Code Principles and Indicators

CⓈDE of Good Practice for Development Education

IDEA IRISH DEVELOPMENT EDUCATION ASSOCIATION

01 Contribute to KNOWLEDGE in Ireland about global development

1.1 Examine connections between the lives of people in Ireland and globally, as well as other local and global actors.

1.2 Critically engage with models of development including dominant and alternative perspectives.

1.3 Acknowledge and address bias and subjectivity in our own understanding of global development.

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

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.

2.2 As practitioners and learners, examine our own roles as global citizens as part of our exploration of the root causes of injustice.

2.3 Be responsive to issues of justice and equality in Ireland, and seek to make local global connections.

03 Be explicit about the ETHOS OF DEVELOPMENT EDUCATION – global solidarity, empathy and partnership, and challenging unequal power relations across all issues we work on

3.1 Encourage participants to approach issues as global citizens, building a sense of working together for global change, not solely 'helping others'.

3.2 Place critical questioning about power relations at the centre of our education practice, asking 'who gains?' and 'who loses?' in the issues under discussion.

3.3 Our engagement with people and communities affected by injustice and inequality is based on equal partnerships which recognise and address power differentials.

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

4.1 Include diverse and challenging perspectives from both local and global contexts.

4.2 Enable critical exploration of how global systems work.

4.3 Create a safe space for open and respectful dialogue and build confidence in working with controversial issues.

05 Use PARTICIPATORY, CREATIVE approaches in our educational practice

5.1 Use participative methodologies and approaches that place the learners at the centre of our education process.

5.2 Continuously and critically reflect on our approach to facilitating learning which reflects our Development Education ethos.

5.3 Create a space for learning that is relevant and appropriate for the groups we work with.

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

6.1 When producing resources, ensure high quality standards by testing and piloting during resource development.

6.2 Monitor and evaluate use of resources to understand engagement and associated learning.

6.3 Use resources which are up-to-date, accurate and balanced from varied, reliable sources, including from places/communities under discussion where possible.

6.4 Address potential bias in materials we use in order to prevent and challenge stereotyping, sensationalism and discrimination against people, situations or places.

07 Build KNOWLEDGE, SKILLS and ATTITUDES for INFORMED action that is collective in nature

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.

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.

7.3 Support participants to develop a range of approaches and skills to target relevant audiences in their actions.

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.

7.5 Link learners with further opportunities to engage in relevant actions beyond our initiative.

08 IMAGINE and EXPLORE SOLUTIONS for a better world

8.1 Actively examine driving forces of global justice and equality.

8.2 Support participants to imagine and explore more sustainable and fairer ways of living.

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

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.

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.

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

10.1 Have a current Development Education strategy which integrates Development Education into the overall work of the organisation.

10.2 Commit financial and human resources to Development Education.

10.3 Provide support for professional development and learning for Development Education.

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

11.1 Act out of an awareness of the importance of diversity and inclusion when recruiting staff, volunteers and external facilitators.

11.2 Challenge all forms of discrimination within our own organisation and those we work with.

11.3 Include minority perspectives and world views in our institutional decision-making.

11.4 Demonstrate a clear commitment to sustainability throughout our organisation's policies and practices.

11.5 Build understanding of and capacity for anti-oppressive, anti-racist and decolonial practice in the organisation.

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

12.1 Mainstream Development Education within our organisation.

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.

12.3 Shape local/national/international policies through engaging in policy processes and contributing to submissions on issues related to Development Education.

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