

Code of Good Practice for Development Education in Ireland

Three Year Review Report

May 2023



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This review was undertaken between November 2022 and February 2023, and the report published in May 2023.

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List of Abbreviations

AG	Advisory Group (for this review process)
CoP	Community of Practice
CNM	Code Network Meeting
DE	Development Education
IDEA	Irish Development Education Association
GCE	Global Citizenship Education
NGO	Non-Governmental Organisation
ToR	Terms of Reference

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Executive Summary

The **Code of Good Practice for Development Education** (DE) in Ireland ('the Code') was launched in 2019. This report sets out recommendations for how Code members and the Irish Development Education Association (IDEA) can build on the successes of the first three years and continue to sustain momentum in the Code's implementation.

A comprehensive review of the Code was carried out from November 2022 to March 2023 by Áine O'Gorman and Dr Jamie Gorman. The review considered all aspects of the Code, including the wording of principles and indicators, processes and support structures. The review had two principle aims:

- ▶ To establish whether the Code Principles and Indicators fully reflect all aspects of quality DE
- ▶ To consider how the Code's processes and support structures can support sustained engagement of the sector in a process of peer-led practice development.

A Review Advisory Group was established, and a variety of methods employed to gather data: a desk-based review, a members' workshop, a members' survey and stakeholder interviews. This report identifies what should be maintained, what should be changed and areas of future development for the Code.

What should be maintained

The review finds that the Code has supported the DE sector to achieve greater clarity and coherence while fostering a culture of reflective practice and peer support. There is strong engagement with the Code within member organisations and members generally feel a high level of satisfaction with the Code processes and support structures, including the Code Workbook, Code panel of experts, and feedback mechanisms. This suggests that broadly speaking the Code has been a successful initiative worth maintaining.

What should be changed

Following feedback from Code members and in consultation with the Review Advisory Group, the review proposes several changes to the wording of Code Principles and Indicators. These changes aim to ensure that the Code continues to reflect quality DE while being responsive to key issues for the sector and supporting Code members in their practice.

Regarding Code processes and support structures, the review revealed a core tension between Code members' time and capacity and their ability to engage in the Code's Community of Practice. To address this issue, we recommend greater integration of the Code Workbook and the Community

of Practice. Furthermore, we recommend alternative means of collective/self-reflection to the Code Workbook for members who have completed a number of rounds (e.g., peer-led collaborative inquiry, action research). In addition, the report makes recommendations regarding data management, the Slack workspace and the Code panel of experts.

Areas of future strategic development

The review identified three major areas for future strategic development.

Focus on the Community of Practice

The Code has the potential to support a deeper and more critical praxis¹ within and across organisations. Investing time and resources in the Community of Practice and integrating the Code Workbook with the Community of Practice are crucial means to do this.

Review data management and invest in an online system

As the Code continues to generate data from a growing number of members, it is important to ensure that the data management systems are fit for purpose, guided by written policy and supported by appropriate technological solutions. An online platform for workbook completion is an important means to address these issues. Appropriate data management systems would further facilitate multiple uses of the workbook data into the future, including peer-review, learning and development and academic research.

Take leadership to support anti-oppressive and decolonial practice

The Code is playing an important role in shaping culture and practice across the DE sector and could take a leadership role to support efforts towards greater equality and interculturalism in the DE sector, including addressing class-based discrimination. Supporting organisations and practitioners to build an awareness and practical responses to these issues will be crucial to ensuring that the DE sector remains inclusive and representative of an increasingly diverse Irish society.

¹ Praxis is the process of using theoretical knowledge to inform practical action. It involves active and ongoing reflection on the part of practitioners. It is an important concept in the pedagogy of Paulo Freire, a key theorist for DE practice. For Freire, praxis involves a unity of reflection and action by learners, through which they become active participants in the world.

1. Introduction

The **Code of Good Practice for Development Education** (DE) in Ireland (“the Code”) formally launched in December 2019. Since then, its membership has expanded significantly across formal, non-formal and informal educational settings. There were 42 members of the Code at the time of this review (end of 2022), with new members bringing greater diversity in the size, geographical location and sector of organisations who are members of the Code. Amongst this diversity, members are united by a belief in the importance of DE as an educational process which enables people to understand the world and act to transform it, guided by values of justice, equality, global solidarity and human rights.

This review of the Code took place following three years of implementation. The review was commissioned by the Irish Development Education Association (IDEA) in October 2022 as part of a commitment to continuous reflective practice and meaningful consultation amongst Code members. The terms of reference for this review tasked the consultants to:

- ▶ Examine all aspects of the Code including the content of the Code (principles and indicators), the Code process (self-assessment, action planning, timing, review and feedback from IDEA) and other support structures such as the website, Slack workspace, Community of Practice, mentoring system and so on
- ▶ Seek input from diverse stakeholders in the Code – Code members, Code panel, IDEA staff and other relevant actors
- ▶ Prepare a report which highlights what should be maintained in the Code and its processes, what should be changed and clear proposals around possible changes, as well as potential areas for future strategic development of the Code.

1.1. Policy Developments

Since 2019, there have also been a number of significant policy developments in relation to DE in Ireland and Europe which provide a background context for this review. In November 2021, Irish Aid published the Global Citizenship Education Strategy 2021–2025 (Irish Aid, 2021). This strategy notes that the Code is ‘*an important step forward for the sector*’ (p. 10) and stresses that Irish Aid’s work in the area of DE/GCE ‘*will be underpinned by the principles of the Code...*’ (p. 4). It is clear that Irish Aid views the Code as crucial to promoting and supporting quality DE/GCE in the period of the strategy. In November 2022, the Global Education Network Europe congress was held in Dublin, where the European Declaration on Global Education to 2050 (Dublin Declaration, 2022) was agreed. The

Declaration has wide ranging recommendations on global education. In the context of this review, it is important to consider the national level commitments of the Dublin Declaration (2022: 4-5) as they relate to the Code's aim of supporting good practice in DE.

For instance:

- ▶ *Strive to develop or, where they already exist, strengthen, national, regional, local and sectoral strategies for increasing and improving Global Education, to achieve access to quality Global Education for all people [...]*
- ▶ *Develop adequate structures of support for educators in Global Education, in order to incrementally bridge the gap between the willingness to integrate Global Education, and the confidence, skills, competencies and support to do so*
- ▶ *Support the development of appropriate standard-setting, quality assurance, monitoring and evaluation mechanisms, based on models of good practice that are both relevant and appropriate to Global Education in particular sectors [...]*
- ▶ *Seek to ensure the inclusion of and support for marginalised communities and groups in the process of Global Education*
- ▶ *Support innovation in Global Education.*

These recommendations provide an important context for the continued implementation and development of the Code in the years ahead. Simultaneously, the Code is a tool which could play a role in ensuring these recommendations are realised in Ireland.

2. Methodology

This review was carried out by Áine O’Gorman and Dr Jamie Gorman, consultants with expertise in non-formal education, organisational development, research and facilitation. The review adopted an appreciative inquiry approach (Cooperrider et al, 2008; Bushe, 2011) which sought to build on and from the positives and successes of the Code’s first three years of implementation in order to identify what should be maintained, what should be changed and areas of future development for the Code. Through our initial desk review we identified sustaining momentum as a core issue for the Code as it passes the three-year mark and into the future. In section 2.1 we describe the research questions and conceptual framework for the study, before setting out the methods used (section 2.2) and acknowledging the limitations of the study (section 2.3).

2.1. Research questions

Through dialogue with IDEA staff and a Review Advisory Group (established to guide this research process), two research questions were developed:

1. Do the Code Principles and Indicators fully reflect all aspects of quality DE and effectively support organisational praxis?
2. How can the Code’s processes and network support the sustained engagement of the sector in a process of peer-led practice development?

Sub-questions

- ▶ Ownership: What can support members’ feeling of belonging and agency within the Code processes?
- ▶ Capacity: What can support members’ ability to direct time and resources towards Code processes?

Our initial desk review also included receiving access to the Community of Practice Slack workspace. We note that significant effort has been made to foster a Community of Practice via that platform. However, as we discuss below (p. 27), there appears to be a lack of vibrancy to this space. We therefore set out to identify steps that IDEA and members can take to further support a flourishing Community of Practice which supports critical praxis. Flowing from this, we identified recommendations in relation to the wording of Code Principles and Indicators, as well as Code structures, use of technology, workbook and data management. The framework for this analysis is set out in Figure 1.

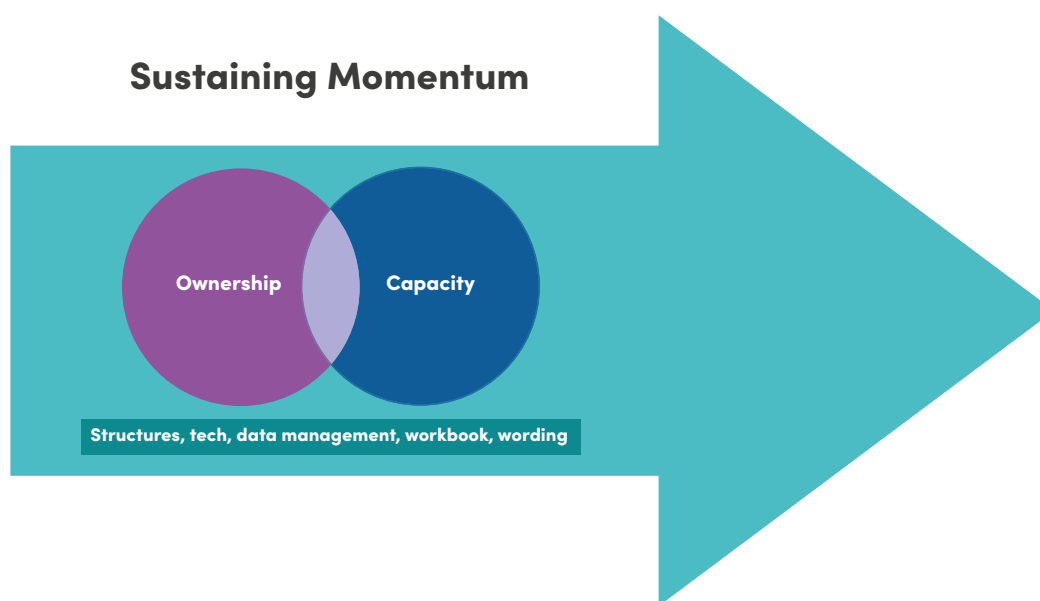


Figure 1: Code Review Analysis Framework.

2.2. Methods

This review was undertaken between November 2022 and February 2023 and consisted of several elements.

- ▶ **Advisory Group (AG):** An advisory group of Code members was convened to support and guide this research project. The AG met three times and considered several working documents as well as providing feedback on the draft findings. We thank the AG members for their time, energy and wisdom
- ▶ **Desk review:** An initial desk review of literature identified indicative strengths (what can be built on) and challenges (what needs greater support/change) in relation to the Code, the Code process and associated support structures
- ▶ **Consultative workshop:** An interactive consultation workshop took place on Tuesday, 29th November (14.30–16.30) as part of the Code Network Meeting. The workshop encouraged reflection from Code members and stakeholders about steps that can be taken to foster ownership and energy in the Community of Practice in order to ensure the sustainability and long-term relevance of the Code for the DE sector. Data from the workshop was gathered in the form of post-its, flip charts and Slido. This was then categorised thematically, and themes were weighted according to how often a particular topic was mentioned

- ▶ **Members' survey:** Following the desk review and workshop, a Code members' survey was designed in consultation with Elaine Mahon, Capacity Development Manager at IDEA. This survey used a mix of open ended, multiple-choice and likert scale questions. Questions were designed to elicit a range of qualitative and quantitative feedback from Code members (n=42). 31 valid responses were received, giving the survey a response rate of 74%. Survey questions can be seen in Appendix 6.2
- ▶ **Stakeholder interviews:** Following the previous steps, semi-structured interviews were conducted with representative stakeholders. These included a practitioner in a small (Code member) organisation based outside of Dublin; two Code Panel members; a representative of Irish Aid as a key funding partner of the sector and a staff member from IDEA. An interview guide was prepared for each interview which shaped the interview around key topics while also allowing for emergent issues

2.3. Limitations of the Study

The review did not examine workbook data from Code members. It did not focus on assessing how the Code may have improved the quality of DE practice or the impact that DE has in society. This study focused entirely on the Code wording and processes, and working from the perspective of its members and other stakeholders. Further research would be needed to evaluate the impact of the Code on DE practice, building on the [baseline study](#) by Alasdhair Collins of DP Evaluation from 2020.

3. Findings

3.1. The Code at Three: General Themes

In this section we note some general themes which emerged from the review process. These are issues which we consider important for the Code members to reflect on and discuss.

It is worth noting at this point that as the Code launched formally in late 2019, the majority of the time period considered in this review occurred during the Covid-19 pandemic, which placed significant constraints on members and civil society more broadly. This was a time where many – if not all – organisations found their plans changed, resources stretched and face to face meetings impossible. It is admirable that the Code has been so successful despite these challenges.

3.1.1 The Code provides a common language

The Code was developed from within the DE sector from a concern to find a common working definition of DE and how the sector can recognise good DE. These questions were *‘a regular feature of sectoral meetings’*, noted an AG member. *‘For new entrants to the sector DE was a very nebulous term’*. Following three years of implementation, the Code has provided the sector with a common basis for understanding and practising DE. The members survey demonstrates that there is broad satisfaction with the language of the Code. 92% of respondents feel that the language of the principles and indicators is very clear or extremely clear (Q3). However, it was also noted that the language was not easy to understand for those without specialised knowledge, and that there are questions of accessibility around the workbook and Code materials. These are addressed below.

Code members are broadly satisfied that the common language of the Code is comprehensive. Figure 2 illustrates how 92% also believe that the Code principles and indicators fully reflect all aspects of quality DE. From a practical perspective, members report that the Code is *‘very comprehensive.’* One member described how *‘when I refer to the code I am never found wanting for answers.’* A small minority (6%) felt that there are some gaps that could be addressed.

Do you feel the Code principles and indicators fully reflect all aspects of quality DE?

Answered: 28

Skipped: 4

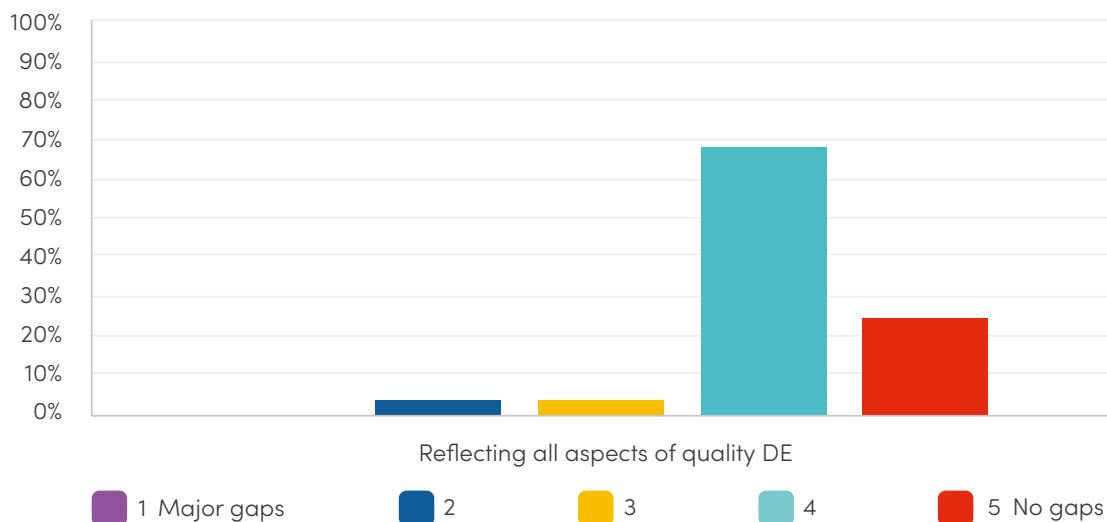


Figure 2: Identifying gaps in the Code (Survey Q.4).²

Members noted that ‘inclusion, especially disability inclusion, is somewhat missing’ and that ‘principle 9 could have a stronger emphasis on ‘critical action’ for practitioners’. These issues and others were addressed through the review process and are explored further below. At the same time, as one member noted, there is ‘a danger of [the Code] getting too detailed and cumbersome’. This is a factor which the AG took into strong consideration when exploring Code wording additions and amendments.

3.1.2 Engagement with the Code

The Code has proved to be a useful tool to raise awareness of DE across the various sectors which members work in (figure 3). 86% of members reported a moderate to extremely high level of use of the Code within organisations to raise awareness of DE with colleagues. For example:

- ▶ ‘[We] used it to explore issues with our Board and during the strategic evaluation process’
- ▶ ‘We plan to hold quarterly Global Citizenship learning sessions with various departments in our organisation and will use the Code to do so’
- ▶ ‘I’ve run training sessions with my colleagues on the Code at the same time as we were developing our strategic plan. The Code fed into this process, acting as a framework for assessing our priorities and embedding DE into our approach.’

² The full scale for this question is as follows: (1) Major gaps, (2) Notable gaps, (3) Some gaps, (4) Minor gaps, (5) No gaps.

However, there are barriers to engagement with the Code. Members report that it is ‘difficult to give time and energy’ to the Code due to lack of funding to specifically support their engagement. One interviewee asked, ‘does the Code need to be so professional?’ suggesting that the Code could be seen as primarily designed for those already comfortable with the language and practices within the DE sector without making accommodations for those less familiar with DE. Within organisations, it is clear from members’ responses that the Code remains primarily the responsibility of DE staff and there is little active engagement in it from other staff (figure 3). 47% of members report very low or moderate active engagement from other colleagues, with only 3% noting very high engagement. This raises concerns in relation to how members implement the “organisational principles” of the Code (10, 11 and 12) which require whole organisational engagement and action. Analysis of the Code Data through the annual lessons learned reports³ commissioned by IDEA (and not the focus of this review) repeatedly highlights these principles as the ones members self-assess as the most challenging, or where support is most needed.

Nevertheless, members reflected that principles 10 and 11 are ‘very much welcomed’ because ‘organisation/good governance is a crucial component’ and these principles have ‘provided the opportunity to elevate conversations internally about issues relating to recruitment,’ for instance.

What is the level of awareness and engagement amongst your colleagues (managers, board, volunteers, etc.) in the Code?

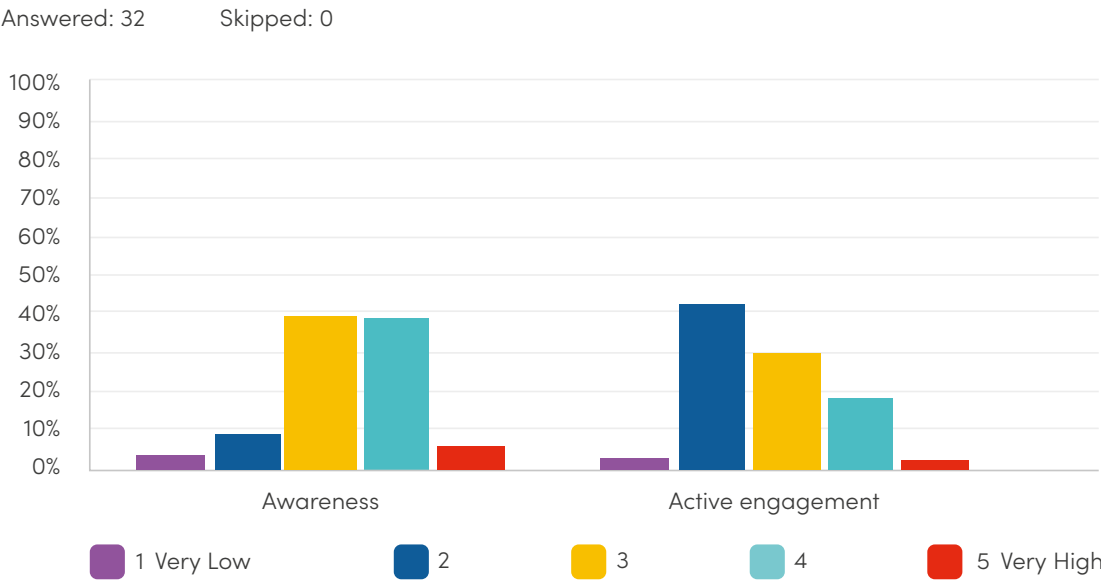


Figure 3: Levels of organisational engagement beyond DE staff in the Code (Survey Q.2).

3 IDEA has commissioned a ‘Lessons Learned’ report on the Code each year since the launch in 2020. It is carried out by Code panel members with input from Code members and IDEA staff where relevant.

3.1.3 Ownership of the Code

Initial meetings to develop the Code in 2017 stressed the importance of the Code as something developed and owned by the sector, as ‘a collective invitation to improve our practice’ (Task Group meeting notes, 6th September 2017). While the Code is housed and coordinated by IDEA, the success of the Code as a voluntary mechanism rests on members’ voluntary participation and a sense of agency and ownership in the process. Member surveys and ad hoc advisory groups have been key means of ensuring members have agency and ownership over how the Code develops.

Where do you feel ownership of the Code lies? Please put these actors in order.

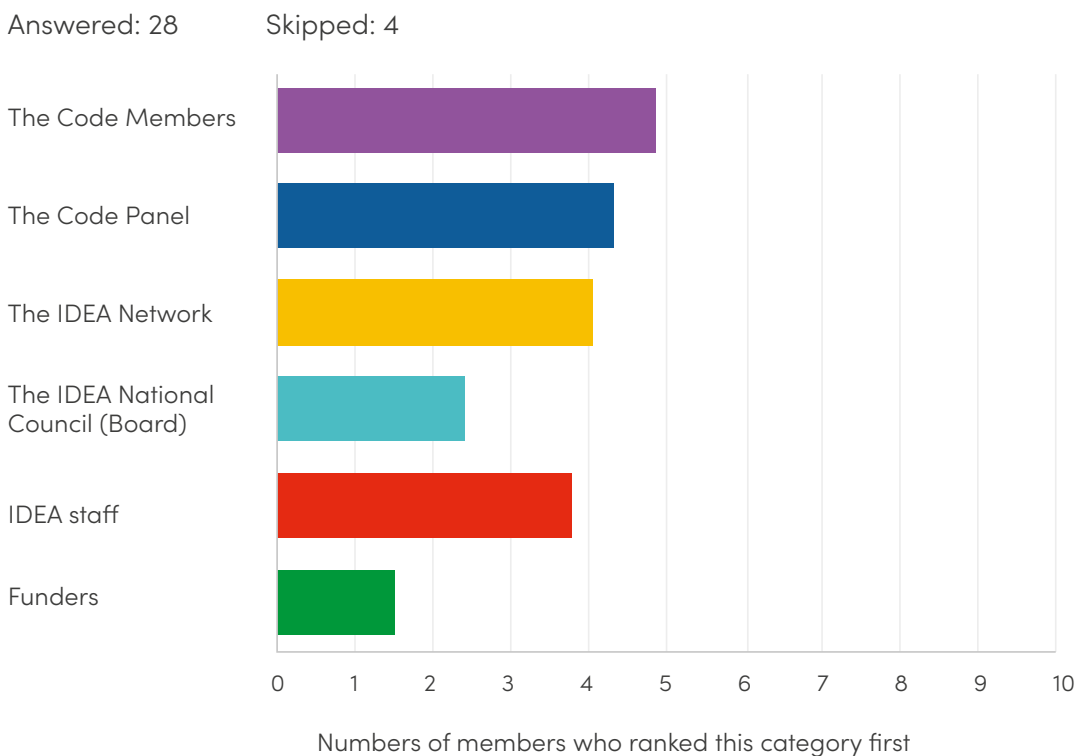


Figure 4: Members’ perceptions of ownership of the Code (Survey Q. 10).

In the survey, participants were asked to rank where they felt ownership of the Code currently lies. Figure 4 presents the weighted average rank of each option with 1 being the lowest and 10 being the highest. i.e., the option which was ranked highest by the most respondents overall gets the highest score (1-10) and the option which is ranked lowest by most respondents gets the lowest score (1-10). The data suggests that the IDEA’s approach to engaging members within the Code process has resulted in members feeling empowered within the process. The majority of members feel that ownership lies primarily with members themselves. Following this, members identify the Code Panel (who are practitioner peers), the broader IDEA network and IDEA staff as key constituent groups with ownership in the Code process. The IDEA National Council and Funders are seen to have least ownership over the Code, while remaining important stakeholders.

3.1.4 Core tension around time, capacity and funding

The Code is an effective tool to support organisational praxis through the Code Workbook self-assessment process (discussed in detail below). Many members want to go further – to be more ‘critical friends’ who ‘hold a mirror to each other’. In doing so, members hope to receive ‘more critical feedback’ in a ‘challenging and supportive environment’. Members recognise that the Code Community of Practice can be a useful resource for supporting practitioner and organisational development because it is a ‘valuable melting pot of connections skills and knowledge’. Other members described the Community of Practice as a ‘fountain’ and a ‘well’ which nourishes members’ practice and wellbeing (Figure 5).



Figure 5: The Community of Practice as a fountain and well.⁴

It appears that many members are supportive of embedding more collective processes of reflection and action in the Code through the Community of Practice. Such an approach is aligned with the core values of DE. To develop the Code in this direction would involve moving from mostly individual/team reflections within organisations to a balance of organisational reflection and engagement with the wider Community of Practice. However, we note that tension exists between members' desire (in principle) for greater Community of Practice engagement, and constraints around time, capacity and funding. These factors are important concerns for members which arise strongly in their nightmare scenarios for how the Code might develop (Figure 6).

⁴ Illustration created by Code members at consultation carried out at Code Network Meeting 29 November 2022.



Figure 6: 'Nightmare on Gardiner Row.'⁵

3.1.5 The purpose of the Code

Members broadly reported that engagement with the Code is a positive and supportive experience. An initial core purpose of the Code was to establish clarity around the 'nebulous term' Development Education. As reported above, it is clear that the Code has achieved this aim. Now, as one AG member suggested, the Code's 'use as a reflective tool is coming more to the fore'. However, we note that there are multiple reasons why members join the Code and take part in the self-assessment process and multiple understandings of the purpose of the Code amongst members. Forming consensus about the purpose of the Code will be an ongoing task as membership of the Code grows and practitioners within organisations change. In addition to maintaining a common understanding through growth and change, members' collective reflection and agreement on the Code purpose will be important to ensure the Code remains relevant for the sector and responsive to the wider societal context.

Closely connected with the question of purpose, we note the importance of the language and metaphors used to describe the Code. Some Code documents and members describe the Code as a 'journey', while one member notes that '*the journey is ongoing. [There is] no clear destination*'. While the metaphor of a "journey" is evocative, we suggest that "journey" may not be the right language as it gives the impression that there is a start, middle and end – rather than continuous cycles of action and reflection supporting ongoing praxis. We encourage IDEA to review the language used in Code support documents and suggest emphasising the Code as an ongoing process of continuous learning and development, rather than membership being a once-a-year tick box exercise. For example, the wording of the Code Commitment Form could be amended to emphasise a commitment to continuous organisational learning and praxis.

5 Illustration created by Code members at consultation carried out at Code Network Meeting 29 November 2022.

3.1.6 The Code and standard setting

The Code Workbook is a self-assessment tool which uses a voluntary approach to support organisational praxis.⁶ In this regard, the Code is an excellent example of a mechanism that is generated by the sector itself to enable peer-learning and development. We note that the Dublin Declaration makes a national level recommendation around appropriate standard-setting which is relevant for the Code members to consider. We recognise the clear desire of members for the Code to be a *'support for professional and organisational development'* rather than a *'quality assurance mark'* (Code workshop feedback). However, it is important to consider if the current approach to the Code will meet the requirements of the Dublin Declaration recommendation around standard setting.

The Irish Aid representative interviewed for this study emphasised that Irish Aid wholly supports the Code *'as it is an agreed standard for GCE across the sector'*, and a mechanism to enforce a minimum standard that *'protects the integrity of the DE sector.'* This Irish Aid representative noted that:

'The DE sector is so based on consensus, sometimes addressing difficult issues is hard. The sector is very strong on supporting each other and positive feedback, but they also need to be able to hold people to account and have difficult conversations as needed.'

– Irish Aid representative.

It is important for IDEA and Code members to consider how the Code can balance the sector's wish for a voluntary mechanism for professional development while establishing a minimum standard for DE practice. This may require developing a mechanism to guard minimum standards which limits who can claim they are doing quality DE.

3.1.7 Trend towards Global Citizenship Education

We note that there is a sectoral conversation around terminology and a trend towards the term 'Global Citizenship Education' amongst some organisations and bodies, including policy makers. We encourage IDEA and Code members to reflect on this shift and consider how it may impact on the current name of the Code. Noting the rich tradition of DE in Ireland, we suggest that adopting the term GCE within the Code could have a number of positive effects as:

- ▶ It would reflect national and international policy discourse
- ▶ It could mark a commitment towards ongoing efforts at decolonising the sector (i.e., we're not educating about development from North to South but about issues of justice and solidarity in a globalised world).

The AG supported having a discussion on this issue between IDEA and Code members.

⁶ Praxis is the process of using theoretical knowledge to inform practical action. It involves active and ongoing reflection on the part of practitioners. It is an important concept in the pedagogy of Paulo Freire, a key theorist for DE practice. For Freire, praxis involves a unity of reflection and action by learners, through which they become active participants in the world.

3.2. Code Principles and Indicators

This section sets out proposed new Code indicators and changes to the wording of existing Code principles and indicators which arose through the review process. The following considerations informed the discussion:

- ▶ The importance of ensuring that the Code is clear, accessible and understandable for members
- ▶ The importance of maintaining depth and nuance rather than removing or amalgamating principles and indicators for the sake of brevity
- ▶ The importance of amending, adapting and adding to the Code in order to better reflect the wider context for DE practice in Ireland.

The process for decision making around wordings and indicators was as follows:

- ▶ Members were asked via survey whether they supported a number of changes to principles and indicators. These changes had been identified in previous Lessons Learned reports and Code Network Meetings. The wording of these proposals can be seen in Appendix 6.2 (survey questions)
- ▶ Members were asked via survey whether they had any other suggestions for changes to the Code principles and indicators
- ▶ Code Review Advisory Group reviewed these results and made proposals for next steps.

Review Advisory Group members were asked to indicate their feeling on proposed changes using the following letters and additional comments where needed:

R (Recommend): This should be strongly recommended in the review

D (Discuss): This should be prioritised for further discussion with members at the Code Network Meeting

N (Note): This should be noted but not currently prioritised for discussion at the Code Network Meeting

U (Unnecessary): This proposal does not require pursuing at this point as time and resources should be focused elsewhere

Below we summarise the proposals for new Code indicators and wording changes to Code principles and indicators.

a. Indicator 1.3 (Bias)

To move 1.3 (Acknowledge and Address Bias) to Principle 4 (Encourage critical thinking).

Survey Result: 80% Agreement

Advisory Group Discussion:

- ▶ The AG thought that it would overload Principle 4 and is most relevant to Principle 1
- ▶ Need stronger background notes to clarify who the indicator is referring to (Code member or learner) and explain what is meant by 'address bias.'

Advisory Group Proposal:

- ▶ Make indicator 1.3 clearer
- ▶ Strongly recommend this change is implemented. Bring new text to the next Code Network meeting (CNM) for the whole membership to decide.

Current text	New text (changes highlighted in bold and underlined)
1.3 Acknowledge and address bias and subjectivity in our own knowledge base.	1.3 Acknowledge and address bias and subjectivity in our own <u>understanding of global development.</u>

b. New Indicator 2.3 (Grassroots Approach)

This proposal was made by a Code member when responding to the survey. The proposed indicator seeks to encourage DE practitioners to be responsive to the lived realities and issues of communities in Ireland, in particular those experiencing poverty, marginalisation and discrimination. In this way, the proposed indicator encourages DE practitioners to consider the issues of justice and rights in communities where they work and how those issues relate to DE. In this way, the indicator seeks to strengthen the links between global development and local social justice in Ireland.

Survey Results: Untested. This was a suggestion arising from the survey.

Advisory Group Proposals:

- ▶ Create a new Indicator 2.3
- ▶ This new proposal needs to be reflected on and discussed further.

Current text	New text (changes highlighted in bold and underlined)
<p>02. Explore the ROOT CAUSES of local and global injustices and inequalities in our interdependent world</p> <p>2.1 Ensure an analysis of the cause and effect of injustices is at the centre of our educational processes, as well as what drives global justice.</p> <p>2.2 As practitioners, examine our own roles as global citizens as part of our exploration of the root causes of injustice.'</p>	<p>Two options for a new indicator 2.3</p> <p><u>'Be responsive to issues of justice and equality in Ireland and seek to make local-global connections.'</u></p> <p>Or</p> <p><u>'Connect the practice to the concerns of marginalised communities and groups in Ireland.'</u></p>

c. Indicator 3.2 (Critical Questioning)

To move 3.2 (critical questioning about power relations at the centre of our education practice) to Principle 4.

Survey Result: 64% Agreement

Advisory Group Discussion:

- ▶ Thought that it would overload Principle 4 and is most relevant to Principle 3 with some similarity to Principle 11
- ▶ It's an important part of the "building blocks" of the Code and quality DE – Principles 1-3
- ▶ There is a need to define what a "safe space" is under Principle 4
- ▶ This needs to be linked to educational practices
- ▶ Broad discussion of P3 overall. Felt that the indicator had a gap around partnerships and wanted to create an indicator that reflected engagement with people and communities affected by the issues which we work on.

Advisory Group Proposal:

- Make a new indicator 3.3
- Inspired by other codes e.g. [Comhlámh Code of Good Practice](#)
- Strongly recommend this change is implemented. Bring new text to next CNM for whole membership to decide.

Current text	New text (changes highlighted in bold and underlined)
<p>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> <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><u>All other wording to remain as is</u></p> <p><u>New indicator 3.3 to be added:</u></p> <p><u>3.3 Our work (or engagement?) with people and communities affected by injustice and inequality is based on equal partnerships which recognise and address power differentials.</u></p>

d. Merging Principles 7 & 8

To merge principle 7 (build skills for informed, meaningful action) and principle 8 (Imagine and explore solutions).

Survey Results: 64%

Comments on this indicated that some members felt strongly that they were different enough to keep separate.

Advisory Group Discussion:

- Agreed with survey respondents that they are different and agree that they should be kept separate.

Advisory Group Proposal:

- Strengthen principle 7. Proposal to change 'skills' to competencies (inclusive of knowledge, skills and attitudes) and to amend indicator wording to include 'prepare' for actions and acknowledge risks and limitations
- This new proposal needs to be reflected on and refined further by Code members at the Code Network Meeting.

Current text	New text (changes highlighted in bold and underlined)
<p>07. Build SKILLS FOR INFORMED, MEANINGFUL ACTION that is COLLECTIVE in nature</p> <p>7.1 Encourage meaningful action based on participants' learning and analysis of how their actions can make a positive difference.</p> <p>7.2 Use the voices and/or experiences of those affected by the issue in designing the action, where possible.</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 when planning the action, and consider connecting with other networks or collective actions working on the same issues, or identify gaps in the current initiatives which the action could address.</p> <p>7.5 Link learners with further opportunities to engage in relevant actions beyond our intervention.</p>	<p>07. Build <u>competencies</u> for informed, meaningful action that is collective in nature</p> <p>7.1. <u>Prepare for and encourage</u> meaningful action based on participants' learning and analysis of how their actions can make a positive difference as well as have <u>risks and limitations.</u></p> <p><u>7.2. Engage in actions, partner and learn with those affected by the issue by including them in the design, implementation and evaluation of actions, where possible.</u></p> <p>7.3. Support participants to develop a range of approaches and <u>competencies</u> to target relevant audiences in their actions.</p> <p>7.4. Take other initiatives into account, <u>avoiding duplication of efforts:</u> consider <u>collaborating</u> 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 <u>initiative.</u></p>

e. Background Note to Principle 7 (Clarify 'Meaningful Action').

To be clearer on what “meaningful action” means in Indicator 7.1

Survey Results: Untested. This was a suggestion arising from the survey.

Advisory Group Discussion:

- ▶ Meaningful action can depend on your context or approach.

Advisory Group Proposal

- ▶ Also include this in the strengthening of Principle 7
- ▶ Clarify in background notes
- ▶ This new proposal needs to be reflected on and discussed further.

f. Merging Indicator 9.3 & 10.3 (CPD)

To merge 9.3 (Participate in opportunities for continuing learning and development that will strengthen our Development Education practice) and 10.3 (Provide support for opportunities for professional development in Development Education).

Survey Response: Untested. Several members made comments and suggestions about CPD in their responses to the survey and one member proposed this merging of Indicators.

The AG noted that with Principles 9.3 and 10.3, there is an apparent overlap in terms of CPD, but it is not clear who is doing/providing the CPD and whether it is by or for DE practitioners. Another member reflected that ‘*Principle 9 could have a stronger emphasis on accessible, well-funded CPD for practitioners.*’

Advisory Group Discussion:

- ▶ We should better distinguish / show how they complement each other as currently confusing (maybe 10.3 can be more specific)
- ▶ This new proposal needs to be reflected on and discussed further before a concrete wording proposal can be made.

g. New Indicator 11.5 (Decolonial Practice)

To insert a new indicator under principle 11 addressing anti-oppression, anti-racism and decolonial practice. By naming anti-oppressive, anti-racist and decolonial practice specifically, it encourages Code members to actively consider how they may create a positive and proactive anti-oppressive and decolonial practice in their organisations and DE practice. Naming these issues specifically will also encourage members to access the growing range of theoretical and practical resources in this area.

Survey Response: Untested – emerged from review.

Advisory group discussion: The AG felt that this is an ‘important question’ and recommended that this be taken to the Code members for discussion. AG members acknowledged that the ‘sector is predominantly white and well educated’, and that ‘most practitioners [...] have been educated to Masters level which could be a significant barrier to entry.’

Current text	New text (changes highlighted in bold and underlined)
<p>11. Reflect the KEY VALUES of Development Education: Equality, diversity, sustainability and human rights, and responsibilities, and challenging unequal and unjust power relations across all issues we work on</p> <p>11.1 Act out of an awareness of the importance of diversity when recruiting staff, volunteers and external facilitators.</p> <p>11.2 Challenge all forms of discrimination within our own organisation and those we work with.</p> <p>11.3 Include minority perspectives and world views in our institutional decision-making.</p> <p>11.4 Demonstrate a clear commitment to sustainability throughout our organisation’s policies and practices.</p>	<p>New indicator 11.5:</p> <p><u>“Build capacity for anti-oppressive, anti-racist and decolonial practice in the organisation.”</u></p>

h. New or amended principal or indicator focused on Inclusion.

To include a principle or indicator focused on inclusion, specifically addressing disability.

Survey Response: Untested. These proposals came as a repeated suggestion made by members in survey responses who are concerned about barriers to inclusion in the Code self-assessment process, particularly the issues for people with dyslexia.

Advisory Group Discussion:

- ▶ If disability is mentioned, then other characteristics may need to be mentioned, e.g., gender identity. Perhaps adopt an intersectional approach? Explain in a glossary and list all characteristics
- ▶ This could also include a discussion around decent work and pay for staff in the DE sector
- ▶ General note that members of the Code need to adopt principles within their context.

Advisory Group Proposals

Current text	Proposed text (changes highlighted in bold and underlined)
11.1 Act out of an awareness of the importance of diversity when recruiting staff, volunteers and external facilitators.	"Act out of an awareness of the importance of diversity <u>and inclusion</u> when recruiting staff, volunteers and external facilitators."

Additional proposal:

- ▶ Include 9 grounds of discrimination in background notes including around learners and learner supports (potentially reference to intersectionality and universal design approaches)
- ▶ This new proposal needs to be reflected on and discussed further.

i. Indicators 12.2 & 12.3 (Advocacy)

To merge indicators 12.2 (Lobby government and other relevant bodies) and 12.3 (Shape national and international policies)

Survey Results: 80% agree

Advisory Group Discussion:

- ▶ 12.2 and 12.3 are quite separate but not well defined
- ▶ 12.2 relates specifically to funding and other support for DE/GCE in Ireland, while 12.3 focuses on broader policy engagement nationally and internationally on DE related issues.

Advisory Group Decision:

- ▶ Make the indicators clearer and more distinguishable
- ▶ Strongly recommend this change is implemented. Bring new text to next CNM for whole membership to decide.

Current text	New text (changes highlighted in bold and underlined)
<p>12. ADVOCATE FOR QUALITY DEVELOPMENT EDUCATION for all learners in Ireland which is adequately funded and in line with this Code of Good Practice</p> <p>12.1 Mainstream Development Education within our organisation.</p> <p>12.2 Lobby government and other relevant bodies for adequate, diversified funding and support for quality Development Education in Ireland.</p> <p>12.3 Shape national/ international policies through engaging in policy processes and making submissions on issues related to Development Education.</p>	<p><u>12.2 To lobby policy and decision-makers for adequate, diversified funding and support for quality DE in Ireland.</u></p> <p><u>12.3 Contribute to shaping/Shape local/ national/international policies through engaging in policy processes and contributing to/making submissions on issues related to Development Education, by providing case studies, testimonials, reports, experiences of doing DE, etc. to IDEA/others.</u></p>

3.3. Code processes and network

The review considered all aspects of the Code process and other support structures such as the website, Slack workspace, Community of Practice, mentoring system and so on. This section discusses the themes and issues which emerged. Each section addresses a key element of the Code and is structured as follows:

- ▶ **Authors' reflections:** Our reflections as authors on the issue drawing on evidence from review
- ▶ **Review Advisory Group Considerations:** Summary reflections from the review Advisory Group on each issue
- ▶ **Recommendations:** Actions we propose as arising from the review.

3.3.1 The Code Workbook

Authors' reflections

Code members generally expressed positive feedback about the Code Workbook process which suggest that it should be maintained as a tool for reflective practice:

- ▶ *'The process is very supportive, as are the IDEA team. The 1-1 meetings are particularly valuable'*
- ▶ *'The process seems effective as it is and is well worth engaging with.'*

Members reported a high level of satisfaction in the workbook (figure 5) as a tool which *'lends itself to reflection'*. 78% stated that the workbook was either very or extremely supportive for reflection while just 7% found it only moderately supportive.

However, there were also a number of suggestions for how the workbook process could be improved, in particular, suggesting that *'the formatting could be improved'* because it's *'not the most user-friendly'*. Members also raised accessibility issues with the workbook, noting for example that the *'whole process isn't very dyslexic friendly'*.

Responding to time and capacity constraints

The Code Workbook has proven to be an effective tool for supporting organisational praxis. However, it was also acknowledged by members that the workbook requires time and resources to complete. A Panel member emphasised that,

'You can't get around the idea that [the workbook is] time intensive, and when people are worried about their grant applications [for example], it's very difficult for them to think about anything else.'
– Panel member.

How supportive for reflective practice have you found the Code Workbook?

Answered: 28 Skipped: 4

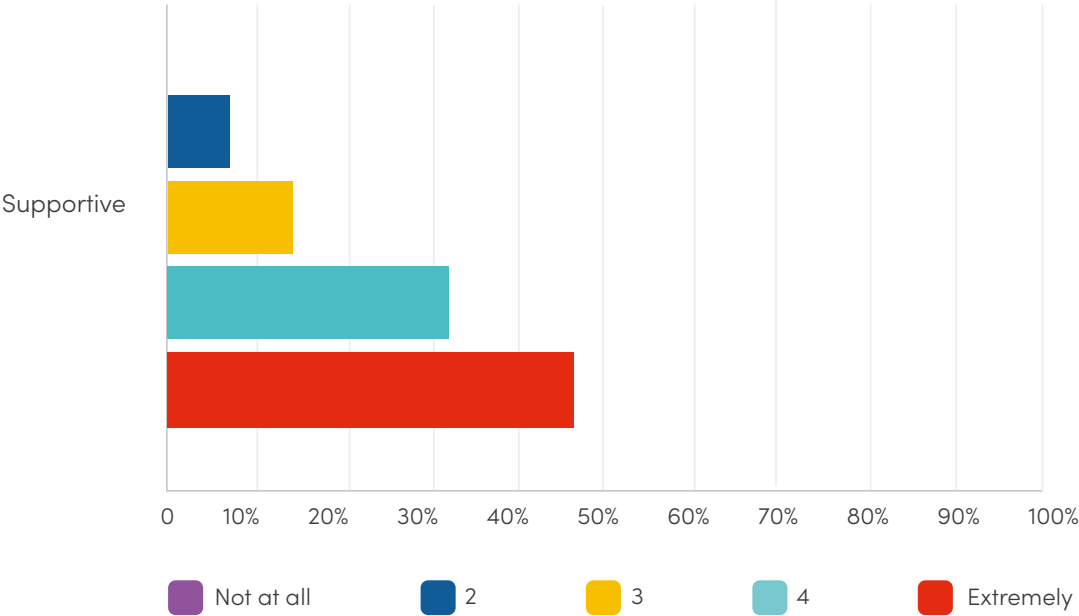


Figure 7: Use of the Code Workbook for reflective practice (Survey Q.7).

In the context of limited time and resource capacity within organisations, completion of the Code Workbook has – understandably – become the main use of members’ time and resources in relation to the Code. We note that this creates competition for members’ time between the Code Workbook and Community of Practice. This prioritisation of the workbook over the Community of Practice may contribute to members’ fears that their experience of the Code could become ‘siloed’ or a ‘tick-box exercise’ (Figure 8). This may be a particular issue as the Code ages and members continue to repeat the same workbook process each year.

It is our view that the issue of limited organisational capacity is a structural reality across the sector which poses a constraint on members’ ability to engage in the Community of Practice. This issue may limit members’ sense of ownership over the Code and its process in the longer term, posing a challenge for the sustaining of momentum in the Code. In order to support a flourishing Community of Practice that further contributes to organisational praxis, it may be important to explore ways in which IDEA can support organisations to more evenly distribute their resources between (i) the workbook process and (ii) the Community of Practice. Better integration of these two elements of the Code could support members to direct energy towards the Community of Practice. We outline ways in which this could be done in section 4.2 below.



Figure 8: Code members fear working in silos.⁷

Funding constraints

A notable constraint to organisations' ability to make more time for this is the availability of funding for Continuous Professional Development and cross-sectoral collaboration for learning and development. Recent Irish Aid strategic partnerships (e.g., with the youth sector) have supported greater practitioner and organisational collaboration for praxis. The Irish Aid representative interviewed for the review stated that:

'There is a commitment in the 2021-2025 Irish Aid Global Citizenship Education strategy to grow funding to €10 million over the course of the plan, part of this has included investing in capacity building of the sector including the work of IDEA.'

– Irish Aid representative.

Building on this, it may be helpful for IDEA to engage with Irish Aid and other funders to explore how funding can support CPD and enable greater cross-sectoral collaboration in peer-learning and praxis initiatives.

⁷ Illustration created by Code members at consultation carried out at Code Network Meeting 29 November 2022

3.3.2 The Community of Practice

Authors' reflections

Code Network Meetings are gatherings of the Community of Practice. There is a high level of participation in these meetings (78% of survey respondents reported they have attended one) with members reporting broad satisfaction with them in feedback surveys after each Code self-assessment round. 75% of members report using meetings as means to communicate, seek advice and collaborate with peers. This contrasts with the relatively low engagement from members with online messaging platforms such as Slack (28%). Furthermore, 85% find informal conversations important for peer engagement, and this requires creating spaces for practitioners to network and connect. Such spaces are all the more important as the DE sector continues to expand, as the representative from Irish Aid noted:

'There was a time when DE was a smaller community with a clear shared ethos. A lot of [practitioners] had spent time overseas in the global South. It's very different now and people engaged are from schools, youth groups, all sorts of groups. This is very positive but also brings challenges.'

– Irish Aid representative.

In this context of growth and change amongst organisations and practitioners engaged in DE, members report the Code Network meeting being *'very helpful to support building connections.'* Figure 9 presents a word cloud of members' responses to the question of how to enhance sharing and exchange of practice.

One of the most important aspects of the Code is the ability to share and exchange practice with others within the shared framework for quality DE. How could this be further enhanced?

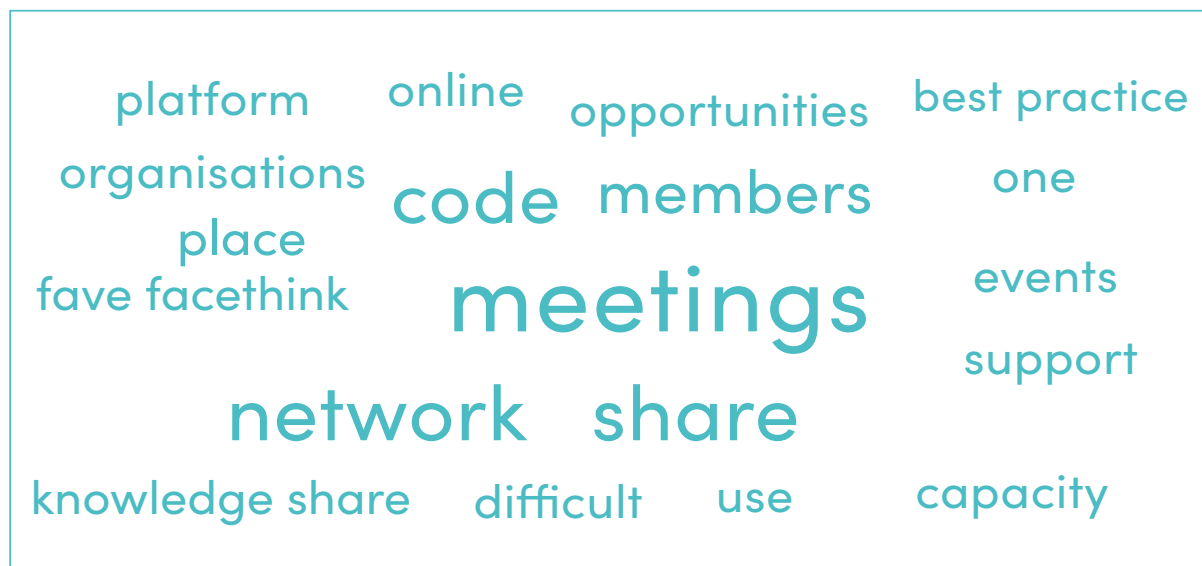


Figure 9: Word cloud of Survey Q. 11 responses (Size of word indicated frequency of response).

Integrating the Code Workbook and Community of Practice

There is appetite from some members for more praxis development and partnership opportunities through the Community of Practice. In the survey, members offered examples of what they are seeking from a Community of Practice:

- ▶ *'In person reflective praxis sessions' for 'collective reflection and action'*
- ▶ *'More opportunity/engagements for learning exchange and partnership'*
- ▶ *'More showcasing of different orgs work - what people are doing / involved in - for example in a 30 min presentation over lunch or 'coffee break'⁸*
- ▶ *'Online spaces using Zoom [which are] convenient for organisations based outside Dublin.'*

Such activities are resource and time intensive for organisations including IDEA. This doesn't automatically stop organisations from engaging, as one member noted: *'We have limited capacity [to engage] as a very small org[anisation], but [we] try because we see value in all these offerings.'*

The capacity and resource clashes between the Code Workbook and Community of Practice discussed above suggest it is important for IDEA and Code members to consciously consider how to resource Community of Practice activities.

8 This suggestion appears to be similar to existing [IDEA Knowledge Shares events](#).

We encourage Code members to consider other tools that may be used in conjunction with the workbook to foster collaborative reflection and praxis. One proposal which we tested and discussed with the AG was to reduce the workbook reporting to every second year (after a number of rounds). Every second year, organisations might then show their commitment to the Code and to professional development by other means, for example:

- ▶ Choose one Code Principle or a small set of Indicators to focus on improving and document that process
- ▶ Engage in an action research or collaborative inquiry project with other Code members exploring a similar issue through cycles of reflection and action.

Such alternative ways to foster collective and collaborative practice would be in keeping with the holistic nature of the sector and its commitment to participatory, creative pedagogical methodologies and approaches (i.e., Principle 5). They have the potential to contribute much to sectoral and professional development over a longer period, as the Panel member noted:

'I think that [action research] would be really exciting because one of the problems is that when you're on your 5th or 6th submission, is it going to become tedious. If there was an action research group working on 2-3 principles, you could join and share/exchange practice that would be good. [Particularly] for groups that "get" the Code, are doing what they need to do and are providing ample evidence that they are fulfilling many of the principles... an alternative like [AR] would be good.'

– Panel member.

Review Advisory Group Considerations

The AG recommended that the proposal to replace the workbook with a collective praxis alternative every second year should be discussed with the Code members. AG members were 'open to this suggestion' while acknowledging the need for 'a clear alternative request for the non-workbook year'. One suggested it would be appropriate every second year to 'optimise the review and our time to focus on 2-3 weakest indicators'. However, another noted a concern that having to complete the full workbook biennially could be a burden: 'It is hard to even reflect on what we did in one year. Two years will be even trickier!' A further concern is how to ensure members have a structured, systematic means to reflect on their practice each year, particularly in small organisations where there may be only one DE practitioner.

Recommendations

- ▶ Maintain the Code Network Meetings and expand online opportunities for Continuous Professional Development
- ▶ Engage members in dialogue around how Indicators 9.2 and 9.3 encourage and support participation in the Community of Practice
- ▶ Pilot collective alternative means of self-reflection to the Code Workbook for members who have completed a number of rounds (e.g., peer-led collaborative inquiry, action research).

3.3.3 An online submission platform

Authors' reflections

At the outset of the review, some initial discussion about developing an online platform for workbook submission had taken place. This followed from recommendations in the Lessons Learned reports. Through the review, we sought to consult members on this proposal. The survey asked Code members about an online platform for workbook completion and submission to manage the volume of data now and into the future. Agreement with a set of statements was as follows:

- ▶ Our organisation believes an online platform to submit self-assessment would be more effective in principle (78.6%)
- ▶ Our organisation believes the existing process (a word document submitted by email) is sufficient for our needs (28.6%)
- ▶ Our organisation feels confident with our technological capabilities to navigate an online platform (67.7%)
- ▶ Our organisation would require significant training and support to navigate an online platform (14.3%).

It is clear that a majority of Code members believe that an online platform would be more effective in principle, while a minority of organisations believe that the existing process is sufficient. One member commented that *'the current process works well'* for them, while 10 members made additional comments supporting the proposal and offering relevant considerations, for example:

- ▶ *'The online workbook might be a real advantage. Especially if we can track our previous submissions and the changes and improvements over time'*
- ▶ *'If it was possible to have a simplified front facing interface for relevant evidence for each principle/ indicator – that could then collate data into a downloadable report for that year – that would be wonderful'*

- ▶ *'Our tentative view is that the Code needs a more fundamental rethink in terms of user experience; very wary of sense of ongoing work it creates for us, and IDEA given other important areas of focus'*
- ▶ *'Online platforms can work very well if the right platform is selected. All parts of the platform should be accessible all the time (e.g., you don't need to complete Principle 1 before moving to the next Principle and so on).'*

In addition to this broad support from Code members, the panel member interviewed expressed the view that an online system would be very helpful for the panel as presently the workbook can become *'a bit of a mess'* and *'huge amount of panel members' time is wasted copying and pasting bits of text into the evidence grid, trying to figure out what evidence relates to what text'*. Their view is that investment in an online system *'just has to be done'* and would be *'really worth it'* because:

'Spreadsheets [for Panel members to gather evidence or examples of good practice at each round] that were designed for the first round of submissions are now groaning with data. The alternative is more and more time on administrative things and less and less time talking about Dev. Ed. Practice.'

– **Panel member.**

Review Advisory Group considerations

Review Advisory Group members recommended a discussion about this proposal with the Code community. They also emphasised the importance of technical expertise in helping members to design the platform. They acknowledged that developing an online platform would be *'a huge investment for IDEA staff time'*. Further clarification is needed about how the system would operate, how it would be *'used consistently'* and that data is *'stored securely'*. AG members recommended a phased approach to moving towards an online system, starting by making the principles and indicators more user friendly – with background notes popping up etc. The AG also recommended asking global partners, particularly those in the Global South, for suggestions on how they develop such systems.

Recommendations

- ▶ Invest in an online platform for workbook completion and data storage as a crucial step to support the ongoing development of the Code
- ▶ Seek specific funding for a relevant technical expert to carry out this work, so that it does not constrain existing work of the IDEA Capacity Development Manager.

3.3.4 Managing and using data

Authors' reflections

What is the purpose of storing the data which is being generated through Code Workbooks? There is currently no written, collective agreement between IDEA and the Code members on the answer to this question.

The Code Workbook is a reflective practice tool for organisations and practitioners, but it is also generating a significant dataset on DE practice in Ireland. This data is generated by DE practitioners themselves and will only grow as members continue to submit workbooks. This dataset is extremely valuable qualitative evidence which could contribute to the evidence-base for DE practice, support further professional/organisational development and support the sector to better communicate with policy makers and the public.

Furthermore, as the Code membership continues to grow spanning an increasing array of organisations across a range of sectors (international development, the formal educational sector, adult and community education, youth work, community development) this dataset offers huge potential for comparative research that supports dialogue and collaboration in a diverse space.

We acknowledge that this conversation requires further collective clarity on the purpose of the Code. As the IDEA staff member interviewed noted:

'It is perhaps not the Code's function to address collective impact of the Dev Ed sector. But the data could certainly make a contribution to exploring the collective impact.'
– IDEA staff member.

Data management

The data management systems for the Code would benefit from a thorough review to ensure that the systems and processes continue to be fit for purpose as the data level grows. As noted above, the current spreadsheet system appears to be no longer fit for purpose in managing large and growing amounts of data. We recommend that members discuss and agree on a policy and procedures on data collection, handling and purpose. We note that the Code Workbook data is generally organisational and professional in nature. Nevertheless, a data management policy should be cognisant of General Data-Protection Regulation (GDPR) compliance.

Review Advisory Group Considerations

There was consensus amongst the AG that the purpose and management of data is an important concern which should be discussed with Code members. AG members felt the data set would be *'used for research purposes and perhaps a periodic report, e.g., "DE in Ireland"'*. Another felt that it would support *'cohesion within the sector'*. Regarding data management issues, the AG noted that it would be *'useful to get a Data Protection expert to advise on this'*.

Recommendations

- ▶ IDEA and the Code members should engage in dialogue to consider and agree the secondary purposes/uses of Code Workbook data beyond the Code feedback process (e.g., academic research, quality evaluations or public communication)
- ▶ IDEA should seek support from relevant academic institutions to consider how the Code data might be used (in line with decisions by the Code members)
- ▶ IDEA, in consultation with Code members should develop a data management policy for how IDEA manages data from the workbooks, including addressing any GDPR considerations.

3.3.5 The Code Panel and Mentor Programme

Authors' reflections

The Code Panel as a peer-support and peer-review mechanism is strongly *'in keeping with the spirit of the Code'* and *'reinforces the idea that the Code is for IDEA members by IDEA members'* as a panel member noted. To support this sense of collegiality and sense of sectoral solidarity, it may be helpful to consider how Panel members engage more fully with the Community of Practice. A proactive first step would be that *'when there's another face to face meeting it would be good to have as many panel members as possible present'*.

Many Code members reported satisfaction with the Panel and feedback mechanisms of the letter and 1-1 meeting. Similarly, a panel member reported satisfaction with the process, including the *'big improvements to the feedback form'*. However, members were not explicitly asked about the Panel and as a result our data does not present a general view of the Code members.

We note that the Code Panel is another site of potential tension between capacity and ownership. The panel members' time and capacity are currently taken up with the review of workbooks and provision of feedback. The panel are also engaged in additional tasks which support the Code, including mentoring, facilitating code network meetings, creation of supporting documents like the [Background Notes for all Principles](#), writing the annual Lessons Learned reports etc. Noting our earlier recommendations around integrating the workbook and other tools of reflective practice, we believe that it is important for IDEA and Code members to explore whether the Panel has a role in supporting practitioner and organisational praxis beyond feedback through written responses.

This might include:

- ▶ Panel members producing a synthesis report with key learnings that can be shared with members to catalyse sectoral reflective practice. This would complement the Lessons Learned reports which focus on Code implementation by focusing on DE practice across the sector, noting innovations, trends and challenges etc.
- ▶ Panel members engaging in dialogue or organisational visits (either online or in person) to provide oral feedback or facilitate reflective workshops
- ▶ Panel members supporting/facilitating/contributing to practice development activities such as the action research that could form part of a workbook alternative.

However, we note the view of a panel member that the current role of a panel member is '*not necessarily talking to someone about their practice*', but rather reviewing '*how well they're articulating their evidence for their practice*.' If this role is to evolve it should be done by agreement of the Code members.

Mentoring Programme

As with the Panel, the pilot mentoring programme was reviewed in a separate process and this review did not specifically address it. However, 17% of members reported taking part in the pilot mentoring programme and the comments reported by members were broadly positive. One panel member expressed the view that mentor programme participants experienced capacity issues that hampered their engagement:

'They felt pressure. We were asking them to commit to three one-hour meetings [within three months]. Only one of the five actually completed them, because they were under pressure.'

– **Panel member.**

Review Advisory Group Considerations

The AG for this review did not spend much time discussing the panel. A proposal to expand the mentorship programme was made from a member via the survey. This was tested with the AG, where the majority recommended the proposal be implemented and a minority recommended further discussion with the members.

Recommendations

- ▶ The Code Panel should be maintained as a good practice approach to peer support in the sector
- ▶ IDEA should consider how the capacity of the Code Panel could be more evenly distributed between the review of the self-assessments (Workbook) and professional development (Community of Practice)
- ▶ IDEA, Code members and the Code Panel should work together to implement the findings of the Lessons Learned report.

3.3.6 Slack workspace

Authors' reflections

Using the Slack workspace, IDEA and members have sought to foster a lively Community of Practice. 64% of members reported through the survey that they have engaged in the Community of Practice Slack space. However, we note that achieving this level of engagement has been resource intensive for IDEA and Slack has not generated momentum amongst members. Members also reported accessibility concerns around the use of the platform, with one reporting that *'personally, and as a dyslexic, [I] find Slack very challenging'*.

It is our view that online platforms such as Slack can only be effective when there are professional relationships bonded by trust and solidarity. At the Code Network Meeting, there appeared to be strong relationships of trust and solidarity in the sector, but maintaining such bonds require ongoing face-to-face engagement, dialogue and collaboration. A sense of ownership and capacity can be supported by tools and technology (e.g., Slack). However, these alone will not foster a sense of ownership and capacity that will sustain the momentum of the Code.

Review Advisory Group Considerations

Due to time constraints, AG discussion of other key issues was prioritised over Slack.

Recommendation

- ▶ Code members should consider whether to continue using the Slack space, including how accessibility issues may be addressed.

3.3.5 Equality, interculturalism and decolonial practice

Authors' reflections

Principle 11 commits Code members to addressing issues of diversity, discrimination and inclusion in organisational contexts. However, we are aware that this principle is '*particularly challenging*' for members (Background notes, p. 29). We also note that the issue of a lack of diversity amongst participants was raised at the Code Network Meeting on 29th November 2022. In addition, several people in the meeting wrote reflections about creating a space for '*everyone around the table*' in this work and it was noted that '*decolonisation isn't explicitly mentioned in the Code*'.

We recognise that anecdotally this is an issue for the DE sector broadly, rather than a specific failing of the Code or Code members. However, the Code plays an important role in supporting organisations and practitioners to reflect on and develop their practice, and it has consistently spotlighted this issue for all Code members since its launch. In this light, we are curious about what further steps could be taken to support organisations to address this Principle and support efforts towards greater equality and interculturalism in the DE sector, including addressing class-based discrimination. We acknowledge that this work is challenging and requires time and resources. Training in anti-discriminatory practice is built into professional development in many of the social professions and Thompson (2016: 10) notes that,

'practice which does not take account of oppression, and the discrimination which gives rise to it, cannot be seen as good practice, no matter how high its standards may be in other respects.'

– Thompson (2016:10).

Organisations reflecting our society

We note that '*decolonising Development Education*' has been explored recently in the context of GCE pedagogies in Ireland (IDEA, 2022; Olamiju, 2022) and is increasingly discussed internationally (GTDF, 2020). This work could be fruitfully extended to consider how to '*decolonise*' our organisational structures, practices and policies: something which the Code could play a role in. This is an important moral and ethical question. Immigration over the last twenty to thirty years has shaped demographic trends towards greater diversity in Ireland. There are large diaspora populations from the places which have traditionally been the focus of Development Education.⁹ This challenges Code members to consider how to engage with this reality in their pedagogic and organisational practices. It also challenges members to acknowledge and address homogeneity (which anecdotally appears to be mostly white-Irish, settled, middle class) in their staffing. A further issue to consider is how Code members respond to the rise of far-right racist organising, which has been growing quietly in communities in recent years and has now emerged in the media and public eye.

⁹ At the time of writing, the 2022 Census results on nationality or ethnicity have not been published. The 2016 Census reveals a growing diversity in the Irish population. For example, one in three people of African ethnicity living in Ireland (22,331 persons) were born in the country.

An inclusive Code process

We encourage Code members and IDEA to ensure that Code processes are as accessible and culturally sensitive as possible. The Code is and will be a major shaper of culture in the sector. What sort of culture does it create? One survey respondent noted that it is not a very dyslexia friendly process and highlighted accessibility issues for people with disabilities. We also note that the amount of written documentation required privileges a particular way of knowing and expression at the expense of others – “head” (cognitive) over “heart” (affective) and “hand” (practical). This “worshipping the written word” is one characteristic of what Tema Okun (1999; see also: CoCo, 2019), calls “white supremacist culture” in organisations.

Pathways to decolonisation

How might the Code assist members in building organisational capacity so that the sector’s leadership and make-up becomes more of a reflection of diverse Irish society? Currently principle 10 seems to envisage that having an organisational DE policy will be a ‘soft power’ tool to catalyse conversations about diversity, inclusion and anti-discrimination. However, we consider that the indicators here (and in Principle 11) could be made more specific and direct. For example, encouraging members to design and implement affirmative action HR policies and initiatives to support equality and interculturalism within the sector. Rather than making specific proposals, we consider that the best course of action would be to establish a working group with expertise in anti-oppressive and decolonial practice to consider these issues in greater detail.

Review Advisory Group Considerations

There was consensus amongst the AG that this issue should be addressed meaningfully, although it was suggested that some of this work ‘*may happen outside of Code structures*’ within the sector.

Recommendations

- ▶ Establish a working group to consider issues facing organisations in implementing Principle 11 and make recommendations to support ongoing efforts to embed anti-oppressive practice in the sector
- ▶ Use the Community of Practice to actively build capacity for anti-oppressive and decolonial practice in organisations and across the sector, including supporting practitioners to develop an intersectional analysis of their position in relation to power and privilege.

4. Conclusion and Recommendations

It is our view that the Code of Good Practice for DE in Ireland has been a successful initiative that has supported the DE sector to achieve greater clarity and coherence while fostering a culture of reflective practice and peer support. That this has been achieved throughout the COVID-19 pandemic and lockdowns is no small feat. Furthermore, in the period since the Code's launch there has been growth in the number of organisations becoming members, underscoring the benefit of the Code in providing practitioners with a common language and framework for practice.

With the basic structures and framework of the Code now operational, we believe that it is now time to focus on how the Code can support a deeper and more critical praxis within and across organisations. Investing time and resources in the Community of Practice and integrating the Code Workbook with the Community of Practice are crucial means to do this. Additionally, it will be important for the future strategic development of the Code to invest in appropriate technological solutions to support workbook completion, data management and multiple uses of workbook data into the future, including peer-review, learning and development and academic research. Finally, sustaining and expanding the sector's commitment to equality, inclusion, anti-oppression and decolonial practice will be an important area for future strategic development.

Below we summarise the key recommendations of this report (as set out in detail above).

CODE WORKBOOK

1. Maintain the Code Workbook, while also developing additional means of fostering collective praxis through the Code Community of Practice as complementary to the workbook process.
2. The Code Commitment Form and Guidance Notes on the Code Workbook should be amended to emphasise the workbook as a tool to support critical praxis and support members to use it as such.
3. Redesign the workbook to make it more readable and accessible e.g., simplicity of language, fonts, spacing and sizing. This redesign could be integrated into a new online platform.

CODE COMMUNITY OF PRACTICE

4. Maintain the Code Network Meetings and expand online opportunities for Continuous Professional Development.

5. Engage members in dialogue around how Indicators 9.2 and 9.3 encourage and support participation in the Community of Practice.
6. Pilot collective alternative means of self-reflection to the Code Workbook for members who have completed a number of rounds (e.g., peer-led collaborative inquiry, action research).

ONLINE PLATFORM FOR WORKBOOK

7. Invest in an online platform for workbook completion and data storage as a crucial step to support the ongoing development of the Code.
8. Seek specific funding for a relevant technical expert to carry out this work, so that it does not constrain existing work of the Capacity Development Manager.

MANAGING DATA

9. IDEA and the Code members should engage in dialogue to consider and agree the secondary purposes/uses of Code Workbook data beyond the Code feedback process (e.g., academic research, quality evaluations or public communication).
10. IDEA should seek support from relevant academic institutions to consider how the Code data might be used (in line with decisions by the Code members).
11. IDEA, in consultation with Code members should develop a data management policy for how IDEA manages data from the workbooks, including addressing any GDPR considerations.

CODE PANEL

12. The Code Panel should be maintained as a good practice approach to peer support in the sector.
13. IDEA should consider how the capacity of the Code Panel could be more evenly distributed between the review of the self-assessments (Workbook) and professional development (Community of Practice).
14. IDEA, Code members and the Code Panel should work together to implement the findings of the Lessons Learned report.

SLACK

15. Code members should consider whether to continue using the Slack space, including how accessibility issues may be addressed.

DECOLONIAL PRACTICE

16. Establish a working group to consider issues facing organisations in implementing Principle 11 and make recommendations to support ongoing efforts to embed anti-oppressive practice in the sector.
17. Use the Community of Practice to actively build capacity for anti-oppressive and decolonial practice in organisation and across the sector, including supporting practitioners to develop an intersectional analysis of their position in relation to power and privilege.

5. References

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6. Appendices

6.1. Summary of proposed Principle and Indicator changes

Proposal	New Wording	Next Steps
Amend Indicator 1.3	Acknowledge and address bias and subjectivity in our own <u>understanding of global development.</u>	Recommend
Add a new indicator 2.3	Two options for a new indicator 2.3 “Be responsive to issues of justice and equality in Ireland, and seek to make local global connections” or “Connect the practice to the concerns of marginalised communities and groups in Ireland.	Discuss
Add new indicator 3.3	Our work (or engagement?) with people and communities affected by injustice and inequality is based on equal partnerships which recognise and address power differentials.	Recommend
Amend Principle 7	Build <u>competencies</u> for informed, meaningful action that is collective in nature.	Discuss
Amend Indicator 7.1	<u>Prepare for and</u> encourage meaningful action based on participants’ learning and analysis of how their actions can make a positive difference <u>as well as have risks and limitations.</u>	Discuss

Proposal	New Wording	Next Steps
Amend Indicator 7.2	<u>7.2. Engage in actions, partner and learn with those affected by the issue by including them in the design, implementation and evaluation of activities, where possible.</u>	Discuss
Amend Indicator 7.3	7.3. Support participants to develop a range of approaches and <u>competencies</u> to target relevant audiences in their actions.	Discuss
Amend Indicator 7.4	Take other initiatives into account, <u>avoiding duplication of efforts</u> : consider <u>collaborating</u> with other networks or collective actions working on the same issues, or identify gaps in the current initiatives that the action could address.	Discuss
Amend Indicator 7.5	Link learners with further opportunities to engage in relevant actions beyond our <u>initiative</u> .	Discuss
Amend indicator 11.1	"Act out of an awareness of the importance of diversity <u>and inclusion</u> when recruiting staff, volunteers and external facilitators."	Recommended
Insert new indicator 11.5	"Build capacity for anti-oppressive, anti-racist and decolonial practice in the organisation."	Discuss
Amend indicator 12.2	To lobby <u>policy and decision-makers</u> for adequate, diversified funding and support for quality DE in Ireland.	Recommended

Proposal	New Wording	Next Steps
Amend indicator 12.3	Contribute to shaping/ Shape local / national/ international policies through engaging in policy processes and contributing to/making submissions on issues related to Development Education, by providing case studies, testimonials, reports, experiences of doing DE etc. to IDEA/others.	Recommended
<i>General Change</i> Indicators 9.3 and 10.3	Make 10.3 and 9.3 clearer to distinguish them.	Discuss
General Change Indicator 10.2 or 12.2	Put decent work and pay within 10.2 or 12.2 given the link between funders and organisations to equip good jobs to provide quality Dev Ed.	Discuss
<i>Background Notes</i>	Be clearer on what “meaningful action” means in Indicator 7.1.	Discuss
<i>Background Notes</i>	To add detail on the 9 grounds of discrimination in background notes, including around learners and learner supports (potentially reference to intersectionality and universal design approaches).	Discuss

6.2. Members survey questions

Question	Answer Type
What is the level of awareness and engagement amongst your colleagues (managers, board, volunteers, etc...) of the Code.	<p>Scale of 1-5</p> <p>(a) "Extremely Low Awareness" to "Extremely High Awareness"</p> <p>(b) "Extremely Low Active Engagement" to "Extremely Active Engagement"</p>
Have you used the Code to raise awareness of DE with colleagues in other parts of your organisation? Please tell us about this.	Open Ended Response
How clear and understandable is the wording of the Code principles & indicators to you?	<p>Scale of 1-5</p> <p>"Not At All Clear" to "Extremely Clear"</p>
Do you feel the Code principles & indicators fully reflect all aspects of quality DE?	<p>Scale of 1-5</p> <p>"There Are Major Gaps" to "There are no Gaps"</p>
If you feel there are gaps which mean that the Code principles & indicators do not 'cover' all aspects of quality DE practice, then what changes to principles and indicators could address this?	Open ended Response
Are there Code principles & indicators that you find particularly important and helpful in your practice? Please name the principles/indicators and tell us why you find them helpful.	Open-Ended Response

Question	Answer Type
<p>Previous analysis of the Code Workbooks has identified the potential changes to the wording of the Code principles & indicators for clarity and to avoid repetition. Please indicate your agreement with the proposals by ticking those you support. Following this 'temperature check', concrete proposals may be discussed and agreed by the Review Advisory Group.</p> <ul style="list-style-type: none"> a. To move Indicator 1.3 (Acknowledge and address bias) to Principle 4 (Encourage critical thinking). b. To move Indicator 1.3 (Acknowledge and address bias) to Principle 4 (Encourage critical thinking). c. To merge Indicator 4.3 (Create a safe space for open and respectful dialogue) and Indicator 5.3 (Create a safe space for learning that is relevant and appropriate). d. To merge Principle 7 (Build Skills for informed, meaningful Action) & Principle 8 (Imagine and explore solutions). e. To merge Indicators 12.2 (Lobby government and other relevant bodies) & (Shape national and international policies). 	<p>Tick for Agreement</p>
<p>Are there any other specific Code principles/indicators which you would like to amend? Please share details.</p>	<p>Open Ended Response</p>
<p>How supportive for reflective practice have you found the Code Workbook?</p>	<p>Scale of 1-5 "Not at all supportive" to "Extremely Supportive"</p>

Question	Answer Type
Are there changes to the wording of the instructions or the layout of the workbook including the action plan which you would like to propose? Please share details.	Open Ended Response
Are there specific changes to the self-assessment process (support from IDEA, submission of workbook, feedback letter, 1-1 meeting) which you would like to see? Please share details.	Open Ended Response
<p>IDEA is exploring an online platform for workbook completion and submission to manage the volume of data now and into the future. To inform this process, please select all statements which you agree with.</p> <ol style="list-style-type: none"> 1. Our organisation believes an online platform to submit self-assessment would be more effective in principle. 2. Our organisation believes the existing process (a word document submitted by email) is sufficient for our needs. 3. Our organisation feels confident with our technological capabilities to navigate an online platform. 4. Our organisation would require significant training and support to navigate an online platform. 	Multiple Choice
Please share any suggestions or concerns about the submission process, including alternative ideas we haven't yet considered.	Open Ended Response

Question	Answer Type
<p>Where do you feel ownership of the Code lies? Please these actors in order:</p> <ol style="list-style-type: none"> 1. The Code Members 2. The Code Panel 3. The IDEA network 4. The IDEA National Council (Board) 5. IDEA Staff 6. Funders 	<p>Ranking</p>
<p>One of the most important aspects of the Code is the ability to share and exchange practice with others within the shared framework for quality DE. How could this be further enhanced?</p>	<p>Open Ended Question</p>
<p>Which aspects of the Code's Community of Practice have you been involved in? Please select all relevant answers.</p> <ol style="list-style-type: none"> 1. Code Network Meetings 2. Code Advisory/Task Groups (e.g., drafting the Code, working on the 'light touch review' or current review, etc...) 3. Pilot mentoring scheme in 2022 4. Slack 5. 1-1 meetings between Code members 6. 1-1 meetings with IDEA staff 7. Other ways (please describe) 	<p>Multiple Choice</p>

Question	Answer Type
<p>Are there other things you would like to see offered as part of a Code Community of Practice which are not yet available?</p>	<p>Open Ended Question</p>
<p>Which means work best to communicate, seek advice and collaborate with peers in your DE practice generally?</p>	<p>Multiple Choice:</p> <ol style="list-style-type: none"> 1. Meetings 2. Public Events 3. Joint Projects 4. Online Messaging Platforms e.g., Slack 5. Informal Conversations 6. Other (please specify)

6.3. List of key documents for the review

Background documents

- ▶ 2019 Rollout Advisory Group
- ▶ 2019 Review of pilot
- ▶ 2020 Baseline report
- ▶ Guidance note on evidence
- ▶ Guidance note on self-assessment
- ▶ Background notes for principles

Code Network Meeting notes

- ▶ Code Network Meeting 29 Nov 2022 harvest
- ▶ November Meeting flipchart images
- ▶ CNM May 2022 Jamboard
- ▶ Analysis from Post- Its

Lessons Learned reports

- ▶ Lessons learned 2020
- ▶ Lessons learned 2021
- ▶ Lessons Learned 2022

Member surveys

- ▶ 2021 Survey group A + B
- ▶ 2021 Survey group C

