1st submission (April) and 2nd submission (October). Over half of the members assessed themselves as only partially fulfilling the organisational Principle 11, Development Education Values

Member	Progress from 1st to 2nd self-assessments	
Member 1	+	increase in Fully & Substantially, decrease in Partially
Member 3	x	no change
Member 4	-	decrease in Fully, increase in Substantially
Member 5	+	increase in Fully, decrease in Substantially & Partially
Member 6	+	increase in Substantially, decrease in Minimally
Member 8	x	no change
Member 9	+	increase in Substantially, decrease in Partially
Member 10	x	no change
Member 11	+	increase in Substantially, decrease in Partially
Member 12	-	decrease in Fully, increase in Substantially
Member 13	+	increase in Fully, decrease in Substantially & Partially
Member 14	-	small decrease in Fully, small increase in Substantially
Member 15	x	no change

Table 3: Member by member comparison of self-assessment ratings (Members 2 and 7 did not submit their second self-assessment in October 2020)

Levels of self-assessment across all members, Group A	1st submission (April)	2nd submission (October)
% of principles in 'Fully' category	26%	30%
% of principles in 'Substantially' category	53%	55%
% of principles in 'Partially' category	19%	14%
% of principles in 'Minimally' category	2%	1%
Total	100%	100%

Table 4: Group A self-assessment levels, 1st submission (April) and 2nd submission (October) 2020

Data Management by Group		
Month/Year	Group name (year/month of 1st SA)	Self-assessment round
April 2020	Group A (2020 April)	SA 1
October 2020	Group A (2020 April)	SA 2
	Group B (2020 Oct)	SA 1
April 2021	Group B (2020 Oct)	SA 2
July 2021	Group C (2021 July)	SA 1
January 2022	Group A (2020 April)	SA 3
	Group C (2021 July)	SA 2
	Group D (2022 Jan) ^w	SA 1
July 2022	Group A (2020 April)	SA 4
	Group B (2020 Oct)	SA 3
	Group D (2022 Jan)	SA 2
	Group E (2022 July)	SA 1

Table 5: Data Management by Group¹³

¹³ Early self-assessment rounds were in April and October. It has now been agreed with members that they will be in January and July.



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of Good Practice
for Development
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