

Code of Good Practice for Development Education

Self-Assessment Workbook

Version 4, August 2023

This self-assessment workbook is for use with the Code of Good Practice for Development Education in Ireland. It was originally drafted by IDEA Staff, Morina O'Neill (Consultant) and IDEA members via a Good Practice workshop (2016); Task Group (drafting the Code in 2017), Pilot Group (2018), and Advisory Group (2019).

The Code of Good Practice for Development Education in Ireland builds on previous work carried out through our Vision for Development Education (IDEA, 2015) and Good Practice Guidelines developed by IDEA members and partners. We are very grateful to the broader Development Education sector for work in these areas over a number of years.

The Code of Good Practice for Development Education, this workbook and a User Guide for the Code are all available from www.ideaonline.ie

This is the 4th edition of the Code self-assessment workbook issued for the August 2023 submission deadline. It was created in response to a full-scale review of the Code following the first three years of implementation. Other versions of the workbook were issued in December 2021 (action plan changes and checklist added), April 2021 (wording changes to Code indicators) and the first version in December 2019 when the Code was launched. We greatly appreciate the time and efforts made by Code members and Code panel members to refining the workbook over time.

Contents

Introduction	4
How to use this Self-Assessment Workbook	6
How to develop your Action Plan	8
Code Members' profile	9
Conclusion	11
Part A: Core Principles for Educational Practice	12
Principle 01	13
Principle 02	15
Principle 03	17
Principle 04	19
Principle 05	21
Principle 06	23
Principle 07	25
Principle 08	27
Principle 09	29
Part B: Core Principles for Organisational Practice	31
Principle 10	32
Principle 11	34
Principle 12	36
Your Checklist	38
Annex I: Action Plan Sample Response	39
Annex II - Your Action Plans	40
Acknowledgements	44

Introduction

IDEA, the Irish Development Education Association, is the national network for Development Education in Ireland and a leading voice for the sector. We represent members involved in the practice, promotion and advancement of Development Education (DE) in formal, non-formal and informal settings. Together we work to strengthen Development Education in Ireland and to raise awareness of the crucial role it has to play in achieving an equal, just and sustainable future.

Development Education is an educational process which enables people to understand the world around them and to act to transform it. Development Education works to tackle the root causes of injustice and inequality, globally and locally to create a more just and sustainable future for everyone¹.

The Code of Good Practice for Development Education has been developed by IDEA members who aim to collectively build the quality of Development Education practice in Ireland. The vision for the Code is to be a collaborative, evolving, reflective learning tool for practitioners. The Code's 12 core principles flow from our Vision for Development Education (IDEA, 2015) and Good Practice Guidelines developed by IDEA members and partners.

Quality Development Education is more important than ever, in Ireland and globally. IDEA believes that Development Education enables people to explore key issues related to human rights, development, climate and inequality. It supports a fairer, more sustainable future and action towards it. Development Education is an essential tool as society strives to understand and constructively respond to local and global issues.

As Development Education practitioners, we must be responsive to a turbulent and changing global environment. This requires us to continuously challenge our own thinking, re-examine our focus, and to critically evaluate whether what we are doing makes a difference. Reflecting on our own practice and challenging our approach are central to quality Development Education.

Globally, as well as in Ireland, Development Education is critical to the realisation of all 17 Sustainable Development Goals (SDGs). A clear pathway is set out through SDG target 4.7 in particular, which aims to ensure that all learners in all countries acquire the knowledge and skills needed to promote sustainable development, global citizenship and human rights. Development Education has an essential role to play in shaping sustainable development. IDEA sees this Code of Good Practice as a key tool for the promotion of quality Development Education as a right for all learners in Ireland.

IDEA's membership is diverse and dynamic, practicing Development Education in a wide range of contexts, and through various approaches. The Code is written by IDEA members, and represents a collective agreement to both strengthen and articulate equality Development Education across all of our work. The Code is an expression of what IDEA members have in common: a commitment to protecting the integrity of Development Education through our own good practice.

Progress towards the Code's 12 principles is tracked through 39 practice indicators, designed collectively by IDEA members to fulfil this commitment.

¹ IDEA members use the terms Development Education, Global Citizenship Education, Education for Sustainable Development and others which are in line with Sustainable Development Goal (SDG) target 4.7: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

The key characteristics of Development Education that underpin this Code are that it:

- ▶ **Strengthens Values:** Seeks to bring about positive change, informed by values of equality, diversity, sustainability and human rights, and responsibilities.
- ▶ **Contributes to Knowledge:** Explores cultural, environmental, economic, political and social relationships and challenges local and global power inequalities caused by patterns of production, distribution and consumption.
- ▶ **Enhances Skills:** Equips people to explore multiple perspectives and critically engage with local and global issues, using participative and creative approaches.
- ▶ **Promotes Action:** Enables people to make connections between their own lives and global justice issues, and empowers them to make a positive difference in the world.

How to use this Self-Assessment Workbook

1. If you are part of a team or work within an organisation, we advise that you go through this framework as a team or at least with another colleague. If possible, have people from different roles involved and make sure to engage organisational management in the process. If you are an individual practitioner, consider consulting with a peer or see if IDEA can put you in touch with another Code member.
2. Decide how you will approach the self-assessment. Some groups choose to go through the principles and their indicators at a team meeting, and to give time for discussion.

Note: Code members should self-assess under each Principle. The Code principles are not in any order of priority or to be viewed chronologically. However we recommend that Code members consider **starting with Principles 1, 2 and 3 as essential building blocks of quality Development Education.**

3. Write down any evidence you have for each practice indicator - include examples under each indicator. Please note that the evidence you use should be specific examples of your own practice that directly and logically demonstrate how you are fulfilling or progressing towards the practice indicator in question. In your self-assessment, work principle by principle, discussing and agreeing which Principles should be categorised as 'Minimally', 'Partially', 'Substantially' or 'Fully' based on your evidence for each. For more information on developing your evidence, please see the IDEA ['Guidance Note on Developing Your Evidence'](#)

Note: The evidence you include is to be decided by you. It should facilitate you in demonstrating your good practice and/or progress in working towards the Code's principles and indicators. It should have supporting information (e.g. documents, photographs etc.) that is kept on file and that you can provide to IDEA, if requested, to illustrate your practice and progress. It will be treated confidentially by IDEA but we may ask that it be shared with other Code members in the spirit of peer learning.

4. Please note that in the overall assessment of the principles, the following categories apply:

- ▶ 0 – 25% = minimally fulfilled
- ▶ 25% – 50% = partially fulfilled
- ▶ 50% – 75% = substantially fulfilled
- ▶ 75%+ = fulfilled.

For more information on the self-assessment ratings and what they mean, please see the IDEA ['Guidance Note on Subjectivity and Self-assessment'](#).

Note: The Code's self-assessment process is designed to allow you to explain any gaps or challenges in your progress on the Code. This means that if there are areas of the Code that you do not fulfil at the moment, you can explain the reasons why (e.g. resources, capacity, organisational structure, target group) and this reflection may also inform your actions to address any gaps.

5. Together identify the principles categorised as mostly 'minimally' or 'partially'. Decide which of these principles your organisation will work on. For the first year, we advise you to select 3 or 4 areas. You do not have to work on all indicators under each principle at once, although you will need to cover them all over time to fulfil that principle.
6. In your subsequent self-assessment, a lack of progress on the target areas should be explained. All and any progress is positive, and understanding why progress may be slower than anticipated is important learning for the next action plan.

Note: In line with IDEA's diverse membership, both organisations and individual practitioners are invited to sign up to the Code of Good Practice for Development Education. Individual practitioners are only expected to work towards the first nine principles on educational practice. Organisational members are expected to self-assess under all 12 Principles of the Code.

How to develop your Action Plan

1. Refer back to the principles and indicators you have reviewed in the self-assessment workbook. Together identify a number of principles and/or indicators you can work on. You don't have to select all indicators within each principle, although you will need to cover them all over time to fulfil that Principle.
2. List ideas of actions that will address each of these 'gaps' - at this stage, it will be useful to decide on the potential evidence you will use to demonstrate your work. We suggest that all Code members focus on Principles 1, 2 and 3 as foundations of quality Development Education. When good practice is strongly evident in these areas, other areas can be focused on.

Note: There is space within each principle to explain any reasons or challenges you might have in working towards different principles and indicators. This information may help to inform your action plan. It will also provide useful information to IDEA in designing training and other supports for Code members.

3. Develop your action plan (see Annex I for a sample template), indicating when the action will be completed, and the milestones on the road to its completion.
4. Identify who is responsible for making sure the actions happen.
5. Plan to meet regularly with your colleagues to review how the action plan is working, and update it throughout the 'Code journey'.
6. Ensure that management is aware of your action plan and commits sufficient time and resources for you to implement it effectively.

Note: In the framework that follows, the practice indicators are designed to allow flexibility in your Development Education work, while also being robust enough to capture the values of Development Education. Each practitioner will have very different evidence to provide based on their own practice - what is important is that the evidence directly shows how you are working towards the relevant indicator in practice.

For inspiration on strengthening your Development Education practice, please see the ['Code Background Notes for each Principle'](#) which contains practice examples and links to further sources of information for each principle and indicator. The Background Notes will be updated to reflect the 2023 version of the Code shortly.

Code Members' profile

1. Contact person(s) for the Code(name and email address):

2. Please use this space to describe the work you carry out and in particular, the programme which will be self-assessed as part of your membership of the IDEA Code of Good Practice for Development Education. Please include the organisational mission/vision (for organisations), as well as a brief description of the specific activities of the educational programme (i.e. sector, target group, type of activity, location etc.)

3. Which self-assessment is this (i.e. 1st, 2nd etc.)?
Please indicate here if you are starting a new workbook e.g. '5th submission, new workbook'

4. If this is not your first self-assessment, please list the principles and indicators where different evidence is submitted in this self-assessment and/or the self-assessment rating has changed. IDEA does not expect new evidence under all areas at every self-assessment. From the 2nd self-assessment on, IDEA will focus feedback on areas identified in the action plan, as well as any other changes highlighted here.

5. This section is to highlight any connections between members of the Code working together on their Code of Good Practice cycle. Please name here any Code members which you engage with as part of your commitment to strengthen your practice in line with this Code. We would like to know about collaboration on the Code in particular, rather than your overall programme. This collaboration could happen through the self-assessment process, meetings, peer exchange, sharing of evidence, joint action plans, buddying, mentoring etc. Please list the Code member and the way in which you engage with them relating to the Code. Please indicate 'none' if appropriate. The members of the Code are all listed [here](#).

Conclusion

The conclusion is an important part of the Code workbook so we have placed it in the beginning, though you may complete it at the end. It provides space to highlight important elements of your Code journey and is a reflection space to step back from the specifics in order to view the bigger picture of your work.

- Please use this space to sum up overarching comments on your level of progress with the Code since your last self-assessment (for all self-assessments except your first).
- Please include any relevant changes to your practice and the context of your work. IDEA understands that your self-assessment may not be linear and self-assessment ratings may be higher, the same or lower from year to year. This provides a place to explain such changes.

Part A

Core Principles for Educational Practice

Principle 01

Principle	Practice Indicators	Evidence
01. Contribute to KNOWLEDGE in Ireland about global development	<p>1.1 Examine connections between the lives of people in Ireland and globally, as well as other local and global actors</p> <p>1.2 Critically engage with models of development including dominant and alternative perspectives</p> <p>1.3 Acknowledge and address bias and subjectivity in our own understanding of global development</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)

This could include supporting documentation, policies, meeting details, photos, programme plans etc.

These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA ['Guidance Note on Developing Your Evidence'](#).

Indicator 1.1	Yes	Indicator 1.2	Yes	Indicator 1.3	Yes
	No		No		No

Overall in your assessment, do you feel you fulfil Principle 1 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA ['Guidance Note on Subjectivity and Self-Assessment'](#).

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 02

Principle	Practice Indicators	Evidence
02. Explore the ROOT CAUSES of local and global injustices and inequalities in our interdependent world	<p>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</p> <p>2.2 As practitioners and learners, examine our own roles as global citizens as part of our exploration of the root causes of injustice</p> <p>2.3 Be responsive to issues of justice and equality in Ireland, and seek to make local global connections</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)
*This could include supporting documentation, policies, meeting details, photos, programme plans etc.
 These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA 'Guidance Note on Developing Your Evidence'.*

Indicator 2.1	Yes	Indicator 2.2	Yes	Indicator 2.3	Yes
	No		No		No

Overall in your assessment, do you feel you fulfil Principle 2 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA 'Guidance Note on Subjectivity and Self-Assessment'.

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 03

Principle	Practice Indicators	Evidence
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	<p>3.1 Encourage participants to approach issues as global citizens, building a sense of working together for global change, not solely 'helping others'</p> <p>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</p> <p>3.3 Our engagement with people and communities affected by injustice and inequality is based on equal partnerships which recognise and address power differentials</p>	

*Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)
This could include supporting documentation, policies, meeting details, photos, programme plans etc.
These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA 'Guidance Note on Developing Your Evidence'.*

Indicator 3.1	Yes	Indicator 3.2	Yes	Indicator 3.3	Yes
	No		No		No

Overall in your assessment, do you feel you fulfil Principle 3 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA 'Guidance Note on Subjectivity and Self-Assessment'.

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 04

Principle	Practice Indicators	Evidence
04. Encourage CRITICAL THINKING in our exploration of local and global justice issues and seeking of solutions	<p>4.1 Include diverse and challenging perspectives from both local and global contexts</p> <p>4.2 Enable critical exploration of how global systems work</p> <p>4.3 Create a safe space for open and respectful dialogue and build confidence in working with controversial issues</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)
*This could include supporting documentation, policies, meeting details, photos, programme plans etc.
 These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA 'Guidance Note on Developing Your Evidence'.*

Indicator 4.1	Yes	Indicator 4.2	Yes	Indicator 4.3	Yes
	No		No		No

Overall in your assessment, do you feel you fulfil Principle 4 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA 'Guidance Note on Subjectivity and Self-Assessment'.

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 05

Principle	Practice Indicators	Evidence
05. Use PARTICIPATORY, CREATIVE approaches in our educational practice	<p>5.1 Use participative methodologies and approaches that place the learners at the centre of our education process</p> <p>5.2 Continuously and critically reflect on our approach to facilitating learning which reflects our DE ethos</p> <p>5.3 Create a space for learning that is relevant and appropriate for the groups we work with</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)

This could include supporting documentation, policies, meeting details, photos, programme plans etc.

These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA '[Guidance Note on Developing Your Evidence](#)'.

Indicator 5.1	Yes	Indicator 5.2	Yes	Indicator 5.3	Yes
	No		No		No

Overall in your assessment, do you feel you fulfil Principle 5 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA '[Guidance Note on Subjectivity and Self-Assessment](#)'.

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 06

Principle	Practice Indicators	Evidence
06. Produce and use QUALITY RESOURCES and MATERIALS, based on continuous learning	<p>6.1 When producing resources, ensure high quality standards by testing and piloting during resource development</p> <p>6.2 Monitor and evaluate use of resources to understand engagement and associated learning</p> <p>6.3 Use resources which are up-to-date, accurate and balanced from varied, reliable sources, including from places/communities under discussion where possible</p> <p>6.4 Address potential bias in materials we use in order to prevent and challenge stereotyping, sensationalism against people, situations or places</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)

This could include supporting documentation, policies, meeting details, photos, programme plans etc.

These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA '[Guidance Note on Developing Your Evidence](#)'.

Indicator 6.1	Yes	Indicator 6.2	Yes	Indicator 6.3	Yes
	No		No		No
Indicator 6.4	Yes				
	No				

Overall in your assessment, do you feel you fulfil Principle 6 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA ['Guidance Note on Subjectivity and Self-Assessment'](#).

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 07

Principle	Practice Indicators	Evidence
07. Build KNOWLEDGE, SKILLS and ATTITUDES for INFORMED action that is collective in nature	<p>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</p> <p>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</p> <p>7.3 Support participants to develop a range of approaches and skills to target relevant audiences in their actions</p> <p>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</p> <p>7.5 Link learners with further opportunities to engage in relevant actions beyond our initiative</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)

This could include supporting documentation, policies, meeting details, photos, programme plans etc.

These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA '[Guidance Note on Developing Your Evidence](#)'.

Indicator 7.1	Yes	Indicator 7.2	Yes	Indicator 7.3	Yes
	No		No		No
Indicator 7.4	Yes	Indicator 7.5	Yes		
	No		No		

Overall in your assessment, do you feel you fulfil Principle 7 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA ['Guidance Note on Subjectivity and Self-Assessment'](#).

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 08

Principle	Practice Indicators	Evidence
08. IMAGINE and EXPLORE SOLUTIONS for a better world	<p>8.1 Actively examine drivingforces of global justice and equality</p> <p>8.2 Support participants to imagine and explore more sustainable and fairer ways of living</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)
This could include supporting documentation, policies, meeting details, photos, programme plans etc.
These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA ['Guidance Note on Developing Your Evidence'](#).

Indicator 8.1	Yes	Indicator 8.2	Yes
	No		No

Overall in your assessment, do you feel you fulfil Principle 8 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA ['Guidance Note on Subjectivity and Self-Assessment'](#).

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 09

Principle	Practice Indicators	Evidence
09. Actively and consistently REFLECT AND LEARN from our own Development Education practice and participants' feedback	<p>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</p> <p>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</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)
This could include supporting documentation, policies, meeting details, photos, programme plans etc.
These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA 'Guidance Note on Developing Your Evidence'.

Indicator 9.1	Yes	Indicator 9.2	Yes
	No		No

Overall in your assessment, do you feel you fulfil Principle 9 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA 'Guidance Note on Subjectivity and Self-Assessment'.

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Part B

Core Principles for Organisational Practice

Principle 10

Principle	Practice Indicators	Evidence
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	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)

This could include supporting documentation, policies, meeting details, photos, programme plans etc.

These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA ['Guidance Note on Developing Your Evidence'](#).

Indicator 10.1	Yes	Indicator 10.2	Yes	Indicator 10.3	Yes
	No		No		No

Overall in your assessment, do you feel you fulfil Principle 10 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA ['Guidance Note on Subjectivity and Self-Assessment'](#).

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 11

Principle	Practice Indicators	Evidence
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	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)

This could include supporting documentation, policies, meeting details, photos, programme plans etc.

These should be kept on file in order to share as needed. For more information on supporting documentation to demonstrate your evidence, please see the IDEA ['Guidance Note on Developing Your Evidence'](#).

Indicator 11.1	Yes	Indicator 11.2	Yes	Indicator 11.3	Yes
	No		No		No
Indicator 11.4	Yes	Indicator 11.5	Yes		
	No		No		

Overall in your assessment, do you feel you fulfil Principle 11 (please indicate). *For more information on deciding on your self-assessment rating, please see the IDEA ['Guidance Note on Subjectivity and Self-Assessment'](#).*

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Principle 12

Principle	Practice Indicators	Evidence
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	<p>12.1 Mainstream Development Education within our organisation</p> <p>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.</p> <p>12.3 Shape local/ national/international policies through engaging in policy processes and contributing to submissions on issues related to Development Education</p>	

Can you demonstrate your evidence for each indicator? (indicate Yes/No for each indicator)

This could include supporting documentation, policies, meeting details, photos, programme plans etc. These should be kept on file in order to share as needed

Indicator 12.1	Yes	Indicator 12.2	Yes	Indicator 12.3	Yes
	No		No		No

Overall in your assessment, do you feel you fulfil Principle 12 (please indicate). For more information on deciding on your self-assessment rating, please see the IDEA '[Guidance Note on Subjectivity and Self-Assessment](#)'.

Minimally		Partially		Substantially		Fully	
-----------	--	-----------	--	---------------	--	-------	--

Additional Relevant Information

Please use this space for any additional relevant information. It may be useful to note:

- ▶ If any of the indicators are challenging, and to note why
- ▶ Ideas for your action plan to address any gaps
- ▶ Resources or supports you need

All information will be treated confidentially by IDEA.

Your Checklist

Before your submission, check that:

For all submissions:		
1. Have you described the DE programme which is being self-assessed in the workbook in the Code Members profile (page 10)?	Yes	No
2. Have you explained any abbreviations/programme names used in the workbook in the Introduction page?	Yes	No
3. If you are an organisational member, have you indicated a self-assessment rating for all Principles?	Yes	No
4. If you are an individual member, have you indicated a self-assessment rating for Principles 1-9?	Yes	No
5. Have you indicated whether you can demonstrate your evidence (by ticking yes/no) for each indicator?	Yes	No
6. Have you completed your action plan with specific ideas for the next year (or 6 months if this is your first submission)?	Yes	No
7. Have you aligned the evidence you provided with specific indicators e.g. with a label 1.1 or 2.2 etc?	Yes	No
For repeat submissions:		
8. Have you listed the Principles and indicators where different evidence has been submitted on the page for 'Code Member details'?	Yes	No
9. Have you clearly labelled new evidence within the text for each indicator with a heading for this submission deadline i.e. month and year	Yes	No
10. Have you indicated which Principles have changed self-assessment rating for 'Code Member details'?	Yes	No
11. Have you completed the Conclusion section?	Yes	No
12. Have you created a new action plan with updates for this submission?	Yes	No

Annex I - Action Plan Sample Response

Core Principles	Status in current Self-Assessment (and previous if applicable)	Indicators chosen to work on	Description of action(s) to be taken (this may include potential evidence)	Resources/ Support needed for each action	Person(s) responsible	Timeframe/ Milestones of progress	Progress to date (please indicate N/A if new action)
Principle 6: Produce and use Quality Resources and Materials, based on continuous learning	1st SA (April 2020): Partly Current: Substantially	Practice 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	Training and programme plans with info and links to sources and resources used	Add an additional column to our training outline to include information about sources	Time for research when developing training programme	Training officer	Updated our training outline to include space for information on sources; this is now in use by all trainers and sources shared between team at monthly meetings
Please state here why you choose each particular area (principle/indicator) to focus on:							

Note: This sample text is provided to serve as an example of the type of information needed for an action plan. There is no obligation to start with this principle or to include it in your action plan at all. We hope you find it useful in providing an example of an action plan.

Annex II: Your Action Plan

First Action Plan

Date of first submission (please include month and year):

For each self-assessment, a separate Action Plan template is included below for you to fill out. This is so that each set of actions for the corresponding self-assessment is distinct and changes between action plans are easier to see, though of course some actions may be repeated or developed from one Action Plan to the next.

Core Principle	Status in current Self-Assessment (and previous if applicable)	Indicators chosen to work on	Description of action(s) to be taken (this may include potential evidence)	Resources/ Support needed for each action	Person(s) responsible	Timeframe/ Milestones of progress	Progress to date (please indicate N/A if new action)

Please state here why you choose each particular area (principle/indicator) to focus on:

Second Action Plan

Date of second submission (please include month and year):

For each self-assessment, a separate Action Plan template is included below for you to fill out. This is so that each set of actions for the corresponding self-assessment is distinct and changes between action plans are easier to see, though of course some actions may be repeated or developed from one Action Plan to the next.

Core Principle	Status in current Self-Assessment (and previous if applicable)	Indicators chosen to work on	Description of action(s) to be taken (this may include potential evidence)	Resources/ Support needed for each action	Person(s) responsible	Timeframe/ Milestones of progress	Progress to date (please indicate N/A if new action)

Please state here why you choose each particular area (principle/indicator) to focus on:

Third Action Plan

Date of third submission (please include month and year):

For each self-assessment, a separate Action Plan template is included below for you to fill out. This is so that each set of actions for the corresponding self-assessment is distinct and changes between action plans are easier to see, though of course some actions may be repeated or developed from one Action Plan to the next.

Core Principle	Status in current Self-Assessment (and previous if applicable)	Indicators chosen to work on	Description of action(s) to be taken (this may include potential evidence)	Resources/ Support needed for each action	Person(s) responsible	Timeframe/ Milestones of progress	Progress to date (please indicate N/A if new action)

Please state here why you choose each particular area (principle/indicator) to focus on:

Fourth Action Plan

Date of fourth submission (please include month and year):

For each self-assessment, a separate Action Plan template is included below for you to fill out. This is so that each set of actions for the corresponding self-assessment is distinct and changes between action plans are easier to see, though of course some actions may be repeated or developed from one Action Plan to the next.

Core Principle	Status in current Self-Assessment (and previous if applicable)	Indicators chosen to work on	Description of action(s) to be taken (this may include potential evidence)	Resources/Support needed for each action	Person(s) responsible	Timeframe/Milestones of progress	Progress to date (please indicate N/A if new action)

Please state here why you choose each particular area (principle/indicator) to focus on:

Acknowledgements

We would like to thank the following members of IDEA for their contribution to the development of the Code, from the initial idea until it's launch.

- Adrienne Boyle (individual member)
- Aidan Clifford (individual member)
- Rosalind Duke (individual member)
- Son Gyoh (individual member)
- Barbara Wilson (individual member)
- Eva Creely (Brighter Communities Worldwide)
- Kate Wilkinson (Changemakers Donegal)
- Caroline Murphy (Children in Crossfire)
- Sandra Byrne (Comhlámh)
- Gareth Conlon (Comhlámh)
- Mark Cumming (Comhlámh)
- Dervla King (Comhlámh)
- Gráinne O'Neill (Comhlámh)
- Michael Doorly (Concern)
- Claire Marshall (Concern)
- Ciara Regan (developmenteducation.ie/80:20)
- Paul Crewe (Development Perspectives)
- Stephanie Kirwan (Development Perspectives)
- Bobby McCormack (Development Perspectives)
- Niall Barrett (ECO-UNESCO)
- David O'Reilly (EIL Intercultural Learning/Global Citizen Award)
- Áine Ní Éalaí (EIL Intercultural Learning/Global Citizen Award)
- Meaghan Carmody (Friends of the Earth)
- Louise Merrigan (Goal)
- Nina Sachau (Goal)

- Dorothy Jacob (Gorta Self-Help Africa)
- Tara McGrath (HOPE Foundation)
- Helena McNeill (LYCS)
- Hilary Tierney (Maynooth University)
- Valerie Duffy (NYCI)
- Leo Gilmartin (NYCI)
- Grace McManus (NYCI)
- Aoife McNamara (Plan Ireland)
- Joanne Malone (Suas)
- Gemma Kelly (Tearfund)
- Emma Lynch (Tearfund)
- Stephen Farley (Trócaire)
- Susan Gallwey (Trócaire)
- Deirdre Hogan (Ubuntu)
- Elizabeth Bolger (The Wheel)
- Laura Cahill (WorldWise Global Schools)
- Lizzy Noone (WorldWise Global Schools)

August 2023

Version 4



IDEA, 6 Gardiner Row

Dublin 1, Ireland

Tel: +353 (0)18788480

www.ideaonline.ie

© 2019

The Code has been developed with thanks to funding from:



This workbook is funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship education in Ireland to encourage learning and public engagement with global issues. The ideas, opinions and comments herein are entirely the responsibility of IDEA and do not necessarily represent or reflect DFA policy.