

The background of the page is decorated with several large, solid purple curved shapes. These shapes are arranged in a way that they appear to be parts of larger circles or arcs, creating a modern, abstract design. Some shapes are positioned at the top, while others are at the bottom, framing the central text.

Background Notes for all Principles

Code of Good Practice for Development Education



Acknowledgements

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Morina O'Neill, Susan Gallwey and Mella Cusack with the support of IDEA staff.

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About the Background Notes

Who are these Background Notes for?

These 'Background Notes for all Principles' for the *Code of Good Practice for Development Education in Ireland* are aimed at current members of the Code. It was developed by members of the **Code panel**. The panel is a group of experts including independent consultants and IDEA staff who review the self-assessment workbooks and action plans and contribute to IDEA's feedback to Code members. They also support learning from and development of the Code itself in a number of other ways.

This document is a living document as it will be updated in response to feedback from members of the Code Community of Practice. This most recent version of the Background Notes (September 2023) takes into account the independent **Code Review 2023** and related report, conducted from November 2022 – March 2023. As a part of this, members gave feedback on the content and phrasing of the Code's 12 principles and associated indicators. The Background Notes may be further revised in future, and we welcome your feedback to code@ideaonline.ie to help us make them as useful as possible.

These 'Background notes' are designed to support Code members through the self-assessment process. They aim to communicate what the IDEA members who wrote the Code had in mind when drafting the Code Principles and indicators. This document should be used in conjunction with the other Code materials, available [here](#).

Content of the Background Notes

These Background Notes reflect the thinking that informed the development of the Code Principles, over a series of IDEA member meetings (2017 – 2018). The principles were subsequently amended by the Code Piloting Group (2018), and the Code's first Advisory Group (2019). Since the first round of Code submissions (April 2020), IDEA has invited feedback from Code members via surveys, Code Network meetings and through a second Advisory Group (October 2020 – January 2021). Bringing all of this feedback together, IDEA carried out a 'light-touch' review of the Code (January 2021). This review resulted in some clarification of the Code language (the indicators in particular) and some modifications to the Code process/journey to reflect members' experiences with the Code. Three years after the Code was launched, a deeper and independent **Code Review 2023** was carried out on both Code content and processes. The changes made to the wording of a number of the principles and indicators (and agreed as part of the Code network meeting in May 2023) are taken into account in these Background Notes.

The Background Notes are structured with one section per Principle. After a brief presentation of the thinking behind the specific Principle, we provide:

1. **examples of ways to fulfil the indicators, taken and adapted from evidence submitted by Code members (2020–2023).** These demonstrate how Code members are articulating their practice across the 12 Principles and associated indicators. The examples are not an exhaustive list of the strong practice presented by Code members. Rather, in selecting these examples, we have aimed to represent the range of member types, sectors and learner audiences, so that all Code members can see their context echoed in the examples provided;
2. a list of **useful links to resources and information relating to each Principle.** Again, these lists are not exhaustive and should be seen as a jumping-off point for exploring each Principle. We recommend www.developmenteducation.ie as a hub for other ideas and materials exploring a wide range of Development Education issues. If you have additional links that you would like to share, please do share with code@ideaonline.ie.

We hope that the examples of practice will help you to think about your DE work and develop your own evidence for each principle/indicator. Remember: evidence should relate to *specific work* that you are doing that illustrates how you are engaging with relevant indicators. The intention is to add to the bank of examples following future Code submission rounds, so when drafting your evidence, it is also useful to consider how shareable/useful it might be for Development Education practitioners working in a variety of contexts. For more on how to approach writing your evidence, see the IDEA 'Guidance Note on Developing Your Evidence'.

Principle 1

Contribute to KNOWLEDGE in Ireland about global development



Indicator 1.1	Examine connections between the lives of people in Ireland and globally, as well as other local and global actors
Indicator 1.2	Critically engage with models of development including dominant and alternative perspectives
Indicator 1.3	Acknowledge and address bias, assumptions and subjectivity in our own understanding of global development

Background note

Making global and local connections is core to our educational practice regardless of our topic of focus. Enhancing critical awareness of place in our world, and the unequal relationships between people and places is central to what we do. Our exploration of global and human development practices and processes, informed by a long history of thought and debate, deepens our understanding of how our world works. As we engage with existing literature to improve our practice, we take opportunities to contribute to knowledge in Ireland of global and human development through our engagement with learners, our publications and sharing of our approaches and expertise with peers and other stakeholders. We consider all learners as global citizens; both the learners we work with in our role as educators, and ourselves as practitioners as learners within GCE. This highlights our relationships with others: governments, national and international networks, institutions, agencies and groups, including private actors such as businesses, political parties and media outlets, and communities and individuals locally and globally.

We consider both ‘mainstream’ or ‘dominant’ models of human and global development and sustainability, and ‘alternative’ theories, experiences, voices and perspectives in our education practice. This critical engagement links to the new indicator 11.5 introduced as a result of the [Code Review 2023](#) on organisational practice, with its focus on anti-oppressive, anti-racist and decolonial practice in the Development Education sector in Ireland.

This principle also encourages us under Indicator 1.3 to critically reflect upon and address bias in our ‘own understanding of global development’. As a result of the [Code Review 2023](#) this phrase replaced the original wording of this indicator (‘in our own knowledge base’) to align with Principle 1 more clearly. This indicator challenges us to step back from the programme we deliver to explore and reflect on where our understanding of global development comes from in the first place. This could help us to share the values and vision (or the ‘agenda’) of our work or organisation with participants, to include information from sources that disagree with or contradict our positions, and to explore personal bias and subjectivity in our approaches, methodologies, tools and so on.

Practice presented under Principle 1

- 1.1 A membership-based organisation created a workbook which included an activity supporting second level students to compare the cost of debt servicing in different countries. ([Financial Justice Ireland](#))
- 1.1 A trust body with a focus on the environment and sustainability, in collaboration with students in a higher education institution, examined the impact on countries that supply the raw materials for electric vehicles (such as cobalt, lithium and neodymium). ([An Taisce/Green Schools](#))
- 1.1 An arts-based programme uses the theme of 'home' as a powerful yet accessible topic which connects rather than separates people globally. ([Creativity & Change](#))
- 1.1 A family resource centre is exploring the issue of forced migration, and learning directly from people who have lived experience of seeking international protection in Ireland. ([ARD Family Resource Centre](#))
- 1.2 A solidarity organisation provides a platform for indigenous land activists from the Global South who challenge extractive models of development. ([Latin American Solidarity Centre, LASC](#))
- 1.2 A registered charity developed and delivered a SDG12 (Responsible Consumption) workshop which supported learners to critically reflect on the dominant model of capitalism and consumption; the contribution of the charity model to greenwashing; and compared a case study of good sustainability practice in a Global South country with the common focus on recycling in Ireland. ([Hope Foundation](#))
- 1.2 A non-profit youth organisation that empowers young people to come up with innovative solutions to social challenges works with guides around the country who engage with young people. The Guide Training Webinar for one programme challenges educators to consider climate action and climate justice in the context of a number of models of development. While the focus begins with responses from within a green growth or eco-capitalist model, such as mitigation, adaptation and compensation – with specific mention of the EU New Green Deal and the United Nations' COP process – the idea of an alternative approach, focusing on degrowth and *dépense*, is also introduced ([Young Social Innovators](#))
- 1.3 A member-based organisation for returned development workers and volunteers invites participants in their courses to use journaling as a means of addressing subjectivity and bias. Journaling provides a quiet, reflective space to name and process ideas, to presence vulnerability/unknowing, to unpack unexplored assumptions and to land on new insights. Participants are invited to share excerpts from their journals. ([Comhlámh](#))

1.3 A network of four partner institutions working in Initial Teacher Education (ITE) at primary level collaborated with the Institute for Anti-Racism and Black studies to offer a two part seminar (6 hours) for 32 students from all four institutions who examined unconscious bias, conscious bias, racism and anti-racism practices that can be employed in classrooms. This seminar ensured student teachers were acknowledging bias and working through how to integrate their new learning in school environments for primary students. A reflective practice activity yielded evidence of the student teachers journey of discovery about their own assumptions and how this is connected with their knowledge of global development. (DICE)

Useful links for Principle 1

Politics and Society is a full, optional senior cycle (post-primary) subject which includes key thinkers, like Andre Gunder-Frank and Vandana Shiva, who can help us to think critically about development. Bite-sized information about these thinkers and their theories is available:

- ▶ National Council for Curriculum and Assessment (NCCA) *Big thinkers' series for senior cycle Politics and Society* (see especially Topics 7 & 8). Available: <https://ncca.ie/en/senior-cycle/curriculum-developments/politics-and-society/>
- ▶ Professional Development Service for Teachers (PDST). 2018. *Politics and Society, Key Thinkers*. Available: <https://www.scoilnet.ie/uploads/resources/32068/31810.pdf>

Research that examines the way that development and countries in the Global South are represented in our public communications can help us to think critically about our collective bias and dominant models of development. For example:

- ▶ Dillon, Eilish. 2022. *Shifting the Lens on Ethical Communications in Global Development: A Focus on NGOs in Ireland*. Available: https://www.dochas.ie/assets/Files/Ethical-Comms-Report_FULL.pdf
- ▶ Murphy, C. 2014. *Finding Irish Frames*. Available: https://developmenteducation.ie/media/documents/finding_irish_frames_2014.pdf

The www.developmenteducation.ie resource catalogue includes good resources, produced for schools but with methodologies and information that can be adapted for other sectors, which explore cultural diversity and equality, prejudice, stereotyping, and discrimination. For example:

- ▶ Gannon, M. 2012. *Changing Perspectives: Cultural values diversity and equality in Ireland and the wider world*.
- ▶ O'Shea, K. 2006. *Spotlight on stereotyping: A resource for teachers of Civic, Social and Political Education*. Equality Authority, Dublin.

If you want to reflect on your own underlying values and assumptions then consider doing a four-part study programme, either on your own or with a group, by Andreotti, V. & de Souza, L.Y.T.M. 2015. *Learning to read the world through other eyes*. Available: <http://staging.developmenteducation.ie/resource/learning-to-read-the-world-through-other-eyes/>

The Centre for Global Education produces the journal *Policy and Practice: A Development Education Review*, which features contributions from practitioners in a range of education settings. Published twice a year, it is available here: <https://www.centreforglobaleducation.com/about>

Principle 2

Explore the **ROOT CAUSES** of local and global injustices and inequalities in our interdependent world



Indicator 2.1	Ensure an analysis of the cause and effect of injustices is at the centre of our educational processes, alongside an analysis of what drives global justice
Indicator 2.2	As practitioners and learners, examine our own roles as global citizens as part of our exploration of the root causes of injustice
Indicator 2.3: (New in August 2023)	Be responsive to issues of justice and equality in Ireland, and seek to make local global connections

Background note

As part of our global interconnectedness, our education practices explore the inequalities that characterise our world. Building on Principle 1, we work to identify and explore the root causes of poverty, inequality and injustice.

Through Development Education, we enable learners to increase their knowledge about the effects of poverty. However, we go beyond an awareness of poverty. We encourage learners to ask critical questions: 'Why do injustices and inequalities exist?' 'What are their root causes?' We also encourage learners to explore how greater justice has/can be achieved, and to learn from individuals/movements that have created greater equality.

We strive to examine our own roles as global citizens in an interconnected world. Through acting in solidarity with others, are we helping to alleviate inequality and injustice? Or do our words and actions (even if they are well-meaning) potentially reinforce inequality and injustice? We ask these questions not only of participants in our programmes, but also of ourselves. As Development Educators, we critically reflect on our own role in the world and challenge ourselves to continually un-learn and re-learn.

As part of the **Code Review 2023** Indicator 2.3 was added to show how we aim to be responsive to the lived realities and issues experienced by communities in Ireland, in particular those affected by poverty, inequality, marginalisation and discrimination. As practitioners we consider the issues of justice and rights in communities where we work throughout Ireland and how those issues relate to DE, with the aim of strengthening the links between global development and local social justice in Ireland.

Practice presented under Principle 2

- 2.1** An organisation that places volunteers in a children's camp in a Direct Provision centre provides the volunteers with training that explores the root causes of migration and displacement, and analyses international and Irish systems for seeking asylum. This training equips volunteers with a broader and deeper sense of the global injustice issues impacting the children at the camp. (VSI in partnership with DICE, Froebel Department of Primary and Early Childhood Education, Maynooth University)
- 2.1** A solidarity organisation asks guest speakers to describe not only the human rights abuses that they have suffered, but also to talk about their strategies for resistance and about positive changes that they have achieved so far. (Latin American Solidarity Centre, LASC)
- 2.2** An arts-based programme in a higher education institute asks participants to write a poem entitled 'I am a Global Citizen who...'. This process allows participants to reflect in a creative way on their own role as a global citizen. (Creativity & Change)
- 2.2** An organisation working in the adult and community sector dedicates a 30-minute slot in monthly staff meetings for staff members to take turns presenting a challenging topic related to Development Education. This encourages reflection, debate and peer learning. (Development Perspectives)
- 2.2** An NGO uses a 'Caring Timeline', allowing learners to examine how society has changed the way it cares over time and allowing participants to step back and explore the issue of care, and its impacts. (Tearfund Ireland)
- 2.3** A membership-based Development Education organisation has developed new analysis and educational materials in response to contemporary issues in Ireland and globally such as inflation and the global 'cost of living crisis' and exploring paths out of economic crisis with reference to real world solutions currently in practice. (Financial Justice Ireland)
- 2.3** As part of the work on exploring volunteering in orphanages, an NGO met with representatives from AMRI, the Association of Mixed Race Irish, many of whom were institutionalized in Ireland. This was to listen to their perspective and learn from their lived experience. Through a toolkit resource and in work with groups, this NGO makes connections with our own history in Ireland and the models of care still being supported by Irish people through overseas volunteering. (Tearfund Ireland)
- 2.3** An NGO actively encourages participants to look at ways to link what is happening locally, to the global justice issues we encourage them to examine as part a documentary film making programme. All documentaries that make the final shortlist must have this element. In the winning documentary one school made clear links between the war in Ukraine, and treatment of refugees here in Ireland. (Trócaire)

Useful links for Principle 2

Some challenging issues around inequality were explored at the IDEA 2021 Conference, *Global Citizenship and Inequality 2021: Forging a New Path*. Videos of keynote and panel speakers are available: <https://www.ideaonline.ie/idea-conference-2021>

For insights into global inequalities, see Development Education.ie's *10 Myths about Inequality Worldwide*, available: <https://developmenteducation.ie/resource/10-myths-about-inequality-worldwide/>

The Irish Human Rights and Equality Commission (IHREC) is a good source of guidance on teaching and learning about inequality, available: https://www.ihrec.ie/app/uploads/download/pdf/equality_in_second_level_schools.pdf

You can use the *HEADS UP framework* for reflecting on and challenging your own assumptions and worldviews. See <https://www.mmu.ac.uk/media/mmuacuk/content/documents/esri/projects/teacher-resource-project/Ethical-Global-Issues-English.pdf>

To aid reflection on your role as a Development Education practitioner and learner, see this *Critical Reflection Tool* developed by IDEA's Quality and Impact Working Group <https://www.ideaonline.ie/resource-hub> (scroll down to the section 'Reflective Practice')

Coalition 2030 is an alliance of 70 civil society organisations from the international development, environmental, anti-poverty and trade union sectors working together to ensure Ireland keeps its promise to achieve the Sustainable Development Goals (SDGs) both in Ireland, and abroad. See more here: <https://www.ireland2030.org/>

Many Code members are working alongside and in partnership with groups and organisations who focus on justice and equality in Ireland, including organisations like **Social Justice Ireland**, **St. Vincent de Paul**, **Barnardos** and the **Children's Rights Alliance**. You can also see how some of these organisations work together in the Community Platform: <https://communityplatform.ie/>

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



Indicator 3.1	Encourage participants to approach issues as global citizens, building a sense of working together for global change, not solely 'helping others'
Indicator 3.2	Place critical questioning about power relations at the centre of our educational practice, asking 'who gains?' and 'who loses?' in the issues under discussion
Indicator 3.3: (New in August 2023)	Our engagement with people and communities affected by injustice and inequality is based on equal partnerships which recognise and address power differentials.

Background note

This Principle is rooted in the Development Education Sector's **Vision for Development Education**, originally developed in 2015. This vision sets out a framework of the values of DE. Our values call upon us to act in partnership and in solidarity with others: 'nothing about us, without us'. This means understanding global issues from the perspective of people who are most impacted by them. We do this by listening to those who are affected negatively by global systems, learning how we might work together to create positive change in a systemic, sustainable way. When addressing Development Education issues, we critically explore power relations between stakeholders, and we seek to find ways in which power imbalances can be rectified.

Our Development Education ethos and values are not confined to specific activities; they underlie and inform our overall approach to DE practice. Indicator 3.3 was added as part of the **Code Review 2023** as it was felt that there was a gap around partnerships, and lack of a specific indicator that reflected engagement with people and communities affected by the issues which we work on. Indicator 3.3 was added to focus on how we strive to create equal partnerships in our practice in both our own education practice and in our joint endeavours.

Practice presented under Principle 3

- 3.1** An NGO's Development Education programme is planned and facilitated using a 'compassion compass' which is based on the organisation's concept of holistic, compassionate global citizenship. Using the compassion compass ensures that participants' experiences are framed by a sense of solidarity and common humanity. **(Children in Crossfire)**
- 3.1** An NGO provides workshops exploring issues around volunteering in orphanages in the Global South. They encourage participants to move away from the urge to 'help' by volunteering in orphanages overseas, towards a more nuanced understanding of complex issues around care, including alternative care structures. A key element in building 'solidarity, not charity' is video testimony from former residents of Global South orphanages. **(Tearfund Ireland)**
- 3.1** A Development Education organisation ran a seminar for teachers and development workers, on 'Charity vs Social Justice Approaches to Development'. The seminar debated how NGOs engage with the public and the limitations of a charity-based approach to development. **(Centre for Global Education)**
- 3.1** A family resource centre is working with young people who have been impacted by the Direct Provision system, working alongside young people who have not been directly impacted. All involved are motivated to seek out change and build connections, empathy and solidarity. **(ARD Family Resource Centre)**
- 3.2** A community-led organisation runs local debates that facilitate the exploration of the power dynamics underpinning global justice issues—who benefits from unjust and unequal systems and practices, and who suffers. For example, their debate on women's political representation supported participants to understand patriarchy and power. **(Inishowen Development Partnership)**
- 3.2** A non-formal education organisation working with third level students coordinates a youth-led news media programme. Participants in the programme are encouraged to investigate power dynamics when addressing local and global issues in their articles, videos and podcasts. **(Suas)**
- 3.2** A community-based organisation ran sessions over 10 weeks, exploring issues inspired by an examination of the SDGs, connecting issues that came up from local to global and back again. An artist supported participants to turn their views into art, including stained glass pieces, some of which were exhibited in the Hugh Lane Gallery in Dublin. **(Lourdes Youth and Community Services, LYCS)**

3.3 An NGO's CPD course and resources introduce participants to different living situations around the globe. Here, the realities and perspectives of project partners in the global South are in the centre. All project activities are partnership-centred with equal opportunities for all participants. Our Safeguarding policy applies to all our activities and supports us in addressing and limiting power differentials.

(PLAN Ireland)

3.3: A registered charity has directly involved colleagues in Kolkata, India from the inception of the GCE programme. The firsthand experience of these colleagues of the topics covered in GCE workshops is invaluable. Facilitators in Ireland felt colleagues in Kolkata could share information about their lives and experiences better and directly, so workshops in Ireland now include direct recordings – that were filmed in the Kolkata offices – from these colleagues in workshops. **(Hope Foundation)**

Useful links for Principle 3

Principle 3 is rooted in the *Development Education Sector's Vision for DE* (2015), which you can access on the IDEA website here: https://irp.cdn-website.com/9e15ba29/files/uploaded/IDEA_Vision_FINAL.pdf

Vanessa Andreotti's seminal article on 'Soft Vs Critical Global Citizenship Education' raises some challenging questions around the ethos of DE/GCE. Available in *Policy & Practice, A Development Education Journal*, Issue 3: <https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education>

For a broad overview of the ethos of Development Education, and related educations, see: <https://developmenteducation.ie/feature/doing-development-education-ideas-and-resources-a-starter-guide/defining-and-debating-development-education/>

Irish Aid's *WorldWise Global Schools* programme provides information and resources on attitudes and values in Global Citizenship Education/Development Education: <https://www.worldwiseschools.ie/values-and-attitudes/>

The *Development Compass Rose* is a good tool for generating critical questions about power. See: <https://developmenteducation.ie/feature/doing-development-education-ideas-and-resources-a-starter-guide/method-3-asking-key-questions-with-the-development-compass-rose/>

See also the *Compassion Compass* produced by Children in Crossfire: https://www.childrenincrossfire.org/event/bringing-the-compassion-compass-to-life/compassion-compass2_page_1/

NYCI's 2020 resource *Building Back Better: Youth, Power and Planet* is full of ideas and methodologies for defining, seeing, claiming and activating power with young people, available: <https://www.youth.ie/documents/building-back-better-youth-power-and-planet/>

The *Comhlámh Code of Good Practice for Volunteer Sending Agencies* is a valuable resource which includes information on how volunteering by organisations can be based on sustainable, mutual and equal partnerships which recognise and address power differentials between our organisations and those we work with. See more here: <https://codeofgoodpractice.com/>

Principle 4

Encourage **CRITICAL THINKING** in our exploration of local and global issues and seeking of solutions



Indicator 4.1	Include diverse and challenging perspectives from both local and global contexts
Indicator 4.2	Enable critical exploration of how global systems work
Indicator 4.3	Create a safe space for open and respectful dialogue and build confidence in working with controversial issues

Background note

Key to Development Education is the skill of critical thinking: learning about, analysing and critically questioning inequality and injustice locally, nationally and globally. Critical thinking also applies when considering solutions to these inequalities. Critical thinking as part of our practice can be summed up as follows: Development Education is not about teaching 'what to think' but 'how to think'.

Building critical thinking skills involves facilitating our learners to encounter diverse perspectives and ways of looking at our world by, for example, including the voices, stories and materials of the seldom heard. It also involves building the curiosity and motivation of learners to find out about and critique how our world works and begin to formulate ways to address local and global challenges.

Encouraging learners to think critically requires skilled facilitation in raising and dealing with difficult topics, to encourage learners to be open to hearing new perspectives, and managing group dynamics, especially when there are opposing views or conflict in learner groups.

Practice presented under Principle 4

- 4.1** A programme run by a development and volunteering agency includes Development Education delivered directly by a partner organisation in Vietnam. This input explores historical and contemporary contexts of development in Vietnam. The programme also includes a guest speaker from Ireland with lived experience of social exclusion, prejudice and discrimination in an Irish context. (**SERVE**)
- 4.1** An NGO created videos with young activists from Ireland and Global South countries. (**GOAL**)
- 4.2** An organisation working in the adult and community sector prioritises systems thinking in their Development Education delivery. (**Development Perspectives**)

- 4.2** A volunteer-based organisation encourages participants in its education programme to think about how we are linked to others globally through the fashion industry. This includes how Western fashion brands outsource production to other countries (usually in the Global South) and the impact of dumping clothing from Europe in African countries. (**Tools for Solidarity**)
- 4.3** A member-based organisation for returned development workers and volunteers is transitioning from the idea of a 'safe space' to a 'brave space' in which we have the courage to examine truths that make us feel uncomfortable. A poem is used to introduce participants to the concept of 'brave space'. 'Living agreements' are also used, and understood as central for the co-creation of brave space. (**Comhlámh**)
- 4.3** A youth organisation encourages participants to make personal and collective agreements that focus on being present, prioritising learning over being 'right', seeing beyond their own story and respecting the stories of others, and generally approaching the space with a willingness to 'look again'. (**Scouting Ireland**, based on learning from a **National Youth Council of Ireland** workshop on Inclusive Youth Work)
- 4.3** A volunteering and global citizenship organisation based in a higher education institution shared quotes from learners to show how they create safe spaces where it becomes possible for participants to 'sit with discomfort'. (**UCDVO**)
- 4.3** A global housing NGO has developed ways of working that encourages open and respectful dialogue and builds confidence and trust in programme participants using a variety of methodologies which encourage safe, honest, open and reflective communication, and an inclusive space. (**Habitat for Humanity Ireland**)
- 4.3** A non-profit youth organisation that empowers young people to come up with innovative solutions to social challenges explores challenges all educators might face is working with young people who may have attitudes that are sceptical about climate change. Guidance for educators includes: listen to the young people and acknowledge their point of view, don't label them as 'deniers' this entrenches views, ensure conversations do not become confrontational – create a safe space for everyone's views to be heard in a constructive way. Focus on the 'how' not the 'if' of climate change – how do we respond to protect vulnerable people, not if we should respond to protect them. Make it about justice! (**Young Social Innovators**)

Useful links for Principle 4

Internationally, there has been a lot of work done on competencies relevant to Development Education, including critical thinking. For example:

- ▶ Council of Europe. *Reference framework of competencies for democratic culture* (see sections on analytical and critical thinking skills in particular). Available: <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture#:~:text=The%20Council%20of%20Europe%20developed,national%20curricula%20and%20teaching%20programmes.>
- ▶ UNESCO. *Global Citizenship Education – Topics and learning objectives* (see sections on informed and critically literate learner attribute in particular). Available: <https://unesdoc.unesco.org/ark:/48223/pf0000232993>

The National Council for Curriculum and Assessment has produced a series of methodologies toolkits, and of particular relevance to critical thinking is the *Managing Information and Thinking – Key Skills of Junior Cycle methodologies toolkit*. Available: https://ncca.ie/media/1151/managing-information-and-thinking_april-2015.pdf

To access a diverse range of DE facilitators with expertise across a range of DE related topics, see:

- ▶ IDEA member profiles: <https://www.ideaonline.ie/our-members>
- ▶ Dóchas membership: <https://www.dochas.ie/membership/current-members/>
- ▶ WorldWise Global Schools [DE/GCE facilitator list](#).

There are other groups and organisations that can bring diverse and challenging local/global perspectives to our DE practice, including:

- ▶ Institute of Anti-Racism – Black Studies: <https://iabs.ie/>
- ▶ AkidWa – national network of migrant women living in Ireland: <https://akidwa.ie/>
- ▶ Pavee Point Traveller and Roma Centre: www.paveepoint.ie
- ▶ BeLongTo Youth Services: www.belongto.org

Some recent literature which can help us to think critically about how our global system works, include:

- ▶ McCloskey, S. 2022. *Global Learning and International Development in the Age of Neoliberalism*. Routledge.
- ▶ Hickel, J. 2020. *Less is more: How degrowth will save the world*. Penguin.

- ▶ Alasuutari, H. and Andreotti, V, 'Framing and Contesting the Dominant Global Imaginary of North-South Relations: Identifying and Challenging Socio-Cultural Hierarchies', Policy and Practice: A Development Education Review, Vol. 20, Spring, pp. 64-92. Available: <https://www.developmenteducationreview.com/issue/issue-20/framing-and-contesting-dominant-global-imaginary-north-south-relations-identifying>
- ▶ Andreotti, V. & de Souza, L.Y.T.M. Eds. 2011. *Post-colonial perspectives on Global Citizenship Education*. Routledge.

For approaches and methodologies to help you raise and deal with controversial and sensitive issues the following resources are useful:

- ▶ Emerson, L. et al. 2015. *Tackling controversial issues in the citizenship classroom: a resource for citizenship education*. Available: <https://developmenteducation.ie/resource/tackling-controversial-issues-in-the-citizenship-classroom-a-resource-for-citizenship-education/>
- ▶ Oxfam. 2018. *Teaching controversial issues: A guide for teachers*. Available: <https://policy-practice.oxfam.org/resources/teaching-controversial-issues-a-guide-for-teachers-620473/>
- ▶ Council of Europe. *Living with Controversy - Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE) - Training Pack for Teachers*. Available: <https://edoc.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7738-teaching-controversial-issues.html>
- ▶ CCEA. *Teaching Controversial Issues – training programme for schools*. Available: <https://ccea.org.uk/learning-resources/teaching-controversial-issues>
- ▶ Junior Cycle for Teachers (JCT) 2020. *Teaching and learning about controversial issues in the Civic, Social and Political Education (CSPE) classroom*. 50 minute screencast. https://jct.ie/wellbeing/civic_social_and_political_education/elective_workshops

Principle 5

Use **PARTICIPATORY, CREATIVE** approaches in our education practice



The wording of this principle was amended from ‘methodologies’ to ‘approaches’ in the **Code Review 2023**, to better reflect the broader ways we work within our education practice and to encourage true participation in our DE work beyond activities and methodologies. This change is reflected in some amended wording of the indicators below.

Indicator 5.1	Use participative methodologies and approaches that place the learners at the centre of our education process
Indicator 5.2	Continuously and critically reflect on our approach to facilitating learning which reflects our DE ethos
Indicator 5.3	Create a space for learning that is relevant and appropriate for the groups we work with

Background note

Learner participation and interaction are part of what defines Development Education, be it through the use of art, discussion and debate, drama, movement activities, simulation games and so on. The ethos and values of DE are at the heart of our participatory approach (see Principle 3), whatever the space we are working in and the tools we employ. A truly participatory approach centres the learner, and not the ‘teacher’ or practitioners, as expert, aligning with the legacy of Paolo Freire and the roots of critical thinking. How much space and autonomy we are comfortable giving over to the participants is connected to our ability to be reflexive around our own knowledge. The more self-knowledge or self-awareness we have within our own educational practice, the more effective we can become at ‘decentring’ ourselves.

Adapting existing approaches and learning about new approaches from educators from the DE field or other sectors will strengthen our work. A continuous reflection on our own practice will support us as educators to be as effective and engaging as possible for the many contexts in which we work. Continuously reflecting on our DE ethos also applies to our organisational practice, as focused on under Principle 11.

This principle encourages us to think about the space (both physical and virtual) in which we deliver DE – how do we organise the look and feel of the space? Who sets the agenda? Who has a voice? How do we encourage connection between learners? What is my identity and role as an educator, and how is this apparent/or not for learners? How do we design universal learning experiences, giving all participants equal opportunities to learn? The answers to these questions may vary greatly depending on the groups we work with, but they are important considerations to continuously build our Development Education practice and to encourage learner participation.

Practice presented under Principle 5

- 5.1** In a national membership-based organisation, learners have a voice in determining their learning pathway and engage in a learning-by-doing approach. (**Irish Girl Guides**)
- 5.1** A non-formal education organisation working with third level students created an internal guide for online participatory activities, to ensure that participatory approaches were not lost when Covid-19 necessitated the move to virtual workshops. (**Suas**)
- 5.1** An NGO produces SDG resource booklets for teachers and facilitators that are filled with participatory methodologies. They also run a Debates programme that is by its very nature participative. In all of their workshops and particularly in their 'Transition Year Academy', they aim to ensure that all people feel confident to contribute through use of different methodologies – e.g. group work, paired work to suit different learning styles, introvert vs extrovert etc. (**Concern**)
- 5.2** A Development Education Centre worked with two schools to pilot the outdoors as a learning space, context, and material for implementing our global learning topics. (**Centre for Global Education**)
- 5.2** A Development Education organisation regularly uses multimedia tools, as well as cartoons, animations, educational videos etc. (**80:20 Educating and Acting for a Better World**)
- 5.2** An Environmental Education organisation developed their skills in Design Thinking so as to create materials that are user-centred and appropriate to the context. They also adapted approaches from The Work That Reconnects, a participatory process for emotionally processing climate and social injustices, to contribute to this education project. (**Global Action Plan, GAP**)
- 5.3** A youth organisation works to create spaces for learning that are relevant to the group, organisation, focus, location, age, etc. (**National Youth Council of Ireland, NYCI**)

Useful links for Principle 5

Many of the best tools on participation are focussed on children and young people and many of them can be adapted to be used with adults too.

- ▶ Child & Youth participation strategy: <https://www.tusla.ie/services/family-community-support/resources-to-support/>
- ▶ Since 2014, the Lundy model of child participation, based on four key concepts (Space, Voice, Audience and Influence), has been used and adopted by national and international organisations, agencies and governments to inform their understanding of participation, generating a sea-change in global understanding of child rights-based participation for both policy and practice. <https://www.qub.ac.uk/Research/case-studies/childrens-participation-lundy-model.html>
- ▶ The ladder of participation is a model developed by Hart [1992] which identifies eight levels of children's participation in projects. It is designed to encourage those working with children to think more closely about the nature and purpose of children's participation in community activities. <https://czone.eastsussex.gov.uk/media/4885/participation-ladder.pdf>

A good starting point for using activity teaching and learning methodologies is *Doing Development Education: ideas and resources – a starter guide*. Available: <https://developmenteducation.ie/feature/doing-development-education-ideas-and-resources-a-starter-guide/>

Additional DE specific supports for active teaching and learning methodologies are available:

- ▶ Creativity and Change. *Creativity, Resilience & Global Citizenship: Activity Toolkit*. Available: <https://developmenteducation.ie/media/documents/Creativity-resilience-global-cit.pdf>
- ▶ DICE project. *Good Practice in Development Education in Primary Schools: Guidelines for School Placement Tutors* (methodologies section). Available: <https://developmenteducation.ie/resource/good-practice-in-development-education-in-primary-schools-guidelines-for-school-placement-tutors/>
- ▶ Saolta. *Training of Trainers: A toolkit for active learning in the adult and community sector*. Available: <http://www.developmentperspectives.ie/ResourcesPDFS/Training%20of%20Trainers%20-%20A%20Toolkit%20for%20Active%20Learning.pdf>
- ▶ WorldWise Global Schools – *methodologies support materials*. Available: <https://www.worldwiseschools.ie/methodologies/>

Many of the DE specific resources available via www.developmenteducation.ie include examples of effective active teaching and learning methodologies.

Also relevant, are more general guides and handbooks for using active teaching and learning methods, including:

- ▶ CCEA. 2007. *Active teaching and learning methodologies for KS1 and KS2*. Available: https://www.nicurriculum.org.uk/docs/key_stages_1_and_2/altm-ks12.pdf
- ▶ CCEA. 2007. *Active teaching and learning methodologies for KS3*. Available: <https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Active%20Learning%20and%20Teaching%20Methods%20for%20Key%20Stage%203.pdf>
- ▶ Professional Development Service for Teachers (PDST). *Active learning methodologies*. Available: https://www.pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills_0.pdf
- ▶ Prenderville. P. 2008. *Developing Facilitation Skills: A Handbook for Group Facilitators*. Available: <https://codeofgoodpractice.com/wp-content/uploads/2019/05/Combat-Poverty-Developing-Facilitation-Skills-2008.pdf>
- ▶ Council of Europe. *Compass: Manual for Human Rights Education with Young People*. Available: <https://www.coe.int/en/web/compass>
- ▶ Junior cycle for teachers (JCT). *Strategies for the physically distanced classroom*. Available: https://www.jct.ie/jcis/classroom_strategies

Finally, if you feel like challenging your creative side, no better place to start than the Creativity and Change project (Munster Technological University) which offers training opportunities to help facilitators and practitioners to bring creative methodologies to Global Citizenship/ Development Education. <https://crawford.mtu.ie/courses/creativity-and-change/>

Principle 6

Produce and use **QUALITY RESOURCES** and **MATERIALS**, based on continuous learning



Indicator 6.1	When producing resources, ensure high quality standards by testing and piloting during resource development
Indicator 6.2	Monitor and evaluate use of resources to understand engagement and associated learning
Indicator 6.3	Use resources which are up-to-date, accurate and balanced from varied, reliable sources, including from places/communities under discussion where possible
Indicator 6.4	Address potential bias in materials we use in order to prevent and challenge stereotyping, sensationalism against people, situations or places

Background note

A critical aspect of our Development Education practice is ensuring high standards relating to Development Education ethos and values are reflected in our materials and resources, whatever the type/format we employ (that is, module, unit or lesson plans, training or capacity building materials, toolkits and handbooks in visual, audio or multimedia formats etc). Committing time to developing or sourcing and adapting a range of materials and resources will strengthen our practice in this area.

This principle addresses how our DE materials and resources are sourced, developed/ adapted, used, and revised. Where does the information/data in our materials and resources come from? Do we include testimonies/case studies of the people affected by the issues we are addressing, illustrating how people and communities are affected by an issue? Do our resources and materials adhere to the **Dóchas** Guidelines on Ethical Communications? Do we check levels of learner engagement? What worked and what didn't work? What GDPR compliant tools do we use to gather feedback from learners and others? Do we update the information, data, and methodologies as a result of piloting/reflection/evaluation?

Practice presented under Principle 6

6.1 An NGO ensures that all resources produced for second level are extensively tested/piloted in real classrooms and/or in ITE or teacher CPD settings. Feedback from teachers and students is taken on board and where possible is incorporated into the final resource as a way of including the voice of learners and acknowledging the role they have in bringing publications to fruition. (**Get up and Goals project, A Partnership with Africa**)

- 6.1** An integrated community-based education, training, recreation and development project is working on a Beginner's Guide to GCE, for people living in the North East Inner City. The handbook will be piloted amongst the organisation's participants in the community to ensure that content and language are accessible. (**Lourdes Youth and Community Services, LYCS**)
- 6.1** A community-based sustainable living organisation produces resources following the standards set out by developmenteducation.ie. Quality is validated through submitting the finished resources for inclusion in the developmenteducation.ie database. (**Sli**)
- 6.1** A family resource centre developed a resource Tight Spaces in collaboration with Irish Refugee Council youth members. They shared the draft with various individuals to get critical feedback and took this into consideration. All of the activities in the resource were developed by the Centre's youth members and they tried and tested them together to improve them. (**ARD Family Resource Centre**)
- 6.2** An NGO developed 'Empathy and Understanding' scales which are applied to work produced by young people in response to their interventions. This provides insight into the impact of interventions and where more work needs to be done. (**Trócaire**)
- 6.3** A solidarity organisation uses videos recorded by people from Ireland's Latin American community to answer questions from students taking part in the organisation's secondary school project. (**Latin American Solidarity Centre, LASC**)
- 6.3** A Development Education Centre has produced a series of reports on Palestinian refugees across the Middle-East which provide a firsthand account of their social and economic conditions. The reports are based on field visits to the region and have been compiled in partnership with Palestinian NGOs and international agencies working on the ground. (**Centre for Global Education**)
- 6.3** An activist organisation has produced a resource on ending Direct Provision, based on testimonies from ten interviewees who are or have been in the Direct Provision system. The aim of the publication is to echo and amplify the demands for what comes after Direct Provision from those who have experienced Direct Provision themselves. (**AFri**)
- 6.4** An NGO has a regular internal training series which provides a platform for all members of staff from all countries to engage and question perspectives for programme work. (**Self-Help Africa**)

Useful links for Principle 6

When considering whether to develop new resources and materials it is useful to find out what is already out there by looking at the latest audit of Development Education resources by www.developmenteducation.ie

Once you get started, a really useful support is Coyle, F. et al. *Guidelines for Producing Development Education Resources*. Available: <https://developmenteducation.ie/resource/guidelines-for-producing-development-education-resources/>

Universal Design for Learning (UDL) is an approach that can help you think about how inclusive your resources and materials are. Some useful supports include:

- ▶ AHEAD 'What is Universal Design for Learning?' video, 2.52 mins. Available: https://www.youtube.com/watch?v=AGQ_7K35ysA
- ▶ CAST. *Universal Design for Learning guidelines*. Available: https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl

The Dóchas Guide to Ethical Communications should be adhered to in the production of DE resources and materials. Available: <https://www.dochas.ie/resources/ethical-communications/>

Along with the resource catalogue on www.developmenteducation.ie you can find excellent examples of quality DE resources and materials online (see below). If using or adapting any activities in existing resources/materials just remember to make sure to update any facts and figures that might be dated:

- ▶ Available: <https://www.worldwiseschools.ie/resource-library/>
- ▶ National Youth Council of Ireland resource library. Available: <https://www.youth.ie/articles/resources/>
- ▶ Saolta adult and community education resource library. Available: <https://www.developmentperspectives.ie/saolta-resources>

If you are gathering data from participants as part of a pilot of draft resources/materials make sure to adhere to GDPR requirements. See: Data Protection Commission. *GDPR compliance information*. Available: <https://www.dataprotection.ie/>

Principle 7

Build Knowledge, SKILLS and attitudes FOR INFORMED ACTION that is COLLECTIVE in nature



In the **Code Review 2023** 'informed' action replaced the previous wording of 'meaningful' action to make it more explicit that participants are preparing to take an action that is part of a broader educational process and which they understand. The terms 'knowledge' and 'attitudes' were also included to give a fuller sense of this learning journey. This change in language is also reflected in some amended wording of the indicators below.

Indicator 7.1	Encourage informed action based on participants' learning and analysis of how their actions can make a positive difference, as well as have risks and limitations
Indicator 7.2	Draw on the experience of those affected by the issue and learn from it in designing, and where possible co-creating, the action.
Indicator 7.3	Support participants to develop a range of approaches and skills to target relevant audiences in their actions
Indicator 7.4	Take other initiatives into account: consider collaborating with other networks or collective actions working on the same issues, or identify gaps in the current initiatives that the action could address
Indicator 7.5	Link learners with further opportunities to engage in relevant actions beyond our initiative

Background note

Taking informed, meaningful action is an integral aspect of the experiential learning cycle. As Paulo Freire argued, '*It is not enough for people to come together in dialogue in order to gain knowledge of their social reality. They must act together upon their environment in order to critically reflect upon their reality and so transform it through further action and critical reflection*' (<https://www.freire.org/concepts-used-by-paulo-freire>). In addition to a focus on making a positive difference, this principle supports us to also be conscious, and importantly, of the potential risks and limitations of our actions.

Development Education actions are collective in nature whenever possible. Actions often require a range of approaches depending on the issue, the audience, target group and other contexts. Designing action is a balance between the group's passions and interests, the ethos and values of DE, other initiatives already in place and – very importantly – what people affected by the issue wish to see happen. Under this principle we aim to actively engage with the experiences of those affected by the issue when designing our actions, and, where possible actively engaging with them to better understand their situation during this process.

Although we would like our participants to recognise how their actions can make a positive difference, we do not want to frame a planned action as a panacea to entrenched global problems, or to inflate the potential agency of any particular group of actors. Telling participants that if they do X, it will cause Y could paradoxically disempower them, if it is based on unlikely logic. It is better to take a realistic approach and support participants to live with uncertainty.

We encourage learners to work collaboratively with other campaigns or actions which are focussing on the same range of issues. As a result of the **Code Review 2023** the wording of collaboration replaced the previous 'connecting with' as collaboration was felt to be stronger. Over the past number of years, we have seen a new wave of global justice activism in Ireland, and we aim to bring this energy and commitment into the Development Education experience. When reaching out to other activists, it is important for participants to navigate with sensitivity and to respect the wide range of priorities and perspectives that may be contained within a broad social movement. Beyond our specific programme or initiative, we encourage learners to actively continue their own learning journey. The word 'initiative' replaced 'intervention' as a result of the **Code Review 2023**. This was because it was felt to be more reflective of the nature of the work of Code members which is not characterised by external 'interventions' but rather initiatives which we are aware take place in broader local, national and global contexts.

Practice presented under Principle 7

- 7.1** An NGO has developed a model of learning, action and reflection which supports teachers to integrate informed and appropriate actions into their classroom practice. This model features in all of the organisation's classroom resources. (**Trócaire**)
- 7.2** An environmental organisation has an 'international solidarity system' whereby groups across the world can develop a call for global solidarity and action. These calls provide opportunities for learners in Ireland to hear directly from those affected by the issues and to take action in a way that has been identified by those affected as the most strategic means of support and solidarity. (**Friends of the Earth**)
- 7.2** A second level Development Education programme collaborated with Gay Project Ireland to run a training for teachers on LGBTQI+ and global justice. The workshop explored actions that schools can take in the area of equality and LGBTQI+ rights. (**WorldWise Global Schools**)
- 7.2** An NGO ran a youth exchange bringing two young people from Malawi and Uganda to engage the Irish public at events during Climate Action Week, sharing their own stories on climate change issues as part of a broad programme of engagement with these young people. (**GOAL**)

- 7.2** A family resource centre invited parents to a showcase event in December where some of them had experience of the issues the group were sharing their work on – Direct Provision and Forced Migration. Some parents generously shared some insights into their experience at this event and encouraged the young people to continue on raising awareness and taking positive actions. (**ARD Family Resource Centre**)
- 7.3** In an environmental education and youth organisation, young people develop skills to raise awareness across a range of target audiences, including their peers, their local communities, local authorities, media, etc. There is a mentoring system in place to support the young people in this aspect of their action projects. (**ECO-UNESCO**)
- 7.4** An NGO's Youth Advisory Panel has undertaken training on Collective Action as part of an Erasmus+ project. They also engage in training on media, research, and public speaking so that they can broaden their approaches and enhance their skills. They regularly link up with other youth and activist groups when planning actions. (**PLAN Ireland**)
- 7.5** A community-led organisation ran a project on women's political representation. This included a 'call to action' with signposts and links to campaigns and networks at international, national and local levels. (**Inishowen Development Partnership**)
- 7.5** A volunteering agency sends volunteers a 'pinboard of opportunities' padlet resource containing lots of ways to get involved in global justice activism in Ireland, encouraging them to continue their activism beyond their placement. (**VSI**)
- 7.5** An NGO uses "how to" guides which are designed to be used for any campaign, potentially building skills that could be used in future other campaigns also. (**ActionAid Ireland**)

Useful links for Principle 7

Comhlámh has a very useful toolkit, *Be The Change* for taking action against poverty and injustice. <https://comhlamh.org/wp-content/uploads/2020/09/bethechangeWEB.pdf>

Concern's *Everyday Activism* is an encouraging and practical guide. <https://developmenteducation.ie/resource/everyday-activism/>

The Centre for Global Education's *The Activist Handbook: A guide to activism on global issues* draws on lessons from successful grassroots campaigns. See: <https://www.developmenteducation.ie/media/documents/Activists%20Handbook%20FINAL.pdf>

TASC has an *Open Government Toolkit* podcast series aimed at building active citizenship amongst adults. The podcast features real-life examples with practical advice from experts and activists about how our government and institutions work, and how we can get involved in decisions that affect us. See: <https://www.tasc.ie/opengovtoolkit/activecitizen/>

Young Friends of the Earth developed a *Young Activist Handbook* as part of their work in the EU 'Youth in Action' programme. See: http://www.developmenteducation.ie/media/documents/YFOE_Activist_Handbook_2012.pdf

For ideas for action linked to the Sustainable Development Goals see the United Nations *The Lazy Person's Guide to Saving the World*:
<https://www.un.org/sustainabledevelopment/takeaction/>

There are many resources with guidance on building an action dimension into a critical education programme. The resources below are aimed primarily at the formal post-primary sector, but have many concepts and activities that are transferable to other sectors:

- ▶ WorldWise Global Schools Global Citizenship Education Handbook, includes an Action Planning Toolkit, <https://www.worldwiseschools.ie/wp-content/uploads/2021/09/Teacher-Guidebook.pdf?x76647>
- ▶ A* is for Action, CSPE Action Project, a resource from Amnesty International Ireland: <http://www.developmenteducation.ie/media/documents/Amnesty%20-%20A%20is%20for%20Action.pdf>
- ▶ Express Yourself! Young people promoting Human Rights and Equality in Ireland, by the Irish Human Rights Commission: https://www.ihrec.ie/download/pdf/6_step_guide_young_people_promoting_human_rights_equality_in_ireland_2014_snap.pdf
- ▶ *Start Now! Activate Toolkit*, from Unicef Ireland: <https://developmenteducation.ie/resource/start-now-activate-toolkit/>
- ▶ *Get Global! A skills-based approach to Active Global Citizenship*, by Action Aid UK: <https://resourcecentre.savethechildren.net/node/1642/pdf/1642.pdf>

In terms of linking your learners with like-minded activists, it's worth visiting campaign sites such as ChangeX: <https://www.changex.org/ie> and Uplift: <https://www.uplift.ie/> and you can stay up to date on campaigns by fellow IDEA members by attending knowledge shares, conferences and other capacity building and networking events.

Principle 8

IMAGINE and EXPLORE SOLUTIONS for a better world



Indicator 8.1	Actively examine driving forces of global justice and equality
Indicator 8.2	Support participants to imagine and explore more sustainable and fairer ways of living

Background note

Key to quality Development Education is hope. In the face of inequality and injustice in our world, our education practice uses critical thinking and creative methodologies, and explores and facilitates a range of imaginative solutions to strive for a better world.

While an important aspect of Development Education is the exploration of the root causes of local and global injustices and inequalities in our interdependent world (Principle 2), we can all feel overwhelmed by the depth and breadth of inequality and injustice locally and globally. Our role as Development Educators involves hearing the concerns that our learners have about the future of people and our planet, and supporting them to evaluate multiple possible, probable and desirable futures and create their own vision for the future. We must remind our participants and ourselves that positive change does and can happen, thereby engendering a sense of empowerment and agency to undertake the actions that can contribute to making our world a better place. Illustrating our work with examples under this principle will build up sectoral learning of the diverse approaches being undertaken.

Practice presented under Principle 8

- 8.1** An arts-based Development Education project situated in a higher education institute ran online masterclasses focused on solutions, and creative ways of engaging people in innovative solutions in response to climate change. (**Creativity & Change**)
- 8.1** An organisation working in the adult and community sector used the Theatre of the Oppressed methodology as part of their *Change the Story, Change the World Training Course* to examine driving forces of global justice and equality. (**Development Perspectives**)
- 8.1** A department in a higher education institution introduced a new module to support students to understand the current challenges and intersections around climate change, technology and development, and to develop skills for reimagining and creating alternative, more just and sustainable futures. (**Maynooth University Department of International Development**)
- 8.2** A membership-based Development Education organisation delivers a course which includes a visioning activity to support learners to reflect on the following question: 'How would we tell whether things are going well in our communities? What would we look out for?'. (**Financial Justice Ireland**)
- 8.2** An environmental education and youth organisation uses creative methodologies to support participants to imagine and explore more sustainable and fairer ways of living. These include 'Imaginary Island' (in which small groups create the type of world they want to see, and design its geography, infrastructure, culture, politics and society) and 'Backcasting' (in which participants envisage all the potential for change that could be imagined). (**ECO-UNESCO**)
- 8.2** An environmental organisation runs 'Active Hope' training that equips participants with new tools and critical ways of understanding and responding to the climate crisis, so as to create positive change without feeling powerless as a result of climate anxiety or a sense of despair. (**Friends of the Earth**)

8.2 A network supporting educators in post primary Initial Teacher Education supports GCE projects in educational institutions. One example is a project which supports the running of a Green Campus and engages actively with the town's Fairtrade movement. This empowers student teachers to see the impact of collaborative community efforts to address environmental and justice issues. (**Ubuntu**)

8.2 A Christian international aid and development agency delivered a series of climate workshops to aid learners in exploring and imagining a more climate friendly and sustainable lifestyle, including considering their own role in the climate crisis and how through their spheres of influence they could make a positive change. The outcome was that each group put together a local action plan that they would take forward beyond the event, for example, one group set up a soft plastics recycling collection point in their Church. (**Christian Aid**)

Useful links for Principle 8

If including activities that help participants to think about examples of people and groups who have made a positive contribution in their communities, then the support materials for Politics and Society teachers produced by the National Council for Curriculum and Assessment (NCCA) may be helpful. See *Topic 3 Effectively contributing to communities – support materials for teachers*: <https://ncca.ie/media/2590/ps-topic-3-designed.pdf>

Also of relevance is Amnesty, '9 powerful social change movements you need to know about'. Available: <https://www.amnesty.org.au/9-powerful-social-change-movements-you-need-to-know-about/>

You can find case studies generated by IDEA members on *The Impact of Development Education* here: <https://www.ideaonline.ie/Impact>

Active Hope by Joanna Macy and Chris Johnstone is a useful way to acknowledge fear and anxiety about the future, but developing tools to find and offer, our best response to global issues: <https://www.activehope.info/>

Imagining a better world means thinking about a desired future. Good stimuli for futures thinking include:

- ▶ The Global Goals 'The Pandemic Is A Portal by Arundhati Roy – A Future where the Global Goals are achieved,' video, 2.05 mins. Available: <https://www.youtube.com/watch?v=ALN3UkxXA8g>
- ▶ Jain. A. 2017. 'Why we need to imagine different futures,' Ted Talk, 14.32 mins. Available: https://www.ted.com/talks/anab_jain_why_we_need_to_imagine_different_futures?language=en

Other supports for futures and innovative thinking include:

- ▶ Designathon, *Library of Ideas*: <https://www.designathonworks.com/projects>
- ▶ Creativity and Change 'Awesome Solution' workshop series: <https://crawford.mtu.ie/courses/creativity-and-change/>

To facilitate learners to take action for a better world/future see useful links under Principle 7.

Principle 9

Actively and consistently REFLECT AND LEARN from our own Development Education practice and participants' feedback



Indicator 9.1

Ensure quality monitoring and evaluation of activities and programmes are in place that are appropriate for our work, and use lessons learned to inform and improve our practice

Indicator 9.2

Share our successes and learning with other Development Education actors to contribute to communities of practice, including for this Code, thereby strengthening our practice.

Background note

It is important to capture and share our good practice so we can learn from it ourselves, and also learn collectively as a Development Education community. Monitoring and Evaluation (M & E) serves dual functions: to 'prove' (i.e., demonstrate results) and to 'improve' (i.e., enhance our programmes). Because donors tend to emphasise the 'prove' aspect, the 'improve' aspect sometimes does not receive the attention it merits. However, evaluation data can tell a rich story of change in our participants and also can yield valuable insights into how to continually improve our practice.

When undertaking M & E work, it is worth posing questions to participants in an engaging way that speaks to their own journey as learners. The more interesting and relevant the questions, the deeper and more valuable the responses. We recognise the need to count participant numbers, downloads etc. but this is only a small part of the story. When designing M & E for Development Education, we try to think about what real changes we are trying to activate in our participants, and how we will be able to tell if we are moving towards our programme's desired outcomes. Doing all of this allows us to strengthen our Development Education practice.

During the **Code Review 2023** a previous indicator 9.3, which engaged with continued learning and development, was removed and this content integrated into Indicator 10.3 as there was felt to be overlap between the two indicators and often evidence was repeated between them in Code self-assessment submissions.

Practice presented under Principle 9

- 9.1** An organisation working in the adult and community sector has produced an M & E toolkit plus a set of recording templates that can be used across a wide variety of DE activities. The toolkit's creative methodologies acknowledge the inherent challenge of measuring attitudinal change and also accept that there is no 'one size fits all' approach to M & E. The organisation also engages in regular in-house M & E activities. (**Development Perspectives**)
- 9.1** An NGO set up a Teacher Advisory Panel. The panel contributes feedback and 'lessons learned' to the organisation's GCE/DE programming. (**GOAL**)
- 9.2** The website of an organisation involved in supporting GCE in schools hosts video case studies of good practice involving local schools in international partnerships with schools in the global South. The case studies are designed to show the positive global learning outcomes from school partnerships and to encourage other schools to get involved. They are also tools that can support good DE practice. (**Centre for Global Education**)
- 9.2** An activist organisation is involved in a number of coalitions outside of the 'usual' DE circles, such as STAD (Standing Together Against Direct Provision) and StoP (Swords to Ploughshares). These coalitions provide a platform to share the organisation's DE experience and ideas. The organisation films a lot of their work, which allows for it to be shared effectively with the DE sector and beyond. (**Afri**)
- 9.2** An NGO worked with a peer DE organisation to facilitate a workshop for Volunteer Sending Agencies and DE practitioners on a resource they had produced, building on existing collaborative work. (**Tearfund Ireland**)

Useful links for Principle 9

The IDEA website has good information on monitoring and evaluation, including impact case studies from members. See: <https://www.ideaonline.ie/Impact>

IDEA's Quality & Impact Working Group is a supportive space for sharing and learning more about M & E, and new members are warmly welcomed. For more information, see: <https://members.ideaonline.ie/members/quality-and-impact>

Saolta's Development Education *Monitoring and Evaluation Toolkit* is designed for Adult and Community settings, but includes good ideas that can be transferred into many formal and non-formal settings. https://www.developmentperspectives.ie/ResourcesPDFS/MAY15_SAOLTA%20Evaluation%20Toolkit%20FINAL.pdf

Worldwise *Global Schools' Global Passport Award* offers a framework for tracking integration of GCE into teaching and learning. This Award is aimed at participants in WWGS's post-primary programme but many approaches can be adapted to other settings: <https://www.worldwiseschools.ie/global-passport/>

The How Do We Know It's Working toolkit has a range of methodologies and templates for tracking attitudinal change, mostly in school settings, but also useful in non-formal settings: <http://toolkit.risc.org.uk/>

There are many tools for tracking change and measuring impact at programme or organisational level. Some useful guidelines include:

- ▶ *Impact Measurement* from Quality Matters, see: <http://qualitymatters.ie/wp-content/uploads/2014/08/quality-matters-impact-measurement-guide.pdf>
- ▶ *Knowing and Showing your Outcomes and Impacts* from The Wheel, see: https://www.wheel.ie/sites/default/files/media/file-uploads/2018-07/KnowingandShowingYourImpactandOutcomes_Final_0.pdf

In terms of sharing successes and learning, the Centre for Global Education's '*Policy and Practice: A Development Education Review*' <https://www.developmenteducationreview.com/> provides a platform for development educators.

Principle 10

Have a clear **DEVELOPMENT EDUCATION STRATEGY** and **ACTION PLAN** and be clear how it fits into and is supported by our organisation



Indicator 10.1	Have a current Development Education strategy which integrates Development Education into the overall work of the organisation
Indicator 10.2	Commit financial and human resources to Development Education
Indicator 10.3	Provide support for professional development and learning for Development Education.

Background note

Each Code member has, or would like to have, a clear vision of how Development Education fits strategically into our overall work as an organisation, whether we are working in a small, medium or large organisation. Some of us have Development Education as our organisation's sole focus, while others work in a Development Education unit nested within an NGO, an educational institution, or other structure. But whatever our context, we aim to achieve clarity around how our Development Education work will be supported and funded, e.g., a work/action plan and resources (human, financial etc.).

For organisations in which Development Education is one element of a broader programme, it is worth delving into how Development Education can add value to other programme elements, and vice-versa. There are a lot of potential synergies to explore, for example, if we work in an NGO that has offices in the Global South, can we identify opportunities to exchange ideas and perspectives on some of our Development Education projects? If we work in an educational institution, could we exchange learning with other justice and equality-centred projects within our institution? Although Principle 10 focuses on formal integration of DE within our organisations, it is useful to supplement this with informal sharing, for example through lunch-time Development Education sessions offered to whole-organisation staff. This can help the wider organisation see the value and potential of Development Education, also contributing to practice under Indicator 12.1 'Mainstream Development Education with our organisation'.

All organisations should invest in the professional development of their team through training and other opportunities to strengthen Development Education. Formalising this commitment can help to highlight its importance and also can serve as a reminder to busy staff members to take the time needed for continuing professional development. Further, within the Development Education community, we enjoy sharing the lessons that we've learned which also supports our practice. This happens at formal training events, through informal contacts

with other practitioners, and through IDEA's Quality & Impact Working Group. It is important for the whole sector that we invest in our sector's community of practice, including for this Code itself, celebrating what we do and improving where we can. Following the **Code Review 2023**, members are asked to explicitly highlight in their submission any connections with other members of the Code when working together on their Code of Good Practice cycle. This collaboration could happen through the self-assessment process, meetings, peer exchange, sharing of evidence, joint action plans, buddying, mentoring etc. There is space in the workbook to list the Code members and the way in which you engage with them relating to the Code. The members of the Code are all listed [here](#). Secondly, Code members who have submitted several Code workbooks have the option to carry out a shorter self-assessment and commit to initiate an activity as part of the Code community of practice.

As mentioned under Principle 9, as a result of the **Code Review 2023** a previous Indicator 9.3, which addressed continued learning and development, was removed and the content integrated here into 10.3 as there was felt to be a good deal of overlap between the two Indicators.

Practice presented under Principle 10

- 10.1** An environmental trust body with a dedicated education unit is working on a strategy that integrates DE/ESD into the overall work of the organisation. This includes an ESD statement that will apply across all of the organisation's programmes. ([An Taisce/Green Schools](#))
- 10.1** An international volunteering agency/humanitarian organisation recently had a mid-term strategic plan and review exercise, and DE is now firmly an objective within that revised document. ([Viatores Christi](#))
- 10.1** A department in a higher education institution has a Department strategic plan and operational plan, both of which focus on DE as core to their approach to teaching, learning and research. ([Maynooth University Department of International Development](#))
- 10.2** An activist organisation formerly had two complementary strategic plans—one for the organisation and one for GCE. The two plans are now integrated so that GCE informs all of the organisation's work. ([Afri](#))
- 10.2** A programme run by a development and volunteering agency has a Coordinator assigned to planning, co-ordinating and running all Development Education activities. There is a budget assigned to support the DE work. All staff are engaged in some way in DE work. ([SERVE](#))

- 10.2** A network supporting educators in post primary Initial Teacher Education is 100% funded by a government body. However, the University in which it is located, provides a range of services and resources e.g. IT, recruitment, library to the Network, in addition to support from the Finance Division (for monitoring and supporting income and expenditure); the Research Office (for the development of research proposals); the Technology Transfer Office and Legal (for the development of MoUs and contracts within the requirements of the University). (**Ubuntu**)
- 10.3** In an NGO, opportunities to avail of professional development in DE are integrated into the Performance Management System. Members of the DE team set professional development goals annually, which are reviewed at six-monthly intervals. (**Trócaire**)
- 10.3** In a self-development programme for young people, a staff member is participating in an accredited certificate on Global Youth Work. (**Gaisce**)
- 10.3** An environmental education and youth organisation trains all interns and volunteers in the organisation to ensure they are supported in their Development Education journey and are appropriately prepared for when engaging with topics relating to DE/ESD. (**ECO-UNESCO**)
- 10.3** A network of four partner institutions working in Initial Teacher Education (ITE) at primary level supports the teacher educators in each institution to undertake further CPD to enhance their professional development and supports the lecturer's research. In the past two years, two lecturers have completed PhD and Doctoral studies on topics related to Global Citizenship Education in initial teacher education. (**DICE**)

Useful links for Principle 10

The Wheel, <https://www.wheel.ie/advice-guidance>, and The Carmichael Centre, <https://www.carmichaelireland.ie/resources/>, have good banks of resources that can support you with formalising structures within your organisation. Both organisations also run one-day courses on topics such as strategic planning.

IDEA <https://www.ideaonline.ie/> occasionally offers training on organisational development in a DE context, in response to identified learning needs of its members. Check the 'training and events' section of the IDEA website or contact code@ideaonline.ie with any specific questions.

It is also worth watching the **Dóchas** Wednesday News for relevant training, see: <https://www.dochas.ie/whats-new/wednesday-news/>

In terms of creating an effective DE strategy and integrating it into your overall organisation, it's worth identifying other Code members working in a similar context to yours and offering to share ideas and experiences. A list of all current Code members is here: <https://www.ideaonline.ie/Code-of-good-practice-development-education> and since the February 2023 self-assessment round the good practice examples from all Code members' workbooks are shared with Code members after each round. Contact code@ideaonline.ie for a copy.

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 our work



The phrasing at the end of this principle was amended in the **Code Review 2023** so that ‘across our work’ replaces the previous wording of ‘across all issues we work on’. This new phrasing was felt to be more comprehensive and better aligned with organisational structures rather than educational practice.

Indicator 11.1	Act out of an awareness of the importance of diversity and inclusion when recruiting staff, volunteers and external facilitators
Indicator 11.2	Challenge all forms of discrimination within our own organisation and those we work with
Indicator 11.3	Include minority perspectives and world views in our institutional decision-making
Indicator 11.4	Demonstrate a clear commitment to sustainability throughout our organisation’s policies and practices
Indicator 11.5: (New in 2023)	Build understanding of and capacity for anti-oppressive, anti-racist and decolonial practice in the organisation

Background note

Principle 11 is rooted in the conviction that our organisational practice ought to reflect the key values of our Development Education practice. We are committed to ‘walking the talk’ of Development Education and global justice in all areas of our work and in how we structure our activities in our workplace and in the community in which we operate, locally, nationally and globally, for example through our procurement, recruitment and other policy areas. An equality statement or HR policy can help us to achieve this. The law in Ireland prohibits discrimination in employment. This is an important minimum standard which all employers must adhere to. The vision for the Code and Principle 11 is to go beyond this – taking a proactive approach to promoting diversity and inclusion in our organisations and actively addressing discriminatory practices in how we operate. Within our organisations, we strive to take a lead in examining bias in our organisational culture and in embedding DE values across all areas of our work. During the **Code Review 2023**, it was felt important to add ‘and inclusion’ to diversity under Indicator 11.1.

Code submissions received to date indicate that this Principle is particularly challenging for members. The reason for minimum or partial self-assessments are likely varied and it may be that members are setting the bar very high for themselves in this important area. Another

reason why Principle 11 presents particular difficulties is that a shift towards diversity constitutes institutional change which, as we know, takes time. Furthermore, the main 'Code person' within an organisation may feel that they simply do not have the power to affect institutional change.

Rather than feeling discouraged by what seems to be too big of an 'ask', we can use the Code as a tool for sharpening focus on this important area. It is worth delving into where we feel our difficulties lie – do we need more work on diversity policies? Or do we have the policies, but they are not being implemented in practice? What are the barriers to improved practice, and how can we overcome them? If we do not feel as if we have the power to make our organisation more diverse, the Code is a good step towards opening up conversations with senior management. Remember that your organisation as a whole, and not you as an individual, signed up to the Code; therefore, there should be a commitment throughout the organisation to improve practice around diversity and inclusion.

The sustainability element in Principle 11 may be easier to move forwards, as there is a widespread and growing awareness of the importance of sustainable practices. However, it is worth reflecting on how we can highlight connections between a generalised environmental awareness and global justice concerns. The SDGs could be a useful framework for this local-to-global linking.

As part of the **Code Review 2023**, Indicator 11.5 was added to explicitly name anti-oppressive, anti-racist and decolonial practice within the Code. This encourages us to consider collectively and within our own organisations how we can contribute to positive and proactive anti-oppressive and decolonial practice in the Development Education sector in Ireland. By naming these issues we can reflect on them more specifically, and may choose to access (and potentially contribute to) the growing range of resources in this area. Although this indicator relates here to organisational practice, it also links clearly to our education practice, in particular Principle 1 on knowledge on global issues in Ireland, and Indicator 1.2 on critically engaging with models of development, including dominant and alternative perspectives.

Practice presented under Principle 11

- 11.1** An NGO is using the gap in Code evidence for Principle 11 to open a dialogue between the DE team and the HR team. Together they are looking at ways to ensure that recruitment processes actively seek diverse perspectives. **(Children in Crossfire)**
- 11.2** A volunteer-based organisation tries to ensure, when recruiting international volunteers, that at least one individual is from a disadvantaged background, as well as running a programme to support people with physical and mental disabilities who provide a useful contribution to the work of the organisation. **(Tools for Solidarity)**
- 11.2** An international aid and development agency with a focus on disability annually presents the results of a diversity and inclusion survey to all members of staff globally. The statistics cover gender, ethnicity and disability and challenge and inform the staff on the progress of the organisation in these areas. **(Sightsavers Ireland)**
- 11.3** A national membership-based organisation has a Membership, Equality, Diversity and Inclusion Committee in place, who work to ensure that the organisation is aware of the importance of diversity. This committee organises training under different topics. They also consult with external organisations and with members from diverse backgrounds to inform the organisation's decision-making and planning processes. **(Irish Girl Guides)**
- 11.3** A social enterprise promoting Africa's food and fashion producers globally is working to address power imbalances between their Irish staff and their Africa-based partners, focusing on issues of power dynamics and how to act responsibly when operating in situations of power imbalances. **(Proudly Made in Africa)**
- 11.3** An NGO has designed its most recent strategy in consultation with partners in other countries and with the input of 15 feminists from around the world, including individuals living in Direct Provision in Ireland. **(ActionAid Ireland)**
- 11.4** A Christian international aid and development agency is committed to achieving Net Zero emissions by 2050 at the latest, with ambition of achieving this by 2045. They include new targets of a 40% reduction in emissions by 2024/25 and at least a 50% reduction by 2029/30. This is in line with 2018 IPCC targets identified as necessary to limit global heating to 1.5 degrees Celsius above pre-industrial levels. As part of this plan, the agency has agreed to minimise the post-pandemic flights bounce-back to no more than 50% of pre-pandemic levels, alongside further reductions in printing footprint and greater use of local renewably generated energy in offices. **(Christian Aid)**

- 11.4** A Youth organisation has developed a Climate Justice Policy and has a whole organisation commitment to sustainability for current and future generations. This policy has been agreed by their Board, and they have also developed a Climate Justice Charter for youth. **(National Youth Council of Ireland, NYCI)**
- 11.4** A department in a higher education institution is actively focused on realising the SDGs through their work at Department level. Additionally, they participate in the university's Green Campus initiative, and regularly contribute to conferences and workshops focused on environmental and broader sustainability. **(Maynooth University Department of International Development)**
- 11.4** A local development company specialising in social inclusion, rural development and training & education has made a decision at management level to off-set carbon emissions resulting from travel to European partners in their Erasmus + Project. Additionally, they are engaging in climate action activities, including joining the Clean Cup Campaign and starting work on an office community garden. **(Meath Partnership)**
- 11.5** A global housing NGO actively shares it's history as part of their anti-oppressive, anti-racist and decolonial practice. The organisation's origins grew from a radically racially inclusive farm created in South Georgia, USA in 1942. The founders were fiercely committed to the equality of all people and to creating opportunity for everyone, even while living so close to a community that did not understand, welcome, or at times, tolerate their world view. This history is integrated into DE activities within programmes and also covered within volunteer and staff inductions and training. **(Habitat for Humanity Ireland)**
- 11.5** A Christian international aid and development agency has been researching, investigating and examining their own decolonial practice. This is an ongoing initiative. A paper was released in June 2023 titled 'Decolonisation and decoloniality: A position paper for research and evidence cultures in Christian Aid. All staff have also undertaken anti-racism training. **(Christian Aid)**

Useful links for Principle 11

Exploring the relevance of local/global diversity to DE practice might be a good starting point. This article will help to frame your thinking: Chauhan, V (2007) 'Black and minority ethnic diaspora communities and development education', *Policy and Practice: A Development Education Review*, Vol. 4, Spring, pp. 47-52: <https://www.developmenteducationreview.com/issue/issue-4/black-and-minority-ethnic-diaspora-communities-and-development-education>

Information on rights and duties for employers, groups and individuals is available from the Irish Human Rights and Equality Commission <https://www.ihrec.ie>.

Additionally *Equality and Diversity: Building a Culture of Equality in our Society* by the IHREC, is aimed at post-primary schools, but includes material that could be used in organisational settings to aid the exploration of key issues:

https://www.ihrec.ie/download/pdf/equality_diversity_building_a_culture_of_equality_in_our_society.pdf

The Equal Status Acts 2000–2018 prohibit discrimination in the provision of goods and services, accommodation and education. They outline *Nine Grounds of Discrimination* which are detailed here: www.ihrec.ie/guides-and-tools/human-rights-and-equality-in-the-provision-of-good-and-services/what-does-the-law-say/equal-status-acts/

There are some *useful tools and templates for hiring practices* available at:

<https://www.managementcenter.org/tools/hiring/>

NYCI's *Access all Areas* resource has some useful tips on including more diverse learners in our work and making our organisations more accessible generally. <https://www.youth.ie/articles/access-all-areas/>

Laura Lundy's *participation framework for children and young people* includes some really useful resources and supports for educators and learners to consider the application of Article 12 of the UN Convention on the Rights of the Child in everyday spaces. See: <https://hubnanog.ie/participation-framework/>

The *Irish Network Against Racism in Ireland* (INAR) is a network of civil society organisations which aims to highlight and address racism in Ireland. Their work includes campaigning, working at the level of policy and a project on inclusive volunteering. See more information here: www.inar.ie

Brazilian educator Dr. Vanessa Andreotti has written extensively on post-colonial theory and an introduction to her work on post-colonial theory and Development Education can be seen here: <https://www.developmenteducationreview.com/sites/default/files/article-pdfs/Andreotti%20Focus19.pdf>.

Gesturing Towards Decolonial Futures (GTDF) is an arts/research collective that aims 'to identify and de-activate colonial habits of being, and to gesture towards the possibility of decolonial futures'. While the collective points out that they are working on very specific issues which may not be 'scale-able up' to the DE/GCE you are working on, their website overall is worth a look. See <https://decolonialfutures.net/>

Gesturing Towards Decolonial Futures has an *GCE Otherwise Study guide*. Available online here: <https://decolonialfutures.net/portfolio/global-citizenship-educationotherwise/>

White supremacy culture in organisations. Montreal: CoCo. Available online here: <https://coco-net.org/wp-content/uploads/2019/11/Coco-WhiteSupCulture-ENG4.pdf>

Principle 12

ADVOCATE FOR QUALITY DEVELOPMENT EDUCATION for all learners on the island of Ireland which is adequately funded and in line with Sustainable Development Goal target 4.7



Indicator 12.1	Mainstream Development Education within our organisation
Indicator 12.2	Lobby donors and policymakers for adequate, diversified funding and support for quality Development Education including decent work, pay and conditions in the sector
Indicator 12.3	Shape local/ national/ international policies through engaging in policy processes and contributing to submissions on issues related to Development Education

Background note

As well as practicing quality Development Education, we should highlight our good practice to decision-makers and other national and international stakeholders, and emphasize that now, more than ever, systemic support for and adequate investment in Development Education is vital to achieving solutions for a better world and is a right of every learner in Ireland. This systemic support starts within our own organisations, particularly those who work in sectors beyond DE/GCE.

The language under 12.2 was amended in the **Code Review 2023** to strengthen it and also to include the areas of decent work and pay, highlighting role of funders and organisations in supporting sustainable working conditions for practitioners and others who contribute to providing quality Development Education in Ireland.

Examples of any advocacy, campaigning, policy submissions or related meetings in relation to Development Education can usefully contribute to evidence for this principle. For example, advocacy happening as part of a network or umbrella group such as **IDEA, Dóchas** etc. This could be through providing reports or case studies to strengthen submissions, for example. Indicator 12.3 was amended as a result of the **Code Review 2023** to include local as well as national and international policy. It also now refers to the 'contribution' of Code members to IDEA policy and advocacy work. In other words, we are not expected to do this policy and advocacy work alone but it can happen as part of IDEA and other networks or coalitions when that is most appropriate.

Practice presented under Principle 12

- 12.1** The DE team in a large NGO facilitated young people who had taken part in Development Education activities to deliver a DE session to staff throughout the organisation. (**Concern**)
- 12.1** An NGO is working to integrate GCE into its overall organisational strategy. As part of this process, training sessions about the work of the GCE department were carried out with wider organisational staff and a lunch time training session on GCE was run for colleagues in Malawi. (**GOAL**)
- 12.1** A national membership-based organisation has reviewed their programme and tagged all activities with the appropriate SDGs so that their Leaders realise that DE is mainstreamed within the organisation. (**Irish Girl Guides**)
- 12.2** A community-led organisation participated in lobby meetings on DE policy with government ministers and used the annual Aontas award as a platform to raise the profile of and advocate for Development Education within the adult education and community education sectors. (**Inishowen Development Partnership**)
- 12.3** A second level Development Education programme made a submission in response to the National Council for Curriculum and Assessment (NCCA) public consultation the draft primary curriculum framework and also made a submission to the Department of Education's Statement of Strategy for 2021-2023. (**WorldWise Global Schools**)
- 12.3** A Development Education organisation is involved with Coalition 2030 and active in the Just Recovery working group. (**Global Action Plan, GAP**)
- 12.3** An NGO attended an NCCA senior cycle review focus group meeting and input into IDEA's Formal Education Working group submission on senior cycle review, made a submission in response to the government's draft national risk assessment and is involved in the Department of Education and Skills ESD Advisory group. (**Get up and Goals project, A Partnership with Africa**)
- 12.3** An NGO has been prompted by its membership of IDEA and the Code of Good Practice in Development Education to join local networks and alliances to strengthen people-led initiatives. (**CBM Ireland**)

Useful links for Principle 12

IDEA Vision 2025: <https://www.ideaonline.ie/vision-2025>

Find out how government works, how laws and public policies are introduced and how the budget is decided upon in Ireland see:

- ▶ Houses of the Oireachtas website: <https://www.oireachtas.ie/en/visit-and-learn/how-parliament-works/>
- ▶ Tasc. Public Decision-Making A-Z. Available: <https://www.tasc.ie/opengovtoolkit/public-decision-making/policymaking/>

For ideas about advocacy and lobbying campaigns the following are useful:

- ▶ The Wheel's election advocacy and lobbying campaign toolkit: <https://www.wheel.ie/sites/default/files/media/file-uploads/2019-01/The%20Wheel%E2%80%99s%20Election%20Advocacy%20and%20Lobbying%20Campaign%20Toolkit%20%28Updated%20Jan%202019%29.pdf>
- ▶ Information on lobbying in Ireland. Available: <https://www.lobbying.ie/>

For a list of open Government of Ireland and European Union consultation processes see:

- ▶ Open government consultations – Ireland: <https://www.gov.ie/en/consultations/>
- ▶ Open European level consultations: <https://ec.europa.eu/social/main.jsp?catId=333&langId=en>
- ▶ If you want to campaign, lobby or make submissions as part of a wider network or working group here are some that you could consider:
- ▶ IDEA working groups: <https://members.ideaonline.ie/members/idea-working-groups>
- ▶ Dóchas working groups: <https://www.dochas.ie/about/our-work/dochas-working-groups/>

At an international level it is also worthwhile keeping an eye on the activities of the following:

- ▶ Concord, the European confederation of relief and development NGOs – Global Citizenship Education priority and work: <https://concordeurope.org/cross-cutting-priorities/global-citizenship-education/>
- ▶ Global Education Network Europe (GENE) is the European network of Ministries and Agencies with national responsibility for policy making, funding and support in the field of Global Education: <https://www.gene.eu/>
- ▶ OECD DAC peer reviews: <https://www.oecd.org/dac/peer-reviews/>



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